

PSYCHOLOGY

FACULTY OF PSYCHOLOGY AND NEUROSCIENCE

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This report was finalized on 6 June 2018

REPORT ON THE BACHELOR'S PROGRAMME AND THE MASTER'S PROGRAMME PSYCHOLOGY OF MAASTRICHT UNIVERSITY

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (September 2016).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Bachelor's programme Psychology

Name of the programme:	Psychology
CROHO number:	56604
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	-
Location(s):	Maastricht
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	31/12/2019

Master's programme Psychology

Name of the programme:	Psychology
CROHO number:	66604
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	Cognitive Neuroscience Developmental Psychology Health and Social Psychology Neuropsychology Psychology and Law Work and Organisational Psychology
Location(s):	Maastricht
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	31/12/2019

The visit of the assessment panel Psychology to the Faculty Health, Medicine and Life Sciences of Maastricht University took place on 26 - 27 February 2018.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO approved the composition of the panel on 26 October 2017. The panel that assessed the bachelor's programme and the master's programme Psychology consisted of:

- Prof. J.M.A. (Marianne) Riksen-Walraven, professor emeritus of Developmental Psychology at Radboud University [chair];
- Prof. W.J. (Willem) Heiser, professor of Data Theory and Statistical Consulting at Leiden University;
- Prof. J.M. (Jules) Pieters, professor emeritus of Applied Psychology at the University of Twente;
- Prof. W.B. (Wilmar) Schaufeli, professor of Work and Organisational Psychology at Utrecht University and research professor at KU Leuven;
- M. (Margit) van der Werff, bachelor's student Psychology at the University of Groningen [student member].

The panel was supported by Dr. J. (Jetje) De Groof, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

Preparations on the cluster level

In the period from December 2017 through July 2018, the Psychology assessment cluster was assessed according to the new NVAO framework (2016). In conformance with this new framework, a chapter has been added to the self-evaluation in which students give their view of the programme, and a 'development meeting' was added to the site visit. During this development meeting, the programme can talk informally to the assessment panel and ask for advice about any dilemmas they are facing. The cluster consists of 26 programmes to be assessed at 11 universities. Based on the nominations submitted by the programmes in question, panel members were selected and invited to join. Given the limitations of availability, conflicts with independence and the number of programmes to be assessed, the panels and their chairs differed. The panels for the different programmes were submitted to NVAO, which approved the proposed panels.

The entire panel consisted of these experts:

- Prof. J.M.A. (Marianne) Riksen-Walraven, emeritus professor of Developmental Psychology at Radboud University Nijmegen [chair];
- Prof. W.J. (Willem) Heiser, professor of Data Theory and professor of Statistical Consulting at the University of Leiden [chair];
- Em. Prof. R.W.J.V. (René) van Hezewijk, emeritus professor of General Psychology, in particular the psychology in distance learning, at the Open University of the Netherlands [chair];
- Prof. M.H. (Marius) van Dijke, professor of Behavioural Ethics at the Rotterdam School of Management of Erasmus University Rotterdam;
- Prof. P.M.G. (Paul) Emmelkamp, professor of Clinical Psychology at the University of Amsterdam, HSK and head instructor of the GZ-programme Cure & Care Development;
- Dr. W.A. (Winnie) Gebhardt, university senior lecturer in Health Psychology at the University of Leiden;
- Prof. P.E.H.M. (Peter) Muris, professor of Clinical Psychology and Developmental Psychopathology, Faculty of Psychology and Neurocognition (FPN) at the University of Maastricht;
- Prof. J.M. (Jules) Pieters, emeritus professor of Applied Psychology with special focus on learning and instruction, at the University of Twente;
- Prof. W.B. (Wilmar) Schaufeli, professor of A&O Psychology at the University of Utrecht and research professor at KU Leuven;
- Prof. K. (Klaas) Sijtsma, professor of Methods and Techniques of Psychological Research at Tilburg University;

- Prof. H. (Hans) Supèr, research professor in Neurobiology at the University of Barcelona (Spain);
- Prof. C.P.M. (Cees) van der Vleuten, Professor of Education and scientific director of the Educational Development and Research Department at the Faculty of Health, Medicine and Life Sciences at Maastricht University;
- A.M. (Anna) van Oosterzee, research master student in Cognitive and Clinical Neuroscience at Maastricht University [student member];
- R. (Robin) Siemann, bachelor student Psychology at the University of Utrecht [student member];
- S. (Sarah) Stolwijk, master student Ethics of Education and Labour, Organisational and Personnel Psychology at the University of Groningen [student member];
- M. (Margit) van der Werff, bachelor student Psychology at the University of Groningen [student member].

The secretaries for the various visits were: Dr. J. (Jetje) de Groof, E.G.M. (Mariette) Huisjes and Dr. Erwin van Rijswoud (also project leader).

On 2 November 2017 the chairs underwent training, and the purpose of the assessment, the assessment framework and the procedure were discussed. On 3 November 2017 an initial meeting was held with the chairs, panel members and secretaries. Topics of discussion included the purpose of the assessment panel, the method for the overall assessment and the procedure for each site visit; the evaluation framework was examined, and it was agreed to hold a coordination meeting after the first six and before the last five assessment visits with the chairs, vice-chairs and secretaries. One panel member could not attend the initial meeting, so it was repeated at a later moment.

Assessments and reports

To prepare for the assessment, each programme wrote a self-evaluation report. In addition, the programme provided a suitable number of final projects (depending on the number of programmes to be assessed) and the evaluation forms, along with course files of selected subjects. In consultation with the chair, the secretary created a balanced selection of the final projects from the overview of graduates of the last two completed academic years. Prior to the site visit, the panel members shared their questions and critical findings of this material with each other and prepared the interviews.

Site visit

The secretary prepared a site visit programme in consultation with the programme, with the programme being responsible for the selection of the interview partners. During the site visit, which lasted several days, talks were held with those responsible for the content and formal aspects of the programme(s), students, lecturers, the programme committee and the examination committee. In most cases an open consultation hour was offered, and use was made of it several times. A development meeting was also held with all of the programmes, during which the programme suggested the topics for discussion and was responsible for leading the conversation and taking minutes. Some programmes opted to hold the development meeting as the last formal part of the site visit (before the verbal feedback). Others wanted to have the development meeting separate from the assessment interviews, and organised it at a later moment (the next day or even several weeks later). Each programme could therefore arrange the development meeting in the way that suited them best.

Reporting

The secretary prepared a draft report based on the panel's findings. After a peer review, s/he sent it to the panel members. Their comments were incorporated by the secretary, and after receiving the panel's approval, the project leader sent the report to the management of the two programmes, with the request to check for factual irregularities. The management's response to the draft report was presented to the panel members, and as necessary, the secretary adjusted the report in consultation



with the chair. Then the report was approved and sent to the Board of Directors of Maastricht University.

Coordination and quality control

Given the large number of programmes to be assessed, the differences in panel composition and the different chairs, explicit attention was paid to ensuring the quality and consistency of the assessments. The three chairs were trained simultaneously by two QANU project leaders, and the three secretaries (one of whom was also the responsible project leader) maintained close contact about the assessments. The project leader also attended the meeting for each assessment when the panel was preparing its preliminary findings. This allowed the assessments and the different panels to be compared and coordinated constantly.

For the assessments in which a chair took on this role for the first time, the chair of the previous assessment acted as the vice-chair. This allowed the procedure and method of evaluation of the different panels and chairs to be compared and coordinated properly. The panel also planned two coordination meetings, which were attended by the chairs, vice-chairs, secretaries and the project leader. The first coordination meeting concerned the assessments of RU, UU, MU, OU, UvA and VU; the second coordination meeting covered RUG, EUR, LEI, TIU and UT. The basis for the coordination was the common assertion that the fundamental quality of Dutch psychology education was being assessed from an international perspective. During coordination, the preliminary assessments of the programmes concerned were discussed standard by standard and approved.

Definitions of evaluation

In agreement with the NVAO Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the individual standards and the programme as a whole:

Generic quality

The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Unsatisfactory

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

Satisfactory

The programme meets the generic quality standard across its entire spectrum.

Good

The programme systematically surpasses the generic quality standard.

Excellent

The programme systematically well surpasses the generic quality standard and is regarded as an international example.

SUMMARY JUDGEMENT

Bachelor's programme Psychology

The bachelor's programme Psychology of Maastricht University (MU) is part of the Faculty of Psychology and Neuroscience (FPN). It aims to offer a broad orientation to the field of psychology and uses problem-based learning (PBL) and research-based learning (RBL) as guiding concepts in the teaching-learning environment. The curriculum consists of 180 EC and is offered in both Dutch and English.

Standard 1: Intended learning outcomes

The panel found that the intended learning outcomes (ILOs) are formulated at the level of an academic bachelor's programme. The national and international requirements of the field have been taken into account. With its strong emphasis on research and academic skills, its broad and international orientation, and its PBL approach, the programme distinguishes itself from other Dutch bachelor's programmes in psychology, which is highly appreciated by the panel. Other distinctive features are the focus on cognitive and biological psychology and the broad introduction to psychology. The profile has been translated into clear ILOs. The panel values that the ILOs reflect the programme's focus on research, academic skills, internationalization and PBL. It welcomes the plans to make the communication and interpersonal skills acquired through PBL more visible in the ILOs as this will make students aware that they are developing skills required in professional contexts. The panel is of the opinion that an External Advisory Board with stakeholders from the professional field would be a valuable addition to the many informal contacts that already exist.

Standard 2: Teaching-learning environment

The panel found the curriculum to be sound and coherent and concluded that it allows students to attain the programme's ILOs. It values highly how the programme succeeds in providing a broad introduction to psychology, while at the same time preparing students for and orienting them towards different master's programmes. Nevertheless, it suggests improving the communication to students on the consequences the future choice for a master's programme has on their professional opportunities. Alumni could be helpful in making the different options more tangible to students.

The programme has successfully created a challenging teaching-learning environment. The panel appreciates the integration of theory and application and how academic writing is embedded throughout the curriculum. It values the programme's student-centred approach, which is also evident in the active involvement of students in the continuous improvement of the programme. The didactical concept, which combines PBL and RBL, is key in attaining an activating learning environment. The panel values highly how the RBL approach succeeds in infusing research throughout the bachelor's programme. It concludes that PBL is applied effectively and that a great deal of effort is put into monitoring the quality of PBL. The programme has a high-quality tutor system. The panel and programme management agreed that the tutors are key in making PBL work and that continued investment is needed in the selection, training and monitoring of tutors and student-tutors. The panel found that the staff has ample relevant research experience and teaching skills. It appreciates that, in line with the ambitions of the programme, the staff is increasingly international. It applauds the way the internationalization is used as a lever to create a real international classroom. It is impressed by the very large number of students using the mobility window to follow courses abroad.

According to the panel, the balanced admission procedure has contributed to the improvement of the students' study duration. The panel is of the opinion that the recently updated mentoring programme will further add to this positive evolution. Although it finds the concept of the portfolio and mentoring sessions strong, it is of the opinion that more guidance is needed to allow for a coherent and meaningful implementation, in order to make it optimally beneficial for students. The Quick Career Service is a strong point of the programme.



Standard 3: Assessment

The bachelor's programme has a sound assessment system. The panel welcomes the recently updated assessment policy, with clear procedures ensuring that the assessment is valid, reliable and transparent. It concludes that the assessment is representative of the intended learning outcomes. It would welcome more variation in the assessment methods at the bachelor's level, as written exams primarily use multiple choice testing. It finds that the assessment could be better aligned with the didactical concept of PBL, testing the skills that are developed using the PBL approach. It appreciates that initiatives are being taken to explore whether digital and adaptive testing can fill this gap. It is pleased that a 'Handbook of Writing Skills' is consistently used as the basis for the assessment of writing assignments. It values that the progress test has been replaced by the portfolio as a tool to monitor students' study progress in the past years. Nevertheless, it is of the opinion that there is room for more formative testing in the courses.

The panel values that the same standard assessment form is used for the writing assignments throughout the programme. It concludes that the assessment of the bachelor's thesis is up to standard. The programme now works with two independent assessors and has clear rules regarding how to arrive at the final mark. The panel finds the assessment form of the bachelor's thesis to be clear, but would like to see more opportunities to assess the writing process. Although a strong feedback culture seems to exist, the panel is of the opinion that the assessment form should clarify that this feedback has taken place.

The panel found that the BoE and Test Committee (TC) independently monitor the validity and reliability of assessment. It appreciates that the BoE systematically checks the quality of the final works, by annually re-assessing a random sample. It values that ample effort is put into the calibration of evaluation.

Standard 4: Achieved learning outcomes

The panel ascertained that the curriculum and assessment of the programme are in line with the ILOs, thus enabling students to achieve the ILOs. Inspection of a sample of bachelor's theses confirmed that they indeed reflect the intended academic bachelor's level. The fact that the alumni felt well prepared for different master's programmes after the bachelor supports the panel's conclusion that the ILOs are being achieved. Nevertheless, the panel suggests that students could be better informed about the different specializations and programmes the master has to offer and recommends that the programme involve more alumni in order to make potential paths more tangible to students.

Master's programme Psychology

The master's programme Psychology is part of the FPN. It is a one-year master's programme (60 EC) offered in English. It includes six specializations that have either an applied cognitive or a biological signature: Cognitive Neuroscience (CN), Developmental Psychology (DP), Health and Social Psychology (HSP), Neuropsychology (NP), Psychology and Law (PL) and Work and Organisational Psychology (WOP). The programme uses problem-based learning (PBL) and research-based learning (RBL) as its guiding didactical concepts.

Standard 1: Intended learning outcomes

The ILOs are clearly formulated for the programme as a whole and specific ones for the six specializations. They are formulated at the level of an academic master's programme. The national and international requirements of the field have been taken into account. The panel is convinced that the programme has succeeded in establishing six specializations that are attractive to both Dutch and international students and that give the programme a distinctive character. Other specific features of the programme are the strong focus on research, the cognitive or biological signature of the specializations, the use of PBL, and its thorough international orientation.

The panel appreciates the programme's strong focus on research, but it observed that most alumni proceed to a career in the professional field. It welcomes that the programme is planning to analyze whether every specialization needs the current research-intensive focus, and suggests composing an External Advisory Board with stakeholders from the professional fields.

The panel is pleased to see that the programme works hard to assure that students can obtain the psychodiagnostics registration, and that they meet the requirements to enter post-academic training. It values that international students are supported in getting their diploma recognized in their home country, so they can start a clinical career over there.

Standard 2: Teaching-learning environment

The panel found the curriculum to be sound and coherent and concluded that it allows students to attain the programme's intended learning outcomes. It welcomes the strong emphasis on research and values the implementation of the Academic Skills course, which prepares students well for the research internship and the master's thesis. The supervision of the research internship and master's thesis is up to standard. Yet, the panel is also of the opinion that the emphasis on the academic and scientific orientation and development should not come at the expense of professional skills needed in further professional life. It understands that finding the right balance between an academic and professional orientation is a challenge in the framework of a one-year's master's programme. It welcomes the programme's initiative to investigate whether the skills courses can be more diversified in the different master tracks in order to align them better to the needs of the specific careers the different tracks prepare students for. In addition, it suggests encouraging students more to choose an external research internship, as this allows those not doing a clinical internship to have more intensive contact with the professional field. It would also welcome having more of the PBL cases at the master's level being drawn from professional practice.

The panel noted that students interested in doing clinical internships have different options at their disposal. It appreciates that NP students can now do a clinical internship in their curriculum. Students from the DP, HSP and PL specializations can do an extracurricular clinical internship as a non-degree seeking student after having finished their master's programme. Many students opt to do an additional master, the Master Mental Health, which is geared towards clinical skills and includes a clinical internship. The panel learned that even though the programme provides active support with finding clinical internships, some students have a hard time finding one. Given this context, it suggests establishing an External Advisory Board and strengthening its network of alumni as this may increase the supply of clinical internships. It would welcome more attention being paid to career advice at the master's level.

The panel concludes that the programme has succeeded in creating a challenging teaching-learning environment. It appreciates the programme's student-centred approach, which is also evident in the active involvement of students in the continuous improvement of the programme. The didactical concept, which combines PBL and RBL, is key in attaining an activating learning environment. The panel highly values the way students participate in research projects and have the opportunity to work with state-of-the-art research infrastructure. It moreover concludes that the PBL is applied consistently throughout the programme and welcomes the amount of effort that is put into monitoring the quality of PBL. It believes that the programme has a high-quality tutor system. It found that the staff has ample relevant research experience and teaching skills and appreciates that, in line with the ambitions of the programme, the staff is increasingly international. Nevertheless, it suggests that the programme also invest in attracting staff with an active connection to the professional field.

Standard 3: Assessment

The master's programme has a sound assessment system. The panel welcomes the recently updated assessment policy, with clear procedures ensuring that the assessment is valid, reliable and transparent. It concludes that the assessment is representative of the ILOs. Yet, it finds that the assessment could be better aligned with the didactical concept of PBL, testing the skills that are



developed using the PBL approach. It is pleased with the variety of assessment forms used at the master's level. It appreciates how a 'Handbook of Writing Skills' is consistently used as the basis for the assessment of writing assignments. It values that the research internship and the master's thesis are graded separately. It noted that the programme works with two independent assessors and has clear rules regarding how to arrive at the final mark. It finds the criteria on the newly developed assessment form very clearly formulated and appreciates that both the writing process and the writing product are taken into account in the assessment of the master's thesis. It found that students consistently receive feedback on their thesis, whether orally or in writing. Although a strong feedback culture seems to exist, the panel is of the opinion that the assessment form should clarify that this feedback has taken place.

The panel concludes that the BoE and TC independently monitor the validity and reliability of assessment. It appreciates that the BoE systematically checks the quality of the final works by annually re-assessing a random sample. It values that ample effort is put into the calibration of evaluation.

Standard 4: Achieved learning outcomes

The panel has ascertained that the curriculum and assessment are in line with the ILOs, allowing students to achieve the ILOs during the master's programme. Inspection of a sample of master's theses confirmed that they do indeed reflect the intended academic master's level. Recent surveys about employability held among alumni support the conclusion that the ILOs are being achieved. Yet some of the alumni spoken to during the site visit were more reserved. They felt they were falling between two stools, being not academic enough for a research master, yet having too few professional skills to be well prepared for the professional world. The panel appreciates that the programme is aware of this issue. It recommends informing students better about the professional perspectives they have after graduation and how different master's programmes and specializations prepare them for specific careers. It suggests involving alumni in this initiative to make potential paths more tangible to students. It also recommends structurally embedding Career Advice at the master's level.

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

Bachelor's programme Psychology

Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	good
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

Master's programme Psychology

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

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

Date: 6 June 2018

A handwritten signature in black ink, written in a cursive style, slanted upwards from left to right. The signature appears to read 'M. Riksen-Walraven'.

Prof. Marianne Riksen-Walraven

A handwritten signature in black ink, written in a cursive style, slanted upwards from left to right. The signature appears to read 'J. de Groof'.

Dr. Jetje de Groof

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

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.

Explanation:

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch qualifications framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

The curriculum maps of the bachelor's and the master's programmes illustrate how the intended learning outcomes (ILOs) of both programmes are formulated in line with the Dublin Descriptors. They also take into account national requirements as listed by the Dutch cluster of Psychology in the domain-specific frame of reference (DSR) and international criteria as set out by the European Federation of Psychologist's Association (EFPA). Within this framework, the bachelor's and master's programmes of Maastricht University (MU) offer a distinct profile due to their focus on cognitive and biological psychology, their choice for Problem-Based Learning (PBL) and Research-Based Learning (RBL) as guiding didactical approaches, and their thorough international orientation. The panel learned from bachelor and master students during the site visit that this specific focus is appealing and succeeds in attracting both Dutch and international students.

Bachelor's programme

The bachelor's programme has an integrated cognitive and biological signature with a broad orientation to the field of psychology. With this aim in mind, MU has chosen a broad research-based programme without built-in specializations that prepare for specific master's programmes. Instead, students can use the considerable elective space in the curriculum to prepare for a range of master's programmes in psychology and other related fields. The panel values how the programme provides a clear focus, while also giving a broad introduction to the field. The programme focuses strongly on research and academic skills and attaches great importance to communication and interpersonal skills. PBL and RBL are regarded as crucial in acquiring these skills. The bachelor's programme offers a Dutch as well as an English track and succeeds in attracting a growing number of international students.

The panel is pleased to see that this distinctive profile has been translated into clearly formulated ILOs that reflect the programme's emphasis on research and PBL and its international orientation (e.g. ILO 6 'Is capable of reporting on basic psychological research (...) to lay persons and experts', Sub ILO 6 'Can discuss problems in an intercultural group of students', ILO 7 'Can work and reason at an academic level and has acquired the following academic skills: study skills, general professional skills and some specialist professional skills'). The panel learned that the ILOs are regularly evaluated by the curriculum-year group, which is led by the programme director.

The preparatory documents mention that students feel they could be better prepared for their future career. The panel appreciates that the programme management is clearly aware of this issue and welcomes its plans to make the interpersonal and communication skills that are implicitly acquired through PBL more explicit in the ILOs.



Master's programme

The master's programme includes six specializations: Cognitive Neuroscience (CN), Developmental Psychology (DP), Health and Social Psychology (HSP), Neuropsychology (NP), Psychology and Law (PL) and Work and Organisational Psychology (WOP). They have either an applied cognitive (PL, WOP, HSP) or a more fundamental biological signature (CN, DP, NP). The aim is to train students to become academic professionals with a strong focus on fundamental or applied research. Students explained that the research-oriented focus of the master's programme and the focus of the specializations are appealing. The panel values the specific focus of the master's programme and believes that the CN, NP and PL specializations in particular add to the distinctive profile of MU.

The preparatory documents mention that the current strong emphasis on research prepares students adequately to work in a scientific setting and/or to start a PhD after the one-year master's programme. At the same time, the panel took note of the fact that the majority of the master students end up in professional practice, and that many students, also according to 'National Student Survey' (NSE)-evaluations, would like to gain more practical experience within their programme. It discussed at length how the programme succeeds in striking a balance between research skills/knowledge on the one hand and the incorporation of other practical experiences and skills outside of research on the other. The programme management explained how improving the students' employability in the broader professional field is high on its agenda. It is currently investigating whether every specialization needs the current research-intensive focus. The panel supports this action and understands that finding the appropriate balance between research and practical skills is a challenge within the framework of a one-year master's programme.

The programme offers opportunities for students working towards a clinical career as a psychologist. The psychodiagnostics registration (BAPD, Basisaantekening Psychodiagnostiek) can be obtained in NP as part of the curriculum and in DP, HSP and PL if a student completes a clinical internship as a non-degree seeking student within one year after graduation. The combination of the bachelor's and master's programme (including a clinical internship) meets the requirements to enter post-academic training to become a registered psychologist. The panel learned that the programme discusses its curricula on a regular basis with the professional organizations concerned in order to ensure that these links continue to be guaranteed. The programme management explained that it also supports international students in getting their MU diploma recognized in their home country so they can continue their education or obtain professional certification. For German students, who constitute the largest group of international students, there is regular consultation with the appropriate regulatory bodies.

The bachelor's and master's programmes do not have an External Advisory Board with representatives from the professional field. The panel and programme management agreed during the site visit that having such a Board would provide the programmes with structural input and feedback on the profiles and the curricula. In this sense, it would be a valuable addition to the many informal contacts with the professional field the programmes already have.

Considerations

Bachelor's programme

The ILOs of the bachelor's programme are formulated, in line with the Dublin descriptors, at the level of an academic bachelor's programme. The national (DSR) and international requirements of the field have been taken into account. The panel strongly appreciates that within this framework, the bachelor's programme has succeeded in establishing a clear and specific profile. With its strong emphasis on research and academic skills, its broad and international orientation, and its PBL approach, the programme distinguishes itself from other Dutch bachelor's programmes in psychology. Another distinctive feature is the focus on cognitive and biological psychology and the broad introduction to psychology. The programme's broad character, its academic focus and the elective space ensure that students are fulfilling the admission requirements for a range of master's programmes within and related to psychology. The panel concludes that the chosen focus is attractive

to students (including international ones). The profile has been translated into clear ILOs. The panel appreciates that they reflect the programme's focus on research, academic skills, internationalization and PBL.

The programme wants to make the communication and interpersonal skills that are acquired through PBL more visible in the ILOs. The panel agrees that this will make students more aware that they are developing the skills required in professional contexts. This measure will improve the bachelor students' orientation towards the professional field. The panel is of the opinion that an External Advisory Board with stakeholders from the professional field could further support the programme's strategy regarding its professional orientation. This could also strengthen the contextual component of the PBL learning concept (see standard 2).

Master's programme

The ILO's are clearly formulated for the programme as a whole and well specified for the six specializations. They are formulated, in line with the Dublin descriptors, at the level of an academic master's programme. The national (DSR) and international requirements of the field have been taken into account. The panel is convinced that the programme has succeeded in establishing six specializations that are attractive to students and that give the programme a distinctive character. Other specific features of the programme are the strong focus on research, the cognitive or biological signature of the specializations, the use of PBL and its thorough international orientation. The panel applauds that the specializations are attractive to both Dutch and international students.

The panel appreciates the programme's strong focus on research, but it also observed that most alumni proceed to a career in the professional field. It welcomes the programme's plan to analyze whether every specialization needs the current research-intensive focus. It suggests composing an External Advisory Board with stakeholders from the professional field, as such a body could support the programme in optimizing its strategy in this regard.

The panel is pleased to see that the programme works hard to assure that students can obtain the psychodiagnostics registration, and that they meet the requirements to enter post-academic training. It approves that international students are supported in getting their diploma recognized in their home country, so they can start a clinical career over there.

Conclusion

Bachelor's programme Psychology: the panel assesses Standard 1 as 'good'.

Master's programme Psychology: the panel assesses Standard 1 as 'satisfactory'.



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.

Explanation:

The intended learning outcomes have been adequately translated into educational objectives of (components of) the curriculum. The diversity of the students admitted is taken into account in this respect. The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the curriculum, and provide appropriate guidance. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). Programme-specific services and facilities are assessed, unless they involve institution-wide services and facilities already reported on during the institutional audit.

Findings***Learning concept***

Both problem-based learning (PBL) and research-based learning (RBL) are guiding concepts in shaping the teaching-learning environment. Key features of PBL are collaborative, constructive and contextual learning. Education takes place in small-scale tutorial groups of a maximum of twelve students. In these groups, students take the lead under the supervision of a tutor. The students and alumni the panel interviewed during the site visit were very enthusiastic about PBL in general. Master students were even more enthusiastic than bachelor students. Bachelor students mentioned that although PBL does spark active learning, the dynamics of the tutorial groups is sometimes hampered by the passive attitude of some students, who come to the PBL groups unprepared. All parties involved agreed that the success of PBL relies highly on the success of the group process. Students mentioned that tutors are key in steering the process and ensuring that all students are engaged.

Considering the vital importance of the tutors in making PBL work in practice, the panel explored how their quality is guaranteed. It learned that all tenured research staff members are obliged to assume tutoring roles in the bachelor's programme, which it appreciates. In addition, student-tutors are used at the bachelor's level. Third-year bachelor students with a GPA of 7.0 or higher are eligible to facilitate bachelor tutorial meetings. At the master's level, only staff act as tutors as more guidance is required from the perspective of the scientific and practical content. Students interested in becoming student-tutors need a positive recommendation from a member of staff, which helps to preselect students with the necessary skills to guide group processes. Once they are selected, student-tutors receive an introductory training in PBL, during which the handling of group processes is a central topic. The quality of all tutors is continuously monitored using student evaluations of the teaching blocks. The contracts of student-tutors who do not perform according to standard are cancelled. To support the tutors further and assure coherence between different tutorial groups, course coordinators organize weekly tutor meetings and write detailed tutor instructions for their course. The panel noted that this was indeed confirmed in the selection of course materials it inspected. Teachers explained that they receive training on writing good tutor instructions.

The panel learned from the preparatory documents that the average tutor score in the bachelor's programme was 8.1 in 2016-2017; for the master, where only staff tutors are used, this was 8.3. Programme management and students agreed that, on average, student-tutors are very positively evaluated overall, but also explained that their individual quality varies. The panel appreciates the quality control structure that has been built up at MU and asks the programme to continue to invest in the quality of the tutors and to react swiftly if tutors or student-tutors are not performing according to standard. It welcomes that the programme has started working with discussion leaders and experiments with tutorless PBL groups in order to activate students in their PBL groups.

The panel also discussed the problems students work on during PBL sessions, as it considers this to be another crucial element in making the PBL attractive and stimulating their active involvement. It learned that the scope and nature of the problems evolve throughout the programmes. While

problems near the end of the bachelor's programme and in the master's programme are relevant for and drawn from the professional field, the problems in the first year of the bachelor's programme are more 'phenomenon'-driven and geared towards giving the students a clear view of the field of psychology.

Students explained that they had received a good introduction to PBL in the bachelor's programme. Students who followed their bachelor's programme elsewhere receive an introduction at the master's level. This is also true for the international students. Teachers and students mentioned how PBL has specific challenges in the international classroom, but that the aim is to ensure that tutorial groups have students from mixed and diverse backgrounds.

RBL allows students to be systematically introduced to research practices, methods and projects. This means that research methodology, statistics and academic writing are given a central role and that students are active in research projects in every year of their educational programmes, allowing them to move through the empirical cycle several times during the programmes. Active researchers give courses, and the content is linked to current research as much as possible. The programme management explained that the lab facilities are also key components in the RBL approach. The panel visited some of the labs during the site visit and observed that students actively participate in the research at the labs. This applies especially at the master's level, but also to some extent at the bachelor's level, most notably for honours students.

The panel values that clear didactical concepts (PBL and RBL) structure the way the teaching-learning environment is shaped. The way these didactical concepts are translated into practice is well thought out. The panel consulted the study guide and a sample of courses and ascertained that the teaching methods are varied and centred on interaction. It found the contents of the courses to be state of the art and of high quality. This applies to both the bachelor's and the master's programme. Finally, the panel also appreciates the way it is made explicit that these didactical approaches are key in attaining the programmes' intended learning outcomes (see also standard 1).

Bachelor's programme

Curriculum

The bachelor's programme (180 EC) consists of a core curriculum (156 EC), electives (24 EC) and a bachelor's thesis (6 EC) (for a complete overview of the curriculum, see Appendix 3). The content of the bachelor's programme is broad, in the sense that the core curriculum introduces students to the main fields in psychology, subfields, and supporting disciplines. Along with the core curriculum, the programme has invested in recent years in giving students the opportunity to pursue their own topics of interest, thus preparing them for different master's programmes. In the third year students choose from courses/minors provided by the Faculty of Psychology and Neurosciences (FPN), minors at other faculties of UM, a study period abroad, or courses from another university in their elective space. Since 2017-2018, a voluntary internship is also an option, which allows students to acquire hands-on work experience. The panel appreciates that the decision to introduce this internship was based on the students' requests to acquire more practical skills. The bachelor's thesis is on a chosen topic, and students can choose practical courses that match their own interests. The panel values how the programme succeeds in providing a broad introduction, while also preparing students for different master's programmes in a very flexible way. It consulted the outline of the programme and found that it enables students to achieve the intended learning outcomes.

Each academic year consists of four eight-week and two four-week periods. Courses have an equal division between lectures and tutorials (per course one or two tutorial groups and one lecture per week). Participation in the tutorial groups is mandatory; this is not the case for the lectures. The panel appreciates that each course also has a related practical, in which students get the opportunity to apply what they have learned. The skills courses target research and general academic and professional skills.



The bachelor's programme also focuses on acquiring research and academic skills. With this end in mind, two learning trajectories (statistics & methodology and academic writing) run through the three-year curriculum. Students explained that the learning trajectories gradually and coherently build up towards the bachelor's thesis. They also mentioned that the statistics courses are not given according to the PBL principle, but are taught in a more classical way, which is nevertheless valued by them. The panel appreciates that there is some room for flexibility in the application of the PBL principle if this is required by the course content. The students were very appreciative of the quality of the statistics exercises. Regarding the development of academic writing skills, the panel values that students are also trained in writing skills targeting a lay audience.

The panel values that students' empirical research skills are intensively trained in various stages of the curriculum. In the research practical in the second bachelor year, every stage of empirical research is covered. Students also have to apply for the ethical approval of their project and present their results at an in-house symposium. The panel finds the research practical a particularly strong feature of the programme. The bachelor's thesis is either a literature review or a report of an empirical research study. A strict schedule is used with fixed dates for handing in the draft version, final version, and revision. The panel learned from the students that it is possible to choose the topic of the thesis themselves, after which they are matched to a supervisor. Another option is to select from a list of topics and supervisors on the student portal.

An honour's programme of 18 EC is offered to excellent students in their second year. The panel learned that the grade point average (GPA) in the first year of the bachelor's programme is the main criterion for application, but that highly motivated students can also be accepted, even if their GPA is not in the top range of the cohort. In addition, the honour's programme MARBL (Maastricht Research-Based Learning Programme) allows excellent and highly motivated students the possibility to carry out a research project as part of their bachelor's programme, either in The Netherlands or abroad. The panel appreciates these opportunities that are given to excellent and highly motivated students.

Study load, feasibility and mentoring

The self-assessment reports that an average of 10 to 12 hours of activities are scheduled, and students are expected to spend another 25 hours on average on self-study. The reported study time of students and benchmark reports of the 'Centrum Hoger Onderwijs Informatie' (CHOI) confirm this number, yet a well-being survey among students revealed that they perceive the study load to be high. The panel further explored this topic during the site visit with the students, who explained that PBL is intensive due to the required reading, but that it is manageable. The fact that not all students are always actively involved in preparing for the PBL group raises the study load for the other students. The panel asks the programme to actively monitor this issue.

Each bachelor student is assigned a mentor. Mentor meetings are both individual and in a group. The mentoring is linked to the students' portfolio, in which students reflect on the skills and knowledge they are acquiring. Teaching staff emphasized during the site visit that the aim of the portfolio is to link the acquired skills to future professions, which is why, from the second year onwards, the reflection in the mentor sessions is geared towards the competences of a practising psychologist. In addition, the portfolio forms the basis for the Quick Career Advice that students receive during their last bachelor year, and which students reported as valuing very highly.

While some students were very appreciative of the way the mentoring and portfolio spark reflection, others did not consider the mentoring and portfolio as being of added value. Students mentioned that the quality of the mentor meetings varies and is strongly dependent on the mentor. The panel also learned that not all mentors discuss the portfolio. It feels that the portfolio and mentoring programme are intrinsically strong features of the programme. It suggests monitoring more strictly that mentors follow similar procedures to ensure that all students experience the benefits of the portfolio and mentoring sessions. The panel learned that the programme management is firmly aware of this issue.

Internationalization and diversity

In 2015-2016, an English-language track was introduced in the bachelor's programme, along with the Dutch-language track. Although the great majority of foreign students come from Germany, the nationalities represented increased to around 35 in the 2017-2018 cohort. From the second bachelor year onwards, some courses of both tracks are mixed. The tutor groups of the English-language track are composed in such a way that a mix of cultures and backgrounds is realized. As of 2016-2017, all students have to do a diversity assignment, in which they collaborate with Indonesian students on a cultural topic. The panel learned that there is also an increasing number of international student-tutors. It values highly how the programme succeeds in creating an international programme and appreciates that it uses this international classroom as a lever to develop the students' intercultural skills.

The electives space in the curriculum allows students to spend a period of study abroad (electives or internship). While between 72 and 89 students went abroad in the last few years, this number rose to 159 students in 2017-2018, with the first large cohort of the English track being registered in their third year. Courses offered by partner universities are reviewed annually by the Board of Examiners (BoE). Exchange students are also given a 'diversity' assignment in which they are required to report what they have learned about the culture of the country they visited. Moreover, there are 60-100 exchange students coming into the programme annually, further adding to the scope of the international classroom.

Selection and admission

Over the last few years FPN has maintained a set limit since the number of applicants exceeds capacity. FPN introduced student selection from 2015-2016 onwards. The criteria that are taken into account are: (1) grades achieved during secondary education, (2) study attitude, (3) motivation and (4) content knowledge of psychology as a discipline. The panel is very pleased with the way in which the selection is done. Study attitude and motivation are measured through questionnaires. Content knowledge and the ability to acquire relevant content are assessed by letting students attend lectures, look at the literature, and then do a test. The panel took note of the fact that since implementing student selection, the percentage of students earning the full 60 EC in the first year has increased considerably (from 40% in 2014/2015 to 55% in 2015/2016 and 62% in 2016/2017). In addition, the number of students with a positive 'binding study advice' (BSA) has increased from 72% to 78% to 85% in these three cohorts, respectively.

The average non-Dutch intake has risen since the introduction of the English-language track in 2015-2016. The panel discussed whether the combination of the set limit and the influx of international students has been disadvantageous for Dutch students, but learned that the programme management is aware of this issue and actively monitors to ensure that both national and international student cohorts are admitted to and guided through the programme in an appropriate way.

Master's programme

Curriculum

Each master specialization (60 EC) starts with 20 EC of theoretical core courses. All core courses are combined with a practical, in which students apply the acquired knowledge and develop academic and other professional skills. There is also one skills course in the curriculum. For most specializations, this is the Academic Skills and Research Proposal course (5 EC). In WOP, the Professional Skills and Activity Report (10 EC) replaces the Academic Skills course. The master's programme ends with the research internship and the master's thesis; together they account for 35 EC. In the WOP specialization, the research internship and master's thesis are worth 25 EC. The NP specialization gives students the option to perform a clinical internship. Students who chose this specialization have a total of 21 EC for the research proposal, research internship and master's thesis, and 19 EC for the clinical internship and related activities. Appendix 3 contains a detailed overview of the curricula of all specializations.



The panel consulted the outline of the programme and found that it enables the students to attain the intended learning outcomes. Master students and alumni expressed their appreciation for the coherence between the theoretical courses and the way they are integrated with the practicals. This gradual build-up allows students to develop the knowledge and skills required for their research internship and master's thesis.

The panel values highly that, in line with the ambitions of the programme (see standard 1), the curriculum puts a lot of emphasis on research and academic skills. It learned that the Academic Skills course that started in 2015-2016 offers students the opportunity to practise and apply academic writing, research methodology, and statistics in order to be optimally prepared for the research internship. WOP students attend a series of practicals and workshops on research methods to prepare for their research internship. The research internship takes place at FPN or at an external university, research institute, or organization that facilitates research at an academic level. Students have to plan, conduct and analyse the results of their research project. They start their research internship with the writing of a research proposal, in which they are encouraged to formulate their own research questions based on the existing literature, notwithstanding the fact that they will participate mostly in ongoing research. The thesis reports on the findings of the empirical study that was conducted during the internship. The students the panel interviewed were all very positive about the supervision they received and were happy with the diversity of topics available.

Given that it is also the ambition of the programme to train future professionals, the panel explored how the programme prepares students for their career and optimizes their employability. The programme management explained how the Academic Skills course also covers topics such as ethics and career perspectives, which are not strictly research-related. In the WOP specialization, the Professional Skills course was introduced in order to stimulate the development of professional competences. Teaching staff added that all specializations link to the professional field by means of guest lecturers; through site visits to hospitals, courts of justice and research centres; and by practising the acquired skills in simulated or real-life settings. In addition, the PBL sessions in the master are often based on real-life cases.

The panel appreciates the measures that are being taken to train the students' professional skills and is aware of the fact that a one-year master's programme limits the amount of academic and professional training that fits into the curriculum. However, during the site visit, students and alumni alike expressed the need for more professional skills development and more contact with the professional field during the master's programme. The panel realises that the programme management is aware of this issue. It was explained to the panel that a dedicated committee is looking into the possibilities to diversify the skills courses in the different master specializations, to align them better with the different profiles they aim at.

The panel explored what proportion of students does a research internship outside of MU. It found this question to be relevant, as doing a research internship in an external organization also exposes students to professional contexts and allows them to develop professional skills. Although it seemed few students were doing external internships according to the lists the panel received, management explained that in reality 40-50% of students actually do an external internship. Nevertheless, the students and alumni the panel talked to explained they would welcome more options and support for students who want to pursue this avenue. The alumni who had secured an external research internship felt that it had improved their career options after finishing the master's programme. The panel therefore suggests that the programme improve its communication about and support for external research internships.

The panel learned that motivated master students are eligible to take part in the Premium programme, during which they participate in an interdisciplinary programme together with students from other faculties. They are also offered the possibility to participate in workshops that are primarily geared towards employability.

Clinical internship

Within the NP specialization, an optional clinical internship may be taken in combination with, or parallel to, the research internship. About half of the NP students pursue this option. The panel explored how students are supported with finding a clinical internship. Teaching staff and programme management explained that students have to start looking for an internship as soon as the master's programme starts. Teaching staff and students agreed that the communication on this issue is clear. Students are supported in the sense that they can use the programme's network of institutions when searching for an internship, but ultimately it is the student's own responsibility to find one. Those having difficulty finding an internship are given further support. As a consequence, it is rare that students do not find a clinical internship in the end. All students and alumni the panel interviewed managed to find an internship, yet they also told the panel they knew of quite a few cases of students who had experienced difficulties. The panel is well aware that the scarcity of clinical internships is an issue that is broader than MU. Nevertheless, the programme management and panel agreed that an External Advisory Board with stakeholders from the professional field, including alumni, would help strengthen the programme's network. This could bring opportunities not only for clinical internships, but also for external research internships and even the supply of real-life cases for the PBL.

For the SP, HSP, and PL specializations, a clinical internship can be done as a non-degree seeking student within one year following graduation. The panel learned that only a small number of students (ten to fifteen each year) pursue this option. Many graduates who opt for a clinical internship after having finished their master's programme enrol in the Master of Mental Health (MMH), as this one-year master's programme is specifically geared towards the development of clinical skills and comprises a clinical internship. This possibility also exists for NP students, a large number of whom choose a full research internship during their Psychology master, and then continue with MMH.

The panel learned that international students are stimulated to do their clinical internship in the country they want to be professionally active in, which is what most international students do. The MMH is often not an option for them, as it is taught in Dutch.

Study load, feasibility and study progress

The panel consulted the information on both the planned and the reported study load, which indicated that the programme is feasible for students. This was confirmed by the students, who found the programme demanding, but concluded that it is feasible with the right amount of planning.

The panel appreciates that the programme has put a lot of effort in supporting the study progress of students, which has led to a decrease in the average study duration to 15 months. First of all, the integration of the clinical internship into the NP curriculum has reduced the number of students failing to graduate in a reasonable timeframe. Second, NP students who want to incorporate a clinical internship but are unable to find one before a certain date can enrol back into the research track in order to avoid delay. Third, the many guidelines and structured timeline of the research internship and master thesis allow the great majority of students to finish these curriculum components on time. Students mentioned that they valued that preparatory work for the internship and thesis is done in the Academic Skills course. They appreciate how the research proposal has to be handed in before the start of the research internship and that it constitutes an integral part of the master's thesis. The panel spoke with an NP student doing a combined internship (clinical and research) and learned that the study load is high but feasible. The structured timelines of the research internship and master's thesis are pivotal in making the trajectory feasible. The teaching staff explained that students who want to participate in projects with real patients are encouraged to take part in projects only once the ethical approval has already been cleared, since they are at risk of delay.

Admission and intake

The number of students starting in the master's programmes grew from 207 in 2011-2012 to 335 in 2014-2015, but has stabilized since then. Students who received their bachelor's degree elsewhere comprised 65% of the master intake in 2016-2017, compared with 45% in 2011-2012. An increasing number of bachelor graduates from FPN go on to study elsewhere for their master.



Alumni mentioned during the site visit that they would have welcomed more information before or right at the start of the master's programme on the consequences that certain choices have for their later career path. This includes topics such as the clinical internship and the different options of how to integrate it into a student's trajectory, choosing a one-year master's programme or opting for a research master, and the consequences this choice has on admission to research masters. Alumni and the panel agreed that the alumni could play a major role in making the consequences of certain choices more tangible for students, which is why the panel suggests using the experience of the alumni more actively for information and communication to students, both at the bachelor's and the master's level.

Internationalization

The panel appreciates how MU succeeds in creating an international classroom and successfully uses the diversity of its student population to the benefit of the PBL process. Students have the opportunity to do their research or clinical internship abroad. Students in the WOP specialization can do a double degree with the University of Seville, which allows them to obtain a two-year's master degree that fulfils EFPA requirements. Three or four students participate in this annually.

Staff

The policy of UM is that all staff members have a PhD, which means students have teachers who actively participate (or have actively participated) in scientific research. A limited number of staff has not obtained a PhD and is mainly involved in the bachelor's programme. Nearly all staff members are members of research schools. Also, 40% of the teaching staff is non-Dutch. The panel appreciates that a large number of staff is conducting research, and the clear presence of international staff is in line with the ambitions of the programme. Yet it also observed that there is an underrepresentation of staff members who are active in the professional field. It suggests actively monitoring this and considering investing in this link, especially at the master's level, where it could add to the professional development of students. It is of the opinion that this investment would further strengthen the contextual component of the PBL learning concept.

Tenured staff members dedicate a maximum of 40% of their time to teaching. Teachers agreed that the workload is high, but manageable. Both bachelor and master students were very pleased with the quality and availability of staff.

All tenured staff members contribute to education and take up tutoring roles in the bachelor's programme. In addition, student-tutors are involved in the bachelor's programme. Extensive in-house training, monitoring of student evaluations, and tutor instruction manuals allow for the quality control of tutors and student-tutors (see above, 'learning concept'). All new staff receive training in PBL skills. Tenured and temporary staff with a teaching obligation are expected to acquire a University Teaching Qualification (UTQ, BKO in Dutch): 82% of staff has obtained their UTQ, and 15% is in the process of doing so.

The teaching staff explained how all staff members are also offered the opportunity to enrol in an English language course; the same holds true for student-tutors. Many teachers and tutors took an English proficiency assessment at the university's language centre, and the results showed that their level is adequate. The panel received no complaints from students about the level of English of the staff.

Student involvement – Educational Committee

The panel learned from students that they know where to voice their suggestions for improvement and that they felt their suggestions lead to actual improvements. The student-members of the Educational Committee (OC) explained that their feedback and input are valued and heard. The OC student-members communicate the results of the meetings back to the larger student group. The panel took note of the fact that the OC actively follows up what happens with their suggestions. Course-coordinators are structurally followed up by the OC when problems have arisen; they have to make an improvement plan and write a reflection on the course.

Considerations

The panel concluded that the programmes have succeeded in creating challenging teaching-learning environments, both at the bachelor's and the master's level. The didactical approach, which combines PBL and RBL, is key in attaining this activating setting and plays a central role in helping students to acquire the intended learning outcomes. It is clear to the panel that the RBL achieves its goal by infusing research in the programmes all through the bachelor and master, in line with the programmes' ambitions to develop the students' research and academic skills. The panel values highly the way students participate in research projects and get the opportunity to work with state-of-the-art research infrastructure. It met with enthusiastic and engaged students and teachers and appreciated the student-centred approach of the programme, which is also evident from the fact that students are involved in the continuous improvement of the programme.

The panel moreover concluded that PBL is theoretically well supported and applied consistently throughout the programme. It values how the scope and nature of the problems used for the PBL evolve throughout the programme: the problems in the first bachelor years are more 'phenomenon-driven', whereas later they become increasingly complex and relevant for the professional field. It applauds the amount of effort that is put into monitoring the quality of PBL in order to ensure its effectiveness. Students and alumni evaluate PBL very highly. This is even more evident at the master's than at the bachelor's level, where students reported that the passive attitude of some students sometimes hampers PBL, and mentioned that some tutors know better how to deal with this than others. As the dynamics of the tutor groups are key in creating an effective PBL, the panel encourages the programmes to continue to find ways to optimize this. It recognises that the programme is aware of the problem and that initiatives have been taken recently to continually improve the way PBL is implemented, such as strengthening the role of the discussion leaders or working with tutorless groups to stimulate groups to self-organize. It is of the opinion that the programme has a high-quality tutor system. The panel and programme management agreed that the tutors are key in making PBL work and that continued investment is needed in the selection, training and monitoring of tutors and student-tutors.

The panel found that the staff of the bachelor's and master's programmes have the relevant research experience and teaching skills and learned that their quality and availability were highly appreciated by students and alumni alike. It approves that the staff is increasingly international, in line with the programme's ambitions. It values that all tenured research staff members are obliged to assume tutoring roles in the bachelor's programme. Still, it suggests the programme invest in also attracting staff with a clear and active connection to the professional field. This applies primarily to the master's programme.

Bachelor's programme

The panel found the curriculum to be sound and coherent and concluded that it enables students to attain the programme's intended learning outcomes. It values highly how the programme succeeds in providing a broad introduction to psychology, while at the same time preparing students for, and orienting them towards, different master's programmes and specializations. It appreciates that the broad choice of electives and minors caters for various student profiles: students interested in research can opt to do research; those with international ambitions can go abroad; those who want to prepare for a specific master can follow a minor; and recently a voluntary internship was created for those wishing to gain practical experience. Still, it suggests improving the communication to bachelor students about the consequences of the choice for a certain master specialization or programme on their professional opportunities. It is of the opinion that alumni could be helpful in making the different options more tangible to students.

The panel welcomes the integration of theory and application in the combination of theoretical courses, practicals, and skill courses. It appreciates how academic writing is embedded in the curriculum and that writing for a lay audience is part of the students' education. A particularly strong feature of the programme is its embeddedness in research. The set-up of the research practical in the second bachelor year, with its applications for ethics approval and an in-house symposium at the



end, is valued highly by the panel and enables students to be optimally prepared for the bachelor's thesis.

The panel appreciates that the balanced admission procedure has contributed to the improvement of the study duration. It is of the opinion that the recently updated mentoring programme will add to this positive evolution. It approves that the mentoring programme aims to make students reflect on their future career by means of the portfolio. Although it finds the concept of the portfolio and mentoring sessions strong, it also learned that the quality of its implementation depends heavily on the mentor. Given this context, it is of the opinion that more guidance is needed to allow for a coherent and meaningful implementation to make it optimally beneficial for students. The Quick Career Service, which is linked to the portfolio and already orients students towards their further careers, is a strong point of the programme according to the panel.

The panel applauds the way internationalization is used as a lever to create a real international classroom, stimulate diversity in the tutorial groups and develop the students' intercultural skills. It is impressed by the very large number of students using the mobility window to follow courses abroad (150 of 380 students in 2017-2018).

In summary, the programme has succeeded in creating a coherent curriculum that offers a broad introduction to psychology, yet gives students ample opportunities to orient themselves to different master's programmes. The didactical concepts of PBL and RBL are effectively implemented, and their quality is actively monitored. This leads to an activating teaching-learning environment, with many opportunities for students to develop academic, scientific, communication and intercultural skills. The quality and quantity of staff are good, and the programme has a high-quality tutor system. Considering the importance of tutors for PBL, continued investment is needed in the quality of tutors and student-tutors. The programme has a balanced admission procedure, succeeds in creating an international classroom and involves students in its continuous improvement. The recently updated mentoring system with its linked portfolio is a strong concept, but needs further fine-tuning in order to reach its full potential.

Master's programme

The panel found the curriculum to be sound and coherent and concluded that it allows students to attain the programmes' intended learning outcomes. It welcomes the strong emphasis on research and the implementation of the Academic Skills course, in which students' knowledge and skills regarding methodology, statistics and ethics are refreshed, preparing them well for the research internship and the master's thesis. It concludes that the supervision of the research internship and master's thesis is up to standard. It values the strict timeline, which facilitates students finishing their research internship and master's thesis on time, in general.

Yet, the panel is also of the opinion that the emphasis on the academic and scientific orientation and development should not come at the expense of the professional skills needed in future careers. It understands that finding the right balance between the academic and professional orientations is a challenge in the framework of a one-year's master's programme. It welcomes the programme's initiative to investigate whether the skills courses can be diversified more in the different master tracks in order to align them better to the needs of the specific careers the different tracks prepare students for. In addition, it suggests providing better information to students on the possibility of an external research internship and encouraging them more to choose an external research internship, as this allows students not doing a clinical internship to have more intensive contact with the professional field. It would welcome having more of the problems presented to students during PBL at the master's level being drawn from professional practice.

The panel noted that students interested in doing clinical internships have different options at their disposal. It appreciates that NP students now have the possibility to do a clinical internship as part of their curriculum. Students from the DP, HSP and PL specializations can do this as a non-degree seeking student after having finished their master's programme. Many students opt to do an

additional master, the Master Mental Health, which is geared towards clinical skills and includes a clinical internship. The panel learned that even though the programme provides active support with finding clinical internships, some students have a hard time finding one. It suggests establishing an External Advisory Board and strengthening the network of alumni as this may increase the supply of clinical internships. This action could also increase the options available for students wanting to do an external research internship. These measures would improve the professional orientation of the programme. The panel would welcome more attention being paid to career advice at the master's level, in line with the practice in the bachelor's programme.

In summary, the programme has succeeded in creating a coherent curriculum. The didactical concepts of PBL and RBL are effectively implemented, and their quality is actively monitored. This leads to an activating teaching-learning environment. The panel welcomes the programmes' strong emphasis on research, but this should not come at the expense of the development of the professional skills needed in future careers. This is why the panel suggests that the programme find ways to optimize the balance between the academic and professional orientation of its curriculum. The quality and quantity of staff are good, but further investment is needed in attracting staff with an active connection to the professional field. The panel would welcome more attention being paid to career advice at the master's level, in line with the practice in the bachelor's programme.

Conclusion

Bachelor's programme Psychology: the panel assesses Standard 2 as 'good'.

Master's programme Psychology: the panel assesses Standard 2 as 'satisfactory'.

Standard 3: Student assessment

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

Explanation:

The student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The tests support the students' own learning processes.

Findings

Assessment policy and quality of assessment

In 2017, the bachelor's and master's programmes started to implement an updated assessment policy, which reflects FPN's vision on achieving excellence in assessment and is aimed at improving the validity and reliability of assessment. Its improvements include using constructive alignment as the foundation of student assessment, and the implementation of assessment programmes and assessment plans. The latter were implemented for the bachelor's and the master's programme in the course of 2017.

Several rules and regulations apply to ensure the quality of assessment. In order to guarantee the content validity of the exams, each course has an exam outline or matrix. Item analysis allows for insight into the validity of the exam after it has taken place. Tutors also have to ensure that students formulate learning goals during the PBL meetings that fit the objectives of the course. In order to optimize the reliability of assessment, exam questions and assignments are peer-reviewed, answer keys are used, exam lengths are pre-set, and the evaluation criteria are determined prior to the test and communicated to the students. The panel appreciates how a 'Handbook of Writing Skills' is consistently used as a 'writing guide' throughout the bachelor's and master's programmes, specifying the requirements for different writing assignments (including the formal guidelines for the theses). It values that in the bachelor's programme, the same standard assessment form is used for the writing assignments. It is of the opinion that these measures also add to the transparency of student



assessment. It appreciates that all supervisors and assessors are required to have followed the Workshop Writing Assignment of the UTQ.

The panel learned that the course coordinator is in charge of the selection of an assessment form(s), in consultation with members of the Course Planning Group. Coordinators are encouraged and supported to make use of formative as well as summative assessment and to use different assessment formats.

The panel interviewed bachelor and master students and learned that in general, they found the assessment to be representative of the course contents. They described how they were informed in advance about the courses' objectives and modes of assessment. Bachelor students welcomed the use of written exams in combination with other assessment formats, such as written assignments and presentations. Yet, they were also of the opinion that multiple choice exams were too prevalent. The panel discussed this with the BoE, which mentioned a recent inventory revealing that written exams at the bachelor's level are a mix of multiple-choice questions, open-ended questions and more hybrid forms.

Master students were in general happy with the amount of variation that is offered on assessment forms, welcomed the fact that written exams increasingly included open-ended questions, and were appreciative that each course uses a variety of assessment methods.

The panel consulted a sample of course materials and found that although the quality of assessment is sound, it could be better aligned to the three learning components of the PBL concept (collaborative, constructive and contextual). This would also allow more structural assessment of the specific PBL-related interpersonal, communication and problem-solving skills, which would in turn make them more explicit. The panel was pleased to hear that a dedicated committee is currently exploring the options of digital and adaptive testing that would also be better suited to assess the specific PBL skills.

The panel learned that the progress test (bachelor's level) was discontinued in 2014-2015. Instead, the students' portfolio that is regularly discussed with the mentor is now used to monitor their study progress. The panel inquired whether other forms of formative assessment have also been implemented. It found that there is room for improvement in the formative assessment that is used to give students a better idea of their progress. Formative assessment can also act as a lever to make the acquisition of PBL-related skills, and its constituent learning components, more explicit and effective (see also standard 2).

Assessment of final works

For the master's programme, the research internship and the thesis are now graded separately. This initiative was taken to provide students with dedicated grading of the master's thesis, which is not affected by the grading of the research internship. Clear assessment criteria have been formulated for the thesis at both the bachelor's and the master's level. They are communicated in advance to the students. The panel was especially pleased with the newly implemented assessment form for the master's programme that gives clear information as to the assessment criteria (for both the writing process and product) and the determination of the grade. It observed that the current bachelor's assessment form only contains criteria for the writing product and recommends including criteria for assessing the process as well.

The panel discussed with the BoE how it assures that assessors are consistent in their grading given the different criteria on the forms. The BoE explained how the new assessment form for the master's thesis was broadly discussed when it was implemented in order to improve its consistent use. The BoE and the panel agreed that improving consistency in grading is a process that requires continued attention.

Following the suggestions made in the last accreditation round, the bachelor's thesis since 2014-2015 is graded by two assessors rather than one. As of 2017-2018, the second assessor of the bachelor's thesis is selected by the thesis coordinator. The master's thesis is also graded by two assessors independently. The main assessor is the supervisor of the master's thesis. At least one of the assessors of the master's thesis needs to have a PhD and be a member of FPN.

For both the bachelor's and the master's thesis, the final grade is an average of the two assessors' grades, and both grades are equally weighed. The thesis must be graded as sufficient or higher by each of the assessors in order to pass. If there is a discrepancy of more than two points between the grades of the assessors, they are asked to discuss their grades and see if the difference can be reduced to two points or less. If the discrepancy remains, the BoE appoints a third assessor.

In the sample of final works the panel inspected (see also standard 4), it found that the forms did not always contain written feedback on the grade that was given. It learned that the faculty policy is that feedback must be given, but that the means to do so can be freely chosen. Students and teachers confirmed that feedback is indeed given, often orally or by e-mail.

Board of Examiners

FPN has one BoE for the whole faculty. It also has a Test Committee (TC), whose role has been redefined in the new assessment policy. While its role used to be limited to offering advice on exam construction and analysis, its responsibilities have been expanded to include conducting a review of course coordinators' reflections on their course assessments. During the site visit, the panel was informed that the BoE has been very active in updating the assessment policy.

Every year, the BoE initiates a process of re-examination of approximately 10% of all bachelor's and master's theses, during which senior staff members are asked to reassess the theses in order to check for inter-rater reliability. The panel learned that an adaptation of the assessment criteria can be made if a disproportionate number of thesis assessments results in considerably fluctuating grades, but that this has not yet been the case. The self-evaluation report describes an analysis at the bachelor's level that revealed that for 85% of bachelor theses in 2016-2017, the difference between the first and second assessor was ≤ 0.5 points. In only 13% did the grading of the theses differ by 1.0 point, 1% was graded with a difference of 1.5 points, and 1% was graded with a difference of ≥ 2.0 points between the assessors. The panel concludes that ample effort is put into the calibration of the evaluation.

Considerations

Both the bachelor's and the master's programmes have a solid assessment system. The panel welcomes the recently updated assessment policy, with clear procedures ensuring that the assessment is valid, reliable and transparent.

On the basis of the study guide, the courses reviewed and the interviews held during the site visit, the panel concludes that the assessment is representative of the intended learning outcomes. It finds that the assessment could be more aligned with the didactical concept of PBL, and welcomes that initiatives are being taken to explore whether digital and adaptive testing can fill this gap. It appreciates how a 'Handbook of Writing Skills' is consistently used as the basis for the assessment of writing assignments. The rules and regulations and modes of assessments are clearly communicated to the students, ensuring that assessment is transparent. Quality of assessment is further guaranteed by peer review of written exams. The panel appreciates that the programmes have worked hard to improve the quality of assessment of the final projects.

The panel found that the BoE and TC independently monitor the validity and reliability of assessment. It approves the fact that the BoE systematically checks the quality of the final projects by annually re-assessing a random sample. It values that ample effort is put into the calibration of the evaluation.



Bachelor's programme

The panel would welcome more variation in the assessment methods at the bachelor's level, as written exams primarily use multiple choice. It appreciates that in recent years, the progress test has been replaced by the portfolio as a tool to monitor the students' study progress. Nevertheless, it is of the opinion that there is room for more formative testing in the courses as this will give students a better idea of their progress.

The panel values that in the bachelor's programme, the same standard assessment form is used for the writing assignments that are given throughout the programme. The assessment of the bachelor's thesis is up to standard. The panel appreciates that the programme now works with two independent assessors and has clear rules regarding how to arrive at the final mark. It finds the assessment form to be clear, with clearly specified criteria, but would like to see more opportunities to assess the writing process.

The panel learned that students receive feedback on their thesis, whether orally or in writing. Although a strong feedback culture seems to exist, the panel is of the opinion that the assessment form should reflect that this feedback has taken place.

Master's programme

The panel is pleased with the variety of assessment forms used at the master's level. It appreciates that the research internship and the master's thesis are graded separately, so that process and product can be graded as separate outcomes. It approves that the programme now works with two independent assessors and has clear rules regarding how to arrive at the final mark. It finds the criteria on the newly developed assessment form very clearly formulated. It values that both the writing process and the product are taken into account.

The panel learned that students receive feedback on their thesis, whether orally or in writing. Although a strong feedback culture seems to exist, the panel is of the opinion that the assessment form should reflect that this feedback has taken place.

Conclusion

Bachelor's programme Psychology: the panel assesses Standard 3 as 'satisfactory'.

Master's programme Psychology: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Explanation:

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programmes.

Findings

Bachelor's programme

The panel studied a sample of ten bachelor's theses and concluded that they are at the appropriate academic bachelor's level. They indicated that students attain the intended learning outcomes of the programme. The panel learned that 63% of the students who obtained a bachelor's degree in 2014-2015 went on to enrol in one of the master's programmes at FPN. The bachelor alumni the panel interviewed mentioned that they felt well-prepared for the master's programme. PBL had improved their learning skills, and RBL had provided them with the necessary research skills for the master's programme. This finding is in line with the fact that students have rated the domains of scientific education and general academic knowledge as high in the 'National Student Survey' (NSE, as reported in Keuzegids 2017 Universiteiten).

Alumni explained that they highly appreciated the Quick Career Service for offering an initial orientation on their future career. Yet master students also suggested that the information on the different master programmes and specializations, and the various options for Research and Clinical Internships, could be explained better at the bachelor's level to allow students to make more informed choices and thus be better prepared for their master's programme.

Master's programme

The panel studied a sample of ten master's theses and found that they indicated that the students had attained the intended learning outcomes of the programme and reached an academic master's level. It learned that MU graduates are surveyed five years after graduation. The 2015 survey showed that 90.9% of the graduates held a job on an academic level, 84.4% stated that their job was within their field of study, while 3% was unemployed. The National Alumni Survey of 2016 that gathered information from graduates 1.5 years after their graduation showed that 78.6% held a job at an academic level, 68.3% stated that their job was in their field of study, and 14.6% was unemployed. Considering the low response rates on the MU surveys, the panel interpreted this information with caution.

The panel spoke with alumni of the different master specializations during the site visit. They were very appreciative of the research skills they had developed. All students found that PBL had greatly contributed to the development of generic skills that are highly appreciated by the professional field. This finding is in line with the fact that students have rated the domains of 'scientific education' and 'general academic knowledge' as high in the 'National Student Survey' (NSE, as reported in Keuzegids 2017 Universiteiten).

Yet some of the alumni interviewed by the panel are experiencing difficulties with carrying out the follow-up trajectory they had planned. Issues included problematic access to the PhD programme without a two-year research master and perceived lack of professional skills valued by the professional field. Master students and alumni alike told the panel that they would have welcomed alumni coming into the programme to shed more light on potential future careers and trajectories towards these careers. Master students explained that they appreciated the mandatory Quick Career Advice in the bachelor's programme and would welcome a similar initiative at the master's level.

Considerations

Bachelor's programme

The panel ascertained that the curriculum and assessment are in line with the intended learning outcomes, allowing students to achieve the ILOs during the bachelor's programme. Inspection of a sample of bachelor's theses confirmed that they do indeed reflect the intended academic bachelor's level. The fact that the bachelor alumni find that they were well prepared for different master programmes and specializations adds to the panel's conclusion that the intended learning outcomes are being achieved. Nevertheless, the panel suggests that students at the bachelor's level be better informed about the different specializations and programmes the master has to offer and recommends that the programme involve more alumni in order to make potential paths more tangible to students.

Master's programme

The panel ascertained that the curriculum and assessment are in line with the intended learning outcomes, allowing students to achieve the ILOs during the master's programme. Inspection of a sample of master's theses confirmed that they do indeed reflect the intended academic bachelor's level. Recent surveys held among alumni about their employability confirm this conclusion. Yet some of the alumni the panel spoke to during the site visit were more reserved and had the impression they were 'falling between two stools'. They felt that they were not academic enough for a research master, yet did not have enough professional skills to be well-prepared for the professional world. The panel values that the programme is aware of this issue. It recommends informing students better about the professional perspectives alumni have after graduation and how different master's



programmes and specializations prepare them for specific careers. It suggests involving the alumni in this initiative in order to make potential paths more tangible to students. It recommends structurally embedding Career Advice at the master's level.

Conclusion

Bachelor's programme Psychology: the panel assesses Standard 4 as 'satisfactory'.

Master's programme Psychology: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

The panel has assessed Standards 1 and 2 of the bachelor's programme Psychology as 'good' and Standards 3 and 4 as 'satisfactory'. Following the decision-making rules of the NVAO, the final assessment of the panel about the programme is 'satisfactory'.

The panel has assessed Standards 1, 2, 3 and 4 of the master's programme Psychology as 'satisfactory'. Following the decision-making rules of the NVAO, the final assessment of the panel about the programme is 'satisfactory'.

Conclusion

The panel assesses the *bachelor's programme Psychology* as 'satisfactory'.

The panel assesses the *master's programme Psychology* as 'satisfactory'.

APPENDICES

APPENDIX 1: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

1. Inleiding

Voorafgaand aan de visitatie van de psychologieopleidingen in Nederland heeft de Kamer Psychologie, het disciplineoverlegorgaan van de VSNU, de criteria vastgelegd waaraan naar haar oordeel de academische bachelor- en masteropleiding moeten voldoen. Zij heeft daarbij aansluiting gezocht bij de uitgangspunten van de eerdere visitatiecommissies, die respectievelijk in 1988, 1994, 2000, 2006 en 2012 de opleidingen hebben beoordeeld. De criteria sluiten tevens aan op het NIP-rapport 'De kwaliteit van de psychologiebeoefening' (NIP, 1995). Daarnaast hebben we ons bij het opstellen van de criteria rekenschap gegeven van de EuroPsy criteria (EFPA, 2015). Hierbij dient aangetekend te worden dat deze laatste uitgaan van een driejarige bachelor- en een tweejarige masteropleiding. In Nederland is gepoogd in navolging van andere Europese landen ook accreditatie te verkrijgen voor het verzorgen van een tweejarige masteropleiding voor (deelgebieden van de) psychologie. Diverse aanvragen werden weliswaar goed beoordeeld door de NVAO maar niet doelmatig bevonden door het ministerie van Onderwijs. Het ministerie beriep zich o.a. op het argument dat de vierjarige opleidingen als van voldoende niveau zijn beoordeeld en meent daarnaast dat er geen bezwaar is tegen het opnemen van specialistische studieonderdelen in de bachelorfase.

Bij de bacheloropleiding psychologie gaat het om een disciplinegeoriënteerde bachelor waarbij in de meeste gevallen sprake zal zijn van doorstroom naar een masteropleiding in een subdiscipline van de psychologie (zie de nota 'Naar een open hoger onderwijs' van het ministerie van Onderwijs, november 2000). Voor de zelfstandige beroepsuitoefening als psycholoog zal de driejarige bacheloropleiding in de psychologie geen civiel effect hebben, omdat het competentieniveau na drie jaar hiervoor te beperkt is. De nadruk in de bacheloropleiding psychologie ligt op disciplinaire academische vorming en globale kennisverwerving. De bacheloropleiding psychologie biedt daarmee een uitstekende basis om door te kunnen stromen naar een masteropleiding psychologie of naar een andere (aanpalende) masteropleiding. In nauwe aansluiting op de bacheloropleiding psychologie is de 1-jarige masteropleiding psychologie een noodzakelijke voorwaarde voor de zelfstandige beroepsuitoefening als psycholoog. Daarentegen zijn de tweejarige researchmasteropleidingen psychologie of multidisciplinaire researchmasteropleidingen, b.v. in cognitieve neurowetenschap, een noodzakelijke voorwaarde tot een verdere loopbaan in wetenschappelijk onderzoek.

In de bachelor-masterstructuur gaat het om twee afzonderlijke, eigenstandige opleidingen met ieder een eigen set doelstellingen en eindtermen. Daarbij wordt enerzijds verwacht dat de bachelor een behoorlijke keuzevrijheid kent (bijvoorbeeld in de vorm van een minor) en dat na afronding van de bachelor opnieuw kan worden nagedacht over de keuze van een master, eventueel in een andere richting of aan een andere universiteit. Anderzijds blijkt uit de argumentatie van het ministerie ten aanzien van de (on)doelmatigheid van een tweejarige masteropleiding psychologie, dat de bachelor- en masteropleiding juist in hun samenhang moeten worden gezien. De gewenste specialisatie en de voorbereiding op postacademisch onderwijs vindt immers plaats in bachelor- én masteropleiding tezamen. Daarmee verschaft de ministerie de psychologieopleidingen een paradoxale opdracht, die heeft geresulteerd in een behoorlijke diversiteit tussen de Nederlandse psychologieopleidingen, waarbij vooral de omvang van de specialisatiefase en de omvang van de vrije keuzeruimte tussen opleidingen in de bachelorfase verschilt. Dit zal er toe leiden dat wanneer bachelorprogramma's met andere bachelorprogramma's worden vergeleken er aanzienlijke inhoudelijke verschillen worden gevonden. Dit geldt ook bij een onderlinge vergelijking van masterprogramma's. Wanneer echter de bachelor- en masteropleiding als één geheel worden bekeken, zijn de Nederlandse opleidingen onderling goed vergelijkbaar. Ook is duidelijk dat er inhoudelijk weliswaar verschillen bestaan, maar dat over het te bereiken eindniveau grote eensgezindheid heerst. Verschillen in profilering zullen zowel tussen opleidingen als binnen opleidingen (bijvoorbeeld tussen verschillende masterspecialisaties) altijd aanwezig zijn. Van belang is daarom vooral ook het academisch niveau van de eindtermen van de verschillende bachelor- en masteropleidingen.

In verband hiermee heeft de Kamer Psychologie zich op het standpunt gesteld dat bij het formuleren van de criteria de bachelor- en masteropleiding een organisch op elkaar aansluitend geheel vormen.



Daarbij respecteert en accepteert zij verschillen die er in de afgelopen periode tussen de verschillende opleidingen psychologie zijn ontstaan ten aanzien van de omvang van de specialisatiefase en de omvang van de vrije keuzeruimte in de bachelorfase. Wel is de Kamer Psychologie van mening dat de bacheloropleiding psychologie - mede gezien de internationale eisen - overwegend uit psychologievakken en steunvakken moet bestaan.

2. Doelstelling en aard van de academische psychologieopleiding

Het uitgangspunt bij het opstellen van de criteria is dat de psychologie een zelfstandige opleiding is met eigen doelstellingen. Die doelstellingen zijn enerzijds ontleend aan het specifiek eigen disciplinaire karakter van de psychologie als wetenschap en anderzijds aan het veld van toepassingen waarop de opleiding studenten voorbereidt. Mede bepalend voor de identiteit van de psychologieopleiding is de internationale herkenbaarheid en erkenning ervan. In Europees kader is de studentmobiliteit in de periode 2010-2016 aanzienlijk toegenomen en diverse psychologieopleidingen bieden tevens bachelorprogramma's in het Engels aan.

In algemene zin richt de psychologie zich op de wetenschappelijke bestudering van gedrag en beleving van mensen (of dieren) in hun verhouding tot zichzelf en tot hun fysieke en sociale omgeving in een complexe, multiculturele samenleving. De psychologie is een biopsychosociale wetenschap. Observatie en analyse van intrapersonlijke en interpersoonlijke processen dienen in samenhang te geschieden met enerzijds kennis over de biologische fundering van het gedrag en anderzijds over de fysieke en maatschappelijke context waarbinnen deze plaatsvinden. Dit geldt voor alle subdisciplines van de psychologie.

De aard van de psychologie brengt mee dat in deze discipline uiteenlopende analysemodellen worden gehanteerd voor de beschrijving en verklaring van bijvoorbeeld processen van neurofysiologische, intrapsychische, interindividuele, institutionele, technologische of culturele aard. Een belangrijke taak van de psychologie is dan ook verbanden te leggen tussen de verschillende verklaringsmodellen.

Er worden diverse methoden toegepast in de verschillende gebieden van de psychologie zoals de experimentele en de quasi-experimentele methode alsmede klinische observatie, neuro-imaging, fysiologische metingen en surveys en combinaties hiervan. Kennis van verschillende veelgebruikte methoden wordt van groot belang geacht voor de academisch geschoolde psycholoog.

De psychologieopleiding bereidt de studenten voor op de psychologische onderzoeks- en beroepspraktijk. Een specifiek kenmerk hiervan is dat psychologen, net zoals medici, beslissingen nemen die het (geestelijk) welzijn en functioneren van individuele personen in belangrijke mate kunnen bepalen. Kennis over de ethiek van onderzoek en professioneel handelen is daarom onontbeerlijk. Kennis en ervaring met ICT-middelen zoals ingezet bij zorg via internet (e-Health) is ook van groot belang.

3. Gevolgen voor de inhoud van de opleiding

Voorgaande uitgangspunten leiden ertoe dat de psychologieopleiding, naar het oordeel van de Kamer Psychologie, inhoudelijk tenminste de volgende componenten dient te omvatten. Daarbij dient te worden opgemerkt dat de genoemde componenten niet per se als afzonderlijke cursus in het curriculum moeten zijn terug te vinden. De componenten kunnen ook als onderdeel van (meerdere) andere studieonderdelen in het curriculum worden aangeboden.

In de Bachelorfase:

- a. inleidingen in de belangrijkste deelgebieden van de psychologie, met name de biologische psychologie, de cognitieve psychologie, de ontwikkelingspsychologie, de sociale psychologie, psychodiagnostiek en psychopathologie.
- b. de steungebieden: geschiedenis van de psychologie, wetenschapsfilosofie, ethiek, methodenleer en data-analyse en statistiek;
- c. onderwijs en oefening in de methoden van de psychologische wetenschap en het psychologische onderzoek (doorlopen van de empirische cyclus) en van de beroepspraktijk; de mogelijkheid om

(indien relevant en gewenst) een stevige basis te leggen om in de masterfase te kunnen voldoen aan de eisen voor de Basisaantekening Psychodiagnostiek van het NIP en de toegangskwalificatie tot de postacademische opleiding tot gezondheidszorgpsycholoog, psychotherapeut, klinisch neuropsycholoog of schoolpsycholoog;

d. naast globale kennis van de belangrijkste fundamentele deelgebieden ook globale kennis van de belangrijkste toepassingsgebieden die in de betreffende opleiding worden aangeboden;

e. een bachelorthese, hetzij een verslag van een literatuuronderzoek, hetzij een verslag van een (klein) empirisch onderzoek.

In de Masterfase:

a. inhoudelijke, specialistische kennis, afhankelijk van de masterspecialisatie;

b. gesuperviseerde praktijk- en/of onderzoeksstage;

c. (indien relevant en gewenst, mede afhankelijk van de masterspecialisatie) verdere oefening in vaardigheden voor de beroepspraktijk, zodanig dat daarmee voldaan wordt aan de eisen voor de Basisaantekening Psychodiagnostiek van het NIP en de toegangskwalificatie tot de postacademische opleiding tot gezondheidszorgpsycholoog, psychotherapeut, klinisch neuropsycholoog of schoolpsycholoog;

d. een masterthese: opzet, uitvoering en rapportage van een empirisch en/of analytisch onderzoek waarbij sprake is van een mate van zelfstandigheid.

4. Bestuurlijke en organisatorische randvoorwaarden

De Kamer Psychologie neemt als uitgangspunt dat het eigen karakter van de psychologieopleiding een zodanige bestuurlijke en organisatorische inbedding vereist dat de beslissingsbevoegdheid over het programma bij psychologen berust, met inbegrip van de examencommissie. Ten slotte acht de Kamer geregeld landelijk overleg over kwalificaties voor beroepsuitoefening en beroepsethiek tussen de psychologieopleidingen en met de beroepsvereniging van groot belang.



APPENDIX 2: INTENDED LEARNING OUTCOMES

Bachelor's programme Psychology

Level	Content/orientation
Dublin descriptors	ILOs based on domain-specific reference framework and EFPA
Knowledge and understanding	ILO 1: Has a general orientation in psychology, its subfields and supporting fields, especially biological and cognitive psychology, including general philosophical foundations and historical background of the field.
Applying knowledge and understanding	ILO 2: Is able to apply knowledge and skills of the methodology of the field. ILO 3: Is capable of setting up and executing basic psychological research.
Making judgements	ILO 4: Is capable of analysing and conceptualising data within the field of psychology. ILO 5: Has sufficient skills and knowledge of research and research-related techniques to understand and judge psychological scientific writing.
Communication	ILO 6: Is capable of reporting (in English or Dutch) on basic psychological research, both orally and in writing, to lay-persons and experts. Sub ILO 6: Can discuss problems in an intercultural group of students.
Learning skills	ILO 7: Can work and reason at an academic level and has acquired the following academic skills: study skills, general professional skills and some specialist professional skills. ILO 8: Has sufficient knowledge and skills to be admitted to a master's programme in the field of psychology.

Master's programme Psychology

Level	Content/orientation
Dublin descriptors	ILOs based on domain-specific reference framework and EFPA
Knowledge and understanding	ILO 1: Knowledge of theories, processes, interventions, instruments and assessment methods in the field.
Applying knowledge and understanding	ILO 2: Ability to apply theories, interventions, instruments and assessment methods to practices in the field. ILO 3: Ability to write an original and feasible research question and proposal. ILO 4: Ability to design and conduct sound scientific research in the field (incl. the selection and application of appropriate research methods and statistics).
Making judgements	ILO 5: Ability to critically judge research questions and experimental designs, taking into account the ethical responsibilities in research. ILO 6: Ability to critically analyse, assess, evaluate, interpret, and synthesise research methods, research data, theories and publications in the field. ILO 7: Ability to relate findings to the existing literature and formulate realistic judgements on the implications and importance of research output.
Communication	ILO 8: Ability to effectively communicate in English – in writing and orally (group discussions and presentations) – on field-related topics. ILO 9: Ability to write scientific reports in the form of a practical report, master's thesis and/or scientific publication according to the scientific standards. ILO 10: Ability to communicate scientific theories and empirical findings

	in an understandable way to both professionals (experts and non-experts) and to lay people (incl. clients).
Learning skills	<p>ILO 11: Ability to reflect on one's own professional behaviour (incl. ethical standards) and development.</p> <p>ILO 12: Ability to work in a research setting and/or in an applied/clinical setting. ILO 13: Ability to work in an international team.</p> <p>ILO 14: Ability to read, understand, integrate and critically reflect on research papers, professional reports and new developments.</p>



APPENDIX 3: OVERVIEW OF THE CURRICULUM

Bachelor's programme Psychology

Period	Year 1		
0	Skills I: Learning in Groups (2 ECTS) Practicals: <ul style="list-style-type: none"> • Computer and EleUM introduction • Introduction Library 		
1	Social Behaviour (6 ECTS) Practical: <ul style="list-style-type: none"> • Social Networks 	Methods and Techniques (6 ECTS)	Skills II: Observation of Others and Yourself (2 ECTS) Practicals: <ul style="list-style-type: none"> • Observing Behaviour • Data Processing in SPSS • Systematic Literature search
2	Body and Behaviour (6 ECTS) Practical: <ul style="list-style-type: none"> • Anatomy 	Statistics for Psychologists I (6 ECTS) Practical: <ul style="list-style-type: none"> • SPSS I 	
3	Discover Psychology; Choice of: <ul style="list-style-type: none"> • Psychology in Society (3 ECTS), or • Meet your Brain (3 ECTS), or • Drugs and the Brain (3 ECTS), or • Mind your Body (3 ECTS) 		
4	Development (6 ECTS)	Perception (6 ECTS)	Skills III: Communicating (2 ECTS) Practicals: <ul style="list-style-type: none"> • Writing Assignment I • Writing Assignment II • Writing Assignment III
5	Foundations and History of Psychology (6 ECTS)	Learning and Memory (6 ECTS) Practicals: <ul style="list-style-type: none"> • Measuring Cognitive Functions I • Measuring Cognitive Functions II • Cognitive Disorders in Practice 	
6	Evolution and Genetics for Psychology (3 ECTS)		

Period	Year 2		
1	Complex Cognition (6 ECTS)	Personality and Differences between Individuals (6 ECTS) Practical: • Personality Diagnostics	Skills IV: Academic Writing (4 ECTS) Practical: • Portfolio Year 2
2	Psychopathology (6 ECTS) Practical: • Psychiatric Anamnesis	Functional Neuroanatomy (4 ECTS) Practical: • Neuroanatomy	
3	Critical Thinking (6 ECTS) Practical: • Psychiatric Anamnesis		
4	Consciousness (6 ECTS)	Man and Machine (6 ECTS)	
5	Statistics II (6 ECTS) Practical: • SPSS II	Research Practical (10 ECTS) Practicals: • Endnote • Student Psychology Symposium	
6			

Period	Year 3		
1	Electives (24 ECTS)	Bachelor Thesis (6 ECTS)	Skills V: Regulation and Job Application (1 ECTS) Practicals: • Portfolio Year 3 • Quick Career Advice
2			
3			
4	Statistics III (6 ECTS) Practical: • SPSS III	Methods of Cognitive Neuroscience (6 ECTS) Practicals: • Excel for scientists • fMRI Data Analysis	Research Participation (1 ECTS)
5	Action (5 ECTS) Practical choice between: • Option 1: Group Decisions • Option 2: Neuronal Basis of Decision Making	Motivation and Emotion (5 ECTS)	
6	Psychodiagnostics (6 ECTS) Practical choice between: • Option 1: Constructing a Psychological Test • Option 2: The Diagnostic Cycle		

Master's programme *Psychology*

Period	Specialisation Health and Social Psychology	
0	Introduction in Problem-Based Learning (training for non-UM Students)	
1	Self-Regulation (5 ECTS) Practical: Increasing Self-control Through Practice	Bad Habits (5 ECTS) Practical: Cognitive Paradigms in Health Psychology
2	Planning Behaviour Change Programmes (5 ECTS) Practical: Applying Theories	Manipulation (5 ECTS) Practical: Manipulation Strategies
3	Academic Skills & Research Proposal (5 ECTS)	
4-6	Research Internship (25 ECTS) Master's Thesis (10 ECTS)	

Period	Specialisation Psychology and Law		
0	Introduction in Problem-Based Learning (training for non-UM Students)		
1	Interrogation & Interviewing Strategies (4 ECTS)	Eyewitnesses and Victims (4 ECTS)	Practical: Psychology and Law in Action (4 ECTS)
2	Forensic Neuropsychology (2 ECTS) Public Policy in Legal Psychology (2 ECTS)	Experts and Their Decisions (4 ECTS)	
3	Academic Skills & Research Proposal (5 ECTS)		
4-6	Research Internship (25 ECTS) Master's Thesis (10 ECTS)		

Period	Specialisation Work and Organisational Psychology	
0	Introduction in Problem-Based Learning (training for non-UM Students)	
1	Work Psychology (5 ECTS) Practical: Job Analysis	Human Resources (5 ECTS) Practical: What is it like to be a Work and Organisational Psychologist?
2	Organisation and Cognition (5 ECTS) Practical: Conflict Management	Human Performance (5 ECTS) Practical: Data Analyses
3-6	Research Methods for Work and Organisational Psychologists Research Proposal (5 ECTS) Research Internship (17 ECTS) Master's Thesis (8 ECTS) Professional Skills (8 ECTS) and Activity Report (2 ECTS)	

Period	Specialisation Cognitive Neuroscience		
0	Introduction in Problem-Based Learning (training for non-UM Students)		
1	Auditory and Higher Order Language Processing (4 ECTS)	Perception and Attention (4 ECTS)	Practical: EEG and ERP (2 ECTS)
2	Neuroimaging: Functional MRI (4 ECTS)	Sensorimotor Processing (4 ECTS)	Practical: fMRI (2 ECTS)
3	Academic Skills & Research Proposal (5 ECTS)		
4-6	Research Internship (25 ECTS) Master's Thesis (10 ECTS)		

Period	Specialisation Developmental Psychology		
0	Introduction in Problem-Based Learning (training for non-UM Students)		
1	Infancy (4 ECTS)	Perception, Attention and Motor Development (4 ECTS)	Practical: Measuring Attention and Executive Functions in Behavioural Paradigms (2 ECTS) or EEG and ERP (2 ECTS)
2	Development of Cognition and Language (4 ECTS)	Social Emotional Development (4 ECTS)	Practical: Psychological Test (2 ECTS)
3	Academic Skills & Research Proposal (5 ECTS)		
4-6	Research Internship (25 ECTS) Master's Thesis (10 ECTS)		

Period	Specialisation Neuropsychology		
0	Introduction in Problem-Based Learning (training for non-UM Students)		
1	Brain Damage (4 ECTS)	Behavioural Disorders (4 ECTS)	Practical: Neuropsychological Assessment (2 ECTS)
2	Arousal and Attention (4 ECTS)	Ageing (4 ECTS)	Practical: Basic Cognitive Psychological Skill (2 ECTS)
3	Academic Skills & Research Proposal (5 ECTS) Not applicable for students that attend a clinical internship		
4-6	Research Internship (25 ECTS) Master's Thesis (10 ECTS) <i>Or for students that attend a clinical internship: Research Proposal (2 ECTS) Research Internship (12 ECTS) Master's Thesis (7 ECTS) + Clinical Internship (14 ECTS) Clinical Supervision (2 ECTS) Clinical Activities Report (3 ECTS)</i>		



APPENDIX 4: PROGRAMME OF THE SITE VISIT

Day 1, Monday, February 26, 2018

		Programme	Language	
08.30	08.45			Welcoming the committee
08.45	09.45			Documents for inspection
09.45	10.45	BaPsy, MaPsy, MMH	NL	Presentation (10 min, conditionally) and opening meeting with members of the education management
10.45	11.15	BaPsy, MaPsy, MMH	NL	PBL demonstration
11.15	11.45	BaPsy, MaPsy,	EN	Lab tour: A) TMS lab B) Virtual reality lab
11.45	12.30	BaPsy	EN	Meeting with students of the Bachelor's programme in Psychology
12.30	13.30			Lunch, the committee deliberates and inspects documents
13.30	14.15	BaPsy, MaPsy	EN	Meeting with staff members of the Bachelor's programme in Psychology
14.15	15.00	MaPsy	EN	Meeting with students of the Master's programme in Psychology
15.00	15.45			Meeting with staff members of the Master's programme in Psychology
15.45	16.00			The committee deliberates
16.00	17.00	BaPsy, MaPsy	EN	Meeting with members of the FPN Educational Programme Committee and the FPN Board of Examiners
17.00	17.30	MaPsy	EN	Meeting with alumni of the Master's programme in Psychology
17.30	18.00	BaPsy, MaPsy, MMH		Closing of the day and open office hours of the committee

Day 2, Tuesday, February 27, 2018

		Programme	Language	
08.30	09.15			Documents for inspection
09.15	10.00	MMH	NL	Meeting with students of the Master's programme in Mental Health
10.00	10.45	MMH	NL	Meeting with staff member of the Master's programme in Mental Health
10.45	11.15	MMH	NL	Meeting with alumni of the Master's programme in Mental Health
11.15	11.30			The committee deliberates
11.30	12.00	MMH	NL	Meeting with members of the FHML Educational Programme Committee Health
12.00	12.45	MMH	NL	Meeting with members of the FHML Board of Examiners Health
12.45	13.30			Lunch, the committee deliberates and inspects documents
13.30	14.15			Preparation for the end meeting with members of the education management
14.15	15.00	BaPsy, MaPsy, MMH	NL	End meeting with members of the education management
15.00	16.45			Preparing the provisional judgment
16.45	17.00		EN	Reporting of the provisional judgment
17.00	18.00			Reception



APPENDIX 5: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 10 theses of the students of each programme. The data of these theses are registered with QANU and available upon request.

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

Bachelor's and master's programme Psychology

- Alumni surveys
- Information on assessment policy and plans
- Annual reports and benchmark reports Board of Examiners
- Minutes Education Management Team
- Education and Examination Regulations
- Course evaluations and results
- Documents regarding research at FPN
- UM strategic programme
- Handbook Writing SKills

Bachelor's programme Psychology

- Admission procedure
- Examples of portfolios
- Course guide
- Online lectures
- Documents regarding research practical
- Course materials of the following courses
 - Methods and Techniques (Bachelor 1)
 - Critical Thinking (Bachelor 2)
 - Action (Bachelor 3)

Master's programme Psychology

- Admission form
- Course guide
- Guidelines for Clinical Internship Activities Report
- Examples of Clinical Internship Report
- Course materials of the following courses
 - Bad Habits (Specialisation Health and Social Psychology)
 - Eyewitnesses and Victims (Specialisation Psychology and Law)
 - Ageing (Specialisation Neuropsychology)
- Student journal