

Erasmus Mundus Master of Bioethics

**Radboud University Nijmegen
Medical Centre**

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This report was finalized on 15 april 2013

Report on the master's programme Erasmus Mundus Master of Bioethics of Radboud University Nijmegen

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

Administrative data regarding the programme

Master's programme Erasmus Mundus Master of Bioethics

Name of the programme:	Erasmus Mundus Master of Bioethics
CROHO number:	75053
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	
Location(s):	Leuven (Belgium), Nijmegen (the Netherlands), Padova (Italy)
Mode(s) of study:	full time
Expiration of accreditation:	15 October 2014

The visit of the assessment committee Erasmus Mundus Master of Bioethics to the Radboud University Nijmegen Medical Centre of Radboud University Nijmegen took place on 21 February 2013.

Administrative data regarding the institution

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

Quantitative data regarding the programme

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

Composition of the assessment committee

The committee that assessed the master's programme Erasmus Mundus Master of Bioethics consisted of:

- Prof. I. de Beaufort, professor Health Care Ethics, Erasmus Medical Centre Rotterdam, Erasmus Universiteit, chair of the committee;
- Prof. P. Boitte, professor Social and Human Sciences and Medical Ethics, Faculty of Medicine and the Ethics Department, Lille Catholic Institute, France;

- Prof. P. Nortvedt, professor and head of the Center for Medical Ethics, Institute for Health and Society, University of Oslo, Norway;
- Prof. M. Parker, professor Bioethics, University of Oxford, UK;
- J. Braem MA, recently graduated masterstudent University Ghent, Belgium.

The committee was supported by dr. B.M. van Balen, who acted as secretary.

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

Working method of the assessment committee

Preparation

In preparation of the assessment of the programme, the programme management prepared a self-assessment report. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, it was forwarded to the committee members. The committee prepared the site visit by studying the self-assessment report and a random selection of fifteen master theses. The secretary of the committee selected these mastertheses out of a list of all graduates of the last two years and asked the programme management to send the theses including the assessment by the supervisor and examiner. The secretary divided the theses among the committee members. Each committee member assessed three theses.

For the assessment of the theses by the committee members, the rule was that if a thesis was assessed as questionable or unsatisfactory by a committee member, a reassessment was done by another committee member. If more than 10% of the theses were assessed as questionable or unsatisfactory by two committee members, the selection of theses for the programme would have been extended to 25. This was not the case.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. These questions were discussed during the preparatory meeting of the committee.

The committee visited the Erasmus Mundus Master of Bioethics on 21 February 2013. The schedule of the site visit was developed by the committee's secretary in consultation with the programme management and the chair of the committee. The committee interviewed students, teachers, alumni, the programme management, the Examination Board and the student and teacher members of the Education Committee. An open office hour was scheduled and announced (but not used).

Additional material was available on a document site. This material was studied in advance by the committee members. Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to establish the assessments of the programme and to prepare the presentation of the findings of the committee to the representatives of the programme.

Report

The secretary wrote a draft report on basis of the findings of the committee. The draft report has been amended and detailed by the committee members. After approval of the draft report by the committee it was sent to Radboud University Nijmegen Medical Centre (RUNMC) for a check on facts. The comments by RUNMC were discussed in the committee, this

discussion resulted in some changes in the report. Subsequently, the committee established the final report.

Decision rules

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

Generic quality

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

Unsatisfactory

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

Satisfactory

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

Good

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

Excellent

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

Summary judgement

Standard 1

The Erasmus Mundus Master of Bioethics (EMMB) is an integrated post-initial master programme organised by the University of Leuven, the Radboud University Nijmegen and the University of Padova. The programme aims to fill the need for European education with a specific focus on bioethics with the following objectives:

- At the level of knowledge, students learn the most important traditions in bioethics together with major contemporary movements, as well as the conceptual, methodological and practical issues in different areas of bioethics.
- At the level of skills, the students develop academic and professional competences needed to conduct research in bioethics independently.
- At the level of attitudes, the EMMB stimulates the students to develop a critical attitude towards ethical problems and the scientific bioethical literature.

The committee considers the Erasmus Mundus Master of Bioethics (EMMB) as very valuable. The programme fulfils a need for thoroughly trained professionals and academics in bioethics. The programme has a clear mission, profile and objectives and well formulated learning outcomes that are in line with them.

Standard 2

The EMMB has opted for a condensed learning trajectory. In the first semester the students stay in Leuven, in the second semester in Nijmegen and Padova.

The programme specifically pays attention to European traditions in philosophy, theology and ethics and contains five educational parts: (1) Core bioethics courses (2) Lecture series in bioethics (3) Elective specialising courses (4) Research component (5) Bioethics training. All three groups of learning objectives are addressed in all educational parts throughout the programme. The committee has established that the programme is well structured, transparent and coherent. The cooperation between the three universities enables to benefit from the strong points of all three institutions involved. The students receive a wide palette of experiences and are enabled to familiarise with a range of expertise in the field. The committee found that the staff and coordinators invest a lot of energy in securing the coherence and are permanent actively improving the programme.

The EMMB predominantly focuses on mid-career professionals who have at least some years of experience in healthcare and want to enhance their knowledge and skills in dealing with ethical issues. The programme is designed to be small-scale and highly interactive. Self-study and lectures allow the student to gain the necessary foundation of knowledge, whilst skills can be learned in a variety of presentations, reviews, assignments and discussions, both in class and in small groups. Moving from one city to another and getting to know three universities as well as acquiring insight in the perspectives on bioethics of three institutions belong, according to the student, to the attractive aspects of the programme.

The committee appreciates the didactic concept of the programme. The committee lauds the way the expertise of the students is used in the learning process by mixing different backgrounds and perspectives. The committee is positive about the individual trajectories that are made possible for the students and established that the students receive intensive guidance and feedback.

The committee has established that the programme exerts itself to support the students in their learning process and to accommodate them in order to be able to study hard. The success rate of the programme is high. On average 95% of the students enrolled finish the programme successfully.

The committee has spoken to very dedicated teachers and is on the whole positive about the broadness and level of the expertise involved in the programme.

Standard 3

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

The committee appreciates the peer review system of exams and tests that is being introduced in the Examination Committee, and the efforts of the Examination Committee to find a balance between the enriching the own traditions in examination in the three institutions and a close monitoring of the quality.

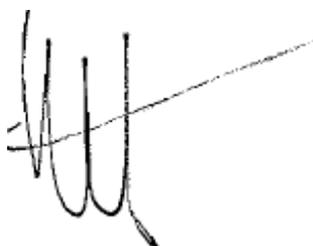
The quality of the selection of theses the committee has seen was on average very good. The committee was impressed by the achievements of the programme and is of the opinion that graduates of this programme are very valuable to society.

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

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

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

Date: 15 April 2013



prof.dr. I. de Beaufort



dr. B.M. van Balen

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

Standard 1: Intended learning outcomes

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

Explanation:

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

Findings

The Erasmus Mundus Master of Bioethics (EMMB) is an integrated post-initial master programme organised by the University of Leuven, the Radboud University Nijmegen and the University of Padova. While there is no benchmark or reference framework regarding the field of bioethics, the programme described a profile on basis of a needs analysis. This profile is included in Appendix 2. The committee has taken note of the profile description and the comparison with other programmes in Europe, the US, Canada and Australia and established that the programme is a valuable contribution to the European academic education. The existence of the programme is in itself very positive. The committee spoke at length with the steering committee about the future perspectives. At this moment the programme is subsidised, which makes an inflow of students and teachers from all over the world possible. The Erasmus Mundus finances will, however, stop in 2016, which stimulates the committee to reconsider the structure of the programme and develop other funding possibilities. The committee wishes to congratulate the programme with its accomplishments so far, it has good faith in the future plans. The committee furthermore wants to encourage the universities to continue to cooperate and to support the continuation of this programme.

The programme aims to fill the need for European education with a specific focus on bioethics. The self-evaluation report provides the following objectives for the programme:

- At the level of knowledge, students learn the most important traditions in bioethics together with major contemporary movements, as well as the conceptual, methodological and practical issues in different areas of bioethics.
- At the level of skills, the students develop academic and professional competences needed to conduct research in bioethics independently.
- At the level of attitudes, the EMMB stimulates the students to develop a critical attitude towards ethical problems and the scientific bioethical literature.

These objectives have been concretised in intended learning outcomes:

Through their studies in the EMMB the students will

- a) have knowledge of important traditions, concepts and methods in bioethics. The students will gain knowledge of the most important traditions (such as deontology, utilitarianism, personalism, Hippocratic tradition, virtue ethics, principlism), concepts (such as the person, the body, autonomy, justice) and methods (such as literature review, qualitative and quantitative approaches) used in bioethics. They should be able to compare and integrate various traditions, concepts and methods.
- b) be able to independently carry out research in the field of bioethics. The students will learn to find, understand and interpret academic literature on different topics, and

critically review academic work in the field of bioethics. They will learn to write an academic manuscript, to approach new problems in the field of bioethics, and to formulate adequate research questions.

- c) be able to deal with complex ethical problems, analyse them and provide recommendations on how to deal with them. The students will learn different ethical fields of study (for example, ethics of reproductive technologies, end of life, research ethics). They will develop skills in critical reasoning, argumentation, communication and conceptual analysis. They will get exposure to some of the daily realities of clinical ethics, will have to analyse those problems, evaluate them, discuss them in a multidisciplinary and cross-cultural context, develop openness towards different positions, and provide advice on a particular problem in a consensus driven way. They will be able to situate, define and structure complex ethical problems, and reframe them in smaller problems and questions.
- d) be able to make presentations of their own research activities and to communicate the results. The students will develop skills in academic writing and academic presentations. They will learn to present academic work to a multidisciplinary and cross-cultural context and how to react to new questions and problems and position research results in a broader framework.
- e) be able to work and learn independently. The students will develop a critical attitude towards ethical problems and the scientific literature. They will learn to apply and integrate different theories, concepts and methods to new and complex problems. They will develop an increased moral sensibility and an increasing awareness for ethical issues in clinical practice and at a societal level.

The committee has studied the intended learning outcomes and established that the intended learning outcomes are well formulated and in line with the profile as described in Appendix 2. The intended learning outcomes describe, according to the committee, the level and orientation that can be expected of a post-initial master programme. The intended learning outcomes tie in with the international requirements of the field.

Considerations

The committee considers the Erasmus Mundus Master of Bioethics as very valuable and wants to encourage the involved universities to continue the good work. The programme fulfils a need for thoroughly trained professionals and academics in bioethics. In the view of the committee the existence of the programme itself is very positive. The programme has a clear mission, profile and objectives and well formulated learning outcomes that are in line with these.

Domain, level and orientation of the intended learning outcomes are as can be expected of a post-initial master programme.

Conclusion

Master's programme Erasmus Mundus Master of Bioethics: the committee assesses Standard 1 as **good**.

Standard 2: Teaching-learning environment

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

Explanation:

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

Findings

The structure and coherence of the programme (2.1.), the didactical concept (2.2.), do-ability of the programme and facilities (2.3.), the quantity and quality of the staff (2.4.) and the programme specific quality assurance (2.5.) are discussed below.

2.1. Structure and coherence

The EMMB has opted for a condensed learning trajectory. In the first semester the students stay in Leuven, in the second semester in Nijmegen and Padova. For an overview of the structure of the programme, see Annex 3.

The programme contains five educational parts:

- (1) Core bioethics courses (18 EC), these courses are divided among the three universities.
- (2) Lecture series in bioethics (6 EC), this series is jointly organised by the three universities.
- (3) Elective specialising courses (9 EC), students can select a number of courses offered by the KU Leuven.
- (4) Research component (21 EC) contains the Seminar Interdisciplinary Research in Bioethics (3 EC) and a master thesis research project.
- (5) Bioethics training (6 EC): the students are trained to present and moderate two case presentations and one literature review. These modules are provided in Nijmegen and Padova.

Since 2011-2012 the EMMB has also organised seven intensive advanced courses in bioethics, three in Leuven, two in Padova and two in Nijmegen. These courses fall within the scope of the core bioethics courses, but allow external participants to participate in one or more intensive courses.

The committee learned during the site visit that ethical theories and principles are integrated in the core bioethics courses and the lecture series in bioethics.

All three groups of learning objectives are, according to the self-evaluation report, addressed in all educational parts throughout the programme. The programme specifically pays attention to European traditions in philosophy, theology and ethics. The course Seminar Interdisciplinary Research in Bioethics devotes time to analyse the major philosophical and theological approaches to ethics. In particular this course deals with the traditions of deontology and utilitarianism and their impact on health care. During the site visit the steering committee brought forward that they made a decision to reshuffle the courses and to innovate the programme. Some of the content of courses has been taken over by other courses or in lecture series. Last year it became clear that an integrative course was missing and therefore the programme started this year to have special lectures about the major theories in bioethics.

The committee has established that the programme is well structured, the division in five educational parts provides transparency for the students and coherence within the programme. The committee sees the value of the cooperation between the three universities.

This makes it possible to benefit from the strong points of all three institutions involved. The students receive a wide palette of experiences and get connected with a range of expertise in the field. The committee got the impression from the discussions with teachers and students that the communication between the institutions about the content of the courses and the progress of the students is very well organised. The committee appreciates the amount of energy the coordinators and the steering committee put into securing the coherence of the programme.

Coherence in the programme is also continuously monitored by the course coordinators, the steering committee and the teaching committee. The committee found that the staff and coordinators invest a lot of energy securing the coherence and are permanent actively improving the programme. The students report that they experience coherence in the programme. It is from the start clear to them how the different perspectives of the involved institutions contribute to their education.

Although the programme is offered in a full-time mode, students can opt to follow the master as a part-time programme. The committee could not get a clear picture of the part time programme, but got the impression that the coherence of this programme can be improved.

The committee noted that the programme has accommodated the wishes of the students to have attention for global ethical issues and would encourage the steering committee to secure that the relevant issues are included into specific courses, as is done in the palliative care course. Furthermore, based on the interview with the students, the committee is of the opinion that teaching of feminist perspectives in bio-ethics should be considered in different places in the programme.

Students in general seem very satisfied of the way the programme prepares them for their careers. They have acquired the skills and academic level they need. A lot of students proceed in a PhD trajectory. The committee appreciates that courses are tailored to the students needs.

2.2. Didactical concept

The EMMB predominantly focuses on mid-career professionals who have at least some years of experience in healthcare and want to enhance their knowledge and skills in dealing with ethical issues. The programme is designed to be small-scale and highly interactive. The high level of expertise and motivation of the students, the diversity regarding their cultural and professional background and the competencies require a student centred learning environment. To a large extent learning in the EMMB takes place in dialogue and discussions, allowing the students to bring in their own unique background and experience, and to act as teachers for their fellow students. During the interviews with the students and teachers the committee has established that the organisation of the learning environment actually provides integration of the expertise of university teachers, professional experts and the students with their own professional experiences. The diverse backgrounds of the students and the diversity of their expertise truly add to a dynamic and challenging academic environment and stimulate the students to learn.

The following didactic tools are used in the programme

- Self-study. As a preparation for the lectures, students are requested to read the selected materials and to answer guiding questions.
- Lectures. As part of the effort to broaden the scope of teaching and to stay in touch with new developments in the field, guest lecturers are invited. On average 20% of the lectures are given by the course coordinator and 80% by guest lecturers.

- Case presentations. Case presentations are part of a clinical ethics perspective. Students present two clinical cases, preferably from their own work experience. In Nijmegen, they are asked to chair a case discussion applying either the Nijmegen Method of Moral Deliberation or the Hermeneutic Method. In Padova they are expected to apply the Padova Method for Moral Case Deliberation.
- Study visits. Study visits are planned, for example, to nursing homes, hospitals, and ethics committees.
- Literature reviews. An important part of the Bioethics Training course is the critical analysis of a scientific article.
- Small group discussions. To share pre-existing knowledge, deepen understanding of the materials and stimulate the exchange of ideas, supervised and autonomous small group discussions are organised, for example, on the idea of a good death in the course Palliative Care.
- Written and oral assignments. In various courses, the writing and presentation of assignments are part of the assessment, for example: writing a one page argument about the moral acceptability of suicide (in Nijmegen) or planning a one-year long educational programme for newly appointed HEC Members (in Padova). In the Lecture Series in Leuven students are asked to prepare a written assignment as a reaction to a number of statements. For the Seminar Interdisciplinary Research in Bioethics the students are requested to elaborate a research plan.

Self-study and lectures allow the student to gain the necessary knowledge of the basic foundations of bioethics, whilst skills can be learned in a variety of presentations, reviews, assignments and discussions, both in class and in small groups. This variety of educational methods that complies with the qualifications that signify completion of a third cycle programme allows the student to develop an academic attitude of analysis, critical reflection and discussion. The results of the alumni survey shows that 94% of the alumni (strongly) agree that there is a good variation of didactical tools in the EMMB.

The committee likes the combination of the intensive and elective courses and strongly supports the argument for organising the intensive courses and allow external participants to participate. Nevertheless it recommends guaranteeing that the EMMB students do not feel lost in the group. The committee lauds the way the expertise of the students is used by mixing different backgrounds and perspectives.

The students informed the committee that they already start with making a first outline of their master thesis during their stay in Leuven. It became also apparent during the site visit that the matching process between student, thesis subject and supervisor is very carefully and intensively monitored. The investments made in this process are very much appreciated by the committee. It however thinks some improvement still can be made and it would highly recommend to formally implement a tutor system in order to help students in an early stage to improve the effectivity of the learning process and finally also the work on their thesis. The committee also recommends to implement short paper work extended all over the programme to develop, stimulate and practiced the argumentative capacities of the students.

The committee underlines the remarks and willingness in the self-evaluation report about future developments concerning e- and distance learning.

2.3. Do-ability of the programme and facilities

The EMMB has agreed on common admission criteria. Admitted holders of a master degree (medicine, biology, academic nursing, political sciences, theology, philosophy, psychology,

sociology, economy) or an equivalent degree can be accepted to the programme. Applicants should have a good command of English. Therefore, all non-native English speaking applicants must submit a certificate proving their proficiency in English. The tests accepted are TOEFL certificates and IELTS certificates. Participants should ideally have some experience in the field of health care or bioethics. A common application and selection procedure is in place. Applications have to be submitted online, supplemented with the required documents (a motivation letter, a full CV, language skills certificates, legalised copies of diploma's and transcripts, recommendation letters...). All applications are administered to the Central International Office of the KU Leuven. This office checks all applications in terms of their formal compliance with the admission requirements and gives a recommendation on the quality or ranking of the university of origin of the applicant. Then the applications are passed on to the members of the Selection Committee who review the applications on the basis of the following criteria: study results, years of successful academic training, professional experience, academic publications (not necessarily in the field of bioethics), participation in ethics activities, motivation and command of English. The provision of EU fellowships allows the programme to have a strong selection process in which the best students are selected.

The self-evaluation report indicates that students have, on average, 18 contact hours per week, and on average a further 28 hours of self-study. An average of 46 hours study load per week is high but do-able according to the students. The academic year for these students is in fact comprised in nine months. The students know from the start that the course will ask a lot of effort from their side and are not complaining about the study-load.

At all three universities students have access to all student services, including libraries, the electronic library network, sport facilities, medical, dental and psychotherapeutic services, student counselling services, study advisory centre, International Contact Clubs for foreign students, and student chaplaincy. All universities run international programmes and have an Office for International Students and Scholars and a Social Office. They provide mechanisms for housing, visa application, coaching, counselling and study advise, social integration and support for all students. The annual survey amongst students shows that students are usually satisfied with the services provided. Efforts are being made every year to improve communication and help in these matters. The committee did, in particular, received very positive comments of the students on the electronic learning environment. The programme uses the Leuven system at all three locations and this is working very well.

Moving from one city to another and getting to know three universities as well as acquiring insight in the perspectives on bioethics of three institutions belong, according to the student, to the attractive aspects of the programme. The transfer from Leuven to Nijmegen is facilitated. The transfer from Nijmegen to Padova has to be organised by the students themselves. Students are supported by finding accommodation in the three cities. In Nijmegen the accommodation is provided on the campus. The students report about a sense of community within the group which is also stimulated by the course coordinators and supporting management staff at the three locations. The committee learned about examples of social activities organised by the programme staff in order to stimulate the community building. The students appreciate the close contact with their mentor, physical distance does not seem to be a problem. Contact through Skype helps to secure continuity in mentoring.

The committee has established that the programme exerts itself to support the students in their learning process and to accommodate them in order to be able to study hard. In the

opinion of the committee the programme is do-able. The success rate of the programme is high. On average 95% of the students enrolled finish the programme successfully.

Based on the number of contact hours with students in the past academic year (2011-2012) and the preparation time per contact hour, the staff/student ratio comes to 1 full-time equivalent academic appointment per 12 students. This staff/student ratio is relatively favourable and according to the committee appropriate for these kinds of master programmes.

2.4. Quantity and quality of the staff

The academic staff has the necessary research experience, a proven track record in the field in which they are teaching and proven teaching competences. Course coordinators have been appointed to fulfil coordinating tasks: introducing the course to the participants and explaining the goals and structure of the course; teaching in the programme in their own research field; contacting guest lecturers; gathering the preparatory reading materials for their course; performing the examination of the course. Topics of the courses are directly related to the expertise and research activities of the course coordinator. All course coordinators have a PhD and a position as assistant, associate or full professor.

Every student participating in the programme has a mentor who supervises his or her research work. The mentors are mostly course coordinators or guest lecturers of the participating departments or universities. Students are matched to a mentor based on the topic of interest of the students and the expertise of the mentor.

The committee has spoken to very dedicated teachers and is on the whole positive about the broadness and level of the expertise involved in the programme. The committee has witnessed an open attitude among the teachers to improve their quality if necessary. The committee is very satisfied with the openness for feedback and is convinced that all remarks by students are really taken into consideration. In the near future there will be some personnel changes, which need close attention by the universities.

Guest lecturers are invited on the basis of the following criteria: an outstanding academic record and a high degree of knowledge on the matter discussed due to professional experience, proficiency in English, and didactical skills. Guest lecturers are explicitly informed about the expected method of teaching and target group. The committee is positive about the policy to invite guest lectures and is convinced that the quality of these lecturers is monitored.

In Leuven, a central programme manager is in charge of all administrative and logistic aspects of the programme. In Nijmegen and Padova, local programme managers are responsible for the logistic and administrative organisation of the residential stay of the students in that particular city. Communication between universities mostly happens through the Steering Committee.

During the site-visit the committee met few female teachers and verified that this was representative for the proportion of women in the teaching staff on the whole. The committee would like to recommend having special attention for female experts and talents when considering filling vacancies in the near future.

2.5. Programme specific quality assurance

The EMMB is a truly integrated programme, framed by jointly developed objectives and learning outcomes and by a jointly elaborated curriculum.

The committee had an interview with the Steering Committee, the Examination Committee and the Teaching Committee and verified whether the organizational structure provided guarantees that the quality of the programme is monitored. The role of the Examination Committee will be discussed in 3.1.

The EMMB is managed by the Steering Committee. The members of the Steering Committee represent the three participating universities at the consortium level; they represent the Steering Committee at their universities; share the academic responsibility for the quality of the programme; are responsible for the organisation of the courses at their universities; guarantee the quality of the programme offered at their university. In addition, the Steering Committee decides on the financial, organisational and educational management of the programme. The Steering Committee meets at least twice a year.

The Teaching Committee oversees the educational framework of the EMMB and has an advisory role with regard to the Steering Committee. The Teaching Committee is also responsible for the permanent evaluation of the programme. The Teaching Committee consists of all course coordinators and of a representation of students. Local members of the Teaching Committee meet at least once in every residential period.

Every year the Steering Committee appoints a Selection Committee, which is responsible for the acceptance of new students to the programme. One representative of every university is a member of the Selection Committee.

The teachers and student participants in the Teaching Committee reported about their working method. Evaluation results and remarks by students are discussed in the Teaching Committee. These discussions are followed either by a direct contact with the teacher and immediate improvement or by an advise to the Steering Committee for further improvement of the programme in the following year. The Teaching Committee is considered by students as well as by teachers as an important tool in achieving the best programme.

The Committee has received evaluation reports and results of the years 2009-2011 and verified that evaluation results are truly followed up.

The self-evaluation report describes the recommendations of the previous visitation committee and the improvements made in reaction to these recommendations. The committee established that the programme took the previous assessment very seriously and implemented several recommendations, like the personal trajectories, close monitoring of the study load and structural inclusion of the non-western perspective. There remain still some wishes, for instance a bit more could be done in the improvement of guidance in writing the master theses, although the programme has made progress in this regard. The committee very much appreciates the conscious attitude of the staff to improvement.

Considerations

The committee has established that the programme is well structured, transparent and coherent. The committee values the cooperation between the three universities highly, resulting in a programme that includes the strong points of the three institutes in bioethics. The committee found that the staff and coordinators invest a lot of energy securing the coherence and are permanently actively improving the programme. The committee appreciates the didactic concept of the programme and likes the combination of the intensive courses and the elective courses. The committee lauds the way the expertise of the students is used in the learning process by mixing different backgrounds and

perspectives. The committee is positive about the individual trajectories that are made possible for the students and established that the students receive intensive guidance and feedback. The student facilities, in particular the electronic learning environment, successfully support the students with their study progress.

The committee has established that the programme exerts itself to support the students in their learning process and to accommodate them in order to be able to study hard. The success rate of the programme is high. On average 95% of the students enrolled finish the programme successfully.

The committee has spoken to very dedicated teachers and is on the whole positive about the broadness and level of the expertise involved in the programme. The committee has witnessed an open attitude among the teachers to improve their quality if necessary.

The committee has on the whole a positive opinion of the programme. Nevertheless on the basis of the self evaluation report and the conversations with the teachers, students and alumni the committee has some recommendations for further improvement

- the committee would encourage the programme to secure that the relevant global issues are included into specific courses;
- teaching of feminist perspectives in bioethics should be considered in different places in the programme;
- the committee recommends to formally implement a tutor system;
- the committee also recommends to implement short paper work extended all over the programme to improve the academic writing skills and to develop, stimulate and practice the argumentative capacities of the students;
- the committee would like to recommend having special attention for female experts and talents when considering filling vacancies in the near future. .

Conclusion

Master's programme Erasmus Mundus Master of Bioethics: the committee assesses Standard 2 as **good**.

Standard 3: Assessment and achieved learning outcomes

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

Explanation:

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

Findings

3.1. Assessment system

The Examination Committee is responsible for the deliberation of the enrolled students. All course coordinators are members of the Examination Committee. The Ombudspersons have access to the meetings of the Examination Committee as an observer, if and when s/he deems this necessary. At the end of the academic year the Examination Committee determines the final grade rewarded to the student according to the principles specified in the Examination Regulations. The Examination Committee closely monitors how examination is actually done. Exams of the courses in Leuven and Nijmegen are regularly checked and

discussed. The rule to have an exam reviewed by a colleague from another institution will soon also be implemented for the Padova exams. Until recently the programme has relied on local traditions in examinations and the responsibility of the teacher. The diversity in exam traditions is also seen as strength of the programme, but peer review would certainly add to the quality. All exams are evaluated by students and psychometrically analysed. The reliability on basis of the scores of the students over the three universities is high. The University of Leuven has a tradition of oral exams, which are highly appreciated, but less controllable. The committee would advise in order to ensure objectivity with oral examinations to implement some sort of control, either there should be more than one examiner, or some kind of recording. The committee appreciates the efforts to harmonise with respect to the local tradition, it would recommend that peer review is also carried out for the exams from Padova. The system itself seems good, the guidelines are clear, the interaction between institutes with regard to exams runs well.

Ombudspersons in each location have the responsibility to gather all individual complaints and remarks of students concerning exams and form the bridge between the individual students and examiners in that respect. The amount of complaints and remarks the ombudspersons receive vary a lot. Even when they do not make much use of them, the existence of the ombudspersons is much appreciated by the students. The committee agrees with the students in this appreciation.

The committee has established that assessment forms are in use for the graduation theses. The committee has also checked tests and their assessment and has agreed that the programme has an adequate assessment system.

Achieved learning outcomes

The programme has made tests and examinations including student answers available for inspection by the committee. They were found to be at an adequate level and well-marked.

The committee has studied a random and stratified selection of fifteen master's theses to assess whether the intended learning outcomes are achieved. The master's theses the committee has studied were adequately assessed. The committee compliments the programme with the careful way the subject of the thesis is chosen in relation with the future goals as well as the careful match of mentor and student. Some theses the committee has seen were very good and were published in scientific journals.

The theses indicate that the graduates have achieved the level that can be expected in a post-initial master's degree programme. In general the committee agrees with the marks given for the theses but would recommend to use a broader range of the marking scheme and insert a system of distinction.

The committee also spoke with alumni and received information on the career development of alumni. The alumni report that the course had a good coverage of issues of bioethics and that they really enjoyed it. The interdisciplinary background of the fellow students as well as the teachers was considered an enriching experience. The alumni were very satisfied with the level they achieved and report that they have a very good background for continuing in a PhD training. Some of the alumni have become university teachers. The committee got the impression that the graduates of the programme are very much appreciated in the academic world and in functions requiring an advanced academic level in the field of bioethics.

Considerations

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

The committee appreciates the peer review system of exams and tests that is being introduced in the Examination Committee and the close monitoring of the quality, as well as the efforts of the Examination Committee to find a balance between the different traditions in examination of the three cooperating institutions allowing each institute to learn from each other. .

The quality of the theses the committee has seen was on average very good. The committee was impressed by the achievements of the programme and is of the opinion that graduates of this programme are very valuable to society.

Conclusion

Master's programme Erasmus Mundus Master of Bioethics: the committee assesses Standard 3 as **good**.

General conclusion

The committee concludes that the Erasmus Mundus Master of Bioethics meets the requirements for accreditation. The committee is of the opinion that the programme has an important mission and wants to encourage the universities to secure a successful future of the programme. The committee found the teaching-learning environment good and was also very positive about the level achieved by the graduates of the programme.

Conclusion

The committee assesses the *master's programme Erasmus Mundus Master of Bioethics* as **good**.

Appendices

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

Inez de Beaufort graduated in 1979 in Theology (cum laude), University of Utrecht and received her PhD in Ethics and research on human persons (cum laude) in 1985, University of Groningen. In 1985 she was appointed as senior researcher Institute of Bioethics, Maastricht. Since 1989 she is full Professor of Health Care Ethics, Erasmus Medical Centre Rotterdam, Erasmus University and Head of the Department of Medical Ethics and Philosophy. Inez was visiting professor University of Groningen, Johanna Bijtel chair in 1998 and is honorary member of the Dutch Health Council. She was member of several medical ethical review committees of hospitals, participated in several working groups of the Dutch Health Council and was member of a number of governmental advice committees.

For over 20 years: teaching to medical students in different stages of the curriculum, teaching to young doctors, to PH.D students. Many presentations for both professional and very diverse lay audiences on very different subjects, varying from the importance of literature for ethics to human research, both in English as well as in Dutch.

She was coordinator of the following EU projects: Communicable Disease, Lifestyles and Personal Responsibility 1998-2000 (with J. Harris University of Manchester), Beauty and the Doctor 1999-2001, Science and Science fiction 2002-2004, Eurobese 2005-2008.

Pierre Boite is full Professor (2012) in Social and Human Sciences (SHS) and Medical Ethics at the Faculty of Medicine, Ethics Department at Lille Catholic Institute. Pierre got his degree in Sociology at the Catholic University of Louvain-la-Neuve, Belgium, with distinction. In 1980 he received his Upper-Secondary Education Teaching Qualification for Political and Social Sciences. In 1983 he did his BA in Philosophy, with distinction, in 1987 his Master's Specialisation in Philosophy, and in 1994 his Doctoral Thesis in Public Health (Specialisation in Bioethics), all at the same university.

Pierre is coordinator for SHS and medical ethics, teaching at the Faculty of Medicine and coordinator for Health Professional Entry Examination Preparatory Courses - Faculty of Medicine.

He is founding member (November 2005) of the European Clinical Ethics Network (ECEN) and the European Platform for Ethical Research and Dialogue in 2010.

He is member of the scientific and pedagogical committee for the first European clinical ethics training programme; referring member for the Centre of Medical Ethics (CME) at the National Body for Ethical Reflection on Alzheimer's Disease, founded November, 2010; member of the editorial board for "Ethique et santé" (Masson quarterly); member of the editorial board for the "Journal International de Bioéthique" (quarterly); and associate editor for clinical ethics in the "Journal International de Bioéthique" (January 2013).

Jolien Braem is (former) master student Philosophy University of Ghent Belgium. She is very interested in current, bio-ethical issues, resulting in the thesis subject: De wenselijkheid van het hanteren van een dubbele standaard bij het beoordelen van de ethische aanvaardbaarheid van klinische experimenten (the desirability of maintaining a double standard in assessing the acceptability of clinical experiments), supervised by professor Sirgrid Sterckx). Jolien's master programme was in particular specialised in ethical issues. Jolien was actively involved in the student's association Ugent 1010 focusing at sustainability

Per Nordvedt is professor and leader, Center for Medical Ethics, Institute for Health and Society, University of Oslo and Adjunct professor, Dep. of Nursing, Oslo and Akershus University College. His research interests concern: Ethics of care and proximity, metaethics, clinical medical ethics and nursing ethics, theory of science and research ethics. He participates in several projects among which: Prioritising in elderly care and health care,

Ethics of proximity and clinical sensitivity, End of life issues, euthanasia and Mapping the Normative Terrain of an Ethics of Care for the Norwegian Research Council 2008- 2011. Per is referee for international journals and has been member of editorial boards. Recent publications and books are:

Nortvedt, P og Skirbekk, H and Hem, M. (2011) Role obligations and moderate partiality in health care, *Nursing Ethics*;

Nortvedt, P (2012) Sources of Normativity – an Argument for Moral Realism in Health Care. *Journal of Medicine and Philosophy*. Online May 2012;

Nortvedt, P (2012) *Omtanke – en innføring i sykepleiens etikk*. Gyldendal Akademisk Forlag.

Michael Parker received his bachelor' s degree in Education in 1984 and his PhD in Philosophy in 1992. In 1999 he joined the Ethox Centre University of Oxford. He started his academic career as Researcher in Applied Ethics at the Centre for Professional Ethics, University of Central Lancashire and continued as lecturer in Medical Ethics at the Open University and Imperial College London. Since 2004 he has been employed as Professor of Bioethics and Director of the Ethox Centre, University of Oxford.

During his career he received several grants and awards among which is a major Wellcome Trust Strategic Award for a programme to carry out ethics research and build ethics capacity across the Wellcome Trust's Major Overseas Programmes in Kenya, Viet Nam, Malawi, Thailand, and South Africa and a Wellcome Trust Strategic Award for a Resource Centre for Genomic Epidemiology of Malaria.

He is member of several national and international committees, most recently he was member of Human Fertilisation and Embryology Authority Public Engagement Oversight Group on Mitochondrial Donation (2012 – 2013) and Chair of the Consortium Data Access Committee for Wellcome Trust Case Control Consortium (member since 2006/ chair since 2012 - continuing).

His research interests focus around ethical problems and genetics practice and ethical issues in genetic research.

Appendix 2: Domain-specific framework of reference

Compared to other disciplines, for example medical education, no specific benchmark or reference framework exists in the field of bioethics at the moment. We are not aware of (inter)national official standards in which the education and training of a bioethicist has been regulated and in which the intended competencies and end qualifications regarding orientation, content, and level have been described. However, the quality audit committee of the first visitation in 2006 concluded that the EMMB “spent a great deal of attention to the profile and to a well conceived international benchmarking”. In our view, the situation regarding a reference frame for the field has not substantially changed since then. We will proceed therefore in the same vein as in 2006. First, we will provide a needs analysis by shortly describing the professional field of a bioethicist. Second, we will highlight some crucial differences with other existing bioethics master programmes.

Needs analysis

Health care professionals and researchers find themselves increasingly confronted with *moral questions* due to various reasons. First, the exponential proliferation of *technological innovations* in biotechnology and molecular sciences continuously challenges traditional medical knowledge and practice and creates new questions to be solved. For example, medical innovations such as living organ donation, new reproductive technologies, genetic testing and prenatal diagnosis, personalised medicine, tissue engineering and nanotechnology, require profound reflection on their use. Secondly, the debates on *equal access to health services* and *equitable distribution of limited economic resources* require more and more ethical reflection, as well as ethical issues in chronic care, elderly care and end-of-life care. Moreover, the increasing commercialisation in healthcare is a huge challenge for public healthcare systems. Thirdly, social changes increasingly lead to an emancipatory movement for the patient and the rise of *patient rights*. Previously, bedside decisions were almost exclusively the concern of the individual physician. The authority of the physician and the traditional paternalistic relationship is now put under review globally. However, many countries still lack patient rights in their cultures and their legislation. Such complex issues challenge the people who have to deal with them every day. They require careful study and well considered judgement, as well as rigorous questioning and thorough debate.

More than 30 years ago *research ethics committees* (RECs) were institutionalised as an integral part of clinical research through the first amendment of the Declaration of Helsinki. RECs have been established worldwide to review clinical research protocols. Their decision was originally just an opinion or advice given by the peers of the investigator, without any legal consequences. Now they have a defined legal status regarding human research.

Today, no clinical research project can be started or published in a biomedical journal without the approval of a REC. In Europe alone, there are approximately 2000 RECs, each consisting of 8-15 members. Further training and education into the ethics of clinical research, the methods of clinical research, and the current standard operating procedures and obligations of ethics committees is needed for well-functioning RECs.

Clinical practice raises a wide variety of ethical issues that can be difficult for individual healthcare professionals to resolve. Therefore, various hospitals have established *clinical ethics committees* (CECs). Clinical ethics can be described as the provision of support and advice to health professionals and patients on ethical issues arising from clinical practice or patient care. The work of clinical ethics committees falls into three areas: (1) providing ethics input into organisational policy and guidelines around patient care, (2) facilitating ethics education of health professionals, and (3) giving advice to clinicians on individual cases. Many countries

have a legal obligation to have an ethics committee in every hospital. In various countries, moral case deliberations are also developing as meetings with caregivers who systematically reflect on the moral questions they are confronted with in specific clinical cases.

The need to reflect on the moral dimension of advances in medical science and technology, as well as the desire to enhance public health has, in many areas of the world, led to the establishment of various forms of *national or regional ethics committees*.

Significant progress has been made in developing *ethics in various curricula* (medicine, nursing, dentistry, pharmacy, biomedical sciences) over the last three decades in American and Western European countries. Many medical schools have acknowledged the importance of ethics teaching relevant to the practice of medicine. Nursing colleges as well as programmes in biotechnology and sciences offer integrated courses on the ethical aspects of their practice. However, internationally there is a *lack of persons trained to teach bioethics*, and bioethics courses are often taught by individuals without certified competence. Many research projects are currently taking place in which the focus is on ethical, legal and social aspects of new technologies. In order to prepare individuals to take on these research projects, it is important to prepare future researchers.

In conclusion, a study in bioethics will empower graduates to participate in ethical debates in an informed, critical and effective manner. It will develop the skills of critical reasoning, argumentation, comprehension, research orientation and conceptual analysis. Graduates with training in bioethics are especially attractive to employers in the fields of medical practice, nursing, health sciences, research, government, law and social policy. Also RECs, CECs, national and/or regional ethics committees and teaching or research positions require expertise in bioethics.

Comparison with other programmes

Since the development of the field of bioethics as a new academic discipline in the 1970s, bioethics education has increasingly been formalised. Bioethics was included in the curricula of medicine and other life sciences. Over the years various master of bioethics programmes began to arise, and it has been estimated that nowadays approximately 50 programmes in bioethics exist worldwide (see List below).

When we compare our programme to others there are a few elements that make it quite unique:

(1) The focus on bioethics instead of on applied ethics;

Various similar programmes have an approach focused on applied ethics. This means that they deal with topics in the fields of social, environmental, sexual or global ethics. This is the case for a programme as the previous Erasmus Mundus in Applied Ethics (that existed between Utrecht, Linköping and Trondheim) or the previous Master of Applied Ethics in Leuven. This is also the case for the various more philosophically oriented programmes that offer as well a specific orientation in bioethics (a Minor or Major). Compared to these programmes, the EMMB is different because of its specific focus on bioethics.

(2) A continental European programme

Most bioethics programmes are situated in the US and Canada (we can mention, for example, well known programmes at Case Western Reserve University, the University of Pennsylvania, Columbia University, University of Pittsburg, University of Toronto or McGill University). In Australia, a well know programme is organized at Monash University. In the European

context programmes exist mainly in the U.K. (e.g. in Bristol and London). Although various similar programmes come into existence, the EMMB is still the only master of bioethics programme offered on the European continent in English.

(3) A European approach

The EMMB specifically pays attention to continental Europe philosophical and ethical traditions. Examples are the focus on the Leuven tradition of personalism in Leuven, on a hermeneutical approach to bioethics in Nijmegen, and on the concept of human dignity in Padova. We teach not only or primarily the standard four biomedical ethics principles (respect for autonomy, beneficence, non-maleficence and justice), but also pay attention to the so-called 'European' principles such as respect for life, solidarity and integrity of the body.

Furthermore, the programme is truly integrated, since it is a cooperation in all operational and educational aspects. All three participating universities underline the idea of a 'European' approach, but they do not have the expertise and available staff to teach this approach on its own. We feel that we really need each other and by doing so the programme has been enriched. Contrary to other programmes where separate universities are only responsible for their own education and do not accept quality control from the other partners, all EMMB courses are prepared and supervised by the Steering Committee. Not only staff members of the individual universities participate as teachers, but also national and international experts are invited to lecture in the courses.

All three participating universities are internationally active. One of the objectives of the Erasmus Mundus programme is to create stronger collaborations between European research centres in the field of bioethics. Our programme has realized this objective by bringing together various research institutes. Moreover, thanks to the tradition of inviting guest lecturers, the inner circle of three participating universities has been significantly enhanced. Guest lecturers are invited not only from neighbouring universities, but also from other countries and continents. International activities have been intensified by the application and selection for the Erasmus Mundus programme. The international orientation of the EMMB programme was also recently applauded since the programme won the Internationalization Award 2012 of the Radboud University Nijmegen.

The students pass a period in three different European universities. This makes it possible for the students to become acquainted with three different European countries, diverse cultures and various types of education. Furthermore, the international group of students enhances the intercultural interaction. In this way the European integration and the exchange of experiences from different national realities is fostered. The exchange of ideas and experiences among the participants from various countries is seen as one of the programme's major strengths.

(4) A third cycle programme

The EMMB is different compared to other programmes also because it is a third cycle programme. The student population is usually a group of individuals who have at least some years of experience in healthcare and want to enhance their knowledge and skills in dealing with ethical issues. As a consequence, the students share their experience and cultural perspectives and so, indirectly, act as teachers for their fellow students. The combination and integration of the expertise of university teachers, professional experts and the students with their own professional experiences make it possible to realize in the programme an academic and a professional focus.

(5) Focus more on research than on clinical bioethics

Training in clinical ethics, however, is less prominent in our programme than for example in certain American or Canadian programmes where students also perform clinical ethics internships. It was a deliberate choice to provide a stronger theoretical background and a stronger emphasis on the development of skills to perform research in the field of bioethics. The lack of established clinical ethics programmes in European countries, as well as potential language problems, would also complicate the implementation of a clinical ethics internship in the programme. Nevertheless, comments from alumni show that the knowledge and skills gained thanks to the programme help them sufficiently in dealing with clinical ethical dilemmas.

In contrast, the EMMB devotes more attention than other programmes to the research component. Through mentorship and the seminar Interdisciplinary Research in Bioethics it supports students in doing research in bioethics and in publishing their work. More than in other programmes, it aims to have student works published.

MASTER OF BIOETHICS PROGRAMMES

This list was prepared by Dirk Hagemester, alumnus of the Erasmus Mundus Master of Bioethics 2006.

Africa

- South Africa, Cape Town (University of Cape Town): Master of Philosophy in Bioethics
<http://www.uct.ac.za/apply/degrees/health/postgraduate/>
- South Africa, Johannesburg (University of the Witwatersrand): Master of Science (Medicine) in the field of Bioethics and Health Law
http://www.wits.ac.za/prospective/postgraduate/programmes/11585/health_sciences.html
- South Africa, Pretoria and Pietermaritzburg, (University of Pretoria/ University of KwaZulu-Natal - in cooperation with Johns Hopkins University): Master of Philosophy (Health Research Ethics, Ethics of Mental Health)/MPH/MsocSc
<http://programmes.up.ac.za/>
- Nigeria, Ibadan: Master of Science/ MPhil in Bioethics

Asia

- Philippines, University of the Philippines: Master of Science in Bioethics
<http://upcm.ph/?q=PGIM-gradprog>
- Pakistan, Aga Khan (Karachi): Master in Bioethics
<http://www.aku.edu/collegesschoolsandinstitutes/medicine/pakistan/programmes/graduate/masterinbioethics/Pages/masterinbioethics.aspx>

Australasia

- Australia, Melbourne (John Paul II Institute for Marriage and Family): Master of Bioethics
<http://www.jp2institute.org/Courses/Masters.aspx>
- Australia, Monash University: Master of Bioethics
www.monash.edu.au/study/coursefinder/course/0122/
- New Zealand, Otago: Master of Bioethics and Health Law
www.otago.ac.nz/courses/qualifications/mbhl.html

Europe

- Croatia, Zagreb: Master in Health, Human Rights and Ethics (?)
[No homepage to be found yet]

- Europe (Belgium, Italy, Netherlands), Leuven/Padova/Nijmegen: Erasmus Mundus Master of Bioethics www.masterbioethics.org
- Germany, Hagen (Fernuniversität)/ Mainz (Johannes-Gutenberg-Universität): Master in Medizinethik www.medizinethik.eu/
- Spain, Navarra (Universidad de Navarra): Máster en bioética
- Switzerland, Lausanne: Master of Advanced Studies in Bioethics

UK

- UK (England), Birmingham: Master of Science in Health Care Ethics and Law <http://www.birmingham.ac.uk/students/courses/undergraduate/med/HealthcareEthicsandLaw-IntercalatedDegree.aspx>
- UK (England), Bristol: Master of Science in Health Care Ethics www.bris.ac.uk/ethicsinmedicine/courses/msc.html
- UK (England), Liverpool: Master of Science in Ethics of Health Care
- UK (England), London (King's College): Master of Arts in Medical Ethics and Law <https://www.kcl.ac.uk/prospectus/graduate/medical-ethics-and-law>
- UK (England), Manchester: Master of Arts in Health Care Ethics and Law www.manchester.ac.uk/postgraduate/taughtdegrees/courses/atoz/course/index.htm?code=01180
- UK (England), Staffordshire (Keele University): Master of Arts in Medical Ethics and Law www.keele.ac.uk/depts/pk/courses/MEL/index.html
- UK (England), Preston (University of Central Lancashire): Master of Arts in Bioethics and Medical Law/ LLM in Medical Law and Bioethics www.uclan.ac.uk/courses/pg/files/vebio.htm
- UK (Scotland), Glasgow (University of Glasgow): Master in Medical Law and Ethics <http://www.gla.ac.uk/postgraduate/taught/medicallaw/>
- UK (Scotland), Glasgow (Glasgow Caledonian University): Master of Bioethics and Health Law (?) www.caledonian.ac.uk/ceppcg/

North America

- Canada, Toronto: Master of Health Science in Bioethics <http://www.jointcentreforbioethics.ca/education/mhsc.shtml>
- Canada, Montreal, McGill University: MA/MSc/LLM in bioethics www.mcgill.ca/biomedicaethicsunit/masters/
- Canada, Montreal (Université de Montreal): Maître ès Arts en Bioéthique www.bioethique.umontreal.ca
- US (Arizona), Midwestern University: Master of Arts in Bioethics http://www.midwestern.edu/programs_and_admission/az_bioethics.html
- US (California), Loma Linda University: Master of Arts in Biomedical and Clinical Ethics www.llu.edu/llu/bioethics/
- US (California), Loyola Marymont University: Master of Arts in Bioethics <http://bellarmine.lmu.edu/bioethics/>
- US (Florida), Tempa (University of South Florida): Master of Arts in Bioethics and Medical Humanities hsc.usf.edu/medicine/internal_medicine/bioethics/index.html
- US (Illinois), Chicago (Loyola University): Master of Arts in Bioethics & Health policy
- US (Illinois), Chicago (Rush University): Master of Arts in Health Care Ethics http://www.rushu.rush.edu/servlet/Satellite?c=RushUnivLevel3Page&cid=1144871601739&pagename=Rush%2FRushUnivLevel3Page%2FLevel_3_College_GME_CME_Page
- US (Illinois), Deerfield (Trinity International University): Master of Arts in Bioethics <http://graduate.tiu.edu/academics/programs/bioethics>

- US (Michigan), Michigan State University: Master of Arts in Bioethics, Humanities, and Society bhs.msu.edu/programdes.php
- US (New York), Albany Medical College: Master in Bioethics
http://www.amc.edu/Academic/bioethics/educational_programs/graduate_programs/degrees_certificates/master_science_bioethics.cfm
- US (Ohio), Case Western Reserve University (Cleveland): Master of Arts in Bioethics
www.case.edu/med/bioethics/masters.htm
- US (Pennsylvania), Duquesne University (Pittsburgh): Master of Arts in Health Care Ethics
- US (Pennsylvania), University of Pennsylvania (Philadelphia): Master of Bioethics
www.bioethics.upenn.edu/masters/
- US (Pennsylvania), University of Pittsburgh: Master of Arts in Bioethics
- US (Virginia), University of Virginia (Charlottesville): Master of Arts in Bioethics
www.healthsystem.virginia.edu/internet/bio-ethics/MABioethics.cfm
- US (Washington), University of Washington: Master of Arts in Bioethics
<http://depts.washington.edu/bhdept/acapro/mabio.html>
- US (Wisconsin), Medical College: Master of Arts in Bioethics
<http://www.mcw.edu/bioethicsandmedhumanities/education.htm>

South America

- Argentina, Universidad Nacional de Cuyo: Maestría en Bioética
<http://www.uncu.edu.ar/relacionesinternacionales/novedades/index/maestria-de-bioetica-2012>
- Chile, Santiago (Pontificia Universidad Católica de Chile): Magister en Bioética
<http://medicina.uc.cl/magister/post-bioetica>
- Chile, Santiago (Universidad de Chile): Magister en Bioética
<http://www.uchile.cl/postgrados/48137/bioetica-2012>
- Peru, Universidad Nacional Mayor de San Marcos: Maestría en Bioética
http://sisbib.unmsm.edu.pe/bvrevistas/acta_medica/2002_n4/programa.htm

Additions

- France (Strasbourg) Master éthique: vie, normes et société
<http://www.unistra.fr/formations/diplome/fr-rne-0673021v-pr-so605-203>
- The Netherlands (Amsterdam) Philosophy, Bioethics and Health
<http://www.wijsbegeerte.vu.nl/nl/opleidingen/masteropleidingen/philosophy-bioethicshealth/index.asp>

Appendix 3: Intended learning outcomes

Through their studies in the EMMB the students will

(a) have knowledge of important traditions, concepts and methods in bioethics. The students will gain knowledge of the most important traditions (such as deontology, utilitarianism, personalism, Hippocratic tradition, virtue ethics, principlism), concepts (such as the person, the body, autonomy, justice) and methods (such as literature review, qualitative and quantitative approaches) used in bioethics. They should be able to compare and integrate various traditions, concepts and methods.

(b) be able to independently carry out research in the field of bioethics. The students will learn to find, understand and interpret academic literature on different topics, and critically review academic work in the field of bioethics. They will learn to write an academic manuscript, to approach new problems in the field of bioethics, and to formulate adequate research questions.

(c) be able to deal with complex ethical problems, analyse them and provide recommendations on how to deal with them. The students will learn different ethical fields of study (for example, ethics of reproductive technologies, end of life, research ethics). They will develop skills in critical reasoning, argumentation, communication and conceptual analysis. They will get exposure to some of the daily realities of clinical ethics, will have to analyse those problems, evaluate them, discuss them in a multidisciplinary and crosscultural context, develop openness towards different positions, and provide advice on a particular problem in a consensus driven way. They will be able to situate, define and structure complex ethical problems, and reframe them in smaller problems and questions.

(d) be able to make presentations of their own research activities and to communicate the results. The students will develop skills in academic writing and academic presentations. They will learn to present academic work to a multidisciplinary and cross-cultural context and how to react to new questions and problems and position research results in a broader framework.

(e) be able to work and learn independently. The students will develop a critical attitude towards ethical problems and the scientific literature. They will learn to apply and integrate different theories, concepts and methods to new and complex problems. They will develop an increased moral sensibility and an increasing awareness for ethical issues in clinical practice and at a societal level.

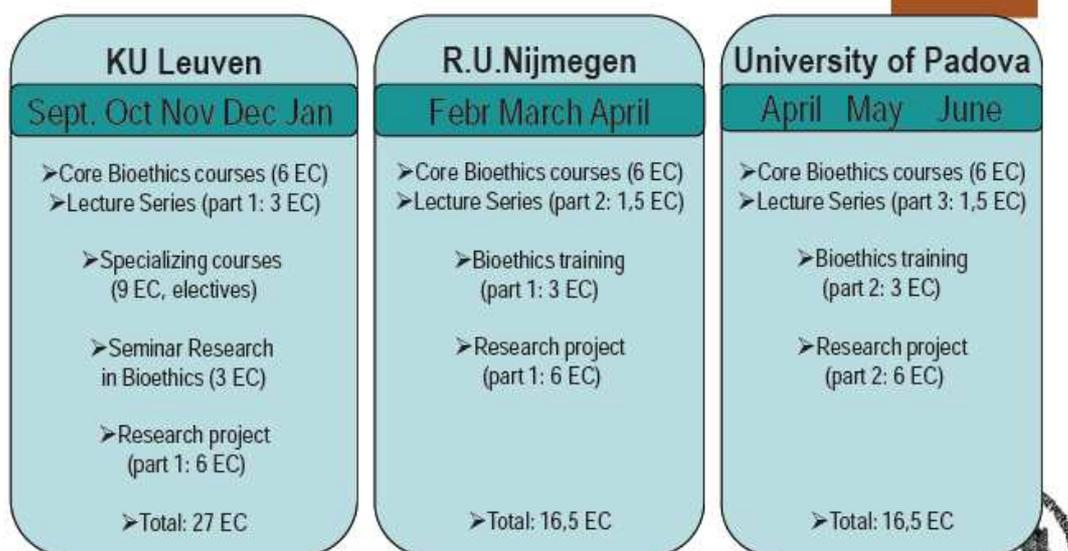
Appendix 4: Overview of the curriculum

<i>Overview of educational components</i>	<i>EC</i>	<i>University</i>	<i>Semester</i>
<i>Core Bioethics Courses: obligatory</i>	<i>18 EC</i>		
<i>Every academic year a total of 18 EC of bioethics courses will be organized from the following list of courses (courses with * were taught in the year 2011-2012 and will be offered in 2012-2013)</i>			
Nursing Ethics*	3	KUL	1
<i>Choices in Health Care</i>	<i>3</i>	<i>KUL</i>	<i>1</i>
Ethics of reproductive technologies*	3	KUL	1
Palliative care*	3	RUN	2a
<i>Treatment decisions for vulnerable groups</i>	<i>3</i>	<i>RUN</i>	<i>2a</i>
Human Genetics and Medical Technology*	3	RUN	2a
Research Ethics*	3	UP	2b
<i>Religion and bioethics</i>	<i>3</i>	<i>UP</i>	<i>2b</i>
Clinical Bioethics*	3	UP	2b
<i>Public Health and Prevention</i>	<i>3</i>	<i>UP</i>	<i>2b</i>
<i>Lecture Series: obligatory</i>	<i>6 EC</i>		
<i>Lecture Series on Bioethics</i>	<i>6</i>	<i>KUL, RUN, UP</i>	<i>1 & 2</i>
<i>Specializing courses: electives for min. 9 EC</i>	<i>9 EC</i>		
<i>Introduction to Ethics</i>	<i>5</i>	<i>KUL</i>	<i>1</i>
<i>Media Ethics</i>	<i>4</i>	<i>KUL</i>	<i>1</i>
<i>Ethics of Care</i>	<i>4</i>	<i>KUL</i>	<i>1</i>
<i>Environmental Ethics</i>	<i>4</i>	<i>KUL</i>	<i>1</i>
<i>Descriptive and inferential statistics, Part 1</i>	<i>3</i>	<i>KUL</i>	<i>1</i>
<i>Academic Writing</i>	<i>4</i>	<i>KUL</i>	<i>1</i>
<i>Other courses from the curricula might also be included after discussion with the programme coordinators</i>			

<i>Overview of educational components</i>	<i>EC</i>	<i>University</i>	<i>Semester</i>
<i>Research Project: obligatory</i>	<i>21 EC</i>	<i>KUL, RUN, UP</i>	<i>1,2</i>
<i>Seminar Interdisciplinary Research in Bioethics</i>	<i>3</i>	<i>KUL</i>	<i>1</i>
<i>Research Manuscript</i>	<i>18</i>	<i>KUL, RUN, UP</i>	<i>1,2</i>
<i>Bioethics training</i>	<i>6 EC</i>	<i>KUL, RUN, UP</i>	<i>1,2</i>
<i>Literature review</i>	<i>3 EC</i>	<i>RUN, UP</i>	<i>2a, 2b</i>
<i>Case presentations</i>	<i>3 EC</i>	<i>RUN, UP</i>	<i>2a, 2b</i>

Erasmus Mundus

MASTER OF
BIOETHICS



Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates

Table 3: Statistical data of the first 6 cohorts of the Erasmus Mundus Master of Bioethics

Academic year	M	F	EM Scholarship	Full time self-supporting	Part time 1st year	Part time 2nd year	Part time 3rd year	Total Enrolled	Dropped out	Graduated	% Total*	% Fulltime**	% n+1***
2006 - 2007	70% (19)	30% (8)	25	2	-	-	-	27	0	27	100	100	100
2007 - 2008	70% (16)	30% (7)	20	2	1	-	-	23	0	22	96	100	100
2008 - 2009	36% (9)	64% (16)	18	1	5	1	-	25	4	18	72	89	90
2009 - 2010	36% (8)	64% (14)	16	2	1	3	-	22	0	20	90	100	95
2010 - 2011	55% (12)	45% (10)	16	2	2	1	1	22	0	19	86	100	95
2011 - 2012	43% (10)	57% (13)	15	2	3	2	1	23	1	19	83	94	95

* Percentage of the total number of enrolled students that year who graduated in that year

** Percentage of full-time students who graduated in 1 year

***Percentage of students who graduate in n+1

Teacher-student ratio achieved

Based on the number of contact hours with students in the past academic year (2011-2012) and the preparation time per contact hour, the staff/student ratio comes to 1 full-time equivalent academic appointment per 12 students. Core staff estimates an average of 2 hours of preparation for every hour of teaching. This includes preparation time for lectures, reading of assignments, preparation and correction of exams

Average amount of face-to-face instruction per stage of the study programme

Contact hours per week: 18.

Overview of contact hours per course

Courses	ECTS	Contact hours	Budgeted study time
<i>Core courses</i>			
Nursing ethics	3	26	90
Choices in Health Care	3	26	90
Ethics of reproductive technologies	3	26	90
Palliative care	3	24	90
Human Genetics and Medical Technology	3	28	90
Treatment decisions for Vulnerable People	3	20	90
Research Ethics	3	26	90
Religion and Bioethics	3	26	90
Clinical Bioethics	3	26	90
Public Health and prevention	3	26	90
Lecture Series on Bioethics	6	52	180

<i>Specializing Courses</i>			
Introduction to ethics	5	39	150
Media Ethics	4	26	120
Ethics of care	4	26	120
Environmental Ethics	4	26	120
Descriptive and inferential statistics, Part I	3	26	90
Academic Writing	4	39	120
<i>Research project</i>			
Seminar Interdisciplinary Research in Bioethics	3	60	180
Research Manuscript	18		540
Bioethics Training: Literature Review and Case presentations	6	70	100

Appendix 6: Programme of the site visit

Programme visit of Quality Audit Committee Radboud University Nijmegen

Wednesday, February 20th 2013

18:00 – 21:00	Preparatory meeting of the Quality Audit Committee, inspection of documents
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Thursday, February 21st 2013 Thursday, February 21st 2013

08:30– 09:00	Prof. Paul Smits	Dean faculty of medicine and vice president of the board of the RUNMC
Reception of the Quality Audit Committee	Prof. Jan Eggermont Prof. Paul Schotsmans Prof. Pascal Borry Wim Dekkers MD, PhD Prof Corrado Viafora Prof. Gert Westert PhD, Prof. Hub Wollersheim Prof. Evert van Leeuwen Simone Naber	Vice-Dean Faculty of Medicine KU Leuven Programme director EMMB Programme coordinator EMMB Nijmegen representative of the Steering Committee EMMB Padova representative of the Steering Committee EMMB Director of the Scientific Institute for Quality of healthcare, IQ healthcare Head IQ education, IQ healthcare, RUNMC Chair of the section healthcare ethics, IQ healthcare, RUNMC logistics coordinator EMMB Nijmegen
09:00– 09:45	prof. Paul Schotsmans prof. Pascal Borry Wim Dekkers MD, PhD prof. Corrado Viafora Enrico Furlan PhD Chantal de Keersmaecker MA Simone Naber MSc Silvia Tusino PhD candidate	Programme director Programme coordinator Academic coordinator Nijmegen Academic coordinator Padova Coordinator Padova Programme manager Logistic coordinator for Nijmegen Logistic coordinator for Padova
09:45– 10:30	Anna Sierowska MA Louiza Kalokairinou LLM Davit Chokoshvili MA Euzebus Ezugwe, MD Farid Shaik MA Klaus Püschel MD, MSc Chandrashekar Janakiram PhD Eric Amankwah MSc	Student Student Student Student Student Student representative teaching committee Student representative teaching committee Student representative teaching committee
10:30– 11:00	Mahsa Shabani MA Bege Dauda MSc, PhD candidate Melissa Soto MA, PhD candidate Aimee Van Wynsberghe, post-doctoral researcher Marie Jose Burger MA Kristof Thys MA, PhD candidate	Alumnus EMMB 06 Alumnus EMMB 05 Alumnus EMMB 03 Alumnus EMMB 02 Alumnus Part-Time edition, graduated 2011 Alumnus EMMB 05
11:00– 11:15	Break	

11:15- 12:00	Prof. Pascal Borry	Seminar Interdisciplinary Research and the Lecture Series KU Leuven
Course Coordinators	Prof. Kris Dierikx Prof. Evert van Leeuwen, Simone van der Burg PhD Norbert Steinkamp PhD Wim Dekkers PhD Enrico Furlan PhD, Prof. Corrado Viafora	Reproductive Technologies KU Leuven Human Genetics and Medical Technology RUNMC Bioethics training RUNMC Lecture Series RUNMC Bioethics Training, Intensive Course Health Care Ethics Committees Padova University Clinical Bioethics Padova University
12:00– 12:30	Prof. Paul Schotsmans Prof. Pascal Borry	Programme director
Teaching Committee	Wim Dekkers MD, PhD prof. Corrado Viafora Enrico Furlan PhD Prof. Evert van Leeuwen, Simone van der Burg PhD Norbert Steinkamp PhD Prof. Kris Dierikx Klaus Püschel MD, MSc Chandrashekar Janakiram PhD, Eric Kofi Oduro Amankwah MSc	Programme Coordinator, Interdisciplinary research in bioethics, Lecture series KU Leuven Academic coordinator Nijmegen, Lecture series RUNMC Academic coordinator Padova, Clinical Bioethics Padova University Coordinator Padova, Intensive Course on Health Care Ethics Committees, Bioethics Training Padova University Human Genetics and Medical Technology RUNMC Bioethics training RUNMC Reproductive Technologies KU Leuven Students representative teaching committee Students representative teaching committee Student representative teaching committee
12:30– 13:15	Lunch and open office	
13:15– 13:45	Prof. Paul Schotsmans Prof. Pascal Borry	Programme director
Examination Committee	Wim Dekkers MD, PhD Prof. Corrado Viafora Enrico Furlan PhD, Prof. Evert van Leeuwen, Simone van der Burg PhD Prof. Kris Dierikx	Programme Coordinator, Interdisciplinary research in bioethics, Lecture series KU Leuven Academic coordinator Nijmegen, Lecture series RUNMC Academic coordinator Padova, Clinical Bioethics Padova University Coordinator Padova, Intensive Course on Health Care Ethics Committees, Bioethics Training Padova University Human Genetics and Medical Technology RUNMC Reproductive Technologies KU Leuven

13:45– 14:15 Ombudspersons & education quality	Kristof Thys, PhD candidate, Jack de Groot PhD candidate, Lisa De Jonghe Veerle Hulpiou Chantal de Keersmaecker MA Simone Naber MSc Silvia Tusino PhD candidate	Ombudsperson KU Leuven Ombudsperson RUNMC Policy officer, Centre for Medical Education, KU Leuven Teaching and Learning Department (Teaching and Learning Vision and Quality) KU Leuven Programme Management logistic coordinator Nijmegen logistic coordinator Padova
14:15– 14:45	Preparation of final interview	
14:45– 15:30 Final interview with the Steering Committee	prof. Paul Schotsmans prof. Pascal Borry Wim Dekkers MD, PhD prof. Corrado Viafora Enrico Furlan PhD Chantal de Keersmaecker MA Simone Naber MSc Silvia Tusino PhD candidate	Programme director Programme coordinator Academic coordinator Nijmegen Academic coordinator Padova Coordinator Padova Programme manager Logistic coordinator for Nijmegen Logistic coordinator for Padova
15:30– 17:00	Composition of preliminary finding	
17:00– 17:30 Presentation of preliminary findings and 17:30 - Drinks	Prof. Paul Smits Prof. Jan Eggermont Prof. Hub Wollersheim Prof. Evert van Leeuwen prof. Paul Schotsmans prof. Pascal Borry Wim Dekkers MD, PhD prof. Corrado Viafora Enrico Furlan PhD Chantal de Keersmaecker MA Simone Naber MSc Silvia Tusino PhD candidate Kristof Thys, PhD candidate, Jack de Groot PhD candidate, Lisa De Jonghe Robert van Gunikken Pieter Monté Jan Bulte And others	Dean faculty of medicine and vice president of the board of the RUNMC Vice-Dean Faculty of Medicine KU Leuven Head IQ education, IQ healthcare, RUNMC Chair of the section healthcare ethics, IQ healthcare, RUNMC Academic coordinator Nijmegen Academic coordinator Padova Coordinator Padova Programme manager Logistic coordinator for Nijmegen Logistic coordinator for Padova Ombudsperson KU Leuven Ombudsperson RUNMC KU Leuven MSO, RUNMC

Appendix 7: Theses and documents studied by the committee

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

267752	268221	181316
283531	251781	283535
268129	207490	222790
222795	222767	221864
222922	222905	180518

During the site visit, the committee studied, among other things, the following documents (most documents were electronically available on the document site)

- Course material
- Tests, assessment criteria, assessment forms and answers
- Minutes of the Steering Committee 2011- 2013
- Minutes of the Teaching Committee 2011 – 2013

Appendix 8: Declarations of independence

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Jolien Braem

HOME ADDRESS:

Zwaluwenlaan 35

9100 Sint - ~~St~~ Niklaas

Belgium

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

Erasmus Mundus Master of Bioethics

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

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

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

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

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

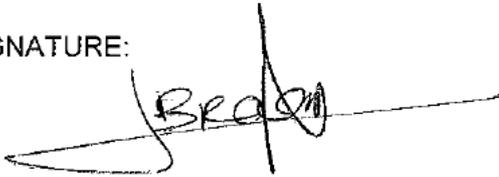
PLACE:

Nijmegen

DATE:

20/02/2013

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: BoITTE Piene

HOME ADDRESS: 110 Chauxie d'Ixelles
1050 Bruxelles Belgium

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

EXPERT

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

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



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

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

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

PLACE:

Nijmegen

DATE:

20th February 2013

SIGNATURE:



Qub

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: i. de beaufort

HOME ADDRESS:
trompsw. 07
2510 BM den Haag

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

erasmus mundus master of bioethics

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

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



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

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

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

PLACE: *Nijmegen*

DATE: *21-2-2012*

SIGNATURE:



Quel

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: MICHAEL PARKER

HOME ADDRESS: 101 JUDD STREET
LONDON
WC1H 9NE

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

EMMB

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

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



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

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

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

PLACE: *Nijmegen*

DATE: *20.2.13*

SIGNATURE: *[Signature]*



Q428

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Per Norfjord

HOME ADDRESS:
Tasserveien 41 0870 Oslo

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

ENRB

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

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



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

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

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

PLACE:

Nijmegen

DATE:

13/2/20

SIGNATURE:

Per Norbwell



ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

BARBARA VAN BALEN

PRIVÉ ADRES:

Kl. Hoatweg 8 2012 CH Heerlen

IS ALS ~~DESKUNDIGE~~ / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Erasmus Mundus Master of Bioethics

AANGEVRAAGD DOOR DE INSTELLING:

Radboud Universiteit Nijmegen

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden kunnen beïnvloeden;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *HAARLEM*

DATUM: *20-2-2013*

HANDTEKENING:

