SHE-PhD Guide
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Introduction

This SHE-PhD guide is aimed at informing PhD-candidates and their supervisors within SHE about the PhD-policy. It offers information about organizational aspects, PhD courses, supervision, annual interviews, monitoring of the progress of the PhD-project and about the PhD-defence.

Organisation

The Graduate School of Health Professions Education (SHE) at Maastricht University is a graduate school for education and research in health professions education. SHE offers a wide range of courses in health professions education ranging from short courses to degree programs such as a Master and PhD program and includes of course a research program, entitled Research in Education.

Educational research is essential for finding new and better ways to educate doctors, nurses, physical therapists and other health professionals. SHE offers a face-to-face and distance-based PhD program. The PhD candidates receive supervision from highly experienced and internationally acknowledged educational researchers associated with SHE. The general aim of the PhD program is to provide support for research and innovation in health professions education.

The main objective of the PhD program is that participants perform educational research (typically a series of empirical studies), resulting in a PhD thesis. A PhD thesis consists of at least four journal articles, published in peer reviewed international journals reporting on the empirical work that was conducted. In addition, the PhD thesis includes an introductory chapter and a conclusion/discussion chapter. The aim of writing a PhD thesis is to learn to independently conduct high-quality educational research.

Research program

The research program of SHE, entitled Research in Education, is led by the research program director, Prof. Dr. Jeroen van Merriënboer. The research concentrates on two main research themes: "Learning and Innovative Learning Environments" and "Assessment and Evaluation". These themes are closely aligned with educational development within the medicine and health sciences curricula.

Learning and Innovative Learning Environments
The first theme is concerned with learning environments that challenge learners to become active and self-directed learners. Projects in this theme study the principles and effects of, for example, problem-based learning (PBL), experiential learning, work-based learning, and so forth. Studies typically focus on how to design and develop authentic learning environments, how to transfer learning into practice, how to design new ICT-tools that contribute to effective collaborative learning.

Assessment and Evaluation
The second theme focuses on innovative assessment approaches, such as student portfolios, teaching portfolios, qualitative assessment strategies, and design principles in programmatic assessment approaches. The focus is not exclusively on student and teacher assessment, but also on evaluation of education and quality assurance. Objects of research are design and validation of instruments and assessment programs.
Generic final achievement standards for a SHE doctorate

Below, the final achievement standards for a doctorate within SHE are described. These are adopted from the VSNU (Association of Universities in the Netherlands) Position Paper ‘Hora est!’ (2004) and from the NFU guideline (Dutch Federation of University Medical Centers).

- The successful candidate has made an original contribution to academic research of a quality which stands up to peer review at the level usual within and outside of the Netherlands;
- The successful candidate has demonstrated their ability to apply the academic methods used in the discipline concerned for developing, interpreting and putting into practice new knowledge;
- The successful candidate has acquired and worked with a substantial body of knowledge which, at the very least, embraces the principles and methods of international academic practice and of theorization, methodology and study in the discipline concerned;
- The successful candidate possesses the ability to design and implement a substantial project for the purpose of developing new knowledge;
- The successful candidate is able to communicate knowledge and methods pertaining to their discipline or specialism in an effective way;
- The successful candidate communicates his research and its results through publications in internationally recognized, peer reviewed journals.
- The successful candidate is able to exercise social responsibility in conducting, applying and making use of their own research.

Types of PhD-candidates

Five types of PhD-candidates are distinguished within SHE, being regular PhD-candidates, non-regular PhD-candidates, international PhD-candidates, other external PhD-candidates and prospective or starting PhD-candidates. All types will defend their PhD thesis at Maastricht University. Table 1 provides more details about the differences between the groups of PhD-candidates; whether they are employed within SHE or not and what the extent is of the appointment.

<table>
<thead>
<tr>
<th>Table 1: Types of PhD-candidates within SHE</th>
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<tr>
<td>Employee status/ on payroll SHE</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>Regular PhD (internal)</td>
</tr>
<tr>
<td>Non-regular PhD (internal)</td>
</tr>
<tr>
<td>International PhD (external)</td>
</tr>
<tr>
<td>Other external PhD (external)</td>
</tr>
<tr>
<td>Prospective or starting PhD candidate</td>
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</tbody>
</table>
*Some non-regular PhD-candidates are appointed for less than 0.4 fte on their PhD-project. In the future non-regular PhD-candidates will be appointed for at least 0.4 fte on their PhD-project.

Starting Documents

PhD project proposal
Each PhD-project is defined in a PhD project proposal in terms of starting date and end date of the project, the studies to be conducted, the team of promoters/supervisors, the available budget and the planning of the studies that need to be fulfilled by the PhD-candidate. At the start of each PhD project, a PhD project proposal is available in which the different studies to be conducted are described, in which a work plan is included explaining which studies need to be finished within which period and in which the budget of the PhD-project is specified. The PhD project proposal must be approved by the research program director of SHE. The PhD project proposal of all regular PhD-candidates must also be approved by ICO as all regular PhD-candidates are also members of ICO (Interuniversity Centre for Educational Research/Dutch Research School accredited by the KNAW or the Royal Netherlands Academy of Arts and Science). Non-regular PhD-candidates can also be involved in ICO if they meet the requirements of ICO, which implies that they are at least 3.0 years appointed as a PhD-candidate within a period of six years or an equivalent. All PhD students shall submit a written statement at the start of the research project (integrated in the letter of acceptance), stating that s/he is familiar with and will commit to the 2004 Netherlands Code of Conduct for Scientific Practice of the VSNU.

Training and supervision plan
In addition, no later than twelve weeks after the start of each regular and non-regular PhD-project a training and supervision plan (SHE OBP plan/Opleiding en begeleidingsplan) is filled out and signed by the PhD candidate and the team of promoters. A copy should be sent to the dean, who has delegated this to the School director. Thus, PhD candidates can send their Plan to the School Office. In this document the official starting and official end date of the project is included, the names of the supervisor, the PhD-training courses to be followed by the PhD candidate, as well as the teaching obligations (max. 10%). This document is signed by the PhD-candidate, the promoters/supervisors, a member from the HRM-office of the FHML and the PhD-coordinator at the start of the PhD-project. Furthermore, ICO PhD-candidates also need to fill out the training and supervision plan as used by ICO (ICO-OBP plan).

All types of PhD-candidates are only allowed to start with their PhD-project if there is a PhD-project proposal available that is approved by the research program director of SHE. In some cases an internal prospective PhD-candidate will be appointed as a starting PhD-candidate. This will be done if there is not yet an approved PhD-project proposal available. In this case, the starting PhD-candidate will start with writing the PhD-project proposal under guidance of the supervisors. Once the PhD-project is approved, the starting PhD-candidate will be appointed as a PhD-candidate.

For international and other external PhD-candidates another type of contract is used. In this contract the official starting and official end date of the project is included and the names of the supervisors. Furthermore information is included in this document about the supervision that is provided to the PhD-candidate, as well as the way in which the progress of the PhD-project will be monitored.

PhD budget

The PhD project budget is specified in the PhD project proposal, such as costs involved with data-collection, data-analyses, statistical support, conferences, courses, travelling, printing thesis, English
correction, etc. The costs for internal PhD projects financed by NWO or other institutes than Research in Education are paid by NWO or the other institutes. The same holds for external PhD projects. It is important to define the budget at the start of the project.

Each regular PhD-candidate can spend at max 5000 euro within the whole period of the PhD project on visiting national and international conferences to be specified in the PhD-budget at start of the project. Regular PhD-candidates can include up to 1000 euro for printing of the PhD-thesis in the PhD-budget. The PhD-candidate is not allowed to spend more money than specified in the budget. For a visit to a national or international conference, the regular PhD-candidate needs to fill out a request form that is available at the website of Maastricht University in advance and needs to send it to the secretary of SHE.

Duration of PhD-program

A thesis typically consists of at least four journal articles, an introductory chapter, and a discussion/conclusion chapter. The standards for a PhD thesis in the Netherlands are considered very high. How much time it takes to write the thesis varies considerably. A regular PhD candidate in the Netherlands who starts with a PhD project immediately after finishing a master program on average needs four years fulltime to finish the PhD thesis. At least two articles within the thesis should be published or accepted in international peer reviewed journals before the approval of the thesis. It is important that at the start of each PhD-project the starting and end date are defined.

Supervision

During all steps of the PhD project, supervision will be provided (e.g. feedback during the writing process, methodological advice on data analysis) by means of face-to-face meetings, or for international PhD-candidates via email, Skype, and telephone. Minimally two and maximally three supervisors are involved. Normally one or two promoters (professors) who are responsible for the progress and quality of the project together with one or two co-promoters are assigned to each PhD-project. The co-promoters are responsible for coaching the process of the project and for the progress and quality of the project together with the promoters.

PhD-candidates schedule a one-hour meeting with their promoters (professors) approximately once every three to four weeks. The PhD-candidate submits an agenda for the meetings and documents to be discussed and makes a short memo about the appointments that have been made. Normally, the co-promoter is the daily supervisor who organizes regular supervision meetings with the PhD-candidate. PhD candidates schedule about one meeting a week with their daily supervisor of approximately one hour. In addition, PhD-candidates can drop in on their daily supervisor at any time for questions. The hours specified for supervision hold for PhD-candidates with a contract of at least 0.8 fte. PhD-candidates who work less hours on their PhD receive less hours for supervision per week. Furthermore, it is important to keep in mind that the numbers of hours of supervision per week might differ per phase of the PhD-project.

PhD coordinator and confidential PhD counselor

A PhD-coordinator is available for all PhD-candidates involved in SHE. The SHE PhD coordinator (Anique de Bruin, anique.debruin@maastrichtuniversity.nl) arranges a meeting with each PhD-candidate at the start of the PhD project. The PhD-coordinator has the following responsibilities: to inform the PhD-candidates about the PhD policy of SHE, about PhD-courses, supervision of PhD-candidates and about teaching obligations of the PhD-candidates. The PhD-coordinator can also be contacted by PhD-candidates and PhD-supervisors when problems are encountered within the PhD-project.
Furthermore, a confidential PhD counselor is available for PhD-candidates within SHE. This is Herma Roebertsen (h.roebertsen@maastrichtuniversity.nl). PhD-candidates can discuss matters with the confidential counselor that they prefer not to discuss with their supervisors or with the PhD-coordinator. The confidential counselor will treat all information with confidentiality. PhD candidates are recommended to first discuss their concerns with their supervisors and to search with their team of supervisors for solutions if problems are experienced. However, if there are particular issues that they would not like to discuss with their supervisors or if they need advice on how to discuss a difficult topic with their supervisors, there is always the possibility to discuss it with the PhD confidential counselor of SHE. In case of serious conflicts it is also possible to consult the confidential office of Maastricht University.

**PhD courses**

**PhD courses offered by UM**

Relevant PhD-courses for PhD candidates are offered by Maastricht University. The most relevant courses are: Multilevel Analysis of Longitudinal Data (MALD), English writing skills for the Sciences, part I, English writing skills for the Sciences, part II, Presentation skills in English, and Self-management for first year PhD-candidates. The career centre at Maastricht University also offers career management courses for PhD-candidates in the last year of their PhD project. A three or four day long course is offered as well as possibilities for individual coaching and advice. Information about these courses can be found at [http://www.maastrichtuniversity.nl/fhml/phd](http://www.maastrichtuniversity.nl/fhml/phd)

**SHE-PhD advanced courses at UM**

The SHE offers three Advanced Courses, one on research, one on assessment and on instructional design. The course on research is mainly of interest for prospective PhD-candidates. The other two courses are of interest to PhD-candidates with a specific interest in one of the two topics. See SHE website; [www.maastrichtuniversity.nl/she](http://www.maastrichtuniversity.nl/she).

**SHE presents new candidates**

Recently started PhD-candidates have to present themselves and their proposal in one of the SHE-presents new candidates meetings. These are organized twice a year, see SHE website; [www.maastrichtuniversity.nl/she](http://www.maastrichtuniversity.nl/she).

**SHE Presents meetings**

SHE also offers SHE Presents meetings. These meetings give researchers within the SHE PhD program the opportunity to present and discuss their work (approximately six times a year) during the online meetings called ‘SHE Presents’. These meetings are broadcasted over the Internet to allow foreign PhD candidates to join these meetings. See SHE website; [www.maastrichtuniversity.nl/she](http://www.maastrichtuniversity.nl/she).

**SHE Academy**

As of 2013, a biannual PhD student meeting will be organized in Maastricht, which will last two days, titled SHE Academy. The goal of this meeting is community building and exchange of ideas among PhD-candidates, for both regular and non-regular, international and other external PhD-candidates. PhD-candidates are required to attend at least one SHE Academy meeting during their PhD-project. The next meeting is planned March 2 to 5, 2015.

**SHE-PhD journal club meetings**

SHE organizes six PhD journal club meetings per year during which international papers are discussed between PhD candidates. The meetings are aimed at stimulating the development of critical reading skills of the PhD candidates. The meetings last one hour and take place at Maastricht University. During each meeting a paper is discussed. This paper can either be work in progress of one of the
PhD candidates or it can be a state-of-the-art paper that is selected by an invited staff member. The discussion is organized around the reading questions that are formulated by the guest staff member or the PhD candidate who has put forward the paper. The discussions take place in English, except when only Dutch speaking PhD candidates are participating in the meeting. The invitation for each meeting is in English. The meetings take place at Maastricht University mainly during lunch time. Two meetings are scheduled on Friday during the afternoon, after which PhD candidates could join for a drink. See SHE website; www.maastrichtuniversity.nl/she

ICO-PhD courses
The Interuniversity Centre for Educational Research (ICO) also organizes PhD courses. ICO PhD-candidates (i.e. all regular PhD-candidates) are required to participate in the following ICO modules: ICO introductory course (200 hours), two thematic ICO master courses (each 100 hours), at least one should be related to research methodology and research techniques and an international summer/winter school (100 hours). Thus, ICO PhD-candidates attend at least 600 hours on the ICO educational program. The master classes deal with design research, assessment, qualitative research, research on teaching and teachers, etc. Participation is free of charge for ICO members. For non-ICO members, participation costs € 1000,00 per course. The training courses mainly take place in Utrecht in the Netherlands and are spread over a period of several weeks. ICO-PhD-candidates are obliged to follow the ICO-PhD training program (600 hours in total). If the PhD-candidate has met all the requirements, the PhD-candidate will receive a certificate to be handed over during the PhD defense. The other PhD candidates are not obliged to follow the ICO courses, but are highly recommended to follow training courses if specific expertise is lacking. They can attend ICO courses if they have a sufficient budget. More information is available at the ICO website (www.ou.nl/ico).

Conferences
PhD-candidates are encouraged to present their work at national and international conferences. Interesting Dutch conferences are: Onderwijsresearchdagen (ORD, organized by the Dutch Association for Educational Research/VOR) and the NVMO-congres (organized by Dutch Association for Medical Education). Interesting international conferences are: the AERA (American Educational Research Association), EARLI (European Association for Research on Learning and Instruction), or AMEE (Association for Medical Education in Europe).

Professional associations
The following professional associations are of relevance for SHE PhD-candidates. Two Dutch associations are of interest: NVMO (Dutch Association for Medical Education) and VOR (Dutch Association for Educational Research). The department of Educational Development and Research has a collective membership, due to which all PhD-candidates are automatically member of this association. The NVMO also has a network for PhDs and organizes a meeting once a year were their PhD-candidates and supervisors meet each other. See www.nvmo.nl. The VOR is a Dutch association for educational research. The VOR also has a network for PhD-candidates, entitled VPO (VOR PhD consultation). The also organize a meeting for their PhD’s once a year www.vorsite.nl.

At the international level the following associations are of relevance: AERA, EARLI and AMEE. The AERA is the American Educational Research Association. PhD-candidates of SHE do not need to subscribe as a member, because promoters within SHE are members, due to which PhD-candidates can subscribe to the AREA meetings. www.aera.net. The EARLI is the European Association for Research on Learning and Instruction. This association also has a network for Junior Researchers (JURE) that is of interest to junior researchers and PhD-candidates. They organize pre-conferences for junior researchers before the EARLI-conference (once in two years) that can be attended by PhD-candidates. www.earli.org. Furthermore, conferences on specific topics are organized by special interest groups within EARLI. The AMEE is the Association for Medical Education in Europe and also organizes a conference once a year www.amee.org.
Teaching obligations

PhD-candidates who are employed at Maastricht University are obliged to fulfill educational roles, such as communication skills trainer, tutor, block planning group member in the Master’s program, etc. at a max of 10% of his/her appointment. Once a year, normally in April/May, acquisition for the fulfillment of the different educational roles within the Department of Educational Development and Research takes place. More information can be obtained from the coordinator of educational roles within the department of Educational Development and Research.

Annual interview and assessment interview

Each year an annual interview takes place between the PhD-candidate and the promoters/supervisors. The aim of these interviews is to discuss the progress of the PhD-project, quality of the supervision, the PhD-training courses that were done or still need to be done, the teaching activities, the problems encountered and appointments for improvement. The appointments are documented. All types of PhD-candidates have an annual interview. For regular and non-regular PhD-candidates who are employed within the Department of Educational Development and Research it is the responsibility of the chair of the department of Educational Development and Research to schedule the annual interview. For all other PhD-candidates who are not employed within the Department of Educational Development and Research it is the responsibility of the research program director to schedule the annual interview. The team of promoters/supervisors participates in this interview, which might be organized using videoconferencing or Skype for international PhD-candidates. It can be decided to invite another staff member to participate in the annual meeting because s/he might be better informed about the non-PhD related activities of the candidate. During the interviews a review form provided by the HRM-office of FHML is used for PhD-candidates who are employed at Maastricht University. For all other PhD-candidates a SHE-PhD interview/assessment interview form is available. At the end of the first year, during the assessment interview, the promoter must give an advice to either continue or stop participation of the candidate in the PhD program. The final go/no-go decision after year 1 will be taken by the research program director of SHE. The minimum requirement for acceptable progress is one completed manuscript (ready for submission to a journal) per year. A signed copy of the first year assessment interview report is therefore to be sent to the research program director of Research in Education. A signed copy of the interview report of all other years is to be sent to the secretary of Research in Education. This report must by filled out and signed by the promoter.

Monitoring

SHE-PhD monitor

Each PhD-candidate fills out the SHE PhD-monitor annually (TRACK). The PhD candidate reports in the PhD-monitor about the progress of the project, the number of papers that are published, in press, accepted, submitted or in progress, but also about the quality of the supervision, the PhD-training program, the teaching activities of the PhD-candidate, and the problems encountered. The information provided in the SHE PhD-monitor will be read and analyzed by the research program director of SHE. If the responses suggest that further action is needed, the research program director will first contact the PhD candidate in question to discuss this. When deemed necessary, a discussion will be organized between the PhD-candidate, the promoters/supervisors and the research program director of SHE to discuss possible solutions. It is also possible to consult the PhD-coordinator or confidential PhD counsellor. All PhD-candidates within SHE are requested to fill out the SHE PhD-monitor annually.
**ICO-PhD monitor**
ICO-PhD candidates also need to fill out the ICO-monitor once a year. In other words, regular PhD candidates are also monitored by the national research school.

**FHML-PhD monitor**
Regular and non-regular PhD candidates will receive once every two years the FHML-PhD monitor that is administered by the Interfaculty PhD Committee of the Faculty of Health Medicine and Life Sciences (FHML) at Maastricht University. The results of this monitor are used by the FHML and SHE to obtain insights in strengths and weaknesses of the PhD program of SHE. The data of this monitor are not specified per PhD-candidate, but indicate general strengths and weaknesses of the PhD program.

In sum, all regular and some non-regular PhD-candidates within SHE fill in three monitoring forms (the SHE-PhD monitor, the ICO-PhD monitor and the FHML-PhD monitor). These monitoring instruments are used to signal problems that hinder the completion of the PhD within the contract period. If problems are encountered a discussion will take place about possible solutions. It is important to note that PhD-candidates and supervisors are strongly encouraged to discuss and evaluate the progress of the PhD-project at a regular basis during their supervision meetings. In Table 2, the different components of the PhD-monitoring system are summarized.

**Table 2: Overview of monitoring system**

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<th>Internal</th>
<th>External</th>
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<tr>
<td></td>
<td>Regular PhD</td>
<td>Non-regular PhD</td>
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<tr>
<td>Starting documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PhD project proposal</td>
<td>Yes</td>
<td>yes</td>
</tr>
<tr>
<td>• Training and supervision plan</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>• Budget **</td>
<td>Yes</td>
<td>yes</td>
</tr>
<tr>
<td>• ICO project proposal</td>
<td>Yes</td>
<td>if desired</td>
</tr>
<tr>
<td>• ICO training and supervision plan</td>
<td>Yes</td>
<td>if desired</td>
</tr>
<tr>
<td>Annual Review/Interview</td>
<td>yes, initiated through TRACK SHE-PhD monitor</td>
<td>yes, initiated through TRACK SHE-PhD monitor</td>
</tr>
<tr>
<td>PhD Coordinator</td>
<td>Yes</td>
<td>yes</td>
</tr>
<tr>
<td>Monitors</td>
<td></td>
<td></td>
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<tr>
<td>• SHE-PhD monitor</td>
<td>Yes</td>
<td>yes</td>
</tr>
<tr>
<td>• ICO-PhD monitor</td>
<td>Yes</td>
<td>only if member of ICO</td>
</tr>
<tr>
<td>• FHML-PhD monitor (bi-annual)</td>
<td>Yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* Another type of contract is used.
**The budget should be specified in the PhD project proposal, such as costs involved with data-collection, data-analyses, statistical support, conferences, courses, travelling, printing thesis, English correction, etc. The costs for internal PhD projects financed by NWO or other institutes than Research in Education are paid by NWO or the other institutes. The same holds for external PhD projects.

***If the candidate is employed at the Department of Educational Development and Research, the department chair will initiate the review meeting, in other situations, the research program director of SHE will initiate the review meeting.

**Valorisation**

As of September 1, 2014, each Maastricht University PhD dissertation should contain an addendum about valorization of approximately five pages. This part is not to be assessed by the Assessment Committee as these are not part of the dissertation as such. More information will follow (contact Anique.debruin@maastrichtuniversity.nl in the meantime with questions).

**Thesis defence**

Once the team of promoters is of the opinion that the PhD thesis is of sufficient quality, it will be presented to an Assessment Committee consisting of several independent and external assessors. But first, it will be checked for plagiarism. The results will only be communicated the Dean and first supervisor. The Assessment Committee will assess the quality of the thesis and will decide within four weeks whether the thesis is of sufficient quality to be defended at Maastricht University. The costs for printing the PhD-thesis are to be paid by the PhD-candidate except for PhD-candidates who are employed at SHE if they have specified in their budget a maximum amount of 1000 euro for printing costs of the PhD thesis.

As a final step, the thesis has to be presented and publicly defended in a one-hour session in which members of the Assessment Committee, who approved the thesis before it could be admitted for defense, and one or two other examiners question the author of the thesis on various aspects of the research. The defense is an open ceremony and may be attended by relatives, friends and colleagues of the candidate. The PhD degree from Maastricht University is awarded after the ceremony. The PhD-candidate is only allowed to make a reservation for the day of the defense at Maastricht University after the external Assessment Committee has approved the PhD proposal.

The whole approval procedure, starting with submission of the thesis to the Assessment Committee and ending with the PhD defense ceremony, takes at least 20 weeks.

**Career development**

Promoters and supervisors should discuss career development at regular intervals with their PhD-candidate during the last year of the PhD-project. Excellent PhD-candidates will be encouraged to write a grant research proposal. PhD-candidates are encouraged to discuss their career development with their promoters and supervisors and are also encouraged to subscribe for the PhD career management courses offered by Maastricht University. These courses are free. If the PhD project is not finished within the contract period, the PhD-candidate will not receive an extension of the appointment.
Final steps of the PhD-process within SHE

Submission of PhD thesis to the assessment committee

When you start thinking about writing the final two parts of your PhD-thesis, being the introduction chapter and the discussion chapter, the following steps should be undertaken.

1. **Discuss the structure of the introduction and discussion chapter.**
   Discuss the structure of the introduction and discussion chapter with your team of promoters and propose a structure. Take a look at how these two chapters are structured in various other PhD thesis from SHE, examples are available at the she website: [www.maastrichtuniversity.nl/she](http://www.maastrichtuniversity.nl/she).

2. **Discuss the assessors of the review committee.**
   Discuss with your team of promoters which assessors could be involved in the review committee. If your team of promoters perceive the PhD thesis to be of a sufficient quality, it will be presented to a review committee. The review committee consists of at least five members, three from Maastricht University (internal reviewers; one of them is the chair of the committee), two external members of which the majority should be full professor. Take a look at the official guidelines, see [http://www.promotewijzer.nl/en/](http://www.promotewijzer.nl/en/). The review committee will assess the quality of the thesis and will decide whether the thesis is of sufficient quality to be defended at Maastricht University. The review committee will need at least four weeks to give their judgment.

3. **Edit or layout your thesis.**
   Before the PhD-thesis can be sent to the review committee, it should be edited. The lay-out of the document sent to the review committee preferably does not differ from the lay-out of the final thesis. The thesis consists of a contents page, the introductory chapter, chapters reporting the studies, a discussion chapter and an English and Dutch summary. Take a look at examples available on our website [www.maastrichtuniversity.nl/she](http://www.maastrichtuniversity.nl/she). All chapters should be fully ready in terms of layout. A Dutch and English summary should be included in the final PhD thesis, but for the review committee one summary is sufficient. Acknowledgements and the official pages on which it is stated when the defense will take place should not be included at this stage. A PhD candidate can layout the thesis him or herself or can ask an official publisher for help; e.g. [www.gildeprint.nl](http://www.gildeprint.nl) or [www.datawyse.nl](http://www.datawyse.nl). The costs for layout and printing the PhD-thesis are to be paid by the PhD-candidate except for PhD-candidates who are employed at SHE if they have specified in their budget a maximum amount of 1000 euro for printing costs of the PhD thesis. The PhD-thesis will be send to the review committee by the secretary of SHE. For non-Dutch PhD candidates help will be offered by SHE to write a Dutch summary.

4. **Write propositions/statements.**
   Propositions or statements should be added to your thesis. Four propositions shall relate to the subject matter of the dissertation. Four shall relate to the subject field of the Doctoral candidate, but excluding the topic of the dissertation. Any other propositions need not be related to the topic of the dissertation or the subject field of the Doctoral candidate. The number of propositions is at least 8 and no more than 11. Your team of promoters must approve the final list of propositions. Start in time with thinking about your propositions, preferably when writing the discussion chapter. The propositions do not need to be sent to the review committee. The propositions should be added to your thesis on a separate page.
in the final dissertation. During the defense questions can be asked about your propositions, so you should be able to defend them.

5. **Prepare printing of PhD thesis after approval.**

After the thesis has been approved by the review committee, you can continue with preparing the printing of the thesis. First consult the guidelines for the layout of pages 1-3 and the final pages, see below. Page 3 on which the date of defense is stated must be officially approved by the secretary of SHE before the thesis can be printed. The same holds for page 4 on which the names of the team of promoters and the review committee are included. The other parts of the thesis are similar to the document sent to the review committee earlier. The review committee will approve or, in exceptional circumstances, reject your thesis. They almost never give suggestions for further improvement of the thesis. So check and re-check all information before you print the thesis. A printed version of the PhD thesis should be sent to the review committee members and any others at least one month before the defense. The number of PhD theses to be send to the SHE secretary is about 50 including the 10 copies for the deans’ office.

6. **Schedule the defense ceremony.**

As a final step, the thesis has to be presented and publicly defended in a one-hour session. This ceremony should be scheduled. It is only allowed to make a reservation for the day of the defense at Maastricht University after the external review committee has approved the PhD proposal. This reservation is done by the secretary of SHE after the PhD-candidate has been consulted about a possible date and the secretary has checked which date is appropriate for the team of promoters and if possible some of the review committee members.

7. **Discuss additional examiners for the defense ceremony.**

The thesis has to be publicly defended in a one-hour session in which members of the review committee, who approved the thesis before it could be admitted for defense, and another one or two examiners question the author of the thesis on various aspects of the research. These two extra examiners can be decided upon after the thesis has been approved by the review committee. Discuss with your team of promoters at least four weeks before the defense the two extra examiners. The promoters will send the two extra examiners a request whether they want to participate. The defense is an open ceremony and may be attended by relatives, friends and colleagues of the candidate. The PhD degree from Maastricht University is awarded after the ceremony. The external review committee members will not be paid any fees or travel costs to participate in the PhD ceremony by SHE. If an external member needs to be paid, the PhD-candidate must find financial resources him/herself.

8. **Prepare a powerpoint for the defense.**

Prepare a powerpoint to be presented during the defense that lasts maximally 15 minutes. This time limit is strict! The powerpoint should summarize your thesis and is meant to inform the audience. Ask your team of promoters for feedback on the powerpoint.

9. **Prepare the discussion for the defense.**

In order to prepare well for the defense, start thinking about possible questions that could be asked by the review committee members and think about your answers. You could also arrange a session with some colleagues in which you present your powerpoint and defend the questions raised by the colleagues; e.g. you could ask each colleague to prepare one question and divide the chapters among your colleagues and ask them for feedback.
10. Select “Paranimfs”.
   During the defense two persons will support the candidate. They are called “paranimfs”. They have a ceremonial role and will sit next to the PhD candidate during the defense. They could be asked to read aloud one of the propositions during the defense. The PhD candidate can choose these persons; they could be relatives, friends or colleagues.

11. Check the powerpoint for the defense.
   A few days before the defense, the PhD candidate can check the powerpoint in the building at the Minderbroedersberg 4-6. An appointment will be made. An e-mail will be send to the PhD candidate to make an appointment.

12. Reception after defense.
   After the defense, which will take place at the building located at the Minderbroedersberg 4-6 in Maastricht (in the city center), a reception with drinks usually takes place to shake hands. This is typically paid by the candidate. The PhD candidate will receive an e-mail with information about the possibilities.

13. Duration final steps for the defense.
   Finally, keep in mind that the whole approval procedure, starting with submission of the thesis to the review committee and ending with the PhD defense ceremony, takes at least 20 weeks. Usually it is very busy at the end of June and in December, due to which it will be very difficult to schedule a PhD defense during these two months. PhD defenses can take place on Wednesday, Thursday and Friday, both morning and afternoon sessions are scheduled during busy times.

Guidelines for thesis lay-out

In order to promote the School of Health Professions Education (SHE) dissertations, PhD candidates within SHE are requested to use the following structure for first and last pages of their thesis.

Page 1:
Title thesis

Page 2:
The research reported here was carried out at

Maastricht University (can be downloaded from SHE website)

in the School of Health Professions Education

SHE (can be downloaded from SHE website)

in the context of the research school (if applicable)
(Interuniversity Center for Educational Research)
(can be downloaded from ICO website)

and was funded by (if applicable)

(can be downloaded from NWO website)

Pages 3 and 4:
See official regulations UM

Second last page:
SHE dissertations series, check the final version with the secretaries of SHE.

Last pages:
List of ICO dissertations (download at www.ou.nl/ico) (if applicable; is only applicable to ICO PhDs)
SHE dissertations series

The SHE Dissertation Series publishes dissertations of PhD candidates from the School of Health Professions Education (SHE) who defended their PhD theses at Maastricht University. The most recent ones are listed below. For more information go to: www.maastrichtuniversity.nl/she.

Hommes, J.E. (26-02-2014) How relations, time & size matter in medical education


Watling, C.J. (22-01-2014) Cognition, Culture, and Credibility. Deconstructing Feedback in Medical Education.

Winston, K. (12-12-2013) Remediation Theory and Practice: Transforming At-Risk Medical Students

Kamp, R.J.A. (28-11-2013) Peer Feedback to Enhance Learning in Problem-Based Tutorial Groups

Junod Perron, N. (24-10-2013) Towards a learner-centered approach to postgraduate communications skills teaching

Pratidina Susilo, A. (24-10-2013) Learning to be the Patient Advocate
The Development of a Communication Skills Course to Enhance Nurses’ Contribution to the Informed Consent Process


Sibbald, M. (09-10-2013) Is that your final answer? How doctors should check decisions


Jippes, M. (01-02-2013) Culture matters in medical schools: How values shape a successful curriculum change

Duvivier, R. J. (12-12-2012) Teaching and Learning Clinical Skills. Mastering the Art of Medicine

De Feijter, J.M. (09-11-2012) Learning from error to improve patient safety

Prescott, L. (09-11-2012) Ensuring the Competence of Dental Practitioners through the Development of a Workplace-Based System of Assessment

Cilliers, F.J. (05-09-2012) The Pre-assessment Learning Effects of Consequential Assessment: Modelling how the Examination Game is Played


Al-Kadri, H.M.F. (28-06-2012) Does Assessment Drive Students’ Learning?

Leppink, J. (20-06-2012) Propositional manipulation for conceptual understanding of statistics
Van Zundert, M.J. (04-05-2012) Conditions of Peer Assessment for Complex Learning

Claramita, M. (30-03-2012) Doctor-patient communication in a culturally hierarchical context of Southeast Asia: A partnership approach

Kleijnen, J.C.B.M. (21-03-2012) Internal quality management and organizational values in higher education

Persoon, M.C. (19-01-2012) Learning in Urology; The influence of simulators and human factors


Sok Ying Liaw, (14-12-2011) Rescuing A Patient In Deteriorating Situations (RAPIDS): A programmatic approach in developing and evaluating a simulation-based educational program

Singaram, V.S. (7-12-2011) Exploring the Impact of Diversity Factors on Problem-Based Collaborative Learning

Balslev, T. (24-11-2011) Learning to diagnose using patient video cases in paediatrics: Perceptive and cognitive processes

Widyandana, D. (19-10-2011) Integrating Pre-clinical skills training in skills laboratory and primary health care centers to prepare medical students for their clerkships

Durning, S.J. (09-09-2011) Exploring the Influence of Contextual Factors of the Clinical Encounter on Clinical Reasoning Success (Unraveling context specificity)

Govaerts, M.J.B. (08-09-2011) Climbing the Pyramid; Towards Understanding Performance Assessment


Malling, B.V.G. (01-07-2011) Managing word-based postgraduate medical education in clinical departments


De Leng, B. (8-12-2009). Wired for learning. How computers can support interaction in small group learning in higher education.


Bokken, L. (04-03-2009). Innovative use of simulated patients for educational purposes.


Facts (per 01.04.2014)

<table>
<thead>
<tr>
<th>SHE (Affiliated)</th>
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Names

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Anique de Bruin, May 19, 2014