## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Introduction</td>
<td>3</td>
</tr>
<tr>
<td>3 Organization</td>
<td>3</td>
</tr>
<tr>
<td>3 Research Program</td>
<td>3</td>
</tr>
<tr>
<td>4 Types of PhD-candidates</td>
<td>4</td>
</tr>
<tr>
<td>5 Research in Education WIKI</td>
<td>5</td>
</tr>
<tr>
<td>5 Starting Documents</td>
<td>5</td>
</tr>
<tr>
<td>5 PhD budget</td>
<td>5</td>
</tr>
<tr>
<td>6 Duration of PhD-program</td>
<td>6</td>
</tr>
<tr>
<td>6 Supervision</td>
<td>6</td>
</tr>
<tr>
<td>7 PhD coordinator and confidential PhD counselor</td>
<td>7</td>
</tr>
<tr>
<td>7 PhD courses and conferences</td>
<td>7</td>
</tr>
<tr>
<td>9 SHE Scholarships</td>
<td>9</td>
</tr>
<tr>
<td>9 Teaching obligations</td>
<td>9</td>
</tr>
<tr>
<td>9 Annual interview and assessment interview</td>
<td>10</td>
</tr>
<tr>
<td>10 Monitoring</td>
<td>11</td>
</tr>
<tr>
<td>11 Thesis defense</td>
<td>11</td>
</tr>
<tr>
<td>12 Career development</td>
<td>12</td>
</tr>
<tr>
<td>12 Final steps PhD process</td>
<td>13</td>
</tr>
<tr>
<td>18 Facts</td>
<td>18</td>
</tr>
<tr>
<td>18 Names</td>
<td>18</td>
</tr>
</tbody>
</table>

October 2016 – Anique de Bruin
Introduction

This SHE-PhD guide is aimed at informing PhD-candidates and their supervisors within SHE about our 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-defense.

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, (to be) 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), self-regulated learning, work-based learning, and so forth. Studies typically focus on how to design and develop authentic learning environments, how to reach transfer of 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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<tbody>
<tr>
<td><strong>Type of PhD</strong></td>
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<tr>
<td>Regular PhD</td>
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<tr>
<td>Non-regular PhD</td>
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<tr>
<td>International PhD</td>
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<tr>
<td>Other external PhD</td>
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</table>
Research in Education WIKI

As of October 2016, a Research in Education WIKI (https://www.elearningfhml.nl/ovowiki/doku.php) is launched containing necessary information and documents related to SHE PhD projects, SHE meetings, grant possibilities and research resources. You will receive an account to access the WIKI at the start of your PhD. Jeroen Donkers (jeroen.donkers@maastrichtuniversity.nl) manages the content of and access to the WIKI.

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. 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.

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.

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 TSP form) 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, and a member from the HRM-office of the FHML (for internal PhD students) 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).

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 needs to 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. Internal PhD candidates need to use the example excel sheets provided on the
Research in Education WIKI (under ‘Research Resources’) when specifying their budgets. Two example sheets are provided; one for (mostly) quantitative research and one for (mostly) qualitative research. The internal PhD candidates' budgets need to be submitted to and approved by the Research in Education Management Team.

**Duration of PhD-program**

A thesis typically consists of at least four journal articles, an introductory chapter, a discussion/conclusion, and a summary in English and Dutch chapter. How much time it takes to write the thesis varies considerably. A regular (full time) PhD candidate in the Netherlands who starts with a PhD project immediately after finishing a master program on average needs four years to finish the PhD thesis (extension is possible in case of delay for reasons outside of the research such as pregnancy, maternal/paternal leave). 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 carefully estimated and determined.

**Supervision and monitoring (TRACK)**

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 promotor (professors) and one co-promotor (daily supervisor) are assigned to each PhD-project. Together they are responsible for monitoring and stimulating the progress and quality of the project. In the case of externally based non-regular PhD candidates, including a local supervisor (holding a PhD degree) is advised. When a supervisory committee for specific reasons wishes to include more than 3 members, approval from the dean needs to be obtained.

PhD-candidates schedule a one-hour meeting with their promotors (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 a proportional number of 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.

Progress of the PhD project is monitored by the PhD student and his/her team through the online program ‘TRACK’ ([www.she.phdtrack.nl](http://www.she.phdtrack.nl)). All PhD students receive a TRACK account at the start of their project and are asked to complete missing information. They also upload their Training and Supervision Plan and Personal Research Plan within 12 weeks after the starting date. Twice a year, a questionnaire is sent out to the PhD to evaluate progress. The content of the questionnaire is afterwards discussed in a PhD team meeting with the supervisors. Moreover, within 12 weeks after starting the PhD project, the PhD team is asked to discuss how they would like to collaborate and communicate, through use of the PhD Team Tool. The PhD Team Tool can be found in TRACK. Email notifications will be sent out to the PhD student and PhD Team whenever action in TRACK is required (e.g., completing the PhD Team Tool). If you have any questions about use of TRACK, contact Lilian Swaen (l.swaen@maastrichtuniversity.nl).
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. The PhD-coordinator is also responsible for use of the monitoring system TRACK, and for organizing the PhD conference ‘SHE Academy’.

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 confidentially. PhD-candidates are recommended, if possible, 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 – face to face and online

Relevant PhD-courses for PhD candidates are offered by Maastricht University. The most relevant face-to-face 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 https://www.maastrichtuniversity.nl/about-um/faculties/health-medicine-and-life-sciences/education/phd-training-programmes-fhml and at https://www.maastrichtuniversity.nl/research/phd/current-phds

An increasing number of PhD courses is offered online, to make them available to non-regular PhD candidates as well. This includes the ‘Online PhD writing course’ offered by the Language Center and some of the short courses provided by the University Library. You can find these courses in the overview on the website https://www.maastrichtuniversity.nl/about-um/faculties/health-medicine-and-life-sciences/education/phd-training-programmes-fhml. Online courses on statistical analyses and qualitative methods are prospected to be added in 2017-2018.

SHE-PhD advanced courses at UM

The SHE offers three Advanced Courses, one on research, one on assessment and one 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

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
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

SHE Academy
As of 2013, the biannual PhD conference ‘SHE Academy’ is organized in Maastricht. The goal of this meeting is community building and exchange of ideas among SHE researchers and 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 27 to 30, 2017. All information can be found at www.she-academy.org

SHE-PhD journal club meetings
SHE organizes six journal club meetings per year during which international papers are discussed between SHE researchers. The meetings last one hour and take place at Maastricht University. During each meeting a paper is discussed. This paper typically is a state-of-the-art paper that is selected by a staff member or the organizing team. The discussion is organized around the reading questions that are formulated by the 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. 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, among others, with design-based research, assessment, qualitative research, research on teaching and teachers. 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.ico-education.nl).

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 where their PhD-candidates and supervisors meet each other. See www.nvmo.nl. The VOR is the 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.

SHE Scholarships

As of 2016, SHE offers a number of scholarships to financially support students and researchers who would like to participate in SHE’s educational or PhD programme. Below, an overview is provided of the types of scholarships, eligibility criteria, and their deadlines. You can find all details of the Scholarship program at https://she.mumc.maastrichtuniversity.nl/general-information-she-research-scholarships

<table>
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<tr>
<th>Deadline</th>
<th>Scholarship</th>
<th>Eligibility</th>
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<tbody>
<tr>
<td>1 July Deadline</td>
<td>Course writing a PhD research proposal</td>
<td>SHE MHPE graduates who completed the Research Track</td>
</tr>
<tr>
<td></td>
<td>Material research costs</td>
<td>SHE PhD candidates from developing countries</td>
</tr>
<tr>
<td>1 December Deadline</td>
<td>Coursework at PhD level</td>
<td>International SHE PhD candidates</td>
</tr>
<tr>
<td></td>
<td>Bi-annual SHE Academy</td>
<td>SHE PhD candidates from developing countries</td>
</tr>
<tr>
<td></td>
<td>Research visits</td>
<td>Non-SHE researchers with PhD degree</td>
</tr>
</tbody>
</table>

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, usually 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 questionnaire**

Each PhD-candidate fills out the SHE PhD-questionnaire annually (in TRACK, see Page 6; Note: every 6 months, another shorter progress evaluation is sent out). 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.

In sum, all regular and some non-regular PhD-candidates within SHE fill in two 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

<table>
<thead>
<tr>
<th></th>
<th>Internal Regular PhD</th>
<th>Internal Non-regular PhD</th>
<th>External International PhD</th>
<th>Other external PhD</th>
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<tr>
<td>Starting documents</td>
<td></td>
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<td></td>
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<tr>
<td>• PhD project proposal</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>• Training and supervision plan (TRACK)</td>
<td>Yes</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>• Personal research plan (TRACK)</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>• Budget</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>• ICO project proposal</td>
<td>Yes</td>
<td>if desired</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>• ICO training and supervision plan</td>
<td>Yes</td>
<td>if desired</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Annual Review/Interview</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>PhD Coordinator</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
<td>Yes</td>
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<tr>
<td>Monitors</td>
<td></td>
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<tr>
<td>• SHE-PhD monitor – TRACK</td>
<td>Yes</td>
<td>yes</td>
<td>yes</td>
<td>Yes</td>
</tr>
<tr>
<td>• ICO-PhD monitor</td>
<td>Yes</td>
<td>If desired</td>
<td>no</td>
<td>no</td>
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</table>

***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**

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. Five questions are provided that can guide candidates in writing this addendum (taken from the Promotion Rules of Procedure):

1. (Relevance) What is the social (and/or economic) relevance of your research results (i.e. in addition to the scientific relevance)?
2. (Target groups) To whom, in addition to the academic community, are your research results of interest and why?
3. (Activities/Products) Into which concrete products, services, processes, activities or commercial activities will your results be translated and shaped?
4. (Innovation) To what degree can your results be called innovative in respect to the existing range of products, services, processes, activities and commercial activities?
5. (Schedule & Implementation) How will this/these plan(s) for valorization be shaped? What is the schedule, are there risks involved, what market opportunities are there and what are the costs involved?

**Thesis defense**

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.
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.

The PhD candidate is allowed a compensation for the costs associated with the defense ceremony (printing the dissertation and reception costs), to a maximum of €2000. Maastricht University will reimburse a portion of the printing costs of the PhD dissertation to the extent that UM will purchase ten copies of the dissertation at a rate of €0.36 per page.

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.

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.promotiewijzer.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. 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 or www.datawyse.nl. The PhD candidate is allowed a compensation for the costs associated with the defense ceremony (printing the dissertation and reception costs), to a maximum of €2000. Maastricht University will reimburse a portion of the printing costs of the PhD dissertation to the extent that UM will purchase ten copies of the dissertation at a rate of €0.36 per page. 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. 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 sent to the SHE secretary is 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](image)
(can be downloaded from SHE website)

in the School of Health Professions Education

![SHE](image)
(can be downloaded from SHE website)

in the context of the research school (if applicable)

![ICO](image)
(Interuniversity Center for Educational Research)
(can be downloaded from ICO website)

and was funded by (if applicable)

![NWO](image)
(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](http://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](http://www.maastrichtuniversity.nl/she).

Ginsburg, S. (01-09-2016) Hidden in plain sight, the untapped potential of written assessment comments

Koops, W. (08-06-2016) Computer-supported collaborative learning in clinical clerkships

Schlegel, C. (08-06-2016) Simulated and standardized patients in health profession education: the impact of quality improvement

Sorensen, J. 01-06-2016 Obstetric simulation: designing simulation-based medical education and the role of physical fidelity

Kok, E. (01-04-2016 Developing visual expertise: from shades of grey to diagnostic reasoning in radiology

Van den Eertwegh, V. (11-11-2015) Unravelling postgraduate communication learning; from transfer to transformative learning

Gingerich, A. (03-09-2015) Questioning the rater idiosyncrasy explanation for error variance, by searching for multiple signals within the noise

Goldszmidt, M. (02-09-2015) Communication and reasoning on clinical teaching teams, the genres that shape care and education

Slootweg, I. (19-06-2015) Teamwork of Clinical Teachers in Postgraduate Medical Training

Al-Eraky, M. (21.05.15) Faculty development for medical professionalism in an Arabian context


Zwanikken, P. (23-01-2015) Public health and international health educational programmes for low-and middle-income countries: questioning their outcomes and impact

Hill, E. (11-12-2014) A cutting culture: gender and identification in the figured world of surgery

Diemers, A. (03-10-2014) Learning from pre-clinical patient contacts

Tjiam, I. (17-09-2014) Learning in Urology. Designing simulator based skills Training & Assessment

Berkenbosch, L. (30-06-2014) Management and leadership education for medical residents

Bergman, E.M. (30-06-2014) Dissecting anatomy education in the medical curriculum

Dijkstra, J. (25-06-2014) Guidelines for designing programmes of assessment
Van Loon, M.H. (08-05-2014) Fostering monitoring and regulation of learning

Frambach, J.M. (26-03-2014) The cultural complexity of problem-based learning across the world

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

Van der Zwet, J. (30-01-2014) Identity, Interaction and Power. Explaining the affordances of doctor-student interaction during clerkships

Watling, C.J. (22-01-2014) Cognition, Culture, and Credibility. Deconstructing Feedback in Medical Education
**Facts (per 27.09.2016)**

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<th>SHE (Affiliated)</th>
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**Names**

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**www.maastrichtuniversity.nl/she**

*Anique de Bruin, October 13, 2016*