



Utrecht University



UMC Utrecht

Management Report

Master's Programmes 2016 – 2017

PhD Programmes 2017

Graduate School of Life Sciences

Management Report

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Master's Programmes 2016 – 2017
PhD Programmes 2017

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Preface

This is the annual report of the Graduate School of Life Sciences (GS-LS) of Utrecht University. Graduate schools provide and monitor the quality of teaching and education of the two last phases of academic training, namely, the Master's degree (in our case the 2-year research Master's degree) and the PhD degree.

The GS-LS is a large school, with 1,200 master students and over 1,700 PhD candidates in 2017. We have seen an enormous increase in the number of PhD candidates in the last six or seven years, but now, over the last three years the number of PhD candidates registered to the GS-LS seems stable. We see a trend to increase again in 2018 with the new admissions for 2018. Let's wait how that develops. The number of Master's students is steadily increasing by dozens to hundreds per year over the last three years. The cause of this within GS-LS is not an increase in international students, as reported recently in the newspapers, but is rather due to the successful start of a series of new programmes all attracting large numbers of students. *Bio-Inspired Innovation and Science & Business Management* are good examples of these. We expect a launch of yet some more new Master's programmes, but we are very aware that a further increase in Master's students is impossible in Utrecht due to the number of staff members, which is relevant for the number of internship-options.

From 2018 onward we will continue to work on building and expanding our Life Sciences community, including students and staff, regardless of their faculty or background, and whether they are employed by the UU, the UMC Utrecht, or by the numerous institutes that offer education and research, is essential.

It is my belief that in the coming years we will be able to take further steps in this on-going development. We will first finish the transition to a new structure of tasks, responsibilities and finance within the School and the Board itself. Then we will tackle some of the most urgent problems that we have encountered within the PhD community and develop further solutions to deal with stress, future outlook, rules and regulations, support and guidance and supervision of PhD students in particular. We will further develop novel Master's programmes and strengthen the others. In all in 2018 we set out to make the GS-LS more sustainable.

With and within our enthusiastic community we will make sure that the quality of education of today as well as new innovative developments can be realized in a way that will benefit everybody within the school. Please continue to provide feedback in order to further enhance and develop our GS-LS.

On behalf of the Board of Studies, I would like to thank all teachers and researchers who have devoted a lot of their precious time to make the GS-LS a continuous success.



Prof. J.A.G van Strijp, PhD
Chair
Executive Board of Studies

Abbreviations

General

BKO	Basiskwalificatie Onderwijs
BoS	Board of Studies
E-BoS	Executive Board of Studies (DB-BoS)
BoA	Board of Admission
EC-LS	Educational Committee Life Science
BoE	Board of Examiners
AP	Assessment Panel
AQAP	Assessment Quality Assurance Plan
COLUU	Utrecht University Centre for Education and Learning
EMP	Educatieve Middelen Pool
GS-LS	Graduate School of Life Sciences
PDCA	Plan-Do-Check-Act
SKO	Seniorkwalificatie Onderwijs
TSA	Training & Supervision Agreement
USO	Utrechts Stimuleringsfonds Onderwijs

Master's programmes

BIDM	Biology of Disease
BIFM	Biofabrication
BINN	Bioinspired Innovation
BISM	Biomolecular Image Sciences
CSDB	Cancer, Stem Cells & Developmental Biology
DINN	Drug Innovation
ENVB	Environmental Biology
EPIM	Epidemiology
EPMM	Epidemiology Postgraduate
IMIF	Infection & Immunity
MCLS	Molecular & Cellular Life Sciences
NSCN	Neuroscience & Cognition
RMTM	Regenerative Medicine & Technology
SPMM	Science & Business Management
TXEH	Toxicology & Environmental Health

PhD programmes

Biom	Biomembranes
CSDB	Cancer, Stem Cells & Developmental Biology
CR	Cardiovascular Research
C&EN	Clinical & Experimental Neuroscience
C&TO	Clinical & Translational Oncology
CLS	Computational Life Sciences
DI	Drug Innovation
EB	Environmental Biology
Epi	Epidemiology
I&I	Infection & Immunity
MI	Medical Imaging
MLS	Molecular Life Sciences
RM	Regenerative Medicine
TXEH	Toxicology & Environmental Health
RM	Regenerative Medicine
T&EH	Toxicology & Environmental Health

1. Organisation / general

The Graduate School of Life Sciences (GS-LS) has a Board of Studies (BoS), which is responsible for the coordination and quality of education in the Master's programmes and quality of research, supervision and training of the PhD track. The Executive BoS (E-BoS) is responsible for the day-to-day business of the GS-LS.

For the Master's programmes, the BoS is supported by a Board of Admissions, an Educational Committee and a Board of Examiners. The PhD track does not formally require an Educational Committee but the quality of the track is evaluated periodically.

1.1 Board of Studies

The Board of Studies (BoS) is responsible for the organisation and coordination of the Master's programmes and PhD tracks.

Per December 31st 2017, the BoS consisted of the following members:

Prof. W.J.A. Dhert, MD, PhD	chair, dean Faculty of Veterinary Medicine
Prof. G.F.B.P. van Meer, PhD	member, dean Faculty of Science
Prof. F. Miedema, PhD	member, dean Faculty of Medicine / UMC Utrecht
Prof. J.A.G. van Strijp, PhD	member, chair Executive Board of Studies
S.B. Ebeling, PhD	administrative secretary

1.2 Executive Board of Studies

The day-to-day business of the BoS is run by the Executive (E-) BoS (DB-BoS).

Per December 31st 2017, the E-BoS consisted of the following members:

Prof. J.A.G. van Strijp, PhD	chair, programme director Infection & Immunity
Prof. H.A.B. Wösten, PhD	vice chair, director of Graduate Studies Biosciences
Prof. H.V.M. van Rijen, PhD	vice chair, director of Graduate Studies Biomedical Sciences
Prof. C.M.J. Pieterse, PhD	member, department of Biology, Faculty of Science
Prof. S.M.A. Lens, PhD	member, department of Medical Oncology, UMC Utrecht
H.M Doekes, MSc	member, chair PhD Council
E. Slot, BSc	member, Life Sciences Representatives
Prof. J.P.M. van Putten, PhD	member, vice dean of research, director Institute of Veterinary Research, Faculty of Veterinary Medicine
S.B. Ebeling, PhD	administrative secretary, coordinator of doctoral education
G. Dilaver, PhD	advisor, coordinator Biomedical Sciences, UMC Utrecht
S. Goubitz, PhD	advisor, policy advisor Biosciences, Faculty of Science

2. The Master's Programme

2.1 The programmes

In 2016-2017 the GS-LS offered 14 Master's programmes organised in seven degree courses (CROHO-labels; Table 1).

TABLE 1. MASTER'S PROGRAMMES OF THE GS-LS

Degree course	CROHO-label	Faculty	Research Master's Programme	OSIRIS
M Biological Sciences	60293	Science	<ul style="list-style-type: none"> Environmental Biology Bio Inspired Innovation <i>Molecular & Cellular Life Sciences</i> 	ENVB BINN MCLS
M Chemical Sciences	60706	Science	<ul style="list-style-type: none"> <i>Drug Innovation</i> <i>Molecular & Cellular Life Sciences</i> 	DINN MCLS
M Pharmaceutical Sciences	60294	Science	<ul style="list-style-type: none"> <i>Drug Innovation</i> 	DINN
M Biomedical Sciences	66990	Medicine	<ul style="list-style-type: none"> Biology of Disease Biofabrication Cancer, Stem Cells & Developmental Biology Epidemiology Infection & Immunity Regenerative Medicine & Technology Toxicology & Environmental Health 	BIDM BIFM CSDB EPIM IMIF RMTM TXEH
M Neuroscience and Cognition	60704	Medicine	<ul style="list-style-type: none"> Neuroscience & Cognition 	NSCN
M Health Sciences	75054	Medicine	<ul style="list-style-type: none"> Epidemiology postgraduate 	EPMM
M Science & Business	60710	Science	<ul style="list-style-type: none"> Science & Business Management 	SPMM

The Master's programmes represented in italics are offered by multiple degree courses, including the course codes used in the course registration tool OSIRIS.

2.2 Facts & Figures

Over the past years, the number of students is gradually growing from 1,091 registered students in 2012-2013 to 1,237 in 2016-2017 (Table 2). This is due to an increase in Master's programmes from 11 to 14.

TABLE 2. QUANTITATIVE DATA FOR THE MASTER'S PROGRAMMES.

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	#	%	#	%	#	%	#	%	#	%
Number of degree courses	6		6		7		7		7	
Number of Master's programmes	11		13		13		13		14	
Number of enrolled Master's students	354		458		422		439		521	
• of which from UU (Med + Science)	n.d.		259	57	219	52	191	44	205	39
• of which from other UU faculties	n.d.		20	4	14	3	21	5	27	5
• of which from other Dutch universities		40	75	16	77	18	80	18	123	24
• of which from UCU	n.d.		13	3	11	3	21	5	8	2
• of which from UAS		5	32	7	25	6	31	7	32	6
• of which from outside NL		18	59	13	76	18	95	22	126	24
Number of awarded Master's diplomas	263		341		324		356		370	
Total number of registered Master's students	1,091		1,161		1,155		1,229		1,237	

Qualifying date for the Master's programmes is October 1st 2016. UU (Med + Science): Biomedical, Biological, Chemical and Pharmaceutical Sciences; UCU: University College Utrecht; UAS: University of Applied Sciences (HBO); n.d. no data.

2.3 Master's Communication & Marketing Team

The Master's Communication & Marketing Team is responsible for providing information about the Life Sciences Master's programmes to prospective Master's students. The team meets once per month.

Per December 31st 2016, the Master's Communication Team consisted of the following members:

S.B. Ebeling, PhD	chair, administrative secretary (E)-BoS GS-LS
M. Kleijwegt	member, communication advisor UMC Utrecht
T. Aprahamian	member, communication advisor Faculty of Science
K. Pouwels	member, communication advisor Faculty of Science
E. Herold, MSc	policy advisor Biomedical Sciences, UMC Utrecht
S. Goubitz, PhD	policy advisor Biosciences, Faculty of Science

Two information events were organised by Utrecht University to inform future Master's students about its Master's programmes. In October 2016 a Master's Open Day on Saturday was hosted. However, in February 2017, a Master's information evening was organised. As in previous years, all programmes received considerable interest from prospective students (Table 3). A list of abbreviations of the programmes is provided at the beginning of this document.

TABLE 3. ATTENDANCE OF MASTER'S EVENINGS.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	116	112	146	236	190
BIFM*	n.a.	n.a.	65	170	72
BINN*	n.a.	n.a.	n.a.	130	135
CSDB	95	117	147	387	228
DINN	95	123	158	375	314
ENVB	146	116	128	190	125
EPIM/EPMM	21	26	58	164	68
IMIF	105	126	167	279	210
MCLS	96	99	127	249	253
NSCN	173	172	202	453	456
RMTM	45	43	44	132	85
SPMM	65	155	209	219	340
TXEH	44	39	70	142	82
Total	1,001	1,128	1,521	3,126	2,558

Combined numbers of applicants for the two Master's evenings of the academic years 2012-2016. Data for the academic year 2016-2017 is a combination of the Master's Day October 2016 and the Master's evening February 2017; n.a.: not applicable. * The Master's programme Biofabrication (BIFM) started in 2015. **In 2015 the Master's programme BISM (Biomedical Image Sciences) ceased to exist. Hence, no students were recruited.

2.4 Board of Admissions

2.4.1 Tasks

The Board of Admissions (BoA) of the GS-LS decides about student applications and enrolment. This is a chain process involving advice from the admission office (for international students only), advice from the programme committees and a subsequent final decision by the BoA. The administration is handled partly by UU Student Services, and partly by the Education and Student Affairs departments of the Science and Medical faculties. Admissions decisions are signed by the chair or by one of the two secretaries of the BoA.

2.4.2 Members

In the year 2016-2017 the BoA consisted of the following members:

Prof. H.V.M. van Rijen, PhD	chair; degrees Biomedical Sciences / Neuroscience & Cognition / Health Sciences)
Prof. H.A.B. Wösten, PhD I The, PhD	vice-chair; degrees Biological Sciences/Science & Business chair Educational Committee, from
prof. E. J. Breukink, PhD	degree Chemical Sciences
prof. T. de Boer, PhD	degree Pharmaceutical Sciences
G. Dilaver, PhD	secretary UMC Utrecht degrees
S. Goubitz, PhD	secretary Faculty of Science degrees
Advisor: M. Zonderland, PhD	chair Board of Examiners

Meetings take place twice to three times a year. The secretaries and the chair form the daily board of the BoA and handle the daily affairs.

2.4.3 Application procedures

2.4.3.1 General procedures

The BoA uses uniform procedures for all Master's programmes. Part of the procedure is embedded in the UU admissions policy and procedures (i.e. UU websites, Studielink and Osiris Admissions for application, UU Admissions office, UU deadlines). For all GSLS programme's, all students, including Bachelor students from the UU, are required to send a transcript, letter of motivation and CV. In addition to the UU procedures and documents, some programme's hold intake interviews (sometimes through Skype) with prospective students. After admission, The BoA provides students with extra information upon admission (contact information, study planning, website referrals) as well as an invitation to the mandatory introduction course. The BoA also yearly adjusts the Rules and Regulations to safeguard all these procedures and to better inform all those involved in the admission process.

Actions on admission procedures

This year the UU implemented the UU admission project (ATI phase 3) to streamline administrative processes in a uniform way. All programmes used Osiris admissions as the main administrative application tool. At the Science faculty the Osiris teacher module was used in addition. At UMCU this was postponed for the first year, due to technical and organizational problems. The aim of the UU was to achieve a timeframe of 20 working days from completing the application by the student till a decision from the GSLS. For rolling admission programmes we reached an average of 26 days. Fixed capacity programmed used 6 weeks to reach a decision.

2.4.4 Quantative data on application and conversion

(See Table 4 - Table 22). This year a total number of 1,199 applications were handled by de BoA. Of these applicants 46% was accepted into one of the programmes. Main reasons not to accept an applicant were; not eligible for admission due to a too low level of education, insufficient knowledge in the field, low grades and/or insufficient English language. In some case lack or unclear motivation played a role as well.

Of the definite accepted candidates 94% started the programme, resulting in a total of 521 new first year Master's students. In comparison to the previous year the number of applications went up with 28% and the conversion rate to accepted students was a bit lower. The final number of

starters is 18% higher than the previous year. Of the starters group 44% consist of students from Utrecht University, followed by 24% students from other Dutch universities and also 24% from abroad. About 6% comes from HBO institutes and 1% from Utrecht university college (UCU).

The number of starters in the Faculty of Science rose with 46%, the number of starters in the UMCU remained the same in comparison to last year. This year 260 students started at the Faculty of science and 261 started at UMCU. This is the result of a higher rejection rate at UMCU as the UMCU programmes make up for 59% of all applications. This difference can be explained by the high number of fixed capacity programmes at UMCU.

TABLE 4. APPLICATIONS, ACCEPTED STUDENTS AND STARTERS.

Number	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Applications	806	754	778	940	1,199
Accepted	404	486	445	508	556
Starters	354	458	422	441	521

Absolute numbers of applications (who submitted a complete file), the number of students (conditionally) accepted and the number of students actually started (registered) over the last four academic years.

TABLE 5. CONVERSION RATES.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Conversion accepted	50	64	57	54	46
Conversion started	88	94	95	87	94

Conversion rates as the proportion (%) of accepted students of the total number of applications, and the proportion of starters of the total number of accepted students over the years 2012-2016.

2.4.5 Internationalisation in admission

There is a healthy interest of international students (see table 6 and 7), which make up 39% of the total number of applicants. This is more than last year (34% last year). A bit over half of these applicants (58%) was not accepted for admission this year (data not shown). In comparison, that number is more than the 44% of Dutch applicants that were not eligible. However, this difference keeps decreasing in comparison with the previous years. Most accepted international students actually start the programme (62%), but this is less than last year (71%) (data not shown). The main reason not to come is insufficient financial resources, or the option of a (better) grant elsewhere. On average 24% of the total number of students that actually started a master at GSLS has an international background, that is slightly more than the last year (22%). There is large variation among programmes (13-75%). The BoA stated the last 3 years that they would like to see a further increase in the acceptance conversion rate in the international student group in the next few years in order to increase time efficiency of the admission procedure and gain more qualified international students. The year 2015-2016 shows a decrease in the conversion opposite to what was expected. The new ATI procedures to be implemented coming year will offer an opportunity to monitor the reason why foreign students do not accept the admissions offer. The BoA will monitor the results the coming years to identify the most important reasons why students do not to come to the GSLS.

In 2016-2017 the Board of admission was also in charge of assigning the UES (Utrecht Excellence Scholarships) among eligible candidates of the GSLS. The UES is available to excellent student from non-EU countries. The budget of the GSLS amounted to 80,491 euro and was raised with 11,000 euro from the GS natural sciences (leftover), to be divided according to fixed amounts. The BoA decided to mainly use the Platinum scholarships, which is equal to the total tuition fee plus 10.000 euro living expenses. Based on ten nominations from the programme coordinators, the BoA made a final selection and awarded three Platinum scholarships. The BoA based their decision on the candidates' dossiers, GPA and TOELF/IELTS scores and the letters of nomination by the programmes. The BoA also awarded the national Holland Scholarship (HS). This is a one-time 5,000 euro grant. The GSLS got 4 scholarships to divide among suitable candidates from outside EU. The scholarships were awarded to students that specifically applied for the scholarship. However, most of these, were not accepted because students indicated it was insufficient to meet their financial needs. Because HS is a national scholarship the BoA had not much influence to change the conditions but voiced its concern again towards central management of Utrecht University.

TABLE 6. ORIGIN OF STUDENTS.

	Number of applicants	Conversion accepted (%)	Conversion started (%)
UU (Med + Science)	303	70	97
UU-other	41	71	93
Universities-NL	261	50	94
UCU	29	38	73
UAS	92	36	97
International	473	30	89
Total	1,199		

The number of applicants based on the origin of the bachelor degree and the conversion rates per degree origin. UU (Med + Science): Biomedical, Biological, Chemical and Pharmaceutical Sciences; UCU: University College Utrecht; UAS: University of Applied Sciences (HBO).

2.4.6 Future plans

- The BoA will meet more frequent and also reconsider the members of the committee in the light of more focus of the UU on selection policy and admissions processes.
- The update of the Rules and Regulation for the BoA will include the new UU educational guidelines.
- The BoA will continue to monitor the Osiris admissions procedures and the feasibility of the agreed period for decisions (20 days rolling/6 weeks fixus programmes).
- The BoA will continue to reevaluate the selection procedure, including the used criteria in close consultation with UU initiatives and the GSLS admissions PhD project.

On behalf of the Board of Admissions:

prof. H.V.M. van Rijen, PhD

prof. H.A.B. Wösten, PhD

G. Dilaver, PhD

S. Goubitz, PhD (editor)

TABLE 7. NUMBER OF STUDENTS PER PROGRAMME 2016-2017.

A

Programme	BIDM	BIFM	BINN	CSDB	DINN	ENVB	EPIM	EPMM	IMIF	MCLS	NSCN	RMTM	SPMM	TXEH	TOTAL	%
UU (Med + Science)	30	1	15	16	28	49	5	17	19	36	38	11	29	9	303	25
UU-other	0	2	0	4	2	1	3	3	4	2	19	0	1	0	41	3
Universities-NL	19	3	8	18	12	6	15	16	18	11	71	15	44	5	261	22
UCU	4	2	0	0	2	0	1	0	4	2	11	2	1	0	29	2
UAS	5	0	2	9	9	9	0	0	9	18	6	2	19	4	92	8
International	20	24	10	53	57	34	30	15	36	45	70	24	44	11	473	39
Total	78	32	35	100	110	99	54	51	90	114	215	54	138	29	1,199	

B

Programme	BIDM	BIFM	BINN	CSDB	DINN	ENVB	EPIM	EPMM	IMIF	MCLS	NSCN	RMTM	SPMM	TXEH	TOTAL	%
UU (Med + Science)	14	1	13	12	15	44	4	17	16	26	10	10	22	7	211	38
UU-other	0	0	0	3	2	0	2	3	2	2	14	0	1	0	29	5
Universities-NL	9	0	8	6	9	6	11	16	4	4	12	9	32	5	131	24
UCU	1	2	0	0	0	0	1	0	1	1	4	1	0	0	11	2
UAS	2	0	1	2	5	7	0	0	1	5	0	0	7	3	33	6
International	6	9	4	10	12	16	9	13	7	11	18	4	16	6	141	25
Total	32	12	26	33	43	73	27	49	31	49	58	24	78	21	556	

C

Programme	BIDM	BIFM	BINN	CSDB	DINN	ENVB	EPIM	EPMM	IMIF	MCLS	NSCN	RMTM	SPMM	TXEH	TOTAL	%
UU (Med + Science)	11	1	13	12	15	42	4	17	15	26	10	10	22	7	205	39
UU-other	0	0	0	3	2	0	2	3	2	2	12	0	1	0	27	5
Universities-NL	9	0	7	6	8	6	10	16	4	3	8	9	32	5	123	24
UCU	0	2	0	0	0	0	0	0	1	1	3	1	0	0	8	2
UAS	2	0	1	2	5	7	0	0	0	5	0	0	7	3	32	6
International	5	9	3	9	11	16	7	11	7	9	16	4	16	3	126	24
Total	27	12	24	32	41	71	23	47	29	46	49	24	78	18	521	

(A) Applications, (B) Accepted students and (C) starters in the individual Master's programmes.

TABLE 8. APPLICATIONS 2012-2016.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	76	74	67	63	78
BIFM	n.a.	n.a.	n.a.	23	32
BINN	n.a.	n.a.	n.a.	n.a.	35
CSDB	87	85	91	118	100
DINN	44	55	70	76	110
ENVB	74	83	62	72	99
EPIM	57	22	27	38	54
EPMM	48	43	44	71	51
IMIF	71	51	57	72	90
MCLS	47	75	85	88	114
NSCN	171	126	161	173	215
RMTM	13	21	19	45	54
SPMM	47	68	58	75	138
TXEH	54	41	20	26	29
Total	789	744	761	940	1,199

The table depicts the number of applicants per programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. N.a. not applicable.

TABLE 9. ACCEPTED STUDENTS 2012-2016.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	34	42	28	34	32
BIFM	n.a.	n.a.	n.a.	7	12
BINN	n.a.	n.a.	n.a.	n.a.	26
CSDB	32	44	35	38	33
DINN	32	40	54	37	43
ENVB	68	71	53	56	73
EPIM	11	13	16	31	27
EPMM	34	39	43	66	49
IMIF	24	25	23	28	31
MCLS	42	59	65	61	49
NSCN	53	52	47	58	58
RMTM	7	15	13	25	24
SPMM	34	51	45	47	78
TXEH	23	30	13	20	21
Total	394	481	435	508	556

The table represents the number of accepted students per programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. N.a. not applicable.

TABLE 10. RELATIVE RATES OF ACCEPTANCE 2012-2016.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	45	57	42	54	41
BIFM	n.a.	n.a.	n.a.	30	38
BINN	n.a.	n.a.	n.a.	n.a.	74
CSDB	37	52	38	32	33
DINN	73	73	77	49	39
ENVB	92	86	85	78	74
EPIM	19	59	59	82	50
EPMM	71	91	98	93	96
IMIF	34	49	40	39	34
MCLS	89	79	76	69	43
NSCN	31	41	29	34	27
RMTM	54	71	68	56	44
SPMM	72	75	78	63	57
TXEH	43	73	65	77	72

The table depicts the number of accepted student as a proportion (%) of the number of applications for that programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. N.a. not applicable.

TABLE 11. STARTERS 2012-2016.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	31	37	27	27	27
BIFM	n.a.	n.a.	n.a.	6	12
BINN	n.a.	n.a.	n.a.	n.a.	24
CSDB	29	43	35	36	32
DINN	31	36	51	32	41
ENVB	51	70	51	47	71
EPIM	9	10	13	18	23
EPMM	33	38	38	64	47
IMIF	23	24	23	22	29
MCLS	28	52	58	53	46
NSCN	53	51	47	52	49
RMTM	7	15	13	22	24
SPMM	32	48	44	46	78
TXEH	17	30	12	16	18
Total	344	454	412	441	521

The table represents the number of accepted students per programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. N.a. not applicable.

TABLE 12. APPLICATIONS PER BACKGROUND 2012-2016.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
UU (Med + Science)	276	326	304	281	303
UU-other	39	26	28	40	41
Universities-NL	83	124	153	191	261
UCU	15	30	22	40	29
UAS	49	65	62	70	92
International	344	183	209	318	473
Total	806	754	778	940	1,199

The table depicts the number of applications of students from the Bachelor's courses Biomedische Wetenschappen, Biological, Chemical and Pharmaceutical Sciences of Utrecht University (UU (Med +Science), other Bachelor's courses of Utrecht University (UU-other), other Dutch universities, Utrecht University College (UCU), University of Applied Sciences (UAS) and Bachelor's courses outside The Netherlands (International) through the years 2012-2016.

TABLE 13. ACCEPTED STUDENTS PER BACKGROUND 2012-2016.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
UU (Med + Science)	208	267	225	208	211
UU-other	25	19	14	22	29
Universities-NL	55	79	79	87	131
UCU	9	15	11	25	11
UAS	20	34	27	32	33
International	94	72	89	134	141
Total	411	486	445	508	556

The table depicts the number of accepted students from the Bachelor's courses Biomedische Wetenschappen, Biological, Chemical and Pharmaceutical Sciences of Utrecht University (UU (Med +Science), other Bachelor's courses of Utrecht University (UU-other), other Dutch universities, Utrecht University College (UCU), University of Applied Sciences (UAS) and Bachelor's courses outside The Netherlands (International) through the years 2012-2016.

TABLE 14. THE PROPORTION OF ACCEPTED STUDENTS PER BACKGROUND.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
UU (Med + Science)	75	82	74	74	75
UU-other	64	73	50	55	85
Universities-NL	66	64	52	46	69
UCU	60	50	50	63	62
UAS	41	52	44	46	37
International	27	39	43	42	43

The table depicts the number of accepted students from the Bachelor's courses of various background as a proportion (%) of the number of applications from that background for the academic years 2012-2016.

TABLE 15. STARTERS PER BACKGROUND.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
UU (Med + Science)	190	259	219	191	205
UU-other	25	19	14	21	27
Universities-NL	50	75	77	80	123
UCU	9	13	11	21	8
UAS	19	32	25	31	32
International	63	59	76	95	126
Total	356	457	422	439	521

The graph depicts the number of starters from the Bachelor's courses of various origin for the academic years 2012-2016.

TABLE 16. THE PROPORTION OF STARTERS PER BACKGROUND.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
UU (Med + Science)	54	57	52	44	39
UU-other	7	4	3	5	5
Universities-NL	14	16	18	18	24
UCU	3	3	3	5	2
UAS	6	7	6	7	6
International	16	13	18	22	24

The table depicts the relative contribution (%) of the different background categories to the total number of students started in the academic years 2012-2016.

TABLE 17. THE PROPORTION (%) STUDENTS ACCEPTED AFTER APPLICATION WITH A UTRECHT UNIVERSITY BACKGROUND, FOR EACH MASTER'S PROGRAMME.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	66	71	49	68	47
BIFM	n.a.	n.a.	n.a.	n.a.	100
BINN	n.a.	n.a.	n.a.	n.a.	87
CSDB	74	87	62	69	75
DINN	100	83	91	80	54
ENVB	100	93	93	97	90
EPIM	100	100	100	100	80
EPMM	92	100	100	96	100
IMIF	72	79	84	48	84
MCLS	100	91	90	88	72
NSCN	35	55	40	47	26
RMTM	71	69	75	61	91
SPMM	n.d.	86	95	90	76
TXEH	81	88	63	80	78

The table depicts the number of accepted student as a proportion (%) of the number of applications for that programme through the years 2012-2016. Please note that the programme BISM was stopped in 2015, that BIFM was started in 2015, and BINN in 2016. n.a. not applicable. n.d. no data.

TABLE 18. THE PROPORTION (%) STUDENTS ACCEPTED AFTER APPLICATION WITH A DUTCH BACKGROUND, FOR EACH MASTER'S PROGRAMME.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	67	60	50	44	47
BIFM	n.a.	n.a.	n.a.	25	0
BINN	n.a.	n.a.	n.a.	n.a.	100
CSDB	29	60	20	0	33
DINN	100	100	90	37	75
ENVB	100	100	67	57	100
EPIM	50	88	78	82	73
EPMM	94	92	100	93	100
IMIF	38	38	20	57	22
MCLS	100	78	88	73	36
NSCN	36	26	21	28	17
RMTM	0	100	67	70	60
SPMM	100	80	80	75	73
TXEH	n.d.	83	100	67	100

The table depicts the number of accepted student as a proportion (%) of the number of applications for that programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. n.a. not applicable. n.d. no data.

TABLE 19. THE PROPORTION (%) STUDENTS ACCEPTED AFTER APPLICATION WITH AN INTERNATIONAL BACKGROUND, FOR EACH MASTER'S PROGRAMME.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	9	20	25	38	30
BIFM	n.a.	n.a.	n.a.	36	38
BINN	n.a.	n.a.	n.a.	n.a.	40
CSDB	10	25	26	22	19
DINN	72	64	69	41	21
ENVB	81	50	83	62	47
EPIM	20	38	17	81	30
EPMM	29	50	63	89	87
IMIF	6	27	17	30	19
MCLS	78	47	48	39	24
NSCN	11	29	21	18	26
RMTM	33	50	57	45	17
SPMM	n.d.	62	64	24	36
TXEH	22	42	43	67	55

The table depicts the number of accepted student as a proportion (%) of the number of applications for that programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. n.a. not applicable. n.d. no data.

TABLE 20. THE PROPORTION (%) STUDENTS STARTED AFTER BEING ACCEPTED WITH A UTRECHT UNIVERSITY BACKGROUND, FOR EACH MASTER'S PROGRAMME.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	82	97	95	73	79
BIFM	n.a.	n.a.	n.a.	0	100
BINN	n.a.	n.a.	n.a.	n.a.	100
CSDB	92	100	100	95	100
DINN	n.d.	100	100	92	100
ENVB	84	100	100	94	95
EPIM	100	100	100	100	100
EPMM	100	100	85	100	100
IMIF	100	100	100	100	94
MCLS	83	90	97	93	100
NSCN	100	94	100	93	100
RMTM	100	100	100	82	100
SPMM	n.d.	92	100	95	100
TXEH	77	100	80	100	100

The table depicts the number of starters as a proportion (%) of the number of accepted students for that programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. n.a. not applicable. n.d. no data.

TABLE 21. THE PROPORTION (%) STUDENTS STARTED AFTER BEING ACCEPTED WITH A DUTCH BACKGROUND, FOR EACH MASTER'S PROGRAMME.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	75	0	100	100	100
BIFM	n.a.	n.a.	n.a.	n.a.	0
BINN	n.a.	n.a.	n.a.	n.a.	88
CSDB	50	100	100	95	100
DINN	100	100	100	86	89
ENVB	50	100	50	75	100
EPIM	100	100	100	78	91
EPMM	100	92	100	92	100
IMIF	100	100	100	75	100
MCLS	67	100	86	88	75
NSCN	100	100	100	100	67
RMTM	n.d.	100	100	100	100
SPMM	100	100	100	100	100
TXEH	n.d.	100	100	100	100

The table depicts the number of starters as a proportion (%) of the number of accepted students for that programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. n.a. not applicable. n.d. no data.

TABLE 22. THE PROPORTION (%) STUDENTS STARTED AFTER BEING ACCEPTED WITH AN INTERNATIONAL BACKGROUND, FOR EACH MASTER'S PROGRAMME.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	100	67	100	100	83
BIFM	n.a.	n.a.	n.a.	80	100
BINN	n.a.	n.a.	n.a.	n.a.	75
BISM	100	100	n.a.	n.a.	n.a.
CSDB	100	100	100	90	90
DINN	n.d.	71	85	80	92
ENVB	53	100	90	63	100
EPIM	78	60	40	41	78
EPMM	80	100	71	88	85
IMIF	50	67	100	56	100
MCLS	36	78	60	67	82
NSCN	100	100	100	57	89
RMTM	100	100	100	80	100
SPMM	n.d.	88	100	100	100
TXEH	63	100	100	50	50

The table depicts the number of starters as a proportion (%) of the number of accepted students for that programme through the years 2012-2016. Please note that the programme BIFM was started in 2015, and BINN in 2016. n.a. not applicable. n.d. no data.

2.5 Educational Committee

The Educational Committee of the Graduate School of Life Sciences, abbreviated as OCLS (“Opleidingscommissie Life Sciences”), has the task of organizing staff and student participation (“medezeggenschap”) and of quality control in the area of education and teaching within the Graduate School of Life Sciences (GS-LS). This involves 15 Master’s programmes¹ of the Master’s degrees in the Biological Sciences, Biomedical Sciences, Chemical Sciences, Health Sciences, Neuroscience and Cognition, Pharmaceutical Sciences, and Science and Business.

2.5.1 Members

In the academic year 2016-2017, the OCLS had the following composition:

Teaching members

S.I. The, PhD	(chair, Biology)
G.A. Blab, PhD ((Physics & Astronomy)
P.A.J. Henricks, PhD	(Pharmaceutical Sciences)
M. Houweling, PhD	(Veterinary Sciences)
E.G. Huizinga, PhD	(Chemistry)
Prof. J.J. Bolhuis, PhD	(Neuroscience and Cognition, from March 2017)
J. de Ligt, PhD	(Medicine, from March 2017)

Student members

K.J.W.M. van Boxtel, BSc	(Biomedical Sciences)
M.A.C, de Kort, BSc	(Board member study association ‘Mebiose’)
M.F. van Oosterhout, BSc	(Biological Sciences, until March 2017)
N.H. Servaas, BSc	(Pharmaceutical Sciences)
M.J.C.H.M. de Liedekerke Beaufort, BSc	(Science and Business Management)
J.J. Spruit, BSc	(Neuroscience and Cognition)
K.B.A. Meijlink, BSc	(Biomedical Sciences)
A.K. Salmane, BSc	(Biological Sciences)
Thao Lâm, BSc ((Biomedical Sciences, from March 2017)

Secretariat

K. Boersma-van Nierop, MSc	(secretary)
L.M. de Vos	(minutes)

Consultants

G. Dilaver, PhD	(training coordinator Biomedical Sciences)
S. Goubitz, PhD	(training coordinator Faculty of Science)

¹ The following Master’s programmes were under the auspices of the OCLS in 2016-2017: Bio Inspired Innovation, Biofabrication, Biology of Disease, Biomedical Image Sciences, Cancer and Stem Cell Biology, Drug Innovation, Environmental Biology, Epidemiology, Epidemiology Postgraduate, Infection & Immunity, Molecular & Cellular Life Sciences, Neuroscience & Cognition, Regenerative Medicine & Technology, Science & Business Management and Toxicology and Environmental Health.

2.5.2 Meetings

The OCLS met 11 times in 2016-2017 (from September to June). The chairman, vice-chair and both secretaries meet a week before each official meeting to discuss ongoing affairs and prepare the agenda for next meeting.

The OCLS informs the Board of Studies (BoS) by written communication about the recommendations of the OCLS and other ongoing business. Since this academic year, the chair of the OCLS was invited to 2 meetings of the BoS in order to optimize communication between BoS and OCLS. In addition, there are regular formal and informal discussions between the chairmen of the OCLS and BoS. When the quality of examination is not sufficient, the OCLS informs the Assessment Panel. In addition, there have been 3 meetings of all educational committees within the Faculty of Medicine, 1 meeting within the Faculty of Science, and 2 meetings within Utrecht University. These meetings were in order to coordinate faculty- or university-wide educational topics.

2.5.3 Education and Examination Regulations

The Education and Examination Regulations ("Onderwijs- en Examenregeling; OER) of the GS-LS is subjected to the OCLS each year for advice. The OCLS has given the following advice on the draft OER 2017-2018:

Art. 6.6 – *Grading tables*: The student members of the OC-LS are not in favor of the abolishment of the Grade Point Average (GPA). They recognize the added value of the grading tables, and that it will give an honest, reliable, consistent and transparent picture. However at the same time the students feel the need for a GPA, since several universities abroad still request a GPA when students apply for a programme or want to do an internship abroad. The OC-LS therefore advises that:

There will be clear communication to current Master's students, to explain the decision to implement grading tables in stead of GPA and how grading tables should be used;

Students will still have the possibility to request their GPA at the Master's administration offices, when necessary.

The OCLS has given a positive advice on the remaining articles of the draft OER 2017-2018.

2.5.4 Quality control

2.5.4.1 Evaluation of theoretical courses

In 2016-2017, the OCLS assessed 69 Master's courses. Each evaluation is thoroughly reviewed by two OC members, a teacher and a student, who study and discuss the evaluation before the meeting and then discuss their findings in the following meeting. If necessary, the OCLS advises the BoS to take action.

The majority of the courses were given a positive evaluation for which the OCLS noted no points for concern. For 1 course the evaluation was considered insufficient (<6.0); 9 courses were sufficient (between 6.0-6.9); 36 courses were good (between 7.0-7.9) and 23 courses were rated excellent (≥8.0). The overall evaluation score is 7.6 (SD+/- 0.7) for all courses. An overview of the course evaluations assessed by the committee can be requested from the secretary of the OCLS.

If a course evaluation displays a low score on the questions about examination (score <3.2 or major negative comments from students), the OCLS informs the assessment panel. In 2016-2017 this was done for 3 courses (4%). Every year there are a few course coordinators who do not give feedback on their course evaluations. Of 5 course evaluations (7%) the feedback form was missing in 2016-2017. The course coordinators are contacted by phone to stress the importance of the feedback forms.

All course coordinators have received a joint letter from the BoS and the OCLS to thank the coordinators and teachers for their contribution to the courses.

2.5.4.2 Research projects/writing assignment/exit questionnaires

Evaluation results of 2016-2017 for the research projects, writing assignments and exit-surveys of the Master's programmes of the Faculties of Medicine and Science were provided. The overall evaluation score for all Master's programmes was 8.1 (SD+/- 0.3; n=248) for the exit-survey, 7.8 (SD+/- 0.5; n=328) for the research project and 7.3 (SD+/- 0.4; n=144) for the writing assignment. In general, the results were good, and no specific action was required.

2.5.4.3 Evaluation of Life Sciences seminars

The Life Sciences seminars are evaluated every month after the seminar. The OCLS receives a yearly summary of all evaluations. The evaluation scores varied between 6.7 and 8.2 (average 7.4; SD+/- 0.50; n=9), and no specific action was required.

2.5.4.4 Visits programme coordinators

Each year, the OCLS visits the coordinators of all Master's programmes of the GS-LS. A student/teacher-delegation of the OCLS visited each programme coordinator and, amongst other issues, discussed the programme year reports. The reports of these meetings have been sent to the BoS, including the following recommendations:

Fraud and plagiarism: The OCLS advises to increase more awareness amongst students about fraud/plagiarism. In addition to the scientific integrity-section during Introducing Life Sciences, the OCLS would like to see that during the Master's there is also attention on this topic later in the programme, for example by offering an online course.

Work load of programme coordinators: Several programme coordinators indicate that the new compensation for coordinators has resulted in a better work load. However, a few coordinators still feel the compensation/work load balance is still not sufficient. The OCLS suggests compensating programme coordinators in their first year for their extra work.

Digital evaluations: Both programme coordinators and OCLS are very worried about the response rate of digital evaluations and feel that the quality of the response (including response rate) should be more important than the desire of the Expertise centre (UMC Utrecht) to digitalize. The OC would like to have the confirmation of the BoS that digital evaluations will be only implemented when the practical disadvantages (especially response rates) are taken care of.

Teacher lunches and Navigation towards personal excellence (NPTE): Most programmes have held a yearly teacher lunch as well as the NPTE-workshops and feel that this is a positive contribution for teachers resp. students. However, not all programmes have held lunches (for teachers) and NPTE (for students) yet. The OCLS would like to stress the importance for teachers and students that they a both held yearly on time.

Available research projects: Students from DI, BoD, IMIF and SBM find it hard to find a research project on time due to the limited available places for students. Therefore, the OCLS advises the BoS to take this into account when deciding on the future/further expansion of the GS-LS and perhaps on the maximum number of students per Master's programme. In addition, professors with a business profile should be encouraged to supervise research students from other Master's programmes than only SBM.

2.5.5 Realisation plans 2016-2017

2.5.5.1 Digital evaluations

The Expertise Centre of UMC Utrecht is looking for ways to digitalize the evaluations. The OCLS will consider this option but at the same time is concerned for the response rates of evaluations. A teacher member and a student member of the OCLS have joined the project group Digital Evaluations in order to investigate how evaluations can be made digital while remaining a good (high) response. The project group has started with the digital evaluation of research projects and will thereafter continue with evaluations of writing assignment, exit and courses.

2.5.5.2 Make students aware what has been done with evaluation results

The OCLS has search for ways to generate more visibility among students about what is being done with evaluation results, in order to improve (and sometimes keep high) the response rates. The OCLS and GS-LS has decide on a new procedure for course evaluations, where course coordinators will send the feedback form to all the students that have taken their course. This can be done either by email or via Blackboard and will inform the students what kind of changes and improvements were made to the course as a result of the course evaluations. This procedure will be implemented in the academic year 2017-2018.

2.5.5.3 New law on higher education

The new law on higher education gives more rights to Educational Committees e.g. concerning right of consent to the Education- and Examination Regulations. Also, the new law gives the option that members of the OCLS are elected. The OCLS, in consultation with the O&O-council and the Faculty Councils, has made a new selection procedure for new OCLS members. Vacancies for student members of the OCLS will be announced via email to students. Teacher vacancies will be announced by an email from the vice deans, and via an advertisement on UMC Connect, the Beta Newsletter and the studyguide. An interview committee will hold interviews and select the new student/teacher member. The selection procedure and the is approved by the Board of Studies and can be requested at the secretary.

2.5.6 Additional activities

2.5.6.1 Student evaluation afternoon

The Life Sciences Representatives (LSR) keep contact with all Master's students of the GS-LS in a more informal manner. In order to gain more insight into problems and troubles of the GS-LS Master's student, the LSR has held "Student Evaluation Afternoon" sessions with these Master's students. Before every other Life Science Seminar the LSR is granted a 5 minute window to ask for students input. The topics were: the educational committee, research projects, and Master's programme coordinators. During these evaluation afternoons there were 150-200 respondents. The outcomes of these afternoons were discussed with the board of the GS-LS as well as with the educational committee. One key outcome of the evaluations afternoon this year were the confirmation students wanted more feedback on how course evaluations were used. Another important aspect was that contact between students and programme coordinators was evaluated, which was a useful tool for the yearly meetings of the OC-LS with Master's programme coordinators.

2.5.6.2 External accreditation Biomedical Sciences, Neuroscience and Cognition, and Health Sciences

In preparation of the external accreditation of the Master's degrees Biomedical Sciences, Neuroscience and Cognition, and Health Sciences, a self-evaluation report has been drawn up and sent to the OCLS for advice. The OCLS has made a few remarks about the report and has given a positive advice. In addition, some student- and teacher members have participated in an interview with the accreditation committee during the site visit in November 2017.

2.5.6.3 Digital course evaluations

The GS-LS has designed several online and blended courses, which are not suitable for the course standard evaluation form that is currently used for face-to-face GS-LS courses. Therefore, a new evaluation form for online courses has been developed, based on the standard evaluation form (for face-to-face courses) and the evaluation form used by the online platform Elevate. A similar form for blended courses has been developed as well. The OCLS has given input during the development of these evaluation forms and has approved of their implementation.

2.5.6.4 Project group course registration

There is a growing problem with the registration for GS-LS courses. Many courses are overwritten and have long waiting lists, while often students withdraw at the last moment or do not show up without notice. Students often enroll for (too) many courses, which gives the impression to other students that there are too few places available for GS-LS courses. Therefore, a project group has started to design a new set-up for the course registration system. Two student members of the OCLS will participate in this project group.

2.5.7 Plans 2017-2018

Number of first internships not inside the school (SBM)

The Master's programme Science and Business Management had no maximum capacity in 2016-2017 and as a result had 78 1st-year Master students. This resulted in a capacity problem, especially for the research projects. The Board of Examiners allowed, as an exception, students of this programme to have their first research project outside the GS-LS. However, the OCLS receives signals from students that the capacity remains a problem and will inventory how many SBM students have a problem finding a research project within the GS-LS. If necessary, the OCLS will inform and advice the Board of Studies about this.

Digital education and evaluation (response rates)

The OCLS will continue to contribute to the project group Digital Evaluations in order to investigate how evaluations can be made digital while remaining a good (high) response. The OCLS will closely monitor this and will give input and advice where possible.

Concerning digital education, there have been several recent initiatives for online courses within the GS-LS while the OCLS has not been involved yet in these developments. The OCLS will invite the programme director of Biomedical Sciences (who is also professor in innovative learning methods) to give an update on the developments in digital education.

Monitor feedback to students (via LSR)

In 2017-2018, a new procedure will be implemented where course coordinators will send the feedback form to all the students that have taken their course. This can be done either by email or via Blackboard and will inform the students what kind of changes and improvements were made to the course as a result of the course evaluations. The LSR will monitor whether the course coordinators indeed will send the feedback form to the students and will inform the OCLS about this.

Registration for courses

Students indicate in surveys that there is not enough course capacity within the GS-LS: there are not enough courses available, and courses are often fully booked. At the same time course coordinators struggle with the problem that students sign up for several courses but not show up or withdraw lastminute. A project group will make an inventory the problems and look at new possibilities for course registration. Two student members will join the project group Course Registrations and the OCLS will closely monitor this and will give input and advice where possible.

Monitor requirements for courses

Sometimes students indicate in course evaluations that the entry requirements for courses were not made available before the course started. In 2017-2018 the OCLS will monitor via the course evaluations whether this is a structural problem and if necessary, take action to improve this.

TABLE 23. LIFE SCIENCES SEMINARS 2016-2017.

Date	Organising Master's programme	Speaker	Affiliation
September 15, 2016	Molecular and Cellular Life Sciences	Prof Friedrich Förster	Utrecht University
October 27, 2016	Drug Innovation	Carlito Lebrilla	University of California, Berkeley
November 17, 2016	Infection and Immunity	Prof Cliona O'Farrelly	University of Dublin, Trinity college
December 15, 2016	Bio inspired Innovation	Em Prof Bart Nootboom	University of Twente
January 19, 2017	Toxicology and Environmental Health	Prof Roos Masereeuw	Utrecht University
February 16, 2017	Biofabrication	Prof Alvaro Mata	University of London, Queen Mary
March 16, 2017	Neuroscience and Cognition	Prof Doug Munoz	Queen's University, Canada
April 20, 2017	Epidemiology	Prof Daniel Witte	Aarhus University, Denmark
May 18, 2017	Science and Business Management	Tim Knotnerus, MSc	Exec. Director Business Development at AM-Pharma
June 15, 2017	Environmental Biology	Liesbeth Bakker, PhD	NIOO-KNAW

2.6 Board of Examiners

2.6.1 General

The Board of Examiners (BoE) of the Graduate School of Life Sciences (GS-LS) ensures the quality of the exams and examinees of all programmes within the School (see annex 1) under the degrees Biological sciences, Biomedical sciences, Chemical sciences, Health sciences, Neuroscience and cognition, Pharmaceutical sciences, Science and Business. Members are appointed in such a way that all Master's degrees and programmes in the GS-LS are appropriately represented in the BoE. In addition, the Board has two external members. Two secretaries safeguard the administrative processes in the Faculty of Science as well as in the UMC Utrecht. These two organizations are involved in the student administration (with a Master's administrations office at each location) and coordination of the programmes of the GS-LS. Daily affairs are run by the Daily Board, consisting of the chair, vice-chair and both secretaries.

2.6.2 Members and meetings

Chair:	M. L. Zonderland, PhD (UMC Utrecht)
Vice-chair:	J.A. Post, PhD (Faculty of Science, dept. of Biology)
Secretaries:	E.J. van der Vlist, PhD (UMC Utrecht) S. van der Veen LL.M. (Faculty of Science)
Members:	I.E.T. van den Berg, MD, PhD (UMC Utrecht) A.I.P.M. de Kroon, PhD (Faculty of Science, dept. of Chemistry) F.A.M. Redegeld, PhD (Faculty of Science, dept. of Pharmacy) Prof. R. Pierik, PhD (Faculty of Science, dept. of Biology) Ir. T. van Haeften, PhD (Faculty of Veterinary sciences) Prof. J.L. Kenemans, PhD (Faculty of Social and Behavioural Sciences)
External members:	C.M. Sahlgren (Technical University Eindhoven) L.M.J. Knippels, PhD (Nutricia Research Utrecht)
Support:	L.M. Batist-de Vos

The BoE meets three times a year. The Daily Board meets once a month. If needed ad hoc meetings are arranged. The secretaries check requests addressed to the BoE on a weekly basis. The documents and files of the Board of Examiners are stored in Blackboard and were updated regularly. To keep close contact with the School in order to inform each other about ongoing and future affairs, the chair and vice-chair of the BoE meet regularly with the two degree coordinators. Minutes of meetings, correspondence, decisions, mandate for the Secretaries and other important information and documents are archived in Blackboard and iBabs.

2.6.3 Graduation ceremonies

Graduation ceremonies are held at least six times a year. In year 2016-2017 ceremonies were held in September, November, December, February, April and June. In total 370 graduates received their MSc. degree. A small number of graduates did not wish to attend the ceremony and collected their diploma at the Master's administration's offices.

Graduation ceremonies consist of two or more sessions each time, depending on the number of graduates. All ceremonies are held in the Aula of the Academy building. Present are the chair or vice-chair and at least one other member of the BoE. Students invite a supervisor, Master's Programme Coordinator or teacher for the laudatio. Afterwards a reception is offered to the graduates and their family and friends. From this year on a short speech was given by the present

board member, on top of the short opening speech from the (vice) chair. The official language of the graduation ceremonies was Dutch and a short translation of the content to English was given when non-Dutch speaking students or family members were present.

2.6.4 Professionalization Board of Examiners

The BoE is part of three networks within the UU or UMC Utrecht:

- the platform of the University Boards of Examiners: meeting June 1, 2017
- the platform of the Boards of Examiners of the faculty of Medicine, meeting December 16, 2016.
- the UU network for secretaries of all the UU Boards of Examiners, meetings November 29, 2016 and June 13, 2017.

These network meetings are used to get information about changes in policy, rules, tasks etc., to exchange experiences and procedures related to the work and responsibilities of Boards of Examiners and to reflect upon the Board's own acting.

In 2017 the University again offered the course for members of the Board of Examiners with topic quality of tests, "toetsprogramma's" and "gerealiseerd eindniveau". The Board promoted the course in its meetings and has encouraged all members to participate. The BoE also advised the UU and COLUU to continue to offer the course periodically for new BoE members.

In 2016 the Board has made an inventory of the tasks and hours of the BoE and Assessment Panel (AP) members and requested the Board of Studies to grant 20 hours (dbu) to the BoE members. In April 2017 the request was granted. Already at an earlier date the compensation for the (vice) chair had been set on 150 and 140 dbu respectively.

In 2016-2017 the BoE started to work on a handbook with standard operations of the BoE, the so-called SOPS. The SOPS are intended as a working document for the BoE members and the support. It describes the composition, tasks and methods of BoE. It refers to relevant documents such as the Education and Examination Regulations (EER) of the GS-LS, the Rules and Regulations of the BoE, the GS-LS Study guide and all kinds of procedures and working methods. These SOPS offer general guidelines. The document will be finalized in 2017-2018.

2.6.5 Appointment of examiners

In September 2015, the director of the School and the Chair of the BoE appointed the course examiners via a letter. The duration of the appointment is 3 years and will be extended implicitly thereafter. When changes in courses or course examiners occur, the BoE appoints the new course examiners in the beginning of every Academic Year. The examiner of the Research Project, Business Internship or Writing Assignment is appointed for the duration of the project or assignment in the approval mail from the Research Project Coordinator.

2.6.6 EER, Rules and Regulations

Tasks and authorizations of the BoE are laid down in the "Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (WHW)" and the Education and Examination Regulations (EER) of the Graduate School of Life Sciences. The EER is presented to the BoE each year for advice. In the Rules and Regulations (R&R) of the BoE the regulations pertaining to the proper procedures during the interim examinations and the guidelines for assessment are written down. The Regulations of the BoE follow the EER and cannot be viewed separately from the EER. The BoE

updates these regulations yearly in June/July, and they enter into force every new academic year. Both the EER and the Regulations of the BoE are included in the study guide of the GS-LS and can be found online (<http://studyguidelifesciences.nl/>).

2.6.6.1 Discussion rounding of between 5 and 6

On the initiative of the GS-LS BoE and in consultation with the Boards of Examiners of the Undergraduate School Beta, Graduate School of Natural Sciences and Biomedical Sciences an attempt has been made to uniformize the rounding off of grades with 1 decimal between 5 and 6 in the EER's 2017-2018. However, there was no consensus between de Boards and thus the former rule remained.

2.6.6.2 Discussion options to weigh unprofessional behaviour for the Cum laude qualification

For the EER 2017-2018 the BoE has discussed the options to weigh unprofessional behaviour for the Cum laude qualification. Together with the coordinator of the Master's degrees the BoE has made an inquiry of the existing UU regulations on the subject and has conducted the UU legal department for an advice. The main advice from the legal department was to include the subject in the learning goals of the Master's degrees. According to the BoE a possibility would be, to introduce gradations in the definition of unprofessional behaviour. And in case of a well-founded - whether or not repeated - complaint, students do not receive the Cum laude qualification. The BoE concluded it is a complicated subject which needs to be decided and regulated by the UU.

2.6.7 Quality control

The Assessment Panel (AP), as a subcommittee of the BoE, addresses quality control of assessment. In part 2 of this report, the annual report of the Assessment Panel is presented.

2.6.7.1 Research Projects/Business Internships and Writing Assignments

The Research Projects/Business Internships and Writing Assignments are the major parts of the two year's Master's programme. In order to monitor the students and to facilitate timely completion, several measures are in place: pre-approval Board of Examiners, the interim assessment after 2-3 months, permission or not of the research project coordinator to postpone the end date in case of delay. The measures are laid down in the EER and R&R.

2.6.7.2 Check on explanation grade

From 2015-2016 the BoE decided to require explanations of all grades. All grades are handed in at the Administration Offices. The Administration Offices check whether the explanation is included. If not they request the examiner to hand in the explanation. When necessary the Administration Offices will inform the School and the Board of Examiners. In 2016-2017 the explanation of the grades was given in writing and in most cases the Rubrics were used.

2.6.7.3 Laymen's summary check

In order to fulfil the learning outcomes of the GS-LS with respect to communication with a broad public, the BoE made addition of a laymen's summary to each project report and Writing Assignment mandatory. In the end of 2017 the annual check will be carried out regarding the year 2016-2017 by random sampling of 15 reports and Writing Assignments of each programme. Moreover, the presence of the summary is checked during the annual check of reports by the AP.

2.6.8 UU audit Boards of Examiners

In 2017, in preparation of the second 'Instellingstoets Kwaliteitszorg (ITK) and coordinated by the University Board (College van Bestuur), a UU audit Boards of Examiners took place in the form of a written questionnaire set out under the Boards of Examiners. With the purpose to make an inventory if the BoE's fulfill their legal duties and authorizations properly. The results of the audit were laid down in the report 'Audit examencommissies Universiteit Utrecht'. Conclusions regarding the GS-LS BoE were positive. The only point of attention seemed to be the hours (dbu) available for the BoE members. This has been discussed with the BoS and all members are allocated now DBUs.

2.6.9 Digitalization assessment form

The BoE was kept involved in the Project for digitalization of documents flow (combined effort of science faculty and biomedical sciences-UMC Utrecht) including electronic application and assessment forms. The BoE and AP are concerned that no mandatory contact between student and Master's programme coordinator will take place after finalizing a research project or writing assignment. Since the Master's programme coordinator no longer physically signs the assessment form of RP and WA, the informal feedback moment will be lost.

2.6.10 Graduation procedure

In 2016-2017 the BoE has continued to work on the standardization of the graduation procedure together with Educational and Student Affairs. A uniform procedure is implemented, in compliance with legislation and regulations and the UU audit regarding administrative procedures that has taken place in 2015.

2.6.11 Learning objectives and assessment criteria Business internship in Master's programme Science and Business Management

The programme Science and Business Management has a unique (com)position and this leads to differences with the other programmes that have to be regulated. During 2015-2016 and 2016-2017 a couple of meetings has taken place between the Board and SBM representatives. Starting the academic year 2016-2017 a rubric for the business internship is implemented, development of the rubric was supported by the assessment panel.

2.6.12 Accreditation and audits

Not applicable.

2.6.13 Number of graduates, Cum Laude and study success

In Table 24 the number of graduates of the five last years are shown. It is clear that the number of GS-LS graduates is increasing. Table 25 shows the number of Cum Laude (CL) for each program and for the entire GS-LS. Clearly when interpreting these data, the absolute numbers should be taken into consideration. The number of C.L. fluctuates over the years and there is also variation between the Master programs. For the entire GS-LS the % C.L. fluctuates around 10% of the total number of graduates. At the moment there is no reason for concern.

TABLE 24. GRADUATIONS.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	total last 5 years
BIDM	19	37	29	23	27	135
BIFM	n.a.	n.a.	n.a.	n.a.	8	8
BINN	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
BISM	7	11	7	7	5	37
CSDB	26	25	24	39	42	156
DINN	26	29	16	30	29	130
ENVB	53	54	53	43	45	248
EPIM	6	10	9	10	12	47
EPMM	34	29	28	44	29	164
IMIF	17	23	21	15	27	103
MCLS	31	38	24	32	47	172
NSCN	33	38	47	52	39	209
RMTM	n.a.	1	9	12	16	38
SPMM	3	33	37	35	33	141
TXEH	11	13	20	14	11	69
Total	266	341	324	356	370	1,657

Numbers of graduated students. Please note that the programme BISM was stopped in 2015, that BIFM was started in 2015, and BINN in 2016. n.a. not applicable. * Two students had already started their programme in Australia in 2015.

TABLE 25. GRADUATIONS AND 'CUM LAUDE'.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	% last 5 years
BIDM	21	8	3	0	4	6
BIFM	n.a.	n.a.	n.a.	n.a.	25	25
BINN	n.a.	n.a.	n.a.	n.a.	n.a.	
BISM	14	9	0	0	20	6
CSDB	23	24	8	10	21	15
DINN	0	10	12	7	14	7
ENVB	17	11	13	23	11	12
EPIM	0	0	11	0	17	6
EPMM	9	3	18	20	7	11
IMIF	6	13	14	13	11	
MCLS	13	11	4	6	6	7
NSCN	9	11	11	4	26	10
RMTM	n.a.	0	0	0	6	3
SPMM	3	9	3	6	6	6
TXEH	0	1	10	7	0	4

The proportion (%) of graduates for each Master's programme in the academic years 2012-2016 with a cum laude classification. Please note that the programme BISM was stopped in 2015, that BIFM was started in 2015, and BINN in 2016. n.a. not applicable.

The cumulative % of graduates that graduated within 2.5 years after start is shown in Table 26 and the cumulative % after 3 years is shown in Table 27. Although the graduates meet the learning goals of the GS-LS at the time of graduation, it can be of some concern that in several programmes less than 50% of the students graduated within 2.5 years. We advise the BoS to investigate what the causes of this might be and how this can be improved.

TABLE 26. GRADUATION RATES < 2.5 YEARS.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	74	73	79	57	56
BIFM	n.a.	n.a.	n.a.	n.a.	100*
BINN	n.a.	n.a.	n.a.	n.a.	n.a.
BISM	57	45	57	29	40
CSDB	77	72	67	54	74
DINN	77	59	75	70	59
ENVB	55	52	51	51	38
EPIM	100	60	100	90	92
EPMM	38	48	50	34	41
IMIF	76	61	90	73	70
MCLS	77	58	50	63	57
NSCN	58	68	51	77	74
RMTM	n.a.	n.a.	56	83	69
SPMM	70	73	78	74	88
TXEH	82	77	85	50	64

Cumulative rates (%) of graduated students after 2.5 years. Please note that the programme BISM was stopped in 2015, that BIFM was started in 2015, and BINN in 2016. * Two students had already started their programme in Australia in 2015.

TABLE 27. GRADUATION RATES < 3.0 YEARS.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BIDM	100	92	83	91	81
BIFM	n.a.	n.a.	n.a.	n.a.	100*
BINN	n.a.	n.a.	n.a.	n.a.	n.a.
BISM	71	91	71	100	100
CSDB	88	92	104	84	93
DINN	88	83	94	100	86
ENVB	92	100	83	43	73
EPIM	100	60	100	93	100
EPMM	91	83	68	94	79

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
IMIF	88	91	100	85	93
MCLS	94	100	83	100	74
NSCN	85	95	81	86	92
RMTM	n.a.	n.a.	100	93	94
SPMM	93	100	92	94	94
TXEH	91	85	100	82	82

Cumulative rates (%) of graduated students after 3.0 years. Please note that the programme BISM was stopped in 2015, that BIFM was started in 2015, and BINN in 2016. *Two students had already started their programme in Australia in 2015.

2.6.14 Special requests

The BoE decides upon all requests from students for approval of Research Projects, Writing Assignments, extensions of projects, exemptions of electives and courses outside the UU / UMC Utrecht.

Special requests on deviation from the rules of the EER are less frequent. Such requests included:

- Exemptions – 6
- Changes in standard programme² - 19 Credit transfers – 3
- Extension Research Project with Electives-credits (requested for after start) – 21
- Irregularities in exam/test – 0
- Admission advise for academic promotions – 6
- Extension validity grades – 7
- Other – 20 (e.g. change major into minor, exam programme approved, new starting date major)
- Additional exam – 0
- Request cum laude – 14

2.6.15 Fraud and plagiarism

In case of suspected fraud or plagiarism teachers/supervisors contact the BoE. The BoE responds within a period of 20 working days maximum, according to regulations. In 2016-2017 the BoE has dealt with 2 cases of suspected fraud and 1 case of suspected plagiarism:

1. Suspicion of fraud during research project reported by examiner. Punishment: Invalidation of research project; a reprimand, a note of which will be made in Osiris; Graduation with the *judicium Cum Laude* will be denied; write a summary of the book 'On being a scientist'.
2. Suspicion of fraud was disproved during meeting where examiner and signature on assessment form were discussed
3. Overlap in summaries of five seminars, reported by programme coordinator. Punishment: Invalidation of the five summaries; a note of which will be made in Osiris; Graduation with the *judicium Cum Laude* will be denied; write a summary of the book 'On being a scientist'.

2.6.16 CBE - Examinations Appeals Board

CBE/K1612020: 1 student lodged an appeal against the grading (ND) of a course she had withdrawn from. The appeal has been withdrawn after contact between the BoE and the student.

² Non-standard elements as mandatory programme component, including courses outside UU/UMC and BMS exemptions

CBE/K1704013: 1 student lodged an appeal against the grading (ND) of a course he didn't follow because of an administrative omission in the registration. A settlement was arranged and the appeal has been withdrawn.

CBE/K1701018: 1 student lodged an appeal against the grading of the course SK-MOSS. The course is offered by the Graduate School Natural Sciences (GSNS) and the appeal has been withdrawn after a settlement was arranged between the BoE of the GS-LS, the BoE of the GSNS, the students and the examiner.

2.6.17 Future plans

Plans of BoE for 2017-2018:

The BoE will keep involved in the Project for digitalization of documents flow (combined effort of science faculty and biomedical sciences-UMC Utrecht) including electronic application and assessment forms.

Finalize the handbook with standard operations, the SOPS.

The BoE will have discussion regarding the language of the graduation Ceremony.

Since the Chair of the BoE will retire end 2017, a new chair will be suggested to the BoS.

Further discuss the desirability of following Bachelor courses as part of the Master's programme.

Monitor the course registration of Master's programme EPMM. Online courses: possibilities and quality of testing

As can be seen in Table 24, the number of graduates of the GS-LS increases and concomitantly the workload during the regular DB-BoE meetings increases. This means that those meetings are mostly used for day-to-day cases and little time is left for more in-depth discussions. Therefore, the DB-BoE will organize a separate meeting(s) (a "heidag") to brainstorm on important topics and policy matters, which then will be further discussed in the BoE.

2.7 Assessment Panel

The Assessment Panel (AP) of the GS-LS has been installed in January 2012 as a subcommittee of the Board of Examiners. The AP meets once a month and had ten meetings in 2016-2017.

Members of the Assessment Panel during the academic year 2016-2017 were:

Chair:	I.E.T. van den Berg, PhD (IvdB; Faculty of Medicine)
Members:	C.W.B Boonacker, PhD (CB; Faculty of Medicine, Julius Centre), A. Heersche (AH; Faculty of Science, department of Pharmacy) A.I.P.M. de Kroon, PhD (TdK; Faculty of Science, department of Chemistry) J.A. Post, PhD (JAP; Faculty of Science, department of Biology) <i>Vacancy additional member</i>
Policy Maker:	R.A.M. Bouwmeester (RB; Faculty of Medicine, Biomedical sciences)
Support:	L.M. Batist - de Vos (MdV; Faculty of Medicine, Biomedical sciences)
EMP-support:	K. Scager, PhD (KS; Center for teaching and learning - COLUU)

2.7.1 Terms, definitions and abbreviations

Assessment Policy	Document comprising the vision of the GS-LS concerning assessment, the methods and procedures employed to concretize the vision, the tasks and responsibilities of the various bodies, and the quality assurance program for assessment.
Assessment Plan	An overview relating all individual learning outcomes of the components of the programs to modes and levels of assessment throughout the curriculum.
Assessment Diagram	A diagram relating learning goals of individual curriculum components to mode and level of assessment.
Assessment Matrix	A diagram relating learning goals for an individual assessment to the content of the assessment.
Assessment Quality Assurance Plan	The AQAP describes the quality procedures in the form of PDCA cycles and states the responsibilities of the different actors involved in quality assurance of assessment.

2.7.2 Funding

The AP has obtained support from the EMP provided by the USO to support the dissemination of Rubrics for the assessment of research projects and Writing Assignments. A staff member of the COLUU has supported the AP by lending her expertise to the members of the AP.

2.7.3 Assessment quality assurance plan

The AP uses the Assessment Quality Assurance Plan (AQAP) as a handbook for the quality control process. The AQAP concerns the definitions of the necessary policy documents, the implementation and monitoring of the procedures concerning the assessment of Research Reports and Writing Assignments, the assessment of courses and the assessment of learning outcomes of the programs as a whole. The AQAP can be obtained from the assessment panel upon request. To efficiently streamline the work process of the AP, specific tasks and responsibilities have been assigned to individual members of the AP. AH and CB are responsible for the quality control of courses, JAP and TdK are responsible for the quality control of Research Projects and Written Assignments, and IvdB is responsible for the quality control of the program as a whole.

2.7.3.1 Additions to and changes of the AQAP

The development of new programs, the emergence of new insights into the quality of assessment based on research and experience of the AP members and the introduction of new forms of assessment within the GS-LS require yearly updates of the AQAP. The coordinators of the programs of the GS-LS will be informed about the changes of the AQAP at the end of each academic year during a dedicated coordinators meeting.

2.7.3.1.1 Changes in quality control of the assessment of courses

Not applicable.

2.7.3.1.2 Changes in quality control of the assessment of research projects and written assignments

In total 24 research reports are randomly selected for re-assessment by members of the reading committee. Reports that indicate multiple authors will not be reviewed in the random assessment. The Assessment Panel will report the number of reports that include multiple authors in the assessment summary.

2.7.3.1.3 Changes in quality control of the assessment of the program as a whole

Monitoring the quality of assessments of the profiles of the GS-LS has been added to the plan. The implementation of the quality control concerning the Applied Data Science profile, the Communication & Education profile, the Complex systems profile, and the Management profile will start in the academic year 2017/2018. Exit questionnaires and evaluations of curriculum components will be used as the main source of information. Courses of the profiles will be evaluated for their quality of assessment together with the courses of the program.

The results of the NSE and exit questionnaires will be inspected on a yearly basis. This activity is included in the AQAP.

2.7.4 Quality assurance of assessment procedures and assessment

2.7.4.1 Quality assurance of assessment procedures

The AP has ascertained that the GS-LS has an Assessment Policy. The assessment policy has been approved by the BoS. The Assessment Policy will be actualized in 2018 and is available via members of the Assessment Panel.

The AP has formulated a quality assurance plan (toetskwaliteitsplan). In June 2017, the Board of Examiners has approved this plan and the plan will be effective in September 2017.

2.7.4.2 Quality assurance of assessment of courses

The AP monitors the assessment of course exams based the outcomes of the course evaluations. For the monitoring, the Assessment Panel needs information about the examination, the exam results and information provided to students. On occasion, it takes a significant amount of time to obtain all the required materials. If this period is too long, monitoring of the course is not effective. The AP would like to emphasize that quick responses are preferred.

The assessment panel evaluated eight courses upon request of the EC. Three courses were monitored because of complaints in previous years. The evaluations of these were all positive and showed that adjustments were made.

Five new courses were evaluated upon request of the EC. In three courses it was not clear for students what to expect during the exam. In one of these courses students also complained that there was little time to prepare for this exam.

In two courses students indicated that scores were very low and in one case the grading was not justified. In the latter case, the examiner re-assessed the exam and adjusted the scores.

The results of the evaluations have been reported to the BoE.

In November 2017 a new course focussed on interdisciplinary teamwork in real life challenges will be organized. The AP was asked to advise on the mode of examination. The AP requests to be informed when new courses will be organized, so that the knowledge of the AP can be used to design suitable exams.

At the start of the new academic year, the AP will also monitor the assessment of mandatory courses of Master's programs. Per year five courses will be selected. For starters, the selection of courses is based on the number of ECTS. In the future the number of attending students might be included as well.

2.7.4.3 Quality assurance of assessment of Writing Assignments and Research Reports

Since the number of reports re-assessed per program in previous years is considered low and a larger number is desirable, it was decided to increase the number of reports per master program and to divide the sampling of reports and assignments over three consecutive years.

In 2016-2017 research reports of six master programs (handed over in 2015-2016) were included. The other programs will be re-assessed in the summer of 2017. The writing assignments of all programs will be evaluated the year thereafter. Preferably reports should be graded within the last 6 months before re-assessment.

Based on the number of students per program and the available time per reader 24 reports were randomly selected from 6 master-programs (shown below). The AP preferred to assess reports with diverse grades. Reports were selected in three categories: 5.5-6.5, 7-8, 8.5 and higher. The number of reports per program that are currently included in each category are (Table 28):

TABLE 28. NUMBER OF REPORTS TO BE SELECTED TO BE 'RE-ASSESSED'.

	Grade category			Total
	5.5-6.5	7-8	8.5 and up	
BISM	1		1	2
CSDB	1	2	1	4
DINN	1	2	1	4
ENVB	2	2	2	6
EPMM	1	2	1	4
SBM	1	2	1	4
			Total	24

One report was not assessed, as it was a multi author product, 4 other multi-author products were included. The reading panel graded the remaining 23 reports. In 8 reports the grading differed less than 0.5 on a 10-point scale, and 9 reports differed ≤ 1.0 . Four reports with grading differences more than 1.0 were reassessed by a member of the Assessment Panel. This reassessment resulted in an average difference of less than one on a ten-point scale and these cases were closed. In one case the average difference remained 1.25 compared to the grading of the actual examiner. Contact with the examiner learned that other matters, such as not keeping deadlines, explained the difference.

In addition to the findings concerning grades, the Assessment Panel noticed three other things:

- Identical grading of the examiner and second reviewer suggests that examiner and 2nd reviewer frequently consult about grades.
- five out of 24 reports showed more than one author of the title page. Recommendations for changes in the Rules and Regulations were sent to the BoE.
- 10 out of 24 reports lacked the obligatory Laymen summary. This finding was reported to the db-BoE. The db-BoE performed a check for the existence of the Laymen summaries. Their results indicate that most reports are supplemented with the Laymen summary.

The conclusions were reported to the BoE. In the summer of 2017 reports from the year 2016-2017 from the other masters will be re-assessed.

2.7.4.4 Quality assurance of assessment of learning outcomes of the programs as a whole

The assessment scheme of one of the programs in GS-LS was determined to be adequate to monitor the quality of that particular program. Similar schemes were created for all BMS-programs. The schemes illustrated that most of the criteria are met when students complete the 'general' elements of the program. These general elements involve the completion of research projects, the writing assignment and Life Sciences seminars. In addition to the general elements, the contribution of program specific courses to the exam criteria were determined. Especially criteria that involve a societal perspective are less represented. Both the criteria of the program and the program specific courses will be inspected and an attempt to better align them.

2.7.5 Analysis of implementation of Rubrics for Written Assignments, Research Reports, Presentations and performing research

In 2016-2017 the AP assisted in the development of program specific rubrics, especially for SBM (internship at companies). The rubrics for most programs are now available online, whereas the rubrics for EPIM are still under construction. Since the implementation of the rubrics appeared to be a success in the GS-LS, the AP started writing a manuscript. The results will also be presented during a Dutch educational conference (NVMO).

2.7.6 Cum Laude CSDB

The grades from one cohort of Master students from the program CSDB in three consecutive years were analysed. Based on this analysis it seems that grades for mandatory CSDB-courses, especially in the year 2012-2013, were significantly higher than grades for elective courses (that are linked to other Master's programs). These outcomes suggest that mandatory courses might be graded higher (less stringent). However, in a follow-up grades from CSDB students were compared to grades from students from other programs following the same courses. This showed no major differences. Unfortunately, the number of non-CSDB students attending CSDB-courses is rather low, therefore the AP was not able to perform reliable statistical analysis. In addition to these comparative results, the number of Cum Laude graduations has 'normalized' in the past years (see Table 25). The AP decided to close this case, after the results were shared with the dbEC.

2.7.7 In-service training

Three members participated in a course for Board of Examiners (examencommissieleergang). The chair participated in course for further professionalization.

2.7.8 Future plans

In 2017-2018 the AP aims to:

- Develop a plan to monitor the grading of practical work of internships
- Develop a plan to monitor the learning outcomes of profiles, other than the research profile
- Present the insights of the use of rubrics during the NVMO congress
- Update all policy documents in 2018
- Start systematic monitoring of mandatory courses, to increase the re-assessment of courses
- Monitor uniformity of feedback using rubrics in relation to grades of research reports
- Monitor the consequences of the implementation of Rubrics as a tool for providing feedback
- Monitor the influence of rounding of figures on Cum Laude graduation
- Develop an 'annual plan' to improve general monitoring of the assessment.

2.8 Summer Schools

In the summer of 2017 a total of 25 Summer Schools were organised (Table 29).

TABLE 29. SUMMER SCHOOLS 2017.

Course Title	Organising faculty	Level	EC	Start	Director / info	Participants			
						Utrecht	NL	Inter-national	Total
3D Printing and Biofabrication	UMC Utrecht	Advanced Master	1.5	10-Jul	Prof. J. Malda, PhD				n.d.
Addiction	Veterinary Medicine	Master	1.5	21-Aug	H. Lesscher, PhD			10	10
Bees and Flowering Plants	Science	Advanced bachelor	3.5	24-Jul	M. Sommeijer, PhD				n.d.
Big Data in Health Research	UMC Utrecht	Master	1.5	21-Aug	R. Groenwold, PhD	20	4	20	44
Cardiovascular Research	UMC Utrecht	Advanced bachelor	2.0	14-Aug	T. de Boer, PhD	1	7	8	16
Challenges of Global Health	UMC Utrecht	Master	1.5	03-Jul	K. Klipstein-Grobusch, PhD				n.d.
Clinical Trials Administration Intensive Workshop	UMC Utrecht	Advanced bachelor		03-Jul	Prof. R. Grobbee, PhD				n.d.
Donkey Medicine	Veterinary Medicine	Master	3.0	13-Aug	D. Vendrig, PhD				n.d.
Environmental Epidemiology	Veterinary Medicine	Advanced Master	3.0	19-Jun	G. Hoek, PhD	11	2	3	16
Exploring Nature's Molecular Machines	Science	Advanced bachelor	3.0	03-Jul	S. Rüdiger, PhD			22	22
Infection meets Immunity	UMC Utrecht	Advanced Master	3.0	14-Aug	E. van Wilsem, PhD	1	5	27	33
Introduction into Quantitative Biology	Science	Master	1.5	03-Jul	Prof. R. de Boer, PhD	8	1	5	14
Introduction to Complex Systems	Science	Advanced bachelor	1.5	03-Jul	K. ten Tusscher, PhD	1	10	28	39
Laboratory Animal Science	Veterinary Medicine	Master	3.0	26-Jun	M. Oostveen, PhD	2	3	9	14

Course Title	Organising faculty	Level	EC	Start	Director / info	Participants			
						Utrecht	NL	Inter-national	Total
Molecular Epidemiology of Chronic Disease and the Exosome	Veterinary Medicine	Master	1.5	12-Jun	J. Vlaanderen, PhD, R. Vermeulen, PhD	7	1	5	13
Neural Circuit Development and Plasticity	UMC Utrecht	Advanced Master	2.0	10-Jul	Prof. G. Pasterkamp, PhD				n.d.
Observing Primate Behaviour	Science	Advanced bachelor	3.0	17-Jul	Prof. L. Sterck, PhD	1	1	5	7
Paediatric Sports and Exercise Medicine	UMC Utrecht	Advanced bachelor	1.5	21-Aug	T. Takken, PhD	10	1	13	24
Pharmacoepidemiology and Drug Safety	Science	Advanced Master	1.5	03-Jul	Prof. O. Klungel, PhD	6		22	28
Pharmaceutical Policy Analysis	Science	Advanced Master	1.5	10-Jul	Prof. A. Mantel-Teeuwisse, PhD	8	4	30	42
Pharmaco-economics	Science	Advanced Master	1.5	17-Jul	A.M. Hövels, PhD	5	2	21	28
Development of Competency-based Pharmacy Education	Science	Advanced Master		17-Jul	A. Koster, PhD				n.d.
Regenerative Medicine	UMC Utrecht	Master	1.5	03-Jul	dr. B. Spee, dr. K. Braat	2		16	18
Reproductive and Maternal Health: a global perspective	UMC Utrecht	Master	1.5	10-Jul	Prof. K. Bloemenkamp	5	10	16	31
Why translational Medicine Fails - and What to do About it	UMC Utrecht	Advanced Master	1.5	03-Jul	prof. B. Prakken	8	12	19	39
Total						85	55	258	398

Summer Schools organised by the GS-LS in 2017. n.d.: no data available. -: data not provided. EC: European credits according to the European Credit Transfer System. Indicated are the numbering of participating students from Utrecht University (+ UMC Utrecht), other Dutch knowledge institutions and from abroad.

2.9 Life Sciences Representatives

The Life Sciences Representatives (LSR) is a consultation forum with student representatives from all Master's programmes. The student delegations for the Educational Committee and the E-BoS are recruited from the LSR.

In the academic year 2016-2017, the LSR consisted of the following members:

Name	Master's programme
P. Langerhorst	MCLS
M.A.C. de Kort	Mebiose
M.F. van Oosterhout	ENVB
T. Ordeman	ENVB
A. CitakS	PMM
L.D. Golbach	MCLS
K.J.W.M. van Boxtel	IMIF
M.J. Broeks	RMTM
R.A. van Laar	IMIF
J.O.N.I. Remmits	Student assessor
M.J.C. de Liedekerke Beaufort	SPMM
K.B.A. Meijlink	RMTM
A.K. Salmane	BINN
L.M. Penners	CSND
J.J. Spruit	NSCN

After a year with the focus on extracurricular activities, we wanted to focus this year on the curriculum and the educational topics. Every month the core-group of the LSR had a meeting with dr. Gönül Dilaver to discuss the latest developments within the GS-LS. Also, some problems that we brought up by the students were discussed and solutions were created and implemented. Besides a few taskforces, we had already some educational effort groups. Below you will find a short summary of this academic year. All these projects show our efforts towards improving the education and the GS-LS in general. In the upcoming year we will work hard for more improvements, also for the LSR.

Educational efforts

When we heard about the name and content changes of the Master's programme Biology of Disease, we have sent an e-mail to the current Master's students of the programme to ask their opinion about the changes and the reasons why they had chosen the Master's programme. The students were very pleased that we asked their opinion. We collected all the responses and we discussed it with to dr. Gönül Dilaver. Together, we came up with a transition period where students that focussed their entire Bachelor's programme on the broad Master's programme Biology of Disease were still able to do so. Unfortunately, the changes of the Master's programme were cancelled.

At the beginning of this year, there were some new additional Education and Examination Rules (EER) about the accepted delay of a research project and a writing assignment. We agreed with the new rules, but in our opinion the rules were too strict and not clear about the exceptions. We wrote a letter, together with the educational committee, to the educational board that we would like to see that the students receive a clearer explanation about the new rule.

Because the Biomedical Sciences (BMS) will be accredited in May 2018, they have to write a critical reflection which had to include a student chapter. Therefore, we had a brainstorm session with students to discuss the strengths and weaknesses of the BMS. The summary of this meeting was formed into the student chapter of the critical reflection of the BMS.

This academic year, the Navigation Towards Personal Excellence Workshops started in all Master's Programmes of the GS-LS. As the LSR, we checked on the implementation of the workshops within the Master's programmes.

At June 22, the GS-LS organized an educational seminar where we were able to nominate three Master's courses for the award of Best Course. We made a top 3 of Master's courses based on criteria's, decided together with the educational committee, that we nominated for the award. The nominees were: 'Introduction to Zoo Conservation Biology', 'Survival Analysis' and 'Thrombosis and Homeostasis'. A vote within the LSR decided that 'Introduction to Zoo Conservation Biology' won the award.

At the same seminar, The LSR organised a workshop for teachers and staff called 'improving student participation' where we discussed both participation in classes as well as in deigning courses.

Project groups

A member of the LSR joined a GS-LS task force on digital evaluations. This taskforce is currently looking into how to transition from a mostly paper-based evaluation system to an online system. It will look at the complete process including, content, tools needed and implementation procedures. This project is still in its beginning and will need to be continued into the next year. Two other LSR members joined a project group that will discuss how to reform course registration, to try and minimize the number of students who drop out last minute.

Evaluation Afternoon

Before each Life Science Seminar, the LSR is granted a 15-minute window to ask for students input on various topics. The topics were: Educational committee, Research Project, Master Program Coordinators. During these evaluation afternoons we had around 150-200 respondents. The outcomes of these afternoons were discussed with the board of the GS-LS and with the Educational committee. For example, students asked for more feedback on what happens to their course evaluations, which they will get as it is being implemented next year. In our opinion these evaluation afternoons are a valuable tool for both the GS-LS and the LSR as a way to get students opinions. Next year we plan to improve amount of times we do these evaluations afternoon as we did not do many this year.

Social Media

On the "GS-LS students" facebook page, we posted information that is interesting for our students. Examples are events of the Career Office, notifications of the seminars but it is also a platform for personal stories from students that went abroad for their research project to share their experiences.

Science for Life Conference

Previous year, the LSR joined the organization of the Science for Life Conference. In November 2016, the Science for Life Conference was held and a big success. There were parallel sessions

where students can either present their research through a verbal presentation or through a poster presentation. Unfortunately, there is not yet been an evaluation with the organization of the Conference.

Workshop

We tried to organize a workshop again this year. However due to lack of time and unavailability of the speakers we wanted, we did not manage. We have collected a lot of information on the speakers that could do one of these workshops next year. We recommend that workshop planning start very early next year so as to be able to organize 1-2 workshops. This year we again cooperated with the career office to help organize the PhD workshop which was a success.

Buddy Programme

The buddy programme is an LSR initiative exclusively for GS-LS students ever since September 2016. Each new master student coming from outside Utrecht or the Netherlands who signs up for the programme is matched to a current UU student. Different from other UU-wide buddy programmes such as Buddy Go Dutch, LSR offers buddies with similar study backgrounds and thus, greater capacity to help the new students. 8 students were part of the February 2017 program and two activities were organized, a game night and an ice-skating day out. In September 2017, new master students will be part of the buddy programme.

All detailed information has been uploaded on the Drive, including budget, activity breakdown, meeting minutes and reflections.

Treasurer

The LSR was granted a 3,000 euro budget this year. We made a quote at the beginning of this year. However, due to the organization of less extracurricular activities that require money of the GS-LS, we have a surplus on our quote.

3. Doctoral Education

3.1 Definition

PhD candidates of the GS-LS are PhD candidates who follow their PhD track in the domain of the Life Sciences and whose supervisor (promotor) is a professor of UMC Utrecht, the faculty of Science or the faculty of Veterinary Medicine of Utrecht University. The PhD track starts with admission by the Board for the Conferral of Doctoral degrees upon submission of Form 1 in Hora Est and ends with approval of the thesis by the reading committee (Form 3) and subsequent public defence and awarding of the degree.

3.2 Overview of PhD Programmes

Doctoral education is offered in thematic PhD programmes that are tightly linked to the Master's programmes (Table 30).

TABLE 30. LIST OF THEMATIC PHD PROGRAMMES AND CORRESPONDING MASTER'S' PROGRAMMES OF THE GS-LS.

Master's programme	PhD programme
Neuroscience & Cognition	Clinical & Experimental Neuroscience
Biology of Disease	Cardiovascular Research
Drug Innovation	Drug Innovation
Environmental Biology	Environmental Biology
Epidemiology	Epidemiology
Epidemiology postgraduate	
Cancer, Stem Cells & Developmental Biology	Cancer, Stem Cells & Developmental Biology
	Clinical & Translational Oncology
Regenerative Medicine & Technology	Regenerative Medicine
Biofabrication	
Infection & Immunity	Infection & Immunity
Molecular & Cellular Life Sciences	Biomembranes
	Computational Life Sciences
	Molecular Life Sciences
Biomedical Image Sciences	Medical Imaging
Toxicology & Environmental Health	Toxicology & Environmental Health
Bio Inspired Innovation	
Science & Business Management	

3.3 Facts & Figures

In expectation of the new PhD registration tool Hora Finita mid 2018, for 2017 we have chosen to only interrogate the PhD programmes about their registered PhD candidates and not the faculties. As a result, in contrast to previous years, this report does not include data on PhD candidates who have not registered to a PhD programme, annual assessment interviews, and Training & Supervision Agreements. In the past, the number of PhD candidates not registered to a PhD programme (yet) were around 400, 90% of which end up in a programme. We expect that for next year we will be able to derive these data reliably from the new online PhD registration tool. In 2017 the GS-LS had 14 PhD programmes to which a total of 1,349 PhD candidates were registered (Table 31). Distribution of PhD candidates across faculties of affiliation or associated research institutes (Table 32). In general, the number of PhD candidates within the individual programmes fluctuates slightly over the years (Table 33).

TABLE 31. QUANTITATIVE DATA FOR THE PHD TRAINING OF THE GS-LS.

	2013	2014	2015	2016		2017	
				#	%	#	%
Number of PhD programmes	14	14	14	14		14	
Number of enrolled PhD candidates*	1,849	1,757	1,726	1,725		n.d.	
• of which in a PhD programme	1,349	1,330	1,333	1,306		1,394	
• of which not in a PhD programme	500	427	393	419		n.d.	
Number of thesis defences	n.d.	328	323	322		346	
• faculty of Veterinary Medicine	45	42	37	44	14	36	10
• faculty of Science*	73	68	59	59	18	79	23
• UMC Utrecht	198	218	227	219	68	231	67

Qualifying dates for PhD–education December 31st 2017. The number of thesis defences were derived from <https://mi.uu.nl/BOE/BI>. n.d. no data. * for the faculty of Science this pertains to the Life Sciences only. % proportion of thesis defences per faculty.

TABLE 32. DISTRIBUTION OF PHD CANDIDATES ACROSS INSTITUTES OF AFFILIATION.

PhD programme	Fac. Science	Fac. Vet. Med.	UMC Utrecht	KNAW- Hubrecht	KNAW- NIOO	KNAW- Westerdijk	PMC	NKI/AvL	RIVM	Other	Total	%
Biomembranes	49	7	3								59	4
Cancer, Stem Cells & Developmental Biology	12	10	48	68			12	6		5	161	12
Cardiovascular Research			70								70	5
Clinical & Experimental Neuroscience		9	210								219	16
Clinical & Translational Oncology			47				9	1			57	4
Computational Life Sciences	18	2									20	1
Drug Innovation	119		6					3			128	9
Environmental Biology	51				13	7					71	5
Epidemiology		14	114						1		129	9
Infection & Immunity	2	46	128						10	3	189	14
Medical Imaging		2	134								136	10
Molecular Life Sciences	54										54	4
Regenerative Medicine		13	45	3							61	4
Toxicology & Environmental Health		29	1						10		40	3
Total in programmes	305	132	806	71	13	7	21	10	21	8	1,394	

Indicated are the numbers as reported by the PhD programmes. In the last column, the proportion of total PhD candidates in a programme is represented. PMC: princess Máxima Centre; NKI/AvL: Nederlands Kanker Instituut/ Antonie van Leeuwenhoek Ziekenhuis.

TABLE 33. NUMBER OF PHD CANDIDATES, PER PHD PROGRAMME, AS REPORTED BY THE PHD PROGRAMMES.

PhD programme	2013	2014	2015	2016	2017
Biomembranes	74	69	39	52	59
Cancer, Stem Cells & Developmental Biology	155	144	122	134	159
Cardiovascular Research	88	67	74	74	70
Clinical & Experimental Neuroscience	182	200	200	204	218
Clinical & Translational Oncology	39	37	44	48	57
Computational Life Sciences	17	18	18	17	20
Drug Innovation	122	104	106	112	128
Environmental Biology	61	76	55	63	71
Epidemiology	105	109	127	112	129
Infection & Immunity	187	176	199	180	189
Medical Imaging	152	163	148	137	136
Molecular Life Sciences	61	56	61	59	54
Regenerative Medicine	67	73	94	75	61
Toxicology & Environmental Health	39	38	46	39	40
TOTAL in programmes	1,349	1,330	1,333	1,306	1,394
Not (yet) in a programme*	500	427	393	419	n.d.
Total	1,849	1,757	1,726	1,725	n.d.

* Many (up to 90%) of the PhD candidates who have not registered to a programme yet will do so in the year to come: there is often a lag time between submission of Form 1 to the Board for the Conferral of Doctoral Degrees and submission of the TSA to the dean's office and registration to a PhD programme. N.a. Not applicable. n.d. no data recorded.

3.4 Training certificates

PhD candidates may receive a Training Certificate of the GS-LS upon request, if they have collected 20 EC during their PhD track. Most certificates are requested by PhD candidates from developing countries. The number of issued Training Certificates varies per programme and is fluctuating slightly over the years. Approximately ¼ of PhD candidates apply for a certificate upon graduation (Table 34).

TABLE 34. THE NUMBER OF TRAINING CERTIFICATES AWARDED PER PHD PROGRAMME.

Programme	2013	2014	2015	2016	2017
Biomembranes	1	3			
Cancer Stem Cells & Developmental Biology		4	2	2	1
Cardiovascular Research	9	9	1	7	9
Clinical & Experimental Neuroscience	10	11	11	15	23
Clinical & Translational Oncology	2	1	2	4	1
Computational Life Sciences			1	1	2
Drug Innovation	21	13	5	10	12
Environmental Biology	3	5	6	10	6
Epidemiology	7	10	1	1	6
Infection & Immunity	6	8	7	10	7
Medical Imaging	2	4	5	6	6
Molecular Life Sciences	5	1	2	2	1
Regenerative Medicine	2		4	5	5
Toxicology & Environmental Health		4		1	2
Not in a programme	1				5
Total	69	73	47	74	86

* Many (up to 90%) of the PhD candidates who have not registered to a programme yet will do so in the year to come: there is often a lag time between submission of Form 1 to the Board for the Conferral of Doctoral Degrees and submission of the TSA to the dean's office and registration to a PhD programme. N.a. Not applicable. n.d. no data recorded.

3.5 PhD Council

The GS-LS PhD council consists of 14 PhD candidates who each represent one of the 14 GS-LS PhD programmes. The council organizes several activities each year, aimed at the broad audience of all GS-LS PhD candidates. The council furthermore evaluates the quality of PhD education, supervision and regulations through a yearly survey, and more generally acts as a sensor for issues within the GS-LS PhD community. The PhD Council meets once per month. The chair represents the PhD Council in the E-BoS.

Per December 31st 2017, the PhD Council consisted of the following members:

Name	PhD programme
J.A. van der Beek, MSc	Biomembranes
L. van Rijnberk, MSc	Cancer, Stem Cells & Developmental Biology
G.B. Valstar, MD	Cardiovascular Research
P.R. Ormel, MSc	Clinical & Experimental Neuroscience
J.F. Roze, MD	Clinical & Translational Oncology
H.M. Doekes, MSc chair,	Computational Life Sciences
G. Ferreira, MSc	Drug Innovation
L.W. Dijkhuizen, MSc	Environmental Biology
L.E.T. Vissers, MD	Epidemiology
N.L.A. Vincken, MD	Infection & Immunology
R. Bastiaannet, MSc	Medical Imaging
W. Oosterheert, MSc	Molecular Life Sciences
F.C.C. van Rhijn-Brouwer, MSc	Regenerative Medicine
A.M. Tukker, MSc	Toxicology & Environmental Health

Events

In February 2017, the PhD Council organized its annual PhD day. This year's topic was 'Getting published from A to Z'. The day comprised lectures and discussions with publishers and editors, as well as workshops on topics like academic writing and figure making.

During the PhD day the second edition of the GS-LS Supervisor of the Year Award event was held, and a winner was announced. This award was initiated last year as a response to the "DUB's promotor of the year" (which is awarded to the promotor that supervised the largest number of PhD defenses in a year) and focuses on quality of supervision rather than quantity. The winners were nominated by their PhD candidates, and chosen on the basis of interviews with (former) PhD candidates under their supervision. The winner of the co-supervisor, or copromotor, of the year award was dr. Femke van Wijk (Translational Immunity, UMC Utrecht). Prof. dr. Miriam Koopman (Medical Oncology, UMC Utrecht) was awarded the title of supervisor, or promotor, of the year.

In addition to the PhD day, three PhD events were organized during lunchtime on Fridays. The theme for the first two meetings was "work-life balance", while in December 2017 the seminar series was continued under the more general name "Growing up in Science". For these seminars, two speakers who either stayed in or left academia are invited to share the personal stories behind their CVs. Both the Friday lunch time slot and the constant theme of these events were new this year. Attendance to the events has risen considerably compared to last year, and the attendees generally rated the events as very insightful.

Topics of the year

1. PhD mental health

This year, a clinically validated questionnaire was added to the annual survey to screen for burn-out indications. 24.8% of the survey respondents scored "possible burn-out", a percentage consistent with studies in PhD candidates in other cities and countries, but much higher than observations in the comparable non-academic working population. These results were discussed with the E-BoS and presented to the "Veerkracht" committee who are working on mental health

issues in students and PhD candidates. The council appointed Femke van Rhijn as spokesperson on this topic. In collaboration with Prout and the Utrecht PhD Party (UPP), she organized a symposium on the topic of PhD mental health in January 2018, which resulted in a PhD mental health memorandum that will be presented to the university board.

2. PhD project planning and (unpaid) extensions

Last year, a PhD council survey showed that many PhD candidates do not finish their thesis on time, and a considerable fraction of these candidates continues to work on their PhD unpaid after the end of their contract. The annual survey of 2017 confirmed these observations. These results were discussed with the E-BoS, the deans (the GS-LS BoS) and the GS-LS PhD program leaders, who all agreed that no PhD candidate should have to finish their project unpaid. The BoS instated a working group to address how these situations can be avoided. Two PhD council members are part of this working group.

3. Maternity leave

From the annual survey it became clear that matters around contract extensions after maternity leave are not clearly arranged. Under the CAO-NU, PhD candidates have the right to have their contract extended by the duration of their maternity leave. Information about this right was however lacking. In collaboration with the UPP, the HR department was contacted, and this information was added to the UU intranet. Within the UMC, the CAO does not cover the right of contract extension for all PhD candidates. The PhD council supported an initiative of the Research and Education council and the 'Ondernemingsraad' to address this issue.

3.6. PhD Course Centre

The PhD Course Centre of the Graduate School of Life Sciences (GS-LS) was established in January 2015. The aim is to raise awareness among PhD candidates concerning the need for personal development and offer them the possibility to do so. The collection of courses on offer is organised according to the PhD Competence Model (Figure 1).

FIGURE 1. THE PHD COMPETENCE MODEL.



TABLE 35. PHD COURSES OFFERED BY THE PHD COURSE CENTRE IN 2017.

Competence Area	Course / training / workshop	Organiser
Research Skills & Knowledge	Introductory Biostatistics for Researchers*	Centre for Biostatistics, UMC Utrecht
	Ten Reasons to Make your Research Data OPEN*	UU Library
	Data Handling in R*	PhD programme Computational Life Sciences
	R-tutorial – online*	Coursera
Responsible Conduct of Science	Research Data Management*	UU Library
	Systematic Literature Searches*	UU Library
	Assessing the Usefulness of Found Data*	UU Library
	That Thing Called Science	PhD Course Centre
	Digital Pictures: Data Integrity and Display*	PhD programme Cancer Stem Cells & Developmental Biology
	Personal Development and Competences during your PhD	PhD Course Centre
Personal Effectiveness	Achieving your Goals and Performing more Successfully during your PhD	PhD Course Centre
	Mindfulness and Stress Reduction	PhD Course Centre
	Collaborating in an International Environment	PhD Course Centre
	Interpersonal Communication	PhD Course Centre
	Psychological Flexibility	PhD Course Centre
	Stress Management	PhD Course Centre
	Communication	Analytic Storytelling
Writing a Scientific Paper		PhD Course Centre
Writing a Scientific Paper - online		PhD Course Centre
Writing for Academic Publication		PhD Course Centre
Academic Writing in English		PhD Course Centre
The Art of Scientific Writing		PhD Course Centre
Giving Effective Oral Presentations		PhD Course Centre
The Art of Presenting Science		PhD Course Centre
Science Communication: Relevant and Clear		PhD Course Centre
Breaking Science		PhD Course Centre
Writing Successful Grant Proposals*	UU	

Competence Area	Course / training / workshop	Organiser
Career Development	Biobusiness Summer School	Hyphen Projects
	Entrepreneurship in Life Sciences & Health*	PhD Programme Cardiovascular Research
	Selling your Science	Utrecht Holdings
	Honest Networking	PhD Course Centre
	Improving the Impact of your LinkedIn profile	PhD Course Centre
	PhD Event	PhD Council
	PhD Day	PhD Council
	PhD Activating Career Event (PhACE)*	UU
	Research Funding Days*	UU
	BCF Career Event*	Hyphen Projects
Teaching	Supervision of Master's students	PhD Course Centre
	Teaching Life Sciences	Graduate School of Life Sciences
	Start to Teach*	UU

Many courses are organised by the PhD Course Centre. Others, marked with an *, are organised by other entities. For these, the PhD Course Centre has no information about participation and the Course Centre's website serves as a portal only.

Table 35 shows an overview of the Course Centre's courses and workshops in 2017. These data pertain to courses handled by the PhD Course Centre only. Courses listed in Table 35, but offered by other organisers are not included. For these, the PhD Course Centre has no information about participation and the Course Centre's website serves as a portal only. Thus, the number of PhD candidates who have followed a course in 2017 actually is substantially higher. In 2017 722 PhD candidates attended one of the courses, an increase of 13% compared to 2016 (Table 36). 16% of all Course Centre participants is working at the faculty of Veterinary Medicine, 23% originate from the faculty of Science and 57% is affiliated with the UMC Utrecht (see Table 36). This roughly reflects the proportion of thesis defences (12%, 14%, 68% respectively; Table 31).

TABLE 36. THE NUMBER AND PROPORTION OF COURSE PARTICIPANTS PER FACULTY.

Faculty	2015		2016		2017	
	#	%	#	%	#	%
Faculty of Science	111	32	172	27	166	23
Faculty of Veterinary Medicine	62	18	102	16	112	16
UMC Utrecht	167	48	342	53	411	57
Hubrecht Institute	0	0	13	2	12	2
Other	6	2	11	2	21	3
Total	346		640		722	

These data pertain to courses handled by the PhD Course Centre only. Courses listed in Table 35, but offered by other organisers are not included.

TABLE 37. THE NUMBER (#) OF COURSE APPLICATIONS PER PHD PROGRAMME.

PhD Programme	2015		2016		2017	
	#	%	#	%	#	%
Biomembranes	16	5	14	2	18	2
Cancer, Stem Cells & Developmental Biology	9	3	41	6	47	7
Cardiovascular Research	21	6	36	6	31	4
Clinical & Experimental Neuroscience	31	9	63	10	89	12
Clinical & Translational Oncology	10	3	16	3	30	4
Computational Life Sciences	1	0	10	2	7	1
Drug Innovation	61	18	96	15	62	9
Environmental Biology	14	4	36	6	51	7
Epidemiology	29	8	49	8	64	9
Infection & Immunity	52	15	81	13	99	14
Medical Imaging	25	7	61	10	60	8
Molecular Life Sciences	19	5	26	4	19	3
Regenerative Medicine	20	6	48	8	50	7
Toxicology & Environmental Health	9	3	21	3	29	4
No programme / Other	17	5	36	6	66	9
Total	334		634		722	

These data pertain to courses handled by the PhD Course Centre only. Courses listed in Table 35, but offered by other organisers are not included. Thus, the number of PhD candidates (#) who followed a course in 2017 actually is substantially higher. % signifies the proportion of PhD candidates from a particular programme



May 2018

Editor: Saskia Ebeling, PhD

This report is based on the annual reports of the Board of Admission, Educational Committee, Board of Examiners and Master's degree courses of the GS-LS. Data on the PhD track are based on the annual reports of the PhD programmes of the GS-LS. In addition, the contribution of Shirrinka Goubitz, Nivard Koning, Kirsten Boersma-van Nierop, Tamar Aprahamian, Kim van den Heuvel-Taverne, the LSR and the PhD council are gratefully acknowledged.

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