

Decision of the FIBAA Accreditation and Certification Committee



1st Meeting on 26 February 2021

PROGRAMME ACCREDITATION

Project Number:	20/082
Higher Education Institution:	Erasmus Centre for Healthcare Management - Erasmus University Rotterdam (EUR)
Location	Rotterdam (The Netherlands)
Study Programme:	Executive Master of Health Business Administration (MHBA)
Type of Accreditation	Re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is re-accredited with two conditions.

Period of Accreditation: June 1st, 2021 until May 31st, 2028

Conditions:

- Condition 1: ECHM includes the level of English proficiency needed in the study and examination regulations so that students are aware of the English level required to study the programme (see chapter 2.5).
- Condition 2: ECHM correctly indicates the degree of the programme (MHBA) on its website (see chapter 5.3).

Proof of meeting these conditions is to be submitted by November 25th, 2021.

The conditions have been met on 26th of February 2021, the FIBAA Accreditation and Certification Committee

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Erasmus Centre for Healthcare Management - Erasmus University Rotterdam (EUR)
Rotterdam (The Netherlands)

Master programme:

Executive Master of Health Business Administration

Degree awarding institution:

Erasmus University Rotterdam (EUR)
Rotterdam (The Netherlands)

Qualification awarded on completion:

Master of Health Business Administration (MHBA)

General Information on the Study Programme

Brief description of the study programme:

The Master of Health Business Administration programme provides managers in the health service and welfare sector with strategic business administration competencies and in-depth sector-specific knowledge. Students develop management, financial, health operations and networking competencies on a strategic level and adapt and improve their personal value system as well as leadership style and managerial effectiveness. The MHBA is an executive programme and targets professionals who are in strategic positions in their organisations.

Type of study programme:

Master programme

Projected study time and number of ECTS points assigned to the study programme:

2 academic years, 60 ECTS

Mode of study:

Part-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

No

Scope (planned number of parallel classes) and enrolment capacity:

One group of 22 participants per cycle

Programme cycle starts in:

Summer semester; cycle starts every academic year

Initial start of the programme:

June 2003

Type of accreditation:

Re-accreditation

Last accreditation period:

March 21st, 2014 until May 31st, 2021

Procedure

A contract for the re-accreditation of the Master of Health Business Administration (MHBA) was made between FIBAA and Erasmus University Rotterdam on 18 August 2020. On 8 October 2020, the University submitted a self-assessment report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The University has agreed with the chosen experts. The panel consisted of:

Prof. Walter Sermeus

Katholieke Universiteit Leuven
Professor of Healthcare Management
Programme Director Master in Healthcare Management & Policy

Prof. Dr. Oliver M. Rentzsch

Fachhochschule Lübeck, University of Applied Sciences
Professor of International Marketing and Management

Prof. Dr. Peter van der Sijde

Virje Universiteit Amsterdam
Professor of Organization, Entrepreneurship & Technology
Director Science Business & Innovation (SBI) Master programme

Jacqueline Santbergen

The Blending Experience, Deventer
Health Care Management
(Quality assurance in health care sector)

Tobias Burk

University Hohenheim, Stuttgart
Student of Management (M.Sc.) and Business Engineering (M.Sc.) (Double Degree Programme Hohenheim/Liège)

FIBAA project manager:

Antonia Lütgens

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online visit. The digital conference took place on 02.-03.12.2020 via the meeting software Zoom. At the end of the digital conference, the panel has given a short feedback on its first impressions to representatives of the University.

The assessment report based on this was delivered to the University for comment on 27th January 2021. The statement on the report was given up on 4th February 2021, it has been taken into account in the report on hand.

Summary

The Master of Health Business Administration (MHBA) offered by Erasmus University Rotterdam fulfils with few exceptions the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on June 1st, 2021 and finishing on May 31st, 2028, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the insurance of foreign language proficiency and the documentation of the programme¹. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:**
ECHM includes the level of English proficiency needed in the study and examination regulations so that students are aware of the English level required to study the programme (see chapter 2.5).
- **Condition 2:**
ECHM correctly indicates the degree of the programme (MHBA) on its website (see chapter 5.3).

Proof of meeting these conditions is to be submitted by November 25th, 2021.

The panel members also identified several areas where the programme could be further developed:

- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3),
- Logic and conceptional coherence (see chapter 3.1.1),
- Ethical aspects (see chapter 3.1.5),
- Methods and scientific practice (see chapter 3.1.6),
- Examination and final thesis (see chapter 3.1.7),
- Internationality of the student body (see chapter 3.4.2),
- Multidisciplinary competences and skills (see chapter 3.5),
- Instruments of quality assurance (see chapter 5),
- Evaluation by students (see chapter 5).

The measures that the University takes in order to chapter implement the recommendations of the panel members will have to be considered during the next re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Objectives of the study programme (see chapter 1.1),
- Positioning of the study programme in the educational market (see chapter 1.3.1),
- Positioning of the study programme on the job market for graduates ("Employability") (see chapter 1.3.2),
- Admission requirements (see chapter 2.1),
- Counselling for prospective students (see chapter. 2.2),

¹ These aspects are asterisk criteria which means that they are essential for the study programme.

- Professional experience (see chapter 2.4),
- Logic and plausibility of the didactical concept (see chapter 3.3),
- Skills for employment (see chapter 3.6),
- Academic qualification of faculty (see chapter 4.1),
- Pedagogical/didactical qualification of the faculty (see chapter 4.1),
- Practical business experience of faculty (see chapter 4.1).

There are two criteria, where the programme performs exceptionally well:

- Student support by the faculty (see chapter 4.1),
- Programme Director (see chapter 4.1).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Erasmus University Rotterdam (EUR) was established in 1913.² The Master of Health Business Administration (MHBA) is offered by the Erasmus Centre for Health Care Management (ECHM, see <https://www.erasmuscentrumzorgbestuur.nl/>)³. The Centre of Health Care Management was originally founded in 2003, is connected to the Erasmus School of Health Policy & Management (ESHPM)⁴ of the Erasmus University Rotterdam (EUR) and offers post-academic education on policy and management in healthcare. It is a 100% subsidiary of EUR Holding, an organisational entity of EUR.

The mission of ECHM is to update and adapt the managerial knowledge, skills and vision of its target group to the ongoing transformation of the healthcare sector. In the Netherlands this sector includes primary, secondary and tertiary care, social services and welfare institutions. ECHM offers a portfolio of advanced educational programmes and training that address managerial responsibilities and challenges in the Dutch healthcare sector. Most of them can be characterised as management development programmes. The programmes are developed in close cooperation with the sector. They are open to board members and those directly reporting to them, as well as to directors of health insurance companies, professionals with managerial responsibilities and senior government officials working in the healthcare sector. Among these programmes, the MHBA is the only one leading to an academic degree. As part of the EUR, ECHM connects science to practice in its programmes and research.

ESHPM has around 160 employees and around 1,070 students. The school was established in 1982 as an institute of EUR's Faculty of Medicine and Health Sciences and offers a Bachelor programme and four Master programmes. Currently it enjoys an independent status as a school/faculty within the University. The Accreditation Organisation of the Netherlands and Flanders (NVAO) accredits the school's study programmes. ESHPM has seven research groups: Health Technology Assessment, Health Economics, Health care Governance, Health Services Management & Organisation, Law & Health Care, Socio-Medical Sciences and Health Systems & Insurance.

The underlying organigram of the parties (ECHM, ESHPM and EUR) and the governance structure were explained and illustrated in the self-assessment report (pp. 12-13) and appendix (0.1 Organigram). ECHM awards the degree of the programme whereas ESHPM is responsible for the academic decision-making.

² EUR was established under the former Dutch name Instituut Beleid & Management Gezondheidszorg.

³ The Centre was previously referred to as Centre for Management Development in Healthcare (CMDz).

⁴ Formerly known as Institute of Health Policy & Management (iBMG). The ESHPM started in the year 1982.

Further development of the programme, implementation of recommendations from previous accreditation

The MHBA is offered since 2003. It was first accredited by FIBAA in 2009 until end of May 2014. After accreditation, the programme was gradually developed further – on the one hand, by following-up the obligations and recommendations of the peer-review report, on the other hand, as a result of continuous evaluation of the context, input, processes and outcomes.

As the panel members can judge from the statistical data given, the study programme at hand has shown to be successful throughout the recent years, due to the constant numbers of total first year students. The below data is an extract from the statistical data provided in the statistical data (see appendix 0.2 Statistical data):

	2018-2020			2019-2021			2020-2022		
	MHBA 16	men	women	MHBA 17	men	women	MHBA 18	men	women
Study places	22			22			22		
Applicants	36	13	23	39	17	22	42	20	22
Application rate	164%			177%			191%		
(First year) students enrolled	22	8	14	22	11	11	22	13	9
Rate of female students			60%			50%			41%
Percentage of occupied study places	100%			100%			100%		
Admitted applicants	31	14		32	16	16	39	20	19
Utilisation rate	100%			100%			100%		
Average degree	C	C	C						
Graduates	21	7	14						
Success rate	95%	88%	100%						
Drop outs	1	1	0						
Average duration of study	2 years	2 years	2 years						

The number of students demonstrates the attractiveness of the programme for students. The data includes the line 'admitted applicants' whose figure is above the study places available. According to ECHM, the explanation for the fact that the number of 'admitted applicants' is higher than the available places is diverse. Some applicants are allowed to participate but decide that they won't because of personal, financial or job-related developments. The intakes sometimes happen way before the programme starts and sometimes students withdraw or decide not to start. The decision of the programme management then however stands. Additionally, sometimes applicants are allowed to participate but not in the first group that starts but one year later due to for example group-composition. In that case some of the 'admitted applicants' represent the same person as a 'participant' in the year thereafter. Therefore, there is a slight overlap in these two numbers. Regarding male and female students, the numbers are fairly balanced. The average grade of the final degree in the programme is C. The success rate in the programme ranges from 95% to 100%.

The University has made an in-depth response to the recommendations made for improvement in the previous accreditation as listed below. These are examples of the main changes (for all changes see self-assessment report pp. 14-23):

General recommendations regarding the programme and its governance

- ECHM has increased making students familiar with scientific research. There are now a total of 8 classes of teaching Research Skills in the programme; including two 'return days' during the individual thesis process. These days include a personal intervention session – a knowledge development tool that requires the peer-to-peer discussion of a case study contributed by a group member - and guidance in writing the thesis.
- ECHM has updated modules, both in terms of content and course load (in preparation, contact hours and Processing Assignments).
- A minimum requirement of sector-specific professional experience necessary in order to follow the programme is now defined. The formal requirements and description of the target group are explicitly communicated on the website, in brochures and in oral communication. Formal entry requirements are applied for every intake for a strategic position, namely managerial experience (+/- 5 years) and a link with the care sector (either directly with a care organisation or, for example, a subcontractor or supplier).
- The programme managers and director(s) have organised the division of tasks across current job and role descriptions. The Education & Examination Regulations (see appendix 3.1.A Study and Examination Regulations) have been completely updated. New, clear provisions have been included, which give participants more clarity and rights in case they are dissatisfied with proceedings surrounding their course. The current Examination Board will request advice and coordinate with the ESHPM Test & Examination Board, from year MHBA-18 (2020-2022).

The Programme's Content

- This recommendation of continuing to look for examples of good practice in other health care systems and using them as a source of inspiration for innovation and benchmarking, is addressed most explicitly in the study trip; the trip is dedicated explicitly to this. Participants are introduced to (two) other care systems. The plan is to be better prepared for from the year 2020 onwards, by adding a class on care systems to the curriculum, developed by ESHPM. On top of that there are also initiatives to involve international teachers whose experience in other health care systems contributes to participants' international orientation.
- In order to integrate the role of intercultural management and health care service delivery, in the second year of the course the theme of intercultural management is given specific attention during coursework on HR policy. Company culture, and cultural paradigms and filters are highlighted in the first year during the module Strategic Management. The Rhineland paradigm is discussed and a whole seminar is dedicated to participants becoming aware of their own cultural filters. Both of these topics are discussed in new class courses that have been added to the programme in recent years.
- Several changes in the last couple of years have contributed to the strengthening the development of negotiating and public-speaking skills. The fact that Leadership and Soft Skills is now a separate module with learning goals, classes and assignments reinforces the attention on the skills in the programme.

Didactics of the programme

- Detailed adjustments have been made to the distribution of coursework over the two years. Students had indicated that the study load peaked halfway through the first year and halfway through the second year. Adjustments have been made by redistributing reading work and assignments. All these new interventions ensure that the study process, achievability and workload are given more focus.
- It is a focus point for programme leaders to address the (core) teachers about laying down the feedback practice as part of the study programme's didactic outline. The course's vision and the reasoning behind the structure of the course are explicitly shared with students at the beginning of their training; sufficient attention is also paid to the role of feedback at this point.
- The entire thesis module has been adapted and the assessment form has also been revised in order to clarify the relation between grading of the Master thesis and of its Defence.
- Oral presentations have been added to various seminars and assignments. For example, in the Change Management's Processing Assignment, there is now the option to defend the assignment with the support of a written elaboration, thus preparing students for the thesis Defence.

Other recommendations for the programme

- Further opportunities for alumni to remain in contact amongst each other have been formalised in collaboration with the other programme leaders of the ECHM. There is an alumni conference every two years, not just for MHBA alumni but for alumni of all programmes, to expand and facilitate interaction. In between conference years there is a centre-wide lecture, called the Lapré Lecture, which alumni are also invited to. The centre also organises the so-called Thematic Study Days, which MHBA alumni are always invited to.

Appraisal

The panel members welcomed the successful development of the programme over the last seven years. ECHM has proven its commitment to continuous improvement which is clearly shown in their response to the recommendations stemming from the 2014 FIBAA-accreditation. The constant number of applications and the high utilisation rate proof that the programme has a good reputation in the professional field. The great majority finish the programme within the scheduled period. Recommendations made by the panel in 2014 to improve quality have largely been implemented.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The qualification objectives are documented in detail in the self-assessment report (see p. 27-28), particularly in relation to developments in the Dutch health care sector. The starting point for the development of the programme objectives is the transformation of the Dutch healthcare sector. Six important strategic developments are identified:

1. The sector is changing from an exclusively public area to a public/private hybrid as the role of health providers and insurers shifts from implementing governmental policies in a public administration environment toward initiating and implementing organisational strategy in a health business environment.
2. Health care providers' public budget funding is progressing towards a mix of budgets, pay-performance, tenders, integrated care funding and private payments. Meanwhile, providers and insurers are becoming increasingly responsible for handling the financial risks of exploitation and capital investment. These entrepreneurial risks are increased by the progressive rise in competition levels.
3. The government and the general public have rising expectations for the improvement of quality and productivity of health care delivery and this generates an urgent need for business process innovation.
4. The consequence of the health and welfare needs of the ageing population is an expansion of the scope of demand beyond restoring health, toward supporting quality of life. This stimulates the development toward inter-organisational and inter-sectoral coordination and the integration of health care supply.
5. Important parts of long-term care insurance are gradually transferred from the central government and health insurers to local authorities. This requires providers to establish relationships with these authorities. Local authorities expect providers to develop innovative concepts to integrate cure and care with local social services, so as to improve the quality of life and self-management of the local population.
6. The emergence of the public/private hybridisation challenges the balance between social, entrepreneurial and professional values in the traditional value system of health care managers.

The Master of Health Business Administration programme provides strategic managers in the health service sector with generic strategic business administration competencies that enable them to deal effectively with these challenges. Students should develop management, financial, health operations, and networking competencies on a strategic level and adapt and improve their personal value system as well as leadership and managerial effectiveness. These educational needs have been translated in the overall programme objectives:

1. To assist senior strategic managers in the Dutch health sector to oversee, understand and evaluate – in a scientifically valid and practically relevant way – the nature and direction of the transformation of the Dutch health care sector (from a national and international perspective).

2. To update and adapt students' managerial knowledge, competencies and values with a scientifically valid, state-of-the-art health business administration body of knowledge, to enable them to contribute to a front-running role within their organisation on a strategic level in the transformation of the sector. This contribution should aim to improve the value creation for individual clients as well as society at large.
3. To enable participants to apply state-of-the-art health business administration theory and values in their personal health care management behaviour and to continue to do so after graduation.

The MHBA is an executive programme as the target group members have strategic positions in their organisations. Therefore, the programme objectives focus on strategic knowledge, competencies and values.

Appraisal:

The panel members find that ECHM systematically bases the qualification objectives of the MHBA on the specific requirements of the target group. The panel members particularly highlighted EUR's reputation in the field. The qualification objectives are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

		Exceptional quality	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)	x				

1.2 International orientation of the study programme design (Asterisk Criterion)

ECHM's target group consists of top-level managers in the Dutch health sector and its market is a decisively national one. ECHM explains three reasons for the market's national character and its limits of international mobility in the self-assessment report (p. 31). Firstly, the Dutch health care sector provides broad career perspectives within the Netherlands. Secondly, Dutch health care providers are predominantly foundations, owned by Dutch stakeholders. They operate on a local, regional or national level and do not serve foreign markets. Thirdly, the Dutch health care sector differs from health care sectors abroad in terms of financing, health care delivery patterns, the degree of political ownership and governance, the positioning of health insurance in the overall package of social security arrangements and the health care reform agenda. Furthermore, cultural and language barriers are rather pronounced in healthcare.

Because of this outspoken national character, international employability of students is not a qualification objective of the MHBA and the internationalisation of the student body is no direct aim of the programme management. ECHM still considers the international orientation to play an important role for the MHBA. International elements in the programme include module 5 on Dutch healthcare management in an international and intercultural perspective (3rd semester) which contains a one-week study trip to one or two other European countries. In addition, the curriculum offers lectures on the EU and health policy as well as legislation on competition in health care. The faculty bring an international dimension into their teaching activities, presentations and discussions. Students are encouraged to join the European

Healthcare Management Association (EHMA) network (also see ch. 3.4). The students which were interviewed during the digital conference praised the study trip and international orientation of the programme.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. It is understood that the international focus is somewhat limited given the little international mobility of Dutch healthcare managers. That said, ECHM does strive for an international orientation in other areas such as the examples described above. The panel members feel that ECHM could expose more to international networks and that international aspects could play a more prominent role in the programme's content. The interview round with the students has shown that they value the international orientation of the programme. ECHM could also include international aspects via online teaching formats. In sum, a more strategic approach could be envisaged in future years to strengthen the international orientation of the study programme design.

		Exceptional	Exceeds quality re-quirements	Meets quality re-quirements	Does not meet quality requirements	not n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

The EUR as well as ESHPM and ECHM aim at achieving academic excellence on a national and international scale by providing excellent opportunities for higher education and research. The MHBA programme is positioned in the upper segment of the Dutch healthcare management market. The target group consists of staff and line managers in strategic positions, on board level or directly reporting to the board. Market research shows that the MHBA has a unique position as an executive study programme for healthcare managers as there is no similar study programme in the Netherlands. ECHM is well aware of its competitors and is remarking that other institutions rather offer generic MBA programmes with an elective healthcare track, which is less specialised than the genuinely sector-specific MHBA. Other unique selling points defined by ECHM are the customer intimacy, the combination of academic and practical knowledge, the vast academic and professional experience of the lecturers, the emphasis on personal development, and the heterogeneity of the student group. Students are recruited mainly by direct marketing efforts, recommendations by alumni and the institution's extensive network. These efforts are supported by modest advertisement activities in sector-specific management journals and on the internet.

The MHBA does not explicitly aim at boosting the students' career as they either already are on strategic level in their organisations and report directly to senior management (director and/ or member of the board). Participants rather intend to update and enhance their knowledge and competencies and to improve their managerial effectiveness. However, many alumni switch to other positions or assume board positions shortly after graduation. This was also confirmed by the alumni that were interviewed during the digital conference. In order to align the MHBA with the needs in the job market, the programme is annually evaluated by students and alumni. Results confirm that the programme meets the needs in the labour market. The Advisory Board regularly evaluates the fit between the curriculum and the demands of the labour market and discusses suggestions made by students and alumni.

As regards the positioning of the study programme within the University's overall strategic concept, the University states that lifelong learning and executive education play an important role in EUR's vision and strategy. At ECHM, all programmes have a strong focus on healthcare management and address a broad and differentiated target group. The MHBA – as the only study programme that leads to an academic degree – has a unique role within the organisation.

ECHM considers the executive MHBA a crucial element in its portfolio. It elevates the academic quality of the Dutch senior management ranks. The programme offers opportunities for the dissemination of research activity results within ECHM and to the students and organisations of ESHPM. It also offers opportunities to strengthen the network of ECHM and ESHPM with the top management of organisations in the health care sector. The strength of this network is of mutual benefit for the health field and EUR. It creates unique research opportunities in the health management field and the results of this research are fed directly back to senior managers in the sector.

Appraisal:

The MHBA has a clear position in the respective education market. In this sense ECHM has a unique market position with only little competition for students, which is also reflected by the stable application numbers. However, the education market is rather small and limited by national borders. Hence, the success of the programme depends heavily on the further development of the healthcare sector. The reasons given for the positioning in the educational market of this study programme are plausible. On top of this, ECHM thoroughly examines the educational market and uses the results in establishing its own unique and competitive profile. ECHM's network is an asset to the programme.

That said, the panel members have noticed during the digital conference that the programme seems to navigate between being a Master programme and being an MBA. This is firstly shown in the description of the programme by the programme management which sometimes referred to the programme as *the MBA*. So did the students and alumni that were interviewed. Secondly, this also comes up in the documentation of the programme (see evaluation in ch. 5 below). The panel members recommend that ECHM need to position themselves clearly in this regard and decide strategically, which route they want to take; i.e. offering the programme as an MBA or Master programme. In terms of programme content and requirements, the programme would qualify for being an MBA. However, ECHM wishes to strengthen the academic side of the programme further, which certainly speaks for keeping the Master status. This is underlined by the University's plan to apply for NVAO accreditation to achieve the status of Master of Science for the programme. It is also understood that EUR already offers a (generic) MBA in its executive education portfolio.

As regards the student employability, the MHBA has a very good reputation on the labour market and has developed a clear brand in the field of healthcare. There is clear empirical evidence that the programme has a positive effect on the career development of its graduates. The programme management uses its excellent network into the job market to get feedback and suggestions for improvement. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. On top of this, ECHM has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

Also, the study programme is convincingly integrated into the University's overall strategic concept. The study programme's qualification goals are in line with the University's mission and strategic planning. The panel members asked the top management of the institution how they monitored the programme given its integration in two systems (ECHM and ESHPM). The top management has explained that University, School and Centre all follow the same regulations. There has been concern in the previous re-accreditation as regards the roles and functions of the Examination Board members. The Examination Board is part of ECHM. On the one hand, the committee is supposed to control the whole examination procedure, establish general rules and receive appeals of unsatisfied students. On the other hand, it decides whether the Master theses are approved and is thus part of the operative examination procedure which it should control. Moreover, as the examining board is composed of the programme management, its members simultaneously participate in the programme and supervise and coach the students. Reacting to this concern and in preparation for closer collaboration with the ESHPM faculty, new agreements are being made for integration with the faculty's systems. This means that the Examination Board will take on an altered, more formal role in future than is currently the case. The panel members understood that arrangements will be made about the division of responsibilities.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

The admission requirements are related to the target group, the qualification objectives and the nature of the programme. Admission requirements that apply for the programme are:

- a. Previous education: students have completed a university or higher vocational education and graduated with a Master's or Bachelor's degree.
- b. Work experience: minimum of 5 years professional experience in the field of health care after the first higher education diploma, of which at least three years at a strategic level. Multiple years of strategic (responsibility for matters is an important condition for admission, because the programme works with the previous and current experiences of students.
- c. Work environment: the current work environment must be in the domain of health care, must be at a strategic level and must have sufficient possibilities for the completion of assignments.
- d. Sufficient command of the English language (a part of the literature and presentations are in English). This will be checked during the intake interview.

The quality and duration of the professional experience required is elaborated on in the self-assessment report. The MHBA is open to board members and those reporting to them. Extensive practical responsibility for issues in the field of strategy and internal organisation is a prerequisite for admission. This means that students hold senior positions. The MHBA students are very experienced personalities (cf. assessment-report p. 39 and appendix 3.1. A Study and Examination Regulations). Regulations for admission, including the admission requirements, are defined in the Study and Examination Regulations and have been included in the brochure for prospective students, which can also be found on the ECHM website. Applicants to the programme can obtain an enrolment form and further information from the programme coordinator. Applicants need to deliver the following documents:

1. Completed enrolment form (see appendix 2.1 Enrolment form MHBA 2020-2022_Dutch),
2. Curriculum vitae,
3. Four completed preparatory questions,
4. Brief description of the current work position of the candidate,
5. The main reason motivation for participation in the programme,
6. Passport photo and a copy of the passport/ID card,
7. Copies of qualifications (diplomas or equivalent).

Programme management decides which candidates are qualified on the basis of the submitted documents. One programme manager conducts structured admission interviews with the candidates. The applicants' documentation together with the written report of the admission interview provide the information to assess whether the candidate meets the admission requirements. The interview is also used to assess whether the candidate's ambition, motivation and expectations fit the programme and whether the circumstances (work-wise and personally) will make it possible to successfully finish the programme within two years.

The admission policy is also aimed at putting together a heterogeneous group with students coming from various subsectors. The programme management takes the final decision. When the candidate does not meet all formal requirements, an exception authorisation can be granted. Candidates with no first degree need to have a comprehensive professional career or a formal assessment that demonstrates analytical capacities at academic level. The

programme coordinator offers further explanation on the procedure and the admission requirements on demand. Relevant documents collected during the admissions process, as well as correspondence with candidates are documented and accessible for ECHM employees. All applicants receive a letter with the admission decision, in case of denial with an explanation of the decision. In these cases, the letter is followed by a telephone call with a programme manager in order to give additional explanation and advice.

Appraisal:

The admission requirements in place are defined and comprehensible. They ensure a diverse and qualified student group. Additionally, the admission requirements are oriented towards the strategic goals of the study programme. The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. The University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. The selection procedure is transparent and ensures that qualified students are admitted. ECHM officially regulates the selection procedure (see appendix 2.0 Regulations for admission) and admission requirements (see appendix 3.1. A Study and Examination Regulations). The quality and duration of the professional experience required is systematically derived from the study programme's objectives. They go beyond the level normally required.

The programme is delivered predominantly in Dutch language, however, most study materials are in English. Other areas of the programme afford command of English as well, this includes the study trip abroad and classes taught by non-Dutch speakers. It is understood that pre-education in the Netherlands includes English as a compulsory study subject and the level of English is tested during the selection interview. The panel members also did not detect a problem. However, the level of English needed is not formally listed in the study and examination regulations. Therefore, the panel members recommend the following **condition**:

ECHM includes the level of English proficiency needed in the study and examination regulations so that students are aware of the English level required to study the programme.

		Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	
2.1*	Admission requirements (Asterisk Criterion)	X			
2.2	Counselling for prospective students	X			
2.3*	Selection procedure (if relevant)		X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)	X			
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				condition
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X		

3 Contents, structure and didactical concept of the programme

3.1 Contents

An overview of the different modules of the programme is provided in the self-assessment report (p. 41). The curriculum overview and planned student workload has been provided along with the self-assessment report and is displayed below (see appendix 3.0 A: Curriculum Overview and planned student workload):

Appendix 3.0 Curriculum Overview and planned student workload								
Executive Master of Health Business Administration								
Module No.	Title of module / Course unit	Creditpoints per semester				Workload		
		1	2	3	4	Hours in class	Hours Selfstudy	
1	Strategic Management in the health care sector	11 ECTS				308 hrs		
1.1	Introduction strategic management	3				30	56	
1.2	External analyses, strategic marketing and positioning	3				30	56	
1.3	Power, culture and strategic decisionmaking		2,5			16	50	
1.4	Monitoring, evaluating and accountability		2,5			20	50	
2	Optimisation and innovation of business processes in the health care sector	8 ECTS				224 hrs		
2.1	Operations strategy & management, quality control and alliances	3,5				30	48	
2.2	Continuous improvement in business operations	2				25	43	
2.3	Innovation management, business models and implementation	2,5				30	48	
3	Financial Management in the health care sector	8 ECTS				224 hrs		
3.1	Introduction to financial management; financial resilience and management & control		1,5			20	22	
3.2	Cost prices and Healthcare contracting		1,5			20	22	
3.3	Capital costs, investments, real estate and planning & control incl assignment		2,5			20	50	
3.4	Fieldwork assignment		2,5			10	60	
4	Change Management in the health care sector	8 ECTS				224 hrs		
4.1	Introduction to change management, -leadership & skills			2,5		24	55	
4.2	Change management in the context of HRM, quality and governance			2,5		24	42	
4.3	Change management in wicked situations - tools, skills and management			2	1	24	55	
5	Dutch HC management in a international and intercultural perspective	3 ECTS				84 hrs		
5.1	Dutch health care management in a international and intercultural perspective			3		50	34	
6	Research methodology and thesis	17 ECTS				476 hrs		
6.1	Methodology and research skills			3,5		10	88	
6.2	Master Thesis				13,5	24	354	
7	Leadership and softskills	5 ECTS				140 hrs		
7.1	Introduction to leadership - theory and practice	1,5				20	22	
7.2	Skills and capabilities for a healthcare leader	0,5	0,5	0,5		28	14	
7.3	Personal leadership; -development, intervision and peer-review	0,5	0,5	0,5	0,5	42	14	
Credit points/hours:		16,5	14,0	14,5	15,0	497	1183	
Total hours							1680	
Total ECTS points:		60						

Separate lists show the individual modules and address the modules' learning objectives, content, planning, lecturers, assignments and literature (appendices 3.0 B1-B7).

The main part of the curriculum consists of modules, derived from the main subject-matter components in the field of business administration; Strategic Management, Optimisation & Innovation of Business Processes, Financial Management (all in year 1) and Change Management (year 2). The Strategic Management module functions as the common thread of the programme in the first year, which focuses on the analytical, evaluative and creative aspects of the strategy process, with broadening and deepening attention to financial management and business process (re)design. After evaluating strategic choices made by the organisations that the students work for, the students are ready to deal with the question of how to condition organisations so that strategic choices can be realised. This question is the starting point for the Change Management module in the third semester. Leadership and soft skill development run throughout the whole programme. Two more modules complete the curriculum; the module on Dutch Health Care from an international and intercultural perspective, which reflects on the importance of challenging the Dutch health care paradigm, and the module on Research Methodology and the Thesis (year 2), which reflects on the academic positioning of the MHBA and the academic ambitions on a Master thesis level.

The qualification awarded to graduates by EUR is “Master of Health Business Administration”. This title should express the reorientation from public administration to management that characterises the Dutch healthcare sector. “Health” in the qualification title refers to the fact that the programme content is sector-specific.

Programme content, the teaching-learning process and the specification and assessment of learning outcomes are geared toward application of theoretical and practical knowledge and skills in the students’ professional field. Integration of theory and practice is accomplished in the programme in the following ways:

1. The practical experience of the teaching staff is used in the teaching-learning process. Staff members illustrate theory and its application with practical examples. Hence, combined academic and practical experience is a crucial requirement in the recruiting procedure for teaching staff members. Staff also need to have proven didactic skills that allow them to explain the application of theory in practice.
2. Guest lecturers bring real-life cases they have experienced or are experiencing. Guest lecturers are selected for their ability to conceptualise their cases in the theoretical context of the curriculum.
3. Students are encouraged to compare their own work experience in classroom discussions with theories and visions presented by the programme staff and guest lecturers.
4. The programme managers moderate each meeting and have an active role in bridging theory and practice by questioning and adding integrative explanations. This also helps build consistency and coherency within and between modules.
5. Integration of theory and practice is also accomplished through the written assignments that students are required to submit at the end of each module. The assignments require application of theoretical insights to the specific strategic practice of the work environment of each student.
6. Integration is accomplished in the context of the thesis, through theory-driven empirical research and the Study Trip.
7. Each module ends with a ‘valorisation session’. Students are asked to reflect on the content of the lessons, how they can apply this knowledge in their practice, what their organisation is aware of and which steps they have taken in developing their (personal) leadership.

The curriculum is built around modules that integrate subjects from a variety of related academic disciplines. Most modules are interdisciplinary in character. Subjects are derived from a range of disciplines, including strategic health care management and marketing, health economics, health logistics, health law and public health and epidemiology.

The MHBA is designed as an academic programme on Master level. Preceding tertiary education at the Master or Bachelor level is an admission requirement for the programme. This guarantees that students are familiar with the basics of research methodology. Students are required to apply scientific knowledge, and analyse and evaluate data on the basis of theories and by using scientific methods. The methodological module starts in the third semester so that students find guidance when selecting a research subject, developing a research design and implementing it. Besides that, a sound methodological competence is developed in all modules by classroom work and in the context of assignments. Each course ends with an examination to secure the achievement of intended learning outcomes and in this way guarantee a suitable entry level for the next courses. The mainstream form used in examina-

tions is that of written homework assignments. In most of them, students apply the content of the module to a predefined theme in their own working environment.

The Master thesis focuses on relevant issues in the context of the transformation of the healthcare sector. The students can propose a research question and seek for the programme directors' approval. Students are encouraged to write a thesis on generalised issues that are currently on the strategic agenda of their institutions, i.e. the students' theses topics are linked to the research interests of the supervisors in order to provide good matches. Actions for improvements since the last re-accreditation for this area have been described above (peer-to-peer discussions during return days, new assessment form and supervision guideline and inclusion of an English summary to the thesis).

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The contents of the Master programme take into account the students' prior professional experience and refer to it. That said, the panel members recommend to integrate the study trip as a formal part of the programme (e.g. a module) with clear qualification objectives. It is a good opportunity to assess personal and professional development of the students. Currently, these are only retrieved in a diary.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. However, the University should ensure be clear on this being a Master programme (or alternatively offer the programme as MBA programme). This is also elaborated on in 1.3.1 above and in ch. 5.3.1 below.

From the self-assessment report, the relationship between theory and practice is well documented and established. Theoretical questions are, where possible, explained by means of practical examples. There is also evidence that the programme qualifies for interdisciplinary thinking. The Panel members recommend to also include case studies in the curriculum that run through the whole programme structure.

Ethical aspects are an important part of the programme, as mentioned in the self-assessment report (see p. 46), but the panel members emphasise that there is currently no course in healthcare ethics. In the self-evaluation report, the University illustrates the plan to give the topic of Ethics and the ethics of good management and governance a more prominent place in the course (see p. 47). The panel members recommend that this plan is put into action.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. Students acquire methodological competencies and are enabled to do scientific work on the required level. The research methods used are predominantly qualitative research methods. The panel members acknowledge that a lot has been done to strengthen the students' research skills. That said, the panel members strongly recommend the faculty to enable a broader understanding of scientific practice and reasoning. They stated that quantitative methods were important, particularly being able to work with statistics.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The panel members high-

lighted that the quality of the theses has improved since the last re-accreditation. Most of the studies are qualitative, descriptive researches. The panel members suggest that it is monitored that thesis topics are smaller and not too broad. Since the previous re-accreditation, requirements for the theses have been made more explicit. The supervisors are provided with guidelines (rubrics) to assess the theses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet requirements	not quality n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	2 academic years; translates into 1680 hours
Number of Credit Points (CP)	60
Workload per CP	28
Number of modules	7
Time required for processing the final thesis and awarded CP	13,5
Number of contact hours	App. 500

The curriculum consists of seven modules. Module descriptions are available and contain expected learning outcomes and other information that is deemed important for students. The distribution of the workload over the modules and courses indicates the importance of their contribution to the curriculum. The sequence of the modules and courses was chosen in order to obtain an integrated curriculum with cumulative learning outcomes. For that reason, the curriculum structure is fixed, and all modules are obligatory. However, within this integrated curriculum structure, students are expected to personalise their own learning track in several ways. Firstly, they can focus most of the assignments on their specific field of work. Secondly, the financial fieldwork course is established around topics that fit personal interest and relevance. Thirdly, students can propose the topic of their Master thesis. Opportunities for student mobility are not provided as one module can cover up to three semesters.

The programme objectives as well as learning outcomes on module and course level are described in accordance with the Dublin Descriptors for Master programmes. ECTS rating is integrated in the assessment system. The workload of modules and courses and the corresponding credit points (CP) are also designed according to the ETCS guidelines. One CP corresponds with 28 hours of workload. The MHBA requires a workload of 1680 hours, which corresponds to 60 CP. The uneven number 60.5 CP has been adjusted to 60 CP since the

last re-accreditation. The curriculum foresees 500 contact hours and 1183 hours of self-study.

Students have to pass written course examinations which are intended to examine if accumulated learning outcomes of the module have been reached so far. In the fourth semester they write and defend a thesis. The examination regulations have been verified by university lawyers. The final degree is awarded when all conditions specified in the examination regulations are met. The grading of the assignments was amended from the A to E system into the numerical system that is widely used in Dutch academics as of MHBA-18. There are four requirements to be met for obtaining it:

- a minimum of a 5,5-grade for the thesis;
- a minimum of a 5,5-grade for each of the graded examinations in the format of a written homework assignment;
- a pass for the learner reports;
- verified compliance with the participation rule.

Upon graduation, students receive a diploma and a diploma supplement (see appendix 3.1 B Diploma Supplement). The MHBA has an Examination Board whose task it is to organise and coordinate all assessments and examinations. Disabled students can make use of the exception procedures and special facilities described, by making a request to the Examination Board. Students who disagree with an assessment may appeal to the Examination Board to request an individual ruling. The board then assesses whether the request will be honoured. University regulations provide an additional central appeal procedure. However, no complaints have been filed against any examination or any other aspect of the programme up to now.

Students cannot be exempted for parts of the programme through recognition of prior learning. The programme management argues that the group's learning process and group dynamics should not be interrupted and know-how and skills should be acquired and accumulated in an integrated way. Moreover, it is seen as highly improbable that students have already acquired the learning outcomes that are defined for the study programme as the combination of strategic knowledge, practical application and exchange with a vast variety of different perspectives is perceived as being unique.

The overall workload of courses is spread in a balanced way in order to avoid peaks. Student evaluation, interviews with alumni and data on study progress and success are used to monitor the feasibility of the workload. According to the University, students and alumni have not yet complained, and there are no signs that the workload is obstructing the overall study success. However, in individual cases of stagnation additional support is given to the students concerned. Overall, study success is high: Over 90 % of the students finish the programme within the planned two years. Statistical data on the balance of female and male students has been provided in the appendix (0.2 Statistical data). This is fairly balanced.

Appraisal:

The panel members find that the programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns CP per module on the basis of the necessary student workload. Practical components, are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures. The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the University does take into account evaluation findings from oral student feedback. This will also be addressed in chapter 5 below.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

		Exceptional	Exceeds quali-	Meets quali-	Does not	
		ty	re-	re-	meet	qualityn.r.
		ments	quire-	quire-	requirements	
			ments	ments		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

Students are all senior managers who generally know how to manage healthcare services. Most students have acquired their managerial paradigm over a long period of time. The teaching-learning process is focused on explicating, challenging, extending and adapting the students' knowledge and experiences. They are made explicit, views and routines are unfrozen and exposed to different views and ways of working, e.g. of other students, other countries, of the faculty and guest lecturers.

Active participation of students is a prerequisite for this kind of learning. Seminars and workshops are important didactic formats for the curriculum. They create opportunities for intensive exchange of thoughts between the students and the lecturers and guest lecturers as well as between the students themselves. Self-reflection is stimulated in assignments, learning reports, and peer consultation sessions. Students reflect on their own convictions, values, and routines as well as those of the organisations they work for.

Students need time to acquire and integrate the new insights into their professional habits. This consideration is translated in a curriculum structure that offers meetings of two days every three weeks on a rather isolated location. This schedule facilitates a didactic cycle in which a new subject is introduced on the second day of a meeting, followed by a written homework assignment that must be prepared for the next meeting three weeks later. In the assignment students apply the curriculum content to a prescribed strategic aspect of their working situation and are asked to reflect on their own role in it. In the morning session of the next meeting, questions raised during the preparation of the assignment are discussed. Additional theoretical content is introduced during the afternoon session. During the evening session, a guest lecturer offers a real-life experience to end the didactic cycle. The following day a new cycle starts.

The faculty apply a mix of lectures, seminars, subgroups/breakouts, assignments, student presentations, case studies, site visits and field work, peer coaching and self-study elements. The “hidden curriculum” is also seen as an important contribution to the learning process as it offers informal opportunities to learn from peers. The programme design thus leaves room for informal learning moments outside formal meetings.

The programme uses conventional teaching materials, like beamers, flip-charts and whiteboards. It also uses conventional learning materials, like books, hand-outs and power-point presentations. Mandatory literature from books and hand-outs are specified in the course and module descriptions. Additional literature is provided to encourage students to engage in further study. Most of the learning material is digitally distributed among the students.

The programme managers deliberately select guest lecturers to illustrate the application of the course content in different real-life environments. The selection is directed to front-runners in the subject area, who present evidence-based cases that have proven permanent added value to the transformation of the sector. It is considered to be very important that guest lecturers can present their case on a high level of conceptualisation. There is no role for student assistants with regard to supporting staff or students in this programme.

Appraisal:

The panel members stated that the didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of a ‘mixed methods-approach’. Students are encouraged to take an active role in creating the learning process. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module, for instance by regularly using case studies and/or practical projects.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Guest lecturers are invited and contribute to the students’ qualification process with their special experience.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X

3.4 Internationality

The international perspective of the curriculum is developed in the module 5 on Dutch healthcare management in an international and intercultural perspective (3rd semester). The module contains a one-week study trip to one or two other European countries. This acquaints students with two very different health systems, with the useful by-product of new knowledge on foreign health system(s). The contrasts are used to confront the students with the taken-for-granted assumptions in the Netherlands and to increase the possibilities for

comparative learning. The curriculum also offers a lecture on EU and health policy as it is a learning goal for the students to obtain better knowledge and understanding of the strategic significance of the influence of the EU on the dynamics of health care in the member states. A lecture about legislation on competition in health care also clarifies the role of the EU.

As explained previously, the programme is designed to empower Dutch healthcare managers who face the transformation of the national healthcare system. As such, international students are not targeted or intentionally recruited. Nevertheless, the programme attracts foreign students from the Dutch language area (Flanders, Netherlands Antilles). Efforts are also made to stimulate the international networking of students and alumni.

The faculty bring an international dimension into their teaching activities, presentations and discussions. They are mostly Dutch but have a well-developed international orientation through their research and their participation in international networks. There are some international lecturers in the programme every year as well. For example, in the module on strategic management, there are two professors from the UK in the programme as of MHBA-18. ECHM is closely related to the ESHPM which is involved in national and international research in the fields of policy and organisational sciences with a focus on health care governance and management, health economics, medical technology assessment, social medical sciences, health law and health insurance. Teachers from ESHPM with international experience in management and research participate as MHBA teaching staff.

One programme manager attends the European Healthcare Management Association (EHMA) programme Director's meetings which offer a wide network of organisations and individuals committed to improving health and health care. The aim is to undertake more joint activities with other European universities in the future and to encourage students to participate in the EHMA network, thus contributing to an international community of health care managers.

The programme uses several English language generic business administration textbooks on strategic management, strategic operations management and information management, in combination with Dutch sector-specific textbooks and hand-outs of articles. The latter can be both in English and in Dutch since the faculty publish in national and international articles. Teaching in English takes place during the study tour and in some lectures of non-Dutch lecturers.

Appraisal:

International contents are an integral part of the curriculum. The students that were interviewed during the digital conference valued the international contents of the programme. The panel members conclude that the students are prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The measures taken to promote internationality are goal-oriented. For the future, the panel recommends to open the programme to international students and to promote diversity of the student group.

The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

	Exceptional	Exceeds quality re-quirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X		
3.4.2	Internationality of the student body		X		
3.4.3	Internationality of faculty		X		
3.4.4	Foreign language contents		X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

There are several ways in which students of the programme can develop their communication skills. To improve their communication and public-speaking skills, students are asked to present results from their work in small groups, as well as a report on their financial field work during plenary teaching sessions. If needed, they receive direct informal feedback on their performance by the programme manager who moderates the module. In the two formal oral examination moments – Fieldwork and the Thesis – these skills are also examined and valued. Summative and formative feedback is also given on the written examinations throughout the programme. During class students are often required to present the results of small assignments and breakouts. During some classes the skills being trained are explicitly discussed. For example, in Change Management, students pitch a plan for implementing change. In the Change Management module, a new form of examination was introduced: students deliver a written assignment but can now also opt to present and defend their assignment.

Teamwork and conflict handling are addressed in the Leadership & Soft Skills course. Furthermore, students regularly work in subgroups during classes. These subgroups are asked to practise the application of concepts and tools in analysing a case or question together. Further feedback on their management skills is also acquired during the peer consultation sessions outside of the plenary classes.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. According to the panel members, the skills development in the programme is appropriate for an executive Master. The panel members also took note of the so-called ‘hidden curriculum’ (see self-assessment report on p. 57). The hidden curriculum includes informal learning opportunities for the students, e.g. contact with their peers outside the formal teaching situation. The panel members feel that personal development is an important part of the curriculum and that the hidden curriculum should be a more transparent key element of the programme, i.e. that there should be a course focused on personal development.

	Exceptional	Exceeds quality re-quirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme rationale is to support students in adapting their managerial thinking and responses to the emerging market-driven conditions of the Dutch health care sector. Successful completion of the programme implies that students are well-equipped for managing these new conditions in the sector. This provides them with a competitive advantage over peers who have not adapted their thinking and responses. This competitive advantage is reflected in the active interest of head-hunters in the students (insofar as they are not already in top positions) and in the programme itself.

As is explained in the self-assessment report (p. 69), at the beginning of the programme all students receive a personal assessment, the Life Style Inventory (LSI) questionnaire (a 360 degree assessment of the personal management profile of the student). Based on this assessment the students write a personal development plan for personal effectiveness that is used during peer consultation and training sessions with a coach. This provides each individual with measures for personal development and benchmarks for their progress. The programme management is responsible for aligning the curriculum content with not only the programme objectives, but also the labour market. To realise this, the programme management uses the input from the Advisory Board (with representatives from the target group/employers), alumni and current students. These parties regularly evaluate the programme. In order to use the Advisory Board as a valuable source of input, the academic director attends Board Meetings, where the director ascertains a realistic view of trending topics. A recent example is the stronger focus on topics like real estate management and processes of long-term investments in coursework, which resulted as a direct reflection of changes in regulatory items.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

		Exceeds Exceptional quality requirements	Meets quality re-requirements	Does not meet quality requirements	not n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)	X			

4 Academic environment and framework conditions

4.1 Faculty

The University has provided a list of teaching staff and their CVs in the appendix (see 4.1 Teaching staff and their CVs). The faculty of the programme consists of seven core teachers/examiners and 24 guest lecturers (2018-2020 cohort). Some of the core teachers have additional roles such as the Outgoing Academic Director (one), the Academic Director (one), Programme Managers (two) and Thesis Supervisors (six). The core and guest lecturers have academic backgrounds. The core lecturers, who provide the major part of the programme and are in charge of the examinations of the assignments, are either professors (two) or have PhDs (five). All core lecturers are connected to ECHM and some to the ESHPM. Guest lecturers contribute cases from practice. They are primarily selected because of their extensive work experience in the health sector. Additionally, they must be able to conceptualise the case content and place them in the theoretical context of the curriculum. All lecturers, both teaching staff and guest lecturers, must meet the following established criteria:

- Academic level of knowledge, ability to think in concepts;
- Broad experience in the specialty field that is taught;
- Work experience at a strategic level;
- Up-to-date knowledge of trends and developments;
- Ability to translate theory into practice or to conceptualise cases;
- Ability to deliver the theory and cases clearly;
- Ability to structure and direct group discussions;
- Ability to inspire, stimulate and kindle enthusiasm in students.

The academic director and one of the programme managers hold a senior teaching qualification, acquired at the University. The teaching staff are selected based on their qualities with respect to content and didactic skills. They are didactically qualified and have extensive experience in teaching and presenting, as well as in coaching and supervising students. Many of them have a basic or senior academic teaching qualification (or the 'bko' or 'sko' in Dutch). Teaching staff (not employed by ECHM) are stimulated to get a CRKBO registration, which is an educational quality code for higher post-academic teaching.

The teaching staff's business experience is in line with the programme requirements. Integration of theory and practice is a very important programme requirement. Programme content, the teaching-learning process and the specification and assessment of learning outcomes are geared toward application of theoretical and practical knowledge in the managerial situations of students.

Employees, programme managers and teaching staff of ECHM have monthly programme director/manager meetings. The aim of these meetings is to exchange information and experiences and discuss joint policies that are relevant for all programmes of the ECHM. During these meetings, the participants can share new ideas, concerns and questions and give each other collegial advice. Programme managers are the link between all modules and they oversee the common thread in the programme. They are present throughout all modules and have an active role during the meetings, by connecting theory to practice and offering additional explanations to students. Programme managers also explain the role of courses and modules to lecturers and clarify the purpose and intended results of their contribution. The programme managers ensure that the content of the modules and programme is aligned, that learning outcomes can be reached and that the programme runs smoothly.

The students of the MHBA have the support of the Academic Director, two Programme Managers who are also part of the teaching staff, the core lecturers, guest lecturers and a programme coordinator (see assessment report p. 65). ECHM invests a lot of time to ensure excellent support to its students. The number of students that complete the programme successfully is very high, however, at time when students do struggle within their studies, the faculty provides individual trails for these students. The programme managers are even present in all of the lectures.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (guest) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The faculty's outstanding academic qualification is underlined by scientific publications.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The faculty verifies the qualifications of the faculty members by means of an established procedure. The faculty ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The faculty's outstanding qualification is underlined by excellent evaluation results or by awards granted on account of the quality of teaching. The panel members particularly highlighted the formal teaching qualifications of the faculty, namely the academic director and programme manager who hold a senior teaching qualification and the teaching staff who have a basic or senior academic teaching qualification (i.e. 'bko' or 'sko' in Dutch).

The faculty members also have above-average business experience and use them in their teaching activities. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

The faculty members are very 'accessible' and are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. This criterion has been evaluated as exceptional by the panel members just as in the previous re-accreditation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet requirements	not quality n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)	X				
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The singular academic director and two programme managers are responsible for all aspects of the programme: content, development, organisation, coordination, implementation (including teaching) and evaluation of the programme, financial results and quality control. Planning and implementation of the programme are controlled hand in glove, which facilitates the integration of the programme and guarantees high quality of services (students can refer their feedback to the programme management directly, who use it to improve the quality of the programme). On the programme level, the programme managers collaborate intensively with one another and with teaching staff to ensure that content of the modules is aligned, learning outcomes can and will be reached and the programme runs smoothly. On the module level, the programme managers collaborate intensively with the other teaching staff members. The complexity of the role of the programme managers and the broad variety of their jobs forms an interesting position for individuals with a strong record in academics, a solid base in practical experience and the skills to manage a programme properly. The close cooperation of two programme managers also ensures that there are short lines of communication and that the programme is not dependent on a single manager; both programme managers can fill in for each other when needed. In order to decrease the risk of an overly informal work culture, the management creates and upholds a solid paper trail of meetings, decisions and important changes to the programme.

The MHBA has its own programme coordinator. The programme coordinator is responsible for the administrative support of students and teaching staff and the realisation of the programmes at an organisational level. The programme coordinator acts as a central contact person for students, lecturers and programme managers, ensuring that they are always aware of what is expected of them. The programme coordinator is responsible for the student administration, programme accommodations, manufacture and distribution of educational materials, programme documentation and correspondence with all relevant parties; staff, lecturers, students and financial administration. The advantage of having an exclusive programme coordinator is that they are involved through the development, realisation and evaluation processes of the programme. They perform PR tasks, check accounts, provide lecturers with information on locations and the composition of the student group, produce teaching materials, manage the archive and know everybody involved in the programme personally; teaching staff, students and back-office employees like the (financial) administrators. This

guarantees personal attention and a high quality of services. The programme coordinator is thus responsible for the administration of data about and for the students. Registrations during the programme include:

- Student administration: keeping track of potential applicants, prospective students, alumni, etc.
- Complete administration of student registrations: motivation, copy of diploma, copy of passport, registration form (basic name and address information), organisation, position, telephone number, gender, images/photos, intake form.
- Attendance records
- Distributed assignments and assignments completed by students in relation to the prescribed deadlines
- Assessments/study results and feedback on the processing assignments
- Student study progress in terms of completion of assignments (and examinations)
- Financial administration and invoicing of the course fees
- Confirmations from core teachers & speakers etc.

In total, ECHM has several programme coordinators, one of whom works for the MHBA. They share workspaces and working methods. If one of the programme coordinators is absent, the others can easily take over their tasks. Minimal programme specifics are saved on the network, accessible for all programme coordinators, so that services are guaranteed at all times. Job descriptions in appendix 4.3 Role Descriptions within the MHBA further explain how responsibilities are divided between programme coordinator(s) and the programme managers of ECHM.

Continuous professional development for administrative staff is mainly offered on an individual level. Opportunities are discussed with supervisors, at least as part of the normal cycle of the annual appraisals. As the ECHM is part of the Erasmus community, all further support of the University is available for administrative staff as well. For example, access to additional training on specific topics. One example is the University's broad implementation and roll out of new software (CARTA) which was accompanied by trainings for administrative staff.

Appraisal:

The programme manager and programme coordinator coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. On top of that, the programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. This criterion has been evaluated as exceptional by the panel members as has been in the previous re-accreditation.

Faculty members and students are supported by the programme coordinator in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality re-requirements	Meets quality requirements	Does not meet quality requirements	not n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)	x				
4.2.2	Process organisation and administrative support for students and faculty		x			

4.3 Cooperation and partnerships

The MHBA uses the ECHM and ESHPM network described below as a resource for recruitment of teaching staff and guest lecturers, for the collection of input for curriculum development, for the organisations of the study trip, for site visits and to create opportunities for students to do field work in the financial module and for the thesis. Close working relations with the EHMA are utilised to organise the MHBA study trip and a class meeting in Belgium. The annual EHMA Programme Directors Meeting (chaired by one of the MHBA programme managers) is used to exchange programme management experiences with peers.

ESHPM is the most important joint venture partner for ECHM. Close ties are maintained with ESHPM for the purpose of research and education. ECHM conducts research under the auspices of ESHPM, and staff from the latter assists with programmes conducted by ECHM. In particular, ECHM works with ESHPM's Health Care Governance department, whom ECHM shares an office space with.

The teaching staff of the MHBA and ECHM itself has a rich and extensive network of experts in the fields of theory, practice and policy. ECHM and the MHBA cooperate with a variety of organisations and stakeholder groups in the health sector. They include, but are not limited to, health care organisations, health insurers, client organisations, politicians, governmental agencies, banks, and parties with a supervisory task in the health sector (such as NZA, NMA and the Health Inspection Agency), and a variety of commercial organisations that supply goods and services to the health sector.

ECHM and the MHBA also maintain close contact with the health sector through the Advisory Board. The NVZD (Dutch Association of Health Care Directors), for example, is represented in this board. The Advisory Board plays an important role in guaranteeing the quality of the programmes by annually evaluating them. Apart from consulting each other on the contents of the programmes on offer, parties like the NVZD provide the ECHM with an important marketing channel and help the ECHM finance research projects. More information on the Advisory Board can be found in section 5.2.

The organisations mentioned above deliver guest lecturers and offer opportunities for site visits and fieldwork in the financial module and the thesis. Appendix 4.1 (Teaching staff and their CVs) shows an overview of guest lecturers in the MHBA programme (2019-2020 and 2020-2022) and the organisations they represent.

Appraisal:

The panel members think that the scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

		Exceptional quality	Exceeds quality requirements	Meets quality requirements	Does not meet requirements	not quality n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

Classes are organised every three weeks on (at least) two consecutive days. This is based on the premise that such a set-up allows students sufficient time to obtain and exchange new insights with one another and the teaching staff. During lunch and dinner the learning process is continued and an overnight stay is required for all students.

During the programme, three to four different locations are used. The locations are carefully selected and integrated with the teaching philosophy. They are chosen for their accessibility from anywhere in the country, their character and service, their small-scale, practically isolated location and the possibility for catering and hospitality. The teaching rooms contain all necessary materials, such as a beamer, flip chart and internet access. The locations have breakout rooms for group work. Most educational meetings take place in Villa Heidebad (www.villaheidebad.nl). This is a small conference hotel that is entirely focused on education and meetings. All conditions and support resources for education are available, such as teaching materials, flip charts, beamers and a good internet connection. The MHBA always uses the same classroom and most of the participants stay in the hotel rooms during for the entirety of the two- or three-day meeting. Breakfast, lunch and dinner are eaten together and in the casual social context there is plenty of room for mutual exchange and group bonding. There are a lot of spaces that can be used for breakouts in the lobby and garden.

Some meetings, like the Thesis and Methodology return days and the exams, are held at the Woudestein Campus of the EUR. The campus is managed centrally by the EUR, which is currently undertaking an extensive building and campus renovation project. As part of this project, the EUR recently invested in state-of-the art audio-visual and IT-systems in all lecture halls. The Woudestein campus offers a large number of wireless hotspots. Students can use these hotspots to access the electronic information systems. Wireless internet access is also available in many lecture halls. Based on the medium-term programme planning, ECHM reserves locations at least six months in advance. Reservations are made by the programme coordinator and made known to students and lecturers. Lecturers and students use their own personal laptops at the teaching locations. The teaching rooms and hotel rooms offer internet access (wireless network). In the Netherlands, disabled access to public buildings is required by law. This ruling applies to both the Erasmus University and the off-campus locations used for meetings.

The EUR has an extensive library, which is furnished with modern equipment. The library (reading rooms) is open from Monday to Thursday from 8.00 a.m. to 12.00 p.m., Friday from 8.00 a.m. to 9.00 p.m., Saturday and Sunday from 10.00 a.m. to 9.00 p.m., throughout the year (with the exception of public holidays). The information and circulation desk is open from Monday to Thursday from 9.00 a.m. to 7.00 p.m. and Friday from 9.00 a.m. to 4.45 p.m.. Students can come here to collect their materials and ask for assistance. The Virtual Desk of the University Library [see http://www.eur.nl/ub/english/contact_us/help/] is open 24 hours a day. Students have access to printers, photocopiers and scanners. They can consult the library catalogue online, where they can also request and reserve books, extend loan periods, view all the relevant information (such as the status of their reservations), etc.

The University library has a wide selection of books and magazines in all the fields relevant to this programme. Books and periodical articles that are not in the collection of the University library may be requested for a small fee from other libraries via the Inter-Library Loan service.

The purchase of books and materials is organised through a field specialist in the University library; the liaison librarian. There are field specialists for several fields and departments, one of whom is assigned as field specialist for the Faculty of Social Sciences and ESHPM. They are responsible for realising adequate access to relevant sources and scientific literature in these fields, for example by:

- Optimising and adding to the printed collection and the digital selection (databases, journals, magazines, e-books) and giving instructions on how to use these sources;
- Making purchases based on purchase suggestions.

If there is a demand for relevant literature, teaching staff and students can submit a purchase suggestion to their liaison librarian, by telephone or through the website.

Additionally, there is a library committee that observes and discusses developments that might influence the library policy and the organisation of the scientific information provided on campus. Representatives from ESHPM and the field specialist participate in committee meetings. The ECHM can submit its purchase suggestions directly to the liaison librarian or to the ESHPM library committee. The field specialist also purchases sources on their own initiative. In our experience, the purchase suggestions are generally accepted.

All available information items can be traced through the online catalogue, accessible 24 hours a day at www.eur.nl/ub (click on 'UL-catalogue') and sEURch, the search engine of the University Library. In addition to the UL-Catalogue, the University Library provides online access to several other catalogues and databases. Other catalogues include but are not limited to:

- Faculty libraries: catalogues of the faculty libraries located at the Woudestein and Hoboken campuses (Business Information Centre, International Institute of Social Studies, Erasmus MC, School of Law – Sanders Library, Institute for Housing and Urban Development Studies and the Erasmus University College).
- Rotterdam libraries: access to the catalogue of the Rotterdamsch Leeskabinet (RLK) and to RotterdamNet, the library network in Rotterdam.
- Dutch Central Catalogue (NCC): a union catalogue that contains bibliographic descriptions and locations of approximately 14 million books and almost 500,000 periodicals in more than 400 libraries in The Netherlands.
- PiCarta: offers simultaneous searching of the NCC, Online Contents and Net-First (database of online resources).

- Online Content: contains references from 1992 onwards to articles in circa 17,000 current periodicals held in Dutch libraries. This database covers not only the scientific but also the general, non-specialist and popular periodicals.
- Dutch and foreign libraries: catalogue and database list of mainly academic libraries in the Netherlands and worldwide.

Around 300 databases are available through the library website, varying from the bibliographical (i.e. purely for references) to structural (e.g. statistical and legal data) and full text. These include, but are not limited to:

- ABI/Inform global (business-economic literature)
- Cochrane Library
- Health Care Databank (Prismant) up to 2007
- Embase
- Informaworld (Taylor & Francis, Marcel Dekker)
- International Encyclopedia of Public Health
- International Encyclopedia of the Social & Behavioral Sciences
- ISI Web of Science (incl. Social Sciences Citation Index and Sciences Citation Index)
- Journal citation reports (journal rankings, based on the data of the citation indexes)
- Medline/PubMed (biomedical)
- Dutch and international juridical files (incl. Kluwer Navigator, OpMaat)
- Online subject library for health care (Bohn Stafleu van Loghum)
- PsycInfo, PsycBooks and PsycArticles
- Sociological abstracts
- SourceOECD (statistical health data)

The Erasmus Data Service Centre is available, see <http://www.eur.nl/edsc/english/>, for individual support and workshops in the field of statistical data.

Consequently, all EUR students and teaching staff has access to a large number of Dutch and international databases, which it can also consult when off-campus. Access is via a Virtual Private Network (VPN) connection. EUR is also connected to SURF, the national IT support group for universities and institutes of higher vocational education. SURF also offers students the chance to purchase discounted software. The Erasmus Shop on campus stocks the most common software, and students can also directly order this software via www.surfspot.nl for installation at home.

Appraisal:

Based on the documentation that has been provided electronically prior to the digital conference, the panel members conclude that the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The teaching locations outside of the campus (e.g. Villa Heidebad) are also appropriate and suit the purpose.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. It should be noted that the panel members evaluated facilities and

equipment by the pictures that were provided, as an on-site visit was not possible in 2020. Therefore, it is recommended that the panel members of the next accreditation should pay particular attention to the facilities and equipment.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet requirements	not quality n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

4.5 Additional services

Career advice and placement services are not offered structurally. Given that the programme is not open to young talent, starting or boosting the career of the students is not a major course goal. That said, there is room in the programme intakes for 'high-potentials', i.e. participants that have less experience than average but hold strategic positions at a relatively young age. Head-hunters do actively recruit graduates on occasion. Board members also regularly request recommendations from programme managers when trying to fill specific positions. When requested, students receive support with regard to questions about their career during both peer-consultation meetings and individual appointments. The programme managers and lecturers have a large network in health care and they use it to support students in the extension of their personal network. The alumni day also supports network development.

During the two-year course, participants regularly report that they have acquired a new position. There are regular discussions between participants about opportunities and strategies for next steps in their careers.

The ECHM alumni policy consists of:

- Special activities open to all ECHM alumni (and intended only for alumni), e.g. the Lapré lecture. Alumni also receive the latest publications produced by ECHM.
- The ECHM magazine 'Podium'. This magazine targets students and alumni. The content of the magazine includes a column by the director, research, courses on offer and an interview with a (former) student.
- A section of the ECHM website dedicated to alumni. In this part of the website alumni (and current students) can find information on programme developments and recent theses.
- An alumni day for all ECHM alumni, which takes place every two years.
- A special group on the Professional Networking site, LinkedIn.
- Informal meetings organised by alumni groups once a year.
- A special MHBA group on the Professional Networking site, LinkedIn. This closed group is managed by one of the programme leaders alongside an alumnus of the programme. Students who have completed the programme can join this group and continue their networking activities virtually.
- As explained the executive MHBA has no alumni association, since alumni judge the present infrastructure and activities adequate for their networking goals.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources. There is no alumni organisation, however, the alumni day has been set up with the aim of supporting the alumni network. All events of ECHM are open to its alumni. The alumni that were interviewed during the online conference stated that they would have liked to also meet alumni of other study programmes.

		Exceptional	Exceeds quality re-requirements	Meets quality requirements	Does not meet quality requirements	not n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

The financial plan is linked directly to an activity plan for the programme, contracts of employment, freelance lecturer fees, hotel expenses and course fees. It is also directly linked to the overall organisational, financial and personnel plan of ECHM. The course fee and break-even point are re-examined on an annual basis. In 2020, the course fee was € 30,250, not including accommodation during the two- and three-day meetings. The financial plan of the Erasmus Executive Master of Health Business Administration encompasses three years.

Programme income consists entirely of private money from students and/or their employers. Financial stability for the current programme cycle and the entire accreditation period is certain. The class-size limit for the MHBA is 22 students a year, while the break-even point lies at 18 students. Before the start of the programme students and ECHM sign a Learning Agreement (see appendix 3.4 Participation Agreement). This agreement confirms the enrolment of the student to the MHBA formally and describes the regulations governing the provision of education and the conduct of examinations (the Education and Examination Regulations), payment and cancellation of registration. The General Conditions and the Education and Examination Regulations defines the respective responsibilities of ECHM and students. The regulations determine that the managing director of ECHM bears organisational responsibility for the continuity of the programme. Thus, the managing director guarantees that the programme will not be stopped prematurely. Every student who has started the programme, is entitled to complete it within the period stipulated for this purpose, under the terms and conditions set out in the education and examination regulations.

Appraisal:

The panel formed the view that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

		Exceptional	Exceeds quality re-requirements	Meets quality requirements	Does not meet quality requirements	not n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5 Quality assurance and documentation

ECHM employs a system of internal quality assurance, where improvement measures are made at both the organisational and content level, using measurable targets and periodic evaluations. The internal quality assurance focuses on measuring and improving all aspects of the programme: strategy and objectives, curriculum design, content, admission, teaching staff, facilities and results.

It covers all primary and support processes in the value chain: marketing and admission, the teaching-learning process, assessment of learning outcomes, support services, curriculum development, management of human resources, and administrative support activities. Students, teaching staff, programme directors and alumni take part in the evaluation.

Quality assurance is performed according to the Plan-Do-Check-Act (PDCA) circle: The evaluation data collected is analysed and evaluated at the level of lecturers, modules and the programme as a whole. Based on this, the programme is changed and adapted where necessary and evaluated again. The programme managers are responsible for collecting and analysing the evaluation data and for proposing and implementing programme quality improvements. The Board of Directors of ECHM holds the final responsibility for quality as a whole. In addition, all programme managers meet at least twice a year in order to question and discuss each other's programmes and joint problems. At least once every two years, the Advisory Board evaluates the programme and advises the management of ECHM on all matters regarding the strategy and the policy in a general sense, and the organisation and implementation of the programmes in particular.

The teachers receive formal and informal student feedback on a regular basis. According to the teachers, the students are very critical and quite assertive in their ways of sharing feedback.

Written and verbal evaluations by students at the level of lecturers, courses, modules and the programme as a whole: After each teaching unit the students complete an evaluation form with questions regarding the content, lecturers and facilities/location. The evaluation forms and results have been submitted by the University (see appendices 5.1.A, 5.1.B and Evaluation results). Individual students can also provide immediate feedback during each meeting, as a programme director is always present. At the end of each module an ad-hoc panel of three to four students verbally evaluates the content, cohesion, didactics, study material, assignments and workload of the module along with the programme managers. The programme is evaluated with the whole group of students together with a programme director at the end of the third semester.

The results of the written student evaluations are communicated to the students at the end of the module and used as input for the verbal evaluation. Improvement proposals, as established at the end of each module and the end of the programme, are also communicated to the students. The evaluation results are documented in a report which gives an overview of the aims and results of the programme and main points of improvement for the coming year. The report is meant to be a guideline for the organisation of next year's programme. It is also an important point of reference for next year's evaluation and benchmarking purposes.

Student evaluations at lecturer and module level also form input for verbal evaluation of the module by the teaching staff responsible for the module. They report on the basis of their own experiences and insights during the module, informal feedback from students and lecturers.

Programme directors evaluate lecturers, modules and the programme based on their own insights, evaluation by students and module leaders and the input of alumni and the Advisory Board. They also use data regarding the inflow, study progress and study success. Improvement proposals on the programme level are made and implemented immediately with respect to minor improvements. Large fundamental improvements are discussed with the Board of Directors and the Advisory Board. The improvement actions are explicitly checked and followed-up again.

Information on the programme (including programme contents, structure and examinations) can be found in the MHBA information brochure which can be requested from the programme coordinator or consulted through the website. In addition, all students receive a documentation file at the start of the programme which contains an overview of the programme, the participants, the organisation, the locations and a reading list. For further questions, students can contact the programme coordinator and the programme managers. All activities of ECHM, which take place during a year, are documented and published in an annual report.

Appraisal:

ECHM has defined quality goals and disposes of an internal quality assurance system which is clearly described and contains roles for relevant internal functions and external stakeholders. The quality assurance and development mechanisms of the programme itself are less formal as groups are small and teachers, students and staff work closely together during the two years. Students have ample opportunities for informal feedback during the study sessions and in between.

In general, a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

The panel members have noticed that students are asked to insert their names on the evaluation forms (see appendix Evaluation results (results of the last 2-3 years) which were submitted 17.11.2020 as materials for the digital conference). The teachers have explained during the digital conference that they do so on purpose as they want to be able to follow up on certain issues with the students. The panel members acknowledge this context and the personal relationship the teachers have with the students. At the same time, it might be good to continuously consider whether it is really necessary to include the names here and if an anonymous evaluation may be more useful.

Student workload is currently not formally assessed. ECHM questions this in the verbal evaluations with students (see self-assessment report p. 79). Following this, feedback on workload is taken into account and it is a standard topic in evaluation of every module and certain small changes have been made as a result of that feedback. However, it is not a question in

the student evaluation surveys. Therefore, the panel members recommend that ECHM includes a question on students' real workload in the written student evaluation survey.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

It has been described above (see evaluation in chapter 3.1.2) that the programme seems to navigate between being a Master programme and being an MBA. The panel members recommend that ECHM needs to position themselves clearly in this regard. This also affects the documentation of the programme. On the ECHM's website, it is suggested that students can hold an MBA title upon graduation (see FAQ section on bottom right corner: "Na afronding van de opleiding kunt u ook de titel MBA voeren." <https://www.erasmuscentrumzorgbestuur.nl/page/523/mhba/>). The MHBA has become a title of itself and should be communicated as such in all documentation. Therefore, the panel members recommend the following **condition**:

ECHM correctly indicates the degree of the programme (MHBA) on its website.

Apart from this, the study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The University regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet requirements	not quality n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)					condition
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Erasmus Centre for Healthcare Management - Erasmus University Rotterdam (EUR), Rotterdam (The Netherlands)

Master programme: Executive Master of Health Business Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)		x			
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		x			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		x			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)		x			
2.2	Counselling for prospective students		x			
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)		x			
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)				condition	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		x			
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		x			
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		x			
4.1.4	Practical business experience of faculty		x			
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)	x				
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)	x				
4.2.2	Process organisation and administrative support for students and faculty		x			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*)	Cooperation with business enterprises			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet requirements	not n.r.
	and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)					
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)					condition
5.3.2	Information on activities during the academic year			x		