

## **Besluit accreditatie wo-pi-master Health Professions Education van de Universiteit Maastricht en toekenning van het bijzonder kenmerk Internationalisering**

<b>Datum</b>	<b>Beoordelingskader</b>
29 december 2017	Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr. 367913) en het ECA Framework for the Assessment of Quality in Internationalisation (2015) voor het bijzonder kenmerk Internationalisering.
<b>Onderwerp</b>	
Accreditatiebesluit Universiteit Maastricht (006226)	
<b>Uw kenmerk</b>	<b>Bevindingen</b>
2017.10.1969-JD	De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk internationalisering. De NVAO baseert derhalve haar besluit op dit rapport.
<b>ons kenmerk</b>	
NVAO/20173096/LL	
<b>bijlage</b>	
1	

### **Besluit**

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Maastricht te Maastricht in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 27 november 2017 naar voren te brengen. Van deze gelegenheid heeft het college van bestuur geen gebruik gemaakt.

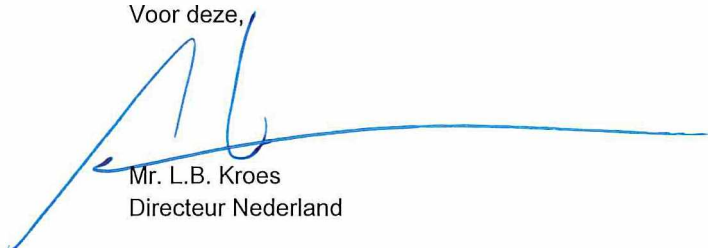
De NVAO besluit accreditatie te verlenen en het bijzonder kenmerk internationalisering toe te kennen aan de postinitiële opleiding wo-pi-master Health Professions Education (60 ECTS; variant: deeltijd; locatie: Maastricht) van de Universiteit Maastricht te Maastricht. De opleiding kent de volgende specialisaties: Regular Track and Specialized Track. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

De accreditatie gaat in op 29 december 2017 en is van kracht tot en met 28 december 2023.

Den Haag, 29 december 2017

Namens het bestuur van de NVAO

Voor deze,



Mr. L.B. Kroes  
Directeur Nederland

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

### **Inlichtingen**

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## **Bijlage 1: Administratieve gegevens**

### *Naam instelling*

Universiteit Maastricht

Brin: 21PJ

### *Instellingstoets kwaliteitszorg*

Positief met vervaldatum 15 mei 2019

### *Naam opleiding*

wo-pi-master Health Professions Education

60 ECTS (postinitieel)

Opleidingscode Croho: 75037

### *Visitatiegroep*

WO Onderwijskunde

### *Graad en graadtoevoeging*

Master of Science

### *Uiterste aanvraagdatum volgende accreditatieaanvraag*

1 november 2023

### *Variant opleiding*

deeltijd

### *Locatie opleiding*

Maastricht

### *Specialisaties*

Regular Track

Specialized Track

## **Bijlage 2: Visitatierapport (online gepubliceerd samen met het definitieve besluit)**

**MASTER OF HEALTH PROFESSIONS  
EDUCATION (MHPE)**

FACULTY OF HEALTH, MEDICINE AND LIFE SCIENCES

**MAASTRICHT UNIVERSITY**

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# CONTENTS

<b>REPORT ON THE MASTER PROGRAMME MASTER OF HEALTH PROFESSIONS EDUCATION (MHPE) OF MAASTRICHT UNIVERSITY .....</b>	<b>5</b>
ADMINISTRATIVE DATA REGARDING THE PROGRAMME.....	5
ADMINISTRATIVE DATA REGARDING THE INSTITUTION.....	5
COMPOSITION OF THE ASSESSMENT PANEL .....	5
WORKING METHOD OF THE ASSESSMENT PANEL .....	6
SUMMARY JUDGEMENT .....	9
DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS.....	11
<b>APPENDICES .....</b>	<b>23</b>
APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL .....	25
APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE .....	26
APPENDIX 3: INTENDED LEARNING OUTCOMES .....	30
APPENDIX 4: OVERVIEW OF THE CURRICULUM .....	32
APPENDIX 5: PROGRAMME OF THE SITE VISIT .....	33
APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL .....	36

This report was finalized on 18 July 2017





# REPORT ON THE MASTER PROGRAMME MASTER OF HEALTH PROFESSIONS EDUCATION (MHPE) OF MAASTRICHT UNIVERSITY

This report takes the NVAO's Assessment Framework for Limited Programme Assessments (19 December 2014) as a starting point.

## ADMINISTRATIVE DATA REGARDING THE PROGRAMME

### Master's programme Master of Health Professions Education

Name of the programme:	Master of Health Professions Education
CROHO number:	75037
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	2 (Regular Track and Specialized Track)
Locations:	Maastricht, London (Canada), Vancouver (Canada)
Modes of study:	part time
Language of instruction:	English
Expiration of accreditation:	12/01/2020

The visit of the assessment panel Educational Sciences to the Faculty of Health, Medicine and Life Sciences of Maastricht University took place on 5 and 6 March 2017.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

## COMPOSITION OF THE ASSESSMENT PANEL

- The NVAO approved the composition of the panel on 22 August 2016. The panel that assessed the master's programme Master of Health Professions Education consisted of: Prof. Jan Elen (chairperson), professor Educational Sciences at the University of Leuven;
- Prof. Regina Mulder (vice-chair), professor Educational Sciences at the University of Regensburg;
- Prof. Martin Fischer, professor Medical Education at Ludwig-Maximilians-University Munich;
- Drs. Jan Steen, senior policy advisor Quality of Education and Teaching at Wageningen University;
- Janine Wulz, MSc, former master's student in Political Studies at the University of Vienna (2012) and Public Management at the Fachhochschule Campus Wien (2015). PhD student Political Science, University of Vienna.

The panel was supported by Peter Hildering MSc. Dr. Fiona Schouten supported the panel as deputy secretary for a second assessment for a Certificate for Quality in Internationalisation (CeQuInt) of the European Consortium for Accreditation (ECA).

Appendix 1 contains the curricula vitae of the panel members.



## WORKING METHOD OF THE ASSESSMENT PANEL

The assessment of the master's programme Master of Health Professions Education (MHPE) of Maastricht University is part of a cluster assessment. From February to April 2017, the panel assessed two bachelor's programmes and eight master's programmes at seven universities.

The panel consisted of twelve members:

- Prof. Jan Elen (chairperson), professor Educational Sciences at the University of Leuven;
- Prof. Regina Mulder (vice-chair), professor Educational Sciences at the University of Regensburg;
- Dr. Dominique Sluijsmans, lector Professional Assessment at Zuyd University of Applied Sciences and unsalaried associate professor at Maastricht University;
- Prof. Bernadette van Hout-Wolters, emeritus professor Educational Sciences at the University of Amsterdam;
- Daisy Satijn, MA, senior policy officer Education at the municipality of Amsterdam;
- Drs. Marcelle Peeters, until 2016 quartermaster Professional Education at the Faculty of Education at the Amsterdam University of Applied Sciences;
- Ir. Leenderd van der Deijl, headmaster of Strabrecht College in Geldrop;
- Prof. Martin Fischer, professor Medical Education at Ludwig-Maximilians-University Munich;
- Drs. Jan Steen, senior policy advisor Quality of Education and Teaching at Wageningen University;
- Tessa Voerman, BSc (student member), student master Educational Science and Technology and Psychology at Twente University;
- Fleur van Gils, BSc (student member), student research master Educational Sciences at Utrecht University;
- Janine Wulz, MSc, former master's student in Political Studies at the University of Vienna (2012) and Public Management at the Fachhochschule Campus Wien (2015). PhD student Political Science, University of Vienna.

A panel of four or five people was appointed for each visit, based on the expertise and availability of each panel member, and taking into account possible conflicts of interest.

Adrienne Wieldraaijer-Huijzer, MA, was coordinator of the cluster assessments until December 2016. As of January 2017, coordination was taken over by Peter Hildering, MSc. He acted as secretary during the visits to the University of Amsterdam and both visits to Maastricht University. He also attended the final discussions of every meeting and read and commented on draft versions of each report in order to monitor the consistency of the assessments and the resulting reports. Drs. Renate Prenen, freelance worker of QANU, was secretary of the panel during the visits to the University of Twente, Utrecht University, University of Groningen, Open University and Radboud University.

### *Combined NVAO-CeQuInt assessment*

During the site visit for reaccreditation by NVAO, the programme was simultaneously assessed for a Certificate for Quality in Internationalisation (CeQuInt) of the European Consortium for Accreditation (ECA).

### *Preparation*

Before the assessment panel's site visit to Maastricht University, the coordinator received the programme's critical reflection. He sent it to the panel after checking it for completeness of information. The panel members formulated questions and preliminary findings based on it. They also read a selection of sixteen master's theses and the accompanying assessment forms.



This selection was made by the panel's chair, together with the secretary, from a list of graduates from 2015 and 2016. They took the distribution of grades into account and ensured the theses showed a variety of topics and assessors.

The secretary prepared a schedule for the site visit, which he adapted after discussing it with the programme's representatives. Prior to the site visit, the programme selected representative partners for the various interviews. Interviews were planned with students, teaching staff, management, alumni, stakeholders, staff responsible for international activities (ECA), the programme committee and the Board of Examiners. See appendix 5 for the final schedule.

#### *Site visit*

At the start of the site visit, the panel held a preparatory meeting during which it was instructed about the assessment framework. It also discussed its working method and preliminary findings, and reflected on the content and use of the domain-specific framework of reference (appendix 2).

During the site visit, the panel examined the materials it had requested. An overview of these materials is given in appendix 6. The panel provided students and lecturers with the opportunity to speak informally with it outside the set interviews, but no use was made of this opportunity.

The panel used the final part of the visit to discuss its findings in an internal meeting. The visit concluded with a public presentation by the panel's chair, in which he expressed the panel's preliminary impressions and general observations.

#### *Report*

After the site visit, the secretary wrote a draft report based on the panel's findings. He sent it to the panel and the project coordinator for feedback. After processing the panel members' feedback, the coordinator sent the draft report to the university to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel's chair and adapted the report accordingly before finalising it.

#### *Decision rules*

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the standards and the programme as a whole.

#### **Generic quality**

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

#### **Unsatisfactory**

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

#### **Satisfactory**

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

#### **Good**

The programme systematically surpasses the current generic quality standard.

#### **Excellent**

The programme systematically well surpasses the current generic quality standard and is regarded as an international example.





## SUMMARY JUDGEMENT

The master's programme Master of Health Professions Education (MHPE) at Maastricht University is a post-initial programme. The programme's vision is to improve health care for all through high-quality education for health professionals, and through contributions to the knowledge base of health professions education. It aims at forming an international network of health professions educators, attracting students working in health professions education from all over the world. Two of the twelve courses of the programme are also offered at the University of British Columbia (Canada) and the University of Western Ontario (Canada). Recently, pilots have been started at the New York University School of Medicine (US) and the Academy of Medicine in Singapore. The latter two were not assessed by the panel because they recently started and are outside the assessment time period.

### *Intended learning outcomes*

The intended learning outcomes of the programme focus on educating students for two roles: that of health professions education researcher, and that of change agent in health organizations. The learning outcomes are strongly focused on research and applying research results in a professional environment. They correspond with the domain-specific framework of reference of the educational sciences, of which health professions education is a subfield. With regard to the wording of the learning outcomes, the panel suggests that the master's level could be made more evident. To ensure the programme's role and position in a rapidly changing field, the panel recommends the programme to discuss its ambitions and goals with its external stakeholders, especially the professional field.

### *Teaching-learning environment*

The teaching-learning environment of the MHPE programme is properly designed to enable students to achieve the intended learning outcomes. The curriculum has a clear and coherent structure, and has a strong research focus. The panel points out that the curriculum could be balanced more towards the change agent role of the programme, both in the curriculum itself and in the expertise of the staff. The panel advises the programme to reflect on its objectives in educating its students as change agents, and balance the curriculum accordingly.

The literature used in the programme is substantial, both in a quantitative and in a qualitative sense. In order to be able to distinguish more clearly between mandatory and recommended literature, the panel recommends composing an overview of all core literature in the programme.

The programme uses problem-based learning as its didactic concept, and largely conducts this in a distance education setting. It manages to facilitate both individual and intercultural group learning through distance education, and keeps students involved with the programme. Two of the twelve courses (units) are offered as face-to-face education. They can be followed either at the campus of Maastricht or at one of the two partner institutions in Canada. The campus-based units are instrumental in several of the programme's learning objectives. Although the quality of the units is sufficient on all campuses, the students following the units in Maastricht have a significant advantage over the other students. The more international composition of the student group in Maastricht offers more opportunities for intercultural learning.

The programme has designed its admission procedure with care and takes adequate measures to determine the entrance level of its students. However, the panel questions the admission of students without a master's degree. It considers that this might lead to undesirable differences in entrance level of the students, and recommends closing this route into the programme. It also recommends adding professional experience as an admission criterion.

The MHPE teaching staff is highly qualified, trained in internationalization aspects, and provides extensive support to the students. The programme's management takes responsibility in assuring the quality of the programme, including that of the other campuses in Canada. However, the programme could benefit from more external input in assuring its quality on a macro level, and from involving students in the annual reviews of the programme.



*Assessment*

The programme has a reliable system for assessment in place. The assignments are reviewed using transparent guidelines, and the programme pays attention to the risks of identity fraud and plagiarism associated with distance education. The assessments are suited to the intended learning outcomes. The programme relies heavily on written assignments, mostly because of the distance education. Some of the learning outcomes are hard to assess due to their nature, such as leadership skills and the ability to implement changes in an organization. The panel encourages the programme to keep exploring new formats to assess these learning outcomes.

The Board of Examiners is professional and in control of the quality the unit assessments, in Maastricht and at the partner institutions. It has scheduled an independent check of the master's theses which will provide the information to safeguard the quality of the graduated students.

*Achieved learning outcomes*

The students of the programme achieve the intended learning outcomes that prepare them to be a researcher in health professions educations. The quality of the theses is good and in some cases very good. Related to the student's role as change agents, the panel finds it challenging to determine whether the students achieve the intended learning outcomes. Based on the responses and job positions of the programme's alumni, the panel concludes that the programme contributes to the development of its alumni as change agents. However, it recommends monitoring the programme's alumni more closely to be able to better draw conclusions on the success of this part of the programme.


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

*Master's programme Master of Health Professions Education*

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory


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

Date: 18 July 2017



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Prof. dr. Jan Elen



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Peter Hildering MSc.

# DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

## *Organization of the programme*

The master's programme Master of Health Professions Education (MHPE) is organized by the School of Health Professions Education (SHE) of the Faculty of Health, Medicine and Life Sciences at Maastricht University. SHE, one of the faculty's graduate schools, provides the MHPE programme, various courses in other programmes, certificate courses and a PhD programme.

The MHPE programme is headed by a programme director, who reports to the director of the SHE. The programme director is responsible for the day-to-day management and governs the programme together with the MHPE Management Team. The Faculty of Health, Medicine and Life Sciences has a single Board of Examiners which serves all programmes within the health domain of the faculty, including the MHPE programme.

The programme currently offers the non-distance learning courses of the programme (Units 1 and 7) in three different locations: Maastricht University, the University of British Columbia and the University of Western Ontario (both Canada). Additionally, pilots were started since the academic year 2015-2016 at the New York University School of Medicine (US) and the Academy of Medicine in Singapore. Those two locations were not assessed by the panel due to their status as pilot projects.

### **Standard 1: Intended learning outcomes**

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

#### **Explanation:**

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

### **Findings**

The master's programme Master of Health Professions Education (MHPE) at Maastricht University is a post-initial programme aimed at preparing its students for a career in health professions education and research. The programme's vision is to improve health care for all through high-quality education for health professionals, and through contributions to the knowledge base of health professions education. It aims to do so by providing lecturers and organizers of education in health care with competencies in education and knowledge of educational theory and evidence. As an international programme, it strives to form an international network of health professions educators, attracting students working in health professions education from all over the world. The students usually combine their participation in the programme with a position in health professions education, either as a lecturer or an educational designer.

#### *Intended learning outcomes*

Graduates of the MHPE programme are trained to be scholars in health professions education as well as change agents in the health organizations at which they are employed. The objectives of the programme are detailed in 21 intended learning outcomes (see appendix 3) which reflect the knowledge and skills the programme aims to teach its students.

The panel studied the learning outcomes and concluded that they are adequate for a master's programme. They are closely related to the Dublin descriptors for master's programmes and detail the intended level of MHPE students for each of the descriptors. As a post-initial programme, the



learning outcomes mostly reflect applying scientific knowledge and methods in a professional setting. In addition, the programme has a strong research component and aims to train the students as scholars in the field of health professions education. Although the learning outcomes are clearly at a master's level, the panel highlights this could be made more evident in their wording.

The panel also considered the match of the intended learning outcomes of the MHPE programme with the domain-specific framework for Educational Sciences (see appendix 2). The report published by the Educational Sciences Sector Plan Committee served as a significant source of inspiration for the framework. It demarcates the field of educational sciences and outlines the developments in the field and their implications for the required knowledge, skills and attitudes of educational sciences graduates, and for the organisation of the programmes. The intended learning outcomes of the MHPE programme correspond with the domain-specific framework of reference. With its focus on health professions education, the programme targets a specific subfield of the educational sciences. The panel concludes that they successfully do so while maintaining the link to the educational sciences field.

#### *Profile*

The MHPE programme is the only health professions education programme in the Netherlands and operates in a strongly international field. This field is rapidly expanding, with over 150 programmes worldwide. MHPE in Maastricht is a major player as it is one of the largest and longest running programmes.

Facilitated by the large distance-learning component, students from all over the world enter the programme. The programme considers this as one of its main strengths. Intercultural differences are used for learning, and through the students and alumni, the programme forms an international network community. It profiles itself by aiming to educate both researchers and leaders of educational change in health professions education. In talking to lecturers, students, stakeholders and alumni of the programme, the panel saw that this profile is recognized and shared.

The panel acknowledges and praises the strong position of the MHPE programme internationally. However, it stresses that the programme will need to work hard to keep this position in a rapidly expanding field. The programme's profile in educating both researchers and leaders of educational change is broad. In this regard, the panel recommends keeping in close contact with the demands of the professional field. The programme currently keeps in touch with the professional field throughout the world through informal contacts with students and alumni, and other relations at the health institutions at which students are employed. The panel recommends formalizing these contacts and using them as regional sounding boards to reflect on the programme's ambitions and goals (see also Standard 2).

#### **Considerations**

The panel concludes that the intended learning outcomes of the MHPE programme are adequate for a post-initial master's programme. They are aimed at applying scientific knowledge and skills in a professional environment and they have a strong research focus. The master's level could be made more evident in the wording of the learning outcomes. The intended learning outcomes also correspond to the domain-specific framework of reference of the educational sciences, in which the programme focuses on the subfield of health professions education. The profile of MHPE is clear, and is both recognized and shared by stakeholders in the programme. To ensure the programme's role and position in a rapidly changing field, the panel recommends the programme to systematically discuss its ambitions and goals with its external stakeholders, especially the professional field.

#### **Conclusion**

The panel assesses Standard 1 as 'satisfactory'.

**Standard 2: Teaching-learning environment**

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

**Explanation:**

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

**Findings***Programme*

The Master of Health Professions Education (MHPE) is a two-year, part-time programme consisting of 60 EC. It is an international programme, attracting students from all over the world. Students are typically already employed in health professions education. They address problems from their own professional context and apply knowledge and skills acquired in the programme in their own working environments. To support this combination with a career, the programme mostly relies on distance education. Two of the educational units are campus-based, while the rest of the learning takes place at a distance.

The programme consists of twelve units, of which the students follow eleven units, divided over two years. The first year has five educational units addressing the core content of the programme: Introduction to Health Professions Education (Unit 1), Learning and Cognition (Unit 2), Curriculum and Instruction (Unit 3), Assessment and Evaluation (Unit 4), and Organisation and Leadership (Unit 5). Unit 6 runs parallel to the other units and focuses on Academic Research Skills. The second year starts with a mandatory unit on Quantitative and Qualitative Research (Unit 7). After this unit, the students can choose to either follow the Regular Track or the Specialized Track. In the Regular Track, the focus is equally divided between research, design and management of educational institutions, whereas the Specialized Track focuses more strongly on research. Students who choose the Regular Track follow both Unit 8 (Learning Environments) and Unit 9 (Advanced Assessment and Evaluation), whereas students of the Specialized Track choose one of these units. In addition, they receive training in Advanced Qualitative and Quantitative Research (Unit 12). The Specialized Track aims to prepare students for a PhD position and requires them to apply for admission. As in the first year, the second year has a parallel strand on Academic Research Skills (Unit 10). All students complete their programme with a Master's Thesis (Unit 11). A full overview of the programme can be found in appendix 4.

The panel studied the curriculum and the contents of several units (see appendix 6). It concluded that the programme has a clear and coherent structure. The learning objectives of the units are clearly related to the intended learning outcomes of the programme. The content of the units is suitable for application in context of the students' own working environment. The programme has a strong research focus in both tracks. The panel approves the quantity and quality of the literature used in the units, and the attention paid to research skills. It is convinced that the curriculum prepares students well for a role as researcher in health professions education.

The role of change agent, the second role for which the programme aims to educate its students, is less recognizable in the curriculum. It is the main topic in unit 5, Organization and Leadership. This unit was recently changed to better prepare students to be leaders of change in health professions education, partly in reaction to critical evaluations of the unit in previous years. As this unit was just starting at the time of the site visit, the panel could not get a full overview of it. Whether or not the new unit is a success, the panel points out that the change agent role is underrepresented in the curriculum, as all other units mostly focus on the researcher role. The alumni the panel spoke to during the site visit also stressed this aspect, as some of them realized the role as change agent was important in their current profession, and they would have preferred more attention to this. The



panel advises the programme to reflect on its objectives in educating its students as change agents, and balance the curriculum accordingly. If the programme wants to keep a research-focused programme, it could consider starting a new research master. According to the panel, several key ingredients for this are already present: talented students, qualified staff and a curriculum focused on research.

The panel noted that the list of literature per unit is quite extensive, with several overlaps between units. The lecturers the panel spoke to during the site visit explained that not all literature in the unit overviews is compulsory. Some of the literature is optional and recommended to students depending on the topics of their assignments. The panel suggests the programme to define the core literature of the programme to be able to better make a distinction between mandatory and recommended literature.

#### *Co-locations*

Since 2012, the MHPE programme has started to offer the campus-based units 1 and 7 on other campuses. In 2012, the programme started collaborations with the University of British Columbia and the University of Western Ontario in Canada. In 2015, new locations were added at the New York University School of Medicine (US) and the Academy of Medicine in Singapore. These last two are currently in a pilot phase; the first cohorts of students from these locations still have to graduate. The goal of these collaborations is to allow more students into the programme and to attract more international students. The programme is exploring opportunities for other locations, such as Kenya and Pakistan. The panel did not systematically review the New York and Singapore locations, as they recently started and are outside the assessment time period.

The units offered at the campuses in Canada are conducted under the full auspices and supervision of Maastricht University. The local staff teaching in these units are appointed by the Maastricht University, and the examiners in Canada are appointed by programme's Board of Examiners. The Canadian teaching staff is trained and evaluated on a regular basis. There are often Maastricht staff members present when the units are being taught. The panel studied the collaboration agreement the university arranges with the other institutions and spoke to the management, lecturers, Board of Examiners and staff responsible for organizing education on the other campuses. It concluded that the programme takes sufficient measures to assure the quality of the education on the other campuses, and is in charge of the content and conduct of the units offered at those campuses.

The panel realizes that the programme is undergoing a period of change towards further internationalisation and is in the process of exploring the challenges and opportunities of multi-campus education. The programme considers changing the curriculum in such a way that all students are able to follow parts of their programme abroad in one of the programme's partner institutions. The panel supports this development, and encourages the programme to continue exploring opportunities such as an exchange of lecturers and electives based on the specialities of the other institutions.

#### *Teaching methods and facilities*

The programme has a predominant distance education feature. Each year starts with an on-campus unit (Units 1 and 7), in which the students from the programme meet each other in Maastricht, or one of the other campuses at which these two units are offered. They follow an intensive three-week programme during which they attend lectures and collaborate on assignments. The remaining units are offered as distance education. This allows students to integrate their education and work, and prepare them for a leading position in their home institution without having to migrate.

The MHPE programme follows a Problem-Based Learning (PBL) approach. It takes problems from the student's own environment and uses them as a starting point for acquiring new knowledge and skills. In most units, students work in small groups on authentic tasks arising from their various professional contexts. This enables the students to engage in a self-directed and a collaborative (intercultural) learning process. During the course they obtain extensive feedback from their supervisors, who act



as coaches. The programme aims to compose student groups with a variety of cultural and professional backgrounds. Specific assignments are aimed at increasing awareness and appreciation of each other's professional context.

The MHPE student body is composed of a wide range of nationalities (26 in total between 2011 and 2015), which 75% originating from a non-EU/EEA country. The professional background of the students ranges from physical therapists and medical doctors to university professors and department leaders in health education centres. The panel observes that this diverse composition helps create a learning environment which reflects the international and intercultural learning environment MHPE students are prepared for by the programme.

Students, lecturers, alumni and management consider the campus-based Units 1 and 7 the pinnacle of the programme in this respect. The students greatly value the experience of spending three weeks in an international, multicultural group and collaborating on the assignments. The panel thinks that the multicultural and varied professional collaboration and exchange of perspectives provide a valuable teaching experience. This is most evident in the Maastricht-based version of Unit 1 and 7. Due to the less international composition of the student groups, the other two campuses offer a lesser experience in this aspect. In the panel's view, the quality of the units is sufficient on all campuses, but the students following Unit 1 and 7 in Maastricht have a richer experience, and therefore have a significant advantage over the other students.

For the other units in the programme, all students are considered as one group, with students from various campuses mixed in for the group assignments. The programme takes care to create balanced groups, taking professional backgrounds and nationalities into account. Students from industrialised are mixed with those from developing countries. The panel is positive about this and thinks this contributes to the (intercultural) learning objectives of the units.

To facilitate the problem-based learning approach in a distance education context, the programme uses a digital learning management system (Blackboard). This virtual environment includes an e-library, video-conferencing facilities, message boards and other tools for both self-directed and group-based learning. The panel was given an introduction to this platform during the site visit and discussed it with students and lecturers. It concluded that the facilities are adequate for their purpose, but limited. Students and lecturers are generally satisfied with the distance-learning facilities, but mention that the current system, EleUM/Blackboard, is not very flexible. As a result, some students prefer to use social media for group work. A recurring issue is collaboration involving different time zones, for which there is no obvious solution. The programme remedies this in some cases by using recorded lectures and written collaboration, or composing student groups based on time zone. Considering the importance of personal contact and intercultural collaboration to the programme, the panel suggests the programme keep such measures to a minimum. The programme management is in a process of debating new options to replace Blackboard, The panel advises to continue in this direction, and to benefit from advances in e-learning technology to overcome problems associated with collaboration over time zones.

### *Staff*

The staff in the MHPE programme is mostly employed within the Maastricht School of Health Professions Education (SHE). The programme has 46 staff members, of whom 96% have an University Teaching Qualification and 80% hold a PhD. The average staff-student ratio is 1:23. Most lecturers are experienced international researchers in health professions education. All staff members, including support staff, receive training in international competencies and intercultural communication. If necessary, additional English language training is available to staff members. The students the panel spoke to are very satisfied with the staff and the support received during the programme. They specifically mentioned the detailed feedback on assignments and individual attention paid to them, as well as the support by the administrative staff.



The panel is impressed with the quality of the teaching staff. Many of them are recognized international experts in the field. The percentage of lecturers with a teaching qualification is very high, and the staff-student ratio is fitting for a support-intensive programme. It is pleased by the internationalization training the staff receives. The panel feels the expertise of the lecturers could be stressed even more in the programme. Based on the unit descriptions and discussions with lecturers and students, most lecturers are not used to including their own research in their courses. The panel encourages the lecturers to enrich their courses with their own topics of expertise.

As discussed above, the panel finds that the balance in the MHPE programme leans towards educating students as researchers, with a smaller role for the change agent aspect. The same can be said for the expertise of the staff. The staff consists mainly of health professions education researchers, and only the staff teaching Unit 5 has the expertise to educate students on the topic of change management. The panel recommends expanding the teaching staff's expertise to reflect the importance of the change agent aspect in the curriculum.

The previous assessment of the MHPE programme mentioned the large number of national staff for an international programme. Since 2014, the programme has appointed four international staff members and started collaborations with other institutions, including several new international (guest) lecturers into the programme. Their role might increase after the changes to the curriculum are implemented, allowing students to follow part of the programme at one of the partner institutions. While the majority of the staff is still Dutch, the panel sees that the programme has responded to the recommendation. It advises the programme to keep paying attention to the international scope of its staff, especially considering the move towards multi-campus education. It argues that the international focus of the programme should be reflected in the staff, with regards not only to the teaching staff but also to the programme management. Some students and alumni expressed the wish for supervisors with more experience with their specific culture and circumstances, especially for their master's thesis supervisor. The panel suggests that the programme's alumni, which it has in many countries, might be able to play a larger role in this. This might also strengthen the international community of health professions educators the programme aims to create.

#### *Admission*

The MHPE programme is open to applicants with a bachelor's or master's degree in a medical or health professions discipline, or a bachelor's degree from a university of applied sciences in a medical or health profession subject. Students from a university of applied sciences must also pass an entrance exam in basic statistics. For diplomas from institutions the programme is unfamiliar with, an international evaluation statement for the diploma might be requested from the applicant. For all applicants, a sufficient command of the English language is required. The students include a personal letter of motivation with their application to the programme. All applications are reviewed and evaluated by the Board of Admission of the programme. Each year, approximately 10% of all applications is rejected based on either the admission criteria or motivation. In general, the programme generally attracts a privileged group of highly qualified students.

The panel studied the admission criteria of the programme and concluded that the programme takes care with the admission of students. The English language requirements, statistics tests and credential evaluation statements for unknown diplomas are adequate measures to prevent students entering the programme with deficiencies. The panel is surprised by the admission criteria for students with a bachelor's degree. Students with a bachelor's degree have the same admission criteria as students with a master's degree, which is unusual for a post-initial programme. In discussions with the programme management during the site visit, it became clear that this route to admittance is rarely used, and that most students enter the programme with a master's degree. However, the panel advises the programme to consider closing the bachelor route into the programme altogether to prevent the possibility of large differences in the entrance level of students arising in the future, especially in academic skills. If the programme however wants to keep enabling bachelor admissions, it should provide clear requirements and bridging courses.

In addition, the panel advises the programme to include professional experience as an admission criterion. The programme relies upon students integrating their education within a work environment in health professions education. This criterion is implicitly included in the letter of motivation required from all applicants, but the panel thinks it should explicitly include professional experience in the admission criteria to increase transparency to new students.

#### *Feasibility*

The students the panel spoke with consider the MHPE programme tough, but feasible. They are challenged by the programme, and often spend more than the required time per week due to their own interest in the topics. They report that the workload is mostly evenly distributed over the two years, except for the second half of the second year. The study load for Unit 10 (Academic Research Skills) coincides with the work on the thesis, causing a high workload for some students. The panel recommends the programme look into this.

The programme realizes the risks of lower completion rates associated with distance education, and tries to limit this as much as possible. It invests in personal contact and feedback. Lecturers have approximately eight hours for feedback and contact per student per unit, which reflects the importance the programme assigns to the personal guidance of students. In addition, each student has a personal mentor who assists him or her with study planning and choices. The programme facilitates group cohesion in the campus-based units as much as possible and has second-year students act as buddies to the newly arriving first-year students. In the last few years, the programme succeeded in having 65.5% of its students graduate in the nominal study time of two years, even rising to 71% with the 2014-2016 cohort. The panel finds this impressive for a programme mostly relying on distance education.

#### *Programme-specific quality assurance*

Quality assurance within the MHPE programme is mainly the responsibility of the management team. The management annually reviews the programme together with the staff. All units are evaluated by students during the campus-based meetings at all locations. The results are used by the management team and teaching staff to improve the subsequent courses. In the case of Units 1 and 7, the local lecturers on each campus discuss the evaluations with the course coordinators in Maastricht. The most prominent instance of a unit improvement is the recent change in Unit 5, which was thoroughly revised after receiving mixed student evaluations. In addition to the internal quality assurance, the programme is externally reviewed once every 6-7 years by external MHPE experts.

The panel concludes that, in the absence of an Educational Programme Committee, the management takes adequate responsibility for assuring the quality of the programme. The students feel that their feedback is heard and used for improvement of the programme, although some would prefer an evaluation right after the end of each unit instead of once per year. Given its post-initial status, the programme is free to not have an Educational Programme Committee. However, the panel points out that students are currently not represented during the annual programme reviews. It recommends including the students' point-of-view in these reviews, for instance by having student representatives participate at some level in the management team.

Additionally, the panel feels that the MHPE programme could benefit from more external input to assure its quality on a macro level. The programme currently does not regularly collect input from external stakeholders other than the MHPE reviews once every 6-7 years. Other contact with the work field and external stakeholders is of an informal nature. The panel thinks that more frequent discussions with critical friends could help the programme reflect on its current position and align itself better to the needs of the international work field. It encourages the programme to formalize such external advice, for instance by establishing an Advisory Board or Work Field Committee.



## Considerations

The panel concludes that the teaching-learning environment of the MHPE programme is adequately designed for students to be able to reach the level of the intended learning outcomes. The curriculum has a clear structure and is coherent. It has a strong research focus, and the literature used in the programme is substantial. The curriculum as a whole leans towards preparing students for a role as health professions education researcher. The panel recommends strengthening both the curriculum and staff expertise towards educating students in the role of change agent. Additionally, the panel advises composing an overview of all of the core literature in the programme.

The programme conducts distance education well, in terms of upholding a problem-based learning approach and in keeping students involved with the programme. The completion rates are impressive for a distance learning programme. The campus-based units are an important teaching instances to achieve several of the programme's learning objectives. Although the quality of the units is sufficient on all campuses, the students following the units in Maastricht have a significant advantage over the other students. The more international composition of the student group in Maastricht offers more opportunities for intercultural learning. The teaching staff is highly qualified and trained in internationalization skills, and provides extensive support to the students. The programme could improve this even further by aiming towards increasing the number of international supervisors that are familiar with the students' specific culture and context.

The programme has designed its admission procedure with care and takes adequate measures to determine the entrance level of its students. The panel recommends considering dropping the admission without additional requirements of students with a bachelor's degree. It also recommends adding professional experience as an admission criterion. The programme's management takes responsibility for assuring the quality of the programme. It is also in control of the programme quality on the other campuses in Canada. However, the programme could benefit from more external input in assuring its quality on a macro level. The panel advises including students in the annual reviews of the programme and formalizing contact with external stakeholders, for instance in an Advisory Board or Work Field Committee.

## Conclusion

The panel assesses Standard 2 as 'satisfactory'.

### Standard 3: Assessment

The programme has an adequate assessment system in place.

#### Explanation:

The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

## Findings

### *Unit assessments*

Students in the MHPE programme are given a combination of group assignments and individual assignments, often related to their own professional background. The unit coordinator is responsible for composing and assessing the unit exams. All lecturers involved in a unit participate in reviewing and providing feedback on the assignments. In all assessments throughout the programme, the same guiding principles are used: argumentation, proper referencing to literature, and adequate embedding in theory. An assessment plan relating the assessments in the programme to the intended learning outcomes was not yet available during the site visit, but was being developed at the request of the Board of Examiners.

The panel studied the assessments for a number of units, and looked at their relation to the intended learning outcomes and the learning objectives of the units. It concluded that the assignments are generally well-related to the unit's objectives. It noted that individual feedback on the assignments is extensive. Students value the quality of the feedback they receive on their assignments and feel that the scores are usually fair.

The programme relies heavily on written assignments. This is mostly due to the context of distance education, in which written assignments are the most practical form for both group collaboration and reviewing. In some units, the programme is experimenting with oral presentations via live sessions on Blackboard. Lecturers and management indicate that they are striving to increase the variety of assessment formats, but are struggling with designing valid and reliable assessments at a distance.

The panel acknowledges the challenge the programme has in assessing learning outcomes related to soft skills. This is not only caused by distance education: some of the intended learning outcomes are hard to assess by their nature, mainly those related to the change agent aspect of the programme. For instance, the ability to assist in the process of implementation of educational reform (learning outcome 19) and the demonstration of leadership skills (learning outcome 20) involve skills that only emerge in the long run after completion of the programme. The panel understands the position the programme is in, but encourages it to keep exploring new opportunities to assess these aspects.

As an international programme with a major distance education component, the programme pays special attention to identity fraud and plagiarism. Firstly, the risk of identity fraud is reduced by the fact that most assignments focus on the personal work environment of the student, making it difficult to find a ghost writer with sufficient insight into the situation. Secondly, the programme aims for group cohesion among students and between students and lecturers to further reduce this risk. Regarding plagiarism, the programme has noticed that students from some cultural backgrounds have different notions of plagiarism and sometimes use practices that are considered fraudulent in the scientific community, such as quoting from a supervisor's work to honour him or her. The programme helps students become aware of this, and checks all assignments with anti-plagiarism software. First-time offenders always get a chance to explain themselves and remedy the situation. The panel approves of the measures taken by the programme to reduce the risk of identity fraud and plagiarism.

### *Thesis*

The MHPE students complete their programme by writing a thesis. The students are assigned a supervisor based on the topic of their thesis. They start preparing their thesis in the campus-based Unit 7 by writing a draft proposal. After receiving approval from their supervisor and an independent second assessor, the students start writing their thesis (Unit 11). All requirements for the thesis are specified in guidelines provided to the student beforehand.

The thesis is assessed twice, once by the student's supervisor, and once by an independent second assessor from within the programme who is not otherwise involved in the supervision of the student. All thesis examiners have been trained in examination and assessment, and have a PhD. The two examiners determine their score independently from each other on separate forms, giving subscores for various elements. If the final score of the second examiner differs 1 point or less from that of the supervisor, the grade given by the supervisor will be used. If the difference is larger, a third examiner will be appointed by the Board of Examiners to pass the final judgement. This procedure has never been necessary since 2014. Additionally, the supervisor also grades the student's learning process, which counts for 25% of the final score. The thesis examiners are regularly trained through calibration sessions, in which examiners grade the same theses and compare results.

All supervisors from Canada are also appointed by the Board of Examiners through the same procedure as the Maastricht-based supervisors. They are appointed as supervisors for students participating in the education on their respective campuses, are trained in the system of grading



used in Maastricht, and they participate in the calibration sessions for the thesis assessment. The second assessor is always Maastricht-based to assure the quality of the assessment by the standards set by the programme in Maastricht.

The panel studied the thesis assessment process and the assessment forms. It judged that this is carefully designed and includes adequate measures to assure the reliability and validity of the assessment. It approves the training of the examiners and the role of the second assessor as a quality check. The assessment forms are transparent and show how the various subscores contribute to the final grade, although the quantity of feedback varies between supervisors. The programme is clearly in control of the assessment on the other campuses through the Board of Examiners, training sessions and a check by a Maastricht-based second assessor. The panel adds that the programme could consider reversing this procedure by having the supervisors outside Maastricht act as a second assessor for the Maastricht-based students.

#### *Board of Examiners*

The MHPE programme falls under the responsibility of the Board of Examiners Health (BoE-H). The BoE-H is responsible for two bachelor's and ten master's programmes in the health domain of the Faculty of Health, Medicine and Life Sciences. It consists of one member for each programme, an external expert on assessment, and a daily board responsible for most of the day-to-day business of the BoE-H. The full board meets once every six weeks, and the daily board meets every week. The BoE-H appoints module coordinators and thesis supervisors, approves assessment plans for every unit, and prepares the Education and Examination Regulations for the dean.

The BoE-H recently started to perform independent checks of thesis assessments within the programmes it is responsible for. It independently grades a random selection of theses from each programme and compares the results with the original grades to safeguard the quality of the level of the graduating students. This was recently done for the bachelor's programmes, and is already scheduled in the near future for several master's programmes, including the MHPE programme.

The panel is very positive about the Board of Examiners. Its members are professional and take full responsibility for the quality of the assessment in the programme by approving the assessment plans for each unit beforehand. The panel appreciates the board's procedure to check the thesis assessments independently. Although the check hasn't been performed yet for MHPE, the panel has confidence that the scheduled independent check of the programme's master's theses will provide the BoE-H with sufficient information to safeguard the level of the graduating students.

#### **Considerations**

The programme has a reliable system for assessment in place. The assignments are reviewed using a transparent guideline. The programme pays sufficient attention to the risks of identity fraud and plagiarism associated with distance education. The panel agrees with the plans to compose an assessment plan for the entire programme in addition to the unit-specific assessment plans, as requested by the programme's Board of Examiners. The assessments are sufficiently suited to assess the intended learning outcomes, although some are hard to assess due to their nature or the limitations of distance assessing. The panel recommends to keep exploring new formats to assess these learning outcomes. The Board of Examiners is professional and in control of the quality of the unit assessments, in Maastricht and at the other campuses. It has scheduled an independent check of the master's theses which will provide the information to safeguard the quality of the graduated students.

#### **Conclusion**

The panel assesses Standard 3 as 'satisfactory'.

**Standard 4: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes.

**Findings***Theses*

The intended learning outcomes are assessed throughout the programme. Each one is assessed in at least two units, and every unit assesses at least two learning outcomes. Most objectives coincide in the master's thesis, which is considered the culmination of the programme.

Before the site visit, the panel requested and studied a selection of sixteen master's theses from 2015 and 2016, and reviewed both their quality and manner of assessment. In general, the panel agreed with the grades awarded by the supervisors. The grading seemed fair and reflected the differences in quality in the student's work. All theses were worthy of a master's thesis, and the panel considered some theses to be good or very good.

Among the theses studied two were awarded with a perfect 10 out of 10. The panel agreed that the quality of these theses was very high, but considered the use of a perfect score somewhat unusual. The programme management explained that the large number of international students and the different grading systems they are familiar with sparked a discussion on grades. The programme concluded that they considered awarding a grade of 10 the best way to express their appreciation of work of the highest quality. The panel agrees with this, since there are no clear-cut criteria on what a grade of 10 means, and the theses were indeed of a very high quality.

*Change agents*

The panel noted that the theses mostly focus on the research part of the programme. By studying the theses, the panel is confident that the students achieve the intended learning outcomes for this part of the programme. As discussed under Standards 2 and 3, the panel considers that the change agent part of the programme is less well represented in the curriculum, and its intended learning outcomes are hard to assess given their nature. It is therefore less confident that the students of the programme can become change agents in health professions education in their home institutions.

The panel discussed this topic with students and alumni. They acknowledged that being a change agent is often an important part of their job in health professions education, and feel that the knowledge and skills they learned in the programme contribute to this. Some would have preferred more attention in the curriculum for this aspect. The panel ascertained that, as far as can be concluded from the available information, the programme realizes its intended learning outcomes for the change agent part on some level. However, it recommends closer monitoring of its alumni to find out to what extent they are able to be change agents in their respective home institutions and, if necessary, adjust the programme accordingly.

*Alumni*

The alumni the panel spoke with have careers in health professions education or research, to which the MHPE programme significantly contributed. Some became researchers in health professions education, others are lecturers or curriculum designers in institutions for the education of health professionals. Due to the international nature of the programme, alumni are often hard to follow or trace, so alumni surveys usually have a limited response. In a survey from 2014, the 46 graduates who responded were found to be satisfied with the programme and perceived that it contributed to their current professional development in various aspects. A total of 96% felt that the MHPE programme had met all of their initial expectations.



**Considerations**

The panel concludes, based on a review of theses, that the students of the programme achieve the intended learning outcomes that prepare them to be a researcher in health professions education. The quality of the theses is good or in some cases very good. For the change agent part of the programme, the panel finds it challenging to determine whether the students achieve the intended learning outcomes. Based on the responses and job positions of the programme's alumni, the panel concludes that the programme does contribute to the development of its alumni as change agents. However, it recommends monitoring the programme's alumni more closely to be able to draw a conclusion on the success of this part of their programme.

**Conclusion**

The panel assesses Standard 4 as 'satisfactory'.

## GENERAL CONCLUSION

The panel assessed all four standards for the post-initial master programme Master of Health Professions Education as 'satisfactory'. According to the decision rules of NVAO's Assessment Framework for Limited Programme Assessments (19 December 2014), the general assessment for the programme is 'satisfactory'.

**Conclusion**

The panel assesses the *Master's programme Master Health Professions* as 'satisfactory'.



# APPENDICES



## APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

**Jan Elen** is full professor at the University of Leuven. He is connected to the Center for Instructional Psychology and Technology of the Faculty of Psychology and Educational Sciences. His research focuses on the domain of educational technology and teacher education. He was previously head of the educational support office of the University of Leuven. He was also co-founder and coordinator of the Expertise Network of the school of Education, Association University of Leuven. He was vice-dean of Education at the Faculty of Psychology and Educational Sciences and has been a member of the university's Educational Council for over ten years. He was coordinator of the special interest group instructional design of the European Association for Learning and Instruction. He teaches introductory and advanced courses on educational psychology and educational technology. He is currently senior editor of 'Instructional Science'.

**Regina H. Mulder** has been full professor in Pedagogy/Educational Sciences (University of Regensburg, Germany) since 2004, where she has held several positions (e.g. Dean, vice chair of the Senate and member of the University Council). She acquired a MA degree in Sociology (Rijksuniversiteit Groningen) and a PhD in Social Sciences (Erasmus University Rotterdam) in The Netherlands, and was vice director of RISBO (EUR). Her research and publications centre on such topics as 'Vocational Education and Training' and 'Learning in Organisations', such as the design and evaluation of VET, innovative work behaviour, feedback, learning from errors, informal learning at work, learning of older workers, team learning, diversity in teams, leadership and research methods. Regina Mulder was EARLI SIG Coordinator of the SIG 'Learning and Professional Development'. She co-edited books, is member of editorial boards (e.g. 'Educational research review', 'HRDQ'), and reviews for other journals (e.g. 'Vocations and Learning').

**Martin Fischer** is full professor and Director of the Institute for Medical Education at the University Hospital of Ludwig-Maximilians University (LMU) Munich. Since 2012 he has been Dean of Students of the Medical Faculty (Clinical Studies) of LMU Munich. He is also Co-Director of the Master of Medical Education (MME) program at the University of Heidelberg in cooperation with the MFT. Since 2011 he is the president of the German Association for Medical Education (GMA) and the Editor of the GMS Journal for Medical Education (JME). His research focuses on how to measure and improve clinical reasoning. He worked as an auditor for various agencies in Germany and Austria.

**Jan Steen** is senior policy officer for the quality of education and lecturers at the Education Institute of Wageningen University. He has fifteen years of experience as an evaluator of courses and programmes of Wageningen University and adviser on the enhancement and innovation of education, and as a trainer of lecturers in higher education. He has ten years of experience with the internal and external quality assurance and enhancement system at Wageningen University. He is a trained auditor for ECA assessments.

**Janine Wulz** is a former master's student in Political Studies at the University of Vienna (2012) and Public Management at the Fachhochschule Campus Wien (2015). She is currently a PhD student at the University of Vienna and a researcher in education at the 3s research laboratory in Vienna (Austria). She is a trained ENQA Agency Reviewer since 2014 and has experience in numerous international assessments, including Austria, Switzerland, Kazakhstan and Kosovo. She was chair of the Austrian national student's union (ÖH) from 2011-2013.



# APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

## Introduction

This document presents a frame of reference for the education in the Educational Sciences<sup>1</sup> discipline for the benefit of an external review of the university Bachelor's and academic Master's degree programmes in 2016/2017<sup>2</sup>. The report published by the Educational Sciences Sector Plan Committee (CSO, 2015) served as a significant source of inspiration for the framework. This is partly because staff representing programmes from various universities sat on the CSO, ensuring that the CSO report was widely supported within the programme departments. In this domain-specific frame of reference, we first outline the knowledge domain of educational sciences before considering developments in the field, the professional practice of educational scientists and the teaching. The developments mentioned have implications for the required knowledge, skills and attitudes of educational science graduates, and for the organisation of the programme curricula, for example with regard to the internationalisation and the pedagogical model. The framework specifies the objectives, level, orientation and arrangement of the programmes in educational sciences, and finishes with an overview of the knowledge, insight and skills required of educational sciences graduates. A distinction is made between Bachelor's and Master's graduates in terms of level.

## The educational sciences domain

The description of the educational sciences knowledge domain is taken from the description given by the CSO (2015): "The subject of educational sciences is education, i.e. teaching, the teaching and learning processes and the outcomes, both at individual and societal level. Educational sciences focus on describing, explaining and optimising all situations relating to intentional learning, in other words, with the prior objective of attaining specific (to a greater or lesser extent) learning objectives. The emphasis is on optimising, and therefore helping to improve, the quality, effectiveness, efficiency, appeal and innovation of educational practice and policy.

Educational sciences concentrate on processes and systems at micro level (cognitive, affective, social and motivational processes and educational interventions at individual and class level), meso level (teaching organisation, leadership and governance) and macro level (policy and system). The field covers formal and informal teaching situations, in all contexts in which organised teaching takes place, at every stage of life. These contexts comprise the entire regular education sector (from early childhood education to university education), as well as the private education and training sector (such as company training programmes, company section training, training courses for professional associations, education provided by societal organisations and cultural institutions) and on-the-job learning.

Educational sciences is a multidisciplinary field. In addition to general and domain-specific educational sciences and teaching methodology, several other disciplines (including psychology, special education, sociology, economics, public administration and organisational sciences, cognitive sciences, neurosciences, philosophy and law) also go to make up the educational sciences field, in as far as they relate to education and/or contribute to optimising education by imparting knowledge about, or improving, teaching itself, the way it is organised or the conditions under which it is provided, and all the teaching and learning processes this entails. The complexity of problems in education demands a strategy that transcends the boundaries of disciplines and fields of academia."

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<sup>1</sup> We refer to educational sciences because the Educational Sciences Sector Plan Committee (CSO, 2015) recommends changing the name of the programmes in education (onderwijskunde) to programmes in educational sciences (onderwijswetenschappen).

<sup>2</sup> The review does not cover the research Master's programmes, which is why they are not included in this framework.

## **Developments in academia, the job market and education**

Some of the *themes in educational sciences* have been around since the 1970s. These include learning and teaching, the curriculum, tests and assessments, domain-specific aspects of education and teaching methodology, training and professional development of lecturers, tackling inequalities, addressing learning difficulties and the social context of education. They have been supplemented by new themes in recent decades, such as IT and education, digitisation and online education, life-long learning, on-the-job learning, adaptive education and attention for neurosciences and cognitive sciences. The erosion of the European borders and increasing globalisation have increased the relevance of international comparative research. The character of a lot of the themes has changed. Current research into educational reform, for example, focuses on an evidence-informed approach to innovation and improvement in education and the impact on performance and pass rates, while the focus of research into the training and professional development of lecturers has shifted to training in the school situation.

Aside from the developments in specific parts of the educational sciences domain, several other more general *academic developments* also have implications for the programmes. The body of knowledge has increased dramatically, largely due to multidisciplinary research and technological advancement. Education is a complex field, and so research has always been multidisciplinary by nature. New information builds on new and existing insight into various disciplines relevant to educational sciences, such as brain sciences and cognitive sciences. The social relevance of academic research is also becoming more important (SEP, 2014) and educational scientists are expected to contribute to innovations and improvements in education (CSO, 2015). Educational research that is relevant to the practice of teaching is based on designated research methods whereby researchers, lecturers from the professional field and students work together to improve and study education. Finally, ethics and integrity now play a greater role in science. It is essential to make sure that research is verifiable, meticulous, reliable, independent and impartial.

With regard to the *employment market for educational scientists*, the CSO (2015) thinks that the requirements for future educational scientists will be different and probably more stringent. Educational scientists will have to work in an increasingly international, multicultural context, just like other professionals. They must therefore be able to look beyond the boundaries of their field, work together and communicate with professionals from various disciplines, while also coping with social and technological developments, such as the universal availability of information and increasingly dominant role that the internet plays in social interaction. Educational scientists work in different locations (in teaching, work organisations, research), so programmes must prepare students for different areas within the profession (CSO, 2015).

The *education on which educational scientists work* is increasingly characterised by innovation and evidence-informed working, with an emphasis on complex skills (21st-century skills), insight, creativity and application, and on the integration of subjects, theory and practice. Life-long learning has become essential to sustainable employability. Developments like these demand specific, tailored learning environments and links between school and out-of-school learning, and on-the-job learning. Teaching institutes will have to work ever more closely with societal institutions and industry. The teaching must be geared to the needs of the different target groups in terms of level, pedagogy and teaching methods.

## **Aims, level, orientation and arrangement of the programmes**

The aim of the Bachelor's and Master's degree programmes being assessed in the external review of Educational Sciences is to give students a basic (Bachelor's) or advanced (Master's) academic training in the field of educational sciences. Graduates are able to work as professionals in the education sector, helping to solve specific educational problems and contributing to educational sciences in general. During the programme, students acquire the very latest knowledge and insight in the field of educational sciences, as well as subject-based and general academic skills.



The programmes cover research paradigms, the most common theories, research designs and methods within the various relevant disciplines (including applied research), codes of conduct in research and their application in educational research, and the practical relevance of research. The students become familiar with the characteristics and value of academic research and the importance of theory and methodology; they learn to express themselves at an academic level orally and in writing; they are given a framework in which they can place the knowledge and insight they acquire in order to apply it in an adequate manner. The programmes also try to turn students into academics who are able to reflect upon the principles of their field and their own professional actions. English scholarly literature and communication are standard elements of the programme, and the learning community is highly diverse, thanks to international lecturers (and guest lecturers) and students. The programmes prepare students to work in a team and communicate with professionals from various disciplines, cultures and countries, for example by taking part in international projects, work placements or graduation projects. The pedagogy of the programmes for educational scientists aim to experiment with innovative teaching modules, which then form a testing ground for the educational developments mentioned above.

The programmes prepare students for a career in society or in academia, for which they can put the knowledge and skills they acquire during their studies into practice in the professional field. This means adopting an academic attitude and acquiring the academic skills that may be required in a range of academic jobs, as well as knowledge and understanding of the field.

The Bachelor's programme provides a broad-based education and gives students a basic academic training. One of the aims of the Bachelor's phase is to make students eligible for, and capable of, a Master's programme. The Master's programme offers specialisation and more in-depth knowledge. It trains students to carry out academic research independently and prepares them for their future working environment, which may include educational institutes or other teaching institutes, government, industry or the research sector.

### **Learning outcomes: the knowledge, insight and skills of educational science graduates**

Graduates of the *Bachelor's programme* in educational sciences are expected to have acquired knowledge and an understanding of educational sciences and its applications, learned to form judgements, and acquired communication and teaching skills at a basic academic level. Graduates of the *Master's programme* in educational sciences are expected to have acquired knowledge and an understanding of educational sciences and its applications, learned to form judgements, and acquired communication and teaching skills at an advanced, more specialised academic level. The learning outcomes are the same as or exceed the criteria set down for educational sciences graduates by the professional field.

The difference between the basic (Bachelor's) and advanced (Master's) level is the degree of autonomy required to formulate research questions and apply knowledge, theories and research methods, the degree of complexity of the questions being dealt with and the extent to which graduates can transpose knowledge and skills onto new situations. In addition, Master's graduates have in-depth knowledge of one (or more) of the sub-domains of educational sciences. These can vary per programme.

The learning outcomes in this domain-specific framework are specified under the Dublin descriptors as 'knowledge and insight' and 'applying knowledge and insight'. Where relevant, the learning outcomes that apply specifically to the Master's level are indicated as such. The outcomes concerning the Dublin descriptors 'forming judgements', 'communication' and 'learning skills', are seen as the criteria set for academic graduates in general. They are not included separately in the domain-specific requirements, but should nonetheless be mastered at the basic or advanced level as applicable. With regard to communication, it should be noted that graduates are expected to be able to work in an international context, independently or as part of a team.

### *Knowledge and insight*

Graduates have knowledge of, and insight into:

- current educational issues and the social and technological developments relevant to the field;
- curriculum theories (curriculum concepts; strategies for curriculum development);
- instruction theories (progress of learning processes and how they are influenced; instruction design; role of the lecturer; evaluation and assessment; use of IT);
- organisation and innovation theories (implementation of change; school development);
- (theories and methods from) existing and new disciplines relevant to educational sciences (educational theory, psychology, neurosciences, sociology, philosophy, philosophy of science, ethics);
- relevant characteristics of education systems and policy (including international comparison) and the Dutch system and policy, particularly in terms of its history;
- methods and techniques of social science research;
- research designs ((quasi-)experimental, correlational, descriptive, case studies, design research);
- qualitative and quantitative methods of data collection and analysis;
- codes of conduct relating to research integrity;
- professional practices in which educational scientists play a role.

At Master's level, advanced knowledge of these fields is required, in addition to knowledge of and insight into:

- specific issues in one or more sub-domains of educational sciences.

### *Applying knowledge and insight*

Graduates are able to:

- evaluate research findings in terms of relevance and usefulness to research practice;
- report and present research results in a clear fashion;
- analyse educational science-based problems in school and work organisations, devise solutions to them in collaboration with relevant stakeholders (e.g. management, teaching staff or trainers);
- contribute to innovations and improvements in education;
- work together with professionals from various disciplines with diverse cultural and national backgrounds.

At Master's level, advanced ability to apply knowledge in these fields is required, as well as the ability to:

- translate problems from professional practice into research questions;
- conduct research into a sub-area of educational sciences in an independent and academically responsible manner, by applying knowledge of methodology and substantive knowledge;
- translate and apply research findings for the benefit of education;
- reflect on research from a philosophical and ethical perspective;
- resolve design problems, taking implementation and evaluation into account.

## APPENDIX 3: INTENDED LEARNING OUTCOMES

The MHPE graduates:

### **Knowledge and understanding**

1. know and understand theories and evidence concerning relevant issues in health professions education (i.e. curriculum analysis and design, assessment and evaluation, organisation and management);
2. know and understand research methods and techniques in health professions education;
3. know and understand the potential benefits and cost effectiveness of research, academic research methods and techniques for health professions education issues;
4. know and understand relevant issues of multiprofessional and multicultural collaboration.

### **Applying knowledge and understanding**

5. have practical experience in conducting health professions education;
6. are able to design and conduct educational research methods and techniques;
7. are able to analyse, design, plan and implement courses for health professionals, based on theory and evidence, applying rational principles of learning and instruction;
8. are able to analyse and design a rational assessment and evaluation system;
9. are able, depending on the chosen programme track, to conduct an empirical educational study, comprising the formulation of a question of interest, developing a study design, collecting reliable and valid data, conducting, where appropriate (quantitative design) elementary statistical analyses relevant to the data collected and the reporting of the findings. Alternatively, the graduate is able to design an educational programme based on theory and evidence, elaborating the principles underlying design, planning and implementation. This course design encompasses an evaluation plan;
10. are able to use the necessary knowledge and understanding in order to collaborate in a multiprofessional and multicultural team.

### **Making judgements**

11. are able to critically analyse problems and their context in health professions education;
12. are able to critically evaluate scientific publications about health professions education;
13. are capable of reviewing one's own knowledge, skills and attitude, demonstrated in their metacognitive ability.

### **Communication**

14. are able to demonstrate verbal and written communication skills in English while collaborating with colleagues and other stakeholders in health care education;
15. are able to demonstrate didactic skills;
16. are able to provide advice and help based on scientific evidence to lecturers, curriculum committees, or the management of an educational institution, and show implementation skills;
17. are able to conduct a critical literature search, publish drafts, participate in on-line peer review systems, and conduct empirical research;
18. are able to assist in the process of implementation of educational reforms;
19. are able to communicate and collaborate in an international, multicultural and multiprofessional team;
20. are able to demonstrate leadership skills.

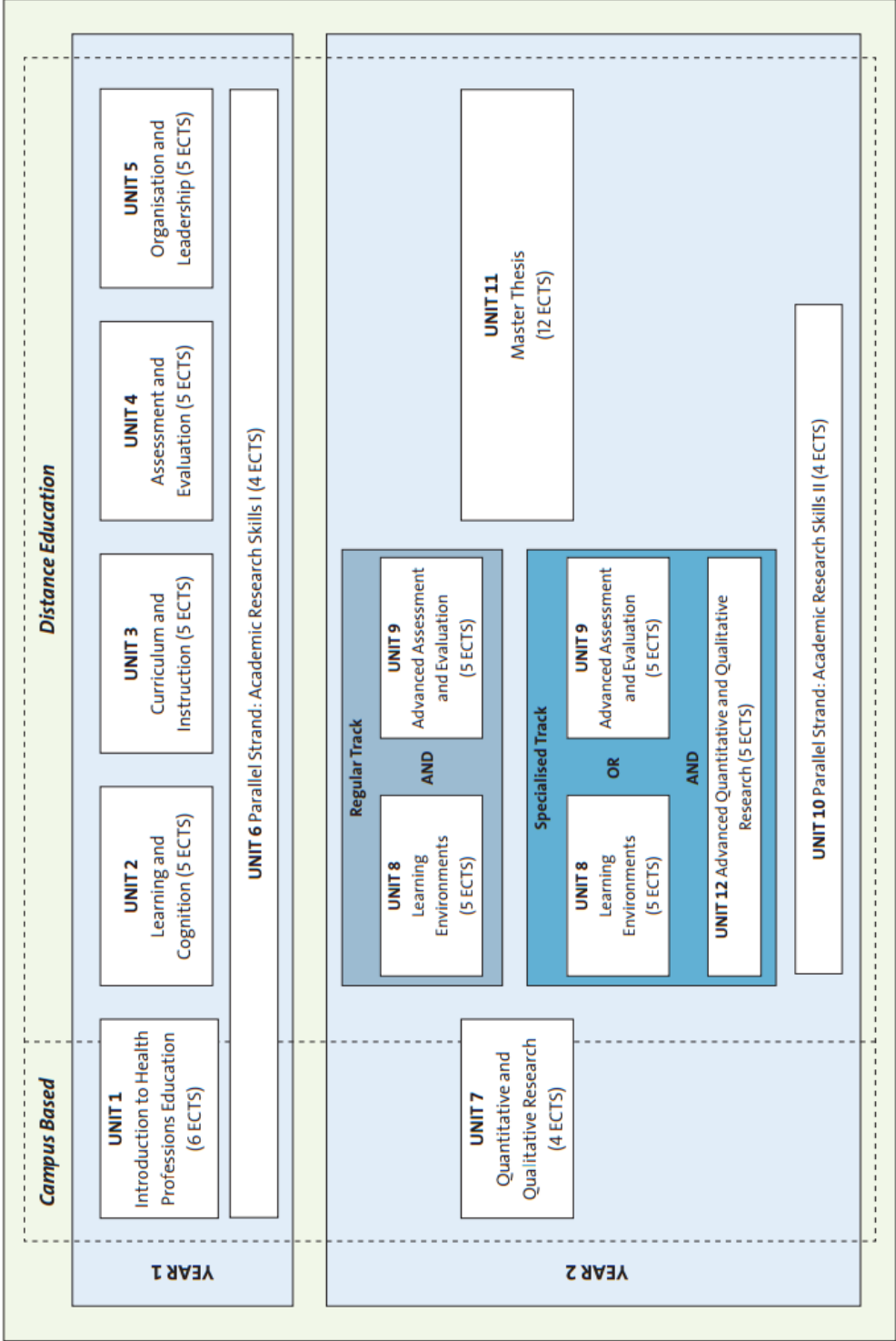


## **Learning skills**

21. have an attitude of lifelong learning and the ability to use the acquired knowledge, skills and metacognition throughout their professional lives

# APPENDIX 4: OVERVIEW OF THE CURRICULUM

## Structure Master Health Professions Education programme



## APPENDIX 5: PROGRAMME OF THE SITE VISIT

5 April 2017			
08.45	09.00	Arrival	
09.00	13.00	Preparatory meeting, including: <ul style="list-style-type: none"> <li>• Introduction NVAO framework</li> <li>• Introduction ECA framework</li> <li>• Preliminary findings for both frameworks</li> </ul>	Including lunch
13.00	14.00	Management MHPE	<ol style="list-style-type: none"> <li>1. Jan van Dalen, PhD – Member Management Team MHPE</li> <li>2. Prof. Diana Dolmans – Member Management Team MHPE</li> <li>3. Prof. Mirjam Oude Egbrink – Scientific Director Institute for Education at FHML</li> <li>4. Janneke Frambach, PhD – Member Management Team MHPE</li> <li>5. Pascal van Gerven, PhD – Programme Director MHPE</li> <li>6. Prof. Jeroen van Merriënboer – Member Management Team SHE</li> <li>7. Prof. Cees van der Vleuten – Scientific Director SHE</li> </ol>
14.00	14.30	Break / preparation next meeting	
14.30	15.15	NL-based students	<ol style="list-style-type: none"> <li>1. Hylke Brouwer – second year (2015-2017)</li> <li>2. Kitty Cleutjens – second year (2015-2017)</li> <li>3. Piet Leroy – third year (2014-2016)</li> <li>4. Judith Sieben – first year (2016-2018)</li> <li>5. Sonja Zinken – second year (2015-2017)</li> </ol>
15.15	16.00	Stakeholders (via Skype)	<ol style="list-style-type: none"> <li>1. Ms Asma Al Balushi (MD, ABEM, MHPE. Emergency Specialist. Director of Directorate of Training and Continuing Professional Development at Sultan Qaboos University Hospital, Muscat, Oman)</li> <li>2. Ara Tekian (PhD, MHPE. Professor, Director of International Programs, Department of Medical Education (DME), and Associate Dean for the International Affairs, College of Medicine, University of Illinois at Chicago (UIC), Chicago, USA)</li> <li>3. Henk Schmidt (Full Professor. Vice chancellor Erasmus University, Rotterdam. Professor of Psychology, Erasmus University's Faculty of Social Sciences. Founding Dean problem-based psychology curriculum. Previously</li> </ol>



			professor of cognitive psychology, and professor of health professions education, Maastricht University)
16.00	16.30	Break / preparation next meeting	
16.30	17.15	International students (via Skype)	<ol style="list-style-type: none"> <li>1. Mahmood Al Jufaili (Oman) – second year (2015-2017)</li> <li>2. Lindsay Melvin (Canada) – second year (2015-2017)</li> <li>3. Sayaka Oikawa (Japan) – second year (2015-2017)</li> <li>4. Mary Osinga (Canada) – second year (2015-2017)</li> <li>5. Fazna Saleem (Malaysia) – second year (2015-2017)</li> <li>6. Lisa Shepherd (Canada) – first year (2016-2018)</li> </ol>
17.15	17.30	Break / preparation next meeting	
17.30	18.15	Alumni (via Skype)	<ol style="list-style-type: none"> <li>1. Nur Faraheen Abdulrahman (Malaysia) – Cohort 2014-2016</li> <li>2. Marion van Lierop (Netherlands) – Cohort 2014-2016</li> <li>3. Francisco Olmos Vega (Colombia) – Cohort 2012-2014</li> <li>4. Miriam Wijbenga (Netherlands) – Cohort 2014-2016</li> </ol>
<b>6 April 2017</b>			
08.15	09.00	Arrival and preparation	
09.00	10.00	Staff members MHPE	<ol style="list-style-type: none"> <li>1. Anique de Bruin, PhD</li> <li>2. Carlos Collares, PhD</li> <li>3. Marjan Govaerts, PhD</li> <li>4. Herma Roebertsen, PhD</li> <li>5. Fred Stevens, PhD</li> <li>6. Daniëlle Verstegen, PhD</li> <li>7. Jill Whittingham, PhD</li> </ol>
10.00	10.30	Break / preparation next meeting	
10.30	11.00	Staff responsible for international activities (ECA)	<ol style="list-style-type: none"> <li>1. Geraldine Beaujean, MA – Director SHE Collaborates</li> <li>2. Jan van Dalen, PhD – Member Management Team MHPE</li> <li>3. Janneke Frambach, PhD – Member Management Team MHPE</li> <li>4. Albertine Zanting, MA – Policy Advisor Institute for Education</li> </ol>
11.30	12.00	Virtual tour of the digital learning environment	Daniëlle Verstegen, PhD
12.00	12.30	Lunch	
12.30	13.15	Board of Examiners	<ol style="list-style-type: none"> <li>1. Nynke de Jong, PhD – Member Board of Examiners Health</li> <li>2. Guy Plasqui, PhD – Chair Board of Examiners Health</li> </ol>
13.15	13.45	Preparation concluding meeting with management	
13.45	14.45	Concluding meeting with management	<ol style="list-style-type: none"> <li>1. Jan van Dalen, PhD – Member Management Team MHPE</li> </ol>

			<ul style="list-style-type: none"> <li>2. Prof. Diana Dolmans – Member Management Team MHPE</li> <li>3. Prof. Mirjam oude Egbrink – Scientific Director Institute for Education at FHML</li> <li>4. Janneke Frambach, PhD – Member Management Team MHPE</li> <li>5. Pascal van Gerven, PhD – Programme Director MHPE</li> <li>6. Prof. Jeroen van Merriënboer – Member Management Team SHE</li> <li>7. Prof. Cees van der Vleuten – Scientific Director SHE</li> </ul>
14.45	16.45	Panel meeting about the assessments	
16.45	17.00	Oral presentation	Tongerenzaal (UNS40)

## APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

16076797  
16076742  
16076728  
16050303  
16076725  
16076741  
16045597  
16076791  
16076800  
16095852  
16095856  
16095857  
16095858  
16095870  
16096094  
16096101

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Educational materials, literature and books from the following units
  - Unit 1: Introduction to Health Professions Education
  - Unit 2: Learning and Cognition
  - Unit 3: Curriculum and Instruction
  - Unit 9: Advanced Assessment and Evaluation
- Internationalisation assignments unit 1 and unit 10
- WFME Global Standards for Master's Degree in Medical and Health Professions Education
- Self-Assessment Report SHE Research in Education (Mid-Term Review)
- MHPE Evaluations (Year 1, Year 2, alumni)
- Minutes MT MHPE 2016
- Annual Report Board of Examiners
- Collaboration Agreement between Maastricht University and New York University School of Medicine concerning the US version of the MHPE programme
- Admission criteria MHPE programme

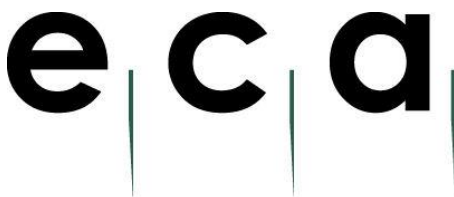
Assessment report

# Master of Health Professions Education

Maastricht University  
Faculty of Health, Medicine and Life Sciences  
School of Health Professions Education



Certificate for Quality in Internationalisation



european consortium for accreditation





# Assessment report - Programme level

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**European Consortium for Accreditation in Higher Education**



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## Table of contents

<b>1. Executive summary</b>	<b>6</b>
Standard 1. Intended internationalisation	6
Standard 2. International and intercultural learning	6
Standard 3: Teaching and learning	6
Standard 4: Staff	7
Standard 5: Students	7
<b>2. The assessment procedure</b>	<b>8</b>
<b>3. Basic information</b>	<b>9</b>
<b>4. Assessment scale</b>	<b>10</b>
<b>5. Assessment criteria</b>	<b>11</b>
Criterion 1a: Supported goals	11
Criterion 1b: Verifiable objectives	12
Criterion 1c: Impact on education	14
Overall conclusion regarding Standard 1. Intended internationalisation	15
Criterion 2a: Intended learning outcomes	15
Criterion 2b: Student assessment	16
Criterion 2c: Graduate achievement	18
Overall conclusion regarding Standard 2. International and intercultural learning	19
Criterion 3a: Curriculum	19
Criterion 3b: Teaching methods	21
Criterion 3c: Learning environment	21
Overall conclusion regarding Standard 3: Teaching and Learning	22
Criterion 4a: Composition	23
Criterion 4b: Experience	24
Criterion 4c: Services	24
Overall conclusion regarding Standard 4: Staff	25
Criterion 5a: Composition	26
Criterion 5b: Experience	26
Criterion 5c: Services provided to students	27
Overall conclusion regarding Standard 5: Students	28
<b>6. Overview of assessments</b>	<b>29</b>
<b>Annex 1. Composition of the panel</b>	<b>30</b>
<b>Annex 2. Documents reviewed</b>	<b>32</b>
<b>Annex 3. Site visit programme</b>	<b>33</b>

# 1. Executive summary

The assessment of the Master of Health Professions Education (MHPE) of Maastricht University was conducted by QANU. QANU convened an assessment panel which studied the self-evaluation report and undertook a site visit to Maastricht University on 5 and 6 April 2017.

## **Standard 1. Intended internationalisation**

The panel found that MHPE has a clear, widely supported and highly relevant internationalisation goal: it aims to constitute an international network of health professions educators. This goal has been operationalised in suitable objectives, which need to be made more measurable according to the panel. The impact of measures relating to the internationalisation goal and the objectives is felt implicitly rather than shown through hard evidence. The panel therefore advises the programme to find ways of making them more explicit. It concludes that MHPE is a programme with internationalisation as its *raison d'être*. While it praises MHPE's deeply ingrained international profile, it urges the programme to formalise this nature and make it tangible. It finds that these shortcomings do not overshadow the overall intended internationalisation of MHPE and therefore assesses *Standard 1. Intended internationalisation* as satisfactory.

## **Standard 2. International and intercultural learning**

The international and intercultural learning outcomes of MHPE fit the programme's internationalisation goal and are assessed in ways that the panel considers appropriate. However, assessment of these learning outcomes remains largely implicit and is therefore hard to measure. The panel confirmed that since the previous ECA programme assessment, MHPE has begun addressing this issue, most notably through introducing special intercultural assessments in units 1 and 10. It recommends increasing these efforts and finding ways to operationalise intercultural learning outcomes so they can be measured. Since it judges learning outcomes and assessment forms to match the internationalisation goal of MHPE, and since secondary evidence strongly suggests that the learning outcomes are indeed achieved by graduates, the panel assesses *Standard 2. International and intercultural learning* as satisfactory.

## **Standard 3: Teaching and learning**

According to the panel, the MHPE curriculum provides the necessary means for achieving the intended international and intercultural learning outcomes. The curriculum is coherent and carefully designed, and it stimulates the skills and sensitivity needed for international collaboration. The panel praises the ways in which the curriculum benefits from and is enriched by MHPE's international collaborations. It also approves the teaching methods. The Problem-Based Learning approach (PBL) corresponds with the practice students are preparing for and stimulates their intercultural sensitivity. While the panel recommends expanding and improving the electronic learning environment, it deems the learning environment adequate in the distance units and exemplary in the campus-based units. It concludes that the teaching and learning within MHPE prepare the students thoroughly for

achieving the international and intercultural learning outcomes. The panel therefore assesses *Standard 3: Teaching and learning* as good.

#### **Standard 4: Staff**

The panel found that there is a sufficient number of staff. The staff members are very well qualified to facilitate the achievement of the intended international and intercultural learning outcomes. The staff composition is sufficiently diverse. Moreover, staff members distinguish themselves academically: a substantial number of them are among the top scholars in their field. Thanks to the SHE Collaborates initiative through which the School of Health Professions Educations (SHE) promotes and funds collaborative projects abroad, staff members take part in a large number of well-chosen international collaborations. They build up and maintain intercultural competences and language skills through training courses offered within the faculty and the university. The panel recommends paying attention to the workload of the staff and to the formalisation of skills and competence training among staff in the partner institutions, particularly when these collaborations are intensified and expanded. In conclusion, however, it finds both MHPE's staff composition and experience and the services provided to the staff laudable. The panel therefore assesses *Standard 4: Staff* as good.

#### **Standard 5: Students**

The panel concludes that the student body of MHPE shows remarkable diversity in background, both professionally and geographically. PBL group assignments ensure a careful mix of students collaborating on projects. In this way, they enhance the students' international experience and intercultural skills. International experience is mainly derived from the campus-based units, particularly those in Maastricht, and from the group projects during the distance units. Students can count on an elaborate support system, including extensive counselling and guidance. The panel therefore assesses *Standard 5: Students* as good.

To conclude, in accordance with the decision rule specified in the Frameworks for the Assessment of Quality in Internationalisation, the panel considers the overall assessment to be positive.

## 2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Prof. J.M.H.M. (Jan) Elen, panel chair, Professor in Educational Sciences, University of Leuven (Belgium)
- Prof. R.H. (Regina) Mulder, Professor of Pedagogy/Educational Sciences, University of Regensburg (Germany)
- Prof. M.R.G. (Martin) Fischer, Professor for Medical Education, Ludwig-Maximilians-University Munich, (Germany)
- Drs. J.J. (Jan) Steen, senior policy officer for the quality of education and lecturers at the Education Institute of Wageningen University (Netherlands)
- Janine Wulz MA, master's degree student in Educational Sciences, University of Vienna (Austria)

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in *Annex 1: Composition of the assessment panel*. All panel members signed a statement of independence and confidentiality. These signed statements are available from QANU upon simple request. Dr. Fiona Schouten acted as secretary to the panel. The procedure was coordinated by Peter Hildering MSc.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. (*Annex 2: Documents reviewed*) The panel organised a preparatory meeting on 5 April 2017. The site visit took place on 5 and 6 April 2017 at Maastricht University. (*Annex 3: Site visit programme*) The panel formulated its preliminary assessments per standard immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 26 June 2017. It was then sent to Maastricht University for a review to uncover any factual mistakes. Some minor issues were reported and the report was amended on these points. The panel approved the final version of the report on 18 July 2017.

### 3. Basic information

<b>Qualification:</b>	<b>Master of Health Professions Education</b>
Number of credits:	60 EC
Specialisations (if any):	<ul style="list-style-type: none"> <li>- Regular Track</li> <li>- Specialised Track</li> </ul>
ISCED field(s) of study:	0114 Teacher training with subject specialisation / 091 Health
<b>Institution:</b>	Maastricht University
Type of institution:	University
<b>Status:</b>	Government-supported
QA / accreditation agency:	QANU
Status period:	Current accreditation valid until 12 January 2020

## 4. Assessment scale

The assessment scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

<b>Unsatisfactory</b>	<p>The programme does not meet the current generic quality for this standard.</p> <p>The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
<b>Satisfactory</b>	<p>The programme meets the current generic quality for this standard.</p> <p>The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
<b>Good</b>	<p>The programme surpasses the current generic quality for this standard.</p> <p>The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
<b>Excellent</b>	<p>The programme systematically and substantially surpasses the current generic quality for this standard.</p> <p>The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>



## 5. Assessment criteria

### Standard 1: Intended internationalisation

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#### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

In its self-evaluation report, the Master of Health Professions Education programme (MHPE) of Maastricht University describes its overall internationalisation goal as follows: 'MHPE's internationalisation ambitions focus on the development of an international community of health professions educators who have gained, in an international context, the knowledge and skills to educate and train competent health professionals'. In an addendum to report standard 1c, the programme points out that the challenges in healthcare worldwide do not respect borders. Global health care challenges are addressed locally in a variety of ways, but would be better met through international and intercultural collaboration between health care professionals. The MHPE programme aims to contribute to this collaboration by establishing and building a network for educators of professionals in the field of healthcare worldwide. The panel is of the view that this goal is well-chosen and of international relevance.

The report states that the programme's overall goal is in line with the aims of the educational programmes of the School of Health Professions Education (SHE), which houses MHPE: 'The mission of SHE Graduate School is to provide health care workers from around the world with opportunities for professional development in health professional education and for generating new knowledge about education. SHE aims to educate future leaders of educational innovation regardless of where they are from.' The goal also reflects the policy of the Faculty of Health, Medicine and Life Sciences (FHML), which considers the acquisition of international knowledge and intercultural skills necessary for preparing its students for a career in a globalising world. Finally, MHPE's internationalisation goal matches Maastricht University's overall focus on internationalisation. The panel is satisfied with the fact that MHPE's internationalisation goal is in line with the strategy and focus at the faculty and university levels. It considers the goal sufficiently specific and suited to the MHPE programme.

During the site visit in Maastricht, the panel discussed the internationalisation goal with stakeholders identified by the programme: students, alumni, members of the teaching staff and representatives from the academic and professional field. The stakeholders told the panel that in their view, the Maastricht MHPE programme is indeed aiming to build an international community of health care professionals. All stakeholders expressed their support for this aim. The panel is pleased with the wide recognition and support of the aim among stakeholders.

The panel discussed the programme's internationalisation goal with MHPE management. From this conversation, it learned that for MHPE, internationalisation is both a means and an end. On the one hand, it is the means by which the international community of healthcare professions educators is realised. That exactly is the ultimate goal of the programme. On the

other hand, internationalisation can be considered a particular understanding as well as an attitude within the scientific and professional domain. The panel concluded from its conversations with MHPE management that internationalisation is MHPE's very *raison d'être*. It commends the programme for its deeply ingrained international profile.

#### Conclusion and recommendations

MHPE's internationalisation goal is to establish an international community of health professions educators who have gained, in an international context, the knowledge and skills to educate and train competent health professionals. The panel concludes that this goal is well-chosen and internationally relevant. The goal is in line with the policy and mission formulated at a faculty and university level. It is recognised and supported by stakeholders within and outside the programme. In addition, the panel gathered that the programme considers internationalisation an understanding and an attitude within the scientific and professional domain, and therefore as an end in itself. It praises MHPE for its deeply ingrained international profile.

#### **Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*

MHPE formulated seven objectives it expects its graduates to meet. An MHPE graduate is:

- I. able to understand and apply current theories of learning and instruction within health professions education in different contexts;
- II. able to understand and apply principles of curriculum design, and methods of instruction and assessment;
- III. able to understand and apply principles of research in health professions education;
- IV. able to understand and apply principles of management and quality assurance in health professions education;
- V. able to identify and analyse problems within different educational environments;
- VI. able to communicate about issues related to these domains;
- VII. able to integrate these domains within an international, multicultural and multi-professional environment.

In the self-evaluation report and in the addendum to criterion 1b which the panel received prior to the site visit, the programme provides an operationalisation of these objectives. According to these documents, the seven objectives reflect the attention the programme pays to the diverse backgrounds of its participants as well as the international context in which they are to work together as a group. The addendum states that the programme's view on internationalisation is operationalised most explicitly in objective VII, which 'stipulates that the preferred learning environment should be international, multicultural and multiprofessional. This also includes an international student population, consisting of a balanced mix of different cultural and disciplinary backgrounds.' Additional operationalisation of the seven objectives can be found in the inclusion of international and intercultural collaboration through group assignments.

In the panel's opinion, the seven objectives reflect the internationalisation goal of establishing an international network of healthcare professionals in a very indirect and diffuse manner. It finds that the operationalisation of objective VII, aiming at a heterogeneous student body, entails a more concrete view of how to create and maintain such a network through the MHPE programme. It approves the objective to realise intercultural collaboration between students. However, it recommends quantifying these goals to make them measurable.

On various occasions during the site visit, the panel discussed MHPE's objectives and their operationalisation with the programme and faculty management. It concluded from these conversations that the vagueness of the objectives is at least partly due to the fact that the programme has already achieved a very high level of internationalisation. In practice, student groups are demonstrably heterogeneous, and intercultural collaboration has been achieved within the programme (cf. Standard 5). Furthermore, the seven objectives seem to reflect MHPE's conviction that internationalisation is also a goal in itself. The panel finds that the abstract nature of this goal may have stood in the way of formulating measurable objectives.

In addition to those mentioned above, MHPE's internationalisation objectives also include the addition of more non-Dutch staff to the programme. This objective follows a recommendation from the previous assessment report (2014). The panel is pleased to see that this has now become an objective, but again recommends making it verifiable by quantifying the desired Dutch/non-Dutch ratio.

Finally, MHPE points out in the addendum that one of its objectives is to establish international collaborations. The panel sees this objective as an important way to contribute to an international network of health professions educators. It learned from the self-evaluation report and from its discussions with MHPE management that MHPE staff participate in a large number of projects (cf. Standard 4). The MHPE programme as a whole has also established partnerships, and they have led to collaboration with two Canadian institutions. The programme is currently developing pilot projects in the US and Singapore and is considering expanding these projects into fully fledged partner collaborations which would allow students to follow courses in any of the branches. Other collaborative partnerships in countries such as Pakistan or Kenya are being explored. The panel is pleased to hear that the programme is in the process of rephrasing its strategy concerning these collaborations and, as a result, of formulating its objectives. It recommends making sure that these objectives are phrased in such a way that they allow for measurement and evaluation.

#### Conclusion and recommendations

The panel concludes that the objectives formulated by MHPE are in line with the internationalisation goal of the programme. It points out that the seven objectives are formulated in very general and vague terms, but finds that their operationalisation leads to clear and tangible aims: a heterogeneous student body and teaching staff, intercultural collaboration within the programme, and collaboration between MHPE and partners abroad should all contribute to the realisation of an international community of health professions educators. The panel urges the programme to make these objectives truly quantifiable, so that they can be monitored and measured. It realises that the programme has already achieved a high level of internationalisation, but stresses that MHPE would benefit greatly

from monitoring such results. It could then structurally revise its objectives and/or increase its ambitions.

### **Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

In the addendum to criterion 1c, MHPE lists a number of measures following from the internationalisation goal which have already been taken and which contribute to the overall quality of teaching and learning. First of all, for group assignments students collaborate in international groups, mixing so-called 'North and South' backgrounds. Secondly, specific assignments are aimed at increasing the awareness and appreciation of each other's professional context. And finally, the programme addresses the consequences of differences in local circumstances and contexts (such as financial, religious and/or political demands) for the practice of health care. According to the self-evaluation report, 'high-quality learning takes place along a constructivist approach, linking new knowledge and skills to previously acquired insights, with ample opportunities for self-study, observation and feedback in collaboration with a diverse group of peers and teachers, in the context of the (future) working place: the practice of health care'. The panel shares the programme's view on quality of learning and endorses the measures named by the programme.

In the addendum to criterion 1b, additional measures are mentioned which follow from the programme's objective of increasing international collaboration and which are yet to be taken. More teaching staff from abroad could be included if such collaborations are formalised. Student mobility could be increased as students would be enabled to follow parts of their programme in affiliated institutions. The programme would then become more flexible and even more tailored to the individual students' needs.

The addendum to the self-evaluation report points out that at the moment, no hard evidence is available to demonstrate to what extent the internationalisation goal, the objectives it translates into and the measures taken on their behalf contribute to the quality of teaching and learning. Indirect evidence is available: students state in evaluations that the programme as a whole enables them to develop a more global view on health professions education, and that the increasing bond between students from different backgrounds is a great help in this respect.

The panel has seen in the curriculum that some of the measures mentioned in the addendum have indeed been implemented in the programme. Units 1 and 10 include assignments focused on increasing awareness of other students' circumstances. The panel also spoke to students about the composition of groups in group assignments and concluded that the mixing of backgrounds is indeed attempted. It has also gathered that the students value the internationalisation dimension of the curriculum highly.

Nevertheless, the panel concludes that the evidence remains circumstantial. For that reason, it cannot determine in what way the teaching and learning are affected by the internationalisation goal. It suspects that the impact of internationalisation on the quality of teaching and learning is considered self-evident within MHPE. As a result, this impact is

mainly monitored and discussed informally. The panel is convinced that the teaching and learning are indeed positively affected by internationalisation, but it recommends making this impact verifiable and explicit. In line with this advice, it recommends monitoring new measures concerning staff and student mobility closely.

#### Conclusion and recommendations

The panel concludes that the internationalisation goal relates to teaching and learning, but that this link is seen as self-evident by the programme and remains largely implicit. The measures linked to this goal focus on collaboration and exchange between students from various backgrounds. These measures appear to contribute to the quality of teaching and learning. However, due to the fact that only circumstantial evidence is available to support this, the panel cannot conclude definitively that teaching and learning are improved by internationalisation. It recommends finding ways to measure and show the impact of the internationalisation goal on teaching and learning.

#### **Overall conclusion regarding Standard 1. Intended internationalisation**

The panel found that MHPE has a clear, widely supported and highly relevant internationalisation goal: it aims to constitute an international network of health professions educators. This goal has been operationalised in suitable objectives, which need to be made more measurable according to the panel. The impact of measures relating to the internationalisation goal and the objectives is felt implicitly rather than shown through hard evidence. The panel therefore advises the programme to find ways of making these more explicit. It concludes that MHPE is a programme with internationalisation as its *raison d'être*. While it praises MHPE's deeply ingrained international profile, it urges the programme to formalise this nature and make it tangible. It finds that these shortcomings do not overshadow the overall intended internationalisation of MHPE and therefore assesses *Standard 1. Intended internationalisation* as satisfactory.

## **Standard 2: International and intercultural learning**

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### **Criterion 2a: Intended learning outcomes**

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

The self-evaluation report identifies five out of MHPE's 21 intended learning outcomes as intended international and intercultural learning outcomes:

- #4: The MHPE graduates know and understand relevant issues of multiprofessional and multicultural collaboration;
- #10: The MHPE graduates are able to use the necessary knowledge and understanding in order to collaborate in a multiprofessional and multicultural team;
- #11: The MHPE graduates are able to critically analyse problems and their context in health professions education;
- #14: The MHPE graduates are able to demonstrate verbal and written communication skills in English while collaborating with colleagues and other stakeholders in health care education;

#19: The MHPE graduates are able to communicate and collaborate in an international, multicultural and multiprofessional team.

The panel is pleased to note that these learning outcomes are integrated into the programme's overall intended learning outcomes. It also finds that they match MHPE's internationalisation goal in their focus on cross- and intercultural collaboration between health professions educators. The outcomes also point to the importance of context-sensitivity.

The panel found, however, that correspondence between these goals and the overall internationalisation goal is left implicit. The outcomes do not contain the term 'internationalisation'. They refer to multiprofessional as well as multicultural collaborations and contexts, which suggests a wider or different aim than internationalisation. The panel therefore recommends revising the intended internationalisation learning outcomes in such a way that they explicitly reflect their connection to MHPE's internationalisation goal.

#### Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals. It recommends rephrasing them to make this correspondence explicit.

#### **Criterion 2b: Student assessment**

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

The methods used for the assessment of students consist of individual and group assignments, peer review, papers, group presentations, and reflection papers. The self-evaluation report and its appendices listed a number of units in which the intended international and intercultural learning outcomes are assessed. While units 2, 4, 5 and 8 each assess one of these outcomes, units 1, 3, 7 and 9 are the loci within the curriculum where internationalisation is most central to teaching and assessment.

It is clear to the panel that the assessment takes internationalisation into account. Group assignments are performed by carefully mixed groups of students from different backgrounds and contexts. In campus-based units 1 and 7 especially, particularly in Maastricht and less so in Canada, assignments include the training in and reflection upon intercultural skills and collaboration. Even in the units where students participate from within their own context through distance learning, they are made to collaborate with fellow students from other countries and asked to reflect on the process. The methods of assessment could be said to be encouraging the student body to operate as a small-scale international community of health care educators.

As mentioned in the self-evaluation report, the programme's previous ECA assessment report (2014) found that international and intercultural competence was largely implicit in the programme and recommended providing more visible assessment efforts. The programme acted upon these recommendations by introducing new assignments in units 1 and 10. From 2016 onwards, students are required to write a cross-cultural adaptation of each other's

research proposal (unit 10) and write an individual reflection on group project dynamics (unit 1).

The panel discussed the assessment of the intended international learning outcomes with students and alumni, as well as with teaching staff and members of the programme and faculty management. It gathered from these conversations that the assessment of internationalisation still takes place in an implicit fashion. It forms an integrated part of the overall assessment and is not clearly distinguished. No separate assessment criteria have been formulated by which the achievement of the international learning outcomes can be measured. Consequently, students reported to the panel that they had difficulty recognising internationalisation competences in courses and assessments. In their experience, the attainment of the intended international and intercultural learning outcomes is assumed rather than measured.

MHPE teaching staff and management informed the panel they are well aware of the implicit nature of the assessment of the intended internationalisation learning outcomes, particularly since this issue was also raised in the previous assessment report. MHPE management told the panel that it considers creating an internationalisation strand throughout the programme which identifies internationalisation within both the courses and the assessment. This idea was abandoned for the moment in favour of the introduction of new assignments earmarked for assessing internationalisation in units 1 and 10. The programme management told the panel that they have yet to decide what is the best way to assess international and intercultural competences, how to integrate them into the existing programme (as a longitudinal strand or otherwise) and how to make them truly measurable. As the programme is planning a major curriculum change over the next couple of years (cf. 1b), structural changes in assessment are being put off until then.

Since the previous assessment of the programme took place very recently and MHPE is considering a radical overhaul, the panel takes no issue with the fact that the introduction of more explicit forms of assessment of internationalisation has been put on hold. It also concludes that the assessment of international and intercultural outcomes does take place throughout the programme, and that the methods used are both adequate for assessing them in general and apt within the particular context of the MHPE programme and its internationalisation goal. Nevertheless, it urges the programme to use the upcoming curriculum renewal to introduce consistent, well-aligned and explicit assessment of the internationalisation outcomes throughout the programme and its units. The MHPE management mentioned the option of operationalising these intended international and intercultural outcomes, as well as defining such slippery concepts as diversity, by focusing on competencies which the students should acquire. The panel considers this a promising direction and points out that the competencies should then be included in assessment forms and/or templates. This would enable the students' level of attainment of the international learning outcomes to be measured.

The panel is positive about the attention devoted by MHPE to intercultural issues as a part of the assessment methods. The programme uses a grading scale which compares Dutch grading to international grading and distributes this scale to the students and international partners. Moreover, teachers, management and the Board of Examiners are aware of the

different cultural concepts of what constitutes plagiarism. In other contexts, students may for instance liberally quote from their supervisor's work. The programme pays attention to fraud prevention, uses software to check written assignments, and includes a fraud and plagiarism policy in the Education and Examination regulations.

#### Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. They are especially well-matched to the overall internationalisation goal of MHPE, since they could be said to allow the student body to operate as a small-scale international community of health care educators. However, the assessment of internationalisation is largely implicit within the programme and lacks formalisation, for instance in assessment templates. The panel judges this shortcoming as not meaningful in light of the assessment system in place, which is very well attuned to internationalisation, and in light of the planned curriculum renewal. It strongly urges MHPE to introduce a consistent, well-aligned and explicit system of assessment for the internationalisation outcomes throughout the programme and its units as part of the upcoming curriculum renewal. It would then become possible to properly measure the students' level of attainment of these learning outcomes.

#### **Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.*

MHPE's self-evaluation report listed a number of ways in which graduate achievement can be demonstrated. Programme evaluations reveal that graduates experience an increase in cultural competencies throughout the programme, and information on graduates which finds its way back to programme management confirms their success in the international field. Graduates also testify to having formed an intercultural network through their studies. Finally, according to the self-evaluation report, around 10% of these is turned into an academic publication, which frequently involves co-authors from more than one institution and country. Yet, as the report itself states, 'the evidence is secondary and therefore circumstantial'. The programme is currently taking measures to alter this. Earmarked assignments assessing the international and intercultural learning outcomes have been introduced in units 1 and 10 (see 2b), and their effects will be monitored in order to answer the question of whether they are too isolated within the programme. Additionally, a national alumni survey is being developed.

The panel agrees with MHPE's statement that the evidence of graduate achievement is currently indirect and secondary. It is pleased with the fact that the programme has now introduced two assessments focusing on the international and intercultural learning outcomes. However, as noted in 2b, they need to be operationalised for the achievement to be made measurable. Concerning the actual achievements of graduates, the panel is not able to say with certainty whether or not the international and intercultural learning outcomes are realised. However, it received no indication to the contrary. Alumni and representatives from the field indicated a clear increase in international sensitivity and overall competence among graduates. Many were working successfully in an intercultural environment.

#### Conclusion and recommendations



The panel concludes that achievements of graduates are currently only demonstrated indirectly. Therefore, even though this evidence points towards the achievement of intercultural and international learning outcomes, this cannot be demonstrated conclusively. The panel is pleased to note the efforts of the programme to provide more direct proof. It recommends increasing its efforts in this direction, not only as a part of the curriculum revision but also preceding this step.

### **Overall conclusion regarding Standard 2. International and intercultural learning**

The international and intercultural learning outcomes of MHPE fit the programme's internationalisation goal and are assessed in ways which the panel considers appropriate. However, the assessment of these learning outcomes remains largely implicit and is therefore hard to measure. The panel has noted that since the previous ECA programme assessment, MHPE has begun addressing this issue, most notably through introducing special intercultural assessments in units 1 and 10. It recommends increasing these efforts and finding ways to operationalise intercultural learning outcomes so they can be measured. Since the panel judges learning outcomes and assessment forms to match the internationalisation goal of MHPE, and since secondary evidence strongly suggests that the learning outcomes are indeed achieved by graduates, the panel assesses *Standard 2. International and intercultural learning* as satisfactory.

## **Standard 3: Teaching and Learning**

### **Criterion 3a: Curriculum**

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

The MHPE curriculum consists of 12 units, of which students follow 11 units, divided over 2 years amounting to 30 EC each. The first year starts with the campus-based Unit 1, Introduction to Health Professions Education (6 EC). This unit brings all students to Maastricht (or Canada, the US or Singapore), where they meet and collaborate as an international and multicultural group. Units 2 (Learning and Cognition, 5 EC), 3 (Curriculum and Instruction, 5 EC), 4 (Assessment and Evaluation, 5 EC) and 5 (Organisation and Leadership, 5 EC) take the form of distance education. Students participate from within their own environment. All through this first year, a parallel strand in Academic Research Skills I (Unit 6, 4 EC) is taught. Students are required to complete four assignments focused on acquiring research skills and to produce a reflection document.

The second year also starts with a campus-based unit (7, Quantitative and Qualitative Research, 4 EC). Students then opt for either the regular track or the specialised track. The regular track is oriented towards the professional field, whereas the specialised track aims to prepare the students for research and/or PhD positions. Regular track students are required to take Units 8 (Learning Environments, 5 EC) and 9 (Advanced Assessment and Evaluation, 5 EC). Specialised track students choose one of these subjects and follow unit 12 (Advanced Quantitative and Qualitative Research, 5 EC). The parallel strand Academic Research Skills II (Unit 10, 4 EC) contains further assignments connected with and thus depending on the choice of tracks and/or subjects. Finally, students write a master's thesis (Unit 11, 12 EC).

The panel studied the course outlines presented in the self-evaluation report. It also looked at the matrix provided in that document linking the international and intercultural learning outcomes to the individual course units. It concluded that the curriculum is coherent and carefully designed and that it allows the students to achieve all international and intercultural learning outcomes. Since these outcomes stress the importance of multicultural and multiprofessional collaboration, the campus-based units occupy an important place in the curriculum. This is particularly the case for Maastricht-based students; the Canada group is more homogeneous (cf. Criterion 5B). During these units, students meet, spend time together and collaborate on group projects. The panel is therefore pleased with the scheduling of these units at the beginning of each year.

In the panel's opinion, the curriculum is innovative in the sense that it consists largely of distance education modules. While this limits face-to-face contact, it allows for a student population of widely varying professional and cultural backgrounds. Various course units actively promote collaboration between health care professionals with very different profiles and require reflection on intercultural communication and collaboration. The distance modules also require verbal as well as written English-language communication skills. The panel is pleased with the way the curriculum setup contributes to the achievement of the international and intercultural learning outcomes.

Concerning course content, the panel is pleased with the themes, skills and literature selected for each course. It learnt from MHPE teaching staff that students are provided with additional reading materials based on the cases they themselves bring to the courses. These usually reflect the students' own practice in accordance with Maastricht University's educational model, Problem-Based Learning (PBL). According to the panel, this strong focus on local contexts contributes to the students' development of contextual awareness as described in learning outcome 11 (cf. 2a).

The panel also looked at the overview of the programme's international projects provided in the self-evaluation report. It discussed them with staff members and the programme management. It is impressed with the number and size of these projects, which range from a collaboration with FAIMER, an international organisation focusing on improving international health education, to curriculum development in Saudi Arabia, Ghana and Qatar. It noticed that MHPE clearly attempts to integrate these global initiatives into the curriculum, for instance through presenting them as cases in courses or by using reading material concerning these projects in the courses. The curriculum also benefits from global collaborations since they often end up drawing students from these projects. These students further diversify the student body. The effects of international collaboration on the curriculum are thus of a clearly noticeable, yet largely informal nature. MHPE is currently formalising various collaborations, which should lead to students following parts of their programme abroad (e.g. in Kenya). The panel approves this development. It finds that the curriculum is clearly enriched by the international environments to which the programme is linked.

#### Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The curriculum is coherent and carefully designed in such a way that students have well-timed

face-to-face contact before embarking on distance collaboration. The panel finds that the curriculum stimulates the necessary skills and sensitivity for international collaboration, especially since the students' contexts and cases are often the point of departure in a course unit. The panel praises the ways in which the curriculum benefits from and is enriched by MHPE's international collaborations.

**Criterion 3b: Teaching methods**

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

Education at Maastricht University is based on a Problem-Based Learning (PBL) method. According to this model, students collaborate in small groups and, based on the problems they are presented with, determine their own learning processes. MHPE's teaching methods reflect this model and practice. Throughout the programme, students are divided into groups and asked to collaborate in dealing with authentic tasks from their various professional contexts. The lecturer's role in this process becomes that of a coach. Care is taken to diversify these subgroups geographically, professionally and according to gender. Students are asked to actively apply the knowledge they gained in their practice and to reflect on international and intercultural collaboration. According to the self-evaluation report, the programme is aware of the fact that the PBL approach may be unfamiliar to those students who come from teacher-centred educational cultures. MHPE therefore acquaints its students with PBL in its very first campus-based unit. At the same time, MHPE considers an educational model such as PBL key to a programme which focuses on innovative approaches to education. MHPE 'practices what it preaches'.

The panel finds that the teaching methods used in the programme are suitable for achieving the intended international learning outcomes. The methods reflect the students' everyday practice and working environment, allow them to experience cross-cultural collaboration while solving problems or dealing with tasks, and raise their sensitivity to intercultural differences. In the panel's opinion, the PBL approach corresponds very well with MHPE's international and intercultural learning outcomes.

**Conclusion and recommendations**

The panel concludes that the teaching methods are highly suitable for achieving the intended international and intercultural learning outcomes. In line with Maastricht's Problem-Based Learning model, students collaborate in small groups to work on authentic tasks and determine their own learning processes. This practice mirrors the type of international collaborations MHPE is preparing its students for and strengthens their intercultural sensitivity.

**Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

The learning environment created by MHPE is dominated by distance education. During its visit, the panel was introduced to the electronic learning environment which enables this. It also discussed long-distance collaboration across cultures with students, teaching staff and alumni.

The panel found the distance learning environment of MHPE adequate, yet limited. Students reported that they experienced no great difficulty in distant group collaborations. However, they mentioned repeatedly that the current system, EleUM/Blackboard, is not very flexible or open to group input. As students and staff pointed out, students use Skype, Facetime and Whatsapp to make up for this limitation of the electronic learning environment.

The panel also ascertained during the visit that MHPE used to offer lectures as a live stream only once a year, which meant that students from different time zones had to follow such classes at very inconvenient hours. This problem has now been tackled by the programme: lectures may be offered twice or are filmed and subsequently made available to students.

The panel concludes that distance education facilities are in place and that they function adequately. However, it recommends looking into ways of expanding and advancing the electronic learning environment. It was pleased to hear that the current management is in the process of debating new options to replace Blackboard and advises it to continue in this direction.

Campus-based units 1 and 7 form an exception to the rule of distance education and allow students to collaborate face-to-face. During these units, students (except those based in Canada) are housed in a Maastricht University guesthouse and spend three weeks together, mingling with other MHPE cohorts and teaching, management and support staff. From the reports of students, alumni, staff and management, the panel learnt that these two units are crucial in creating a coherent and connected student body. This goes both for the Maastricht units 1 and 7 and, as far as the panel can tell, for the units taught on campus in Canada and elsewhere. According to the panel, the learning environment created in Units 1 and 7 is key to the success of long-distance learning.

#### Conclusion and recommendations

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. In particular, the campus-based units enhance international and intercultural collaboration and create international group cohesion. The panel recommends expanding and improving the electronic learning environment for the distance units, since the current system is considered limited by both students and teachers.

#### **Overall conclusion regarding Standard 3: Teaching and Learning**

According to the panel, the MHPE curriculum provides the necessary means for achieving the intended international and intercultural learning outcomes. The curriculum is coherent and carefully designed, and it stimulates the skills and sensitivity needed for international collaboration. The panel praises the ways in which the curriculum benefits from and is enriched by MHPE's international collaborations. It is also positive about the teaching methods. The Problem-Based Learning approach corresponds with the practice students are preparing for and stimulates their intercultural sensitivity. While the panel recommends expanding and improving the electronic learning environment, it deems the learning environment adequate in the distance units and exemplary in the campus-based units. It concludes that teaching and learning within MHPE prepare the students very thoroughly for

achieving the international and intercultural learning outcomes. The panel therefore assesses *Standard 3: Teaching and Learning* as good.

## Standard 4: Staff

### Criterion 4a: Composition

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

MHPE is taught by 46 staff members. The panel looked at their profiles as presented in the self-evaluation report and talked to external stakeholders, students, alumni and the staff members themselves. It concluded that the MHPE staff is a key asset to the programme. All are highly qualified researchers, and many belong to the international top of their field. A total of 96% of staff members have the University Teaching Qualification, while 80% have a PhD. The programme also counts on support staff with on average 15-20 years' experience in the programme. Students and alumni praised the administrative staff for their support and accessibility. According to the panel, the quality of the MHPE staff is very high. It judges the number of staff as adequate, but noted that the intensive working and assessment methods demand fast and extensive feedback, which places a strain on staff members. It recommends looking into ways to address this. Nevertheless, both teaching and support staff are adequate to make the programme run well.

In the previous assessment, the programme was advised to recruit more international staff members. At that time, MHPE had only one staff member with a non-Dutch background. The programme has since appointed four staff members from Canada and Brazil. The programme also includes one alumna as a teacher in each unit, which further increases staff diversity. The programme now has branches in Canada, the US and Singapore. The campus-based units there are taught primarily by local lecturers supervised by local course coordinators who are in close and regular contact with Maastricht course coordinators. MHPE is planning on changing its setup and intends to turn them as well as other planned 'satellite' collaborations into fully fledged partners. This would mean that the number of international staff members would increase. The panel is convinced that at this moment, the composition of the MHPE staff is sufficiently international, especially if Canadian, American and Singaporean staff are included, and that this will only improve once the new collaboration strategy is implemented.

### Conclusion and recommendations

The panel concludes that MHPE staff is very well qualified to teach the MHPE programme and that there is sufficient staff. It recommends looking into ways of reducing the strain placed on teaching staff by the intensive working and assessment methods which demand extensive feedback. Staff composition is sufficiently diverse due to new international hires, inclusion of alumni among teaching staff in all units, and international collaboration projects in Canada, the US and Singapore. MHPE staff thus clearly facilitates the achievement of the intended international and intercultural learning outcomes. The panel observes that MHPE teaching and support staff clearly count as one of the programme's strengths.

**Criterion 4b: Experience**

*Staff members have sufficient internationalisation experience, intercultural competences and language skills.*

MHPE staff members frequently go abroad for congresses. They also travel to Canada, the US and Singapore to touch base with local colleagues during campus-based units. Staff members are in contact with other MHPE programmes abroad. According to external stakeholders interviewed by the panel, MHPE staff is very active in the networks of researchers and educators in health professions globally. The panel is pleased with this prominence of MHPE staff members in the professional and academic field.

The international and intercultural activity of MHPE staff is enhanced greatly by the international activities of the School of Health Professions Education (SHE) of which MHPE is a part. In 2012, the school started SHE Collaborates. This office receives many requests for international collaboration and develops projects with a view to strengthening the local teaching and research capacity, facilitating curriculum development, initiating quality performance standards, introducing PBL and developing new curricula within local settings. MHPE staff members frequently participate in such projects, as the project portfolio included in the self-evaluation report demonstrates. The panel considers this portfolio impressive and commends SHE for stimulating and streamlining effective and worthwhile international collaboration.

The panel was satisfied by the level of English of all discussion partners during the site visit. Staff members receive training in English writing and communication skills (cf. 4c). The panel observed that their language skills clearly enable staff members to participate in collaborative projects and disseminate their outcomes.

**Conclusion and recommendations**

The panel concludes from MHPE's impressive track record in international collaborations that the staff's international and intercultural competencies are continually developed and strengthened. It also concludes that the staff members' language skills clearly enable them to participate in such projects and disseminate their outcomes.

**Criterion 4c: Services**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.*

MHPE staff members receive training in international competencies as a part of trainings in other relevant topics. These training sessions are provided on average twice a year. They usually deal with a particular topic, such as giving feedback in an international context. They take the shape of intervision sessions where staff members discuss their experiences the training topic and with the intercultural differences they encounter. Some of the MHPE staff is also active in other international programmes: the International Track in Medicine and the MSc in Global Health. They bring their experiences with these programmes into the intervision sessions as well. Aside from these intervision sessions, MHPE staff (including support staff) also receives optional training from Maastricht University staff on intercultural communication.

This training makes participants aware of the perceived abrupt Dutch communication style and reflects on communication in an international environment. The panel is pleased with these initiatives and finds them suitable for Maastricht-based staff.

The international staff is currently supervised by MHPE staff members and depends on a more informal training by their Maastricht peers. The panel concluded from its interviews with Dutch and international staff that intercultural differences and competencies are addressed extensively in these contacts. Nonetheless, it recommends formalisation of such training when the programme develops and expands international collaborations.

Due to their clearly international profile, language skills are a priority within Maastricht University and the Faculty of Health, Medicine and Life Sciences. During the site visit, the panel was told by MHPE lecturers that the faculty recently tested the English language skills of all staff members, including administrative staff, and offered additional language training where necessary. In the panel's view, the faculty deserves praise for actively stimulating the development of language skills.

International staff currently receives no English language training due to the fact that collaborations take place with parties in the English-speaking world. The panel advises the programme to ensure that such training is given to staff members in sister programmes where English is a second language as soon as the programme overhaul starts.

#### Conclusion and recommendations

The panel concludes that the services provided to the staff clearly facilitate international experiences, intercultural competencies and language skills. It is pleased with the efforts made by the faculty and university management in this respect. It recommends, especially in light of future developments, striving for more formalised training of intercultural competencies among international staff abroad as well as, where necessary, language skills.

#### **Overall conclusion regarding Standard 4: Staff**

The panel found that the number of MHPE staff members is sufficient. They are very well qualified to facilitate the achievement of the intended international and intercultural learning outcomes. The staff composition is sufficiently diverse. Moreover, staff members distinguish themselves academically: a substantial number of them are among the top scholars in the field. Thanks to the SHE Collaborates initiative, staff members take part in a large number of well-chosen international collaborations. They build up and maintain intercultural competencies and language skills through training courses offered within the faculty and the university. The panel recommends paying attention to the workload of the staff and to the formalisation of skills and competence training among staff in partner institutions, particularly once these collaborations are intensified and expanded. In conclusion, it finds both MHPE's staff composition and experience and the services provided to the staff laudable. The panel therefore assesses *Standard 4: Staff* as good.

## Standard 5: Students

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### Criterion 5a: Composition

*The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.*

According to the self-evaluation report, the MHPE student body is composed of a wide range of nationalities (26 in total between 2011 and 2015) from Europe, America, Africa, Asia and the Arab world. Over 75% of students originates from a non-EU/EEA country. Their professional backgrounds are also quite varied. The panel received an additional document during the site visit listing the occupations of students between 2012 and 2018. According to this document, participants' preparation ranges from a BSc in Nursing to a PhD degree in Medicine. Students are working as physical therapists or medical doctors, university professors or department leaders in health education centres. The panel finds that this diverse composition helps create a learning environment which reflects the international and intercultural environment MHPE students are prepared for by the programme.

The programme stimulates cooperation between students by obliging them to work together in project groups determined by the programme, both on campus and in distance education units. Group composition takes country-specific knowledge and individual work experience into account. Students from industrialised countries are mixed with those from developing countries. The panel discussed this strategy with students and alumni and concluded that it is appreciated by them. While they mention collaboration can be difficult, they do agree that this experience contributes to their development of intercultural skills.

#### Conclusion and recommendations

The panel concludes that the composition of the student body is diverse and that the programme takes care to ensure project groups contain a variety of students. This student diversity and the focus on cross-cultural collaboration are entirely in line with the internationalisation goal of MHPE, aiming at the creation of an international community of health education professionals on a smaller scale.

### Criterion 5b: Experience

*The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.*

In units 1 and 7, students experience intensive face-to-face internationalisation: they travel to Maastricht and spend three weeks together, working on projects and assignments, receiving instruction and feedback and participating in leisure activities. During the site visit, it became clear to the panel that these units are essential in promoting group cohesion and stimulating intercultural exchange. The campus-based units lay the foundation of intercultural collaboration within the student body. Students also experience internationalisation through virtual collaboration during the various distance units of the MHPE curriculum. They work on group projects with other students and receive input and feedback from teachers in a digital environment.



Students taking part in campus-based units in Canada, Singapore or the US form a more homogeneous group, with many students sharing the same nationality. Afterwards, however, they cooperate with the rest of the student body through the distance learning units. The panel finds that while these students also experience internationalisation to a sufficient degree, the Maastricht-based units correspond much more fully with the internationalisation goal. It was pleased to hear that this inequality is set to be removed through the planned new curriculum structure, which will further increase international student mobility.

#### Conclusion and recommendations

The panel concludes that the internationalisation experience gained by students corresponds with the programme's internationalisation goals. Students who follow campus-based units 1 and 7 in Maastricht practice their intercultural competencies among peers from a variety of backgrounds, whereas students elsewhere operate in more homogeneous groups before entering into long-distance collaboration with the others. The panel encourages the programme to address this issue through the planned changes in international collaboration.

#### **Criterion 5c: Services provided to students**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the programme's internationalisation goals and correspond to the composition of the student group.*

MHPE provides a range of services to its students to enable them to follow the programme and work on their own learning objectives in a PBL environment. For the campus-based units, MHPE students are offered assistance from the secretariat in visa applications, housing arrangements and travel information. Students are accommodated together, since this encourages collaboration and enhances group cohesion. The programme also organises various social events during their stay. The panel is pleased with the assistance offered to new students.

In unit 1, students are paired with a second-year student who is attending unit 7 at the same time. The match is made by the MHPE secretariat. The buddy preferably originates from the same country or region as the arriving student and provides useful information on the stay on campus and the programme itself. Students are also appointed a personal mentor among the teaching staff. The mentor assists the student in study choices, such as the choice of track or the thesis topic. Mentors and students meet at least twice a year, and the mentor keeps track of the students' progress. In practice, students reported that mentors provide them with lots of extra information and generally keep in touch more than the specified minimum. They also mentioned that they felt that not only the mentors, but all of the teaching staff provided them with abundant support and feedback on their work. They called this support system crucial to their study success. The panel applauds the mentor and buddy systems, which are also in place in Canada, the US and Singapore.

Students are given an e-mail account and digital access to Maastricht University's learning resources via the electronic learning environment (EleUM). As mentioned previously, students consider the extent to which EleUM's Blackboard facilities allow them to collaborate and communicate with fellow group members limited. As an information resource, the environment is adequate. Students appreciate the unlimited access to the e-library. They also

receive the SHE newsletter, which reports on the programme, staff changes and recent accomplishments, and highlights publications by MHPE students and alumni. The newsletter also includes information on relevant conferences and open positions. The panel considers the electronic information provision adequate.

A diploma supplement is provided to the students which explains and contextualises Dutch grading and which describes the nature, level, content and status of the studies that were completed.

#### Conclusion and recommendations

The panel concludes that services provided to students support the programme's internationalisation goal. They stimulate collaboration and group cohesion and equip the students with the necessary skills and knowledge to successfully complete the programme.

#### **Overall conclusion regarding Standard 5: Students**

The panel concludes that the student body of MHPE shows remarkable diversity in background, both professionally and geographically. PBL group assignments ensure a careful mix of students collaborating within projects. In this way, they enhance the students' international experience and intercultural skills. International experience is derived from the campus-based units, particularly those in Maastricht, and from the group projects during the distance units. Students can count on an elaborate support system including extensive counselling and guidance. The panel therefore assesses *Standard 5: Students* as good.

## 6. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

<b>Unsatisfactory</b>	The programme does not meet the current generic quality for this standard; the programme shows identifiable shortcomings for this standard.
<b>Satisfactory</b>	The programme meets the current generic quality for this standard; the programme shows an acceptable level across the standard's entire spectrum.
<b>Good</b>	The programme surpasses the current generic quality for this standard across the standard's entire spectrum.
<b>Excellent</b>	The programme systematically and substantially surpasses the current generic quality for this standard across the standard's entire spectrum; it explicitly includes one or more exemplary practices and can be regarded as an international example for this standard.

# Annex 1. Composition of the panel

## Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Jan Elen	X	X	X	X	
• Regina Mulder	X	X	X	X	
• Martin Fischer	X	X		X	
• Jan Steen		X	X	X	
• Janine Wulz		X		X	X

Subject: Subject- or discipline-specific expertise;  
 Internat.: International expertise, preferably expertise in internationalisation;  
 Educat.: Relevant experience in teaching or educational development;  
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;  
 Student: Student with international or internationalisation experience;

### **Prof. J.M.H.M. (Jan) Elen, Professor of Educational Sciences, University of Leuven (Belgium)**

Prof. Jan Elen is full professor at the University of Leuven. He is connected to the Center for Instructional Psychology and Technology of the Faculty of Psychology and Educational Sciences. His research focuses on the domain of educational technology and teacher's education. He was previously head of the educational support office of the University of Leuven. He was also co-founder and coordinator of the Expertise Network of the school of Education, Association University of Leuven. He was vice-dean of Education at the Faculty of Psychology and Educational Sciences and has been a member of the university's Educational Council for over ten years. He was coordinator of the special interest group for design of the European Association for Research on Learning and Instruction. He teaches introductory and advanced courses on educational psychology and educational technology. He is currently senior editor of 'Instructional Science'.

### **Prof. R.H. (Regina) Mulder, Professor in Pedagogy/Educational Science, University of Regensburg (Germany)**

Prof. Regina H. Mulder has been full professor in Pedagogy/Educational Sciences (University of Regensburg, Germany) since 2004, where she has held several positions (e.g. Dean, vice chair of the Senate and member of the University Council). She acquired a MA degree in Sociology (Rijksuniversiteit Groningen) and a PhD in Social Sciences (Erasmus University Rotterdam) in The Netherlands, and was vice director of RISBO (EUR). Her research and publications centre on such topics as 'Vocational Education and Training' and 'Learning in Organisations', such as the design and evaluation of VET, innovative work behaviour, feedback, learning from errors, informal learning at work, learning of older workers, team learning, diversity in teams, leadership and research methods. Regina Mulder was EARLI SIG Coordinator of the SIG 'Learning and Professional Development'. She co-edited books, is member of editorial boards (e.g. 'Educational research review', 'HRDQ'), and reviews for other journals (e.g. 'Vocations and Learning').



**Prof. M.R.G. (Martin) Fischer, Professor of Medical Education, LMU Munich**

Prof. Martin Fischer is full professor and Director of the Institute for Medical Education at the University Hospital of Ludwig-Maximilians-University (LMU) Munich. Since 2012 he has been is the Dean of Students at the Medical Faculty (Clinical studies) of LMU. He is also Co-Director of the Master of Medical Education (MME) program at the University of Heidelberg in cooperation with the MFT. Since 2011, he has been the president of the German Association for Medical Education (GMA) and the Editor of the GMS Journal for Medical Education (JME). His research focuses on how to measure and improve clinical reasoning. He worked as an auditor for various agencies in Germany and Austria.

**Drs. J.J. (Jan) Steen, senior policy officer for the quality of education and lecturers at the Education Institute of Wageningen University (Netherlands)**

Drs. Jan Steen is senior policy officer for the quality of education and lecturers at the Education Institute of Wageningen University. He has fifteen years of experience as an evaluator of the courses and programmes of Wageningen University, adviser on the enhancement and innovation of education, and trainer of teachers in higher education. He has ten years of experience with the internal and external quality assurance and enhancement system at Wageningen University. He is a trained auditor for ECA assessments.

**Janine Wulz, MA, master's student in Educational Sciences, University of Vienna (Austria)**

Janine Wulz, MA, is former master's student in Political Studies at the University of Vienna (2012) and Public Management at the Fachhochschule Campus Wien (2015). She is currently researcher in education at the 3s research laboratory in Vienna (Austria). She became a trained ENQA Agency Reviewer in 2014 and has experience in numerous international assessments, including Austria, Switzerland, Kazakhstan and Kosovo. She was chair of the Austrian national student's union (ÖH) from 2011-2013.

**Secretary: Dr. Fiona Schouten, project coordinator, QANU.**

**Coordinator: Peter Hildering MSc, project oordinator, QANU.**

## Annex 2. Documents reviewed

- Self-evaluation report
- Addenda to criteria 1b and 1c
- Annexes to the Self-evaluation report:
  - Overview of the curriculum
  - Intended learning outcomes
  - Course catalogue
  - Intended learning outcomes 'internationalisation' linked per unit
  - Assessment of intended learning outcomes and intercultural learning per unit
  - Example of a Diploma Supplement
  - Assessment in units 1 and 10
  - International scientific output of MHPE graduates
  - CVs of core staff (Geraldine Beaujean, Anique de Bruin, Jan van Dalen, Luke Devine, Diana Dolmans, Janneke Frambach, Marjan Govaerts, Jimmie Leppink, Jeroen van Merriënboer, Matt Sibbald, Annemarie Spruijt, Renée Stalmeijer, Fred Stevens, Daniëlle Verstegen, Cees van der Vleuten)
  - Overview of international projects
  - Table of incoming students
- Unit book, course material and e-reader of units 1, 2, 3 and 9
- Internationalisation assignments units 1 and 10
- WFME Global standards for Master's Degrees in Medical and Health Professions Education
- Self-assessment report SHE Research in Education (2010-2015 Midterm review)
- Evaluations Year 1 2016-2018, Year 2 2015-2017
- Alumni evaluation
- Minutes MHPE management team 2016
- Annual report, Board of Examiners
- Overview of MHPE students' backgrounds, 2012-2018
- Collaboration agreement with Singapore, including description of units 1 and 7

## Annex 3. Site visit programme

### Overview

<b>Date:</b>	4-6 April 2017
<b>Institution:</b>	Maastricht University
<b>Programme:</b>	Master of Health Professions Education
<b>Location:</b>	Maastricht University Faculty of Health, Medicine and Life Sciences School of Health Professions Education PO Box 616 NL-6200 MD Maastricht

### Programme

5 April 2017			
08.45	09.00	Arrival	
09.00	13.00	Preparatory meeting, including: <ul style="list-style-type: none"> <li>• Introduction NVAO framework</li> <li>• Introduction ECA framework</li> <li>• Preliminary findings for both frameworks</li> </ul> Including lunch	
13.00	14.00	Management MHPE	<ol style="list-style-type: none"> <li>1. Jan van Dalen, PhD – Member Management Team MHPE</li> <li>2. Prof. Diana Dolmans – Member Management Team MHPE</li> <li>3. Prof. Mirjam Oude Egbrink – Scientific Director Institute for Education at FHML</li> <li>4. Janneke Frambach, PhD – Member Management Team MHPE</li> <li>5. Pascal van Gerven, PhD – Programme Director MHPE</li> <li>6. Prof. Jeroen van Merriënboer – Member Management Team SHE</li> <li>7. Prof. Cees van der Vleuten – Scientific Director SHE</li> </ol>
14.00	14.30	Break / preparation next meeting	
14.30	15.15	NL-based students	<ol style="list-style-type: none"> <li>1. Hylke Brouwer – second year (2015-2017)</li> <li>2. Kitty Cleutjens – second year (2015-2017)</li> <li>3. Piet Leroy – third year (2014-2016)</li> </ol>

			<ul style="list-style-type: none"> <li>4. Judith Sieben – first year (2016-2018)</li> <li>5. Sonja Zinken – second year (2015-2017)</li> </ul>
15.15	16.00	Stakeholders (via Skype)	<ul style="list-style-type: none"> <li>1. Ms Asma Al Balushi (MD, ABEM, MHPE. Emergency Specialist. Director of Directorate of Training and Continuing Professional Development at Sultan Qaboos University Hospital, Muscat, Oman)</li> <li>2. Ara Tekian (PhD, MHPE. Professor, Director of International Programs, Department of Medical Education (DME), and Associate Dean for the International Affairs, College of Medicine, University of Illinois at Chicago (UIC), Chicago, USA)</li> <li>3. Henk Schmidt (Full Professor. Vice chancellor Erasmus University, Rotterdam. Professor of Psychology, Erasmus University's Faculty of Social Sciences. Founding Dean problem-based psychology curriculum. Previously professor of cognitive psychology, and professor of health professions education, Maastricht University)</li> </ul>
16.00	16.30	Break / preparation next meeting	
16.30	17.15	International students (via Skype)	<ul style="list-style-type: none"> <li>1. Mahmood Al Jufaili (Oman) – second year (2015-2017)</li> <li>2. Lindsay Melvin (Canada) – second year (2015-2017)</li> <li>3. Sayaka Oikawa (Japan) – second year (2015-2017)</li> <li>4. Mary Osinga (Canada) – second year (2015-2017)</li> <li>5. Fazna Saleem (Malaysia) – second year (2015-2017)</li> <li>6. Lisa Shepherd (Canada) – first year (2016-2018)</li> </ul>
17.15	17.30	Break / preparation next meeting	
17.30	18.15	Alumni (via Skype)	<ul style="list-style-type: none"> <li>1. Nur Faraheen Abdulrahman (Malaysia) – Cohort 2014-2016</li> <li>2. Marion van Lierop (Netherlands) – Cohort 2014-2016</li> <li>3. Francisco Olmos Vega (Colombia) – Cohort 2012-2014</li> <li>4. Miriam Wijbenga (Netherlands) – Cohort 2014-2016</li> </ul>
<b>6 April 2017</b>			
08.15	09.00	Arrival and preparation	
09.00	10.00	Staff members MHPE	<ul style="list-style-type: none"> <li>1. Anique de Bruin, PhD</li> <li>2. Carlos Collares, PhD</li> </ul>



			<ul style="list-style-type: none"> <li>3. Marjan Govaerts, PhD</li> <li>4. Herma Roebertsen, PhD</li> <li>5. Fred Stevens, PhD</li> <li>6. Daniëlle Verstegen, PhD</li> <li>7. Jill Whittingham, PhD</li> </ul>
10.00	10.30	Break / preparation next meeting	
10.30	11.00	Staff responsible for international activities (ECA)	<ul style="list-style-type: none"> <li>1. Geraldine Beaujean, MA – Director SHE Collaborates</li> <li>2. Jan van Dalen, PhD – Member Management Team MHPE</li> <li>3. Janneke Frambach, PhD – Member Management Team MHPE</li> <li>4. Albertine Zanting, MA – Policy Advisor Institute for Education</li> </ul>
11.30	12.00	Virtual tour of the digital learning environment	Daniëlle Verstegen, PhD
12.00	12.30	Lunch	
12.30	13.15	Board of Examiners	<ul style="list-style-type: none"> <li>1. Nynke de Jong, PhD – Member Board of Examiners Health</li> <li>2. Guy Plasqui, PhD – Chair Board of Examiners Health</li> </ul>
13.15	13.45	Preparation concluding meeting with management	
13.45	14.45	Concluding meeting with management	<ul style="list-style-type: none"> <li>1. Jan van Dalen, PhD – Member Management Team MHPE</li> <li>2. Prof. Diana Dolmans – Member Management Team MHPE</li> <li>3. Prof. Mirjam oude Egbrink – Scientific Director Institute for Education at FHML</li> <li>4. Janneke Frambach, PhD – Member Management Team MHPE</li> <li>5. Pascal van Gerven, PhD – Programme Director MHPE</li> <li>6. Prof. Jeroen van Merriënboer – Member Management Team SHE</li> <li>7. Prof. Cees van der Vleuten – Scientific Director SHE</li> </ul>
14.45	16.45	Panel meeting about the assessments	
16.45	17.00	Oral presentation	Tongerenzaal (UNS40)

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