

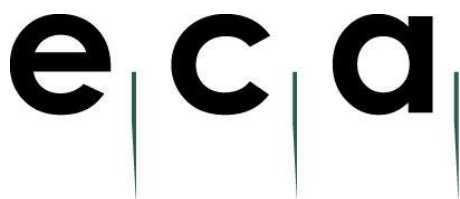
Assessment report

# B Physiotherapy

Hanze University of Applied Sciences



Certificate for Quality in Internationalisation



european consortium for accreditation



# Assessment report

## B Physiotherapy

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ECA OCCASIONAL PAPER

**European Consortium for Accreditation in Higher Education**



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## Glossary

CeQulnt	Certificate for Quality in Internationalisation
EC	European Credit
ECA	European Consortium for Accreditation
EHEA	European Higher Education Area
HE	Higher education
Hanze UAS	Hanze University of Applied Sciences
IPP	International Physiotherapy Programme
KNGF	Royal Dutch Association for Physical Therapy <i>Koninklijk Nederlands Genootschap voor Fysiotherapie</i>
NVAO	Accreditation Organisation of the Netherlands and Flanders <i>Nederlands Vlaamse Accreditatieorganisatie</i>
QA	Quality assurance
SHCS	School of Health Care Studies
SROF	Dutch Association for Physiotherapy Education <i>StudieRichtingsOverleg Fysiotherapie</i>
UAS	University of Applied Sciences

# 1. Executive summary

The present assessment regarding the distinctive quality feature internationalisation is specifically aimed at the Bachelor's programme in Physiotherapy of Hanze University of Applied Sciences (Hanze UAS).

The programme was assessed by an assessment panel convened by Hobéon. Prior to the audit the panel members studied the self-evaluation report and undertook a site visit in Groningen on the 21<sup>st</sup> and 22<sup>nd</sup> of November 2017.

The Bachelor's programme in Physiotherapy is part of the School of Health Care Studies (SHCS). The programme aims to educate students to become innovative, entrepreneurial, internationally oriented and research oriented physiotherapists, with a broad perspective on health care and with an eye for technological developments. Hanze UAS focuses on three themes (Energy, Healthy Ageing and Entrepreneurship), of which two are clearly reflected in the programme. The programme has three streams: (i) a Dutch and (ii) an English track (both 240 EC) with a nominal duration of four years, and (iii) a Dutch fast track (240 EC) with a nominal duration of three years. The contents of these tracks only differ to a limited extent.

## **Standard 1 – Intended internationalisation: Good**

According to the audit panel, the vision and ambition on internationalisation and its related goals are very well documented and supported by all stakeholders. The audit panel is impressed by the thorough and structural way the international aspects of Physiotherapy are presented in the documents.

Together with the course management, the internationalisation work group defined and documented multiple relevant and verifiable objectives to contribute to the ultimate realisation of the programme's ambition regarding internationalisation.

The internationalisation goals include measures that contribute to the overall quality of teaching and learning. In a few cases the connection between measure and quality could be made more explicit (in writing).

*Overall assessment of Standard 1*



Although the relation between some of the measures and the overall quality of teaching and learning could have been described and documented more explicitly, the audit panel established that the goals are periodically evaluated resulting in new and adjusted measures. Also, the panel takes into account that the internationalisation goals of the programme, which relate to both its policy-oriented and content-oriented aspects, are well-documented and supported by all stakeholders. The audit panel therefore rates Standard 1 as 'good'.

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

The panel believes that it is a strong and distinctive asset of the programme that it has defined separate international and intercultural learning outcomes. These learning outcomes support internationalisation as one of the focal points of the Hanze University of Applied Sciences and tie in with the School of Health Care Studies' vision on internationalisation. The panel concludes that the learning outcomes of the Physiotherapy programme clearly entail the consideration of cultural and international issues relevant for a starting physiotherapist on bachelor level.

The audit panel is pleased with the way in which the assessment system of Physiotherapy encourages and challenges students to work on the development of their international and intercultural competences.

Based on the assessments, project results and the theses reviewed, as well as the feedback from alumni and work field representatives, the panel is convinced that the students achieve the intended international and intercultural learning outcomes of the programme and that they are well-prepared to perform as physiotherapists at Bachelor's level in an intercultural and/or international environment.

#### *Overall assessment of Standard 2*

Considering the fact that the learning outcomes of the programme clearly entail the consideration of cultural and international issues relevant for a starting physiotherapist, and the competences are assessed in various ways during numerous blocks, as well as the panel's observation that students undisputedly achieve the learning outcomes on internationalisation, the audit panel rates Standard 2 as 'good'.

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

Internationalisation is clearly integrated throughout the curriculum from start to finish through cases with an intercultural dimension, cooperation with students from foreign partner

universities, theory on intercultural communication, health care systems and illness perception, as well as minors and work placements abroad. All of these elements contribute to achievement of the intended international and intercultural learning outcomes.

The Physiotherapy programme consciously applies various teaching methods that align with internationalisation. The Skype-project, the use of training actors, the international classroom and the possibilities to study abroad encourage students to experience and reflect on different world views, whilst developing their ability to communicate with peers in an intercultural and/or international setting.

The learning environment of the Physiotherapy programme is amply suitable for achieving the intended international and intercultural learning outcomes, not only by the (regular) international classroom setting, but also through the large amount of interculturally oriented extra-curricular activities.

#### *Overall assessment of Standard 3*

Considering the thorough way in which internationalisation is incorporated throughout the curriculum, the deployment of suitable teaching methods aimed at bringing together students (and patients) from all kinds of cultural backgrounds, and the great international and intercultural learning environment, the audit panel rates Standard 3 as 'good'.

#### **Standard 4 - Staff: Excellent**

From faculty resumes, as well as from the panel discussions with both students and lecturers, the audit panel gathered that the qualitative and quantitative composition of the staff unmistakably facilitates the achievement of the intended learning outcomes.

The audit panel encountered across the Physiotherapy staff a valuable mix of cultures, an overwhelming amount of international experience and the eagerness and enthusiasm to further broaden their international and intercultural experience. Both their qualifications and their experience are of an outstanding nature.

The appropriate examples of internationalisation activities through staff exchange, training and the conference visits, demonstrate that the programme facilitates staff to maintain and/or expand their intercultural competences and international experience. All of the staff have a thorough command of English.

#### *Overall assessment of Standard 4*

Considering the deliberate composition of the staff with regard to their international and intercultural competences, their fine qualifications and in-depth experience as well as their commitment to life-long learning, combined with the comprehensive internationalisation-related services provided by the programme, and the high esteem of the students for their knowledgeable lecturers, the audit panel rates Standard 4 as 'excellent'.

#### **Standard 5 - Students: Good**

The audit panel considers the composition of the IPP student group, that features a variety of national and cultural backgrounds, very much in line with the internationalisation goals of the programme. In an adequate way, the IPP students are at ease and familiar with creating an international classroom for the students in the Dutch stream. The audit panel endorses the ambition of Physiotherapy to attract more international students to improve the IPP/Dutch student ratio.

The audit panel observed that the intercultural assignments, the mixed work groups and the virtual mobility project, sometimes combined with the experiences of study abroad and international work placements, makes the programme successful in reaching its internationalisation goals.

The audit panel considers the welcoming, mentoring and counselling of the new (international) students relevant and effective. The facilities for finding a good work placement abroad are highly regarded and the programme supports students with the formal endorsement of their Dutch diploma in other countries.

#### *Overall assessment of Standard 5*

Taking into account the deliberately created culturally diverse composition of the student population, the appropriate intercultural and international experience gained by the students and the possibility for student to 'go the extra mile', and the fairly well-furnished services aimed at (supporting/stimulating) internationalisation, the audit panel rates Standard 5 as 'good'.

#### **Overall judgement**

Based on ECA's assessment rules, the panel nominates the Bachelor programme in Physiotherapy of the Hanze University of Applied Sciences for the Certificate for Quality in Programme Internationalisation.

## 2. The assessment procedure

The assessment was conducted according to the procedure 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 composed of the following members:

- Dr. Wes Wierda, panel chair, senior consultant at Hobéon, certified lead auditor (Netherlands), and ECA trained for the assessment of the quality of internationalisation.
- Prof. dr. Raoul Engelbert, Professor at the Professorship for Physiotherapy at the University of Applied Sciences Amsterdam (Hogeschool van Amsterdam, HvA), director of research of the Faculty of Health (HvA) and Professor by special appointment at the University of Amsterdam (UvA). He is also senior staff member of the Rehabilitation department of the Amsterdam Medical Centre.
- Drs. Gert-Jan Kordes, owner of a physiotherapy practice in Graz (Austria) and lecturer in Physiotherapy (Bachelor's degree) at FH Joanneum University of Applied Sciences in Austria.
- Prof. dr. David Beckwée, Professor at the department of Rehabilitation Research of both the Vrije Universiteit Brussel and the Universiteit van Antwerpen (Belgium).
- Femke Schepers BSc, recently graduated from the Bachelor programme in Physiotherapy at Hogeschool Utrecht, former chair of the programme committee.

The composition of the panel reflects the expertise deemed necessary by the ECA. 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 Hobéon upon simple request. The procedure was coordinated by Inge van der Hoorn MSc, NVAO trained secretary and ECA trained on the assessment of the quality of internationalisation.

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 the day before the site visit took place on the 21<sup>st</sup> and 22<sup>nd</sup> of November 2017 at Hanze University of Applied Sciences Groningen. ([Annex 3: Site visit programme](#))

The panel formulated its preliminary assessment of each standard immediately after the site visit. These judgements 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 4 April 2018. It was then sent to the programme manager of the Bachelor programme in Physiotherapy to review the report for factual mistakes.

The panel approved the final version of the report on 16 April 2018.

### 3. Basic information

<b>Qualification:</b>	Bachelor of Science
Number of credits:	240
Specialisations (if any):	Physiotherapy, Dutch track Physiotherapy, English track
ISCED field(s) of study:	0915 Therapy and rehabilitation
<b>Institution:</b>	Hanze University of Applied Sciences Groningen
Type of institution:	University of Applied Sciences
<b>Status:</b>	Accredited
QA / accreditation agency:	Hobéon
Current status period:	From 2013-12-01 until 2018-12-31

#### Additional information:

The current status period ends on 2018-12-31.

This present assessment regarding the distinctive quality feature internationalisation is related to the NVAO programme accreditation. As the panel recommends the NVAO to award re-accreditation for another six years to the Bachelor's programme in Physiotherapy of Hanze UAS, the same status period will apply for this ECA assessment.

## 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*.

### Unsatisfactory

The programme does not meet the current generic quality for this standard.

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.

### Satisfactory

The programme meets the current generic quality for this standard.

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.

### Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

### Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

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.

## 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.*

#### Findings

The motto of Hanze University of Applied Sciences is 'Share your talent, move the world'. This motto emphasizes the importance that Hanze UAS attaches to an international attitude. Internationalisation is one of the focal points of Hanze UAS, next to Healthy Ageing, Energy and Entrepreneurship.

Following from this, the School of Health Care Studies' portfolio management focuses on three themes, among which internationalisation. SHCS strives to have an international character and appearance. It gives priority to expanding its international reputation in the area of research and education by establishing the 'International Health Care School' that offers English taught health care courses and degrees to attract students from abroad to study for a short or longer time at the Hanze UAS.

The educational programmes being part of the School of Health Care Studies (among others Physiotherapy, Nutrition and Dietetics, Dental Hygiene, Speech and Language Therapy and Health Care Management), have all developed their own vision on internationalisation, taking into account the role of internationalisation in their own discipline.

The international ambition of the Physiotherapy programme is as follows:

"Our graduates are internationally oriented from a professional view, can bring and receive knowledge, have intercultural competencies and can work anywhere in the world. Their basic attitude is international, interprofessional and intercultural. As global citizens they are hospitable, able to look beyond the limits of their own profession and able to approach and explain their professional actions from a broad perspective."

In the annual plan 2017-2018, the 'Notitie Internationalisering Opleiding Fysiotherapie', and the 'Herijking Standaard Internationalisering', the internationalisation goals for the



Physiotherapy programme are clearly concretized for different aspects of the programme, e.g. learning outcomes, partnerships, student mobility, portfolio management, educational innovation and new foreign target groups. The panel ascertained that these topics are discussed in meetings with the team, with students and with representatives from the working field. All internal and external stakeholders emphasize the importance of internationalisation for physiotherapy - also because of the short distance between Groningen and Germany and the leading, and therefore attractive, position of the Netherlands in the field of applied physiotherapy. They all agreed upon the internationalisation goals of the programme.

### **Conclusion and recommendations**

According to the audit panel, the vision and ambition on internationalisation and its related goals are very well documented and supported by all stakeholders. The audit panel is impressed by the structural way the international aspects of physiotherapy are presented in the documents.

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

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

### **Findings**

The audit panel established that various verifiable objectives on internationalisation are included in the annual plan 2017-2018 as stepping stones for realizing the formulated ambition. An example of this is the implementation of a joint minor with a Portuguese partner which should result in 75% of IPP-students going abroad in year 3 and 4. Other verifiable internationalisation goals are among other things the implementation of the International Classroom in year 2, the realisation of the international minor Global Health & Quantified Self (with student satisfaction > 7) and an increase in the number of IPP registrations up to 200 for next year.

Regarding the professional development of staff, every year a professional development plan is drawn up. The development of intercultural competencies and the acquisition of international experiences are aspects the team members set goals for.

The internationalisation features of the programme are also subject to evaluation. Based on these evaluations, new and adjusted measures are formulated and incorporated into the programme's annual plan.

## Conclusion and recommendations

Together with the course management, the Internationalisation work group defined and documented multiple relevant and verifiable objectives to contribute to the ultimate realisation of the programme's ambition regarding internationalisation.

### Criterion 1c: Impact on education

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

## Findings

The annual plan 2017-2018 includes internationalisation goals that are accompanied by measures which logically contribute to the quality of teaching and learning. The intended extension of the Skype project<sup>1</sup> with more international partners in an interprofessional setting, clearly contributes to the overall quality of teaching and learning as they are focused on the intercultural and interprofessional competences. However, the relationship between the measures and the contributions they make to the overall quality of teaching and learning has not always been made explicit. For example, one of the measures with regard to the curriculum is to implement the International Classroom in year 2. The annual plan does not explicitly state what and why this measure contributes to the overall quality of education. During the site visit discussions it became clear that the measure was taken to especially encourage Dutch students to develop their intercultural communication skills. The panel recommends to clearly document in which way a measure is expected to contribute to the overall quality of education with regard to the realisation of the internationalisation objectives.

## Conclusion and recommendations

The internationalisation goals include measures that contribute to the overall quality of teaching and learning. In a few cases the connection between measure and quality could be made more explicit (in writing).

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<sup>1</sup> Current partners in the Skype project are among others Universidad San Rafael Nebrija (Spain), École d'Assas (France), Mount St. Joseph University (USA), Escola Superior De Saude do Alcoitao (Portugal), Akademia Wychowania Fizycznego (Poland) and Jyväskylä University (Finland).

**Overall assessment of Standard 1**

Although the relation between some of the measures and the overall quality of teaching and learning could be described and documented more explicitly, the audit panel established that the programme periodically evaluates its goals resulting in meaningful adjustments. Furthermore, taking into account that the internationalisation goals of the programme, which relate to both its policy- and content-oriented aspects, are well-documented and are supported by all stakeholders, the audit panel rates Standard 1 as 'good'.

## Standard 2: International and intercultural learning

### Criterion 2a: Intended learning outcomes

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

### Findings

The competences in the national professional profile don't have an explicit international focus in themselves. Arising from the institution's wide vision on internationalisation, the Physiotherapy programme of Hanze University of Applied Sciences (Hanze UAS) has chosen to add additional competences in international and intercultural communication to the national programme profile of the StudieRichtingsOverleg Fysiotherapie (SROF).

The School of Health Care Studies has developed a standard that describes the domain competences the graduates have to master. It concerns competencies in the following areas: (i) passive and active mastery of at least the English jargon, (ii) cross-cultural (communication) skills, and (iii) knowledge and application of international (para) medical professional practice. The following text box demonstrates how the intended learning outcomes have been transferred to the course level.

#### **Examples of learning outcomes on internationalisation**

INT3CD-FH6: Based on a complex case, the student can give various explanations for a health problem of a client from a cultural anthropological and a medical anthropological perspective.

INT3CD-FH7: The student can integrate information from English specialist literature into his clinical practice.

INT3CD-C7: Within the minor the student can adjust his communication and behaviour to the cultural background and specific situation of the patient.

INT 2BD-KD/W2: The student can explain to fellow students how cultural differences on the basis of ethnicity, nationality, social and / or religious background, can influence the professional relationship between physiotherapist and client.

INT 3BD-KD/W3: The student can present his findings from applied scientific research at an international conference, taking into account the multicultural composition of the audience.

INT 3BD-PH 1: In his contact with the other (patients, clients, colleagues in their own professional practice and within a multidisciplinary team), the student demonstrates empathic behavior that shows that he can anticipate on the cultural background of the target group.

Source: Notitie Internationalisering Opleiding Fysiotherapie, Academie voor Gezondheidsstudies

### Panel judgement

The panel considers a distinctive asset of the programme that it has composed separate international and intercultural learning outcomes. These learning outcomes support internationalisation as one of the main focal points of the Hanze University of Applied Sciences and tie in with the School of Health Care Studies' vision on internationalisation. The

panel concludes that the learning outcomes of the Physiotherapy programme clearly entail the consideration of cultural and international issues relevant for a starting physiotherapist.

**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.*

**Findings**

Referring to Standard 3 of the Accreditation Assessment Framework, the panel established that the programme has laid down its assessment policy in the document 'Toetsing opleiding Fysiotherapie' (2017). According to the panel, the detailed assessment policy is an excellent basis for the development of relevant and high-quality tests.

Derived from the competencies, learning outcomes are drawn up for each educational unit. To ensure that the learning outcomes are actually assessed, an assessment matrix for the entire programme and a blueprint for almost each assessment have been drawn up.

The programme uses a mix of assessment formats. To assess knowledge of facts and concepts multiple choice tests, oral tests and open questions are used. When assessing skills the programme uses, among others, performance assessments, reflection reports, portfolio assessments and project reports and internship reports.

The panel examined various assessments and concluded that the international and intercultural competences are assessed during numerous blocks. For example during the Skype-project, at the end of which students are being assessed on both their report about the health care system in other countries and on their ability to communicate and cooperate with students from other countries. And as part of the professional development learning line, first year students have to do give a short presentation about their own cultural identity. In year 2, students interview someone from another, preferably non-Western culture. Experiences are discussed in the tutor group. After this, students write a report about dealing with diversity. In year 3, within the Aging and Concepts section, an plea must be written about two submitted statements. Several themes are available for these statements, including intercultural communication. The panel established that the tests require a higher level of command as the study progresses.

## Conclusion and recommendations

The audit panel is pleased with the way in which the assessment system of Physiotherapy encourages and challenges students to work on the development of their international and intercultural competences.

### Criterion 2c: Graduate achievement

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

## Findings

The panel reviewed a number of block books and assessments (multiple choice tests, case reports, clinical reports and theses) related to the learning line on intercultural communication. These theoretical lectures and the assessments on intercultural communication and cultural medical anthropology show that students have a broad knowledge of the influence of social or intercultural differences on illness perception. During the internships, both in the Netherlands and abroad, students come into contact with patients with diverse cultural backgrounds. Among other things, the assessments aim to test if students have an open and non-judgmental attitude towards patients. The panel perceived in several internship reports that students - in an innovative way - strive for the best possible communication with their patients, even if they do not speak each other's language (e.g. by using pictures or an interpreter).

From the theses the panel reviewed it became clear that the students are in full command of the intended learning outcomes regarding the passive and active mastery of the English jargon. The panel considered the English language in both in the reports of the IPP students and the Dutch students to be very neat. With the completion of their internship assignments and graduation assignments, students also demonstrate their ability to interpret and apply English literature.

As part of the audit, the panel spoke with the head of the medical staff of Ajax Cape Town – a satellite club of AFC Ajax – about the quality of Hanze UAS. He mentioned that for him Hanze UAS is the number one 'preferred supplier' of physiotherapeutic trainees. "This", he said, "is partly due to the proper way in which students deal with cultural diversity, as football players and staff from all over Africa play and work for Ajax Cape Town".

Furthermore, alumni showed great satisfaction with the degree to which the Physiotherapy programme had contributed to the development of their international and intercultural communication competences. Some of the IPP students find a job in The Netherlands, but most of them go back to their home country to work as a physiotherapist. In some instances this may give them an advantage over locally trained physiotherapists, as is the case with graduates from Germany who are generally better qualified with their Dutch degree than their colleagues with a comparable German qualification.

### **Conclusion and recommendations**

Based on the project results, the theses and the feedback from alumni and work field representatives, the panel is convinced that the students achieve the intended international and intercultural learning outcomes of the programme. They clearly demonstrated to be well-prepared to perform as physiotherapists at Bachelor's level in an intercultural and/or international environment.

### **Overall assessment of Standard 2**

Considering the fact (i) that the learning outcomes of the programme clearly entail the consideration of cultural and international issues relevant for a starting physiotherapist, (ii) that the competences are assessed in various ways during numerous blocks, and (iii) that the graduates of the course undeniably achieve the learning outcomes on internationalisation, the audit panel rates Standard 2 as 'good'.

## Standard 3: Teaching and Learning

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### Criterion 3a: Curriculum

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

### Findings

The Physiotherapy programme features various international aspects. The programme is built around five learning lines, one of which is the learning line on Intercultural communication. During the first year of the programme students develop cultural awareness of their own culture in relation to other cultures by using the theory of Hofstede. For example, in block 1 a case is discussed with a patient of Hindu origin. The students also participate in a Skype project (block 3) with students from foreign partner institutions. This project contributes to language development, cultural communication skills and the cultural awareness of students. Moreover, it gives students insight into the position and interpretation of physiotherapy and physiotherapeutic education in other countries. In the second year students expand their cultural awareness and cultural sensitivity, both theoretically and practically. They learn about the cultural similarities and differences by using the TOPOI-model of Watzlawick. In year 2 student also have to demonstrate their ability to use suitable communication styles and methods when being in contact with patients from different cultures. During the third year, students broaden their view with knowledge from the medical anthropology and their health skills by treating patients with different cultural backgrounds. During this year both IPP and Dutch students pick one of three compulsory Hanze minors (children, adults or elderly people), which automatically leads to a mixed classroom.

A number of other examples of projects and activities that stimulate the achievement of the intended international and intercultural learning outcomes, are the deployment of an actor to train the intercultural skills of students, the lessons on cultural differences in illness perception and the world cafes. Students who prefer to do a minor abroad can choose from a wide range of accredited educational partner organisations around the world. These organisations are deliberately chosen as reliable partners who offer high quality courses. Students also have the possibility to take an internship abroad. They can choose from a wide range of approved foreign internship companies. New foreign internship companies (proposed by students) are checked in advance. It is also possible for students to participate in an international research project for their graduation.



The Hanze UAS offers the international minor Healthy Aging. Soon, Hanze UAS will also start with the English minor Global Health & Quantified Self as well as with the International minor Research Skills. This minor is an international (exchange) education programme, concerned with aspects of globalisation and health, linked to digital health and self-tracking. The panel notes that the School of Health Care Studies and the Physiotherapy programme are still working on improving the international and intercultural aspects of the curriculum by developing and refining modules and minors.

### **Conclusion and recommendations**

Internationalisation is clearly integrated throughout the curriculum from start to finish through cases with an intercultural dimension, cooperation with students from foreign partner universities, theory on intercultural communication, health care systems and illness perception and minors and work placements abroad. All of these elements contribute to achieving the intended international and intercultural learning outcomes.

### **Criterion 3b: Teaching methods**

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

### **Findings**

The panel notes that the presence of international students (IPP) provides a rich international learning environment. Block 1 already starts with 'the international classroom'. Bringing together nationalities is not an end in itself for the study programme, but to students it is a distinct means to broaden their horizons and minds. As Hanze UAS states: "The international class room gives increased academic challenge which improves the students' learning outcomes, communication and problem solving ability". The panel believes this is a valuable approach and sees this reflected in various aspects and assignments within the programme.

The projects stimulate IPP students to work together in groups that are always composed of several nationalities, thus stimulating the development of intercultural awareness and skills. During multiple blocks and minors students of both the IPP class and the Dutch stream have to work together, e.g. the international classroom has recently been integrated in the entrepreneurship learning line. This also stimulates the development of intercultural awareness of the students in the Dutch stream. Working together as a team, and taking into account cultural differences, is one of the assessment criteria of these projects.

The programme also looks for 'different kinds' of teaching methods that will help students achieve the international and intercultural competences. As mentioned before, the Skype-project is an excellent example. The same applies to the training actor who is deployed to teach students how to treat patients with a different cultural background.

The programme recently started using the global classroom. In cooperation with an international partner university, using online technology to connect students and lecturers, Synchronous lessons are given in Groningen and at the partner university, stimulating interaction between students and lecturers on both sides. In this way the programme wants to stimulate and discover a sustainable way of virtual mobility. The Community of Practice in year 3 is another example in which students of different minors and different programmes (Dutch & IPP) work together as a team to manage and reflect on each other's clinical reasoning besides diagnostic and treatment skills.

### **Conclusion and recommendations**

The Physiotherapy programme consciously applies various teaching methods that align with internationalisation. The Skype-project, the use of training actors, the international classroom and the possibilities to study abroad encourage students to experience and reflect on different world views, whilst developing their ability to communicate with peers in an intercultural and/or international setting.

### **Criterion 3c: Learning environment**

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

### **Findings**

Physiotherapy students are regularly exposed to intercultural learning situations. Not only by working with (other) international students, but also due to the kind of assignments used (e.g. a client with a different cultural background). Classes and work groups in the IPP programme are truly international, featuring various nationalities. In addition, the teaching staff have experience in international professional environments. During several projects students from the Dutch programme also have to work together with students from the IPP class.

The panel established that the learning environment, also outside of the classroom, is very suitable to achieve the intended international and intercultural learning outcomes. First of all,

there is this solid international network of Hanze UAS that provides students with a lot of options for doing a minor abroad or to choose for an international placement. The International Placement Desk helps students to find a work placement in a country of their preference. The panel is convinced that the great facilities in the university itself strongly support the attainment of the intended international and intercultural learning outcomes.

The school offers an English Honours programme, with a focus on internationalisation, for those students who like to be challenged a little more. The Hanze UAS organises and visits international conferences with regard to physiotherapy (ENPHE). Students are also invited to join these conferences.

In addition, the study association FSV Fysiek has a significant role in creating an international learning environment. FSV Fysiek has developed a buddy system in which new IPP students are supervised by Dutch students or by senior IPP students. They support them and show them the way in the city of Groningen and in Dutch society. Moreover, the study association is in contact with similar study associations in Spain, Ireland, Germany and Portugal. It also has a separate international committee that is attracting more and more international members. The study association also organises activities like an introduction camp, a gala night, a yearly conference, and a running dinner. This all contributes to creating a strong international learning community.

### **Conclusion and recommendations**

The learning environment of the Physiotherapy programme is amply suitable for achieving the intended international and intercultural learning outcomes, not only because of the (regular) international classroom setting, but also through the large amount of intercultural and internationally oriented extra-curricular activities and services

### **Overall assessment of Standard 3**

Considering the highly fitting way in which internationalisation is incorporated throughout the curriculum, the use of suitable teaching methods aimed at bringing together students (and patients) from all kinds of cultural backgrounds, and the great international and intercultural learning environment, the audit panel rates Standard 3 as 'good'.

## Standard 4: Staff

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### Criterion 4a: Composition

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

### Findings

The permanent staff consist of 80 members, representing 56,4 full-time equivalents (fte). These are both lecturers and other staff members. The number of staff deployed in the programme is appropriate. With reference to Standard 2 of NVAO's Accreditation Assessment Framework, the panel already established that the staff is highly qualified. They all have a Master's degree or PhD in an area relevant to physical therapy. The team represents a wide range of specialisms, including manual therapy, geriatrics, neurology and cardiac lung pathology. Alongside physiotherapists, the team also consists of teachers who feature Master studies in psychology, medicine, human movement sciences and (international) communication. Almost all lecturers have their Educational Certificate (DBD) and hold their Generic Qualification in Examining (BKE), with the exception of some of the main instructors in practical training. The panel is very pleased with the high numbers of very qualified faculty

Some of the lecturers also work as a physiotherapist in practice or have recent (international) practical experience. A considerable number of lecturers are also researchers. The latter is partly due to the active promotion policy in this field within the academy. In order to continue to offer the promoted lecturers a challenge, a number of postdoc positions have been created that connect with the research lines and international research projects of the research group (*Lectoraat Healthy Ageing, Allied Health Care and Nursing*).

Furthermore, the panel is impressed by the way the programme brings foreign visiting professors into action to further broaden the range of expertise within the team. For example, a Belgian professor is currently appointed as visiting professor on the topic of frailty in ageing.

Both Dutch and IPP students told the panel that they are very satisfied with the quality of their lecturers, also when it comes to their English language skills. This is reflected in the corresponding NSE results.

### Conclusion and recommendations

From faculty resumes, as well as from the panel discussions with both students and lecturers, the audit panel gathered that the qualitative and quantitative composition of the staff very well facilitates the achievement of the intended learning outcomes.

#### **Criterion 4b: Experience**

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

#### **Findings**

The information provided by the course management and the staff resumes testify that the composition of the faculty is truly international. Core staff are from various countries, among others Portugal, United Kingdom and Norway. Also, many Dutch lecturers have international experience as a physiotherapist and/or teacher (e.g. Cuba, Sri Lanka, India), because they have lived and worked abroad for quite some time before they started at Hanze UAS. For example one lecturer worked in the beginning of his career as a physiotherapist in Germany and now is using this experience as country coordinator for clinicals and study abroad in German speaking countries. Another lecturer worked for INGO's in Nepal and Ethiopia. In her current position as coordinator of the IPP programme she uses her experience of living and working in another country to coach incoming international students, helps them to adapt to the Dutch culture and getting used to the Dutch educational system. The university lecturer Internationalisation used his previous experience in international aid and development to further strengthen the cooperation with international partners.

The management team intends to appoint more foreign lecturers to increase the cultural diversity of the staff even further. However, the biggest part of the student population consists of students in the Dutch stream. Therefore, most lecturers have to be able to speak Dutch. Hanze UAS is seeking for a combination of foreign lecturers and Dutch lecturers with noteworthy international and intercultural experience. In the recruitment process thus far, international experience has always been considered. Today teaching experience and research experience abroad are also explicit criteria for new teachers. The panel thinks this is a well-founded and well-considered method, that has resulted in a strong team of lecturers featuring extensive international experience and intercultural competences.

In view of a further enhancement of the international composition of the faculty, the panel would suggest to consider recruiting a teacher from outside of Europe (e.g. from the Middle East / Asia, considering the planned education of a group of 25 Saudi Arabic students).

Nonetheless, the current staff are highly qualified and firmly experienced to execute their tasks. The panel established that the staff members have a widespread international network, among others due to ENPHE<sup>2</sup> and the Erasmus partner universities of Hanze UAS.

### **Conclusion and recommendations**

Across the Physiotherapy staff the audit panel encountered a valuable mix of cultures, a profound international experience and the eagerness and enthusiasm to further broaden their international and intercultural experience. The panel considers both their qualifications and their experience of an outstanding nature.

### **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.*

### **Findings**

The course management facilitates the lecturers largely to further their knowledge and skills with regard to their international and intercultural competences. Staff mobility is very high. Last year approximately 10 lecturers taught at partner universities abroad. The panel spoke with several lecturers who regularly teach at foreign (partner) universities, e.g. in Denmark, Austria, Poland and Portugal. They maintained that to them “teaching abroad, also means learning abroad”. Vice versa, lecturers from Erasmus partners come to Groningen to teach in the Physiotherapy programme.

Besides staff exchange and the appointment of a visiting professor, lecturers also attend international conferences and seminars to keep abreast of current developments in the (international) physiotherapeutic and health care domain. Last year staff members visited international conferences on Mulligan, MDT/McKenzie, the assessment and treatment of headache and kinetic control. Lecturers even went to a conference of the American Physical Therapy Association.

Eleven teachers have already been trained in the Intercultural Competence Learning Lab (ICLL) of Hanze UAS. It concerns a training in the field of international didactics and intercultural competences, with the aim to enable them to deal adequately with the

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<sup>2</sup> ENPHE: European Network of Physiotherapy in Higher Education

intercultural differences in education and with teachers and students from other countries and cultures. The high number of lecturers that took the BKE and BDB training as well as the English course, also convinced the audit panel that the management supports its staff in a commendable way.

All lecturers, especially those who teach in the IPP stream, have a thorough command of English, both through experience as well as through English courses offered by Hanze UAS.

### **Conclusion and recommendations**

The appropriate examples of internationalisation activities through staff exchange, training and the conference visits, demonstrate that the programme facilitates staff to maintain and/or expand their intercultural competences and international experiences. The staff all have a thorough proficiency in English.

### **Overall assessment of Standard 4**

Considering the deliberate way in which the staff is composed, particularly with regard to their international and intercultural competences, their high degree of qualifiedness and the depth and relevance of their experiences as well as their eagerness to continue learning, combined with the exceptionally high appreciation of the students for their lecturers and the availability of comprehensive internationalisation-related services, the audit panel rates Standard 4 as 'excellent'.

## 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.*

### Findings

The student body of the IPP programme comprises a mix of students originating from different countries such as Italy, Germany, Trinidad and Tobago, Pakistan, Norway and Ireland. Students gain intercultural and international experience in their own classroom by discussing and collaborating in international groups.

The Dutch programme benefits from the presence of the IPP students. As already mentioned in standard 3a, IPP and Dutch students have to work together in numerous blocks and in the compulsory Hanze minors. The working groups are deliberately put together to make sure that every group benefits from the presence of different nationalities.

At this moment, there are 900 Dutch students and 170 foreign students. To be able to create an even more international classroom setting, the programme would like to attract more international students (target is 200). At this moment, Hanze UAS speaks with the Saudi Arabic government to see if it is possible to make an agreement on the influx of 25 Saudi Arabic students. This would yet add another cultural dimension to the programme, considering the position of women in Saudi Arabia is already very different from most Western countries.

In addition, the school is working on extending its alumni network abroad. The goal is to acquire more foreign work placements and to commit alumni to recruit new students by attending student career events in their home countries as representatives of the Physiotherapy programme in Groningen.

As mentioned before, also virtual mobility is used to bring together students from different universities. Hanze UAS is also working on extending the Skype-project by introducing a new international cooperation project in year two.

### Conclusion and recommendations

The audit panel considers the composition of the IPP student group, that features a variety of national and cultural backgrounds, very much in line with the internationalisation goals of the



programme. In an apt way, the IPP students facilitate the creation of an international classroom for Dutch stream students. The audit panel endorses the ambition of Physiotherapy to attract more international students to improve the IPP/Dutch ratio.

#### **Criterion 5b: Experience**

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

#### **Findings**

The goal of the programme is to educate students to become internationally oriented professionals with intercultural competencies and able to work anywhere in the world. Students with a basic attitude that is international, interprofessional and intercultural. Not every student, especially those in the Dutch programme, has the ambition to work abroad after graduation. Nonetheless, the programme wants all its students to gain a generic international and intercultural orientation. Those who like to expand their international competences and experiences are able to do this, supported by all the services and facilities the school offers.

The regular programme seeks to foster the international experience in several ways. First of all, a deliberate approach has been adopted to mix students of different backgrounds in group work. Second, virtual mobility is used to bring students in contact with and let them learn from physiotherapy students in other countries. Also, multiple assignments and projects embed an international and/or intercultural dimension. These assignments apply to all students. Moreover, students are able to follow a minor or gain on-the-job learning experience abroad. The extra-curricular activities (e.g. honours programme and FSV Fysiek) also enlarge the internationalisation experiences of the students, whereas for the non-Dutch their whole study career in the Netherlands can be seen as one big internationalisation experience.

#### **Conclusion and recommendations**

The audit panel observed that the intercultural assignments, the mixed work groups and the virtual mobility project, sometimes combined with the experiences of study abroad and international work placements, make the programme successful in reaching its internationalisation goals.

**Criterion 5c: Services**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.*

**Findings**

Already many years ago a workgroup on internationalisation has been set up. This group is led by the internationalisation coordinator, who is concerned with both the programme-related issues on internationalisation as well as the facility-related matters. The work group further consists of 'country coordinators', who maintain contact with partner universities in the countries under their care. This country coordinators (with, for example, Germany, Switzerland and Austria in one portfolio) visit the partner universities at least once a year. The work group also entails a special coordinator for work placements abroad, who will help students find a suitable internship abroad. Moreover, the School of Health Care Studies features an International Placement Desk to provide students with more information about going abroad.

In addition, the study association FSV Fysiek has a significant role in welcoming the international students. FSV Fysiek has developed a buddy system in which new IPP students are supervised by Dutch students or by senior IPP students. They support them and show them the way in Dutch society and in the city of Groningen in particular. Moreover, the study association is in contact with study associations in Spain, Ireland, Germany and Portugal. It also has an international committee that is attracting more and more international members. The study association also organises activities like an introduction camp, a gala night, a yearly conference, and a running dinner. This all contributes to creating a strong (international) learning community.

An extensive Diploma Supplement is available, which enables graduates to clearly account for the content of their education in various international labour markets. Specifically for students who desire to work in Germany there is an 'Anerkennung letter' available.

**Conclusion and recommendations**

The audit panel considers the welcoming, mentoring and counselling of students highly relevant and effective. The facilities for finding a good work placement abroad are much

appreciated by students and the programme supports its graduates to get their Dutch diploma recognized in other countries.

#### **Overall assessment of Standard 5**

Taking into account the consciously created culturally diverse composition of the student population, the relevance of the generic intercultural and international experience gained by the students and the possibility for student to study abroad and the substantial services aimed at (supporting/stimulating) internationalisation, the audit panel rates Standard 5 as 'good'.

## 6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

## 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>
Dr. Wes Wierda		x	x	x	
Prof. dr. Raoul Engelbert	x		x	x	
Prof. dr. David Beckwée	x	x	x		
Gert Jan Kordes MSc	x	x	x		
Femke Schepers BSc	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.

### Chair: dr. Wes Wierda

Mr Wierda was professor (Dutch: lector) at Inholland University of Applied Sciences in the Netherlands. He has been a lead auditor of audit panels in the context of higher education accreditations since several years. He followed the ECA-training “Assessing the Quality of Internationalisation”.

### Prof. dr. Raoul Engelbert,

Mr Engelbert is professor (Dutch: lector) at the Professorship for Physiotherapy at University of Applied Sciences Amsterdam (Hogeschool van Amsterdam, HvA), director of research of the Faculty of Health (HvA) and Professor by special appointment at the University of Amsterdam (UvA). He is also senior staff member of the Rehabilitation department of the Amsterdam Medical Centre (AMC).

### Prof. dr. David Beckwée

Mr. Beckwée is a professor at the department of Rehabilitation Research of both the Free University Brussels and the University of Antwerp (Belgium). In addition, he has been working as a teacher at SOMT University of Physiotherapy in the Netherlands since 2013.

### Gert-Jan Kordes MSc

Mr. Gert-Jan Kordes is the owner of a physiotherapy practice in Graz (Austria) and lecturer in Physiotherapy (Bachelor's degree) at FH Joanneum University of Applied Sciences in Austria.

**Femke Schepers BSc**

Mrs. Femke Schepers recently graduated from the Bachelor programme in Physiotherapy at Utrecht University of Applied Sciences. She was chair of the programme committee and student member of ENPHE on behalf of Utrecht University of Applied Sciences.

**Coordinator: Inge van der Hoorn MSc, advisor at Hobéon**

NVAO trained secretary / coordinator

ECA trained in assessing the quality of internalisation

## Annex 2. Documents reviewed

- Zelfevaluatie Fysiotherapie (Self evaluation report)
- Beroepsprofiel fysiotherapie
- National Diploma Supplement Fysiotherapie
- Landelijk Opleidingsprofiel Bachelor
- Literatuurlijst Fysiotherapie 2017-2018 / Booklist IPP 2017-2018
- Notitie Internationalisering Opleiding Fysiotherapie
- Degree Programme Profile Physiotherapy
- Onderwijsvisie 2020
- Strategisch Beleidsplan Vernieuwen in Verbinding 2016-2020
- Trends en ontwikkelingen
- Toetsbeleid 2017
- Werkboek Toetsen en beoordelen
- Onderwijs- en examenregeling 2017-2018
- Overzicht van het ingezette personeel per 01-06-2017
- Professionaliseringsplan 2016-2017, 2017-2018
- Geanonimiseerde overzichtslijst van alle afstudeerders van de laatste 2 studiejaren
- Studiehandleiding Externe stage en afstudeerstage 2016-2017
- KNGF Beroepsprofiel Fysiotherapie
- Jaarverslag examencommissie 2015-2016
- Jaarverslag opleidingscommissie
- Opleidingsjaarplan 2015-2016, jaarrapportage Fysio
- Beoordeling stages BART 2016-2017
- Handleiding afstudeeropdracht 2016, 2017-2018
- Studiehandleiding stage 2016-2017, 2017-2018
- Hanzehogeschool Groningen Onderwijskaders 2015
- Hanzehogeschool Groningen Onderwijsvisie 2020
- Kwaliteitszorgplan 2017-2018
- Prioriteitenanalyse Fysiotherapie 2016-2017
- Uitwerking NSE Fysiotherapie 2016, 2017
- NSE 2017 Factsheet FYS / NSE 2017 Factsheet IPP
- Strategisch Beleidsplan Vernieuwen in Verbinding 2016-2020

- Standaard Multidisciplinair samenwerken 2009
- Standaard Ondernemerschap 2008
- Standaard Wetenschappelijke vorming 2015
- Herijking Standaard Internationalisering 2014
- Leerlijn interculturele communicatie Fysiotherapie
- Representatieve set van (gemaakte) toetsen/opdrachten en beoordelingen (incl. antwoordmodellen)
- Diverse handboeken en studiehandleidingen
- Het auditpanel heeft de afstudeeropdracht en afstudeerstage van de volgende studenten bekeken<sup>3</sup>:

Number	Student number	Stream
1	300962	IPP
2	290057	IPP
3	304630	NL
4	292984	NL
5	282080	NL
6	305500	IPP
7	313417	IPP
8	317638	IPP
9	305772	NL
10	294348	NL
11	306627	NL
12	301663	NL
13	302362	NL
14	314347	NL
15	305850	NL

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<sup>3</sup> For privacy reasons, only the student numbers are mentioned. Names of graduates and the titles of their final projects are known to the coordinator of the panel.



## Annex 3. Site visit programme

### Overview

<b>Date:</b>	21-22 November 2017
<b>Institution:</b>	Hanzehogeschool Groningen / Hanze University of Applied Sciences Groningen
<b>Programme:</b>	B Fysiotherapie / International Physiotherapy Programme
<b>Location:</b>	School for Health Care Studies, Wiebengacomplex Petrus Driessenstraat 3, 9714 CA Groningen, room A025 / A011

### Programme

#### Monday 20 November 2017

20.30 – 22.30: Preparatory meeting of the panel

#### Day 1: Thursday 16 February 2017

08.15 – 08.30: Welcome (Jan Peter Landsman MBA, Karin Sulmann MBA, drs. Albert Verstellen)

08.30 – 09.30 Internal meeting and possibility to review additional documentation and student work.

09.30 – 09.50: Theme 1 – Internationalisation in the curriculum

<i>Full name</i>	<i>Position</i>
• Alberto Lo Brutto	IPP student, cohort 2015
• Moniek Wezeman	Student, cohort 2015
• Henk Willemsen MSc	Teacher, internationalisation

09.50 – 10.30: Course management

<i>Full name, course</i>
• Jan Peter Landsman MBA, programme manager
• Karin Sulmann MBA, programme manager

- 
- Dr. Hans Hobbelen, lector (professor) Healthy Ageing
  - Drs. Arwin Nimis, dean Academie voor Gezondheidsstudies
- 

10.45 – 11.30: Meeting with students of the Dutch programme

*Full name*

- Veerle Jansen, cohort 2016, chair student panel
  - Anouk Benedictus, cohort 2016, member programme committee
  - Nanda van den Berg, cohort 2015, chair FSV Fysiek
  - Ilse Groen, cohort 2014
  - Yvon Hagoort, cohort 2014, member AMR
  - Merel Hilgersom, cohort 2015, member KNGF student panel
  - Sacha Pekkeriet, cohort 2015, former member QA committee
  - Caroline Tan, cohort 2014, former chair student panel
  - Iris Winkelhorst, cohort 2015, member programme committee
- 

11.30 – 12.00: Theme 2 – Staff and internationalisation (starting with presentation by Reina Berghuis and Eric Dijkstra)

*Full name*

- Karin Sulmann MBA, programme manager
  - Henk Willemsen MSc, teacher, internationalisation
  - Reina Berghuis MSc, teacher
  - Eric Dijkstra MSc, teacher
  - Dr. Paul Hodselmans, postdoc, scientific learning line
  - Dr. Fiona McGowan, teacher
- 

12.15 – 12.35: Theme 3 - IPP and International Classroom

*Full name*

- Marjo Blok MSc, teacher, chair assessment committee, coordinator IPP
  - Marlene Perino, IPP student, cohort 2016
  - Seannie Tarpey, IPP student, cohort 2015
- 

12.35 – 13.15: Lunch, including internal meeting and review of materials

13.15 – 14.00: Students IPP

*Full name*

- Anna Lena Paus, cohort 2015, Germany
- Alberto Lo Brutto, cohort 2015, Italy
- Seannie Tarpey, cohort 2015, Ireland
- Sanne Rodenburg, cohort 2016, the Netherlands, member student panel
- Chris Attai, cohort 2016, Trinidad and Tobago
- Carolin Bullmann, cohort 2016, Germany
- Marlene Perino, cohort 2016, Italy
- Safa Farhat, cohort 2016, Pakistan

14.00 – 15.15: Teachers, postdocs, professors (Dutch: lectoren)

*Full name*

- Dr. Sandra Jorna, teacher, postdoc, minors
- Marleen Hazeveld MSc, teacher, work placements, entrepreneurship
- Dr. Hans van de Leur, teacher, postdoc
- Dr. Miriam van Ittersum, teacher, postdoc, chair curriculum committee
- Roland Reezigt MSc, PhD-cand, teacher
- Rik Kranenburg MSc, PhD-cand, teacher
- Rosa Domburg MSc, teacher
- Jos Vloet MA, teacher
- Dr. Hans Hobbelen, lector
- Dr. Aly Waninge, lector
- Baudina Visser MSc, PhD-cand, teacher, chair programme committee

15.15 – 16.30: Guided tour through the building, the programme specific facilities and the product market, review of materials

16.30 – 17.15: Theme 4 - International network

*Full name*

- Henk Willemsen MSc, teacher, internationalisation
- Jolanda van Lieshout MSc, teacher, work placements abroad
- Egbert Hofhuis MSc, teacher
- Dr. Paul Hodselmans, teacher, postdoc, scientific learning line
- Marleen Hazeveld MSc, teacher, work placements, entrepreneurship

17.15 – 17.30: Panel discussion on the (preliminary) outcomes of the first day

17.30 – 17.45: Pending issues

## **Day 2: 22 November 2017**

08.15 – 08.30: Welcome (Jan Peter Landsman MBA, Karin Sulmann MBA, drs. Albert Verstallen)

08.45 – 09.05 Theme 5 – International student mobility  
Presentation by Henk Willemsen MSc, teacher, internationalisation

09.05 – 10.45: Meeting with alumni and representatives of the working field

### *Full name*

- Neeltje Poelstra, alumnus, internship supervisor
- Gijsbert Vogelzang, alumnus, internship supervisor
- Mathijs van der Woerd, internship supervisor
- Tom Kroon, internship supervisor
- Hugo Ouwendijk, member advisory board, internship supervisor, KNGF
- Henk Boersma, member advisory board, internship supervisor
- Henk Mein, member advisory board, internship supervisor
- Mareike Schoeneberger, alumnus IPP

09.45 – 10.15: Meeting with international working field (Skype)

### *Full name*

- Jolanda van Lieshout MSc, teacher, coordinator international internships
- Caspar Mijlius, main instructor practical training
- Yanto Gerling, head of medical staff Ajax Cape Town, internship supervisor

11.00 – 11.30: Meeting with exam committee and assessment committee

### *Full name*

- Ynske Smit MSc, teacher, member assessment committee
- Marjo Blok MSc, teacher, chair assessment committee, coordinator IPP
- Martin Brouwer MSc, teacher (honoursprogramme) member exam committee, member assessment committee

- 
- Peter Klomp MSc, teacher, chair exam committee, member HMR
- 
- Dr. Cornill Blauw-Hospers, teacher, member exam committee, coordinator internships
- 
- Drs. Karin Liebrand, external member exam committee
- 

11.30 -12.15: Meeting with the dean and member executive board

*Full name*

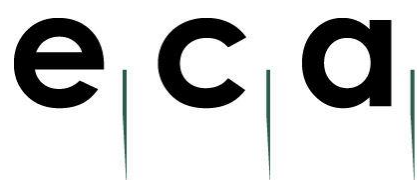
- Dr. Paul van der Wijk, member executive board Hanze UAS
- 
- Drs. Arwin Nimis, dean School for Health Care Studies
- 

12.15 – 12.30: Pending issues

12.30 – 13.15: Lunch and panel discussion

13.15 - 13.45: Feedback and conclusion

End of site visit and departure



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