

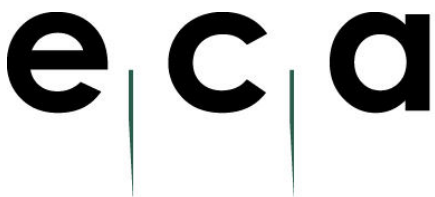
Assessment report

International Health & Social Management

(Study Programme Number 0360)
Management Center Innsbruck



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

International Health & Social Management

(Study Programme Number 0360)
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Glossary

AQ Austria	Agency for Quality Assurance and Accreditation Austria
AVG	Allgemeines Verwaltungsgesetz
CeQuint	Certificate for Quality in Internationalisation Project
CALM	Career and Life Management
BGBL	Bundesgesetz Blatt
ECA	European Consortium for Accreditation
EHEA	European Higher Education Area
EHMA	European Health Management Association
EU-HEM	European Master in Health Economics & Management
FHR	Fachhochschulrat
FH-StG	Fachhochschul Studiengesetz
FIBAA	Foundation for International Business Administration Accreditation
HE	Higher Education
HS-QSG	Hochschul Qualitaetssicherungsgesetz
IDI	Intercultural Development Index
IHSM	International Health & Social Management
IRO	International Relations Office
MCI	Management Center Innsbruck
QA	Quality Assurance
UAS	University of Applied Sciences

1. Executive summary

The study programme International Health & Social Management (IHSM)¹, was assessed by Agency for Quality Assurance and Accreditation Austria (AQ Austria) and this assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project (CeQuint). AQ Austria convened an assessment panel, which studied the self-assessment report and undertook a site visit in Innsbruck from 24th to 25th April 2014. The assessment panel took ample notice of the active involvement in and relationship of IHSM with the Joint Programme European Master in Health Economics & Management (EU-HEM) including double degree partnerships and as of the year 2014-2015 to become a Joint Degree Programme. The panel in its assessment has taken into account the high relevance of the EU-HEM cooperation as an essential component of the internationalisation of the IHSM programme, and recommends it as an exemplary practice. The assessment itself though is only addressing the internationalisation of IHSM.

Standard 1: Intended Internationalisation

The panel found that there is an implicit and supported policy of intended internationalisation but that there is a lack of an explicit short term and long term strategy defining the why, how, what and outcomes of the internationalisation of the IHSM programme. The panel deems the underlying criteria of this standard to be met satisfactorily. **The panel therefore assesses Standard 1. Intended internationalisation as *satisfactory*.**

Standard 2: International and Intercultural Learning

The panel found that the IHSM programme has a genuine although not always very explicit focus on the achievement of international / intercultural learning outcomes by its students. The panel deems all the underlying criteria of this standard to be met and is particularly positive about the balanced and thought-through mix of methods used for the

¹ Study Programme Number 0360.

assessment of students' international / intercultural learning outcomes. More work should however be invested by the programme in describing these international / intercultural learning outcomes in a more explicit way and directly linked to goals of the programme regarding internationalisation. Also including relevant stakeholders more systematically in proving the graduates' achievements is recommended. **The panel assesses Standard 2. International and intercultural learning as *satisfactory*.**

Standard 3: Teaching and Learning

The panel found that the Teaching and Learning of the IHSM programme is good. The panel deems all the underlying criteria of this standard to be met and in the case of criterion 3c (3c. Learning environment) even systematically surpassed. The Joint Programme EU-HEM can be regarded as an international example. The panel is convinced that the way the EU-HEM programme has been developed and how a new stage of joint degree has emerged can be regarded as an exemplary practice. **The panel therefore assesses Standard 3: Teaching and Learning as *good*.**

Standard 4: Staff

The panel considers the underlying criteria of this standard to be met. The international recruiting of the teaching staff and the strong coordination of the programme and curriculum, as well as the teaching cooperation with the partner universities can be regarded as an international example. Similarly, the panel found the aspects intercultural teambuilding and support by the staff very good. The panel recommends to structure and to document the way of how to proceed from here. **The panel therefore assesses Standard 4: Staff as *good*.**

Standard 5: Students

The panel found that students are provided with a variety of international and intercultural experiences and are well supported during the duration of their studies. The panel deems all the underlying criteria of this standard to be met and often surpassed. The student composition in particular can be regarded as an international example because of the continuous efforts made by MCI to include and mix students, which has actively

contributed to a positive student learning experience. The relationship with the partners in the EU-HEM programme strengthens this dimension even more. The panel is convinced that these aspects can be regarded as an exemplary practice. The panel recommends including more opportunities for student mobility and international site-visits in the full IHSM programme and not only the EU-HEM programme and increasing efforts to support the programme's international goals and its students. **The panel therefore assesses Standard 5: Students as *good*.**

Overall conclusion

Based on documented internationalisation goals, the IHSM programme has implemented effective internationalisation activities, which demonstrably contribute to the quality of teaching and learning.

Nevertheless, the panel recommends that the IHSM programme develops a more explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the IHSM programme and the role of the EU-HEM track in reaching those goals and objectives.

The panel deems the CeQuint standards met in such a way that the IHSM programme deserves the Certificate for Quality in Internationalisation.

2. The assessment procedure

This report is the result of the assessment of the International Health & Social Management (IHSM), offered by the Management Center Innsbruck (MCI). The procedure was coordinated by the Agency for Accreditation and Quality Assurance Austria (AQ Austria). This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project (CeQuint).

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

Assessment standards and assessment scale

The Frameworks for the Assessment of Quality in Internationalisation at programme level consist of five standards:

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

	4c. Services
5. Students	5a. Composition
	5b. Experience
	5c. Services

The judgment is provided for each standard and each underlying criterion included in the Frameworks for the Assessment of Quality in Internationalisation. All standards have the same weight. The Frameworks for the Assessment of Quality in Internationalisation consists in four-point scale: **Unsatisfactory, Satisfactory, Good and Excellent.**

A programme gets the Certificate when at least 3 standards are assessed as good or excellent and there is not standards assessed as unsatisfactory.

A panel of experts was convened by AQ Austria. The assessment panel consisted of the following members:

- Hans de Wit, panel chair, director of the Centre for Higher Education Internationalisation (CHEI) of the Università Cattolica Sacro Cuore in Milan, Italy, and Professor (lector) of “Internationalization of Higher Education” at the Centre for Applied Research in Economics and Management (CAREM), School of Economics and Management of the Amsterdam University of Applied Sciences. (Netherlands)
- Frederik De Decker, panel expert, Head of the Office for Educational Development and Internationalisation at University College Arteveldehogeschool in Ghent; Senior Education Advisor at Ghent University Association (Belgium)
- Emilia Todorova, panel expert (student), Student at University of Glasgow in a Master Programme „MSc Educational Studies“. Ms Todorova is also acting as development officer at the Scottish Credit and Qualifications Framework Development Officer (SCQF). (United Kingdom)
- Klaus Hubatka, panel expert (national expert), professor for “Health Care-Marketing and Project Management”, at the Upper Austrian University of Applied Sciences in Linz. Researcher with the focus on “Health Care and Social Marketing, Rehabilitation and Quality Management“. (Austria)

The composition of the panel reflects the expertise deemed necessary by the Assessment Framework. 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 included in Annex 2: Statements of independence.

The procedure was coordinated by Maria E. Weber, Department Audit, Consulting & International Cooperation at AQ Austria.

The procedure was observed by Jovana Savanovič. Ms Savanovič is a master student of the MARIHE Programme: Master in Research and Innovations in Higher Education.

The assessment panel studied the self-assessment report and annexed documentation provided by the programme before the site visit. (Annex 3: Documents reviewed) the panel secretary organised a preparatory Skype meeting ten days before the site visit. During this meeting the panel members had the first opportunity to meet each other, even though only virtually. First impressions and open issues with regard to self-assessment report and other logistical topics were discussed. After this meeting a list with additional request for documents and needs for clarifications were submitted to the MCI project coordinator of this assessment.

The panel organised a preparatory meeting two hours before the site visit started with its first interviews.

The site visit took place on 24th and 25th April 2014 at the MCI in Innsbruck, Tyrol (Austria). (Annex 4: Site visit Programme). The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the self-assessment report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report.

The panel finalised the draft report on 30th May 2014. It was then send to the MCI, to the head of the IHSM programme, Mr Walch and the project coordinator Ms Kostenzer, to review the report for factual mistakes.

The MCI received the panel assessment report on 3rd June 2014. No factual mistakes were reported. The panel approved the final version of the report on 13th June 2014.

3. Basic information

Qualification:	Master of Arts in Business (MA)
Name of study programme	International Health & Social Management
Number of credits:	120
Specialisations (if any):	<p>Students can focus either on International Health and Social Management or in cooperation with EU-HEM partners one of the following tracks can be chosen:</p> <ul style="list-style-type: none"> ○ Global health ○ Management of health care institutions ○ Evaluation in health care ○ Health economics ○ Decision making in health care ○ Health insurance and financing
ISCED field(s) of study:	<ul style="list-style-type: none"> - 3 (Social Sciences, Business and Law) - 7 (Health and Welfare) - UNESCO ISCED Code 5A

Institution:	
Type of institution:	University of Applied Science (UAS)

Status:	
QA / accreditation agency:	AQ Austria
Status period:	The study programme International Health Care Management has been accredited, as per final notice issued on 15 th September 2005 (issued by FH Council (FHR), § 6 Abs 1 and Abs 2 Z 1 in line with § 13 Abs 1 Fachhochschul-Studiengesetz (FHStG), Bundesgesetzblatt (BGBl) 340/1993).

As per 22nd December 2012 (§ 6 Abs 1 and Abs 2 Z 1 in line with § 13 Abs 1 Fachhochschul-Studiengesetz (FHStG), Bundesgesetzblatt (BGBl) 340/1993), the name of the study programme was changed from International Health Care Management into International Health & Social Management (IHSM). This change request was issued in order to reflect adequately the changes in the curricula based upon the cooperation within the EU-HEM consortium.

Due to the change of legal requirements in 2012 the study programme IHSM, holds now an unlimited accreditation status. This change of status has been issued as per institutional accreditation notice on 9th May 2012 (issued by AQ Austria, § 27 Abs. 11 FHStG 1993 BGBl. I Nr. 74/2011 in line with § 23 Hochschul-Qualitätssicherungsgesetz (HS-QSG), BGBl. I Nr. 74/2011). Hence, substantial curricular changes are subject for new (change-)accreditation requests/procedures.

Additional information:

- The IHSM Programme is in addition certified by European Health Management Association (EHMA) and the Foundation for International Business Administration Accreditation (FIBAA).
- Within the ISHM programme the MCI has developed a so-called EU-HEM track. The EU-HEM track is a Joint Programme with the University of Bologna, the Erasmus University Rotterdam and the University of Oslo. It has to be mentioned that this track is a key element of the ISHM programme. The panel likes to remark that this track alone was not under assessment. The Joint Programme track started recently and is still only in a development stage.
- In 2014 the EU-HEM was accredited as a *sole* Joint Degree Programme by AQ Austria. The notice was issued on 12 March 2014 (§§ 23 and 25 HS-QSG, BGBl I Nr. 74/2011 and § 8 FHStG, BGBl I Nr. 340/1993, in line with § 56 AVG, BGBl Nr. 51/1991. The Joint Degree Programme EU-HEM holds the study programme number 0741. This new Joint Degree Programme was not subject of the assessment under the CeQuint framework. The Joint Degree Programme will start with the academic year 2014/15.

4. Assessment criteria

Standard 1: Intended internationalisation

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.

What are the internationalisation goals at Programme level?

- *In which document can these goals be found?*
- *Do they cover internationalisation?*
- *Do they make clear what the Programme intends to achieve with its internationalisation? Are the goals reasonable but challenging?*
- *If they are based on the institution's or school's internationalisation goals, how are they adopted by and made fit for the Programme?*

Who are the stakeholders within and outside the Programme?

- *Are the stakeholders explicitly identified?*
- *Can the stakeholders identify the Programme's intended internationalisation?*
- *Do the stakeholders support the internationalisation goals?*
- *In which way can/do they contribute to achievement of these goals?*

The expert panel first wants to specify the programme assessed in the framework of the CeQuint project. The self-assessment report addresses the MCI master programme IHSM including the six tracks with EU-HEM partners, and makes reference to the joint (Degree) Programme EU-HEM, however the distinction between the assessments of the two was not always clear. It was understood and confirmed by MCI that the programme under assessment is the IHSM programme and that the EU-HEM development is one key element of that master but not the programme under assessment, as it is only in a development stage and – although teaching staff from the partner institutions of the EU-HEM were interviewed – the focus is on MCI and its IHSM master only.

MCI as an institution has defined goals and objectives for internationalisation, formulated in its internationalisation strategy of 2008, which are adapted to the programme level in emphasizing its contribution to “achieving highest quality standards in education”, and to “develop and strengthen intercultural competence and a global understanding of the challenges of the health sector”, and it also “promotes and supports graduates to pursue an international career.” (Self-Assessment Report, p. 13). The goals are presented as

measures to achieve and monitor internationalisation by: teaching in English, exposure to diversity, an international teaching staff, internationally oriented courses and activities, a list of intended international and intercultural learning outcomes, working in culturally diverse groups, and gaining international experience. (ibid, p. 13)

In this respect the goals as provided are clear both at the institutional level and in their application at the programme level. But what is missing is a more grounded document that defines the why, how, what and outcomes of the internationalisation at the programme level. The goals and objectives at the programme level are more implicit and derived from the overall goals and objectives of MCI, but lack a clear analysis on why the IHSM programme has internationalisation goals and objectives and is structured in this specific way to accomplish them. From the oral interviews it became clear that the management of the programme has outspoken ideas about the context and relevance of the international dimensions of the programme, the shifting context from a more national health care system to the interconnectedness of health care and health management at the European and global level, but a document as foundation for the programme describing this context and the related goals and objectives is lacking. It does not explicitly become clear why and in which way the programme is international, although enough evidence for its need was provided in the interviews. In that respect also the notion of sustainable internationalisation was mentioned.

Illustrative in this respect was the discussion with all the different stakeholders during the interviews about the focus of the programme: European and/or global. This applies both to the IHSM programme as to the EU-HEM Joint (Degree) Programme. There seems to be a shifting development from being more European to more global, with an emphasis on global within a European context. Students, employers, alumni, teaching staff, partners and management placed slightly different accents on this issue. The curriculum is also not always clear about the focus. But all in all from the interviews a consensus towards global within the European context emerged. It only needs to be described and made more explicit. There is no explicit long term plan on how to globalise the internationalisation goals and objectives, although there is mention of increasing activities in Africa for instance, in Ethiopia, and of new non-European partners, for example in India.

Overall however the different stakeholders have a common positive understanding on the implicit goals and objectives of internationalisation in the IHSM programme. They support these goals and objectives. Due to their membership in the Advisory Board of the programme and their involvement in teaching they have also an influence on the realisation of internationalisation in the programme.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the IHSM programme are **satisfactorily** documented. The goals are shared and supported by stakeholders within and outside the programme. The panel recommends to assess this criterion as satisfactory and recommends also that the programme develops an explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the programme and the role of the EU-HEM in reaching those goals and objectives. In the development of this plan, active involvement of the different stakeholders is recommended.

Criterion 1b: Verifiable objectives

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

What are the internationalisation objectives?

- *In which document can these objectives be found?*

Are the internationalisation objectives verifiable?

- *Does each objective have either a quantitative or a qualitative element?*

Can the achievement of the internationalisation goals be monitored through these objectives?

- *Are these objectives reasonable but challenging?*
- *Do these objectives correspond with the internationalisation goals?*

Regarding the IHSM programme, goals and objectives are interlinked. Thus, the description of the goals of internationalisation above also applies in essence to the objectives. The expert panel has taken notice of the objectives as provided in the self-assessment report (p. 15-16), their measurement and their current stage of achievement. According to the expert panel these are more to be seen as quantitative goals than as qualitative objectives.

The expert panel commends and welcomes the strong partnership relations, in particular in the EU-HEM tracks. Another remarkable feature is the way the ISHM programme and its partners in the Joint Programme (soon to become a Joint Degree Programme) have developed the EU-HEM project. It has gradually evolved from cooperation into a joint-degree programme awarding multiple degrees, overcoming obstacles one step at a time but with the conviction that this is the way forward. It demonstrates the implicit joint understanding of the international relevance, needs, objectives and goals. IHSM programme, given its important role and experience within EU-HEM but also as a stand-alone programme, can take the lead, by formulating the internationalisation strategy for EU-HEM alongside its own strategy.

The panel observes that the monitoring of the internationalisation goals by the internationalisation objectives is implemented, but only in an informal ad hoc manner. This is due to the lack of explicit objectives and goals for internationalisation.

Conclusion and recommendations

The panel concludes that objectives have been formulated and that these objectives are **satisfactorily** verifiable. They do allow monitoring the achievement of the programme's internationalisation goals but in an ad hoc and informal way, lacking a structured approach. The panel recommends to assess this criterion as satisfactory and, in line with the recommendation on criterion 1a recommends that the programme develops an explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the IHSM programme and the role of the EU-HEM programme in reaching those goals and objectives.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the Programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.

Is there an evaluation of internationalisation?

- *How are the internationalisation goals, action plans and activities evaluated?*
- *Is the evaluation periodic? Which timeframe is used?*
 - *Continuously (since when?)?*
 - *Every x years?*
 - *This was the first time?*

Do the results of these evaluations lead to improvement?

- *Which improvement measures have been implemented?*
 - *Outline for the last three years*
 - *For each of the evaluation approaches indicated above?*
(The how regarding goals, action plans and activities)

The expert panel has come to the conclusion, based on the Self-Assessment Report and the interviews, that there is a policy for improvement but that this policy is not systematic, ad hoc and rather informal. There is an open-feedback approach, and it is not only content-related. It also means paying attention to the feedback related to intercultural differences. One can speak of an open door policy and several examples were given of improvements resulting from this open door policy to students, teaching staff, partners and external stakeholders. The self-assessment report also provides examples of this approach. Students and alumni were satisfied with the way their feedback was implemented. However they would like more attention to be paid to two issues: more time for real life

experiences in companies (internships), and a more balanced approach between group assignments and individual assignments or grading.

Conclusion and recommendations

The panel concludes that there are evaluations of the programme's internationalisation but that these are not organised periodically and systematically. Measures for improvement have been implemented and its success can be demonstrated, but by lack of a systematic approach it is not easy to perceive and also it might not cover all what is possible and needed. The panel recommends to assess this criterion as **satisfactory** and recommends a more systematic and periodic approach to evaluation of the internationalisation goals and objectives of the programme.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel found that there is an implicit and supported policy of intended internationalisation but that there is a lack of an explicit short term and long term strategy defining the why, how, what and outcomes of the internationalisation of the programme. The panel deems the underlying criteria of this standard to be met satisfactorily. The panel therefore assesses *Standard 1. Intended internationalisation* as **satisfactory**.

Conclusion

Based on documented internationalisation goals, the IHSM programme has implemented effective internationalisation activities, which demonstrably contribute to the quality of teaching and learning.

It is recommended that the IHSM programme develops a more explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the programme and the role of the EU-HEM programme in reaching those goals and objectives.

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.

The “Internationalization learning outcomes” as defined by the IHSM programme are described in the self-assessment report as follows:

In terms of internationalisation, students shall...

- *be prepared for the advantages and risks of intercultural cooperation and can prepare and conduct intercultural (project) work in health care, taking into consideration intercultural differences;*
- *learn to understand and how to cope with cultures and their differences in an international context;*
- *be aware of the importance of health beliefs and practices, in particular and culture sin general in the management of health;*
- *learn how to transfer the information into decision-making skills through examples from practice and in group tasks;*
- *develop their communication, dialogue, conflict management, and problem-solving skills in an intercultural context.*

The programme explained that these IHSM programme specific “internationalisation learning outcomes” are a translation of the institutional learning outcomes. These “learning outcomes” (the quotation marks are used since not all points described above can be described as genuine learning outcomes) were however not laid down in a specific document (neither at the programme nor at the institutional level). Nevertheless, the panel found out that in the course books reference is made to these, albeit not always in the exact same wording. Also the fact that in the construction of the learning outcomes in general, reference was made to European Directives, judgements of the European Court of Justice and other relevant European (and international) reference frameworks for health and social aspects is considered by the panel to be a strong point and a proof of the programme’s international orientation in its learning outcomes.

It was hence clear to the panel that a comparable situation as for the definition of the internationalisation goals and objectives can be noted: the international / intercultural learning outcomes are there and are reasonable for such a programme, but what is missing is a straightforward document that defines in an appropriate way the outcomes at the programme level linked to its goals and objectives.

Conclusion and recommendations

The panel concludes that although these have not been explicitly laid down in a document, the intended international and intercultural learning outcomes correspond with the

programme's internationalisation in a **satisfactory** way. The panel recommends though that as soon as the programme's internationalisation goals have been defined clearly, a document is prepared that defines in an appropriate way the outcomes at the programme level linked to its goals. The panel is convinced that such a document could be a strong guide for further curriculum development, internal (e.g. among teachers) and external (e.g. with stakeholders and partner institutions) communication, benchmarking etc.

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 panel noticed that the programme is well aware of the fact that the assessment of international learning can be challenging. The management and teaching staff have definitely thought this through and as a result of this, a mix of assessment approaches has been put in place consisting of group work, projects, theses, standard exams, excursions etc. Even though some of the mechanisms described in the self-assessment report are very basic (e.g. transfer of ECTS-credits) and not particularly focused on assessment per se, in general appropriate methods are in use at IHSM programme. Certainly, the overview of student assessments provided in Annex 6 of the self-assessment report clearly demonstrates that the used mix of assessment methods guarantees that the achievement of international and intercultural learning outcomes by students is appropriately checked. The programme also claims that all methods used and the evaluation criteria defined are aligned with the standards and preconditions of international accreditation levels, which is deemed a positive point by the panel.

The (recent) launch of the programme made with the use of the IDI-instrument (Intercultural Development Index) is seen by the panel as a positive and necessary development to further tackle the specific challenges of assessing learning outcomes with a large attitudinal component, e.g. some specific *intercultural* learning outcomes defined by the programme.

As to the specific *international* learning outcomes defined, a strong point is the obligation for students to choose an international topic for their final Master thesis as well as the use of many comparative cases related to the management of international health and social systems for group assignments.

Conclusion and recommendations

The panel concludes that the methods in general and more specifically the balanced and thought-through mix of methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes in a **satisfactory** way. The panel recommends to further develop the use of the IDI for assessing the intercultural learning outcomes in particular. This instrument might be

equally useful during the intake and selection phase (to check potential students' intercultural readiness).

Criterion 2c: Graduate achievement

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

The IHSM programme is quite recent and has a relatively low yearly intake, which means that in quantitative terms, it is at this moment not easy for the panel to judge the achievement of intended learning outcomes by the graduates. The data provided, e.g. on graduates' current positions or on employers' satisfaction regarding the achieved international and intercultural learning outcomes, were anecdotal rather than analytical. Reaching a fair judgement on this criterion was made even more difficult since initially in the self-assessment report a lot of emphasis was placed on the importance of study abroad for graduates to be able to achieve the intended international and intercultural learning outcomes. Since such an experience has not been part of all IHSM study tracks, this could have been problematic. It became nevertheless clear that also for students completing their 2 years of study in Austria it is possible to achieve the intended international and intercultural learning outcomes (e.g. by means of a summer school or other types of intensive programme s), although the panel would advise the programme to look into the possibilities to create more so-called "internationalisation@home"-possibilities in order to facilitate this achievement for a certain group of students (e.g. more mature students combining the programme with a (part-time) job and/or family care).

In general however and focusing more on qualitative issues, the panel became gradually more impressed by the feedback it received from the interviews with students, graduates and – quite importantly – representatives from the working field with regard to the level of international and intercultural learning outcomes achieved. All these groups were very outspoken about the extent to which the programme contributes to the satisfactory achievement of these and how the assessment was focused on this. Some students even had the impression that there was sometimes too much focus on these specific international / intercultural aspects, e.g. by using too much group work as a means to assess the achievement of intercultural learning outcomes. Students suggested that more individual work on real life cases, in close cooperation with the labour market (e.g. in combination with a kind of placement) could be a valuable alternative and the panel is certainly inclined to second this proposal.

Conclusion and recommendations

The panel concludes that graduates of the IHSM programme achieve the intended international / intercultural learning outcomes and that this achievement results not only from study abroad periods but also from a variety of internationalisation activities. The

panel assesses this criterion as **good** but recommends however to broaden the spectrum of activities even more and certainly to look into appropriate alternative methods to measure this achievement, including regular structural and quantifiable input from alumni and the working field (e.g. through satisfaction questionnaires)

Overall conclusion regarding Standard 2. International and intercultural learning

The panel found that the IHSM programme has a **genuine although not always very explicit focus** on the achievement of international / intercultural learning outcomes by its students. The panel deems all the underlying criteria of this standard to be met and is particularly positive about the balanced and thought-through mix of methods used for the assessment of students' international / intercultural learning outcomes. More work should however be invested by the programme in describing these international / intercultural learning outcomes in a more explicit way and directly link these two goals of the programme regarding internationalisation. Also including relevant stakeholders more systematically in proving the graduates' achievements is recommended.

Based on these considerations, the panel assesses *Standard 2. International and intercultural learning* as **satisfactory**.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

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.

What is the content and structure of the curriculum?

- *In which document(s) are the content and structure of the curriculum described?*

Does the curriculum enable the achievement of the intended learning outcomes?

- *How is the correspondence between the curriculum and the intended international and intercultural learning outcomes demonstrated?*
- *Is it possible for students of this programme, through the curriculum provided, to achieve all the intended international and intercultural learning outcomes*

The expert panel did receive a clear overview of the curriculum of both the IHSM programme as of the EU-HEM tracks in the programme, although it was surprised to see that in the text of the self-assessment report only the EU-HEM tracks curriculum. Additional documentation provided (for instance the brochure of the IHSM programme) gave also an overview of the IHSM Programme curriculum as such, and as was mentioned in the self-assessment report there is a strong relation between the two, although there are also differences, for instance the fact that not all the IHSM programme students take part in the Joint Programme and have to go abroad to the EU-HEM partners or other partners of MCI. It did not become clear from the documents how IHSM programme students who do not go abroad are exposed to intercultural and international teaching and learning. However from the interviews it became clear that thanks to the international setting of students and staff, the teaching in English, the study tours, the summer school, and the content of the curriculum with ample attention to global and European health management issues, these students also get an adequate international teaching, learning environment and curriculum. As stated in the brochure of the programme: “The programme includes an international semester. Students can choose between spending a semester at the MCI with incoming students from all over the world or studying at one of the MCI’s many partner universities abroad and transferring credits obtained there to the MCI.” In this way it is not only demonstrated in content (focus on global and European health management issues through most of the courses) and skills (English language, working in international and diverse teams, study abroad, international environment, IDI assessment) that the international and intercultural learning outcomes are clearly manifest in the curriculum, but also that it is possible for all students to achieve these intercultural and international learning outcomes.

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 panel recommends assessing this criterion as **good**, but also recommends implementing that in a more explicit way in the overall strategy for internationalisation and in the curriculum structure for each course that includes intended intercultural and/or international learning outcomes.

Criterion 3b: Teaching methods

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

Which teaching methods are used?

- *In which document(s) are these teaching methods described?*

Do the teaching methods enable the achievement of the intended learning outcomes?

- *How is the correspondence between the teaching methods and the intended international and intercultural learning outcomes demonstrated?*
- *Is it possible for all the students of this Programme , through the teaching methods provided, to achieve all the intended international and intercultural learning outcomes*

In the self-assessment report there is no description on how the teaching methods are made suitable for achieving the intended international and intercultural learning outcomes as addressed by the criterion 3 b. However from other parts of the report, the additional documentation received and the interviews it has become clear to the expert panel that an adequate attention is paid to this issue by the programme. The combination of teaching in English, working in diverse and international groups, writing of diverse team assignments, the presence of international teaching staff, the use of study tours, study abroad options, are all an integral part of the teaching methods and stimulate the achievement of international and intercultural learning outcomes.

The only minor comment made by the students was that group assignments sometimes result in an individual taking advantage of the work of other students. Thus more individual grading should be included, without diminishing positive aspects of working in international and diverse teams.

Conclusion and recommendations

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes. The panel recommends assessing this criterion as **good**.

Criterion 3c: Learning environment

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

Which learning environment is created?

- *In which document(s) is this learning environment described?*

Does the learning environment enable the achievement of the intended learning outcomes?

- *How is the correspondence between the learning environment and the intended international and intercultural learning outcomes demonstrated?*
- *Is it possible for students of this Programme, in the learning environment provided, to achieve all the intended international and intercultural learning outcomes*

The expert panel, based on the interviews with the different stakeholders is of the opinion that IHSM programme with the support of MCI in general, its partners and external stakeholders has developed an excellent learning environment that enables the students to achieve the intended learning outcomes. This is demonstrated in many different ways: the diverse composition of student body, the lack of a strong single or double national group, the international teaching staff, the facilities provided, facilitation of students' mobility , the group work, the provision of language courses, the study tours, the summer school option, the study abroad options, the Joint Programme option, the real life simulations, the case-study competitions, the mentoring programme, all add to this environment.

Conclusion and recommendations

The panel concludes that the learning environment is more than suitable for achieving the intended international and intercultural learning outcomes. This criterion is assessed as **excellent**.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel deems all the underlying criteria of this standard to be met and in the case of criterion 3c even systematically surpassed. The Joint Programme EU-HEM can be regarded as an international example. The panel is convinced that the way this programme has been developed and how a new stage of joint degree has been achieved can be regarded as an exemplary practice. The panel therefore assesses *Standard 3: Teaching and Learning* as **good**.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities, which demonstrably contribute to the quality of teaching and learning.

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.

How is the administrative and teaching staff composed?

- *What is the quantity of the staff?*
- *What is the quality of the staff?*

Staff policy for teaching and administration in general and for ISHM in particular is integrated into the institution policy of MCI (MCI general strategy). The teaching staff of the programme is a small but focused and adequate international group (ISHM department is an internationally representative group of staff members and lecturers), with a strong link to the EU-HEM partner universities (“first ring”) and to partners in “a second ring” (like Czech Republic, Ethiopia and India)/partner universities inside and outside Europe (page 30 of the self-assessment report).

The expert panel has concluded that the teaching staff has experience in international programmes and a good competence regarding international health care. Therefore the staff composition allows for the achievement of the intended learning outcomes. However, there is no explicit strategy to assess and to develop (recruit and train) the staff.

How does the staff facilitate the achievement of the intended learning outcomes?

- *Are these the staff members needed to teach in this Programme?*
- *Do these staff members have the required qualities to support their students in achieving the intended international and intercultural learning outcomes?*

Based on common research programmes and teaching content, there is a strong but mostly informal interaction between the teaching staff and the international partners (e.g. international meetings, reports of students and internships). In the interviews the expert panel found a lack of formal coordination to lead international experience to a continued development of the programme (closed loop of a structured interaction). For the future it is planned to evaluate partners based on checklists.

In defining the programme focus (international vs. European focus) the teaching staff spoke about global issues of health management in a European context, which is reflected by the intercultural experience and competences of the staff. Therefore the teaching staff performs in an adequate way.

Conclusion and recommendations

The panel concludes that the composition of the staff **helps to achieve the intended international and intercultural learning outcomes**. The panel recommends to the programme to define its own staff strategy and to develop guidelines (e.g. more structured interaction) for the teaching process and staff development in internationalisation. The panel assesses this criterion as **good**

Criterion 4b: Experience

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

What are the experiences and competences of the staff?

- *What are the staff's international experiences?*
- *What are the staff's intercultural competences?*
 - *How are the staff's intercultural competences demonstrated?*
- *What are the staff's language skills?*
 - *How are the staff's language skills demonstrated?*

In the interview with the teaching staff the expert panel could find motivated members of international origin, with intercultural knowledge and an international experience. An open issue is the lack of a method how to deal with internationalisation, specifically with a structured way to get the students in touch with internationalisation topics in health care management. However, the teaching staff is aware of this and is currently developing internationalisation related learning outcomes.

Generally the expert panel distinguished between an international staff (recruiting) and a staff with internationalisation experience (teaching content and content of the programme).

In the interview the teaching staff could document their internationalisation competence through diversified focus on content (Difference in approaches to content development/delivery among the EU-HEM partners Oslo, Rotterdam, Bologna and Innsbruck).

Contrary to the self-assessment report, page 31 "...international background of staff ... ensuring the quality for internationalization", the answers regarding the internationalisation experience were unclear (the way how to deal with the process and to teach the students solutions to international challenges like cross border care, or intercultural topics). Currently only learning outcomes are defined, but no guidelines for international topics exist.

The panel has taken notice of the fact that IHSM sees as a concern the lack of joint research and joint publication with its partners, and supports the plans for more joint research and joint publications, in particular with the EU-HEM partners. This will strengthen even more the international experience of the staff as well as the quality of the teaching and learning.

Conclusion and recommendations

The panel concludes that staff members have a good international background, are developing internationalisation experience, and have sufficient intercultural competences and language skills. The panel recommends to define the priority of internationalisation in the programme (view on internationalisation) and to define the process of internationalisation, to make it clearer and more transparent to the teaching staff. The panel recommends assessing this criterion as **good**.

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.

Which services are provided to staff?

- *How are these services provided (proactively, reactively, voluntary, obligatory, etc.)?*

Are these services in line with the staff composition?

- *How is the correspondence between the services to staff and the staff composition demonstrated?*

Do these services facilitate international experiences, intercultural competences and language skills?

- *How is the correspondence between the services to staff and the enablement of international experiences, intercultural competences and language skills demonstrated?*

The panel found that the administrative staff (e.g. International Relations Office/IRO) is recruited locally but is experienced in handling an international group of students and acts in good coordination with the teaching staff (good support of introduction and teambuilding). From the interviews the panel concluded that the administrative staff has working experience in international programmes, defined procedures and check lists, which generally guarantees a structured assistance to the teaching staff and the international students groups.

Furthermore the expert panel found that the organisational structure matches the IHSM programme (there are certain procedures and a shift from a quantitative to a qualitative perspective of internationalisation). Structure of exchange (2013): 311 students were outgoing and 280 students were incoming.

The support of the students by the teaching and administration staff is structured proactively and based on experience (IRO, course-introduction, welcome-parties for teambuilding). There is a good match between the service to the staff and the staff composition, which is demonstrated in special parts of the programme (e.g. summer course, winter course with the staff to create an international mindset).

Staff exchange with intercultural topics (see self-assessment report, page 33) is widely implemented regarding the teaching staff (mandatory) but not the administration staff. The interaction between the teaching staff of the joint degree partners is well structured. However, staff development should be more planned, structured, documented and embedded in a strategy and policy plan for IHSM.

Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experience, intercultural competence and language skills. The panel assesses this criterion as **satisfactory**.

Overall conclusion regarding Standard 4: Staff

The panel found that the teaching staff is goal oriented, very international, well composed, possesses intercultural background and is motivated to include internationalisation aspects into their teaching. On the other hand, there is a difference between having international staff members and internationalisation of the teaching process. Thus, the staff should provide a teaching process that is more internationally oriented and more international content-wise. This could be seen in the intended development of international learning outcomes. The administrative staff supports the teaching staff in a defined and structured process. However, staff development should be more planned, structured and documented and embedded in a strategy and policy plan for IHSM.

The panel considers the underlying criteria of this standard to be met. The international recruiting of the teaching staff and the strong coordination of the programme and curriculum, as well as the teaching cooperation with the partner universities can be regarded as an international example. Similarly, the panel found the intercultural teambuilding and staff support outstanding. The panel recommends structuring and documenting the way internationalisation is and how it should be taught. The panel therefore assesses *Standard 4: Staff* as **good**.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities, which demonstrably contribute to the quality of teaching and learning.

Standard 5: Students

Criterion 5a: Composition

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

How is the student group composed?

- *Which type of backgrounds do students have?*
- *Are other means used to mix students, e.g. collaborative international learning, virtual mobility, etc.?*

Is the student group composition in line with the Programme's internationalisation goals?

- *How is the correspondence between the student group composition and the Programme's internationalisation goals demonstrated?*

The self-assessment report outlines that in the current student batch there are 45 students coming from 14 different countries. It was demonstrated during meetings that this is not unique only for the 2013-2015 student batch, but a number of nationalities has been represented in previous years as well. The fact that the Programme is delivered in English allows for students from non-German speaking countries to participate and this has been demonstrated with an increase of interest from students from various countries in each year since the start of the programme. However, during the meetings it has also become clear that the number of international students from outside of the European Union has been steadily dropping. This is most likely due to the nationally induced increase of fees for non-EU students. The panel has taken notice of the concerns of IHSM and its plans to look for additional scholarship funds for attracting a diverse international student body, and recommends working on partnering with more European, national, institutional and private funds for such scholarships.

Student population within the Programme has a diverse cultural background. Students come from various EU countries, such as Romania, Italy, Germany, Hungary, Bulgaria, The Netherlands, etc., as well as from non-EU countries like India, Pakistan, Egypt, USA, Canada, Ethiopia, etc.

The panel found that MCI makes a clear effort to mix students more effectively. This is done from the very beginning of the study programme through a robust induction programme, which aims to deliver cultural and team building activities for the students and the teaching staff of the programme. Such activities continue throughout the semester. Furthermore, students are encouraged to work together on study projects, as all course works are group assignments.

The IHSM programme has established clear goals to deliver and integrate intercultural and international experiences for all students on the programme using the diverse student population within study activities. The panel has found that this strength of the programme contributes to the achievement of its internationalisation goals. The cooperation with the EU-HEM partners in the different tracks and the double degree programmes strengthen this aspect, and the new Joint degree programme will do so even more.

Conclusion and recommendations

The panel concludes that the student group composition is **excellent**. The panel recommends that MCI continues its efforts to attract students from more countries and strive for more scholarships for them, and strengthen student mixing activities throughout the duration of the programme, especially considering visiting exchange students.

Criterion 5b: Experience

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

What are the international experiences gained by students?

- *Which type of international experiences do all students have?*
- *Are these experiences for all students and are they obligatory or voluntary?*

Are the international experiences in line with the Programme's internationalisation goals?

- *How is the correspondence between the international experiences and the Programme's internationalisation goals demonstrated?*

The panel found that students are subjected to a variety of international experiences throughout the duration of their studies. These include student mobility, summer schools, site visits, diverse student population and teaching staff from various backgrounds. Only the EU-HEM tracks include mandatory student mobility as part of its curriculum, however such opportunities are offered to all students on the programme. Although students can choose not to participate in student mobility/summer schools, MCI makes all efforts to strongly encourage students to do so and provides them with intercultural experiences in-

house, such as teaching staff from other countries and various backgrounds and the diverse student population within the programme. Furthermore, the panel commends MCI for looking to implement more intercultural experiences for students such as the introduction of a winter school.

The panel has been able to review the correspondence between the international experiences and the programme's internationalisation goals and found that they strongly support the aims and the ambitions of the programme. The panel appreciates that intercultural learning outcomes are supported by international experiences offered to the students and the overall ability of the programme to achieve its internationalisation goals.

Conclusion and recommendations

The panel concludes that student international experiences are relevant and assesses the criterion 5b as **good**. The panel recommends that the student mobility aspect of the EU-HEM track is extended to the full IHSM programme and encourages the institution to establish more ways to include all students in activities such as site-visits. The panel further recommends that MCI investigates the opportunity to integrate a practical part of the programme which includes an internship. Through its strong relations with stakeholders and convenient geographical proximity with organisations related to this study field, MCI has the opportunity to strengthen the practical part of its programmes' delivery.

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.

Which services are provided to students?

- *How have these services been developed with regard to the internationalisation goals?*
- *How are these services provided (proactively, reactively, voluntary, obligatory, etc.)?*
- *Are these services curricular and/or extracurricular?*

Are these services in line with the student group composition?

- *How is the correspondence between these services and the student group composition demonstrated?*

The panel has found that students can benefit from the use of a robust international service, which offers the necessary support to both incoming and outgoing mobility students and to foreign students interested into completing their degree in MCI. These services are provided proactively to students but remain voluntary and advice-based.

Furthermore, students benefit from a language centre where various languages are on offer, including English and German. Language courses are extracurricular and free for all students but are not mandatory.

The panel was satisfied to find that the services offered to students support the internationalisation goals of the programme by offering support, guidance and language learning opportunities to students.

Conclusion and recommendations

The panel concludes that services provided to students are adequate and assesses the criterion 5c as **good**. The panel recommends that MCI increases efforts to promote their services more proactively to students as it has been found that many students still do not take advantage of these.

Overall conclusion regarding Standard 5: Students

The panel found that students are provided with a variety of international and intercultural experiences and are well supported during the duration of their studies. The panel deems all the underlying criteria of this standard to be met and often surpassed. The student composition in particular can be regarded as an international example because of the continuous efforts made by MCI to include and mix students and this has actively contributed to a positive student learning experience. The panel is convinced that these aspects can be regarded as an exemplary practice. The panel recommends that more opportunities for student mobility and international site-visits are included in the full IHSM programme and not only the EU-HEM tracks and increases efforts to support the programme's international goals and its students. The panel therefore assesses *Standard 5: Students* as **good**.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities, which demonstrably contribute to the quality of teaching and learning.

5. 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	

Annex 1. Composition of the panel



Composition
of the panel

Hans de **Wit**

Mr. de Wit is the director of the Centre for Higher Education Internationalisation (CHEI) of the Università Cattolica Sacro Cuore in Milan, Italy, and Professor (lector) of “*Internationalization of Higher Education*” at the Centre for Applied Research in Economics and Management (CAREM), School of Economics and Management of the Amsterdam University of Applied Sciences. He is founding editor of the “*Journal of Studies in International Education*” (Association for Studies in International Education/SAGE publishers) and Co-editor of the SAGE Handbook of International Higher Education (2012). He is also co-writer of several books and articles on international education and is actively involved in assessment and consultancy in international education, for organizations like the European Commission, UNESCO, World Bank, IMHE/OECD, IAU, and NVAO/ECA.

He is founding member and past president of the *European Association for International Education* (EAIE). Currently he is, among other positions, member of the Board of Trustees of World Education Services (New York), Member of the ESL TOEFL Board, and of the Internationalisation Advisory Boards of the University of Göttingen, Germany, and Stenden, the Netherlands.

Panel Chair



Frederik De **Decker**

Mr De Decker holds more than 10 years’ experience in international relations offices in various higher education institutions. Since 2003 he is Head of the Office for educational development and internationalisation at University College Arteveldehogeschool in Ghent, Belgium. From this post he has been seconded since 2006 to the umbrella organisation Ghent University Association as senior education advisor, he is advising the board in various educational policy matters. He is (Board-)member of various national and international organisations and participates very regularly in international projects, mainly dealing with internationalisation, educational development, qualifications frameworks and quality assurance. His special interest is the concept of learning outcomes/competences: How can these be defined? How to measure these? What is the impact of it on e.g. internationalisation etc.?

Expert

In Flanders (Belgium) he is an acknowledged expert on topics such as internationalisation, diversity, lifelong learning and sustainability in higher education.

Student



Emilia **Todorova**

Ms. Todorova works since November 2013 as a development officer at the Scottish Credit and Qualifications Framework Development Officer (SCQF).

Currently she is studying at University of Glasgow in a Master Programme „MSc Educational Studies“. She is dealing with the subjects: Educational and Sociological Research, Psychology of Adult Learning, Contemporary Issues, Advanced Educational Research, Modern Educational Thought and Curriculum Development for Adult Learning.

Ms. Todorova was involved in various quality assurance frameworks over the last years. She has been and is acting as reviewer for QAA UK and QAA Scotland, Kosovo Accreditation Agency (KAA). She has been also been on panels for ENQA reviews, EUA procedures. She has also attended various expert panels within the CeQuint Pilot procedures.



Klaus **Hubatka**

Mr. Hubatka holds a master degree in “Marketing-Management and Organization” from University of Linz. He finished his doctoral studies at University of Vienna, on “Health Care Management in Spa-Tourism”. He was for 25 years in the management of a leading health resort in Upper Austria. He was acting as head of a joint rehabilitation clinic. In addition he has a specialisation on the dissemination of private health services.

National
Expert

Since 1982 he is dealing with market research in health-tourism (Central Europe, USA). He was dealing with the development of an “Austrian Health Barometer”. Mr. Hubatka was a frequent keynote speaker at conferences dealing with current market development in health care at international conferences. He was 9 years lecturer at the University Linz in the field of “Health/Spa-Tourism”. He is also the author of a book on “Outcome and Quality in Rehabilitation and Health Tourism” and he was a co-writer of several books dealing with human resource management and the future of spa-tourism.

Since 2007 he is professor for “Health Care-Marketing and Project Management”, at the Upper Austrian University of Applied Sciences in Linz.

His research work focuses on *“Health Care and Social Marketing, Rehabilitation and Quality Management”*. In addition he is leading a special research Programme of the development of new diagnose methods (e.g. dry eye).

Project Coordinator



Maria E. **Weber**

Ms. Weber is academic staff member at Agency for Quality Assurance and Accreditation Austria (AQ Austria), mainly dealing with accreditation and international cooperation. On behalf of AQ Austria she is member of the Steering Group in the CeQuint Project from ECA.

Ms. Weber holds a PhD Degree in educational sciences from the University of Graz and has finished a postgraduate MA-Programme at the University of Vienna in the interdisciplinary field *“Balkan Studies”*, especially dealing with higher education in the Western Balkans Region. Currently she is acting as Resident Twinning Adviser (RTA) in Bosnia and Herzegovina; IPA funded Twinning Project *“Strengthening Institutional Capacity in Quality Assurance in Bosnia and Herzegovina”*.

Project
Coordinator

Student Observer



Jovana **Savanovič**

Master student of MARIHE Programme: Master in Research and Innovations in Higher Education. As an Erasmus Mundus Masters Course, the Programme is supported by the European Commission and conducted by a consortium of Danube University Krems (Austria), University of Tampere (Finland), University of Applied Sciences Osnabrück (Germany) and Beijing Normal University (China).

Student Observer

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Hans de Wit		x			
• Frederik De Decker			x		
• Emilia Todorova					x
• Klaus Hubatka	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;

Annex 2. Documents reviewed

- Self-assessment IHSM report including various Annexes
- In addition, after request of the panel, the following documents were delivered:
 - o Detailed internationalisation strategy
 - o Detailed document on intercultural and international learning outcome description
 - o Detailed overview on students composition_2013-2015
 - o Detailed graduate surveys covering year 2013, 2012, 2011, 2010
 - o Detailed description of Study Programme quality management and improvement procedures
 - Continuous improvement processes
 - Measures in the department – CALM excursion
- Presentation (overview Study Programme) delivered by Mr Walch during site-visit
- Various brochures provided by Study Programme during site-visit
- Comprehensive folder provided by Study Programme containing information on:
 - o Documentation on Stakeholder involvement
 - o IHSM Course book
 - o IHSM lectures (incl. CV's)
 - o Graduate Survey (2013 and erstwhile years until 2010)
 - o Memorandum of Cooperation EU-HEM partners
 - o Diploma Supplement
 - o Etc.

Annex 3. Site visit Programme

Overview

Date:	24 - 25 April 2014
Institution:	MCI MANAGEMENT CENTER INNSBRUCK
Programme:	International Health and Social Management incl. European Master in Health Economics and Management (EU-HEM) (Study Programme Number 0360)
Head of Programme:	FH-Prof. Dr. Siegfried Walch, siegfried.walch@mci.edu
Location:	Universitätsstraße 15, 6020 Innsbruck, Austria

Experts Panel

Chair:	Hans de Wit
Expert:	Frederik De Decker
Student:	Emilia Todorova
National Expert:	Klaus Hubatka

Project Coordination

Project Coordinator:	Maria E. Weber
Institution:	AQ Austria, 1010 Vienna, Renngasse 5/4OG; maria.weber@aq.ac.at

Programme 1st Day

Date: Thursday 24 April 2014

Location: Universitätsstraße 15, 6020 Innsbruck, Austria / Room 401/402 (4th floor)

12.00 – 14.00: Preparatory meeting of the panel including internal meeting and possibility to review additional documentation and student work.

14.30 - 15.30: Meeting with management of the Programme

<i>Full name</i>	<i>Position</i>
• Siegfried Walch	Head of department
• Sabrina Kainer	EU-HEM student coordinator
• Vladan Antonovic	Coordinator of international exchange
• Johanna Kostenzer	CeQuInt coordinator
• Ayesha Irshad	IHSM/EU-HEM admission procedure

15.30 - 16.30: Meeting with students

<i>Full name</i>
• Ruxandra Birle (EU-HEM 2012-2014; Rotation: Innsbruck/Rotterdam/Innsbruck)
• Stefan Leitgeb (EU-HEM 2012-2014; Rotation: Innsbruck/Oslo/Innsbruck)
• Iryna Rombak (IHSM 2013-2015)
• Mohammadreza Nabovati (IHSM 2013-2015)

16.30 - 17.30: Meeting with alumni

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Jayson Swanson	2013	PhD candidate, University of Oslo First student awarded with double degree from MCI and University of Oslo
• Cherisse Mark	2012	Remote Care Expert / MED-EL Graduate of International Health Care Management (now International Health and Social Management)
• Katharina Bauer	2013	Stiftung Bürgerspital zum Hl. Geist Würzburg Graduate of International Health Care Management (now International Health and Social Management)
• Julia Bernardi	2013	Medical Internship, University hospital Innsbruck Graduate of International Health Care Management (now International Health and Social Management)

17.30 -18.30: Meeting with professional field

<i>Full name</i>	<i>Current position/company</i>
• Armin Fidler (via Skype)	Lead Adviser, Health Policy and Strategy/ The World Bank
• Michael Urban	Health Technology Assessment Project Coordinator/ MED-EL
• Nick Fahy (via Skype)	Head of Unit for Health Information, Nick Fahy Consulting

18.30 -19.30: Internal meeting panel

19.30: Dinner at Solo Vino

Location: Universitätsstraße 15b, A-6020 Innsbruck, Tel. 0512 / 58 72 06 – 11

www.solovino.info

Programme 2nd Day

Date: Friday 25 April 2014

Location: Universitätsstraße 15, 6020 Innsbruck, Austria / Room 401/402 (4th floor)

08.00 - 09.00: Arrival of the panel

09.00 - 10.00: Meeting with teaching staff

<i>Full name</i>	<i>Module or Course</i>
• Antoinette de Bont	Teaching the courses “Governance of Health Care Innovations” & “Healthcare Governance”; Coordinating all courses at Erasmus University Rotterdam
• Ivan Spehar	Teaching the course “Qualitative Methods”; University of Oslo
• Daniele Fabbri	Teaching the course “Fundamentals of Health Economics” & “Health Economics”; Coordinating all courses at University of Bologna
• Belachew Gebrewold	Teaching the courses “Fundamentals of Global Governance and Public Administration” & “International

	Organizations and Health”; Management Center Innsbruck
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10.15-11.15: Meeting with representatives international services

<i>Full name</i>	<i>Position</i>
• Susanne Lichtmanegger	Head of IRO department
• Stefan Trenker	Exchange coordinator international relations
• Margarethe Karl-Goodwin	Exchange coordinator international relations
• Vladan Antonovic	Programme coordinator of international exchange

11.15– 12.15: Lunch at Mensa (including internal meeting and review of materials)
Universitätsstraße 15, 6020 Innsbruck
<http://menu.mensen.at/index/index/locid/41>

12.15-13.15: Final meeting with management

<i>Full name</i>	<i>Position</i>
• Siegfried Walch	Head of department
• Sabrina Kainer	EU-HEM student coordinator
• Vladan Antonovic	Programme Coordinator of international exchange
• Johanna Kostenzer	CeQuInt coordinator
• Ayesha Irshad	IHSM/EU-HEM admission procedure

End of site visit and departure of panel

Accommodation

Hotel: Grauer Bär

Location: Universitätstr. 5-7, A-6020 Innsbruck (Tel. +43 512 59240)

Practical Information

Taxi: +43512 5311

Project Coordinator phone number: Maria E. Weber, +43 676 639 75 71

Annex 4. Proposal time schedule for report

Activity	Who	Deadline
Drawing of report – according to agreed responsibilities	Expert Panel, AQ Austria	till Friday, 19 May 2014
Proofreading and layout of report	AQ Austria	till 26 May 2014
Feedback Expert Panel final version	Expert Panel	till 30 May 2014
Transmission of report to MCI for comment	AQ Austria	30 May 2014
Comment MCI	MCI	till 12 June 2014
Transmission of comment of MCI to Expert Panel	Expert Panel, AQ Austria	12 June 2014
Decision on final version	Expert Panel	till 14 June 2014
Submission to ECA / CeQuint	AQ Austria	16 June 2014

Annex 5. Statements of independence

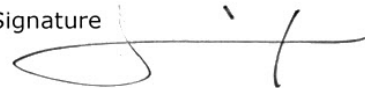
In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I Hans **de Wit** declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (MCI Management Center Innsbruck, International Health and Social Management incl. European Master in Health Economics and Management) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Signature

Innsbruck, 24 April 2014

Signature



In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I Frederik **De Decker** declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (MCI Management Center Innsbruck, International Health and Social Management incl. European Master in Health Economics and Management) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Signature

Innsbruck, 24 April 2014

Signature

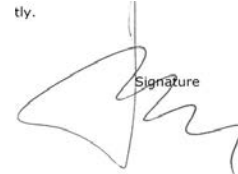


In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I Klaus **Hubatka** declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (MCI Management Center Innsbruck, International Health and Social Management incl. European Master in Health Economics and Management) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Signature

Innsbruck, 24 April 2014

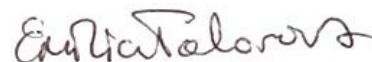
tly.

Signature

In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I Emilia **Todorova** declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (MCI Management Center Innsbruck, International Health and Social Management incl. European Master in Health Economics and Management) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Signature

Innsbruck, 24 April 2014



In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I Jovana Savanovič declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (MCI Management Center Innsbruck, International Health and Social Management incl. European Master in Health Economics and Management) respect the principle of impartiality and avoid conflicts of interest.

I will work professionally and independently.

Signature

Innsbruck, 24 April 2014

A handwritten signature in black ink, appearing to read 'Jovana G.', with a long, sweeping horizontal line extending to the right.

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