

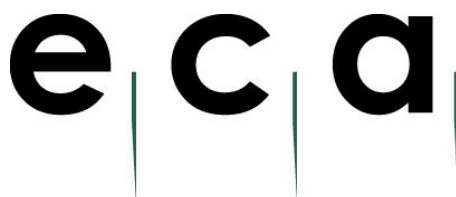
Assessment report

Medical Studies in English

University of Zagreb School of Medicine



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report

Medical Studies in English University of Zagreb School of Medicine

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Glossary

AMEE	Association for Medical Education in Europe
AMSE	Association of Medical Schools in Europe
ASHE	Agency for Science and Higher Education
CROSS	CROatian Student Summit
CSME	Croatian Society for Medical Education
DAAD	Deutscher Akademischer Austauschdienst
ECFMG	Educational Commission for Foreign Medical Graduates
EMSA	European Medical Students' Organization
EHEA	European Higher Education Area
ERA	European Research Area
FMS	Fundamentals of Medical Skills
HE	Higher education
HEI	Higher Education Institution
HMI	Harvard Medical International
HRK	Hochschulrektorenkonferenz (German Rectors' Conference)
ISME	International Standards in Medical Education
IRO	International Relations Office
LMU	Ludwig Maximilians University
MSE	Medical Studies in English
OSCE	Objective Structured Clinical Examination
QA	Quality assurance
UZSM	University of Zagreb School of Medicine
USMLE	United States Medical Licensing Examination
WFME	World Federation for Medical Education
ZIMS	Zagreb International Medical Summit

1. Executive summary

The programme Medical Studies in English (MSE) of the University of Zagreb, School of Medicine (UZSM), was assessed by the Croatian Agency for Science and Higher Education (ASHE) and this assessment procedure took place within the framework of the *Certificate for Quality in Internationalisation Project*. ASHE convened an assessment panel, which studied the self-evaluation report and undertook a site visit of University of Zagreb, School of Medicine on 15th of April 2014 in Zagreb.

The establishment of the MSE programme ten years ago was based on the intention to raise visibility of the Medical Studies at UZSM and to establish a platform of mobility for both students and staff thus enhancing the quality in teaching, learning and research. From these original institutional goals, the present goals of **Intended internationalisation** were derived and integrated into the institutional mission: to educate physicians who will be able to function in an international environment as doctors with an intercultural mind-set that are able to cope with the growing challenges that globalisation brings into medical treatments and the patients' needs. These goals are satisfactorily documented as well as shared and supported by stakeholders within and outside the programme. The objectives relating to the goals are not always clearly formulated but became explicit and clear during the site visit; yet, a more explicit formulation would definitely allow easier monitoring of their achievement. MSE has implemented evaluation cycles, which also refer to internationalisation goals, yet again not always clearly outspoken. Nevertheless, measures of improvement derived from these evaluations have already been implemented, and proved to be successful as was assured in the interviews. Recommendations relate to a more explicit and more focused formulation of internationalisation objectives.

Due to the ubiquity of medicine and medical knowledge, medical studies per se integrate strong aspects of **International and intercultural learning**. Furthermore, MSE explicitly aims at implementing *The World Federation for Medical Education Standards* – a process which has already started and provides a clear link to the internationalisation goals of the programme.

The use of internationally recognised assessment methods, such as the OSCE exam format, is a very good example of how to assess students' achievement of international and intercultural learning outcomes. The fact that graduates get smoothly integrated into the highly complex international medical job market by successfully passing different licensing procedures is a clear demonstration of the

achievement of the programme's international and intercultural learning outcomes.

The curriculum of the MSE programme integrates courses, which explicitly address international and intercultural issues in order to assure the international dimension in **Teaching and learning**. Innovative curricular elements such as the Clinical Rotation Course, interdepartmental courses as well as the use of problem-based learning as the major teaching method of the future provide excellent means for achieving the intended international and intercultural learning outcomes. The learning environment is impregnated by a spirit of international openness, which is brought in by the students themselves, as they come from different countries and different cultural backgrounds, but also by the international visiting professors and the interaction of these groups. In order to assure a sustainable development of innovative teaching methods a critical review of allocated resources is recommended.

The **Staff** engaged in the delivery of the MSE programme comes from the medical faculty of the UZSM that currently comprises a large number of academics of all ranks. The MSE teaching staff can demonstrate both international education and international experience as well as a strong expertise in international medical research. A considerable number of regularly coming international visiting professors do not only complement the faculty but also contribute the constant enhancement of international and intercultural learning aiming at the education of physicians that will be able to function well in a socio-cultural diverse context. Faculty members and administrative staff can demonstrate adequate language competencies and personal skills, which are necessary in order to work in and for an international programme. Yet, resources seem limited for the increasing number of tasks and so are the services available; thus an increase of personnel should be targeted.

As mentioned above, the programme's internationalisation goals are to prepare future physicians for the international job market by widening the horizons of the **Students**, implementing an international student hub, increasing the international visibility of the programme, and strive to enhance student mobility. The current student group comprises students from 27 different countries that bring into the programme different cultures, different attitudes, different backgrounds, yet one common denominator – an international mind-set. Thus the student composition is well in line with the programme's internationalisation goals.

International experiences are gained through the daily interaction of the multicultural student group and their professors, through courses dealing explicitly with international and intercultural issues, lectures delivered by visiting

professors from different countries, work experiences in the clinical rotation course as well as study abroad experiences. Numerous support services ranging from information, personal counselling prior to arrival in Zagreb, introduction week and introduction events to language courses are at the students' disposal and well support the internationalisation goals of the programme.

Overall conclusion

The MSE programme initiated to raise the visibility of Medical Studies of the UZSM has developed into a programme that sets standards for medical studies to be seen as an international discipline. Thus, based on its intended internationalisation goals as well as its international and intercultural learning outcomes, the MSE programme of the University of Zagreb has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning and embrace students, staff, experiences and services. Attracting students that bring along a specific international mind-set and intercultural openness, and monitored by people determined to "*enhance a new culture of medical studies*", the MSE programme is a good example of how medical studies, which are traditionally regarded as not easily compatible with internationalisation activities, can be successfully internationalized through the implementation of new approaches in teaching and learning, through attraction and interaction of students from different cultural backgrounds and countries by offering studies in English, and staff with a clearly international background.

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

2. The assessment procedure

This report is the result of the assessment of the Medical Studies in English (MSE) offered by the University of Zagreb, School of Medicine (UZSM). The procedure was coordinated by the Croatian Agency for Science and Higher Education (ASHE). This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project.

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).

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

1. Prof. (FH) Mag. Eva WERNER, hon. prof., Rector of IMC University of Applied Sciences Krems (Austria), *Panel Chair*
2. Prof. Agneta BLADH, PhD, former Rector of University of Kalmar, since 2010 part of the Linnaeus University (Sweden)
3. Prof. Jerko BARBIC MD, PhD, School of Medicine, University Josip Juraj Strossmayer, Osijek, (Croatia)
4. Christian WILK, full-time PhD student in Finance at the Frankfurt School of Finance & Management, and Expert of the Foundation for International Business Administration Accreditation, (Germany).

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 Emita Blagdan, assistant director of ASHE.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. (Annex 3: Documents reviewed). The panel organised a preparatory meeting on 14th of April 2014. The site visit took place on 15th of April 2014 at University of Zagreb, School of Medicine (UZSM) in Zagreb, Croatia (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-evaluation 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 26th of May 2014. It was then sent to the University of Zagreb, School of Medicine to review the report for factual mistakes. No factual mistakes were reported.

The panel approved the final version of the report on 20 June 2014.

3. Basic information

Qualification: Doktor medicine – Doctor of Medicine

Number of credits:	360
Specialisations (if any):	...
ISCED field(s) of study:	721

Institution:

University of Zagreb, School of
Medicine (UZSM)

Type of institution:	Public, Higher education institution
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Status:

No quality assurance certificate (accreditation) at the programme level. The UZSM received the Certificate on Quality Assurance at the institutional level as a result of the self-evaluation report and on-site visit (performed in December 2012) assessed by the Croatian Agency for Science and Higher Education (ASHE) in January 2013.

QA / accreditation agency:	Croatian Agency for Science and Higher Education (ASHE)
Status period:	...

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.

The establishment of the MSE programme ten years ago intended to facilitate the process of integrating an international dimension into teaching, research and service functions of the UZSM. The internationalisation goals for the programme are referring to the International Mission and Policy of the University of Zagreb. Supported by this document the UZSM has a vision that *an internationalised programme will increase quality and recognition all over Europe and beyond.*

According to the self-evaluation report, *the physicians trained in the MSE programme will be able to adapt to any given situation they encounter in their professional development.* An integration of international and intercultural dimensions is raising the standards of both teaching and learning medicine.

From the documents provided, no clearly defined goals can be derived, but a clear mission is formulated, that is to *produce knowledgeable, skilful and altruistic physicians who will be able to function independently in an international environment*, which is seen by the MSE representatives as the major internal goal of the MSE programme, as well as the goal for internationalisation. The programme also serves as a mobility platform for receiving incoming students and faculty (Erasmus and others).

The stakeholders inside the Medical school, such as the faculty staff, the administrative staff and the students, embrace the mission and goals of the MSE programme. Even though some faculty staff initially has been more sceptical to the idea of starting an international medical programme in English, this scepticism nowadays seems to have disappeared and be replaced by a strong support of the programme and its goals.

The primary stakeholders outside the university are the University Hospital Centre Zagreb, University Hospital Centre Sister of Mercy, The Croatian Medical Chamber and the Medical Association, they share the vision and actively support the intended internationalisation goals. These organisations also take an active role in the realization of the goals, are open to international students at all levels and

provide the infrastructure for organized teaching and learning medicine in the clinical part in the three last years of the programme. Representatives of the Croatian Medical Chamber are active in the quality assurance process of the programme.

At the site visit, it was obvious, that the original goal, simplified as *visibility of the programme*, is still valid. However, the focus has shifted to another part of the intended goals, embracing intercultural understanding and the change of mind-set of graduates.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the programme are satisfactorily documented. The goals are shared and supported by stakeholders within and outside the programme.

The internationalisation goals are based on the internationalisation goals of the University of Zagreb. The Medical School makes clear that the MSE programme intends to produce physicians who will be able to function in an international environment. The goals are reasonable and have become more challenging over the years, as the intercultural aspects have been more emphasized.

The panel recommends that the goals be more explicitly formulated and focused on the intercultural dimension of the programme according to the development already in place.

Criterion 1b: Verifiable objectives

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

The goals of visibility and interculturalism are formulated into the objectives of

- attracting an international student body
- increased mobility of MS students (including both the domestic and the international medical programmes) to 10% of the overall student population, that is 20-25 students per academic year
- engaging international experienced faculty
- integrating intercultural dimensions in the course content.

Almost all students in the MSE programme, with some exceptions only, come from abroad. During the first years they were mostly of Croatian origin, today more than half of the MSE students do not have family connections to Croatia. At the site visit it was obvious that the programme nowadays actively recruits students from different countries by organising entrance exams in various countries (among them Sweden, England, USA, Israel). By this active recruitment, the

programme is guaranteed both an intercultural and qualitative student population, which also influences the teaching situation. This was confirmed at the site visit by both faculty and students.

The number of Erasmus mobility students, coming from renowned European medical schools are so far two per year, thus showing that UZSM is attractive to incoming mobility students, though still young as ERASMUS partner. The number of students applying for enrolment on a transfer basis, was 62 students in 2013. There are also a few MSE students transferring to competitive programmes of educational partners of MSE.

Another objective, more explicitly formulated at the site visit, is the broad international experience of the faculty. In annexes to the self-evaluation report, CVs of all faculty members were presented, showing a broad international experience from all faculty involved.

At the interviews, the panel was told that the content in several courses was amplified by examples from different cultural settings in order to add intercultural aspects to the course content. A relatively high number of guest lecturers are also constantly contributing to the programme, thereby integrating different cultural contexts into the courses. These qualitative elements are complementary to the noticed quantitative objectives. With these qualitative elements, the objectives correspond more adequately to the whole spectrum of internationalisation goals.

Conclusion and recommendations

The panel concludes that objectives have been formulated and that these objectives are verifiable. Yet they do not allow monitoring the achievement of the programme's entire spectrum of internationalisation goals, as the intercultural aspects are not yet extensively covered. The explicit objectives are reasonable and challenging.

Objectives linked to the intercultural goals became more explicit during the site visit. The daily teaching situation includes intercultural aspects, a fact that had been notified only implicitly in the self-evaluation report, but was made more explicit and clear at the site visit. The panel recommends that these intercultural elements in the teaching situation be made more concrete and clearly outspoken as objectives in order to allow stringent monitoring.

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.

According to the self-evaluation report, the smooth functioning of the programme has been prioritised and systematic quality assurance measures are not yet fully developed.

The first questionnaire on student's satisfaction was implemented in the academic year 2011/12. Since then all students have been required to complete an end-of course questionnaire. The results are reported directly to the Head of the MSE programme, who undertakes appropriate steps for improvement. Since 2011/12 all students have been required to complete a questionnaire at the end of their studies (student service in general, study conditions, study programme, teaching and assessment, treatment suggestions etc.) as well. Some departments also have special questionnaires. The different questionnaires do not explicitly include questions on internationalisation or international and intercultural learning outcomes. At the site visit and during the interviews with the students, the panel was informed about the existence of a student ombudsman among the MSE programme students, who plays a key role in the continuous dialogue between the students and the Head of the programme.

Since 2013/14, students have been requested to evaluate all faculty members taking part in the teaching process. This questionnaire is processed on University level, the results of which influence the course of academic advancement of the faculty assessed.

At the interviews with the different groups during the site visit, the panel was presented examples of improvements. It was evident that the faculty currently active in the MSE programme, has had good results in the student assessments. The number of visiting faculty that broadens the international perspective of teaching had risen and thereby contributed to the formation of a unique cultural amalgam.

Another issue raised in the self-evaluation report as well as at the site visit, was a longitudinal course, called *Fundamentals of Medical Skills*, which has been introduced in order to develop the students' competencies both at the level of clinical reasoning and the performance to do the right thing in a right manner, as well as at the level of intercultural and cross-cultural communication. The course runs through the programme and has been introduced in order to improve skills, necessary to obtain the goals set. This is the largest change of the programme design during the last ten years in order to improve the skills of students.

Other planned measures for improvement, not yet realised though, is an enlargement of the International Relations Office in order to manage a more proactive role in administrative support to students and faculty.

Conclusion and recommendations

The panel concludes that there are evaluations of the programme, but the achievement of the internationalisation goals is not evaluated explicitly. Measures for improvement have been implemented, both concerning the composition of staff and the course content. Though these improvements seem to have been successful, according to the interviews with the students, the panel recommends to implement systematic review and evaluation processes for internationalisation goals and objectives, and use improvement measures to make the intercultural skills of the students and the intended “broader mind-set” more explicitly visible.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel found that the internationalisation goals of the MSE programme have been adjusted during the ten years of the programme’s existence – from a programme with an international student group, an international faculty staff and a curriculum that facilitates taking part in exchange programmes, to a goal embracing the international mind-set of students, their intercultural understanding and the understanding of medicine as a discipline with a strong international focus.

The panel recommends an adjustment of the internationalisation goals and emphasizes more explicitly the intercultural aspects of teaching and learning, as well as aligning the verifiable objectives to mirror such an adjustment. The further development of the international strategy, in which mission, goals and objectives are clearly expressed and in which the why, what and how as well as the intended outcomes are consistently defined and described, will contribute to the MSE programme in a positive way.

The panel deems the underlying criteria of this standard to be met.

The panel assesses *Standard 1: Intended internationalisation* as Satisfactory.

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 programme’s internationalisation goals are described in the mission of UZSM as “to produce knowledgeable, skillful and altruistic physicians who will be able to function independently in an international environment”.

The self-evaluation report indicated that internationalisation is becoming increasingly evident in medical education. This is quite natural as medicine is a global profession and medical knowledge and research have traditionally crossed national boundaries. Physicians have also studied medicine and provided services in various countries around the world. Increasing globalisation and a greater interaction between physicians of many countries creates pressure to adopt an outcome-based approach to medical education. In the self-evaluation report it was indicated that *The World Federation for Medical Education (WFME)* produced a set of standards for medical education including international learning outcomes.

The competencies expected of a learner at the end of the MSE programme are clearly stated in the self-evaluation report and they include knowledge and skills of “*basic and clinical medicine, public health, social attitudes, ethics...*”. Thus, the intended competencies are clearly linked to the international goal of the programme, which was earlier described as the education of an internationally competent quality physician.

To more explicitly achieve international learning outcomes, a new integrated course called “*Fundamentals of Clinical skills*” was introduced; furthermore, in several courses, which are specifically marked in the course descriptions, international and intercultural learning outcomes are to be achieved through the integration of international aspects of the specific subject. This lengthy list of courses includes both courses in basic and clinical medicine and are considered as important for the education of internationally competitive physicians. (Examples: *Social Medicine, Principles of Evidence Based Medicine, Infectious Diseases and Tropical Medicine, Clinical Nutrition and finally Geriatrics.*)

International and intercultural learning outcomes are included in the course descriptions of the programme.

During the site visit, the panel interviewed teachers and students of UZSM about the importance of international learning outcomes and it was clearly demonstrated that they were all aware of the goals and international learning outcomes of the programme. In addition, the teachers explicitly underlined the importance of international learning outcomes for their students in order to acquire specific knowledge, attitudes, and skills, and those outcomes that are needed to *become world citizens and to succeed in today's global workforce*. Moreover, it equally was made clear that teachers are willing to be context specific, providing examples which show differences in medical procedures in different countries and cultures.

Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes well correspond with the internationalisation goals of the programme. However, it is desirable to define the learning outcomes more clearly and make

them more transparent. Thus, the panel recommends more clarity and explicitness in describing international and intercultural learning outcomes and their link to subject-related aspects, social/communicative skills, and attitude-related features.

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 self-evaluation report provides an assessment description with a clearly stated link between learning outcomes and student assessment; furthermore, the report clearly acknowledges the importance of exactly defining the competencies that all physicians must have regardless of where they received their general medical education or practice.

In order to check students' achievement of competencies MSE staff applies various forms of assessments ranging from a standard oral exam to more sophisticated performance tests and internationally recognized formats for specific practices and attitudes such as an *Objective Structured Clinical Examination* (OSCE) in which the student's competence can be tested in a simulated situation, or assessments used in Problem-based learning units. The preferred assessment tool varies according to the outcomes to be assessed.

Furthermore, particular attention is paid to intercultural competencies when it comes to assessing students' communication skills, particularly with a view to the cultural differences that become evident in specific clinical practices.

Assessments applied by visiting professors also vary according to the academic cultural backgrounds and thus contribute to the achievement and assessment of international and intercultural learning outcomes.

During the site-visit students highlighted the above-mentioned OSCE exam format as well as the feedback on their communication attitudes and the assessment formats used by visiting professors (cases, evidences, etc) as crucial for the attainment of their intercultural competencies.

Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. Particularly the use of the OSCE exam format is a good example for measuring the achievement of the intended learning outcomes. The assessment of the students' communication skills is another good

example to prepare students for the multiple contacts with patients from different ethnic and cultural backgrounds and to avoid stereotyping tendencies.

Criterion 2c: Graduate achievement

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

The self-evaluation report indicates that the most important demonstration of the successful achievement of the programme's intended international and intercultural learning outcomes is the smooth integration of graduates in the labor market and health systems of various countries by passing the relevant license examinations without major problems.

During the site visit the panel questioned students about their thoughts on their readiness for the international medical market, to be globally competitive and employable physicians. The students uniformly answered that they felt equipped with excellent knowledge and clinical practical skills for working abroad. Furthermore, most of them are planning to work outside of Croatia, and particularly the students from the graduating cohort could already demonstrate concrete plans.

The panel also questioned the MSE staff about their knowledge on the outcomes of licensing procedures and received equally positive answers and was given concrete examples as well.

Conclusion and recommendations

The panel concludes that the graduates definitely achieve the intended international and intercultural learning outcomes, which is demonstrated through numerous successful licensing procedures which graduates have undergone. In order to formalise the feedback from graduates, the panel recommends to develop a standardised questionnaire for alumni and employers of the programme's graduates in order to obtain regular feedback on programme satisfaction.

Overall conclusion regarding Standard 2. International and intercultural learning

The panel found that the intended international and intercultural learning outcomes clearly correspond with the internationalisation goals of the programme. The panel further found that the methods used for the assessment of students are not only suitable for measuring the achievement of the intended international and intercultural learning outcomes, but also the demonstration of good examples of how assessment in medical studies can be aligned to modern teaching and assessment standards. The panel explicitly applauds the use of the

OSCE assessment format and encourages the representatives of the programme to further enhance the use of such methods.

The panel concludes that the graduates definitely achieve the intended international and intercultural learning outcomes, a fact which is demonstrated through numerous successful licensing procedures that graduates have undergone. The panel deems that the underlying criteria of this standard are well met. The panel nevertheless recommends to develop a standardised questionnaire for alumni and employers of the graduates in order to obtain formalised and regular feedback on both programme satisfaction and students' achievement of intended learning outcomes.

The panel assesses *Standard 2: International and intercultural learning* as Good.

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.

Content and structure of the curriculum are described in the Course Books of each year which the panel could review during the site-visit.

The self-evaluation report of the UZSM and the documents in the appendix state that great efforts were put forth in developing the curriculum of medical education in English. Several authors from the UZSM published an article (MEDICAL EDUCATION 2005; 39: 833–840) analysing curriculum reforms in medical schools in Eastern Europe (document of evidence is in the appendix of the self-evaluation report). In this article the authors clearly stated that the process of curriculum reform is „*influencing a fast-growing awareness of the importance and value of an intercultural and international dimension in higher education*“. From the analysis the authors concluded that medical schools are mainly „*dealing with traditionally oriented curricula, horizontal groupings of complementary courses along the dominant clinical disciplines, yet another characteristic of traditional curricular organisation*“. This article refers to the fact that the UZSM has undergone long-lasting activities in curriculum development including international and intercultural aspects of medical education.

The self-evaluation report further acknowledges that the UZSM is still taking a lot of efforts to introduce new aspects in medical education, which means „*a shift from a predominantly knowledge-based teacher-centred medicine and medical curricula to evidence-based and outcome-based medicine which is becoming predominantly student-centred*.“ During the site visit these efforts were underlined by the representatives

of the programme together with the information that the UZSM will continue to adapt the curriculum in order to best meet the global standards of medical education (described in the documents published by: The Association for Medical Education in Europe–AMEE, World Federation for Medical Education – WFME and the Association of Medical Schools in Europe – AMSE.)

International and intercultural goals are primarily achieved through the introduction of the integrated longitudinal course, *Fundamentals of Medical Skills* where students learn how „to communicate with patients in a professional manner that is acceptable for a particular socio-cultural situation and geopolitical context“ even in the first years of medical education. Moreover, the UZSM gives students the opportunity to take the course *Clinical Rotations* abroad thereby exposing them to an international and intercultural environment. Furthermore, the students underlined during the interview that due to the fact that they constitute a truly international cohort, have the possibility to interact with international visiting professors and their approaches; thus they are confident to attain the intercultural competences they need in order to be globally competent physicians.

Conclusion and recommendations

The panel concludes that both structure and content of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes, integrating innovative elements such as the Clinical Rotation Course in the 6th year. Thus, the panel applauds this unique approach and encourages the MSE staff to continue the good practice and to further develop the curriculum according to the recommendations of international organisations for medical education.

Criterion 3b: Teaching methods

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

The traditional curricula retain boundaries between preclinical and clinical courses.

However, these boundaries have been replaced in the MSE programme by a new integrated curriculum, shifting from a teacher-oriented curriculum to a much more student-centred curriculum in order to better respond to international health care needs.

The concept of teaching has changed from „know all“ to „know how“ with emphasis being put on active learning rather than passive acquisition of knowledge, and on problem solving rather than on transmission of information

without context; teaching has changed from transmission of *anecdotal information* to *evidence-based medicine*.

These new aspects of medical education are described in the self-evaluation report and were also explained in the interviews during the site-visit. Among the new learning methods used particularly the problem-based or problem-solving approach must be mentioned as a highly innovative teaching approach in medical studies. These learning methods were developed with the cooperation of Harvard Medical International (affiliated to Harvard Medical School) and the Medical Faculty of the Ludwig-Maximilian University, Munich.

Problem Based Learning (PBL) is used in several courses such as Pathophysiology (for which even a specific course book was developed), however, according to staff and student interviews more personnel resources would be needed in order to implement PBL in all of the courses.

Other teaching methods that help to achieve the intended international learning outcomes are those relating to evidence-based medicine as well as case-based teaching as they bring in the various international aspects crucial for a future physician in a global working environment. For clinical courses, small-group teaching and bedside-teaching are in place.

In the above-mentioned Course book the respective teaching methods are referred to together with the course descriptions.

Conclusion and recommendations

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes. The panel particularly appreciates the efforts of the UZSM to establish PBL as the major learning method in the future, and to enhance small-group teaching and student-centred learning through the development of integrated curricula with more interdepartmental courses. The panel also appreciates the efforts in developing new learning methods for a traditional discipline. The panel recommends to increase resources for using PBL in more courses and to use the existing alliances for further developing innovative teaching methods.

Criterion 3c: Learning environment

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

The self-evaluation report states that the UZSM and its affiliated hospitals create a positive learning environment where students may achieve international and intercultural learning outcomes. Additionally, the UZSM shares the facilities of the Centre for Advanced Academic Studies in Dubrovnik run by the University of Zagreb. The Centre traditionally accommodates the EMSA Summer School in

Emergency Medicine where international students of various cultural backgrounds meet annually to learn not only the practical aspects of emergency medicine, but also Croatian history, Croatian culture and civilization in general.

According to the interviews with students and teachers, the culture of teaching and the relationship between students and teachers has definitely evolved. Visiting lecturers have also raised the level of competitiveness among the teaching staff.

Due to the fact that national and international students study at the same campus, communication and interaction between students from different nationalities is stimulated. The campus library gives access to international sources thus enhancing the focus on international research and evidences; the EMSA Summer schools provide a special occasion for students from different countries to meet and interact, international exchange students complement the already existing international student group, the Clinical Rotation Course as well as study abroad periods offer the opportunity to foster the intercultural and international learning outcomes.

In the interviews, the students clearly expressed their conviction that all of them do achieve the intended international and intercultural learning outcomes, and that the group itself and the interaction within the group inside and outside the courses are considered as the best demonstration of achievement. They further underlined the good relationship with the head of the programme, which allows them direct and immediate feedback on critical issues.

Conclusion and recommendations

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The panel appreciates the passion that students expressed for the intercultural environment of their studies. Nevertheless, the panel recommends to include questions related to the learning environment in the regular course surveys in order to identify as early as possible eventual areas of dissatisfaction.

Overall conclusion regarding Standard 3. Teaching and Learning

The panel found that the UZSM curriculum has undergone important changes due to their wish to comply with the international standards of medical education, which has led to a curriculum that clearly integrates international learning outcomes and aims at a new definition of medical studies. The panel explicitly applauds these efforts as well as the introduction of new learning methods such as problem-based learning and case-teaching. The panel deems the underlying criteria of this standard to be systematically surpassed. To continue the successful way, the panel recommends to increase personnel resources to enable

a further enhancement of PBL as teaching method and to integrate a more explicit description of international and intercultural learning outcomes in the course books and

The panel assesses *Standard 3: Teaching and Learning as Good.*

Standard 4: Staff

Criterion 4a: Composition

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

The composition of staff engaged in the execution and delivery of the Medical Studies in English Programme consists of a large number of academics as well as some administrative staff. According to the documentation received and verified in the interviews on site, the faculty currently comprises 654 academics of all ranks and also welcomes more than 60 visiting professors from all over the world per year. The administrative staff directly involved in the MSE programme is rather limited in quantity, a fact that was clearly underlined by the representatives as well as the students during the interviews. Though small in number the persons in question can be said to be highly committed to delivering the best service they can.

All academics involved in the MSE programme can demonstrate international experience by both educational and research periods abroad, course coordinators have to follow special courses on teaching methodology, such as the Harvard Medical International workshops, run by the Croatian Society for Medical Education (CSME), which has now become compulsory for all young professionals. The international background of the permanent staff in combination with the input from the visiting professors, who either deliver lectures on specific topics or cover electives within the programme, are crucial factors in achieving the main intended learning outcomes, i.e. *“to educate physicians who will be able to function independently in an international environment and apply their knowledge, skills and attitudes in a particular socio-cultural context”* (sic self-evaluation report). This view was not only shared by all faculty members interviewed during the site visit, but also mentioned as the primary educational focus by the students group.

During the interviews the panel could experience the strong commitment of all staff members present to support the students in achieving this overall intended outcome; the panel particularly appreciated the fact that all staff members interviewed explained that through the interaction with the highly international student group (from 27 different countries) they themselves “get enriched” in their teaching, which again results in a strong endeavour to foster the

international dimension of the programme through strong networks and cooperation agreements with institutional partners and colleagues.

Conclusion and recommendations

The panel concludes that the composition as well as the professional and methodological skills of the teaching staff are appropriate to educate physicians able to function in a global and socio-cultural diverse context. The international networks of the staff, the input from international professors as well as the close interaction between students from different countries and cultures and professors stimulate the international and intercultural learning outcomes through a consistent international approach in teaching. The panel appreciates the strong commitment of the staff to the MSE programme, the endeavour to bring in international visiting professors, however sees a lack in administrative personnel to cope with the increasing tasks on the agenda. The panel therefore strongly recommends to evaluate the situation and the work spectrum of the administrative staff and to align its number to the necessities given.

Criterion 4b: Experience

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

Senior faculty members (from assistant professors to professors) were recruited among experts with a strong international background and expertise both in teaching and research, as was demonstrated by the CVs supplied and confirmed in the interviews. Together with regular publications in international journals (as equally demonstrated in the CVs) the international experience of the staff constitutes a solid basis for intercultural competences and language skills. The engagement in international institutional cooperation projects, recently widened through the ERAMUS network equally fosters these competences. Due to the habit of publishing on an international level and participating in international conferences and workshops, the teaching staff is confident in teaching in English, a fact that was confirmed by the students in the interviews.

Demonstration of intercultural competencies happens in class, in the interaction with students as well as with international visiting professors. The panel could learn in the interviews that professors appreciate the international student body, that seem to be more demanding and more critical than purely Croatian student groups, and thus “force” professors to constantly reflect on their own competencies both professional and personal. A specific preparation for teaching in an international classroom never happened nor is planned, thus professors confessed that at the beginning the experience in class was sometimes “surprising”, yet never created any conflicting situation as due to their

international background, all of them know how to tackle culturally sensitive situations.

For professors on duty already for several years, the proof of language competence for teaching in English was not necessary. However nowadays new faculty members do have to provide proof of their proficiency in English.

Though in the self-evaluation report the use of specific teaching methods such as PBL and case-oriented teaching were mentioned as an excellent method of demonstrating international competencies, the interviews showed that so far only a limited number of professors regularly recurs to these methods, yet those who do show great competence.

The administrative staff responsible for the support of students and staff demonstrated a broad understanding of the cultural differences within the students' group and the resulting necessities as well as proficient language skills.

Conclusion and recommendations

The panel concludes that both faculty and administrative staff members have sufficient internationalisation experience, intercultural competencies and language skills necessary in an international programme such as the MSE programme. Through the personal experiences gained through international education, training or research, and the influx of these experiences into teaching, professors particularly contribute to medical studies that deliberately embrace international issues and a global view. In order to foster this spirit and the necessary learning from peers, the panel recommends to introduce and hence regularly organise staff workshops where intercultural experiences can be reflected and thus cultural awareness be raised.

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.

As already mentioned above, the vast majority of MSE staff has been educated and trained abroad and thus brings along subtle expertise and competencies. For young professionals attendance of the CMSE courses are mandatory, and workshops for teaching methods such as PBL are offered.

Services to enhance staff mobility for instance under the ERASMUS scheme are non-existing due to lacking staff particularly in the International Relations Office. During the interviews the panel was confronted more than once with statements such as "too limited staff", "we need more staff" and "we suffer from personnel constraints".

Staff exchanges are primarily based on personal engagement and initiatives, and so is participation in international conferences or similar activities.

The panel deplores that also on the side of the MSE Office lacking staff leads to an almost not manageable amount of tasks as was mentioned in the interviews, and that options such as administrative staff mobility, which would be highly appreciated and welcomed by the people active in the support offices, cannot be considered.

As all new staff recruited for the MSE programme has to prove proficiency in English, no language training is offered, though some of the “older ones” would consider this as quite useful.

Training workshops in order to raise the awareness to cultural differences and challenges are seen as an opportunity to foster the international dimension in staff training, yet so far also this idea is limited to the status of ambition.

Conclusion and recommendations

The panel concludes that the services provided to the staff are rather limited due to financial and thus personnel constraints. Thus opportunities remain untaken or are left to personal engagement of staff members. The panel therefore recommends to stick to the enlargement of both the International Relations Office and the MSE Office as mentioned in the self-evaluation report, in order to facilitate a more active role of the support team for mobility schemes, international events and training opportunities.

Overall conclusion regarding Standard 4: Staff

The panel found that the composition of the staff on the academic level is appropriate to deliver and to further develop the MSE programme. Academics do bring along a sound international background and thus also international and intercultural competencies, which foster the international dimension of the programme and the attainment of the intended learning outcomes. The panel appreciates the proactively positive approach of the staff members with regards to teaching students from diverse cultural backgrounds, and the commitment of the staff to enhance the new approach to medical studies as studies that are deemed to prepare students for future work in a global context, equipped with medical and personal competencies. The consistent and regular integration of international visiting professors strengthen the international dimension of the programme and assure also the constant interaction of professors with colleagues from around the globe. The panel particularly applauds the personal commitment of the staff to nourish these international contacts despite limited resources. The panel also values the strong commitment and effort for support from the side of the IRO and MSE Office, yet critically points out the lack of administrative staff and strongly recommends to take adequate measures to improve the situation.

Given the high quality of international experience of the staff, the intercultural understanding demonstrated, the valuable and constant input through international visiting professors and institutional networks, as well as the high commitment of all MSE staff, the panel deems the underlying criteria of this standard to be surpassed.

The panel assesses *Standard 4: Staff as Good*.

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.

According to criterion 1a, the panel learned that the programme's internationalisation goals are to prepare future physicians for the international job market by widening the horizons of the students, implementing an international student hub, increasing the international visibility of the programme, and strive to enhance student mobility.

The panel members recognised that the programme administration achieved these goals by setting up a targeted student composition over two distinct time periods. First, after the start of the programme in 2003, the programme's staff started to target potential students abroad with Croatian roots. These students mainly built the international student body over the following five years. After having achieved a considerable internationally mixed composition of the student body the second recruitment phase started. In recent years more and more truly international students could be recruited for taking up their medical studies in English in Zagreb. These students are coming mainly from countries where access to medical studies is limited due to financial or capacity constraints in study places.

Pursuing this two-phase strategy the programme administration could authentically demonstrate to have gathered a truly international student body. The panel was overwhelmed by the vivid student panel discussion and recognised the documented facts: 205 international students from 26 different countries other than Croatia, mainly from Israel, Germany, Sweden, the United Kingdom, Canada and the United States, follow their studies in the MSE programme. Moreover, the composition of the student group is well balanced among the different nationalities in each study cohort. Finally, the programme could also demonstrate that the students are eager to integrate themselves into the

Croatian society and are ambitious in their goal to increase the quality of their own study programme. The formation of the eMed student council and the self-published handbook “The pocket guide to clinical Croatian” have impressed the panel members.

Therefore, the composition of the student group is in line with the programme’s internationalisation goals. Moreover, the administration is conducting enrolment examination in additional test centres in Hannover (Germany), London (UK), and New York (US) in order to attract the qualitatively best students to Zagreb. The panel recognised that these students bring already an international mind-set as part of their decision to conduct their medical studies overseas. Last, as a means of further improvement, the administration tries to mix international students in class with at least one student from Croatia.

Conclusion and recommendations

The panel concludes that the composition of the student group is well in line with the internationalisation goals of the MSE programme. Based on the feedback from the student interviews the panel recommends to further mix the international students with the local ones in order to further enhance the integration efforts of the international students.

Criterion 5b: Experience

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

The panel members learned that all students have various opportunities to pick up international experience during their MSE studies. First, the programme administration offers a wide set of guest lectures with speakers from different countries. Second, the students experience the international composition of their study group in everyday classes, facilitated by the teaching staff. Third, the students must take the course clinical rotations. They are mentored by clinical staff and have to reflect on their experience in a study report. 80 per cent of the students go abroad for their clinical rotation, e.g. Germany, South Africa, France or Kenia. And fourth, from the content perspective the MSE programme covers international and intercultural topics in courses such as “Tropical, travel and migration medicine”, discusses the “sensitive domain of acquired practices and attitudes related to different socio-cultural situations and contexts”, and puts focus on providing language skills to the students. Furthermore, students can join several initiatives to sharpen their international profile. Voluntary participation in

summer hospital rotations, semester abroad terms with the ERASMUS programme, and summer elective courses are strongly supported by the programme's staff.

Therefore, the international experiences, which the students gain during their MSE studies, are well in line with the internationalisation goals to train international competent and internationally accepted physicians. This correspondence is well demonstrated by the fact that most of the invited guest lecturers come from the same countries as the student group is composed of. In addition, the list of students who have been abroad for clinical rotations demonstrates the international focus of the program and underlines that the students are very mobile and visible in the international medical job market early on.

Conclusion and recommendations

The panel concludes that the international experience gained by the students is more than adequate and corresponds well with the internationalisation goals of the MSE programme. However, the panel emphasizes three possible avenues for further improvement. First, the students emphasize that more Croatian language skills are needed in order to express and explain medical assessments to Croatian patients. Second, the students elaborated that due to curricular constraints it is difficult to participate in the ERASMUS exchange programme. The MSE programme administration could further seek the interaction with the students, e.g. the eMed council in order to lower barriers, which constrain study abroad experiences. Third, as the very diverse composition of the student group is a strong asset of the MSE programme, the panel members suggest to focus on local national traditions by the respective student group during a commonly shared "international day" that could also foster the ties with the Croatian students.

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.

Newcomers in the MSE programme have the opportunity to join the orientation week organized by the programme administration. The programme consists of several Q&A sessions concerning various topics such as Erasmus exchange, administrative issues, and exam regulations, furthermore, a campus tour, an introduction of student organizations and an extensive five day Croatian language course every afternoon are provided. Moreover, the newcomers can meet programme alumni and senior students in "speed dating" rounds. Complementary

to the orientation week the programme offers a booklet “Medical Studies in English” which summarizes the core information provided during the first week.

Later during their studies the MSE students are supported in several ways: the international office actively advertises the Erasmus exchange programme, which is a voluntary component of the curriculum, furthermore, students from the MSE programme are invited to voluntarily participate early on in academic conferences, such as the 10th International Biomedical CROatian Student Summit; on demand basis the student office provides student guidance services, e.g. providing translation of official forms, explaining local regulatory issues, assisting with the hospital internship applications, organizing Croatian language courses, and issuing diploma supplements. Therefore, implicitly these services are linked to the internationalisation goals of the MSE programme and the composition of the student group.

Conclusion and recommendations

The panel concludes that the services provided to the students support the programme’s internationalisation goals and correspond to the composition of the student group. However, the panel highly recommends increasing the administrative staff of the MSE programme. The panel also emphasizes the need for more student support concerning the student exchange possibilities and student financing. Together with the student representatives the administrative staff could further deepen the interaction with the alumni of the MSE programme. The panel proposes initiating a student-organized study trip to international medical centres of excellence, supported by the staff and alumni, as one fruitful avenue to enhance staff support and students’ international learning experience.

Overall conclusion regarding Standard 5: Students

The panel found the composition of the student group and the international experiences gained by the students are well in line with the MSE programme’s internationalisation goals. Moreover, the services provided to the students support the MSE programme’s internationalisation goals and correspond to the composition of the student group. The panel deems all of the underlying criteria of this standard to be systematically surpassed. The panel primarily recommends increasing the administrative staff of the MSE programme.

The panel assesses *Standard 5: Students as Good*.

Conclusion

Based on its intended internationalisation goals as well as its international and intercultural learning outcomes, the MSE programme of the University of Zagreb has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning and embrace students, staff, experiences and services. The MSE programme is a good example of how medical studies, which are traditionally regarded as not easily compatible with internationalisation activities, can be successfully internationalised through the implementation of new approaches in teaching and learning, through attraction and interaction of students from different cultural backgrounds and countries by offering studies in English, and staff with a clearly international background.

5. Overview of assessments

Standard	Criterion	Level of fulfilment
<ul style="list-style-type: none"> Intended internationalisation 	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
<ul style="list-style-type: none"> International and intercultural learning 	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
<ul style="list-style-type: none"> Teaching and learning 	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
3. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
<ul style="list-style-type: none"> Students 	5a. Composition	Good
	5b. Experience	
	5c. Services	

• Composition of the panel

Chair: Professor Eva Werner, Rector of IMC University of Applied Sciences, Krems, Austria.

Eva Werner holds a degree from the University of Vienna, studied in France and Canada. Her professional experience is manifold: from 2005-2009, she was one of the Austrian Bologna Experts and as such actively contributed to the implementation of the Bologna process in Austria. She was a member of the steering committees for the development of the IMC programmes, was in charge of the international relations network of the University from 1998 to 2009 (from 2002-2009 as Vice-Rector). Since 2010, Eva Werner has been Rector of the IMC UAS Krems responsible for the academic governance of the institution and the development as well as the quality assurance of the degree programmes at the IMC Krems. Since 2007, she has been Chair of the International Committee of the Association of the UAS Austria, Member of working groups of the Austrian University Conference, Member of the Board of the Austrian Association of Universities of Applied Sciences, and member of the Board of Directors of THE-ICE (member of INQAAHE).

Prof. Agneta Bladh, holds a PhD in political science from Stockholm University and is an independent consultant involved in evaluations and other engagements in the field of higher education. Bladh was 2004 - 2010 Rector of University of Kalmar, Sweden (since 2010 part of Linnaeus University), 1998 – 2004 State Secretary at the Swedish Ministry of Education and Science, responsible for higher education and research and 1995 – 1998 Director General at the Swedish National Agency for Higher Education.

Bladh is member of the EU High Level Group on Modernisation of Higher Education and the Magna Charta Observatory Council and several university boards in Sweden and Norway. Bladh was 2008 - 2012 board member of the Administrative Board of the International Association of Universities.

Prof Jerko Barbic MD, PhD is a Full Professor of pathophysiology and vice dean of the School of Medicine, Josip Juraj Strossmayer University, Osijek. Jerko Barbić has held a PhD in fundamental medicine at Zagreb University School of Medicine since 2003. He was a visiting scientist at the National Institute of Health in Bethesda, Maryland in the USA. Currently, he is a nephrologist at the University Hospital Center Osijek. Jerko Barbić is a certified specialist for external audit of

higher education institutions for the Croatian Agency for Science and Higher Education.

Christian Wilk, MSc , PhD Student

Christian Wilk, holds a master degree in international business from Copenhagen Business School and is a full-time PhD student in Finance with the Frankfurt School of Finance & Management, and student panel member with the Foundation for International Business Administration Accreditation. Moreover, during undergraduate and postgraduate study he experienced two exchange semesters abroad (during BSc study at the Universidad de Buenos Aires; during MSc study at the China Europe International Business School, Shanghai). Since 2010 he is actively involved in programme and institutional accreditation within Europe.

Coordinator: Emita Blagdan, assistant director at the Croatian Agency for Science and Higher Education (ASHE).

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Eva Werner		X	x	x	
• Agneta Bladh		X	x	x	
• Jerko Barbic	X			x	
• Christian Wilk				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;

• Documents reviewed

Self-evaluation report

CVs of relevant staff

Diploma Supplement Example

Medical Studies in English students enrolled in 2013/2014 according to citizenship

University of Zagreb, School of Medicine, Academic Profile and Educational Programs

Medicinski Fakultet, 10 godina Medical Studies in English (selected articles in English)

Information Flyer on the 10th International Biomedical CROatian Student Summit

Information Flyer "Study Medicine in Croatia, Europe!"

Information brochure "Medical Studies in English"

"The pocket guide to clinical Croatian" published by eMed

List of visiting professors

• Site visit programme

Overview

Date:	15 of April 2014
Institution:	Sveučilište u Zagrebu, Medicinski fakultet (University of Zagreb, School of Medicine)
Programme:	Medical Studies in English
Location:	Šalata 3, 10 000 Zagreb

Programme

Monday, 14 of April 2014

17.00 - 19.00:	Preparatory meeting of the panel
19.00	Dinner

Tuesday, 15 of April 2014

09:00 – 10:00	Meeting with the Management (Study Programme Head, Faculty Dean/Vice-Dean, University Vice-Rector, University Head of International Cooperation)
10:00 – 11:00	Meeting with the working group that compiled the Self-Evaluation
11:00 – 11:15	Internal meeting of the panel members
11:15 – 12:15	Meeting with Students
12:15 – 12:30	Internal meeting of the panel members

12:30 – 13:30	Meeting with Teachers
13:30 – 14:30	Working lunch
14:30 – 15:30	Meeting with Support Staff
15:30 – 16:15	Internal meeting of the panel members
16:15 – 17:00	Final meeting with the Management

09.00 - 10.00: Meeting with management of the programme

<i>Full name</i>	<i>Position</i>
• prof.dr.sc. Blaženka Divjak	Vice-rector for Students and Study Programmes, University of Zagreb
• prof.dr.sc. Davor Ježek	Vice-dean for International Relations, Medical Studies in English program coordinator
• Darko Bošnjak	Chief secretary of the School

10.00 - 11.00: Meeting with the working group that compiled the Self-Evaluation

<i>Full name</i>
• doc.dr.sc. Maja Balarin - Physics 1 course coordinator and assistant to professor Ježek for student affairs
• Drago Horvat - International Relations office
• prof.dr.sc. Vedran Katavić - Anatomy course coordinator
• prof.dr.sc. Vesna Degoricija - Emergency Medicine and FMS course coordinator
• Jasna Gamulin - Medical Studies in English student office

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- Nika Hećej - Medical Studies in English student office
-

11.00 - 11.15: Internal meeting of the panel members

11.15 - 12.15: Meeting with the students

Full name

- Pryjanka Ugbade- 1st year
 - Berenice Bruc - 2nd year
 - Jeffry Mattar - 2nd year
 - Stefanie Salamunec - 3rd year
 - Christopher Lambers - 3rd year
 - Ivana Sapina - 4th year
 - Ivor Forsek - 4th year
 - Ivana Cacic - 6th year
 - Maja Popovic - 6th year
 - Nikola Blajic - 6th year
 - Andrew Markle - 6th year
 - Allison Janda - bilateral exchange with University of Michigan
 - Davon Rupley - bilateral exchange with University of Michigan
-

12.15 - 12.30: Internal meeting of the panel members

12.30 - 13.30: Meeting with Teachers

Full name

Module or Course

- | | |
|-------------------------------|--|
| • prof.dr.sc. Željko Krznarić | assistant to professor Jezek for clinical courses and Internal Medicine course coordinator |
|-------------------------------|--|
-

• prof.dr.sc. Boris Brkljačić	Diagnostic and Interventional Radiology course coordinator
• prof.dr.sc. Arijana Lovrenčić Huzjan	Integrated Clinical Module 2 course coordinator
• prof.dr.sc. Floriana Bulić Jakuš	Medical and Molecular Biology course coordinator
• prof.dr.sc. Svjetlana Kalanj Bognar	Clinical Biochemistry course coordinator

13.30 - 14.30: Lunch, including internal meeting and review of materials

14.30 - 15.30: Meeting with Support Staff

- doc.dr.sc. Maja Balarin- assistant to professor Ježek for student affairs and Physics 1 coordinator

- Jasna Gamulin - Medical Studies in English student office

- Drago Horvat - International Relations office

- Nika Hećej - Medical Studies in English student office

- doc.dr.sc. Maja Balarin - assistant to professor Jezek for student affairs and Physics 1 coordinator

- Jasna Gamulin - Medical Studies in English student office

15.30 - 16.15: Internal meeting of the panel members

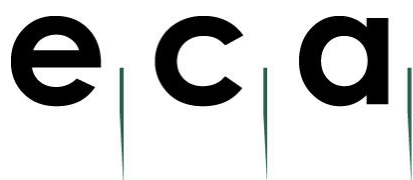
16.15 - 17.00: Final meeting with the Management

<i>Full name</i>	<i>Position</i>
• prof.dr.sc. Blaženka Divjak	Vice-rector for Students and Study Programmes, University of Zagreb

<ul style="list-style-type: none"> • prof.dr.sc. Davor Ježek 	Vice-dean for International Relations, Medical Studies in English program coordinator
<ul style="list-style-type: none"> • Darko Bošnjak 	Chief secretary of the School

End of site visit and departure to Hotel.

17.30 - 20.00: Final panel meeting and discussion of outcomes.



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