Master in European Public Health
wo-master

Maastricht University

27 June 2009

NVAO Initial Accreditation

NVAO Toets Nieuwe Opleiding
Table of contents

1  Executive Summary 3

2  Introduction 5
   2.1 The Procedure 5
   2.2 Initial Accreditation Report 5

3  Description of the Programme 6
   3.1 Overview 6
   3.2 Profile of the Institution 6
   3.3 Profile of the Programme 7

4  Assessment per theme and per standard 8
   4.1 Aims and Objectives 8
   4.2 Curriculum 11
   4.3 Staff 19
   4.4 Services 21
   4.5 Internal Quality Assurance System 22
   4.6 Conditions for Continuity 23

5  Overview of the assessment 25

Annex 1 – Composition of the Evaluation Panel 26

Annex 2 – Schedule of the Site Visit 28

Annex 3 – Documents Reviewed 31

Annex 4 – List of Abbreviations 32
1 Executive Summary

According to Maastricht University, there is an increasing demand for graduates with a specialisation in European Public Health. In response to this need the Maastricht University has developed a master’s programme in European Public Health. The mission of the Master in European Public Health is: "[…] to help students obtain the skills and knowledge to compare health and healthcare in various settings, to search for and identify best practices, to foster the transfer of best practices, and to advise on, innovate and implement best practices in new situations. The aim of the programme is to educate graduates to prepare, support and monitor high-level decision-making processes in health and healthcare in European and member states’ institutions and public and private organisations. Our graduates will be equipped with the analytical tools, innovative research methods, and change and management instruments needed to operate effectively in policymaking and development at organisational, regional, Euregional, national and European levels.”

The need for the proposed programme has been adequately justified. Although the panel would advice Maastricht University to increase its focus on comparing population groups – health determinants, disease patterns, preventive and therapeutic health services and data sources are all different depending on age, gender, migration, ethnicity etc. – the panel agrees with the university, that the proposed learning outcomes reflect a changing need in the field of public health. During the site visit, the panel has discussed with the university whether or not a fully new programme is called for. The panel posed the question to what extent these new competencies could be developed by implementing a specialisation or stream within an existing public health programme. It is the view of the university that the emphasis on the European perspective is fundamentally different, calling for a new programme. The panel respects the vision of the university, especially considering the fact that the M-EPH logically follows upon the NVAO accredited Bachelor of Science in European Public Health programme.

The proposed set of intended learning outcomes is ambitious. If graduates are able to achieve all intended learning outcomes, the university will have created a comprehensive, relevant and good programme, addressing the needs the professional field and all Dublin descriptors. The way scientific research is integrated in the programme ensures that graduates will have qualifications to conduct independent research. Graduates are expected to be well prepared, both in terms of content (knowledge of the professional field and scientific discipline) and, in terms of competencies (methodology, data analysis and reporting).

The 60 ECTS programme contains seven modules of four weeks each (6 ECTS); the eighth module (3 ECTS) is scheduled parallel to the writing and presentation of the master’s thesis (15 ECTS). The content of modules is studied in the primary strand of the different modules. This is referred to as the ‘Contents’ strand because it focuses on the thematic aspects, facts and methodologies that contribute directly to the module topics and the overall programme theme. Four further strands support the consistency and coherence of the programme and contribute to educating all-round public health researchers. The curriculum is up to date and in line with recent scientific developments. By working with real life cases, the links with the current professional practise are ensured.

The intended learning outcomes have been adequately transferred into the educational goals of the intended curriculum. Although the curriculum is complex, the curriculum is well structured and
The university applies a wide variety of study methods, with an emphasis on Problem-Based Learning (PBL).

Maastricht University identifies the thesis writing as the biggest risk for study delay. In order to ensure that students will be able to successfully complete the programme within the set time, the thesis research will be closely monitored. The panel is pleased to learn that Maastricht University has given this potential impediment to study progress the attention it requires. The panel is sufficiently convinced that students will be able to complete the programme within the set time.

In the information file, the admission requirement is defined as "A Bachelor's degree issued by a Dutch University in a relevant domain" or "A Bachelor's degree issued by a University of Applied Sciences in a relevant domain. Initially, the panel had concerns about the wide variety of students who could potentially enter the programme. During the site visit the term "relevant domain" has been further defined. The panel has received a document in which relevant bachelor programmes are identified, eliminating the panel's initial concern.

With the exception of PBL group moderators, teaching staff are experts in their respective fields. Group moderators for PBL groups are not necessarily experts on the topic at hand. Their expertise may lie in adjacent fields of expertise. All teaching staff members involved in PBL require a basic qualification in education, making them didactically qualified.

All requirements with regard to services, internal quality assurance and conditions for continuity are met.

All nineteen standards have been assessed as satisfactory, resulting in a positive assessment of all themes. The panel therefore advises the NVAO to reach a positive decision with regards to the initial accreditation of the Master of Science Programme in European Public Health.

The Hague, 27 June 2009

On behalf of the assessment panel, convened to assess the Master of Science Programme in European Public Health at Maastricht University,

Prof. dr. P. Vooijs
(Chair)

D.C. Duchatteau, MSc, MBA
(Secretary)
2 Introduction

2.1 The Procedure

The Faculty of Health, Medicine and Life Sciences (FHML) of Maastricht University has applied to the NVAO for accreditation of its master's programme “Master of Science in European Public Health”. In support of its application, Maastricht University has submitted a “File of Information for accreditation of the Master of Science in European Public Health”, dated January 2009, consisting of a core information file of 56 pages and 15 appendices (46 pages).

The NVAO has appointed a panel of international experts in the field of Global Health. Prior to convening in the Netherlands, the panel members have read the submitted documents and exchanged their initial appreciation of the document and the proposed programme through e-mail. The panel convened on May 13th 2009 to discuss the documents submitted by the University in a closed session. On this day the panel has also been given a presentation on Problem Based Learning by the University and the panel has had the opportunity to tour the building and facilities and to study several documents that were made available for review by the University.

On May 14th, the panel has discussed the proposed programme with representatives of management and Faculty of Health Medicine and Life Sciences research institutes, representatives of the internal quality assurance team and representative responsible for admission, examination and facilities. On this day the panel has also met with staff responsible for the different units and strands within the programme and representatives of the professional field. May 15th; the panel has had the opportunity to meet with students planning to enrol in the programme.

The last day of the site visit has ended with a closed session in which the panel has formulated its conclusions on the different themes and aspects as described in this report.

Based on the panel deliberations and the additional information, the panel secretary has composed a draft version of this report. All panel members have commented on this draft report, after which the panel secretary has composed this final version (dated 27 June 2009) of the report.

2.2 Initial Accreditation Report

The first chapter of this report is an executive summary. In the second chapter the procedure followed by the assessment panel is described. Chapter 3 provides a short summary of the programme characteristics. Chapter 4 reports on the findings of the evaluation panel, its considerations and conclusion. Chapter 5 provides an overview of the assessment, summarized in a one-page table. Four appendices supplement this report: composition of the evaluation panel, schedule of the site visits, documents reviewed and list of abbreviations.
3 Description of the Programme

3.1 Overview

Country: the Netherlands  
Institution: Maastricht University  
Programme: Master of Science in European Public Health (M-EPH)  
Level: master  
Orientation: academic (wo)  
Location: Maastricht  
Degree: Master of Science (M.Sc.)  
Mode of Study: Full-time  
Field of Study: Healthcare

3.2 Profile of the Institution

"Maastricht University (UM) is the youngest university in the Netherlands and is growing rapidly, with 13,100 students and 3,500 staff. [...] From its inception, Maastricht University has worked with Problem-Based Learning (PBL). This education system, which UM was the first in Europe to adopt, challenges students to actively develop their talents and interests through working together with others to delve into issues that also form the focus of research at UM. In most programmes, the subject matter is dealt with using a slightly different approach than at other universities, which gives the education programmes at UM a unique profile." \(^1\)

"Maastricht University aims to position itself as a University striving for quality and for a strong international orientation. From all over the world, students and academics are invited to come to UM to add to its reputation in the field of education and in selected areas of research. Education and research are concentrated around three themes: ‘life sciences, innovation, and governance’. In light of these objectives, the mission of Maastricht UMC+/FHML is ‘to provide high quality academic education, to carry out high quality research, and to valorise knowledge in the domains of Health Sciences, Medicine and Molecular Life Sciences. The emphasis is on an integrated approach to health care in an international context. Maastricht UMC+/FHML addresses research and education across the entire spectrum of molecular life sciences, the health sciences (including public health) and medicine (including primary care). Maastricht UMC+/FHML recognizes that in the future health care will focus not only on patients but also on people with increased health risks due to unfavourable genetic predisposition, lifestyle and environmental factors. The study of the continuum of health and disease therefore demands a coherent and integrated approach to research and education at the molecular, biological, genetic, behavioural and social level.’ \(^2\)

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1. source: http://www.maastrichtuniversity.nl/web/Main/AboutUM.htm
2. source: File of Information for accreditation of the Master of Science in Global Health
3.3 Profile of the Programme

General Description
“The aim of MSc in European Public Health programme is to educate graduates who will be able to prepare, support and monitor decision making processes in the field of public health and health care within Europe and within EU member state institutions and public and private organisations. The programme intends to teach skills and knowledge to search and identify best practices, to foster the transfer of best practices and to implement innovations and best practices”.

The programme is a one year, 60 ECTS, English taught, full-time programme, consisting of eight modules (seven 4-week / 6 ECTS modules and one 2-week / 3 ECTS module) and a master’s thesis (15 ECTS).

New to the Netherlands and new to the institution
The programme is new to the Netherlands and new to the institution. Within the Netherlands and Flanders several master programmes in public health exist at both academic (wo) and vocational (hbo) level (Maastricht University, Free University Amsterdam, Institute for Tropical Medicine Antwerp). The European focus of the proposed programme makes this master’s program unique and new to the Netherlands and Flanders. Maastricht University currently offers an NVAO accredited bachelor level programme in European Public Health.

Credits
The programme is a one-year, full time, English taught, 60 ECTS programme.
Assessment per theme and per standard

This chapter presents the evaluation by the panel of the six themes and nineteen standards. The evaluation panel has reproduced the criteria for each standard. For each standard the evaluation panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution, and the site visit, (2) the considerations the evaluation panel has taken into account and (3) the conclusion of the evaluation panel. The evaluation panel presents a conclusion for each of the six themes based on the underlying standards.

4.1 Aims and Objectives

4.1.1 Subject-/Discipline-specific Requirements (Standard 1.1)

The intended learning outcomes of the programme correspond with the requirements set by professional colleagues, both nationally and internationally and the relevant subject / discipline and / or professional practice concerned.

Outline of Findings

The information file describes an increasing demand for graduates with a specialisation in European Public Health. For this growth, the information file describes two main reasons: “The first reason is that in a rapidly integrating Europe, people as well as governments and organisations tend to look across borders to see whether ‘the grass there is greener’ – and if so, how to change their own situation or practices for the better. Learning from our neighbours is becoming increasingly important in Europe. The search for best practices, benchmarks, European standards, etc. has become a key issue for all European or international activities in science, economics and occasionally also politics. […] The second reason for the labour market’s increased demand is that not only the national and European perspectives are important to this programme; the regional perspective is vital as well. The best example of this is the Rhine-Meuse region, which has been well known in Europe for many years. This is due to the region’s concrete and practical solutions to cross-border health threats and healthcare problems. But there is another reason to examine the health status, healthcare situation and health policy of the Rhine-Meuse and comparable regions: they are often confronted with an ageing population, demographic decline, economic restructuring (e.g. in former industrial regions) and growing concern about the poverty and social exclusion of certain groups within their populations (i.e. elderly people, ethnic minorities, unemployed youth).”

In response to this need Maastricht University has developed the master’s programme in European Public Health. The mission of the Master in European Public Health is: “[…] to help students obtain the skills and knowledge to compare health and healthcare in various settings, to search for and identify best practices, to foster the transfer of best practices, and to advise on, innovate and implement best practices in new situations. The aim of the programme is to educate graduates to prepare, support and monitor high-level decision-making processes in health and healthcare in European and member states’ institutions and public and private organisations. Our graduates will be equipped with the analytical tools, innovative research methods, and change and management instruments needed to operate effectively in policymaking and development at organisational, regional, Euregional, national and European levels.”

In order to substantiate the claimed need for this specialised professional, the information file thoroughly describes the scientific context of the programme, labour market developments and the international academic practise.
Considerations
In the information file the university has adequately justified the need for the proposed programme. The panel agrees with the university, that the proposed learning outcomes reflect a changing need in the field of public health. During the site visit, choices made by the university on which elements of European Public Health to cover in the programme and which to leave out, have been discussed. One of the questions raised by the panel was whether comparison of population groups, especially vulnerable groups such as children, is sufficiently covered in the programme. Although the panel is satisfied with the justification of the choices the university has made in developing its programme with a focus on comparability between countries, regions and health systems, the panel would advice the university to give additional attention to comparing population groups, since health determinants, disease patterns, preventive and therapeutic health services and data sources are all different depending on age, gender, migration, ethnicity etc. The panel considers this aspect of public health to be of considerable importance.

During the site visit, the panel has discussed with the university whether or not a fully new programme is called for. The panel posed the question to what extent these new competencies could be developed by implementing a specialisation or stream within an existing public health programme. It is the view of the university that the emphasis on the European perspective is fundamentally different, calling for a new programme. The panel respects the vision of the university, especially considering the fact that the M-EPH logically follows upon the NVAO accredited Bachelor of Science in European Public Health (B-EPH) programme.

In the information file, two different definitions of Europe are used. On the one hand, Europe is defined as the continent Europe (in line with the definition as used by the World Health Organisation (WHO), on the other hand Europe is defined as the European Union (EU). The panel has discussed this twofold focus of the programme with representative of the programme management during the site visit. The university acknowledges the fact that the way Europe is defined might be perceived as being inconsistent. However, this double definition has been a deliberate choice in developing the programme: how Europe is defined is dependant of the context. Following the WHO definition throughout the programme might lead to an unrealistic perspective, since part of the decision making takes place at EU level. The panel has sufficiently been convinced by the university's clarification.

The two sources of doubt amongst panel members, justification of a separate programme and a seemingly inconsistent use of the term Europe, has been sufficiently eliminated by the university during the site visit. After this clarification, the panel can agree to the university's justification for the programme and concludes that the proposed program corresponds to the requirements as set by the professional practice.

Conclusion
The panel concludes that the requirements for standard 1.1 ‘Discipline-specific Requirements’ are met. The panel considers the correspondence between the intended learning outcomes and the requirements set by professional colleagues, the relevant discipline and professional practice as satisfactory, although the panel would advice the university to increase attention given to comparison of population groups since health determinants, disease patterns, preventive and therapeutic health services and data sources are all different depending on age, gender, migration, ethnicity etc. The panel assesses the standard 1.1 ‘Discipline-specific Requirements’ as satisfactory.
4.1.2 Master Level (Standard 1.2)
The intended learning outcomes of the programme correspond with the general, internationally accepted descriptions of a Master’s qualification.

Outline of Findings
In the information file Maastricht University identifies a comprehensive set of learning outcomes. No less than 40 different qualifications are stated in the information file. In the information file the university has identified in what manner the intended learning outcomes of the programme correspond with the general, internationally accepted descriptions of a Master’s qualification.

Considerations
The set of intended learning outcomes is ambitious. If graduates are able to achieve all intended learning outcomes, the university will have created a thorough, relevant and good programme. The intended learning outcomes not only cover what is required by the professional field, but also all Dublin descriptors. It is the view of the panel that all Dublin descriptors are adequately covered. The intended learning outcomes of the programme therefore correspond with the general, internationally accepted descriptions of a Master’s qualification.

Conclusion
The panel assesses the standard 1.2 ‘Master Level’ as satisfactory.

4.1.3 Academic Orientation (Standard 1.3)
The intended learning outcomes of the programme correspond with the following descriptions of a Master (academic orientation):
- The intended learning outcomes are derived from requirements set by the scientific discipline, the international scientific practice and, for programmes to which this applies, the practice in the relevant professional field.
- An academic master (WO-master) has the qualifications to conduct independent research or to solve multidisciplinary and interdisciplinary questions in a professional field for which academic higher education is required or useful.

Outline of Findings
A significant part of the programme (25%) is devoted to conducting scientific research. On the content / aim of the research the information file states: “The policy adopted by Maastricht UMC+/FHML targets high-quality, multidisciplinary research in public health, the health sciences, molecular life sciences and medicine. In doing so, it approaches these domains in an integrated fashion. The knowledge generated by this research aims to improve populations’ health status and healthcare, enhance the cohesion and effectiveness of the relevant health facilities, and contribute to the social and economic utilisation (valorisation) of knowledge at a regional, Euregional, national and European level.”

With regard to the development of the qualifications to conduct independent research, the information file states: “The programme will prepare students for positions as future researchers by devoting 15 ECTS to the writing of a master’s thesis. This will be supervised by Maastricht UMC+/FHML staff involved in research relevant to European public health. Students will also be guided in the necessary elements for conducting academic research: (1) searching for and reproducing relevant literature, (2) performing data analyses, (3) setting up studies and (4) writing scientific reports.”
Considerations
The panel finds that the focus of the programme meets the requirements set by the scientific discipline. The chosen focus is in line with international public health research practice with a specific European focus. The way scientific research is integrated in the programme ensures that graduates will have qualifications to conduct independent research. Graduates are expected to be well prepared, both in terms of content (knowledge of the professional field and scientific discipline), and skills (methodology, data analysis and reporting).

Conclusion
The panel concludes that the requirements of this standard have been met. The panel assesses the standard 1.3 'Academic orientation' as satisfactory.

4.1.4 Concluding Assessment of Theme 1 ‘Aims and Objectives’
The panel has assessed the three standards of the theme 'Aims and Objectives'. All three standards have been assessed as being satisfactory. The panel therefore assesses the theme 'Aims and Objectives' as satisfactory.

4.2 Curriculum
The programme contains seven modules of four weeks each (6 ECTS); the eighth module (3 ECTS) is scheduled parallel to the writing and presentation of the master’s thesis (15 ECTS).

- Module 1 – Diversity Recognised and Explored
  Objective: To explore and understand the present health status and national healthcare provisions in populations in the European Region

- Module 2 – Diversity Compared
  Objective: To compare health and healthcare in the European Region

- Module 3 – Diversity Embraces Unity
  Objective: To evaluate and define best practices in prevention and care in the European Region

- Module 4 – Europe as One Zone
  Objective: To understand the position and role of national, transnational and European regulations and agencies in prevention and care in/throughout the European Region

- Module 5 – Unity Faces Diversity
  Objective: To learn scenarios for translation and diffusion

- Module 6 – From Diversity to Innovation
  Objective: To acquire knowledge about the implementation of innovative practices in existing settings

- Module 7 – Monitoring Innovation
  Objective: To work on monitoring, controlling and consolidating innovations

- Module 8 - The European Union Revisited
  Objective: To review the EU's role in the quest for better quality, equity, transferability, innovativeness and competitiveness in health.”

“The content of modules is studied in the primary strand of the different modules. This is referred to as the ‘Contents’ strand because it focuses on the thematic aspects, facts and methodologies that contribute directly to the module topics and the overall programme theme. Four further strands support the consistency and coherence of the programme and contribute to educating all-round public health researchers.
The first of the supporting strands is referred to as ‘Essentials’, in which European history and advanced general methodology (statistics, epidemiology, qualitative research etc.) are taught—always fine tuned and adjusted according to the primary strand and the needs of the other strands.

The second strand is the ‘Critical Thinking’ strand, in which the concepts discussed in Contents and Essentials are critically and academically discussed from a sociological and philosophical point of view, to promote high-level abstract and analytical reasoning.

Third, students learn in the ‘Practice’ strand about the practical use of computer and online tools, and additional skills (e.g. for organising and managing work). Excursions are also conducted.

In the ‘Project’ strand, students further explore and train on their own and in small groups what they have learned in the Contents strand. In the last three modules the strand 3 and 4 together consist of thesis work.

4.2.1 Requirements for Academic Orientation (Standard 2.1)

The proposed curriculum meets the following criteria for academic orientation:

- The students develop their knowledge through the interaction between education and research within the relevant disciplines
- The curriculum corresponds with current developments in the relevant discipline(s) by verifiable links with current scientific theories.
- The programme ensures the development of competences in the field of research.
- Where appropriate, the curriculum has verifiable links with the current relevant professional practice.

Outline of Findings

With regard to the requirements for academic orientation, the information file states: “The proposed M-EPH curriculum contains three essential lines:

1. the central European public health knowledge (in the strands ‘Contents’ and ‘Essentials’);
2. critical thinking, and;
3. practice and project (in strands of the same names).

The first gives the students knowledge of relevant disciplines and research methods necessary for an advanced level of European public health studies. The second aims to develop students’ critical academic reasoning in order to achieve a higher level of abstract and scientific understanding and explanation of real-world problems and solutions. The third line focuses on applying knowledge and insights to real-world professional situations and practices. The last part of every module consists of project work, through which students show that they have reached the advanced application of knowledge and insight required to pass the module.

The subjects dealt with within the curriculum reflect current health themes relevant for the European policy agenda. As the field of European health is complex, students explore it using a problem-oriented, integrated approach. For this purpose input will be provided by the Maastricht UMC+/FHLM departments of International Health; Epidemiology; Genetics and Cell Biology; Health Ethics and Society; Health Organisation, Policy and Economics; Health Promotion and Education; Health Risks Analysis and Toxicology; and Methodology and Statistics. […]

For their master’s theses […], students will design a research proposal, collect data, analyse these data and write the master thesis. To provide a solid base, the students do their research at Maastricht University, other universities or within European institutions with a high-level research culture. We encourage students to carry out research within the framework of ongoing research projects.”
Considerations
It is the opinion of the panel that the university has adequately justified that students develop their knowledge through the interaction between education and research within the relevant disciplines. Not only does the university’s international research experience provide relevant input for the programme, students will also actively contribute to the relevant disciplines through their own research. During the site visit, however, the involvement of the various FHLM departments in the new programme was not immediately visible. The panel would have expected a greater commitment within the context of the multidisciplinary approach.
After careful evaluation of the curriculum the panel concludes that it corresponds with current developments in the relevant discipline. The curriculum is up to date and in line with recent scientific developments. By working with real life cases, the links with the current professional practice are ensured. Under standard 1.3, the panel has already concluded that development of competencies in research is ensured in the programme.

Conclusion
The panel concludes that all requirements of this standard have been met. The evaluation panel therefore assesses the standard 2.1 ‘Requirements for academic orientation’ as satisfactory.

4.2.2 Correspondence between the Aims and Objectives and the Curriculum (Standard 2.2)
The intended curriculum, the educational concept, the study methods and the learning assessments reflect the intended learning outcomes. The intended learning outcomes have been adequately transferred into the educational goals of (parts of) the intended curriculum.

Outline of Findings
Curriculum
The composition of the curriculum in modules and strands has been briefly described in the introductory section of this chapter. The information file provides an elaborate overview of how the curriculum corresponds with the intended learning outcomes. A six-page table links all the learning outcomes to the relevant modules. All learning outcomes are covered by the curriculum. The information file provides detailed descriptions of the individual modules.

Educational Method and Study Methods
Maastricht University has a long standing tradition of working with Problem Based Learning (PBL) as the predominant educational concept. In the M-EPH, PBL is the predominant educational concept. More specifically, the university applies the so-called Active and Self-Directed Learning (ASDL) approach. The philosophy behind this approach is based on the following three views of what actually constitutes learning:
- learning is a constructive process: it is the student who gives meaning to the various phenomena that make up the surrounding world
- learning is a contextual process: the student is required to deal with authentic problems from professional practice, thus improving his/her motivation, memory, and the transfer of what has been learned
- learning is a social process: the student learns through discourse with others
In the first module the learning is quite structured, enabling a transition for those not familiar with the concept of PBL. After the first module, the educational concept relies increasingly on the “investigative and critical attitude” and the “self-directedness” of the students. The information file provides a list of 20 different study methods to reach the intended learning outcomes.
Assessment
Given the wide variety in study methods as stated in the previous paragraph, the methods of assessment also vary widely, ranging from formative evaluation based on PBL-group participation to summative assessments (written three-hour exams or results of e.g. project work). The master's thesis will be evaluated on four aspects: form–content relationship, problem definition, argumentation and subject knowledge. It will be graded by the student's supervisor and by a second examiner assigned by the master’s programme coordinator.

Considerations

Curriculum
The intended learning outcomes have been adequately transferred into the educational goals of the intended curriculum. The curriculum is clearly linked to the intended learning outcomes. With a topic as wide as public health, by definition choices have to be made on which elements to include and which elements to leave out. Based on the information file the panel has been able to establish a good first impression of the curriculum.

During the site visits choices made by the university in designing the curriculum have been discussed. Although the panel would advise the university to increase the attention given to comparison of population groups, the panel is satisfied with the justification of the choices made by the university (see also standard 1.1).

The university has provided the panel with a “basic reading list” which gives the impression of a “core body of knowledge” (by request of the panel, since the PBL-concept does not agree with working with fixed reading lists). It is the panel’s impression that the core reading list adequately supports the curriculum.

Educational Method and Study Methods
Since the university has a long standing tradition in working with PBL, the panel is confident that the university will be able to deliver good quality education. Different learning outcomes call for different types of study methods. The university applies a wide variety of educational methods. The study methods are linked to the learning outcomes where appropriate.

Assessment
The university uses a variety of assessment methods, related to the educational concept of a particular part of the curriculum. The panel is pleased to see that besides formative assessment, summative assessment will take place as well, guaranteeing that learning outcomes are being met by all students.

Although all learning outcomes are covered by the curriculum, not all learning outcomes appear to be explicitly assessed. As an example, the panel could not find evidence of how the learning outcome “to be able to act as a project leader or use basic leadership skills” is to be assessed. It is the opinion of the panel that Maastricht could develop methods to assess these “less tangible” outcomes as well. Despite this minor point of criticism, in general the panel is satisfied with the assessment methods used in the programme.

Conclusion
It is the conviction of the panel that the intended curriculum, the educational concept, the study methods and the learning assessments reflect the intended learning outcomes. The intended learning outcomes have been adequately transferred into the educational goals of the intended
4.2.3 Consistency of the Curriculum (Standard 2.3)

The contents of the curriculum are internally consistent.

Outline of Findings

For a general description of the curriculum, the reader is referred to the introductory section of this chapter. In the information file, Maastricht University elaborates on how the different elements of the curriculum together serve in reaching the intended learning outcomes. The curriculum has a logical composition. In modules 1 and 2 the emphasis lies on comparison. In module 3 the student will develop evaluative skills. The emphasis further shifts to standardisation (module 4), transfer (module 5), innovation (module 6) and control (modules 7 and 8), as illustrated by the figure below.

In the first three modules assessment of health and healthcare systems plays a central role. In modules 4 to 6 the focus shifts towards policy development, while at the end of the curriculum special attention is devoted to assurance, as illustrated by the figure below.

Finally, the different modules shift focus in levels of aggregation, moving from member state/region perspective in the first modules to European regions halfway through the curriculum in module 4. After further attention has been given to implementation in modules 5 to 7, the European level is revisited in module 8 as illustrated in the figure below.

Consistency of the curriculum is further supported by means of the so-called supporting “strands” within the modules. “The different modules will have a comparable composition and the different strands have a logical content and order.”
Considerations
It is the opinion of the panel that the curriculum has a logical composition. The curriculum has a complex matrix structure, which the panel learnt was a common way of organising programmes at Maastricht. Initial concerns that this complexity could be an impediment to student progress were addressed during the site visit particularly when the university presented another information sheet, supporting the internal consistency of the curriculum. This document, “Coherence of M-EPH – The Magic of Integration!”, illustrates the previously mentioned “consistency safeguards”. The composition of the curriculum as presented by the university is convincing. The contents of the curriculum are internally consistent. In developing a curriculum on a topic as wide as public health, the risk of a “cafeteria-style” curriculum is evident. The university has successfully avoided this pitfall in designing a coherent and consistent curriculum.

Conclusion
The panel is convinced that the curriculum is well structured, coherent and consistent. The evaluation panel therefore assesses the standard 2.3 ‘Consistency of the curriculum’ as satisfactory.

4.2.4 Workload (Standard 2.4)
The intended curriculum can be successfully completed within the set time, as certain programme-related factors that may be an impediment to study progress are eliminated where possible.

Outline of Findings
Maastricht University identifies the thesis writing as the biggest risk for study delay. In order to ensure that students will be able to successfully complete the programme within the set time, the thesis research will be closely monitored. The information file states: “One staff member will be appointed as thesis coordinator. In module 5, students will begin discussing their thesis plans with the coordinator. Because the thesis must relate to the courses that students have followed (or intend to follow), part of the discussion will focus on the relationship between the thesis topic and the coursework. Once students have a clear proposal on paper, the coordinator will assign a thesis
supervisor. Consequently, before the start of the actual thesis period, students will have formulated their problem statement and have met their supervisor. This process guarantees that students can actually start with this problem formulation during module 7. Ample attention to support the thesis work is provided in the Project strands in modules 6, 7 and 8.

Next to the above mentioned thesis support, Maastricht has its regular support and advice infrastructure in place (see standard 5.1).

Considerations
The panel agrees with the university that the thesis is a critical factor in completing the programme within the set time. The panel is pleased to learn that Maastricht University has given this potential impediment to study progress the attention it requires. Combined with the existing support and student advice infrastructure (as described under standard 5.1), Maastricht University has, in the opinion of the panel, taken sufficient effort to eliminate programme-related factors that may be an impediment to study progress. The panel is sufficiently convinced that students will be able to complete the programme within the set time.

Conclusion
The panel assesses the standard 2.4 'Workload' as satisfactory.

4.2.5 Admission Requirements (Standard 2.5)
The structure and contents of the intended curriculum are in line with the qualifications of the incoming students: a bachelor's degree and possibly a selection (with a view on contents of the discipline).

Outline of Findings
On the admission procedure the information file states: “For the selection of students, Maastricht UMC+/FHML has founded a Board of Admissions, which is responsible for the selection of the candidate Master students. With respect to the intake of students for the M-EPH programme, the general admission requirements of the Maastricht UMC+/FHML for Master programmes apply. This implies that the Board will assess each application individually, by weighing all components of the requirements. Based on this assessment, the Board of Admissions will decide whether the applicant can be accepted as a student. The assessment of applications for the M-EPH includes identification of possible content gaps in the candidates’ education which may interfere with their aptitude to enrol in the M-EPH programme. Such gaps may be inherent to the Bachelor programme completed by the candidate: a medical doctor may have modest knowledge of European health systems, and a Bachelor in Economics may be almost ignorant with respect to health sciences. When the Board of Admissions identifies a knowledge gap prior to admissions, a 'learning contract' will be drawn up between the candidate and M-EPH to fill the gap to enable the student to benefit from the advanced coverage of topics in the M-EPH programme prior to commencing the course. The M-EPH will provide the candidate/student with adequate learning resources and counselling; the candidate must fill the content gap through self-study.”

The formal admission requirement is defined as “A Bachelor’s degree issued by a Dutch University in a relevant domain” or “A Bachelor’s degree issued by a University of Applied Sciences in a relevant domain. This programme must be equivalent to at least four (the Netherlands) or three years (Belgium) of nominal study time. In addition, candidates must satisfy the following four requirements:
– Sufficient scores on a ‘Methodology and Statistics’ entry test. The Maastricht UMC+/FHML offers a special ‘Methodology and Statistics’ course and test;
– Fulfilment of the learning contract (if applicable)
- Sufficient score on an essay;
- Letter of motivation"

Candidates with foreign degrees are also eligible for admission.

The panel has discussed the broadness of the intake with representatives of the programme management during the site visit. During the site visit the term “relevant domain” has been further defined. The panel has received a document in which relevant bachelor programmes are identified.

Considerations
The university estimates that more than half the students of the master’s programme will be graduates from the bachelor’s programme in European Public Health (B-EPH). These students will be proficient in public health and the European structures. The panel has given considerable attention to the question of how a programme can be challenging for “its own bachelors” whilst still catering for students without a European Public Health bachelor’s degree. This aspect has been discussed with the programme management during the site visit. On the one hand, the wide variety of students is an asset. Every student will bring in different competencies allowing students to learn from one another and the approach to problems to become truly multidisciplinary. It is the view of the panel, however, that if admissions is too broad, it might become an impediment for efficient learning for all involved (both the B-EPH graduates as well as the students who enter the programme with another background). The panel is pleased to learn that the university has narrowed down its admission criteria, defining specific programmes leading to eligibility for admission to the M-EPH programme. Since the variety of incoming students has been decreased, the panel is sufficiently convinced that the structure and content of the intended curriculum are in line with the qualifications of the incoming students.

Conclusion
The further definition of the term “relevant domain” has to a large extent eliminated the panel’s initial concern that the influx of students would be too broad. The panel therefore assesses standard 2.5 ‘Admission requirements’ as satisfactory.

4.2.6 Credits (Standard 2.6)
The programme meets the legal requirements regarding the range of credits for an academic master’s programme (wo-master): a minimum of 60 credits.

Outline of Findings
The M-EPH programme lasts one year and the total course amounts to 60 ECTS credit points.

Considerations
The minimum requirement of 60 ECTS has been met. The panel is sufficiently convinced that the stated 60 ECTS are realistic.

Conclusion
The evaluation panel assesses the standard 2.6 ‘Credits’ as satisfactory.

4.2.7 Concluding Assessment of Theme 2 ‘Curriculum’
The panel has assessed the six standards of the theme ‘Curriculum’ as being satisfactory. The panel therefore assesses the theme ‘Curriculum’ overall as satisfactory.
4.3 Staff

4.3.1 Requirements for Academic Orientation (Standard 3.1)

The programme meets the following criteria for the deployment of staff for a programme with academic orientation (wo): Teaching is principally provided by researchers who contribute to the development of the subject/discipline.

Outline of Findings

As stated in the information file, the M-EPH programme is rooted within the School for Public Health and Primary Care (CAPHRI) of Maastricht UMC+/FHML. On a national level CAPHRI participates in the graduate school CaRe (Netherlands School of Primary Care Research), and one of its divisions also participates in the graduate school WTMC (Science, Technology and Modern Culture). Both schools are recognised by the Dutch Royal Academy of Arts and Sciences. The total CAPHRI staff is approximately 166 fte, including support staff (24 fte) and PhD candidates (48 fte). CAPHRI has recently been assessed to be ‘very good to excellent’ by an external review committee.

In the information file the curriculum is linked to the current research programmes of CAPHRI. Each module within the curriculum has links to current research programmes including: Clinical Epidemiology, Redesigning Health Care, Health Technology Assessment, Implementation of Evidence, Design and Analysis, Normative Aspects, Health Communication, Health Promotion and International Health. Teaching will be principally provided by researchers involved in these research programmes.

Considerations

The university has been able to convincingly demonstrate how the curriculum can be related to the current research programmes. Since teaching will be principally provided by researchers involved in the before mentioned research programmes, teaching will be principally provided by researchers who contribute to the development of the subject/discipline.

Conclusion

The panel assesses the standard 3.1 ‘Requirements for academic orientation’ as satisfactory.

4.3.2 Quantity of Staff (Standard 3.2)

Sufficient capacity is made available to be able to start the proposed programme.

Sufficient capacity is made available to be able to continue the proposed programme.

Outline of Findings

The information file provides an estimation of the number of students that are expected to enrol in the programme and the quantity of staff needed for the programme. During the start-up phase 1.3 fte has been assigned (1.0 fte academic staff and 0.3 fte support staff). It is expected that in the long term 4.6 fte UMC+/FHML staff will be deployed.

During the site visit, the university has indicated that if more students register for the programme, more staff can be allocated to the programme. The quantity of available staff is flexible and can serve the needs of the programme, related to the number of students that enrol.

Considerations

Maastricht has ample experience with development of new programmes and with delivering programmes using the proposed teaching concept. It is the view of the panel that Maastricht is able to make a good estimate of the required quantity of staff, given a specific number of students. If needed, more staff will be allocated. The panel is convinced that a sufficient quantity of staff is and will be available.
Conclusion
The evaluation panel assesses the standard 3.2 ‘Quantity of Staff’ as satisfactory.

4.3.3 Quality of Staff (Standard 3.3)
The staff to be deployed are sufficiently qualified to ensure that the aims and objectives regarding content, didactics and organisation of the programme are achieved.

Outline of Findings

Content
All teaching staff members are experts in their respective fields. The programme is linked to current research activities of the staff as indicated in paragraph 4.3.1 (standard 3.1). Group moderators for PBL groups are not necessarily experts on the topic discussed. Their expertise may lie in adjacent fields.

Didactics and Organisation
Almost all teaching staff members at the position of assistant professor have a PhD degree. All teaching staff members at the position of associate professor or professor have a PhD degree, ensuring scientific experience and competencies amongst staff. In principle all tenure faculty must have a PhD. Medical specialists and general practitioners may be exempted from this obligation. Medical specialists and general practitioners are given a maximum of six years to fulfill the PhD requirement.

Guiding small scale PBL groups requires special competencies from staff assigned to act as group moderators. In order to be allowed to act as group moderator a ‘basic qualification in education’ (basiskwalificatie onderwijs) is required, thereby ensuring that all programme staff have didactic qualifications for teaching.

Considerations
Since all teaching staff members involved in PBL, require a basic qualification in education, the panel is sufficiently convinced that the staff is didactically qualified. Given the extensive research experience, the staff can be identified as experienced researchers, enabling them to effectively supervise the research projects and the development of the theses. The panel is therefore sufficiently convinced that the staff to be deployed are sufficiently qualified to ensure that the aims and objectives regarding content, didactics and organisation of the programme are achieved.

Conclusion
The evaluation panel assesses the standard 3.3 ‘Quality of Staff’ as satisfactory.

4.3.4 Concluding Assessment of Theme 3 ‘Staff’
The panel has assessed the three standards of the theme ‘Staff’ as satisfactory. The panel therefore assesses the theme ‘Staff’ as satisfactory.
4.4 Services

4.4.1 Facilities (Standard 4.1)
*Intended housing and facilities are adequate to achieve the learning outcomes.*

**Outline of Findings**
In 2004 the infrastructure has been assessed as part of the "Educational Review of Medicine" (Onderwijsvisitatie Geneeskunde) by Quality Assurance Netherlands Universities (QANU). The infrastructure has been assessed to be "good to very good". During the site visit, the panel has had the opportunity to assess the physical infrastructure.

**Considerations**
As assessed by QANU, the physical infrastructure in Maastricht is up to standards and adequate to achieve the learning outcomes.

**Conclusion**
The evaluation panel assesses the standard 4.1 ‘Facilities’ as satisfactory.

4.4.2 Tutoring (standard 4.2)
*There is adequate staff capacity to provide tutoring as well as information provision for students, and these are adequate in view of study progress.*

**Outline of Findings**
Tutoring is provided in several forms:
- PBL groups will have the support of a faculty tutor. According to the information file, the tutor is an easily accessible staff member students can turn to with their questions.
- A thesis coordinator will act as a coach in the early development stage of the student’s research project.
- Once the subject has been chosen a supervisor will take over from the thesis coordinator to guide the student in writing and finalising the thesis.
- For general assistance, faculty study advisors are available. If needed, students can be referred to university advisors for career advice or counselling.

Information provision the university mainly relies on its IT infrastructure. The available functions though IT vary widely and are well developed.

**Considerations**
The panel evaluates the capacity of staff to provide tutoring as well as information for students as being sufficient. The system for tutoring and information provision is well developed. This standard is therefore assessed as satisfactory.

**Conclusion**
The panel assesses the standard 4.2 ‘Tutoring’ as satisfactory.

4.4.3 Concluding assessment of Theme 4 ‘Services’
The panel has assessed the two standards of the theme ‘Services’ as satisfactory. The panel therefore assesses the theme ‘Services’ as satisfactory.
4.5 Internal Quality Assurance System

4.5.1 Systematic Approach (Standard 5.1)

A system of internal quality assurance is in place, which uses verifiable objectives and periodical evaluations in order to take measures for improvement.

Outline of Findings
For the programme, Maastricht University has an elaborate quality assurance system in place:
– The educational process, including staff performance is periodically evaluated.
– The course content is evaluated both internally (curriculum committee) and externally (advisory board).
– The programme outcomes are monitored both internally (course success rates) and externally (ROA labour market monitor).
– The facilities are periodically evaluated.

The university has a system in place in which all above mentioned aspects of quality are measured and discussed as part of a quality cycle, using a "balanced scorecard like" system. Quality is monitored both at an operational level as well as on a managerial level.

Considerations
The panel assesses the quality assurance systems regarding the programme within Maastricht University as satisfactory. An elaborate system of internal quality assurance is in place, which uses periodical evaluations in order to take measures for improvement.

Conclusion
The panel assesses the standard 5.1 ‘Systematic Approach’ as satisfactory.

4.5.2 Involvement (Standard 5.2)

Staff, students, alumni and the relevant professional field will be actively involved in the internal quality assurance system.

Outline of Findings

Teaching Staff
The teaching staff is involved in evaluating education. The teaching staff evaluations have a place in the elaborate system of quality measurement and improvement.

Students and Alumni
Students are involved in several ways:
– formal involvement:
  – Maastricht UMC Board of Management (1 student advisor)
  – Faculty Council (9 student members)
  – Programme Education Committee (3 to 6 student members)
  – Management team (at least 2 student advisors)
  – Course Planning Group
  – Joint Student Discussion Body on Education, consisting of four student members, dealing with problems and questions relating to ICT, logistics and practical matters.
  – Regular meetings of students with the Dean.
  – Feedback on education and staff as part of the quality measurement system.
Since the programme has not yet started, there are currently no alumni. A position in the advisory board is foreseen for alumni.

Professional Field
The professional field is involved informally through internships contacts. The information file also mentions involvement of the professional field though the Advisory Board European Health. The responsibilities of the Advisory Board European Health are:

- To put forward suggestions for current and future Maastricht UMC+/FHML programme contents based on current developments emerging from the field of work, the labour market and policy arena;
- To monitor the content of evolving Europeanization within education and research programmes within FHML;
- To foster relevant research development within Maastricht UMC+/FHML;
- To systematically evaluate the quality of the European oriented educational programmes, within the Quality Assurance framework of FHML.

The Advisory Board consists of members who work for relevant agencies based in Maastricht, Luxembourg and Brussels.

Considerations
Involvement of staff and students is satisfactory. Involvement of alumni cannot yet be expected, since the programme has not yet started. The panel welcomes the foreseen involvement of alumni. As described in the information file, the involvement of the professional field is well organised. The panel was surprised to learn that during the site visit apparently no members of the Advisory Board were available. In addition, no “European employers” were present during the site visit. A broader representation of the professional field would have been appreciated. However, as the programme’s Advisory Board is in place, this aspect is nonetheless assessed as being satisfactory, based on trust that the information provided in the information file is accurate.

Conclusion
Since the panel has established that staff, students, alumni and the relevant professional field will be actively involved in the internal quality assurance system, the panel assesses the standard 5.2 ‘Involvement’ as satisfactory.

4.5.3 Concluding Assessment of Theme 5 ‘Internal Quality Assurance System’
The panel has assessed the two standards of the theme ‘Internal Quality Assurance System’. Both standards have been assessed as satisfactory. The panel therefore assesses the theme ‘Internal quality assurance system’ as satisfactory.

4.6 Conditions for Continuity
4.6.1 Guarantee to Complete the Programme (Standard 6.1)
The higher education institution ensures that its students can complete the programme.

Outline of findings
The information file states that “The Faculty Board guarantees that all students registering in any given year for the M-EPH programme will be able to work through the entire programme and upon successful completion will be awarded the MSc degree.”
Considerations
Based on the written statement in the information file Maastricht University ensures that its students can complete the programme.

Conclusion
The panel assesses the standard 6.1 ‘Guarantee to complete the programme’ as satisfactory.

4.6.2 Investments (Standard 6.2)
The proposed investments are sufficient to realize the programme (including the facilities and tutoring).

Outline of findings
In the preparatory phase the university invests 1.0 fte academic staff and 0.3 fte educational support staff. When the programme commences it will be financed on the basis of existing financial models operative within Maastricht UMC+/FHML. This model takes staff costs, operational costs and accommodation costs into account. Additional infrastructural investments are not expected. If the number of students will be higher than expected, additional funds will be allocated.

Considerations
Based on the university’s ample experience in developing new programmes, the panel is sufficiently confident that the proposed investments are sufficient, especially considering the possibility to allocate additional funds if necessary.

Conclusion
The panel assesses the standard 6.2 ‘Investments’ as satisfactory.

4.6.3 Financial Provisions (Standard 6.3)
The financial provisions to cover the projected deficit are sufficient to cover the initial losses.

Outline of findings
With regard to the financial provisions the information file states: “Apart from tuition fees, the programme will be financed via the system operated by the Dutch Ministry of Education, Culture and Science (OC&W). Given the fact that the national financing system (in which the vast proportion of financing is allocated on the basis of degrees conferred) operates with a delay of six year, financial losses in the start-up phase are unavoidable, irrespective of the structure of the business plan for the new programme. Faculty reserves and a subsidy from the UM Executive Board will enable the Faculty to provide the required pre-financing of the M-EPH programme”. Also included is a more detailed financial overview. In the running phase, the programme is estimated to be financially viable. Both cost and revenues are expected to total up to approximately half a million Euros (555 k€).

Considerations
The panel concludes that the financial provisions realistic and sufficient.

Conclusion
The panel assesses the standard 6.3 ‘Financial provisions’ as satisfactory.

4.6.4 Concluding Assessment of Theme 6 ‘Conditions for Continuity’
Since all three standards have been assessed as satisfactory, the panel assesses this theme, ‘Conditions for continuity’, as satisfactory.
5 Overview of the assessment

The evaluation panel presents its assessments per theme and per standard, as outlined in chapter 4, in the following table.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Assessment</th>
<th>Standard</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1 Aims and Objectives</td>
<td>Satisfactory</td>
<td>1.1 Subject-/ discipline-specific requirements</td>
<td>Satisfactory</td>
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<td></td>
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<td>1.2 Master level</td>
<td>Satisfactory</td>
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<td>1.3 Academic orientation</td>
<td>Satisfactory</td>
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<tr>
<td>2 Curriculum</td>
<td>Satisfactory</td>
<td>2.1 Academic orientation</td>
<td>Satisfactory</td>
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<td></td>
<td></td>
<td>2.2 Correspondence aims, objectives, curriculum</td>
<td>Satisfactory</td>
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<td>2.3 Consistency curriculum</td>
<td>Satisfactory</td>
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<td>2.4 Workload</td>
<td>Satisfactory</td>
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<td>2.5 Admission requirements</td>
<td>Satisfactory</td>
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<td>2.6 Credits</td>
<td>Satisfactory</td>
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<tr>
<td>3 Staff</td>
<td>Satisfactory</td>
<td>3.1 Requirements academic orientation</td>
<td>Satisfactory</td>
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<td></td>
<td></td>
<td>3.2 Quantity staff</td>
<td>Satisfactory</td>
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<td></td>
<td></td>
<td>3.3 Quality staff</td>
<td>Satisfactory</td>
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<tr>
<td>4 Services</td>
<td>Satisfactory</td>
<td>4.1 Facilities</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Tutoring</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>5 Internal Quality Assurance System</td>
<td>Satisfactory</td>
<td>5.1 Systematic approach</td>
<td>Satisfactory</td>
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<td></td>
<td></td>
<td>5.2 Involvement</td>
<td>Satisfactory</td>
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<tr>
<td>6 Conditions for Continuity</td>
<td>Satisfactory</td>
<td>6.1 Guarantee to complete the programme</td>
<td>Satisfactory</td>
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<td></td>
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<td>6.2 Investments</td>
<td>Satisfactory</td>
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<td></td>
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<td>6.3 Financial provisions</td>
<td>Satisfactory</td>
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Annex 1 – Composition of the Evaluation Panel

Chair
Prof. dr. G.P. (Peter) Vooijs, pathologist
Medical Director Institut MIRA, Institute for Biomedical Technology and Technical Medicine, University of Twente, the Netherlands.

Peter Vooijs studeerde geneeskunde met specialisatie in pathologie en promoveerde in 1971. Tussen 1976 en 2002 was hij verbonden aan de Radboud Universiteit Nijmegen als hoogleraar pathologie, afdelingshoofd, decaan en vice-voorzitter van de Raad van Bestuur van het Universitair Medisch Centrum. Van 1992 tot 2002 was hij lid, resp. voorzitter van het Landelijk overleg Decanen Medische Wetenschappen Nederland. Tussen 2002 en 2008 was hij Wetenschappelijk Directeur aan het Instituut voor Technische Geneeskunde van de Universiteit Twente. Sinds 2009 is Peter Vooijs Medisch Directeur van het MIRA, Institute for Biomedical Technology and Technical Medicine van de Universiteit Twente.

Member
Prof. PhD. MPH A. Krasnik
Professor at the Department of Health Services Research, Institute of Public Health, University of Copenhagen, Denmark.

Allan Krasnik obtained his medical degree (1971) and PhD degree (1976) from University of Copenhagen, and his MPH degree (1973) from Hebrew University. His main research interest is health services, research with special attention to prevention, evaluation of innovations and reforms and effects on access and utilisation patterns, etc. He is a member of The Nordic Cooperation Group for Health Services Research and programme director of the Master of Public Health programme at the University of Copenhagen.

Member
Prof. dr. L. Köhler
Professor at the Nordic School of Public Health, Goteborg, Sweden.


Member
Prof. dr. B. Caballero
Professor of International Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland, USA.

Benjamin Caballero is Professor of International Health at the Bloomberg School of Public Health, and Professor of Pediatrics at the School of Medicine, Johns Hopkins University. He has 20 years of experience as a scholar, researcher and leader in the area of child health and nutrition. He
obtained his MD from the University of Buenos Aires and his PhD (in neuroendocrine regulation) from MIT. He started his faculty career at Harvard Medical School, and moved to Johns Hopkins in 1990 to found the Center for Human Nutrition. Dr. Caballero is a recognized expert on the nutritional needs of children and adults, and on nutrient requirements in undernourished populations. He is actively involved in defining the research agenda and in training the next generation of global scientists. He is Chairman of the Board of Trustees of the Pan American Health and Education Foundation, in Washington, D.C., and member of the Board of Directors of the International Nutrition Foundation, in Boston, MA. In 2007 he received the Ancel Keys Prize for achievements in international public health.

**Member**
H. Hogan, M.Sc.
Clinical Lecturer and Course Director of the MSc Public Health at London School of Hygiene and Tropical Medicine, London, UK.

Helen Hogan joined London School of Hygiene and Tropical Medicine (LSHTM) in September 2006 following completion of public health training in the UK NHS. Prior to entering the world of public health she was a Family Doctor with an interest in professional education. She is a Course Directors for MScPH and an Educational Supervisor for the London, Kent, Surrey and Sussex Public Health Training Programme. She is a member of the LSHTM Quality and Standards Committee. Her research interests include healthcare quality improvement and patient safety.

**Member**
P. de Roos, MD
Recent graduate in Medicine, Free University Amsterdam (student-member)

Paul de Roos’ focus of his extracurricular activities was on student involvement, quality improvement and innovation of medical education on local, national and European level through a variety of projects and board positions. Roos also served as Medical Education Director in the European Board of the European Medical Students’ Association.

**Secretary**
D.C. (Duco) Duchatteau, MSc, MBA
Director/partner at LSJ Medisch Projectbureau, a consultancy firm for the Dutch healthcare sector.

Duco Duchatteau is director/partner at LSJ Medisch Projectbureau, a consultancy firm for the Dutch healthcare sector. Special emphasis in his consultancy work is on higher education in healthcare. In addition he holds a position as senior adjunct lecturer at Webster University Leiden. Part time student in the Doctorate of Business Administration programme at Bradford University School of Management. In the recent past he has served as acting secretary for several accreditation panels for the Accreditation Organization of the Netherlands and Flanders.

**Process coordinator**
M. Wera, MA, NVAO policy advisor
Annex 2 – Schedule of the Site Visit

The evaluation panel undertook a site visit on 13, 14 and 15 May 2000 as part of the assessment procedure.

**Wednesday May 13th 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>12.00</td>
<td>Preparatory meeting panel behind closed doors; Lunch and refreshments provided</td>
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<tr>
<td>15.30</td>
<td>Introducing Problem-based Learning</td>
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<tr>
<td>– 16.15</td>
<td>• Prof. Albert Scherpbier (Scientific Director Institute for Education at FHML)</td>
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<tr>
<td>16.15</td>
<td>Tour through the buildings and facilities</td>
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<tr>
<td>– 17.00</td>
<td>• Marieke Gerards and Lotte Weijst, bachelor students at FHML</td>
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<tr>
<td>17.00</td>
<td>Preparatory meeting panel behind closed doors (continued)</td>
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<td>– 18.30</td>
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**Thursday May 14th 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>09.00</td>
<td>Representatives Board MUMC* and Institute of Education at FHML, and McMaster University:</td>
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<tr>
<td>– 09.45</td>
<td>• Prof. Andrea Baumann (Associate Vice-President, Faculty of Health Sciences and Director of Health Services Research Unit, McMaster University)</td>
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<td></td>
<td>• Prof. Rob de Bie (Director Education ‘Health’ at FHML)</td>
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<td></td>
<td>• Prof. Frits van Merode (Vice-dean Maastricht UMC*)</td>
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<tr>
<td></td>
<td>• Prof. Albert Scherpbier (Scientific Director Institute for Education at FHML)</td>
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<tr>
<td>10.00</td>
<td>Representatives Research Institutes:</td>
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<tr>
<td>– 10.45</td>
<td>• Prof. Andrea Baumann (Associate Vice-President, Faculty of Health Sciences and Director of Health Services Research Unit, McMaster University) tbc</td>
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<td></td>
<td>• Prof. Nanne de Vries (Acting Scientific Director School for Public Health and Primary Care – CAPHRI)</td>
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<td></td>
<td>• Prof. Frederik-Jan van Schooten (Head Research line School for Nutrition, Toxicology &amp; Metabolism – NUTRIM)</td>
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<tr>
<td>11.00</td>
<td>Representatives Internal Quality Assurance System:</td>
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<tr>
<td>– 11.45</td>
<td>• Prof. Jan Hamers (Chair Educational Committee Health Sciences at FHML)</td>
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<tr>
<td></td>
<td>• Prof. Guido de Wert (Chair Educational Committee European Public Health at FHML)</td>
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<tr>
<td></td>
<td>• Ineke Wolthagen PhD (Deputy Director Institute for Education at FHML)</td>
</tr>
</tbody>
</table>
### 12.00 – 12.45
**Representatives Admission, Examination and Facilities:**
- Henk van Berkel PhD (Chair Board of Admissions at FHML)
- Jan Dallinga PhD (Chair Board of Exams at FHML)
- Cees Langerak MSc (Head Office for Education ‘Health and Life Sciences’ at FHML)

### 12.45 – 14.00
**Lunch and meeting panel behind closed doors**

### 14.00 – 14.45
**MSc European Public Health**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>14.00</td>
<td><strong>Staff responsible for the development, content and structure of the M-EPH programme:</strong></td>
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<tr>
<td>14.45</td>
<td>- Prof. Helmut Brand (Chair Dept. International Health)</td>
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<tr>
<td></td>
<td>- Tom Kuiper MSc (Policy Advisor Institute for Education)</td>
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<td></td>
<td>- André Meijer MSc (Programme Director MSc-EPH)</td>
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<td></td>
<td>- Peter Schröder-Bäck PhD (Co-programme Director MSc-EPH)</td>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>15.00</td>
<td><strong>Staff responsible for units 1 to 4 and the subsequent strands within the M-EPH programme:</strong></td>
</tr>
<tr>
<td>15.45</td>
<td>- Genz Burazeri PhD (Staff member Dept. International Health)</td>
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<td></td>
<td>- Kasia Czabanowska PhD (Staff member Dept. International Health)</td>
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<tr>
<td></td>
<td>- Silvia Evers PhD (Staff member Dept. Health Organisation, Policy and Economics)</td>
</tr>
<tr>
<td></td>
<td>- Ine van Hoyweghen PhD (Staff member Dept. Health Ethics and Society)</td>
</tr>
<tr>
<td></td>
<td>- Peter Schröder-Bäck PhD (Co-programme Director MSc-EPH)</td>
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<tr>
<td></td>
<td>- Tobias Schulte in den Bäumen PhD (Staff member Dept Social Medicine)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>16.00</td>
<td><strong>Staff responsible for units 5 to 8 and the subsequent strands within the M-EPH programme:</strong></td>
</tr>
<tr>
<td>16.45</td>
<td>- Prof. Helmut Brand (Chair Dept. International Health)</td>
</tr>
<tr>
<td></td>
<td>- Stephan van den Broucke PhD (Staff member Dept. International Health)</td>
</tr>
<tr>
<td></td>
<td>- André Meijer MSc (Programme Director MSc-EPH)</td>
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<tr>
<td></td>
<td>- Kai Michelsen PhD (Staff member Dept. International Health)</td>
</tr>
<tr>
<td></td>
<td>- Valéria Lima Passos PhD (Staff member Dept. of Methodology and Statistics)</td>
</tr>
<tr>
<td></td>
<td>- Peter Schröder-Bäck PhD (Co-programme Director MSc-EPH)</td>
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>17.00</td>
<td><strong>Representatives of the work field in Global Health and European Public Health:</strong></td>
</tr>
<tr>
<td>18.00</td>
<td>- Peter Achterberg PhD (Team leader International at the National Institute for Public Health and the Environment in Bilthoven – NL)</td>
</tr>
<tr>
<td></td>
<td>- Representative of the Academic Collaborative Centre for Public Health in Maastricht – NL</td>
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<tr>
<td></td>
<td>- Brigitte van der Zanden MSc (BZ Consultancy in Maastricht – NL)</td>
</tr>
<tr>
<td></td>
<td>- Aisha Omar Maulana MA (Head of Health and Social Services, Kenya Red Cross Society)</td>
</tr>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting panel behind closed doors</th>
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</table>
### Friday May 15th 2009

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td>12.00</td>
<td>Lunch together with BSc students with the desire to enrol in one of the MSc programmes:</td>
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<tr>
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<tr>
<td>13.30</td>
<td>• Sanne van Lieshout</td>
</tr>
<tr>
<td></td>
<td>• Vivian Stoffels</td>
</tr>
<tr>
<td></td>
<td>• Lonneke Timmermans</td>
</tr>
<tr>
<td></td>
<td>• Roy van Veldhuizen</td>
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<tr>
<td></td>
<td>• Timo Clemens</td>
</tr>
<tr>
<td>13.30</td>
<td>Meeting panel behind closed doors</td>
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<td>–</td>
<td></td>
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<tr>
<td>16.00</td>
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</tbody>
</table>
Annex 3 – Documents Reviewed

File of Information for accreditation of the Master of Science in European Public Health. Maastricht University Medical Centre+ / Faculty of Health, Medicine and Life Sciences, January 2009.

Documents available during site visit
- informatiedossier doelmatigheidstoets OC&W “Master of Science Programme in European Public Health”, MUMC+/FHMLS, maart 2009
- Focus and Care chains, research and top/level specialized Medical Care at Maastricht UMC+, Universiteit Maastricht, Academisch Ziekenhuis Maastricht, 2007
- Continuïteit en samenhang, Continuity and Coherence, Profile of the Faculty of Health, Medicine and Life Sciences; Universiteit Maastricht [no date]
- Leading in Learning, Based in Europe, focussed on the world; Maastricht University [no date]
- Inspired by talent, Strategic Programme 2007-2010; Universiteit Maastricht
- Brochure Bachelors in Maastricht 2009; Universiteit Maastricht 2009
- Brochure Master’s programmes 2009; Universiteit Maastricht 2009
- Student Handbook 2008-2009, Faculty of Health, Medicine and Life Sciences; FHMLS no date
- Student charter Universiteit Maastricht; Universiteit Maastricht May 2008.
- Mobilising Minds, Towards talent-driven HR management; Maastricht University (draft version 13.05.09)

Documents received during the site visit:
- Appendices A and B to Education and Examination Rules for the Master of European Public Programme.
  - Relevant University programmes for admission to the European Public Health Master’s programme
  - Relevant Bachelor degree programmes from Dutch or Flemish Professional Education programmes (HBO, minimum 240 ECTS) for admission to the European Public Health Master’s programme
- Basic Literature M-EPH (provisional)
- Some additional resumes
- Powerpoint presentation handout: “Master of Science in European Public Health (M-EPH), Maastricht University, 14 May 2009.
- Information sheet “Coherence of M-EPH – The Magic of Integration!”
### Annex 4 – List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ba</td>
<td>bachelor</td>
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<tr>
<td>B-EPH</td>
<td>Bachelor of Science in European Public Health</td>
</tr>
<tr>
<td>ECTS</td>
<td>European Credit Transfer System</td>
</tr>
<tr>
<td>EPH</td>
<td>European Public Health</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>FHML</td>
<td>Faculty of Health, Medicine and Life Sciences</td>
</tr>
<tr>
<td>fte</td>
<td>full-time equivalent</td>
</tr>
<tr>
<td>hbo</td>
<td>hoger beroepsonderwijs / professional education</td>
</tr>
<tr>
<td>ma</td>
<td>master</td>
</tr>
<tr>
<td>M-EPH</td>
<td>Master of Science in European Public Health</td>
</tr>
<tr>
<td>MSc</td>
<td>Master of Science</td>
</tr>
<tr>
<td>MUMC+</td>
<td>Maastricht Universitair Medisch Centrum Maastricht University Medical Centre</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
</tr>
<tr>
<td>NVAO</td>
<td>Nederlands-Vlaamse Accreditatieorganisatie Accreditation Organisation of the Netherlands and Flanders</td>
</tr>
<tr>
<td>PBL</td>
<td>Problem Based Learning</td>
</tr>
<tr>
<td>QANU</td>
<td>Quality Assurance Netherlands Universities</td>
</tr>
<tr>
<td>ROA</td>
<td>Research Centre for Education and the Labour Market</td>
</tr>
<tr>
<td>TNO</td>
<td>Toets Nieuwe Opleiding / Initial Accreditation</td>
</tr>
<tr>
<td>UM</td>
<td>Universiteit Maastricht / Maastricht University</td>
</tr>
<tr>
<td>UMC</td>
<td>Universitair Medisch Centrum / University Medical Centre</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organisation</td>
</tr>
<tr>
<td>wo</td>
<td>wetenschappelijk onderwijs / academic education</td>
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</tbody>
</table>
The initial accreditation panel report has been ordered by NVAO for the assessment of the Master of Science in European Public Health programme of Maastricht University.

Accreditation Organisation of the Netherlands and Flanders (NVAO)
Parkstraat 28
P.O. Box 85498 | 2508 CD DEN HAAG
T 31 70 312 23 30
F 31 70 312 23 01
E info@nvao.net
W www.nvao.net

Application number #3540