

Cover note University Council

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Details		
Topic		NVAO-application for accreditation (' <i>Toets Nieuwe Opleiding</i> ') MHBA
To be discussed before		19 december 2023
Author / Section		Wink / AZ
Handled by (to be invited to the Task Force TF)		Marloes van Dort
Date		15-11-2023

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Context / Reason
<p>History</p> <p>The Executive Master of Health Business Administration (MHBA) started in 2003 as a postgraduate course. The MHBA program was accredited in 2009 by the Foundation for International Business Administration Accreditation (FIBAA). The program awards the Master's degree on the basis of this foreign accreditation. This accreditation was extended in 2014 and recently in 2021. In 2020, the training came to the attention of the inspectorate because the recognisability principle was not met. The program did not communicate sufficiently clearly that the master's degree was awarded on the basis of foreign accreditation. The inspectorate asked questions about this in a letter dated November 2020. Sufficient follow-up has been given to this.</p> <p>With an NVAO accreditation, the program aims to meet the needs of (prospective) students to be able to obtain a recognized Dutch master's degree (MSc) based on the WHW. The program also seeks to align with the EUR Strategy 2024 to place more emphasis on the social added value of training, by bringing knowledge to society and offering training in which theory and practice form an inspiring context for learning. Also based on the ambitions of ESHPM, formulated in the strategic plan 2020-2024 'Leading & Connecting', it is a logical step to have the MHBA accredited by the NVAO as a post-initial training course and to achieve further embedding in ESHPM.</p>
<p>AZ response</p> <p>AZ was already informed in the spring of 2019 about the intention to have the course accredited by NVAO, but it took until spring 2023 before concrete steps were announced to AZ. On September 15, AZ received a solid 90% version of the TNO file. The file describes the 3 standards of the limited framework that are usual for a TNO. Because the course has been around for 20 years, it is not unthinkable to describe the course using 4 standards (also achieved final level). The program justifies the choice to describe the ZER over three standards because the design of the final projects has been revised in such a way that the current final works do not provide a good representation of the expected final works under accreditation by the NVAO.</p>

AZ has provided feedback on the admission requirements that have not been sufficiently explicitly operationalized in the ZER. To this end, AZ has provided the master admissions framework with the advice to further develop this in the OER.

Faculty Council response

The Faculty Council asked to further elaborate on the following aspects:

- Distinctiveness compared to the part-time Healthcare Management course (ZoMa)
- Scientific embedding

Pro-Deans response to the FC

- A brief sentence has been added to the information file about how the MHBA relates to other master's degrees, including Healthcare Management. The differences between MHBA and comparable courses are also discussed. In our preparation for the visit of the assessment committee, we will ensure that we are well prepared for any questions and, if necessary, provide additional information to make the distinction between MHBA and ZoMa clear. The main differences we identify are:

Program:

- Target group: entry requirements and career stage (MHBA requires at least 5 years of work experience in the healthcare domain after the first higher education diploma, of which at least 3 years at a strategic level).
- MHBA is primarily focused on practical applicability and the role of case studies is proportionately greater than in the ZoMa.
- MHBA is a business administration program for healthcare, while ZoMa focuses on general healthcare management.
- Leadership development receives more attention in the MHBA.
- MHBA prepares for an ultimately responsible position (such as senior manager, director and/or director), while ZoMa prepares for a management position in general.
- Education (contact moments) is organized differently in the MHBA: multi-day teaching moments at an external location, a lot of attention to formal and informal exchange & intervention.

Final objectives:

- MHBA is not about advice (attainment term 2 of ZoMa) but about acting on your own based on a well-founded vision.
 - The MHBA final objectives pay specific attention to effective and visionary leadership (including final term 5).
 - In ZoMa there is more emphasis on being a good researcher (attainment 3); in MHBA, the emphasis is more on integrating research and practice to see the value of scientific research in practice.
 - Both courses aim to achieve a multiple perspective (final term 1 of both courses); the disciplines/knowledge areas from which we draw have differences (in emphasis).
 - Within ZoMa, skills (attainment term 4) are more focused on understanding, in MHBA the explicit goal is to act based on that understanding and become more effective at it.
 - In MHBA, less attention is paid to developing professional skills in the final terms than in ZoMa (the MHBA admission requirements include the fact that students already possess these skills).
- The MHBA has focused on academic skills from the start. This is interwoven within all modules in education. The test matrix shows that final qualifications 2 and 3 appear in several modules. Continuous (minor) adjustments are made to improve the attention paid

to academic skills within modules; this is a continuous improvement process. Currently, in the context of the NVAO trajectory, the program sees two areas in which a larger change can be implemented to strengthen scientific embedding: the design of (guidance in) the thesis trajectory and tightening of the admission requirements. These two points are mentioned as such in the file.

Jurisdiction UC / Question to the UC

Right to advise: Advise on application for accreditation new programme and registration in the national register of officially recognised and accredited Higher Education programmes (CROHO), article 8-1-m URR.

Short Summary

File summary

The MHBA TNO file is a solid and easy to read file. The file makes it clear what the program trains for, how the program tests whether its students meet these requirements and how the teaching-learning environment facilitates students to successfully complete the tests (constructive alignment). In addition, an implicit and explicit connection is made with the vision and strategy of the faculty and the institution (strategic alignment).

- Standard 1:

The MHBA is a two-year, executive master's degree worth 60 ECTS, which is offered part-time. The aim of the course is to provide participants with knowledge, insights and skills in the field of strategic and business management in healthcare, and to contribute to the development of a personal vision of the future of healthcare and a personal leadership style, so that they are helped to fulfill their strategic and/or ultimately responsible function in healthcare. The objectives have been translated into ILOs. Objectives of the courses are aligned with the professional field.

- Standard 2:

The curriculum is explicitly linked to the ILOs. The way in which education is provided is in line with the wishes of the target group (clustered meetings). The didactic education is also tailored to the target group, most of whom need academic deepening of the often already existing practical knowledge of healthcare policy and management. The interaction between theory and practice is central to education. The current scientific knowledge from the meetings and literature is always directly linked to processing assignments that the participants carry out in their own organization. To guide participants in the MHBA in their development process, a lot of attention is paid to personal feedback and guidance, reflection and mutual exchange. Many of the course's lecturers work as lecturers or researchers at sections of ESHPM, EUR faculties or other organizations within or outside healthcare. The admission requirements are stated in the OER, which is not yet completed. AZ has informed the program about the Master's admission framework.

- Standard 3:

ESHPM has a new assessment vision that will be translated into assessment policy in 2023-2024. The MHBA's basic principles are that testing is an integral part of education and an important part of the learning process. A good testing policy is also important from a quality perspective. Testing has an evaluative function, provides information about the progress of participants and provides important feedback that contributes to a positive impact on learning. We work on the principle of constructive alignment, so that the final qualifications, learning objectives per module, teaching

material and testing are aligned. Test plan and assessment system are available. The design of the final projects has been revised to strengthen the academic level. The ESHPM Examination Board guarantees the quality of the assessment.

Follow-up process

After the University Council has given its approval, the accreditation files will be formally submitted to NVAO for a peer review panel assessment of the new programme ('Toets Nieuwe Opleiding') to be carried out, aimed at acquiring accreditation.

Specifics

As these initiatives concern post-initial ('onbekostigde') master programmes, no CDHO application macro-efficiency is required. The programme is already part of EUR's portfolio. This step towards accreditation by NVAO is an improvement compared to the accreditation by FIBAA.

Documents to be attached

Informatiedossier TNO MHBA v1.8 12102023 voor CvB en U-raad
230925_ESHPM Council_Memo advies TNO MHBA
231101_Decaan_Beantwoording vragen ESHPM Council_MHBA TNO