Decision of the FIBAA Certification Committee for Continuing Education Courses

11th Meeting on 10 February, 2016

Project Number:	14/053
Higher Education Institution:	European Palliativ Care Academy: Robert Bosch Stiftung, Germany Department of Palliative Medicine, University Hospital of Cologne, Germany Nicolaus Copernicus University, Torun, Poland Hospice Casa Sperantei, Brasov, Romania King's College London, Cicely Saunders Institute, UK
Course:	Leadership Course

The FIBAA Certification Committee for Continuing Education Courses has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) of the "Special Conditions for awarding the FIBAA Quality Seal for Continuing Education Courses", the continuing education course is certified.

Period of Certification: 10 February 2016 until 10 February 2021

The FIBAA Quality Seal is awarded.

Assessment Report

Institution:
Robert Bosch Stiftung, Germany
Department of Palliative Medicine, University
Hospital of Cologne, Germany
Nicolaus Copernicus University, Torun, Poland
Hospice Casa Sperantei, Brasov, Romania
King's College London, Cicely Saunders Institute, UK

Continuing Education Course:
European Palliative Care Academy (EUPCA) –
Leadership Course

Intended Level According to European
Qualification Framework (EQF):
7

Brief description of the continuing education course:
The EUPCA's leadership course is a cooperation course of Robert Bosch Stiftung, the Department of Palliative Medicine of the University Hospital of Cologne, the Nicolaus Copernicus University Torun, the Hospice Casa Sperantei in Brasov, King's College London and Cicely Saunders Institute. The course aims at emerging palliative care leaders of all professional backgrounds from across Europe and teaches crucial subjects of palliative care on Master's level.

Date of opening of the procedure:
January 21st, 2015

Date of filing the self-assessment report:
July 10th, 2015

Date of on-site visit:
September 29th, 2015

Type of certification:
Certification

Mode of study:
Part time

Initial start of the Programme:
September 2013

Start of course cycle:
September

Capacity load:
20

Student intake:
20

No. of ECTS points assigned to the Course:
27

Hours (workload) per Credit point:
25

Intended level according to European Qualification Framework (EQF):
7

Date of the Meeting of FIBAA-Certification Commission:
February 10th 2016

Resolution:
Panel recommendation: The certification of the course is subject to no conditions and is valid for five years.

Duration of Certification:
February 10th 2016 until February 10th 2021

Conditions:
none

Project Manager:
Dr. Peter Hesse

Panel Members:

Prof. Dr. habil. Dr. h.c. mult. Joachim Hentze
Technische Universität Braunschweig
Professor für Betriebswirtschaft und Unternehmensführung

Prof. Dr. Siegfried Walch
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Leiter der Studiengänge Nonprofit-, Sozial- und Gesundheitsmanagement (BA) sowie
International Health Care Management (MA)

Prof. Dr. Jochen Breinlinger-O'Reilly
Hochschule für Wirtschaft und Recht Berlin
Professor für Management im Gesundheits- und Sozialwesen

Dr. Heike Caspari
GS Elektromedizinische Geräte GmbH
Director Human Resources

Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit as well as the statement of the European Palliative Care Academy to the assessment report dated January 21st 2016.

The Leadership course of the European Palliative Care Academy fulfils the FIBAA quality requirements for certified continuing education courses and can be certified by the Foundation for International Business Administration Accreditation (FIBAA). It meets the demands of level 7 of the European Qualifications Framework for lifelong learning (EQF), has a modular structure and assigned ECTS points.

The panel members identify development potential for the course regarding the following:
- The course's objective should be strengthened with regard to sharpen the analytical skills of participants (see chapter 1.1),
- The skills of the persons forming the steering committee should cover the aspects of leadership, change management and policy (see chapter 4.1.1).

The measures the HEI eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-certification.

Furthermore, a set of criteria exists, which exceed the quality requirements:
- International orientation of the course (see chapter 1.2),
- practical business experience of the teaching staff (see chapter 4.1.5),
- process organisation and administrative support for students and teaching staff (see chapter 4.2.2),
- cooperation with academic institutions or enterprises (see chapter 4.4).

For the overall assessment please refer to the quality profile at the end of this report.

Details on the institution

The European Palliative Care Academy (eupca) is an institution which is run under the aegis of the Robert Bosch Stiftung by four academic centres. These are:
- The University Hospital of Cologne offers medical care in 59 specialist clinics and clinical institutes. In 1983, the first unit for palliative care in Germany was established there, seated in the Mildred-Scheel-Haus.
- The Nicolaus Copernicus University in Torun is the largest university in northern Poland. It is composed of 20 faculties including three medical faculties.
- King's College London is a research-led university based in London. It has more than 24.000 students from 150 countries. The Cicely Saunders Institute of Palliative Care opened in May 2010 as a result of a partnership between King's College London and the charity Cicely Saunders International.
- Hospice Casa Spreantei is the largest non-governmental medical charity in Romania. It has been active in the field of palliative care since 1992 and was designated in 2003 as Centre of Excellence and model for palliative care services and education in Central-Eastern Europa and Asia. It provides free-of-charge palliative care services to over 12.500 adults and children. Since 1997 Hospice Casa Sperantei has been promoting palliative care at national and regional level, by education programmes. Over 14.000 professionals from Romania and 18 countries in the region have attended education programmes in palliative care.

Established in 1964, the Robert Bosch Stiftung is a German foundation associated with a private company. It represents the philanthropic and social endeavours of Robert Bosch (1861-1942) and fulfills his legacy in a contemporary manner. The Robert Bosch Stiftung works predominantly in the fields of international relations, health and education. The funding of the Robert Bosch Stiftung makes it possible to offer the current Leadership Course at a reduced rate. Furthermore the participants get a study grant covering the costs of the rate and of travelling and accommodation.

The eupca's leadership course aims at emerging palliative care leaders of all professional backgrounds from across Europe. Thus each of the academic centres offers one teaching week, so that participants visit all four institutions over the duration of course.

Further development of the course, statistical data and evaluation results

The course has taken place once yet. It ran from September 2013 to May 2015. There were 51 applications for the 20 places of the course. Applicants came from 24 European countries, equally distributed between Eastern and Western Europe. Of which were 26 doctors of medicine, 11 nurses, 5 health managers, 3 social workers, 1 sociologist, 1 health care academic, 1 speech therapist, and others. Among the 51 applicants were 39 women and 12 men.

Of the 20 participants of the programme were altogether 7 professions, as there were physicians, 6 nurses, 1 educator, 1 manager, 1 sociologist, 1 social worker, 1 health care academic. They came from 14 countries in Eastern and Western Europe.

No grades were given for the graduates of the first course. However there were assessments to pass for completing the course. 95 percent of the participants completed the course. Only one student failed to submit a final assignment.

Both an internal and an external evaluation have been carried out. The feedback from participants was predominantly positive concerning aspects such as content, structure and organisation as well as the coordination of the course. Due to the feedback from the evaluation, the following changes have been made to the structure of the course:

The module Teamwork has also been restructured. In the module Personal Development, the number of taught models has been reduced and the practical aspects increased. For the module Project Management more Skype conferences will be organized between the course weeks in order to improve the mentoring of the personal projects.

Rating

The development of the course is to be considered positive. For the 20 places there were for both courses over 50 applications each. The applications are well mixed as they came from 14 European countries and seven professions which is in line with the general aim of the course to be as well a place of exchange of opinions. The success rate of the first course is high, as 95 percent of the participants completed the course. An unmistakeable learning success is therefore given. In view of an external evaluation there is potential for optimisation which has been carried out in parts yet.

Description and appraisal in Detail

1 STRATEGY AND OBJECTIVES

1.1 Logic and transparency of course objectives (Asterisk Criterion)

The overall aim of the course is to support future leaders in the field of palliative care, especially medical doctors, nurses and health managers, in developing the skills, abilities and expertise to advance palliative care across Europe and to address future challenges in the field.

As palliative care is a relatively new area in health care, the course aims to broaden participants' horizons with insights into different healthcare systems and local best practice, helping them to learn from diversity and similarities, and enabling them to acquire comprehensive knowledge of the topics covered.

Participants
- are enabled to progress organisations and team members in a responsible, reflective and targeted manner to allow them to handle complex situations,
- acquire skills in allocation and resource management especially to successful manage complex situations,
- get knowledge of the national and international context of palliative care, the different social and organisational systems and policies across different settings and countries and are helped to advance their personal development for assuming leadership.
- achieve the specially required skills in palliative care from renowned academic institutions in this field in Europe.
- are equipped with specialist and cutting-edge knowledge and skills in project management, teamwork, research and advocacy in order to find solutions for complex problems within their organisation and/or region, to define manageable, measureable goals and gain all relevant knowledge to plan a project in accordance with state-of-the-art methods.
- are authentic leaders and have developed self-awareness concerning their own strengths and weaknesses. They develop their own leadership style and know the essential principles of how to further develop productive relationships with colleagues and their organisations. Moreover they ensure proper cooperation and team effectiveness.
- act independently and responsibly as an authentic leader in order to further develop the institution's service in a strategic manner and assume responsibility to lead their own team in order to achieve strategic objectives of the service.
- are able to identify, recognise and prioritise clinical issues and problems that warrant palliative care research and to identify and apply appropriate research methods to address palliative care related issues. Furthermore they are able to design research studies to address issues in palliative care. Thus they also have acquires specialised skills to critically judge whether conclusions drawn from research studies are justified.

The course is taught by lecturers who operate and teach at level 7 in study programmes. Contents and learning outcomes are derived from an existing Master programmes in Palliative Care, Psychology, Pedagogy or Advocacy, which can be studied at the universities of the partner institutions in Cologne, Torun and London.

The course gives a detailed and comprehensive theoretical foundation as well as practical skills concerning the different parts of conducting successful projects in palliative care. Participants have to think independently and to develop solutions for their special project, which has to be completed during the course. The course aims that participants critically appraise and scrutinise different approaches and actively involve course participants during their process of learning.

An evaluation is carried out for each course week by the participants. An impact assessment follows the students from the first cohort and their development over the next few years.

Rating:

The objective of the EUPCA course is consistent in relation to the targeted group of future palliative care leaders and to the personal development in the targeted professional field. The objectives contain academic proficiency and to a high extend the development of the individual participant's personality which is crucial in the field of palliative care. The objective embrace comprehensive employability, as the already employed participants should further develop their skills on the field of palliative care. The course objectives are based on learning outcomes specific for the field of palliative care. They are in line with the level of the qualification to be awarded on completion. The intended level of the programme according to the European Qualification Framework (EQF) is 7. That means that the participants have highly specialised knowledge, some of which is at the forefront of knowledge in the field of palliative care, as the basis for original thinking. Graduates have gained problem-solving skills required in innovation in order to develop new knowledge and procedures. They manage and transform work contexts that are complex and require new strategic approaches. They take responsibility for contributing to professional practice and for reviewing the strategic performance of teams. The objective to work scientifically is formulated. Nevertheless the panel recommends to strengthen the objective with regard to sharpen the analytical skills of participants. When defining the learning objectives, the institution also takes into account the findings of internal and external evaluations.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1. **Strategy and Objectives**					
1.1* Logic and transparency of course objectives			X		

1.2 International orientation of the course

The course aims to develop leaders equipped with necessary competencies to advance palliative care across Europe. Therefore participants are able to:
- examine the development and organisation of palliative care and policy across different settings and countries.
- interact effectively with a range of professions and agencies internationally.
The course is run by five institutions from four different European countries and is aimed at palliative care professionals from all countries in Eastern and Western Europe. It is one objective of the course to promote the exchange of palliative care professionals with the potential to become leaders in their communities in Europe. The mix of nationalities within the course allows participants the chance to gain a more international perspective of palliative care on a European level and to gain skills in conducting projects, team leading and to broaden the field of palliative care, especially in less developed countries through the exchange between East and West. Furthermore the course aims to establish contacts with other professionals outside of the home nation of the individual participant and to establish step by step a network. The intercultural experience exchange when visiting the academic institutions but also between the participants, all serve to further support the participant's employability in their national or international context. Thus the course enables participants to work at an international level and providing experience and skills to meet counterparts from other countries, in order to further develop palliative care in Europe.

Rating:

The programme's objectives all have clearly a strong international link. Learning outcomes put an emphasis on internationality as well as it promotes an exchange with regard to palliative care on an international level. An international perspective is the overall basis of the course. Therefore, participants are definitely enabled to acquire knowledge and develop skills to competently handle international projects. The further career of participants is sustainably promoted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
1. Strategy and Objectives					
1.2 International orientation of the course		X			

1.3 Positioning of the course

One aim of the course is to enhance palliative care in Europe by contributing to closing the gap in further education. As Palliative Care is a young subject in the field of medicine there are not many courses offered.

In order to position EUPCA vis-à-vis other leadership programmes in palliative care, comparable provision was researched with the result that there is no other similar programme fulfilling the central criteria
- to teach skills to participants who qualify as leaders and have at least three years professional experience in palliative care,
- to go beyond considering palliative care in medical terms but multi-professional,
- to address experts from whole Europe.

Key competences taught in the course increase the employability of participants as there are theoretical competencies in the modules personal development, project management, research, teamwork and advocacy as well as local best practice. The taught elements were selected on the basis of the King's College online survey in which European experts evaluated the educational market gap for the planned topics and offered opinions on the structure of the course.

A further advantage is that participants can complete the course parallel to their work. Furthermore, they conduct a project in their institution. Thus, there is a synergy effect by both completing the course and working. With regard to the international job market the four partner institutions are renowned clinical and academic centres for Palliative Care. Furthermore, the course is conducted with support of the European Association of Palliative Care (EAPC). Moreover, there is an increasing demand for palliative care because there has been an overall social development changing the attitude towards illness and dead. Furthermore, European societies are ageing and also increase the trend towards Palliative Care.

The course fits in the different strategies of the institutions by which it is run:

One objective of the Robert Bosch Stiftung is to contribute to overcoming the challenges in health care systems, which are a result of increasingly scarce human and financial resources, changes in demographics, and the growing number of chronically ill patients. There is a long tradition in the work of the Robert Bosch Stiftung to accompany and support initiatives of training and education of health care specialists and their collaboration with one another. In the field of palliative care the foundation has been active for over 20 years in Germany and more recently in Eastern Europe.

The medical faculties of the Universities involved in the course are committed to education and further training. The close connection between medical care, research and teaching allows for an optimal experience based learning environment for all learner groups. The universities

involved and their various institutions offer education and training programmes for physicians, nurses and other occupational regarding potential applicants to the course. Among these training programmes are also courses on specific topics in palliative care, which are the result of the strategy of the universities. They have set the goal of making an active contribution to palliative care, its improvement and as there are not many opportunities on this field they aim to fill this gap for the whole of Europe

Rating:

The academy distinguishes the programme on the education market by defining its goals and by outlining its characteristics. The profile and the competence goals are such that the programme can compete on the education market as well as on the job market. Fields of employment are described in a plausible manner and correspond to a demand, which is clearly given. The way in which the programme is incorporated into the Robert Bosch Stiftung and the partner institutions overall strategy is described. It is directly related to other programmes on the field of medicine run by the partner institutions. As it is a course for already employed participants who have professional experience it is an offer corresponding with the concept of Life Long Learning.

		Exceptional	Exceeds quality requirement	Meets quality requirements	Does not meet quality re-quirements	n.r.
1.	**Strategy and Objectives**					
1.3	Positioning of the course					
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy			X		

2 ADMISSION

In the study regulations of the course it is laid down in § 4 that "professionals from Europe who are – by training and work experience – specialists in palliative care according to the understanding in their respective countries of residence can apply for this programme. The professional background (e.g. education, medicine, nursing, social, spirituality, therapy) of the applicant is irrelevant. Applicants should have at least three years of full time work experience in palliative care or related subject. As the course is addressed to future leaders in palliative care, applicants should prove that they are an active palliative care expert in their country. The course is on a post-graduate level. The academic potential can be proved by graduate or equivalent qualifications and certificates. Applicants need a good working knowledge of English to attend the course (level B2 Common European Framework of Reference for Languages/CEFR test). This ability is assessed by written skills and during a phone interview, structured by an interview guideline and in accordance with B2-level criteria, conducted by members of the steering committee which includes native English speakers."
The Academy has defined General Terms and Conditions for the relationship between itself and the participants. They include the obligations of the Academy: the general contents of the curriculum, the funding provided by the Robert Bosch Stiftung as there is the Scholarship, the travel and accommodation grant, hotel expenses, time and place of the course weeks, the study grant and its rules of reimbursement of travel and accommodation costs. Moreover, they include the obligations of the participant: attendance and course work, travel visa and

insurances, absence, confidentiality and copyrights, reimbursement of allowances, assessment and certificates. The terms and conditions has to be signed by the participants. Furthermore, the employers of the applicants have to sign a statement of intent and state that they will support the application of the employee and will release him from work of being present at the four course weeks.

Rating:

The target group of the course is characterised on the basis of previous knowledge, experience, and educational level. The target group of participants has been chosen in accordance with the objectives of the course. The admission requirements are defined, coherent and transparent as they are published in a legally binding document. They take the specific characteristics of the heterogeneous target group into account and support the achievement of the course objectives. General terms and conditions have to be signed as a contract between the provider and the participant. Furthermore, the approval of the employer is ensured. Therefore, rights and obligations of both parties are established and are known to both parties and the employer. Thus, transparency and legal certainty exist.

|		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.	**Admission**					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		

3   IMPLEMENTATION

3.1 Structure

The course consists of the modules as they are given in the following table:

Module	Composition	Hours	Total Hours	ECTS
Personal Development	Sessions	22	77	3
	Pre modular	5		
	Continual work	25		
	Essay	25		
Project Management	Sessions	38	377	15
	Skype + preparation	21		
	Project plan/Log book	20		
	Leading project	180		
	Project report	45		
	Observation Week	40		
	Observation Week preparation	30		
	Observation Week report	8		
Research	Sessions	25	56,5	2
	Pre modular	6,5		
	Assessment	25		
Teamwork	Sessions	25	75	3
	Pre modular	25		
	Follow up	5		

	Assessment	20		
Advocacy	Pre modular	25	75	3
	Sessions	25		
	Assessment	25		
Local Best Practice	Sessions	16	25,5	1
	Essays	9,5		
TOTAL			**686**	**27**

They are studied as the following plan shows:
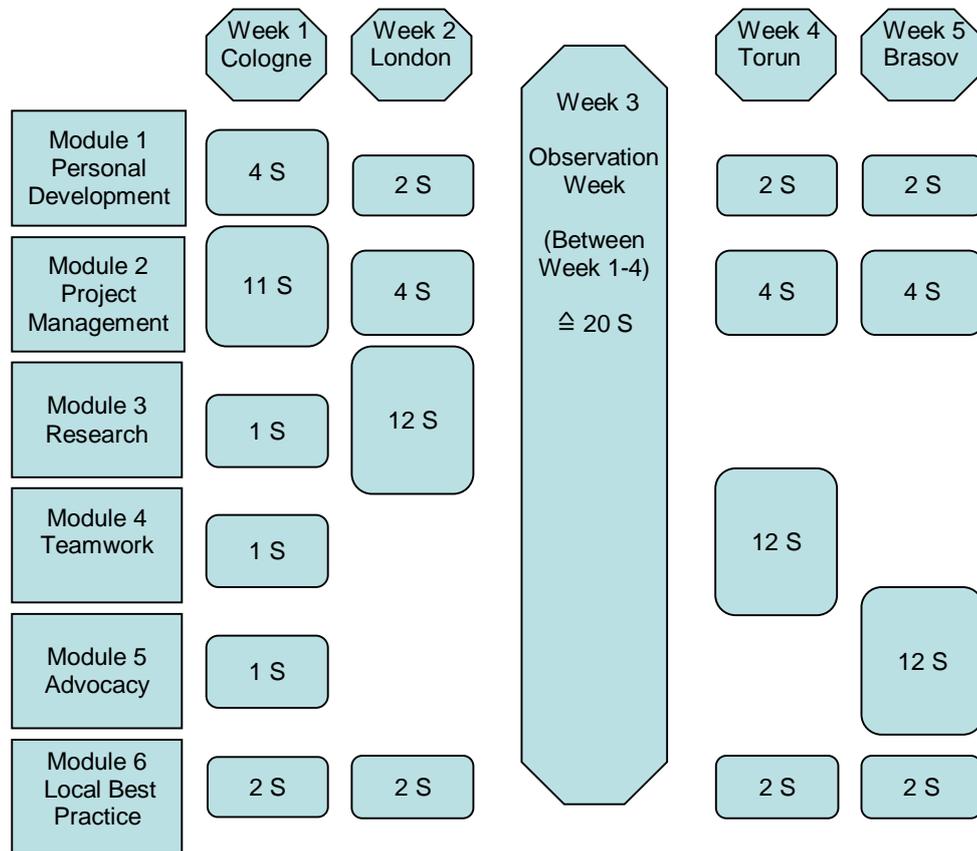
Each week is a time of intense learning as it contains 40 contact hours. Together with continuous assignments and a personal project the course comprises of 686 hours and is to be completed within 1.5 years. As one CP is defined to hold 25 hours the course is credited with 27 CP in total as it is laid down in § 5 and 6 of the study regulations. As it enables participants to continue their work in their place of employment in palliative care it is a part time course. The course is divided up into four weeks of attendance, one at each of the academic centres. The fifth week is an Observation Week with local best practice according to their personal project which is to be carried out by the participant at an institution of their choice between the first and the last course week. During the course weeks the modules are taught, each week with a main focus on a special module. The modules are: Personal Development, Project Management and Local Best Practice. Together with a diploma a certificate supplement is given when the course is completed. It contains a description of the course in English and the final grade.

The course begins with an introduction into each of the five upcoming modules so that participants gain insight into what they should expect from the following 1.5 years. Five of the six modules of the course are taught across the four weeks of the course, whereas each week places emphases. During the first week the focus is on Project Management to provide the participants with the theory and practical skills necessary to implement a project and to give the personal project plans a realistic start. The second course week focuses on Research to

expand the participants' skills in scientific working, which are existential to further develop and evaluate the project ideas with gained scientific skills. The third week is the observation week. It is part of the module Project Management. The fourth week is dedicated to Teamwork, because it is the point of time of the project status to reflect and improve collaborations. The fourth week is dedicated to Advocacy and to taking responsibility in addressing restrictive policies, regulations and/or practices that hinder palliative care development or delivery by developing advocacy plans of the project. The modules Personal Development and Local Best Practice spread in a more regular way over the four course weeks.

Although there is no quantifiable workload evaluation by module, when reviewing the workload after the course ran for a first time, the academy took into account student's feedback and the programme's success rate and as a result changed part of the programme (see chapter "Details on the institution").

The module descriptions comprise detailed information about coordinator, faculty, learning outcomes, pre-assignments, assessment, literature, teaching methods, contents and timetable.
The study and examination regulations of the course are in accordance with the up-to date version of the study and examination regulations of the University of Cologne. They contain regulations about scope, goal of the programme, purpose of the degree, qualification, admission to the programme and special qualifications, duration and structure of the course, the modules and ECTS, teaching methods, the observation week, course guidance, examination guidance, recognition of previous academic work according to the Lisbon Convention, types of examination, rules of examinations, compensations for disabilities, disclosure of examination results, examination committee, organisation of examinations, completion of the programme and certification.
Regarding questions participants can either contact the coordinating office for all general queries concerning course, organisational and administrative matters, or they can contact the individual lecturers directly, if and when they know who can best answer their query. They all can be contacted by phone, e-mail or personally.

Rating:

The structure of the curriculum is convincing and serves to promote the educational objectives and the students' acquisition of knowledge and competences on the field of palliative care. They are in line with the course's objectives.
The ECTS elements such as principle of modularisation, credit points and workload specifications have been implemented. It is defined that one CP is based on 25 hours workload. The course has a modular structure. Credit points are given according to the workload of each module. Furthermore, the mandatory observation week as a practical component of the course is credited as it is part of the module Project Management. Within this module the observation's week workload of 40 hours is properly taken into account. The workload is understandably deduced as it was confirmed by lecturers and participants that the time periods for the different parts of the course are in line with the task to be performed.
The module descriptions provide detailed descriptions of intended learning outcomes the information defined in the ECTS Users' Guide.

A certificate supplement documents the course and the associated qualifications in a transparent and coherent manner as it contains a detailed description of the course in English. There are legally binding study regulations that are orientated towards the principles of study regulations of the University of Cologne. The course's structural features and examination rules have been completely implemented.

The five course weeks are times of intense working as the workload rises up to 40 hours. The rest of the around 500 hours is to be completed in self-study or self-working time within one

and a half year. The workload is manageable even if the participant has got a full-time job. Each module is completed with one written assessment. Thus the workload is calculated plausibly curriculum is suitably designed.

Appropriate support services as well as academic and general student counselling exist as lecturers and the coordinator are always at hand.

When reviewing the workload after the course ran for a first time, the academy took into account student's feedback and the programme's success rate and continues doing so.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3.	**Implementation**					
3.1	Structure					
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)" and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		

3.2 Content

The course consists of six modules, each carrying out a supporting theme of palliative care. The module Project Management covers different theoretical approaches to project management and tools which are applied throughout the whole run of the course. As participants have to work on an accompanying project, the acquired skills are applied in a project plan with the project's background and motivation check, smart criteria for goal definition, definition of indicators as there is for example success. Furthermore, different reflection methods such as solution focused peer consulting and coaching interview are examined. In order to support the learning process, participants apply peer counselling methods in two skype sessions in between the course weeks. They apply an individual counselling method in between course weeks in one-to-one, solution focused coaching interviews to develop and demonstrate critical self-reflection upon personal and professional development skills, such as the ability to consider alternatives in complex situations, to develop and implement solutions for unforeseen circumstances and to reflect on one owns skills in leading a project team. Part of the module Project Management is the Observation Week which aims at providing an insight into local best practice in hospice, palliative care or other institutions relevant to the personal project. It ensures once more that theoretical tools of project management are understood and applied. Participants have to write a detailed report about their experiences.

The Research module appraises varying methods available for research in palliative care and end of life care. The module introduces course participants to critical questions focusing on factors, as there are demographic ageing, frailty, different disease trajectories, underserved symptoms, going beyond physical symptoms including well-being and assessment of spiritual issues, service development and configuration. Thus, the development and organisation of palliative care and policy across different settings and countries are examined. Participants gain skills to develop research questions acquire quantitative and/or qualitative data, use epidemiological methods, survey research design, research ethics as applied to palliative and end of life care. Furthermore, they critically appraise scientific studies. Course participants

apply knowledge and skills they have acquired in teaching sessions and import them into group-learning where they are expected to operationalise issues and concepts they are now more familiar with.

The module teamwork focuses at the theories of teamwork, therefore allowing participants to apply the principles of service organisation to the development and delivery of palliative care. Furthermore it contains stages of team building. Team formation stages are discussed, looking at different elements and factors affecting the quality of team functioning. These include issues of communication within the team, motivating, preventing burnout and team development. After analysing the conditions for functioning of the palliative care team, the module concentrates on external challenges in different countries and the changing realities with various cultural, ethical and spiritual issues regarding end-of-life care. The last part of the module concerns collaboration with other health care specialists and the local environment allowing participants to interact with people from other professions and backgrounds.

The Advocacy module enables participants to learn how to affect positive change through the development and implementation of policy. It contains advocacy techniques with references to case studies produced by participants as pre-modular assignments. Participants acquire skills about the stages of the advocacy cycle, as there are theoretical concepts and practical work on advocacy projects Participants will receive and discuss specialized knowledge on a specific advocacy stage. Thus, they select the appropriate modality to build up their advocacy project.

The Personal Development module focuses on three main areas. 1) The leader as a person: building awareness on self, own strengths and weaknesses and gaining new skills to address them. 2) The leader in the team: including team roles, team building, team dynamics. 3) The leader representing the organisation in working alongside other organisations.

Practice and theory are systematically linked in the module Teamwork, as each session includes a theoretical part illustrated with examples directly taken from the teamwork practice in palliative care. Therefore, participants prepare a case study on collaborative decision-making in their team. Collected cases prompt participants to reflect on the situation, but also help to illustrate the theory on this issue during the session. Furthermore, in the module Project Management the students implement the planned project during the run of the course. Theoretical skills are directly applied in the project. The module Advocacy as well teaches knowledge on advocacy topics on basis of examples, of how to put theory into practice, are demonstrated and discussed.

In the module Research Methods a series of sessions is incorporated into the course to introduce participants to theoretical skills, on how palliative care research and studies can be formulated. These skills are used, when critically appraising a scientific paper or engaging in their own studies.

Regarding internationality four academic institutions in East and West Europe are responsible for the mix of contents. The range of institutions was chosen in order to give a representative insight in country specific work, but also an overview of European culturally specific differences. For example the Advocacy module equips participants to critically analyse power, legislation and policies in advocating for palliative care in different countries. Furthermore, the sessions on Local Best Practice allows the various institutions to show the students how palliative care is conducted in their respective countries. These sessions have the aim of providing students with various European examples of palliative care. As a result students get an international perspective on palliative care. Insight is given in other national health care systems to learn from them

The acquisition of methodological competencies is the key aim of the module Project Management, which teaches numerous methods of project management as a central tool of palliative care. Methods dealt with are agile and classical project management, making use of different criteria for defining goals and measurable outcome criteria. Participants can use different methods to estimate necessary resources and know different techniques to plan the project's schedule. They are able to prepare workflow plans on the basis of the project planning. They are competent regarding risk management strategies and they apply the project planning cycle, the systemic mapping method and its application in funding. They are able to use specialised methods to evaluate and to control the project's run.

The module Research Methods teaches methodological competences in qualitative and quantitative research, as it is laid down in the module description. After completing the module participants are able to execute palliative care related studies. That means, students are able to prepare and conduct literature search, research projects and to design and then evaluate interventions. In the module Teamwork, methods of team management, negotiation, conflict management and streamline team are taught. The Advocacy module has one focus on methodological competences in developing advocacy projects to address restrictive policies, regulations and practices that hinder palliative care development or delivery.

In § 11 of the course regulations it is laid down that "modules will normally be completed with a module examination which is orientated towards the learning goals and achievements defined for that module." There are written assessments as the completing of a project plan, a paper, a profile, a scientific abstract and a case study, each attuned to contents and learning outcomes of the module.

Rating:

The module's contents are arranged in meaningful units as being central parts of palliative care. They are well-balanced and always oriented towards the defined detailed learning outcomes. Step by step the lectures of the four course weeks cover the contents necessary for achieving the qualification objectives. Therefore, the curriculum is conceptually coherent.

The panel appreciates that theory and practice are clearly linked. Especially during the mandatory Observation Week students apply theories and concepts by working with real-life cases. A project, which links theory and practice, is part of the course. Knowledge delivery and practical contributions are represented and taught in different modules and go hand in hand to develop participants' competences with regard to palliative care in praxis.

According to the outstanding international qualification objectives of the course, international contents are clearly part of the course, as the comparison of palliative care of different European countries always plays a strong role. Furthermore participants come from all over Europe. All lectures are held in English.

The practical experience of different ways of palliative care especially in the Observation Week does contribute to the students' capacity to act in different environments of palliative care.

The learning objectives of the module descriptions mirror the acquisition of methodological competences on the defined level of the European qualification framework, as problem-solving tools regarding palliative care are taught. By using those tools participants are able to develop new procedures and integrate knowledge from different fields, as there is for instance project management, in palliative care. It is set down as a learning objective in the module descriptions.

The ability for academic work is ensured through the curriculum for the intended qualification level 7 of the European Qualification's Framework. It is set down as a learning objective in the module descriptions. Especially the module Research Method gives adequate proof of science-based teaching within the course. It has clearly been provided.

The exams of the modules are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3. Implementation					
3.2 Content					
3.2.1* Logic and conceptual coherence			X		
3.2.2 Integration of theory and practice			X		
3.2.3 International and intercultural contents			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		

3.3   Multidisciplinary qualifications and skills

Communication and public-speaking skills are taught in different sessions of the module Project Management to enable participants to present themselves and their project work. Participants are equipped with cooperation and conflict handling skills, with suitable didactical and methodological measures. They explicitly learn to reflect critically on mechanism of conflict and its sources. Conflict management strategies and the finding of solutions with the knowledge about the positive or negative effects of conflict for the work in teams and organisations are part of the module Personal Development. Furthermore, there are special skill building sessions concerning communication and public speaking. Participants learn how to plan and conduct a face to face meeting, how to handle an interview and how to develop and record an advocacy message.

Rating:

The curriculum as well as the module descriptions show that the academy equips the students of the course with generic skills such as communication skills, public speaking skills, as well as team work and conflict handling skills. The lectures are always supported by means of suitable didactical and methodological measures.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.	**Implementation**					
3.3	Multidisciplinary qualifications and skills			X		

3.4   Didactics and Methodology

The overall teaching methods are small group work, interactive discussions but also formal lectures. In the various modules, teaching methods are coordinated to the learning objectives of the modules and the overall programme objectives. To learn, how to assume responsibility and the leadership role, numerous teaching methods are applied, as there are problem based learning, collaborative learning, to perceive team thinking, how to contribute with own experiences, to learn critical, contextual and analytical thinking.
To understand and to implement research, a series of didactic measures are taken in addition to practical group based learning in order to achieve its learning objectives. Therefore a didactic session on research proposal development is followed by a group learning exercise, where students have to operationalise concepts and design a study that is feasible. Similarly, a session on conceptually understanding complexity in palliative care is followed by a session, where students must develop a complex intervention and appraise the various ways of evaluation. In the module Teamwork activating teaching methods as dialogue, role play and

individual work are used. Teaching methods operate on different senses and help to understand the information supplied, remember it, and through participation in classes show the effectiveness of the proposed methods in practice. In the final module, Advocacy, a wide range of teaching methods have been incorporated: brainstorming, presentations to bring to the group specialized knowledge on the topic under discussion, individual work to operationalise ideas, group work to jointly develop advocacy projects by selecting and filling in specific tools for each advocacy stage (for example: power map, problem tree analysis) to foster critical thinking, case studies and video analysis for reflection, critical thinking, argumentation and presentation of actual practice. During the Personal Development module the following teaching methods are applied: story analysis, debate, presentation, video presentation, plenary discussion, brainstorming, individual work, feedback, group work, individual reflection on test results, work in small groups, experiential learning, self-reflection, individual exercises.

Teaching methods are listed and described in the curriculum and the study regulations: Peer coaching, skype conference, seminar, leadership role test, observation week, practice exchange and project.

Course materials, as there are scripts, powerpoint presentations and scientific articles, are always published for the students. On the internal website pre-modular assignments are also published with updates and further information prior to the course weeks. Printed versions of PowerPoint presentations and lecture notes are handed out. PowerPoint presentations and lecture notes are uploaded in digital form on to website afterwards.

Rating:

The logic of the teaching methodology, as laid out by the academy, clearly leads students to the final qualifications. It is described in a logical and transparent manner. A variety of teaching and learning methods are part of the concept and applied in course, as for example dialogue, role play, brainstorming, presentations, case studies and video analysis. They are always adjusted to the contents and curricular requirements of each module.

The panel comes to the conclusion that the accompanying course materials, as presentations, readers and the literature recommended in the module descriptions, correspond to the intended learning outcomes and to the course's Master level. Course materials are up to date and are accessible as they can be downloaded by the students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.	**Implementation**					
3.4	Didactics and methodology					
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2*	Course materials			X		

3.5 Skills for employment / Employability (Asterisk Criterion)

The contents of the modules focus on the development and evaluation of palliative care in different settings, evidence-based care and appraisal of evidence for use in practice.

Furthermore, the participants are actively working while completing the course. Participants have to develop the personal projects in course. Subsequently, they are part of the participants' work in their institutions. Therefore, they are able to apply the knowledge and skills gained to their working environment.

Moreover, the contents of the modules Project Management, Teamwork and Advocacy can be directly applied in the praxis of palliative care. To ensure the implementation of those skills, between the course weeks the students participate in Skype conferences with a lecturer and their peer group. In these Skype sessions the participants receive direct and indirect feedback, on how they can use the knowledge and skills gained during the course in their everyday working lives, as well as how this positively affects their employability.

Rating:

The course's contents are clearly focussed on achieving the qualification objectives which were developed by analysing the needs of palliative care. The skills participants acquire in the course can be applied to palliative care. Thus, employability of the participants is strengthened, adding a benefit for graduates in the respective occupational field.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3.	**Implementation**					
3.5*	Skills for employment / Employability			X		

4 RESOURCES AND SERVICES

4.1 Teaching Staff

There is a steering committee which is responsible for the construction of the course contents, evaluation and further development. Furthermore, it is responsible for announcements, selection of participants and decisions concerning study and examination. The steering committee consists of nine persons. There are representatives of all partner institutions. They all are experts in palliative care and in teaching on university level and hold a Master as an university degree.

The courses staff includes 29 lecturers. They all are employed at a university and have clinical and academic connection to palliative care. These institutions are either palliative care teaching institutions or universities with a long standing cooperation with an institute for palliative care. The only exceptions are the experts for project management and journalism.

The staff as employed by universities has been appointed in accordance with the general recruitment procedures. This involves a public job advertisement, a committee of graduate employees in possession of a doctorate degree and the professor. The selection takes place in accordance with criteria concerning academic qualification, research interests, work experience in research and teaching and soft skills. All lecturers of the course are experienced in teaching at university level. All lecturers have extensive experience in their relative fields and in accordance with the module they teach. Most of them are experienced in the field of palliative care and work in faculties of medicine and university hospitals of the partner institutions. They are specialised lecturers and teachers and, as most of the participants are as well, nurses and doctors.

The staff's internal cooperation is ensured in following ways:
- The coordinating office acts as a facilitator in securing regular communication with all lecturers on matters of organisation of the teaching weeks and the development of the curriculum.
- Those teaching in one module develop their own lectures under the supervision of the module coordinator.
- Monthly telephone conferences are conducted in which members of the Steering Committee are present.

- The Steering Committee meets at least twice a year to discuss the EUPCA face-to-face.

The student support is organised by the coordinating office, the lecturers and the website: Participants can always contact the coordinating office for all general queries concerning course, organisational and administrative matters. Furthermore, they can contact the individual lecturers directly. Moreover, participants have access to the course website before and during the run of the course.

Rating:

The CVs inspected by the panel showed that the structure and number of teaching staff are in line with the programme's requirements. Likewise the qualifications and experience of the course management correspond with the needs of the academy's course. The steering committee is responsible for the academic quality of the course as a whole. It consists of experts in the field of palliative care and project management and is therefore able to run the course. Nevertheless the panel recommends that the skills of the persons forming the steering committee cover the aspects of leadership, change management and policy as well.

Special characteristics of the heterogeneous target group are incorporated as specialists of various professions of palliative care are lecturers of the course. Special characteristics of the target group are incorporated.

As interviews during the onsite-visit and the CVs show, the staff has the suitable pedagogical and didactic qualifications to teach the course. The special characteristics of the participants, who work in palliative care, are taken into account, because almost the whole faculty works in palliative care as well. Most of the staff are experts in this field.

Thus, the teaching staff has above-average experience and uses its skills in a clearly visible and valuable way in their teaching activities.

As the teaching staff comes from all over Europe regular meetings are not possible. Nevertheless the steering committee meets regularly and takes the necessary decisions concerning the lectures, which are coordinated with the whole teaching staff. Thus, it is ensured that the teaching staff cooperate internally for the purpose of tuning the modules towards the overall qualification objectives of the course.

The students are content with the quality of counselling and of support by the teaching staff. It is offered on a regular basis and serves to help participants study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.	**Resources and Services**					
4.1	Teaching Staff					
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff		X			
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching			X		

4.2   Course Management

The Steering Committee functions as the administrative director. Decisions are made on the basis of a consensus of the Steering Committee.

In the Steering Committee each institution has one vote. As financier and nestor of the course in the event of a tied vote, the Robert Bosch Stiftung has the casting vote and veto rights. Each partner institution has named one speaker with decision-making capacities. If this designated member of the institution is absent, another member of the institution may act as an authorised deputy.

Besides the University of Cologne functions as EUPCA coordinating office, which is represented by a professional coordinator. He ensures the continuity of all course weeks, is the communication centre for the academic centres and the steering committee, supports the academic centres in preparing and implementing their course weeks, manages applications and support applicants, organises participants' administrative support, prepares the next call for applications with Robert Bosch Stiftung and provides qualified staff to undertake these tasks.

The coordinator works close together with the program officer at the Robert Bosch Stiftung, who is responsible for planning the meetings of the Steering Committee, the development and provision of a project weblog with application platform and application reviewing tool, the Advertisement of the course and public relations, meta-communication with the Coordinating Office, the Advisory Board, possible further partners and the course participants, the selection of the course participants together with the other partners of the Steering Committee, providing personnel for the support and administration of the project, administering funds, the financial and strategic development of the course. Measures of continuous education are offered for the coordinator.

The Coordinating office with the central email account acts as the main point of contact for all participants. The coordinator reacts within 48 hours. Up-to-date information on the course and up-coming deadlines or events are provided in the internal area of the website, which is accessible with a personal login. The internal area of the website is organised into sections for each course week. In each section participants can find the relevant pre-modular assignments, lecture notes and powerpoint slides. Travel information is provided on the website and accommodation options. Catering for during the course weeks is organised for the participants.

Rating:

The steering committee acting as administrative director coordinates the activities of everyone involved in the course and ensures that the course is run smoothly.

Decision-making processes, authority, and responsibilities are clearly defined. Teachers and participants are informed about the decision-making processes, where their areas of work are involved. Their concerns are taken into account.

The administration in Cologne supports teaching staff and participants in the organisation of the course. The course has its own coordinator, who ensures, that the processes described can be implemented appropriately.

Furthermore, the coordinator operates as a central service provider for both participants and teaching staff. The academy offers him continuous professional development. The opportunities of electronic service-support and supplement personal one-to-one counselling are used.

The coordinator has been appointed as a main contact person for everyone involved in the course. He is in charge of the central email account and informs participants on all relevant matters in advance and in a comprehensive way. The information is distributed in an understandable and user-friendly manner. The coordinator ensures a user-friendly access to facilities and materials. Furthermore, his reachability of service staff is clearly determined. Requests are dealt with promptly. In the periods requiring personal attendance, it is ensured, that participants have the possibility to cater for themselves.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	**Resources and Services**					
4.2	Course Management					
4.2.1*	Programme Coordinator			X		
4.2.2	Process organisation and administrative support for students and teaching staff		X			
4.2.3	Service for participants			X		

4.3 Networking

The initial network of the EUPCA course is the course itself. As participants come from different European countries, this network enables contacts with colleagues from other countries. As the course has run once yet, the founding of an alumni organisation is underway in order to maintain these important contacts.

Furthermore, the participants meet the teaching staff of the course in each of the institutions during the face-to-face course weeks. This enables participants to build a network of expert contacts in the field of palliative care, which are active in some of the most renowned institutions in Europe, all at the forefront of clinical and research expertise in palliative care.

Rating:

Measures to create networks are an intrinsic part of the course's concept. Measures to maintain networks afterwards are provided.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	**Resources and Services**					
4.3	Networking			X		

4.4 Cooperation with academic institutions or enterprises (Asterisk Criterion for cooperation courses)

The course is based on the cooperation between the four academic institutions and the Robert Bosch Stiftung (see chapter „Details on the Institution"). The agreements between Robert Bosch Stiftung, University Hospital Cologne and its Center for Palliative Medicine, Germany, Nicolaus Copernicus University in Toruń and the Hospice in Gdansk, Poland, Hospice Casa Sperantei, Brasov, Romania and King's College London, Cicely Saunders Institute, United Kingdom, are documented in cooperation agreements with each institution and Robert Bosch Stiftung. In the cooperation agreements subject matters of the agreement are laid down and the duties of both partners, execution of the cooperation and reporting are defined, the ownership of the results of work and publications are regulated. The cooperation is controlled by the steering committee which meets regularly. The course and its objectives are always discussed during this meetings with the result that contents and aims are changed if necessary. Lecturers and participants are welcome to contribute to these discussions.

Furthermore a Memorandum of understanding signed by all institutions to define the overall aim and objective of the academy, the membership in the steering committee, its decision making and communication, external contacts, legal aspects and the timing of the course weeks.

Rating:

The course is based on a cooperation of five institutions. Looking in the course objectives it becomes clear, that this is a central characteristic of the course and is actively promoted by regular meetings of the steering committee. The agreements forming the basis of the cooperation are documented and ensure that the four institutions offering the course ensure, that the quality standards are met.

The cooperation clearly has a formative impact on the curricular contents and on the profile of the graduates. There are several measures in which all partner institutions are involved, as course material is discussed in plenum and, as a result, changes are made. Furthermore, there is an ongoing exchange between lectures and participants about the contents and aim of the course. The panel comes to the conclusion that these measures significantly contribute to the development of qualifications and skills

	Exceptional	Exceeds quality requirement	Meets quality requirements	Does not meet quality re-quirements	n.r.
4. Resources and Services					
4.4(*) Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)		X			

4.5 Facilities

The course weeks are held in Seminar rooms in each of the institutions. The rooms are equipped with a projector, flipcharts, facilitating materials and internet access. Moreover, rooms for small group work are provided for when this teaching method is used. All participants are provided with WIFI log-in details. In the majority of institutions, literature can be procured from the national medicine libraries. All rooms used for the course weeks are barrier-free for participants with disabilities.

The academy provides free access to journal databases during all course weeks. All other materials for the course are available online and are accessible through online article databases. Key reference books are provided at the beginning of each course week. Recommended references are selected by the module coordinators, listed in the curriculum and updated for each course run. Furthermore it is possible to use the libraries of the cooperation institutions.

Rating:

In view of the panel, the number and size of teaching rooms, the equipment of all learning facilities are in line with the needs described for the eupca's programme. The quantity, quality, as well as media and IT facilities of the teaching rooms meet the required standard.

Access to literature and journals as well as digital media e.g. electronic media and journals, is coordinated with the course content and is up to date.

	Exceptional	Exceeds quality requirement	Meets quality requirements	Does not meet quality re-quirements	n.r.
4. Resources and Services					
4.5 Facilities					

	Exceptional	Exceeds quality requirement	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.5.1* Quantity, quality, media and IT equipment of teaching rooms			X		
4.5.2* Access to required literature			X		

5 Documentation

Structure and content of the course are published in the Curriculum. This document contains several chapters on the course's philosophy, educational aims of the programme, educational structure and curriculum model, timetable, detailed descriptions of all modules of the course. The admission criteria, examination scheme and an overview over the curriculum are documented in the Study and Examination Regulations. Access to these documents is given to participants at the beginning of the course, they are also made available for download on the website. Furthermore, at the beginning of the eupca course the structure and the available documents are presented to all participants.

Rating:

The course's content, curriculum and examination scheme have been suitably documented and published. Course plan and examination regulations are available for academy members on the courses website.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
5.* Documentation			X		

6 Quality Assurance

The structure of the EUPCA course results from quality procedure, as a needs assessment of European palliative care experts that was conducted before the start of the programme.
The course itself is evaluated in several ways:
Each course week is evaluated by the participants as they have to fill in a week evaluation form. At the end of each course week this evaluation is conducted anonymously concerning each session of the current course week, concerning the full module, its way of teaching, its possibilities of improvement, possibly further needs and missing contents, but also concerning literature, learning environment, language requirement, provided food, accommodation and social events. Furthermore, an oral evaluation session is done at the beginning and at the end of each course week to discuss any critical or positive aspects of the current week and to gather and discuss any retrospective thoughts about the previous course week.
Both evaluations are conducted to improve the course week as necessary and to ensure coherence between them. Additionally, the whole course, its structure, as well as the coordinator's, lecturers' and participants' opinion have been evaluated by an external and independent agency.
The results of the internal evaluations are discussed between the lecturers of the relevant module and also presented and discussed during phone conferences and the Steering Committee meetings which take place regularly. Comments are made by the module

coordinator and sent to the coordinating office. Results and ideas are presented during Steering Committee meetings. Lecturers are also interviewed by the external evaluation agency. The internal evaluation is organised and analysed by the coordinator.

The results of the external evaluation are presented by the evaluation agency during the last steering committee meeting. Identified strengths, weaknesses, chances and risks from these different perspectives are discussed internally by the Steering Committee and decisions are then made to further develop and enhance the programme if and when required.

Rating:

As internal and external evaluations show a quality assurance and development procedure clearly exists. The quality of the programme with respect to contents, outcomes and general processes is systematically and continuously monitored and developed. Sufficient staff is available, the responsibilities are clearly defined. The teaching staff take part in the plans to further improve the course's quality and assesses the quality assurance and development procedures.

By a systematic procedure the participants carry out an evaluation on a regular basis. The outcomes are communicated to the steering committee and the lecturers and thus provide input for the quality development process. Quality control by the teaching staff is carried out on a regular basis and in accordance with a prescribed procedure.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the lecturers and provide input for the quality development process.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
6.	**Quality Assurance**					
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance					
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff			X		
6.2.3	External evaluation by alumni, employers and others			X		

Quality Profile

Institution: European Palliative Care Academy

Continuing Education Course: Leadership Course

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.	**Strategy and Objectives**					
1.1*	Logic and transparency of course objectives			X		
1.2	International orientation of the course		X			
1.3	Positioning of the course					
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy			X		
2.	**Admission**					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship			X		
3.	**Implementation**					
3.1	Structure					
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)" and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		
3.2	Content					
3.2.1*	Logic and conceptual coherence			X		
3.2.2	Integration of theory and practice			X		
3.2.3	International and intercultural contents			X		
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		
3.3	Multidisciplinary qualifications and skills			X		
3.4	Didactics and methodology					
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2	Course materials			X		
3.5*	Skills for employment/Employability			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.	**Resources and Services**					
4.1	Teaching staff of the course					
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff		X			
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching			X		
4.2	Course management					
4.2.1	Administrative course director			X		
4.2.2*	Process organisation and administrative support for students and teaching staff		X			
4.2.3	Service for participants			X		
4.3	Networking			X		
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)		X			
4.5	Facilities					
4.5.1*	Quantity and quality of media and IT Resources of teaching rooms			X		
4.5.2*	Access to required literature			X		
5.*	**Documentation**			X		
6.	**Quality Assurance**					
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance					
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff			X		
6.2.3	External evaluation by alumni, employers and others			X		