Phase 1: Planning
- **Step 1** information gathering
- **Step 2** Stakeholder dialogue, critical decision-making, developing a project
- **Step 3** Confirm availability of resources and learning experiences

Name	Hanze University of Applied Sciences School of health care studie HANZE
Country	The Netherlands
Description of the organisation	Institute of higher education, research and development.
Overall objectives	To give an overview of current interprofessional learning outcomes within the school of health care studies The mission of our university is that we are an engaged university where we learn in learning communities. Healthy ageing is the main theme of our university, more specifically: to achieve more healthy years. Interprofessional cooperation is the basis of our engagement with the environment of the Northern Netherlands. To achieve this mission, we have developed interprofessional education at different levels and in different studies over the past few years. Now it was time to make an overview of the learning outcomes that we have achieved. This overview can give a direction of the current state of interprofessional education which can serve as a discussion document with the curriculae committees about a set of competences that the Hanze students need to achieve, and thus give direction to newly developing interprofessional education.
Ideas by dialogues	List all the actions planned (only name, add more if needed): 1) List all the interprofessional education at the study directions hat you cooperate with in interprofessional education 2) Give the coordinator of each course insight in the INPRO CF 3) Take the INPRO Excel file <u><link></u> This is the link to the English version, for other languages go to www.inproproject.eu. 4) Make a column per study course 5) Sit together with this coordinator and put a 1 in the boxes from the learning outcomes that are included 6) Maken an overview by making a sum of the horizontal rows 7) Now you have an overview of the amount of courses per learning outcome 8) Discuss the overview with the curriculum committee 9) Aim towards an agreement of a set of learning outcomes that the curricula committees of different study directions get consensus on. 10) Give future directions to changing current and adapt future learning materials/courses.

| Research question/aim	The aim was to experience the time needed to give an overview
Availability of resources/ Resources requirements	The INPRO Excel file (English version) <link> Per coordinator 30 minutes to fill the Excell
Learning experiences	Enter the expected learning experiences – The coordinator gets insight into the learning outcomes of the CF. – The coordinator gets an idea of the overwhelming amount of learning outcomes that belong to the CF. – This insight gives the coordinator ideas for the development of new interprofessional education. – The curriculum committee per study direction gets insight in an overview of the IP courses – The curriculum committees of the different study directions learn from each other's visions.
Start date	12 April 2022. All coordinators get knowledge about the CF 14 june 2022 Workshop with practice partners to discuss the CF June 2023 Coordinators filled in the file

Phase 2 Construction
- **Step 4** Clarify the competencies and activities, and the expected level of proficiency to be achieved
- **Step 5** Determine the learning objectives and associated knowledge and skills
- **Step 6** Define the learning experiences, the language appropriate to the context and the material needed for learners to achieve the learning objectives

Process to clarify the competencies	Describe the process how you selected the competencies No selection of competences. All competences are involved
Learning objectives	Learning objective is to get insight in the CF
Associated knowledge & skills	Coordinator knowledge and experience of the IP study course.
Language	Dutch
Responsible person(s)	Sandra Jorna-Lakke with the coordinators and the interprofessional workgroup of health care studies at the Hanze University of Applied Sciences.
Target group	Coordinators and members of curricula committees.
Setting	Hanze University of Applied Sciences
Materials	Knowledge of the CF and the CF book. Excel file <link>

Phase 3: Sequencing
- **Step 7** Structure the content
- **Step 8** Allocate time and resources to the project

Content of the project	Describe the content of the project See above
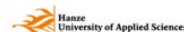
Feasibility of the project	Time needed is 30 minute per IP course and much lesser than expected. Time needed for curriculae member meeting can be diverse. At the Hanze 2 times 1 hour.
Working hours	The project lead took 6 hours of time

Phase 4: Assessment
- **Step 9:** Assign assessment method(s) to each of the learning objectives in the curriculum
- **Step 10:** Considering gathering quantitative/ qualitative feedback

Documents/tools used in the project	Excel file CF <link>
Feedback	The coordinators were positive about the clarity that the CF gave them about the content of their study programme. The manager was positive about the insight and direction this overview gave for next year's organisational programme.

Phase 5: Piloting
- **Step 11** Pilot/implementation of the project
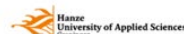- **Step 12** Evaluate and revise the project

Implementation of the pilot	Describe what was done and how
	1. Asking teachers to name all the modules that involve IP education.
	2. Contact the coordinators.
	3. Stay in contact with the manager
	4. Contact the members of the curricula
	5. Send invitations to coordinators for meetings
Outcome	The outcome is to huge to show
Evaluation of the implementation	Very successful, not too time-consuming, but very effective project. After the project the curricula committee and coordinators had knowledge of the CF The results gave future directions
Evaluation of the benefits	Coordinators and curricula committee have a future direction
Is it in use	Yes
Further plans	Yes
	It needs a constant detection and adaptation. It is difficult to signal 'hidden curricula' parts (which sometimes are the first spark of a new IP concept or training)
Overall success and its determinants at organisational level	A slow start because of a lack of time of coordinators. After the first coordinator started it really got going.
Those who completed the google form/ the project	Coordinators of physical therapy, occupational therapy, speech therapy, dietetics.

Start	April 2022
End	June 2023