

Education Matters

FHML 2014-2015

“I’m no Einstein”

Rick Claessen
combines four studies

Why participate in the
*Honours
Program?*

*Teach the
teacher*

with the University
Teaching Qualification

**“WE WILL START
WITH A
HEALTH FOCUS”**
*Health
Sciences 2.0*



Maastricht UMC+

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EDUCATION MATTERS!

Proudly I present to you the first edition of this brand new annual magazine of the Institute for Education FHML. At an academic institution the importance of education cannot be underestimated, and thus we are highly ambitious. It is our goal to educate students to become independent, critical, and adaptive professionals with a lifelong learning attitude and a broad view on health and healthcare. In this manner, they are prepared for a future in which they will face an environment that is constantly subject to demographic, societal, technological, and scientific changes. On the next pages, you will read how academic staff, support and administrative staff, and students in our faculty work together to make this real.

People

Since students are our clients, we put them center stage in all we do. We try to offer them the best and most attractive education, not only within our regular programs, but also by offering an honours program to outstanding undergraduates. Students, on their part, also play an important role themselves. They do not only actively help us in developing new programs, but also evaluate the quality of every course, which helps us to improve our existing programs. In addition, we have a very strong and motivated student representation in all our decision-making bodies, which is unique in the Netherlands.

The vast majority of the academic staff within FHML is actively engaged in teaching. Despite the high work pressure that is experienced in research and healthcare, most of them are motivated to give their best to education. We therefore deem teacher support and professional development training of the utmost importance. Currently, more than sixty percent of our staff members have successfully completed the University Teaching Qualification course, which is nothing but a positive development. The fact that we offer our staff the possibility to pursue a career in education is yet another indication that education really matters at FHML. Since 2010, several candidates have been appointed associate or full professor in education. In this way, excellent teachers

receive the appreciation they deserve, which stimulates them and contributes to the improvement of our education.

Of course, all this would not be possible without the work of our support and administrative staff, who work 'behind the scenes' to organize our educational programs. Besides, we greatly benefit from the presence of the internationally renowned School of Health Professions Education. The results of their high quality educational research are used in developing plans for the innovation of our programs.

Experiences and Plans

The past years, we have been experiencing both successes and disappointments. The programs in Global Health and European Public Health performed very well during the last re-accreditation. The Global Health program was assessed with a 'good' by the Accreditation Organization of the Netherlands and Flanders, and all programs received the distinctive quality feature 'internationalization'. This also holds for the Master of Health Professions Education.

On the other hand, we scored relatively low on certain aspects of the national student rankings. We have taken this as a wake-up call and an incentive to direct our collective efforts towards improving matters like information provision and communication between our institute, academic staff, and students. In addition, we have also implemented new initiatives like subgroups and mentor groups to decrease the distance between individual teachers and students. Initiatives like these are also taken into account in the revision of a number of programs, such as the bachelor in Health Sciences that is being offered since September, and the bachelor in Biomedical Sciences that is scheduled for the next academic year.

At present, the internationalization of our education is one of our top priorities. This feature has to become one of our profiling characteristics next to problem based learning; not only in terms of student population and international internships, but also contentwise. It is our aim to pre-



The internationalization of our education is one of our top priorities

pare all students for a future in which they can successfully function in a globalizing society and labor market. To this end, we have recently installed a 'Platform Internationalization' which consists of staff and students. This platform will formulate concrete proposals and projects to exchange best practices between programs, thereby stimulating the internationalization of our education.

It is our expectation that the growth in student numbers that we have witnessed over the past years will continue. This supports our view that the programs we offer are attractive. As a consequence of this expansion, we have outgrown our current building. We therefore cherish the idea of a new and recognizable building for FHML education, located in the green heart of the Health Campus.

Together, we keep building on the future of our education.

Mirjam oude Egbrink

Scientific director of the Institute for Education FHML



STUDENT
IN THE
PICTURE

Rick Claessen

Medical student Rick Claessen (22) is one of a kind. He grew up in the countryside, where “people are used to working hard.” It turned out to be the perfect breeding ground for his life in Maastricht. For, next to his master’s in medicine, he’s enrolled in two more master’s programs, as well as a bachelor’s program. Quite extraordinary indeed! Rick, however, remains modest: “I’m no Einstein.”

Nor did he ever plan on pursuing four degrees simultaneously - it just happened. After graduating from high school, he wasn’t admitted to the bachelor’s in Medicine and opted for Health Sciences instead. When he got into Medicine the next year, he decided to combine the two. “I figured that it would be good to keep myself busy,” he laughs, “as I started living on my own for the first time.”

Medical Doctor

It would be an understatement to say that things have worked out well. With bachelor’s degrees in Medicine and Health Sciences in his pocket, he’s currently doing three masters: two at FHML, and another at the law faculty. Rick: “There, I’m specializing in health law. I also started a bachelor’s degree in tax law, which enables me to become a lawyer later on.” He quickly adds: “I actually don’t want to be a lawyer, but I like the idea of having the opportunity.”

It undoubtedly is a sign of a curious mind, combined with a lot of ambition. Medicine remains Rick’s priority, as he dreams of becoming a doctor. “I’m interested in biology and healthcare, and as a doctor you work in both fields on the highest level,” he says. “Next to that, I would like to do management

tasks. I hope that my broad background will equip me for that. I’m able to look through the eyes of a doctor, a jurist, and a manager - and I guess this will always be useful, in one way or another.”

Student life

Rick doesn’t consider himself to be “the typical student you’d expect to study for four degrees.” Is he an eager beaver? “I’m not extremely smart, though I’m a fast learner. And of course I’m motivated. I study a lot and I’m prepared to work hard, but it’s not the only thing I do. I’m a member of the FHML Faculty Council, I have a side job in an amusement park, and in the evening I mostly play video games or drink beer with my friends. So I definitely have my share of student life.”

Stress, for that matter, is something alien to him. “Well, I don’t do stress,” he states. “That may sound arrogant, but if I would be anxious all the time I would quit. I do this because I like it, and because it’s good for my personal development. Lately I had to work through the night to finish a paper, which is not a problem for me. If I need a break, I play a FIFA video game or put on some music and dance in my room. And then I go back to work again. That’s how I do it.”

“I don’t do stress.
If I would be anxious all
the time I would quit.”

Facts & figures

ACADEMIC YEAR 2014-2015

4647
Students

1/3
male
and
2/3
female

from
67
different
countries
of
origin

New intake
bachelors
895

New intake
masters
840

Staff with
University
Teaching
Qualification
(BKO)
468

Educational
staff (fte)
250

International
internships
870

Degrees*
1412

752
bachelor
and
660
master

Health 11 programs

- B.Sc. Health Sciences
- B.Sc. European Public Health
 - M.Sc. Mental Health
 - M.Sc. Epidemiology
- M.Sc. Healthcare Policy, Innovation and Management
- M.Sc. Health Education and Promotion
 - M.Sc. Global Health
- M.Sc. Governance and Leadership in European Public Health**
 - M.Sc. Work, Health and Career
 - M.Sc. Human Movement Sciences
 - M.Sc. Health Sciences Research (research master)

Medicine 5 programs

- B.Sc. Medicine (including International Track in Medicine)
 - M.Sc. Medicine
- M.Sc. Physician-Clinical Investigator (research master)
- M.Sc. Affective Neuroscience
- M.Sc. International Master in Medicine for Saudi Arabian Scholarship Students

Biomedical Sciences 3 programs

- B.Sc. Biomedical Sciences
- M.Sc. Biomedical Sciences
- M.Sc. Health and Food Innovation Management***

School of Health Professions Education 1 program

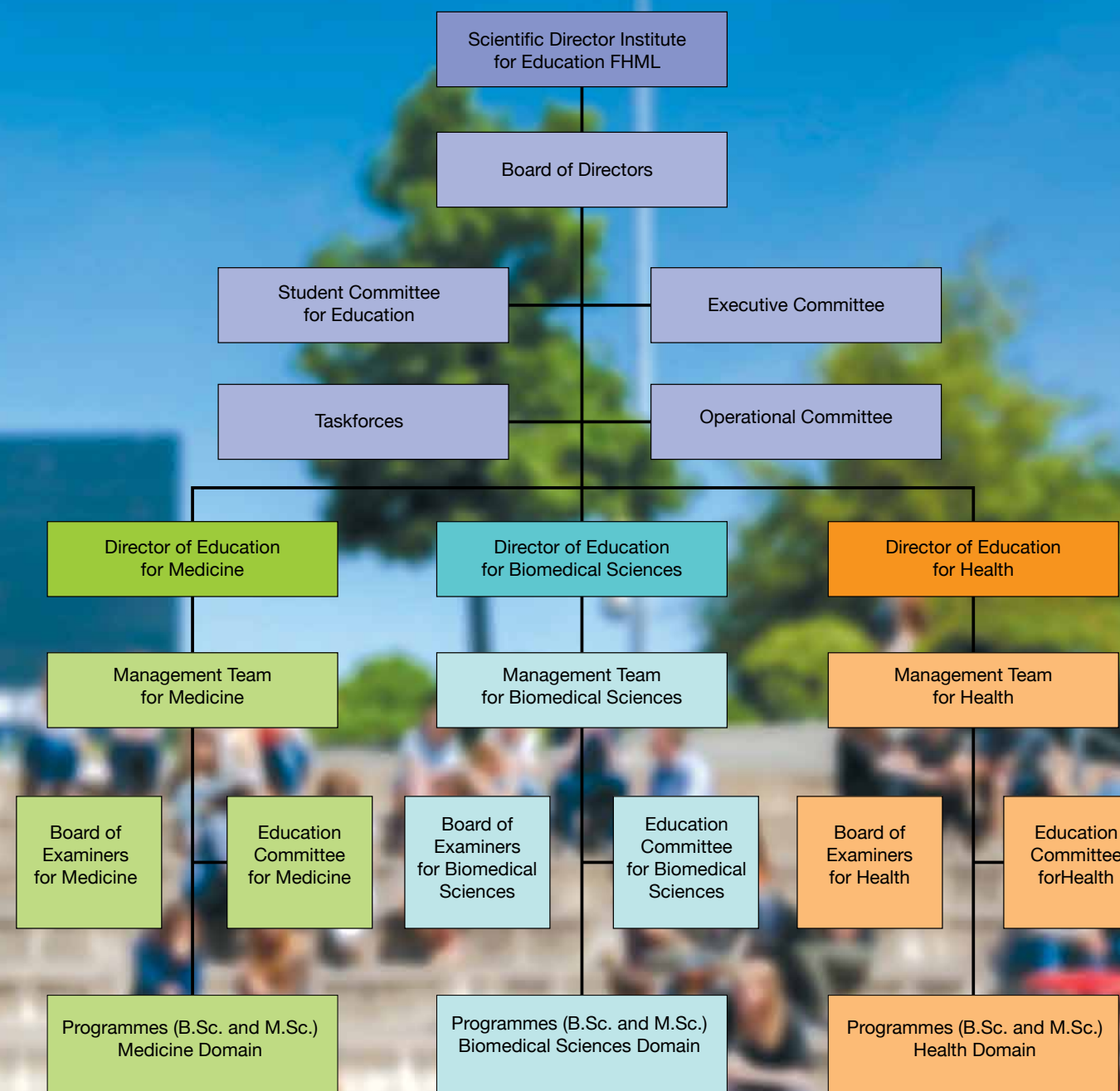
- M.Sc. Health Professions Education

Education in cooperation with other parties 2 programs

- B.Sc. in Physiotherapy (with 'Stichting Opleiding Manuele Therapie')
- M.Sc. Cognitive and Clinical Neuroscience (with the Faculty of Psychology and Neuroscience)

Organization chart

OF THE INSTITUTE FOR EDUCATION FHML



* Degrees issued in 2013-2014. The numbers for the academic year 2014-2015 are not available yet.
 ** This master was previously named M.Sc. European Public Health. The name change is still conditional upon approval by the NVAO.
 *** This course falls under the responsibility of the dean of FHML, but is organized by the Interfaculty Education Institute of the Venlo campus.

THE BACHELOR'S PROGRAM IN *Health Sciences 2.0*

The past year, a team of passionate academics and students directed its efforts towards critically reviewing and revising the Health Sciences curriculum at FHML. The result? A brand new bachelor's program that is offered since September.

"WE WILL START WITH A HEALTH FOCUS NOW."



"D uring the previous revision, which dates back five years ago, we focused on the second and third year of the program by reducing the number of specialization tracks from seven to four," says professor of Social Gerontology Ruud Kempen, coordinator of the new bachelor's program. "An improvement in itself, but as an unintended side-effect the connection between the first and the second year lost its strength. Next to this, we

discovered some other flaws that needed to be addressed. The integration of the methodological training into the courses was not the success we had hoped for, and the length of the minor period did not match with programs offered abroad. The first year, moreover, needed an update in order to catch up with current developments such as 'positive health'."

Multidisciplinary

Within the new curriculum, all these kinks have been ironed. "Especially the first year has been at the center of our attention," associate professor Angelique de Rijk explains. "We wanted to strengthen the multidisciplinary character of the courses that are offered, since matters of health are always to be looked at from at least three perspectives: a biological, behavioral and environmental or social point of view. From now on, students will be acquainted with this so-called Health Sciences-triangle from the very start of their study."

De Rijk herself has been responsible for designing the first course of the first year, 'Lifelong Health', which concentrates on factors related to health during a normal life span - from preconception to old age. "An innovation," she says, "for in the past we have mainly been focusing on illness, as well as other health-threatening factors. It has been exciting to take a different approach and create something new. Of course, illness and health-threatening factors will receive plenty of attention in the next courses, but we will start with a health focus now."



Angelique de Rijk, Timo Spijkers and Ruud Kempen

Students

Another novelty is the introduction of 'Philosophy in Action' as part of the academic training that students will receive throughout the bachelor's program. "The field of healthcare is full of controversies and ethical issues," Kempen states. "From time to time we will schedule a week in which students get the opportunity to immerse themselves in these topics, thereby learning to take a reflective stance." De Rijk: "At these times, we encourage them to doubt."

According to Timo Spijkers, who recently obtained his master's degree, one of the great benefits of the new bachelor's program is the fact that it aims to give students an insight into their future professional field. "Many students, especially in their first year, have no clue about their job opportunities," he says. "It's therefore a good initiative to create some awareness by visiting an institution, for instance, or inviting alumni as guest lecturers."

Spijkers took part in the Curriculum Review Committee as a student representative and in this manner he made a

valuable contribution to the current revision, as Kempen points out. "Since we cannot step into the shoes of our students, it is great to see that they themselves actively participate to make their voice heard," he says. "To me, this is a logical consequence of our system of problem based learning," De Rijk adds. "Students and staff members are used to working closely together, and there is a lot of respect for different perspectives. Which also is a typical Health Sciences approach, I find."

"FROM NOW ON, STUDENTS WILL BE ACQUAINTED WITH THE SO-CALLED HEALTH SCIENCES-TRIANGLE FROM THE VERY START OF THEIR STUDY."



from test to grade

STEPS FROM MULTIPLE CHOICE TEST TO GRADE

1

CONSTRUCTION of the test

2

QUALITY CONTROL of the test

3

LAY OUT AND PRINTING of the test

4

PACKAGING TEST in test container

5

TRANSPORT to exam hall (MECC)

9

EVALUATION OF ANSWERS and performing item analysis

ITEM ANALYSIS

8

READING/SCANNING the answers into a database

7

COLLECTION of test and return to FHML

6

CONDUCTING the test

10

CHECK with students' written comments on test

1. comment
2. comment
3. comment

11

DETERMINE THE FINAL CONTENT of the test on the basis of student comments and item analysis

TEST

12

CALCULATE RESULT for each student

13

ENTER RESULTS in Excel list

RESULTS

14

IMPORTING final result in SAP

15

RESULTS VISIBLE to students on MyUM

The best training for the medical doctors of tomorrow

As of the academic year 2013-2014, a new and innovative medical master's program - the first of its kind in the Netherlands - has been implemented at FHML. To prepare today's students as well as possible for becoming tomorrow's medical doctors, the focus has shifted from the accumulation of knowledge to the development of competencies.

“W

ithin the old master's program, students paid short visits to various hospital departments,” associate professor Internal Medicine Roger Rennenberg says. “It was a kind of tourism, to put it bluntly. They didn't stay long enough to leave a lasting impression, nor did they get the

opportunity to make a real contribution in the workplace. Thus, when the Netherlands Federation of University Medical Centers in 2009 decided that students should also be assessed on the basis of their competencies, this was yet another reason for us to start thinking about a new master's program.”

Clinical rotations

In the process of designing this program, medical doctors from peripheral and university hospitals cooperated with staff members from the Maastricht School of Health Professions Education (SHE). Rennenberg: “In this manner, we have been able to apply the most state-of-the-art knowledge in the field of education. One of the major differences with the previous program is that virtually all medical specialties have now been included. In the past, it wasn't possible for students to be trained by, for instance, a plastic surgeon or radiologist, which was a rather arbitrary choice.”

This however doesn't mean that each individual student visits every department during his or her master's track. “Then it would at least take twelve years to obtain your degree,” Rennenberg jokes. “Instead, we decided to create five thematic clinical rotations, which can be carried out in different places with different medical professionals.” Here, students are continuously evaluated in different domains, such as medical

expertise, communication, and teamwork. According to last year student Marissa Meegdes, it is a perfect preparation for the life of a medical doctor. “We do not only receive a lot of feedback on our skills and competencies, but also have plenty of opportunity to practice these,” she says.

Mentor

The doctors-to-be keep track of their progress with the Electronic Portfolio and Assessment Support System (EPASS), which they regularly discuss with their mentor - another novelty of the new master's program. After every clinical rotation, students visit their mentor to evaluate their performance and formulate new learning goals. Rennenberg: “It is our aim to enable all students to get the best out of themselves, and individual support is an indispensable part of this.”

Meegdes agrees. “It's indeed helpful to have someone that you can always turn to for advice, for example about which electives to choose.” When asked about her own competencies, she doesn't need to think long. “I'm good at organizing, communicating and cooperating, and I can still improve in the field medical expertise,” she states. “Now that's the great thing about the new master's program,” Rennenberg adds. “It gives us an insight into competencies that remained unseen before. In this manner, we are not only able to quickly intervene when students experience problems, but also to give students who perform well the opportunity to become even better.”

“Within the new medical master's program, the increased attention for feedback, self-directed learning, personal responsibility, as well as relevant competencies offers excellent opportunities to optimize learning in the workplace. Students are in charge of their education, which is a good preparation for their subsequent training as a doctor. The integration of students into the medical team has furthermore made it easier to establish an effective student-supervisor relationship, essential to a successful education.”

Marjan Govaerts, School of Health Professions Education

“Since students stay longer in the various hospital departments, we have more opportunities to get to know each other. This benefits the process of supervising and giving and receiving feedback, which speeds up the students' learning curves. By means of the electronic portfolio it is easy to keep track of students' progress. This enables instructors in the specialty training programs to shorten the duration of the training, if desirable. All this is not only advantageous for students, but also for instructors and supervisors. Magnificent!”

Frank Smeenk, program director postgraduate training in Respiratory Medicine, Catharina Hospital Eindhoven

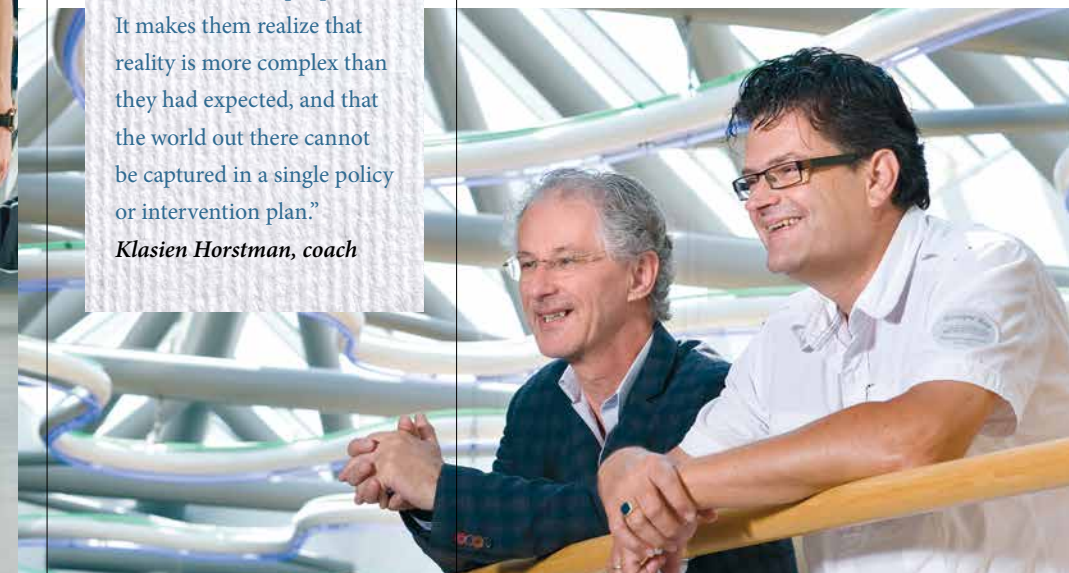
STANDING OUT FROM THE CROWD WITH *the Honours program*

Since two years, FHML has been offering the Honours program to those 2nd and 3rd year bachelor's students who want to go the extra mile. While jointly working on a project, they get the opportunity to improve their competences. Mastering the skill, that's what it's all about.



“Students sometimes believe they're able to change the world. They have idealistic ideas about healthcare and the possibilities of prevention. When organizing a citizen's summit, they're suddenly confronted with different kinds of people. It makes them realize that reality is more complex than they had expected, and that the world out there cannot be captured in a single policy or intervention plan.”
Klasien Horstman, coach

Eddy Houwaart and Theo de Kok



“Working together in a small group for one and a half years resembles the experience of having a real life work environment, including all struggles and problems that can go along with it. Students have to learn to deal with the situation at hand, and in that sense the Honours program offers a good preparation for working life.”
Simone van Breda, coach

improvement, instead of doing what you're already good at. De Kok: “Ultimately, the different research projects function as a context in which students have the opportunity to address weak competences - think for instance of analyzing, networking, cooperating, presenting or writing. We take a student-centered approach, which implies that we leave it up to the students to decide on which competences they want to work. During the program we keep track of their individual growth and development.”

It seems to be a formula for success. For not only last year's citizen's summit was memorable, according to Houwaart. “We've seen interesting presentations. Besides, several research papers have been submitted to peer-reviewed journals. That's quite an achievement.” De Kok: “These are highly ambitious students. They're aware of the fact that if you want to make your CV stand out, you better start working on it now.”

“Last year, a group of our students organized a so-called citizen's summit,” professor Eddy Houwaart recalls. “Residents from various neighborhoods in Maastricht were invited to not only discuss their ideas about local public health policies, but also brought into contact with policy makers and healthcare organizations. With almost two hundred citizens participating, this democratic experiment turned out to be a great success.”

“The Honours program has offered me experience of independently doing research outside of the university walls. That's a great opportunity for anyone who wants to grow and develop in many different areas.”
Vicky Nwosu, student

It's a perfect example of what the Honours program stands for: project based learning, rooted in real-life. “During one and a half years, small groups of students work under the supervision of a coach on a research project,” extraordinary professor Theo de Kok explains. “This research either links up with existing studies at our faculty, or is the result of a request made by an institute or government organization, as was the research leading up to the citizen's summit.”

Serious business indeed, which works highly motivating for the students. Since they come from different fields of study within FHML, an interdisciplinary approach lies at the heart of their collaboration. “At the start of the pro-

gram, when it comes to indicating their preference for one of the research projects, we encourage them to shy away from the familiar,” Houwaart states. “Let's say you're studying molecular life sciences; then why not choose to dive into the topic of healthcare management? It can only broaden your horizon.” Elective courses like philosophy or history, also an important part of the program, serve the same purpose.

Stepping out of your comfort zone also means focusing on what needs

News in brief



EDUCATIONAL CAREER COMMUNITY

In 2013, the Institute for Education FHML set up the Educational Career Community (ECCo). This community currently consists of about 25 staff members who have entered a career in education. Meetings take place 2 to 3 times a year and provide an opportunity to discuss current topics within education, such as 'competency based learning and assessment' and 'innovative learning environments'. The Institute for Education also calls on these staff members to play a pioneering role on behalf of FHML and to participate in a wider context. In this way, staff members acquire genuine influence in education and education actually profits from their expertise.



Platform Internationalization installed

As of September 2015 a new Platform Internationalization has been installed. The platform will support and promote internationalization in all FHML educational programs. Chair of the platform will be dr. Anja Krumeich. She has ample experience with international programs. She was for example program director of the former Master of Public Health for professionals and she has developed the successful master in Global Health.



FHML Education Prizes

Herma Roebertsen, Winner Great Education Prize 2014



Every year, the Institute for Education awards the FHML Education Prizes. With these prizes, the Institute for Education seeks to recognize staff members who excel in educational roles and who make a relevant contribution to the development of education within FHML.

Within all three domains (Health, Biomedical Sciences and Medicine), prizes are awarded in different categories, for example best tutor and best course coordinator.

The Institute for Education also awards a Great Education Prize to show its gratitude to an employee who has performed consistently well in the field of education during his or her career and thus plays an exemplary role.

Winners of the Education Prizes receive a bronze sculpture designed by Limburg artist Frans Duckers, as well as a certificate. The next award ceremony will take place on November 4, 2015.

Successful re-accreditation

In 2014-2015 several programs have been successfully re-accredited by the Dutch Flemish Accreditation Organization. The bachelor and master European Public Health, as well as the master Global Health and the master Health Professions Education were awarded the Distinctive Quality Feature Internationalization.



DOUBLE DEGREE PROGRAM WITH TOMSK STATE UNIVERSITY

The FHML has developed a double degree program with Tomsk State University (TSU) in Russia. The double degree program enables students from FHML and TSU to acquire a Master of Science in Biomedical Sciences and a Master in the area of Physics by taking 26 extracurricular credits. Students who want to participate in the double degree program will study the first year at TSU and the second year at FHML.



Optimizing teaching

WITH THE UNIVERSITY TEACHING QUALIFICATION

Maastricht University aims to be leading in learning: an ambition that cannot be realized without excellent teaching. The University Teaching Qualification course helps academic staff to get the best out of themselves, and hence their students.

In 2008, all Dutch universities introduced the University Teaching Qualification (UTQ, in Dutch: BKO) as a proof of didactic competence of their teaching staff. In order to obtain this qualification, teachers have to successfully complete the UTQ course, in which they broaden and deepen their educational competencies. “At the moment, we have trained more than sixty percent of our faculty members,” says Wilma Huveneers. She is coordinating the UTQ course at FHML, and was responsible for its development seven years ago, together with Marie-Louise Schreurs. “Eventually, it is our goal to have all of our staff members certified.”

What’s the philosophy behind UTQ?

“We start from the idea that the people we are working with have excellent knowledge and experience. Our aim is to provide them with a set of tools that enables them to transfer these to their students in the best way possible. Therefore, I like to think that UTQ is about optimizing rather than improving. At the start of the course, which is compulsory, trainees tend to be hesitant,

“Undergoing the UTQ course at Maastricht University stimulated me to look at my work from a different perspective. It encouraged me to reflect upon my practice and principles, which has greatly contributed to my growth as an educationalist. The UTQ experience is transformative. It is a great benefit to be able to discuss, discover and define things together in an atmosphere of openness.”

*Kasia Czabanowska,
department International Health*

as it’s yet another obligation in their already busy schedule. This however quickly changes when they see what’s in it for them.”

What does the UTQ course look like in practice?

“We train our staff in the same manner as they train their students, which means that we stick to the format of problem based learning. Staff members from different departments work together in small tutorial groups, and I, or colleagues of mine, take on the role of tutor. This reversal of roles really works as an eye-opener, I have to say. The course consists of five separate training days. We meet only once a month, thereby giving the trainees the opportunity to directly apply their new knowledge and skills into practice. We furthermore re-enact different teaching situations, like a lecture, a practical session, or a tutorial group.”

What’s the most important thing that trainees can learn from you?

“In the end, it’s all about creating awareness. Throughout the course we discuss the three



Wilma Huveneers

“We train our staff in the same manner as they train their students.”

phases that constitute the educational process: from educational developments, to implementation and assessment. Our teachers have plenty of experience in these fields, but perhaps there are alternatives to their usual way of working that they weren’t yet aware of. It’s up to me to offer these to them, but most of all they learn from each other by sharing their experiences and giving and receiving feedback.”

What has changed since the introduction of UTQ?

“Nowadays, when I walk through the faculty, I hear terms like ‘interactivity’ and ‘backward chaining’, which shows that a new way of thinking about education is being internalized. Teachers start to speak a common language. What’s also very important is that people from different departments get to know each other, thereby expanding their network. When we started, moreover, not many of them were familiar with our department of Educational Development & Research. Today, they know where to find us.”

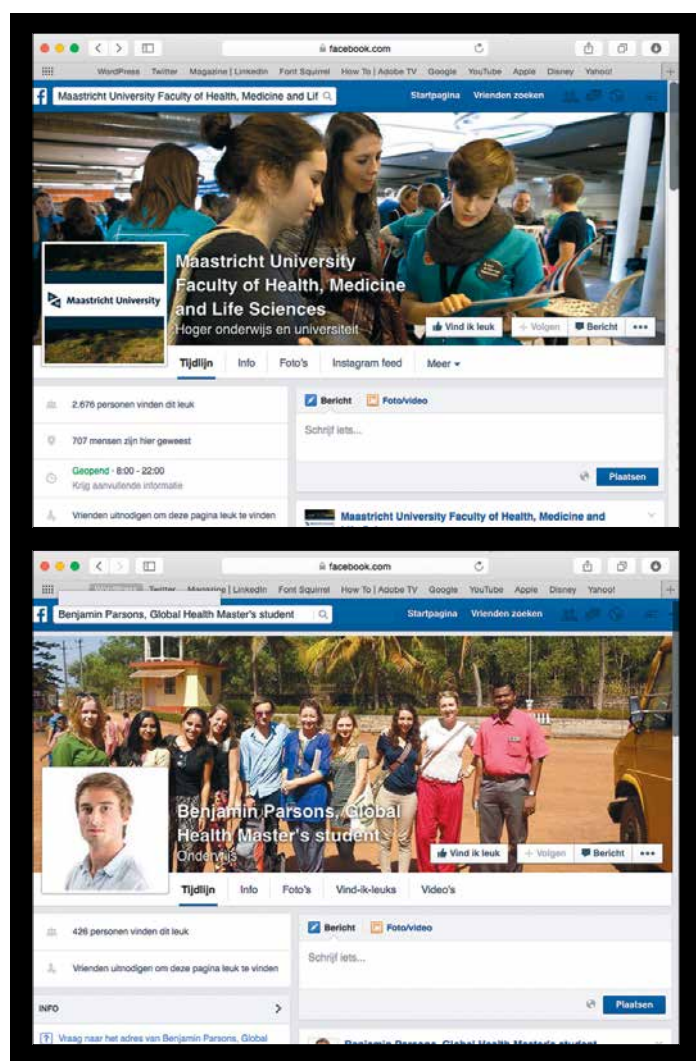
“As a researcher, you’re more or less thrown in at the deep end when it comes to teaching. Since clear guidelines are lacking, you often need to work on the basis of your gut feeling. The UTQ course helped me to critically reflect on my working method - why do I do the things I do, and what’s the eventual result? I learned that it’s of pivotal importance to ask for feedback if you want to enhance the quality of your teaching.”

Leon Schurgers, department Biochemistry

FHML on Facebook

INCREASING NUMBER OF LIKES AND VISITORS

FHML Facebook page has - since its set-up in June 2011 - reached and connected thousands of (potential) students and alumni, UM and FHML staff. Up until now 2.664 people have liked the page and this number is increasing every day.



Our FHML Facebook page supplies our followers with faculty information, study program updates, FHML related news, research results and practical information. Our main objective is to give (potential) students insight in life at FHML and Maastricht. Next to FHML Facebook, we have the MSChallenge program Facebook page. Its objective is to increase the potential number of prospective international master students.

The post most read in 2015 was the one about His Majesty King Willem-Alexander paying a working visit to the UM Institute for Technology-Inspired Regenerative Medicine (MERLN); 7.372 people read this message.

International

Although most of our fans are Dutch, we also have readers from Germany, Belgium, Italy, USA, UK, Saudi-Arabia, India, Indonesia and Brazil.

Sharing experiences

Since 2011 various selected master students shared their experiences, both the fun and tough parts, of living and studying in Maastricht, how to build a life in Maastricht, the study program, internships and much more. Facebook provides students a convenient way to get in touch with peers both in Maastricht and with those who already took the plunge into a challenging study program abroad. On Facebook they find information they really need and that cannot be found in any brochure or website.

Needless to say, Facebook has provided FHML Marketing & Communications lots of insights in issues prospective students are dealing with. It helps to better shape communication to their needs.

Benjamin Parsons on Facebook during the Global Health master

Benjamin Parsons is one of our MSChallenge students who reported on Facebook on his life in Kenya during the internship within the Global Health master. Benjamin started his master in Maastricht, left for India in January 2015 and in May 2015 started his thesis research in Kenya. In the Global Health master all this is possible. During his stay, Benjamin received questions from over 100 interested students from all over the world. Using Facebook gives us a unique opportunity to reach international students in an effective and easy way and without much costs.

A day at the desk of Riny Rondas

As a staff member block support at the Institute for Education, Riny Rondas assists course coordinators in carrying out their administrative duties. It's up to her to keep EleUM up to date for the courses offered in the first and second year of the bachelor's program in Medicine. Riny: "One of the best things about my job is being part of a team. Staff members I work with all have a heart for education."

CHECKING E-MAIL

"My day starts with checking my email. First, I respond to urgent messages, such as a request to publish an announcement on EleUM e.g. to remind students of the preparations they will have to take for their practical training later that day. It gives a good feeling to be able to act promptly."



KEEPING IN TOUCH WITH TUTORS AND OTHER STAFF

"After having dealt with the urgent matters, I continue with the rest of my correspondence. I have a lot of contact with course coordinators, tutors and other staff. Before the start of a course, I have to make sure that tutors receive all the relevant information such as tutor instructions, how to find the timetable of the course and procedures concerning professional behavior, as well as a reminder for the tutor preparation meeting. In case of changes or novelties during the course, I will notify them."

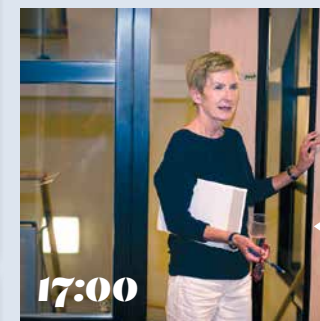


EleUM

"All information that is shared on EleUM is published in a uniform manner, which increases its accessibility and user-friendliness for students. Next to publishing content and keeping it up to date, I can help course coordinators with technical aspects of EleUM. I thus need to keep up with updates of EleUM and other software systems we use. That and other changes we have to deal with is something I really enjoy in my work."



LUNCH TIME



DISCUSSION WITH BACHELOR COURSE COORDINATORS

"On a monthly base, I meet with all bachelor course coordinators. During this meeting we talk about matters closely linked to the bachelor courses. As a staff member block support, I actively search for solutions or improvements when problems are encountered."

MAKING A SCHEDULE/PLAN

"Since I'm there to support the course coordinators of the first and the second year, I'm always working on at least two running courses, as well as subsequent and (sometimes) previous courses. It therefore is important to keep a cool head, and manage my time effectively."

MEETING UP WITH FELLOW STAFF MEMBERS BLOCK SUPPORT

"I regularly discuss things with my colleague Monique, who is a staff member block support for the International Track in Medicine. Since the courses that we are working on are contentwise largely the same, we can help each other out. This year we have welcomed three new colleagues, who work as staff members block support for Health Sciences, Biomedical Sciences and European Public Health. It is very nice that our team has expanded. Now we can support all coordinators in the first two years of our bachelor programs."

TIME TO GO HOME

Examining the exams

Since the introduction of the Administration Reinforcement Act in 2010, the responsibilities and powers of the Board of Examiners (BoE) has expanded. Geja Hageman, chair of the BoE of Biomedical Sciences, explains how the challenge is being met at FHML.

“In the past, the responsibilities of the BoE used to be of an organizational and administrative character,” Hageman says. “Besides, if students had complaints or requested an extra resit, we were there to solve the problem. Nowadays, we are also responsible for assuring the quality of assessments and examinations, which is quite a change.”

And a challenge, one might add, as it turned out that little was actually known about the assessment process. Hageman: “This holds for the bachelor’s program in Biomedical Sciences as well as the bachelor’s program in Health Sciences. Medicine, with its tradition of educational innovation, appeared to be the exception. There it is usual practice to make an assessment plan prior to the start of a course, indicating what will be assessed and in which manner this will be done.”

Assessment plans

Hageman decided to present the assessment plan as a tool for quality improvement in the bachelor’s program and master’s program in Biomedical Sciences. “I realized that the BoE has the authority to ask course

coordinators to provide information about their assessment practices,” she says, “so I thought that this might be a good starting-point.” As a result, the BoE created a standard assessment plan that every course coordinator has to fill out. It contains detailed information on the final attainment levels, how to assess these, the criteria for grading, and so on.

Hageman: “Since I’m also a course coordinator, I started by filling out the plan myself. It is my experience that this really makes you think about the way you have been working, and most course coordinators seem to agree on this. We invited every single one of them to discuss his or her assessment plan, in order to come to a definitive version approved by the BoE.” The assessment plans have since then been added to the Education and Examination Regulations, and published on EleUM.

Success

“The great thing about this new way of working is that it leaves room for the input and expertise of the individual course coordinators,” Hageman states. “The BoE has

to make sure that the assessment plans live up to the quality requirements, but it is up to the course coordinators to decide how this is being done. It’s a dynamic process.” Another advantage is the fact that free-ridership during group projects is now closely being monitored. Hageman: “The past year, the BoE has been emphasizing the importance of peer assessment as a tool for identifying student misbehavior. In this way, we want to keep improving.”

After the initial success in Biomedical Sciences, the assessment plans have also been implemented by the BoE of Health Sciences. Other faculties in Maastricht also show interest, as well as universities elsewhere. “It is clear that this is a powerful tool for quality improvement,” Hageman says. “The next step now is to find a way to be able to measure the actual quality of assessments and examinations, as this remains a grey area. Until now, we have been directing our efforts at taking a priori measures, yet we still don’t know whether our exam questions correspond to the manner in which students experience a course. So that’s the challenge for the near future.”



Colophon

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Maastricht UMC+



“The highly acclaimed Research Master in Health Sciences makes Maastricht the perfect place to study. The city is full of history and charm, and characterized by the presence of students with different nationalities. Within FHML, there are plenty of opportunities for students to participate in the decision-making process. As a student representative, I was secretary of the Student Council and part of the Education Committee of Health Sciences.”

Niels Janssen
Research Master in Health Sciences



Danique van den Kerkhof
Master in Biomedical Sciences



Yasmin Hashish
Bachelor in Medicine

“Problem based learning makes studying in Maastricht a unique experience. Within this educational model students actively gather knowledge, which makes it easier to actually remember and apply what you have learned. The city of Maastricht moreover has an international character, and is just very beautiful!”

“During the bachelor’s program in Medicine you are thoroughly prepared for doctor-patient interactions by means of working with standardized patients and doing consultations in the outpatient clinic. Now I’m in my clinical rotations, this really helps me to easily communicate with patients.”

Irene Schouten
Master in Medicine



“Studying at FHML means studying in an approachable environment, where teachers and students treat each other as future colleagues. As a result, staff members are very willing to give students that extra bit of support, even after office hours.”

“Maastricht offers everything that you expect from a city, including excellent education. The relaxed and ‘joie de vivre’ mentality of its inhabitants makes you quickly feel at home in this cozy and authentic place!”

Tom Smeets
Bachelor in Biomedical Sciences



Why Maastricht?



Elke Breugelmans
Bachelor in Health Sciences

“The bachelor’s program in Health Sciences highly appealed to me because of the broad and multidisciplinary character of the first year, and the various specialization tracks that are offered from the second year onwards. Problem based learning, moreover, seemed an interesting educational model. The fact that Maastricht is a nice, cozy and beautiful city was - and remains - a nice extra!”