

education matters

FHML 2025



AI is here to stay!

Revision of the
University Teaching
Qualification

PebblePad as
integral part of
the teaching and
assessment
philosophy



Maastricht University



Maastricht UMC+

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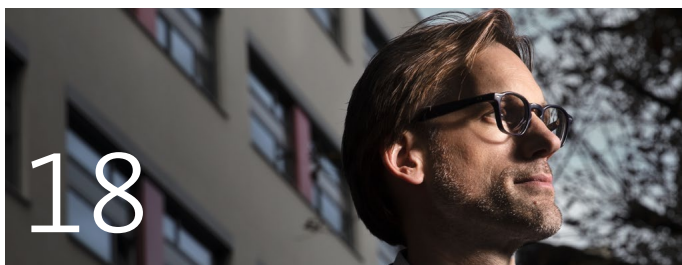
Student in the picture: Natali Jundi

I think it's important to support others. "Small acts of kindness" can truly make a difference.



PebblePad as integral part of the teaching and assessment philosophy

The new e-portfolio PebblePad is much more than just a system. It is an integral part of our philosophy of teaching and assessment. PebblePad gives students ownership of their progress and linking it with coaching and (peer) feedback, it provides a comprehensive picture of each student's knowledge and professional development.



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Vice-Dean for Education Pim Teunissen bridges research, clinical practice and leadership. He shares his vision on shaping the future of health education.

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Noteworthy and inspiring achievements

It is with great pleasure that we present the 2025 edition of *Education Matters*. Over the past year, we have witnessed significant developments in renewing our educational approaches, thoughtfully integrating new technologies, and supporting our teaching staff in enhancing their educational skills. The articles collected in this magazine showcase a range of noteworthy and inspiring achievements, offering personal insights and perspectives from those at the heart of our educational community.

One of the key moments for our faculty this year was the farewell of Mirjam Oude Egbrink. In June 2025, she stepped down from her role as Vice Dean of Education, after nearly two decades of contributing to the development of FHML's educational landscape in various capacities. Mirjam has been a driving force behind many innovations and reflects on these years by sharing her vision, proudest moments, and hopes for the future of education at Maastricht University. At the same time, we look ahead with enthusiasm and anticipation as we welcome her successor, Pim Teunissen. In a special introductory interview, he outlines his vision for the coming years, building on a strong foundation while embracing the challenges and opportunities that lie ahead.

This edition also highlights a major milestone in the Bachelor of Medicine programme. With the first cohort graduating and the implementation of the Dutch-language version of the programme now underway, we reflect on the impact of these changes. Interviews with both students and teaching staff provide valuable insights into the experiences and outcomes of this comprehensive and forward-thinking curriculum reform.

Another rapidly evolving topic in higher education is the role of generative AI. Our article on Good AI Practices includes insights from FHML's AI Education working group, who guide staff in using GenAI tools both creatively and responsibly. Their examples highlight both the potential and the pitfalls of these technologies, while demonstrating how generative AI can be meaningfully integrated into teaching practices. Meaningful assessment remains a cornerstone of learning.



In this edition, we also explore the use of PebblePad as a new UM tool for constructive, student-centred assessment. We show how digital portfolios can support both students and educators in fostering deeper learning and reflection.

Professional development for teaching staff is essential to driving innovation and maintaining educational quality. Recently, the University Teaching Qualification (BKO) programme underwent a major redesign. In the related article, we explain the changes made and the rationale behind them. We also highlight the UM-wide Educational Leadership trajectory. Current and former participants reflect on how the course has shaped their perspectives and practices as educators, and how it has empowered them to lead change within their programmes and beyond.

On the international front, we spotlight the Double Degree programmes with Japan, which offer FHML students a unique opportunity to broaden their academic horizons. These programmes provide not only academic enrichment but also promote intercultural understanding and global citizenship.

As you read through this edition, we hope you will be inspired by the stories, achievements, and ambitions of our educational community. The expertise, creativity, and dedication of both teaching and support staff continue to make FHML a faculty where high-quality education thrives, shaping the future of our students and contributing to the innovation of higher education.

Enjoy reading this eleventh edition of *Education Matters*!

Mariëtte Cuijssen

Director Institute for Education FHML

Artificial Intelligence is here to stay

Am I here for the certificate or to learn?

“That is the question students must ask themselves when using Artificial Intelligence (AI),” says Henry Woodruff. “AI is here to stay,” adds Desirée Joosten-ten Brinke. “There is no point in banning it. What we want is to teach students and staff to use AI consciously, critically, and ethically.” Woodruff and Joosten-ten Brinke are co-chairs of FHML’s AI Education work group.

AI has become indispensable in FHML education. “What began almost three years ago with separate initiatives has grown into a broadly supported approach,” says Woodruff. “An approach that prepares our students and staff for a future in which AI will play an ever-increasing role. In this respect, FHML is leading the way within UM.” Joosten-ten Brinke adds: “A work group was set up with members from the degree programmes, the Institute for Education, and the department of Research & Education (O&O). This group has drawn up an AI policy with concrete guidelines for the use of AI in education and is working on various work packages on training, curriculum development, communication, and educational research.”

Training

“We are actively working on awareness, knowledge, and skills and critical thinking (i.e., AI literacy) for example through a wide range of training sessions for students, lecturers, clinicians and support staff,” Woodruff explains. “Everyone within FHML needs to understand what AI is in order to be able to use it responsibly. Through train-the-trainer sessions, we equip colleagues so that the message continues to spread throughout FHML. To ensure the training meets participants’ needs, we discuss specific wishes in advance, allowing us to tailor the content. A key focus point for clinicians, for example, is privacy in relation to patient data.” “AI literacy has now also been included in the University Teaching Qualification (UTQ)” Joosten-ten Brinke adds.

Reviewing ILOs and assessment plans

“Enhancing AI literacy is incredibly important,” stresses Joosten-ten Brinke. “AI forces course coordinators, for instance, to revisit their intended learning outcomes (ILOs) and assessment plans. The work group reviews all these plans to assess whether they are still fit for purpose in the age of AI. It’s a major undertaking, as it involves nearly 500 courses.”

“We want assessments to measure the competencies and skills of the student - not the output of AI,” says Woodruff. “That means the final product becomes less important than the process leading up to it. Take scientific writing, for example. Writing is much more than producing text. It’s about shaping ideas, building an argument, telling a story, and making choices. That AI helps with the final drafting is not a problem, provided the student has gone through the necessary thinking steps themselves.” Joosten-ten Brinke confirms: “The point is not for students to deliver a flawless text, but to demonstrate ownership of their ideas and the ability to think critically.”

Examples of AI in practice

“There are already many excellent examples of AI being used positively in education,” says Joosten-ten Brinke. “In one course that originally emphasised writing, lecturers realised that the real goal was critical thinking, resulting in the creation of graphs based on available data. Instead of lengthy writing assignments, students now attend a two-hour session where they directly analyse data and convert it into graphs. AI may support them in drafting the accompanying text, while the complex reasoning takes place in a controlled setting.”

Woodruff gives an example from the Brain Science bachelor’s programme: “Students first make handwritten notes on certain philosophical concepts. They then engage with ChatGPT and reflect on the answers they receive. Do they agree, has it changed their thinking, what have they learned? This strengthens critical thinking.” This process, Woodruff stresses, is extremely valuable as a tutor simply does not have the time for such one-on-one discussions. “Brain Science therefore uses AI as an additional exercise for critical dialogue.”

The impact of AI on education

The work group is also investigating the effects of AI in education. Joosten-ten Brinke: “We ask questions such as: how does AI influence the learning process? Does it make education more effective and efficient, or does it risk encouraging more superficial learning? Researchers also look at the role of AI in feedback: at what stage is digital feedback most valuable, and how can it be combined with human guidance? By systematically exploring these questions, FHML aims to gain insight into the true added value - and the pitfalls - of AI in education.”

Challenges and opportunities

How do Joosten-ten Brinke and Woodruff see the use of AI in education five years from now? Woodruff expects AI will be able to partly take over the roles of tutors and mentors. “Imagine an AI tool that gives tips, asks questions and supports the learning process, not just for one course but through the learning journey. That way, the tutor can focus more on personal contact and progressive assessment.”

Joosten-ten Brinke also sees many opportunities, as long as there is a willingness to experiment and push boundaries. “But there are still practical and legal hurdles to overcome. For example, due to privacy and copyright regulations, it is not allowed to upload students’ work into tools such as ChatGPT. That makes AI-based feedback practically impossible. Work is already underway on safe, legal, and privacy-preserving (GDPR-compliant) solutions. Once that infrastructure is in place,” she concludes, “AI will offer countless opportunities to make education more efficient, effective and engaging.”

Want to know more about AI in education?
ask-EDUC@maastrichtuniversity.nl

Henry Woodruff

“We want assessments to measure the competencies and skills of the student - not the output of AI.”

HENRY WOODRUFF, DESIRÉE JOOSTEN-TEN BRINKE

Farewell to Mirjam oude Egbrink

“I have learnt: don’t go too fast, listen carefully, and substantiate your decisions.”

For 14 years, Mirjam oude Egbrink served as the Scientific Director of the Institute for Education (IfE) at FHML.

In recent years, she combined this role with membership of the Faculty Board and ultimately the position of Vice-Dean of Education. She handed over the directorship to Mariëtte Cruijssen in 2024, and on 1 June 2025, Pim Teunissen succeeded her as Vice-Dean. “On 28 November, I will deliver my valedictory lecture and then I will take early retirement. I’m looking forward to the freedom.” Mirjam studied Biology in Groningen and came to Maastricht for her PhD research at the CARIM research institute. After serving as a course coordinator and being deeply involved in developing and launching the Master in Physician-Clinical Investigator (A-KO), I was asked to become Director of Education for Medicine. I had to think about it, but I said yes because the challenge appealed to me and such a role would allow me to make improvements.”

Starting during a difficult period

It proved the right decision. She had a talent for governance, and in 2011 she was appointed Scientific Director of the Institute for Education. “It wasn’t an easy time, as we were in the middle of budget cuts. Together we worked hard to streamline the organisation without losing quality.” Other early challenges included low enrolment in Biomedical Sciences (BMS) and relatively low FHML student satisfaction scores. “Since then, BMS enrolment has risen sharply, and student satisfaction has improved considerably. We invested much in personal guidance, mentoring and coaching, helping students feel better seen and heard.”

Students’ appreciation

Then suddenly, in 2020, the pandemic began. “We had to move from on-campus to online overnight. It was hectic, with endless meetings, often at weekends. Looking back, I am proud of how our lecturers and IfE staff kept education running. What touched me was the students’ involvement - they truly recognised how hard everyone was working. I remember a letter sent to all lecturers and coordinators, expressing their appreciation. That meant a lot.”

A career in education

After receiving signals of excessive workloads, Mirjam initiated a committee to address the problem. “One insight was that full-time lecturers had too little autonomy and were under pressure. To help, they were given 10% unplanned teaching time for personal development. This worked well, as did the introduction of ‘block support’ - administrative assistance for course coordinators from the IfE.” She is also a strong advocate of careers in education.

“Without academic teaching, there is no university. It’s strange that teaching is often seen as something you do ‘on the side’. At FHML we therefore offer staff genuine career prospects in education. In addition to a PhD in their field, they must complete an educational master, such as the Master in Health Professions Education (MHPE), which I also did. They must also profile themselves in education and engage in educational research. This creates a win-win situation: recognition and appreciation of teaching, while also improving its quality.” FHML now counts around twenty associate professors and professors with education-based titles.

New education

Under Mirjam’s leadership, FHML’s educational portfolio expanded significantly, curricula were revised, and student numbers rose sharply (from about 4,200 in 2011 to 5,300 in 2023). New programmes were launched, such as the Bachelor in Regenerative Medicine and Technology, the Master in Health and Digital Transformation, and the interfaculty Bachelor in Brain Science. “All new initiatives were guided by professional developments, societal relevance, and educational insights. Curricula must be designed to be flexible and future-proof, with room for innovation.” FHML-wide minors were also introduced, in education, interprofessional collaboration, AI and data-driven care, and lifestyle medicine.

Personal style

Throughout her management career, oude Egbrink continued teaching. “I enjoy it, and it provides essential insights. You need to know what is really happening, not just manage from the meeting room.” She considers reflection - on yourself and the system - crucial. “I’ve learnt: don’t go too fast, listen carefully, and substantiate your decisions.” And then there was another area where she left her mark: her mission to bring more colour into the building. So we brightened up lounges, lift halls, offices, and corridors. A pleasant, inviting environment makes a real difference to how people feel at work and study.” After her official farewell in November, she plans to enjoy her free time with family and friends, her new house by the water, new hobbies, and she might get a dog again - next to supervising several PhD candidates. “I especially look forward to a lighter schedule and fewer obligations. But I’ve always enjoyed this work - because of the chance to make a real difference, the intellectual challenge, and above all the collaboration, energy, and commitment of the people here. That was truly fantastic.”

Professionals *with the right competencies, as well as their own style and identity*

“It was pioneering,” says paediatrician and learning team coach Gijs van Well about the English-taught Bachelor in Medicine. “In the new curriculum, students have far more autonomy, and that brings, alongside inevitable uncertainty, wonderful growth.” Jonas Flöter, who graduated this year, recognises this: “You direct your own studies. That makes it more challenging, but also much more interesting than a traditional programme.”

The English-taught Bachelor in Medicine was completely redesigned three years ago. The first cohort of students graduated in 2025. In the new set-up, students work in small groups on authentic professional tasks; real-life situations serve as the starting point for learning. A key principle of the curriculum is self-regulated learning, supported by learning team coaches. Trudy van der Weijden, Professor of Implementation of Guidelines and Shared Decision-Making and learning team coach: “In the new curriculum, as a coach you are closely involved with the group throughout the year. You meet students twice a week in their tutorial group, and every two weeks one-to-one. In practice, you combine the roles of tutor and mentor. I think it’s a wonderful adventure. You get to know the students well. Sometimes you deal with personal issues, group conflicts, doubts, or wider social questions. Anything can happen. As a coach, you offer a listening ear, give advice and provide continuity. What’s more, working continuously in the same group strengthens collaboration, reflection, and a sense of responsibility - also for one another.” Van Well adds: “It’s inspiring to be so closely involved with students as a coach; it gives you energy and keeps you sharp.”

Less ‘one-size-fits-all’

Van Well: “The first year took some getting used to. The students weren’t exactly sure what was expected of them. There was no ready-made blueprint. Therefore, we spent a lot of time in the beginning explaining and reassuring. Gradually, they began to see the added value and enjoy it. You notice within a group that one student picks things up faster or in a different way

than another. That’s the beauty of it. One of the aims of the new curriculum is that we deliver a little less of ‘one size fits all’ alumni and instead train doctors with a comparable set of competencies who develop their own style and profile.” Van der Weijden confirms: “You see students struggle - and grow. In knowledge, in skills, and in their professional identity.”

Students: freedom and uncertainty

Demi Nouws, who, like Flöter, graduated in 2025, is now a master’s student in Medicine in Maastricht. She deliberately chose the English-taught bachelor even though her mother tongue is Dutch. “The small scale and the international focus appealed to me. The new curriculum, and the autonomy that comes with it, turned out to suit me surprisingly well. There is a strong emphasis on intrinsic motivation, reflection and professional attitude. At the start, it was really a matter of searching. Sometimes we were given photos or videos on a certain subject and had to work out for ourselves what was expected. There was also a lack of structure sometimes. A good coach is essential, and a personal connection is important. The coach is a kind of confidant - someone you must be able to rely on.” Flöter also chose Maastricht for its problem-based learning approach and international orientation of the programme. “I aspire to have an international career, for instance with Médecins Sans Frontières (Doctors Without Borders).” Being part of the first cohort was sometimes difficult. “Not everything ran smoothly. It sometimes felt like trial and error, with much depending on the quality of the coach and the group composition. We gave a lot of feedback, which



Demi Nouws



Jonas Flöter



Gijs van Well



Trudy van der Weijden

especially benefitted the cohorts after us. One of the biggest challenges was never being quite sure whether you knew enough. At times, we missed having a traditional exam.”

Peer reflection among coaches

For the coaches, too, it was a learning journey. Van Well: “We met regularly to exchange experiences and learn from one another. In the end, each coach, depending on the group, developed their own approach and it’s good that the programme allows that freedom. We also received useful feedback from students. For instance, we noticed the workload was very heavy, partly because of the administrative burden of the portfolio. We adjusted it so that the focus is more on content and less on ticking boxes.” Van der Weijden: “There was a great deal of passion in the staff. The intensive discussions took a lot of time, but they were highly valuable and instructive.”

Quickly independent

Nouws: “This way of teaching quickly makes you independent; you learn how to deal with feedback and that builds confidence. There is also a lot of emphasis on developing a ‘broad outlook’, for example through clinics both inside and outside the hospital, and through the minor, which I did in Ireland.” Flöter adds:

“Because I already had a Bachelor in Medical Engineering, I didn’t need to do a minor in year 3. Instead, I spent three months in India at a rehabilitation centre for children with cerebral palsy. I was able to apply much of the orthopaedic knowledge I gained in the first two years of the bachelor there.”

The greatest added value

Despite the bumps along the way, both students and coaches look back positively. Flöter: “It’s challenging, but you learn to think and work independently. That’s something I’ll benefit from for the rest of my career.” Nouws agrees: “Above all, you get to know yourself very well.” Van Well: “I believe the new curriculum will produce a new generation of doctors who emerge from their studies broader and stronger. Students learn from the very beginning how to collaborate and communicate. There is far more attention for (personal) leadership.” Van der Weijden: “Students grow in knowledge and skills, and above all in identity. Who are you as a person, and as a doctor? That may well be the greatest gain of this curriculum.”

In the academic year 2025/26, the Dutch-language Bachelor in Medicine also started with the new curriculum.



NATALIE JUNDI

STUDENT
IN THE
PICTURE

Dream big, don't be afraid
to try new things, and dare
to look further.

The axolotl is an aquatic salamander known for its extraordinary regenerative abilities. This amphibian can regrow its limbs, tail, spinal cord, and even parts of the brain. The axolotl is commonly found in Mexico and - coincidentally or not - it happens to be the favourite animal of Natalie Ali Adnan Jundi, a second-year bachelor's student in Regenerative Medicine and Technology (RMT). "As a child I was obsessed with the axolotl," she laughs. "Perhaps it unconsciously sparked my interest in this degree."

The Mexican-Jordanian student (18) moved just over a year ago from the Jordanian capital, Amman, to Maastricht. "I already knew Maastricht fairly well," she explains. "My aunt lives here and during the summer holidays our family often visited her. Maastricht is small, friendly, and international - exactly what I was looking for. I'm currently living with my aunt, and it's working out very well."

Looking beyond borders

In fact, Natalie feels at home wherever different cultures, perspectives, and people come together. Her mother is Mexican, her father Jordanian. They met in the United States while studying. The family now lives in Amman but often visit relatives in Mexico. Natalie is fluent in English, Arabic, and Spanish, and is currently learning Dutch. "Because," she says, "you can only truly understand a country and its people if you speak - or at least understand - their language." Nathalie's boyfriend is half Jordanian and half Ukrainian. That Natalie would study abroad was obvious. "My parents encouraged me to look beyond borders. They believe that studying in another country broadens your perspective and allows you to gain invaluable experiences and insights, helping you to understand how the world really works."

Choosing her own path

The decision to pursue a bachelor's degree in RMT in Maastricht was quickly made. "I'm very passionate about science and fascinated by technology and medicine. What appeals to me about the curriculum is its breadth - you are not immediately pushed in a specific direction. You have the freedom and space to explore which path you wish to follow later. On top of that, it is international. The roughly 25 students come from all corners of the world, which creates a positive dynamic and new perspectives. That's important to me. And because the group is still relatively small, all the lecturers and students know each other, which creates a friendly and familiar atmosphere."

What you do should matter

Natalie describes herself as disciplined and ambitious - values she learnt from her parents, who always stressed that what you do should make a difference. "It's my dream to work on technologies and treatments that improve patients' quality of life. My passion was ignited during a lecture on deep brain stimulation (DBS). We watched a film about people with Parkinson's disease who were able to walk again after DBS. It was amazing to see - hugely inspiring."

Small actions that make a difference

In her free time, Natalie enjoys reading Latin American literature; Paulo Coelho and Gabriel García Márquez are among her favourites. She also spends a lot of time in the kitchen preparing - often time-consuming - Mexican and Jordanian dishes, or baking. She considers the effort well worthwhile. "Cooking and baking are relaxing, and sharing good food brings people together." She also volunteers at the Ronald McDonald House. "In Jordan I helped refugees. I think it's important to support others. Small acts of kindness can truly make a difference."

Dream big!

Does she have any advice for (future) international students? "Dream big, don't be afraid to try new things, and dare to look further. Maastricht is the perfect place to start."

“Learning by improving your own teaching”

Revision of the University Teaching Qualification

With the University Teaching Qualification (UTQ and in Dutch: BKO), FHML supports lecturers in developing their teaching competencies. Coordinator Pascal van Gerven explains: “During the UTQ, participants learn to reflect on what they truly want their students to take away, how best to achieve this, and how to assess the results effectively.” The UTQ is mandatory for all staff members that fulfill coordinating, developmental, and organisational roles in education (B and C roles). The programme was thoroughly revised in 2024. Van Gerven explains what has changed and why.

A brief history. “The UTQ was introduced nationwide in 2008, to safeguard and professionalise the quality of academic teaching. Before then, oddly enough, a didactic qualification was not mandatory for university lecturers, even though teaching requires very different competencies compared to conducting research. The learning outcomes were established nationally. However, each university - or even each faculty - can shape the programme in its own way. After successfully completing the UTQ, participants receive a nationally recognised teaching qualification as proof of their didactic competence in academic education.”

Constructive alignment

“The UTQ helps lecturers to consciously develop their teaching skills. There are three core competencies: developing education and assessment, delivering education, and professional conduct. The latter includes skills such as collaboration, organisation, and knowledge of the institution’s vision on education and the didactic approach. These three competencies are, of course, closely related, just like intended learning outcomes, teaching & learning activities, and assessment are related. We call this constructive alignment.”

Pascal van Gerven

“For trainers, the new UTQ design has also become much more engaging.”

UTQ - new style

In 2024, the UTQ was revised for FHML lecturers. Pascal: “The old programme was too fragmented; the core competencies were addressed one by one, while the key is precisely their interconnection and an integrated approach. In the new UTQ, we have a different approach. The main change is that participants now work on an educational project in which they are directly involved. For example, redesigning an existing course component, considering how intended learning outcomes, teaching & learning activities, and assessment can be aligned. Jan Theys, Director of Education for Biomedical Sciences adds: “The former programme was far more theoretical. Working on an educational project that participants are genuinely enthusiastic about makes the UTQ much more dynamic and engaging.”

Educational projects

Van Gerven: “A recent project example was the integration of AI in academic writing courses. How can a lecturer accomplish this? Simply banning AI is not an option. What you can do, however, is encourage students to reflect on questions such as: which prompts did you use, what did you ask the AI tool, how did you evaluate the output, and to what extent is the final product still your own idea? This way, AI becomes a tool that enhances writing education rather than replacing it. Other examples of educational projects include improving a practical, or supplementing a traditional summative assessment with formative assessments, such as a quiz or reflective report. The starting point is that the project must have practical value: the participant learns something and, at the same time, the course coordinators also benefit because their course improves. This practical application makes working on an educational project highly motivating.” Theys agrees: “The project-based approach is a way of bringing in fresh ideas for education. Today’s participants are tomorrow’s coordinators and planning group members, and this process encourages them to think innovatively.”

A FRESH PERSPECTIVE

Jan Theys: “Many lecturers find themselves looking at their teaching with fresh eyes. They come up with new ideas to improve their teaching methods and to better align assessment with self-directed learning - a core-principle of FHML-education. In this respect, the UTQ sparks innovation.”

“Instead of assessing if someone knows and understands FHML’s educational principles, we now discuss how to apply them in their own project. It makes the assessment more dynamic, interactive and relevant.”

"We find that aligning teaching activities with learning objectives is not all that difficult; it's actually the method of assessment that determines whether or not these learning objectives are achieved. Passing on this insight - this awareness - may well be one of the most important goals of the UTQ."

"For trainers, the new UTQ design has also become much more engaging," says van Gerven. "Previously, all portfolios were more or less the same, which made them somewhat tedious to read. We have now made them more concise, creating more space for working and reflecting on the educational projects. This makes the process far more inspiring for everyone involved." "As an assessor, I also find the new approach more meaningful", says Theys. "Instead of assessing if someone knows and understands FHML's educational principles, we now discuss how to apply them in their own project. It makes the assessment more dynamic, interactive and relevant."

From 'obligation' to valuable investment

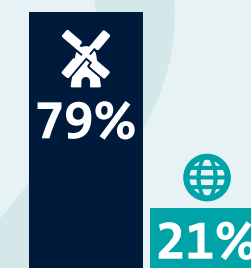
The UTQ consists of five training days. Groups have a maximum of 12 participants, and around 80 lecturers complete the programme each year. "To be able to immediately apply what has been learned in practice, participants should already have some teaching experience. Groups are mixed, with participants from different departments and study programmes. There is ample opportunity for peer consultation and reflection, allowing participants to learn from one another as well. To be fair, not everyone begins the UTQ equally motivated. It is sometimes still seen as an obligation, a box to tick. But in almost all cases, we see the enthusiasm grow as the programme progresses. Participants realise it is a genuine investment, one that benefits them and truly helps them to improve their teaching." Theys recognizes this: "The UTQ is becoming a journey that truly helps lecturers in becoming better educators."

Jan Theys

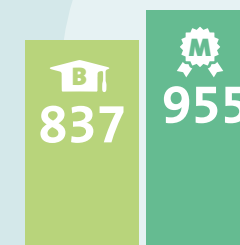
"Working on an educational project that participants are genuinely enthusiastic about makes the UTQ much more dynamic and engaging."

FACTS AND ...

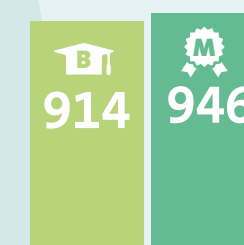
Figures 2024-2025



Students
5221
Dutch: **79%**
International: **21%**



Degrees*
1792
Bachelor: **837**
Master: **955**



New intakes
1860
Bachelor: **914**
Master: **946**

Educational staff
~300 FTE
& Staff members
>2500
contributing to education

5 Bachelors

- B.Sc. Biomedical Sciences
- B.Sc. European Public Health
- B.Sc. Health Sciences
- B.Sc. Medicine
- B.Sc. Regenerative Medicine and Technology

* Degrees issued in 2023-2024. The data for the academic year 2024-2025 are not final yet.

** Programme is offered at the UM-campus in Venlo

13 Masters

- M.Sc. Biomedical Sciences
- M.Sc. Epidemiology
- M.Sc. Global Health
- M.Sc. Governance and Leadership in European Public Health
- M.Sc. Health and Digital Transformation
- M.Sc. Health Education and Promotion
- M.Sc. Health Food Innovation Management**
- M.Sc. Health Professions Education (post-initial master)
- M.Sc. Healthcare Policy Innovation and Management
- M.Sc. Human Movement Sciences
- M.Sc. Medicine
- M.Sc. Occupational Health and Sustainable Work
- M.Sc. Physician-Clinical Investigator (Research Master)

e-Portfolio PebblePad

HPIM was the first FHML programme to fully integrate PebblePad into its curriculum. “In 2023, the HPIM master’s curriculum was thoroughly revised to better respond to the radical changes in healthcare and society,” explains Westra. “We aim to train professionals in the right competencies to initiate, accelerate, and implement change. To successfully complete the master, students must demonstrate that they have sufficiently mastered the five HPIM competency roles (Expert, Investigator, Innovator, Collaborator, and Professional). Each role is equally important.” Elissen continues: “In the digital portfolio PebblePad, students collect ‘data points’ through group and individual assignments, quizzes, presentations, reflective reports, and peer feedback. Coaches support them in this process, both in groups and individually. The portfolio provides insight into progress on learning objectives and encourages students to actively work on their development.”

The student has ownership

Full-time student Charlotte Böhm: “The good thing about PebblePad is that you are in control and always know where you stand. You receive feedback from different people - coaches, lecturers, and peers - which gives you a complete picture of your development. If the feedback on certain skills or components is less positive, you can adjust and improve yourself in those areas, for example by taking specific courses in the skills track, such as presentation skills. You really work in a targeted way on your learning goals.”

Not an off-the-shelf solution

Implementation required a great deal of effort, because PebblePad is by no means an off-the-shelf solution. Aggie Paulus, chair of the HPIM Assessment Committee, recognises this: “We assess the student portfolios twice during the one-year master. Halfway through the programme, students receive a non-binding study recommendation. At the end of the portfolio period, there is a high-stakes portfolio assessment per role. Because PebblePad is student-driven, we initially had to download the data points per student. This was not only very labour-intensive but also difficult for us to keep track of. In the meantime, in consultation with FHML portfolio coordinator Joyce Moonen and data scientists, solutions have been developed to provide clearer insights.”

Support and development

Joyce Moonen supports the programmes in the transition to PebblePad. “My role is to translate educational goals into a workable structure. Together with programme teams, I discuss what exactly they want to achieve with the portfolio: only reflection, or also assessment, feedback, and evaluations. The portfolio must always be aligned with the vision of the programme on education and assessment.” In addition to HPIM, the master’s in Health Professions Education (HPE), the bachelor’s in Regenerative Medicine and Technology and the bachelor’s and master’s programmes in Biomedical Sciences have also adopted PebblePad. In the coming years, more and more programmes will follow, with the biggest challenge being the entire Medicine curriculum in 2027. “Preparations for this are already well underway. For Medicine, we are talking about more than two thousand students and many external assessors in hospitals. This makes scalability and uniformity essential. We are learning as much as possible from the early adopters. What works in smaller programmes, we can later scale up.”

Reading the instructions

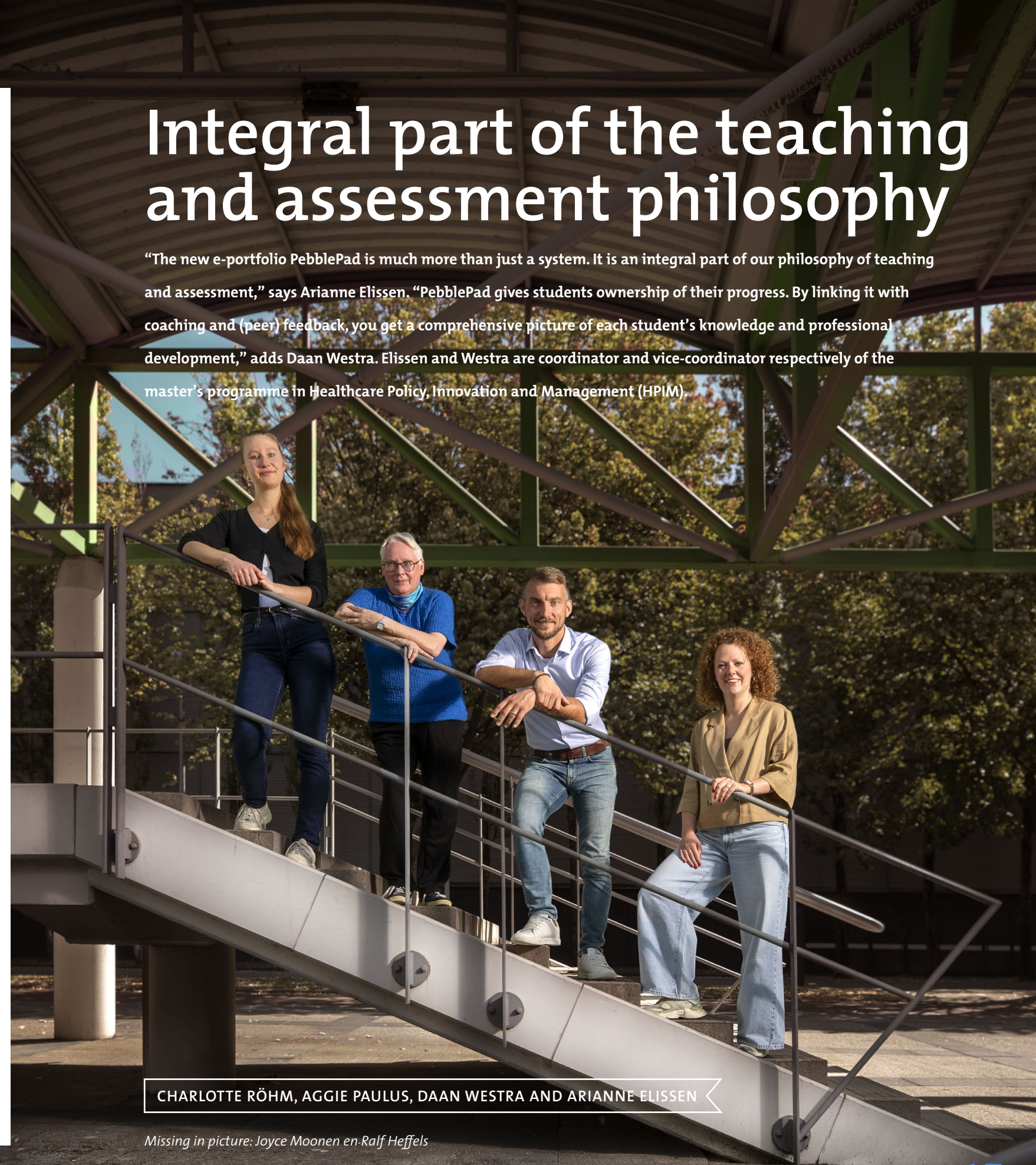
Functional administrator Ralf Heffels supports the practical side: he sets up workspaces, links students and lecturers, and answers questions. “Most questions come from lecturers and secretariats, mainly about issues such as access, permissions, or submitting assignments. Usually, the problem is quickly resolved. To be honest, the solution is often right there in the instructions.” PebblePad does take some getting used to, he admits, but appreciation for it is growing. “Because PebblePad stands or falls with proper use by both students and lecturers, programme and portfolio coordinators follow an essentials training and they are paired with a so-called ‘learning designer’: an educationalist with more extensive knowledge about PebblePad. Lecturers and students receive instruction at the start of the programme. In addition, short instruction videos have been created and some programmes organise information sessions where Joyce gives a presentation and answers questions.”

International interest

The Maastricht approach is already attracting international attention. Westra: “We have already hosted delegations from the United States and Norway, and at international conferences there is always great interest in programmatic assessment and in the way PebblePad supports us in this.”

Integral part of the teaching and assessment philosophy

“The new e-portfolio PebblePad is much more than just a system. It is an integral part of our philosophy of teaching and assessment,” says Arianne Elissen. “PebblePad gives students ownership of their progress. By linking it with coaching and (peer) feedback, you get a comprehensive picture of each student’s knowledge and professional development,” adds Daan Westra. Elissen and Westra are coordinator and vice-coordinator respectively of the master’s programme in Healthcare Policy, Innovation and Management (HPIM).



CHARLOTTE RÖHM, AGGIE PAULUS, DAAN WESTRA AND ARIANNE ELISSEN

Missing in picture: Joyce Moonen en Ralf Heffels



Pim Teunissen

‘What fascinates me is how work and learning are continuously intertwined.’

Education and training have been a consistent theme throughout the career of Prof. Dr. Pim Teunissen, who holds the position of Vice-Dean for Education FHML since 1 June. His interest stems from personal experience. “The first experience was a frustrating one: the endless, non-engaging lectures during my medical studies in Leiden, which made me wonder whether this was really what education was supposed to be. The second experience was the opposite: as an observing clinical rotation student I witnessed an acute situation in Obstetrics. It was impressive to see how perfectly the team of healthcare professionals worked together. That made me realise how important it is to gain meaningful experiences for one’s development as a professional.”

Teunissen studied medicine in Leiden and trained as a gynaecologist in Amsterdam. Before his medical specialisation, he obtained his PhD on workplace learning and development among medical specialists in training. “I completed my specialist training part-time, while also conducting research on education and training in healthcare, with a special interest in teaching and workplace learning across different health-related programmes. I am fascinated by the way working and learning are continuously intertwined – in health and care, but also within the university. Teams are always changing in composition, yet the focus remains on the patient, client or student. In such a dynamic context, it’s crucial to value everyone’s experiences and perspectives, within a culture where people feel safe to learn. If you adopt an open attitude focused on learning and development for all, you can ensure the primary process runs smoothly, while also caring for the people who do the work. Ultimately, not only staff will benefit, but also students and patients.” Throughout his career, Teunissen has combined research and practice. He was appointed Professor of Work-based Learning in Healthcare in 2017.

To Maastricht

In 2020, Teunissen moved to Maastricht. “I was offered the opportunity to become Director of SHE (School of Health

Professions Education). I combined that position with working as a gynaecologist at the MUMC+. I do the same in my new role as Vice-Dean for Education. On Mondays, Tuesdays, and Thursdays I work as vice-dean; on Wednesdays and Fridays I’m in the clinic. I am also still involved in research, mainly as a supervisor of PhD candidates. This variety keeps me balanced. It allows me to step back at times from what I am researching and, conversely, to take some distance from my clinical work. It also gives me great satisfaction to both provide care and contribute to improving processes so that everyone can function optimally in a complex environment. What motivated me to move from SHE to the vice-deanship is the opportunity to contribute concretely to shaping education and training for healthcare and the health domain. It’s a relatively new position, created by the Faculty Board about a year ago, and first held by Mirjam oude Egbrink. Precisely because the role is still new, I have the chance to help shape it further, together with Dean Annemie Schols and Vice-Dean Stef Kremers, and to place key educational issues on the agenda at governance level in Maastricht.”

Major issues

“It’s an exciting time,” Teunissen continues. “Discussions on deeper cooperation between the university and MUMC+, in which our faculty plays a key role, are in full swing. More intensive collaboration has implications for our vision on education and training and how to put this into practice. Because I’m familiar with both worlds, I see a role for myself here. Beyond that, there are global developments we cannot separate from how we prepare our students for their role in society: geopolitical tensions, concern for the climate and environment, and of course technological developments such as AI. These major issues influence the form and content of education and require choices that fit a changing context.”

Continuing to ask critical questions

Teunissen sees many opportunities for FHML. “The range of degree programmes is unparalleled. The integration of Medicine, Biomedical Sciences and Health Sciences within one faculty is genuinely distinctive. We also have a strong organisation that supports all these programmes with a group of lecturers and coordinators who teach and innovate with great passion and expertise. There is a culture of continuous learning, openness to change and improvement and plenty of space for innovation, experimentation, and critical questioning. That is something we can be proud of and must preserve.”

Moving forward with a shared vision

As for his ambitions in the coming years, the new vice-dean is clear. “First and foremost, engaging in regular dialogue with one another. In my view, our vision on education is not a static document, but rather a dynamic guide built on shared principles, enabling us to make the right choices as opportunities arise. What characterises us is our critical, inquisitive mindset and our scientific research into our own teaching, which constantly provides new insights to help us innovate in education. That must remain a cornerstone.

Another aspect is that we are educating people with today’s knowledge for a future we cannot yet predict. Since we cannot simply decide from behind a desk what the professional field will need, we must keep the dialogue alive to clearly understand what we are preparing our students for - and then translate that back into our educational programmes. This requires dialogue and collaboration at all levels: within the faculty across different programmes, with other faculties at UM, and with regional and national partners we’re already collaborating with, such as healthcare institutions, universities of applied sciences and Radboud UMC. One of my themes as vice-dean will be to explore how we can strengthen one another within these collaborations. Another focus will be the role of technology and artificial intelligence in education and in the organisation of education - with the guiding principle that AI should enrich teaching and be a competency that enables our students and staff to optimise their work.”

“There is a culture of continuous learning, openness to change and improvement and plenty of space for innovation, experimentation, and critical questioning. That is something we can be proud of and must preserve.”

Teunissen concludes with his appreciation for the faculty’s learning culture. “It is that critical outlook which enables us to stand strong in a changing world, continue making the right choices, and safeguard and enhance the quality of our education.”

Pim Teunissen

“Discussions on deeper cooperation between the university and MUMC+, in which our faculty plays a key role, are in full swing.”



News in brief

Inspiring Educational Meeting of the Academic Alliance in Maastricht

On 22 November 2024, over 45 lecturers, students, and staff members from Radboudumc and Maastricht UMC+ gathered in Maastricht to explore new opportunities for collaboration in the field of education. The focus was on planetary health and teaching Generation Z.

Planetary Health The day began with an overview of education in planetary health in both Nijmegen and Maastricht, followed by a World Café session in which participants brainstormed ways to better integrate sustainability into the curriculum.

Teaching Generation Z After lunch, Generation Z took centre stage. Students from Maastricht and Nijmegen presented provocative statements about their generation, touching on topics such as social media use and mental health. These statements sparked a discussion about differences and similarities, with participants emphasising that the commonalities between Generation Z and previous generations are often greater than the differences, and that polarisation should be avoided. Discussions on feedback, participation, and community building provided valuable insights that can be used for the further development of education.



Great Education Prize for Mirjam oude Egbrink

At the reception marking the farewell of Mirjam oude Egbrink from the Education Institute (OI) and her administrative role in education, she was presented with the Great Education Prize. Since 2008, Mirjam has held various management positions within the Institute for Education (IfE) of FHML, initially as Director of Education for Medicine and later as Scientific Director of the IfE and vice-dean for Education FHML. From the outset, she contributed with vision, integrity, and dedication to the further development and enhancement of FHML programmes. Mirjam was a staunch advocate for educational quality

and the linking of educational practice with educational research. She also consistently promoted the recognition and reward of teaching. Prior to 2008, she held various educational roles including several A-roles, membership of the Education Programme Committee (EPC) and Board of Examiners (BoE), chairmanship of the A-KO selection committee, and roles as block coordinator and member of planning groups. We would like to take this opportunity to once again thank Mirjam for her collegiality and significant contribution to FHML education over the years.



News in brief



Teachers Information Point

Support on educational design, delivery, assessment and evaluation

Do you have questions about educational development and innovation, teaching methods, assessment, use of AI in teaching, etc.? Or are you looking for a sounding board for your own ideas?

Then send an email to our **Teachers Information Point** and we will quickly set up an appointment to discuss how we can support you. Email address: ask-educ@maastrichtuniversity.nl

Curriculum Revisions in Preparation

This magazine regularly features updates on major curriculum revisions. To maintain a high standard both in terms of content and educational quality, all FHML programmes are periodically revised in response to developments in the field and evaluation data. In September 2025, the Master in Governance and Leadership in European Public Health will launch with a renewed curriculum. In September 2026, the Bachelor in Health Sciences and the Master in Health Education and Promotion start with their revised curricula.

Collaboration between FHML and Zuyd University of Applied Sciences

FHML and Zuyd University of Applied Sciences (Zuyd) are working together to ensure optimal alignment between Zuyd's bachelor programmes and the related FHML master programmes.

For the bachelor in Applied Science (specialisation: Molecular Health), direct admission to a master at FHML is possible. For other Zuyd bachelors in the healthcare domain, direct admission is possible if students have completed the 'Science' minor. This minor will be revised in the coming year through mutual collaboration, with the aim of increasing its appeal to students.

Zuyd University
of Applied Sciences

ZU
YD



Educational Leadership Trajectory

Practical, motivating and inspiring

Roger Rennenberg, Director of Education in Medicine at FHML and Programme Director of Internal Medicine, remains hugely enthusiastic about the Educational Leadership Trajectory more than ten years after taking part. "It made a real impression! It was fantastic to step away from my daily work and, together with a small group of colleagues, dive into themes such as leadership, educational innovation and personal development."



Roger Rennenberg



Colinda Simons



Herman Popeijus

Colinda Simons

“One eye-opener for me was that, in change processes, it is better to direct your energy towards the majority who are willing to move along, rather than focusing on the few who resist.”

treasure. Various negotiation strategies were put into play, showing that you need each other, but also that you have to consider how much you are willing to give away. You learn to continuously put yourself in the other person’s shoes: what do they need to be able, to give you what you need?”

Creating win-win situations

Herman Popeijus, Associate Professor of Nutrition and Movement Sciences, followed the programme - like Roger - ten years ago. “Talking with like-minded colleagues across faculties about education and implementing educational innovations brought me a great deal. Where is the resistance? Where is the support and active engagement? And how can you use that to make an intervention succeed in a way that feels comfortable for everyone? That was especially useful at the time when we introduced a new, uniform method of calculating test scores within FHML.”

Herman Popeijus

“Being able to listen well is a skill that leaders must have. That may well be the most important skill I learned there.”

The Educational Leadership Trajectory was first developed by FHML in 2012, and further expanded around 2022 in collaboration with School of Business and Economics (SBE). It is currently organised and funded by EDLAB. The programme is designed for experienced lecturers and coordinators (two participants per faculty) who hold leadership roles in education. It offers them the opportunity to strengthen their leadership skills, broaden their understanding of educational research, and simultaneously advance their own educational project. Over the course of five two-day modules, spread across six months, participants engage with key themes such as personal leadership, innovation, change management, and effectively addressing resistance. Admission requires a University Teaching Qualification (UTQ), as well as responsibility for coordinating or managing a substantial part of the faculty’s education.

Perfect timing

Colinda Simons, Assistant Professor in the Department of Epidemiology and coordinator of the master’s programme in Epidemiology, recently completed the programme. “The timing was perfect. I was in my second year as coordinator and thought it was the right moment to reflect on both my role and the programme. Around the same time, I was also working on the self-evaluation for the 2026 NVAO re-accreditation, so everything came together really well. I look back on a valuable trajectory, varied and highly creative in its design, which really brought the topics to life.” Rennenberg: “It certainly was creative. I remember the ‘pirate game’, where one group of pirates had a treasure map and the other group had a boat to sail to the

“My advice to future participants: go for it!”

Simons: “One eye-opener for me was that, in change processes, it is better to direct your energy towards the majority who are willing to move along, rather than focusing on the few who resist. I really take that insight to heart.”

Educational projects with lasting impact

During the trajectory, participants work on their own educational project. Rennenberg focused on clinical rotations: “I found it strange that students who do their rotations in Maastricht were learning something different from those in Eindhoven. So, I set up a regional consultation group with all the rotation coordinators, to better align the content of the clinical training. That consultation still exists today. What began as my course project has had a lasting effect.” Simons used the programme to evaluate the one-year Master in Epidemiology in light of UM’s vision on assessment. “The trajectory not only provided substantive tools, but also dedicated time to work on your own project. An important insight was that we are doing very well, and that the programme aligns strongly with the knowledge, skills and practical experience an epidemiologist needs. That gave me confidence to further think about whether competencies could be made more explicit and showed me that it is wise to first discuss this with the professional association.” Popeijus: “A few years after completing the programme, when I helped develop the Educational Minor for Biomedical Sciences students, which allows them to obtain a teaching qualification for secondary education, I truly realised that the knowledge and skills gained from the trajectory stay with you throughout your career.” Rennenberg agrees: “As Director of Education, I have often fallen back on the insights gained from the trajectory. You start to recognise certain mechanisms and techniques, which makes it easier to understand why people act the way they do.”

Learning to listen well

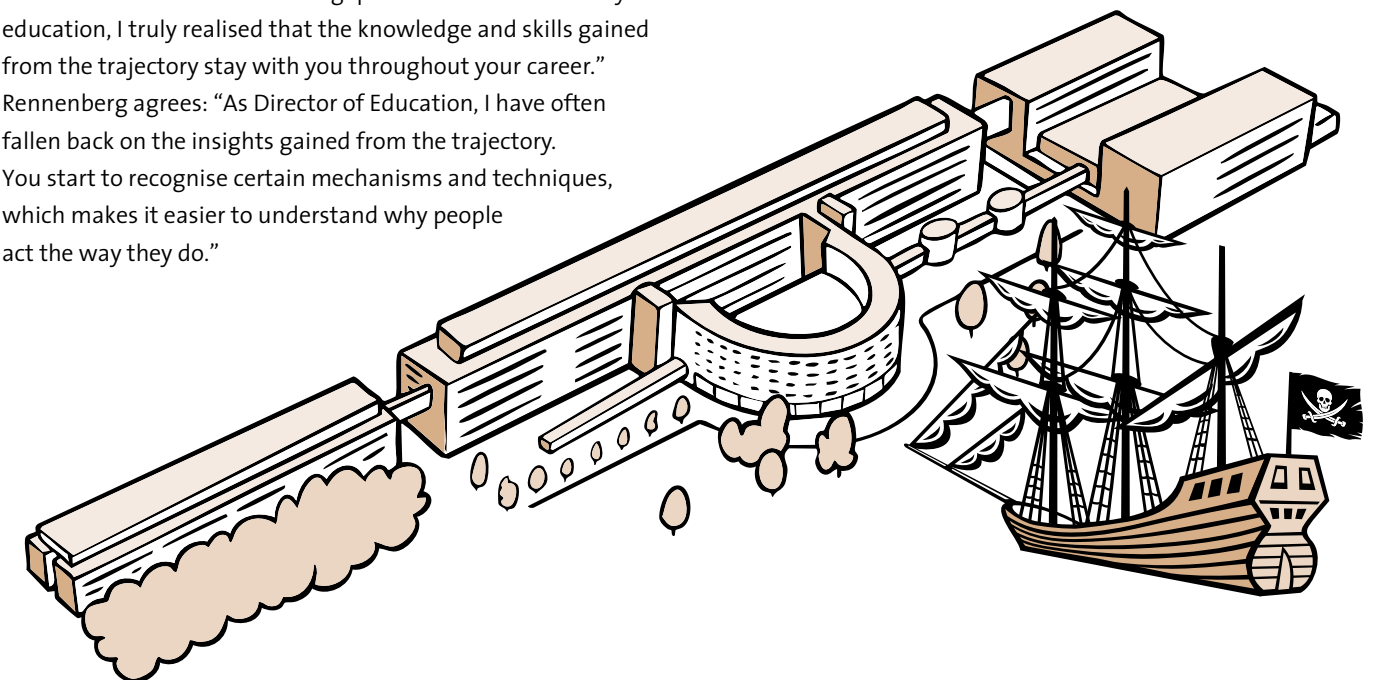
Being able to listen well is a skill that leaders must have. Popeijus: “That may well be the most important skill I learned there.” Rennenberg supports this: “As a doctor, I am used to thinking in terms of solutions straight away. But during the trajectory, you were specifically not supposed to do that. For example, we had to spend an entire hour just asking questions. A very useful exercise.”

Lasting impact

“The trajectory sharpened my perspective on educational leadership,” says Popeijus. “You don’t just learn from the teachers, but above all from one another.” Simons adds: “It was a very varied programme, shaped by the needs and input of the participants with plenty of space for reflection. And you build a valuable network. My advice to future participants: go for it!”

Roger Rennenberg

“I remember the ‘pirate game’, where one group of pirates had a treasure map and the other group had a boat to sail to the treasure. Various negotiation strategies were put into play, showing that you need each other, but also that you have to consider how much you are willing to give away.”



Double Degree Programme

Hard work, but simply an invaluable experience

Sandra Formen, Mika Rohlfing, Yuna van der Aar and Leon Giesselink, master's students in Biomedical Sciences, spent a year working in a Japanese laboratory through the Double Degree Programme. Sandra, Mika and Yuna were based in Kyoto, while Leon was in Sendai. All four returned with two Master of Science degrees, plus a suitcase full of experiences.



Sandra Formen



Mika Rohlfing



Yuna van der Aar



Leon Giesselink

Since the academic year 2014/15, Biomedical Sciences master's students have had the opportunity to obtain a Double Degree within two years: one in Maastricht and one at a partner university in Japan. The programme is intensive: students carry out research in a completely new environment, write two theses, and take additional courses. At the same time, it offers a unique experience. Sandra, who has previously lived in Shanghai for seven years and was eager to return to Asia, explains: "I wanted to continue developing myself both personally and professionally, and the Double Degree programme offered the perfect opportunity."

Culture shock and adaptability

Leon describes the Double Degree programme as a unique opportunity. "Living and working in a completely different environment and culture is extraordinary. You gain a huge amount of life experience and soft skills in a short period of time." His adventure began with quite a culture shock. Laughing, he recalls: "In the lab you can get by with English, but not being able to read a single thing in the supermarket is quite complicated and a real puzzle."

Yuna and Mika, both half-Japanese, already knew the country from holidays, and Yuna had even lived in Tokyo for six months. Yet, the year still brought them new insights.

Mika: "In Japan, communication is much more indirect, which can give some uncertainty in lab settings. At the same time, people were very proactive and forward in offering help." Yuna: "Feedback isn't always given directly either, which can be quite challenging. You need to pay attention and read between the lines." Sandra: "Japan has a more hierarchical culture, which takes some getting used to." Leon agrees: "Everyone is polite and respectful, but hesitant when it comes to making social connections. Fortunately, I had a great Dutch supervisor with whom I got along really well."

Personal growth and new skills

The year provided the students not only with academic knowledge, but also with significant personal growth. Mika: "The first weeks were overwhelming with the many techniques and protocols I had to learn. I received a lot of help from the PhD students working in the lab, who were always there for me."

Sandra Formen

"I wanted to continue developing myself both personally and professionally, and the Double Degree programme offered the perfect opportunity."

Sandra emphasises the value of working in a diverse team: "I realised how important it is to be proactive and to show my enthusiasm." Yuna: "My supervisor gave me a lot of freedom, which I initially found difficult. I was afraid of making mistakes. I learnt that making mistakes is acceptable and that there is always a solution." A special experience for Yuna and Mika was attending a conference in Tokyo, where they presented their research.

Hard work, but also fun

In addition to the hard work and studying, there was time to relax. Mika, Yuna and Sandra developed a close friendship in Kyoto. Yuna: "It was really nice to have each other, because meeting new people isn't always easy." Mika: "Eventually, through Sandra's professor, we discovered the English conversation café, where we met Japanese students and made new friends." Sandra adds: "We spent many hours together at our favourite lunch spot, Pole Pole." They also explored their surroundings extensively. In Kyoto, it was wonderful to spend time along the banks of the Kamogawa River. Leon enjoyed long walks in nature, appreciated the changing seasons, and travelled around the country for three weeks with his girlfriend.

After the Double Degree

After completing their Double Degree, three of the four students chose to pursue a PhD: Sandra in Utrecht, Yuna in Kyoto and Mika in Maastricht. Leon is still considering his options: "I would like to do doctoral research, but I'm also keeping the door open to a career in, for example, the pharmaceutical industry." They all agree: the Double Degree programme is an investment in both academic and personal development, preparing you for an international career. It is hard work, but what you gain in return is simply priceless.

Leon Giesselink

"I would like to do doctoral research, but I'm also keeping the door open to a career in, for example, the pharmaceutical industry."



It's a new position

Specifically to support the course and programme coordinators

Since May 2024, Nicole Derwig has been working at the FHML Institute for Education. “It’s a new position, created specifically to support the course and programme coordinators,” she explains. “The coordinators have a wide range of tasks, all of which demand time and attention. I try to ease their workload so they can focus on what they do best: teaching and coordinating education. In addition, I act as a kind of all-round staff member at the Institute for Education.”



Nicole’s role is complementary to the regular course support, and her way of taking work off people’s hands takes many different forms. “For example, I deal with all the administrative hassle around hiring guest lecturers, assist with graduation ceremonies and the organisation of symposia and career events such as booking venues, catering or photography. I also arrange transport for student trips abroad. Other tasks include drawing up (annual) schedules for meetings, including communication with participants. I’m also involved in the information sessions for new course coordinators and the annual festive Education Afternoon at FHML.” This year, she has taken on coordination of the annual magazine Education Matters for the first time. “It is especially the variety that I enjoy,” she says. “I really enjoy it here.”

Self-promotion

Because the position is new, she has invested a lot of energy in introducing herself to the coordinators. “A little self-promotion never hurts,” she laughs. “I went around to let them know what they can call on me for. Whether they do so is, of course, up to them. Some enjoy arranging practical matters themselves, while others find it a hassle and are happy to hand it over to me. At the beginning, it took a bit of searching, but fortunately they are finding their way to me more and more.”

Full circle

Nicole brings with her a wealth of experience. “Quite funny really, I actually started my career at the Department of General Practice, where I organised international conferences. Later, due to my husband’s work, we lived in Liverpool for a while. I then worked as a secretary at Unilever. After moving to Friesland, I spent more than 20 years as an event coordinator at football club sc Heerenveen. As a big football fan, that was a fantastic job! In that role I was responsible for all sponsor activities. We have now been living in Limburg again for several years and things have come full circle. I’m back again at UM, first as a secretary at the Executive Board, and since last year at FHML. As an all-round staff member, my broad background comes in very handy: I’m versatile, get along well with different types of people and adapt easily. Whether it is organising a large event or dealing with a small practical request, I always try to act quickly and carefully. I consider communication and short lines of contact very important. If something doesn’t work out for whatever reason, I always report back so that everyone knows exactly where they stand.”

Nicole invites coordinators to get in touch if they need support with organisational or administrative tasks within their course or programme. “I’m more than happy to take the hassle off your hands.”

A day
at the
desk

NICOLE DERWIG

Prizes

CATHARINA PIJLS INCENTIVE PRIZE

The Catharina Pijls Incentive Prize (€ 2.000) is granted annually to a recently graduated master's student in recognition of an outstanding thesis. On January 30, 2025, the prize was awarded to Eline Noorman, a graduate student of the master's programme of Health and Digital Transformation. Noorman investigated how healthcare organisations can improve the wellbeing of their employees.



UNILEVER RESEARCH PRIZE

Caroline Coeckelbergh, graduate student of the FHML master's programme Health Education and Promotion, was one of the winners of the Unilever Research Prize 2024. This annual prize is awarded to young scientists who have done exceptional work on topics relevant to one of the UN's sustainable development goals. Each winner received a cheque for €2,500 and a special glass artwork called 'The Helping Hand', which symbolises the collaboration that is needed between industry and science to face global challenges together. Caroline has received the prize for her master's thesis titled 'A qualitative exploration of sun protection behaviour and underlying socio-cognitive determinants in Dutch and Belgian elderly.'



STUDENT PRIZES 2025

Every year, the best bachelor's and master's theses by UM students are recognised during the Dies Natalis celebration. The following FHML students received a Student Prize on 31 January 2025.

ESTHER MIGUELEZ BARRAGAN

Bachelor in Biomedical Sciences

Thesis: Benchmarking instrumentation and analysis methods for relative quantification of complex proteomic samples.



ARIANA ORLIĆ

Bachelor in European Public Health

Thesis: Improving Fertility Preservation for Male Cancer Patients: A Scoping Review of Barriers and Facilitators



ANNA-LUCIA THOLEN

Bachelor in Medicine



SARA GEERTRUIDA CATO RIKKEN

Bachelor in Health Sciences

Thesis: Responses of Significant Others and Their Impact on Pain and Quality of Life in Spinal Cord Injury: A Cross-Sectional Study



DIES MASTER STUDENT PRIZE WINNERS

31 January 2025

IVETA DŽIVĪTE

Master in Biomedical Sciences

Thesis: In vitro differentiation profile of human periosteum-derived cell aggregates

VALÉRIE D'HONDT

Master in Medicine

Thesis: Appearance-related psychosocial distress after facial non-melanoma skin cancer surgery





COLOPHON

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