

education matters

FHML 2018

Everything you need
to know about BROS

Accreditations as
a constant source
of improvement

Going the extra mile
with the educational
minor



Maastricht University



Maastricht UMC+

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Looking at the outside world

Welcome to the fourth edition of our annual magazine Education Matters. The academic year 2017/18 has already come to an end; time flies when it's busy... The primary goal of this magazine is to present special activities and events that took place during the past year, as well as new plans for the future. Furthermore, we aim to highlight some remarkable people involved in education at FHML, because people are central in everything we do.

Over the last year, many of us have been involved in different accreditation processes. As you can read in this magazine, programmes in all three educational domains, Health, Medicine and Biomedical Sciences, were evaluated by external audit panels from the Dutch-Flemish Accreditation Organisation (NVAO). It is good to know that the results were positive for all programmes. The quality of our education, the involvement of our staff and students, and our self-critical attitude were highly valued. On top of that, each panel provided us with useful suggestions to increase the quality of our programmes even further.

This will prepare our students for a vibrant future and improve their employability.

Over the last few months, UM has defined its ambitions in relation to the so-called quality agreements. The Dutch government has decided that the money saved by the discontinuation of the former



student grants (basisbeurs) has to be used to improve the quality of higher education. As a consequence, all universities have to develop plans for the allocation of these additional financial means, with the aim to improve their education; these plans are described in the quality agreements. In the second half of 2018, each UM faculty will make plans for the implementation of these agreements in their own education; representative bodies like the Faculty Council and the Education Programme Committees will play an important role in this process. All in all, these additional means provide

interesting opportunities to make plans that will benefit both students and staff. One of the topics that will be addressed is the relatively high workload, which is an important issue throughout the FHML, UM and Dutch Higher Education.

Looking at the outside world, it is clear that health care and health-care systems change rapidly, and that scientific research produces more and more knowledge. These developments urge us to adapt our education, to make it more flexible, to better equip our students with effective study methods and to think of new programmes. As illustrated in this magazine, several initiatives are already underway. Some of our programmes are in the middle of change processes; others are preparing plans for revisions. New programmes, such as the educational minor, are introduced and a special taskforce has investigated possibilities for new educational initiatives in the field of health and digital technology. All these initiatives will result in new developments by which we adhere to exciting movements in the world around us. This will prepare our students for a vibrant future and improve their employability.

Mirjam oude Egbrink
Scientific Director of the Institute for Education FHML

Everything you need to know about BROS



Katinka Nap, Miranda Honée, Mariëlle Heckmann and Erik Lammers

At FHML, over 3000 professionals are involved in providing education: from tutors to programme directors and everyone in between. It is up to the Management Support Office within the Institute for Education to ensure that they are properly compensated for their work. With the help of the tailor-made software application BROS, this enormous task will become a smooth operation.

“BROS keeps track of your entire teaching CV”

Head of the Management Support Office Mariëlle Heckmann, her BROS-team members Miranda Honée and Katinka Nap, and Erik Lammers, information manager FHML look back on a busy year, but they feel it has been worth it. “We get positive feedback from our teaching staff, who experience it as an improvement,” Heckmann says. “Of course, we’re still working on fine-tuning BROS to match our business needs, as every new system demands. But in general, we’re quite happy.” Below, Mariëlle Heckmann and Miranda Honée give a short introduction into the world of BROS.

FIRST OF ALL, WHAT DOES BROS STAND FOR?

Heckmann: “BROS is the Dutch abbreviation for Budget Realisation Education System.”

WELL, THAT QUESTION WAS EASILY ANSWERED. ON TO THE NEXT ONE. WHO IS SUPPOSED TO WORK WITH BROS?

Honée: “Everyone who’s in one way or another involved with education at FHML, irrespective of whether that’s full-time or only a few hours a week; all of them are able to log in to the system in order to manage their education tasks.”

WHAT HAPPENS WHEN YOU LOG IN?

Heckmann: “Since we just started working with BROS, we only have experience with the recruitment of teaching staff. Let’s say you’re interested in becoming a block coordinator. After you’ve logged in and applied for the job, your application is automatically sent to the decision-making person. If you’re considered the right person for this role, you’ll soon receive an email from BROS informing you about your appointment.”

SO BROS KEEPS TRACK OF YOUR APPLICATIONS. WHAT ELSE DOES IT DO?

Heckmann: “Actually, it keeps track of your entire teaching CV. Ultimately, it’s supposed to give you an overview of the applications you’ve sent out, the roles you were appointed for, and the number of hours you provided education. This holds true for individual staff members as well as for entire departments. A department will want to monitor whether it has fulfilled its teaching commitment, and be able to quickly take action if irregularities occur. For those in management positions, such as education directors and programme coordinators, the system offers a perfect overview of the total teaching hours budget. BROS, in other words, is crucial for informing management decisions.”

WHAT ARE THE ADVANTAGES OF WORKING WITH BROS?

Honée: “Efficiency, for one thing. It makes our work less complicated and less prone to errors. Besides, BROS is a user-friendly and transparent system. Before, when we used to work in Excel, the information was shared by email with departments and teachers. BROS stores the information in such a way that it’s accessible to all those involved in education, thereby simplifying the communication process.” Heckmann: “Working with BROS further opens up new possibilities; we could, for instance, decide to keep track of trainings and workshops. But that’s something for the future.”



Going the extra mile with the educational minor

Since the start of the new academic year, students wanting to get the most out of their bachelor's degree have the opportunity to do an educational minor. It's the result of a fruitful collaboration between Maastricht University and Fontys University of Applied Sciences. Coordinator Juanita Vernooij:

"It will take some extra effort, but the reward is a teaching qualification."

Biomedical student Josse Hoenen is one of the first students to participate in the educational minor, which prepares her for a possible career as a biology teacher. "I'm very interested in doing research," she says, "but sometimes I miss interacting with people. Moreover, I like to work with youths and want to improve my communication and organisational skills, so this programme seemed perfect for me."

University-wide

Boosting students' employability is, according to coordinator Juanita Vernooij, the main motivation for offering the minor. "It opens up new possibilities, next to a career in research," she explains. "Students who successfully complete the minor and their internship get a qualification that allows them to teach VMBO-TL pupils, as well as HAVO and VWO pupils in the lower years."

The biology educational minor is open to all students with a relevant background, that is, Biomedical Sciences students and Health Sciences students in the Biology and Health track. From next year onwards, it will also be possible to obtain a teaching qualification for the school subjects history, math, physics, and economy. "Also here, only students with a relevant background will be admitted," says co-coordinator Herman Popeijus. "Even though we've started this year at FHML, it's a university-wide minor. Besides, as students will receive a Dutch teaching qualification, the programme is offered in Dutch."

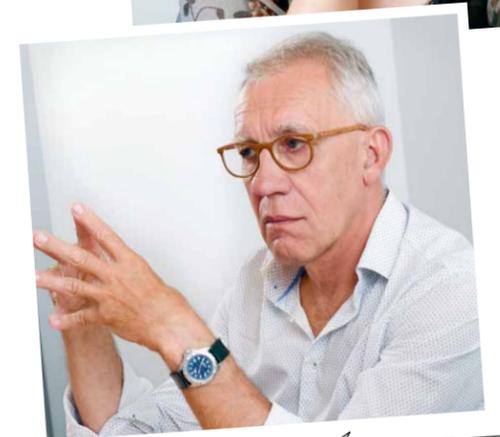
Internship

Gaining practical teaching experience is crucial to the success of the programme, which is why a one-year teaching internship has been introduced. Over the course of one year, students spend one day a week at the secondary school of their choice. They receive support from experienced teachers and professionals from Fontys University of Applied Sciences.

"We're well aware that a student's positive experience as an intern can be decisive for his or her further career choices"

"University students are smart and don't need a lot of help when it comes to mastering theoretical knowledge," says Chris Smits, educationist at Fontys. "Instead, it's up to us to provide them with educational tips and tricks. How do I behave in front of a classroom? How to get my message across? We're well aware that a student's positive experience as an intern can be decisive for his or her further career choices."

Hoenen, for that matter, is not yet sure about her future plans. "I come from a family of teachers and I like teaching, so becoming a teacher myself is definitely an option. Doing research, on the other hand, also appeals to me. We'll see what the future will bring. Right now, the educational minor is a great opportunity to work on my skills."



From top to bottom: Josse Hoenen, Herman Popeijus, Juanita Vernooij and Chris Smits

Our teachers have a heart for education

A qualitative study into workload and job satisfaction

The heavy workload experienced by academics has been widely reported, both nationally and internationally. In order to gain more insight into the workload and job satisfaction of its teaching staff, FHML's Institute for Education recently commissioned a qualitative study that was carried out by interviewing twenty-four teachers.

Interviews

It was Mirjam oude Egbrink, scientific director of the Institute for Education, who took the initiative for the research project. "We have good teachers and are proud of our education, but at the same time we witness people struggle to manage their time and tasks," she says. "This is something we need to address." Finding out what factors could reduce the workload and increase job satisfaction is the first step in doing so.

External expert Marike Mulder was charged with the task of interviewing staff members coming from each of the three FHML domains, Biomedical Sciences, Medicine, and Health. "People were very willing to cooperate, as virtually everyone agreed that this is a relevant issue," she states. Together with Miriam Janssen, who was present as an observer, she talked to staff members with different teaching experiences; young academics who combine teaching with establishing a research career, (almost) full-time teachers, and block coordinators, who, as the more senior teachers, are aware of the ins and outs of education and its organisation.

Job satisfaction

"One of our main findings is that they're all perfectly able to express why they like their job," says professor in Work and Health Angelique de Rijk. "They're intrinsically motivated to teach well, and want to be creative and innovative in their work." Mulder agrees. "What struck me most was the enthusiasm," she adds. "People here have a heart for education." The flipside, however, is that staff members often experience a lack of time to properly perform their tasks, which goes at the expense of job satisfaction, mental and physical health, and family and leisure time.

De Rijk: "They report an increase in bureaucratic workload, which in turn increases the overall workload. Senior teachers also feel burdened by the fact that they're performing many different tasks in different programmes, years, and domains - each with its own rules and regulations." What they have in common with their younger counterparts is the need for personal growth. "Staff members would like to work on their personal development with a coach or buddy, and share experiences with and learn from colleagues," Janssen explains. "Creating the time and facilities for this would be a great measure for enhancing job satisfaction."

Recommendations

The project team further sees a special role for department chairs, who were also included in the study. They were asked to express their views on the workload experienced by their departments' teaching staff and their role in reducing this.

deserves to get a formal status." Making appreciation and support for teaching staff on different levels more explicit could also help to reduce the possible negative effects of a heavy workload.



Marike Mulder, Miriam Janssen, Angelique de Rijk and Mirjam oude Egbrink

"Department chairs can make a real difference in dividing the workload, and therefore we argue for more responsibility and commitment on their part," De Rijk states. "Next to that, we believe that the role of education coordinator, who assists the department chair in educational matters in each department,

Oude Egbrink: "The Institute for Education initiated this study to find practical recommendations, and I'm glad with the results, for I'm convinced they'll bring us forward. Together with the Faculty Board, we'll now consider what steps to take next."

Facts & figures

Academic Year 2017-2018

5163

STUDENT NUMBERS 2017-2018
MALE: 1548 AND FEMALE: 3615

STUDENTS FROM **78** DIFFERENT COUNTRIES OF ORIGIN

1035

new intake bachelors

NEW INTAKE MASTERS: **971**

924

 INTERNATIONAL INTERNSHIPS

FTE AND OVER 3000 STAFF MEMBERS

EDUCATIONAL STAFF: **275**

STAFF WITH UNIVERSITY TEACHING QUALIFICATION (BKO):

626

degrees: **1614**
*bachelor: 744
master: 870**

*Degrees issued in 2016-2017. The data for the academic year 2017-2018 are not final yet.

4 bachelors:

- B.Sc. Biomedical Sciences
- B.Sc. European Public Health
- B.Sc. Health Sciences
- B.Sc. Medicine (including the International Track in Medicine)

15 masters:

- M.Sc. Affective Neuroscience
- M.Sc. Biomedical Sciences
- M.Sc. Epidemiology
- M.Sc. Governance and Leadership in European Public Health
- M.Sc. Global Health
- M.Sc. Health and Food Innovation Management
- M.Sc. Health Education and Promotion
- M.Sc. Health Professions Education
- M.Sc. Health Sciences Research (Research Master)
- M.Sc. Healthcare Policy, Innovation and Management
- M.Sc. Human Movement Sciences
- M.Sc. Medicine
- M.Sc. Mental Health
- M.Sc. Physician-Clinical Researcher (Research Master)
- M.Sc. Work, Health and Career

New master's programme in Biomedical Sciences

“Dare to question everything”

The new thoroughly revised master's programme in Biomedical Sciences is all about issues such as 'what causes a disease?', 'how can we prevent diseases?' and 'how can we develop effective therapies and treatments?'. The new programme started in September 2017. Student Marvin Feldmann came from Germany to Maastricht specifically for this reason. "This master's programme is unique. I am able to select a specialisation at an early stage in the programme, critical thinking is stimulated in all kinds of ways, and there is a strong emphasis on acquiring practical competencies, such as presentation skills and academic writing."

Pilar Martinez, Wilfred Germeraad and students Marvin Feldmann and Annet van de Waterweg Berends

Associate professor and programme coordinator Wilfred Germeraad was responsible for the revision of the two-year Biomedical Sciences degree programme. He says: 'The original master dates from as long ago as 2004 and was based on the scientific knowledge of that time. Much has changed since then, both in science and in society. Based on the recommendations of the previous accreditation panel, some changes were implemented from 2012 onwards. However, it gradually became clear that a more radical approach was necessary, which resulted in a complete revision.' Together with professor Hans Savelberg, Germeraad started to make plans from scratch, and after approval of the faculty board in late 2016, a large group of people from a diversity of disciplines built an entirely new master's programme which does justice to the needs and expectations of interested students.

Early specialisation

One of those student's needs was the option to choose a specialisation as early as possible in the programme. That need is satisfied in the new programme. Pilar Martinez, professor on Neuroinflammation in Neuropsychiatric Disorders and responsible for the specialisation Inflammation and Pathophysiology: "For the first eight weeks, all students follow the general course on Biomedical Challenges. This general basis is necessary, since the students come from all over, from diverse universities and with a whole range of bachelor's degrees. Immediately after this course, students start in one of the five specialisations. Currently, a sixth specialisation on Neuromodulation is being prepared. Each specialisation consists of two eight-week courses; the first one concentrates on gathering fundamental knowledge in a specific field, while the second is all about applying that knowledge, for example in developing new therapies and treatments. A second common course on Biomedical Approaches precedes the year's closing laboratory traineeship, at Maastricht University or elsewhere. The second year starts with the general, highly appreciated course Designing Scientific Research, after which the students enter their senior internship that is concluded with a master's thesis. At the end of the master, all students present their own research to an FHML-wide audience during the Mosa Conference."

Active learning and critical thinking

Germeraad: "We have structured the programme according to the principle of constructive alignment. For the master's programme as a whole, as well as for individual courses, intended learning outcomes were defined, and the educational activities are based on that. Thus, we can test whether the learning

objectives have been reached." Martinez: "What we want to impart to our students above all, is critical thinking. Not to accept everything you hear from a professor or read in a scientific article, but to question everything and think about what comes next. This translates into an active and distinctive programme. A maximum of two lectures a week is planned, and every lecture is given by an expert in a specific area. We spend the rest of the time on tutorials, journal clubs, laboratory experiments, poster presentations and learning practical skills, such as good communication and collaboration, presentation skills and academic writing. That complete package of competencies makes us stand out."

International character

This new approach is attracting students from all over the world. "In 2017 we had students from around twenty countries, mainly from Europe and Asia, but also a few from Africa and South and Central America," Martinez explains. Feldmann adds: "That international aspect makes the course extra appealing to me. I'm already building a network that will be very valuable in my career. Also the fact that the programme is taught in English is a plus for me. It enables me to improve my English in day-to-day practice, which is useful considering that English is the language of science."

Preparing for practice

The second year of the revised master has just started. Germeraad: "Students are now writing a proposal for their own research - a real-life case - which they will carry out during their senior internship in Maastricht or elsewhere in the world. For example, Marvin will go to Japan, to the institute where I worked myself thirty years ago. It's great that we can provide that network." "Until now, the students had their traineeship mainly in an academic laboratory," Germeraad continues. "However, we realised that the world is bigger than the lab. That's why we are deliberately taking account of students who are aiming for a career in industry. Currently, we are working on building a network among big pharmaceutical companies, such as Johnson & Johnson, Merck, Bayer, etc. We are talking to these companies about what competencies they need. This way, we are preparing a second study profile next to Scientific Research, which is Industrial Research. This will help reduce the gap between study and future work environment, and make our students even more attractive for the industrial side of the job market. Because in the end, we are aiming at a good and fitting job for all of our students."

Emma Sanders

Taking half measures is not the style of medical student Emma Sanders (21). Whether it's chairing the medical study association Pulse, playing the violin, or sailing; whatever she does, she does it well. Her motto? "The busier I am, the more I get done."

Emma started the new academic year with mixed feelings, and that's not because she didn't feel like going back to university. "It's just that the last year has been so great," she says. "Time has gone by so fast. I could have gone on forever."

Study association Pulse

As one of the first students to do so, Emma took a break from studying to fully devote herself to her work as the chair of Pulse. This medical study association is involved in the quality and improvement of education and organises all sorts of educational and recreational activities for its members.

Emma: "I've enjoyed every minute of it, and I think that our board has been able to realise a lot of its goals." Out of these, the establishment of the new student representation party SHAPE perhaps stands out most.

SHAPE

"I didn't feel represented by the existing student parties, and at the same time I had a lot of ideas about what could be improved at the faculty," she explains. "Since Pulse organises a lot of things and has a broad network, we could also see what could be done differently."

After teaming up with the other study associations at FHML, SHAPE came into being, and successfully so: during the elections for the new student sections of the University Council and Faculty Council in May, the party gained a total of five seats, three in the Faculty Council and two in the University Council together with JFV Ouranos.

Leadership

For Emma, it has definitely been a year of personal growth. "As the chair, I felt it was my responsibility to make everyone's voice heard, which can be quite difficult with more than fifteen hundred members,"

she admits. She discovered that leadership is about being able to quickly come up with solutions, get everyone's attention if needed, and sometimes - and counterintuitively - let go of control.

"Receiving positive feedback from our members and knowing they're content with our work is the best feeling," she says. "Of course, there are things I'd have done differently in retrospect. But you learn from mistakes, and you will benefit for the rest of your life from that experience."

Violin

This year, Emma will complete her bachelor's degree in Medicine, while being a student member of the Faculty Council and working in close cooperation with the educational branch of Pulse, 'Pulse Onderwijs'. Calling her a busy bee is not an overstatement; did we already mention she's also a talented and avid violin player?

In 2017, she was selected for the first violin section of the Dutch National Student Orchestra - playing in the Royal Concertgebouw in Amsterdam gave her "goosebumps" - and this summer another dream came true: she gave a concert together with the Euregio Youth Orchestra in the Musikverein in Vienna.

Her secret? "In high school I practiced the violin for two or three hours a day, next to my music lessons and orchestra rehearsals. It taught me that being busy makes me work more efficiently."

Future plans

Emma briefly considered a professional career in music, but opted for Medicine instead. "I'm not sure what I will specialise in, but I do know that I want to be there for the patient as a whole. And I would love to be involved in the education of students," she adds. "From my experiences as a sailing instructor I know that teaching is a lot of fun, so that's definitely something I want to pursue."

STUDENT
IN THE
PICTURE



"It taught me that being busy makes me work more efficiently."

Accreditations as a constant source of improvement

“A warm welcome, a good dinner and the Burgundian atmosphere – that’s what every accreditation panel can expect,” says Tom Kuiper, senior policy adviser with the Institute for Education. “But in all seriousness, it’s all about the content, of course. We make every effort to prepare each accreditation (and there are a lot of them) down to the last detail.”

An accreditation is an independent and official decision on whether a bachelor’s or master’s programme meets the requirements. Each programme is assessed every six years by an independent accreditation panel consisting of peers. “An accreditation keeps you on your toes,” says Hans Savelberg, Director of Education for Biomedical Sciences. “It’s a lot of work, however. So it’s good to know that we don’t do all that work for the panel alone, but mainly for ourselves, in order to increase the quality of the education.”

“AN ACCREDITATION KEEPS
YOU ON YOUR TOES”



A look in the mirror

“Every accreditation starts with a critical self-assessment in which the programme describes itself and the degree to which it meets the requirements of the NVAO (Dutch-Flemish Accreditation Organisation),” explains Guy Bendermacher, policy adviser at the Institute for Education. “That’s done on the basis of four standards (intended learning outcomes, teaching-learning environment, assessment, achieved learning outcomes). At a later stage, an accreditation panel pays a 2- or 3-day visit and audits the programme on the basis of the self-assessment and their own observations. The panel speaks to staff and management members, students and teachers, members of education and examination committees and alumni. The panel report, to which we may respond, follows after a number of months. The official final report is then sent to the NVAO which awards the (re-) accreditation.”

Great self-critical capacity

“Accreditation is a continuous process,” says Kuiper. “Last year it was Medicine’s turn, along with the master’s degree in Mental Health. In 2018, four master’s and one bachelor’s degree programmes in the domain of Health Sciences

were audited, as were the master’s and bachelor’s in Biomedical Sciences. And in the interim, we are fully engaged in the preparation of Human Movement Sciences, to be followed by European Public Health and Global Health.” Bendermacher: “The general tendency is that the panels are often impressed by our self-critical capacity. Also, our small scale education is often praised, as is the strong role of the Education and Examination Committees as well as the enthusiasm of teachers for their programme. We are unique in that.”

Useful feedback

Jan-Joost Rethans, Director of Education for Medicine: “In the Medicine accreditation report, the panel was particularly impressed by the fact that we have implemented programmatic assessment in all our 3 programmes. That was seen as very innovative.” Partly based on feedback from the accreditation panel, the master’s programmes in Health have been radically changed in recent years. Jascha de Nooijer, as Director of Education for Health responsible for eleven master’s programmes, says: “Six years ago we had one master’s programme in Public Health with specialisations that needed some overlap among them. The advice at that time was: develop independent degree programmes with specific intended learning outcomes for each master’s programme.” “An added advantage is that this enables us to better profile the programmes for the new students,” says Kuiper.

Savelberg: “September 2016 we started a thoroughly revised BMS bachelor’s programme. The panel, which visited us in January 2018, was impressed and used words as ‘courageous, exceptional and well-considered’ to describe the new bachelor. Much appreciation was also expressed for the scope that our programme offers for the development of competencies such as communication, collaboration and professional conduct. I consider the assessment as confirmation of what we have achieved here. The report contains a lot of valuable information, which will help us in the coming six years.”

No fan of the scoreboard

“The manner of accreditation has changed through the years,” says Bendermacher. “The social trend of responsibility and accountability has strengthened, so that we have to be even more critical of what we do.” De Nooijer: “Accreditation enables us to demonstrate that we are up to the mark and working on improvement. However, I think it’s a pity that there is no gold standard within our domain. Consequently, as regards to the scores, the panel reports per domain are not entirely comparable. So if one programme scores a ‘good’, and another a ‘satisfactory’ that is not to say that one is better per se.” “Nor am I a fan of the ‘scoreboard’” says Savelberg. “It should not be about the evaluation, but rather about feedback that we receive and what we subsequently do with it.” Rethans sees potential for improvement in the composition of the accreditation panels. “Every panel should be a broad reflection of the degree programmes at stake, but often consists of people who are retired, since they have the time. The question is whether they can always judge the innovations on their merit. Take our innovative way of testing, e.g. that we assess our subjects in an integrated manner.”

Continuous improvement

Once the accreditation is over, the bachelor’s and master’s programmes are expected to go to work on the recommendations within a specific period. Kuiper: “After three years, our own university assesses the extent to which extent we already have addressed the suggestions for improvement. This way, the accreditation process is a continuous process of improvement of the quality of the education.”

News in brief

Opening colloquium rooms

On 23 August 2018, the two new colloquium rooms located on the fourth floor of Universiteitssingel 50 were officially opened. The rooms are named after Prof. Wynand Wijnen and Prof. Riet Drop, whose contributions to education of both the faculty and the university were of great value.

During the celebratory meeting, Prof. Albert Scherpbier, dean of FHML, indicated the importance of the new educational facilities for the faculty, while Prof. Cees van der Vleuten spoke about the important role the two professors had in FHML education. The formal opening of the two rooms was performed by the partners of the two late professors. In addition to the colloquium rooms, 10 brand new tutorial rooms and sitting areas (study lounges) for students have been realised on the fourth floor of UNS50.



The Institute for Education (IfE) has started organising monthly lunch meetings for teachers in the academic year 2017/18. These meetings are intended to provide informal opportunities to share views on education-related issues that require the attention of the IfE. The lunch meetings will be continued in 2018/19. The dates will be announced in the monthly email newsletter of FHML Flash. You can sign up by sending an email to: secretariaat-dir-oi@maastrichtuniversity.nl.



IRON DADDIES AND THE ALUMNI FEELING

Will power, perseverance and an iron constitution. The Iron Daddies, a team of three FHML alumni, know all too well what this means. They achieved a great feat when they, each in their own discipline, participated in IRONMAN Maastricht on 5 August 2018.

When Joey Mak, Health Sciences alumnus and now a Student and Career Counsellor at SBE, watched athletes cross the finish line of the first IRONMAN Maastricht three years ago, he was deeply impressed.

An IRONMAN triathlon consists of an almost 4-km swim, followed by a 180-km bike ride, topped off with a full marathon.

When another FHML alumnus asked him to join as a cyclist, Joey did not have to think twice. The initiator, Gaston Peek, a former medical student and now working as a GP in Maastricht, ran the marathon of a little over 42 kilometres. Charles Smeets, former Movement scientist and now self-employed, handled the swimming part. The three men were assisted by Dagmar Kagie, Movement Sciences alumnus and an official triathlon coach.

Joey cherishes the alumni feeling. "It's so valuable: after graduating you still remain connected with other alumni. It's a special bond, which you'll only appreciate when you meet up and develop initiatives together."

ORGANISATION EDUCATION OFFICE

As of the beginning of the academic year 2018/19, a more domain-oriented approach will be implemented in the Education Office. In order to do so, some changes have been made with regard to the tasks and responsibilities. Per domain a contact person has been appointed:

- Health: Yoka Cerfontaine
- Medicine: Veerle Ghesquiere
- Biomedical Sciences: Linda Veenhof

Preparation Institutional Quality Assurance Assessment

During the academic year 2017/18, several FHML colleagues have contributed to the preparations for the institutional audit on Quality Assurance Assessment (ITK: Instellingstoets Kwaliteitszorg) and the application for the Certificate for Quality in Internalisation (CeQulnt). In October 2018, an international audit panel, supervised by the NVAO (Dutch-Flemish Accreditation Organisation), will visit UM to investigate whether the quality assurance processes are in order and how an international and intercultural dimension is added to our education. In addition, the panel will also evaluate the Quality Agreements as proposed by UM in close collaboration with all representative bodies. These agreements are required by the Dutch government and are meant to improve the quality of education; they are tied to the funds that became available through the abolition of the basic grant (basisbeurs) for students. If approved, the quality agreements will apply from 2019 to 2024. Implementation of the quality agreements in FHML will be subject of discussion with the Education Programme Committees and the Faculty Council in the second half of 2018.

Stars.nl was founded based on a Canadian example: a group of medical students and residents, as ambassadors, address the efficiency of healthcare within the educational programmes. From every university and from every educational region in the Netherlands, one or two medical students and residents are participating. They are working on increasing awareness of thinking and working efficiently by students, residents and medical specialists, both locally and

nationally. They do so, among others, by motivating and inspiring colleagues to take up concrete efficiency projects and by providing ideas on how to put the principle of efficiency into practice. The ultimate goal is to make health care providers more aware of the possibilities and advantages of efficiency in health care, and to give them ideas on how to implement this. www.bewustzijnsproject.nl/stars



Training the leaders of tomorrow



Kasia Czabanowska

The master's programme in Governance and Leadership in European Public Health not only aims to prepare students for a career as health policy maker or researcher; it also equips them with the skills needed to become a leader. Programme coordinator Kasia Czabanowska: "The things we want to do to address current public health challenges require a change in thinking and behaviour, and we need young people who can bring this change about."

What do fruit, biking helmets, and hand soap have in common? Not much, at first sight. Yet they are all related to a healthy lifestyle, which is what public health strives to promote. "Public health is a complex and interdisciplinary field," says Czabanowska, "so let's start with a definition. The best one, I find, is the one by Sir Donald Acheson which has been adopted by the World Health Organisation (WHO). It views public health as 'the art and science of preventing disease, prolonging life and promoting health through the organised efforts of society.' As you can imagine, it takes a lot of evidence-based research to provide the findings that support health policies or interventions at different levels of society."

Challenges to public health are always multifaceted, and therefore ask for a multidisciplinary and multisectoral approach. Think, for instance, of communicable diseases, which are making a comeback because of, among other things, the anti-vaccination movements; non-communicable diseases caused by unhealthy lifestyles; and the big gap in health inequalities within and between countries.

"As public health is such a broad field, our education encompasses a lot of different areas," Czabanowska states. In the bachelor's phase, students get acquainted with the basics. Master's students get the opportunity to specialise while simultaneously working on their leadership skills. "Because we are in need of competent leaders who can solve complex, unprecedented public health problems," Czabanowska explains. "We need people who are able to find support for a common vision that will contribute to improving the health and well-being of the population; who have new mind-sets, as well as an appetite for innovation and interdisciplinary collaboration."

One of those people is Hilke Mansholt, who recently graduated from the master's programme. "Public health is just my passion," she says, "and as a professional it's really important that you're good at communicating your interests, having discussions with others, and convincing them." After completing her bachelor's in European Public Health, she didn't feel ready to enter the job market yet. Twelve months later, this has changed. Mansholt: "We did camera trainings, had buddy and mentor meetings, and had the opportunity to talk to experienced professionals. Becoming a leader doesn't happen overnight; it's a great journey, and the master's prepares you for it."



Hilke Mansholt



Cedric Slock

Also master's student Cedric Slock says the programme has lived up to his expectations. "Most students are highly motivated. I've learned a lot from them, as well as from the tutors and guest lecturers who are all working in the field of public health."

"Our master is the first programme of its kind in Europe"

During his placement, Slock worked on visualising how to professionalise the public health workforce in Europe. "According to the WHO, the capacity of the public health workforce is essential to deliver the services and operations that are needed in order to have a sustainable public health system within the member states," he says. "And that's exactly why we need this new generation of public health professionals," Czabanowska adds. "Our master is the first programme of its kind in Europe, as we were the first to answer the call for new leaders. I'm proud of that. Maastricht has always been avant-garde."

Prizes

FHML Education Prizes 2017

On 8 November 2017, the Institute for Education FHML awarded the annual Education Prizes. With these prizes, the Institute for Education seeks to recognise staff members who excel in educational roles and make a relevant contribution to the development of education within FHML.

The Education Prizes 2017 were awarded to:

Manuela Joore, Carmen Dirksen, Sylvia Evers and Frits van Osch (Health)
Nynke van den Akker and Rob Rouhl (Medicine)
Roger Godschalk and Mieke Dentener (Biomedical Sciences)

The winners of the Honours Award for Education 2016, Aggie Paulus, Christine Willekes and Marjan Govaerts, passed their awards on to:

Anja Krumeich (Health)
Suzanne Schut (Medicine)
Tom Kuiper (Biomedical Sciences)



SWUM prizes

On 26 January 2018, the Foundation Wetenschapsbeoefening UM awarded the annual student prizes for academic achievements (bachelor's or master's thesis, internship or research report) at the 42th Dies Natalis of Maastricht University.

The FHML prize winners were:

- **Sanne Habets** (BSc in Biomedical Sciences)
- **Anne Neubert** (BSc in European Public Health)
- **Manon Wiersma** (BSc in Medicine)
- **Aline van Breukelen** (BSc in Health Sciences)
- **Maurice Halder** (MSc in Biomedical Sciences)
- **Ilse de Lange** (MSc in Medicine)

UM Student Award

Victoria Freiin von Salmuth was a student of Medicine. During an internship at the Shirati Hospital in Tanzania in 2015, she witnessed the critical need for good nutrition. This prompted Freiin von Salmuth to found the Shirati Food Program, which sends money to the Shirati hospital every month. In November 2017, she returned to Tanzania to visit the hospital and to evaluate the project. The Student Award carries a prize of €1,000, as well as a work of art and a portrait of the winner, which will be added to the 'Student hall of fame' in the main UM administrative building.

FHML wins innovation prize Netherlands Association for Medical Education

On behalf of the medical programmes of FHML, **Jan-Joost Rethans**, as programme director, received the prize for best education innovation 2017 from the Netherlands Association for Medical Education (NVMO) on 17 November 2017.

The prize was awarded for the implementation of programmatic assessment, an innovative approach of assessments, where all assessments are embedded within a programme and are part of education and learning processes, as opposed to more traditional approaches where (isolated) assessments are used as a formal conclusion of education and learning. The NVMO education innovation prize is awarded two-yearly to distinctive and broad innovations in medical education.

Catharina Pijls Prize 2017

The Catharina Pijls Encouragement Award has been awarded during the yearly Maastricht Symposium on Global and European Health.

The Encouragement Award 2017 went to **Jade Stultjens** (alumna from the Mental Health master, Child & Adolescent track) for her outstanding thesis entitled 'Identifying the group dynamics of bullying using a social network perspective. An explorative research on the practical relevance of using a non-anonymous questionnaire about bullying among primary school children'.

Wynand Wijnen Education Prize 2017

Dr. Nynke de Jong won the Wynand Wijnen Education Prize 2017 for her decisive and energetic innovations in a number of FHML's bachelor's and master's programmes. Nynke is an expert on (technical) innovations and knows how to convincingly convey this knowledge to the teaching staff. She manages to inspire students through her passionate and enthusiastic manner of teaching and knows how to make optimal use of electronic learning environments, thus advancing the efficiency and effectiveness of the study process. 'Nynke impressed us with the broadness of her projects, the applicability outside the Faculty and the enthusing manner of her teaching', stated the jury's report.

The Wynand Wijnen Education Prize is presented annually as a tribute to Wynand Wijnen, a professor of didactics who passed away in 2012. In addition to his considerable national achievements in the field of education reform, he helped lay the foundations of Problem-Based Learning at Maastricht University.

Unilever Research Prize 2017

Maurice Halder, MSc in Biomedical Sciences, was granted a Unilever Research Prize 2017. The prize is awarded to outstanding postgraduate students, one from each of the 13 Dutch universities. The prize was established in 1956 to strengthen the bond between industry and academic research, and to motivate students to excel. Maurice's thesis focused on the effects of arterial remodelling, i.e. vascular calcification, on the development of cardiovascular diseases. The prize consists of a sum of 2,500 euros and a work of art in glass.



Teaching students to study smarter

Have you always thought that highlighting, rereading, and summarising texts is the best way to prepare for a tutorial group or exam? Here's some news: it's not. There is, however, no reason to despair. The brand new study skills training Study Smart will equip bachelor's students with effective learning strategies.

"Typically, students are not very good at estimating whether they fully understand the subject matter at hand, so support in what strategy to use can be very helpful," associate professor Anique de Bruin states. "Nevertheless, there are not a lot of trainings or interventions out there." She therefore took the initiative to develop one herself, together with a university-wide project team under the coordination of EDLAB, the university's institute for education innovation.

As a result, Study Smart will be implemented in all faculties, and preferably so at the start of each bachelor's programme. "For first-year students, university can be quite a culture shock," assistant professor and coordinator of the FHML student advisers Pauline Aalten explains. "Suddenly they are expected to read a lot of literature, while receiving much less guidance than in high school. The earlier they learn how to study effectively, the better."

Memory

If highlighting, rereading, and summarising literature is not the way to go if you want to get the most out of your study time, then what are the alternatives?

"The problem with these strategies is that they're not very effective for long-term retention," says PhD student Felicitas Biber. In other words: you'll easily forget what you've learned. Biber: "Scientific research shows that practice testing, for instance by using flashcards or old exams, is much more powerful. The same holds for a strategy called distributed practice, which means spacing out your study sessions over time."

"What's paradoxical is that these effective strategies initially don't feel as if they work," De Bruin adds. "Imagine that you study two textbook chapters; one by rereading and another by taking a practice test. Right afterwards, you'll probably remember more from rereading. Yet, if you'd test yourself two days, or a week, or two weeks later, the practice test turns out to work a lot better."

"For first-year students, university can be quite a culture shock"



Anique de Bruin, Felicitas Biber and Pauline Aalten

Research

After students have been familiarised with the most recent literature on effective learning strategies during the first Study Smart training session, it's time to reflect on their own study habits and to come up with individual learning goals. During the third and final session, they practice using the strategies they've learned. "The students who participated in the pilot at FHML considered it to be very helpful," Biber says. "One of them even called it an eye-opener."

It's up to Biber herself to back this up with research, as her PhD study investigates the effectiveness of the Study Smart training. "I'm extremely glad we have been able to link this research to it," De Bruin says. "It helps us paint a clear picture of what's going on, to find out what works and what doesn't, and adapt the training accordingly." Aalten: "And the fact that this is a university-wide project, recognised by all faculties, is really unique. It's fascinating to be part of it."

Studying effectively - do's & don'ts:

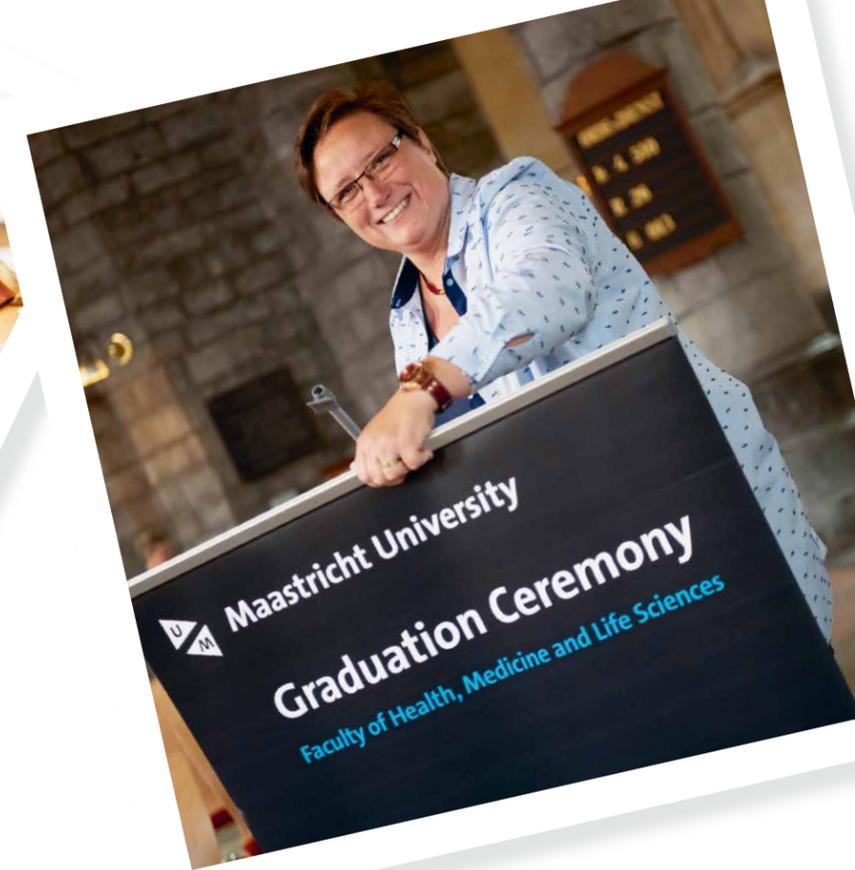
Do:

- test yourself (e.g. with flash cards, old exams)
- repeatedly retest yourself
- spread learning over time

Don't:

- highlight
- reread
- only summarise (instead, combine summarising with the effective learning strategies!)

A day
at the
desk



Welcome to the office of... Bernarda Meessen

After having worked for eighteen years as a full-time choir and orchestra conductor, Bernarda Meessen chose to combine her musical career with a job as Student Affairs Officer at FHML's Team Examinations. It turned out to be the right decision. "I'm curious and I like to help others," she states. "And that's exactly what this job asks for."

Never a dull moment

A thousand things: that's Bernarda's answer when asked what she is busy with on a typical day. The first thing she does in the morning is checking various inboxes, organising incoming emails, and dealing with urgent requests.

"Much of our work is driven by the questions that reach us by email, which makes each day quite different," she explains. "Students often have questions about their grades, or they want to know whether they have been registered for an upcoming exam. Teaching staff may contact us with many different questions about results or assessment plans, which we'll try to answer in the best possible way. If I don't know the answer straight away, I'll do my best to figure it out. This way, I keep learning new things."

Graduation

Keeping track of exam results is the core business of the Team Examinations, which includes drafting lists, registering students for exams and resits, and importing grades. Besides that, Bernarda and her colleagues are responsible for organising graduation ceremonies.

Bernarda: "We plan the whole event; we set a date, arrange a location, send out invitations, order diplomas, organise a celebratory drink after the ceremony, and are present on the day itself. It's exciting every time, no matter how often you've done it. A graduation is an important moment in people's lives, so you don't want anything to go wrong. Next to that, it's really nice to finally see the people behind the grades you've been processing throughout their studies."

Creativity

Coming from a background as a creative entrepreneur, Bernarda knows how to juggle multiple tasks, and, if necessary, bring order into chaos. Being creative comes in very handy, she finds. "I like to think out of the box and explore how certain processes can be simplified and improved. Recently, I did a course in Lean Management. It's rewarding that I get the opportunity to develop myself."

Bernarda started working at the Institute for Education in 2013. Looking back on the past years, she is satisfied. "It's nice to be able to combine my activities as a choir and orchestra conductor with my job at FHML. For a busy bee like me, it's the best of both worlds."

"Coming from a background as a creative entrepreneur, Bernarda knows how to juggle multiple tasks, and, if necessary, bring order into chaos."

DJ Hardwell

In general, she doesn't show off her musical abilities in the office - although she did play the accordion when saying goodbye to a colleague recently. Bernarda: "And I listen to music when I need to isolate myself to finish work. Listening to DJ Hardwell on my headphones is perfect for this - 'lawnmower music', as one of my colleagues likes to say. Classical music is way too distractive for me!"

Students jobs anno 2018



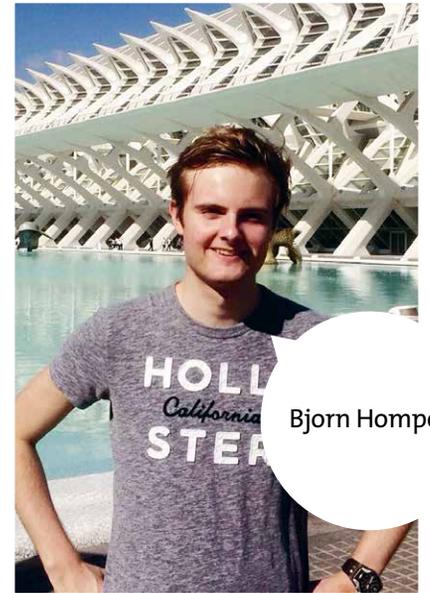
Niek Schenk

As a student ambassador, you are the face of Maastricht University. You can help potential students in various ways to make it even easier for them to choose a study. For example, by answering questions and sharing your experience with your study programme, the university or your student life, you will help these potential students in making a decision. It's very rewarding work, which I really enjoy doing!



Maarten Butink

From January 2018 onwards, I was allowed to work with several prominent members of the educational world as student member of the accreditation panel for bachelor and master programmes within the Health cluster. Wageningen, Rotterdam and Groningen: some of the beautiful university cities where we were warmly welcomed for a few days, in order to help to keep the quality of education up to par! You learn a lot about education, the educational structure, quality and organisation. You're in a non-stop meeting from 09:00 to 18:00, but there is also room for laughter and the mood is great. The downside: it's only temporary.



Bjorn Hompes

Next to my study, I'm also a 'kidney racer', together with a great group of fellow students. As a kidney racer, or transplant technician, you are responsible for the kidney perfusion machines, which are used to preserve kidneys during organ transplants. By using these machines, the kidneys stay in better shape and it increases the chance of a successful transplant. Besides the fact that it's really cool for a third-year student to be able to assist during a real kidney transplant, you also learn a lot about human anatomy and about working in an operating room.