



Quality Agreements

2019-2024

Short version

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Chapter 1 >

process

INTRODUCTION

Maastricht University (UM) is a young research university in the heart of Europe, with a distinct European and global perspective. First and foremost, UM strives to be an open and inclusive academic community with a good balance between Dutch, European and other international students, and addressing local, European and global themes in the education and research programmes. The university continuously strives for optimisation of education, which is also stipulated in the Strategic Programme 2017-2021, 'Community at the CORE'. Students are seeking education that, above all, prepares them for a future in which complex societal issues pose opportunities as well as challenges - influenced among other things by globalisation and digitisation. With an increasingly diverse student population, an increasingly complex society, changing demands of the labour market, and new forms of learning, UM strives to be leading in reflecting upon the institutional strategy and where needed to develop and revitalise it. UM is a pioneer in Problem-Based Learning (PBL) and renowned for its strong tradition in the innovation of educational didactics. UM carefully positions itself regionally, nationally and globally to maintain this strength and uphold quality. The processes leading to the Institutional Quality Assurance in Education Audit (ITK), the Certificate for Quality in Internationalisation (CeQuInt), and the Quality Agreements have presented another opportunity to reflect on the strategy and the educational quality and provided further input to make the best strategic choices for the development of education at UM.

The current document presents the Quality Agreements for UM for the period 2019 – 2024.

QUALITY AGREEMENTS

In the Sector Agreement¹, it is stipulated that all universities develop a plan for the allocation of the study advance means. The plan is aimed at realising a clear and visible improvement of the quality of education. Based on the Strategic Agenda of the Ministry Of Education, Culture and Science and the joint agenda of the Netherlands Association of Universities of Applied Sciences, Association of Universities in the Netherlands (VSNU), 'Interstedelijk Studenten Overleg' (ISO) and the Dutch Student Union (LSVb), six themes were identified as focus areas for the quality improvement plans. These themes are:

1. Intensive and small-scale education
2. More and better student guidance
3. Study success, including progression, accessibility and equal opportunities
4. Education differentiation
5. Appropriate facilities
6. Professional development of teachers (quality of teachers)

The Quality Agreements relate to the period 2019-2024. At the time of signing the Sector Agreement, UM was already in full preparation mode for the ITK and CeQuInt. The Executive Board, in close consultation with the Management Team² and the University Council chose to develop the plan for the Quality Agreements in a parallel process since the topic of quality of education is central in all three. The establishment of Quality Agreements for the next five years is in part based upon the critical self-evaluations included in the ITK and CeQuInt audits as well as the report by the Taskforce Workload. The reflections have offered an excellent follow-up to specify UM's ambitions regarding the improvement of the educational quality in relation to the six national themes. It is important to note in this respect that the Quality Agreements do not encompass all developments related to improving educational quality at UM nor are the financial means provided by the study advance means the only means that will be used for that purpose. For example, ambitions such as developing new interdisciplinary education programmes, further developing the STEM cluster, and preparing a long-term vision on IT and education at UM are not embedded in this plan. These plans will be financed by other sources, but aim to enhance the quality of education and support the learning process of our students.

Providing high-quality education and improving that quality where needed, should go hand in hand with monitoring the effects of new measures on the work-life balance. The Executive Board, University Council and the Taskforce Workload will, when evaluating the proposed measures by the faculties in the framework of the Quality Agreements, carefully review the proposals to ensure that the work-life balance is protected. In this document we first describe the process that resulted in this plan, which is related to **criteria 2** of the Accreditation Organisation of the Netherlands and Flanders (NVAO) protocol. Secondly, UM's educational vision and the ambitions regarding each of the six themes are described - which relates to **criteria 1** of the protocol. Thirdly, the implementation and monitoring processes for each of the themes is described, relating to **criteria 3**.

¹ In April 2018 a sector agreement was signed between the Minister of Education, Culture and Science and the Association of Universities in the Netherlands and the Netherlands Association of Universities of Applied Sciences.

² The UM Management Team members are the Executive Board members, the Vice-Rector Education and the Deans of the faculties.

Criteria 2 – Sufficient involvement of the internal stakeholders in drawing up the plan and sufficient support among internal and external stakeholders.

In this chapter the process that led up to the Quality Agreements is described, focusing first on the role of the participatory bodies, the broader UM community and the external stakeholders. Furthermore, the facilitation of and support for the University Council is described.

INTRODUCTION

In general, UM can be characterised as a tight-knit academic community in which people aspire to create an environment that enables a level playing field for staff and students alike. The organisational structure and the quality assurance systems are based on striving for mutual understanding and enabling connections between relevant stakeholders. Policy development, evaluation and enhancement are done collaboratively, based on the national legal requirements relating to participatory processes at universities, and based on UM's own beliefs that expert views of staff and opinions of students are valuable in these processes. Such an approach relies on a high level of involvement of staff and students.

UM strives to involve the UM community in all major strategic developments. To illustrate this, the development of the current Strategic Programme is to a large extent the result of a genuine bottom-up process. After initial discussions between the Executive Board, the Supervisory Board and the University Council, a broad process was initiated to engage staff and students in so-called think-tanks, specifying the cornerstones of the strategy: education, research, internationalisation and societal engagement. Furthermore, the community of academic staff, support staff and students was invited to participate in 'town hall' meetings to discuss and comment on the first draft of the Strategic Programme. This created an open process for which the Executive Board set the framework and the UM community at large was given the opportunity to create the content. One of the themes of the strategy is employability of students. In order to address this theme in a manner befitting the university, an interfaculty project group was tasked with developing the strategy and scope together with student representatives. This was discussed with all relevant groups and (participatory) bodies and students were given a prominent voice in identifying their needs and prioritising them within the project. These are only two examples but they illustrate that at UM, involving the community is common practice.

1.1 THE ROLE OF PARTICIPATORY BODIES

The ambitions laid down in this plan have been developed by the Executive Board and staff and students from the University Council with input from relevant internal and external stakeholders. The process as well as the stakeholders that were to be involved were agreed upon by the Executive Board and the University Council. To begin the process, the Executive Board provided a longlist of potential improvement areas within the six quality agreement themes, based upon (1) the critical self-evaluations of ITK and CeQuInt, (2) the strategic programme, (3) the report of the Taskforce Workload, (4) the 2018 plans (discussed within the faculties in 2017) for allocation of the study advance means, and (5) the pre-investments made at UM. The Executive Board complemented the longlist with a first prioritisation of the topics and discussed these with the University Council. This discussion resulted in a shortlist of priorities. Next, the chairs of the Faculty Councils were informed about the process to be followed in a separate meeting with the Rector and Vice-Rector Education to prepare them for the upcoming discussion at faculty level. A delegation of the University Council and Executive Board met with the Faculty Boards, Faculty Councils and delegations of the Education Programme Committees of all six faculties, which led to further prioritisation and refinement. These meetings resulted in lively discussions, providing a lot of input needed to develop Quality Agreements that are ambitious, feasible and reflective of both UM-wide and faculty-specific contexts and concerns. Given the lively discussions that were not always concluded during the meetings, the University Council extended the invitation to contact them in case further discussion was considered necessary. Some councils made use of this opportunity and other councils organised additional meetings for their own council members after which the chair reported back to the Rector and University Council.

This was followed by more sessions with students as well as external stakeholders. Lastly, the formal proposal of ambitions was written down and discussed with the various UM bodies, such as the Management Team, the Coordinating Directors' Board, the Education Platform and of course the University Council. The final version of the Quality Agreements was discussed and agreed upon in the plenary session of the University Council on 27 June 2018. The council expressed her appreciation for the constructive way in which these agreements have been made in a letter to the Executive Board. The Supervisory Board gave its final agreement on 3 July 2018.

Chapter 2 >

Quality improvement

The Executive Board will continue to work together with the University Council as well as the Faculty Boards and Faculty Councils to discuss in more detail the execution of the ambitions described below and the monitoring of the realisation of these ambitions. In Chapter 3 this process is described in detail.

1.2 INVOLVEMENT OF BROADER UM COMMUNITY

The broader UM community was involved by means of so-called reflection sessions including:

- board members of student and study associations;
- educational staff in different positions, such as Programme Coordinators, chairs of Boards of Examiners, study advisors, and heads of educational offices.

Furthermore, a reflection session with external stakeholders was held. UM has strong relationships within the region, exemplified by many initiatives such as the Brightlands campuses and the Knowledge Axis, project Match (a project connecting students and city through social engagement initiatives) and actively participates in the regional Economic Board.

Additionally, newsletters were sent to all UM staff and students to provide information about the ambitions, but also about the process and the planning. This process reflects the joint effort of the Executive Board and University Council to ensure broad commitment of the UM community.

1.3 FACILITIES FOR THE UNIVERSITY COUNCIL

Administrative and legal support

The University Council is supported by a registrar (1.0 FTE), and secretaries (1.2 FTE).

Compensation in hours

Staff members of the University Council are provided with a flat-rate compensation of four hours per week. Staff members in the Presidium, that is the Chairs of the Committees and the Chair and Vice-Chair of the Council, are compensated with eight hours. The students in the University Council are compensated by the Profiling Fund (for specific financial support to students) with a certain level of compensation payment for any possible study delays they incur due to their activities for the University Council. This comes down to more than eight hours per week. In addition, students receive a monetary compensation for their work.

Training

At the beginning of each academic year, the (new) members of the University Council are offered training opportunities. Training is provided by an external training agency, focusing on the legal position of the University Council. Another training is provided by UM staff, focusing on finance (e.g. understanding budgets) and on the setup of the planning and control cycle of UM. Furthermore, students have the opportunity to take part in training on communication skills and project management at the 'ImpactLab'³.

Future plans

Considering the expansion of tasks and responsibilities of the University Council in these Quality Agreements, UM is currently exploring the option to increase the number of hours compensated for the University Council. Furthermore, as per academic year 2019-2020, the number of staff and student members in the University Council will increase by one student member and one delegate from the support staff, which will bring the total number of members in the University Council to 20.

³ *ImpactLab is a student-driven accelerator for social impact, supporting those who do good – helping them to do better and stay well. ImpactLab is supported by the Student Project Team and EDLAB.*

Criterion 1 – Improvement of quality of education.

In this chapter, an abbreviated version of UM's vision on education is described (please refer to chapter one of the self-evaluation report for the ITK or to the strategic programme 'Community at the Core' for an extensive description). For each of the six themes, the topics relevant to our university are depicted and why measures are proposed for improvement in these areas. Furthermore, the quality indicators are listed on the basis of which performance and achievements are measured. At the end of the chapter, the multi-annual budget and the spending rules used for the allocation of the study advance means are described.

2.1 MAASTRICHT UNIVERSITY'S VISION ON EDUCATION

The educational vision is based on the profile of being a young research university that offers innovative and high-quality academic bachelor and master programmes using methods of instruction that promote active learning to build knowledge and develop academic (research) skills as well as an academic and professional attitude. UM aims to prepare students in the best possible way for the regional, national as well as the increasingly globalised international labour market. Students who find this profile attractive are invited to join a vibrant international and multicultural academic community and are expected to invest in their intellectual and personal growth. Students who accept that challenge can expect a PBL environment with small groups, guided by academic staff. The four overall elements of the educational vision are:

- 1) Problem-Based Learning
- 2) Internationalisation
- 3) Research and education
- 4) The Maastricht University Student Experience (MUSE)

2.2 AMBITIONS

THEME 1. INTENSIVE AND SMALL-SCALE EDUCATION

Intensive and small-scale education at UM

UM is known for providing high-quality, small-scale and intensive education, based on the principles of Problem-Based Learning; a constructive, collaborative, and contextual approach to learning in which self-directedness plays a central role. Every student or staff member who chooses to study or work at UM is aware of its commitment to PBL. In a rapidly changing society, the principles underlying the PBL system are still holding true. More and more reports indicate the need to educate students in small groups where they are guided in their learning process, in a world where knowledge is abundant, but where the evaluation and validation of sound knowledge remains an

asset to be required through university studies (e.g. Schmidt, Wagener, Smeets, Keemink, & van der Molen, 2015). Research has shown that PBL enhances deep learning, which is learning with the intention to understand (as opposed to rote or superficial learning), structure ideas and critically evaluate the knowledge presented in the learning materials (Dolmans, Loyens, Marcq, & Gijbels, 2016).

Intensive education is characterized by substantial interaction between students and academic staff whereby students are expected to be (pro)active participants in educational activities. Typical examples of what is expected from students in intensive education are activate prior knowledge, formulate questions, ask for and process feedback, formulate arguments and contribute to discussions, ask for assistance and contribute to positive group functioning. UM's policy in education is to offer an array of educational activities, besides the tutorial groups of the PBL system that adds to the intensive character of education. Some examples are skills training, sessions in laboratories, interactive lectures and workshops, individual and group assignments with intensive supervision or feedback sessions on written academic work. Please note that this list is not exhaustive, other innovative educational activities can very well be in place or be developed for specific programmes that can also be regarded as intensive education. By further intensifying education, great care should be taken that it does not result in undesired high levels of expected self-study but rather in supporting self-study. The same holds true for skills training. A review of the research on PBL shows a robust positive effect from PBL on the skills of students (Dochy, Segers, Van den Bossche, & Gijbels, 2003). Students also appreciate the PBL system and the academic skills and knowledge they obtain. However, in the process of formulating UM's new Strategic Programme, students have also indicated their wish to be more involved in existing academic research projects of the academic staff. UM has introduced the CORE concept to give a strong impulse to further the integration of education and research, stating the ambition for each bachelor student to be able to participate in an open and collaborative research environment. The development of project-based learning in some faculties can serve as an example of how to facilitate this for larger cohorts.

Challenges and ambitions for the coming years

UM holds true to its course, but it is becoming increasingly difficult due to increasing student numbers in combination with less governmental funding. This has in some programmes led to a growing number of students in tutorials and the (largely budgetary) choice to offer more large-scale teaching sessions

in the form of lectures to complement the tutorials. When making these choices, faculties constantly balance between the objective to maintain high-quality education within the PBL spirit and to keep a close eye on finances and the workload of their academic and support staff.

Improvement measures proposed

The Quality Agreements proposed under Theme 1 and the financial means available through the study advance means, aim to revitalise, where needed, the realisation of intensive and small-scale education, which is the essence of UM's educational vision. This intensifying of education should not lead to an increase in the workload of teaching staff. It is anticipated that a large part of the study advance means under Theme 1 will therefore be used to attract additional staff in order to realise the ambition.

In the ambitions UM ensures 'intensive and small-scale education' by developing minimum standards for group sizes in tutorials and an average number of intensive contact hours per block period. It should be noted that in a PBL system, students are continuously required to conduct a lot of self-study in order to prepare for tutorials. The intensive contact hours are aimed at supporting the self-study activities of students and preventing them to postpone their learning. This, together with limiting the hours used for extensive lecturing has a positive effect on graduation rates (Schmidt, Cohen-Schotanus, van der Molen, Splinter, Bulte, Holdrinet & van Rossum, 2010).

To ensure a valuable learning experience for all bachelor students, UM will set a minimum of on average seven to eight intensive contact hours per week per block period in the first two years of the programme. This goal pertains to periods 1, 2, 4 and 5⁴. Block periods 3 and 6 are project periods with a great diversity in content between the bachelor programmes (e.g. skills training, projects, lab sessions). These periods are already characterized by high-intensity education, which is why they are not included in the above-mentioned ambition. The group size of tutorials is set at 12-15 students in year 1 and 2 of the bachelor programme. This number is the best equilibrium to ensure substantial interaction between students and financial viability of the programmes.

The faculties are in the lead to describe for each bachelor programme how the desired group size and amount of intensive hours will be reached. Faculties will also be asked to reflect on their operationalisation of intensive education, given the content and structure of their bachelor programmes, and taking into account a proper balance between intensifying education and the workload of their staff.

Financial allocation

A substantial amount of the study advance means (10-40%) will be allocated to fulfil this ambition (see Paragraph 2.3 for a complete overview). Depending on the situation in the faculty, that funding can be used for hiring more staff to tutor the increased number of tutorial groups (since by diminishing the number of students per group the number of groups will grow), allocating more staff for skills training sessions and developing and delivering new types of intensive education. These serve as examples, as the faculties will use the months of September to November 2018 to discuss concrete measures matching the ambitions and spending rules and translate them into concrete plans, to be approved by the Executive Board and University Council.

► Ambitions for 'Intensive and small-scale education'

The group size of tutorial groups is 12-15 students in year 1 and 2 of the bachelor programme by 2022.

UM considers a minimum of 7 to 8 intensive contact hours on average per week as an ideal standard for block periods 1, 2, 4 and 5 in year 1 and 2 of the bachelor programmes by 2024.

THEME 2. MORE AND BETTER STUDENT GUIDANCE

Student guidance at UM

As described in our educational vision, UM promotes active learning to build knowledge and develop academic (research) skills as well as an academic and professional attitude. In order to achieve this, UM expects students to be willing to invest in their intellectual and personal growth. Students are offered challenging academic programmes that use methods of instruction promoting active and self-regulated learning to build knowledge and develop academic (research) skills as well as an academic and professional attitude. Student guidance at UM stimulates the study success of students by fostering a culture of whole-person learning and global-citizenship education. UM strives to support the individual academic and professional development of all students, with respect and consideration to their diverse cultural backgrounds. While providing a safe and trusted environment where necessary, UM also creates a culture of awareness and support by activating and supporting help from peers, teachers and mentors.

Challenges and ambitions for the coming years

UM aims to assist students in acquiring skills to maintain a healthy study-life balance, stimulating a habit of personal

⁴ The UM teaching calendar has six periods. Period 1 and 2 are 8 weeks each (September-December). Period 3 is a project period of 4 weeks (January). Next, period 4 and 5 are 8 weeks each (February-May). The year ends with period 6 – 4-week project period (June).

responsibility and lifelong learning. The importance of support has recently been emphasised after several national reports of increased (perceived) study stress levels and burn out symptoms among students. In this respect UM aims to pay more attention to the prevention of serious stress-related problems (by acquiring adequate coping strategies) and make support services more accessible.

In UM's policy proper guidance and support for students through various channels is already in place. Nevertheless, UM also believes in the need for implementing a more comprehensive and aligned programme of support services for students, including improving the professional development of staff in various student guidance positions. This programme will lead to more focus on the prevention of serious stress-related problems, thereby aiming at a decrease of students who need psychological treatment. For prevention to be effective, it is also important to train academic and support staff in order for them to play a role in early detection, signalling and referring of students who struggle to reach a healthy study-life balance. The ambition is to develop a comprehensive programme to promote well-being and resilience of students. This programme will be developed by the Student Service Centre (SSC) in close consultation with the faculties.

Besides these activities aimed at prevention, UM also wants to offer appropriate and timely support for students who are in need of psychological assistance, by striving for a maximum waiting time for contact with a student psychologist of four weeks on average. UM will also critically review whether urgent requests are adequately addressed.

Finally, UM will offer mentoring to students in the first year of each bachelor programme. A dedicated mentor at the beginning of their studies can offer advice and help and facilitate a smooth transition from secondary education to university. As described in the Vision on Education and the Strategic Programme, UM aims to be an open and inclusive university. The idea of offering mentors seamlessly fits into implementing this ambition. Mentoring is aimed at 'whole-person learning', that is the personal, academic and professional development of students. UM believes that a mentor can serve as an important, low threshold, first point of contact that students can turn to with questions and problems they might encounter during their studies. In most faculties some form of mentoring is already in place, although much variation exists in intensity and level of organisation. This variation between faculties and programmes is important as it allows for tailor-made mentoring suited to the existing frameworks of different programmes. However,

it is important to ensure that every student has access to a mentor, in particular by offering a mandatory meeting at the beginning of the academic year and after failing one or more courses in the first semester (for the second semester, monitoring is already in place linked to the binding study advice). Furthermore, mentoring by members of academic and support staff strengthens the sense of inclusion and community between students and programme, which has been established as an essential contributor to student engagement and student success. However, it is important that these ambitions do not lead to an increased workload for staff. The existing UM Taskforce Workload will be asked for advice in the development of mentor systems.

Financial allocation

To reach the ambitions set under Theme 2, 10 to 20 % of the study advance means may be used. Part of this funding will go to SSC where student services such as psychological assistance are offered. SSC will also be in charge of developing the UM-wide comprehensive well-being programme and a proposal for reducing the waiting time for a first visit to a student psychologist. Faculties will propose measures and activities that seek to implement a mentor system, and of course may also propose measures relating to other faculty-specific student guidance activities. The faculties and SSC will use the months of September to November 2018 to discuss and develop concrete plans, to be approved by the Executive Board and University Council.

► Ambitions for 'More and better student guidance'

UM will develop a comprehensive programme to promote well-being and resilience of students. UM will critically review the support for students in psychological distress and aims at a waiting time for student psychologists of max. 4 weeks on average. Each student in the first year of the bachelor programme is assigned a mentor. The mentor and student will meet at the beginning of the academic year. If a student fails one or more courses in the first semester, a mandatory meeting with the mentor is planned.

THEME 3. STUDY SUCCESS

Including progression, accessibility, and equal opportunities.

Study success at UM

UM has the highest study success rate in the country and a low dropout rate of first year bachelor students, which is described more elaborately in the report for the ITK. This topic continuously receives attention within UM. EDLAB⁵ is running a project with all faculties to address dropout and to develop interventions for

programmes that aim to further reduce the level of dropout. UM therefore decided not to spend study advance means on this matter, but to allocate them to more pressing issues.

Challenges and ambitions for the coming years

UM chooses to focus on assessment. Quality assurance of assessment and development of assessment policies, programmes and plans have received much attention at UM over the past years. UM is ready for the next step in this development, to further strengthen the expression of the educational vision in all didactical elements of the programmes. Study success relies in part on students' awareness of their learning goals and the manner in which their learning process is monitored. UM has invested in [constructive alignment](#). This is a methodology that links learning outcomes, instruction and assessment. UM is in the process of identifying areas of improvement in assessment practices. For example, facilitating formative assessments where evaluation can be seen as a learning activity in itself could be an important tool. To ensure the high quality of the total learning process of a student, UM plans to create a new vision on assessment in relation to the PBL principles with explicit attention to the possibility of a greater variety in assessment formats and methods, and to explore options such as assessment as learning.

As briefly described above, the PBL system requires students to take an active role in their learning process, which is fundamentally different from a more traditional educational setup. Students starting a bachelor programme at UM are therefore extensively introduced to PBL. For students from other universities entering a master programme at UM, this introduction is less elaborate. To ensure a fluent transition into our educational system of PBL and since this group of students is growing, all faculties will develop a PBL training programme for master students unfamiliar with PBL. EDLAB will develop a framework for PBL training in consultation with all faculties, making optimal use of best practices within the UM. Based on that framework, all faculties will introduce a PBL training for master students (coming from non-UM bachelor programmes) by the academic year 2020-2021.

Financial allocation

For the realisation of the ambitions under Theme 3, 5 to 10 % of the study advance means may be used. During the initial period of the Quality Agreements the cost will relate to the development costs of the new assessment vision and PBL framework. The implementation costs, which will be higher, will be determined later in this period.

► Ambitions for 'Study success'

UM will revitalize and create a new vision on assessment in alignment with the principles of PBL, introducing for instance different forms of assessment and exploring assessment as learning. UM will improve the transition of non-UM bachelor students to master programmes with respect to understanding PBL. This will be done by offering a tailor-made training programme on PBL per faculty. All faculties will offer this programme by 2020.

THEME 4. EDUCATION DIFFERENTIATION

Education differentiation at UM

As described in the educational vision, UM aims to prepare student optimally for the labour market. In order to achieve this, students should be enabled and stimulated to have a meaningful experience during their time in Maastricht, both within and outside their study programmes. The bachelor and master programmes are at the centre of the UM study experience. Students are presented with active learning in small groups, often in a very international environment. In recent years UM has developed a policy of offering students the opportunity to enrich their study experience by offering excellence programmes and activities targeted at building students' employability. Next to these study-related activities, students can participate and engage in many other ways within and outside the university.

Challenges and ambitions for the coming years

In order to further enrich the UM study experience, UM aims to facilitate, encourage and support curricular, co-curricular, and extracurricular student engagement in the broadest sense. UM will invest in bridging curricular and extracurricular activities. An important vehicle to achieve this goal is further investing in Global Citizenship Education (GCEd). GCEd fosters knowledge of global issues, cognitive skills to think systematically, critically and creatively, interpersonal skills for interacting with people from different backgrounds and the capacity to find local and global solutions for societal challenges. GCEd emphasises social inclusiveness, sustainability, and virtues like empathy, integrity, curiosity, courage, and resilience. Recently, a first scan of UM programmes that offered elements of GCEd was made in an EDLAB project. This project identified patches of GCEd in the UM catalogue and pedagogical methods that can be used to embed GCEd in a PBL environment. Exemplary elements include a mediation clinic set up by staff and students, students adopting a patient organisation, and a virtual collaboration

⁵ EDLAB is UM's Institute for Education Innovation.

involving students in the global south. Also faculty-specific employability activities fall under this theme. In this respect, UM sees promising opportunities in connection with the Brightlands campuses. The businesses operating in the Brightlands ecosystem are very interested in UM students as a recruitment pool for talent, while offering students the opportunity to gain work experience and apply their knowledge to real-life settings. To realise this ambition UM will develop a repertoire of activities – depending on possibilities within the specific programme – that ensures GCEd for bachelor and master students by 2022.

As said before, UM highly values these student contributions to their study programmes, to the university, and to society. Therefore, UM will develop a framework and a system to recognize and acknowledge the extracurricular activities of its students. This will result in the issuance of an additional transcript at graduation that lists these extracurricular activities. In communicating about this credential system, UM will monitor a careful balance with the ambitions under Theme 2 'More and better student guidance'.

Financial allocation

For the realisation of the ambitions under Theme 4, 5 to 10 % of the study advance means may be used. Part of the budget will be used to set up a system that will enable the accreditation of activities and operational costs of such a system. Another part will be used for the coordination of GCEd and the development of a repertoire of activities. Faculties will be able to allocate budgets to specific measures and activities relating to GCEd fitting their educational programmes.

► Ambitions for 'Education differentiation'

UM will develop a repertoire of activities – depending on possibilities within the specific programme – that ensures GCEd for bachelor and master students by 2022. UM will develop a framework and system for certification of extracurricular activities. By 2021, all UM students can apply for a certificate that acknowledges extracurricular activities as a separate document to be provided at graduation.

THEME 5. APPROPRIATE FACILITIES

Facilities in the UM learning environment

The vision for the UM learning environment as expressed in the Strategic Programme 2017-2021 'Community at the CORE' is that the learning environment is open, inclusive, and evokes a sense of engagement and community. The premise is therefore to develop and foster a physical and digital learning environment which supports PBL and CORE, supports a mixture of cultures and experiences, and supports an engaged, active community.

Challenges and ambitions for the coming years

For the ambitions within this theme the first priority is to adhere to the policy of facilitating self-directed learning for students, by providing ample and adequate study spaces. This not only supports students in their learning process, it also helps to build the student community as they also serve as attractive meeting places for students. Currently, UM offers over 2,500 study spaces in a variety of setups, which already results in one of the best study spaces per student ratios in the Netherlands (source: joint inventory of learning spaces conducted by the Dutch university libraries, 2017). Nevertheless, during peak periods there is a lot of pressure on the available study spaces. Since this mainly concerns peak periods, increasing the capacity year-round would be inefficient. It makes more sense to look at extending the opening hours of university buildings and making educational rooms available for self-directed learning in the peak periods. Furthermore, since the university libraries have many study spaces, UM wants to experiment with opening the university libraries 24/7 during exam weeks.

UM expects to grow in student numbers in the coming years. This growth will inevitably be accompanied by an increase in (floor space in) university buildings. UM wants to maintain the favourable ratio of study spaces per student and will therefore ensure that the current ratio will not be adversely impacted by the increase in square meters. To be more specific, new buildings that will be used by UM for educational purposes will be structured in such a way that the overall ratio of study spaces per student will remain the same.

Furthermore, common rooms where students and staff can meet and work in an informal setting are highly appreciated by students and help to enhance a sense of connectedness. Within the faculties, more common rooms will be created. Student learning will also be supported by updating the learning facilities physically and digitally in the broadest sense, including project rooms, CORE labs, common rooms and sit-ins in public areas. A framework to implement design-thinking strategies for the development of new learning spaces is currently being

developed. The learning facilities will be tailor-made to the specific needs of the educational programmes located in the building.

Financial allocation

For the ambitions under Theme 5, 10 to 20% of the study advance means will be used. Part of the budget will be allocated to the university library, whereas the other part will be distributed to the faculties that will draft a concrete plan including faculty-specific needs as to learning spaces and other functional educational spaces.

► Ambitions for 'Appropriate facilities'

UM will strive to make more study spaces available for students during peak periods by extending opening hours of buildings. UM will experiment with opening the libraries 24/7 in exam periods. UM wants to maintain the current ratio of study spaces. This implies that with every additional 700 students or additional 1200 m² of functional education space, approximately 100 formal and 50 informal study spaces will have to be realized. This will serve as benchmark for all expansion in m². Specific needs with regard to learning facilities, both physically and digitally will be addressed including project rooms, CORE labs, common rooms and sit-ins in public areas.

THEME 6. PROFESSIONAL DEVELOPMENT OF TEACHING STAFF

Professional development of teaching staff at UM

As mentioned numerous times before, PBL is at the heart of UM's educational vision. This is also clearly expressed in UM's policy for the professional development of teaching staff at UM, which consists of several elements:

- PBL and tutor training
- University Teaching Qualification training
- Training based on individual professional needs or the fulfilment of different educational roles (e.g. Chair of the Board of Examiners)

Furthermore, all training in educational leadership is currently under revision and will be updated and offered more widely at UM.

Challenges and ambitions for the coming years

Professional development of teaching staff at UM starts with a PBL and tutor training. Everyone taking on a role as tutor has to follow an introductory course on tutoring in a PBL setting before they start. The role of the tutor in a tutorial group is a complex one, which changes as the needs and demands of students change. It has been established that tutors need to be more knowledgeable about PBL principles in order to be able to

conduct their tutor role as intended, and to be able to explain their role more explicitly to the students. In order to address this issue, UM will establish a UM-wide frame of reference with the specific criteria and points of departure for PBL and tutor training at UM, and will improve the training where necessary. After this basic training, the next step for teaching staff is taking part in the University Teaching Qualification (UTQ) programme. Gaining relevant teaching experience in various educational roles and reflecting upon them is key to develop as a teacher and to obtain the UTQ certificate. Improving teaching competences is a lifelong learning process that does not stop at obtaining the UTQ certificate. Learning from experience, building upon knowledge and skills and dealing with new challenges can be fostered by the organisation. UM, therefore, plans to develop a programme of continuing professional development (CPD) that supports learning and development in the workplace for all teaching staff with a UTQ.

The CPD programme aims to promote the quality of education and the professional development of teaching staff and build a strong teaching community. Staff is invited and supported to further develop their teaching competences in order to improve and innovate their teaching practice. The aim is to learn for, from and during work in such a way that educational knowledge and skills can be applied to the teaching tasks at hand. The CPD programme offers first of all opportunities for continuing learning and development whereby staff members can make choices based on their developmental goals as to what, when and how they learn.

With the CPD programme UM introduces a system in which all teaching staff with a UTQ and a teaching load of more than 10% are provided with the opportunity to invest in their development regarding teaching and education.

To achieve these individual, teaching-related developmental goals, staff members are offered a menu of CPD activities that promote their professional development, including structural activities (e.g. courses, workshops, seminars, congresses, symposia, conferences and lectures) and non-structural activities (e.g. participating in an education development project, training on the job, peer review sessions, and self-study). Staff members can consult a faculty CPD advisor to explore CPD options. Formal evaluation of past CPD activities and CPD future plans is part of the annual performance interviews with supervisors.

Activities that teaching staff undertake in their professional development are remunerated by/compensated for in teaching hours, thus providing teaching staff the opportunity to focus on development during 'teaching time'.

It will not be possible to introduce the CPD programme full-fledged from the start. Firstly, the available CPD activities need to be expanded and developed. Secondly, the study advance means are not sufficient in the first years to cover replacement costs. This results in the following scheme. Academic staff are expected to take part in 4 hours of CPD activities in 2019-2020, and in 8 hours of CPD activities in 2020-2021. The Executive Board will evaluate the first two years of the CPD system and submit a proposal to the University Council in early 2021 with the final framework for the CPD system from 2021-2022 onwards. The key points that need a decision are:

1. The minimum and maximum number of CPD hours per year, and;
2. Whether the number of CPD hours should depend on the teaching load of the individual academic staff member.

In order to contain workload, CPD participation will be compensated for on an aggregated faculty level by appointing new academic staff according to the existing HR framework.

► Ambitions for 'Professional development of teaching staff'

UM will establish a UM-wide frame of reference with the specific criteria and points of departure for PBL and tutor training at UM and will improve the training where necessary. UM will develop and implement a system of Continuous Professional Development (CPD) for teaching staff that have obtained a UTQ.

