

education

FHML 2019

matters

The Double Degree Programme offers a priceless experience

The Design of Education

Quality Agreements: a co-production for education

Digital Technology & Care



Maastricht University



Maastricht UMC+

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Copy, not Paste

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Modernising European Public Health

In September 2020, a completely reformed Bachelor in European Public Health (B-EPH) programme will start at FHML.



Welcome to the office of...

Team Information Support FHML is the beating heart of student communication. It is where students can (virtually) ask any questions, send in requests and file complaints.

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Welcome to the fifth edition of our annual magazine

As usual, it contains a variety of information and interviews on remarkable activities of students and staff, and on important developments in our education. Many of these activities and developments are driven by the significant and rapid changes that are currently taking place in healthcare, science and technology. As indicated in a number of recent reports on the future of healthcare, the concept of health is being revised and the way citizens deal with their health and their environment is changing. This dynamic situation requires flexibility and adaptivity of the healthcare workforce and organisation. On top of that, fast scientific developments result in an increasing body of knowledge on how to prevent, detect and treat diseases.

Of course, all these exciting developments ask for flexibility and adaptivity in education as well. We will have to be prepared to adjust our curricula and to start new ones to serve society in the best possible way, by educating students that are prepared to function optimally in the dynamic world of health, medicine and life sciences. Examples of new developments in our educational offer, that are inspired by the changes mentioned above, are presented in this magazine.

The new specialisation on Digital Technology and Care, that will be part of the Bachelor's programme Health Sciences, will offer students the possibility to bridge the gap between healthcare professionals and technology developers. In the near future, a new master's programme will be developed to specialise in this field. The Bachelor on European Public Health will be revised to embed recent public health related developments in the EU and to meet the changing demands of future employers. New themes that will be included in the programme are for example climate change and e-health. To prepare students for future international collaborations and provide them with the unique possibility to earn two master degrees, we have recently developed a number of double degree programmes, together with international partner universities, for example two universities in Japan in case of Biomedical Sciences.



To enable all these changes and guarantee a persistently high quality of our educational programmes, our teaching and support staff are key. Their motivation and enthusiasm are indispensable and central in these processes. It is very rewarding to note that alumni recognise this and show their appreciation when they look back on their education at FHML from a new and different context. For example an alumna that transferred to a master in Amsterdam, sent a mail to the staff of our Anatomy department: *"Last week we had our first anatomy practical. When I proudly mentioned Maastricht, our teacher told us that your anatomy education is outstanding and they take it as their example. Just something I thought would be nice to pass on, since you all work so hard to provide the best for your students & it clearly shows!"*. Or an alumna that sent his previous mentor the message: *"I have been selected as resident to become an orthopedic surgeon. Therefore, I can now start the trajectory that we discussed so often. Thanks again!"* Or students that sent a mail after their graduation in which they show their appreciation for all the help they received during their study from the Education Office. These kind of messages form a great and well-deserved source of recognition and appreciation for our staff as a whole!

Mirjam oude Egbrink

Scientific director of the Institute for Education FHML

Rosemarie Lucero: Pay it forward, GLEPH!

A personal scholarship for a Dutch master's student

There is definitely something special about Rosemarie Lucero. This master's student of GLEPH (Governance and Leadership in European Public Health) is close to 60. She looks far younger than her age, with long black hair, an endearing smile, and mischievous eyes behind a pair of small rimless glasses. What is most striking about her is that she is a woman on a mission. At a young age, she decided she wanted to devote her life to bringing peace to the world.

Rosemarie has travelled the world. Born and raised in the Philippines, she left the country at the age of 33. Since then, she has lived, studied and worked in many countries, such as Germany, the UK and Ireland. Since she was a teenager, she has been putting her mission into practice. She did so as the creative mind behind many events, such as the 'Instruments of Peace' in Dublin, but also by paying attention to the small things in life as well as possible. "For instance, by really listening to people who are rarely listened to. By not judging, and giving instead of taking. Gratefulness and generosity are core values in my life. At all times, I find evidence that generosity creates new waves of generosity."

Three times in love

A couple of years back, during the masters' Open Day, she attended an information talk about GLEPH. "While listening to associate professor Kasia Czabanowska, I felt convinced that this was the right course for me. I fell in love! After the talk, I visited the other faculties and campuses and fell in love with the university. Before taking the train to Schiphol airport, I walked the streets of Maastricht and fell in love for the third time that day."

Pay it forward, GLEPH!

"I wanted to enrol, but that wouldn't have been possible without the help of my dear friends back in Ireland. They created a personal scholarship for me. I'm so grateful. As I am now in the final stages of my master's, I want to honour the generosity of my friends by creating a scholarship for a Dutch student, calling it: 'Pay it forward, GLEPH!' This way I'm also showing gratitude to the Netherlands and Maastricht University for the opportunity of studying here."

Motivation letter

How does this scholarship work? "Students who are interested in this offer are invited to write to me and share their story. I am interested in their dream in life, what motivates them, for what reason did they decide to apply for the GLEPH master's programme? What would they like to achieve while doing the course? On the basis of the candidates' motivation letter and the combination of their intellectual, social, emotional and psychological qualities, it will be decided which candidate is offered the scholarship, which covers 100% of the tuition fee (€2,083 in 2019). On top of that, the 'Pay it Forward, GLEPH' scholarship recipient will receive moral support from me, if and when needed."

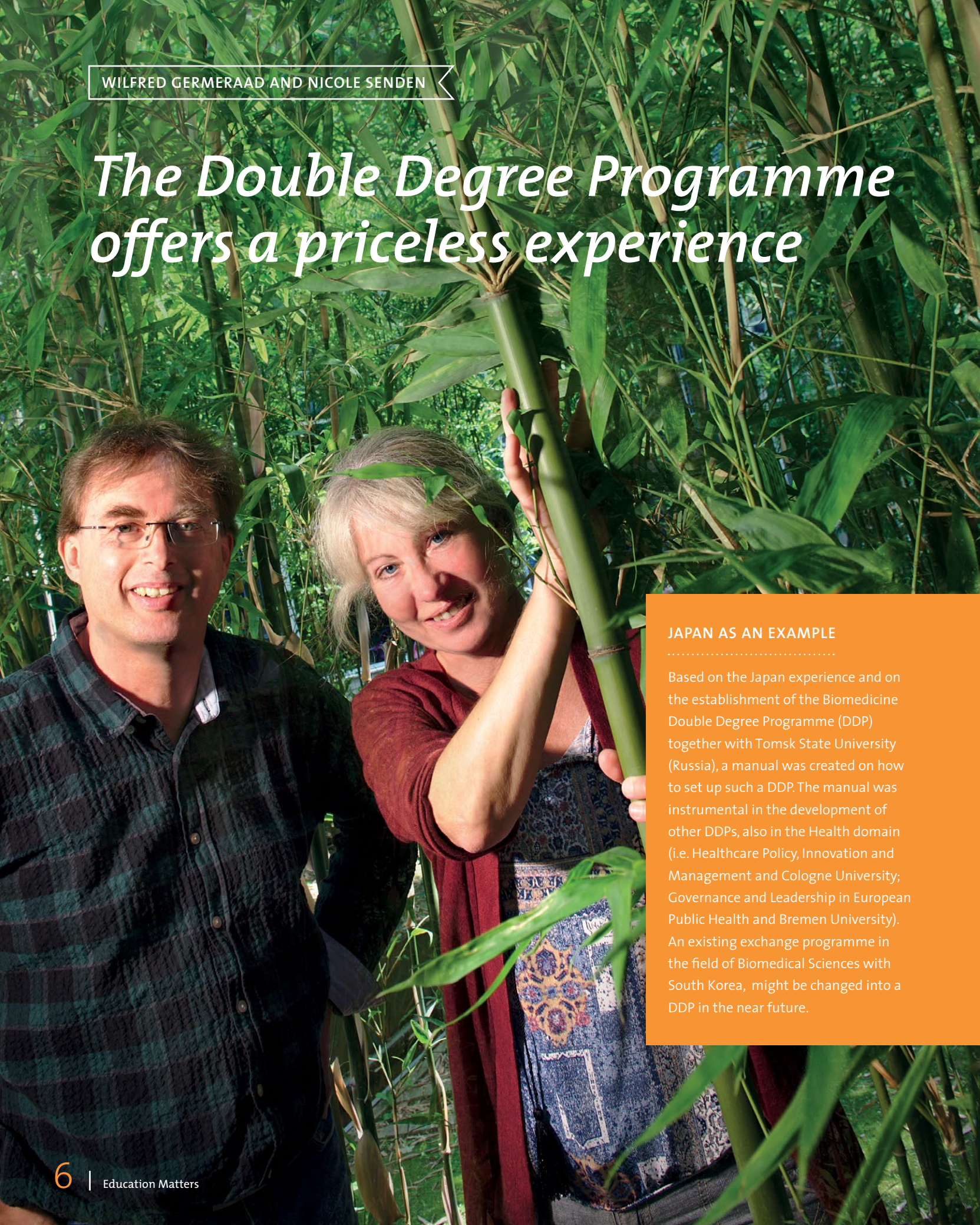
Starting a fire

"I hope that there will be a student who will be inspired by the power of this idea. In essence, it is so much more than free tuition! You need to have what it takes, because of course my ultimate goal is to start a 'fire', building a 'Pay it Forward, GLEPH!' tradition. Wouldn't that be wonderful?"

STUDENT
IN THE
PICTURE



The Double Degree Programme offers a priceless experience



JAPAN AS AN EXAMPLE

Based on the Japan experience and on the establishment of the Biomedicine Double Degree Programme (DDP) together with Tomsk State University (Russia), a manual was created on how to set up such a DDP. The manual was instrumental in the development of other DDPs, also in the Health domain (i.e. Healthcare Policy, Innovation and Management and Cologne University; Governance and Leadership in European Public Health and Bremen University). An existing exchange programme in the field of Biomedical Sciences with South Korea, might be changed into a DDP in the near future.

“Before going there, the only thing I knew about Japan was sushi,” Biomedical Sciences graduate Bárbara Schmitz Abecassis admits. After spending a year in Kyoto, the tables have turned. She has returned home with knowledge of the Japanese way of life, new friendships and, last but not least, two Master’s of Science degrees.

Since the academic year 2014-2015, master’s students in Biomedical Sciences have the opportunity to enrol in a double degree programme. “Thus far, twenty-eight students went to Japan, and seven students are currently there,” coordinator Nicole Senden states.

Students spend the first year of their master’s programme in Maastricht and the second one at a partner university in Japan, where they do an internship in a laboratory. After completing the requirements of both programmes - if everything goes as planned, this happens without any study delay - they receive two degrees, one from each university.

Go the extra mile

“This may all sound fairly easy, yet it’s not a ‘buy one, get one for free’ kind of situation,” says associate professor and master’s coordinator Wilfred Germeraad. “We ask our students to go the extra mile. In order to meet the final attainment levels of both programmes, they’ll have to take additional (including distant) courses. Besides, they are expected to hand in two separate master’s theses that are somewhat different.”

Bárbara Schmitz Abecassis knows the effort it takes. “Next to my work as an intern at the radiology department in Kyoto, I had to give presentations and attend classes,” she says. “You have to be good at time management to do all these things at the same time.”

Cultural differences

Schmitz Abecassis chose for the double degree programme since she was up for a cultural and academic challenge, and the prospect of obtaining two degrees appealed to her as well. Upon arriving in the land of the rising sun, she needed some time to get used to the Japanese customs and manners, especially in the workplace.

Wilfred Germeraad

“The contracts with our partner universities in Kyoto and Sendai have recently been extended for three years. In other words: we believe in the programme. Working and living abroad is a life-changing experience, and we also think that a double degree can be advantageous in the job market. It makes your CV stand out.”

“The Japanese are very hierarchical,” she explains. “If a professor says something, everyone agrees. Besides, my supervisors would never ask me if I needed something. I had to ask for it myself - but if I did, they would always help me. This has enhanced my communication skills. All in all, I’ve learned a lot, and that’s priceless.”

Stand out in the job market

Germeraad knows from experience how a stay abroad can shape you, both as a person and as an academic. He lived in Japan for six years, and did his PhD there. To this day, he is working together with Japanese researchers. “Through the double degree programme, I’m able to share my enthusiasm for the country and my scientific collaboration with the next generation,” he says.

The programme started from a grant obtained by professor Harry Steinbusch in 2013 and was meant to be reciprocal from the very start. Nevertheless, the Japanese are not (yet) coming to Maastricht. “Their reasons are mostly practical,” Senden explains. “In Japan, the academic year starts in April. Besides, Japanese students start searching for potential jobs in the second year of their master, so they prefer to stay at home to go job hunting. To lower the threshold, we organised a summer school for five Japanese students this summer. Now that they’ve seen what it’s like over here, our hope is that they will become ambassadors for Maastricht.”

The Design of Education

The world of education is dynamic, it is always changing and evolving. At FHML, a multi-disciplinary team is installed to support the design and innovation of the educational programmes. Please meet (a delegation of) the taskforce Instructional Design and E-learning.



“When talking about the design of modern, contemporary education, you’re almost automatically talking about e-learning, the use of all kinds of ICT,” says Nynke de Jong. As block coordinator, she is responsible for creating her own blocks. These indeed often make use of online learning tools, for example within an interactive lecture or a flipped classroom. Perhaps the most spectacular example is the use of 360-degree videos that students can look at, wearing a virtual reality headset, immersing them in a situation that cannot easily be experienced in real-life.

“While tutoring, I noticed that my students couldn’t really grasp the workings of home care,” de Jong explains. “Both for practical and privacy reasons, it’s not possible to take a big group of students out there. By means of the 360-degree video, they can nevertheless be ‘present’ in the living room of an elderly lady and witness her interactions with a caregiver.”

Integration

When it comes to the didactic effectiveness of an online learning tool, ‘integration’ is the magic word. “How is it positioned within your education? That’s the big question,” Jan Hensgens states. “If students only consume, then the learning effects are minimal. We must try to involve them in different ways, by making the e-learning (for example videos or virtual patients) more interactive, or by combining it with questions or exercises afterwards.”

De Jong’s students, prior to watching the 360-degree video, receive questions that help them focus. Furthermore, the video was developed with and tested by different stakeholders, professionals, educationalists, and students, to make sure that the case study is valid and well integrated in the blocks.

“We also highly encourage teachers to use existing videos,” Maryam Asoodar says. “Making a video is a lot of work. Often, it’s not necessary to create something entirely new yourself, as long as the existing material is properly embedded. Of course, we can help with that.”

Problem-Based Learning

The taskforce Instructional Design and E-learning advises and supports individual teachers and planning groups, as well as educational programme committees and educational management. “We get all sorts of questions, from different levels in the organisation,” Peter van Rosmalen states. “We help individual teachers with their questions and are, for instance, member of the advisory committee on the new Learning Management System. We are also involved in the reform of the master’s programme in Biomedical Sciences and the redesign of the Bachelor in Medicine. The past years, Problem-Based Learning (PBL) has been critically evaluated in the context of the EDview project, an EDLAB project with collaboration from FHML’s department of Educational Development and Research. “It has become apparent that



JAN HENSGENS, NYNKE DE JONG, MARYAM ASOODAR AND PETER VAN ROSMALEN

there’s a need to be more creative and flexible when it comes to PBL, instead of routinely following the seven jump,” Asoodar explains. “Hence, we produced a series of videos in which UM teaching staff explain their creative approaches to PBL. Best practices, so to say, that can serve as a source of inspiration.”

Enthusiasm

Inspiring colleagues and making them enthusiastic about new, innovative approaches and ideas is, for that matter, one of the key responsibilities of the taskforce. Van Rosmalen: “We are well aware that change is not always easy, it takes time and energy. It doesn’t make sense to push too hard; we’d rather gradually find support.”

“At the same time, a lot of innovation work is actually done by individual teachers,” Jan Hensgens adds. “Their enthusiasm

makes them come up with new things, which is great. They are often the true innovators.”

Nynke De Jong

“Let’s not forget the students. It’s our job to provide solid, modern education that reflects the reality, fits in with the students’ environment and makes them eager to learn.”

For more inspiration about Creative PBL practices at Maastricht University watch videos on: <https://edlab.nl/innovation-2/media>

It's 2009. The scorching sun is blazing over Al Bukariyah in the middle of the desert in Saudi Arabia. There is nothing here except hot sand and Sulaiman Al Rajhi's towering ambitions. This successful Saudi businessman, highly impressed with the concept of Problem-Based Learning (PBL), has just signed a contract with Maastricht University. Over the next decade, UM will transfer its curriculum, the examination and professionalisation of teachers to the new medical college that is about to be built here.

Former project leader, Dominique Waterval, vividly remembers the scene. "I had just been appointed to set up and manage the project. Imagine, there was nothing: no buildings, no staff, no programme and no students. What's more, FHML had no prior experience in collaborations of this size. It was quite a challenge. Fortunately, I had been living in Saudi Arabia for over a year and was therefore familiar with the local values and way of life."

Male and female students

The proposed partnership provided Maastricht University with an enormous opportunity. "However, the decision wasn't made lightly", says Mohammed Meziani, a member of the project team. "A few requirements had to be met first. One of those was the accessibility of the facility to female students." Jill Whittingham, the current project leader states: "After six years, the medical college became also accessible to female students. As they are not allowed to live and study in the same building as male students, new classrooms and dormitories had to be built first."



No copy-paste

"Implementing PBL is not an easy task", Waterval says. "In the Middle East, there is virtually no experience with this way of learning. The medical training programmes are far more traditional with far less practical training. We had to take the national law and regulations into account, not to mention specific case studies and diseases. In other words, we couldn't simply copy-paste Maastricht's curriculum. It had to develop over the course of a few years. We involved our course coordinators, gained their trust and support and connected them to their Saudi counterparts. Almost everyone was excited to be part of the project. Due to the different learning environment, manuals for teachers had to be adapted and new learning materials for their students had to be developed."

Jill Whittingham

"A lot of people assume that attending Sulaiman Al Rajhi Colleges is a privilege reserved only for rich Saudi's. Actually, it's quite the opposite, as Sulaiman Al Rajhi wants to give some of his wealth back to the community. Also, the majority of the students are there on a scholarship and originate from countries like Syria, Yemen, Sudan or Pakistan."

"Copy, not paste"

FHML and Sulaiman Al Rajhi Colleges



DOMINIQUE WATERVAL, MOHAMMED MEZIANI AND JILL WHITTINGHAM



In 2018-2019 the first FHML students went to Saudi Arabia as part of the exchange programme with Sulaiman Al Rajhi. Six students from the International Track in Medicine followed a four-week course in the Sulaiman Al Rajhi Colleges. A valuable experience from both educational and personal perspective.

Mutual trust

“It also took some time to familiarise ourselves with the Saudis”, says Meziani. “For instance, officially we had no say in the selection process of staff members. However, as the project advanced and mutual trust developed, they started to appreciate our advice on all sorts of matters, including recruitment. From that moment forward, staff members were selected not due to seniority or tenure, but based on performance. That really helped boost the programme.”

Relation management

One of the key success factors has been relationship management. Over the past decade, a multitude of teaching staff and block coordinators went to Saudi Arabia.

Dominique Waterval

“The objective was to train students and professors at Al Rajhi, to get to know each other and to pave the way for a more cooperative and communicative relationship.”

Whittingham: “I was kind of nervous for my first visit. I didn’t have a clue of what to expect, being a woman in a patriarchal country. However, my perspective has changed tremendously. Over the past five years, I have been a part of several visits and I loved it. I am particularly proud of the female students. Their determination to develop and create a medical career is very inspiring.”

Mohammed Meziani

“Both its bachelor’s and master’s programmes are now rock solid. Hundred-and-fifty young (male) doctors enjoyed their education at this facility, and some 30 female students are now attaining their bachelor’s degree.”

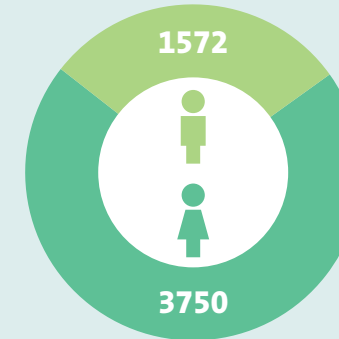
Achievements

Now, ten years later, what has become of Al Rajhi’s ambitions? Waterval: “We’re very proud that the medical college is now accredited. Moreover, the Al Rajhi medical programme has been rated as the best of its kind in the entire country.” Whittingham: “For the past three years, we have had a lively student exchange programme with Al Rajhi. Some students have even named this exchange as one of the primary reasons to study at Al Rajhi medical college. To them, ‘Maastricht’ is synonymous with quality.”



FACTS AND ...

Figures 2018-2019



Students

5322

Male: 1572
Female: 3750
75 different countries of origin.

New intakes
2021



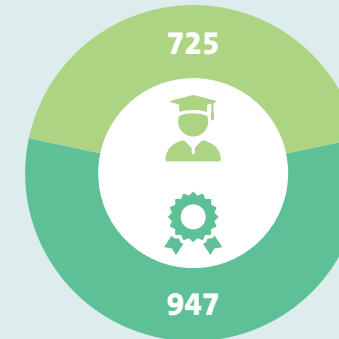
Bachelors
1036



Masters
985



International internships
826



Degrees*

1672

Bachelor: 725
Master: 947

Educational staff
270^{FTE}

and over 3000 staff members



4 Bachelors

- B.Sc. Biomedical Sciences
- B.Sc. European Public Health
- B.Sc. Health Sciences
- B.Sc. Medicine (incl. 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 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

*Degrees issued in 2017-2018. The data for the academic year 2018-2019 are not final yet.

** This post-initial programme will be terminated. The last cohort of students commenced the programme at the start of the academic year 2018-2019.

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Mariëtte Cruijssen



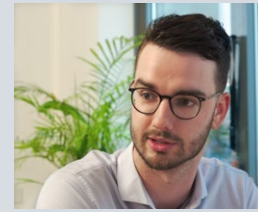
Winnie Bosch



Luc van Galen



Raymond Bastin



Gijs van der Hamsvoort

Quality Agreements: *a co-production for education*

Following the abolition of the basic student loan, all Dutch research universities and universities of applied science are entitled to receive extra funds to innovate and enhance the quality of education. This happens on the basis of the so-called Quality Agreements, which will be implemented at FHML from this academic year onwards.



Quality what..?

The Quality Agreements are the result of deliberations on a national level between the Minister of Education, Culture and Science and university and student representatives. Six common themes have been identified for which the resources for quality enhancement are to be used: small-scale and intensive education; more and better student guidance; study success; differentiation in education; appropriate facilities; and professionalisation of teaching.

For Gijs van der Hamsvoort, who is involved as a student member of the Board of Directors of the Institute for Education, it has been a fun and informative experience so far. "At the start, we were told to think wildly," he recalls. "There were many opportunities to come up with ideas and proposals." Luc van Galen, a student member of the Faculty Council, agrees.

Win-win

The result is a series of measures and proposals which will be implemented gradually from this year onwards. Take, for instance, the introduction of an extracurricular resuscitation course for all students. Cruijssen: "The idea came from one of the three Education Programme Committees. Our faculty is a strong advocate of resuscitation training - so let's practice what we preach."

Luc van Galen

"Even though the interests of staff and students are not always the same, we worked really well together."

MAASTRICHT UNIVERSITY FIRST

After the Quality Agreements were nationally established, Maastricht University was the first to translate these into core ambitions for the period of 2019-2024 at university level. Soon thereafter, each faculty had to make its own implementation plan.

"What we're talking about is a substantial amount of money coming our way, which will amount to five million euros," says financial controller Raymond Bastin. "It offers a unique opportunity to innovate and enhance the quality of our education," adds manager educational policy Mariëtte Cruijssen, who coordinates the Quality Agreements at FHML. "We'll do this, and this is an essential point, without further increasing the workload of the teaching staff."

Students

In the process of drafting the FHML implementation plan, the input of students has been indispensable. "In the end, our students are the ones to benefit from the additional resources for quality improvement," managing faculty director Winnie Bosch explains. "Thus, it makes sense that they have a say in the allocation of the funds. We work for and together with them."

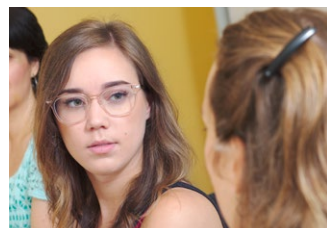
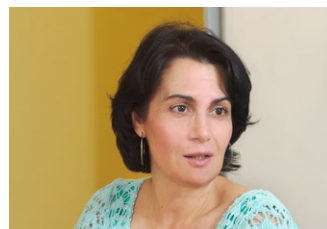
"We'll also greatly invest in the professionalisation of teaching," Bosch adds. "This will be done by increasing the amount of courses available to our teaching staff, as well as the time they can spend on them." Furthermore, several initiatives will continue under the flag of Quality Agreements, such as a statistical advising for master's students, an extracurricular academic writing course, and the software programme LabBuddy which helps students prepare for their laboratory classes.

"We strived to create as much win-win situations as possible," Bastin says. "A relatively simple measure like hiring more student employees during practical training sessions, for example, will enhance the quality of education, create student jobs, and reduce the workload of the teaching staff. And that's exactly what we have been aiming for."

Modernising European Public Health

In September 2020, a completely reformed Bachelor in European Public Health (B-EPH) programme will start at FHML. After thirteen successful years, during which the programme grew from 60 to 270 students, the curriculum was due for major reform. “It’s exciting,” programme coordinator Matt Commers says. “There’s still a lot of work ahead, but I’m convinced that together we’re building on our success and creating an even stronger programme.”

In the past months, Matt Commers and his fellow members of the so-called BEPH Reform Core Group created a blueprint for the new curriculum. “As the field of European Public Health is constantly evolving, it’s necessary to include new themes; think for instance of climate change, e-health and informatics, and gender issues,” assistant professor Inge Houkes explains. “Of course, individual modules and trajectories have been continually adjusted over the years. The result, however, was a loss of overall coherence. Therefore we needed to start from scratch.”



The curriculum reform was also prompted by recent developments within the university itself, such as the introduction of the Quality Agreements and the use of Constructive Alignment as a central didactic approach. The same holds for the everchanging demands of the employment market. Commers: “In line with the general University and Faculty strategy, laying the foundation for employability at bachelor’s level is a high priority. What skills are most important to obtaining a first job; and what are the skills that allow a young professional to deliver value to that job? In other words, we needed to find out what today’s market asks for in order to align the new curriculum with that.”

Alumni

It was up to third year bachelor’s students Lieke van Grootel and Liesse Vanderhoven to find an answer to this question. Their secret weapon? LinkedIn. Van Grootel: “We contacted alumni online in order to ask them about their experience in the job market, and how their bachelor’s degree has equipped them for it. What struck me was not only that they were all willing to cooperate, but also that virtually everyone was positive about their experience with the Bachelor in European Public Health.”

Matt Commers

“I’m thankful for the enthusiasm and effort of our staff, students, and the support we received from the FHML Institute for Education.”

“One of the things we found is that the focus on policies and organs of the EU, as well as on comparisons of policies and statistics across European countries, is very important as a competitive advantage in employment,” Commers adds. “The EU plays an increasing role in health policy. As this requires the ability to influence policy-making, we will place a bigger emphasis on training students to become policy entrepreneurs who can advocate and lobby successfully for health.”

MILENA PAVLOVA, LIEKE VAN GROOTEL, INGE HOUKES AND MATT COMMERS



Building on ASPHER’s Framework for Public Health Workforce (Eco-FPHW) as well as the CanMEDS model and experiences of the bachelor’s programmes in Biomedical Sciences and Medicine within FHML, the Reform Core Group identified 18 final qualifications that every public health professional should possess. With these in mind, the Intended Learning Outcomes (ILOs) for the programme as a whole were formulated. “Based on these ILOs, we started thinking about the design of the individual modules,” associate professor Milena Pavlova explains. “The result is a bachelor’s programme that is clearly and coherently structured.”

Unique

The programme is, at least formally, the only such bachelor in the world. “I searched everywhere,” van Grootel says, “but I couldn’t find another bachelor’s programme in European Public Health. We’re truly unique.”

Now that the groundwork has been laid, the planning groups will construct the new modules of year 1 based on the blueprint for ‘BEPPIE 2020’ finalised by the Reform Core Group in August, 2019. In the fall of 2020 as finalised, when the first batch of students starts in the new curriculum, the new modules of year 2 will be constructed in similar fashion, followed by those of year 3 in 2020-2021.

Houkes and Pavlova agree that being part of the Reform Core Group has been an enjoyable experience. “It’s nice to have the opportunity to take a step back to reflect on our education and think about new ways and ideas,” Houkes states. Pavlova: “I suggest we do this every five years; it’s such a rapidly changing time. Moreover, it’s very inspiring, also for my own teaching.”

News in brief



Graduation Educational Minor

On 28 June 2019, the first eight FHML students finished the Educational Minor and received their second degree teacher qualification.

They are now allowed to teach Biology at lower levels VWO, HAVO and VMBO-t at secondary schools in the Netherlands. This way, Maastricht University, together with Fontys Hogescholen, is trying to counter the shortage of teachers in the

region and to offer students an interesting career perspective. Most students are seriously considering part-time teaching in the near future after they finish their master. From September 2019, the Educational Minor will be open to students from FHML, SBE and FSE. For more information, you may contact the coordinator of the Educational Minor, Juanita Vernooij.

Reaccredited programmes

In the academic year 2018-2019, a vast number of educational programmes was reaccredited.

In April 2018, the review panel Health Sciences reaccredited the Bachelor in Health Sciences [Gezondheidswetenschappen] and the master's programmes in Health Policy, Innovation and Management, Health Education and Promotion, Epidemiology, Work, Health and Career and the Venlo-based Master Health

Food Innovation Management. The Master Human Movement Sciences (with the specialisations Health & Rehabilitation, Sports & Nutrition and Physiotherapy) received reaccreditation by the review panel Movement Sciences in January 2019. Finally, the panel International Health reaccredited the Bachelor European Public Health and the Masters Governance and Leadership in European Public Health in June 2019.

Digital testing with new assessment software Testvision

As from spring 2019, a new digital testing system is in use within Maastricht University.

Testvision, as it is called, fulfils a similar role to the other digital testing software programmes already in use within our faculty, with multiple query options and various forms of assessment. What is new is the use of the MECC as an additional digital exam location, where many more

students can take their exams on Chromebooks. With the first successful digital exams behind us, we continue with a gradual implementation within FHML. In the academic year 2019-2020, we intend to explore the options Testvision offers and to facilitate the digital exams for those who already signed up. Depending on the wishes of the users and the availability of test locations and Chromebooks, new

requests can be accepted throughout the year. For more information, contact Marjolijn Tinnemans, coordinator digital exams: m.tinnemans@maastrichtuniversity.nl



The EDview Project

The EDview Project investigates the current state of education at Maastricht University and charts new paths for the future.

The project is jointly implemented by UM's institute for innovation in education, EDLAB, and the Department of Educational Development and Research (part of FHML). EDview aims to promote the ongoing development and innovation of education at Maastricht University. It started off by researching the current

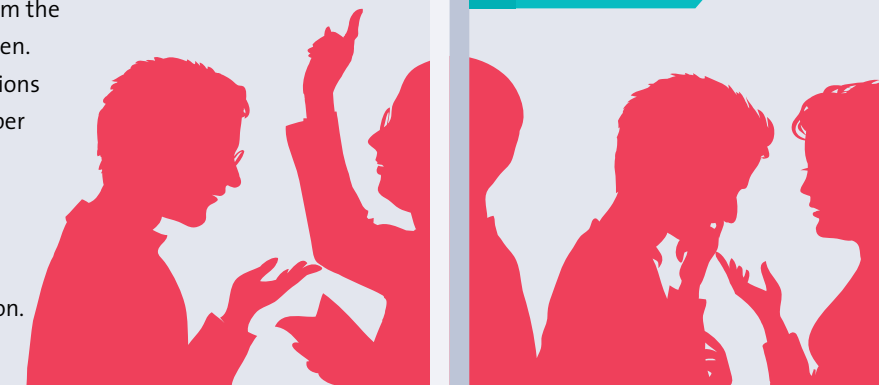
state of education at the university and collecting expectations about its future. Following this initial research phase, the project has moved into its current implementation phase, working on the basis of the research findings. The project team is chaired by Erik Driessen from the Department of Educational Development and Research. Janneke Frambach is, among others, a member of the project team.



Renewed format Annual Education Meeting

The Institute for Education (IfE) brings together all staff members and employees involved in FHML education during its annual education meeting.

Recently, on 27 June 2019, this annual event took place, but this year it received a complete makeover. In the run-up to the preparations, René Nijssen, head of the Education Office IfE FHML, suggested a new format: more interactive, something like a 'market'. After some brainstorming, the organisation came up with an afternoon meeting filled with demonstrations and workshops as well as a number of market stalls. In this way, lecturers and employees of the IfE could participate more actively. After a welcoming word from the scientific director Mirjam oude Egbrink, the starting signal was given. Staff members had the opportunity to have one-on-one conversations with the support staff of the IfE, to ask questions, etcetera. A number of market stalls were set up for this purpose. The demonstrations and workshops, which were repeated a number of times, were well attended. There was plenty of room to ask questions here as well, which many participants made use of. The afternoon ended with an informal drink in the new lunchroom of the Institute for Education.



A day at the desk

Welcome to the office of Team Information Support FHML

Team Information Support FHML is the beating heart of student communication. It is where students can (virtually) ask any questions, send in requests and file complaints. The team of three refers students to the right person and monitors 'askFHML' to ensure prompt responses. It also publishes newsletters, manages the intranet, and records lectures and posts them online. Marie-Louise Panis, Sonia Froidmont and Jos Lievens really enjoy their job and it shows.

"We start the day by opening askFHML," explains Jos Lievens. "We receive all student queries through this system, and they vary widely; today, for example, there are lots of registration requests for the education programmes. Students also contact us to receive a certified copy of their grade list, to ask questions about studying abroad or about their results. The queries can be about all kinds of things, and we receive between 50 and 60 of them per day on average." "We look at all queries, forward them to the right person, and monitor them to ensure they are answered promptly," adds Panis. "Students log in using their UM account. This way, we build up a record for each student and everything can be tracked."

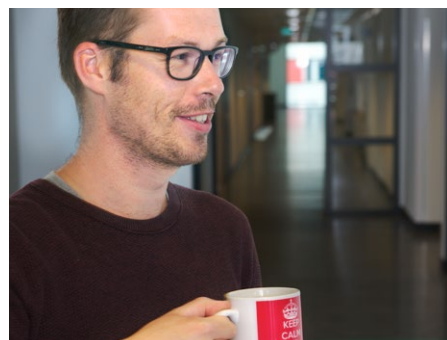
Newsletters

Another task concerns the newsletters. "We send out two of them every month, one for medical students and one for students of Health Sciences, Biomedical Sciences and European Public Health," says Lievens. "We manage the coordination and are responsible

for the content." "Great fun to do," adds Panis. "We never have any trouble filling the newsletter. We receive many contributions, ranging from information about exhibitions and conferences to summer schools and prizes, but we also feature practical information relating to exams and interesting stories about our students' experiences studying abroad."

Student Journey

The student is the focus of all activities of the Education Office FHML, and the set-up of the new intranet was no different. "We took the 'Student Journey' as the starting point," explains Lievens. "The old intranet was very organisation-focused. Although we offered a great deal of information, it was difficult to find. For this reason, we asked students of different programmes how they go about searching for information, and the results have been our guide. The student intranet ultimately became far more compact and well-organised. It went live on 30 August 2019."



WE ARE A GOOD TEAM

Says Sonia. "We all have our separate tasks, but we discuss all projects in our work meetings on Tuesday morning. This means we're well aware of the others' activities, so we can easily take over tasks when necessary, or just help out in busy times."

JOS LIEVENS, MARIE-LOUISE PANIS AND SONIA FROIDMONT

Functional management

While Jos Lievens en Marie-Louise Panis are mainly concerned with communication tasks, the focus of Sonia Froidmont's work is the functional management of the underlying software systems of askFHML, the student intranet and several other sites. "I also support professors and employees in using those systems, for instance regarding the set-up of a new course, or advising them in the use of tools to better support students. Besides that, I am responsible for scheduling lecture recordings and posting them online, as well as several other practical matters relating to education and students," explains Froidmont.

Student-oriented working

"Besides routine tasks and projects, we help colleagues with jobs such as editing work," says Lievens. "We have adapted the lecturers' handbook, we monitor the house style, and produce brochures for the Skillslab and others. We also assist other departments within the Institute for Education with identifying how they can work in a more student-oriented way." "Everything we do is about improving and streamlining communication to and with students; we want to make it as easy as possible," finishes Froidmont.



ASTRID TUBERGEN



SIL AARTS



MARIEKE SPREEUWENBERG



RIK CRUTZEN

Bridging the gap between healthcare and technology

Numerous apps and technological devices are promising better care, more autonomy for the patient, easier communication and/or cost-saving opportunities. “However, reality is unruly”, says Sil Aarts, assistant professor of Health Services Research. “Care institutions spend a lot of money on technological devices, often to conclude that for some reason they don’t fit in daily practice and are therefore ineffective. Within months these devices end up on a shelf, never to come off again, often leaving employees frustrated and money wasted.”

Marieke Spreeuwenberg, associate professor of Health Services Research: “The problem is that new developments originate from the perspective of the developer instead of the user. Developers and users don’t speak each other’s language. This situation prevents healthcare institutions from seizing the opportunities in the field of innovative technology. Healthcare needs professionals who understand the complex processes in healthcare and the ‘bits and bytes.’” Astrid van Tubergen, rheumatologist at Maastricht UMC+ confirms: “In past years, I spent much time developing an e-health platform (SpA-Net) for patients with a rheumatologic disease. The objective was to improve ease and speed of contact, improve monitoring and collecting relevant patient data. To be honest, it’s been quite an ordeal as I am a medical doctor, not an ICT-specialist. I had to deal with technical problems, but also issues such as security and privacy, not to mention legal aspects. A specialist with adequate knowledge of both IT and healthcare would have been a great help.”

Yes, we need this!

These observations brought about the idea to set up a new specialisation: ‘Digital Technology & Care’ in the bachelor’s programme in Health Sciences. Rik Crutzen, professor of Behaviour Change & Technology: “Last year, a committee explored the support for such a program among stakeholders. The overall opinion was a convincing ‘yes, we need this!’” The next step was to set up a curriculum committee of which Rik Crutzen, Sil Aarts, Astrid Tubergen and Mariek Spreeuwenberg are the members. Spreeuwenberg is the coordinator of the new track.

Analytical and practical

Digital Technology & Care will be the fifth specialisation of the bachelor’s programme in Health Sciences. “The first year of that bachelor’s programme is a general year”, Spreeuwenberg explains.

“However, the topic of digital technology is already well embedded in all first years’ courses. The actual specialisation starts in the second year.” “Topics that will be covered are the impact of e-health applications in and outside healthcare organisations, how to improve healthcare by implementing technological innovations, how to ensure that organisations are ‘innovation ready’ and the impact of big data and artificial intelligence in future healthcare,” says Crutzen, “but also legal, ethical and privacy issues associated with technology in healthcare.” “The programme is both practical and analytical. We want our students to think out-of-the-box and have an open, but critical, mind towards technology,” adds Aarts. “Fortunately, we already have a strong relationship with the Brightlands Smart Services Campus in Heerlen”, says Spreeuwenberg. “This campus holds a vivid ecosystem of companies, start-ups and institutions in the field of smart services. This offers our students a great opportunity to co-create together with these companies and put theory into practice. We’ll also aim to work together with other faculties of Maastricht University.”

Linking pin

“In their future career, the students will act as ‘linking pins’ between healthcare and technology, with a deep understanding of current and future challenges in healthcare,” notes Tubergen. “They will be able to propose, co-develop, implement and evaluate technological solutions to address these challenges.” “We hope to attract a new type of student, who wouldn’t have chosen the Bachelor in Health Sciences if it wasn’t for this new specialisation”, Spreeuwenberg says. “The good news is that we’re already receiving emails from students who seem very interested in this new track.” Aarts: “We believe this new bachelor’s programme provides the perfect answer to present and future challenges in healthcare.”

Prizes

YOUNG TALENT INCENTIVE PRIZE

Medical student **Ilke Eggen** won the Young Talent Incentive Prize. The Royal Dutch Society of Sciences awarded this prize to three socially involved medical students. For the third time, the Royal Dutch Society of Sciences was looking for medical students who are an example of the modern scientist who gathers knowledge and shares it with society. The KNMG sponsors this prize in order to encourage medical students to use their talents in society as well. Ilke Eggen obtained her bachelor degree in Medicine (UM) and will start her master in September 2019 at UM. Next to her studies, Ilke works as a CPR instructor at high schools. She received this prize on 26 November 2018.



CATHARINA PIJLS INCENTIVE PRIZE 2018

The Catharina Pijls Incentive Prize is awarded to recent health science graduates for an excellent scientific performance during their studies, i.e. an excellent Master thesis. This year's Prize was awarded to Rosa Grosscurt (Health Sciences, UM) on 18 October 2018. The title of her master thesis is "Childhood vaccination: are parents making a deliberate decision?"



UM STUDENT AWARDS 2018

FHML students **Lea Andrée** and **Yannick Meyer** were presented the 2018 Student Award during the Dies Natalis. Lea received the prize for her thesis: "*Instructive nanocoatings for bone regeneration*". Yannick's prizewinning thesis was titled: "*Contrast enema vs. colonoscopy prior to temporary stoma reversal in rectal surgery; results of a national snapshot study.*"



UM AWARD 2018 FOR INEKE WOLFHAGEN

At the UM New Year's reception on 7 January 2019 at the Bonnefantenmuseum, **Ineke Wolfhagen** was presented the UM Award for her outstanding contribution to Maastricht University. UM vice president and jury chair **Nick Bos** handed the award, which consists of a bronze sculpture, a certificate and a dinner voucher. Ineke Wolfhagen, has worked for FHML for more than 30 years: as deputy-director at the Institute for Education and at the department of Educational Development & Research. Because of her unbridled dedication, the prize was not only awarded for her efforts in 2018, but also as a lifetime achievement award.



FHML STUDENT TEAM WINS THE AUDIENCE AWARD AT THE ABILITY BATTLE HACKATON 2018

In December 2018, an FHML team consisting of students in Biomedical Sciences and Human Movement Sciences, supervised by **Hans Essers**, won the audience award at The Ability Battle Hackathon 2018. This first international Hackathon event for the leading European Human Movement Science related universities took place in Groningen. During three days, ten student teams from multiple different European universities experienced and measured a high societal problem. The assignment was to create an educational package which universities could implement as a course to teach their students what it would be like to have a certain pathology, and therewith gain insight into the patients' impediments and daily struggles. The FHML team developed an educational package, called **Edbox**, with simulators, measurement tools and an education platform.



EDUCATION PRIZES FHML 2018

On 7 November 2018, the Institute for Education FHML awarded the annual Education Prizes.

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

The Education Prizes 2018 were awarded to:

Johan Renes, Jan Theys and Ronit Sverdlöv (Biomedical Sciences), **Thomas Verlinden and Jos Broers** (Medicine) and **Timo Clemens and Ariane Elissen** (Health)

The Honours Awards for Education 2018:

Tom Kuiper, Suzanne Schut and Anja Krumeich passed their award on to: **Mariella Swinnen** (Biomedical Sciences), **Frans van Nieuwenhoven** (Medicine) and **Valeria Lima Passos** (Health)

The Great Education Prize was awarded to:

Peter Schröder (Department of International Health), **Kitty Cleutjens** (department of Pathology) and **the Board of Examiners Health**



Who is Who?

The Institute for Education Management and Advisory Bodies
(2019-2020)



Board Institute for Education

Front row left to right: Renè Nijssen, Mariëlle Heckmann, Jascha de Nooijer, Niek Schenk. Middle row left to right: Ineke Wolfhagen, Nathalie Baltus, Mirjam oude Egbrink (chair), Mariëtte Cruijssen, Maarten Luteijn. Back row left to right: Marcel Koelmann, Hans Savelberg. Missing in picture: Roger Renneberg.



Management Team Health

Front row left to right: Matt Commers, Jascha de Nooijer (chair), Guy Plasqui (advisor Board of Examiners), Ilse Linsen. Back row left to right: Geja Hageman, (advisor Education Programme Committee), Yvonne Sinsel, Gijs van der Hamsvoort, Ruud Kempen, Natalja Sarneel.



Management Team Medicine

Front row left to right: Janine Speetjens, Judith Sieben, Sylvia Heeneman, Jeroen Reijnders, Kitty Cleutjens (advisor Board of Examiners). Back row left to right: Amber van Dulmen, Gerard Bos (advisor Board of Examiners), Veerle Ghesquiere, Roger Renneberg (chair), Daisy Jonkers, Julia Geilen. Missing in picture: Marion van Lierop.



Management Team Biomedical Sciences

Front row left to right: Helena Volarevic, Britta Jacobs, Ronit Sverdlow, Hans Savelberg (chair), Agnes Boots, Roger Godschalk, Linda Veenhof. Back row left to right: Alexandros Sanchez-Vassopoulos, Herma Roebertsen (advisor Educational Programme Committee), Leo Koehler, Sylvia Heeneman (advisor Board of Examiners).



Education Programme Committee Health

Front row left to right: Geja Hageman (chair), Sheeva Jieda, Inge van der Putten. Middle row left to right: Yvonne Sinsel, Judith Kruitwagen, Francine Schneider, Loes Beekman, Nicole Bouman. Back row left to right: Dyon Rook, Robert de Meijer. Missing in picture: Mark Govers, Inge Duimel.



Education Programme Committee Medicine

Front row left to right: Anthony Mompiere, Relinde Roumen, Laskarina Galanos, Dominique van Mil, Evi Blezer. Back row left to right: Koen Veldkamp, Rijn Jöbsis, Ben Janssen, Laury de Jonge, Anique de Bruin, Steffie Peeters, Jeroen Kooman (chair).



Education Programme Committee Biomedical Sciences

Front row left to right: Mieke Dentener, Tea Osmënaj, Anne Soek, Herma Roebertsen (chair). Back row left to right: Elena Ambrosino, Jacco Briedé, Jan Venne, Ieva Aliukonytė, Judith Gulikers, Jogchum Plat, Guy Bendermacher.



Board of Examiners Health

Front row left to right: Tanja Adam, Timo Clemens, Anke Schmitt, Kathelijne Bessems. Back row left to right: Siebren Groothuis, Cécile Hayen (student advisor), Nynke de Jong, Guy Plasqui (chair). Missing in picture: Dominique Sluijsmans.



Board of Examiners Medicine

Front row left to right: Kitty Cleutjens (chair), Geja Hageman. Back row left to right: Frans Feron, Astrid Peters, Gerard Bos.



Board of Examiners Biomedical Sciences

Front row left to right: Mariëlla Swinnen, Sylvia Heeneman (chair), Hanneke van Mier. Back row left to right: Rory Koenen, Christel van Gool, Juanita Vernooij, Joris Hoeks.

Why choosing the Master of Health Professions Education?



“ I wanted to expand my theoretical and practical skills in education. As a clinician with a family of three children, I had to fit the MHPE master’s programme into my busy daily schedule. I think that the best part of the training is the international collaboration with students from all over the world. I can definitely recommend the MHPE programme to anyone interested in learning various aspects of health professions education. ”

Esther Heuts

Department of Surgery



“ The MHPE programme provided me with a better insight in the educational foundation of our FHML curricula. It also convinced me to embrace portfolio-based learning and programmatic assessment. Much of what I have learned I apply in the courses that I coordinate. The next goal is to offer medical areas of expertise in primary and clinical care in a (more) integrated way. ”

Miriam Janssen

Department of Social Medicine



“ MHPE provided me with the opportunity to work with professionals of diverse backgrounds and cultures and to study a wide range of subjects, from PBL to leadership. I was also able to perform my internship research in a field that is very dear to me: the combination of good education and students. In many ways I was able to grow as a teacher, and I gained a better understanding of the educational organisation. ”

Christel van Gool

Department of Epidemiology



“ Choosing MHPE was a logical step for me after my career switch to full lecturer. Being an assistant professor, I already had ample experience in education, but without a solid theoretical background. MHPE provides me the ideal tools to teach myself in the theory of (bio)medical education. I try to connect the MHPE content and my work as lecturer as much as possible. Redesigning (parts) of the courses I coordinate is primarily based on knowledge gained during the MHPE units. ”

Johan Renes

Department of Human Biology



COLOPHON

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