Maastricht University (UM), The Netherlands

- established 1976
- research University
- Problem Based Learning (PBL)
- 6 faculties
- Bachelors & Masters in English
- 15,500 students & 3500 staff
Faculty & Schools

- Faculty of Arts and Social Sciences
- School of Business and Economics
- Faculty of Health, Medicine and Life Sciences
- Faculty of Humanities and Sciences
  - University College Maastricht
  - Department of Knowledge Engineering
  - International Centre for Integrated Assessment & Sustainable Development
  - Maastricht Graduate School of Governance
- Faculty of Psychology and Neuroscience
- Faculty of Law
Management

• Board of the University (president, rector and vicepresident)

• Deans and Board are Management Team

• Collaboration and sharing are our buzzwords
University Medical Centers in the Netherlands

• Integration of university hospital and medical school in one organization → unique feature and strength

• Integration of patient care, research, education and training

• 8 UMC’s in the Netherlands
Way of working, not formal integrated!

MUMC Board

Schools/RVE

Departments
Conferences, exhibitions, events and business

Public health, prevention and sport

University hospital and clinical research

Education and research

Business
Maastricht UMC+ in figures (2014)

<table>
<thead>
<tr>
<th>Category</th>
<th>Employees (fte)</th>
<th>Beds</th>
<th>Operating theaters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.800</td>
<td>715</td>
<td>26</td>
</tr>
<tr>
<td>Outpatients</td>
<td>450.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>27.500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inpatient days</td>
<td>191.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>4.647</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake Bachelor</td>
<td>895</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intake Master</td>
<td>787</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD’s awarded</td>
<td>188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications (reviewed)</td>
<td>2.085</td>
<td></td>
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<tr>
<td>Rank (European clinical research)</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turnover (€)</td>
<td>796 m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“On campus” companies</td>
<td>45</td>
<td></td>
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</tbody>
</table>
Schools Maastricht UMC

Strengths:

- Public Health
- Metabolism and nutrition
- Neurosciences
- Oncology
- Cardiovascular
- Education
## Educational programmes

### Bachelors

<table>
<thead>
<tr>
<th>Programme</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>311</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>270</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>220</td>
</tr>
<tr>
<td>European Public Health</td>
<td>81</td>
</tr>
</tbody>
</table>
## Educational Programmes

### Masters

| 14 masters in Health, Life Sciences, also together with Psychology |
| Medicine (320) |
| • Medicine |
| • Physician-Clinical Researcher |
| • International Master in Medicine |
FHML Funding (2015)

- Direct Government funding: 47%
- Indirect government funding: 6%
- Third party funding: 23%
- Other revenues: 11%
- Tuition fees: 5%
- Contract revenues education: 9%

Total funding: €167.5 million
**AzM Funding (2015)**

- **Funding by insurance comp.** 67%
- **Direct government funding** (through the university) 10%
- **Academic component: patient care (referral care)** 7%
- **Medical Education fund** 7%
- **Other revenues** 10%

**M€ 620**
Central organisation

Faculty Board  |  Faculty Council

Education committee  →  Educational Institute  ←  Examinations committee

Curriculum projects:
- Blocks
- Electives
- PMT 1 - 4
- PMT 5 & 6
- Attitude development

Curriculum support projects:
- Evaluation
- Faculty development
- Learning resources
- Student counselling

Departments
Characteristics of organisation

• More central control; less departmental control
• Matrix management organisation
• Educational credit system: Departments are paid for educational activities
• Rewarding of good educational performance
• Structural quality control
• Research in Education
# Matrix management

<table>
<thead>
<tr>
<th>Project</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Unit 1</td>
<td>x</td>
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<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Practical</td>
<td></td>
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<tr>
<td>Learning resources</td>
<td>x</td>
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<tr>
<td>Fac Dev</td>
<td></td>
</tr>
<tr>
<td>Stud eval</td>
<td>x</td>
</tr>
</tbody>
</table>
Staff roles in PBL education

- Tutor in tutorial group
- Expert for lectures, panels or evaluating assignments
- Coordinator or member of a curriculum unit
- Teacher/supervisor in practical medical training
- Constructor of items for student assessment
- Examiner in OSCE
- Author of multi-media programme
- Member of a committee: Education/Examination/Electives/..
- Teacher in a faculty development course
- Research in education
Application for teaching roles

- Each year roles available
- Teachers can send in an application form
- Educational organisation decides
Defining teaching roles

- Teacher (first level)
- Master teacher (second level)
- Educator (third level)
- Master educator (fourth level)

Sachdeva et al. Acad Med. 1999:1278-87
Define the teaching roles
(Harden, 2000)

- Facilitator (mentor, tutor)
- Role model
- Information provider (lecturer)
- Resource developer
- Planner/organizer
- Assessor/evaluator
Which levels of expertise (Berliner)
Quality of teaching roles

- Programme evaluation
  - feedback to teacher
  - coordinator of block
  - chair of department
  - longitudinal information in office of education

- Faculty development
Information on curriculum

• Programme evaluation
  – student evaluation
    • feedback programme
    • changes by blockcoordinator

• Assessment system
  – information about students
  – information about programme
    • changes in programme
PDCA cyclus!
Innovation

• Continuous attention on organization behavior and continuous development
• Transparency and harmonization between different disciplines
• Really overview of the whole curriculum
Literature on innovation

Leadership

Planning

Communication
School of Health Professions Education (SHE)
Short History

• founded in 2005
• combines all education and research in education in the health sciences
• organized in the matrix organization
  – Capacity from various departments
  – One of the six schools in FHML
• support through Education Institute
• www.maastrichtuniversity.nl/she
SHE: The ‘double chain’
International PhD Program

- about 60 international PhD’s
- fee is 2.420 euro per year
- takes 4-5 years to complete, distance-based
- selection through research proposal, students enter via: research track in MHPE; proposal writing course; open registration
- PhD thesis is based on 3-4 journal articles
SHE Collaborates since 2012

• mission is to improve healthcare globally, by facilitating higher educational institutes in realizing educational innovations
• ‘bridging agent’ between internal SHE expertise and external needs
• projects in Saudi Arabia, Ghana, Uganda, Ukraine, Georgia, Vietnam, Yemen ...
Tailor-made support /consultancy on
- change & project management
- PBL & student-centered learning
- assessment and evaluation
- clinical and communication skills training
- faculty development
- quality control & assurance
- innovative e-learning tools
- student involvement
SHE Success Factors

- high reputation in research and education
- very strong international orientation
- marketing and the maintenance of a SHE brand (the ‘SHE family’)
- synergy between SHE components; research, education and innovation
- smart fee-based business models leading to increased scientific output, valorisation and societal impact
Summary

• Information gathering
  – students, teachers
  – process, product
  – finance

• Educational research
  – outcomes
  – comparison

• Synthesis followed by action, action, action, today known as management