

School of Health Professions Education

Self-evaluation report 2018-2023

Preamble

SHE has engaged in a six-year review process for the years 2012-2017, which led to valuable feedback and concrete actions. Although not mandatory, SHE decided to conduct a mid-term review in 2021, including a virtual site visit, by a review committee on the years 2018-2020. The reasons for organizing a mid-term review were the opportunities it offers to engage in a productive conversation about our research impact and future aims, both within our own organization and with a review committee. Building on the experience and outcomes of the 2018-2020 mid-term review, SHE is excited to engage with the 2018-2023 external review committee to help promote the quality and societal relevance of our research and related activities.

In this self-evaluation report, we have integrated the recommendations of the 2012-2017 full-term review process and that of the 2018-2020 mid-term review. Next to that, SHE's research quality, societal relevance and viability are described and illustrated in line with the SEP 2021-2027 guidelines.

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Summary

The School of Health Professions Education (SHE) at Maastricht University conducted a comprehensive self-evaluation for the period 2018-2023, building on prior reviews and aimed at assessing the quality, societal relevance, and future viability of its research and educational activities. This evaluation aligns with the SEP 2021-2027 guidelines and includes reflections on previous reviews to inform ongoing and future strategies.

SHE's vision is centred on enhancing global healthcare through evidence-based education for healthcare professionals. The institute's mission is to be a leading hub for research, education, and innovation in Health Professions Education (HPE) worldwide. SHE's strategy over the last six years has focused on increasing synergy between its core activities – SHE Research, SHE Educates, SHE Collaborates – to ensure that research informs educational practices and vice versa. Another key strategy has involved investing in the interaction between impactful research and the practice of education, for instance through the “double-chain” approach, which integrates research and education within SHE.

SHE places a strong emphasis on fostering an inclusive, safe, and open academic culture. This includes a differentiated approach to human resource and talent management, with a specific focus on diversity and inclusion. Efforts have been made to further stimulate a supportive environment where all staff and students feel valued and can thrive. Initiatives like workshops on mentorship and inclusive supervision, reflect SHE's commitment to a healthy academic culture.

SHE's research programme from 2018 to 2023 focused on “Task-centered learning environments in the health professions,” which has set the foundation for the new research programme (2024-2030). This new programme emphasizes creating learning-supportive healthcare environments, ensuring healthcare professionals' sustainable competence, and designing education tailored to specific contexts. These aims are encapsulated in the acronym H-P-E.

Key markers of achievement during the review period include maintaining a high research standard, with the vast majority of SHE's output published in high-quality peer-reviewed journals generating an citation score (CNCI) higher than global averages. SHE's research on programmatic assessment and innovative learning environments has gained international recognition, influencing curricula and practices worldwide. Notable projects include the adaptive progress testing initiative and the pioneering work in both undergraduate and postgraduate education for various health professions. The institute's dedication to integrating research with societal relevance continues to shape health professions education and improve patient care globally.

Looking ahead, SHE aims to maintain its leadership in HPE by continuing to integrate research with educational practice, fostering global collaborations, and ensuring that its activities remain socially relevant. The development of the Research Program 2024-2030 marks a strategic move towards addressing global challenges in healthcare education through innovative and context-sensitive research.

In conclusion, SHE has successfully navigated organizational changes, enhanced its research and educational offerings, and fostered an inclusive academic culture. These efforts are aimed at ensuring the institute's continued excellence and relevance in the field of Health Professions Education globally.