Maastricht University

TOOLKIT TO SUPPORT

STUDENT EMPLOYABILITY

2022

- inspiring UM practices -

With the aim of supporting students in preparing for, and starting a lifelong fulfilling career, Maastricht University invests its efforts in developing a guiding framework for its educational and supportive services to promote the growth of its students' employability. This is defined as "an individual's perceived ability to obtain and maintain employment throughout his/her career."[1,2] Employability is therefore not merely finding a job after graduating from the UM. It is students' perceived and actual ability to obtain and maintain in self-fulfilling and contributing employment throughout their life after graduating.

The UM Student-Employability framework distinguishes four general key competencies that form the pillars for such employability[1,2]. These are academic expertise, self-awareness, adaptability and social responsibility. By mindfully reflecting on, and strengthening their competencies within these pillars, UM students develop competencies that will make them more effective in their studies and future career. Therein they take ownership of preparing for, and managing their career. In the Employability-project, UM – in close collaboration with its faculties – has developed initiatives that promote its students to take this ownership and enhance their employability.

We are proud to present to you the Student Employability toolkit. This is the third collection of handy practices for educational and supportive staff to reflect on, and design educational activities and curricula that help students to think about, and work on developing those competencies that are relevant for their employability. It aims to make explicit, to staff and students, which competencies students are implicitly developing by actively engaging in educational activities, curricula, and supportive services, and how they do so. Problem-Based Learning (PBL) is at the heart of education practice at Maastricht University. The PBL-approaches used at Maastricht University are based on state-of-the-art theories, aiming to enhance deep learning, motivation for learning, and 21st century and lifelong learning skills. The rich diversity of its practices all share a focus on four learning principles: constructive, collaborative, contextual and self-directed learning. For more insight in this philosophy, we highly recommend you to read EDview, the accessible position paper[3] on the future practice of PBL at Maastricht University, to have a closer look at the overview of practical do's, don'ts and don't knows[4], and find effective and engaging methods for teaching and learning at a course level in a PBL-setting.

Definition of Employability:

"an individual's perceived ability to obtain and maintain employment throughout his/her career."

This toolkit provides an overview of inspirational PBL-practices that stimulate the development of the employability pillar competences. It invites you to reflect on how your educational activities, curricula and supportive services contribute to developing the employability pillar competences, and provides examples of practices that stimulate their development. The focus is purposely on practices for those competencies that our students acquire implicitly by actively engaging with an educational activity, curriculum or service: self-awareness, adaptability and social responsibility. We deliberately do not address practices for the development of academic expertise and skills. These competencies are typically explicitly acquired in educational activities, curricula and supportive services, and instructional design for learning relevant academic competencies and skills recognisably lies within the expertise, and at the heart of our academical staff.

## How to use the Student Employability toolkit?

This toolkit invites you to reflect on how your educational activity or supportive service facilitates students to grow their employability competences within the four pillars. The explication sheet is a tool to uncover the competencies students implicitly learn by actively engaging with your activity. This provides you with a structure to reflect on the implicit learnings of your activity during its design, and to explicate the implicit learnings in the activity to students by highlighting how the activity enables them to grow specified competencies.

The toolkit further provides a collection of inspirational practices which you can use as standalone activities and as tools that can be integrated into your existing programmes, courses, educational activities and supportive services. In this aspect, this toolkit does *not* intend to provide you with a comprehensive overview of all *theoretical perspectives* on teaching and learning activities focusing on generic competence development in higher education. At the end of the toolkit, you will however find an interesting selection of sources which we used for composing this toolkit, for further reading Additional readings are welcome. Please share!

Academic expertise

Self-awareness

Adaptability

Social responsibility

Activity

?

!

Educational curriculum
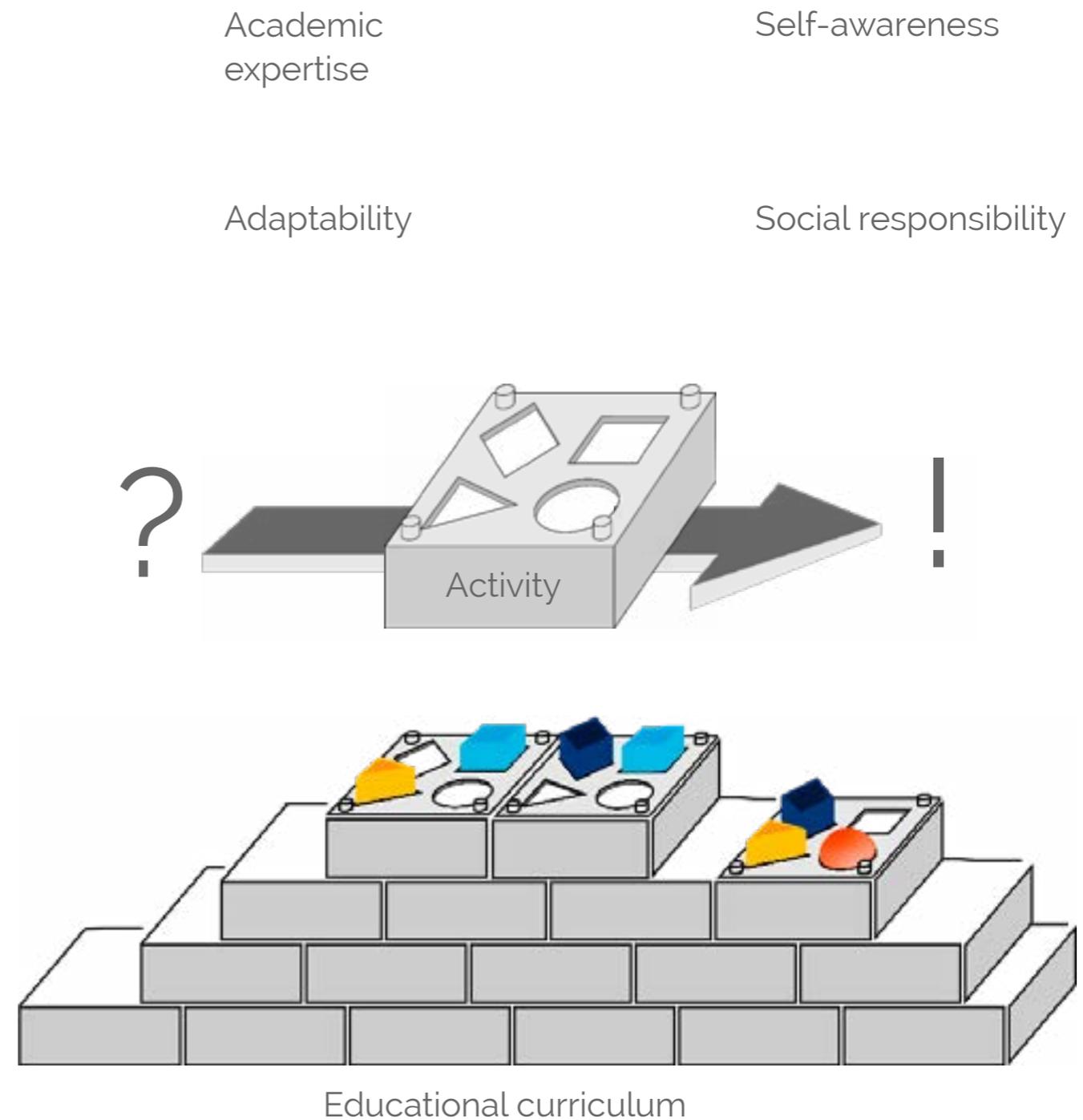
Did you design an inspirational practice?

Do you have a great idea on how to grow Employability?

This toolkit is an interactive document for the benefit of the Employability community at Maastricht University. Every academic year, UM Career Services will approach the Employability-coordinator of your Faculty to collect experiences with the teaching and learning activities that are integrated in the toolkit and to be inspired by your new practices to include them in the toolkit. In the meantime, your suggestions, comments and questions for clarification are highly appreciated at any moment. You are welcome to contact us with any remark. Strengthening the Student-Employability-community and supporting our students in the best possible way to their future is something we can only do together.

References

[1] Inge Römgens & Simon Beausaert (2016): The Employability Scanner. Identifying and strenghtening the development of employability competences in UM curricula. *Project paper* available upon request.

[2] Inge Römgens, Rémi Scoupe & Simon Beausaert (2019): Unravelling the concept of employability, bringing together research on employability in higher education and the workplace. *Studies in Higher Education*.

[3] Maastricht University Institute for Education Innovation (EDLAB) (2018). *EDview - Position Paper*.

[4] Maastricht University Institute for Education Innovation (EDLAB) (2018).

EDview - The Do's, Don'ts, and Don't Knows of Teaching and Learning at Maastricht University .

ACADEMIC EXPERTISE

Knowledge and skills
related to the particular subject matter of the degree.
This includes (general) analytical (or academic) skills,
such as critical thinking,
problem solving
and information literacy.

SELF-AWARENESS

Awareness of,
and the ability to reflect on,
personal learning objectives,
strengths and weaknesses, values and beliefs,

ADAPTABILITY

Being able to actively prepare for, and passively adapt
to changing (professional) environments and circumstances.
This includes personal initiative in study and career planning,
as well as being able
to study and work in different environments,
from geographical locations to cultural contexts.

SOCIAL RESPONSIBILITY

Ability to build and function
in relevant (intercultural) social networks and teams
through interpersonal competences,
to identify with team goals and responsiblities,
as wells as to find a healthy personal balance
between different interests and responsibilities.

Explicitation sheet
for your activity

Activity elements that make students work on developing this

Specific competencies that are addressed by this element
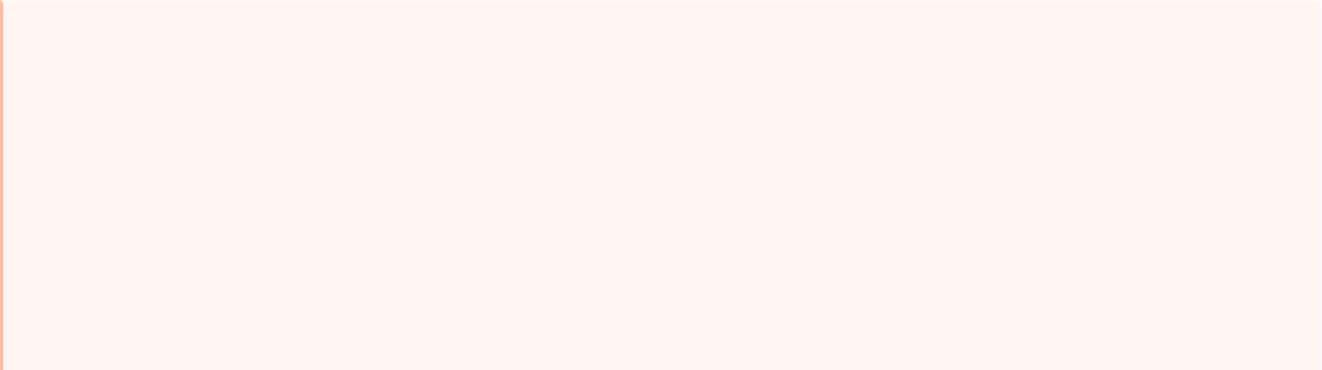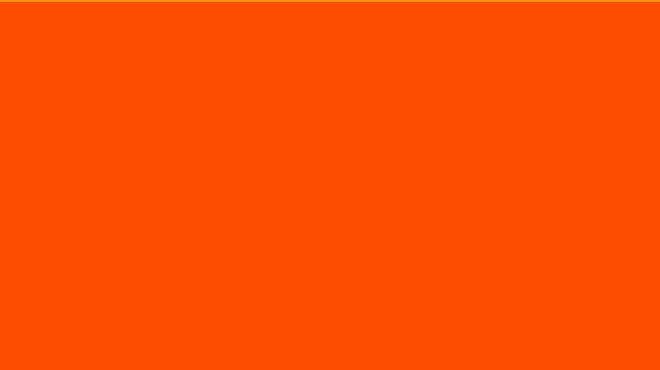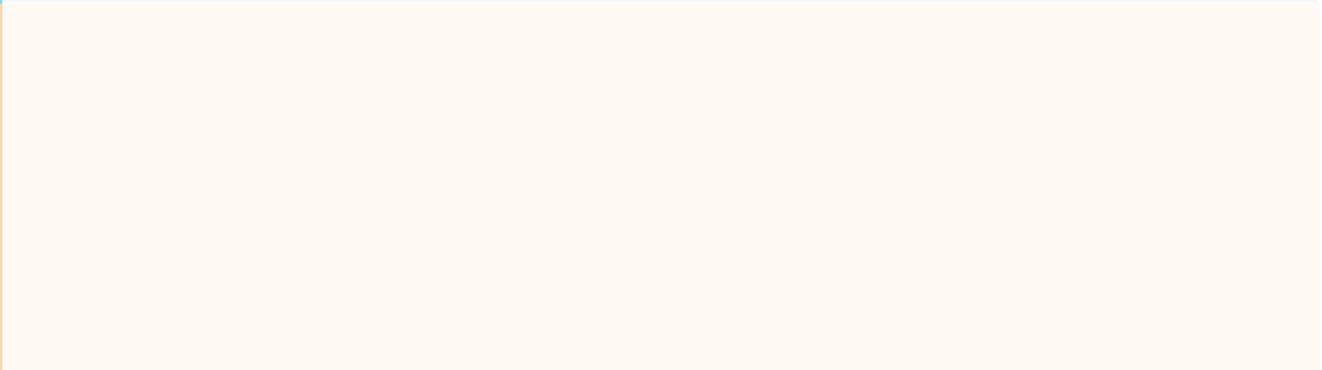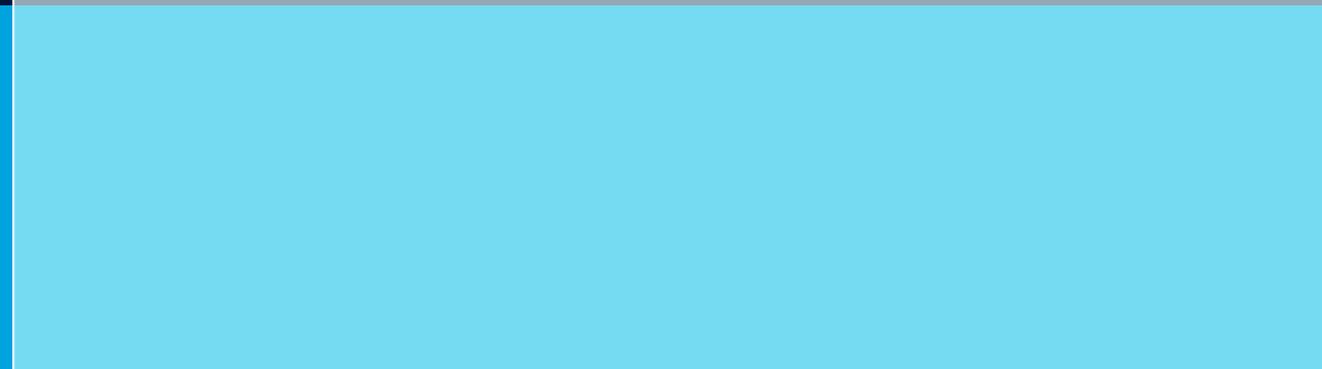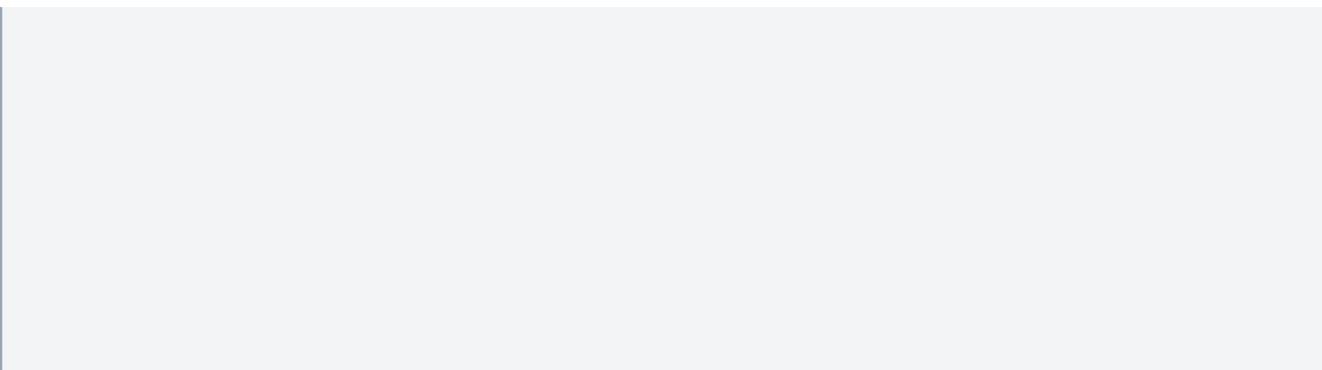
TOOLS TO DISCOVER IN THIS TOOLBOX

Competency pillar at work

ACTIVITY
This part describes the activity in a short explanation.
All of the activities can be applied as an instrument, as a means within a course.
Some of the activities stand on their own and can be applied on a course level on themselves.

LEARNING OUTCOMES
This part gives an overview of the generic intended learning outcomes.
These are defined in learning goals: *"By participating in this activity, students will be able to …"*

FORMATIVE FEEDBACK
This part presents suggestions for appropriate forms of formative feedback.
Formative feedback is provided *during* learning.
It is focused on the learning process of the student: How well are the students doing and what/how can they improve?

SUMMATIVE ASSESSMENT
This part presents suggestions for appropriate forms of summative assessment. Summative
assessment is provided *after* the activity has concluded.
It is focused on the learning outcomes: Did the students reach the set goals for mastery?

REQUIREMENTS
This part explains the (minimum) necessities for providing the activity.
What do you (at least) need for an effective application of the activity in practice.

PARTICIPANTS
This part describes the recommended number of participants in the activity.
Can the activity be provided on an individual or group level? If the activity is provided on a group level, what would be the optimal group size?

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM
This part provides an overview of inspirational practices of the activity at Maastricht University and where the activity is being implemented.

COMPETENCY COACHING TRAJECTORY

ACTIVITY

In a competency-coaching trajectory (CCT) students systematically work on the development of competencies as the main objective of the course itself. Elements in a CCT are an introduction in competencies e.g. via the workshop 'discover your competencies' by UM Career Services, and two or three of the following activities:
• meeting with a career counsellor | • coaching trajectory in which students regularly meet a competency or project coach |
• peer feedback

LEARNING OUTCOMES

By the end of a competency coaching trajectory, students will be able to:
• identify their personal competencies, needs and wishes for a future job or career.
• identify their personal strenghts and points for development.
• formulate personal training objectives in a "SMARTER" way.
• reflect on the significance of personal competencies and needs when making career and study choices.

FORMATIVE FEEDBACK

• Self-assessment | • Portfolio check | • Peer feedback | • Observation.

SUMMATIVE ASSESSMENT

• Evaluation form for workshop and coaching trajectory | • Portfolio | • Reflective report.

REQUIREMENTS

• Training of staff members in coaching competency development.

PARTICIPANTS

• Maximum of participants depends on the available capacity (budget, staff, time).
• Maximum 16 participants per UM Career Services 'Discover your competencies' workshop.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

• Curricular course with a competency coaching trajectory | Course ' Competency Coaching Trajectory ' @ Master in Learning & Development in Organisations.
• Extracurricular courses with a competency coaching trajectory @ FHML Honours Programme | FHML Marble+ Programme | EDLAB Premium.

ONLINE CAREER MODULES

ACTIVITY

12 online career modules provided by UM Career Services assist students to learn and develop a broad set of career management skills.

· Self-understanding 1, 2 & 3 | · Career decision-making | · Seeking workplacement opportunities | Seeking job opportunities | · Branding myself
· CV & cover letter | · Interviews & assessment | · Thriving in the workplace | · Effective workplace communication | · Business culture & work ethics.
Each module is a self-steering lesson (of ± 1.5 hours per module) and includes explanation, examples and activities.

LEARNING OUTCOMES

The learning outcomes differ per module.

FORMATIVE FEEDBACK

· Self-assessment | · CV & cover letter check | · Job Interview Simulation.

PARTICIPANTS

· Individual.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Honours programme.
· FHML Master in Health Education and Promotion.
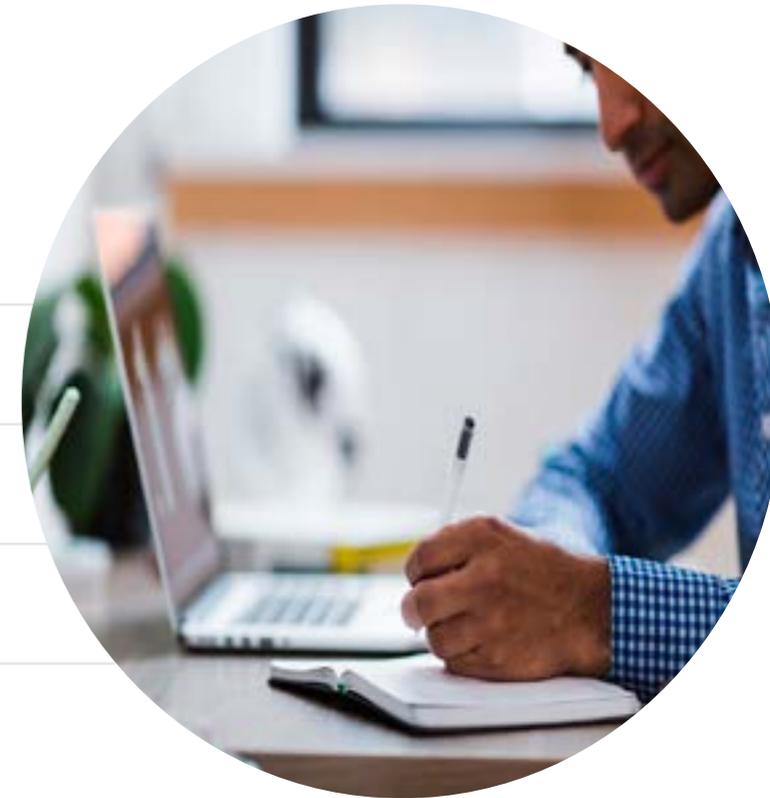
LEARNING EXPERIENCE SYSTEM

ACTIVITY

In a Learning Activity System (LES) studens can run through (predefined) learning trajectories on a set of generic competencies, central to the study program. These learning trajectories stimulate students' reflection on their strengths and weaknesses.
An extensive database of online learning activities is available.
A selection of competencies can be made depending on the program.
LES works best if integrated in a skills course in which further reflection on the development of their competencies is stimulated.

LEARNING OUTCOMES

By the end of a LES, students will be able to:
· identify and critically reflect on their strenghts and weaknesses regarding the competences that are central to the study program.

FORMATIVE FEEDBACK

· Online, by means of taking a test or quiz, watching a movie, or answering reflective questions.

REQUIREMENTS

· Setup of the LES-account for students.
· Personalisation of the LES.

PARTICIPANTS

· Unlimited | The UM has a licence to use the LES-platform.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· SBE | Course ' Competency Coaching Trajectory ' @ Master in Learning & Development in Organisations.

TALENTS DAY

ACTIVITY

Talents day is an event provided by UM Career Services.
Students are part of a professional assessment set-up with the goal to find out what their professional talents are.
A Talents day (4.5 hours) consists out of two to three competency-assessment exercises. In a small peer group, students perform different tasks and assignments.
Observers from the working field (e.g., professionals / alumni / staff) and/or from UM Career Services & UM Psychologists observe their actions.
The observers will pay attention to, and identify the positive personal qualities that the students display during the exercises.
The competency-assessment exercises can be preceded by a key note speech by an alumnus/alumna or by a professional from the field,
and/or can be followed by the guided development of a self-development plan on how to use and strengthen their recognized talents in the future.

LEARNING OUTCOMES

By the end of a talents day, students will be able to:
· identify, reflect on, and discuss their professional talents.
· discover potential interesting career paths, and strenghten their professional network.
· prepare for participation in assessment activities.

FORMATIVE FEEDBACK

· Self-assessment | · Peer feedack | · Observation.

REQUIREMENTS

Dependent on the number of participants.
 · Observers (i.e., professionals from the work field | alumni | staff | UM Career Counsellors | UM Psychologists).
 · Keynote speaker (i.e., professional from the work field | alumnus/alumna)
 · A suitable venue for the group assignments.

PARTICIPANTS

· Dependent on available capacity (budget, time, staff).

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· Talents Day @ FASoS | LAW | SBE | UCM.

LECTURES AND WORKSHOPS BY UM CAREER SERVICES

ACTIVITY

UM Career Services offer a broad range of lectures and workshops focused on professional and personal development.

- *Lectures* | • Getting to know yourself | • Exploring the labour market | • Entering the labour market
  | • Networking skills | • LinkedIn | • Almost hired! Now what?
- *Workshops* | • Discover your competencies | • CV & letter of application | • Job Interview
  | • Time management | • Presentation skills | • Improve your decision-making.

LEARNING OUTCOMES

Learning goals are specific for each lecture and workshop.

FORMATIVE FEEDBACK

- Self-assessment | • Peer feedack | • Observation | • Debriefing
- Reflection assignment | • Writing assignment | • Pair-sharing assignment | • Cubing.

REQUIREMENTS

- Contact with the UM Career Services Account Manager for your Faculty to plan and organize lectures and workshops.

PARTICIPANTS

- *Lecture* | No maximum of participants.
- *Workshop* | Depending on the workshop, between maximum 12 to 16 participants.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

- UM Career Services open lecture and workshop offer @ Student Services Centre.
- UM Career Services lectures and workshops are offered as an integrated part of many educational programmes @ all UM Faculties, for example in: FHML Master in Health Education and Promotion | FHML Master in Biomedical Sciences | FASoS Master in European Studies
FSE Bachelor in Data Science and Knowledge Engineering | FSE UC Venlo Bachelor | FPN Bachelor in Psychology.

GUEST LECTURE

ACTIVITY

A guest lecture by alumni and professionals from the work field.

LEARNING OUTCOMES

By attending guest lectures, students will be able to:
· discover potential interesting career opportunities, paths and its related requirements.
· identify personal career objectives.
· meet professionals from the work field and strengthen their professional network.

SUMMATIVE ASSESSMENT

· Reflection form.

REQUIREMENTS

· Alumni and professionals from the workfield who are prepared to give a lecture.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Science Cafe | Mini-lectures by FHML researchers

WORKPLACE VISIT

ACTIVITY

The student visits a workplace and gets acquainted with the operations of organisations, and the tasks and responsibilities of professional profiles in a field.

LEARNING OUTCOMES

By participating in study trips and short visits to workplaces, studens will be able to:
· get acquainted with the field of work.
· discover potential interesting career opportunities, paths and its related requirements.
· identify personal career objectives.
· meet professionals from the work field and strenghten their professional network.

FORMATIVE FEEDBACK

· Self-assessment | · Feedback session with trip leader, organiser, or peers.

SUMMATIVE ASSESSMENT

· Reflective paper.

REQUIREMENTS

· Investing in sustainable relationships with employers, companies, organisations, and field professonials.

PARTICIPANTS

· Maximum number of participants depends on the available capacity for the third party (employer, company, organisation and field professional).

GROUP WORK

ACTIVITY

Students work in a group to achieve a common goal. This includes group project work.

LEARNING OUTCOMES

By participating in group work, students will be able to:
• get acquainted with different interpretations.
• effectively cooperate in small groups with persons of different backgrounds, perspectives and levels.
• critically communicate and discuss their own and other's opinions, ideas and work.

FORMATIVE FEEDBACK

• Self-assessment | • Peer feedback | • Observation.

SUMMATIVE ASSESSMENT

• Academic paper | • Reflective paper | • Poster | • Presentation.

REQUIREMENTS

• Group case assignment.

PARTICIPANTS

• Maximum number of participants depends on the nature of the group assigment.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

• FASoS Master of European Public Affairs.
• FHML Master of Health Education & Promotion.
• FHML Master of Policy, Innovation & Management.

FEEDBACK CUBES

ACTIVITY

To improve as a team, it is important to evaluate and share information about the different situations and processes faced by the team on a regular basis. *Feedback³* is a set of 7 cubes that will help make your team feedback session easier, more natural and fun.

LEARNING OUTCOMES

After regularly using the feedback cubes in feedback sessions, students will be able to:
· identify the gaps between the ideal standard of functioning as a team and the current situation.
· provide to, and receive feedback from team members in a constructive manner.
· reflect upon their role as a team member and their preferred workstyle.

FORMATIVE FEEDBACK

· Peer feedback.

SUMMATIVE ASSESSMENT

· Reflective report.

REQUIREMENTS

· The *Feedback³* cube workset.
  Download the Instruction Booklet and Cubes for free on the EDLAB Premium website.

PARTICIPANTS

· Maximum of participants depends on the group task and team dynamics.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM
· EDLAB Premium.

FEEDBACK³

SIMULATIONS

ACTIVITY

Simulations are intended to be realistic and representative of problems and issues encountered in the real world.
This includes cases and role play.

LEARNING OUTCOMES

By participating in a simulation, students will be able to:
· recognize the situation at hand and the key denominators to act in the situation.
· listen to other points of view from team members.
· translate their point of view with their team members (potentially with a different academic background.
· translate their academic knowledge and skills to practice.

FORMATIVE FEEDBACK

· Observation | · Debriefing | · Reviewing video footage of participation | · Self-assessment | · Peer feedback.

SUMMATIVE ASSESSMENT

· The produced work: a product, service or performance.

REQUIREMENTS

· Simulation cases.
· In case of a group simulation, suitable room and required equipment for students to work in.
· Observers.
· Coaches.

PARTICIPANTS

· Depending on the type of the simulation, simulations can be used in an invidual and group setting.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FPN Practical Psychiatric Anamnesis.
· LAW Moot Court.
· EDLAB Premium Selection Procedure.
· UMCS Job Interview Simulation.

THINK TANK

ACTIVITY

A group of students forms a 'Think Tank' that prepares and presents an extensive and elaborate (policy) recommendation for an external client.
This external client can be a company or an organisation.
The Think Tank works together for a condensed, marked period of time.

LEARNING OUTCOMES

The students have an academic follow-up to the course and skills by participating in a Think Tank. As an outcome, they will be able to:

· gain insights into the field of policy recommendation.
· collaborate under time pressure.
· combine different fields of expertise.
· analyse, do research and work out solutions for a problem.
· set up, discuss and finalise a report that contains an extensive and elaborate (policy) recommendation.
· deliver a presentation based on the report (optional).

FORMATIVE FEEDBACK

· Self-assessment | · Peer feedback | · Observation.

SUMMATIVE ASSESSMENT

· Final paper | · Attendance | · Participation | · Written exam | · Oral exam | · Take home exam | · Presentation.

REQUIREMENTS

· Research questions that are challenging and have an interdisciplinary character.

PARTICIPANTS

· 8 to 10 students.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM
· UCM Think Tank
· UCVenlo Think Tank.

INTENSE RESEARCH PROJECT

ACTIVITY

In an intense research project (e.g., MaRBLE), project students have the opportunity to conduct academic research for a longer period of time.

LEARNING OUTCOMES

The overall objective of the intense research project is to prepare students for graduate research by introducing them to relevant knowledge and skills. By the end of an intense research project, students will be able to:
· identify and formulate academic problems, individually and in collaboration with others.
· select and apply relevant research methodology accordingly.
· discuss how academic work relates to society, i.e., how it may respond to trends and issues in society, and how it may initiate in new ideas.
· identify and develop their strenghts and working points in doing research and participating in collaborative research projects.

FORMATIVE FEEDBACK

· Self-assessment | · Peer feedback | · Oral or written feedback by supervisor.

SUMMATIVE ASSESSMENT

· Research proposal | · Research paper | · Presentation | · Poster.

REQUIREMENTS

· Research project questions that are challenging.
· Research project supervisor and coach.

PARTICIPANTS

· Individual research project.
· Group research project as part of a UM research project, or at another (research) institution in the Netherlands or abroad.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· EDLAB MaRBLE

CASES FOR EXTERNAL CLIENTS

ACTIVITY

Case-based learning in a group work setting focuses on applying theory to practice. The cases have to be realistic, relevant and challenging.

LEARNING OUTCOMES

By the end of case-based learning in a group, students will be able to:
• apply theory to practice.
• interact with external clients in a professional manner.
• effectively cooperate in small groups with persons of different backgrounds and initial level.
 • critically communicate and discuss their own and other's opinions, ideas and work.

FORMATIVE FEEDBACK

• Self-assessment | • Peer feedback | • Feedback sessions with the client | • Observation.

SUMMATIVE ASSESSMENT

• Academic paper | • Reflective paper | • Poster | • Presentation | • Concrete output.

REQUIREMENTS

• Clients with cases.
• Rubrics for assessment.

PARTICIPANTS

• Dependent on the characteristics of the case.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

• EDLAB Premium.
• SBE case competition.

INTERNSHIP | PLACEMENT | PRACTICUM

ACTIVITY

Workplace learning is an active learning activity aiming on applying theory to practice by student participation in the real-life work context. This type of learning activity very often includes supervision by a supervisor.

LEARNING OUTCOMES

By the end of an internship | placement | practicum, students will be able to:
· work collectively with other people and parties in multidisciplinary work contexts.
· identify professional standards, attitudes and work ethics in their fields of interest.

FORMATIVE FEEDBACK

· Feedback sessions with internship supervisor(s) and colleagues.

SUMMATIVE ASSESSMENT

· Internship proposal | · Internship report | · Presentation.

REQUIREMENTS

· Workplace learning opportunities | · *Student-Employability*-Internship agreement template.

PARTICIPANTS

· Maximum of participants depends on the available workplace learning opportunities.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· DKE Knowledge Engineering @ Work.
· UCM Applied Research & Internship project.
· FASoS Master of European Public Affairs's internship.
· FHML Master of Medicine's clinical rotations.
· www.maastrichtuniversity.nl/about-um/employability/hire-our-students/internships

CREATE CONTENT WITH MULTIMEDIA RESOURCES FROM UL

ACTIVITY

The University Library offers:
- Makerspace; a place where you can study, join or organise workshops, collaborate on projects, generate ideas and content, and develop 21st century labour-market skills. Possibilities include LEGO Serious Play and 3D printing, among others.
- Podcast and Editing Studio; a professionally equipped studio for recording podcasts and editing audio-visual material.
- DIY Video Studio; a professionally equipped studio for filming your lecture or presentation.
- Multimedia support; with tips and tricks for media creation on our website, as well as tailored lectures on demand.

LEARNING OUTCOMES

Learning goals are specific for each lecture and workshop. Examples: creativity, presentation, content creation, editing, publishing, critical thinking.

FORMATIVE FEEDBACK

- Many different ways, for example in assignments or quizzes. We support you in choosing the right form of assessment or feedback.

REQUIREMENTS

- Contact the UM Library to plan and organise lectures and workshops.

PARTICIPANTS

- Depending on the workshop or lecture.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

- LEGO Serious Play @ the Makerspace
- Data scientist MINDSETS podcast, recorded @ the Podcast Studio
- Best Practices of Video in Education, with examples from various faculties

INFORMATION & DIGITAL LITERACY WORKSHOPS/MODULES

ACTIVITY

The University Library offers a broad range of lectures, workshops and online modules focused on developing information ans Digital Literacy Skills.

LEARNING OUTCOMES

Learning outcomes are specific for each workshop or module.
In general, information skills entail dealing with and critically assessing information (including data).
Among others, topics like finding credible sources, but also plagiarism and copyright are addressed.

FORMATIVE FEEDBACK

· Many different ways, like writing assignments or quizzes, or other forms of assessment or feedback.

REQUIREMENTS

· Contact the UM Library to plan and organise lectures and workshops.

PARTICIPANTS

· Depending on the workshop or lecture.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· Online modules for information literacy.
· Current offer of information Literacy workshops.
· Examples of facultary integration of Information Literacy.

ENTREPRENEURSHIP

ACTIVITY

Students have the opportunity to start their own companies and/or launch product innovations, and discover their own entrepreneurial skills. By means of a learning-by-doing approach, students will develop a broad range of competencies and skills in relation to the setting up and running of a (social) entrepreneurial venture.

LEARNING OUTCOMES

By setting up a social entrepreneurial venture, students will be able to:
· go through the entire cycle of a venture-in-formation,
 from opportunity recognition to business planning, assembling resources, and launching, managing and growing a new venture.
· recognize opportunities and translate these into a concept for a venture.
· interact with external partners to promote their concept.
· identify and develop their strenghts and working points in developing a business.

FORMATIVE FEEDBACK

· Observation | · Peer feedback | · Regular meetings with an experienced entrepreneur for coaching and feedback.

SUMMATIVE ASSESSMENT

· Portfolio | · Presentation.

REQUIREMENTS

· Experienced entrepreneurs for coaching and support.

PARTICIPANTS

· Dependent on available capacity (budget, time & staff).

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· Maastricht Centre for Entrepreneurship.
· SBE Master of Entrepreneurship & SME Management.

PORTFOLIO / E-PORTFOLIO

ACTIVITY
Student compile a (electronic) portfolio of their study activities.
In this portfolio, students can present and explain their 'learning treasures'.
Students explain how the content of their portfolios covers their intended aims and learning outcomes in a programme, course or personal level.

LEARNING OUTCOMES
After making a (electronic) portfolio, students will be able to:
· monitor and steer their professional development and critically reflect on this.
· formulate personal learning objectives (with the support of a mentor).

FORMATIVE FEEDBACK
· Self-assessment | · Mentor guidance and feedback | · Peer feedack.

SUMMATIVE ASSESSMENT
· (e-)Portfolio (assessed overall).

REQUIREMENTS
· Clarity of the learning outcomes, requirements and guidelines of the learning activity for the students *before* they start working on the portfolio.
· Training of mentors in coaching professional development.

PARTICIPANTS
· Individual.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM
· FASoS Bachelor in European Studies
· FHML Bachelor in Biomedical Sciences
· FHML Bachelor and Master in Medicine
· FPN Bachelor in Psychology
· SBE Master in Learning & Development in Organisations.
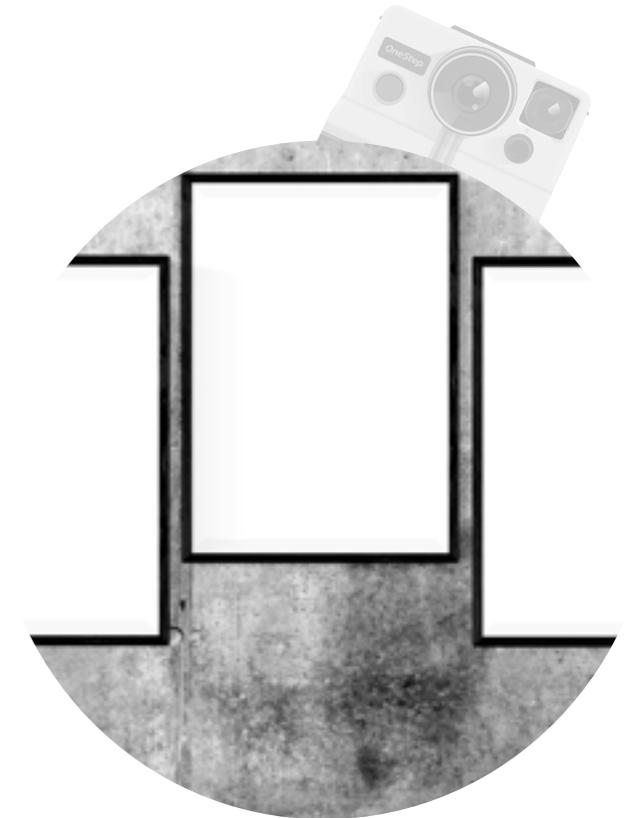
ELEVATOR PITCH VIDEO

ACTIVITY

Students learn how to prepare and create a short (elevator) pitch to introduce themselves or their project to an external audience.

LEARNING OUTCOMES

By the end of making an elevator pitch video, students will be able to:
• introduce themselves as a professional to others.
• critically communicate and discuss their own idea and work.

FORMATIVE FEEDBACK

• Self-assessment | • Peer feedback.

SUMMATIVE ASSESSMENT

• Elevator pitch video | • Assessment form.

REQUIREMENTS

• Smart-phone or video capture device for producing the video.

PARTICIPANTS

• Individual or in small groups.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

• SBE Master in International Business | Course in 'Entrepreneurship & Innovation'
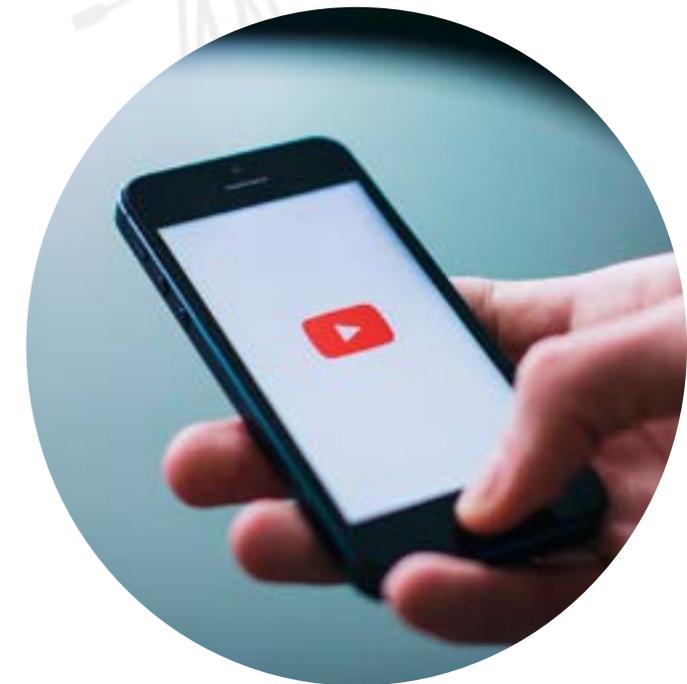
ONLINE INTERNATIONAL LEARNING COMMUNITY

ACTIVITY
Students participate in an online course together with students from other universities in small self-directing groups in a project-work setting.

LEARNING OUTCOMES
By the end of an online international learning community-activity, students will be able to:
· demonstrate an attitude of professionalism and critical self-awareness within the context of international teamwork.
· adapt to online environments and different cultural contexts.

FORMATIVE FEEDBACK
· Self-assessment | · Peer feedack | · Observation | · Debriefing.

SUMMATIVE ASSESSMENT
· Academic paper | · Reflection paper | · Poster presentation | · Project output (developed end product or service).

REQUIREMENTS
· Cooperation with other international universities.

PARTICIPANTS
· Small groups.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM
· FHML Master in Global Health | Course 'Foundations of Global Health Course'.

TIME ABROAD

ACTIVITY

Students may choose to go abroad for some time: to study for an internship or for a research position.
For some programmes, time abroad is a mandatory part of the degree.

LEARNING OUTCOMES

After a period of studying or working abroad, students will be able to:
· identify differences in culture, language and society.
· identify and reflect on the norms of their own culture and society, and how these shape their identity, attitudes and behavior.
· improve their ability to adapt to different situations and circumstances on their own.
· improve their ability to collaborate with others in intercultural social networks and teams.

FORMATIVE FEEDBACK

· Self-assessment.

SUMMATIVE ASSESSMENT

· Reflective report | · Presentation | · Documentary, film, podcast or photography on experience of life in local culture.

REQUIREMENTS

· Study & Internship opportunities abroad (e.g,. via Erasmus programme or international joint degree programmes).

PARTICIPANTS

· Individual.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Master in Global Health.
· SBE Master in Economics & Business Economics.
· www.maastrichtuniversity.nl/support/during-your-studies/studying-abroad

PRE-DEPARTURE TRAINING

ACTIVITY

Before leaving for a study activity abroad, a pre-departure training aims to create awareness and preparedness for the safety and cultural situation at the destination location. It prepares students for the visit abroad, and it can be used as go-to reference material during the visit abroad. The train-ing has an e-learning component with assignments and a one-to-one or group meeting.

LEARNING OUTCOMES

By the end of the pre-departure training, students will be able to:
· discuss the need of a good preparation
· find information (on safety, formalities, etc.) about their 'visiting country'.
· know whom to inform in case of an emergency in the 'visiting country'.
· identify cultural differences and their impact on interaction and cooperation.
· develop intercultural competencies (global mindset).

FORMATIVE FEEDBACK

· Self-assessment | · Reflective report

SUMMATIVE ASSESSMENT

· Participation in a group meeting before and after the visit abroad.

REQUIREMENTS

· Staff members leading and guiding the group meetings.

PARTICIPANTS

· The group meetings are organised in groups of ca. 15 students.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Master of Medicine | · Bachelor of European Public Health | · Bachelor of Health Sciences
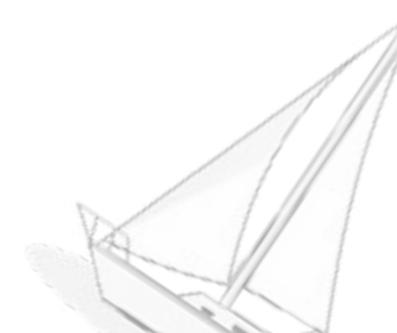
SERIOUS BUSINESS GAME:
STRATEGIC HOSPITAL MANAGEMENT SIMULATION

ACTIVITY

Teams of students are competing against each other in an online healthcare business game. Each team of students take on the role of the executive board of a fictional hospital. Each team member takes on a distinct executive role (e.g. Chief Executive Officer, Chief Financial Officer). Over a game of several rounds, teams determine the strategic goals of their hospital and must subsequently take various strategic decisions (e.g., regarding capacity, staffing, quality investments, and environmental uncertainty) in an attempt to achieve these goals. Teams compete against teams of fellow students, who manage competing hospitals in the simulation. Each team is assigned to a member of the teaching staff, who takes up the role of main share-holder of the team's hospital. As the executive board of the hospital, teams need to justify their strategic decision to the shareholder on a regular basis.

LEARNING OUTCOMES

By the end of the training program, students will be able to:
· define the (relative importance of the) strategic goals of their hospital.
· conduct a SWOT analysis for their organisation in light of these goals.
· determina an overall strategy based on the SWOT analysis.
· make strategic decisions.
· reflect on the outcomes of the decisions
· reflect on the team process

FORMATIVE FEEDBACK

· Feedback of teaching staff on strategic decisions by the teams and the outcomes of the decisions. | · Peer to Peer feedback

SUMMATIVE ASSESSMENT

· Group portfolio which has three parts: a written part, a group video presentation, and a reflection on the team process.

REQUIREMENTS

· Training of staff members in handling the simulation game and in playing the role of a major shareholder in a hospital.

PARTICIPANTS

· Maximum depends on the staff capacity. One trainer can manage 5 teams of 5 students per team. The serious game can host at least 20 teams.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Master in Healthcare Policy, Innovation & Management.
  Offered as an integrated part of the course "HPI4008 Strategic Management, Leadership and Organisational Change in Health Care.

CAREER DAY BY STUDY ASSOCIATION

ACTIVITY

The online event covers three career days.
· Day 1
  Lecture about leadership by expert from the WHO, with practical tips on developing leadership and career, followed by a group discussion.
  Workshop personal effectiveness through time management and goal setting
· Day 2
  Workshop how to write your application letter
  Networking event - Virtual visits to companies at an online platform.
· Day 3
  Workshop how to write your CV

LEARNING OUTCOMES

After a period of studying or working abroad, students will be able to:
· reflect and apply tips and tricks on developing professional and personal competences
· explain what makes a concise and clear CV, and produce one.
· explain what makes a compelling application letter, and produce one.
· identify career opportunities through networking

REQUIREMENTS

· Online platform
· Organizing committee
· Network of experts

PARTICIPANTS

· Bachelor students

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Study Association MSV Sante

LEADS | LEADERSHIP SKILLS TRAINING

ACTIVITY

In this training program the students are introduced into the organizational context where they will need to use their leadership skills. The program aims to hekp the students to understand, assess, and improve their leadership skills and competences, and to improve their self-awareness of their strengths as a leader through the following:
· developing the ability to reflect on their leadership role and development needs at a personal and professional level by working on their skills
· stimulating self-assessment of leadership competences to identify room for improvement and further training.
· clarifying their career path to a future job

LEARNING OUTCOMES

By the end of the training program, students will be able to:

· put into practice (personal) leadership behavior and reflect on it.
· identify and name their strenghts as a person and in group.
· discuss non-verbal communication and its importance at work
· discuss the meaning of "listening", including its various levels, and practice it.
· combine theoretical and practical knowledge to apply in practice in real life conditions.
· preprare for the job market by consulting expertise and resources on career planning, job interview and recruitment.

FORMATIVE FEEDBACK

· Observation | · Trainers' feedback | · Peer feedback | · Self-assessment

REQUIREMENTS

· Depending on the total number of participants: · Number of trainers | · A suitable venue for the group assignment
· Optional: A speaker expert on career planning, job interviews and recruitment

PARTICIPANTS

· 4 to 8 participants.

UMSPIRATION | INSPIRATIONAL PRACTICES AT UM

· FHML Master in Governance and Leadership in European Public Health
  Offered as an integrated part of the module 'EPH4017 Leadership for Public Health in Europe'

MY EMPLOYABILITY SCAN

UM students can evaluate and monitor the development of their employability pillar-compentencies with the *My Employability Scan* app. In *My Employability Scan,* they can evaluate their experienced level of competency on the four employability competency-pillars by answering to 35 statements. As an outcome, they receive an overview of their results and personally tailored recommendations on actions they can take to enhance specific employability competencies - from following an online career module, or participating in a specific (extra-)curricular activity, lecture, workshop or training, to meeting with a counsellor from UM Career Services for advice or coaching. After participating in activities, they can re-evaluate their experienced level of competency, and view their progress.

My Employability Scan is available to all UM Students on the *My Employability* page of the Student Portal. If you have any *Employability* activities you would like to add to *My Employability,* please contact the Student-Employability coordinator for your Faculty.
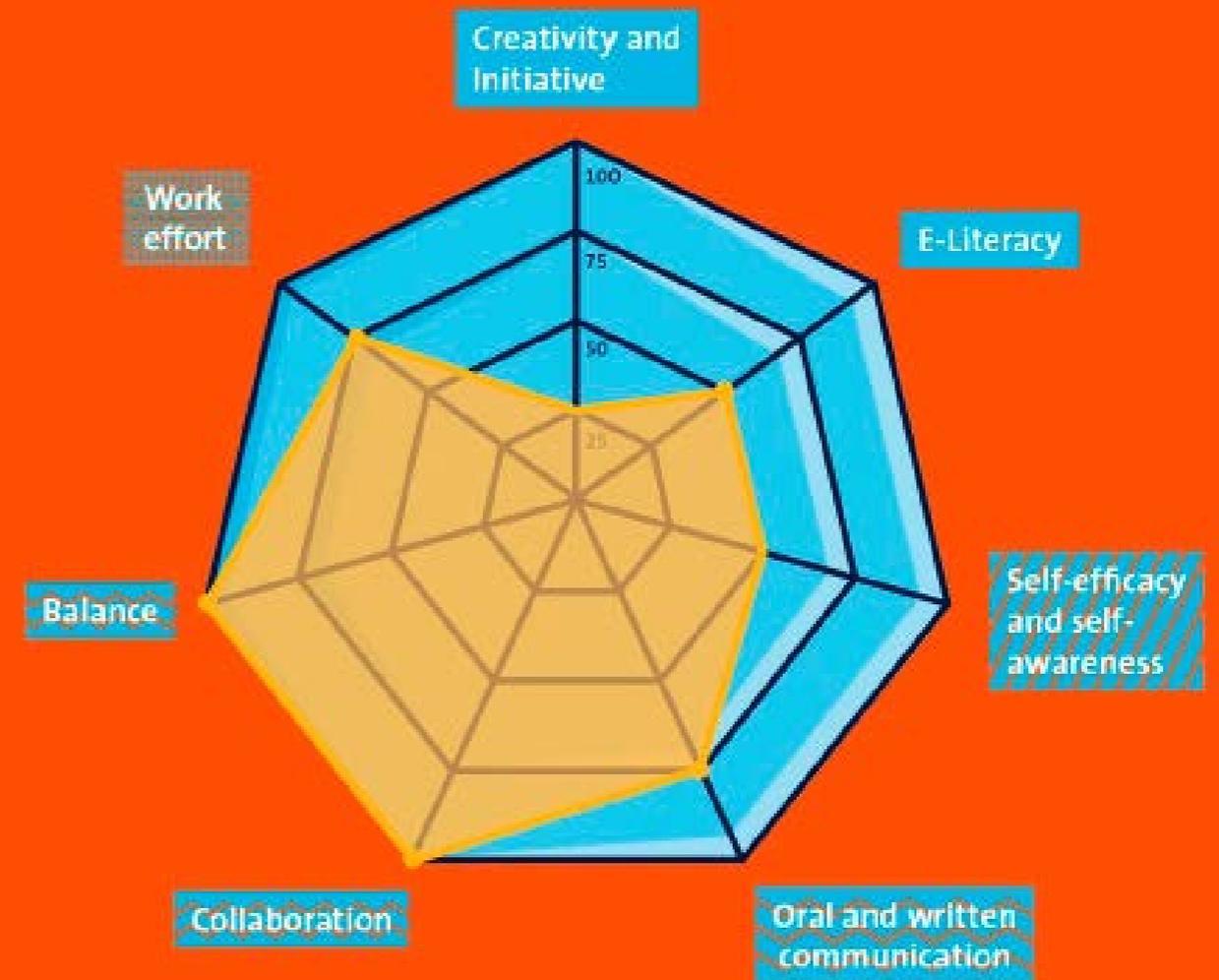
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Contact us @ careerservices@maastrichtuniversity.nl