

PUBLIC

# LONG-TERM PLAN OLC-TG

2023/2024, 2024/2025, 2025/2026

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# COLOPHON

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**Multi-annual plan OLC-TG 2023/2024, 2024/2025, 2025/2026**

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# 1. INTRODUCTION

A programme committee is the statutory body that issues advice on request and on its own initiative regarding promoting and guaranteeing the quality of the programme. The committee supervises the quality of education and procedures for education within the Technical Medicine and Technical Medicine programmes.

The Technical Medicine Programme Committee (OLC-TG from the Dutch: OpLeidingsCommissie Technische Geneeskunde) works with a multi-year plan, an annual cycle and a meeting schedule.

The **multi-annual plan** describes themes that the OLC wants to draw attention to and address within the specified period. The multi-annual plan is drawn up on the basis of the annual report, the evaluation of the previous multi-annual plan and a session on content including all OLC members. The multi-annual plan provides direction and focus for the OLC regarding voting and giving advice (both requested and on its own initiative) on training-related matters and makes suggestions for concrete actions.

The **annual cycle** contains the annually recurring items handled by the OLC. These topics must be put on the agenda within the OLC meeting schedule during the specified period. The annual cycle takes into account, among other things, the cycles of educational development for the coming academic year and the BEX and MEX cycle.

In the **meeting planning**, a global schedule is made per academic year. The annual cycle of the OLC and the multi-annual plan form the basis for this planning. In addition, there is room in the planning for new developments and ad hoc issues. Topics from the annual cycle always have priority. Based on the meeting schedule, the meeting agendas are established.

This document describes the multi-annual plan of the OLC-TG for the period 2023/2024, 2024/2025 and 2025/2026. The first part of the multi-annual plan describes the substantive focus points. In the second part, the more organisational ambitions are outlined.

This multi-year plan is published on the UT site under information about the TG programme, which can [be found HERE](#).

In addition, the multi-year plan is actively offered to the OD, education co-ordinator, study advisors, module and project co-ordinators of TG, the SVC, S.V. Paradoks and the Faculty Council of Applied Sciences.

## 2. CONTENT FOCUS/TOPICS

### 2.1 PERFORMANCE PRESSURE AND COMPETITIVE CULTURE

#### 2.1.1 Principles and vision

The OLC has been alerted that students within the Technical Medicine programme experience an unhealthy performance pressure and competitive culture. The OLC considers this an undesirable situation for several reasons. To better visualise this problem, the OLC held a brainstorming session in November 2022 to analyse the problem and make suggestions for improvement. It was identified that the causes of performance pressure and competitive culture are complex and have different backgrounds. There is no simple solution, and attention must be paid to various aspects in order to achieve improvement.

The focus for the OLC is on reducing the performance pressure and competitive culture within the programme. This requires attention to various aspects, such as the curriculum, the training culture, the teaching workload, creating a realistic picture of future career opportunities and monitoring the expectations of students and employers. In order to achieve this focus, points of attention / suggestions have been formulated. For example, the subject will have to be regularly revisited in the OLC agenda and there will be periodic consultations with the programme director (OD). In addition, more attention should be paid to real-life example and research can be done into where alumni end up in the professional field. Attention will also be paid to reducing the performance pressure during admission to the programme.

#### 2.1.2 Points of attention and suggestions

- Include this topic regularly on the OLC agenda and as a recurring element in the 'small committee' consultation with the OD.
- Follow the OD's response to the theme and ask for feedback with justifications.
- Discuss which visible actions Paradoks support and what role they can play.
- Tackle the workload of teachers, and use the "practice what you preach" principle.
- Bring more real-life examples to the programme to give students a better idea of the professional field.
- Examine the percentage of TG graduates working in a clinic versus business and adjust student expectation management.
- Conduct a survey of alumni to understand where they end up in the field.
- Conduct a survey of alumni to understand what employers are looking for and how to put higher grades into perspective.
- Pay attention to whether and how the selection/admission process encourages or counteracts the performance pressure of and competitive culture among students.

### 2.2 CURRICULUM DEVELOPMENT

#### 2.2.1 Principles and vision

Following an interim reflection that took place on 30 June 2022, the results were recorded in the midterm review report. The OLC is confident about the steps that the programme will take in applying the advice and suggestions in the report. The OLC would like to be kept up to date with how the programme is implementing with the results of the interim reflection. The OLC would like to be involved in critical analysis of the process.

#### 2.2.2 Points of attention and suggestions

- Create more space in the curriculum for creativity and allow students to make their own choices.
- Focus education on self-directed learning.
- Test the curriculum against practice and thereby increase the relevance of education.
- Encourage and increase attendance on campus and live education.
- Improve the assessment of the TG clinical stages in the Master.
- Involve more TG graduates in the curriculum to reduce performance pressure.
- Test concepts/designs for the new curriculum against the above points of attention and actions.

### 2.3 FEEDBACK ON EDUCATION PRODUCTS

#### 2.3.1 Principles and vision

An important aspect, for both the quality of education and the development of the students, is creating more (interim) feedback opportunities on educational products, but without increasing the workload of teachers. There is

a greater need for feedback on scientific writing, with specific attention being paid to, for example, citation and formative assessment. It is necessary to look at ways to provide more personal, substantive and textual feedback to students, for example through more interim feedback during project work and offering clear frameworks and guidance for peer feedback. Now the (often scanty) feedback on reports after the module is experienced as 'too little too late'.

### 2.3.2 Points of attention and suggestions

- Evaluate successful feedback methods within the TG programme and determine why these elements function well and how to broaden them.
- Compare feedback methods within the TG programme with other programmes outside UT, such as clinical technology and Maastricht University.
- Provide content and textual feedback about 2/3rds of the way through the project so students know if they are on the right track and can improve their scientific writing skills in the process.
- Develop clear frameworks for peer feedback, potentially including sessions with a teacher to ask questions when in doubt.
- Make sure that peer feedback focuses not only on spelling, but also on scientific writing skills.
- Adjust the role of tutors so that they can give feedback on project reports (also from other groups) and have clear frameworks to guide students.
- Prevent inexperienced writers (such as tutors at the beginning of their studies) from giving feedback on scientific writing.

## 2.4 CO-ORDINATION/ORGANISATION PER LEARNING LINE/MODULE

### 2.4.1 Principles and vision

The OLC wishes to create more clarity and overview in the modules, which will also help to reduce the workload.

Within the bachelor's programme, the OLC sees insufficient co-ordination /attention for the structure of the continuous learning lines. This sometimes creates uncertainty for students about the structure of the programme, the goals and the expectations about results/study products to be delivered. The decentralised investment of responsibility for the modules with many teachers involved can reinforce this ambiguity. Moving to a more centralised, single person management is advised to improve this aspect.

In addition, to improve the quality of the learning lines, there is also a need for more structure, coherence and clarity in the provision of information in the syllabus and on Canvas. This reduces ambiguity and stress among students. It is also important to manage expectations and communicate clearly what is expected of students in a module. Finally, there is a need for better co-ordination between the communication on mytimetable (schedule) and Canvas, so that they match. By offering an improved overview, students will hopefully experience less stress and improved learning.

### 2.4.2 Points of attention and suggestions

- Analyse where in the training (which learning line/module) a problem most often occurs or where it is worst. Make use of, among other things, the SVC evaluations.
- Determine the desired situation and appoint learning line managers to improve co-ordination.
- Evaluate which modules are perceived as ordered/good and why, and which modules are perceived as bad/chaotic and why. To do this, use the SVC evaluations.
- Create a standard format within Canvas for all courses to provide more overview.
- Focus more on co-ordination in courses with many teachers to avoid chaos and ambiguity.
- Make sure that the timesheet, module book, and Canvas pages match. This reduces the workload and stress for students.
- Consider external teachers when improving the Canvas pages. Make sure that they can work well with this to ensure an overview in their courses.
- The workload among teachers is high. Free up resources (capacity, money) to invest in more and better co-ordination.

## 3. ORGANISATIONAL AMBITIONS

### 3.1 PRINCIPLES AND WISHES OLC-TG

The OLC has expressed the following principles and wishes with regard to the organisation and co-operation within the OLC. A number of these are laid down as concrete working agreements in the Internal Regulations (HR) to be updated annually.

### **3.1.1 Support OLC-TG**

Good support in the form of an official secretary is a precondition for a smoothly functioning OLC and is also a precondition for a good and feasible presidency of the OLC.

### **3.1.2 Mutual co-ordination/communication**

- There is a need for clear process agreements about an appropriate approach to soliciting feedback/advice. The OLC members need to have sufficient time (aim is 2 weeks) to prepare for a meeting and to give feedback or advice on documents.
- Sometimes agenda items or topics do not (or no longer) fit on the consultation agenda or require (re-)action from the OLC earlier than the planned consultation. In these cases, communication about this will first be sent via email. If necessary, process agreements will be made for follow-up actions, looking at possibilities within Teams to co-ordinate.
- There is currently insufficient insight into whether and how the programme/OD responds to documents from the OLC. This is undesirable and the OLC would like to improve monitoring and assessment of this process. The desired working method is that the official secretary keeps track of incoming and outgoing correspondence and monitors whether the training responds / replies to the documents from the OLC within the set deadline (= 2 months, laid down in the HR).
- The minutes of the previous meeting will be made available in good time, with the aim of doing so no later than 2 weeks after any meeting.
- There is a need for more clarity about the preparation and expectations during meetings. Therefore, all agendas should include a separate column that briefly describes what the intention of each agenda item is and what preparation is expected of the OLC members.
- An annual team activity will be organised where there is room for both reflection on content and relaxation.

### **3.1.3 Composition of the committee**

There is a need for a better overview of the composition of the OLC, the term of office of the members and the expected course, partly so that W&S procedures for new members can be commenced in time.

The desired working method is that the official secretary keeps track of the resignation schedule and takes timely initiatives when action is needed.

### **3.1.4 Training/education OLC members**

The OLC has the ambition to develop an annual programme for education and training (tailored to turnover and new members) with basic training and advanced training.

### **3.1.5 Connection and co-ordination of the OLC-TG with others**

In addition to the short opportunities for co-ordination with the OD within the regular OLC meetings, there is a need for more regular co-ordination, with more time and space to delve deeper into themes. Therefore, there will be a co-ordination meeting two to three times a year with a small committee of different OLC members and the OD. There is a need for structural consultation with OLC-Health to co-ordinate overarching themes. Once a year, the presidents of the OLC-TG, BMT and GZW will meet.

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