

Quality Assurance as an Integral Part of the Teaching Process

The case study focuses upon quality as an integrated part of the problem-based learning system.

It describes the educational system of problem-based learning at the University of Maastricht, which has been running since the 1980s. Problem based learning is executed in the form of curriculum alignment and in an interdisciplinary and modular way for the total curriculum. The curriculum is revised yearly and is part of a "power struggle" between the actors.

There is no special quality management system; rather evaluation and assessment are integrated parts of the main objectives of the curriculum. Data on the quality of the programme and the performance are important for the planning and implementing of the curriculum. Quality issues can be seen in this context more as a form of spin-off.

It demonstrates the strengths (e.g. integral part of teaching, accepted by staff) and the weaknesses (e.g. still a need to develop a management cycle) of this approach, run by the curriculum committee of the faculty.

Key themes

Assessment

Course Design

Evaluation

Performance indicators

Rene de la Fonteijne, University of Maastricht, Netherlands

Email: rene.delafonteijne@bu.animaas.nl