



Network for Education
in International Health

Minutes of tropEd General Assembly Meeting
27th to 29th October 2016
Royal Tropical Institute, Vrije Universiteit Amsterdam

Participants:

Alberto Matteelli (AM), Brescia;	Henry Lynn (HL), Shanghai;
Andrea Kinigadner (AK), München;	Ina Hammersfahr (IH), Berlin;
Axel Hoffmann (AH), Basel;	Klas-Göran Sahlen (KGS), Umea
Bente Moen (BM), Bergen;	Laura Magaña (LM), Mexico;
Bernadette Peterhans (BP), Basel;	Linda Karin Forshaw (LKF), Bergen;
Carola Eyber (CE), Edinburgh;	Maaïke Flinkenflögel (MF), Amsterdam;
Craig Higgins (CH), London SHTM;	Maria Martins (MM), Lisbon;
Curt Lofgren (CL), Umea;	Ning Beyer (NB)Basel;
Daniel Reinharz (DR), Vientiane;	Pauline Grys (PG), Heidelberg;
Doris Schopper (DS), Geneva;	Predrag Duric (PD), Edinburgh;
Fernando Maldonado (FM), Amsterdam;	Sara Yamaka (SY), Barcelona;
Guenter Froeschl (GF), München;	Veronica Foubert (VF), Geneva;
Govert van Heusden (GvH), Antwerp;	Lisanne Gerstel (LG), Amsterdam;

14 Full members, 3 collaborating members

1. **Welcome address** *M. Schneiders, Director KIT* and *L. van Vliet, Head KIT Health* warmly welcomed the GA to Amsterdam. They gave a short presentation about the current situation of the institute.
2. **Review of meeting agenda / of minutes of the Heidelberg GA:** Agenda of Amsterdam GA meeting is accepted. Minutes of the Heidelberg GA are approved with small corrections on the title of the institute on page 5.

3. Information from Secretariat

➤ **Membership:**

- **Muhimbili**, Letter of exclusion has been sent. If we cannot receive any feedback, then the tropEd membership will be terminated.
- **Liverpool**: will hand in the self-evaluation report soon. Hope to join the next meeting in February 2017.
- **Göteborg**: started their Masters programme, will apply to tropEd membership and will join the next meeting

➤ **Courses accredited since last GA**

- **München**: Applied Clinical Research
- **Geneva**: Designing Strategies and Projects for Humanitarian Action

➤ **Rules for members leaving the network:**

- The tropEd membership handbook states: In case of termination of a full membership the remaining full members will continue the association. Leaving members are not entitled to the association's assets or to any part of these. Termination of membership in the association can only be declared to the end of the current calendar year. It has to be declared in writing to the Executive Committee by 30th September of that year.
- **The GA agrees to add:** In case of a termination of membership is from a member who still has valid tropEd accredited courses, and these courses have been already announced for the current academic year, the termination of membership can only be declared to the end of the next 12 months. The drop out institute must guarantee the quality of the courses offered and must deliver the grade reports in time. The course will be taken out from the website immediately. It has to be declared in writing to the Executive Committee.

- **New rules for tropEd website updating:** We will not show the courses online if there are no new dates. In case the institute cannot give the exact date but knowing the course will run next year, we can leave a message online such as "Course will run in 2017, date will be decided." Home institution will take the responsibility to offer tropEd secretariat the correct dates in time.

For the students who would like to make the five year study plan, we can offer the **course database online**. This is just an excel file. Secretariat will simplify this document and leave out the historical part.

We suggest the institute to **start the re-accreditation process one year prior to the accreditation period expired**. The new five years accreditation period can start from the date when the old period is due. Secretariat will send reminder for the courses needed to be re-accredited.

- **Review of questionnaire institutional annual report 2016:** one question for home institution has been added to the questionnaire: Does your institution allow for a publication based thesis in place of a monographic thesis? yes/ no; if yes, how many students have used this option for defence in the past reporting period?
- **Grade report issue:** all members obliged to give ECTS grade in the grade report, either follow the version from 2009, the relative letter grade, or the version in 2015, the cumulative percentage grade.

4. Working experiences /tropEd recognition

For tropEd recognition, graduates need to have 2 years of relevant professional experience and at least one year in LMICs (Physically in LMIC). We agreed to include the working experience in resource constrained societies (e.g. immigrants, asylum seekers) and internship in a LMIC, after obtaining a first degree (e.g. during specialisation). Part time working experiences counts as well.

Pauline will join the recognition review group in case a candidate from Basel or Antwerp applied.

There are two graduates received tropEd recognition certificate in this meeting and they are:

- **Dima Amro**
- **Riska Apriliyanti**

5. Seminar E-learning in International Health

5.1 Development of innovative e-learning and teaching through strategic partnerships in Global Health Education (*Carola Eyber*)

The Erasmus+ consortium is trying to build capacity to deliver high quality online global health education through strategic partnerships. The concept of this programme is to deliver a blended MSc in Global health at the three participating universities. This means the first semester the student take the core course in one university physically, the second and third semester they are virtually mobile and take the advanced modules and write up the thesis.

The objectives are:

- Development of digital expertise among the E+ partners, and training in innovative pedagogical methodologies for online materials
- Development of extensive guidance for HE institutions delivering Global Health
- Evaluation of the pilot modules and close liaison with students to ensure high quality content and delivery of eModules.
- Strategically sharing resources and working together to provide a coherent learning experience for students.
- Providing disadvantaged students the possibility to pursue MSc through blended L&T

For more details about the background of the programme please see **Annex 1**

5.2 Converting existing modules from face to face into e-learning: lessons learned in the Erasmus Plus project (*Laurie Blair*)

Ms. Blair is employed under the Erasmus+ programme in Edinburgh. She has shared with the group about her experiences on transferring face to face courses to the online version in the aspects of Design, Student Learning, Communication, Accreditation and alignment, Assessment Technology, Challenges and benefits. Bente E. Moen from Bergen has given her own experiences in organizing and teaching in online courses. For more details about this two sessions please see **Annex 2**

5.3 Virtual student mobility: what potential benefits does it offer? (*Lisanne Gerstel*)

Lisanne has done a research on the student mobility and showed the group the development of student mobility and the advantage of physical mobility and intercultural learning as well as the practical issues of physical mobility such as time, money, housing etc. About the virtual mobility we have discussed in five groups:

Group 1: what are potential benefits of virtual mobility to students, compared to physical mobility (collaborative work between geographically disparate teams, add innovative and quality elements, exchange ideas and information)

Group 2: what are the potential benefits to teachers (collaborative work between geographically disparate teams, add innovative and quality elements, exchange ideas and information)

Group 3: what are potential benefits to higher education institutions (encourages institutions to adapt and further develop their pedagogical models, Networking and synergies between institutions will lead to a better quality, possible to 'accommodate' more students, extension of course offer without substantial investment, opportunities for collaboration with the commercial sector)

Group 4: what is potential organizational challenges related to virtual mobility (Vacations, exams, student trips and geographical time differences ask for a sound time-table, A limited number of face-to-face meetings are recommended. When participants meet each other

physically, it is more likely that a feeling of trust and responsibility towards each other arises, alternatively make sure there are moments of synchronous communication, like chat or web conferences, E-coaching is a very time-consuming job which is often underestimated!!)

Group 5: what are potential didactical challenges related to virtual mobility (same or more than e-learning in general) (Differences in communication styles and cultural background between students, Student motivation, Technological challenges, Assessment: problems with authentication, A coherent e-learning pedagogy does not yet exist (2006), Avoid that learning through technologies becomes an impoverished replacement for face-to-face learning: Models such as guided independent self-study, problem-based learning and project based learning, become increasingly important.)

For more details please see **Annex 3**

5.4 Best practice in supervision of dissertations from distance.

Discussions and questions (*Laurie Blair, Maria Martins & Carola Eyber*)

Carola states the challenges in relation to: Setting expectations, Planning the writing and supervision process, Resources, Communication, Technology choices, Troubleshooting, etc. Maria has shared with us the experiences and lessons learnt from the last ten years in online thesis supervision. For more details please **see Annex 4.**

5.5 Accreditation and quality of e-learning modules. (*Pauline Gryss, Govert van Heusden*)

Pauline and Govert have done a literature review on the quality and accreditation of elearning courses. One of the important documents is: Quality models in online and open education around the globe: state of the art and recommendations. It gives an overview and analysis of the global situation with regard to existing relevant standards and guidelines for open, distance and online education, including e-learning, and a review of more than 40 quality standard models or guidelines from different organizations worldwide (focus on documents available in English) It gives us quite up-to-date information.

Most well-known quality standard models or guidelines categorized by their functions and uses:

- **Certification:** interpreted as a level of recognition granted by the body originating the quality model, award of the certificate/label.
- **Benchmarking:** process of comparison of institutional performance with that of others. (Will tropEd think about this direction as an international accreditation body?)
- **Accreditation:** interpreted as a form of mandatory certification or licensing of institutions and/or their programmes; process operated by formal agencies.

- **Advisory:** documents designed to solely fulfil advisory purposes offering structured guidance but not presenting processes of evaluation or performance measurement

More about main quality dimensions, different models and the current tropEd accreditation policy on online courses please see **Annex 5**

5.6 Closing discussion: future of e-learning in international health

The GA was divided into two groups and debated on two topics:

- “on-campus master level training in international/global health will soon become obsolete”
- “assuring good quality is more difficult for a eLearning master than for an on-campus (F2F) master”

We will continue with the discussion in the future meetings, especially after we got more feedback from the Erasmus+ programme in 2018. The GA appreciates a lot for this well prepared and fruitful seminar.

6. Accreditation and re-accreditation of advanced modules result please see annex 6

7. Keywords review (postpone to next GA)

8. UCL MoU issue: UCL requires to sign an agreement with tropEd. These issues are relevant to the mobility of students within the network. The UCL concern is to protect student experience. They accept the idea that local and national regulations have to apply but the following headings are being suggested as a minimum from UCL as areas that would need to be addressed in a Memorandum of Understanding. The objective is to put on paper what we do in practice rather than to change practice.

- 1) Failing of assessment, appeals, complaints, plagiarism & disciplinary issues
- 2) Extenuating circumstances that impact submission of late work. How are these defined and regulated?
- 3) Withdrawal of courses or modules or universities. What are the students' rights?
- 4) IP for student created work
- 5) Protection of student data that is shared between universities
- 6) Visa support and protection
- 7) Insurance

Since the legal binding statutes is very difficult to change, tropEd will offer a not legally binding document to UCL. We will revise the profile that includes all the information needed to serve as MoU. Since Rodney has the best knowledge what this document should look like, we will ask Rodney to make

the first draft of this revision of tropEd profile. We will then set up a working group to finalize this revision. We can also include the quality insurance document component to the profile.

9. Grade report from IGH London with two different ECTS credit points on it is accepted.

- 10. IGH tropEd part time programme:** Changes in UK government rules require that UCL create a 2-year part-time tropEd masters degree option. The new program makes students eligible for UK government sponsored education loans. A condition of the program is that students cannot extend their masters degree studies beyond 2 years and must take half of their modules in year 1 and half in year 2. Since core courses are only taught in Term 1 and must be completed before taking advanced modules, under current rules tropEd students are not eligible for the loan program and part time study. We ask permission for part-time tropEd students to take advanced modules in year 1 of their part-time program if they have successfully passed the core modules they have taken in year 1.

The sequence of courses is not a problem for tropEd recognition. So far some tropEd home institutions allow students to take advanced modules before they take the core course. In this case, the UCL part time programme won't be an issue. But to set up a framework at the network level for this is maybe a huge change to the network. Not all core courses are offered in a modular way, and nearly all the advanced courses have the completion of the core course as a prerequisite. However, there is an increasing trend that more students study in part time. We will keep an eye on it and discuss it in details when some students want to take this mode.

11. Log frame and work plan 2017

Based on the log frame version 2013, Axel summarised the objectives which have more or less achieved (no color), delayed (blue), or can be improved (yellow). **Please see Annex 7.** EC will continually work on possible revisions.

The GA agreed to the work plan 2017 as follows:

No.	Task	Who	When	Remarks
Operational				
1	Secretariats tasks	NB, AH	Ongoing	
2	Meeting preparation EC and GA	NB and EC	Ongoing	
3	Office Report	NB, AH	February	
4	Financial Audit	NB, AH GA auditors	February	
5	Sending Audit report to Lawyer	NB, AH	March	
6	Website update, news etc	NB and all	Ongoing	
7	tropEd recognition	GvH, NB, home institutions	Ongoing	

Monitoring and Evaluation				
8	Alumni survey	Task force	February	
9	Institutional annual report	All members	February	
10	tropEd e-education guidelines	Erasmus + consortium		
Strategic				
11	Logframe Yearly revision and strategic discussion	NB, NC, BP, MW	January	
12	Organising tropEd event (event, workshop, seminar ...)	All	Ongoing	
13	Collaboration with other Networks	EC	Ongoing	
14	9 th ECTMIH	All	October	
15	World Health Summit	NC/All	October	
16	Adapt the profile to a MoU for the network	All	ASAP	

12. Plan the next joint alumni survey (*postponed to next GA*)

13. Update on WHS, ECTMIH, WFAIGH, EAGHA, PhD, etc.

- **WHS and WFAIGH:** WHS in 2016 was well attended with high level participants. tropEd was invited by WHAIGH. Nuria and Axel have presented tropEd in this events for three years now. The new concept of “planetary health” is now appeared in publications.
- **EAGHA** no news
- **PhD**, the last call for the joint PhD programme launched. The consortium is thinking about the restructure of the consortium in the future.
- **ECTMIH:** [www. ECTMIH2017.be](http://www.ECTMIH2017.be) The call for the abstract will come next week. If we have a good idea it could be allocate in free communication session. Please feel free to suggest someone to join the scientific committee. This conference will be in the new conference centre in Antwerp.
- tropEd should print more flyers and several roll ups and strategically put in several home institutions for PR.

14. Theses and publications within the MScIH: a survey of practices within tropEd

The aim of this brief questionnaire is to gather information on master thesis requirements and options at the different tropEd member institutions. It is meant to provide an overview of the different regulations, stimulating exchange and better understanding between the institutions and facilitating further development of master thesis requirements. Guenter has drafted this questionnaire. Some suggestions will be integrated and we will circulate within the network and report to the next GA meeting.

15. Upcoming meeting, dates & locations

23-25 February 2017 Barcelona

29.06-01.07 2017	Munich
Oct. 2017	Antwerp (ECTMIH 16-20 October)
February 2018	Laos?
June 2018	Edinburgh

16. Possible topics for the future GAs:

- Topic in ECTMIH about e-learning
- Global role of tropEd, accreditation body? Bench marking courses, certified, advise ways, EC will work on this direction
- As a network need to be clear what is virtual mobility, do we accept it and promote it?
- Feedback from elearning programme to the network
- MoU for UCL
- Half hour brain storming about Erasmus plus II
- Keywords review, Find out the ones not in use and each institute bring three new keywords
- Content in core course review for Barcelona
- Seminar in Barcelona
- Revision of profile