

tropEd General Assembly Meeting & Erasmus Mundus Consortium Meeting

27.01 – 30.01.2010

**Institute of Public Health
University of Heidelberg
Germany**

Participants:

Amanguli Yasheng (AY), Berlin;
Asli Kulane (AK), Stockholm;
Axel Hoffmann (AH), Basel;
Bénédicte Lang (BL), Bordeaux;
Bernadette Peterhans (BP), Basel;
Carola Eyber (CE), Edinburgh;
Deborah Didio (DD), Bordeaux;
Govert Van Heusden (GvH), Antwerpen;
Hilde Elin Haaland-Kramer (HEH), Bergen;
Josep Jansà (JJ), Barcelona;
Laura Magaña (LM), Cuernavaca;

Lorraine Dardis (LD), London CIHD;
Natascha Petersen (NP), Heidelberg;
Odd Mørkve (OM), Bergen;
Pascall Millet (PM), Bordeaux;
Pissanu Uttamavatin (PU), Khon Kaen;
Prisca Zwanikken (PZ), Amsterdam;
Sabrina De Nardi (SDN), Brescia;
Shirley Pollak (SP), Copenhagen;
Stuart Anderson (SA), London LSHTM;
Wongsa Laohasiriwong (WL), Khon Kaen.

Guest:

Peter Hill (PH), Australia; August Stich, Würzburg, Germany

13 full members + 3 collaboration institutions + 2 guests

tropEd Executive Committee Meeting

Meeting agenda was reviewed and the courses for accreditation were allocated among tropEd EC members.

Membership Overview (see Annexes I)

QA Standing Committee Meeting

1. tropEd Log frame and work plan is presented to QA members and after the discussion, they set up objectives for the GA discussion:
 - a. Brief review on the tropEd logframe development, background, goal/purpose and the component objectives;
 - b. Short presentation on the year plan priority;

- c. GA members give their feedbacks on the 'means of verification' and come to an agreement
- d. GA members will be divided into sub-group discussion on activities

Four subgroups (group leaders are underlined):

- Group 1: PZ, AK, OM, JJ, DD
- Group 2: AH, WL, AY, BL, GvH
- Group 3: BP, LD: SP, CE,
- Group 4: SA, HH, LM, NP

2. An action plan was made:

- Webpage: tropEd has to ask for proposals with the price for the new website design. (Copenhagen will make an offer with the actual price; AH will communicate with Unni in Bergen; LM will also check it out in Mexico.)
- AY will be involved in the revision of website management process;
- Exit questionnaire has to be administered more consequently from the home institutions
- Student representation is added to the year plan;
- LM and LD will work on Thematic Track Inventory of modules together with GvH;
- Course accreditation form should include the thematic key word (thematic track inventory).
- Yearly tropEd office report including the website report will be introduced, always in the May meetings.
- Terms of references for external evaluation: UK, SA
- Stakeholder survey concept paper: this could be linked to PR strategy and alumni survey.
- Establishing the procedures for collaboration institutions to become full members – AY April 2010
- AY and BP will add placement question to the exit questionnaire and present it in May meeting
- AY and home institution actively look for student representative – May 2010
- Work plans are re-grouped.
- Membership overview with comparison to previous year needs to be added to the minutes

tropEd General Assembly Meeting

1. Welcome Address: Prof. Dr. Andreas Ruppel, Director of Teaching, gave a short introduction on the ongoing teaching and research activities of the Institute of Public Health at the University of Heidelberg. He also gave detailed introduction to the ongoing MIH programme.

2. Review of meeting agenda and of minutes of the London meeting

- a. Meeting agenda is accepted with minor changes: the presentation from Würzburg Missionary Institute was shifted to Friday morning session;
- b. Minutes of London tropEd meeting: names of the participants should be listed in alphabetic order; EACEA should be cited with full name: Education, Audiovisual and Culture Executive Agency; WL was in accreditation group 2; some spelling mistakes were corrected; minor correction has been made on the accreditation table; recognition copy from Basel;

Numbering system should be used in the minutes;

- c. tropEd contact list and the mailing list needs to be updated

d. Institute name changes:

Change of name without structural change: does not need to be reported;

Change of name with structural change: a report should be submitted to the EC and EC can give a recommendation to the GA.

Member institutions from Basel, Copenhagen, Berlin and Heidelberg needs to notify tropEd EC with an official letter on their institution name changes.

3. Information points from the tropEd Secretariat

- a. tropEd Membership - overview of membership status and payment of membership fees:
Swiss Tropical Institute: expansion of the institute and change of name

there is a need to add a spreadsheet in the minutes to compare the members' current membership overview with the previous year's; an email will be written to Madrid and Geneva with deadline; write an email to Marsellie and CUAMM to clarify; another email will be written to institutions from Paris, Pasteur, InWent and Muhimbili and request them to attend the meeting once a year.

- b. tropEd work plan 2010 – will be presented on Friday session
c. tropEd budget 2010 - presented to GA and accepted (will be updated on the tropEd forum)
d. tropEd financial documents – NP; BL are volunteering as the reviewers of the financial report 2009;
e. Student Issue: there is no student representative in the 2010 calendar year. An urgent action needs to be taken to select a proper student representative to ensure the representation of the students in the tropEd QA process

Reminder needs to be sent to those who have not yet paid the membership fee

4. Applications for membership - Presentation from the University of Queensland – School of Population Health, Australia

Dr. Peter Hill gave a short presentation on the School of Population Health from the University of Queensland (please refer to the ppt updated on the tropEd forum):

Questions and Answers:

You offer separate degrees in MPH, and MIPH, how are you using these terms?

Degrees came from Master of Community Nutrition and Master of Tropical Medicine. Early changes were to recognize the Public Health content of MTM. University had to adapt to the different needs and therefore kept the MPH and developed the MIPH, shifted from district based community health to more global and international health with focus on health policy, health systems etc.

What 'defence' means?

Designed to develop PH awareness for the armed forces of Australia.

'Courses available flexible' – what does that mean?

Students can choose to do in class lecture or distance learning (entirely webCT and blackboard software were used to provide the courses to the students).

Are courses modularized?

Non-modular. Courses are available in block delivery. Participants are mainly from the local area.

Please give more information on the university placement:

ranked 45 in the world and 2nd or 3rd in Australia according to the ranking criteria. There are total of 60'000 students; 25-30% of them are international students. There is a big proportion of Asian students. There are also European, Canadian students, but the combination fluctuates.

Do you have credit system?

Unit system, 8 units equal to one semester. 24 units needed for obtaining a degree.
2 units=4hours contact, 8hrs contact hours per week (not certain). If combined by student investment time, 36 hours per week.

What is the interest of joining the network?

More intend to be a core institution and open a EU block as part of the masters programme. Difficult to anticipate if it is the Aus→ EU direction or EU←→Aus. We believe that there are strong interests among Aus students to come to Europe to study. We are aiming for true academic exchange.

Indication of the fees: 22'000-24'000 (7000 per semester) Australian Dollars. Half for domestic students.

If EU student apply for the module, how they pay?

Can pay directly to the individual course

Discussions:

The discussion showed several opinions; besides some practical implications (course structure, different credit systems, fee level, etc.) the membership of an Australian university has also strategic implications. tropEd as a global network should not limit itself; in addition a base in Australia could also be an added value for tropEd students from South-East Asia to take courses in a much nearer location than Europe. But applying institutions have already to show how they will manage to join at least one GA meeting a year.

The GA agreed on the following:

- Brisbane should continue with the self-evaluation
- All new applications will be discussed in GA, then a self-evaluation report has to be submitted, which will be reviewed first by the EC (or in future another tropEd committee). Only after that step a site visit by an appointed tropEd representative will be initiated.

5. Result annual institutional report 2008 (PPT from Axel)

Delayed for one year and were finally presented here. The annual report 2009 will be presented in the May, 2010 meeting in Mexico. Report is important for the statistical analysis of the tropEd network and for the QA procedure.

Annual report will be attached to the minutes as annex
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New website could include some information on the institution facility such as IT services
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National accreditation, when and which body will be included in the annual report

Insert a new question about educational exchange in the field of teaching

6. Reminder for the annual report 2009

New format will be circulated in the end of February, and institutions should send it back by the end of March
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7. New structure of the meeting (start from Stockholm meeting)

Wednesday: EM +EC

Thursday: QA+GA (start at 8 AM)

Friday: half day meeting half day social activity

Saturday: half day meeting

8. Module allocation for review: in order to have in-depth discussions and more participation in discussion and also to save some time, GA is divided into two sub-groups (EC members are underlined):

Group A: GvH, LM, OM, HH, DD, BL, NP, AK, AY, JJ SA,

Group B: AH, LD, CE, PZ, WL, PU, SP, BP

9. Student representation

Home institution: KIT, Basel, Heidelberg will go back and talk to their tropEd students to motivate them to apply for the student representative.

10. Mobility: thesis work outside of home institution – will it be counted as mobility?

Discussion: it is against the initial idea of exchange of students. With EM programme, students do get sufficient interactions with the new institution. If we could have a criteria to validate the work, thesis work cannot replace/eliminate the mobility, but can fulfil a partial mobility. There should be a limitation for the number of credits for the thesis mobility so that students are still obliged to do the courses outside of the home institution.

Conclusion: instead of the changing the tropEd regulations, there could be an exception made for this track of EM students due to the fact that this is a one year programme with compulsory mobility and it only stays as exemption.

11. EM II feedback:

Bénédicte briefed the GA the current EM II selection result. Discussion was done for the financial aspect of EM. tropEd felt the need of having one member to join regularly the university association meetings to get updated information.

12. Criteria for module accreditation review

- a. Accreditation communication has to go faster than minutes, maybe detach it from the tropEd meeting minutes. Also there should be a deadline for the circulation of the accreditation minutes and the GA To-Do-list
- b. course description template – ‘Type’: there was misunderstanding on this section. The type of the course should be specified as part-time, e-learning and face to face etc., but not ‘optional/advanced module’.
- c. We need to be careful in adding the evaluation from other institutions or the number of students coming from other institutions to the course template. Does it make sense to include the student evaluation apart from the institutional module evaluation?

Deadline: secretariat has to provide the to do list and the comments of the module accreditation two weeks after the meeting

13. Feedback - tropEd QA meeting in Amsterdam and suggestion for a work plan:

Work plan 2010:

Highlighted in blue: work related to secretariat

Highlighted in pink: related to QA

Highlighted in yellow: related to external matters.

- Institution five years re-accreditation: it is written in the statute that every institution needs to be re-accredited, which means the whole process has to be re-done. Although it is important to review the institutions, we also need to avoid overloading the institutions and the network by heavy paper work. Maybe a short report would be sufficient and this will force institution to do the self-reflection and to change and to improve. This could also be used for changing from collaboration institution to full members.

NP and SP will work on such a review paper; draft will be presented in May tropEd meeting

- Review hierarchy of documents: SA will check out the work that need to be done
- The procedures for collaboration institutions to become full members need to be established: procedure is going to be prepared by secretariat and it needs to be added to tropEd profile.

Revitalize alumni questionnaire and draft will be presented in Cuernavaca: PZ, AK, BP

- Thematic area inventory of modules: thematic areas of modules should be defined, along with the revision of the website, which could make it easy for students to choose different modules. Institute will choose three keywords for each module, which will be the keyword for searching the modules in the database.
- Working group: GVh, LM, LD, CE
- Format and checklist for annual tropEd office report, including website report

Working group: tropEd EC, AY

- External evaluation: start with the terms of references, to think about what we want to get out of the evaluation
- Revise and update of website: AH, AY, Bergen, Copenhagen and Mexico
- Revise the processes for content management of the website, duties and responsibilities: AH/AY
- PR strategy paper for promotion of tropEd

Outline of a PR strategy paper in September NP, HH, JJ

- Stakeholder survey concept paper: PZ, BL, BP
- Include in course description template the thematic areas: AY

Revision job description tropEd secretariat: a description is needed – until March.

UK, SA will present the outline for TOR for external evaluation in May

Put the objective of network on the internal forum

BP will collect the QA activities discussion from the four group leaders

14. Applications for membership:

Priv.-Doz. Dr. August Stich from Missionsärztliche Klinik Würzburg gave a short introduction on his institute. The Medical Mission Institute Würzburg is not higher academic institution by itself, but all teaching is accredited by the university. They offer short courses for professionals and teach undergraduates from the University of Würzburg. Research is not the purpose of a missionary institute. But they are still trying to develop various field of research with strategic focuses - trypanosomiasis, culture and collection of data in clinical field.

Questions and Answers:

How is the institute organized?

Focus outside of the country, 23 staff members including 7-8 doctors specialized in social sciences and lab technicians. Training is both from hospital focus and the institute focus. 200-300 inpatients per year run under the department of tropical medicine, although not all of patients have tropical disease condition.

What kinds of participants are taking the training courses?

140 health professionals are trained throughout the year; half lab technicians and other half are doctors and academics including social scientists. Participants are mostly from Germany or German speaking countries.

Did you have any tropEd students interested in your courses?

Yes, but it was not useful due to credit points issue.

Language: Mostly English, some are in German

Discussion:

Courses they are able to offer would add value to the network, very important issue.

The institute is not a higher education institution that offering courses at masters' level might have problems in some countries such as Mexico. But the topic is quite important, so if one of the member institutions could develop the course with them, might work better.

Link to research is also an issue.

Conclusion:

Dr. Stich can go ahead with filling self-evaluation form. Report will be looked at by tropEd EC and after the approval from the EC, the site visit will be organized. If site visit takes place, GvH will be the site visitor.

Send self-evaluation form to Dr. Stich

Accreditation and re-accreditation of advanced modules (see Annexes II)

15. Financial report 2009 (NP;BL)

The audit of the financial report was presented by the two auditors NP and BL. From 2005 until the end of 2009, membership fees of a total of 18,000 Euro are still to be received (see below). The current balance in the current account is 8,891.16 Euro and 8,353.37 Euro in the savings account. Starting as of 2009, the website fees were charged to the current account. The tropEd secretariat will send a reminder to the member institutions who have not yet paid the membership fee. A few minor changes need to be done in the financial report.

The auditors recommend that the tropEd EC receive discharge for their work in 2009. The tropEd GA approves of this recommendation unanimously (accepted 16/16 representatives present, no rejection, no abstention)

After voting, EC is released from the responsibility from the financial report.

Pending membership fee payments from the tropEd member institutions listed below:

Institution	2009	2008	2007	2006	2005
Bordeaux			1000		
Cape Town	500	500			
CUAMM	1000	500	500		
Geneva	1000		1000	1000	1000
Leeds		1000			
Stockholm		1000	1000		
Valencia	1000	1000			
Verona	500				
Uppsala	1000				
Total:	5000	4000	3500	1000	1000

14500

* expecting payments from Charité (for Uppsala 2008, Khon Kaen 2009), Paris (Pasteur 2009), Tampere (2009), Muhimbili (2009) and Hanoi (2009) total 3500 EUR

16. Upcoming meeting, dates & locations

26th to 29th May, 2010	Mexico (agreed)
22th to 25th Sep, 2010	Stockholm
26 th to 29th Jan, 2011	Berlin (open)
May 2011	Tampere (open)
Oct 2011	Barcelona

17. Prerequisite for admission to tropEd MIH Programme – 240 ECTS credits or equivalent

Master and subsequent Master or both
Minimum requirement for tropEd recognition

18. Additional criteria for attending the distance based learning modules

Ask SF to work on it. Additional items need to be added to the form.

19. Core course template revision: BP and SP will work on the template and it will be circulated in the end of April, 2010.

Ask PM if he had some suggestions on revising the core of the core course.
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20. tropEd webpage – what has to be improved (brain storming)

Look at other universities or network's webpage and circulate it among GA
Flat website, instead of something go deep
Search function on the key word where ppl can look for the courses according to the key words
List of modules should be able to printed
Each institute has certain access to the modules for the update such as date, fees.
Course description in English and Spanish or French

21. Flyer

No template –NP, AY and tropEd EC will work on it.

22. tropEdmed invite all the network and public health institution to join the meeting for creating the association leading by ASFA.

SA will join on behalf of tropEd and will bring back the feedback. ASFA is trying to run European programme, which is not functioning. We need to advertise our own programme.

ANNEXES I

No.	Full Member Institutions	2008			2009		
		Membership Fee	Annual Report	Meeting Attendance	Membership Fee	Annual Report	Meeting Attendance
1	Prince Leopold Institute for Tropical Medicine, Antwerpen, Belgium	paid	sent	Jan. X May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
2	Copenhagen School of Global Health, University of Copenhagen, Denmark	paid	sent	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
3	Institut de Santé Publique et de Développement (ISPED) / Centre René Labusquière, Université Victor Segalen Bordeaux 2, France	paid	X	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
4	Institut de Médecine Tropicale du Service de Santé des Armées, Marseille, France	paid	X	Jan. X May. ✓ Sep. X	paid	N/A	Jan. X - Sep. X
5	Centre de Formation et de Recherche en Médecine et Santé Tropicales, Université d'Aix-Marseille II, France	paid	X	Jan. X May. ✓ Sep. X	paid	N/A	Jan. X - Sep. X
6	Institut für Tropenmedizin, Charité – Universitätsmedizin Berlin, Freie Universität und Humboldt-Universität zu Berlin, Germany	paid	X	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
7	Institut für Public Health, Ruprecht-Karls-Universität, Heidelberg, Germany	paid	sent	Jan. ✓ May. ✓ Sep. X	paid	N/A	Jan. ✓ - Sep. ✓
8	Clinica di Malattie Infettive e Tropicali, Università degli Studi di Brescia, Italy	paid	sent	Jan. X May. ✓ Sep. X	paid	N/A	Jan. ✓ - Sep. ✓
9	Koninklijk Instituut voor de Tropen, Amsterdam, Netherlands	paid	sent	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
11	Centre for International Health, University of Bergen, Norway	paid	X	Jan. X May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. X
12	Instituto de Higiene e Medicina Tropical, Universidade Nova de Lisboa, Portugal	paid	X	Jan. X May. X Sep. X	paid	N/A	Jan. X - Sep. X
13	Seccion de Medicina Tropical, Hospital Clinic, Universidad de Barcelona, Spain	paid	sent	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓

14	Departamento de Parasitología, Universidad de Valencia, Spain	X	X	Jan. X May. X Sep. X	X	N/A	Jan. X - Sep. X
15	Division of Global Health, Department of Public Health Sciences, Karolinska Institutet, Stockholm, Sweden	X	X	Jan. X May. X Sep. X	paid	N/A	Jan. X - Sep. X
16	Department of Women's and Children' s Health, Uppsala University, Sweden	paid	sent	Jan. X May. ✓ Sep. X	X	N/A	Jan. X - Sep. ✓
17	Swiss Tropical & Public Health Institute, Basel, Switzerland	paid	sent	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
18	Institut de Médecine Sociale et Préventive, Université de Genève, Switzerland	paid	X	Jan. X May. X Sep. X	X	N/A	Jan. X - Sep. X
19	Institute for International Health and Development,, Queen Margaret University , Edinburgh, UK	paid	X	Jan. X May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
20	Nuffield Centre for International Health and Development, University of Leeds, UK	X	sent	Jan. X May. X Sep. ✓	paid	N/A	Jan. X - Sep. ✓
21	London School of Hygiene and Tropical Medicine, UK	paid	sent	Jan. ✓ May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
22	Centre for International Health and Development, University College London, UK	paid	sent	Jan. X May. ✓ Sep. ✓	paid	N/A	Jan. ✓ - Sep. ✓
No.	Collaborating Institutions	2008			2009		
		Membership Fee	Annual Report	Meeting Attendance	Membership Fee	Annual Report	Meeting Attendance
1	Tongji Medical College, Huazhong University of Science and Technology , P.R.China	paid	sent	Jan. X May. X Sep. X	paid	N/A	Jan. X - Sep. ✓
2	School of Public Health, Fudan University, P.R.China	-	X	-	paid	N/A	Jan. ✓ - Sep. X
3	University of Tampere Medical School, Finland	-	sent	- May. ✓ Sep. ✓	paid	N/A	Jan. X - Sep. ✓

4	Institut de Médecine et d'Epidémiologie Africaines, Université Paris VII, France	paid	X	Jan. X May. X Sep. X	paid	N/A	Jan. X - Sep. X
5	Institut Pasteur School of Infectiology, Institut Pasteur, France	-	X	- May. √ Sep. X	paid	N/A	Jan. X - Sep. X
6	InWEnt – Capacity Building International, Germany	paid	X	Jan. X May. X Sep. √	paid	N/A	Jan. X - Sep. X
7	Faculty of Medicine, Gadjah Mada University, Indonesia	paid	X	- May. √ Sep. X	paid	N/A	Jan. X - Sep. √
8	International College for Health Cooperation in Developing Countries (CUAMM), Italy	X	X	Jan. X May. X Sep. X	X	N/A	Jan. X - Sep. X
9	Fondazione Don Giovanni Calabria per la Medicina Tropicale, Negrar (Verona), Italy	paid	X	Jan. X May. X Sep. X	X	N/A	Jan. X - Sep. X
10	Instituto Nacional de Salud Pública, Mexico	paid	sent	Jan. √ May. √ Sep. √	paid	N/A	Jan. √ - Sep. √
11	School of Child & Adolescent Health and Institute of Infectious Disease and Molecular Medicine, University of Cape Town, South Africa	X	X	Jan. √ May. √ Sep. X	X	N/A	Jan. X - Sep. X
12	Universitat Autònoma de Barcelona, Spain	paid	X	Jan. X May. X Sep. X	paid	N/A	Jan. √ - Sep. √
13	Muhimbili University, Tanzania	-	X	Jan. X May. √ Sep. X	X	N/A	Jan. √ - Sep. X
14	Faculty of Public Health, Khon Kaen University, Thailand	paid	X	Jan. √ May. √ Sep. √	paid	N/A	Jan. X - Sep. √
15	Hanoi School of Public Health, Vietnam	-	sent	Jan. X May. √ Sep. X	X	N/A	Jan. X - Sep. √

ANNEXES II

List of courses submitted for tropEd GA meeting in Heidelberg 2010

No.	Institution	Course Title	Comments
1	Amsterdam	Gender, Rights and Health	CE, LD Category 2 3. name of course coordinator has to be added 4. instead of "type" we use in future "mode of delivery". Has to be added 7. should be more precise – e.g., are there any tutorials, etc. 9. the 4 th learning objective should state on which level this is done (national, district?) 10. The use of case studies should be mentioned 11. which system is used for the online components? 12. There should be more clarity on all the assessment procedures 13. "including" should be replaced by "which does include"; instead of "low income" better "low and middle income" 16. Fees have to be added 17. should be stated "none" 18. Heidelberg, January 2010
	Bergen	The HIV pandemic: Research challenges to improve prevention, support and care (INTH329) (previous title: Global HIV ...)	Re-accreditation LM, NP Category 2 4. the mode of teaching should be added as LD pointed out during her presentation 5. repeated part 1 and 2, unclear 7. '50 hrs writing essay' is also individual study. What are they doing in the 50 hrs individual study time? 9. Objective one is covered in core module; too many 'debate' used in the objective. Maybe rewording? 10. a lot of content and objective, are they all done within the contact hrs? 12. Word count, length of 'essay' needs to be added 15. Criteria for selection should be added due to high amount of applications.
3	Bordeaux	Critical appraisal of health-related scientific information	LM, NP Category 3 9. 'Understand' is too basic level, need strengthening. Objective two: 'skills', needs rewording: 'develop the ability' is confusing 10. the way it is written is confusing
4	Bordeaux	Cancer control (epidemiology, prevention and care) in the tropics	LM, NP Category 3 9. 'Understand' needs to be replaced; what 'computation' refers to? 'educated reader' is not mentioned in the content and also too ambitious for two weeks of module 10. 'Care' – care issue should be changed, same as in the previous comments given during the London tropEd meeting. 12. 'Short' could be skipped; is short report required by the end of the module or is there submission deadline? 20 pages of work is only 30% out of total marking, too little mark to such a big work
5	Bordeaux	Effective project planning and	New module LM, NP Category 3

		evaluation in biomedical research	<p>9. needs to be specific and more inline with the content; Objective 2&3 could be merged as one; 'understand' needs to be replaced; 'strengthen' needs rewording; 'every day work' needs to be precise</p> <p>10. Module 2 is core course level; module 3 – should be higher level than the 'first phase'; module 4 'project development plan' – what project?</p> <p>12. word count and presentation time needs to be added</p> <p>13. 'A higher academic degree' should be first academic degree.</p> <p>19. Where is this course taken place? Are they going to Brazil, Colombia, Kenya and Nigeria?</p>
6	Bordeaux	Project and programme management in developing countries (Previous title: Health Policy, Planning and Management in Developing Countries)	Category 1
7	Cuernavaca - Mexico	Comparative Analysis of Health Systems	<p>GvH, JJ Category 3</p> <p>1. Title: has to be changed, does not give the tools and framework</p> <p>9. still not clear what it is exactly about, not reflected in the content, needs to be revised according to comments given in the previous meeting</p> <p>10. What theoretical framework participants are going to learn? Difficult to readers to understand what they are learning and how these topics are approached; '...of the system' could be taken out; are 'efficiency, equity and quality' organizational factors? Topic I –topic IX: large headings, needs to be more detailed and concrete.</p>
8	Cuernavaca - Mexico	Health Systems Organization with special emphasis on Sexual and Reproductive Health	<p>New module, GvH, AY Category 3</p> <p>1. Title: it needs to be clear if it is about Sexual Reproductive Health or Health System Organization</p> <p>9. 'Impact' is confusing, needs rewording, maybe 'dimension'?</p> <p>10. Content overall is not reflecting the learning objective. One more level needed since point 1 and 2 are partially covered in the core module. Content three, 'applying concepts to analyze the' should be taken out, looks like objective; Content 3.2 and 3.3 look similar; the term 'Reproductive Health System' is confusing</p> <p>12. Final essay is a group essay or individual essay?</p>
9	Cuernavaca - Mexico	Social Participation in Health Education and Promotion	<p>New module GvH JJ Category 3</p> <p>9. too many objectives for a three weeks module; objective one (research, populations social characteristics and self-care) does not come back in the content; Objective 4 'analyze public health problems' and objective 5 'social determinants' do not come back in the content</p> <p>10. PRECEDE: augmentation is not correct</p> <p>12. Essay assessment criteria do not have to be detailed.</p> <p>15. Are there selection criteria?</p>
10	Cuernavaca - Mexico	Prevention and control strategies for vector-borne diseases.	<p>New module GvH OM Category 2</p> <p>1. title: this is more like a vector control module than the vector-borne disease control module</p> <p>9. Need some spelling controls; 'identify' is too basic; objective one is targeting which diseases? Objective three and four are confusing, needs reworking; objective 4</p>

			<p>'vector-borne diseases' could be replaced by 'vectors' or 'mosquitoes'</p> <p>15. selection criteria should be listed if there is one</p>
11	Edinburgh	International Health (Core module)	<p>AH, PZ Category 1</p> <p>10. second bullet point: to show competence in a specialist area... does this fit to a core course?; suggestion: add also additional competences shown in the institute and included in the core course</p> <p>18. the mentioned criteria have to go under 16.</p> <p>Table 1: for the first content the figures for ch and sit have to be changed; under "epistemology.... The last bracket has to be removed</p>
12	Edinburgh	Gender, Health and Development	<p>AH, PZ Category 1</p> <p>7. contact time, SIT, etc. have to be shown</p> <p>9. 3rd bullet point: "awareness" should be replaced by "outline"</p> <p>10. suggestion: include the topic of gender sensitive research and masculinity</p> <p>12. after "the project planned" should be a comma; procedures in case of failing have to be mentioned</p> <p>14. What does "up to minimum 5" mean?</p>
13	Edinburgh	Sexual and Reproductive Health	<p>SP, AH Category 1</p> <p>3. email address should be added</p> <p>9. starting with the sentence "students will be able to...."</p> <p>10. Add "social" to "constructions"; 4th bullet point: instead of "how the" it is "how they"; suggestion: including one lecture on HIV/AIDS – or is it integrated in the other topics?</p> <p>12. "reflect" instead of "reflecting"</p> <p>20., 21. check spelling</p> <p>22. "case studies" instead of "cases studies"</p>
14	Edinburgh	HIV and Development	<p>SP, AH Category 1</p> <p>9. 5th bullet point: "problematise" should be taken out</p> <p>12. For a better understanding the procedures should be reformulated; procedures in case of failing have to be mentioned</p> <p>14. up to minimum 5 – what does it mean</p> <p>17. please mention "none"</p>
15	Heidelberg	<p>Public Health in Disasters (re-acc Health of Unstable Populations)</p> <p>Assessing and responding to health care needs in natural disasters and complex emergencies.</p>	<p>Re-accreditation GvH AY Category 2</p> <p>5. course duration is not mentioned</p> <p>6. 'complex emergencies', 'natural disasters', 'unstable situation', 'emergency situation' etc Too many terms, should define the term and make sure the consistency; what 'Determinants of coordination' refer to? Is it donor coordination or?</p> <p>10. content: 'cross-cultural awareness' is not reflected in the objective;</p> <p>11. Partial missing</p> <p>12. Group work presentation: is it individually assessed?</p> <p>13. TOEFL test: needs to be corrected.</p> <p>14. Attendance: the number of students missing</p> <p>15. Selection: work experience better to be specified, minimum how many years of working experience etc.</p> <p>20. Major changes: could be re-edited and shortened</p>

16	Heidelberg	Mixed Methods in International Health Research	<p>Re-accreditation GvH, AY Category 1</p> <p>9. objective five – ‘carry out’ should be changed to ‘develop and write’</p> <p>10. content five – ‘both in high and low and middle income countries’ could be skipped</p> <p>11. Learning method: inconsistency in the number of students in the group. It is 4-6 or maximum 5?</p> <p>12. Written research proposal – word count</p> <p>13. TOEFL test result needs to be corrected.</p> <p>15. Paragraph 3 needs rewording.</p>
17	Khon Kaen - Thailand	Applied Biostatistics for Health Science Research	<p>AH, CE Category 3</p> <p>4. mention the type of delivery –distance based, class room, etc.</p> <p>7. ECTS credit points have to be calculated correctly; SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT</p> <p>9. LO have to be reformulated (from the perspective of the learner!); point 5.: “appropriate statistical methods”</p> <p>10. the content mentioned under the first three bullet points is covered in the core course – please show that it is really an advanced module</p> <p>11. the advanced content should be reflected in this section – e.g. there is individual or group work on real data sets: please show in detail the hours for lectures, group work, etc.; name the statistical package used (STATA)</p> <p>12. be more precise on the assignments (how long is the report, what kind of presentation, what kind of exam, etc.)</p> <p>14. mention how many tropEd students maximum</p> <p>16. How much are the semester fees?</p> <p>17. Please mention “none”</p>
18	Khon Kaen - Thailand	Advanced Health Research Methodology	<p>CE, AH Category 3</p> <p>The title does not reflect the aim of the course, which is to prepare a scientific article</p> <p>7. ECTS credit points have to be calculated correctly; SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT</p> <p>9. LO have to be reformulated considering the main aim of the course</p> <p>10. The content does not reflect the aim of the course (writing an article). Also most of the mentioned content is covered in a core course</p> <p>11. please show in detail the hours for lectures, group work, etc.; name the statistical package used (STATA)</p> <p>Remark: the whole course is on quantitative research methodology – should also be highlightend</p>
19	Khon Kaen - Thailand	Advanced Public Health Project Evaluation	<p>PZ, AH Category 3</p> <p>4. see above</p> <p>7. SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT</p> <p>9. at least some of the LO are not at advanced level, but rather covered in a core course. Show exactly, where this course goes beyond the basics</p> <p>10. Have to be adjusted according the newly formulated LO, e.g. how are the real data sets used in the course?</p> <p>11. How are real data sets used? Do students analyse with a statistical package? Please be more precise.</p> <p>12. be more precise on the assignments (how long is the report, what kind of presentation, what kind of exam, etc.)</p>

			14. mention how many tropEd students maximum 16. How much are the semester fees? 17. Please mention "none"
20	Stockholm	Tuberculosis and other bacterial infections	Re-accreditation GvH OM Category 3 1. Title: is not reflecting the content, needs to be changed 2. Secretary's contact information could be added. 7. 45 contact hrs is too much for a one week module. 9. Objective three – 'understand' is too basic for an advance level module. 10. Content only talks about TB, no other bacterial diseases 11. SIT should be detailed 12. Not corresponding with objective on individual level: it is a home assignment or group assignment? Length? 13. Language requirement needs to be added. 'Priority will be given to ...' is the selection criteria. Admission criteria for tropEd students should be added. 20-22: missing, needs to be added.
21	Stockholm	HIV and other viral infections	Re-accreditation GvH JJ Category 3 1. Title: viral infection is missing in the module. 7. 45 contact hrs is too much for a one week module. 9. Some more advanced level learning objectives need to be added. 'Understand', 'appreciate' and 'power' needs to be specified. 10. Too packed, needs better structure. 'Methods for monitoring of viral resistance' is missing in the objective. 13. Language requirement needs to be added. 'Priority will be given to ...' is the selection criteria. Admission criteria for tropEd students should be added. 20-22: missing, needs to be added.
22	Stockholm	Malaria	Re-accreditation GvH, OM Category 3 7. 45 contact hrs is too much for a one week module. 9. Learning objective is not correspondent to content. Objective focus on prevention and control and pathogens, but content does not talk about prevention and control. 12. written assignment: length needs to be added 13. Language requirement needs to be added. 'Priority ...' are the selection criteria. Admission criteria for tropEd students should be added. 20-22: missing, needs to be added
23	Cape Town	Health and Human Rights	LD, BP Category 3 4. see above 5. One week does not fit to 3 ECTS credits; SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT 7. Please include a breakdown of the total SIT (lectures, self study time, etc.) 9. The learning objectives should be rephrased and some of them should be collapsed (too much LO). Also be sure that the LO go beyond the core course 10. Some of the contents are core course 11. We learned that the whole module is set up according problem based learning rules (no input in the beginning but only after a topic, etc.). This is not totally reflected in the description – please focus on that. 12. Is the course assignment an essay, a policy brief, how long is it, etc.

			<p>15. please mention the selection panel at UCT</p> <p>16. mention the fees</p> <p>17. mention "none"</p>
24	Cape Town	Organization and Management of the District Health System	<p>LD, PZ Category 3</p> <p>4. see above</p> <p>5. two weeks do not fit to 5 ECTS credits; mention the exact date, if known</p> <p>7. Please include a breakdown of the total SIT (lectures, self study time, etc.) ; SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT</p> <p>9. Please consolidate the LO: some of them are core course, at least as they are stated; also collapse some of them, it is too much</p> <p>10. rephrase the content according the used problem based learning approach</p> <p>11. see above</p> <p>12. the situation analysis on what?; what does the last paragraph mean – what exactly are the students expected to do?</p> <p>15. Can you precise the selection procedures?</p> <p>16. Please mention the fees</p>
25	Cape Town	Health Promotion	<p>BP, LD Category 3</p> <p>5. One weak does not fir to 3 ECTS credits; mention the exact date, if known</p> <p>7. Please include a breakdown of the total SIT (lectures, self study time, etc.) ; SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT</p> <p>9. Please consolidate the LO: some of them are core course, at least as they are stated; also collapse some of them, it is too much</p> <p>10. rephrase the content according the used problem based learning approach; also make sure that the content does fit to an advanced module</p> <p>11. see above</p> <p>12. what does the last paragraph mean – what exactly are the students expected to do?</p> <p>13. Can you precise the meaning of knowledge and experince in public health?</p> <p>15. Please precise the selection procedure</p> <p>16. mention the fees</p> <p>17. mention "none"</p>
26	Cape Town	Research Methods in Maternal, Child and Community Health	<p>BP, LD Category 3</p> <p>4. see above</p> <p>5. what does it mean 1 – 3 weeks; please mention the exact date, if known</p> <p>7. Please include a breakdown of the total SIT (lectures, self study time, etc.) ; SIT and ECTS have to fit - 1 ECTS equals 30 hours SIT</p> <p>9. As we learned, this module is a preparation for the thesis work, to make sure that students have all the skills needed to do the thesis in CT. That should be reflected in the LO – as they are stated now, most of them are core course level, except the scale construction issues. Please consolidate the LO and also collapse some of them – it is too much.</p> <p>10. Rephrase the content taking into account that it should</p>

			be advanced level. Show the specific content which goes beyond core course level 12. Is the summary of 5 articles not too much for such a short course?; the research proposal is a preparation of the thesis – so there might be a conflict in allocation credit points which might be seen as belonging to thesis work. 13. Can you precise the meaning of knowledge and experience in public health? 15. Please precise the selection procedure 16. mention the fees 17. mention “none”
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** Institutions who have category 3 modules, we strongly recommend them to communicate with other institution before re-submitting the modules.*

Category 2 modules

No.	Institution	Course Title	Comments	
1	Berlin	Clinical Management of Tropical Diseases	Executive Committee Category 2 10. Content III: DD – what was the theory behind? Develop algorithms is still not reflected in the content, it should be evidence based, not cost effective, every step is evidence based.	
2	Bergen	Culture and psychopathology: Mental illness in a (cross-) cultural perspective	EC Category 2 7. 80-100 hrs: not changed; self-study: suggest to add what type of self-study 13. English test needs to be added	
3	Bordeaux	Longitudinal data analysis	EC Category 2 10. Week 1, point 3: patients and measurements are not two levels. ‘Some descriptive statistics’ which ones? Should be more than core course level. ‘Some’ could be taken away. 13. it is more descriptive, less assessment, mixed with activities, needs more clarification 14. TOEFL test needs to be corrected	
4	Stockholm	Improving drug use, especially antibiotics	EC Category 2 None of the comments given in the previous meeting has been changed	
5	Uppsala	Global Health	EC Category 1 14. ‘other students, e.g. from the tropEd network, may join the course’ needs to be taken out.	