



Network for Education
in International Health

Minutes of tropEd General Assembly Meeting
24th to 26th September 2014
Centre for International Health, Universitetet i Bergen

List of participants

Axel Hoffmann (AH), Basel;
Bernadette Peterhans (BP), Basel;
Caity Jackson (CJ), Present her thesis;
Camila Gonzalez Beiras (CGB), GHNGN;
Carola Eyber(CE), Edinburgh;
Cláudia Conceição (CC), Lisbon;
Govert van Heusden(GvH), Antwerp;
Joana Cortez (JC), Student Rep.
Lai Jiang (LJ), Antwerp;
Monse León(ML), GHNGN;
Ning Beyer(NB), Basel;
Nuria Casamitjana (NC), Barcelona;
Pauline Grys (PG),Heidelberg;
Rodney Reynolds(RR),London IGH;
Ulrike Taschbach-Hoersch (UTH),Bonn;
Bente Moen (BM), Bergen;
Trine Pernille Klokkeud (TPK), Bergen;
Thorkild Tylleskar (TT), Bergen

1. Welcome address: Ms. Anne Christine Johannessen, Vice Rector of International Affairs of University of Bergen has warmly welcomed the GA to Bergen. University of Bergen has put a lot of effort on improving the international relationship in both education and research. tropEd has given a very good example on how to build good collaborations and to serve students best. The Centre for International Health has done a great job on this as well. The new challenge is now maybe how to build up the collaboration in research as well.

2. Current education and research activities in Bergen Ms. Bente Moen, Director of Centre for International Health, shortly introduced the history of the centre. There is a special system in Norway of scholarship. There are no tuition fees, and there are several scholarships for students from developing countries for the Master study and PhD as well. Many efforts have been made to improve the quality of this system. In total there are 140 PhDs over the years and 60 for the last five years.

There are several research projects in LMICs, especially in Africa such as Uganda, Zambia, South Africa, research area includes: Mother and Child Health, Child Health and Nutrition, Reproductive Health, HIV, TB, Malaria, Health Policy and System Research, Epidemiology, etc.

The Centre of Excellence (SFF) programme was established by the Research Council of Norway to establish time-limited research centres characterised by focused, long-term research efforts of a high international calibre. The centre will receive research fund from the Research Council and UiB for the next ten-year period. The goal of the centre is to prevent and reduce the mortality rate of mothers and children in developing countries. They collaborate closely with research institutions in Ethiopia, India, Nepal, South Africa, Uganda and Zambia. Some main projects are: reduce teenage child bearing through the school system; to improve close mother child contact after birth in India; BCG vaccination, HIV expose with HIV positive mothers; Using bad nets for preventing malaria in Ethiopia, refugee care, etc.

3. Reviewing Minutes of Edinburgh GA: the minutes are approved without changes.

4. Review of meeting agenda: some of the agenda item has been shifted due to the time some participants have to leave.

5. Information from Secretariat:

- Self-evaluation report from Laos has been received and accepted from the EC. Now the site visit is under planning. If French language is necessary, GvH can do it, if not, PG will conduct the visit. We hope to arrange the site visit within this year and when the students are around there.
- University of Aberdeen, Liverpool, South Korean, Geneva has shown their interest to join the tropEd network but so far we are still freezing the new membership taken. We will contact the new applicants whenever we are clear about the network strategy.
- Several courses have been accredited in the EC skype conference since the GA meeting in Edinburgh
 - Amsterdam: HIV Policy, governance and financing
 - Bergen: Applied economic evaluation in health care
 - Barcelona: Environmental Health
 - Barcelona: Development and Application of Vaccines in Global Health

- Edinburgh: Social Development Policy and Practice (SDPP)
- Mexico: Models of behavioral change in public health
- Mexico: Qualitative Methodology in Public Health Research
- Candidate for election of tropEd President and Executive Secretary: AH has explained again the right and responsibility of a president elect and the executive secretary.
- Modules have been allocated for reviewing in two groups.

6. Report from website task force

Most of the comments from the Edinburgh GA have been amended on the website. New testimonial are also online as well. Some new suggestions are:

- Move the testimonial to the menu bar?
- If we cannot make a video professionally we should leave it as it looks unprofessional. But if it is from alumni made by them, it looks more real for the student who would like to come to tropEd.
- In the search section, reduce the research criteria to five and six categories, such as core/advanced, mode of delivery, institutions, ECTS, keywords.
- One questions such as why we keep the old course days on the website was discussed and we decide we will still keep it online. One suggestion is to keep the old courses only for members.
- tropEd recognition will be published on the website, and avoid the word of “recognition” in the accreditation information.
- Add link to the website of Global Health Next Generation Network

7. Report from accreditation task force

Accreditation should stay **a joint exercise** in the GA instead of a small group working on it. How we will allocate courses to reviewers and hopefully members have more time to discuss it and more members are involved.

Efficiency of the process: The task force has some suggestions, such as fewer modules in the GA, but this contradicts the approach mentioned above. Modules should come better elaborated – the challenge is how to improve the quality of the module descriptions. The task force will continue with the discussion and bring more detailed suggestions to the next GA.

Stimulate student mobility: it may cause financial loss for some home institutions. But very often the case, the national accreditation, the approval of scholarship programme, etc, are closely related to the international relationships of an institution. Therefore many institutions may still want to invest on this exchange programme. Maybe two or three home institutions can make a try to organize the exchange programme. For example to form a small group within UK, or Germany due to the financial and visa issues, and exchange for certain amount of ECTS credits. Based on the fee structures, institutions may have to take a financial loss into consideration.

Further investigation and discussion will be made in the future meetings.

8. Course alignment

Dr. Lai Jiang from Antwerp moderated the discussion. The workshop started with the current situation in different institutions and the different kinds of teaching methods being used: in institutions with relatively small classes, many styles are used, but it depends on the topics, the size of the class, the number of facilitators, the background of the students, the content of the topic, time frame of the programme, etc.

Assessment is often the last thing that a course facilitator is thinking about. Actually if we have set learning objectives, and we would like to know whether our learning/teaching methods can support in achieving the objective, and how to reach it, we will think about the assessment from the very beginning. It was questioned whether the items in the course accreditation form are in the correct order. Why not move the assessment before the content and learning methods?

The GA was divided into two groups and looked into two examples of course descriptions. The feedback about the course alignment is:

Course 1: Management of Financing of Health: Based on the course description, the group found the overall aim is in the lower level than the specific LO. And by checking the LO, learning methods and the assessment, we considered the course is not aligned, the learning methods and assessment does not reflect the level how it assess the LO. However, with the additional reading in annex, which gives the examples of the case study, which give the detailed tasks, the material given, the marking scheme etc., we realized it is very well assessed the highest LO and therefore well aligned. For that reason the information we asked in the form may not be able to reflect the course alignment.

Course 2: Evidence Based Medicine: Title of the course, not aligned with the content. It is more about designing a research protocol instead of EBM. Content on the evidence based medicine despaired. It gives a lot of mark to the oral presentation, and then it should be one of the learning objectives. Content if it is related to the order of the LO so it can be easily found.

Conclusions:

- A course should make clear the main or priority learning objectives; also the number of LOs should be appropriate (not having ten learning objectives for a three ECTS credits course)
- In the content and assessment sections, refer to the main learning objectives and explain how the priority LOs is assessed.
- Assessment section should come earlier in the course description form.
- Still not clear how to improve the information in the assessment / learning objectives section
- Student self-assessment is also very important. Self-criticism can also show the achievement of the learning objective.
- We should also consider that assessments are a great learning experience for the student. One of the goals of assessment is to help students to learn, to find the gaps - but of course feedback on the assessment must be given.

GvH will lead the accreditation task force and work on it continually.

9. Report of EM consortium /Erasmus +

In the new Erasmus programme under the heading of Strategic Partnerships in the field of education, training and youth there is a possible fund to support us to develop distance based learning programmes. The Erasmus + working group so far includes PG, DD, LG, EC and it is still open for other members. At this moment the application is still under the stage of brain storming. Several issues were discussed:

- We have to do a need assessment among our students for distance learning. We need to think about how to do it. We can also approach someone who is managing many eLearning programmes right now. There might be big request on this kind of programmes in Africa. Employer's questionnaires can also be made and hopefully we will get some important information.
- Sustainability of the programme: E+ will give the funds to develop the programme but will not give funds for students to take the programme.
- To develop a whole MSc programme or only advanced modules? We assume a whole MSc will not take away our master students now in the programme. We still need to figure out what about student mobility.
- Specialization of the Master's programme: for example: Human Resources for Health, HIV/AIDS etc.
- Quality of the programme, how to monitor the quality of different courses.
- By quickly checking the existing DL courses in the network, we found two already running DL MSc programmes.
- It will be great to have a LMIC partner involved in developing the programme.
- Who will issue the degree for the DL Master's programme? Maybe the core course institution?
- Fees for this programme? Not clear yet.
- Can the pure distance based learning be accredited/recognized by the university?
- Developing distance based learning guidelines maybe included in the application as well.

The working group will check the details of the call and continually work on this. tropEd as a network will issue a support letter upon request.

10. Course accreditation and re-accreditation minutes please see annex 1

11. Upcoming meeting, dates & locations

In 2015 we will only organize **two** GA meetings.

- **25th - 27th Feb. 2015, start 25th morning, in London, UK**
- **3rd - 6th Sep. 2015 starts from 3rd in the afternoon, 4th the whole day, 5th 20 years anniversary social events and 6th half day meeting, in Basel, direct before the ECTMIH**

We will also start to plan the overseas meeting in 2016.

12. Election of tropEd President and Executive Secretary

There are only six full members in this morning session, which has just reached the quorum for an election. However, to be more fare for the whole network, we would like **to postpone**

the election of president and executive secretary to the next GA. And we will suggest postponing the elections always to the early year meeting afterwards.

13. Student issue

JC was elected as the student representative for the tropEd network. She introduced her background to the GA and explained her **strategies** to improve the communication between the network and the students.

- To have some national representatives in different countries.
- Make a small survey to find the important gaps of the organization of students and the education.
- Strengthen the communication to new courses and new institutions and try to bring in more new members from other continents
- Funding: It is the bottle neck for many young people who are willing to do the Master programme since they do not have enough financial support.
- More and more social science is needed to be included to the Masters curriculum
- The communication among students are still very poor and only seven students have sent comments
- Focus on the current mobile tropEd students instead of alumni.

Some Comments received from students:

- Student has difficulty to communicate with Indonesia institution.
- Some institutions are very bureaucratic, no standard application procedure among all tropEd institutions. **tropEd Secretariat could try to offer a support letter and request the simplified application procedure in some institutions.**
- In group work: would like to have the students with the same background
- Old courses should not show on the website. Website is very difficult to navigate, and not user friendly.
- Visa issue is still very difficult
- Funding is not sufficient; every advanced module needs a new fund and a new visa. If there is a whole fee and a whole programme it were great
- Topic of "How to use database" can be included in the core course
- Reference styles are different from different institutions.
- Definition of tropEd students are still not clear
- We can still include the alumni who have just finished the master in the last two years.
- Feedback to the students about the GA meetings. **An old newsletter can be taken as reference.**
- **Facebook for a student representative and add to the tropEd website.** JC will work closely with the next generation network.
- Preparatory reading before the course will be good. Many courses have it but not all.
- Suggestions how to set up study plan. Student should discuss the study plan with their personal tutor. However, **some general advice maybe useful to be given on the website.** For example, student should have 20-25 for the advanced modules. There should be about at least 5 ECTS credits about research methods.

And limit 5 ECTS credits to advanced modules which are not related with the thesis.

- Marketing of tropEd is still very weak.

14. Global Health Next Generation Network

GHNGN was initiated from Master students from University of Barcelona, based on the same interests and same concerns related to global health. The network intends to strength their voices in the global health arena and at the same time improve the education in global health. GHNGN has organized the first conference in June 2014. Around 60 participants from over 30 universities around the world took part in this event. Several main working areas of the GHNGN are:

1. Presentation of the different master programmes in global/international health on the NGN website.
2. To create a forum and help students to find where to start, to find a Master programme or to find a job. And people can contact directly to each other.
3. Contacting institutions and networks worldwide and most of them allowed to use their logos on NGN website. NGN can also help institutions or networks to collect student information and get feedback.
4. To gather the students and alumni of tropEd.
5. 15 members will go to the WHS and will find a way to present the NGN.
6. In the near future NGN plans also to have national representatives and perhaps annual conferences in the future.
7. NGN hopes to get some support to attend the international conferences.
8. **Maybe in the ECTMIH in Basel we can organize something with the NGN.**

In Antwerp some support is given to alumni for joining international conferences, not only support on writing abstract, generating poster but also financial support for the travel and conferences.

15. E-learning guidelines

In the GA meeting in Edinburgh several suggestions have been made to be added to the eLearning guidelines and the accreditation form for eLearning courses. These are as follows:

- Nr. 5: split the Mode of delivery to Mode of delivery and Mobility. In Mode of delivery people can choose: Face-to-Face/ Online Learning (self study of tutor facilitated)/ Blended Learning (Combination of online and face-to-face courses). In Mobility people can choose: on campus; distance based/blended learning.
- Nr. 8: Credit points and SIT: eLearning/ Distance education could count for no more than 10 ECTS Points.
- Nr. 12: Learning methods: The didactical approach of the course, the structure and emphasis of the course and the virtual surroundings like virtual classes.
- The GA agreed to accept credits awarded through blended learning courses as mobile ECTS credits instead of as from the home institution.

- The important question on assessment procedure is how to make sure the identity? It should be clarified in the assessment.

All these changes are accepted and will be adapted to the course accreditation handbook.

16. Update on WHS, ECTMIH, WFAIGH, EAGHA, EM PhD, etc.

EAGHA: no news since last meeting.

WFAIGH: try to have phone conferences every month but the last two failed due to technical reasons. However, during the WHS in Berlin the members will meet in person and hopefully some decision will be made for example on memberships, etc. The education task force are trying to organize a meeting in two to three weeks' time. WFAIGH will join the WHS in three sessions: climate and health, Impact on health and global health education session. This session on global health is for medical schools, we tried to have a separate session but without success. However, we are invited to that session and will see how we can bring in the post graduate education in global health.

ECTMIH: will take place on 6th -10th September 2015 in Basel. In January the call will be published. tropEd has the possibility to organize a teaching slot and a stand outside. There will be two teaching slot, one on E-/M-health and MOOCs for IEC and teaching & training and for science ("MOOR"), the other is on traditional courses. **tropEd GA meeting** is before the ECTMIH from 3rd to 6th September. On 5th September, the 20th anniversary of tropEd is planned. If we know there will be many old members' coming it is good to have some video records.

EM PHD: there was a meeting on 15th -16th September, all students and supervisors are invited and there were a lot of exchange on different issues. The selection board meeting has confirmed the third call and 13 topics have been selected. The new call will be launched at the beginning of October. The quality of the programme has been improved. Every year the EU agency will decide how many scholarships will be given in the next year.

17. Presentation of Master's thesis from Caity Jackson

CJ presented her master's thesis: "The growing trend of global health education: where are we now? Presentation and analysis of current landscape of Masters of Global/International Health programs". She collected the information mainly through websites and some contacts to graduates. However, she has visited the tropEd EM website instead of the Original one of the network.

She got the result that there are 57 programs in 48 universities offering Masters of Global/International Health programs. Of these, 36 are in Europe (64%), 11 in North America (19%), 6 in Australia (11%), and 4 found elsewhere in the world (7%). The number of programs offered worldwide more than tripled in the last decade, from 15 in 2005 to 54 in 2014. Most (54%) programs are one year in length and fall under a global/international health department (43%). Almost all programs offer electives and require a thesis/dissertation

(93%) and 35% offer specialization tracks. 83% of respondents reported that their masters program equipped them well or very well to work in the field of global health, and 88% said that they would still chose to undertake their masters in global health and enter the field if they were to go back in time. Almost 60% of respondents were able to find employment in less than 6 months after graduating, working in primary healthcare, global health, public health, health promotion/education, health research, and epidemiology.

The GA has discussed on the following topics:

1. The title changing from international health to global health, the conclusion JC get why the name changed is not very precise. Therefore it is not necessary to pay too much attention on the title, but more on the content of the programmes
2. The inclusion criteria are also questioned.
3. In Europe there are many professional programme, it is not a degree but on top of a career. It is different target group of students and it is a different field of academics study.
4. Article about tropEd alumni can be taken as a reference.

The GA appreciated the work of JC, but having also some criticism.

18. Fee structure in home institutions

In order to improve the student mobility, UCL has partly changed its financial policy and is now willing to refund the difference of course fees if a student takes a course which costs less than a UCL course. **New financial guidance from UCL can be circulated to other members.** It is a great progress to improve the student mobility! In Antwerp the thesis fee will already been charged at the beginning of the programme. Hopefully it will reduce the drop out before the thesis stage. For advanced modules student will pay as they go as in many other home institutions. It is useful to know the basics for setting the price of tuition fees per ECTS credits in different institutions. It will also help to design the student exchange programme in a small group. **This question can be included in the annual report for 2014.**

