



Network for Education  
in International Health

## Minutes of tropEd General Assembly Meeting

**23<sup>rd</sup> to 26<sup>th</sup> January 2013**  
**Institute of Infectious and Tropical Diseases, University of Brescia**

### **Meeting Participants:**

Axel Hoffmann (AH), Basel;  
Bernadette Peterhans (BP), Basel  
Carina Kallestal (CK), Uppsala;  
Curt Lofgren (CL), Umea;  
Deborah Didio (DD), Bordeaux;  
Govert van Heusden (GvH), Antwerpen;  
Ning Beyer (NB), Basel;  
Nuria Casamitjana (NC), Barcelona;  
Rodney Reynolds (RR), London IGH  
Stuart Anderson (SA), London SHTM;  
Lisanne Gerstel (LG), Amsterdam;  
Unni Sagberg Kvernhusvik (USK), Bergen;  
Shirley Pollak (SP), Copenhagen;  
Lisa Babara Caviglia (LBC), Berlin;  
Steffen Kratochwill (SK), Student rep.  
Cláudia Conceição (CC), Lisbon;  
Faustino Torrico (FT), San Simon;  
Denis Malvy (DM), Bordeaux;  
Joost Butenop (JB), Würzburg.

**12 Full member, 3 Collaborating member**

Prof. Maurizio Memo, Representative of the Rector for Research and International Affairs warmly welcomed the tropEd General Assembly to Brescia. Prof. Francesco Castelli introduced the group the city of Brescia. With the immigration history, he explained the changes of population's structure in Brescia in recent years and it's relation to international Health. He also gave the detailed information on the current education and research activities at the University of Brescia.

1. The Meeting **Agenda** was approved by the GA. Since several colleagues needed to leave earlier, some agenda items were shifted to Thursday and Friday.
2. **The Minutes of the Uppsala meeting** were approved. The print out minutes will be signed by the president and the secretary general. The election part of the minutes will be translated to German and send to the lawyer.
3. **Secretariat information:**
  - 1) **Eight EC meetings, one task force meeting, and three general assembly meetings were held in 2012.**
  - 2) **According to the work plan 2012, the following tasks have been completed:**
    - a) Meeting preparation EC and GA
    - b) Office Report 2011
    - c) Financial Audit 2011
    - d) Sending Audit report to Lawyer
    - e) Website update, news etc. including key words to all modules
    - f) tropEd recognition (new document finished)
    - g) Update internal documents (part of them finished)
    - h) Develop the Site visit handbook (within tropEd membership)
    - i) Institutional annual report 2011
    - j) Presentation of yearly achievements (in office report)
    - k) Alumni evaluation Paper (published)
    - l) Institutional Re-accreditation process (decision made)
    - m) Curriculum development (discussed in September)
    - n) Exit interviews, questionnaire online, Survey and analysis (started)
    - o) Logframe Yearly revision and strategic discussion (done)
  - 3) **According to the work plan 2012, the flowing tasks are still pending or not completed:**
    - a) Visit to lawyer concerning registry: Axel will go to Berlin in February
    - b) Student data base
    - c) Internship and job possibilities (so far only send by some colleagues.)
    - d) Possible proposal search and development (Action 3 etc.) (Need to wait).
    - e) PR activities (LD dropped out who will replace.)
    - f) Adapt / develop tools and template according indicators(on-going)
    - g) ToR external evaluation
    - h) External evaluation terms of references in progress
    - i) Quality assurance paper (on-going)
    - j) Stakeholder analysis focus
    - k) PR strategy
    - l) Fund-raising
    - m) Organising tropEd event (event, workshop, seminar ...)

- 4) All tropEd members except Muhimbili have paid the **membership fee for the year 2011**. Bordeaux will need an agreement between tropEd and the university in order to pay the membership fee. tropEd will write a letter to act as partner agreement. DD and USK will help to draft this letter. We should offer all partners an official bilateral agreement between tropEd and institutions.

**5) tropEd Membership**

- New member: Brisbane, Australia
- Membership questioning: Muhimbili (willing to continue but membership fee not paid after three reminders, not attending meeting for three years) Gidon Kwesigabo is no longer the dean. But he has shown his interest to the network in December.
- Ongoing Application: Wurzburg
- No feedback: Sydney, Liverpool
- New applications: Thailand, Laos

**6) Courses accreditation in 2012**

- ✌ Course received for GA: 78
  - a. New course: 44
  - b. Re-accreditation: 34
- ✌ % get category 1 or 2 in the first round: 73%
- ✌ Course accredited in GA and EC meetings: 57

**7) New finished documents in 2012**

- 📖 tropEd membership
- 📖 tropEd recognition
- 📖 tropEd Exit Interview

**8) One publication:**

Fifteen years of the tropEd Masters in International Health programme: what has it delivered? Results of an alumni survey of masters students in international health

**9) tropEd core courses**

- There are 11 core courses.
- 65% of full member institutions offering core courses
- Should we have more tropEd students in the future?

**10) tropEd definitions (some definitions still need to be discussed)**

- tropEd student
- Distance learning
- Mobility
- Full/Collaborating institutions
- Exchange of staffs/teachers
- joint courses, faculty exchanges
- nationally, internationally skills needed

**11) tropEd e-learning - Part of the future for tropEd?**

- Online course to tropEd members offered from GIZ (Can start in March/April 2013. SIT is about six hours per week (flexible), in total about 25 hours per module. Three modules. 15-25 participants, 750 Euro)

- Members demonstrate their e-learning platforms
- Design Guideline for E-Learning from GIZ as reference
- Discussion on the quality assurance in e-learning in GA
- Generate tropEd e-learning guidelines?

## **12) tropEd recognition**

Eight applications received and all of them received the tropEd recognition.

## **13) Suggestions for meetings -from Matthias Borchert**

MB suggested that European institutions are allowed to participate in tropEd meetings outside Europe virtually as well, and that this counts as presence during the tropEd GA accreditation session. The reason for that is that travel outside Europe might be costly for European institutions, and not all can afford it. European Institutions who find it difficult or impossible to rise funding for travel outside Europe should not be disadvantaged in the accreditation process. After discussion, the GA agrees to this suggestion. However, it will not count as the participation of the meeting but only the course accreditation session.

## **4. Financial audit:**

SP and LG will check the financial report as the internal auditor.

## **5. Log frame and strategy plan**

In Uppsala meeting we have had a workshop discussing the strategy plan of the network to see whether what we have done in recent years is still consistent with our former strategy plan. In December the strategy plan task force had a meeting in Basel and revised the log frame of the network according to the inputs from Uppsala meeting. Some suggestions and questions came up after the meeting.

Firstly, the focus of the network has shifted from the focus on students to the network development and benefit to partners. Secondly, the wording 'experts' has been changed to 'expertise', this can be explained with the academic professional competencies which are internationally recognized. GA members have discussed on these changes again.

Some definitions still need to be discussed, such as AH has mentioned under 4. 10).

BP will revise the log frame according to the discussion and send it around. We will give four weeks for comments and then make the final decision in the next GA meetings.

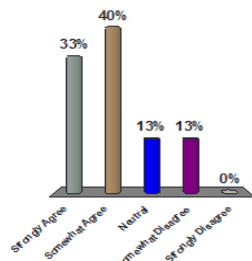
## 6. Workshop on Master thesis supervision

GvH has given all meeting participants an electronic voting device. The result of the answers to all questions can be seen on the powerpoint slides.

### Topic 1: Aim and assessment criteria

The thesis project should aim at preparing students for academic work (as early stage researcher)

1. Strongly Agree
2. Somewhat Agree
3. Neutral
4. Somewhat Disagree
5. Strongly Disagree



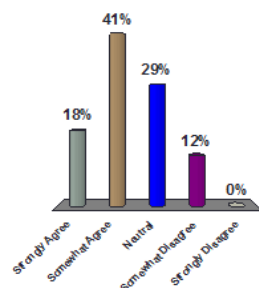
Suggest using Scientific instead of academic. Then many people will choose strongly agree.

Some member institutions also accept scientific papers which are not in the direction of research but focusing more on practical aspects.

A piece of academic work could be done by students who do not work in the academic field.

Different stakeholders (students, supervisors, examiners, institutions) have conflicting aims

1. Strongly Agree
2. Somewhat Agree
3. Neutral
4. Somewhat Disagree
5. Strongly Disagree



Suggest using Different instead of Conflict.

What are the conflicts?

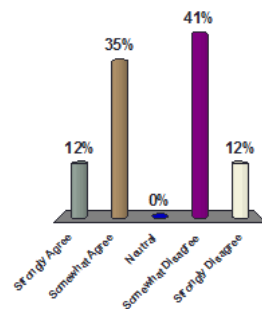
- Student aim on passing the exam and getting the degree.
- Supervisor has a clear objective since many of the theses are within their projects. They try to minimize the time of interaction with the students.
- The supervisor may not have interest in the topics from the students.
- The nature of the different stakeholders decides the different aims.

According to Dublin descriptor: thesis is only part of the master's study.

	Master's
<b>Knowledge and understanding</b>	Provides a basis or opportunity for originality in developing or applying ideas often in a research context
<b>Applying knowledge and understanding</b>	Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)
<b>Making judgments</b>	Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data
<b>Learning focus</b>	Study in a manner that may be largely self-directed or autonomous
<b>Communication</b>	Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)

### Supervisors are proficient in using the assessment criteria

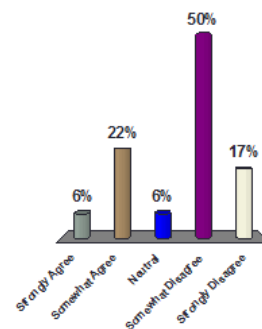
1. Strongly Agree
2. Somewhat Agree
3. Neutral
4. Somewhat Disagree
5. Strongly Disagree



- There are criteria but thesis supervisors do not read it at first.
- In some institutions there are no written assessment criteria. Even with written criteria there could be different interpretations. Some time for external supervisors this is very difficult. Assessment criteria need to be explicated at first.
- Quality assurance is like love, you cannot describe it but everyone knows it is there.
- Also in the interdisciplinary field, the criteria are quite different.
- How often we have standards for different criteria? Sometime criteria are quite subjective. Eg. Qualitative study is not science.
- Normally the grade will be much lower in separate grades than only give one grade.
- We should use the same criteria for the essays and thesis.
- Student goes to different institutions and will have different criteria.
- In the network there should be an e-learning module about the assessment criteria to be taken for all students
- Should develop tropEd assessment criteria and standards.

### Students are sufficiently familiar with the assessment criteria

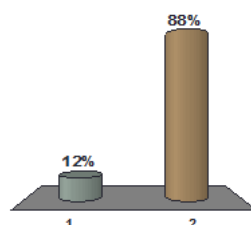
1. Strongly Agree
2. Somewhat Agree
3. Neutral
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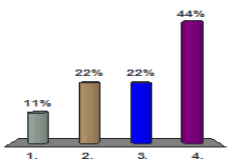
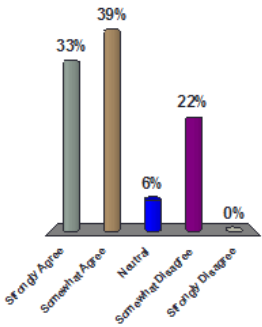
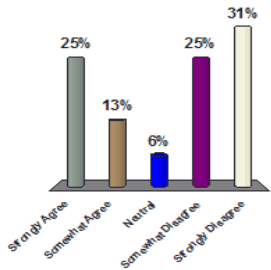
## Topic 2: A result focus versus a learning process focus?

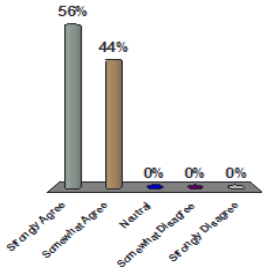
### Do you have criteria to evaluate the learning process?

1. Yes
2. No








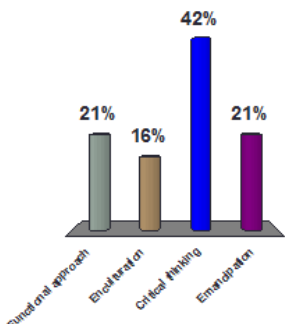
- Which criteria could be for evaluating learning processes?
- Portfolio: measurement for the supervisors. There is also a danger to over-evaluate everything. Important is to give training to the supervisors.
- Self-reflection, portfolio, since this is the one of the learning objective of the tropEd master, to get the professional attitude in international health
- Some example: In Bergen, yearly progress individual reports will be received from the student and the supervisor in the PhD programmes.

<p>11</p> <p>Does the supervisor participate in the summative assessment (giving a mark)?</p> <ol style="list-style-type: none"> <li>1. Yes, he/she marks the manuscript</li> <li>2. Yes, he/she marks, process and manuscript</li> <li>3. Yes, he/she marks only the process</li> <li>4. No, he/she doesn't mark</li> </ol>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. Yes, he/she marks the manuscript</td> <td>11%</td> </tr> <tr> <td>2. Yes, he/she marks, process and manuscript</td> <td>22%</td> </tr> <tr> <td>3. Yes, he/she marks only the process</td> <td>22%</td> </tr> <tr> <td>4. No, he/she doesn't mark</td> <td>44%</td> </tr> </tbody> </table>	Response	Percentage	1. Yes, he/she marks the manuscript	11%	2. Yes, he/she marks, process and manuscript	22%	3. Yes, he/she marks only the process	22%	4. No, he/she doesn't mark	44%	<p>In half of the cases (11%+44%) the processes are not marked.</p>		
Response	Percentage												
1. Yes, he/she marks the manuscript	11%												
2. Yes, he/she marks, process and manuscript	22%												
3. Yes, he/she marks only the process	22%												
4. No, he/she doesn't mark	44%												
<p><b>Topic 3: The supervisor-supervisee relationship?</b></p>													
<p>13</p> <p>It is necessary to go for a "good match" (between student and supervisor)</p> <ol style="list-style-type: none"> <li>1. Strongly Agree</li> <li>2. Somewhat Agree</li> <li>3. Neutral</li> <li>4. Somewhat Disagree</li> <li>5. Strongly Disagree</li> </ol>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. Strongly Agree</td> <td>33%</td> </tr> <tr> <td>2. Somewhat Agree</td> <td>39%</td> </tr> <tr> <td>3. Neutral</td> <td>6%</td> </tr> <tr> <td>4. Somewhat Disagree</td> <td>22%</td> </tr> <tr> <td>5. Strongly Disagree</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	1. Strongly Agree	33%	2. Somewhat Agree	39%	3. Neutral	6%	4. Somewhat Disagree	22%	5. Strongly Disagree	0%	<ul style="list-style-type: none"> <li>• Is it feasible to match between students and supervisors?</li> <li>• There are two sides of the coin, one is the chemistry between the two, and the other is the academic interest from them.</li> <li>• For the chemistry it is difficult to know from the beginning.</li> <li>• There are too limited numbers of supervisors for master thesis.</li> <li>• <u>NECESSARY</u> is difficult.</li> </ul>
Response	Percentage												
1. Strongly Agree	33%												
2. Somewhat Agree	39%												
3. Neutral	6%												
4. Somewhat Disagree	22%												
5. Strongly Disagree	0%												
<p>14</p> <p>It's better to have more than one supervisor per student</p> <ol style="list-style-type: none"> <li>1. Strongly Agree</li> <li>2. Somewhat Agree</li> <li>3. Neutral</li> <li>4. Somewhat Disagree</li> <li>5. Strongly Disagree</li> </ol>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. Strongly Agree</td> <td>25%</td> </tr> <tr> <td>2. Somewhat Agree</td> <td>13%</td> </tr> <tr> <td>3. Neutral</td> <td>6%</td> </tr> <tr> <td>4. Somewhat Disagree</td> <td>25%</td> </tr> <tr> <td>5. Strongly Disagree</td> <td>31%</td> </tr> </tbody> </table>	Response	Percentage	1. Strongly Agree	25%	2. Somewhat Agree	13%	3. Neutral	6%	4. Somewhat Disagree	25%	5. Strongly Disagree	31%	<ul style="list-style-type: none"> <li>• What the reasons are for strongly disagree?</li> <li>• PhD students should have more supervisors but for master one is better. Maybe advisor would be better term than supervisor. Sometimes students need experts from different fields but not necessarily as supervisor.</li> </ul>
Response	Percentage												
1. Strongly Agree	25%												
2. Somewhat Agree	13%												
3. Neutral	6%												
4. Somewhat Disagree	25%												
5. Strongly Disagree	31%												
<p><b>Some experiences from student-supervisor relationship:</b></p>													
<ul style="list-style-type: none"> <li>• Important is the commitment of the supervisor. There should be a culture from the institute; this is a very important thing for the student in his/her study time.</li> <li>• Sometimes very strong dependency from the student to the supervisor - difficult to deal with</li> <li>• For process supervisors or coordinators sometimes it is very difficult to act between the student and content supervisor</li> </ul>													
<p><b>Topic 4: ≠ approaches to supervision?</b></p>													

<div>17</div> <p>A structured process with clear agreements, rules and deadlines is to be preferred</p> <ol style="list-style-type: none"> <li>1. Strongly Agree</li> <li>2. Somewhat Agree</li> <li>3. Neutral</li> <li>4. Somewhat Disagree</li> <li>5. Strongly Disagree</li> </ol> 	<ul style="list-style-type: none"> <li>• All agree.</li> <li>• How structured need to be clear.</li> </ul>
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**A framework for concepts of research supervision from Anne Lee presented:**

					
	<b>Functional</b>	<b>Enculturation</b>	<b>Critical Thinking</b>	<b>Emancipation</b>	<b>Relationship Development</b>
<b>Supervisors Activity</b>	Rational progression through tasks Negotiated order	Gate keeping, Master to apprentice	Evaluation Challenge	Mentoring, supporting constructivism	Supervising by experience, developing a relationship
<b>Supervisor's knowledge &amp; skills</b>	Directing, Project management	Diagnosis of deficiencies, coaching	Argument, analysis	Facilitation, Reflection	Managing conflict Emotional intelligence
<b>Possible student reaction</b>	Organised Obedience Negotiation skills	Role modelling, Apprentice-ship	Constant inquiry, fight or flight	Personal growth, reframing	A good team member. Emotional intelligence

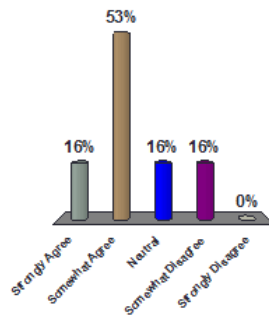
<div>19</div> <p>Which approach (A.Lee, 2011) do you consider most central to the Master thesis process? Your top priority?</p> <ol style="list-style-type: none"> <li>1. Functional approach</li> <li>2. Enculturation</li> <li>3. Critical thinking</li> <li>4. Emancipation</li> </ol> 	<ul style="list-style-type: none"> <li>• Most people choose critical thinking</li> <li>• This question shows the different type of supervisors.</li> <li>• Sometimes coordinators would think more about a functional approach than critical thinking.</li> <li>• The functional approach should be always there. The critical thinking is the next step.</li> <li>• In many cultures, critical thinking in the bachelor education is absent.</li> </ul>
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**Topics 5: The roles of peer supervision**



### Peer-supervision has to be part of the master thesis process

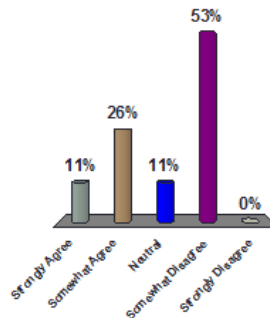
1. Strongly Agree
2. Somewhat Agree
3. Neutral
4. Somewhat Disagree
5. Strongly Disagree



- We think it is important but we don't have many experiences, therefore most of the people choose somehow agree.
- There is an article on Multi voice supervision introduced the experiences from group supervision in Uppsala

### Our students really enjoy the master thesis process!

1. Strongly Agree
2. Somewhat Agree
3. Neutral
4. Somewhat Disagree
5. Strongly Disagree



### Some key references:

- Assessment criteria master thesis (Utrecht University)
- Developing effective supervisors: concepts of research supervision (Lee, 2007)
- "Dublin descriptors" for masters
- Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education (Dysthe, 2006)
- Taking the sting out of evaluation. Rating scales for thesis examination (Albertyn, 2007)
- Leuven Catholic University (KUL), coordination of master thesis (2007)

## 7. Membership issue Wurzburg:

In 2010, Wurzburg Medical Mission Institute (MMI) has presented the institution and its teaching activities in the field of international health to a tropEd General Assembly. In June 2012, the chief executive officer of MMI officially applied as Collaborative Member of the tropEd network. On 15 January 2013 AM performed a one-day evaluation site visit in Wurzburg.

The Medical Mission Institute (MMI) founded by the Conference of Major Religious Superiors in 1922. It is governed by an elected board (current Head of the Board is Prof. Dr. August Stich). 25 permanent staff who work at the headquarters and contribute with

technical advisory visits to the many collaborative activities held by MMI overseas. The main strategic directives a) training in third countries and in Germany to persons working in third countries; b) technical assistance, direct; c) technical assistance to provide bi- and multilateral institutional partners, like GiZ.

Since the 1950's the MMI owns (almost entirely) the Medical Mission Hospital (MMH), a public teaching hospital where a Tropical Medicine Department with a national and international reputation is located. There are 300 beds and more than 900 employees. The Medical Mission Hospital is an acclaimed and accredited teaching hospital of the Julius-Maximilians-University of Würzburg. A one-year internship is accredited for the specialization program in tropical medicine (four years). Two short courses organized by MMH are included in the undergraduate program for medical degree: "migration medicine" and "global health". 15 doctoral students are engaged in research projects tutored at MMH. A two week Summer School in Global Health is offered to medical students.

The Medical Mission Institute does not have an academic accreditation. Its teaching is professionally oriented rather than academic. It offers training for health staff in resource poor countries, and give preparation course for medical doctors who wants to work in southern countries, it offers refresher training courses for laboratory personnel. However, many staff of MMI has post-graduate teaching assignments at the University of Heidelberg, Berlin, Bochum, etc. There are e-learning, particularly tutored internet training programs. No Master program is currently run by MMI and there are no plans to do it in the near future.

For tropEd, MMI intend to offer in 2013 one five-day training course (already submitted for evaluation) on "Appropriate Technologies in Health Services" and will likely offer a second five-day training course (on "Management of highly contagious diseases in Resource-Poor Settings") in 2014.

MMI and MMH offer stable employment conditions with very little turnover of staff, so that they can guarantee a constant level of highly specialized expertise over time. Though not involved in master or diploma courses as organizing institutions, MMI and MMH have teaching staff who is definitely experienced in diverse teaching methods, substantially oriented to problem oriented adult learning techniques. The institution has not yet faced the need to provide long term tutorship to master or diploma students. MMI can ensure continuous presence of a course tutor to manage all logistic and scientific needs of students during the preparation and the implementation of short courses (like the one offered to tropEd students). A larger pastoral program is not currently needed because no master or diploma courses are run.

Admission to short courses is done on the basis of first come first served among all applications from eligible participants. No discrimination issues were identified. Alumni network are not available at the moment. The course running costs are covered by the tuition fees. Venue for course offered to tropEd within MMI is one classroom for 20-25 students with appropriate teaching spaces and facilities. A couple of additional small rooms available for independent group work. A small laboratory is available for practical exercise for a group of 10-15 students. Small library with a single computer is available for students. Common spaces are a bit limited. Wi-fi internet connection is available in the whole building for students equipped with their own lap top. Accommodation rooms are available for about 15 students in a building belonging to MMI. A new building is being refurbished by MMI and will be completed in the next few months. Breakfast and lunch are

offered to students in the hospital cafeteria. Dinner is available from a small range of bars and restaurants in the vicinity.

The courses are assessed by a written multiple-choice assessment tool at the end of the course. Students evaluate each course by completing a standardized evaluation form (for the complete course and of parts of it), which also allows free comments. MMI does not currently use the ECTS system, however, the Institution accepts to adopt the system for the tropEd courses and do not anticipate any administrative barrier. MMI does not have a formal accreditation and quality assurance program. On the contrary, MMH has a contract with the University of Wurzburg to provide accredited undergraduate and postgraduate courses. However, MMI is aware of the issue of quality in teaching and adherent to the Bologna process. The specific competences of MMI teaching staff are well recognized nationally and internationally. MMI employs a notable group of experts dealing with appropriate technologies in health care.

Wurzburg application is for a collaborative member status. MMI / MMH environment is evaluable for the offer of a short course on “appropriate technologies in health”. MMI specific experience and capacity in e-learning is an added opportunity could be taken up actively by other tropEd member institutions in order to organize joint educational programs. MMI teaching is not academic and the Institute has no academic accreditation. This does not imply a lower quality of teaching in courses offered by the institution, which is ensured by its long-lasting education program, particularly in resource limited settings, and in partnership with other accredited teaching institutions. If the issue of accreditation and quality assurance of MMI is raised, MMI may consider handling to MMH the organization of short courses offered to tropEd students. In this case the course content and format would be processed by the Academic Senate of the University of Wurzburg, and all University quality control processes would be applied to these courses as well.

#### **Discussion:**

Nobody doubts the content and quality of the course offered from Würzburg. For many members who deliver the master degree, it is important to have all courses offered by tropEd are graded by higher education institution. Many members take the binding to a university as a solution. MMH is the academic institute. Maybe the certificate is signed by the university?

**Decision:** tropEd welcomed MMI/MMH as collaborating member with the condition that MMI/MMH should show the contract from University of Wurzburg. Maybe a former agreement to state the MMI/MMH is allowed to deliver the certificate in name of the university and university is somehow involved in the quality control to the courses offered.

#### **8. E-learning platform:**

SA and LG presented the e-learning platform from LSHTM and Amsterdam.

#### **9. Quality assurance: ECTS and SIT**

NC quickly briefed the ECTS user guide 2009 to the GA and refreshed the group with the ECTS key features: ECTS is learning centred system based on learning outcomes. The workload indicates the time students need to achieve all learning outcomes and complete all learning activities. 60 ECTS workload is equivalent to a full time academic year of study. That means 1500-1800 hours a year and 25-30 hours per credit point. Credits will

be awarded to students after having completed the learning activities and being successful in the assessments. Credits can be transferred from institutions to other institutions. Basic key documents are: student application form, learning agreements, transcript and diploma supplement. In general, all countries who signed the Bologna document allow the transfer of credits.

In different member institutions, the ECTS credits are counted differently based on the university regulations. So far tropEd accreditation fixed on the 30 hours SIT equivalent to one ECTS credit and maximum 45 SIT per week can be recognized for the tropEd recognition.

The reason why we discuss it in the meeting is because of the university course structure reformation from Copenhagen, the common market concept. Some courses are affected through this revision. The course periods are longer and the ECTS credits are less than before. Intense discussion was made related to ECTS and SIT in the GA. The EC will re-evaluate these four courses with changes again.

The GA discussed whether to reconsider the tropEd regulations for the course accreditation or not. The suggestion is to give the SIT variation within the network, such as 25-30 SIT equal to one ECTS credits. Maximum 45 SIT per week remains unchanged. Every institution should develop some tools to check whether the budgeted SIT comes to reality or not. These changes should be voted in one of the next tropEd GAs.

#### **10. Course accreditation and re-accreditation See Annex 1.**

#### **11. Report of EM consortium**

- EM is finalizing the selection process for the next academic year. There are 11 scholarships in total including the 3 from the special windows.
- The new achievement is that Bergen and London are now being able to deliver joint degrees as well as track 4 (Berlin and London). Track 1 Berlin - Bordeaux have confirmed the feasibility of joint diploma too (2011-12 cohort for the first edition)
- For the PR strategy, EM would like to organize a shared experience workshop. We would like to work together with tropEd colleagues for improving the sustainability of the programmes through joint actions. In order to get more experiences from alumni, a facebook page has been created a few weeks ago.
- EM starts to work on mapping of fields on activities of partner institutions. Also it will include the function such as the expert pools. DD should keep in contact with NB to avoid double work.

#### **12. Student issues:**

SK presented several issues reflected by students in the last three months:

- There is no news on scholarship. (Unfortunately tropEd as a network cannot do much on that.)
- Thesis supervision
- On the new tropEd website, students cannot search by month and year.
- Students cannot get tropEd profiles. We should put it online.
- So many courses added but should not be too broad. How to decide the relevance? Personal tutors in home institutions should help the student to analyse the relevance of the courses according to the study plan.
- Invitation to the new election will be sent out soon.

- 13. Definition of tropEd students:** a tropEd student is a MIH student who takes at least one course from another tropEd member institution during his/her masters study.

tropEd student may not get tropEd recognition. For example: the students, who take the core course in Bergen, will only get 20 ECTS towards to the tropEd recognition.

**14. Regulation about distance learning:**

At this moment the regulation in the tropEd recognition is stated like this:

- Mobility through completion of courses in at least two institutions in different countries, with at least 10 taught credit points (300 hours SIT) outside the home institution's country (distance or e-learning modules are not considered "foreign credits")
- Not more than 5 credits obtained via distance or e-learning

tropEd suggests to increase the maximum number which students can get through distance learning courses to **10 ECTS**. However, ECTS awarded from distance learning courses count as in the same country from the home institution and count as ECTS gained from his/her home institution. As long as students need to present to the course physically, this course will not count as a distance based course. Blending learning is not distance based learning.

**15. Collaborating member / full member**

In the recent years tropEd has taken new members as collaborating members for the first two years as probation period. However it is not 100% coherent with the statutes. Some new members could be very active within the network but without voting rights. The GA suggested, from now on we will take on new members from the beginning as full members if they offer courses from the beginning and are higher education institutions.

**16. Several tasks in the work plan 2013: Please refer to annex 2**

**No. 8 student database:** we should be clear which kind of data we need. So far we can only get the number of newly registered MIH students and the number of finished tropEd students based on the institutional annual reports.

**No. 10. Internship and job opportunities:** So far we do not have any good methods to gather the information about internships. Members will send job openings to NB and she will put them on the tropEd website.

**No. 11 revision of internal documents:** According to the discussion, GvH and CK will try to revise the tropEd general thesis guidelines before September meeting. RR and NB will revise the tropEd profile document before May Meeting.

**No. 18. External evaluation:** The question is whether we will evaluate the network function or evaluate the Masters programme. Before we decide ToR, we cannot start the external evaluation process. After discussion, we see necessity to evaluate both network function and the master programme. The suggestion is we can invite someone to Umea

meeting in Jan. 2014 to evaluate the network. And invite some other experts to the tropEd session in the 8<sup>th</sup> ECTMIH to talk about the analysis about tropEd masters programme.

**No. 21. QA paper in process.**

**No. 22.** tropEd would like to produce own e-learning guidelines. Maybe UTH can lead on this?

**No. 28. PR** task force need new members. We will discuss it in the future meetings.

**No. 29. Organizing tropEd events.** Maybe within ECTMIH in Copenhagen and World Health SUMMIT in Berlin.

**No. 31. Collaborating with other networks:** Are we going to approach networks in other continents actively, such as in Latin America, Asia, Africa?

**No. 32. Prepare the 8th ECTMIH:** It was suggested to invite some experts to the tropEd session in 8<sup>th</sup> ECTMIH in Copenhagen as one of the stakeholders to talk about the masters programme, what we are doing and what we can do in the future. We should all start critically thinking about the topics and NC will try to find out who will join the 8<sup>th</sup> ECTMIH in order to invite the proper experts. The topic 'global Health education beyond 2015 could be one of the key topics for the tropEd session.

**No. 33. World Health Summit:** NC reports to the GA about the WHS in Oct. 2012. There are many students; even tropEd students have joined this event. We are invited to join the WHS in 2013.

#### **17. Topic to be discussed in Shanghai GA:**

Suggested topics are:

- **Global health training beyond 2015.** On April 4-5 there will be a conference on this topic in Stockholm. tropEd should also have a thought on the curriculum development at the post MDGs stage. There are some more Asia partner will join the meeting in Shanghai. Therefore it should be a good opportunity to have this workshop on this topic. EC will prepare for it. Jan from Bergen may be able to help. NB will try to find some more networks and organizations in Shanghai and Asia, for example the Nordic Center in Shanghai?
- Discussion on different teaching styles in the masters training.
- Collaboration between tropEd and Asia networks

#### **18. Financial auditing**

SK and SP have checked the financial report as internal auditors. The auditors recommended that the tropEd EC receive discharge for their work in 2012. The tropEd GA approved this recommendation unanimously (11/11 representatives present, no rejection, no abstention)

After voting, EC is released from the responsibility from the financial report 2012. The financial report will be sent to the lawyer.

19. **tropEd Recognition** Vera Minnik from Basel has been awarded the recognition certificate
20. **Format annual report 2012:** one question will be added: Are you satisfied with the communication with tropEd secretariat? Invitation to this report questionnaire will be sent out in February.
21. **Four courses from Copenhagen** related to the ECTS measure methods changes from the university are accredited in the EC meeting.
22. **Joost from Würzburg has introduced the MEDBOX.** It is an online library providing a quality collection of relevant, open source-documents for hands-on health care in development and humanitarian settings world-wide. Health care workers around the world can act professionally if they have access to the necessary tools. MEDBOX collates high-quality, open-access documents relevant for practitioners in the field of health. The rapid availability of freely available documents on one homepage will increase quality humanitarian practice by promoting universally agreed international standards and ultimately contribute to quality patient care (quality assurance), especially at local / national levels.

The internet becomes an increasingly important tool for organisations and practitioners engaged in humanitarian assistance and development work to access operationally relevant quality documents such as practical guidelines and checklists. However, searching the internet can often be a challenge. MEDBOX aims at closing the gap between challenging and time consuming internet search and ever-increasing internet access through collating all relevant publicly available documents on the new homepage [www.medbox.org](http://www.medbox.org). The project aims at achieving international partnerships with non-governmental organisations, bilateral agencies, consulting and scientific and operational research institutions. The independent project is hosted at the Medical Mission Institute in Germany, a collaborative member of tropEd. Partnerships also with academic training units, universities and research centres will contribute to dissemination of the project idea as well as feed relevant documents into the system.

Example: Cholera Toolkit: The cholera outbreak in Haiti triggered the creation of toolkit for cholera. Currently this is the most comprehensive and regularly revised collection of material. This allows a first view of the concept. [URL: <http://medmissio.de/seiten/bibliothek-001/cholera-toolkit-2/index.html>].

Contact: [info@medbox.org](mailto:info@medbox.org). Flyer please see **Annex 3**

23. **Upcoming meeting, dates & locations:**

16-18 May 2013	Shanghai
8-9 Sep. 2013	Copenhagen (Conference 10-13.Sep.)
22-24 Jan. 2014	Umea
20-24 May 2014	Edinburgh
Sep. 2014	Bergen?
Jan. 2015	Australia?
May 2015	Amsterdam?
Sep. 2015	Basel (Conference/20 years Jubiläum)

