



Network for Education  
in International Health



Director: Professor Barbara McPake  
Tel : +44 (0) 131 474 0000  
Fax: +44 (0)131 474 0001  
Email: [IIHD@qmu.ac.uk](mailto:IIHD@qmu.ac.uk)  
Web: <http://www.qmu.ac.uk/IIHD>

## **Minutes of tropEd General Assembly Meeting**

**22<sup>nd</sup> to 24<sup>th</sup> May 2014**

**Institute for International Health and Development**

**Edinburgh, UK**

### **Meeting participants:**

Axel Hoffmann (AH), Basel;

Bernadette Peterhans (BP), Basel;

Carina Kallestal (CK), Uppsala;

Claudia Conceicao (CC), Lisbon;

Deborah Didio (DD), Bordeaux;

Lisanne Gerstel (LG), Amsterdam;

Ning Beyer (NB), Basel;

Nuria Casamitjana (NC), Barcelona;

Pauline Grys (PG), Heidelberg;

Rodney Reynolds (RR), London IGH;

Stefanie Rhörs (SR), Berlin;

Suzanne Fustukian (SF), Edinburgh.

Trine Klokkeud (TK), Bergen;

Ulrike Taschbach-Horsch (UTH), Bonn;

## 1. Welcome address

Ms. Suzanne Fustukian warmly welcomed the GA to have the second GA meeting in Edinburgh. The first one was in September 2004 in the old campus. The university has moved to the new campus in 2008. IIHD has joined tropEd in 1996 and is one of the founders of the network. They are very happy to be part of the network. Maybe it will be the last GA meeting for Suzanne, since she will hand over the representative position to a colleague, who will hopefully join the meeting in Bergen. Edinburgh hope to contribute to the network as they always do.

## 2. Current education and research activities, IIHD

Barbara McPake, Director of IIHD since 2005, has introduced the current education activities in IIHD. There are several master programmes in IIHD, besides the master of international health; there are also global health systems, social development and health, social justice, development and health, Sexual and reproductive health, human resources for Global Health, Applied Social Development and so on.

On the research aspects, there are two clusters. One is focusing on social well-being, emergency and refugee populations. There were not many refugees in Scotland until the UK government decided to open the refugee taken to the preference areas. One staff from IIHD is chairing the government policy committee to the refugee policies. The other cluster of research area is on the psychosocial conflicts, athematic conflicts, etc.

The Second UK people's health assembly was just hold here in Edinburgh in April this year. IIHD also works closely with the Edinburgh University. E.g. many lecturers from other faculties and universities were teaching in the coursers. Some projects funds are jointly applied with other faculties in master PhD programmes. IIHD hosts about 5000 students, with a large proportion of students in professional training.

## 3. Review of meeting agenda

Update of PhD programme, WFAIGH, EAGHA, CUGH, WHS 2015, ECTMIH 2015 were added to the meeting agenda. Time slot of some meeting agenda has been shifted and the rest was accepted as it is.

## 4. Reviewing of minutes of the Umea GA meeting

AH went through the minutes of Umea GA page by page. The flowing changes were made: in minutes of Umea GA, Page. 3, change from "mobility of people" to "mobility of student and scholar"; Page 3: change from "we summarized..." to "PM summarized..."

The GA members all received the email from Matthias about his opinion on the minutes of the discussion in Umea, mainly regarding the student mobility, which he thought is not reflected correctly in the minutes. Some members can recall that in Umea meeting, the student mobility was discussed intensively in the working group but have not been reported clearly in the presentation to the plenary session. On the other hand, since the mobility of students are getting more and more problematic, we did discussed more on how to broader the concept of mobility, not only limited to the mobility of student but also mobility of scholars/facilitators. Through the exchange of expertise/staffs, we can also enhance and

strengthen the network by building up the links within the network. Therefore the minutes also reflected the discussion as it is. In the working groups we need to look for solutions at the network level, but not only focused on looking for more scholarships, etc to improve student mobility. But when we look at the student data, Berlin has contributed most of tropEd students to the network. We definitely need to avoid the withdrawing of Berlin from the network. We should add a sentence in the minutes in page 5, under the group 1 report such as: We do consider student mobility is essential and very important to reach the aim of the network. EC decide to invite Matthias to join one of the future EC meetings and discuss with him directly about this issue.

Additional information to the page 3 : SIT/ECTS: Edinburgh will remain 30 SIT /ECTS, since they have applied this rules for several years. Although the national regulation from UK is 20 SIT/ECTS, which listed in the annex of the ECTS users guide, Edinburgh will not change the calculation now.

## 5. Office report 2013

The secretariat drafted the annual report 2013 based on the institutional annual report from members. Someone suggested changing the report year from calendar year to academic year. But since the academic year of different institute is not the same, we will keep the calendar year as the reporting year. **“How much institute charge the tuition fee per ECTS”** can be added to the template of institutional annual report next year. Please see the report in **annex 1**.

## 6. Several pending tropEd membership applications:

**Institut de la Francophonie pour la Médecine Tropicale, Laos**, in Shanghai GA, we agreed to invite them to hand in the self-evaluation report. Now they have changed a director, who is fluent in English and French. He is very committed and promise to hand in the self-evaluation report within two to three weeks. What new for an overseas partners is, they are willing to send students (1-2 a year) out to join the courses in other institutions. We will continue with the application process.

**Liverpool**, Liverpool expressed the interests to join the network again short before the Edinburgh meeting. Since the last time they present themselves was three years ago, they will have to come back again to present the institution.

Other applications from **Geneva and South Korea** were received as well.

Axel will draft a letter and answer Geneva, South Korea and Liverpool and told them since we have decided to freeze the new membership application procedure during the time we reviewing our membership structures and procedures; we will not discuss these new membership applications further on. We will get back to this topic whenever we get clearer view what our membership strategies are.

## 7. Report from Membership task force

So far we have three kinds of memberships: full member, collaborating member and individual member. We also have two groups of institutions: Home institutions and non-home institutions. This is not related to the membership structure of the network. However, all home institutions are full members.

We have received some suggestion from Matthias, who gives an example how the new membership structure could look like, which is mainly based on how many tropEd students an institute send to the network and other contributions to the network. There will be several categories and subcategories with different voting rights.

After discussion in the task force, we are afraid that by separating the members into so many categories will damage the democratic atmosphere in the discussion and decision making in the network. Especially the overseas members will become the weak partners in the network. Many members contribute to the network not through student mobility, for example, through quality assurance process, but they are as important as the others who send students to the network. Therefore the task force would like to suggest keeping the membership structure as it is. At the same time, we need to find a way to improve the mobility of students for institutions where mobility is essential. The format of tropEd is an association under German law. We cannot have different voting power for different things. We can have active and non-active member for the voting. There are not so much room in law to switch the memberships but we can make some by-laws for different issues.

So far in the network the student mobility is very often linked with the financial aspects. If we think more openly by promoting of tropEd courses, we may find some creative ideas. What about the non-home institution who does not have a core course, but would like to send out students to take courses from other institutions? Not only tropEd master students can take tropEd courses, but also students from other faculties or other programmes can take the tropEd accredited courses as well. Maybe we can work on this aspect to open up the focus group of our services. The other potential market is to open the courses to our alumni.

We should not take any decisions in this small meeting in Edinburgh. Maybe next meeting when more member institutions are presented is the better time for a decision.

## 8. Generic Thesis Guidelines

Govert and Carina have prepared the generic thesis guidelines for the network (**Annex 2**). It is mainly a support document to help in setting up the institutional guidelines, but not a binding document for the whole network. For example, the part about thesis supervisor is very valuable for many institutions that do not have this part in their local guidelines. We can attach the assessment from different institutions as annexes but not necessary to make a generic assessment guideline, maybe to have a minimum as the common standard.

These guidelines are partly based on the thesis guidelines from KIT. However, many rules have been changed.

“Global Health /International Health” should be used all through the documents and we can add under the title: Resource/support document for tropEd members.

Some information on how to write an article from master thesis could be added to this guidelines.

We can update Govert with the above mentioned suggestions for revising the document further.

## 9. Report from website task force

Group members in this task force are: CC, PG, NB and Salvador (Heidelberg). Salvador has handed in an analysis report about our website (**Annex 3**). In Umea, we noticed that the website was attacked but this problem has been solved. Access to the website by different browsers, mobile devices, tablets have been tested. Very often it shows different interfaces on different browsers and devices. We have deleted the big animation on the top of the website, which take too much time for loading. We have combined the layout in the course page, thesis page, institution's page and the main page, even they are in different formats. We have integrated Google maps to the institutional page and Google calendar in the course page to allow the search by start dates of a course. We have re-done the job page by just listing the links as searching engine for job openings instead of putting single opening positions. We have deleted the video session and put our videos on youtube and link it to the home page.

Some action will still be taken:

- Check the possibility of Peter's projection for a better map to avoid the underestimating of the size of Africa in google map.
- Clean up the small dots in the menu bar
- How to solve the problem where in one city there are two members?
- "online course repository" delete the "online"
- Move the Pre-arrival handbook to the course page and guide students how to apply for courses
- Revise the text on the first page: The new aims of tropEd from Umea meeting should be added to the website as well. EC will work on this.
- Reduce the pictures in the institution pages, link to the institutional pages should be shown.
- We should always use "International/Global Health"
- Move the information about home /non-home institution above the Google map.
- Link to international debate about global /international health
- Add the QA/accreditation information on the home page
- What the network can do for different kinds of users, such as students, who are interested in the network, etc. a route map can be added to the website to guide the different users.
- If member institutions have more videos would like to be added to the website, it can be added on the institutional page.
- We decide to keep all accredited courses online, even the course date is not updated.
- Maybe add some staff testimonials on the website

## 10. Report from accreditation task force

NB reported shortly the discussions in the accreditation task force. For details please see **Annex 4**. Some comments were received from the GA:

- As a tropEd coordinator/supervisor/tutor, the plenary course discussion is the chance to get to know the courses from other institutions. If a course will be only discussed in a small group, we will loose this chance. The members who would like to learn how to formulate a course will gain less if a course is only reviewed by two reviewers.
- Varsity is good for students, why limited?

- We should try to put more energy to link up students and courses, instead of mark the home institution and non-home institutions
- Whether we can invite the course facilitators to join the GA meeting and share the experiences
- Allocate the courses before we come to the meeting
- Not comfortable about the different right for different members in meetings regarding course accreditation.

The accreditation task force will take these comments into consideration and discuss on this issue further.

### **11. Develop competencies and impact indicators for the MIH within the network /Joint alumni evaluation in 2015 or 2016**

LG helped the GA to review the professional profile and competencies which was drafted in 2008.

- *Identify and analyse key factors that influence the health of a population.*
- *Identify the influence of globalization on the health of a population.*
- *Formulate effective and appropriate responses to complex international issues.*
- *Collaborate with different disciplines, sectors and national boundaries.*
- *Identify research needs, commission research and critically analyse research results.*
- *Monitor and Evaluate interventions*

In article "15 years of TropEd: what has it delivered?" , which is based on alumni surveys in 5 home institutes, performed in 2010-2011 and of students who graduated in 2008 or earlier, we get the conclusion that students felt confident in the competencies trained and also found them relevant to their current job. After 5-6 year it should be the time now to review the competencies again.

After discussion, the GA did the following suggestions:

- *Identify and analyse key factors\* (including social determinants of health) that influence the health population groups. (social and cultural dimension)*
- *Identify the influence of inequity (and globalization\*\*) on the health of a population.*
- *Recognize current health problems/burden of disease, trends developments*
- *Collaborate with different disciplines, sectors and national boundaries to formulate effective and appropriate responses to complex international (health?)issues impacting on health and health systems*
- *Identify research /M&E needs, commission research and critically analyse research results. (translate into action)*
- *Monitor and Evaluate interventions/planning management*
- *Leadership, reflection and management 2x, teaching*
- *\*including doh, health system*
- *Health problems, global burden*
- *Health systems knowledge..2x policies*
- *Inequality, Disadvantaged populations, human rights*
- *\*Technology, communication*

- *Social and cultural dimensions of health*
- *Global to local: context specific solutions.....*

Prisca has published an article: Validation of public health competencies and impact variables for low- and middle-income countries. A set of PH competencies and impact variables in workplace and society was designed using competencies and learning objectives of 6 participating institutions. Experts and MPH alumni from China, Vietnam, South Africa, Sudan, Mexico and the Netherlands reviewed them and made recommendations.

The GA agreed the following actions will be taken further:

- Form a working group with LG, RR and NC to reformulate specific competencies, and this draft will be validated in the next tropEd meeting.
- Another working group with NB and BP will try to develop draft impact variables based on these competencies and input from the group. And this draft will be discussed in the next tropEd meeting as well.
- Once a new version of competences and impact variables are ready, we can plan and design a new tropEd alumni survey.

## 12. tropEd e/learning Guidelines

There are many terms wrongly used as synonyms like distance learning, online learning, web-based learning and eLearning. There is difference between these definitions on self-study and facilitated parts. One of the challenges in planning effective distance education is selecting the appropriate mix of above mentioned tools. Technology shapes new teaching roles and student roles. eLearning requires specific instructional skills for effective use. There could be eCoaching for advising solutions, eCollaboration for networking, exchange of ideas. GIZ has special E-Learning guidelines for E-Didactic for authors and tutors establishing the courses. The modules/lessons build progressively on each other. Learning methods includes: online, face-to-face, self-learning, tutor facilitated, asynchronous and synchronous. Each course might have a virtual classroom. This enables the interaction of the students with the teacher and the tutor. A good variety of different communication tools such as photos, links, videos, discussions, chats, Wikis, Library, Glossary should be used for the content and the learning-process.

The regulation in tropEd recognition is: eLearning/ Distance education could not count for more than 5 ECTS Points. Whether this need to be changed? Some changes in the tropEd handbook for course accreditation: In the form for eLearning advanced modules are needed. The course from Basel, Edinburgh, GIZ and Amsterdam has been presented as well.

So far we have three categories under the Mode of deliveries for all tropEd courses:

- 1) Blended Learning (Change of online and face-to-face courses)
- 2) Online Learning (self study or tutor facilitated)
- 3) Face-to-Face

The GA was divided into two groups and discussed on the revision of the Handbook for tropEd Course Accreditation. The following suggestions were received:

1. To add in the title (online course, distance based and so on.) but before the concept of these categories get clearly defined, it will really confusing the members and

students. We suggest adding this additional information only after the definition is done. Now we can separate the Mode of delivery into two levels. First, whether student needs to move or not? **Mobility: on campus/ distance based/ blended learning. Second**, how is the learning organized? **Mode of delivery: face to face /online learning**

2. Suggest to add No. of contact hours, minimum to know how much hours is synchronous activities, whether it is individual/group activities. How is the interaction organized? Is the activities tutor facilitated?

The task force of eLearning guidelines will continue work on this issue according to the suggestions from this discussion.

### **13. Accreditation and re-accreditation of advanced modules Result please see annex 5**

### **14. Report of EM consortium**

The selection for the last call is finished. There are six scholarship students: two from Europe, two from outside Europe, two from a special window. Two self-funded students were selected as well.

The consortium will keep searching for new funding opportunities, such as the Erasmus plus, programme, 2014-2020, which includes three actions: learning mobility of individuals, policy reform and cooperation. The idea is, whether what we are working on right now on the eLearning course development, capacity building and etc. could apply for the action 3, cooperation for innovation and good practices? For example, we may be able to get some financial support to get someone to develop the IT. We can support the mobility of student and facilitators. The grants are 450000 Euro for two to three years projects. The deadline of the application is 30 April and 19th October. Carola from Edinburgh was nominated as the leader of working group to explore these possibilities.

### **15. Report on Exit interview May 2013 to May 2014**

NB has given the feedback on the exit interviews received from May 2013 to May 2014. 25 invitations and two reminders has been sent and we have only received 11 answers (Heidelberg 1, Amsterdam 2, Basel 3, Berlin 5), (scholarship 4, self-payer 7 ). The average study time is 3.5 years to finish the Masters study (non-EM). 64% know that they have the choice of starting the tropEd MIH programme at different home institutions. 64% always got a place in the advanced modules. 64% will apply for tropEd recognition. 82% of these graduates think the tropEd MIH programme has contributed to their career prospects and will recommend the tropEd MIH programme to a colleague. Three Graduates have given their names and contacts to this interview.

To get a degree and work for international organizations, get promotion in work; mobility and international concept, flexibility in time, networking with European institutions and students from all over the world, broad choice of modules are the reasons why they choose to do a tropEd master.



The overall satisfaction from graduates in different aspects goes slightly down in comparison to last year. (N=11, satisfaction 1-6, 1-totally unsatisfied, 6-completely satisfied) The summary of the suggestion/comments they have given please see **annex 6**. However, we should be careful on interpreting these results since there is only very limited answers to this questionnaire.

	Until May 2013	Until May 2014	
the overall tropEd MIH programme	4.25	4.36	↑
information provided before starting the programme	4.88	3.73	↓
support at your home institution	4.25	3.91	↓
support in your thesis process	5.00	4.30	↓
content of your masters study	5.13	4.44	↓
teaching and learning methods used during your study	4.75	4.27	↓
interaction with other students during your masters study	5.13	4.73	↓

## 16. Work plan 2014 / Alumni activities in 2015?

The main work plan is to continue the task force meetings and work on the specific issue according to the comments received in the GA. We can think about to organize an alumni activities in 2015 and make some topics attractive to alumni. Some EM fund or DAAD fund should be investigated for supporting this event. New student representatives will be invited to Bergen meeting. Revision of statutes and profile from the EC members will be still on the to-do list.

## 17. Update of PhD programme, WFAIGH, EAGHA, CUGH, WHS 2015, ECTMIH 2015

For this academic year there are only 6 PhD scholarships instead of 8 from last year. The consortium has already started now to work on the call 2015.

WFAIGH, the World Federation of Academic Institutions for Global Health, had a meeting the week before. They realized it is too difficult to have four or five working groups working parallel. Therefore they decided to keep only one work group and they will focus on one topic each time they meet. The federation is a network of networks. tropEd network is a member. For all events, working groups from WFAIGH, tropEd colleagues are welcomed to join as individual members.

EAGHA had a meeting at the end of March in London. This network is not really working since there is no detailed work plan. Therefore a working group was set up and would like to draft it and present it in May but so far there is no further development.

NC has attended a meeting of The Consortium of Universities for Global Health (CUGH) <http://www.cugh.org/>. The participants are not only Universities from North America but also from all over the world. They have one big three-days meeting every year. Somehow the content of the meeting is quite focused on the interest of North America. They have guests from the South but no real participation. Maybe we can be active in contacting them and organize some telephone conference with someone in the board to see how we can collaborate with them.

We need to think about how to present in the WHS 2015.

The students from Barcelona has organized a network called Global Health Next Generation Network. They will organize a conference in Barcelona 2014 June 26-27.

ECTMIH conference in Basel: BP is involved in the organization. tropEd can have a symposium during the conference. tropEd should have the GA meeting direct before the conference. Suggest the Friday to Sunday, 4<sup>th</sup>-6<sup>th</sup> September 2015. If we would like to celebrate our 20 years anniversary, maybe we can have one day excursion events in Switzerland. The network tropnet will also have their meeting before the conference and would like to have contact with us and to do something jointly. We will make a doodle link to check the possibilities for a 20 year celebration.

#### **18. Upcoming meeting, dates & locations**

Sep. 24 to 26, 2014	Bergen (confirmed)
Feb. 2015	Australia?
May 2015	Amsterdam?
Sep. 2015	Basel (Conference/20 years Jubiläum)