



Network for Education  
in International Health

**Minutes of tropEd General Assembly Meeting**  
**14<sup>th</sup> to 16<sup>th</sup> October 2017**  
**Antwerp Institute of Tropical Medicine**

**Participants:**

Alberto Matteelli (AM), Brescia;  
Axel Hoffmann (AH), Basel;  
Bente Moen (BM), Bergen;  
Bernadette Peterhans (BP), Basel;  
Carmen Fruchtmann (CF) student rep.;  
Carola Eyber (CE), Edinburgh;  
Dickson Wilson (DS), Tanzania;  
Govert van Heusden (GvH), Antwerp;  
Hallgeir Kismul (HK), Bergen;  
Hans-Friedermann Kinkel, (HFK), Berlin;  
Henry Lynn (HL), Shanghai;  
Katarina Stete (KS), Student rep.  
Maria do Rosário O. Martins (MRM), Lisbon;  
Ning Beyer (NB), Basel;  
Nuria Casamitjana (NC), Barcelona;  
Pauline Grys (PG), Heidelberg;  
Marie Lindkvist (ML), Umea;  
Mats Malqvist (MM), Uppsala;  
Nandita Rothermund-Bucher (NRB), Heidelberg;  
Prisca Zwanikken (PZ), Amsterdam;  
Rodney Reynolds (RR), London IGH;  
Seydou Doumbia (SD), Bamako;  
Pol de Vos (PdV), Antwerp;

**13 full members, 2 collaborating members, 2 student rep.**

**1. Welcome address** *Prof dr. Bruno Gryseels*, Director of ITM, *Dr. Pol De Vos*, Coordinator of education, and *Dr. Ann Verlinden*, Coordinator of Research, warmly welcomed the GA to Antwerp. They gave a short presentation about the history and the current education and research programme of the Institute. *Dr. Stijn De Borggraeve* gave the presentation on the Scoop of Multi-resistant Typhoid in DRC.

**2. Review of meeting agenda / of minutes of the Munich GA** Agenda of Antwerp GA meeting is accepted. Minutes of the Munich GA are approved without any changes.

### **3. Information from Secretariat**

- **Update of second tropEd alumni survey:** The survey was sent out right after the Munich GA meeting as well as the reminders. Now it has been officially closed. We have received around 150 responses. Eight institutions participated and all received responses. Seven institutions will receive the result respectively. The data will be evaluated now. We want to organize a site meeting in Antwerp to brain storming on a qualitative part of the alumni survey to evaluate the mobility of the programme.
- **Preparation of tropEd session in ECTMIH:** tropEd session will be on Wednesday 10:30. Collaborative Initiatives for Capacity Building and Education. Rodney will give the presentation on “Shaping tropEd, a higher education network in International Health, to meet contemporary needs.” Lisanne will give the presentation on “Virtual student mobility in international/global health”. Govert will give the presentation on “Networking for quality in international health teaching and learning” tropEd student /alumni will meet during the ECTMIH meeting on Tuesday.
- **Updates on different organizations**
  - World Federation of Academic Institutions for Global Health will have a meeting on Monday lunch time during the WHS in Berlin. Nuria will join this meeting through skype.
  - Nuria is nominated to the board of Consortium of Universities for Global Health from 2018 on.

### **4. Presentation of University of Sciences, Techniques and Technologies de Bamako**

Dr. Seydou Doumbia introduced one of the four universities in Bamako, the University of Sciences, Techniques and Technologies de Bamako. Their Master programme in Public health starts in 2011, built upon the competences of existing faculty of the USTTB Medical School, local Researchers of MRTC/ICER-Mali, as well as public health professionals from the Ministry of Health. The programmes offer three options, epidemiology, nutrition and community health. There is also Doctors programme in public health. The Masters programme accepts 20 to 25 new MPH students per year. There are totally 107 graduates so far. 90% students are come from Mali, others are from Guinea, Niger, Togo and Ivory coast. So far they have collaborations with ISPED Bordeaux and KIT, Amsterdam, as well as other national and international institutes such as WAHO, UCAD Senegal, UCAD (Senegal), IRSP (Benin) and Univ of Bobo and Ouagadougou (Burkina Faso), Univ of Conakry (Guinee),etc. For more details **please see Annex 1**

Q. What about the system for accreditation?

A: We are using European ECTS accreditation systems. We are also part of the programme called turning Africa, which is similar accreditation systems in Africa.

Q. You are getting more international students, whether the programs allow student to going out?

A: Yes

Q. Students are coming from different backgrounds. Is the programme designed for this multibackground?

A. The first challenge is to put the program together. The second challenge is to set up from zero.

Q. How many % of your staffs having a PHD degree?

A. About 80% have PHD degree.

Q. New reproductive health is collaborating with KIT?

A. It is not open yet. We plan to have it accredited at first before we open it.

After discussion the GA decided to invite the University of Sciences, Techniques and Technologies de Bamako to fill in the self-evaluation report.

## **5. Membership issue Ifakara Health institute, Tanzania**

Nuira presented the site visit report again. **Please see annex 2.** Dickson answered some questions from the group such as the profile of the student in IHI and the student visa, which allows student to do research work there. Since now the masters programme are not started yet, maybe we will have a follow up after three years. We should monitor whether they can really send out student to the network.

After Vote, all 14 full members welcomed Ifakara Health institute, Tanzania as a collaborating member of tropEd network. We will add IHI on tropEd website and the letterhead. The membership fee will be charged since 2018.

## **6. Experience exchange for RUBRICS use in the assessment of Master Students**

According to the short survey about Rubrics we get to know that only Edinburgh, Hanoi, Antwerp and Amsterdam are using Rubrics for the assessment of masters students right now. Other institutes such as Basel, Brescia, Bercelona, Heidelberg, Bergen, Berlin, Ifakara, Munich are not using it but would like to have more information on it.

According to the experiences from four institutes, the satisfaction of Rubrics are mixed. It helps the institute to develop learning outcomes and evaluation them; and helps to develop the examination structure; etc. But we still see the big differences between examiners reviewing the same exam. For dissertations is more abstract than concrete. It is easy for a short assignment. But for dissertation the result is relatively different between colleagues. Split in different session are normally get the lower mark than give the note for the whole one. The institute should use different Rubrics for the writing assignment at the beginning of the study and at the end of the study.

## **7. Core course revision**

The GA re-do the exercise in Heidelberg and reviewed learning objectives and content of the core courses. We will send out the result for final comments. If we haven't heard anything within three weeks, we will consider it as the new version of learning objective and content.

### **1. Learning Objectives**

Core courses introduce students to the fundamentals of international health as stated in the following aims: By the end of the core course students should be able to...

Point 1:

- Demonstrate critical reflection of the collection, analysis and appraisal of qualitative and quantitative data relevant for the improvement of health and health care equity.

Point 2:

- *identify and analyse interrelated determinants of health and major health concerns of populations in a trans-disciplinary perspective in low- and middle-income settings and on global level*

Point 3:

- *Propose sustainable improvements of health systems addressing inequities and considering diverse intercultural settings as well as social, legal and ethical responsibilities.*

Point 4 added:

- *describe the role, decision-making process and impact of global health policy actors?*

Point 5:

- *drop this point*
- *clearly communicate and work professionally in a multi-disciplinary and multi-cultural team*

## 2. Content structure:

Each core course, however, has its special emphasis (i.e. medical, social sciences, health systems etc.). Please provide the specific objectives and relate them to the overall tropEd core course objectives in the following sections:

Point 1:

- *Introduction and learning skills (0.5 week)*

Point 2:

- *Concepts, theory and methods for global health research (quantitative and qualitative) (3 - 5 weeks, 4.5 to 7.5 ECTS credits)*

Point 3:

- *Global health concerns and Responses (e.g. SDGs, preparedness, communicable and non-communicable diseases, Sexual and reproductive health, environmental health, injury)(3 - 5 weeks, 4.5 to 7.5 ECTS credits)*

Point 4:

- *Health systems, their management and strengthening and global health policy, (health economics, Management and Communication, planning and evaluation,) (3 - 5 weeks, 4.5 to 7.5 ECTS credits)*

## 8. Discussion on Erasmus Plus II application

Minutes please see Annex 3.

## 9. Accreditation and re-accreditation of advanced modules

Minutes please see Annex 4.

## 10. Upcoming meeting, dates & locations

- March 1-3, 2018 Hanoi
- June 2018 Edinburgh, we will make a doodle link for 7-9, 14-16, 28-30 June.
- October 2018 Berlin date to be decided

## 11. Academic leadership / structure management of education

The GA did have some group discussions on the following topics:

- How would you describe the educational culture of your department/institute and what practices and values best characterize it?

- How would you understand leadership in education in the context of your department?
- What practices/events have enabled and disabled 'Buy-in' to the department's educational culture/vision?
- How does your departmental educational practice address and incorporate change in teaching/learning theory and what role does leadership play in such awareness?
- Are there specific structures that you can identify as enabling educational leadership and are there identifiable barriers or characteristics that support leadership development?

Members showed their experiences such as, in some institutions education/teaching is a common project, whereas in other institutions could be common burden. Education culture and leadership could depend on the size of the institute, depend on the director of the institute, depend on the demanding from outside, depend on the value of the degree (MSc or PhD), it is quite related to the economic and the value of expertise research. Sometime it is also linked to other institutions in the world. In the structure of an institute if the education is closely connected to the director, the change will move faster.

Based on the experiences we have, we should discuss further in the future meetings, such as on: How can we influence the decision making? How is the academic strategy revised? How often will it be revised? How is the structure related to the strategy development? How is the strategy become culture? Whether the network can change the culture in the member institute? How is tropEd leading the education in International health? How should tropEd get its position? As a network we are a leader. How can we continue and keep the leadership further? This topic should be kept for the next meeting as well.

## 12. Student issue

As we already know from Munich GA meeting, students have elected now a new student representative group. It will support communication, exchange and networking among tropEd students. For example, moderating and maintaining the facebook group, being (physically) present at each home institution etc. The group serving as link between students and tropEd institutions in particular be a joint voice of all students at the tropEd General Assembly, but also supporting students at each home institution. They will reorganize student representation and setting up a new structure to achieve a sustainable and permanent student representation and its fair election. And the most important task is, to help and improve the tropEd website.

According to the group point of view, a better website should offer up to date, clear and modern information about the tropEd programme, clear and easy course overview, course recommendations/ exchange of experiences (from students to students), Share Master thesis opportunities, has forum allow discussion/ networking, have clear information about institution's difference and share job opportunities. Student will try to find some good examples and bring it back to the next meeting for concrete discussions. Maybe some private web designer or member institute can support on it.

Student representative group will have at least every 2 months online meetings to discuss current issues. They will also open online working space (dropbox, google doc) - so knowledge can be passed on to newcomers and next generations can build on past work. The online working space will be open to all tropEd students, so everybody can look up any time which projects we are currently working on. There will be at least one member of the working group present at each GA.

There are more and more students concerning about the 2-year working experience in LMIC and the limitation of Master thesis to LMIC. We also wondered the academic title and accreditation/ acknowledgement worldwide.

The student representative group would like to link with students at all institutions and recruitment of student contact person from each institution. Here is the contact information of this group:

Email: [tropedstudents@gmail.com](mailto:tropedstudents@gmail.com)

Facebook Group: <https://www.facebook.com/groups/tropedmihstudents/>

Mailing List: <http://eepurl.com/c0Zsil>.

### **13. tropEd recognition/ 2-years working experiences**

**Christina Schuler** from Basel has fulfilled the requirement of tropEd recognition and certificate was issued to her. We will find another time in the future to discuss about the two years working experiences.

### **14. Service offered to non-member institutions**

The EC will make two to three concrete suggestions and we will discuss it in the next meeting. For example to help the development of a masters programme in a non-member institution, to work on the capacity building there etc.

### **15. UCL MoU issue**

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

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

Since the legal binding statutes is very difficult to change, tropEd will offer a not legally binding document to UCL. We will revise the profile that includes all the information needed to serve as MoU. Since Rodney has the best knowledge what this document should look like. We will ask Rodney to make the first draft of this revision of tropEd profile. We will then proof it in the next meetings.

### **16. Possible topics for future meetings.**

- Writing feedback of assessment.
- Rubrics.
- Core course revision

- To check out other masters networks and joint degrees
- Accept student in advanced modules who did not finished the core course yet.
- Leadership in education sharing best practices