



Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A03-2016
Project number	586094-EPP-1-2017-1-IE-EPPKA2-CBHE-JP
Agreement/decision number	20172902
Project Title	Improving Healthcare Outcomes in Chronic Disease - Enhancing the Curriculum at Masters Level

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/10/2017	Project End: 14/02/2021
Activities Start:	Activities End:
Project Duration(months): 40	

Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	933000030	BUKHARA STATE MEDICAL INSTITUTE	Uzbekistan
Co-Beneficiary / Partner	933759928	TASHKENT MEDICAL ACADEMY	Uzbekistan
Co-Beneficiary / Partner	933749646	DAI HOC THAI NGUYEN	Vietnam
Co-Beneficiary / Partner	997406769	HANOI MEDICAL UNIVERSITY	Vietnam
Co-Beneficiary / Partner	999864846	UNIVERSITAT POLITECNICA DE VALENCIA	Spain
Coordinating Organization / Beneficiary	999974359	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN	Ireland
Management Contact Person	999974359	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN	Ireland
Co-Beneficiary / Partner	999893752	UNIVERSITA DEGLI STUDI DI PAVIA	Italy
Co-Beneficiary / Partner	972782446	LIETUVOS SVEIKATOS MOKSLU UNIVERSITETAS	Lithuania
Co-Beneficiary / Partner	989330064	STATE EDUCATIONAL INSTITUTION OF HIGHER PROFESSIONAL EDUCATION SIBERIAN STATE MEDICAL UNIVERSITY OF THE FEDERAL HEALTHCARE AND SOCIAL DEVELOPMENT	Russian Federation
Co-Beneficiary / Partner	923788134	KAZAN INNOVATIVE UNIVERSITY NAMED AFTER V.G.TIMIRYASOV (IEML)	Russian Federation
Co-Beneficiary / Partner	953136260	FAR EASTERN FEDERAL UNIVERSITY	Russian Federation
Co-Beneficiary / Partner	933435851	THE STATE EDUCATION INSTITUTION OF HIGHER PROFESSIONAL TRAINING THE FIRST SECHENOV MOSCOW STATE MEDICAL UNIVERSITY UNDER MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION	Russian Federation

Legal Representative

Organisation Legal Address

Name:	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN		
Street:	BELFIELD		
Post Code:	4	City:	DUBLIN
Country:	Ireland		

Department

Name:	President		
Street:	BELFIELD		
Post Code:	4	City:	DUBLIN
Country:	Ireland		
Local Address:			
Internet site:	www.ucd.ie		

Contact

Title:	Professor	Function:	President of UCD
Name	Andrew J	Last Name:	Deeks
Phone Number 1:	+353 1 716 1618/1704	Phone Number 2:	
Fax Number:		Mobile Number:	
Email:	president@ucd.ie		

Contact Person

Organisation Legal Address

Name:	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN		
Street:	BELFIELD		
Post Code:	4	City:	DUBLIN
Country:	Ireland		

Department

Name:	School of Nursing, Midwifery and Health		
Street:	BELFIELD		

Post Code: 4

City: DUBLIN

Country: Ireland

Local Address:

Internet site: www.ucd.ie

Contact

Title: Doctor

Function: Associate Dean

Name: Mary

Last Name: Casey

Phone Number 1: +353 1 7166473

Phone Number 2:

Fax Number:

Mobile Number:

Email: mary.casey@ucd.ie

Project Summary and Horizontal Issues

Project Description

English - 1

Horizontal Issues

Previous recommendations/follow-up

The key responses to recommendations made by the Agency's monitoring activities are:

- 1 "To provide to each partner university a detailed annual work plan." Response: Production and circulation of internal QA and progress report circulated (attached as Appendix 1)
 - 2 "Partners should be regularly informed about the financial situation". Response: A standing item on all project team meetings is budget. Two remaining partners continue to have difficulties in providing bank details.
 - 3 "Equipment purchases." Response: Received quotations for teleconference equipment and Interactive transparent video board.
 - 4 "Introduce a specific e-tool for on-line access to all documentation". Response: A Google Drive facility will be set up within the next week.
 - 5 "A Quality Strategy/Plan should be shared with all partners". Response: governance structure, roles and responsibilities clearly outlined in internal progress and QA report.
 - 6 "A Dissemination Strategy / Plan shared with all partners". Response: This is part of WKP 4 and has an assigned WP leader to oversee activities.
 - 7 "The project website should be opened and be regularly updated..." Response: Supplier identified awaiting invoice. Launching date imminent.
 - 8 "The modernised Master programme should be disseminated" Response: Comprehensive 95-page draft curriculum document of 12 module descriptors has been circulated to all stakeholders.
- The above comments and responses are relevant to the project in general.

There were several additional comments relating to Uzbekistan. These are:

- 1 "to ensure a wider participation and ownership, the local project teams should be enlarged and project tasks should be more equally distributed." Response: Project Coordinator has met with Uzbekistan and outlined the governance structure and a detailed plan for Local Operational Committee.
- 2 "Regular meetings between the two Uzbek project teams should be organised at national level and the overall bilateral communication should be strengthened." Response: Project Coordinator and Project Administrator will visit Uzbekistan partners to help action this point in May 2019.
- 3 "Uzbek project teams should consider publishing a regular article in the Annual publication "Erasmus+ in Uzbekistan", on the website of the National Erasmus+ Office." Response: The Project Coordinator and Project Administrator will visit Uzbekistan partners to help action this point in May 2019.
- 4 "It would be useful if the European partners could also train the local teams in Partner Countries on managing EU funding, in particular concerning the unit cost approach". Response: The Project Manager has outlined the process of managing EU funding at the Kick off meeting in Hanoi. Further training for EU partners and regular updates on the process is now part of the ongoing Project Team agenda.
- 5 "A better gender balance ." Response: Project Coordinator met with all partners in Valencia and emphasis was placed on the need for gender balance for participants' in all aspects of the IHOD project.

The Expert's assessment of the project monitoring progress highlighted the challenges of managing a 12-partner project covering 7 countries. This was anticipated at the Kick Off meeting so it was decided to use conference calls, emails and the PSC meetings rather than holding a stakeholder conference for the agreement on the approach and specification of the masters' programme (output 1.4). The funds released by this, permitted supportive management project activities such as the visit to Valencia, Uzbekistan and Tomsk to be undertaken.

Transversal issues

This project is designed to assist in changing the mind-set of medical professionals to move from the traditional reactive treatment approach to a pro-active risk-based prevention approach to avoid the development of common chronic illnesses by managing causative factors. This requires the training of public health professionals with a wide range of transversal skills. Such managers have to move away from having a narrow speciality so that they understand in a more holistic way all the different social and medical factors that cause chronic illness. They are required to work closely with other professionals and to have a wider understanding of their work. The programme being developed is therefore centred around issues related to public health care with students understanding the issues of policy, economics and quality supported by an understanding of epidemiology, statistics and how issues can be researched.

A key feature of the programme is to introduce an understanding of risk. This requires that those developing and leading public health programmes have the skill sets to ensure that the already widely recognised risk factors that lead to chronic illnesses are addressed. This can be achieved by establishing the necessary organisational structures to promote policies to reduce those risks and to manage the human factors and relationships that result from a failure to avoid those risks. Furthermore, public health staff are required to move to person centred care. This requires that professionals have an empathy and ability to listen and communicate with people and to provide them with the services and treatments that are most suitable for their own situation. The module of Person-Centred care addresses these issues.

Other modules such as leadership and research are included in the programme to address the more traditional “transversal skills” such as problem solving and critical thinking. To prepare students to design and implement effective projects and research, modules on advanced research methods and clinical practicum are developed. All of these issues require that the students develop communication, teamwork and overall leadership skills so that they have the ability to develop and lead public health programmes and implement change. These are addressed in the leadership module.

During the development of the programme itself, assistance is being given to the partners in developing these skills through team work for developing each of these modules.

In addition, the Project Coordinator and Project Administrator met with all partners in Valencia and emphasis was placed on the need for gender balance for participants’ in all aspects of the IHOD project.

Involvement of people with fewer opportunities

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	<input checked="" type="checkbox"/>
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	<input type="checkbox"/>
Promoting the professional development of staff and youth workers in ICT methodologies	<input checked="" type="checkbox"/>
Supporting the production and adoption of Open Educational Resources in diverse European languages	<input checked="" type="checkbox"/>
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	<input type="checkbox"/>

Linkages

School education	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>
Cross-sector	<input type="checkbox"/>

If cross sector is selected

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	<input type="checkbox"/>
Promote voluntary convergence with EU developments in higher education.	<input type="checkbox"/>
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	<input checked="" type="checkbox"/>
Promote people to people contacts, intercultural awareness and understanding.	<input type="checkbox"/>
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	<input type="checkbox"/>

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	<input type="checkbox"/>
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	<input type="checkbox"/>
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	<input checked="" type="checkbox"/>
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	<input type="checkbox"/>
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	<input checked="" type="checkbox"/>

Specific activities

Curriculum development	<input type="checkbox"/>
Modernisation of governance, management and functioning of HEIs	<input checked="" type="checkbox"/>
Strengthening of relations between HEIs and the wider economic and social environment	<input type="checkbox"/>

Type of project

National project	<input type="checkbox"/>
Multi-country project	<input type="checkbox"/>

Regions involved

Region 1 - Western Balkans	<input type="checkbox"/>
Region 2 - Eastern Partnership Countries	<input checked="" type="checkbox"/>
Region 3 - South Mediterranean Countries	<input type="checkbox"/>
Region 4 - Russian Federation	<input type="checkbox"/>
Region 6 - Asia	<input checked="" type="checkbox"/>
Region 7 - Central Asia	<input type="checkbox"/>
Region 8 - Latin America	<input type="checkbox"/>
Region 9 – Iran, Iraq, Yemen	<input type="checkbox"/>
Region 10 - South Africa	<input type="checkbox"/>
Region 11 - ACP	<input type="checkbox"/>
Cross-regional	<input checked="" type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>

Special mobility strand

The project contains a Special Mobility Strand	<input type="checkbox"/>
The project does not contains a Special Mobility Strand	<input checked="" type="checkbox"/>

Involvement of people with fewer opportunities

YES/NO	<input type="checkbox"/>
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Assessment Criteria

Relevance of the project

Relevance to the objectives

There have been no significant changes that have affected the relevance of the project since the original application was made. Motivation and commitment of staff in general has been very good. Some issues have emerged with the partners in Uzbekistan, these are addressed in 3.2.1. Some problems with obtaining visa support were encountered that led to extra mobility expenses, but these have now been resolved. There have also been occasions where senior staff (Vladivostok, Tashkent and Moscow) in the partners had to cancel visits at the last minute due to urgent and important local business. This led to a financial loss to the project because it is not possible to afford to buy refundable tickets within the budget guidelines.

National programmes and strategies relating to improving healthcare outcomes in chronic disease have not changed since the project application.

EU Education, Cooperation & Development policies

The activities implemented so far have contributed to improving the quality of education and teaching (priority B). Train the trainers activities and workshops have taken place in programme and partner countries that have raised awareness of current EU best practice in health education at postgraduate level in the partners. In addition, study visits took place to partner countries where the visitors were exposed to important stakeholders such as APHEA, the EU public health education accreditation body. This enabled the partners to make essential contributions to the draft comprehensive masters' curriculum document now circulated, that complies with Bologna principles and ECTS. This curriculum document has been circulated for further consultation to stakeholders directly and will further contribute to improving the quality of education and teaching in the partners. Also, the first student visit to a programme country has taken place, further helping to improve the quality of education and teaching by setting a benchmark for best EU pedagogical practice.

Quality of the project implementation

Description of the implemented activities

WP1 Part 1: "Stakeholder requirements"

Output (O/p) 1.1: Analysis of international requirements and study tour. Activities 1.1.1-1.1.3. Due date Y1 M4. Completed Y1 M10. All partners contributed as planned. Delay due to the late start of the Kick off meeting in Hanoi in January 2018. Value added for partners by study tour exposure to EU best practice. Presentation reports were produced by all partners on output 1.2 & project team presentations on analysis of international requirements & gap analysis of current programmes.

O/p 1.2: Analysis of stakeholder requirements. Activities 1.2.1-1.2.3. Due date Y1 M 4. Completed Y1 M10. Partners contributed as planned to these activities & they were completed in line with work programme. Delay for same reason as outlined above.

O/p 1.3: Gap analysis of current programmes. Activities 1.3.1-1.3.3. Due date Y1 M 4. Completed Y1 M10. Partners contributed as planned to these activities. Delay for same reason as outlined above.

Output 1.4: Stakeholder approval of programme requirements. Activities 1.4.1, 1.4.2 Due date Y1 M6. Completed Y1 M10. It was decided to facilitate a greater number of participants at the Kick Off meeting in Hanoi whereby face to face meeting would provide a better foundation for programme development rather than holding a stakeholder conference (activity 1.4.2.). This enabled the Project Steering Committee (PSC) to finalise the approach & specification of the masters' programme (o/p 1.4) at the PSC meeting in Kaunas and to follow up by conference calls & emails. A progress report was presented at the Kaunas PSC meeting. All partners contributed as planned.

WP 2 Part 2: Programme Development

O/p 1.5: Agreement on collaborative delivery of 12 agreed module curricula. Activities 1.5.1-1.5.4. Date due Y1 M2. Collaborative delivery agreed as scheduled prior to Kick off meeting in Hanoi (Y1 M4). Curricula developed, feedback from stakeholders collated, approved by PSC in Kaunas. Workshops contributed to adding value to partners by exposing them to EU best practice. Delay due to lack of consistent partner engagement & the need for continuous motivation from the project team.

O/p 1.6: Development of modular short courses and materials. Activities 1.6.1-1.6.6. Date due Y2 M6. Completed Y2 M6. Draft masters curriculum document circulated conforming to Bologna guidelines and ECTS. All partners contributed to these activities as planned.

O/p 1.8 Staff training and mobility programme developed and agreed. Activities 1.8.1 and 1.8.2. Also training gap analysis was completed. Date due Y1 M6. Completed Y1 M10. Partners contributed to this 3-year planner of activities in line with work programme.

O/p 1.9: Four one-week competence enhancement training courses in EU done. Activities 1.9.1, 1.9.2. 1.9.3. Date due Y2 M12. Three of the four courses completed. Courses are contributing to adding value to partners by them gaining exposure to EU best practice. Partners are contributing to this activity as planned.

O/p 1.10 Four one-week train the trainer courses in partner HEIs. Activities 1.10.1 – 1.10.13. Due date Y2 M12. Two courses done in Vietnam & Moscow. Plan to be completed by Y2 M12.

O/p 1.11 Equipment. Date due Y1 M12. To facilitate communication, conferencing equipment will be purchased rather than computers. Output will be completed in Y2 M8. Delay due to communication and project management challenges.

WP 2. Development

O/p 2.1: Course committee & mentoring activity. Due date Y2 M6. Commenced in Y2 M6 arising from Project Coordinator meeting with all partners in Valencia.

O/p 2.2: Launch of Masters programme. Activities 2.2.1 – 2.2.2 Due date Y2 M12. On schedule.

O/p 2.3: Conduct of student mobilities. Date due Y3 M9. One visit done in Kaunas.

Quality assurance

The current Quality Assurance (QA) approach of the IHOD project is described in the project application (F4 Quality Control & Enhancement). There were delays in implementing the actions required by WP3 due to personnel, communication & governance issues. Mitigation: staff have been allocated to take responsibility for WP3 to enhance stakeholder engagement, ensure quality assurance measures are implemented & activities are monitored on a regular basis. (See attached new quality assurance and governance plan). The UCD Project Coordinator supported by the Project Manager and Project Team is responsible for ensuring project quality. At the Kick-off Project Steering Committee meeting parameters for monitoring quality for the overall project & for each task were agreed. Two members of the project team now have responsibility for the monitoring these parameters. QA measures to be applied:

O/p 3.1 Effective monitoring of project quality parameters. Due date Y3 M12.

Timescales for the implementation of each activity are outlined in the 3-year project work plan. Work Package Leaders with the support of the Project Manager, have taken responsibility for leading this activity & for ensuring the timetable is observed & if necessary take corrective action to ensure that plans are implemented in a timely manner. The results of the first annual enhancement was delayed due to personnel issues, communication challenges and governance Issues. The report will be presented to the PSC for approval by Y2 M10.

O/p 3.2 Project plans are implemented on time:

The WP3 leaders, with the support of the Project Manager and Project Team will ensure that project timetables & milestones are met by checking the reports produced by the WP Leaders responsible for WP1 and WP2.

O/p 3.3 Assessment of stakeholder satisfaction:

Stakeholder satisfaction is monitored throughout the project. The satisfaction of teaching staff who participate in the one-week training courses in EU (o/p 1.9) was assessed by a focus group (Dublin) & questionnaire (Kaunas, Valencia). A standardised questionnaire has been developed and has been used to assess the satisfaction of course participants taking part in the train the trainers' courses. O/p 1.10 assessments results will be included in the annual quality enhancement report which will identify areas for improvement.

O/p 3.4 Reports from WP1-4

The individual members of the Project Team responsible for the implementation of each WP present a written report at the end of the project. Reports concerning WPs 1 & 2 are reviewed by the Project Team & presented to an evaluation panel consisting of senior staff from the partners who are not involved in the project. These reports are presented to the Erasmus+ monitoring team. The first concluded will be for WP1 in Y2 M10.

O/p 3.5 The conduct of external assessment of project quality:

At the beginning of year 3, an external assessor from an EU university with experience of similar project will be invited to conduct an external assessment of the project. Andrew Johnstone will perform this consultant role. Formerly from Cranfield University UK, he coordinated two CBHE projects with a similar remit, one of which was setting up Masters' courses in Russia to improve the safety of pharmaceuticals. The project team with the support of the PSC will participate in all quality enhancement activities.

O/p 3.6 Participation in Erasmus+ Quality activities:

The WP Leaders with the support of the Project Manager and the PSC will participate fully in all proposed Erasmus+ quality enhancement activities.

Visibility

The address of the web site is not yet available at the time of writing this report. However, the content has been agreed.

The first page on the site is a project summary and introduction. Other material currently will include, the project plan & progress report outlining the agreed governance approach underpinning the project. A full project description & reports of the PSC meetings in Hanoi in Y1 M3 & Kaunas in Y1 M10 will also be available. Also, reports on the competence enhancement training visits to Kaunas in July 2018, Dublin in October 2018 & Valencia in April 2019 will be made available. These documents will be made available in a restricted area (Google Drive) that will also include material on remedial actions needed to address the issues mentioned below & in the previous section on QA. The Masters curriculum document that has very recently been circulated will also be made available in this drive.

Dissemination activity has been limited so far due to delays linked to personnel issues and project management problems. These have now been resolved & a governance structure put in place that will ensure that deliverables linked to WP4 will be expedited. Responsibilities are defined clearly & allocated to named staff members. See attachment to this report on Progress and Governance.

For the reasons given above the web site is still under development. However, with the resolution of the outstanding issues it will now be shortly implemented. A maintenance & updating plan for the site is also agreed & responsibility taken for this by the Project Manager. This will be supplemented by a 'Google Drive' facility to communicate the aims, project strategy, activities and progress reports to the partners. It is anticipated that on the web site a feedback section will enable stakeholders to express their opinions. Wider public dissemination of the project progress & results on the site will be based on a conscious strategy of participation in conferences and forums. Two members of the WP4 have been appointed to maintain regular contact with key stakeholders. An agreed calendar of key events is being maintained by the UCD Project Administrator. A quarterly newsletter will now be produced by the Project Manager & used for visibility and exploitation purposes.

The project will shortly meet its contractual obligation for visibility & exploitation by creating & maintaining a website. Specified logos on all documents related to the project are in use. Project outputs will be put up on the Erasmus + results platform.

Equipment

To facilitate communication, it was decided at the Kick Off meeting in Hanoi to purchase conferencing equipment rather than computers in order to improve project communication and coordination, particularly with colleagues in Central and South East Asia. Determining new technical requirements from the partners contributed to a delay in completing activities to purchase & distribute the equipment. Tenders are now being obtained for the conferencing equipment & purchasing will be actioned by shortly. The equipment will be installed in all the partner institutions.

The project includes activities relating to curriculum development

- Yes

HIGHER EDUCATION: Promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools.

The new curriculum for the proposed Masters course is called an MSc. 'Improving Healthcare Outcomes in Chronic Disease'. It is aligned with the APHEA (Agency for Public Health Education Accreditation) Masters in Public Health curriculum validation criteria. Accordingly, the curriculum was developed in line with EU standards for public health education and competences, and the European Credit Transfer and Accumulation System (ECTS). In accordance with the European Higher Education Area (EHEA), this curriculum is compatible with completion of the QF-EHEA second cycle level 9. The competences and level of competences to be achieved for accreditation requirements by The Association of Schools of Public Health in the European Region (ASPHER) were included in the design of this curriculum. APHEA EU Accreditation requires 120 ECTS and the specific content as required is included in the course. APHEA accreditation which will be possible for the partners following this curriculum and ASPHER conformity will contribute significantly to the sustainability of the project. However, there are significant cost implications for same.

The model agreed for utilisation in this programme is a competency-based process model design for higher and further education. Fink's (2003) Integrated Course Design, which is non-technical, humanistic and integrated approach, draws on the concept of Backward Design Models and allows for connectedness with graduate attributes and competences (O'Neill, 2015). The curriculum is compatible with the requirements of the Bologna process, including the module indicative learning outcomes that are consistent with European Standards and Guidelines for QA. The module credit transfer system is consistent with ECTS and curriculum includes student centred learning. The MSc. Improving Healthcare Outcomes in Chronic Disease will be taught over a two-year period. The programme structure consists of a total of 12 modules including a clinical practicum that can be either a local or an international clinical practicum.

New/updated courses

The title of the proposed Masters course is MSc. Improving Healthcare Outcomes in Chronic Disease. It comprises 120 ECTS credits, as follows:
Introduction to Public Health and Practice. 10 ECTS
Epidemiology of Chronic Diseases (Communicable and Non-Communicable). 10 ECTS
Health Policy, Quality and Health Economics. 10 ECTS
Health Education and Health Promotion – Applied to Practice. 10 ECTS
Health Informatics and Global Health. 10 ECTS
Biostatistics and Methods of Investigation. 10 ECTS
Advanced Research Methods. 10 ECTS
Leadership and Management – Applied to Practice. 10 ECTS
Population Health. 10 ECTS
Person-Centred Care. 10 ECTS
Research Project – Applied to Practice. 20 ECTS
Clinical Practicum (international placement option) Pass/Fail

The following partners plan to launch the Masters course: Far Eastern Federal University, First Moscow State Medical University, Siberian State Medical Institution. The following partners will incorporate modules in existing medical graduate degrees with a plan to launch a Masters degree at a later stage: Tashkent Medical Academy, Bukhara State Medical Institute, Kazan Innovative University, Hanoi Medical University & Dai Hoc Thai Nguyen University.

A comprehensive curriculum document has been published that each partner will use as the basis for their new Masters programme or for modules as part of existing courses. This represents a very high level of development reached, compared to the final requirement in this area.

For the three partners listed above, launching the Masters course will involve obtaining recognition from their academic boards. Incorporation of modules in existing courses by the five partners mentioned above requires approval at faculty level.

70% of the curriculum development tasks have been completed. Assessment, teaching & learning strategies have yet to be designed (20%). Accreditation procedures are just starting (10% complete). No courses have yet been implemented (0% complete).

No

Teaching / Training Activities

Yes

Mobility for Teaching, Training and/or project research activities

The following training activities/research activities with mobilities have been undertaken:

O/p 1.1 Analysis of international requirements & study tour. The findings of the study tour to Italy & Ireland are used to assess the requirements of key stakeholders. 27 mobility flows.

O/p 1.5 Synergy needed for the collaborative delivery of cross-disciplinary programme is established by holding team building workshops in partner countries. Also, these visits are used to identify staff who will benefit from taking part in future mobilities. 15 mobility flows.

O/p 1.9 Four one-week training courses in EU partners. Three EU partners (Dublin, Kaunas & Valencia) have hosted a competence enhancement programme to build capacity by delivering new teaching skills and strengthening synergies in the programme. 65 mobility flows.

O/p 2.3.1 Conduct of student mobilities. 1 EU partner (Kaunas) hosted a one-month mobility for students designed to supplement the masters programme. 22 mobility flows.

The participants in the mobilities to the EU were assessed and identified by conducting a local training gap analysis in each partner country (o/p 1.8). Also, by discussions with senior colleagues in the partner institutions. These took place in the team building workshops mentioned above & at the two PSC meetings in Hanoi & Kaunas.

No

Quality of cooperation

Project management

The Local Operational Committee (LOC) representing each partner with the help of the Project Manager is responsible for day-to day project management – task planning, allocation of responsibilities and the rational use of resources. Each WP has clearly defined WP leaders, governance structure, inputs, aims, risk assessments, milestones, timetables & metrics.

The Project Co-Ordinator, Project Manager and Project Team are responsible for building & maintaining strong relations with the stakeholders by involving them in the PSC & maintaining regular contact. Project ownership is now assisted by the open & transparent functioning of the governance structure & the defined responsibilities and membership of the Project Team, which is responsible for decision making with each team member taking responsibility for a part of each work-package as well as taking responsibility to co-lead on specified WPs.

A conscious strategy for the creation of synergy between members of the project team and between partners is based on a series of workshops with the aim of ensuring focus on the common goal. Some synergies have developed between Tashkent Medical University and University of Pavia.

Governance roles and communication channels are clarified and concretised in the Progress Report and Governance document attached to this report. This report was produced as a result of project management and communication issues that developed in year 2. The points raised are similar to the issues raised by EU monitoring activities. In particular, named members of the Project Team have agreed to take responsibility for the various deliverables within work packages. Also, Local Operational Committees were established in the partners, with concrete tasks and assigned responsibilities.

A draft of the partnership agreement was formulated by the Project Manager and Project Coordinator as soon as the contract was signed and provisional approval was obtained from the Erasmus CBHE team. This document was then circulated to all partners by email and a negotiation took place with each one to clarify and provisionally agree on its content before the Project Steering Committee in Hanoi in year 1 month 3. Any outstanding issues were resolved at the Hanoi meeting.

Indicators of progress are: 1. Whether project tasks completed on time, 2. Whether project gains stakeholder approval, 3. Whether project is owned by partners, 4. Whether project synergy is achieved.

Measurement of progress for indicator 1 is assessed by Interim and Final Project Report, PSC meeting reports. Indicator 2 by decisions of stakeholders, indicators 3 and 4 by survey of Project Team.

Internal communication is carried out by face to face meetings of the PSC (two held so far, next planned for Moscow in year 2 month 10), as well as monthly project team conferencing calls and regular telephone and email contact between UCD and the partners and between EU programme countries. The primary operating language is English.

In order to facilitate coordination and communication, changes were made to the original application. Rather than buying computers for the partners, PSC in Hanoi decided it would be more beneficial to buy teleconferencing equipment. It was decided to hold face to face meetings of the PSC as well as holding conference calls.

Involvement of partners and stakeholders

The Project Coordinator and the Project Manager take the lead role in managing the project. All the programme and partner country partners have played an active role in the activities undertaken to date. All partners have participated in the management of the project. Two PSCs have been held, in Hanoi in Y1 M3 and Kaunas in Y1 M10. A further PSC is planned for Y2 M10 in Moscow. 20 staff from 11 of the 12 partners attended the Hanoi meeting & 15 staff from 11 partners the Kaunas meeting. Colleagues from Far Eastern Federal University, Valencia Polytechnic University, First Moscow Medical University & Tashkent Medical Academy were unable to travel to different activities due to urgent business at the last minute.

Staff from 7 of the 8 partner countries participated to determine key stakeholder requirements (outputs 1.1, 1.2, 1.3). All partners had responsibilities for WP1 Part 2, Programme Development (outputs 1.5, 1.6, 1.7.). Each of the 8 partner HEIs took responsibility for developing the curriculum, ILOs etc, for one or two of the 12 modules of the Masters programme. The subject areas selected related in most instances to the areas of expertise within the 8 partner countries and each EU partner country was allocated responsibility for quality oversight of each module again based on their expressed areas of expertise.

All partner HEIs have responsibility in WP2 for launching the masters courses or for introducing the modules into existing courses. All partners play a major role in dissemination events in WP4, in particular organising 5 public workshops and the final stakeholder event in Moscow. Lithuanian Medical University plays the lead role in WP2, Launch of the Masters Courses. The Valencia Polytechnic University has joint responsibility with University College Dublin (UCD) to lead on QA, WP3, and University of Pavia with UCD leads on dissemination, WP 4. More detail of responsibilities is given in the attached document on Governance Structure.

Since none of the partners had previous experience of CBHE projects, a series of team building workshops was held in the partner countries (Output 1.5, WP1 Part 2) to build capacity and to promote involvement of the partners. Where necessary special visits by the Project Coordinator and /or Project Manager will be held to resolve particular problems of partner 'buy-in' to the project. Issues have arisen in Uzbekistan in this regard, and a visit is scheduled for May by the Project Coordinator to support their participation.

Partner country needs were addressed in WP 1, part 1, output 1.2 Analysis of stakeholder needs, & 1.3, gap analysis of current programmes. This established the need for the proposed modules. In addition, an analysis of the newly developed module descriptors from the partner countries revealed the need for further training in curriculum development activities. Public authorities and stakeholders have been involved in the project e.g. staff from the University Clinic in Kazan have participated in formulating the course, and there is close contact between the Vladivostok Medical Centre and the Federal University of the Far East in formulating the course programme. The very close links between the WHO Centre based in the First Moscow Medical University on treating non-communicable diseases in Central Asia and colleagues working on our CBHE project informed the formulation of the curriculum. APHEA made a presentation in Dublin, WP1, output 1.1. Students will have a role in the implementation of the project through their membership on LOCs. Students will partake in module & programme evaluation. All the partners have links to local hospitals who will play a role delivering the modules. Hence cooperation between HEIs and non-academic sectors is increased.

Management of the grant

The disbursement of the grant is organised by the Project Coordinator and other staff at University College Dublin (UCD) with responsibility for the budget. The UCD Finance Department oversees and monitors the financial operation of the project at all times and the disbursement of the monies. Regular statements are circulated by the Finance department of the current state of expenditure. These will be circulated to the partners in the future to keep them informed. At the Project Steering Committee meetings comprehensive presentations were made each time of how the grant was managed, how the financial rules were applied and the current state of the budget. The financial provisions of the Partnership Agreement (PA) were also explained. Spending was centralised as far as possible at UCD in line with the Partnership Agreement. Nearly all spending on travel and costs of stay was carried out by UCD. This will also be the case with equipment costs.

Partners were asked to provide bank details so the staff costs could be disbursed in line with the Partnership Agreement. There were considerable delays despite constant reminders about obtaining this information. One issue mentioned by the partners was that money transferred to central university accounts would never reach their department or even that government authorities would retain the majority of the money. As a result, it has not yet been possible to transfer funds to these partners. Efforts are continuing to resolve this and if this is not possible the EU monitoring person will be made aware of the continuing challenges.

For travel, it is not possible to buy refundable air tickets within the budget. It has happened several times now that senior staff have had to cancel flights due to urgent business at the last moment. This has led to a significant financial loss to UCD. Some issues have also arisen with late submission of names of the participants thereby causing delays in visa application and consequent booking of flights. A 3-year planner was developed and agreed around all activities to prevent similar crises from occurring in the future.

All expenditures under the headings Equipment, Subcontracting are planned to take place in the second half of the project so there are zero entries in the spreadsheet for these.

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

Awareness raising has been achieved by interactions with stakeholders, such as the University Clinic in Kazan, the Vladivostok Medical Centre, the World Health Organisation (WHO) Centre based in the First Moscow Medical University on treating non-communicable diseases in Central Asia, and APHEA (Agency for Public Health Education Accreditation). All have had active roles in the project as described earlier in output 3.2. All the partners have close links with local hospitals/health authorities, and these will be used throughout the project to increase awareness and to facilitate dissemination.

Partners have not yet generally publicised the project on their own institutional web-sites. As a result of the meetings with the Project Coordinator in Valencia this will soon be rectified. However, partners have publicised on their internal bulletin boards etc. A project web site is in the process of being created at the time of writing this report where public material and closed material on the project will be available.

As discussed earlier, dissemination activity has been limited so far due to delays linked to communication and personnel issues and project management problems. These have now been resolved and a governance structure put in place that will ensure that deliverables linked to WP4 will be expedited. Deliverables will now be a quarterly newsletter, regular 6 monthly reports to Academic Boards, a feedback section for stakeholder views and the calendar of key events will be made available on the web site. When participating in conferences and forums a priority of partners will be to promote awareness of the project and its results.

A series of dissemination workshops and a stakeholder dissemination conference will be organised by the partners in year 3 of the project. The workshops will be held in all three partner countries in the project.

Sustainability is built into the project by means of stakeholder involvement during the planning stage to ensure that the developed masters' programme is relevant and follows international requirements. The modular nature of the masters' programme and the fact that it will be developed in line with the approach of the ECTS will enable continued transferability of the programme and widen the scope and sustainability of the professional training. This harmonisation will ease programme recognition and accreditation at relevant levels. Successfully launching the masters courses can attract co-funding from international bodies such as WHO and health NGOs, EU and others who see it's usefulness.

Statistics and Indicators

Type of equipment:

- books and pedagogic material
- audio-visual equipment
- Computers and software
- lab material
- Other

For Curriculum Development projects

Yes

Courses updated
(/developed/accredited) in line
with Bologna principles.

to a small extent

Number of new/updated courses
DEVELOPED

11

Number of new/updated courses

0

RECOGNISED/ACCREDITED

Number of new/updated courses
IMPLEMENTED/DELIVERED

0

Level of new/updated courses:

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training

Type of recognition:

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree

Volume (in ECTS) of new/updated
courses

The new study programme includes:

- Placements/internships for students
- Career orientation service
- Career development measures

Number of learners / trainees
enrolled (per intake / course
delivery)

Type of skills/competence developed:

- Transversal/behavioural skills
- Technical /academic /scientific / research skills

Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

For Training/Mobility Activities

Number of partner country "HEIs' students" trained

23

Number of partner country "HEIs' academic staff" trained

65

Number of partner country "HEIs' administrative staff" trained

28

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

0

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups

not applicable

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

Number of direct beneficiaries in the PCs (/year): HE students

Number of direct beneficiaries in the PCs (/year): non HE individuals

Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres)

to a small extent

Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications

to a high extent

/participation in networks or associations etc.)

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)

to a high extent

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

to a small extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

not applicable

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

to a high extent

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

not applicable

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

to a very small extent

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a very high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a small extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- Partner HEIs
- Public authorities in Partner countries
- NGOs
- Private sector
- European Union
- Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

to a high extent

Involvement of non-educational stakeholders in the project implementation

to a very small extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

to a high extent

Project potential to promote EU's horizontal policies

- Agriculture, fisheries and foods
- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax
- Employment and social rights
- Energy and natural resources
- Environment, consumers and health
- External relations and foreign affairs

- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology
- Transport and travel

Meetings, Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Vietnam	Hanoi	09/01/2018
Lithuania	Kaunas	02/07/2018
Russian Federation	Moscow	04/07/2019
Russian Federation	Moscow	13/01/2020

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
1	Workshop	Academic staff – teaching	Number Male	6	Lithuania	Russian Federation	1	100
1	Workshop	Academic staff – administrative	Number Female	2	Lithuania	Russian Federation	1	100
2	Study	Academic staff – administrative	Number Male	1	Uzbekistan	Italy	1	100
2	Study	Non-academic staff	Number Male	1	Uzbekistan	Italy	1	100
2	Study	Academic staff – teaching	Number Male	1	Uzbekistan	Italy	1	100
2	Study	Academic staff – teaching	Number Female	1	Uzbekistan	Italy	1	100
2	Study	Academic staff – administrative	Number Male	1	Russian Federation	Italy	1	100
2	Study	Academic staff – teaching	Number Male	1	Russian Federation	Italy	1	100

2	Study	Non-academic staff	Number Male	1	Russian Federation	Italy	1	100
2	Study	Academic staff – teaching	Number Female	3	Russian Federation	Italy	1	100
2	Study	Non-academic staff	Number Female	1	Russian Federation	Italy	1	100
2	Study	Academic staff – teaching	Number Male	1	Vietnam	Italy	1	100
2	Study	Academic staff – administrative	Number Male	1	Vietnam	Italy	1	100
2	Study	Non-academic staff	Number Female	2	Vietnam	Italy	1	100
2	Study	Academic staff – teaching	Number Male	1	Uzbekistan	Ireland	1	100
2	Study	Academic staff – teaching	Number Female	1	Uzbekistan	Ireland	1	100
2	Study	Academic staff – administrative	Number Male	1	Uzbekistan	Ireland	1	100
2	Study	Non-academic staff	Number Male	1	Uzbekistan	Ireland	1	100
2	Study	Academic staff – teaching	Number Male	1	Russian Federation	Ireland	1	100
2	Study	Academic staff – teaching	Number Female	3	Russian Federation	Ireland	1	100
2	Study	Non-academic staff	Number Male	1	Russian Federation	Ireland	1	100
2	Study	Non-academic staff	Number Female	1	Russian Federation	Ireland	1	100
2	Study	Academic staff – teaching	Number Male	1	Vietnam	Ireland	1	100
2	Study	Academic staff – administrative	Number Male	1	Vietnam	Ireland	1	100
2	Study	Non-academic staff	Number Female	2	Vietnam	Ireland	1	100
1	Workshop	Academic staff – teaching	Number Male	1	Ireland	Russian Federation	1	100
1	Workshop	Non-academic staff	Number Male	4	Ireland	Russian Federation	1	100
1	Workshop	Academic staff – teaching	Number Female	10	Ireland	Russian Federation	1	100

3	Training	Academic staff – teaching	Number Male	3	Uzbekistan	Lithuania	1	100
3	Training	Academic staff – teaching	Number Female	2	Uzbekistan	Lithuania	1	100
3	Training	Academic staff – teaching	Number Male	1	Russian Federation	Lithuania	1	100
3	Training	Academic staff – administrative	Number Male	1	Russian Federation	Lithuania	1	100
3	Training	Academic staff – teaching	Number Female	2	Russian Federation	Lithuania	1	100
3	Training	Non-academic staff	Number Female	1	Russian Federation	Lithuania	1	100
3	Training	Academic staff – teaching	Number Male	4	Vietnam	Lithuania	1	100
3	Training	Academic staff – administrative	Number Female	2	Vietnam	Lithuania	1	100
3	Training	Academic staff – teaching	Number Male	1	Uzbekistan	Ireland	1	100
3	Training	Academic staff – teaching	Number Female	2	Uzbekistan	Ireland	1	100
3	Training	Academic staff – teaching	Number Male	1	Russian Federation	Ireland	1	100
3	Training	Academic staff – teaching	Number Female	3	Russian Federation	Ireland	1	100
3	Training	Academic staff – administrative	Number Female	2	Russian Federation	Ireland	1	100
3	Training	Non-academic staff	Number Female	2	Russian Federation	Ireland	1	100
3	Training	Non-academic staff	Number Male	1	Russian Federation	Ireland	1	100
3	Training	Academic staff – teaching	Number Male	2	Vietnam	Ireland	1	100
3	Training	Academic staff – teaching	Number Female	1	Vietnam	Ireland	1	100
3	Training	Non-academic staff	Number Female	2	Vietnam	Ireland	1	100
3	Training	Academic staff – administrative	Number Male	1	Vietnam	Ireland	1	100
4	Teaching	Students	Number Male	4	Uzbekistan	Lithuania	4	100

4	Teaching	Students	Number Female	2	Uzbekistan	Lithuania	4	100
4	Teaching	Students	Number Male	1	Russian Federation	Lithuania	4	100
4	Teaching	Students	Number Female	9	Russian Federation	Lithuania	4	100
4	Teaching	Students	Number Male	3	Vietnam	Lithuania	4	100
4	Teaching	Students	Number Female	3	Vietnam	Lithuania	4	100
3	Training	Academic staff – teaching	Number Male	2	Uzbekistan	Spain	1	100
3	Training	Academic staff – teaching	Number Female	2	Uzbekistan	Spain	1	100
3	Training	Academic staff – teaching	Number Female	3	Russian Federation	Spain	1	100
3	Training	Academic staff – administrative	Number Male	1	Russian Federation	Spain	1	100
3	Training	Non-academic staff	Number Male	3	Russian Federation	Spain	1	100
3	Training	Academic staff – administrative	Number Female	1	Russian Federation	Spain	1	100
3	Training	Non-academic staff	Number Female	3	Russian Federation	Spain	1	100
3	Training	Academic staff – teaching	Number Male	2	Vietnam	Spain	1	100
3	Training	Academic staff – administrative	Number Female	1	Vietnam	Spain	1	100
3	Training	Non-academic staff	Number Female	2	Vietnam	Spain	1	100
3	Training	Academic staff – administrative	Number Male	1	Vietnam	Spain	1	100
5	Intensive course	Academic staff – teaching	Number Male	3	Russian Federation	Russian Federation	0,4	40
5	Intensive course	Academic staff – teaching	Number Female	3	Russian Federation	Russian Federation	0,4	40
5	Intensive course	Academic staff – administrative	Number Male	1	Russian Federation	Russian Federation	0,4	40
5	Intensive course	Students	Number Male	1	Russian Federation	Russian Federation	0,4	40

Attachments

Type of File	Name of the File
Budget Table	copy_of_cbhe_2017_-_annex_vi_-_financial_statements (1) (1).xlsm
Declaration of Honour	Declaration of Honour_Signed 1.pdf
Table of achieved results	Table_of_achieved_planned_results final.pdf
Dissemination/Exploitation Plan	IHOD 3 Year PLANNER -To date 11-04-19.pdf
Quality Assurance Plan	Progress Report and Governance Structures.pdf
Report Special Mobility Strand	
Request for Payment	Request for 2nd Pre-Financing Payment.pdf