

# Quality assurance report N<sup>o</sup> 1

## D8.1

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Work package	WP8: Quality assurance
Nature	Report
Dissemination Level	Project consortium members
Date	15/04/2016
Elaboration and edition of the document	Universidad de Buenos Aires (UBA) – Quality Auditor
Document description	First quality audit report. This document describes the evolution in the implementation of the project activities, as well as the quality assurance activities carried out and the compliance of the project deliverables with the quality standards set in the Quality Management Plan.



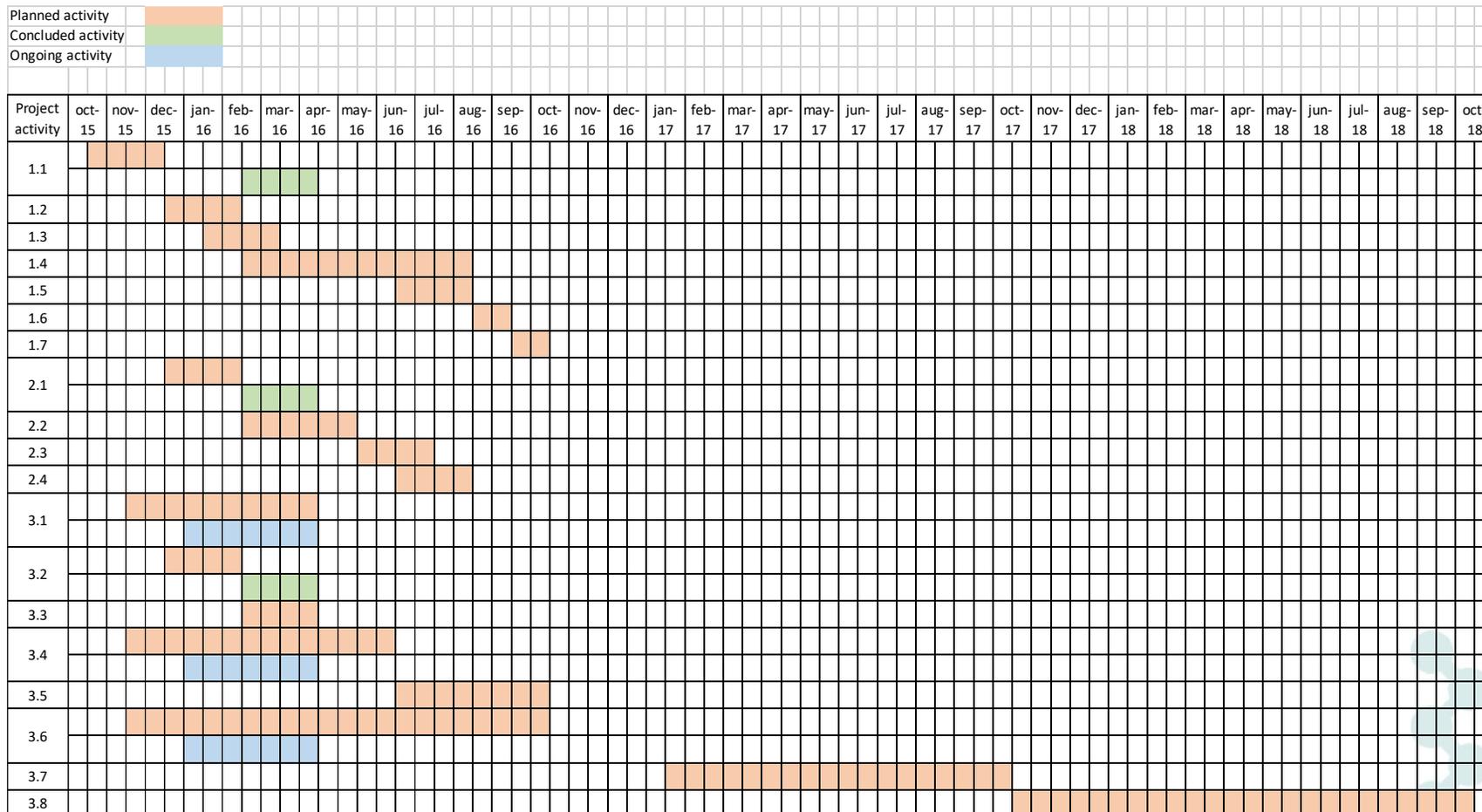
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### 1. Progress in the Project execution





Professionalization on Result-based Healthcare Management through Distance Education and Simulation-based Training

Project activity	oct-15	nov-15	dec-15	jan-16	feb-16	mar-16	apr-16	may-16	jun-16	jul-16	aug-16	sep-16	oct-16	nov-16	dec-16	jan-17	feb-17	mar-17	apr-17	may-17	jun-17	jul-17	aug-17	sep-17	oct-17	nov-17	dec-17	jan-18	feb-18	mar-18	apr-18	may-18	jun-18	jul-18	aug-18	sep-18	oct-18			
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## 2. Project activities and quality assurance activities carried out

### 2.1. Concluded activities

Among the concluded activities there are two which took place before the first activity of the schedule of project activities, which are of great relevance: 1) the kick-off meeting of the selected Capacity Building projects, developed in Brussels on 27-28 January 2016 and 2) the kick-off meeting of LASALUS Project, in Buenos Aires, on 24-25 February 2016, in which the main topics covered were: the Grant Agreement, the Partnership Agreement, the financial management, the quality management and dissemination and exploitation activities.

***Activity 1.1. Creation of 'ad hoc questionnaires' for the survey of two kinds of user needs: a) LA HEIs staff in charge of the design of the healthcare training cluster curriculum; b) Professionals who hold managerial positions, at different levels, in LA healthcare organizations.***

Participating organizations: ISALUD – UBA - UPNA - UNIPV – UNIROMA - EHESP

ISALUD elaborated a guide for the development of the user needs analysis and distributed it among the LA partners. This introductory document, which contains general guidelines and the conceptual framework for the development of the activity 1.2 (Collection of information on the vision and needs of the different actors) is showed as Annex I.

The definition of the technical characteristics of the survey has been carried out by UNIROMA, the WP lead institution.

A first draft of the questionnaire was made by UBA and shared with the European HEIs, who contributed with the construction of the final version.

The final version of the questionnaire (Deliverable 1.1) was sent to the LA partners on April 3<sup>rd</sup> 2016.

A peer review of the final version of the questionnaire was carried out by experts of UNIROMA. The peer review report contains, as a relevant recommendation, the need of updating the questionnaire, in order to include aspects related to the Bologna process which haven't been considered, such as competence assessment, credit transfer systems and quality assurance.

***Activity 2.1. Building up by European HEIs of a dossier with a catalogue of good practices and lessons learnt regarding distance education and simulation-based training, critical reflection on practices and teaching strategies centered in the student and competence assessment.***

Participating organizations: UPNA – UNIPV – UNIROMA – EHESP

The WP leader (UNIPV) prepared and distributed among the partners involved in the activity a collaborative working schedule on the basis of which the catalogue of good practices has been elaborated (Deliverable 2.1)

A peer review of the final version of the catalogue has been carried out by experts of UNIPV.

***Activity 3.2. Definition of technological equipment for server at LA HEIs' e-learning areas.***

Participating organizations: ISALUD – UBA – CBIM - UNSSA – UEES - UNIGRAN – UNIBE

An activity that has been carried out at the moment of the project preparation was the setting of the minimum characteristics and decision criteria for the definition of technological equipment, including not only technical considerations but availability and financial ones as well.

The WP leader (CBIM) carried out a survey on LA HEIs' equipment needs and made relevant recommendations to LA partners regarding technical specifications of the equipment to be purchased.

***Activity 7.1. Identification of dissemination groups and elaboration of a dissemination plan.***

Participating organizations: ISALUD – UBA – UPNA – UNIPV – UNIROMA – EHESP – UEES – UNSSA – UNIBE – UNIGRAN

As established on the QMP, all the consortium members have participated in the identification of dissemination groups and the elaboration of the dissemination plan (Deliverable 7.1.)

***Activity 7.6. Designing and printing of graphic material for each HEI (poster, banner, diptych, etc); editing and printing of orientating and supporting guidelines, baseline and academic documents.***

Participating organizations: ISALUD – UBA – UEES – UNSSA – UNIBE – UNIGRAN

Part of this activity has been carried out before and during the kick off meeting of the project. Once the designs with the identity of the project were agreed upon, these were used in banners and printouts for the kick off meeting and will be used in other events and products of the project.

**Activity 8.1. Establishment of predetermined quality indicators and standards for:**

- ***Simulator System for Computerized Simulation Training;***
- ***Distance learning postgraduate curricular design;***
- ***Training for tutors teaching in distance learning postgraduate career curricula;***
- ***Academic materials for distance learning and cases to be used in CST;***
- ***Implementation of the first year of distance learning postgraduate career;***
- ***Processes of the project management.***

Participating organizations: All the consortium members

For the establishment of the mentioned quality indicators, which have been included in the Quality Control section of the QMP, the following quality assurance activities have been carried out:

- Revision of the specific norms of each sector: curricular design, distance learning and software development.
  - For curricular design and distance learning norms and other documents of the following agencies were revised:
    - AENOR: Asociación Española de Normalización y Certificación
    - ANECA: Agencia Nacional de Evaluación de la calidad y Acreditación
    - CONEAU: Comisión Nacional de Evaluación y Acreditación Universitaria
    - EADTU: European Association of Distance Teaching Universities
    - ENQUA: European Association for Quality Assurance in Higher Education
  - For software development, norms of the International Organization for Standardization were revised, particularly ISO 25.000, referred to the quality of the software product, and ISO 9241-210
- Interview with key actors; disciplinary experts.

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- Participation of all the consortium members, with special intervention of UPNA in issues related to distance learning, of UBA in issues related to curricular design and of CBIM in issues related to software development.

**Activity 8.2. Designation of the structure of the quality assurance process reports.**

Participating organizations: ISALUD – UBA – UPNA

There has been an explicit agreement among the managers of the three organizations involved in the activity and the quality auditor subcontracted regarding the required structure of the QA reports.

**Activity 8.3. Designation of quality instruments, such as templates, questionnaires and protocols, with the aim of assessing the expected results and identifying strengths and weaknesses for certain tracing activities (workshops, internships, training).**

Participating organizations: ISALUD – UBA – UPNA – UNIPV – UNIROMA – EHESP

**Activity 9.4. Provision of templates for the associates to prepare the reports.**

Participating organizations: ISALUD – UBA

All the consortium members have been provided with the following templates:

- Financial report model, which is part of the QMP annexes
- Minute meeting model, also part of the QMP annexes.
- Logbook model, for the record of the daily activities of the Project carried out by each partner. This model, showed as Annex II, was sent to all the consortium members on March 2016.

## 2.2. Ongoing activities

At the date of this report, the following activities are being carried out:

3.1. Design, modeling and development of server and client side of the simulation software, with a user friendly interface.

3.4. Development and releasing of the Computerized Simulator for Healthcare Management Training prototype (Beta version of the CSHCMT)).

3.6. Monitoring development and testing of the simulation software prototype and the final version of CSHCMT.

7.2. Creation of a project website as platform of collaboration and dissemination.

8.4. Monitoring, assessment and control of the predetermined and defined standards and goals.

9.1. Formalization of network and agreements between the participating HEIs.

9.2. Planning and development of meetings for the administration of the project.

9.3. Designing and administration of the organizational and communicational structures (internal and external).

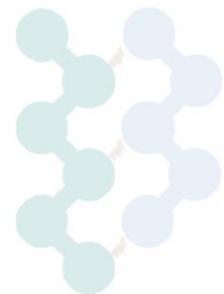
9.5. Collection and storage of data for the monitoring of the project and the elaboration of reports and budgets.

9.6. Periodic actualization of the plan and monitoring of the fulfillment of the working schedule.

9.7. Monitoring, assessment and control of any deviation in the progress of the project.

9.9. Control of the use of resources and budgetary execution.

9.10. Monitoring of the compliance of the grant agreement.



### 3. Assessment of the quality level of the project deliverables

The deliverables produced at the date of this report are the following:

D1.1: Structured questionnaire for the collection of relevant data on user needs.

D2.1: Dossier with a catalogue of EU HEIs good practices and lessons learnt regarding distance education and simulation-based training, critical reflection on practices and teaching strategies centered in the student and competence assessment.

D3.1: Provisioning plan.

D7.1: Dissemination plan.

D9.1: Templates for reporting.

As established on the QMP, the documents referred to the deliverables listed above have been shared with all the consortium members for their revision and, where applicable, peer review has been carried out (D1.1 and D2.1).

All these documents comply with the quality standards set on the QMP referred to reports and documents. (*Elaboration of the document in a template with the EU and LASALUS project logos in the page heading and the inscription: "Co-funded by the Erasmus+ Programme of the European Union". Coherence between the document content and the objectives of the corresponding WP. Coherence in the structure of the document, which highlights the objectives of the corresponding WP and the results and activities stated in the document. Spanish and English versions of the document in which clarity in the language employed and an appropriate vocabulary and syntax have to be ensured. Explicit reference to the person in charge of the elaboration and edition of the document.*)

### 4. Quality assessment instruments

#### 4.1. Assessment form for a curricular design in healthcare management

As established in the project's QMP, an assessment form has been developed in order to properly assess the quality of the distance learning postgraduate curricular design, following the guidelines and quality criteria established by the European Association for Quality Assurance in Higher Education (ENQUA), the European Association of Distance Teaching Universities (EADTU), the Spanish Association of Standardization and Certification (AENOR: Asociación Española de Normalización y Certificación), the National Agency for Quality Assessment and Accreditation from Spain (ANECA: Agencia Nacional de Evaluación de la calidad y Acreditación) and the National Commission for University Evaluation and Accreditation from Argentina (CONEAU: Comisión Nacional de Evaluación y Acreditación Universitaria).



### Assessment form for a curricular design in healthcare management

**INSTITUTION:**

**DATE:**

Quality criteria	Insufficient	Sufficient but improvable	Sufficient	Comments
The programme contains all relevant information for the students and specifies the aspects related to the distance learning mode.				
The programme is personalized for each management level in healthcare organizations, in accordance with different student needs, enabling flexible learning paths.				
The programme express the volume of learning based on defined learning outcomes and their associated workload in accordance with the European Credit Transfer System (ECTS).				
The programme sets forth the competencies to be				





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acquired by the students in a clear and comprehensible fashion.				
The competencies are proposed in coherence with the graduate profile and are assessable through evaluation rubrics.				
The contents and formative activities are clearly and coherently related with the competencies to be developed.				
The contents have been determined with a congruent criterion, from lower to higher complexity.				
Epistemological surveillance of the contents carried out in order to avoid juxtapositions.				
The temporal organization, of contents and formative activities is appropriate.				
The programme offers the students considerable flexibility in the place of study, for example, through the utilization of mobile devices.				
The educational role that student-student interaction plays is clearly specified in the programme.				
The programme proposes innovative instructional strategies, like problem-based learning (PBL) and				





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the use of simulation.				
The proposed evaluation system allows the assessment of the acquisition of the defined competencies by the students and the projection of improvements.				
The programme includes criteria for the assessment of student online collaboration.				

**Conclusions and recommendations:**

*Indicate the percentage of aspects in each assessment category, as well as the proposed improvements for those aspects that do not qualify as “sufficient”.*



## 5. Annexes

### Annex I: Guide for the development of the user needs analysis

<b>Work Package:</b>	<b>1- User needs analysis</b>
<b>Lead Organisation:</b>	P5 UNIROMA1
<b>Date :</b>	06/03/2016
<b>Version n°:</b>	1

### Information Analysis

#### Introduction

A curriculum preparation and design can be addressed from strategic planning as a socially and culturally-mediated process aimed at implementing an education proposal. As such, its development shows a circular and alternating dynamics of recursive moments, the first of which is the **analytical** or **explanatory** moment. Such moment is described by Davini (1999) as an investigative, deliberate and reflexive process of situational analysis, in which one identifies and prioritizes institutional problems, needs, institutional policies and practices, educational tendencies, socio-cultural features of the context and the educational practices themselves.

The first work package (WP) of LASALUS focuses on the development of the analytical moment abovementioned, whose products will be the reports on the user needs, perceptions and interests. Such reports will be used on the one hand as reference documents for the preparation of the regional curriculum bases for the professionalization of healthcare management in Latin America (WP n°4), and on the other hand as input for WP n°2 (knowledge transmission) and n°3 (design and development of the simulator). Thus, the fieldwork has three objectives:

- a) To identify the needs and expectations of the different interest groups related to the professionalization of healthcare management (students, teachers, managers, education and healthcare authorities), their assessment of the current education offer, identified experiences and problems, their view of the required competencies required to deal with the new tendencies in the field of healthcare management, their position regarding distance learning. Input for the development of agreements among the participating institutions, necessary for the curriculum design (WP4).
- b) To ask the academic staff of higher education institutions (HEI) who will take part in the curriculum design about their needs, experiences, perceptions and reflections regarding distance learning and the use of simulators as a learning interactive resource, the reflexive analysis of the practices and the evaluation of competencies. Input for WP2.
- c) To know the needs, expectations, motivations and abilities of the end users for the design of a simulator following the principles of international standards for the design, focused on the people of interactive systems (ISO 9241-210, 2010). Input for WP3.

## **Methodology**

As the design focused on the people of interactive systems is an iterative process involving users all throughout the product development, and taking into account that some categories of actors will have to be represented in the investigations to be carried out for the three objectives aforementioned, we suggest dealing with them in three stages which will be linked so as to enable an incremental approach to the variables that are relevant for each objective. Supplementary qualitative techniques will be used to facilitate the comprehension of the user needs, meanings and wishes, according to the objectives of each stage, with constant feedback among all the participating institutions, to enable the analysis of the information gathered and the reflection thereupon, and the monitoring of the whole process.

### **First stage**

Information regarding the context and the needs and expectations of the different interest groups related to the professionalization of healthcare management will be gathered. Every participating HEI will identify, within the different categories of actors, the institutions or people they think represent the different interest groups in the professionalization of healthcare management in their country. All categories of actors in every country should be represented. It is recommended that supplementary instruments be used (semi-structured interviews, focus groups, surveys, brainstorming workshops) for information about attitudes, opinions and experiences of the different groups of actors to be collected, taking into account the following analysis fields, dimensions and variables:

Analysis Field	Dimension	Components / Variables	Actors	Suggested Instruments
Institutional	e-learning	National regulatory framework of higher education for distance or hybrid learning modality.	Project participants and HEI referents	Documentary analysis
		Assessment processes/ Certification of distance learning degrees.		
		Information about graduate and postgraduate distance or hybrid academic offer.		
		Distance learning positioning in the strategic institutional plan.		
		Organizational framework for the development of distance learning modality (description of the area/ department, roles, facilities, equipment, human resources, etc.)		
		Seniority at lecturing distance or hybrid courses.		
		Learning platform type (commercial, public domain software, self-development); CMS or LMS; interactivity.		
		Distance learning teaching staff: quality-quantitative composition (teachers, tutors, material generators), profiles, specific distance learning training, ICT training.		
	Healthcare management training	For every distance or hybrid learning postgraduate degree: annual average of admitted students, annual average rate of admitted students' increase, annual average of graduates, student drop-out rates, drop-out causes, satisfaction survey results.	Project participants and HEI references	<ul style="list-style-type: none"> <li>Document collection</li> <li>Interview to key informants of the HEI</li> </ul>
		Information about academic offer: degrees, courses, subjects. Type of learning (on-site, distance, hybrid).		
		Teaching staff profile.		
		Any other relevant information.		

Analysis Field	Dimension	Components / Variables	Actors	Suggested Instruments	
Educational	Healthcare management curriculum development	Healthcare management graduate profile.	<ul style="list-style-type: none"> <li>Academic secretaries</li> <li>Directors/coordinators of Healthcare management degrees</li> <li>Healthcare management teachers</li> </ul>	<ul style="list-style-type: none"> <li>Document collection</li> <li>Web surveys</li> <li>Focus group</li> <li>Workshops</li> </ul>	
		Current curriculum structure and contents.			
		Necessary competencies (knowledge, attitudes, abilities) for result-based management.			
		Difficulties in implementing current curriculum proposal. Possible causes.			
		Interrelation between current healthcare management training and present/ future market demand.			
		Potential demand for healthcare management distance training.			
		Most valuable aspects of healthcare management training.			Healthcare management graduates
	Competencies developed during the course.				
	Missing or insufficient knowledge or competencies in the received training.				
			Connection between professional training received and labor market demands.		
	Healthcare management teaching and learning processes		Most commonly used teaching strategies.	<ul style="list-style-type: none"> <li>Directors/coordinators of Healthcare management degrees</li> <li>Healthcare management teachers</li> </ul>	<ul style="list-style-type: none"> <li>Workshops</li> <li>Focus group</li> <li>Semi-structured interview</li> </ul>
			Coordination strategies between theory and professional practice.		
			Devices used for working life insertion.		
			Most commonly used assessment methods.		
Difficulties in teaching practices (related to contents, strategies, etc.)					
Students' learning difficulties.					

Analysis Field	Dimension	Components / Variables	Actors	Suggested Instruments
<b>Educational</b>	<b>Healthcare management teaching and learning processes</b>	Most valuable aspects of the degree (contents, teaching strategies, teacher performance, etc.)	Healthcare management graduates	Web surveys
		Weak points of the course. Aspects to be improved.		
		Suggestions for the improvement of the course.		
		Learning difficulties during the course.		
		Strategies used for overcoming learning difficulties.		
		Learning usefulness for work environment insertion/ improvement.		
		Opinion about healthcare management distance learning.		
		Opinion about the use of simulators for healthcare management training.		
		Most valuable aspects of the education proposal (contents, teaching strategies, teacher performance, etc.)		
	Aspects of the education proposal to be improved.			
	Satisfaction level regarding theory-professional practice coordination.			
	Satisfaction level regarding assessment methods.			
	Learning difficulties.			
	Strategies used for overcoming learning difficulties.			
	Work insertion/ improvement expectations after graduation.			
	Opinion about healthcare management distance learning.			
	Opinion about the use of simulators for healthcare management training.			

Analysis Field	Dimension	Components / Variables	Actors	Suggested Instruments
<b>Work</b>	<b>Healthcare management training</b>	Healthcare management professionalization relevance for the achievement of goals in the healthcare system.	<ul style="list-style-type: none"> <li>Healthcare authorities</li> <li>Public and private hospital directors</li> <li>Healthcare accreditation organizations</li> <li>Professional associations</li> <li>Social security organizations</li> <li>Trade unions</li> </ul>	<ul style="list-style-type: none"> <li>Semi-structured interview</li> <li>Web survey</li> </ul>
		Assessment of result-based management (compared to other management models)		
		Percentage of healthcare institution directors with healthcare management training.		
		Interrelation between current healthcare management training and work environment needs.		
		Understanding of problems and new challenges on healthcare management.		
		Competencies (knowledge, attitudes, abilities) that healthcare managers should have to improve institution performance and to deal with new healthcare scenarios.		
		Opinion about healthcare management distance learning: advantages, terms of use.		
		Opinion about the use of simulators for healthcare management training.		

Every participating HEI will revise the suggested dimensions and variables based on their context and singularity, choosing the investigation resources they deem appropriate. The HEIs will report which adjustments they deem necessary to be made, which variables of their interest were not initially taken into account, or any potential difficulties that may arise during the course. This will enable the necessary adjustments to guarantee the consistency of the data gathered in the different countries.

### Second stage

Every HEI will identify the academic staff who will take part in the degree or course curriculum design for the professionalization of healthcare management distance learning. The methodological proposal which will be used to collect information regarding their needs, experiences, perceptions and reflections on distance learning and the use of simulators as a

learning interactive resource, the reflexive analysis of the practices and the evaluation of competencies, is still being developed.

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