

LASALUS PROJECT QUALITY MANAGEMENT PLAN



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1. LIST OF TERMS, ABBREVIATIONS AND ACRONYMS

ABBREVIATION / ACRONYM	MEANING
AENOR	ASOCIACIÓN ESPAÑOLA DE NORMALIZACIÓN Y CERTIFICACIÓN (Spanish Association of Standardization and Certification)
ANECA	AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN (National Agency for Quality Assessment and Accreditation)
CONEAU	COMISIÓN NACIONAL DE EVALUACIÓN Y ACREDITACIÓN UNIVERSITARIA (National Commission for University Evaluation and Accreditation)
CSHCMT	COMPUTARIZED SIMULATOR FOR HEALTHCARE MANAGEMENT TRAINING
EACEA	EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY
EADTU	EUROPEAN ASSOCIATION OF DISTANCE TEACHING UNIVERSITIES
EC	EUROPEAN COMMISSION
ENQUA	EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION
EU	EUROPEAN UNION
HEI	HIGHER EDUCATION INSTITUTION
ICT	INFORMATION AND COMMUNICATION TECHNOLOGIES
ISO	INTERNATIONAL ORGANIZATION FOR STANDARDIZATION
LA	LATIN-AMERICAN
VLE	VIRTUAL LEARNING ENVIRONMENT
WP	WORK PACKAGE

2. ABOUT LASALUS PROJECT

2.1 Project name

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

2.2 Project reference number

561854 – EPP – 1 – 2015 – 1 – AR – EPPKA2 – CBHE – JP

2.3 Consortium composition

European partners:

- Consorzio di Bioingegneria e Informatica Medica (CBIM) di Pavia
- Università degli Studi di Roma “La Sapienza” (UNIROMA1), from Italy.
- Università degli Studi di Pavia (UNIPV), from Italy.
- Universidad Pública de Navarra (UPNA), from Spain.
- Ecole des Hautes Études en Santé Publique (EHESP), from France.

Latin-American partners:

- Universidad Pública de Buenos Aires (UBA)
- Universidad Evangélica de El Salvador (UEES)
- Universidad Nueva San Salvador (UNSSA)
- Universidad Gran Asunción del Paraguay (UNIGRAN)
- Universidad Iberoamericana del Paraguay (UNIBE)
- Universidad ISALUD de la Argentina

2.4 Project summary

LASALUS is a multi-institutional, interdisciplinary project, co-funded by the Erasmus+ program, aimed at developing a postgraduate degree in Healthcare Management, in a distance-learning format. LASALUS will be implemented throughout Latin-America, with the utilization of a simulator (virtual hospital). This virtual hospital, is not only one of the products of the project but a completely innovative technological development, being one of the first in its type to be applied to health care management.

Once LASALUS Project finishes, after a three-year development period (October 2015 to October 2018), each Latin American University will have been able to develop and to approve, through its competent authorities, a postgraduate distance degree in Healthcare Management, which may also be granted, jointly, by a European University.

Also, at LASALUS Project ending, each University, either Latin-American or European, will co-own, along with the Education, Audiovisual and Culture Executive Agency (EACEA) and the European

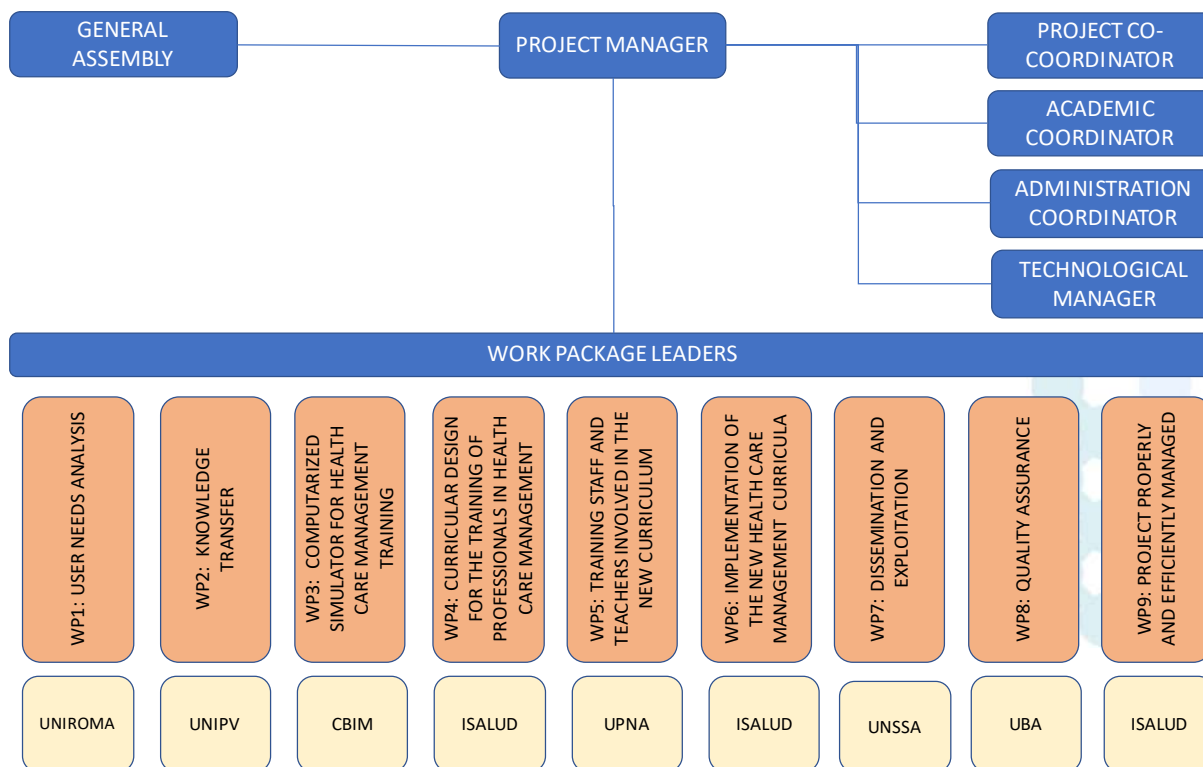
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Commission, the property rights over the “Healthcare Management Simulator”, which will provide the international community with “hours of healthcare management simulation”. This simulator will be used by the stakeholders of the project in teaching and consulting tasks as well as in the creation of different scenarios and strategic management.

The sustainability of LASALUS Project will be obtained, after the ending of the implementation period, by renting the use of the simulator, since managerial simulation through information and communication technologies (ICT), as in any simulation-based learning, is the most innovative method in modern teaching. It must be remembered that there are no simulators in the field of Healthcare Management teaching that include all the stages of the management of a health unit: Planning, Organization, Direction, Evaluation, Control and Accountability.

Consequently, it will be both of scientific and economic interest, for all partner Universities (Latin American and European ones), to contribute to the growth and upgrade of their LASALUS simulator, which will have a great demand for “utilization hours of the healthcare management simulator” from teaching and healthcare provider organizations as well as financing and healthcare regulatory bodies, thus providing an income flow to the model owners.

2.5 Management and communication structure



2.6 Internal and external quality assurance planned as a work package

The presentation document of the LASALUS project to the EACEA established the following:

*As a result of the activities of WP8 (Quality Plan) we expect that the project will have developed its processes and reached its results in accordance with the predetermined standards and goals settled in the quality assurance plan. As a substantial part of the follow-up and assessment procedure, a monitoring and quality system will be provided through a **quality plan**. As the first step, the quality plan will establish predetermined quality standards for:*

- *The Simulator System for Computerized Simulation Training; this item will require a special search for European standard specifications in such ICT tools, in order for them to be implemented.*
- *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 the CST;*
- *Implementation of the first year of distance learning postgraduate career.*

After that, the quality instruments will be designed:

- *Templates;*
- *Questionnaires, with the aim of assessing the expected results and identifying strengths and weaknesses for certain tracing activities (workshops, internships, training);*
- *Protocols for monitoring, assessing and controlling the predetermined standards and goals.*

The results collected through such quality tools will be the bases of the 6 (six) project quality assurance reports that will be released at months 6, 12, 18, 24, 30 and 36.

The objectives of the quality plan will be reached through two components:

1) Internal component: *one aspect of the internal assessment is related to the agreement requirements of the European Commission / Erasmus, which will be constantly monitored in order for such requirements to be complied with in detail. In this context, the required reports will be sent on due date. Together with the contractual agreements, the monitoring and quality granting systems include, for certain tracing activities (workshops, internships, training), the use of quality instruments, such as questionnaires, with the aim of assessing goals and identifying strengths and weaknesses.*

2) External component: *the subcontracting of an external expert will be provided in order to reach the quality objectives of the LASALUS project. The external quality assessment expert will contribute with the particular expertise and specific competences needed to assure that these quality results are reached.*

3. PURPOSE AND METHODOLOGY OF THE QUALITY PLAN

The purpose of the Quality Management Plan is to define the quality requirements of the project and the quality assurance and quality control procedures that must be followed to achieve them.

This document is developed as a guide for the coordinator and all the consortium members with the aim of assuring the quality of the project outputs. It is also an essential input for the Quality Audits, which will be conducted in order to assess the application of this Quality Plan during the execution of the project.

This document describes the Quality assurance activities for each WP of the Project, focused on the Project processes, and the Quality control activities, focused on the project deliverables, which are considered necessary for the achievement of the required level of quality of the project outputs.

The Quality Plan set forth the methodology through which quality assurance and quality control activities should be carried out, along with the internal quality assessment team and the external evaluator. That is:

- a) For every one of the activities planned in each work package, a set of quality assurance activities was defined;
- b) For every project deliverable expected to be produced in each work package, a set of quality standards and control activities were defined.
- c) A schedule of biweekly meetings between the UBA and the external evaluator was established, in order to monitor the compliance, in a timely manner, with the activities foreseen in the project plan, as well as the budget execution.
- d) A schedule of quarterly video conferences with the rest of the partners was established to compare the quality assurance and control activities planned vs the quality assurance and control activities carried out.
- e) A Gantt diagram to visualize the activities of the project work packages and the activities of quality assessment and quality control as a whole.

4. PROJECT QUALITY ASSURANCE

4.1 Work package n°1: User needs analysis

- **Starting and ending dates:** 15/10/2015 – 15/10/2016
- **Description of the WP:** This is a preparation WP, aimed at assessing and analyzing the user needs. This assessment is critical for the settlement of the baseline of a curricular proposal for the professionalization of healthcare management.

➤ **Lead institution:** UNIROMA

➤ **Deliverables:**

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

D1.2 Report on opportunities for LA HEIs to improve the quality of their virtual learning environment (VLE) and the training needs of their staff for the integration of digital technologies and pedagogies into curriculum designs and courses delivery.

D1.3: Report on needs and preferences for e-learning in healthcare management of healthcare professionals from LA countries, as well as the profiles and competences of the professionals who hold managerial positions in healthcare services in LA.

D1.4: Background documents for a curricular design for the professionalization of healthcare management in LA.

➤ **Quality assurance activities:**

Project activity	Quality assurance activity
<i>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.</i>	<ul style="list-style-type: none"> ➤ Definition of the technical characteristics of the survey, in order to obtain the desired level of representativity. ➤ Development and distribution among LA partners of a guide for the development of the user needs analysis. ➤ Participation of strategic partners in the construction of the questionnaire. ➤ Peer review of the final version of the questionnaire.
<i>1.2 Collection of information on the vision and needs of the different actors.</i>	<ul style="list-style-type: none"> ➤ Setting of the methodology and logistics of the field work. ➤ Inclusion of, at least, 20 students and 10 teachers in

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	the implementation of the survey.
1.3 <i>Identification, analysis and systematization of the two kinds of user needs.</i>	➤ Definition of the minimum contents of the situational analysis.
1.4 <i>Development of two situational analyses: a) LA HEIs staff needs for the integration of digital technologies and pedagogies into curriculum designs; b) Profiles and competences of the professionals who hold managerial positions in LA healthcare services.</i>	
1.5 <i>Discussion and workshops for the elaboration of the background documents for a LA curricular proposal for the professionalization of healthcare management.</i>	<ul style="list-style-type: none"> ➤ Definition of the specific products resulting from the workshops. ➤ Elaboration of a report of the workshops developed in each LA HEI with its subsequent submission to the Project coordinator, which will be used as an input for the elaboration of the background documents for the curricular proposal.
1.6 <i>Elaboration and publication of the background documents.</i>	<ul style="list-style-type: none"> ➤ Completing the redaction of the background documents and their revision by all the LA partners in due time. ➤ Publication disseminated through customary channels of the HEIs, the associated partners and the website of the project.
1.7 <i>Presentation of the background documents before the authorities of the main national and regional actors.</i>	<ul style="list-style-type: none"> ➤ Ensuring the preparation and realization of the presentation event. ➤ Ensuring the participation of relevant key participants.

➤ **Meetings:**

The kick off meeting of the project will be developed in ISALUD University, Buenos Aires, Argentina.

Partners participating in the meeting: ISALUD - UPNa – UNIPV – UNIROMA – EHESP – CBIM – UNSSA – UEES – UNIGRAN – UNIBE – UBA.

4.2 Work package n°2: Knowledge transfer

- **Starting and ending dates:** 15/12/2015 – 15/08/2016
- **Description of the WP:** This WP is aimed at strengthening institutional abilities in LA HEIs to develop a curriculum design in health care management using distance education and simulation-based training.
- **Lead institution:** UNIPV
- **Deliverables:**
 - 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.
 - D2.2: Guidelines for curricular development through distance education and simulation based training.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>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.</i>	<ul style="list-style-type: none"> ➤ Elaboration and distribution among the partners involved in the activity of a collaborative working schedule by the WP leader. ➤ Peer review of the final version.
<i>2.2 Preparation and development of an internship for those in charge of creating the curricular design in LA HEIs, in European HEIs, for them to be trained on the use of new learning technologies, particularly those regarding distance education, simulation based training and practice revision.</i>	<ul style="list-style-type: none"> ➤ Elaboration of the Programme of each internship agreed among all partners. ➤ Collaborative elaboration of an Internship Memory; a document that expresses the principal issues addressed in each one of the internships. ➤ Elaboration of an assessment form to be completed by all the participants of the internships, with the aim of collecting information concerning the development of the activity and evaluation of the results.
<i>2.3 Development of workshops for the dissemination of the content learnt by interns</i>	<ul style="list-style-type: none"> ➤ Definition of the specific products resulting from

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<p><i>to the professionals who will participate in the curricular design of their local HEIs.</i></p>	<p>the workshops.</p> <ul style="list-style-type: none"> ➤ Elaboration of a report of the workshops developed in each LA HEI with its subsequent submission to the Project coordinator.
<p><i>2.4 Design and preparation of orientating guidelines and support devices for those who participate in the curricular design in each Latin American HEI.</i></p>	<ul style="list-style-type: none"> ➤ Development of the guidelines involving all LA partners.

Meetings:

The internships (activity 2.2) will be developed in Pamplona (Spain), Rennes (France) and Pavia (Italy), and will be aimed at the production of technological transfer from European HEIs to LA HEIs of successful experiences, good practices and lessons learnt, within the field of the training of managerial personnel from Health Care Institutions. Coordination and management related meetings will be also developed in Pavia.

Partners participating in Pamplona internships at Universidad Pública de Navarra: ISALUD – UBA – UEES – UNSSA – UNIGRAN – UNIBE

Partners participating in Rennes internships at Ecole des Hautes Études en Santé Publique: ISALUD – UBA – UEES – UNSSA – UNIGRAN – UNIBE

Partners participating in Pavia internships at Università degli Studi di Pavia and Consorzio di Bioingegneria e Informatica Medica: ISALUD – UBA – UEES – UNSSA – UNIGRAN – UNIBE

Partners participating in the coordination and management related meetings in Pavia: ISALUD - UPNA – UNIPV – UNIROMA – EHESP – CBIM – UNSSA – UEES – UNIGRAN – UNIBE – UBA.



4.3 Work package n°3: Computerized Simulator for Healthcare Management Training (CSHCMT) design and development

- **Starting and ending dates:** 15/11/2015 – 15/10/2018
- **Description of the WP:** This WP is aimed at developing the Simulator System for Computerized Simulation Healthcare Management Training (CSHCMT).
- **Lead institution:** CBIM
- **Deliverables:**
 - D3.1: Provisioning plan.
 - D3.2: CSHCMT prototype (Beta version).
 - D3.3: CSHCMT final version (V1.0).
 - D3.4: User needs satisfaction report.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>3.1 Designing, modeling and development of server and client side of the simulation software, with a user-friendly interface.</i>	<ul style="list-style-type: none"> ➤ List of minimum contents and capabilities of the simulation software, agreed by all partners.
<i>3.2 Definition of technological equipment for server at LA HEIs' e-learning areas.</i>	<ul style="list-style-type: none"> ➤ Set of minimum characteristics and decision criteria for the definition of technological equipment, including not only technical consideration but availability and financial ones as well. ➤ Survey on LA HEIs' equipment needs carried out by the WP leader and advice regarding technical specifications of the equipment to be purchased.
<i>3.3 Provisioning activities in LA HEIs to acquire appropriate technological equipment in LA HEIs' e-learning areas.</i>	<ul style="list-style-type: none"> ➤ Elaboration and distribution among the consortium partners of an instruction sheet for the development of the provisioning activities in accordance with the procedures established in the <i>Guidelines for the use of the grant</i>.
<i>3.4 Development and releasing of the Computerized Simulator for Healthcare</i>	<ul style="list-style-type: none"> ➤ Development of the software considering the quality criteria present in the ISO normative (ISO

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<i>Management Training prototype (Beta version of CSHCMT).</i>	25.000 and 9241-210).
<i>3.5 Release of the final version (V1.0) of the CSHCMT.</i>	<ul style="list-style-type: none"> ➤ Promotion of all partners' interaction with the simulation software during its development. ➤ Inclusion of healthcare institutions in the software development process, especially in the definition and measurement of the relations between inputs and outputs of the model.
<i>3.6 Monitoring development and testing of the simulation software prototype and the final version of the CSHCMT.</i>	<ul style="list-style-type: none"> ➤ Inclusion, not only of partners' staff in the software testing, but also of other teachers from these institutions, associated partners and experts in software development.
<i>3.7 Development of simulation cases for the CSHCMT; testing and tuning of the CSHCMT upon request of pilot users.</i>	<ul style="list-style-type: none"> ➤ Creation of a study case bank, on the project web platform, in collaboration with all the consortium partners and peer review.
<i>3.8 Monitoring of the simulation software (CSHCMT) utilization in courses and careers.</i>	<ul style="list-style-type: none"> ➤ Evaluation of the simulation software made by students and teachers of the courses/degrees in their surveys. ➤ Creation of a written record to set down the difficulties found and the suggestions proposed for the improvement of the software in LA HEIs.

Meetings:

A 5-day meeting of joint work in Pavia between ISALUD and CBIM will be carried out with the aim of analyzing and assessing the progress of the simulation software development, determination of required adjustments and definition of next steps.



4.4 Work package n°4: Curricular design for the training of professionals in healthcare management

- **Starting and ending dates:** 15/08/2016 – 15/10/2017
- **Description of the WP:** This WP is aimed at developing the curricular design for the training of professionals in healthcare management.
- **Lead institution:** ISALUD
- **Deliverables:**
 - D4.1: LA curricular baseline in healthcare management.
 - D4.2: 8-month long course (diploma course).
 - D4.3: 18-month long specialization (postgraduate degree).
 - D4.4: 24-month long master's degree (postgraduate degree).
 - D4.5: Teaching material, at month 24.
 - D4.6: Audiovisual resources.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>4.1 Discussion and workshops for the elaboration of the baseline for a regional curricular proposal for the professionalization of healthcare management.</i>	<ul style="list-style-type: none"> ➤ Definition of the specific products resulting from the workshops. ➤ Elaboration and dissemination among the participants of the workshops of a list of the minimum contents that the baseline must contain. ➤ Ensuring the participation of relevant key speakers.
<i>4.2 Elaboration of the 'Baseline healthcare management cluster curricula' for LA HEIs.</i>	<ul style="list-style-type: none"> ➤ Peer review of the proposed curricula, in order to ascertain their coherence with the baseline proposed in the workshops.
<i>4.3 Design of a customized curriculum in healthcare management for each LA HIEs.</i>	<ul style="list-style-type: none"> ➤ Curricular design involving all the relevant stakeholders in each LA HEI. ➤ Curricular design considering the quality standards established by the European Association for Quality Assurance in Higher Education (ENQUA), the

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	<p>European Association of Distance Teaching Universities (EADTU), the Online Learning Consortium (OLC), the Spanish Association of Standardization and Certification (AENOR), the National Agency for Quality Assessment and Accreditation from Spain (ANECA) and the National Commission for University Evaluation and Accreditation from Argentina (CONEAU).</p> <ul style="list-style-type: none"> ➤ Peer review of the results, in order to ascertain their coherence with the baseline proposed in the workshops.
<p><i>4.4 Elaboration of the syllabus for all the curricular areas of the curricular proposal.</i></p>	<ul style="list-style-type: none"> ➤ Development of common basis – didactic items – for the planification of a syllabus for each area of the curriculum. ➤ Virtual cooperative communication to share specific materials of each area of the curriculum. ➤ Peer review of the results, in order to ascertain their coherence with the baseline proposed in the workshops.
<p><i>4.5 Designing and elaboration of teaching material for each curricular area of the three curricular proposals.</i></p>	<ul style="list-style-type: none"> ➤ Development of the materials considering the quality criteria used by EADTU and ANECA. ➤ Review of available Open Educational Resources ➤ Provision to the course and material developers with suitable authoring tools and a supportive environment to enable them to make effective use of these tools ➤ Provision to the course and material developers with stylesheets and schemas in order to provide the learners with consistency in the presentation format.
<p><i>4.6 Designing and elaboration of audiovisual resources for the three stages of the Health Care Management Cluster Curricula.</i></p>	<ul style="list-style-type: none"> ➤ Development of the materials with inputs of several professions, including specialists in design of learning materials. ➤ Establishment of a mechanism which guarantees the revision, maintenance and updating of the materials.

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	<ul style="list-style-type: none"> ➤ Pre-test pedagogical activities due to evaluate the didactic adequacy of each of the instructive materials and activities. ➤ Peer review of materials, prior to their first use.
<p><i>4.7 Identification of implementation strategies for each of the three curricular proposals.</i></p>	<ul style="list-style-type: none"> ➤ Peer review of the results, in order to ascertain their coherence with the baseline proposed in the workshops.

Meetings:

The workshops for the elaboration of the baseline for a regional curricular proposal will be developed in San Salvador, El Salvador at Universidad Nueva San Salvador and Universidad Evangélica de El Salvador.

Partners participating in the workshops: ISALUD – UBA – UNIBE – UNIGRAN – UEES – UNSSA - UPNA – EHESP – UNIPV – CBIM – UNIROMA



4.5 Work package n°5: Training staff and teachers involved in the new curriculum in healthcare management.

- **Starting and ending dates:** 15/08/2016 – 15/10/2017
- **Description of the WP:** This WP is aimed at having teachers of the new curriculum in healthcare management, properly trained in the approaches of the new curricular design.
- **Lead institution:** UPNA
- **Deliverables:**
 - D5.1: Programme of the course for staff and teachers.
 - D5.2: Training material.
 - D5.3: Report on the first step of the cascade training course (staff) completion and learning results.
 - D5.4: Report on the second step of the cascade training course (teachers) completion and learning results.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>5.1 Preparation of a modular training course for LA HIEs staff designed to meet their needs related to new educational digital technologies and associated pedagogies considering the new approaches transferred</i>	<ul style="list-style-type: none"> ➤ Survey on existing capacities in LA HEIs for the implementation of the new distance tutoring model. ➤ Elaboration of the training course programme by the WP leader and agreed upon among all the partners. ➤ Preparation of the training course considering the quality standards established by ENQUA, EADTU OLC and ANECA.
<i>5.2. Development of course materials.</i>	<ul style="list-style-type: none"> ➤ Development of the materials considering the quality criteria used by EADTU, OLC and ANECA.
<i>5.3 Implementation of the first step of the cascade training course for the LA HIEs' staff involved in the healthcare management programme.</i>	<ul style="list-style-type: none"> ➤ Development of the training course combining on-site workshops, delivered by the WP leader, and virtual learning through the project platform and the utilization of the simulation software.

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<p><i>5.4 Evaluation of the first step of the cascade training course (staff); Refining.</i></p>	<p>➤ Conduction of a satisfaction survey to be carried out by all the participants with the aim of projecting improvements in the second step of the training.</p>
<p><i>5.5 Implementation of the second step (spreading) of the training course for the rest of the teachers from LA HIEs engaged in the new curriculum in healthcare management.</i></p>	<p>➤ Elaboration and distribution among LA partners of guidelines for the development of the spreading workshops.</p>
<p><i>5.6 Evaluation of the second step of the training course (teachers).</i></p>	<p>➤ Conduction of a survey by each LA HEI, whose results will be shared with all the consortium members.</p>

➤ **Meetings:**

The implementation of the first step of the cascade training course for LA HIEs' staff (activity 5.3) will be in Asunción, Paraguay.

Partners participating in the training course: ISALUD – UBA – UEES – UNSSA – UNIGRAN – UNIBE - UPNA



4.6 Work package nº6: Implementation of the new Healthcare Management curricula

- **Starting and ending dates:** 15/01/2017 – 15/10/2018
- **Description of the WP:** This WP is aimed at developing the first year of the new curriculum in at least one LA HEI
- **Lead institution:** ISALUD
- **Deliverables:**
 - D6.1: Accreditation of the new curriculum by legal authorities.
 - D6.2: Report on the student’s enrollment.
 - D6.3: Report on the completion and learning results of each stage.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>6.1 Management of the approval of the new curriculum by the legal authorities.</i>	<ul style="list-style-type: none"> ➤ Design of a working schedule in order to obtain the approval in the established time frame
<i>6.2 Dissemination of the new training offer.</i>	<ul style="list-style-type: none"> ➤ Elaboration and regular updating of a database of potential candidates. ➤ Analysis of the quality of the information used for the dissemination and marketing. ➤ Establishing and controlling a “disemination rate” per year. ➤ Analysis of the different dissemination channels’ effectivity.
<i>6.3 Selection and designation of the teachers.</i>	<ul style="list-style-type: none"> ➤ Definition of the required profile of the teachers. ➤ Use of adequate human resources selection tools.
<i>6.4 Financial management of scholarships.</i>	<ul style="list-style-type: none"> ➤ Definition of the terms for providing scholarships. ➤ Establishment of a percentage of grants to be provided by year.
<i>6.5 Pre-enrollment and admission interviews.</i>	<ul style="list-style-type: none"> ➤ Elaboration of a protocol to perform the admission

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	procedure.
<i>6.6 Development of the first year of the course.</i>	<ul style="list-style-type: none"> ➤ Development of the course considering the quality standards describen in the quality control section, related to: a) the technical infrastructure and the Virtual Learning Environment (VLE), b) the teaching and learning process, c) the student support and d) the staff support.
<i>6.7 Evaluation of the training process.</i>	<ul style="list-style-type: none"> ➤ Definition of the questionnaires and others information collecting tools, to assess the learning and teaching processes. ➤ Participation of all partners in the elaboration of the questionnaires and development of the others tools. ➤ Setting of the methodology and logistics of the field work. ➤ Inclusion of at least half of the teachers and students who participated in the teaching and learning processes, respectively.



4.7 Work package n°7: Dissemination and exploitation

- **Starting and ending dates:** 15/10/2015 – 15/10/2018
- **Description of the WP:** This is the dissemination and exploitation WP, aimed at widely spreading and publishing the results of the project, as well as at exploiting the proposed CSHCMT in the daily healthcare training practice.
- **Lead institution:** UNSSA
- **Deliverables:**
 - D7.1: Dissemination plan.
 - D7.2: LASALUS News bulletin1, 2, 3, 4, 5 and 6.
 - D7.3: LASALUS final conference: New paradigm in training professionals in healthcare management.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>7.1 Identification of dissemination groups and elaboration of a dissemination plan.</i>	➤ Participation of all the consortium partners in the identification of dissemination groups.
<i>7.2 Creation of a project website as a platform of collaboration and dissemination.</i>	➤ Development of the website considering the standards established by the European Commission in the Information Providers Guide .
<i>7.3 Maintenance and administration of the website.</i>	➤ Agreement among all the relevant stakeholders to work together on the the maintenance and administration of the website.
<i>7.4 Designing of the news bulletin.</i>	➤ Agreement among all the relevant stakeholders to work together on the design of the news bulletin.
<i>7.5 Elaboration of 6 bulletins and their subsequent distribution among the target groups.</i>	<ul style="list-style-type: none"> ➤ Agreement among all the relevant stakeholders to work together on the content production and the distribution process and logistics ➤ Systematic collection of information about those activities developed by each consortium parter in the project frame, which are desirable to be

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	visibilized.
<i>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.</i>	➤ Agreement among all the relevant stakeholders on the designing and printing of graphic material.
<i>7.7 Organization of meetings for the dissemination of the project among the HEIs of the country, the professional associations of each country, the Ministries of Health and Education, and representatives of regional and international agencies.</i>	➤ Agreement among all the relevant stakeholders on the organization of meetings.
<i>7.8 Social media coverage to increase visibility: press interviews, press releases, elaboration and publication of different articles in printed media.</i>	➤ Agreement among all the relevant stakeholders to design and implement a common communication policy.
<i>7.9 Elaboration and publication of the final document of the project with conclusions and recommendations.</i>	<ul style="list-style-type: none"> ➤ Participation of all consortium members. ➤ List of minimum contents of the document.
<i>7.10 Final Conference: New paradigm in training professionals in healthcare management.</i>	➤ Designation of an ad-hoc team to generate the contents and organise the logistics of the Final Conference.

➤ **Meetings:**

The Final Conference of the project will be developed in Buenos Aires, Argentina.

Partners participating in the meeting: ISALUD - UPNa – UNIPV – UNIROMA – EHESP – CBIM – UNSSA – UEES – UNIGRAN – UNIBE – UBA.



4.8 Work package n°8: Quality assurance

- **Starting and ending dates:** 15/10/2015 – 15/10/2018
- **Description of the WP:** This is the assurance quality WP, aimed at guaranteeing that the project processes and results meet the established standards and goals
- **Lead institution:** UBA
- **Deliverables:**
 - D8.1: Quality assurance reports 1, 2, 3, 4, 5 and 6
- **Quality assurance activities:**

<i>Project activity</i>	<i>Quality assurance activity</i>
<p><i>8.1 Establishment of predetermined quality indicators and standards for:</i></p> <ul style="list-style-type: none"> • <i>Simulator System for Computerized Simulation Training;</i> • <i>Distance learning postgraduate curricular design;</i> • <i>Training for tutors teaching in distance learning postgraduate career curricula;</i> • <i>Academic materials for distance learning and cases to be used in CST;</i> • <i>Implementation of the first year of distance learning postgraduate career;</i> • <i>Processes of the project management.</i> 	<p>The quality standards of the project deliverables are part of the QMP and are detailed in the Quality Control section.</p> <p>For the establishment of these standards, the following quality assurance activities have been carried out:</p> <ul style="list-style-type: none"> • Revision of the specific norms of each sector: curricular design, distance learning and software development. • Interview with key actors; disciplinary experts. • Participation of all consortium members.
<p><i>8.2 Designation of the structure of the quality assurance process reports.</i></p>	<ul style="list-style-type: none"> ➤ Explicit agreement among all the significant stakeholders.
<p><i>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).</i></p>	<ul style="list-style-type: none"> ➤ Explicit agreement among all the significant stakeholders.
<p><i>8.4 Monitoring, assessment and control of the predetermined standards and goals defined</i></p>	<ul style="list-style-type: none"> ➤ Preparation of a guide for evaluating the quality of software development, following the guidelines of

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<p><i>through the activity 1 of the quality assurance plan.</i></p>	<p>ISO 25.000 ISO 9241-210 normative.</p> <ul style="list-style-type: none"> ➤ Elaboration of a guide for the evaluation of the curricular design following the guidelines and quality criteria established by ENQUA, EATDU, CONEAU and ANECA. ➤ Periodic evaluation of the achievement of the quality standards by the Quality Auditor.
<p><i>8.5 Elaboration of the project quality assurance report at month 6; 12; 18; 24; 30 and 36</i></p>	<ul style="list-style-type: none"> ➤ Provision to the Quality Auditor of a template for reporting ➤ Regular contact and sharing of information between the partners and the Quality Auditor

For the development of this work package a Quality Auditor will be subcontracted, who will assess the application of the Quality Plan during the project execution and elaborate semi-annual reports for the coordinator with the results of the assessment.



4.9 Work package n°9: Project properly and efficiently managed

- **Starting and ending dates:** 15/10/2015 – 15/10/2018
- **Description of the WP:** This WP is aimed at ensuring that the project remains on track and that it is effectively and correctly administrated.
- **Lead institution:** ISALUD
- **Deliverables:**
 - D9.1: Templates for Reporting.
 - D9.2: Mid-term report.
 - D9.3: Final report.
- **Quality assurance activities:**

Project activity	Quality assurance activity
<i>9.1 Formalization of a network and agreements among the participating HEIs.</i>	<ul style="list-style-type: none"> ➤ Elaboration and distribution among the consortium members of an instruction sheet and schedule for the signature of the Partnership Agreement, guaranteeing the compliance with the deadlines established in the Guidelines for the use of the grant.
<i>9.2 Planning and development of meetings for the administration of the project.</i>	<ul style="list-style-type: none"> ➤ Early planning of the meetings: the date must be determined at least three months in advance, and the agenda, one month before the settled date. ➤ Elaboration of meeting minutes according to the proposed model shown in Annex I.
<i>9.3 Designing and administration of the organizational and communicational structures (internal and external).</i>	<ul style="list-style-type: none"> ➤ Participation of all the consortium members.
<i>9.4 Provision of templates for the associates to prepare the reports.</i>	<ul style="list-style-type: none"> ➤ Early provision of the templates.
<i>9.5 Collection and storage of data for the monitoring of the project and the elaboration of reports and budgets.</i>	<ul style="list-style-type: none"> ➤ Elaboration of a logbook by each partner, in order to accurately record the activities performed all along.

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<p>9.6 Periodic actualization of the plan and monitoring of the fulfillment of the working schedule.</p>	<ul style="list-style-type: none"> ➤ Periodic updating of the project's Gantt table (Annex II), comparing the planned versus the real execution of activities and possible modifications to the original planning.
<p>9.7 Monitoring, assessment and control of any deviation in the progress of the project.</p>	<ul style="list-style-type: none"> ➤ Regular contact with all the partners and sharing of information about the progress of the working schedule and the project's completion of physical goals and financial execution.
<p>9.8 Elaboration of mid-term and final evaluation reports.</p>	<ul style="list-style-type: none"> ➤ Establishment and distribution among all partners of a work schedule for the elaboration of the report, considering the following phases: <ul style="list-style-type: none"> ▪ Partners' completion and delivery to the coordinator of the internal financial Project report according to the proposed model (Annex III). ▪ Elaboration and delivery of the financial report draft to the partners by the coordinator. ▪ Partners' correction of the draft and proposal for changes. ▪ Elaboration of the final version and dissemination among the partners. ▪ Submission of the final version to the EC within the given deadline.
<p>9.9 Control of the use of resources and budgetary Execution.</p>	<ul style="list-style-type: none"> ➤ Dissemination among all partners of the Guidelines for the use of the grant. ➤ Promotion of the participation of all consortium members in the activity execution. ➤ Keeping a monthly updated record of the Project expenses, controlling the execution level per budget heading and partner.
<p>9.10 Monitoring of the compliance with the grant agreement.</p>	<ul style="list-style-type: none"> ➤ Explanation of the scope of the Grant Agreement in the Kick off meeting. ➤ Promoting the participation of all consortium members in the activity execution.

5. QUALITY CONTROL ACTIVITIES

While quality assurance activities are focused on the prevention of deliverable defects, quality control activities are focused on the identification of deliverables defects; this is, the activities by means of which possible defects in the project deliverables may be identified.

The quality standards that the project deliverables must achieve and the quality control activities related to them are set forth in this section.

5.1 Reports and documents

Most of the Project deliverables are different types of documents (technical and financial reports, guidelines, questionnaires and others), which are expected to fulfil a minimum set of criteria, detailed below:

- 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.
- Due delivery to the EC within the given deadlines, where appropriate.

Quality control activities:

All documents will be shared with all consortium members for their revision and, where applicable, peer review will be carried out in order to fulfil the above-mentioned standards.

5.2 Simulator System for Computerized Simulation Training

It is expected that the simulation software will comply with the quality criteria present in the ISO standards, particularly ISO 25.000, referred to the quality of the software product, and ISO 9241-210, both of which provide human-centered design principles and activities throughout the life cycle of computer-based interactive systems.

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ISO 25.000 standards provide a quality model that considers various dimensions of the quality of the software product, as is shown in the following scheme:



Quality control activities:

The Quality Auditor will assess, with the utilization of ad hoc designed guidelines, to what extent the simulation software fulfils the required quality standards, using as input the information gathered in the software testing activities, both of the prototype version and the final version, and the information obtained from interviews with key actors, who are expert in software development. The results of this assessment will be reported to the project coordinator in the quality audit semi-annual reports.

5.3 Distance learning postgraduate curricular design

The quality standards that the LASALUS curricular design expects to meet are aligned with the criteria used 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).

These standards are listed below:

- 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.

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- The programme sets forth the competencies to be 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 will be 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 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.

Quality control activities:

The level of compliance with the established quality standards will be assessed by the Quality Auditor, with the utilization of guidelines designed ad hoc and the information obtained from interviews with key actors, who are experts in curricular design. The results of this assessment will be reported to the project coordinator in the quality audit semi-annual reports.

5.4 Training for tutors teaching in distance learning postgraduate career curricula

A well-trained tutor plays an important role in stimulating students' motivation, self-reflection and engagement in the complex distance learning process. The Standards and Guidelines for Quality Assurance in the European Higher Education Area provides a set of student-centered learning and

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teaching standards very useful for the evaluation of the performance of tutors who teaches in a distance learning environment.

These standards are listed below:

- The tutor respects and attends to the diversity of students and their needs, enabling flexible learning paths.
- The tutor considers and uses different modes of delivery, where appropriate.
- The tutor flexibly uses a variety of pedagogical methods.
- The tutor regularly evaluates and adjusts the modes of delivery and pedagogical methods.
- The tutor encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.
- The tutor promotes mutual respect within the learner-teacher relationship.
- The tutor has appropriate procedures for dealing with students' complaints.

Quality control activities:

Student satisfaction surveys will be conducted to evaluate the performance of every tutor in charge of any of the course modules.

5.5 Academic materials for distance learning and cases to be used in CST

The quality standards that academic materials expect to meet are aligned with the criteria used by the European Association of Distance Teaching Universities (EADTU) and the National Agency for Quality Assessment and Accreditation from Spain (ANECA).

These standards are listed below:

- The materials properly develop the contents described in the programme and enable the development of the proposed formative activities.
- The materials comply with universal accessibility criteria; are accessible and usable via a variety of devices including mobile devices.
- Materials are developed using modern e-learning ICTs.
- Materials have specific embedded learner support and self-assessment elements.
- Materials meet good graphic design standards.

- Materials are neutral as to sex, ethnicity, age and related issues.

Quality control activities:

A peer review of the materials will be carried out in order to ensure that they meet the established quality standards.

5.6 Implementation of the first year of distance learning postgraduate career

It is expected that the implementation of the first year of the postgraduate career complies with quality standards according to the student-centered learning approach of ENQUA, the quality criteria defined by EADTU and the Online Learning Consortium (OLC). These standards are listed below:

a. Related to the technical infrastructure and the Virtual Learning Environment (VLE)

- The technical infrastructure maintaining the e-learning system fits the purpose and supports academic, social and administrative functions.
- The system meets the equipment and connectivity requirements of student users.
- The technical requirements of the system are monitored on a regular basis.
- The systems for communication and storage of data are secure, reliable and assure appropriate levels of privacy.
- E-learning systems provide a choice of online tools which are appropriate for the educational models adopted and for the requirements of students and educators.
- There are secure systems for storing and analysing data on students' learning activity and interactions with university online systems (learning analytics data).
- There is sufficient server capacity and bandwidth to handle the planned usage.
- The VLE and resources demonstrate ease of use for the full range of target users, including people with disabilities.
- There are clear operating standards and management processes.
- The system allows for personalisation.

b. Related to the teaching and learning process

- The course is delivered according to the programme specifications.
- The course is delivered in accordance with the diversity of students and their needs, which enables the existence of flexible learning paths.
- The course is delivered by encouraging a sense of autonomy in the learner, while it ensures adequate guidance and support from the teacher
- The formative activities employed enable the acquisition of the competences by the students.
- The contents developed in the different modules/subjects are aligned with the competences settled in the programme.
- Utilization of a variety of pedagogical methods, according to students' needs.
- The evaluation system used allows the appropriate assessment of the competences acquired by the students.
- The students' workload is appropriate and enables the achievement of the competences.
- The formative activities are appropriate, considering the teaching modality and number of students.
- The students' follow-up is continuous.
- Feedback on student assignments and questions is constructive and provided in a timely manner.
- Students are informed about the conditions and outcomes of the assessment before and after its completion.
- Teachers use specific strategies to create a presence in the course.
- Evaluation and adjustments to the modes of delivery and pedagogical methods are regularly carried out.
- Promotion of mutual respect within the learner-teacher relationship and existence of appropriate procedures for dealing with students' complaints.
- Activities are structured to promote student-to-student interactions.
- Teachers provide a personalized bio and statement that welcomes students to the course in text or video format.

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- Teachers provide a variety of assignment types, allowing the students to demonstrate the skills they have.
- Discussions are meaningful, aligned with course learning outcomes, and provide opportunities for critical thinking.
- Teachers clearly state the expectations for participation in discussion forums and other class communication.
- Teachers demonstrate presence by engaging actively and frequently throughout the course.
- Teachers provide a space for students to post an introduction and share appropriate details of their personal life to develop the online learning community.
- Teachers provide clear and specific course expectations as to assignment/discussion forums.

c. Related to student support

- Students are provided with guidelines stating their rights, roles and responsibilities and those of their institution. Guidelines of specific relevance to e-learning include the provision of hardware, information on accessibility and expected participation in collaborative activities.
- Information and guidance about administrative procedures and regulations is available for students online.
- Prior to the start of their course, students are informed of the e-learning skills required.
- Students have access to support services including technical helpdesk, administrative support and course choice advice.
- Students are provided with full information on sequence, timing and options within their intended programme of study.
- There are clear online procedures for complaints and for handling and resolving any difficulties or disputes that may arise.
- Students can carry out many administrative tasks online, for example registration and payment.
- The online service is available and fully functioning 24 hours per day, seven days per week over the learning period, except during planned maintenance.

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d. Related to staff support

- The staff employed as tutors and in other student support roles is appropriately briefed, trained and supported in the educational techniques incorporated in the courses.
- The staff is supported in the educational uses of digital technologies (including web oriented tools) in teaching.
- Clear standards are established for staff engagement and expectations concerning online teaching.
- The staff is informed about emerging technologies and the selection and use of new tools.
- The staff receives training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts.
- The staff has opportunities to provide and receive feedback on their experience of teaching a course.
- The staff is supported in the educational use of learning analytics, including how to interpret analytics data in order to inform learning design.
- Newly appointed staff is provided with induction in the use of software and systems.

Quality control activities:

Satisfaction surveys will be conducted at the end of each module/subject. Also, a global survey will be carried out at the end of the first year of the course/career, by each University. The results will be analyzed, identifying aspects to be improved, and utilized as input, jointly with other information obtained from interviews with key actors, for the auditor to assess the achievement of the quality standards.





6. ANNEXES

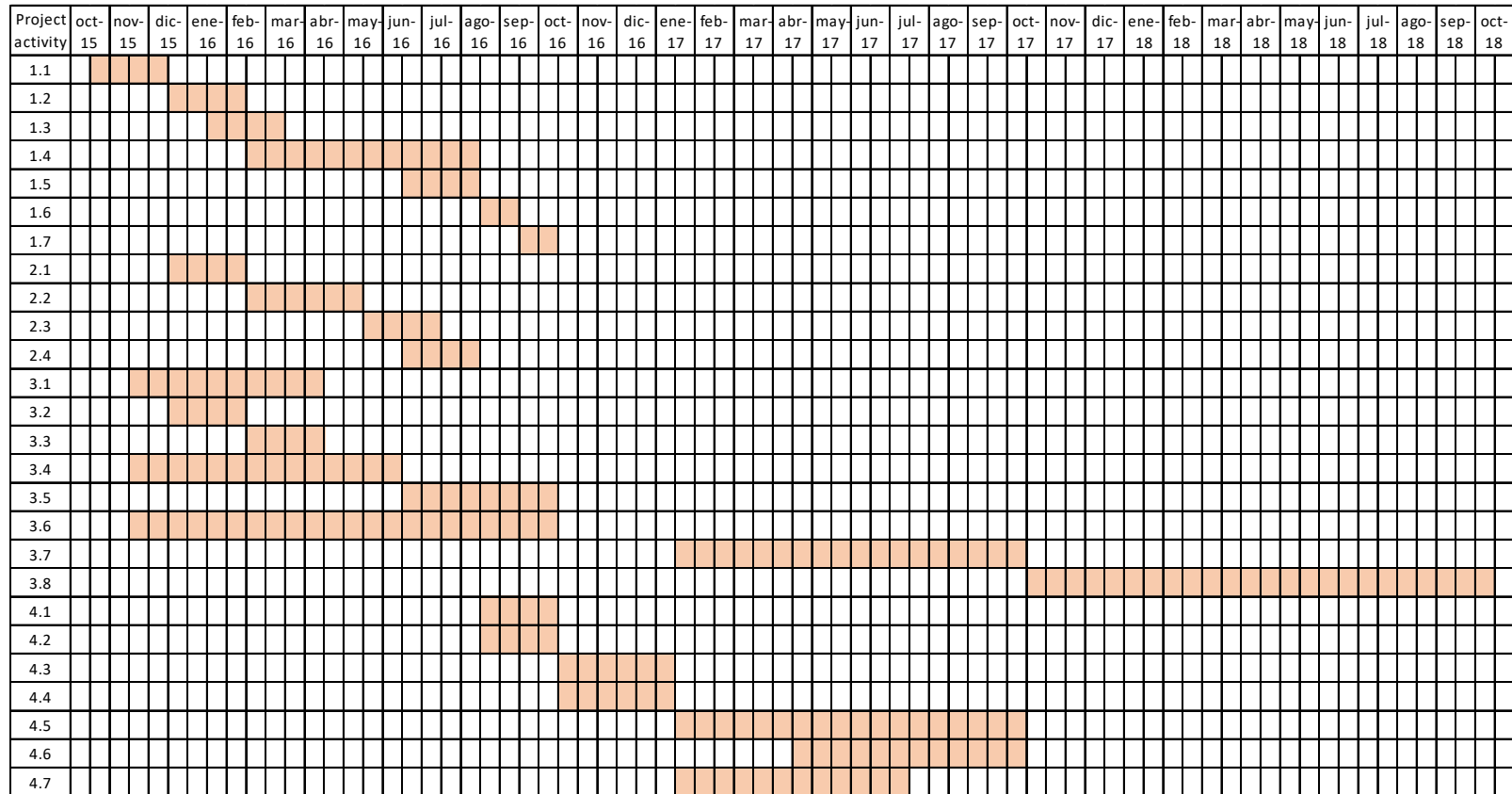
6.1 Annex I: Minute meeting model

Date:	Time:
Location:	
Meeting Objective:	
Attendees:	
Discussion	
Agreements and decisions taken	



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6.2 Annex II: Project Gantt





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Project activity	oct-15	nov-15	dic-15	ene-16	feb-16	mar-16	abr-16	may-16	jun-16	jul-16	ago-16	sep-16	oct-16	nov-16	dic-16	ene-17	feb-17	mar-17	abr-17	may-17	jun-17	jul-17	ago-17	sep-17	oct-17	nov-17	dic-17	ene-18	feb-18	mar-18	abr-18	may-18	jun-18	jul-18	ago-18	sep-18	oct-18		
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Project activity	oct-15	nov-15	dic-15	ene-16	feb-16	mar-16	abr-16	may-16	jun-16	jul-16	ago-16	sep-16	oct-16	nov-16	dic-16	ene-17	feb-17	mar-17	abr-17	may-17	jun-17	jul-17	ago-17	sep-17	oct-17	nov-17	dic-17	ene-18	feb-18	mar-18	abr-18	may-18	jun-18	jul-18	ago-18	sep-18	oct-18			
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6.3 Annex III: Financial report model

 LASALUS PROJECT									
Co-funded by the Erasmus+ Programme of the European Union 									
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FINANCIAL REPORT									
INSTITUTION:									
1. STAFF COSTS									
Work Package	Name of staff member	Staff category	Description of activities performed	Starting date	Ending date	Number of working days from dd/mm/yy to dd/mm/yy			
						Grant funds	Co-financing	Total	
									0
									0
									0
									0
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2. TRAVEL COSTS AND COSTS OF STAY

Work Package	Name of staff member	City of departure	City of destination	Departure date	Return date	Number of days	Travel costs (in euros)			Costs of stay (in euros)		
							Grant funds	Co-financing	Total	Grant funds	Co-financing	Total
							0	0	0	0	0	0





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Work Package		Description/specifications of the item	Invoice date	Invoice number	Providing company	Currency (invoice)	VAT charged to project	Amount (invoice)		
								Grant funds	Co-financing	Total
										0
										0
										0
										0
										0
										0
										0
										0
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4. SUBCONTRACTING COSTS

Work Package	Description/specifications of the item	Invoice date	Invoice number	Providing company	Currency (invoice)	VAT charged to project	Amount (invoice)		
							Grant funds	Co-financing	Total
									0
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Date:

Signature of LASALUS project manager

