

## **DETAILED DESCRIPTION OF THE MASTERS COURSE**

### **Study programme and recognition**

Proposed by a Consortium constituted by the École des hautes études en sciences sociales (EHESS) in Paris, co-ordinator, the University of Évora (Portugal ), the University of Linköping (Sweden) and the Autonomous University in Barcelona (Spain) , this Masters programme aim to provide knowledge and expertise for research and for the future management of health and welfare in Europe and elsewhere. Improvements in health, which are quite recent in human history, have occurred simultaneously with the implementation of various forms of welfare and social security systems. It is the reason why it seems impossible to isolate health from welfare or to study public health without contributions from the social sciences, to avoid only economic or technical approaches.

By integrating a broad range of disciplines (political science, public health, history, sociology/anthropology, philosophy, psychology, demography, epidemiology, economics, education, public administration, law), the Master modules provide the keys to understanding health, welfare, and institutions. The goal is to empower individuals, organizations as well as official bodies with new tools for analysing the interaction between health and social policy. Since 'the European model' has been a common reference for many other countries, this programme will:

- a) Advance the analysis of European welfare systems from their origins to the recent crisis, including changes in work and labour markets, the imbalance between supply and demand in health care, dependency of the elderly, the social effects of migration, the social contract (state-citizens, between generations...).
- b) Develop comparative approaches (perspectives, theories and methods) focused on the reforms currently being discussed or already taking place within the European model, the restructuring of economic and social systems in central and eastern European countries, experiments in the formation of public/private society in third-countries (for instance in Latin America and South Africa). These include questions such as: What are the consequences of different societal configurations for health and welfare? What is the role of the middle class in social progress and equity? In what context is self help most effective in promoting health? How large are gender differences? What is the contribution of good health in achieving economic and social progress ?...Etc.
- c) Mobilize knowledge about the contributions of health practices and behaviour to the dynamics of health and welfare. Understanding the workings of different systems requires a comprehensive approach that includes perceptions, attitudes, behaviour and culture.
- d) Provide advanced training in decision-making, implementation and administration of health, as well as the diffusion of knowledge through education, and communication within the public sector and media.
- e) Harmonize teaching in a wide range of disciplines and facilitate cooperation among universities. This Erasmus-Mundus Masters will facilitate the process leading to Bologna 2010, and it will introduce the third country scholars to this process.
- f) Offer students a unique academic experience, including exchanges between universities (at least one semester), tutorials and small working groups, and the benefits of the complementary expertise among members of the Consortium enriched by the invited scholars from other partner institutions.

The broad definition of the field and the close integration across disciplines will make this Masters unique in Europe and in the third countries. Teaching will be done by internationally recognized scholars with extensive records of high quality publications.

The Ecole des Hautes Études en Sciences Sociales (EHESS) in Paris, co-ordinator, the Autonomous University of Barcelona (Spain), the University of Evora (Portugal) and the University of Linköping (Sweden) are already members of the Consortium.

The proposed is a full Master: two years, four semesters, and 120 ECTS. It will be co-ordinate by the Ecole des Hautes Études en Sciences Sociales (EHESS) in Paris, with the participation of Paris 13 teachers as partners, the three other members of the Consortium will be Évora University (Portugal), Linköping University (Sweden) and the Autonomous University of Barcelona (Spain). The Charles university (Prague, Czech Republic) the London School of Hygiene and Tropical Medicine will integrate the Masters consortium as soon as the administrative difficulties will be solved. However, since the first year, colleagues from these universities and from Pecs (Hungary) will participate to the master teaching. Moreover, at the EHESS and at the Linköping University more than twenty invited professors from the whole world will be invited for a month at least to give seminars and lectures in the master's field. It means that the active participation to the Master will not be limited to the Consortium members.

**Full Consortium Members :**

PARIS-EHESS (France)  
EVORA University (Portugal)  
LINKOPING University (Sweden)  
BARCELONA Autonomous University (Spain)

**European Universities participating to the EMMaster:**

London School of Hygiene and Tropical Medicine, London, United Kingdom  
Charles University, Prague, Czech Republic  
Pecs University, Hungary  
Warsaw University, Poland  
University of Paris 13, France  
Escola Nacional de Saúde Pública, Portugal

The masters curricula structure will be organized in modules and four intensive weeks focused on specific themes. The course will start with an intensive week in Evora. It will work as an integration week allowing all students to meet each other and the teachers to create networks which can be continued through electronic communication. During the second year, the second intensive week will be organized in Linköping devoted to comparative approaches, and another in Paris on the economics of health and welfare, and the fourth one on Community intervention: experiences and strategies, in Barcelona. The third semester is specifically designed for student exchanges.

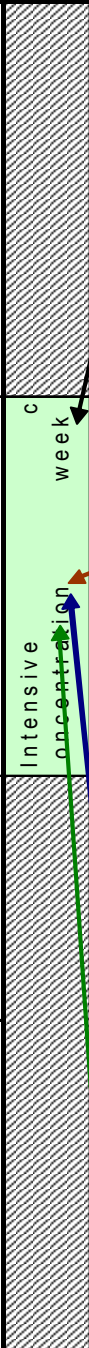
Several modules (6 or 12 ECTS each) are proposed for each semester in each university leading to 60 ECTS each year and a full Masters (120 ECTS) in two years. Each member already has a "local" Master based on part of the field proposed here. Students can choose the number of modules they need to complete their Masters. Classes in S1 and S2 have to give the basics needed by students in the field. S3 classes are more open to research preparation and other perspectives.

Students are welcomed to each university on the 1st of September. Teaching consists of lectures, seminars, working groups, and tutorials, ending at the end of June, every year. In collaboration with each student, an individual itinerary of teaching, lectures and seminars will be defined according to his/her background and his/her professional perspectives at the beginning of the first year.

The Masters thesis (30 ECTS) has to be completed during the month of June, in semester 4. The aim is to develop the student's ability to conduct original research on an approved topic in Health Welfare and Society. On completion of this project, students should be able to: formulate a research problem and review relevant literature; design and implement methods to examine the specified problem; write and

submit a postgraduate thesis reporting the findings of their original analysis. The student must demonstrate a comprehensive knowledge and mastery of the topic, present and defend a postgraduate thesis.

## PhoenixEM Master Curriculum –First year

PHOENIXEM Curriculum-2006-2007	SEMESTER 1 Basic acquisitions		SEMESTER 2 Basic acquisitions		
PARIS-EHESS Teaching in French and English		Anthropology of Body and Health; History of Epidemics and Health; Analysis of Public Policies, Population Analysis, Statistics	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Languages</p>	Sociology of Health; Law on Health and Life; Social and Sanitary Policies;	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Languages</p>
EVORA Teaching in Portuguese and English		The Portuguese health and welfare system in historical perspective Research Methods for the Social Sciences History of the cultural movements in Europe (19th-20th) Centuries Health Economy Health Strategies: from global to local Sociology and Anthropology of Europe		Religion, poor relief and assistance: the medieval roots of the European model Religion, State, Health and Welfare (16th-20th centuries) Public health and poor relief in Islamic contexts Art and Society (Health and Welfare 19th-20th centuries) Health Policies Principles and Practices of Health Promotion Information and knowledge in Health Administration	
LINKOPING Teaching in Swedish and English		Ideas on Health and Illness; Health and Social Change; Health and Illness in Social Sciences and Humanities (Modern Classical Theories)		Ideas and Illness in Social sciences and Humanities (Recent Developments); Methodology in Studies of Health and Society;	
BARCELONA Teaching in Spanish and English		Individual, Health and Society. Introduction to Scientific Knowledge and Methods. Practicum (I-A, I-B, I-C). Language (I)		Intervention, health and Contemporary Society. Evaluation of Comunitarian Interventions. Practicum (II-A). Language (II)	
		24 ECTS	6 ECTS	24 ECTS	6 ECTS

## PhoenixEM Master Curriculum –Second year

		SEMESTER 3 -Mobility- Thematic specialisations	SEMESTER 4 Master thesis
		Selection for the second year	Intensive week 3d week of October
Intensive week	The Portuguese Health and Welfare System in Historical perspective; Health and Welfare :Art and Society; Health and Welfare Institutions : a European History; Collective Research Seminar( Sources and data, new directions of Research)		Individual Tutorage; Writing workshop training; Research Seminars
Intensive week	Health and Social change; Health, Illness and the Body in Everyday Life; Gender Studies and Health, Epidemiology and Health; Bioethics and Biotechnology in a Global Context; Illness, Narrativity and the Clinical Encounter; Complementary Medecine and Society; Quantitative Methods		Individual Tutorage; Writing workshop training; Research Seminars
Intensive week	Design of Intervention Programmes; Programmes Evaluation; Programmes' Analysis and Health Network; Coordination and Management of Health and Social Services; Conflict and Negociation; Systematic Revisions and Meta-Analysis; Advanced Course on SPSS; Quantitative Methodology; Instruments Development and Validation;		Scientific Communication: Publications, Communications and Reports; Scientific Communication in English
		Beginning of the master thesis; joined supervision between two universities	Possibility of training
		Tutorage and research seminars for master thesis	Tutorage and research seminars for master thesis
6 ECTS		24 ECTS	30 ECTS
		Mobility Semester 30 ECTS	30 ECTS

## Specialties and complementarities in the Masters program and the added-value of collaboration:

University	Strengths	To be enriched by:
<b>Paris</b>	Demography-Population Dynamics of social and sanitary policies Anthropology Medical sociology	Role of religion Epidemiology Illness and every day life Ethics and philosophy European Institutions
<b>Évora</b>	The role of the State The role of religion Cultural representation Islamic perspectives European institutions Public Health Health Promotion Economy of Health Health Policies	Epidemiology Law Ethics Social and sanitary policies Anthropology
<b>Linköping</b>	Epidemiology Comparative dimension of social dynamics Illness and every day life Ethics and Philosophy	Anthropology Law Role of the state Role of religion, Analysis of social policies
<b>Barcelona</b>	Interdisciplinary intervention strategies Equity in health and welfare Health Psychology Evaluation Programs in Health and Welfare	Role of religion and the State Cultural representation, Ethics Cultural representations Anthropology

### Pedagogical model

The educational model consists of lectures, seminars, studies of literature, analysis of sources and problem-based learning through individual and group activities supported by tutorials. As a full-time program, the number of student hours per week is 36 and the average number of teaching hours will be 10-12 per week. Faculty with experience in the relevant topics, theories and methods will supervise individual work and theses. Lectures will be given by faculty from the Consortium and by invited experts and international scholars from Warsaw University, Budapest university, and from well known third country

universities (for instance Cape Town, Sao Paulo, Mexico, Harvard, Montreal, Tokyo...). Lectures will be accompanied small-group discussions in working-groups, seminars and tutorials.

Since very different universities will be involved in the teaching, the Consortium will implement Tuning methodology in terms of the curricula design and construction as well as in the assessment of qualifications.

Even though administrative issues prevent us from integrating universities from Central Europe (Prague, Warsaw for instance) as full members of the Consortium this year, the Consortium believes that this project will promote European convergence in the training of professionals working on Health and Welfare.

Teachers and students will have access to web tools for interactive learning. A complementary access is in progress in the websites developed by PhoenixTN European Thematic Network on Health and Social Welfare Policy, coordinate from one Consortium member, Prof Abreu, Evora University (<http://phoenixtn.net>). Papers, bibliographical references, thematic websites and a very innovative data base of pedagogical materials and data on the majority of all European countries (a first stage has been completed during the Academic year 2004-2005) will be available.

According to the Tuning project "Competences and learning outcomes allow flexibility and autonomy in the construction of curricula and at the same time they are the basis for formulating commonly understood level indicators." The structure of the Masters and the contents of its modules were planned using Tuning methodology, which means that the four universities agreed on a common set of competences and learning outcomes. Comparable curricula allow comparable assessments, which is a pre-condition for student exchanges and for the creation of an integrated higher educational system. The following generic and specific competences are considered fundamental:

#### **General Skill/competences:**

- \*Ability to apply knowledge in practice
- \*Information management skills (ability to retrieve and analyse information from different sources)
- \*Critical and self-critical abilities
- \*Problem solving
- \*Decision making
- \*Teamwork
- \*Appreciation of diversity and multiculturality
- \*Ability to work in an international context
- \*Understanding of cultures and customs of other countries
- \*Elementary computing skills.

#### **Specific competences:**

- \*Ability to know and use definitions and meaning of basic concepts (health, welfare, social dynamics, gender..)
- \*Ability to use the theories and evidence concerning the relationship between health, welfare and societies.
- \*Ability to know and to use current international trends within the field
- \*Ability to use and master comparative analysis
- \*Ability to master different scales of analysis: individual/ collective; local/national/international
- \* Ability to understand the relations between humanities, social sciences, and bio-medical research

\*Ability to understand both quantitative and qualitative methods and to develop good skills in at least one of these two approaches

\*Ability to find and use quantitative and qualitative sources and data within the relevant field

\*Demonstration of a high level of theoretical, critical, analytical and methodological skills in a Masters thesis

**The programme as a whole intends :**

- To bring the necessary knowledge for understanding health and sickness phenomena from a global perspective.
- To develop necessary abilities for interventions and /or research within interdisciplinary groups.
- To train professionals with capacity of designing, implementing and evaluating health and community problems at different levels of intervention and throughout different contexts.
- To improve professional activities according to ethical principles and shared values.

Each Consortium university is authorized by its national institutions to deliver Masters degree(s). The programme components and the programme as a whole have been recognized by the authorities in each university (Scientific council, Rector, President).

Name of institution	Title of degree awarded for this Masters Course by this institution	Type of degree awarded	Date and reference of formal approval of degree (Provide details of approval procedures under point 2.5)
Ecole des hautes études en sciences sociales	Master en sciences sociales (mention Santé, population, politiques sociales)	X double <input type="checkbox"/> multiple <input type="checkbox"/> joint	Approved in June 2005
Universidade de Évora	Mestrado em Políticas de Bem-Estar em Perspectiva: evolução, conceitos e actores	X double <input type="checkbox"/> multiple <input type="checkbox"/> joint	R/B-Cr 406/2007
Linköping Universitet	Master of Arts and Science in Health and Society	X double <input type="checkbox"/> multiple <input type="checkbox"/> joint	Master approved in October 2004
Universitat Autònoma de Barcelona	Phoenix-EM Master Dynamics of Health Welfare (Salut i Benestar Comunitari)	X double <input type="checkbox"/> multiple <input type="checkbox"/> joint	Master approved in May 2005

The Masters will be a double one. The main university of the student will award the degree and will recognize the ECTS generated during exchanges (semester and intensive weeks) and the shared supervision of the Master's thesis. The other university, which received the student during the exchange semester and co-supervised the Master thesis, will also deliver its Master's degree and diploma, recognizing the ECTS of the university where the student is registered (the EM Masters is indicated on each diploma).

The Diploma Supplement accompanies the Masters degree diploma. It provides the title of each module and its ECTS number, the marks for each module, total marks and a global ranking as suggested by the Diploma supplement instructions. Marks of A/B/C/D/E are assigned to successful students.

Students in the top 20% and the next 25% are recognized on their diplomas.

The contract signed by Consortium members indicates that the ECTS from other universities in the Consortium will be recognized and integrate a Diploma Supplement .



The Masters as a whole has been newly created to achieve the convergence of all previous European Programmes already offered by the same group (ERASMUS PhoenixTN, IP, Alfa A programme, GRAPH – Graduate Programme in the Social Dynamics of Health). The definition of the Masters field is totally new at that scale. Nevertheless, inside the four universities Masters modules have existed for several years, which provide excellent teaching and scientific experiences. In Linköping a one year programme with this orientation has existed for three years. In Barcelona of part only of the programme is taught for several years as in Paris and in Evora.

### **Teaching staff**

The core of the study programme will be delivered by experienced faculty, who have previously taught at the Masters level or higher. In addition, they have an extensive record of successful international cooperation. Professor Patrice Bourdelais is responsible for a special programme at the EHSS (Medicine, Health and Social Sciences) and for continuing education. He is also the President of the European Association for the History of Medicine and Health, and he regularly organizes sessions in international conferences. He is a member of the scientific commission of Erasmus PhoenixTN “European Thematic Network on Health and Social Welfare Policy”,( 213854-CP-1-2001-1-PT-ERASMUS-TN), (4th year in 2004-2005), member of an Alpha A project accepted in 2004 (Graph – Graduate Programme in the Social Dynamics of Health), and participant to the European IP Health and Social Change.

Professor Laurinda Abreu is a specialist on Portuguese Misericórdias. Her teaching responsibilities at Évora University include courses for Masters students. She is the Coordinator of the previously mentioned Erasmus PhoenixTN “European Thematic Network on Health and Social Welfare Policy”. She is also the Coordinator of the Alpha project (Graph – Graduate Programme in the Social Dynamics of Health), and a participant in the European IP Health and Social Change.

Professor Jan Sundin has been at the centre of this field for twenty years. He organized an International Network for Public Health, a Journal (Hygeia Internationalis, electronic and paper versions)) and more recently the European Intensive Programme (funded by the Commission in 2003 and will organize another in 2004, on Health and Social Change. He also is member of PhoenixTN and Graph (Alfa project).

Professor Annette Mulberger is a specialist in history of psychology with worldwide connections to historians of science and medicine. She has been the former president of the European Society for the History of the Human Sciences between 2003 and 2007.

The other faculty members are also highly qualified, because of their scientific work and publications and their teaching experience. The inclusion of faculty from central and Easter Europe will give new dimensions to the teaching, and it will facilitate the integration of these colleagues in European academic circles.

The deputy for the EM master in each university were chosen for their involvement in international collaboration and teaching, they are also high qualified faculty members :

Didier Fassin at Paris, Fatima Nunes at Évora University and Gunilla Tegern at Linköping university, and Teresa Gutierrez and Josefina Caminal at Autonomous University of Barcelona.

The teaching staff is committed to being available for all the classes planned and for regular weekly meetings with students and to follow their progress. Each student has an individual programme itinerary decided with the teachers at the beginning of the semester 1. In cases of unavoidable absence, classes will be replaced. Most modules involve the participation of several instructors, which will assure continuity for students. Moreover, local PhD students will be specifically in charge of the Third country students.

### **Admission, application, selection, examination criteria**

The council of the EM Masters, including the external assesment panel, will be in charge of selecting students in a centralised admission process.

The application form for admission will be available on the websites of the partner universities and will have to be sent to Paris. For this purpose, admission shall be a Consortium's duty, notwithstanding the fact that each partner university may follow their academic criteria when receiving the students' applications.

A budget, including the cost of lodging, and social security will be indicated for each place

Students shall have backgrounds in sociology, political sciences, anthropology, philosophy, history, demography, Public health, Education, Public administration or Law.

The minimum requirements are to have a bachelor in one of these disciplines, English language capacity and a knowledge in at least another one among French, Portuguese, Spanish, a research proposal written in English and a motivation paper in the second foreign language.

In the final ranking for selection the excellence of the Academic degrees will be taken into account for 70% and the research proposal for the 30% per cent.

If the merits, CV and capacities are equivalent, priority will be given to the number and the quality of foreign languages, the underrepresented sex, the candidates under 30 years old (detailed selection criteria in Admission criteria).

### **Mobility arrangements**

Each student has to spend one semester in another university (the third one) to get 30 ECTS. He, or she, also has to follow at least the first intensive week organized in the S1 and two of the intensive weeks organized during the second year (6 ECTS). This means that each student will get at least 36 of 120 ECTS (30%) outside of his (her) university. Intensive weeks are organized to avoid interference with the regular schedule classes.

Inside the Consortium, teachers will be invited to give complementary lectures at another university for one week. We will take advantage of differences in class schedules among universities to avoid absences during the regular semester. (For example, the EHESS has breaks between 10 September and the last week of October, one week in February, and two weeks for spring vacations in April or May. In Évora classes are not in session during the two first weeks of September, has a break in January-February, and "Easter vacations" and classes ends at the end of May; and in Linköping each teacher is engaged in intensive teaching only some weeks each semester, free to go to another university on the other weeks. The same happens at the Autonomous University of Barcelona where the schedule is compatible with Linköping, Paris and Évora as well.

### **Third-country students and scholars**

Nothing comparable to the PhoenixEM Masters is available in Europe or in the United States, Latin America or Japan. Third-country students and scholars will be highly interested in the scientific issues and related job opportunities developed in this programme. The Consortium will use the international networks of its universities to publicize the programme and the description of the Masters. Moreover the programme will be sent to the most important academic institutions all over the world (in both the North and South). All the information will be available on Websites, and personal contacts will be very important at least at the beginning. The organizers' extensive participation in international networks and scientific associations will contribute to the success of these efforts. (Laurinda Abreu is co-ordinator for Erasmus PhoenixTN. Patrice Bourdelais is the President of the European Association for the History of Medicine and Health, in close contacts with EUPHA, member of the Commission of Historical demography of the International union for the scientific study of population –IUSSP. Jan Sundin is the organizer of the International Network for the History of Public Health. Jon Arrizabalaga, who teaches at the Universitat Autònoma de Barcelona, is coordinator of the Working Group "Health, Social Welfare, and non-governmental organisations" of the Phoenix European Thematic Network on Health and Social Welfare Policy. At the Barcelona University the links with the countries of Central and Latin America are intense.

No special conditions will be applied to third-country students. The admission criteria and application procedures will be the same as for European students, but places will be reserved for them each year by the Consortium and some other places for the Asian Students (Asian windows)

In the application form each candidate has to indicate, preference-ranking and linked with language ability, the four universities where he/she would like to be admitted as the home university. The Consortium will give priority to the Academic ranking and will then give to the first ranked their first choice until the maximum threshold of  $\frac{1}{4}$  of the EM grants for each university. Inclusion of students and scholars from Latin America will be facilitated by the option of using also the Spanish and Portuguese languages for examination.

Several scholars will be selected each year, based upon the merits of their research proposals and possibilities for integrating them in the teaching and research teams in each university. The degree of complementarity (discipline, knowledge and scientific different culture context) is a second criteria and the third one is the experience of collaboration in pluridisciplinary teaching and research. The same ranking procedure than for students is applied even for the choice of one home university. The Autonomous University of Barcelona, the Universities of Linköping and Evora and the EHESS in Paris have participated in scholarly exchanges for decades, and they have established procedures for making these programs efficient and successful for visiting scholars and students.)

The Universities plan to indicate on their Websites not only the general organization of the Master but also details regarding the cost of social security, the cost of housing and the cost of living. An estimate of the student expenses for a 10-month academic year will be provided.

An international office with someone able to speak in English will be in charge of welcoming students and helping them with visas, payment of fees and social security contributions, and housing. Third-country students will be individually welcomed by teachers at the beginning of their stay. In addition local Master students will be assigned to orient them in matters of both education and every-day life, and third-country students will be integrated with local students in small study-groups. Third-country students will be encouraged to participate in the social activities of the university (sport, cultural activities, theater, music).

These Master students will be in charge to follow them individually all over the year and to be the daily person in touch with them. They also will be in charge of their cultural preparation (by electronic contacts before they arrive) and integration after their arrival. We think that it is the most efficient way to improve really the ways in which we welcome the third-country students. These PhD students will receive a salary for their work.

Third-country scholars will have access to the facilities of the International office too, and they will be integrated in the teaching groups and research teams linked to the Master. They will also receive help with lodging. Specific help will be provided to married students to find lodging and to disabled students

Classes to learn the local languages will be organized in small groups to facilitate integration and the efficiency of learning. Scientific and social integration is also important for language acquisition.

They will have full access to computers and IT facilities, to the electronic campus and to the library. They will have access to the weekly research seminars in each university and to the thematical intensive days linked to the field.

A specific help will be provided to married students for lodging, to their children care, and everyday life and for disabled students as well (access to classes rooms are available and designated person will be in charge to provide help to them.

Grants and scholarships will be handled according to Annex 2.

### **Language policy**

Language ability is considered in the admissions process. English is compulsory and high priority is given to a second language among French, Portuguese and Spanish. The TOEFL will be required, and the Alliance française certificate or marks in French classes will be necessary for Paris. For Evora, marks in Portuguese language classes will be required as for Barcelona it will be in Spanish. Classes in each university will be presented in English and in local language ; students will need to be able to read and write to be fully integrated.

The Consortium will also support language learning before and during exchange periods. Each university will organize an introduction to the other languages used inside the Consortium to facilitate mobility (English and French in Evora; English and Portuguese and Swedish in Paris; French and Spanish in Linköping, English and French in Barcelona). The foreign Institutes in each country, the new software offer and e-learning will complement classes.

Language instruction will be given in Spanish, Portuguese and English at the Autonomous University of Barcelona, in English in Linköping, in Portuguese and English in Evora, in French and English in Paris. The four intensive weeks will be taught in English.

Apart from these intensive weeks, the language of examination will be English in Linköping, French or English in Paris, Portuguese or English or Spanish in Evora, and Spanish or English in Barcelona.

Languages for the Masters thesis will be English in Linköping, French or English in Paris, and Portuguese, Spanish or English in Evora, Spanish, French or English in Barcelona. If the thesis is written in Spanish or in Portuguese, a twenty pages summary in English or in French will be required.

These languages requirements will preserve the diversity of languages in the Consortium while making exchanges and examinations possible.

### **Quality assurance and evaluation**

Quality assurance is a key issue from an academic point of view as well as for the transparency on the labour market. Each university awarding the degree is responsible for assuring the quality of their courses, and the university organizing the intensive weeks is responsible for those ECTS. In addition, the Council of the EMMaster will also be charged with quality assurance, and it will include an **external assessment**

These universities have similar requirements, and a long history of pedagogical and scientific collaboration. Members of the Consortium have collaborated in the Erasmus PhoenixTN since 2002), they have been partners in the European Intensive Programme (in 2003-2004 and 2004-2005). Participation in shared lectures, seminars, working groups, and tutorials is the best way to achieve convergences in pedagogical methods, teaching objectives, and quality. The Alfa A programme, which is accepted by the commission, has been prepared by the same partners, who have worked together on questions of quality assurance and consistency.

The ECTS number has been harmonized in the universities to correspond to the same number of hours of work for students. The workload of a full-time student is 60 ECTS during one academic year. For the whole year the number of working hours for a student is 1700-1800. One ECTS stands for 25-30 hours of classes and personal work. The same level of work is expected during the intensive weeks.

Examination procedures and processes are a key issue, because traditions differ among the universities. It has been agreed to:

- mark at least one written work and an oral contribution for each module
- organize a defense of the Masters thesis by the local supervisor and another teacher in the field, but each Master thesis is supervised by two teachers from two different universities (from the home university and from the University where the S3 has been done).

The Diploma supplement is provided by each university and attached as an annex to the degree award. The document gives marks for each module and for the thesis. The same will be provided for the Masters thesis with a short report (300 words). Class rankings will indicate the top 20% of students and the next 25% each year.

Evaluations will be organized in each university and at the Consortium level. Students will provide their evaluations of each module and each semester and the general organization of the Masters. Teachers will be asked to give their own evaluations also. Then a collective evaluation between students and teachers is organized with the local EM master responsible. The responsible write a report documented individual and collective evaluation and send it to the Co-ordinator of the Master in Paris. At the Consortium level, the co-ordinator makes a synthesis of the reports and discuss them inside the Council. The external assessment will receive the reports and synthesis and will evaluate quality assurance, content, organization and results in terms of competences acquired and European value added .

Along with other students, third-country students will be invited to assess the Masters Course and the organization of the programme not only at the end of their stay but after each module and semester during the year.

### **Other aspects**

1. Research is very important as an input to teaching, and research for the Masters thesis gives students an opportunity to integrate what they have learned. Strong research programmes exist in all four universities.

a) In Paris, a research group on "Medicine, Health and social sciences" has worked for five years on several aspects of the field (Control of epidemics, development of policy of Public health, social and political dimensions of Influenza and tuberculosis epidemics. Its members have published books and papers and are engaged in a broad international research collaboration (Mexico, Latin America, United States, Canada, Taiwan, Japan, China). At the Cresp (Center for social research in public health), pluridisciplinary approaches are developed from: anthropology, sociology, law, political science and public health. Research orientations are mainly : social inequalities, racial discriminations, gender issues, health policies, occupational health. Themes include : AIDS, lead-poisoning, drug abuse, mental health, trauma, cancer, handicap, poverty, humanitarianism. Countries where research is presently developed are : France, Britain, Spain, South Africa, Senegal, Burkina Faso, Venezuela, Colombia, Argentina.

b)The History Department of the Évora University has been working in four research fields related to the scientific matter of this Masters for several years. They are: the roles of the State and the Church in the construction of the European Public Assistance system; the interplay between Science and State organization in the development of Public Health; the representation of Piety and baroque spirituality in new forms of urbanization; Social impact of power and political dynamics.

This research has had the financial support of European and national projects and has resulted in several publications as well as advanced training (Masters and PhD thesis)

c)At Linköping University four main research programmes are developed : theory, ethics and ideology of health and healthcare (including projects in collaboration with national and international institutions, for instance on a European Programme on Dignity and Older Europeans, coordinated at University of Cardiff); Health and social change ( for instance on "Societies in Transition : Health, Political and Social Change", in a broad international perspective with several central Europe countries and South-Africa); Health, culture and everyday life; and Public health and social medicine.

d) At the Autonomous University of Barcelona, the teachers who participate to this EM master have research activities in history of sciences in collaboration with the Wellcome Trust Centre, but also on preventive medicine, and the interaction between health and work in the field of occupational health. A huge survey on the Ambulatory care conditions and their efficiency has been achieved recently (in collaboration with John Hopkins University).

This Masters brings together Swedish and French universities, where key research developments over the last twenty years largely defined this field, with the more historical approach emphasizing the roles of the state and religion pursued in Portugal. The Barcelona University offers more medical and psychological approach focused on the prevention and promotion of health.

This combination will be unique in Europe, and it will be enhanced by the integration of faculty from Central Europe and collaboration with Latin American colleagues.

The proposed Masters is unique for three major reasons :

- It will link together relevant expertise from the fields of health, epidemiology-demography, medical practice and welfare policies.
- It will emphasise the dynamics of the whole field as a complex system with structured interactions and development over the time.
- It will mobilize faculty from many disciplines, including public health, political sciences, medicine, epidemiology, demography, economics, psychology, sociology, anthropology, philosophy, history, and law.

These characteristics are not only unique in Europe, they are not found in the United States or other developed countries, and only partially present in Canada.

The proposal of this Consortium is a direct consequence of earlier European collaboration between the members (Erasmus PhoenixTN, European Thematic Network on Health and Social Welfare Policy, Intensive Programme on Health and Social Change and the Alfa A programme, GRAPH – Graduate Programme in the Social Dynamics of Health). As the main objective of the Alfa Programme is to work on the creation of a Masters on “Social Dynamics of Health” between Latin America and Europe, it already benefits from the synergy between Alfa and the Erasmus Mundus by sharing experiences and scientific knowledge and wide dissemination of the main results. It is also opening Latin America to the Tuning methodology in that field.

This previous collaborative work and knowledge about what academic resources exist in this field made it possible to design what the proponents consider as a sort of the “ideal” Masters in health and welfare. In that respect the PhoenixEM Masters proposed here is not only a consequence of the previous European actions funded by the European Commission, it also brings together seemingly disconnected projects that were pre-conditions for designing this comprehensive Masters programme.

These previous collaborations on the European Programmes have established conditions that guarantee the further success of the Erasmus Mundus Master Programme.