



ANNUAL QUALITY REPORT

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CONTENTS

1. Work Package 1: Management.....	5
1.1 Management Guidelines and Partnership Agreements.....	5
1.2 Kick Start Meeting.....	6
1.3 Acquisition and Allocation of Equipment.....	7
1.4 Identification of sub-contractors for the project.....	8
1.5 Establishment of research topics in focus areas for project.....	9
1.6 Candidates for postgraduate training and workshops.....	15
2. Work package 2: Development.....	16
2.1 Research proposals submitted to committees at each institution.....	16
2.1.1 Technology in advancing teaching and learning.....	16
2.1.2 Formative and summative assessment in clinical and basic health sciences education.....	16
2.1.3 academic and research literacy.....	17
2.1.4 Perceptions and attitudes of students and staff toward inter-professional education (IPE) models.....	17
2.1.5 Curriculum development in medicine, health care and basic health sciences.....	18
2.1.6 Inclusivity and socio-cultural diversity in health professions education.....	19
2.2 Registration of postgraduate students in degree programs.....	20
2.2.1 University of Pretoria.....	20
2.2.2 Sefako Makgatho Health Sciences University.....	21
2.2.3 University of the Witwatersrand.....	22
2.3 Attendance/participation of members to workshops and short courses/planning of workshops for 2022.....	23
2.3.1 University of Pretoria.....	23





Dirisana+ Project Annual Quality Report: 2021

2.3.2	Sefako Makgatho Health Sciences University	24
2.3.3	University of the Witwatersrand	25
2.3.4	University of Namibia.....	25
2.3.5	Welwitchia Health Training Centre (WHTC)	26
2.3.6	University College Dublin.....	27
2.3.7	Maastricht University	27
2.3.8	University of Turku.....	27
2.4	Types of teaching material developed in 2021, or planned for 2022	28
2.4.1	University of Pretoria	28
2.4.2	Sefako Makgatho Health Sciences University	31
2.4.3	University of the Witwatersrand	32
2.4.4	University of Namibia.....	32
2.4.5	Welwitchia Health Training Centre	33
2.4.6	University College Dublin.....	33
2.5	Planning of the mobilities for 2022	34
2.5.1	University of Pretoria	34
2.5.2	Sefako Makgatho Health Sciences University	34
2.5.3	University of the Witwatersrand	35
2.5.4	University of Namibia.....	35
2.5.5	Welwitchia Health Training Centre	35
2.5.6	University College Dublin.....	36
2.5.7	Maastricht University	37
2.5.8	University of Turku.....	37
2.6	Use of staff costs.....	38
2.6.3	University of Pretoria	38
2.6.4	Sefako Makgatho Health Sciences University	38
2.6.5	University of the Witwatersrand	40





Dirisana+ Project Annual Quality Report: 2021

2.6.6	University of Namibia.....	40
2.6.7	Welwitchia Health Training Centre	42
2.6.8	University College Dublin.....	43
2.6.9	Maastricht University	44
2.6.10	University of Turku	44
3.	Work package 3: Quality Assurance	45
3.4	Evaluation of the Kick Start Meeting	45
3.4.1	INTRODUCTION.....	45
3.4.2	QUALITY CONTROL AND MONITORING.....	46
3.4.3	EVALUATION SOURCES OF INFORMATION.....	46
3.4.4	METHODOLOGY	46
3.4.5	FINDINGS.....	47
3.4.6	Conclusion	50
3.5	Evaluation of the First Interim Meeting.....	51
4.	Work package 4: Dissemination and Exploitation	53
4.4	Evaluation of the D&E Guidelines from UP	53





1. WORK PACKAGE 1: MANAGEMENT

Compiled by the University of Pretoria

1.1 MANAGEMENT GUIDELINES AND PARTNERSHIP AGREEMENTS

All management guidelines and partnership agreements were discussed by Ms Cathy Bezuidenhout at the University of Pretoria (UP) and Mr Riaan de Kock (UP) on the first day of the Kick Start Meeting (KSM). Mr John Visagie completed all partnership agreements with all seven partners in mid-December, 2021. All partners submitted operational plans for their portion of the Dirisana+ project with their partnership agreements. We discussed the progress of these operational plans at our virtual interim meeting I from 20 to 24 September, 2021. All minutes and operational plans are available on request.

The management structure for the Dirisana+ project involves a top-down approach. Prof EN L'Abbé is the project coordinator for UP, with Ms Cathy Bezuidenhout as the project manager (UP), and Mr Riaan de Kock as finance manager (UP). Each consortium also has a project manager who reports to the project manager at UP. Similarly, dissemination and exploitation are centralized at UP with each institution having their own dissemination person who sends content to UP for publishing. For further details, go to the section on Staff Costs.





Table 1. Contact details of the Project Coordinator and Project Managers for the Dirisana+ project

Institution	Project Manager	Contact Details
University of Pretoria	Prof Ericka Noelle L'Abbé	ericka.labbe@up.ac.za
University of Pretoria	Mrs Cathy Bezuidenhout	cathy.bezuidenhout@up.ac.za
Sefako Makgatho Health Sciences University	Prof Anna C. Oettlé	profoettle@gmail.com
University of the Witwatersrand	Mrs Lizelle Crous	lizelle.crous@wits.ac.za
University of Namibia	Dr Adele du Plessis	duplessisa@unam.na
Welwitchia Health Training Centre	Prof Scholastika lipinge	siiping45@gmail.com
University of Turku	Prof Olli Vainio	olli.vainio@utu.fi
Maastricht University	Mr Rikus Nieuwenhuisen	r.nieuwenhuis@maastrichtuniversity.nl
University College Dublin	Dr Robin Feeney	robin.feeney@ucd.ie

1.2 KICK START MEETING

The virtual Kick Start Meeting (KSM) was held from 03 to 05 March, 2021. At least one representative from each participating institution was present at the meeting. The topics included the guidelines for the EU grant, capacity building and research themes, participation from the various consortium members, and planning of future meetings for the project. The six themes of the project include: curriculum development in medicine, healthcare and basic sciences; academic and research literacy; perceptions and attitudes of students and staff to interprofessional education (IPE); formative and





summative assessment in clinical and basic health sciences education; technology in advancing teaching and learning; and inclusivity and sociocultural diversity in health professions education. These themes form the base of communication within and between institutions. All minutes from the KSM are available on request.

1.3 ACQUISITION AND ALLOCATION OF EQUIPMENT

UP had initially planned to purchase both 3D printers and associated hardware as well as tablets for clinical associate students (2021). Due to the schedule of the students, it was decided to only purchase a limited number of devices for students who had financial problems. During the second year of the project (2022), the group will be supplied with a standard device tablet before they commence the course. Currently, we are experiencing tablet shortages in South Africa, but we are working on fixing this problem.

A number of 3D printers and supporting equipment were acquired in 2021 and are already in use, both in teaching and in clinical application. The following machines were bought:

1. Creality Ender 3 v2 filament printer
2. Creality Ender 6 filament printer
3. Ultimaker 5 Pro filament printer
4. Formlabs 3L resin printer and post processing units
5. Sinterit Lisa Pro powder printer unit
6. Emblaser 2 Laser cutter
7. Einscan H handheld surface scanner

The two Creality printers (numbers 1 and 2) are used for training in the principles of 3D printing as well as initial testing of designs. After this phase, the final purpose and use of the 3D models determines the type of machine (number 4 to 6) that the 3D model will be printed on, as each printer using different materials and supports. A description of the teaching models and clinical applications is provided in the next section on teaching materials.





UNAM purchased a 3D printer (Ultimaker 3 Pro filament printer) as well as the Einscan handheld surface scanner from Build Volume, video-equipment for tele-education in Pharmacy, and the MiCal software programme in January of 2022.

- UNAM obtained equipment for their plastination unit which should be operational by mid-2022.
- UNAM obtained educational text books for Occupational therapy programme.
- SMU has purchased the Riddel software programme in October of 2021. As students are not back on campus in person, the screen separators have yet to be purchased.
- WITS will purchase their 3D printer (Ultimaker 3 Pro filament printer) from Build Volume in April of 2022. They have obtained the necessary quotes and are now waiting for a quote for the materials.
- WHTC received four birth simulators in December of 2021 for the four campuses where the Nursing Degree is offered. These were launched in February 2022 with the opening of the academic year.
- UP purchased Articulate (software) for learning task design.

1.4 IDENTIFICATION OF SUB-CONTRACTORS FOR THE PROJECT

1. Build Volume (Pretoria, South Africa) were identified. They assisted in developing and printing 3D bone trauma models for teaching (UP).
2. Manufacturing of models from 3D prints: Liezl Kok of Anatomoulds: painting and duplication of Anatomy models (SMU)
3. IT manager and developers: PJ Ackermann from Seziwave: Continuous development and updates to align and maximise testing systems for uploading questions, marking questions and provide support and training on the Riddel system (SMU)
4. English/content editing of research and teaching material: Edlingtech (SMU)
5. Editing and copywriting of Namibian nursing manual, no subcontractor





identified at this time.

1.5 ESTABLISHMENT OF RESEARCH TOPICS IN FOCUS AREAS FOR PROJECT

The project has been divided into six themes, for which each institution contributes to one or more theme. Each of the six themes is comprised of a committee of people from the various institutions. Each committee has a chairperson who reports to the project manager at UP as to the progress of the committee in addressing various operational goals. Throughout 2021, the various research committees were tasked to develop operational plans for the research topics in their focus area. Committees and various researchers from the partner institutions held regular meetings to establish the research projects and timelines for the remaining two years of the project. (See Figures 1 to 6.) The chairperson runs monthly or bi-monthly meetings on the progress of their committee and the minutes of the meetings are sent to the administrator of the project coordinator. The project coordinator also conducts meetings with the chairpersons of the various themes and requests information on their progress and their planned progress for the year. The last meeting was on 01 February, 2022. The minutes of these meeting have been added to a Google Drive which is monitored by Ms Cathy Bezuidenhout. Google Drive Access:

https://drive.google.com/drive/folders/1_R-GrT8MbHVR9ALSseaq6uSO-9O-BFch?usp=sharing



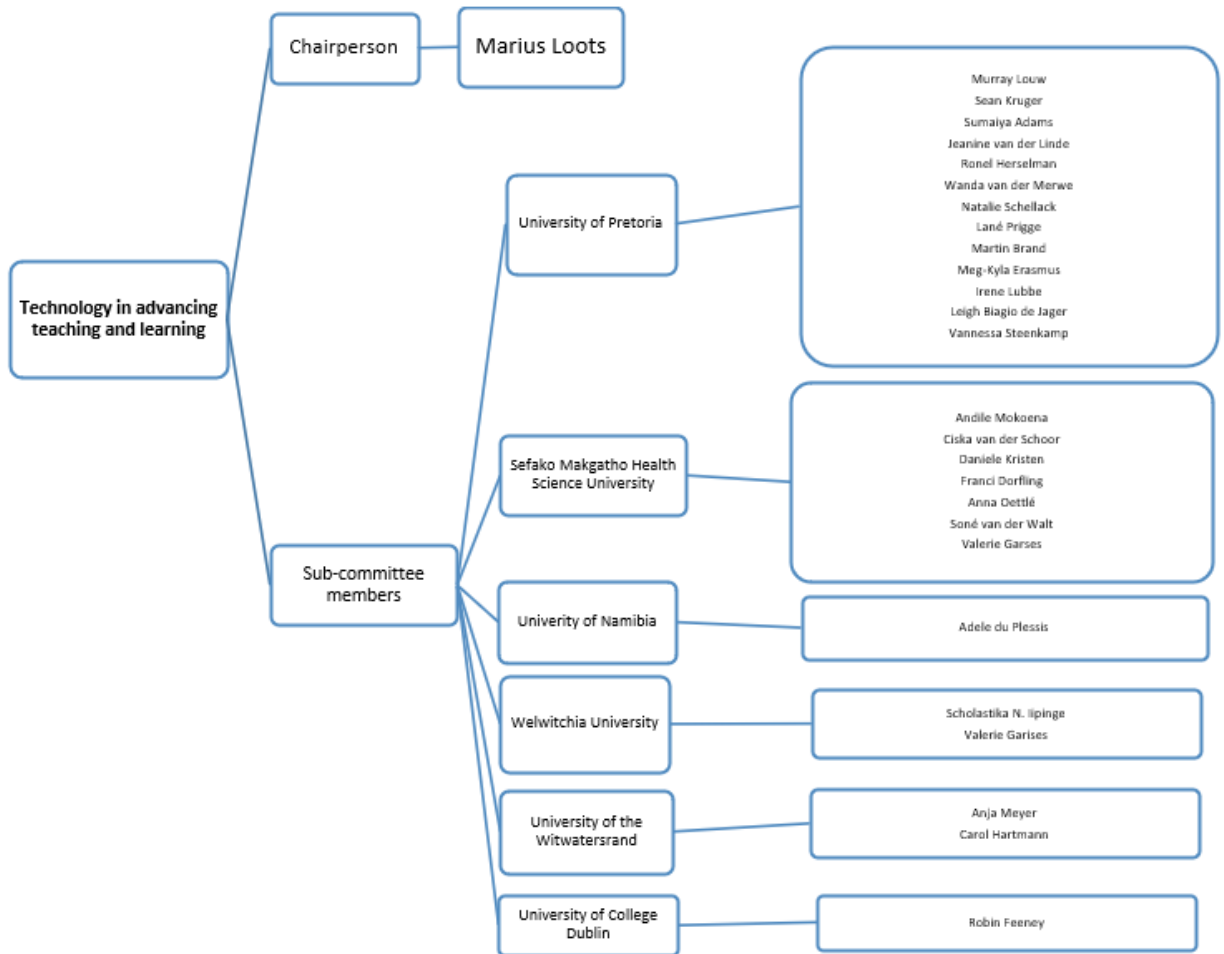


Figure 1. Schematic of the Technology in Advancing Learning and Teaching Committee.

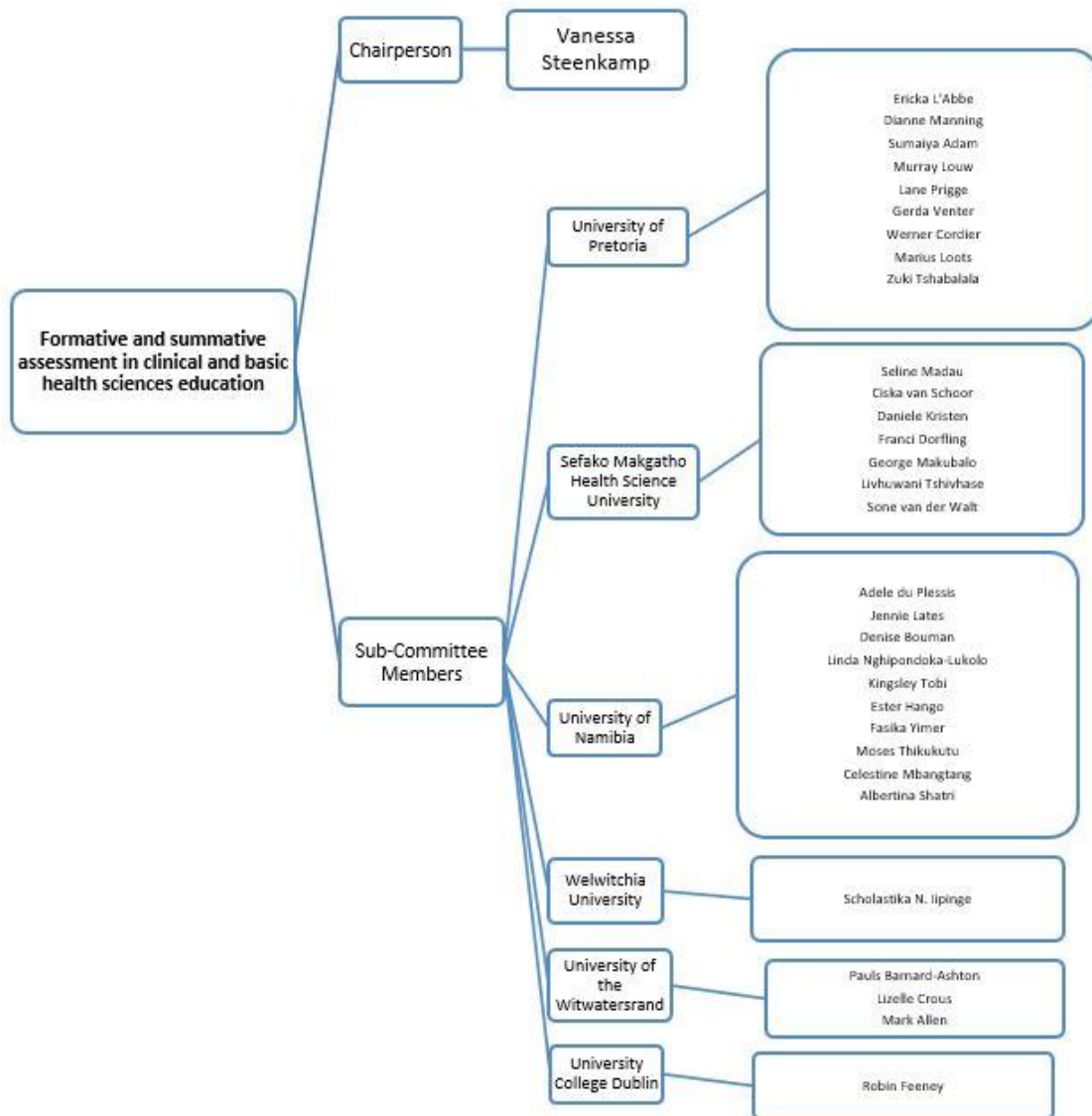


Figure 2. Schematic of the Formative and Summative Assessment Committee

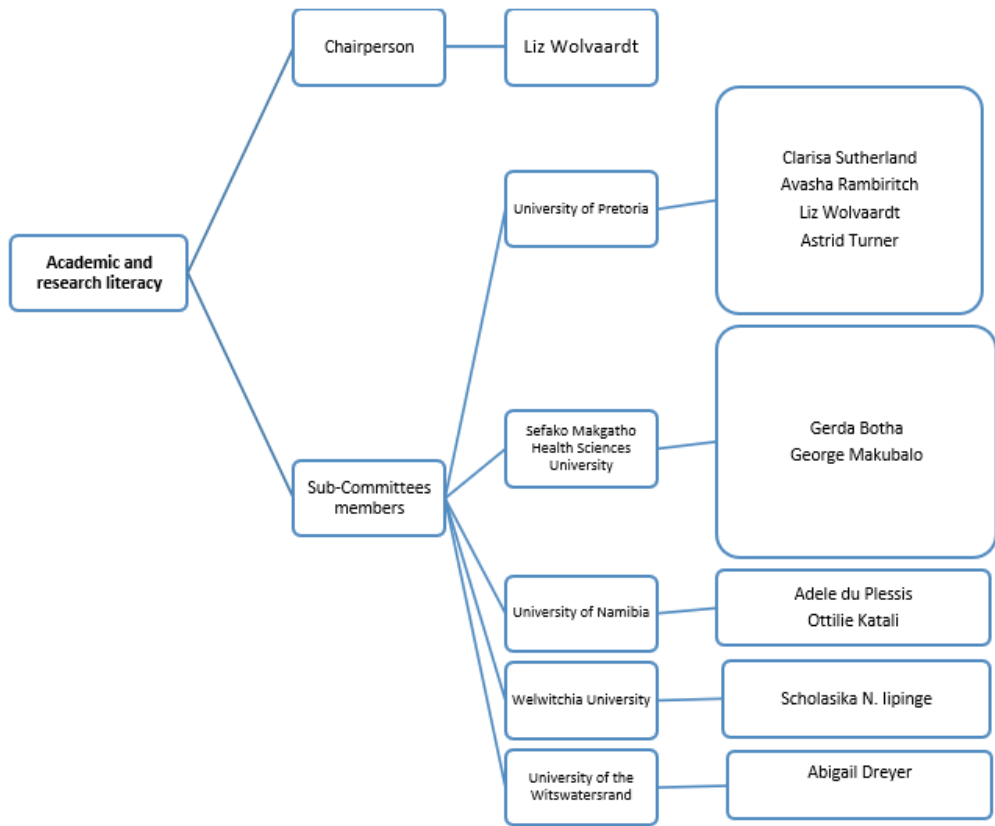


Figure 3. Schematic of the Academic and Research Literacy Committee

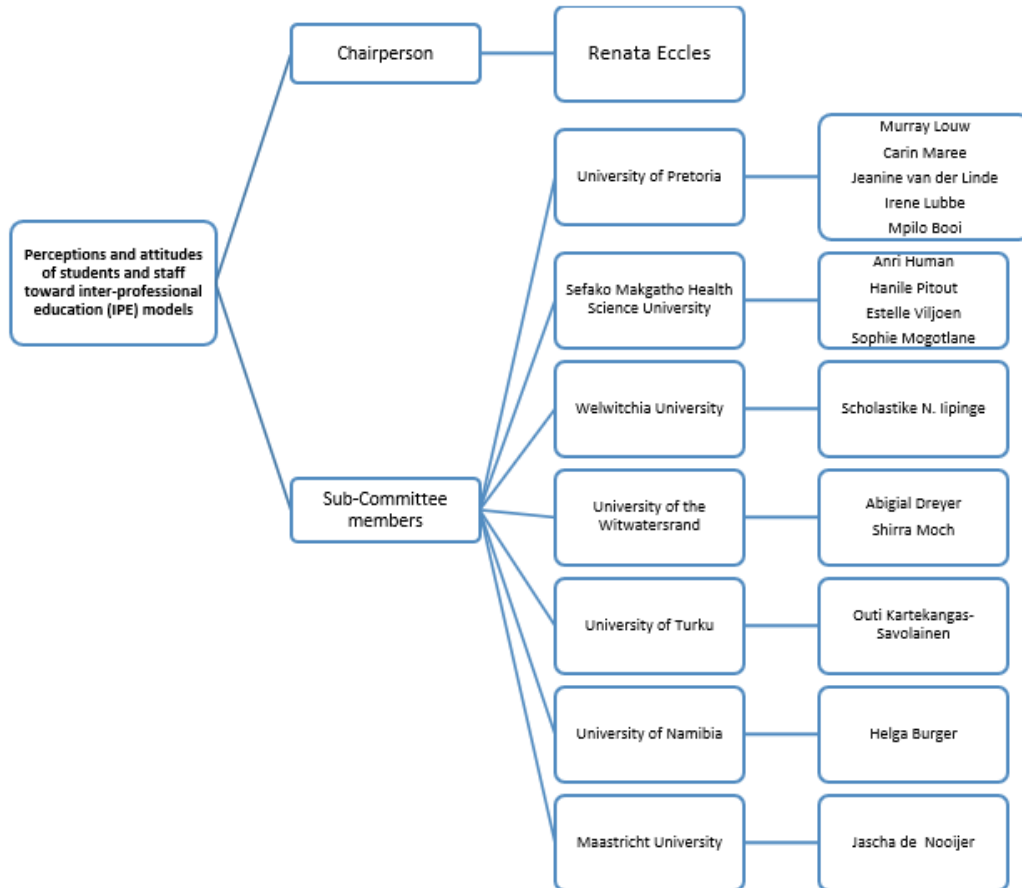


Figure 4. Schematic of the Perceptions and Attitudes of IPE Committee



Dirisana+ Project Annual Quality Report: 2021

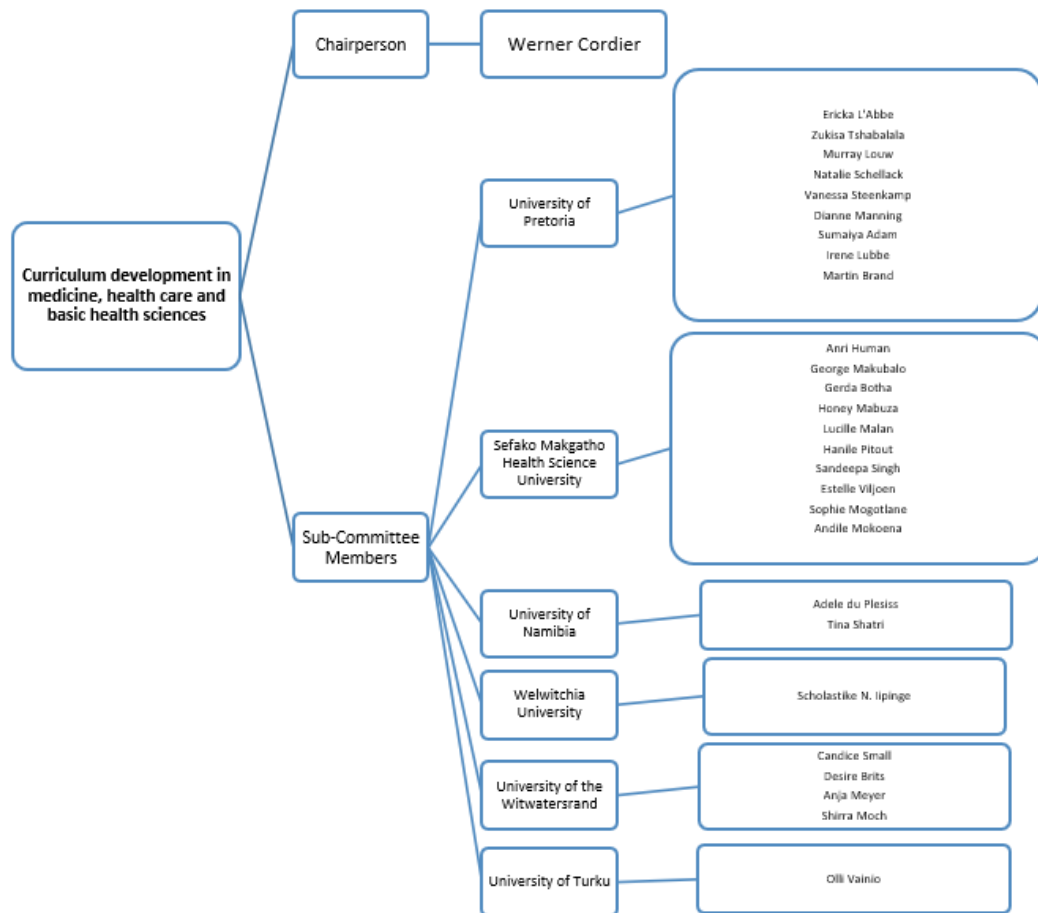


Figure 5 Schematic for the Curriculum Development Committee



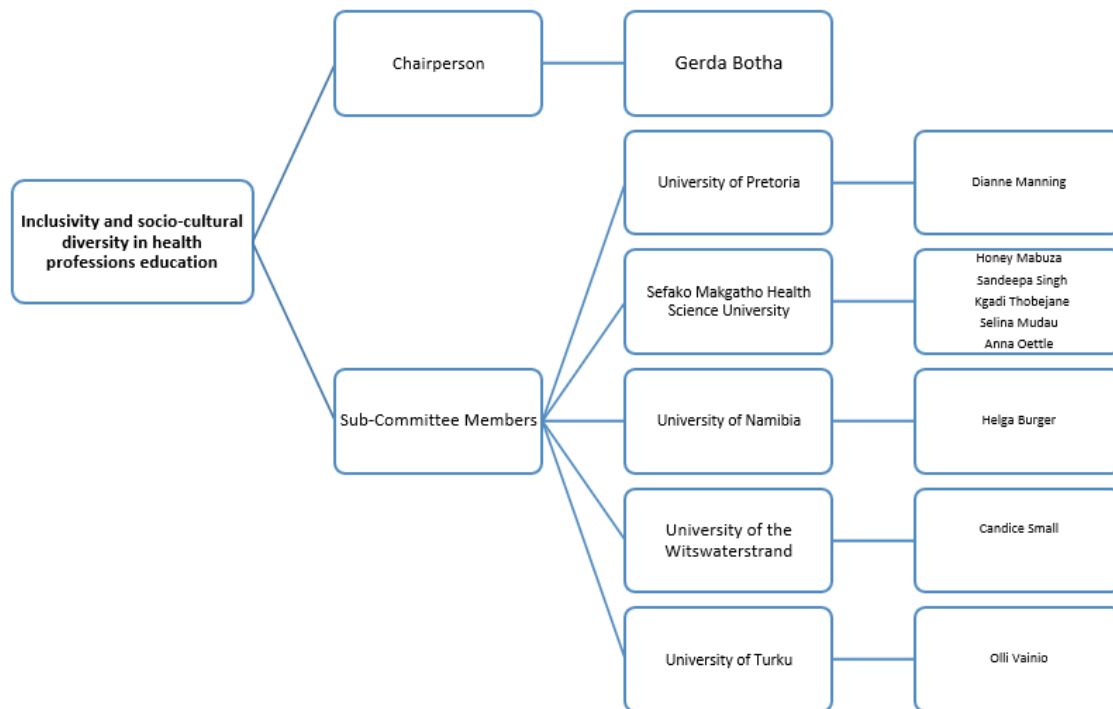


Figure 6. Schematic for the Inclusivity and Socio-cultural Diversity Committee

1.6 CANDIDATES FOR POSTGRADUATE TRAINING AND WORKSHOPS

Several collaborative workshops were identified for undergraduate and postgraduate students at WITS, UNAM, UP, and SMU. These workshops are outlined in the workshop section and will take place during 2022 and 2023. The average workshop contains about 20 people (student and staff from the consortium). IPE workshops were developed for the Namibian group (UNAM, WHTC) staff and students (20 people from UNAM and WHTC) with the University of Turku (UTU) for February/March of 2023.

Postgraduate training and workshops are also taking place during the second interim meeting from 07 to 11 March, 2022, which is hosted by WITS and includes staff and students from the entire consortium. The workshops include: AVISO training (x2), forensic archaeology, 21st century learning design in IPE; and assessment practices. Feedback surveys have been planned for all of these workshops for quality assurance. All feedback results are to be added to the Google Drive (the link is provided above in section 1.5).





2. WORK PACKAGE 2: DEVELOPMENT

2.1 RESEARCH PROPOSALS SUBMITTED TO COMMITTEES AT EACH INSTITUTION

2.1.1 TECHNOLOGY IN ADVANCING TEACHING AND LEARNING

Ms Thandolwethu Mabonani, an MSc candidate, will submit her research proposal entitled “A geometric morphometric (GMM) study on variations in the Irish populations' hard- and soft-tissue facial morphology matrices using Cone - Beam Computed Tomography (CBCT) scans” to the MSc Committee at UP in March of 2022, followed with the Research Ethics Committee (REC) at UP in May of 2022. She is using CBCT scans to investigate facial soft and hard tissue variation in an Irish population with supervisor Dr Alison Ridel (UP) and co-supervisor Dr Robin Feeney (UCD).

Ms Lize-Mari Els, an MIS candidate, submitted her research proposal entitled “Considering the ethical and legal implications of publishing 3D bone models for medico-legal investigations” to the Research Committee of the Department of Information Science. The proposal was approved in 21 November, 2021. Her supervisor is Prof Beth Le Roux (UP), with co-supervisors Dr Cliona McGovern (UCD) and Prof Ericka N L'Abbé (UP). She will now submit to EBIT Ethics Committee for ethical approval. Due to unforeseen circumstances and personal issues, Ms Els has deferred to her MIS degree from 2022 to 2023.

2.1.2 FORMATIVE AND SUMMATIVE ASSESSMENT IN CLINICAL AND BASIC HEALTH SCIENCES EDUCATION

Proposals for assessment are also aligned with curriculum, see below.





2.1.3 ACADEMIC AND RESEARCH LITERACY

Regarding the undergraduate research journal, a research project *An impact evaluation of an online peer-reviewed journal for health sciences research conducted by undergraduate students* was approved by the University of Pretoria's Faculty of Health Sciences Research Ethics Committee (EBIT/266/2021). It will commence when the journal site is created and will be led by a junior researcher (Gabrielle Thompson, UP), supported by the editorial team members: Astrid Turner (UP), Adèle du Plessis (UNAM), Liz Wolvaardt (UP), Abigail Dreyer (Wits), Scholastika Ndatinda lipinge (WHTC), Gerda Botha (SMU), Ottilie Katali (UNAM) and Clarisa Sutherland (UP). Using a cross-sectional study design, the aim of the study is to evaluate the impact of the new online journal for undergraduate research in health sciences on the publication and research experience of the submitting authors and peer reviewers. It will be conducted for the first two issues of the new journal in 2022 in a form of a UP-licensed Qualtrics survey. The study findings will be used to further improve the online journal in its efforts to encourage, support and showcase the work of health sciences students who have not yet graduated. Article and conference submission outputs are envisaged.

2.1.4 PERCEPTIONS AND ATTITUDES OF STUDENTS AND STAFF TOWARD INTER-PROFESSIONAL EDUCATION (IPE) MODELS

Mpilo Booi is a PhD candidate in the Department of Speech-Language Pathology and Audiology, UP. The title of his study is "*Interprofessional education and collaborative practice in Sub-Saharan Africa.*" His main supervisor is Dr Renata Eccles (Mosca), and co-supervisors are Prof Jeannie van der Linde and Prof Faheema Mahomed-Asmail.

Mr Booi has developed both surveys and they have now been sent to committee members to provide feedback. He is also working on his research proposal, which will be sent to the departmental research committee in early 2022. After that, the research proposal will go to Humanities ethics and then Health Science and UP survey committee for permission. With ethics approval, he will approach the registrar at each





participating institution for permission to contact their final year healthcare students and lecturers to complete the respective surveys. While this process takes place, he will also start working on his first paper, a systematic review.

2.1.5 CURRICULUM DEVELOPMENT IN MEDICINE, HEALTH CARE AND BASIC HEALTH SCIENCES

Werner Cordier (PhD candidate) is conducting his research study entitled “Alignment of undergraduate pharmacology learning outcomes to healthcare practitioner workplace competencies” under the supervision of Prof Pieter du Toit (Humanities Education, Faculty of Education, University of Pretoria) and Prof Dianne Manning (Faculty of Health Sciences, University of Pretoria). In terms of progress, his systematic review is done, with Delphi-study to be sent within the next month. Delays have been incurred due to administrative reasons, but the silver lining is that it has allowed for more collaboration with institutions and industry (HPCSA). Two spin-off projects allowing for human capacity development was created:

1. Tsungirirai Kakono (BSc.Hons Pharmacology) completed the project *Attitudes of registered physiotherapists towards the inclusion of prescription rights to their scope of practice* in 2021, which was presented at the *Annual Conference of the Society for Basic and Clinical Pharmacology*, where she also won the Best Poster Presentation Prize in Clinical Pharmacology. She will be publishing her work as two manuscripts in the South African Journal of Physiotherapy. She was supervised by Prof Werner Cordier, and co-supervised by Dr Sarel Brand (Department of Pharmacology, University of Pretoria) and Dr Desmond Mathye (Department of Physiotherapy, University of Pretoria; HPCSA)
2. Christe Megaw (BSc.Hons Pharmacology) will be collecting data for the project *Dietitians' knowledge of food-drug interactions and sources of information* in 2022. She is supervised by Prof Werner Cordier and Ms Natascha Olivier (Department of Human Nutrition, University of Pretoria)

Four abstracts have been submitted to SAAHE 2022 from Prof Cordier's research line. He will be visiting UM and UTU in 2022 for further collaborative ventures and human capacity development.





Dirisana+ Project Annual Quality Report: 2021

Staff at WITS have the following PhD topics for this theme:

Dr S Pattinson (PhD candidate, UM): Sink or Swim: the transition from graduated student to junior doctor in the South African clinical context.

Dr C Hartmann (PhD candidate, UM): Learner-centered educational strategies: identifying key functions and systems for successful implementation of team- and problem-based learning curricula in undergraduate health professions education programs.

2.1.6 INCLUSIVITY AND SOCIO-CULTURAL DIVERSITY IN HEALTH PROFESSIONS EDUCATION

- Gerda Botha (PhD candidate): *Developing the attributes of cultural humility in the context of cross-cultural medical education and health care service delivery in a cohort of undergraduate students*: University of Maastricht
- Gerda Botha (research proposal for non-degree purposes) (SMU): *Perceptions of undergraduate health profession students on a working with diversity workshop facilitated during the first-year orientation programme through Peer Assisted Learning (PAL) and Inter-professional Education (IPE) at Sefako Makgatho Health Sciences University (SMU) in South Africa*. This is being done in conjunction with the staff from the MBChB and Nursing curricula.
- Prof Honey Mabuza (Department of Family Medicine & Primary Health Care): Has submitted and received ethical clearance for the protocol titled: *Field-of-practice experiences of foreign-trained South African and Namibian medical practitioners who return to practice in their home countries* from the Sefako Makgatho Health Sciences University (SMU).





2.2 REGISTRATION OF POSTGRADUATE STUDENTS IN DEGREE PROGRAMS

2.2.1 UNIVERSITY OF PRETORIA

1. Thandolwethu Mbonani (MSc): *A geometric morphometric (GMM) study on variations in the Irish population's hard- and soft-tissue facial morphology matrices*. Supervisors: Dr AF Ridel (UP), Dr R Feeney (UCD)
2. Liz-Mari Els (MIS): *Ethics of the use of 3D prints of bone, particularly in medicolegal investigations*. Supervisors: Prof E Le Roux (UP), Prof EN L'Abbé (UP), and Dr C McGovern (UCD)
3. Werner Cordier (PhD): *Alignment of undergraduate pharmacology learning outcomes to healthcare practitioner workplace competencies*. Supervisor: Prof Pieter du Toit (Humanities Education, Faculty of Education, University of Pretoria). Co-supervisor: Prof Dianne Manning (Faculty of Health Sciences, University of Pretoria)
4. Tsungirirai Kakono (BSc.Hons Pharmacology) completed the project *Attitudes of registered physiotherapists towards the inclusion of prescription rights to their scope of practice* in 2021. She was supervised by Prof Werner Cordier, and co-supervised by Dr Sarel Brand (Department of Pharmacology, University of Pretoria) and Dr Desmond Mathye (Department of Physiotherapy, University of Pretoria; HPCSA)
5. Christe Megaw (BSc.Hons Pharmacology) will be collecting data for the project *Dietitians' knowledge of food-drug interactions and sources of information* in 2022. She is supervised by Prof Werner Cordier and Ms Natascha Olivier (Department of Human Nutrition, University of Pretoria)
6. Benito Swart (MBChB) and Lilandi Niemand (LLB) have finished their data collection for *Sexual and Gender Minorities in the South African Medical Curriculum: Are Final-year Medical Students Aware of this Marginalised Group's Healthcare Needs?*, where the context thereof was posted as a Dirisana+ blogpost. They will be presenting their findings at SAAHE2022, and thereafter publishing it in the African Journal of Health Professions Education.





Dirisana+ Project Annual Quality Report: 2021

They are supervised by Prof Werner Cordier and Dr Chivaugn Gordon (Department of Obstetrics and Gynaecology; University of Cape Town)

2.2.2 SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

The following four staff members are employed at SMU doing their PhD's at other institutions:

1. Lucille Malan (PhD candidate): *The work-performance motivation of clinical pharmacists in South Africa: Amsterdam VUmc*
 - The first phase of the project “Exploring Factors Associated with the Motivation of Clinical Pharmacists: A Focus on the South African Context” has been completed and was disseminated in the following ways:
 - Podium Presentation: South African Society of Clinical Pharmacy, 11th Annual Conference, 9-11 September 2021
 - Publication accepted, November 2021: <https://doi.org/10.3389/fmed.2021.747348>
 - The second and third phase of the project has received ethical clearance. Currently busy with data collection and data analysis.
 - Planned visit to partner-university, Vrije Universiteit Amsterdam in The Netherlands, April-June 2022.
2. Gerda Botha (PhD candidate): *Developing the attributes of cultural humility in the context of cross-cultural medical education and health care service delivery in a cohort of undergraduate students: University of Maastricht*
3. Estelle Viljoen (PhD candidate): *The development of an innovative interprofessional education instructional model for health care science students at an historically disadvantaged university. University of the Western Cape (UWC),*
4. Hanlie Pitout (PhD candidate): *Developing an IPECP module for final year students at SMU. University of the Witwatersrand. Ethics has been approved for this study.*





Dirisana+ Project Annual Quality Report: 2021

Two MSc candidates (SMU, Anatomy and Histology Department) submitted and are awaiting their results:

5. Amkelwe Simelane (MSc): *The effectiveness of emergency remote teaching of Anatomy to medical students in one of the comprehensive South African universities during the COVID-19 pandemic*
6. Konanani Given Phaswana (MSc): *Students' survey on perceptions of strategies used in teaching and external factors affecting the learning of Anatomy at a South African institution*

The following research protocols have been submitted to SREC (School of Medicine Research Committee) at SMU and is undertaken in the Anatomy and Histology Department with 4th year medical students:

1. Students' and lecturers' perspective on online assessments and the effectiveness thereof.
2. "Students' self-efficacy and motivation"
3. 3-Dimensional skills in Anatomy
4. "Bridging the gap from school to medical student/ navigating the first year at university."
5. "What anatomy is essential in the clinical years or/and after graduation?"
6. The study material of choice for Anatomy students
7. Exploring the learning of Anatomy to second language medical students.

The following research have been submitted to MoHSS for ethics by UNAM Vth year students

1. UNAM students' perception of emergency online learning during COVID -19 Lockdown.

2.2.3 UNIVERSITY OF THE WITWATERSRAND

1. Carol Hartmann (PhD candidate): *Learner-centered educational strategies: identifying key functions and systems for successful implementation of team- and problem-based learning curricula in undergraduate health professions*





Dirisana+ Project Annual Quality Report: 2021

education programs. Supervisors: Dr Danielle Verstegen, Dr Leo Köhler. University of Maastricht.

- Progress: Currently completing stage 3 of the “Writing a PhD proposal course” as per Maastricht requirements. Proposal to be presented to School of Health Education (SHE) at the end of March and final proposal submitted at end of April for consideration of registration as a PhD candidate in SHE at Maastricht.

2. Stuart Pattinson (PhD candidate): *Sink or Swim: the transition from graduated student to junior doctor in the South African clinical context.* Supervisors: Dr Anique Atherley (PhD) and Prof Dr Hans Savelberg (PhD). University of Maastricht.

2.3 ATTENDANCE/PARTICIPATION OF MEMBERS TO WORKSHOPS AND SHORT COURSES/PLANNING OF WORKSHOPS FOR 2022

2.3.1 UNIVERSITY OF PRETORIA

- Four lecturers (Prof EN L’Abbé, Prof Werner Cordier, Prof V Steenkamp, and Dr G Botha) from UP completed the completed the University of Maastricht Problem Based Learning (PBL) summer course held virtually from 28 to 30th June, 2021
- Lecturers from UP presented at the 2021 AfriPEN conference in September.
- Renata Eccles (Mosca) (UP): Implementation of a tele-intervention framework for early communication intervention, board member
- Renata Eccles (Mosca) (UP): Person-centred communication through video essays
- AfriVIPE and SAAHE:
 - Renata Eccles, lecturer, helped to facilitate the AfriVIPE multidisciplinary and global case discussion in October 2021. She was also elected to serve on the Board of Directors of AfriPEN.





Dirisana+ Project Annual Quality Report: 2021

- Dr Avasha Rambiritch (UP) helped organise a UP and University of the Free State conference focusing on academic writing centre practitioners' approaches to academic literacy education during the Covid-19 pandemic
- Meg-Kyla Erasmus and Miksha Harripershad (UP) attended the Bakeng se Afrika bone trauma workshop *Beatings, Bullets and Broken Bones*.
 - The workshop was presented by two UP staff members: Prof Ericka L'Abbé and Dr Alison Ridel at both UP and Stellenbosch University in November and December 2021
- UP will participate with WITS and UCD in workshops for 2022/2023 (see below)

2.3.2 SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

- Hanlie Pitout, a lecturer at SMU, co-hosted an AfrIPEN webinar in May 2021 focused on IPECP. Hanlie Pitout and Estelle Viljoen, also a lecturer from SMU, presented at the 2021 AfrIPEN conference in September. Both were elected to serve on the Board of Directors of AfrIPEN. They also contributed to the case development for the AfrilPEN multidisciplinary and global case discussion in October 2021. Estelle Viljoen and Hanlie Pitout also attended and presented a mini-symposium at Southern African Association in Higher Education (SAAHE) 2021. Estelle Viljoen also attended SWITCH 2021, an IPE webinar 4-week weekly online series hosted by UKZN (Judy Khanyola was the presenter).
- Hanlie Pitout (SMU): Presented a large scale Interprofessional Education week online (Planning of an Interprofessional Education curriculum: perspectives from undergraduate students as stakeholders).
- Two staff members (Sone van der Walt and Daniele Kristen) and an MSc student (Bridget Sekome) from SMU attended the Bakeng se Afrika Trauma Workshop from 2-4 November 2021
- Sandeepa Singh completed the completed the University of Maastricht Problem Based Learning (PBL) summer course held virtually from 28 to 30th June, 2021





2.3.3 UNIVERSITY OF THE WITWATERSRAND

- Lecturers from WITS presented at the 2021 AfrIPEN conference in September.
- Abigail Dreyer: Playing our games in Innovations in IPECP: Sharing the game development
- The Centre of Health Science Education (CHSE) at WITS is mentoring Welwitchia on how to upload a course for blended learning / online learning environments. The process kicked off in January 2022 and is ongoing.
- WITS will be offering a workshop in 2023 on 21st Century Learning Design in Higher Education. This will be an 8-week course around the 21st Century Skills and how to design learning around it. One skill will be presented as a workshop at the March Interim meeting at Wits (07 to 11 March, 2022).
- WITS is hosting, in collaboration with UP, the March 2022 Interim meeting as a hybrid event from the 7 – 11th of March

The following are collaborative workshops developed with WITS, UP and UCD for 2022/2023:

1. R and geometric morphometric (GM) workshop for staff/students (2022 to Dec 2023) – UP, WITS, UCD.
2. Using 3D imaging software (AVISIO), rendering 3D models for printing (2022 to Dec 2023) – UP, WITS, UCD
3. Chronic Disease in Bones: Palaeopathology (2022 to Dec 2023) – WITS, UP
4. Taphonomy and Bone Trauma (2022 to Dec 2023; can possibly be split), UP
5. Forensic archaeology workshop (2022 to Dec 2023), WITS & UP
6. Symposium on ethics of using digital copies of human remains and 3D printed bone models, in conjunction with SMU, UP, WITS

Staff at WITS are also reviewing the curriculum of the Bachelor of Health Sciences (BHSci) and medicine (MBBCh) programmes

2.3.4 UNIVERSITY OF NAMIBIA

- Three lecturers (Dr Adele du Plessis, Prof Quenton Quenton Wessels, and MrsMrs. Tina Shatri) from UNAM completed the University of Maastricht Problem Based Learning (PBL) summer course held virtually from 28 to 30th





Dirisana+ Project Annual Quality Report: 2021

June, 2021

- Mr. Jan van der Merwe, attended the Bakeng se Afrika Bone Trauma Workshop from 02 to 04 November, 2021

UNAM has requested workshops from the consortium in the following areas:

1. Developing of online/blended modules – this was initially to be with UTU, our needs have changed a bit and we proposed IPE with UTU. We are looking at a date in September close to the next interim meeting.
2. Interactive, student-centred teaching in an online environment – no progress has been made on this workshop. We have experienced online teaching and learning during covid and feel that Namibia doesn't have the bandwidth and internet capabilities to take this further at this stage.
3. Online assessment practices for remote learning – this workshop is related to the question banks from SMU, UP and WITS. We will only hear from UP on standardizing questions and setting up SOP for formatting of questions from 22 to 25 April, 2022. We will send one/two persons to that workshop.
4. Photography/Videography for educational – this is a joint venture between UNAM and WHTC. WHTC is working with WITS on designing videos for an online Bachelors in Nursing, while UNAM purchases the equipment.
5. Undergraduate and postgraduate supervision - we are participating in the seminars and workshop presented with academic literacy theme. Four lecturers joined the Taylor and Francis Webinar on Peer Review last week

2.3.5 WELWITCHIA HEALTH TRAINING CENTRE (WHTC)

Turku University (UTU) and the University of the Witwatersrand (WITS) will assist WHTC with developing online/blended modules as well as the online assessment practices for remote areas in 2022. An online workshop through WITS is planned to assist in the development of these goals for prior to May 2022, at least 20 lecturers will be in attendance. Further an IPE workshop is planned in 2023 for the WHTC and UNAM by the Turku University and the planning has started. About 30 staff will participate.





2.3.6 UNIVERSITY COLLEGE DUBLIN

Dr Robin Feeney and Dr Maria Christina Serrangelia are attending the interim meeting hosted by WITS from 07 to 11 March, 2022. After the meetings, they will be visiting UP for a week (12 to 18 March, 2022) to discuss databanks and collaborative research projects. Actively participate in the Avizo and Forensic Archaeology workshops

- Visit UP 14-18 Mar, 2022: Visit the FARC, meet PhD and Postdoc researchers, continue work with MSc research project (Dr. Alison idel's student: Thandolwethu Mbonani).
- 3 from UP: Marius Loots (Anatomy), Alison Ridel (Biological Anthropology/Anatomy) and Hafiza Parkar (Pharmacology), as part of the "3D Printing" Technology sub-committee team.
 - Objective: examine the technology set up (hardware, printing materials, software), and output of 3D printing in UCD for teaching (and research) specimens.
 - Proposed dates: 12 to 26 May, 2022, in Dublin (14 days).

2.3.7 MAASTRICHT UNIVERSITY

One lecturer contributed to the following presentation: De Nooijer, J., Stalmeijer, R.E., Boshuijzen, E., and Lestari, E. (2021). "Better preparing health care trainees for future practice: The potential of interprofessional education". Colombo Conference on Medical Education 2021 "Empowering learners to transcend boundaries of healthcare delivery" on 25th November 2021.

2.3.8 UNIVERSITY OF TURKU

Prof. Olli Vainio together with Dr. Outi Kortekangas-Savolainen are working with WHTC, UNAM and WITS on developing an in-person IPE workshop for September of 2022 in Namibia. Dr Vainio will also be attending the in-person interim meeting from 07 to 11 March, 2022.





2.4 TYPES OF TEACHING MATERIAL DEVELOPED IN 2021, OR PLANNED FOR 2022

(i.e., question banks, 3D models, birth simulation, undergraduate research publishing etc)

2.4.1 UNIVERSITY OF PRETORIA

1. Mr Marius Loots, Ms Charlotte Theye, Ms Miksha Harripershad and Ms Thandolwethu Mbobani created 3D models of bone trauma cases (n=40) for teaching using micro-XCT scans (NECSA) and with Build Volume (Pretoria, South Africa) for the Bakeng se Afrika Bone Trauma Workshop for 02 to 04 November, and 29 November to 02 December, 2021. Additional bone trauma specimens are being created during 2022, to be used as 3D models in teaching national and international practitioners. Prof EN L'Abbé will be teaching with these 3D prints in Bogota, Columbia from 25 to 29 April, 2022.
2. Mr Marius Loots and Ms Charlotte Theye developed 3D models and 3D prints for two orthopedic surgeons for pre-operative planning of a hip replacement and a diabetic foot (Dr Hilgaard Visser) and the correction of a club foot (Dr Franz Birkholtz). The 3D models and 3D prints can be used in teaching and learning. The transdisciplinary efforts amongst medical doctors and researchers is focused on reducing operation time and thereby reducing theatre costs.
3. UP has created a 3D printing digital hub @ FARC within the Faculty of Health Sciences with the 5 printers and 1 3D surface scanner, and we have been actively promoting the use of 3D models in teaching and pre-operative planning in orthopedics, while also addressing teaching in dentistry, veterinary sciences, and basic medical sciences.
 - The following machines are in use:
 1. Creality Ender 3 v2 filament printer
 2. Creality Ender 6 filament printer
 3. Ultimaker 5 Pro filament printer
 4. Formlabs 3L resin printer and post processing units
 5. Sinterit Lisa Pro powder printer unit





Dirisana+ Project Annual Quality Report: 2021

6. Einscan H handheld surface scanner.
 - The two Creality printers are being used for training in the principles of 3D printing as well as initial testing of designs. The resin printer is primarily designed for the printing of dental models for teaching – this work has been initiated and is in progress. The powder printer is able to reproduce detailed prints without the need of support, which is required in the Ultimaker 5 and the Formlabs 3L.
4. The surface scanner is enabling us to capture physical objects in full colour. This will be used to capture surface data on skeletal material which we are not able to CT scan for example archaeological remains or remains in museum collections. In addition, we are in progress on making 3D models of dissections, brains and skeletal elements for teaching where modelling these would be extremely difficult.
5. Prof EN L'Abbé held a meeting on Assessments in Biological Anthropology on 20 January, 2022. The section decided to work on human osteology and human evolution databank questions for undergraduate students for 2022, and on forensic anthropology questions for undergraduates and postgraduates in 2023. We divided the work of getting the questions into a databank, deciding on quality assurers, and then using the SOPs to be provided by the assessment committee in April 2022. The minutes are available on request. We will address the curriculum of forensic anthropology in a series of meeting during 2022, where we evaluate Southern African Guidelines for Forensic Anthropology Practice (SAGA) in South Africa. Our first meeting will be 18 March, 2022.
6. For the BCMP programme and curriculum development (Murray Louw and Zuki Tshabalala)
 - Supplier constraints delays the issuing of tablets to students
 - Research is continuing with data collection and analysis in the healthcare service, particularly the electronic log books
 - Data collection is taking place on Qualtrics and not AITA
 - Interim analysis of 2021 was done to determine the strategy forward
 - A workshop on curriculum development and assessment practice is being considered with Walter Sisulu University
 - Research is to be disseminated at the SAAHE 2022 conference





Dirisana+ Project Annual Quality Report: 2021

7. MBChB Curriculum (UP, Sumaiya Adam)
 - Workshop proposal on constructive alignment has been submitted to SAAHE
 - Abstract on curriculum review submitted to AMEE
 - Constructive alignment of the curriculum in process, with several articles in the developmental process
8. The academic and research literary theme is busy with creating an undergraduate research journal.
 - The 2021 to early 2022 progress of the journal, *Undergraduate Research in Health* (URH), will be reported according to the four objectives:
 1. Create the submission platform for the journal
 2. Create a trained editorial board
 3. Produce two issues per year during the project (after launch)
 4. Explore funding options for continued publication beyond Dirisana+ support
 - In 2021, there was completion of almost all of the deliverables towards the creation of **Objective 1**, the journal submission site (Editorial Manager software), with a signed contract with the South African Medical Association (SAMA) publishing group and creation of standard content, including marketing plans for the call for papers. The launch of the submission platform on the journal site has been delayed with the change of service provider by the publishing group. Therefore, although activities for biannual meetings with the publishing group was developed, they can only continue once the site is set up in 2022. In the meantime, there is regular communication on the progress of the site from the new service provider.
 - Regarding **Objective 2**, a regionally representative editorial board was created with academic staff from universities in the consortium as well as a junior researcher. Potential international advisors to the editorial board have been identified. Terms of reference for the board and advisors as well as training needs and opportunities to strengthen the skills of all have been drafted.
 - Although activities such as securing copy-editing services and compiling a database of possible reviewers and expert contributors have been initiated,





Dirisana+ Project Annual Quality Report: 2021

the core deliverable of two published issues per year can only be achieved for **Objective 3** once the site has been set up.

- Funding activities to meet the deliverables of **Objective 4** will start later in 2022. A project to evaluate the impact of an online peer-reviewed journal that showcases research conducted by undergraduate health sciences students was approved by the University of Pretoria's Faculty of Health Sciences Research Ethics Committee (EBIT/266/2021). A recent Honours graduate and junior researcher will lead the study.
9. The assessment committee, led by Prof Vanessa Steenkamp (UP), has developed an in-person assessment and curriculum workshop to take place in South Africa from 22 to 25 April 2022 with collaboration from Prof Cees van de Vleuten from Maastricht University. At this workshop, the committee will present their SOPs for creating a databank of questions that can be shared within and between institutions. This workshop will provide the foundation for formatting questions for the project. The consortium was working on the SOPs for assessment at the 2nd Interim Meeting at WITS (07 to 11 March, 2022).

2.4.2 SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

From March 2021 to March 2022, SMU achieved the following for teaching materials:

- Initiated: Recording of presentations using 3D DIY representations in teaching and learning
- Initiated: Development of an Electronic set up and marking tool, YouTube video created
- Initiated the collection for: Creating a lecture bank: All institutions are invited
- Initiated the collection for: Creating an assessment databankdatabank: All institutions are invited
- Linguistic and content editing of 1000 marks electronic questions have been initiated
- Conceptualised: Videos to represent Anatomical 3D structures (photography or 3D scanning) and Image bank development for online spot tests/teaching material: UP and all other institutions are invited





Dirisana+ Project Annual Quality Report: 2021

- Conceptualised: Develop a teaching module to increase CAM knowledge amongst healthcare students and other interested stakeholders to enhance patient care.
- Conceptualised: Develop leadership skills amongst healthcare students and other interested stakeholders to enhance interprofessional teamwork
- Conceptualised: Manufacturing of models from 3D prints: UP and all other institutions are invited
- Through their collective PhD research, two staff members from SMU, Hanlie Pitout and Estelle Viljoen, are developing an IPECP programme at SMU, which should be available at the end of the project.

2.4.3 UNIVERSITY OF THE WITWATERSRAND

- WITS will collaborate with WTHC on creating case studies using branching logic within an online environment to be developed as a teaching tools for problem solving/decision making skills in 2022.
- 3D surface scanning of juvenile skeletal material has ethical approval and will be conducted over the next two years (Desire Brits, Anja Meyer)
- Possible collaborations with UP (Murray Louw) on workplace-based assessment practices

2.4.4 UNIVERSITY OF NAMIBIA

UNAM has initiated and conceptualized the following teaching materials:

- 3D-models: human osteology.
- Plastination of pro-section once plastination unit is set-up. Teaching models for Welwitchia Health Training College, Occupational therapy and Anatomy.
- Initiated: Creating our own short dissection videos available on LMS and on Google drive (Gdrive) for students.
 - Initiated: Narrated lectures on LMS and available on Gdrive.
- Initiated: Videos of lectures pilot video recording of Occupational therapy lecture and this highlighted the limitations and opportunities provided by the equipment we have purchased.





Dirisana+ Project Annual Quality Report: 2021

- Conceptualized: Design of an electronic dissector manual.
We planned this as a project for a MSc student and at this stage we have not identified a candidate for MSc in Anatomy. This might have to stand over till 2023.
- Developing an online logbook for clinical rotations through collaboration with UNAM Computer Science students. This will be piloted from June 2022 with the Occupational therapy students. We hope to develop this further into a cell phone APP.

2.4.5 WELWITCHIA HEALTH TRAINING CENTRE

- Concept in progress: develop an online Bachelor of Nursing Science programme online to increase access to Nursing education in the country. Teaching materials to be created include - All course outlines, study guides, powerpoint presentations, demonstration videos, practical workbooks, some models/3D models and all the attendance forms as required by the Health Professional Councils in Namibia.
- Currently receiving mentorship from WITS and University of Turku for this project.
- Printing of human anatomy models with 3D printer
- Planning to acquire the Moodle Learning Management System for facilitate online teaching and learning

2.4.6 UNIVERSITY COLLEGE DUBLIN

- Dr Feeney's role in the Assessment sub-committee is to provide D+ Teams (UP: forensic anthropology, Wits: human evolution) with her personal "database" of Biological Anthropology assessment questions (human evolution, primate biology, forensic anthropology, etc.). Dr Robin Feeney from UCD will share databank questions on human osteology and human evolution with UP.

She will also act as quality assurer for databank questions on human osteology and human evolution from UP.





Dirisana+ Project Annual Quality Report: 2021

- Share with the D+ Team UCD's online Teaching and Learning Resources (for improving standards and capacity building), which are structured around effective evidence-based literature/ pedagogy within five categories (<https://www.ucd.ie/teaching/resources/resourcesa-z/>):
 - a. Teaching Toolkit: Strategies and Skills
 - b. Module and Programme Design
 - c. Assessment and Feedback
 - d. Technology Enhanced learning
 - e. Review and Research

2.5 PLANNING OF THE MOBILITIES FOR 2022

2.5.1 UNIVERSITY OF PRETORIA

2 x 60 days student mobilities from UP to UCD were planned for Ms Thandolwethu Mbonani (UP, Anatomy), Ms Lize-Mari Els (UP, Information Sciences) for June to July, 2022. Dr Robin Feeney and Dr Cliona McGovern from UCD will act as supervisors for these students from UP.

22 x 14 day staff mobilities from UP to UTUUTU and UM will be used in July 2022

1 x 14-day staff mobilities from UP to Maastricht and Turku for Prof Werner Cordier at between June and July, pending confirmation of dates with the host institutions. These will be used for human capacity development in curriculum design and constructive alignment in assessment practice.

2.5.2 SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

No mobilities were planned for 2022, but they anticipate sending their students to the University of Maastricht.





2.5.3 UNIVERSITY OF THE WITWATERSRAND

3 x 7 day staff mobilities from WHTC to WITS for Valerie Garises, Elizabeth Peingondjambi Kamufikwa, and Scholastika Ndatinda Lpinge for the second interim meeting on 07 to 11 March, 2022.

2 x 14 day staff mobilities will be used for Dr Carol Hartmann and Dr Stuart Pattinson to meet with their supervisors at the University of Maastricht during August of 2022.

WITS is also hosting the second interim and first in person meeting 07 to 11 March, 2022

2.5.4 UNIVERSITY OF NAMIBIA

1x 7 day staff mobility from UNAM to UP for Mr Jan van der Merwe, who attended the Bone Trauma Workshop 02 to 04 November, 2021.

1 x 14 day staff mobility from UNAM to UTU for Ms Denise Bouman. She travelled to Oulu, Finland for a short course on Qupath, the histology platform. November 2021. Denise will develop an Introduction to Qupath for the Postgraduate students at UNAM.

4 X 7-day staff mobilities from UNAM to WITS for the second interim meeting (07 to 11 March, 2022). Dr Helga Burger, Dr Adele du Plessis, Ms Denise Bouman and Ms Ottilie Katali.

2.5.5 WELWITCHIA HEALTH TRAINING CENTRE

WHTC planned for internal mobilities within Namibia for 2022. The main objective for these mobilities is to discuss an online nursing programme with various stakeholders including: the Nursing Council of Namibia, The Ministry of Health and Social Services, and the Health Directors in the fourteen political regions of Namibia. The purpose of these discussions is for the stakeholders to gain insight into the efforts of WHTC in increasing access to nursing education to all the nurses in the country and to understand the online enrollment process.





Dirisana+ Project Annual Quality Report: 2021

On mobility, in Windhoek, we shall not use it at all but for other regions, we shall need to be assisted on this as it was not budgeted/planned for:

1. **Erongo region:** we shall need a day as we can drive and come back the same day: we shall need fuel and food - 1 day
2. **Kunene:** one travel day, accommodation, fuel, and food; after the presentation, we drive to Omusati region - 1 day
3. **Omusati:** accommodation to sleep, fuel, and food; then proceed to Oshana region - 1 day
4. **Oshana can be combined with Oshikoto and Ohangwena:** need accommodation, fuel, and food - 1 day
5. **Kavango East and Kavango West** regions will be seen on the same day together: we need accommodation, fuel, and food - one day
6. **Zambezi region** - we plan to invite them to join the Kavango regions on the same day; then
- 7 **Otjozondjupa region:** need accommodation, fuel, and food; after the presentation, the team drive back to Windhoek
8. **Omaheke region** could be invited to be combined with the Khomas region (we need to negotiate with them if this can be done
9. **Hardap region:** the team will drive Hardap for the presentation; they proceed to
10. **Karas region** to present the next day. need accommodation, fuel, and food; then drive back to Windhoek

Further WHTC will turn some of its mobility funds into training activities to be used by Turku staff for the workshop in 2023.

2.5.6 UNIVERSITY COLLEGE DUBLIN

2 x 14-day staff mobilities from UCD to UP/WITS to attend the March interim meeting from 07 to 11 March, 2022 for Dr Robin Feeney and Dr Maria Christina Serrangeli. Also discuss with staff from WITS and UP about teaching materials, and collaborative projects.

3 x 14 day staff mobilities from UCD inviting UP will be used for 14 to 28 May, 2022, for Mr Marius Loots (UP), Dr Alison Ridel (UP) and Dr Hafiza Parkar (UP). They will be traveling to UCD to discuss 3D printers, 3D models and 3D surface scans of anatomical specimens with Professor Jones (UCD) and Dr Robin Feeney (UCD)





2.5.7 MAASTRICHT UNIVERSITY

1 x 7-day staff mobility from MU to UP for Prof Cees van der Vleuten to participate in the assessment and curriculum workshop to be held in person in South Africa from 22 to 25 April, 2022.

2.5.8 UNIVERSITY OF TURKU

1 x 7-day staff mobility from UTU to WITS to attend the March interim meeting from 07 to 11 March, 2022 for Dr Olli Vainio. Another two 14-day staff mobilities in September of 2022 for Prof Olli Vainio and Dr Outi Savolainen from UTU to UNAM/WHTC. They will organise an interactive IPE workshop in Namibia.



2.6 USE OF STAFF COSTS

2.6.3 UNIVERSITY OF PRETORIA

Ms Charlotte Theye, Trainer, 82 days per year, Development package (WP2)

Ms Miksha Harripershad, Manager/Administration, 20 hours per week, Dissemination and Exploitation (WP2)

Ms Meg-Kyla Erasmus, Manager/Administration, 20 hours per week, Dissemination and Exploitation (WP2)

Mr Ronald Mosewu, Administration, WP1&2

Mr Riaan de Kock, Administration (Finance), WP 1 – 5.

2.6.4 SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

Staff member	Role	Days worked	Package	Task
Kholofelo Shokane	Researcher/ Teacher	17	Development	Protocol writing Assistance with 3D scanner and printer
Elize Venter	Researcher/ Teacher	4	Development	Assistance with reviewing research outputs



Dirisana+ Project Annual Quality Report: 2021

Amkelwe Simelane	Researcher/ Teacher	30	Development	Writing of a literature review (submission of the rationale for the study for review) Developing a questionnaire and methodology for the study Developing a protocol for ethics submission Reviewing protocols Reviewing research output
Tebogo Tsebe	Researcher/ Teacher	1	Development	Workshop presentation
Ruth Kobedi	Researcher/ Teacher	12	Development	Assistance with protocol writing
Franci Swanepoel	Technical	11	Development	Assistance with electronic testing tool
Alison Ridel	Technical	12	Development	3D scan to 3D printing
Benjamin Ntshabele	Researcher/ Teacher	3	Development	Questionnaire workshops
Ciska van der Schoor	Technical	19	Development	Assisting with workshops Assisting with Quality control Assisting with the reporting processes Assisting with protocol writing and reviewing research write up
Sone van der Walt	Researcher/ Teacher	3	Development	Assistance with 3D printing and other tasks
Daniele Kristen	Researcher/ Teacher	2	Development	Assistance with 3D printing and other tasks





2.6.5 UNIVERSITY OF THE WITWATERSRAND

Appointed 2 research assistants to work on the Curriculum review project from February till end June 2022 (20 hours a week for 21 weeks)

Depending on the progress of the 2 PhD students' projects the above research assistants contracts will be renewed to assist with transcribing and coding.

2.6.6 UNIVERSITY OF NAMIBIA

Name	Role	Days	Package	
Denise Bouman	Manager	18	Development	Managing procurement Managing quality control of financial aspects Developing SOP for financial aspects of grant management Developing Qupath as a research tool
	Administrator	6	Development	Coordinating and recording all transactions
Adele du Plessis	Manager	18	Development	Managing quality control Coordinating the reporting processes Coordinating research UG and PG Coordinating procurement - from specs research to implementation Developing of teaching and learning resources Assisting with undergraduate journal development





Dirisana+ Project Annual Quality Report: 2021

Ottilie Katali	Researcher	18	Development	Assisting with protocol writing for undergraduates Teaching and developing undergraduate research modules Assisting with development of UG research journal
Anneli Poolman	Researcher	12	Development	Assistance with compiling anatomy question bank
Tina Shatri	Researcher	12	Development	Developing workshop on PBL Assisting with protocol writing UG
Hilja Eelu	Researcher	12	Development	Coordinating marketing and social media pages Assisting with protocol writing UG Reviewing research
Jan van der Merwe	Technical	6	Development	Coordinating 3D printing lab development Coordinating renovations, for plastination unit Sourcing equipment for plastination
Joseph Lakanemo	Technical	2	Development	Assisting with 3D printing Assisting with technical plan for plastination unit Assisting with marketing and social media pages.





Dirisana+ Project Annual Quality Report: 2021

				She always arrange meeting for this activity on a weekly basis for 3 weeks Attended the launch and training representing WHTC at Unam
Ndakolo Haiduwa	Technical	3	Development	Social update by posting and reposting Dirisana+ activities Coordinated the compilation of the Kick Start Meeting Compiled the Dissemination report (2021)
Joan Shivute	Accountant	1.5	Finance	Organise the launch for Birthing simulator Processing payment for simulator purchasing Facilitate the trip to Wits by preparing S&T
Kopano Robert	Lecturer	2	Development	Participate in Assessment workshop Coordinating the IPE training workshop with Turku and Unam (workshop now postponed) Write up all our meetings with Wits (Lizelle) (2022)
Elizabeth Shali & Maria Shikongo	Lecturer & Clinical Instructor	1	Development/ Technical	Set up the Birthing Simulator Demonstrated for others lecturers how to operate the model x 2 (2022)
Panduleni Shimanda	Lecturer	2	Development	Reviewed 4student research reports for submission to the Undergraduate Research Journal (2022)

2.6.8 UNIVERSITY COLLEGE DUBLIN

Staff costs have not been used, but this will be addressed at the 2nd interim meeting from 07 to 11 March, 2022.





2.6.9 MAASTRICHT UNIVERSITY

Information has not been provided on staff costs for 2021 or 2022.

2.6.10 UNIVERSITY OF TURKU

Staff member	Role	Days worked	Package	Task
Olli Vainio	Manager	1.5	Preparation	Preparing of the project
Olli Vainio	Manager	1	Development	Preparing material for project
Olli Vainio	Trainer	8	Development	Participation in general and sub-committee meetings. Planning and Preparations of IPE workshop.
Kristian Kuisma	Administration	2	Development	Internal documents



3. WORK PACKAGE 3: QUALITY ASSURANCE

3.4 EVALUATION OF THE KICK START MEETING

3.4.1 INTRODUCTION

The kick-start meeting (KSM) constitutes the project work plan for the first year and was evaluated using the logical framework matrix on pages 31-32 of the grant proposal. The KSM was held virtually on March 3 –5 March, 2021, in Pretoria, South Africa at the kind invitation of the Pretoria University team, and the project coordinator (Prof EN L'Abbé). The meeting was held with the participation of the project partners, namely: University of Pretoria, Sefako Makgatho Health Sciences University, University of the Witwatersrand, University of Namibia, Welwitchia Health Training Centre, University College Dublin, Maastricht University and University of Turku.

The KSM aimed at introducing the project as approved and co-funded by the Erasmus+ Programme of the European Union. The aim was to focus on research and capacity building within the knowledge triangle and in sub-Saharan Africa. The following was discussed during the KSM meeting: EU grants rules, regulations, partnerships and monitoring and evaluation plans; EU finances and reporting; operations plans; dissemination and exploitation; discussing the whole themes and activities; meetings; and tasks of the project; while considering all the aspects, both technical and administrative. Also, the scheduled programme, outputs, progress meetings, multiplier events, short-term joint staff training event, dissemination activities and responsibilities of each partner were discussed during the three virtual days of the kick start meeting.

Evaluation of the KSM is the first interim and quality control (evaluation activity) of the Dirisana+ project from 20-23 September 2021 as provided by Part E of the Project Document. This assessment provides valuable information about the quality of the meeting and of the objectives achieved at the meeting. Moreover, it is envisaged that the findings will be a useful source of information for organizing more efficient and effective subsequent transnational project meetings of the Dirisana+ project.



3.4.2 QUALITY CONTROL AND MONITORING

Quality Control and Monitoring constitutes among other, Part E, of the project document, which deals with the quality of the project design and its implementation.

Welwitchia University *trading as* Welwitchia Health Training Centre, as a consortium partner of the Dirisana+ project is tasked to evaluate the KSM as a concrete deliverable output/outcomes of the project.

3.4.3 EVALUATION SOURCES OF INFORMATION

In order to effectively assess the effectiveness of the KSM, two documents were analysed which includes the project document and the kick-start agenda for the meeting. The two documents were juxtaposed to assess if the kickstart meeting satisfied all the required criteria in the main project document namely: Erasmus+ Call for Proposals 2020- EAC/AO2/2019 Dirisana+ SANA+ Detailed Description of the Projects/Joint Projects Application Form.

3.4.4 METHODOLOGY

To evaluate the KSM, participants who are project partners were tasked to respond to an evaluation form consisting of five sections. The five sections were as ***follows***:

- ✓ ***Meeting Preparedness***
- ✓ ***Meeting Venue and Mode***
- ✓ ***Meeting Content***
- ✓ ***Meeting Outcomes vs Project Proposal***
- ✓ ***Overall Satisfaction and Future Recommendations***

All these were rated and assessed using the 5- points Likert scale from 1: poor to 5: excellent, while also 1 was used to strongly disagree while 5 was also used for strongly agree in various sections. In conclusion, an overall assessment with more specific and overall concluding statements were asked with open ended questions as follows; -

- ✓ ***Please rate the meeting over 100 points***
- ✓ ***Please give details of why you rated the meeting with this score***
- ✓ ***Please share your ideas, suggestions, comments for further meetings***





The evaluation form was shared to all participants except the University of Pretoria who had hosted the meeting. The form was shared on the 9th of September 2021 and closed on the 12 of September 2021 in preparation of the meeting of the 20th to the 23rd of September 2021. The KSM evaluation committee employed the google forms to conduct the survey and capture all responses through a shared Excel spreadsheet.

Two reminder e-mails were sent to participants. After these reminders 28 participants from eight partner institutions answered the survey. Descriptive analyses were used for the evaluation of the meeting.

3.4.5 FINDINGS

The findings of the KSM evaluation were collected from 28 participants and is presented below.

a) Meeting Preparedness

The first section of the evaluation form captured responses on meeting preparedness and the items and frequencies of the responses about the activities and documents used and shared for meeting preparation were summarised as presented.

The findings indicate an average score of 5.6 out of 5.00 towards KSM preparation. Such score is considered very high which can be concluded that the meeting preparedness was very successful as the participants demonstrated a high level of satisfaction both for the meeting preparation and the meeting itself.

An analysis of individual activities indicates that 25 of the 28 participants were highly satisfied with the meeting agenda. In contrast, the lowest satisfaction was derived from the lack of communication among partners themselves while communication with the project coordinator was rated satisfactory.

b) Meeting Venue and Mode

The meeting venue and mode was evaluated and presented. Items used for evaluating the satisfaction level of the participants about the venue of the meeting and its mode were presented. According to the findings, the overall average score is 5.6 which reflects a high level of satisfaction.

The virtual mode of the meeting proved to be excellent as supported by the host location. Participants also managed to access the meeting from their various locations.





However, there is need for the meeting recordings to improve and their accessibility. An inspection of the KSM Meeting drive only indicated a few recordings of the KSM which suggest there is need to improve in future meetings. All meetings must be recorded, and the recordings must be shared on an accessible platform for all consortium partners

c) Meeting Content

Eleven items were used to gauge the satisfaction level of the content of the KSM which resulted in an average satisfaction level of 5.6 representing a high level of satisfaction. Nineteen out of 28 participants strongly agreed that the meeting was well planned, organised and scheduled.

The meeting proved to be well planned and coordinated which resulted to a high level of satisfaction of 19 out of 28. It appears that the project costs and individual partner costs were not well articulated as envisaged in the main project document during the KSM. This also goes for the procedures for each stage and the expected turnaround time periods which had two participants disagreeing and 7 neutral. Twelve participants agreed that project costs were articulated while 8 strong agreed. There is perhaps need for the consortium to revisit project costs and provide support thereof. However, the agenda on day 1 showed a 30-minute presentation on EU Finances and Reporting which was scheduled between 14:20 to 14:50 which provided a high-level overview of the budget and clearly articulated eligible and ineligible costs

All eligible costs must be foreseen in the application budget and must be incurred by the beneficiaries during the eligibility period.

d) Meeting Outcomes vs Project Proposal

Annexure A of the project encapsulating all areas where reference is made to the kick start meeting was shared with the participants and there were tasked to rate the overall adherence to the project document as presented in table 4. Eleven (11) participants strongly agreed that the KSM managed to discuss the management and financial issues, project objectives, the work plan and cover the EACEA rules and procedures. This also captured in the minutes of Day 1 of the KSM. Of concern to participants to





Dirisana+ Project Annual Quality Report: 2021

disagree was whether the Quality work plans were set up by the consortium at the 'Kick Off' meeting to appropriately assess each work package. Ten participants were not sure whether the project manager meeting was held between the principal coordinator and their institution as minutes were not provided to them. However, 19 participants expressed a high level of satisfaction.

The parties were also particularly requested to state any delays which might have been encountered with regard to the signing of the partnership agreement and the disbursement of funds if it was done by, and or during the kick-off meeting.

With regard to exact dates of when the partnership agreement was signed, and grants disbursed indicate that most participants were not involved and or are familiar with the project partnership agreement signed between the institution and the coordinator (University of Pretoria) on behalf of the consortium. The partnership agreements were mostly signed soon after the KSM, and grants disbursed extending between the months of June to December of 2021.

The possible reasons could be explanations proffered by participants which includes but not limited to, *"Partnership Agreement has not been signed yet. There may be several reasons for that, but one is that we have not been able to agree on some of the (modified) project actions by our institution (UTU) between us and the specific programme partners (UNAM and WHTC). Delays because of COVID-19 and also because of uncertainty of funding the actions."*

The overall evaluation of work package 1 during interim meeting 1 should be able to attend to the delays and provide more detailed evaluation of the associated delays.

Another participant indicated that the delays in funds disbursement resulted in delays in work packages. Overall delays were associated with the effects of the Covid 19 pandemic. The overall execution of partnership agreements and disbursement of payments at the date of this evaluation was as follows:

e) Overall Satisfaction and Future Recommendations





Dirisana+ Project Annual Quality Report: 2021

Most of the participants were satisfied with the KSM and that it met most of its objectives. However, some participants indicated that they could not attend all sessions of the meeting as there had other teaching commitments during the period. This is also supported by participants who indicated that there would have loved an in-person meeting. Despite the meeting being held virtually, the meeting proved to be highly successful as participants rated the meeting as high as 90% indicating a quite high level of satisfaction.

3.4.6 CONCLUSION

All sections of the evaluation questionnaire demonstrate that the KSM was highly successful, and the participants were satisfied. There is evidence that the meeting met its overall objectives and was well organised. Despite the effects of Covid 19 pandemic which few shortcomings such as participants attending to other teaching arrangements which could have been avoided had the meeting been held in person. Since the KSM was the first meeting, its evaluation was based on presentations as opposed to future meetings which will be more interactive.

The host (University of Pretoria) must be commended for a sterling job of organising and host the meeting during the pandemic. This was supported by the results and comments on the questionnaire which emphasized that the participants understood the objectives of the project and the roles of each partner, work packages and their interactions, activities, timeframe and deadlines, deliverables, dissemination, and evaluation.

Accordingly, it can be concluded that the KSM was very efficient, and it accomplished most of planned aims as detailed in the project proposal. Results obtained in the deficiencies of the meeting such as lack of reporting templates will be considered in the next meetings, while every effort should be made to increase the quality and effectiveness of the following meetings.





3.5 EVALUATION OF THE FIRST INTERIM MEETING

Feedback on the First Interim meeting: 20 – 23 September 2021 from WITS

The 12 participants that completed the survey have given overall positive feedback. Only 6 institutions were represented in the feedback, although the survey was circulated on short notice it still provides valuable information. The survey aimed to ask questions related to specific aspects of the interim meeting that was held online due to Covid restrictions. Scoring for each of the questions were out of 5 and the results showed:

Most participants in the survey attended all 4 days of the meeting, with the exception of 3 whom attended 1 day and 2 days respectively. Participants acknowledged that they only attended sessions relevant or of interest to them.

Questions related to the ease of registration and accessing the online meetings scored 4.5. Time allocation per session; pacing of information and meaningfulness of presentation all scored 4. However, the question related to the level of participation in the meetings only scored a 3. This is not a representation of the overall interaction that did take place in the meetings as sufficient time were allocated to ask questions and for clarification.

Final comments were complementary towards the organisers who did a sterling job of setting up, providing information and support throughout the meeting days.

Comments related to what can be done to improve the second interim meeting included:

- More involvement from international collaborators with clarity from some partners about what their involvement is.
- Not having the role players actively involved is difficult.
- Identify the sub theme coordinators at all the partners ahead of time and the sub theme coordinators MUST attend their sub theme meetings. Otherwise we waste time on trying to make something work that most likely won't.
- Background information required to help the new staff (those who recently join the project) catch up and understand what is going better.





Dirisana+ Project Annual Quality Report: 2021

- Perhaps undertake this survey within a month following the meeting rather than five months afterwards, so that the memory will be fresh to better respond to these questions!
- More engagement for virtual sessions
- Information about what DIRISANA is all about can be confusing and overwhelming for new members.





4. WORK PACKAGE 4: DISSEMINATION AND EXPLOITATION

4.4 EVALUATION OF THE D&E GUIDELINES FROM UP

During the progression of the Dirisana+ KSM, the EU requirements for dissemination, the Dirisana+ branding portfolio and formal avenues for dissemination and exploitation were discussed with all attending consortium members. Minutes thereof was also made available to all members at conclusion of the meeting. Within these guidelines, the following dissemination goals were highlighted:

- Raise awareness for the project
- Extend and strengthen the impact of the project
- Engage with stakeholders and target groups
- Share solutions and approaches to problem solving
- Influence policy and practice in the field
- Develop new partnerships throughout the project

This will be achieved through:

- Formal avenues of dissemination and exploitation of research
 - o Submit publications to journals
 - o Attend conferences
- Storage, dissemination, and exploitation of teaching materials
 - o Assessment sub-committee (Question banks)
 - o Technology sub-committee (Models, simulators etc)

A general dissemination guide was established following the conclusion of the Dirisana+ Kick Start meeting to highlight core areas for dissemination per annum, as the project progresses, and more research outputs are met. These areas/goal for dissemination for 2021 were:





2021

- Introduce institutions
- Introduce themes
- Disseminate core staff profiles
- Generate excitement around the project

To evaluate the efficiency of the dissemination and exploitation strategy thus far, and the overall satisfaction of the consortium members, a survey was distributed to all members. The survey questions are provided below:

1. Regarding promotion of the Dirisana plus project at your own institution, how satisfied are you? Where 5 is very satisfied and 1 is very dissatisfied.
2. If your answer was 3 or below, can you identify the problem and how you will address promotion of the Dirisana plus project at your institution?
3. How would you like to improve or expand on the promotion of the Dirisana plus project at your institution?
4. Have you disseminated any Dirisana plus research output yet?
5. If your answer was "yes" in the previous question, please provide details regarding any Dirisana plus research output:
6. Have you disseminated any Dirisana plus educational output yet?
7. If your answer was "yes" in the previous question, please provide details regarding any Dirisana plus educational output:
8. How satisfied are you with the branding of Dirisana plus by UP the coordinator of the project? Where 5 is very satisfied and 1 is very dissatisfied.
9. How satisfied are you with the promotion of Dirisana plus by UP the coordinator of the project? Where 5 is very satisfied and 1 is very dissatisfied.
10. How satisfied are you with the staff biography for Dirisana plus by UP the coordinator of the project? Where 5 is very satisfied and 1 is very dissatisfied.
11. Any other comments?





Dirisana+ Project Annual Quality Report: 2021

A total of 33 responses was recorded, representing all partner institutions except the University of Turku. For some reason I have missed this, sorry. Can I still do something on this?. The following chart illustrates the distribution of responses as represented by each partner institution:

DISTRIBUTION OF RESPONSES BETWEEN PARTNER INSTITUTIONS (%)

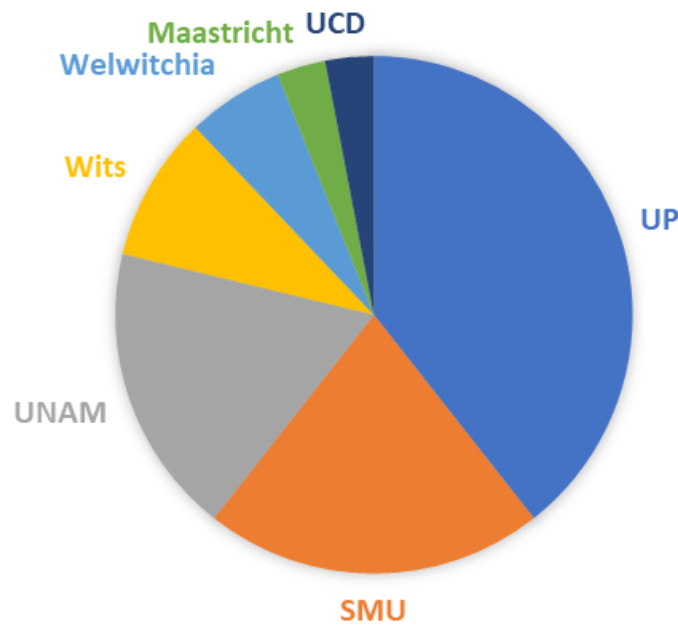


Figure 4.1: Distribution of captured responses by partner institutions





The overall satisfaction of each Partner Institution is presented in Table 1 below. Only questions where ratings were required are presented in this data set:

Table 1: Overall satisfaction of Partner Institutions as recorded in the Dissemination and Exploitation survey.

Partner Institution	Regarding promotion of the Dirisana plus project at your own institution, how satisfied are you?	How satisfied are you with the branding of Dirisana plus by UP, the coordinator of the project?	How satisfied are you with the promotion of Dirisana plus by UP, the coordinator of the project?	How satisfied are you with the staff biography for Dirisana plus by UP, the coordinator of the project?
UP	4/5	4/5	4/5	4/5
SMU	4/5	4/5	4/5	4/5
UNAM	4/5	4.5/5	4.5/5	4/5
Wits	4/5	4/5	4/5	4/5
Welwitchia	4/5	4/5	4/5	4/5
Maastricht	2/5	2/5	3/5	3/5
UCD	5/5	5/5	5/5	5/5
UTU				

While the score for overall satisfaction of the Partner Institutions with the Dissemination and Exploitation efforts are satisfactory, Maastricht University scored the efforts below average but admitted that this is because the Institution serves an advisory role and does not closely follow the dissemination and exploitation in southern Africa.

To improve the experiences of Dissemination and Exploitation activities for Partner Institutions, suggestions were requested which could be reviewed and implemented where applicable. The following suggestions were made regarding:

- The promotion of the Dirisana+ project at own institution?
 - Better attempts at informing all colleagues in different departments with more frequent postings, as it might not be prioritized at institutions;
 - Informing partner institutions of the outputs generated via short blogs;



Dirisana+ Project Annual Quality Report: 2021

- Restricted access to platforms and websites hinders the posting of dissemination material and complicates the use of conventional dissemination routes;
 - Better collaboration between the marketing departments of each partner institution and their representatives;
 - Staff and students should be encouraged to participate more;
 - Expand the range of disciplines/departments/programs involved or reached by dissemination attempts.
 - Some Partner Institutions also feel that they are still familiarizing themselves and all relevant participants with various aspects of the project and need more guidance.
- Suggestions to improve and implement the abovementioned suggestions at own institution?
 - Description of the project in institutional newsletters, distributed beyond participating departments;
 - Improved communication between European and other Southern African partners regarding dissemination guidelines or to ask for assistance where required;
 - Increase profiles of new members, and more frequent small news flashes on a 2-4 weekly basis;
 - Social media platforms/pages that are managed at UP to be made more inclusive of all partner institutions;
 - Individual researchers should/can also contribute to blogs or reports on research outcomes;
 - Inclusion of information on the project in presentations and outputs presented, unrelated to the project/beyond the scope thereof.
 - Create a standard template for the structure of communication and guidelines to upload these onto the various platforms.





Upon enquiring of any new research outputs generated over the past year, the following responses were received:

Table 2: Research outputs from Partner Institutions in the past year.

UP	Hosted a joint UP and UFS online conference. Hosted a Bone Trauma workshop using 3D Prints sponsored by the Dirisana+ projects
SMU	"Podium Presentation: South African Society of Clinical Pharmacy, 11th Annual Conference, 9-11 September 2021 Publication accepted, November 2021: https://doi.org/10.3389/fmed.2021.747348 Student K Phaswana has submitted her MSc Project entitled: "Students' survey on perceptions of strategies used in teaching and external factors affecting the learning of Anatomy at a South African institution". She will be graduating in May 2022
UNAM	Recently purchased a 3D printer
Wits	None as of yet
Welwitchia	None as of yet
Maastricht	None as of yet
UCD	None as of yet
UTU	No response

Table 3: Educational outputs from Partner Institutions in the past year.

UP	2 x Dirisana+ blog posts Swart B, Niemand L. June was International Pride Month, but can we be proud? Cordier W. From teacher to tutor: Can we make the shift?
SMU	None as of yet
UNAM	Printing of teaching materials on 3D printer
Wits	None as of yet
Welwitchia	Started with the birthing simulation programs
Maastricht	None as of yet
UCD	None as of yet
UTU	No response





Dirisana+ Project Annual Quality Report: 2021

Overall, all feedback was positive and constructive. All Partner Institutions look forward to discussing the Dissemination and Exploitation activities in greater detail during the second Interim Meeting, to address any confusion and ambiguity. Members also look forward to the staff biographies and learning more about those involved. Some feel that the staff profiles that have been shared need to be diversified to include all members and that the activities of all Institutions involved should be shared more readily. This highlights the need for improved communication strategies and standardization between all partner institutions.

