How to Develop a Quality Proposal: Good Practices from the OCULUS Project

Optometry Curriculum for Lifelong Learning through ErasmUS

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Talk

• Oculus Background
• How to develop a quality team
• How to develop a quality proposal
Who is Oculus: HEI

Norway: University College of Southeast Norway
England: City University London
Netherlands: University of Applied Science
Spain: The Universitat Politecnica de Catalunya

India:
- University of Hyderabad
- Manipal University
- Chitkara University

Hadassah Academic College
Bar Ilan University
Sapir College
Non-HEI and associates – Dissemination and Sustainability

- Israel College of Optometry
- Association of Schools and Colleges of Optometry
- European Council of Optometry and Optics
- European Academy of Optometry and Optics
- Norwegian Association of Optometry

World Council of Optometry
Did you know that....* 

• There are 32,4 million blind people in the world 
  • 65% are avoidable 
  • 21 % due to uncorrected refractive errors (Western Europe: 14%)

• There are 191 million visually impaired 
  • 76 % are avoidable 
  • 51 % due to uncorrected refractive errors (Western Europe: 47,3%)

*Bourne et al. Lancet, 2013
WHO: optometrists have an important role in eye care service

- First line eye health professionals
- Optometry educations differ from country to country
- Different *scope of practice*
- Ocular Diagnostic services (with use of diagnostic drugs)
  - Detect eye disease early
  - Prevent and reduce unnecessary blindness and visual impairment
- European Diploma
The concept of the European Diploma was agreed by the European Council of Optometry and Optics (ECOO) in 1988 and the first examinations took place in 2000. The Bologna Declaration in 1999 worked as a catalyst, especially since ECOO’s visionary initiative mirrors the European Union’s ambitions - uniform scope of practice, harmonised education and free mobility of practitioners. ECOO agreed then on the principle of the Diploma and since then an examination cycle has been held every year.

- Bologna Declaration
- Uniform Scope of Practice
- Harmonized Education
- Free mobility of practitioners
**OCULUS Consortium Flowchart**

**Benchmark 1**
Comparison of curricula at HEI to European Diploma (DipE)

- Pedagogic Transformation Plan (PTP) Starts with Workshop for development a, Deliverables and Schedule
- Development of Pedagogic Resources for PTP

**Novel Educational Modules**
- Creation of Educational Modules *(EDU on EBP)*
- Workshop to teach consortium members
- Workshop at HEI in Israel and India for Teachers
- Piloting at HEI in Israel and India

**Technology Enhanced Learning**
- Creation of OCULUS Portal (CCC)
- Configuring PLN (for Pilot and Experiments)
- Dissemination and Sustainability of Results and Impact

**Accreditation**
- Novel Educational Modules
- Technology Enhanced Learning

**National conf for dissemination india**

**Dates**
- Oct/2016
- Dec/2016
- Dec/2017
- Dec/2018
- Oct/2019
How to develop a quality consortium team
Oculus history: recruitment and management

Oct. 2014
- England
- Spain
- HAC

Feb. 2015
- Preliminary concept note
- Erasmus+ Due

Sept. 2015
- Norway
- England
- Spain
- HAC

Oct. 2015
- Norway
- England
- Spain
- HAC

Dec. 2015
- Seed Money Grant

Feb. 2016
- Flow Chart
- Rough Draft
- Work Plan

Aug. 2016
- Budget
- Grant finished

Flow Chart
- Rough Draft
- Work Plan

Grant finished
Tips for forming a consortium:

• Recruit HEI who exhibit best practices in Europe - BUT Be selective in inclusion
• Politics (consortia) makes for strange (academic) bedfellow
• Leverage connections - BUT - Don’t be afraid to make cold contacts
• Never go with the minimum - HEI- BUT less is more
• Mandates
Tips for managing a consortium:

• Virtual meetings: Skype/Webex
  • Entire consortium
  • Small groups
• Live Meetings:
  • Erasmus grants for European travel
  • Malag money
  • Seed money grants
• Dropbox with access to entire consortium
• Small lead team BUT include everyone at each step
Tips for working with India team

• WhatsApp
• Contact person – smaller virtual meetings
• Close calls with mandates and last minute changes
How to develop a quality consortium proposal
How are Erasmus+ projects judged?

1. Relevance of the project – DipE based on Bologna agreement, needs of India and Israel

2. Quality of the project design and implementation – Proven methodology (Norway & Netherlands) but innovative (EBP & PLN)

3. Quality of the project team and the cooperation agreement – Best practices in Europe (Netherlands & Norway – DipE; England – EBP)

4. Impact and sustainability – non HEI and associate partners
Start with a flowchart
Benchmark 1
Comparison of curricula at HEI to European Diploma (DipE)

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Piloting at HEI in Israel and India

National conf for dissemination India

Dissemination and Sustainability of Results and Impact

Benchmark 2

Accreditation

Novel Educational Modules

Technology Enhanced Learning

CM1

EDU

CM2

CM3

DipE

DipE

DipE

DipE

EDU

PLN

DipE

EDU

PLN

DipE

EDU

PLN

DipE

PLN

DipE

PLN

DipE

QA

D

M

Oct/2016

Dec/2016

Dec/2017

Dec/2018

Oct/2019

Oct/2016

Dec/2016

Dec/2017

Dec/2018

Oct/2019
**Draft Flowchart of OCULUS Consortium**

- **Self-assessment – peer assessment**
  - Comparison of curricula at HEI to European diploma (DipE)

- **Workshop to teach consortium members**
  - *EDU + PLN + DipE*

- **Creation of educational modules** *(EDU)*
  - *EDU in Cultural competency and EBP*

- **Creation of portal**

- **Management of consortium via portal**

- **Dissemination via portal**

- **Piloting**
  - at HEI in Israel and India

- **Dissemination of results**
  - *EDU + PLN + DipE*

- **Assessment of Pilots**
  - *EDU + PLN + DipE*

- **Workshop at HEI in Israel and India to teach**
  - *EDU + PLN + DipE*

- **3 Cs: Communication Collaboration, Coordination**
  - 4th C?
<table>
<thead>
<tr>
<th>Work Packages - WP</th>
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<tbody>
<tr>
<td>WP1. European Diploma (DipE) assessment</td>
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<tr>
<td><strong>Deliverables:</strong></td>
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<tr>
<td>1. Analytic tool in excel maps rules of assessment – engagement of European vs. current situation in each HEI -</td>
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<td>2. Gap analysis – language, terms ontology-deltas</td>
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<tr>
<td>3. Transformational plan – identified deltas from current situation in terms of scope, effort, equipment, etc... Multiperspective plans</td>
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<td>WP2. Creation of educational units (EDU) in Cultural Competency (CC) and Evidence Based Practice (EBP) – to be fed back to DipE</td>
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<tr>
<td><strong>Deliverables:</strong></td>
</tr>
<tr>
<td>1. Syllabus and content for EDU in CC</td>
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<tr>
<td>2. Syllabus and content for EDU in EBP</td>
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<tr>
<td>3. Create delta</td>
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<td>WP3. – Digital platforms</td>
</tr>
<tr>
<td>1. Portal for communication, collaboration and coordination of consortium. Also for dissemination and sustainability</td>
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<td>2. PLN for student logging of patient experiences, self assessment, peer assessment, mentor assessment</td>
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<td>WP4. – Training</td>
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<tr>
<td>1. Training of consortium members in EDU, DipE and PLN – most likely in Europe</td>
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<td>2. Training of teachers at partner country HEI in EDU, DipE and PLN – in India and Europe</td>
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<td>WP5. Piloting</td>
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<tr>
<td>1. Piloting EDU, DipE and PLN – In Israel and India HEI</td>
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<td>WP6. Assessment</td>
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<tr>
<td>1. Assessment of EDU, DipE and PLN, internal subjective, external objective, both?</td>
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<td>2. Quality assurance of consortium?</td>
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<td>WP7. Dissemination and sustainability</td>
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<tr>
<td>1. Dissemination via portal</td>
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<td>2. National conferences for dissemination</td>
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<td>3. International academic conferences</td>
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<td>4. Peer reviewed publication of results of pilot</td>
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<td>5. Dissemination via Israel College of Optometry and Association of Schools and Colleges of Optometry India</td>
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<td>6. Dissemination via European Council of Optometry – EDUs and PLN put back into European Diploma</td>
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*Where should we put quality assurance, which should run from day 1 of consortium*
Writing strategy

Core writing Team
HAC
CUL
Norway

UPC
UAS
SAP
BIU
UH
CU
MU
Tips

• Keep in mind selection criteria when writing
• Use flowchart for brainstorming with consortium, and imaging the big picture
• Include non-HEI partners for dissemination, impact and sustainability
• Involve all partners but make one person should coordinate writing
• Utilize Israel Erasmus+ officers: nudge, nudge, nudge
In conclusion - Requirements for Erasmus+

• Passion
• Patience and perseverance
• Pragmatism
• Pain