**TITLE** Developing future Leaders in Health and Social Care Management for a Multicultural Europe: The value of Joint European Masters modules in Health and Social Care Management

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**ABSTRACT** [Please write your abstract here. Abstract should be no more than 750 words in length and does not have to contain bibliographic references]

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| **Background**:  The Careman project was a joint project between five EU universities which was supported by a Life Long Learning grant from Erasmus. This project undertook the joint development and delivery of three modules in health and social care management, which were offered to students on appropriate courses at each of the universities. These blended modules, delivered in English, were designed on the outcomes of a number of scoping exercises with the universities including curriculum and competency analysis and focus group evaluation discussions with students. A central component of this was project was the evaluation of the teacher and student experiences.   **Methods**:  A mixed method approach was taken which involved surveys and a facilitated ‘open space technique ‘to explore the experiences of teachers and students in these modules.  The open space technique was a focus group in which the topics were guided by the feedback of participants.  These groups were audio recorded and transcribed. Thematic analysis was undertaken.  The surveys were undertaken on Novi Survey software at the end of the module and descriptive statistics were used.   **Findings**: There were both clear benefits and areas for development which emerged from the analysis. The sharing of different practices and culture between student and teachers offered opportunities for reflection and growth such as methods of feedback (teachers) and approaches to HR management (students).  The second was the confidence and development of learning in their non-native language and how both teachers and students can support this.  And the third was that key information must be made very clear and information such as assessment information would benefit from a variety of teaching approaches. The outcome of this evaluation suggests that there are clear and identifiable challenges in both on line and face to face provision of experiential learning when the students’ first language is not English. However, despite the challenges both students and teachers were able to articulate the value of such an experience and identify LTA and engagement approaches which enhanced student learning and increased teacher competence and confidence.  **Recommendations and conclusions:** Although there are challenges in joint European modules due to differing educational norms and cultures there are clear benefits for both student and teachers in terms of opportunities, shared understandings, problem solving developing cross cultural competence and shaped by a transformational learning process. This research helped to identify specific strategies to enhance cross cultural learning and confidence with diverse international groups of students and teachers which can be tested and enhanced in subsequent programmes with a similar focus.  |

**KEYWORDS** [List 3 to 5 keywords]

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| Keyword 1 | Intercultural learning |
| Keyword 2 | Management competencies |
| Keyword 3 | Evaluation  |
| Keyword 4 | Transformational learning |
| Keyword 5 |  |

**SUBJECT CATEGORIES** [Select 3 to 5 WoS Subject Categories that the paper covers. Wos Subject Categories can be found in the first column of Table 1]

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| WoS Subject Category 1 | Health Policy and Services  |
| WoS Subject Category 2 | Education and Educational Research  |
| WoS Subject Category 3 | Management  |
| WoS Subject Category 4 |  |
| WoS Subject Category 5 |  |

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