



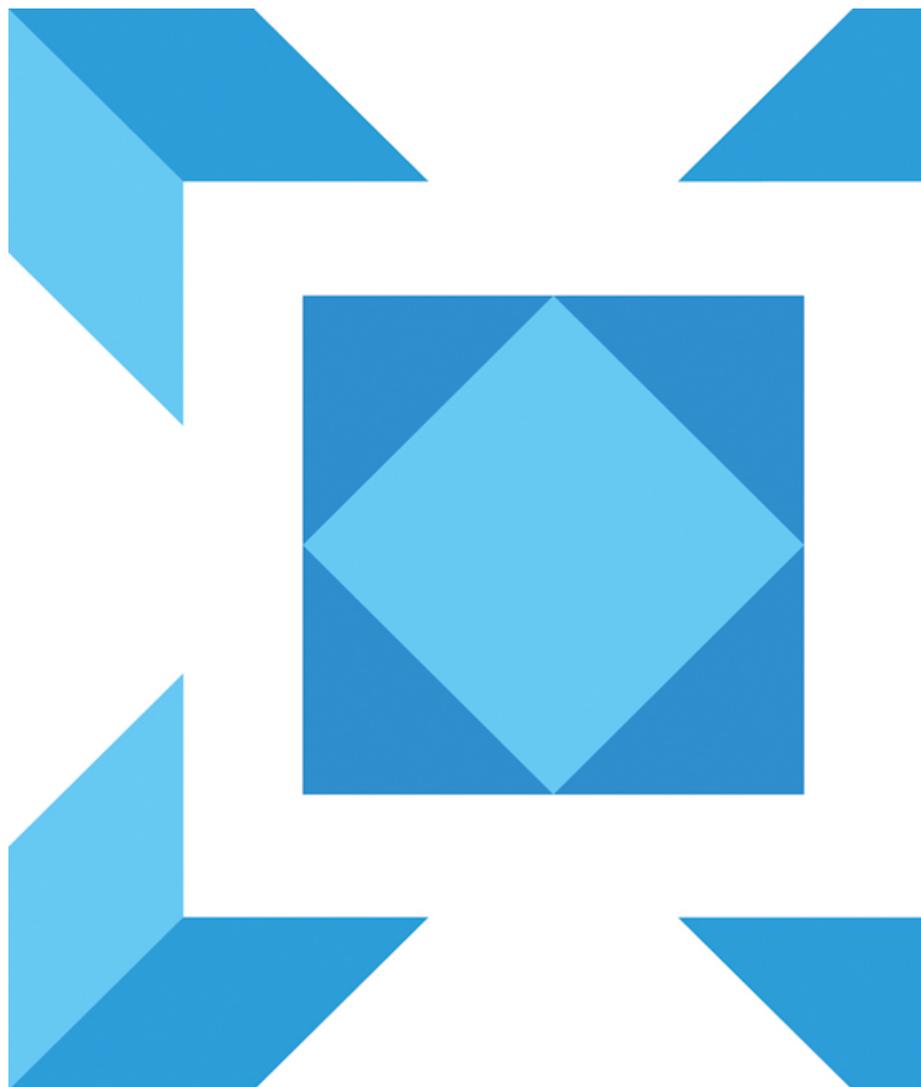
Agency for Public Health Education Accreditation

# PROGRAMME ACCREDITATION SELF-EVALUATION HANDBOOK

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## Introduction

The following programme accreditation refers to programmes which sequentially follow on from at least a first cycle degree education with a focus on public health. These are generally considered "Master" level and equivalent to a "Master of Public Health" or a Master of Public Health with specialisations. The titles of such awards varies widely in the European region and include terms such as (non-exhaustive), MPH, MSc, Master of Health Sciences, Public Health Care, Public Health Management or Public Health Epidemiology. Programmes entering into accreditation are required to submit a Curriculum Validation application which replaces the previous eligibility phase.

The Self-Evaluation process and the resulting report are the core elements of the accreditation process for Master of Public Health (MPH) or equivalent programmes. The process is meant to guide an institution in self-evaluation of both process and outcomes, including the means used to achieve the desired ends. The Self-Evaluation process will help to define the degree to which the ends are achieved, and overall strengths and weaknesses, as well as to put forth possible strategies for programme improvement. This can be of great benefit to the programme. The report will form the basis of a forthcoming site visit and the eventual decision by the Board of Accreditation. All criteria must be addressed within the report.

National quality evaluation systems may put constraints on educational programmes. Where relevant, they will be taken into account by APHEA. When useful and efficient, the Board of Accreditation will accept accreditation documents produced for other (national or international) quality review purposes if they correspond to the criteria found within. However, at the very least, an explanatory note has to be written explaining where the relevant information can be found.

If applicants have or are aware of any constraints or restrictions in fulfilling of APHEA criteria these should be accompanied by explanatory text so that they can be taken into consideration by the review.

### *"Fitness for purpose" approach*

Based on a fitness for purpose approach, an academic institution will set its mission for education and research within the context of a specific (regional) national environment. This approach necessitates an orderly process for developing programme aims, ongoing assessment to determine how well the aims are carried out, and guidance in using this information in directing and revising final qualifications, curriculum modules, strategies

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and operations. Ongoing assessment is meant to lead to programme improvement as part of the fitness for purpose approach. In the Self-Evaluation Report, the programme should present current developments and planned changes as they relate to the fitness for purpose process. For purposes of determining conformity with APHEA accreditation criteria, the Board of Accreditation will consider only those matters officially approved and implemented, however, explanation of future plans and developments will give additional insight to the assessment.

### *Quality standards*

The intention is for the standards to be specific enough to define what is essential in the education of a public health professional at the MPH level. At the same time, standards are intended to be flexible enough to allow for the diversity and richness of public health programmes throughout Europe, which are very much structured within a very specific and unique local contexts.

The notion underlying the criteria and standards is to set a benchmark and support the improvement in the quality of public health educational programmes. They are not intended to dictate curriculum or administration specific for each programme but rather to provide a framework or guidelines on which each programme will be evaluated.<sup>1</sup>

### *Review and accreditation process*

This document discusses the individual accreditation standards and the requirements of the Self-Evaluation Report. The *APHEA Curriculum Validation* as well as the *APHEA Procedures* are also important documents explaining other components of the evaluation process.

### *Self-Evaluation Report*

A carefully prepared Self-Evaluation Report is a key element of the accreditation process. Preparing this report can be beneficial to the applicant programme as it reviews itself. The site review team later uses this report as the basis for their site visit and the Board of Accreditation uses it as a central element in arriving at the final

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<sup>1</sup> The APHEA quality standards for master programmes in public health are based upon those that were devised by ASPHER's Committee on Accreditation over the course of the Public Health Accreditation Project which was funded by the EU DG Education and Culture - Leonardo da Vinci Programme. Accreditation of European Public Health Education – Master of Public Health Programme Standards: 6th draft version elaborated within the framework of the EU-LdV PH-ACCR Project. February 2007.

decision. To encourage comparability of information across programmes and to help foster consistency in the accreditation process, the Self-Evaluation Report should be prepared according to the format specified in these instructions. The burden of proof that the accreditation criteria are met rests with the programme.

### *Process Orientation*

The following list provides an overview of major steps in the accreditation process.

1. If a programme has not previously undergone accreditation by APHEA, an application must first be submitted indicating that the programme fulfils the Curriculum Validation.
2. The school is notified by APHEA Secretariat as to whether or not it has passed the Curriculum Validation phase.
3. If so, the programme begins to conduct an analytical self-evaluation. Completion of this phase takes time, usually 4-6 months but may be extended if necessary.
4. The APHEA Secretariat, in correspondence with the school, sets a deadline for the submission of the final Self-Evaluation Report and tentatively schedules the site visit.
5. The school submits the Self-Evaluation Report to the APHEA Secretariat.
6. APHEA Secretariat notifies the school regarding the composition of the review team and inquires about conflicts of interest.
7. APHEA Secretariat sends each review team member the Self-Evaluation Report of the applicant programme and background materials in preparation for the site visit.
8. The school develops a tentative site visit agenda and consults with APHEA Secretariat a month prior to the site visit.
9. The review team conducts visit and determines the validity of the Self-Evaluation Report. The chair of the review team reports major findings to the school officials during the final briefing session.
10. APHEA Secretariat along with the chair of the review team prepares the first draft of the site visit report and distributes to team members for completion/ amendments.
11. Final draft of report is submitted to the school and the director of programme is invited to prepare a written response in 14 days addressing any inaccuracies and factual omissions in the report.
12. Corrections from the school, if any, are discussed with the chair of the review team, and incorporated into the final version of the report when appropriate before it is forwarded to the Board of Accreditation.
13. The Board of Accreditation reviews the report at its next meeting and formulates a recommendation regarding accreditation of the programme.
14. The Board of Accreditation forwards this recommendation to the Board of Directors who will make a final decision.
15. APHEA Secretariat notifies the director and officials of the school of decision.
16. APHEA Secretariat invites the director of the programme to evaluate the process.
17. If a programme is accredited, the final decision is posted on the APHEA website along with the executive summary of the final report. The institution may post the final report in its entirety on its website if it chooses to do so along with the APHEA logo.
18. If a programme is currently accredited, approximately two years before the six year accreditation term expires, APHEA Secretariat notifies the school that the programme will require a further review to re-affirm the accreditation status.

## Glossary of Terms\*

APHEA Curriculum Validation Criteria	Document which addresses the APHEA Curriculum Validation requirements
Accreditation process	The accreditation process is comprised of four phases: <ul style="list-style-type: none"> <li>• Programme level validation</li> <li>• Self-Evaluation Report phase</li> <li>• External review (Appendix II)</li> <li>• Accreditation</li> </ul>
APHEA Programme Criteria/Standards	The individual criteria by which the quality of an institution is assessed and which must be fulfilled in order for a institution to be accredited.
Cohort	Student body defined by their date of admission. <ul style="list-style-type: none"> <li>• Present cohort: the most recent admitted student intake on the programme in the academic year prior to the date of submission of self-evaluation.</li> <li>• Last cohort: the student intake before the present cohort</li> <li>• Previous to last cohort: Student intake three programme cycles past.</li> </ul> For example, in a 2 year programme it is possible for there to be a 'present cohort' in their first year of studies and the 'last cohort' in their second year of studies whereas the 'previous to last cohort' will be fresh graduates.
Competences	Academic or practical skills <i>*Can also be called qualifications, competences, final outcomes, final objectives</i>
Course	The composite parts of a programme, alternatively entitled module (see below), unit or block.
Curricula / curriculum	All the content of an MPH educational programme (s), clustered around a central topic with all related elements and a logical sequence of topics.
Faculty	Academic staff of the institution rather than the physical buildings..
Final qualifications	The qualifications a graduate should have acquired upon completion of the programme. <ul style="list-style-type: none"> <li>• Final qualifications make explicit the profile of a graduating student when he or she enters the labour market;</li> <li>• Final qualifications are achieved by students via the content of the educational modules and accomplishment of the module learning objectives.</li> </ul> <i>*Can also be called competences, final outcomes, final objectives</i>
Host institution	The main organisational body in which the institute sits. This may takes several shapes, from none at all through to universities, faculties or schools. The names for these may be different across the region.
Integrating Experience	This term has been adopted to cover practicums/internships, final projects, thesis, dissertations, memoires or final exam

Learning objectives	<p>A learning objective is a statement of a goal which successful participants are expected demonstrably to achieve upon the completion of the module. (this may include skills, knowledge and practical competences, e.g. "what the student is expected to know and be able to do at the end of the module")</p> <ul style="list-style-type: none"> <li>• Learning objectives are defined by the final qualifications.</li> <li>• Achieving learning objectives is instrumental in achievement of the final qualifications.</li> <li>• Learning objectives shape the content, structure and blueprint of the modules, thereby defining the curriculum.</li> </ul> <p>(Can also be called module goals, module objectives, learning goals)</p>
Lifelong learning	Refers to the skills that students and graduates can use throughout their lives to continue to conduct learning and research for personal or professional purposes.
Mission	This defines the institution's purpose i.e. why it exists.
Module	<p>This is the building block of a curriculum with a specified length and duration. Together, modules cover the entirety of the targeted final qualifications of the educational programme.</p> <ul style="list-style-type: none"> <li>• Modules offer content that, in terms of volume and complexity, can be successfully mastered by students at a given stage of the curriculum;</li> <li>• Modules together form a coherent curriculum in which preceding units prepare for the ones to follow;</li> <li>• Modules should be interesting and motivating to students.</li> </ul>
MPH (Master of Public Health)	Used in this documentation to refer to "master" level programme and equivalent to a "Master of Public Health" or a Master of Public Health with specialisations although names across Europe may differ and can include terms such as, (non-exhaustive) MPH, MSc, Master of health sciences, public health care, public health management or public health epidemiology.
Pedagogy	The methods of teaching and transferring skills. Alternatives used in the region include, didactics, didactic methodology, educational / teaching methodology, learning and teaching
Programme (s)	The programme or programmes of study administered for which accreditation is sought.
Programme aim(s)	The programme aims define the domain, margins and/or boundaries of the educational programme. A locally rooted public health educational programme is instrumental in achieving the institution's greater mission by formulating a set of credible programme aims which support this mission, taking into consideration the specific context. (Can also be called programme objectives, programme goals)

\* Throughout the European region and globally there is a diversity of differing terms for the same aspects. This table is non-exhaustive (i.e. it may not contain all of the variations in terminology) and if applicants are unsure of the terms they are advised to contact the APHEA secretariat.

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## General Instructions for the Self-Evaluation Report

### *Language*

The report should be written in English.

### *Organisation of Self-Evaluation Report process*

The faculty of the programme is encouraged to utilise the process of preparing the Self-Evaluation Report as an evaluative tool for analysing programme objectives and performance. Although a variety of organisational approaches are appropriate for Self-Evaluation, all faculty assigned to the degree programme unit (as well as related faculty who teach courses for the unit) should be involved in some way. In addition, input should be obtained from students, alumni, other relevant academic departments and employers of programme graduates.

### *Preparation time*

The preparation of the Self-Evaluation Report typically takes at least four months. The passage of time allows for assessment of overall performance and whether or not objectives have been met. It also allows an institution to show how information on performance has been used in progressively adapting and revising programme objectives, strategies and operations. Ample time is needed to collect data, involve faculty, students, and alumni, conduct any necessary internal review processes, and synthesize all information in the final report.

### *Self-Evaluation cut-off year and time span*

The self-evaluation year for the report is the complete academic year immediately preceding the year in which the report is submitted. However, some criteria, as well as the site visit, require discussion of performance concerning both the year of submission and previous academic years.

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### *Different versions of the degree programme*

All versions of the MPH degree programme seeking accreditation must be covered in the Self-Evaluation Report. If closely related programmes are offered by the same organisational unit, using essentially the same course offerings, facilities and resources, then one integrated report may be submitted. If there are substantial differences, it will normally be best to submit a separate Self-Evaluation Report for each programme.

### *Off-campus and distance education*

When off-campus, distance education or blended learning based versions of the programme serve different aims, programme objectives or student populations, or utilise educational technology or learning methods that differ from the parent programme, these differences should be described and explained fully in order to demonstrate:

- The extent to which educational offerings are consistent with and contribute to the mission;
- The extent to which assessment and guidance processes ensure the comparability of the education offered;
- The effects of these differences on faculty, administrators, systems, processes, and the allocation of programme resources and, ultimately
- The effects of these differences on the education received by all students in the programme seeking accreditation.

### *Submission date*

The Self-Evaluation Report is due at the APHEA Secretariat no later than eight weeks prior to the date of the actual site-visit.

### *Copies and related material*

Five hard copies of the Self-Evaluation Report are required to be sent to the individual site visit members. All volumes should be securely bound. The report must be accompanied by five copies of the latest relevant university or programme catalogues and publications or weblinks directing the reader to this information. The APHEA Secretariat will compare the information on the programme presented in the Self-Evaluation Report with the statement of purpose and programme presentation in the official publications. Besides the paper-version of the Self-Evaluation Report, an electronic Word-version and pdf is also required.

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### *Availability of records*

Although they need not be submitted with the Self-Evaluation Report, other information and records should be available on-campus for review by the site review team. This would include such evidence as, a document with the mission statement, results of recent evaluation and assessment processes along with documents on educational, research, staff, and quality assurance policies, course evaluations, thesis projects with executive summaries, sample comprehensive examinations/assessments, student records, brochures, bulletins and posters used in recruiting students, and survey results as well as relevant material used in instruction. Please see Appendix III for a list of documents to be presented on-site.

### *Pagination, format and concise presentation*

The Self-Evaluation Report should use the exact numbering and format of the instructions. For effective reference, each page of the report should be numbered sequentially. The report should not exceed 35 pages excluding appendices. The costs of accreditation may go up if page limit exceeded.

In the interest of saving paper, costs and reading time, the Self-Evaluation Report should be submitted in a concise format. It can be single-spaced and printed on both sides of the page. While providing the necessary information, the presentation should be concise and to the point.

## Generic template Self-Evaluation Report

Title page
Table of contents
List of abbreviations
Programme summary
Preface
Criterion I: Governance and Organisation of the Programme
Criterion II: Aims and Objectives of the MPH Programme
Criterion III: Curriculum
Strengths and Weaknesses of Programme Within Criteria I, II and III
Criterion IV: Students and Graduates
Criterion V: Human Resources and Staffing
Criterion VI: Supportive Services, Budgeting and Facilities
Strengths and Weaknesses of Programme Within Criteria IV, V, and VI
Criterion VII: Internal Quality Management
Strengths and Weaknesses of Programme Within Criterion VII
Overall Assessment of the Strengths and Weaknesses of the Programme
References
Appendices (if applicable)

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## Instructions for the Self-Evaluation Report.

### **Title page**

Applicants are provided with a template title page (next page) which should be used as the front page of the Self-Evaluation Report. The address table should be the same as the one used for the Curriculum Validation application so that the two documents can be clearly associated by the site-visit team.

### **Programme Summary**

Provide a brief summary of the programme including the specialisations if applicable. This section should include the history of the programme, and its organisational setting as well as the target groups for the programmes output. This general introduction will serve to orient the readers of the report including the site visit team.

### **Preface**

As a preface to the Self-Evaluation Report, please provide a brief narrative of the programme being accredited, the manner in which the Self-Evaluation Report was developed, including the process of writing this report, the process of collecting the necessary information (including opportunities for input by important programme constituents such as institutional officers, administrative staff, teaching faculty, students, alumni, and representatives of the public health community at large).

**Title page template to be used**



**APHEA**  
Accredited Programme

# **PROGRAMME ACCREDITATION**

## **Self-Evaluation Report**

Institution name:	
Programme title:	
Address 1:	
Address 2:	
Address 3:	
Town / City	
Country	
Name of person completing this document:	
Contact email:	
Date:	

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Signed by institutional representative

Printed name:

Position:

*(stamp if appropriate)*

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## Criteria, Interpretations and Documentation

The criteria/standards and sub-criteria outlined here are intended to maintain and improve the quality of public health educational programmes. They are not intended to dictate curriculum or specific administrative processes for each programme but rather to provide a framework within which each programme will be evaluated.

Each criterion is highlighted in italics and is then followed by an interpretation. Each criterion is then broken down into a number of sub-criteria, all of which are to be addressed within the Self-Evaluation Report and accompanied by required documentation or other sources of information. Finally, the bulleted checkpoints provide a basis for the arguments and conclusions with respect to each criterion. Specific templates are to be filled out as specified.

## Criterion I: Governance and Organisation of the Programme

***The governance, organisational structure and processes are appropriate to fulfilling the aim and objectives of the programme, and consistent with the policies and requirements of the host institution.***

### INTERPRETATION

The organisational setting of the programme should support the work of the programme's constituents and enhance the potential for fulfilment of its aims and objectives, thereby fostering the overall integrity of the programme. All affairs must be carried out fairly and in keeping with the highest ethical standards.

Faculty (academic staff) and students should have formally organised opportunities to take part in decision-making processes within the programme.

The university-level educational systems in Europe differ from country to country. These differences will be taken into account in the APHEA accreditation process to the extent they pose constraints to the programme in fulfilling the APHEA criteria. When applicable, explain constraints to the programme with respect to the APHEA standards within the context of national educational system requirements.

## CRITERION I: SUB-CRITERIA & CHECKPOINTS

1.1	<p>The programme is legally recognised/accredited (if national accreditation exists) by national educational authorities.</p> <ul style="list-style-type: none"> <li>• Legal recognition of the programme is indicated.</li> </ul>
1.2	<p>The organisational structure effectively supports governance, leadership, management and organisation of the Master programme.</p> <ul style="list-style-type: none"> <li>• Responsibilities of persons and rules of governing bodies are made clear.</li> <li>• An organisational chart showing the administrative organisation of the programme, indicating relationships amongst its various components and its links to higher level departments, schools, and divisions is provided. This chart needs to be accompanied by descriptions of the roles and responsibilities of the units within.</li> <li>• The programme's governance and committee structure/function/composition and processes are clear.</li> <li>• The rights and obligations of administrators, faculty and students in the governance of the programme are made explicit in a constitution, bylaws or other document.</li> <li>• The programme administration and faculty have clearly defined rights and responsibilities concerning programme governance and academic policies.</li> </ul>
1.3	<p>There is an academically qualified person (or group) responsible for the coordination of the Master programme.</p> <ul style="list-style-type: none"> <li>• There is an explicit mandate to the qualified person (or group) responsible for the coordination of the programme.</li> </ul>
1.4	<p>Student representatives are involved in the management of the programme.</p> <ul style="list-style-type: none"> <li>• There is evidence that student representatives are involved in the management of the programme.</li> </ul>

## Criterion II: Aims and Objectives of the Public Health Programme

***The programme has a clearly formulated programme aim or set of programme aims, conducive to the development of final qualifications (competences) in public health and which are responsive to changing environment, evidence, health needs and demands of populations.***

### INTERPRETATION

From a fitness for purpose approach, an academic institution will set its mission for education and research within a specific (regional) national environment. A locally rooted public health educational programme is then viewed as instrumental in achieving the institution's mission by formulating a set of credible programme aims which support the mission of the institute, taking into consideration the specific context.

The programme aims define the domain, margins and/or boundaries of the educational programme at stake. Final qualifications are formulated based on programme aims. The final qualifications describe the qualifications a graduate should have acquired after completion of the programme; they make explicit the profile of a graduating MPH student when he or she is entering the labour market.

The final qualifications shape the content, didactics, structure and blueprint of the curriculum. These qualifications/competences are then adequately translated into learning objectives for the educational modules (units) within the programme. Final qualifications are achieved by students via the content of one or more educational modules and attainment of the module learning objectives or learning goals.

## CRITERION II: SUB-CRITERIA & CHECK POINTS

2.1	<p>The programme has explicit programme aims in line with the mission of the host institution.</p> <ul style="list-style-type: none"> <li>• The background and development of the programme is clearly explained.</li> <li>• The programme aims are in line with the mission of the institution and are clear, concise and realistic, and are communicated to and shared by relevant stakeholders (via information leaflets, homepage, etc.).</li> </ul> <p>There is evidence that:</p> <ul style="list-style-type: none"> <li>• The programme aims are shared amongst the staff and host and/or founding institution(s) and known to students and stakeholders.</li> <li>• The programme aims provide a framework for all programme activities and foster the development of a strong academic and corporate identity.</li> <li>• The programme aims reflect elements of education, research and service*</li> <li>• There is knowledge by those responsible for the programme of organisations providing competing or complementary training.</li> </ul>
2.2	<p>The programme aims are adequately transferred into final qualifications that students should have obtained upon graduation.</p> <ul style="list-style-type: none"> <li>• The relationship between the mission, programme aims and final qualifications is clearly explained.</li> </ul>
2.3	<p>The final qualifications of the programme and learning objectives of the distinctive programme elements (i.e. modules, courses) correspond to general, internationally accepted descriptions of the qualifications of an academic Master programme.</p> <ul style="list-style-type: none"> <li>• The final qualifications of the programme adequately embody general characteristics of academic education. The final qualifications and learning objectives include recent public health research and reflect current public health practice.</li> <li>• The final qualifications and learning objectives correspond to professional requirements from the national and international public health field as well as from the scientific public health domain.</li> </ul>
2.4	<p>The programme demonstrates appropriate responsiveness to emerging scientific evidence and developments in the public health academic and professional spheres, change in the environment and health needs and demands of populations.</p> <ul style="list-style-type: none"> <li>• Records illustrate examples of change, indicating the responsiveness of the programme to external changes and contingencies.</li> </ul>

\* Service: referred to in some countries as practice

## Criterion III: The Curriculum

***The curriculum, learning objectives, educational methodology (teaching concept), assessment procedures and outcomes are consistent with the programme aims and final qualifications of the public health programme.***

### INTERPRETATION

A public health programme at a Master's level offers a course of study which provides the student with a sound and solid background in public health. It may also offer a course of study in selected areas of (basic) public health knowledge, sufficient to constitute one or more specialisations within the programme. The programme content, which the programme has previously described in the Curriculum Validation Application, falls within the core areas as identified by European Core Competences for Public Health Education Project group.<sup>2</sup>

The adoption of a set of final qualifications (as listed in Criterion II of this Self-Evaluation Report) serves as the foundation of the curriculum. The final qualifications are met via the learning objectives of a specific programme component (unit or module) within the curriculum. The learning objectives guide the curriculum and are the primary measure against which student achievement is assessed. Required learning objectives may change and evolve over time, and a programme must assess changing needs to assure the continued relevance of its curriculum to the field of public health.

A typical course of study is described for full-time and if different, part-time students, including the core components and how the curriculum components, required modules (core curriculum components), elective modules (additional curriculum components), general competences, minimum degree requirements and internships correlate with the programme's final qualifications.

Subsequently, the didactical principles applied within the programme need to be explained. Do the teaching methods correspond to the didactical philosophy of the programme? The prerequisites for entrance to the programme are reported and in the event that the programme has multiple target groups, the prerequisites per target group are highlighted.

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<sup>2</sup> [European Core Competences for MPH Education. ASPHER's European Public Health Core Competences Project.](#) Association of Schools of Public Health in the European Region (ASPHER). Bruxelles, 2011.

Information concerning assessment of students and policy within the programme is also required. Programmes are expected to: explain how core and other curriculum components are assessed as to their quality and consistency with the stated final qualifications of the programme; report and discuss the substantive findings or outcomes related to the programme; provide results that will be useful to APHEA in evaluating the curriculum. Finally, attention is given to students' integrating experience or thesis expressed as, "integrating experience" within the Curriculum Validation Application. This integrating experience is a means by which faculty assess whether the student has mastered the curriculum and is able to demonstrate proficiency in required competencies.

A number of sub-criteria focus on the implementation of the requirements as stemming from the Bologna Declaration and the visibility of European and/or international public health elements within the curriculum.

### CRITERION III: SUB-CRITERIA & CHECK POINTS

3.1	<p>For each of the public health programmes, content falls within the following core areas (the majority of the information in this sub-criteria will have been already provided through the Curriculum Validation application. Applicants are asked to briefly describe these elements):</p> <ul style="list-style-type: none"> <li>– Methods in Public Health</li> <li>– Population health and its determinants incl. environmental health</li> <li>– Health policy, economics and management</li> <li>– Health education and promotion</li> <li>– Other/cross-disciplinary themes</li> </ul> <p>The core components of the curriculum provide a thorough teaching of the basic concepts, theories and methods of public health. Please refer to Appendix I of this document which is taken from the Curriculum Validation criteria.</p> <ul style="list-style-type: none"> <li>• All components of the curricula are justified with respect to their consistency with the final qualifications of the programmes.</li> <li>• The final qualifications are adequately translated into learning objectives for the educational programmes.</li> <li>• The core components of the programmes cover the basic concepts, theories and methods in public health and its basic disciplines.</li> <li>• The core components are adequate for the level of the programmes.</li> <li>• The core components train students for intelligent, creative analysis and communication, and action in public health.</li> <li>• The core components enhance the students' values, knowledge, application of knowledge, and skills to act ethically and effectively.</li> <li>• The mastering of relevant research methods is part of the programmes.</li> <li>• The programmes are coherent in their contents and the sequence of modules/courses.</li> </ul>
3.2	<p>The curriculum puts forth public health in a multidisciplinary fashion, with the purpose of preparing students to operate ethically as public health professionals (including roles as policy makers or advocates for public health) and/or continue studies in order to fill academic roles in the health or related sectors.</p> <ul style="list-style-type: none"> <li>• There is a clear demonstration of the way multidisciplinary is achieved in the programme.</li> <li>• The programme applies the Dublin Descriptors or another system of skill/competency classification.</li> </ul>
3.3	<p>The programme curriculum contains a significant component (lectures, literature, case studies) of international and/or European public health (for example, situations, determinants, interventions and best practices relevant to</p>

	<p>the health of populations and the diversity of best practices and ways of organising health and healthcare delivery systems both within and between European member states).</p> <ul style="list-style-type: none"> <li>• The programme provides evidence that elements of international and European public health are taught within the curriculum.</li> </ul>
3.4	<p>The didactic concept as applied throughout the programme is in line with the programme aims and final qualifications of the programme. The teaching methods correspond to the didactic philosophy of the programme.</p> <ul style="list-style-type: none"> <li>• The didactic concepts employed are in line with the programme aims, final qualifications and learning objectives.</li> <li>• The teaching methods in the programme components correspond to the didactic concept.</li> </ul>
3.5	<p>Students are assessed in an adequate, meaningful and insightful manner by means of evaluations, tests and examinations, to determine whether the learning objectives or parts thereof have been achieved.</p> <ul style="list-style-type: none"> <li>• The system of assessment is demonstrated.</li> <li>• The criteria for assessment are verifiable.</li> <li>• A policy and system for re-assessment is in place.</li> <li>• The evaluations, tests, and examinations provide an adequate check on the attainment of the learning objectives of the contents of the modules.</li> <li>• The tests, evaluations and examinations are in line with the educational philosophy of the programme.</li> <li>• The tests, evaluations and examinations are adequately organised and supervised by a Committee of Examination.</li> <li>• The adequateness, meaningfulness and insightfulness of assessment are documented.</li> <li>• The tests and assessments are valid, reliable and transparent to students. The procedures used to monitor and assess student progress in achieving the learning objectives are described.</li> <li>• The programme provides adequate and timely feedback for students.</li> </ul>
3.6	<p>At the end of the programme, students are required to prepare a written document (thesis, dissertation, mémoire, final project) as an integrating experience in which they synthesise and integrate knowledge and skills acquired over the course of the programme.</p> <ul style="list-style-type: none"> <li>• The content and level of the integrating experiences are in line with the level of the degree awarded.</li> <li>• The programme provides evidence that the final qualifications that have been achieved by the graduates of the programme meet the intended final</li> </ul>

	<p>qualifications of the programme.</p> <ul style="list-style-type: none"> <li>• The integrating experience is evaluated by a formal body via an established process and is required for the award of the degree.</li> <li>• Provide a full list of the last graduating cohort theses including: a) student ID, b) Title in English and c) grades. Please provide English abstracts in an appendix for those theses which received the 2 highest marks, 2 middle marks and 2 lowest marks. The full theses of these 6 should then be available in the resource room in their original submission state.</li> </ul>
3.7	<p>The programme aligns with requirements from the Bologna Declaration (fitting within a three-tier system, the application of ECTS, and issuance of a Diploma Supplement).</p> <ul style="list-style-type: none"> <li>• The programmes adhere to a three-tier system (BA-MA-PhD).</li> <li>• The programmes are expressed as, or apply ECTS (European Credit Transfer system) or compatible system of credits.</li> <li>• The Institution provides a Diploma Supplement as an annex to the final degree (preferably in English).</li> </ul>
3.8	<p>There are opportunities for international exchange of students.</p> <ul style="list-style-type: none"> <li>• An adequate support system for incoming and outgoing students is in place.</li> </ul>

### Strengths and weaknesses of programme within Criteria I, II, and III:

Please list the strengths and weaknesses of the programme within the three aforementioned criteria.

## Criterion IV: Students and Graduates

***The programme has policies and procedures on student recruitment, enrolment, support and follow-up which are assessed and revised regularly.***

### INTERPRETATION

The programme admissions criteria must be derived from the aims of the programme and serve as metrics by which the programme monitors its performance. Information regarding these criteria and the recruitment process must be presented to potential students, the public, preceptors, employers, and other interested parties in a clear fashion.

The programme is expected to demonstrate how it monitors with student progression through the programme and addresses the causality of any themes encountered with drop-out or prolongations (students not completing the programme within the specified time allocated). Any hindrance to student progression should be seen to be addressed by the programme.

Support services must be provided to students throughout the course of the programme and must be evaluated regularly.

The programme is also requested to provide evidence in the methods and nature of monitoring their graduate populations and to what ends this achieves.

Finally the criteria examine how the programme publicises itself to the internal and external world. Clarity and transparency are monitored to ensure that graduates are given precise and comprehensive information concerning their programme of study.

CRITERION IV: SUB-CRITERIA & CHECK POINTS

<p>4.1</p>	<p>The programme has clearly defined admission criteria and recruiting policies coherent with the aim and objectives of the programme.</p> <ul style="list-style-type: none"> <li>• Recruitment policy and admission criteria, including academic prerequisites (undergraduate degree from a recognised university, language skills, international experience, etc.) are in line with the programme aim and final qualifications of the programme.</li> <li>• Appropriate entrance requirements exist for all target groups, and checks are carried out to ensure that entrants meet these requirements.</li> <li>• Stated application, admission and degree requirements and regulations are applied equally to individual applicants and students regardless of age, gender, ethnic group, disability, religion, or nationality.</li> <li>• The information given to potential entrants provides an adequate and realistic picture of the programme and the career prospects after graduation.</li> <li>• Provide quantitative information on the number of applicants, acceptances and enrolment (also by specialty if applicable) area for the Present cohort, the Last cohort and the Previous to last cohort. Complete <i>template 4.1. below</i></li> <li>• Provide quantitative information on the educational and employment background of the present student cohort. Complete <i>template 4.2. below</i></li> <li>• Provide quantitative information on the intake of students per programme by region for at least previous three years. Complete <i>template 4.3. below</i></li> </ul>
<p>4.2</p>	<p>The programme is achievable for the majority of students.</p> <ul style="list-style-type: none"> <li>• The perceived study load corresponds to students’ actual study load.</li> <li>• A monitoring system is in place to assess student progress and is used for planning of interventions to prevent drop-outs and prolonged studies.</li> <li>• The programme monitors the student attrition rate and uses this information to advise students as well as to further develop the programme. Provide a quantitative and qualitative description of drop outs and prolonged studies along with a description of any remedial action taken.</li> <li>• Factors hindering students’ progress are removed to the extent possible.</li> <li>• The programme provides supportive resources for students with special needs related to the learning process and general needs (e.g., visual or hearing impairment, wheelchair access).</li> </ul>

4.3	<p>The programme has access to counselling services for personal, academic and professional development of students.</p> <ul style="list-style-type: none"> <li>• Tutoring and student counselling services are operative and function adequately.</li> <li>• The student services meet the needs of the students.</li> <li>• Teaching and administrative staff is sufficiently available for consultation with the students.</li> </ul>
4.4	<p>There is a monitoring system of the graduates.</p> <ul style="list-style-type: none"> <li>• Evidence of a monitoring system of the graduates allowing collection of data to ascertain that completion of the programme contributes positively to career development.</li> <li>• Provide analysis of employment patterns of graduates: distribution of employment by market sector and function; percentage employed; length of search for employment; major places of employment.</li> <li>• There are methods for following up on the students' career choices and employment paths through such mechanisms as alumni organisations and surveys of stakeholders.</li> </ul>
4.5	<p>The programme has effective communication tools (website, brochures, etc.) to present itself internally and externally.</p> <ul style="list-style-type: none"> <li>• Description and evidence of the communication tools the programme uses to portray itself internally and externally.</li> <li>• The programme maintains an up-to-date website with complete information regarding courses, requirements, schedules, and teacher profiles.</li> <li>• The programme has clear and explicit regulations and enables students to access information about the programme including school regulations, expected programme learning outcomes, clearly stated progress thresholds, award of credit, requirements for examinations and written work, and the grading system.</li> <li>• Examples of how students receive information about the programme (e.g., website, brochures, academic calendars, bulletins and catalogues explaining course offerings, etc.) References to websites may be included.</li> </ul>

Template 4.1

**For the Programme\***

	<b>Present cohort</b>	<b>Last cohort</b>	<b>Previous to last cohort</b>	<b>Totals</b>
<b>Applied</b>				
<b>Accepted</b>				
<b>Enrolled</b>				
*If the programme consists of a mixture of part-time and full-time students please copy and paste this template and clearly indicate.				

**For the Specialities (if applicable)** *copy and paste if required*

<i>Speciality 1- please specify</i>	<b>Present cohort</b>	<b>Last cohort</b>	<b>Previous to last cohort</b>	<b>Totals</b>
<b>Applied</b>				
<b>Accepted</b>				
<b>Enrolled</b>				

Template 4.2

**The distribution (%) of students by employment background at point of entry\*.**

Employment background	Present Cohort	
	N	%
<i>Add descriptions of employment background</i>		
<b>Total</b>		

\* Copy and paste for specialities if applicable

The distribution (%) of students by education background at point of entry.

Employment background	Present Cohort	
	N	%
<i>Add descriptions of educational background</i>		
<b>Total</b>		

Template 4.3

**To be completed for the Programme and any specialities therein**

		Present cohort		Last cohort		Previous to last cohort	
		N	%	N	%	N	%
<b>Programme</b>	Home country						
	ER* countries						
	Non-ER countries						
	<i>Total</i>						
<b>Speciality 1</b> (if applicable)	Home country						
	ER countries						
	Non-ER countries						
	<i>Total</i>						
<b>Speciality 2</b> (if applicable)	Home country						
	ER countries						
	Non-ER countries						
	<i>Total</i>						

\* European region as defined by the European Council of Ministers and World Health Organisation

## Criterion V: Human Resources and Staffing

***The profile and number of teaching and support staff is appropriate to the provision of the stated programme aim and final qualifications of the programme and its continuous development.***

***The recruitment policy of the programme is consistent with the aim and objectives of the programme.***

### INTERPRETATION

The quality of an organisation active in education and research is to a large extent determined by its personnel. The programme must have the ability to meet its identified aims and objectives in light of the current size and composition of its faculty. Adequate faculty and administrative resources are critical to the development and sustenance of a public health programme. Teaching resources may of course be drawn from other departments and schools within the institution, but there must be a central core of faculty to sustain the curriculum.

In judging whether the programme has a sufficient number of academically qualified faculty, factors such as the faculty course load, the depth and breadth of professional (multidisciplinary) backgrounds represented by the faculty, the opportunities for professional interaction among the faculty, and the opportunities for students to be exposed to the appropriate range of content areas within public health, are assessed. A substantive percentage of the faculty actively involved in the programme hold an earned doctorate or other equivalent terminal academic degree in their field. The field of expertise and experience of the faculty reflects the expertise needed to deliver the programme as intended. All faculty with teaching assignments have at least proven basic educational and didactical skills.

CRITERION V: SUB-CRITERIA & CHECK POINTS

<p>5.1</p>	<p>There is a central and stable core of academically qualified and / or experienced teaching staff in sufficient numbers dedicated to the programme.</p> <p>A staff recruitment policy exists outlining the type, responsibilities and balance of academic staff required to adequately deliver the curriculum.</p> <ul style="list-style-type: none"> <li>• The qualifications of staff are sufficient to ensure that the programme is provided to the required standards for the actual number of students.</li> <li>• The percentage of staff holding an earned doctorate or other equivalent terminal academic degree is sufficient for the programme.           <ul style="list-style-type: none"> <li>i) Student–staff ratio is indicated within the programme for the present cohort.</li> <li>ii) Percentage of teaching carried out by different departments within the present cohort.</li> </ul> </li> <li>• The bulk of the programme is taught by a stable and appropriately qualified teaching cadre. It is demonstrated that the large majority of faculty do not change frequently.</li> <li>• The departments involved or staff members in the programme reflect the multidisciplinary character of public health.</li> <li>• The teaching staff demonstrates knowledge in theory, practice, and methods in public health as well as educational and pedagogical skills.</li> <li>• The teaching staff shows a balance between national, European and international experience, appropriate to the programme.</li> <li>• There exist explicit standards for the recruitment and appointment of teaching staff consistent with the aim and qualifications of the public health programme.</li> <li>• Indicate any differences in procedure for different types/categories of appointments.</li> <li>• A sufficient number of faculty is actively involved in public health research activities.</li> </ul>
<p>5.2</p>	<p>An appropriately qualified and sufficient administrative/support staff is available for the programme.</p> <ul style="list-style-type: none"> <li>• The amount of administrative/support staff is sufficient to ensure that the programme is provided at the level of required standards given the actual number of students.</li> <li>• A clear distinction between tasks and responsibilities is documented.</li> <li>• Administrative and support staff working hours are available.</li> </ul>

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## Criterion VI: Supportive Services, Budgeting and Facilities

***The accommodation, budget and facilities are adequate to realise the programme aims, final qualifications and learning objectives in line with the educational methodology in an effective and efficient way.***

### INTERPRETATION

This criterion requires an assessment of the programme's ability to meet its aims, qualifications and objectives in light of its support services, including budget and learning resources, identification of the most significant current resources and most critical resource needs. Overall adequacy of resources implies the ability of the programme to assure its continuity and meet its commitment to students and other constituents. The stability of resources is a factor in evaluating their adequacy.

The budgeting process, including when and by whom the budget is prepared and the involvement by the programme manager/director is reviewed. The budget support which has been provided over the past years should be explained, by noting the amount of funding, its source as well as distribution and trends (a table may be used).

**CRITERION VI: SUB-CRITERIA & CHECK POINTS**

6.1	<p>The programme has financial resources sufficient to support its stated aims, final qualifications and learning objectives.</p> <p>The programme has financial resources sufficient to support its educational activities.</p>
6.2	<p>The learning resources are adequate and students and staff are provided with sufficient access to these resources inside and outside of usual school working hours.</p> <p>Sufficient guidance on using these resources is available to the students and staff.</p> <ul style="list-style-type: none"> <li>• Access is available to resources such as library, relevant scientific literature search engines/databases, online educational materials, etc.</li> <li>• Available access to electronic content, online search engines/scientific literature, subscribed databases.</li> <li>• The rules on borrowing material and access hours are clear.</li> <li>• Evidence of opportunities for orientation and assistance to students and staff on using the library/online resources.</li> </ul>
6.3	<p>Appropriate and well-equipped physical facilities supporting the educational methods of the programme are available.</p> <ul style="list-style-type: none"> <li>• Evidence that the classroom and learning space is adequate to meet the educational needs of the programme and allow it to fulfil its aims and objectives.</li> </ul>
6.4	<p>Appropriate computer facilities, including both hardware and software, access to the internet and appropriate service support are available.</p> <ul style="list-style-type: none"> <li>• Evidence that there are an adequate amount of computer facilities and resources for students, faculty, administration, staff and that these resources are sufficiently available.</li> </ul>

**Strengths and weaknesses of programme within Criteria IV, V, and VI:**

Please list the strengths and weaknesses of the programme within Criteria IV, V, and VI.

## Criterion VII: Internal Quality Management

***There is an internal system for assuring quality and supporting policy development, decisions, and actions.***

### INTERPRETATION

Internal quality assurance mechanisms are crucial to the integrity of the programme and to its long term sustainability. All constituents including students shall be invited to participate in appropriate aspects of the evaluation process. Administrative mechanisms including standing and ad hoc committees should assure strong policy development and implementation.

This criterion primarily relates to achievement of high quality professional education for persons entering the labour market. Flexibility and innovation in curriculum design and means of delivery are necessary in order to meet the diverse educational needs of (full-time and sometimes part-time) students, pre-entry and (if applicable) mid-career students, students who are changing careers and those with interests in different career specialisations within public health. Assessment procedures and measures may take any form appropriate to the programme and given circumstances, but each programme should develop and use its own procedures to determine how well it carries out its aims, final qualifications and curriculum.

The content of a curriculum and the means of communication and teaching in an academic setting change over time. Flexibility and the ability to innovate on the basis of adequate information on governance and teaching are key features of any educational programme seeking to meet the needs of students and staff.

## CRITERION VII: SUB-CRITERIA & CHECK POINTS

7.1	<p>An operational internal quality management system that monitors the curriculum and student progress is in place, and which ensures that concerns of staff and students are readily identified and addressed.</p> <ul style="list-style-type: none"> <li>• The programme assesses the achievement of its programme aims and learning objectives via an internal quality management system.</li> <li>• There is evidence of key processes in place which are broadly inclusive of staff, students and stakeholders (employers). see template 7.1 below.</li> <li>• All relevant stakeholders (i.e. faculty, staff, students, alumni and those from professional field/employers) are involved in the programme’s developmental process.</li> <li>• A systematic Plan-Do-Check-Act cycle (or a similar quality tool) as a tool for quality assurance and improvement is in place.</li> <li>• Tasks and responsibilities in application of the quality assurance system are well-defined and clear to all actors involved.</li> </ul>
7.2	<p>There is regular and systematic data collection of student and staff feedback concerning learning objectives, content of modules, staffing, and pedagogical approaches and the programme is modified accordingly.</p> <ul style="list-style-type: none"> <li>• There is evidence of results of the data collection and analysis being fed into the process of developing curriculum and learning objectives. An adequate process of periodic programme evaluation, review and development is in place.</li> <li>• The results of the programme monitoring are used for revision of the programme.</li> <li>• Examples of changes made in programme based on student evaluation.</li> </ul>
7.3	<p>Feedback on quality of the programme is provided to faculty, students and other persons involved.</p> <ul style="list-style-type: none"> <li>• Documentation of feedback provided to constituents.</li> </ul>
7.4	<p>The programme provides evidence that recommendations received during previous reviews (by APHEA or any other national/international review body) have lead to changes in the curriculum or organisation of the programme.</p> <ul style="list-style-type: none"> <li>• A summary of actions taken based on previous recommendations is provided.</li> </ul>

Template 7.1

**Involvement of stakeholders within the quality assurance system of the programme**

	Programme Director	Students	Alumni	Staff members	Educational Committee	Committee of Examiners	Labour market /employers
Programme aims							
Final qualifications							
Learning objectives							
Content modules							
Assessment							

KEY: Indicate influence by way of the following scale:

1 = not at all influential / 2 = slightly influential / 3 = very influential / 4 = extremely influential

## Strengths and weaknesses of programme within Criterion VII:

Please list the strengths and weaknesses of the programme within the aforementioned criteria.

## Overall assessment of the strengths and weaknesses of the programme:

Please review major strengths, weaknesses, and challenges your programme faces and discuss ways of improvement.

## Appendix I: Core curricula content

CORE SUBJECT AREAS	CURRICULUM CONTENT
A. <b>Introduction</b>	A1. Introduction to public health
B. <b>Methods in public health</b>	B1. Epidemiological methods, B2. Biostatistical methods, B3. Qualitative research methods, B4. Survey methods
C. <b>Population health and its determinants</b>	C1. Environmental sciences (including physical, chemical and biological factors), C2. Communicable and non- communicable disease, C3. Occupational health, C4. Social and behavioural sciences, C5. Health risk assessment, C6. Health inequalities along social gradient
D. <b>Health policy, economics, and management</b>	D1. Economics, D2. Healthcare systems planning, D3. Organisation and management, D4. Health policy, D5. Financing health services, D6. Health programme evaluation, D7. Health targets
E. <b>Health education and promotion</b>	E1. Health education, E2. Health promotion, E3. Health protection and regulation, E4. Disease prevention
F. <b>Other/Cross-disciplinary themes (mandatory and/or elective courses)</b>	F1. Biology for public health, F2. Law, F3. Ethics, F4. Ageing, F5. Nutrition, F6. Maternal and child health, F7. Mental health, F8. Demography, F9. IT use, F10. Health informatics, F11. Leadership and decision- making, F12. Social psychology, F13. Global public health, F14. Marketing, F15. Communication and advocacy, F16. Health anthropology, F17. Human rights, F18. Programme planning and development, F19. Public health genomics, F20. Technology assessment
G. <b>Integrating Experience, practicum/Internship/ final project /thesis/ dissertation/exam /memoire</b>	G1. Supervised by faculty (full time and/or adjunct)

## Appendix II: Sample Site Visit Agenda

The following is a sample agenda for a site visit<sup>3,4</sup>:

<b>Day 1</b>	
	Arrival of review team
	Preparatory meeting review team (behind closed doors) <sup>5</sup>
<b>Day 2</b>	
09:00 – 09:30	Arrival of review team and welcome by school Explanation of materials on display and practical arrangements during the site - visit by school contact person
09:30 – 10:30	Meeting review team behind closed doors: examining materials on display and finalising or updating information
10:30 – 12:00	Meeting with school representatives, board, programme management and author(s) of the Self-Evaluation Report: overview of programme under review, highlighting any special features/ peculiarities of programme/SPH; unclear issues as perceived by review team to be put forth
12:00 – 13:00	Lunch
13:00 – 14:00	Meeting with MPH students
14:00 – 15:00	Meeting with core staff members MPH
15:00 – 15:15	Break
15:15 – 16:00	Tour of school premises and facilities, preferably guided by students (lecture halls, tutorial rooms, computer facilities, library, etc.)
16:00 – 16:45	Meeting with MPH Alumni
16:45 – 17:00	Break / Consultation hour
17:00 – 18:00	Meeting with representatives labour market/stakeholders outside programme
<b>Day 3</b>	
09:00 – 09:30	Meeting with student members of advisory bodies at school
09:30 – 10:00	Meeting with student and staff members of advisory bodies at school
10:00 – 11:00	Meeting with other representatives of the school:  1: Representative of admissions board 2: Representative of examiners' board 3: Chair quality assurance committee 4: Career advisor/ student advisor 5: Head of educational support office
11:00 – 11:30	Break and preparing concluding meeting
11:30 – 12:00	Concluding meeting with school representatives, board, programme management
12:00 – 15:00	Lunch and review team meeting behind closed doors
15:00	Oral presentation on first impression by chair of the review team

<sup>3</sup> The final agenda must list participants for each session including their titles and (educational) roles.

<sup>4</sup> The room set aside for the site visit needs to be spacious enough to comfortably accommodate the team of 4 -5 review team members in addition to the interviewees. Any on-site materials should be displayed on the tables in a clear fashion. Room should have capacity for laptop plug in and internet connection. Readable name cards should be prepared for all interviewees and review team members.

<sup>5</sup> Review team members will sometimes wish to hold this preliminary session at the school in order to use the time to start looking through documents on-site and check for anything missing.

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## Appendix III: Documents to be Made Available During the Site Visit\*

1. Programme pamphlets and catalogues/publicity material
2. Policy plan regarding research in the programme or similar document(s)
3. Course schedules from past 3 years (if different from Curriculum Validation)
4. Quality assurance policy documents or similar document(s)
5. Results/analysis/documented outcomes of any recent evaluations
6. Six representative sample of integrating experiences (i.e. theses, dissertations etc.) as highlighted in sub-criterion 3.6.
7. Faculty CVs
8. Representative selection of sample examinations/assessments (presentations, portfolio assessments, work placements) with corresponding assessment criteria and requirements (answer models)
9. The most recent External Examiner comments if available
10. Records of written student complaints and grievances, if any, for the past three years
11. Alumni survey results if available

On line access is required for all site review members. Lap tops should also be available.

*\* if programmes have these documents online they are encouraged to attached the specific weblinks within the Self-Evaluation Report so that the site visit team has more time to digest before their arrival.*

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*The following references were used in creating this document:*

Accreditation of European Public Health Education – Master of Public Health Programme Standards: 6th draft version elaborated within the framework of the EU-LdV PH-ACCR Project. February 2007.

Accreditation Criteria: Public Health Programmes. Council on Education for Public Health (CEPH). June 2005.

Self-evaluation for Graduate Programmes in Healthcare Management Education. Commission on Accreditation of Healthcare Management Education (CAHME). July 2010.

Guidelines for the Self-evaluation Report. European Association for Public Administration Accreditation. September 2009.