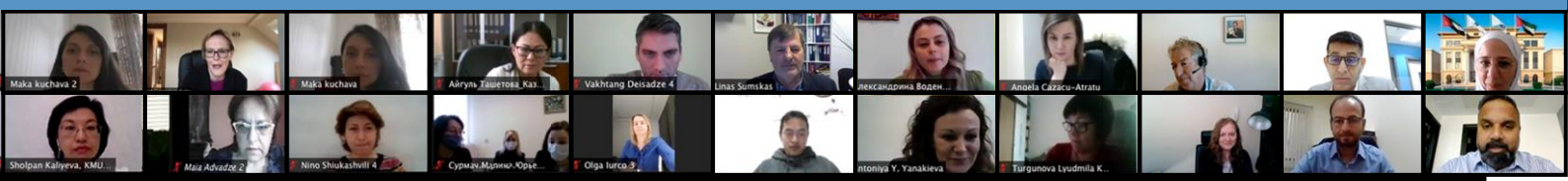




# ANNUAL REPORT 2021



March 2022

The front cover photo shows a range of screenshots taken from online site-visits, meetings and conferences that APHEA conducted throughout 2021 during the COVID19 pandemic.

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# Message from the President

This is my second full year as President of the APHEA Board of Directors. And what a couple of years it has been! The arrival of the COVID19 Pandemic affected both APHEA and the schools and programmes we support. As we're all aware, our sector became a frontline service during the pandemic and so we in APHEA adapted to our collective new reality. Our systems became more flexible and we integrated online technologies. In many ways we learnt by reflecting what we found in schools of public health around the world. We also understood that some of our new processes will continue long after the pandemic leaves and some of these aspects are highlighted in a special COVID19 section of this Annual Report.

Although the pandemic caused disruptions in 2020, we still managed to complete more accreditation activity in 2021 than ever before.

Internally, we continued to strengthen APHEA. The internal regulations were completed for the main facets of the governance structures and we also saw the culmination of a very large multi-year criteria revision for several of the accreditation processes.

We increased our community outreach work as well. In early 2021 we held our first Stakeholder Forum with 150 representatives from 43 different countries. The event was a complete success and we will look to hold further forums in the future based on the feedback received.

We took part as key note speakers in several conferences and workshops throughout the globe in 2021 and we also became recognised as an accreditation provider for the World Bank as part of their "African Centers of Excellence" project.

As we develop our five-year strategy, we will be seeking to enhance our partnerships with a wide range of organisations and educational agencies around the world. There has never been a more important time to be in public health and it is vital we educate and train our public health professionals to the highest possible standards.

This year we said goodbye to our friends and colleagues, Selena Gray from the Board of Accreditation and Grzegorz Juszczky from the Board of Directors. We're sorry to see our friends move on but warmly receive Sue Babich and Carlos Eduardo Linares Reyes in to the respective Boards of Accreditation and Directors. We also would like to extend our warm welcome to the additional 33 global community members who have been accepted as reviewers and who have already begun their training.

I would like to thank Julien Goodman and Natalia Machicote for their incredible hard work and professionalism on behalf of APHEA. More than anything, I would to extend my sincerest thanks to all the members in IANPHI and ASPHER and those in our community who are active in the APHEA Boards and as reviewers.

Professor John Middleton 2021



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## Our Mission

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Quality assurance and improvement of public health & global health education and training.

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## Our vision

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Promoting and facilitating high quality, socially accountable and ethical education and training of public health workforces throughout the world.

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## Our Scope

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- To employ agreed standards and criteria established and maintained by academic peers and stakeholders.
- To assure quality in education and social accountability through the use of validation, accreditation, self-evaluation and peer site visits.
- To facilitate internal quality improvement through the assistance of collegial partners and peers.
- To promote innovation through the sharing of good practice found within schools, programmes and courses of public health.
- To support the continuous integration of workforce competences to respond to present and forthcoming public health challenges.
- To assist and provide tools for schools, programmes and courses to develop toward global benchmarks.
- To provide training for sector-based peer reviewers.
- To transparently self-evaluate own processes for publication to improve the sector.

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## Our History

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In 2011 the Agency for Public Health Education Accreditation (APHEA) was launched with a focus on Master level programmes of public health. Initially the agency began by reviewing only one institution per year. The first three years saw London School of Hygiene UK (accredited), The Kazakhstan School of Public health (provisionally accredited) and the University of Saskatchewan, Canada (accredited) participated in the processes.

By the end of 2013 APHEA began a two-year review of their processes and had opted for the development of systems reflective of the earlier central principals of the PEER encompassing course / module / programme / institution levels.

In September 2014 APHEA ratified both a revision of the programme criteria but also the generation of criteria for the validation of curricula and the accreditation of training courses and institutions. At the end of 2017 APHEA officially adopted Bachelor Accreditation.

In 2020 the European associations responsible for founding APHEA retired at the end of their mandates. Since July 2020 the consortium members consist of the Association of Schools of Public Health in the European Region (ASPHER) and the International Association of National Public Health Institutes (IANPHI).



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## Board of Directors

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John Middleton  
President  
President ASPHER



Mary Codd  
Treasurer  
University College Dublin, Ireland



Suzanne Babich  
Chair, Board of Accreditation  
Richard M. Fairbanks School of Public Health  
Indiana University, United States



Alberto Amaral  
President, Board of Directors  
Higher Education Assessment and  
Accreditation Agency (A3ES), Portugal.



Laurent Chambaud  
Director  
Ecole des hautes études en santé publique  
(EHESP), France



Carlos Eduardo Linares Reyes  
Chair, Department of Academic Exchange and  
International Liaison  
Instituto Nacional de Salud Pública  
Mexico.

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## Board of Accreditation

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Suzanne Babich (Chair)  
Richard M. Fairbanks School of Public  
Health  
Indiana University, United States



Selena Gray (Outgoing Chair)  
University of the West of England, UK



Henrique Barros  
Institute of Public Health  
University of Porto, Portugal



John Evans  
Department of Environmental Health  
Harvard University, USA



Stojniew Jacek Sitko  
Institute of Public Health, Faculty of  
Health Sciences, Medical College  
Jagiellonian University, Poland



Francine Watkins  
Deputy Associate Pro-Vice  
Chancellor (Education, HLS)  
University of Liverpool, UK



Tom Kuiper  
Faculty of Health, Medicine and Life  
Sciences, Maastricht University, The  
Netherlands

# Our People

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## Secretariat

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Julien Goodman  
Director



Natalia Machicote  
Relationship Manager

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## Outgoing Members

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Board of Directors  
Grzegorz Juszczak  
Director of NIPH-NIH  
National Institute of Public Health -  
National Institute of Hygiene  
Warsaw, Poland.

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## External Reviewers

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In 2021 APHEA received many applications to become external reviewers. Out of these, thirty-three new applicants from all 6 WHO regions were accepted for training which began in 2021. Training begins through web-based exercises followed by virtual training workshops. New reviewers are then expected to understudy the processes offline before progressing to onsite training.





## External Reviewers in 2021



Alessia Lefebure  
France



Charlotte  
Jeavons, UK



Christine Hill  
UK



Colleen Fisher  
Australia



Costas Christophi  
Cyprus



Demetris  
Lamnisos  
Cyprus



Franco Cavallo  
Italy



Jovanka  
Bislimovska  
N. Macedonia



Khalifa Elmusharaf  
Ireland



Laurent Chambaud  
France



Mads Kamper-  
Jørgensen  
Denmark



Marvelle Brown  
UK



Nick de Viggiani  
UK



Ora Paltiel  
Israel



Piotr Romaniuk  
Poland



Ramune  
Kalediene  
Lithuania



Richard Cooper  
UK



Samer Hamidi  
UAE



Ulrich Laaser  
Germany

Members of the Board of Accreditation took part in all activities during 2021



## Message from the Chair Board of Accreditation

The baton has been passed from Professor Selena Gray to me this year – I am delighted and honored to take on the role of Chair of the Board of Accreditation. I join all of my colleagues at APHEA in expressing my deepest admiration and thanks to Selena for her leadership and collegiality. She strengthened our Board's processes and structures, and the Agency is well-positioned for what's to come.

And that future is as exhilarating as it is challenging.

Clearly, as we emerge from the pandemic, higher education has been transformed. For public health education, we know two things: 1) there is an urgent need to advance how we prepare the public health workforce to meet future challenges, and 2) it requires a global perspective and collaboration.

Our approach to accreditation at APHEA could not be more fitting.

That's because at APHEA, we take every program "where it's at" and aim to help it improve. We take a

formative, non-prescriptive approach to accreditation that makes allowances for cultural differences in teaching and learning about health and wellbeing. Programs and institutions that opt in to accreditation through APHEA join an international community of practice committed to working together to improve public health education worldwide.

We reject the notion that there is one "gold standard" for public health education. Instead, we embrace diversity and international peer review and the collective intention to learn, grow and continuously improve together, wherever our programs and institutions reside. With this ethos at the heart of our approach, our community has grown to include programs and institutions in all the WHO regions.

We are growing and improving together, and we welcome friends and colleagues around the world to join us.

Professor Sue Babich



## Message from the Director

2021 turned out to be a very busy year for us at APHEA. In this year alone, we completed an immense amount of activity which does not account for our ongoing activity. We also increased our outreach throughout the world. We held our first stakeholders meeting this year along with IANPHI working groups where over one quarter of the world was represented. In order to deal with this workload, we employed a new member of staff (Natalia) as well as engaged with a new set of global reviewers.

I've been involved for eight years now and it never ceases to impress me how much APHEA benefits from the global community of practice. ASPHER, IANPHI, the Board of Directors, the Board of Accreditation, our reviewers and stakeholders, all these people are willing to give up their 'spare' time to get involved and help. Without you, we would not be here, not growing and not helping. On behalf of APHEA (and personally) I want to thank you so much for all that you are doing – Thank You Friends!

Dr Julien Goodman



## Members



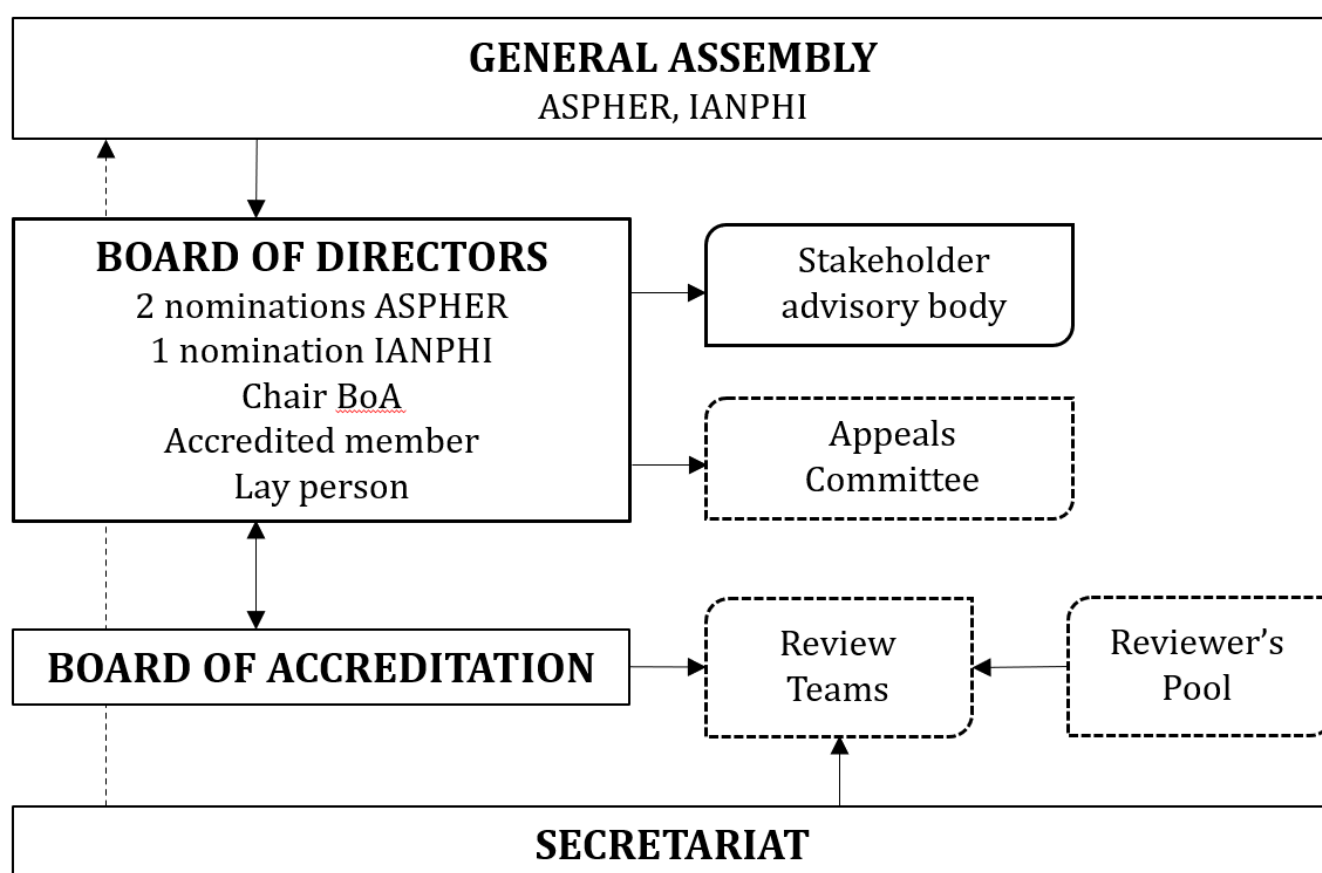
The Association of Schools of Public Health  
in the European Region

Association of Schools of Public Health in the  
European Region.  
Avenue de Tervueren 153, Brussels, Belgium

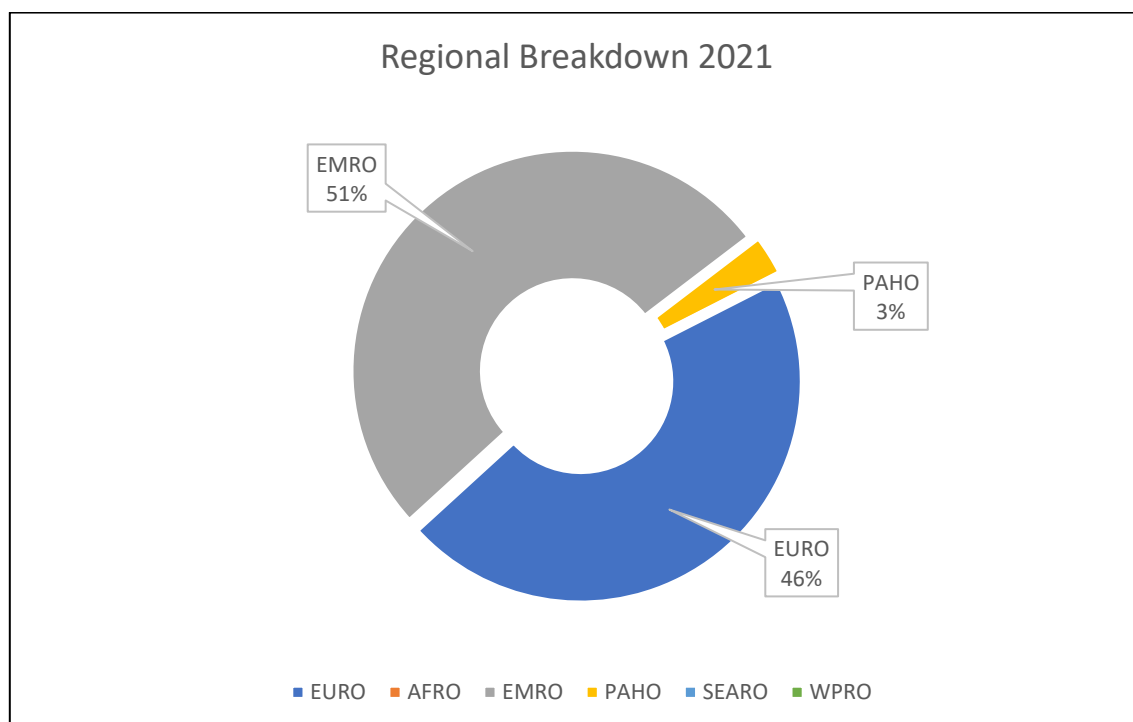
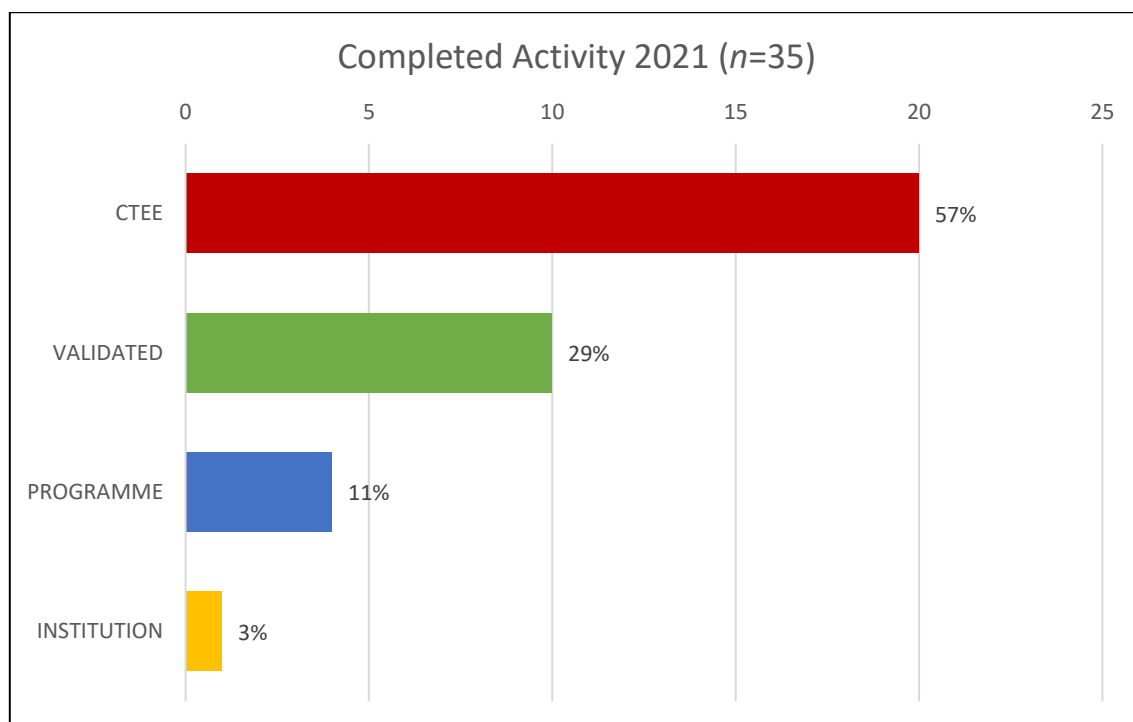


International Association of National Public  
Health Institutes  
Avenue de Tervueren 153, Brussels, Belgium

## Governance Structure



## Agency Activity 2021





## CTEE Accreditations 2021



1. e-Learning course on introduction to designing in- and after-action reviews (IAR/AAR)
2. Epidemic Intelligence e-learning course



3. Caribbean Regional Field Epidemiology and Laboratory Training Programme (CR-FELTP)



4. Advanced Antimicrobial Resistance
5. Advanced Global Health and Regional Health Action
6. Advanced Research Methods
7. Antimicrobial Resistance Surveillance
8. Basic Antimicrobial Resistance
9. Basics of Public Health Emergency Management
10. Foundations in Global Health Challenges
11. Foundations in Public Health Research
12. Global Health Context and Governance.
13. Leadership and Management for Public Health
14. Management of Occupational Health and Safety
15. Managing Primary Healthcare Services in Emergencies
16. Mental Health Epidemiology
17. Noncommunicable Diseases Epidemiology
18. Occupational Health Risk Management
19. Public Health Risk Management



20. Mass Awareness and Social Campaigns Training



## Curriculum Validations in 2021



21. MSc in Public Health  
University of the West of England, Bristol,  
United Kingdom



22. Master of Health Promotion &  
23. Master of Public Health  
NOVA University  
Lisbon, Portugal



24. MSc Public Health  
University of Sunderland in London,  
United Kingdom



25. Master of Public Health online  
Department of Clinical and Pharmaceutical  
Sciences, School of Life and Medical Sciences  
University of Hertfordshire,  
Hertfordshire, United Kingdom



26. Master of Public Health &  
27. BSc in Public Health  
School of Public Health,  
University College Cork,  
Cork, Ireland



28. Master of Public Health &  
29. MSc Global Health Management  
Arden University,  
School of Health Care Management,  
Coventry, United Kingdom



30. Master of Public Health and Healthcare  
Management  
Tashkent Medical Academy,  
Tashkent, Uzbekistan

## Programme Accreditations in 2021



THE UNIVERSITY  
of EDINBURGH

31. Master of Public Health online  
Usher Institute of Population Health Sciences  
and Informatics,  
University of Edinburgh Medical School.



جامعة أبوظبي  
ABU DHABI UNIVERSITY

32. Bachelor of Public Health  
Abu Dhabi University  
School of Health and Environmental studies  
Abu Dhabi University  
United Arab Emirates



33. Master of Public Health &  
34. Bachelor of Public Health  
Faculty of Health Sciences  
The Medical University of Bialystok  
Poland

## Institutional Accreditations in 2021



National School  
of Public Health  
NOVA UNIVERSITY LISBON

35. NOVA University  
Lisbon,  
Portugal



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## Ongoing Activity into 2022

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1. European Centres for Disease Control and Prevention
2. International Academy of Public Health



3. Cyprus University of Technology, Limassol, Cyprus
4. European University Cyprus, Nicosia, Cyprus
5. Hebrew University Hadassah Braun School of Public Health and Community Medicine, Jerusalem, Israel
6. University College Dublin, Dublin, Ireland
7. University of St Mark and St John, Plymouth, UK



8. Brunel University, Uxbridge, UK
9. I.M. Sechenov First Moscow State Medical University, Moscow, Russia
10. Liverpool University, Liverpool, UK
11. MCI Management Center, Innsbruck, Austria
12. Sunderland University in London, London, UK
13. Tashkent Medical Academy, Tashkent, Uzbekistan
14. University of Hertfordshire, Hertfordshire, UK
15. University Western Australia, Perth, Australia
16. University West of England, Bristol, UK



17. Ecole Internationale de Santé Publique, Casablanca, Morocco
18. École des hautes études en santé publique, Rennes, France
19. ISPED, University of Bordeaux, Bordeaux, France
20. Nanjing Medical University, Nanjing, China
21. Netherland School of Public & Occupational Health, Utrecht, Netherlands
22. Prasanna School of Public Health, Manipal, India
23. University College Cork, Cork, Ireland
24. University of Montreal, Montreal, Canada

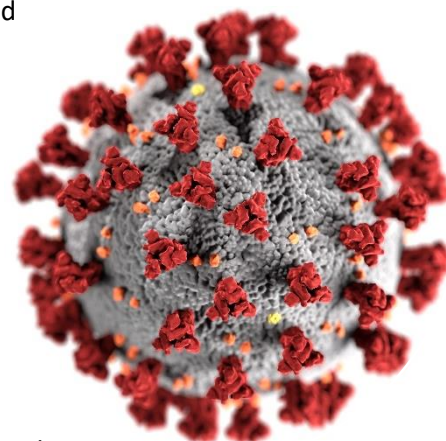


The following statement on COVID19 was adopted by the Agency.

With the strain of COVID-19 on the international academic community and particularly on international travel, APHEA has adopted short and mid-term contingency plans to help applicants. These revolve around the integration of virtual site visits into our procedures.

**RE-ACCREDITATION.** On-line site visits for alternate (every other) re-accreditations for programmes and schools. Exceptionally, if there had been particular concerns about an accreditation decision APHEA reserves the right to request an on-site visit.

**INITIAL ACCREDITATION.** Adoption of online virtual accreditation site visits for the immediate future and in cases where physical visits are restricted. Under this scenario, APHEA will accredit schools and programmes for a mid-term length of 2 years maximum until a representative group can visit in-person allowing for a full-term (6 year) accreditation.



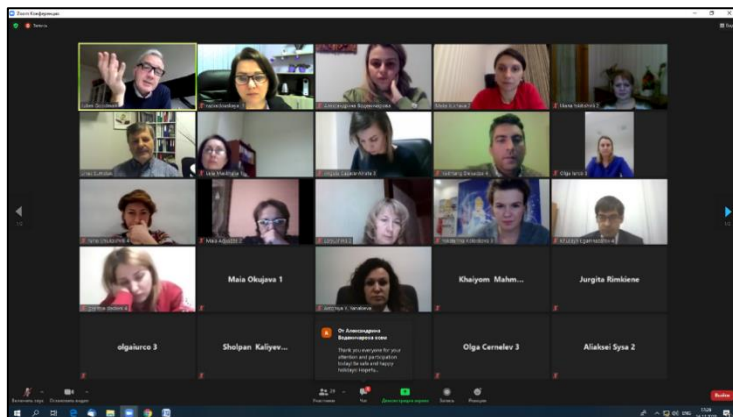
Site visits to Bialystok, Poland (Hybrid), Edinburgh, UK (Virtual), and Lisbon, Portugal (on-site).

To achieve these goals and maintain the robustness and integrity of our accreditation system APHEA will:

1. When necessary, allow longer lead times on Curriculum Validation external reviews.
2. Strengthen the interactive nature of the self-evaluation process so that wherever possible questions emerging at this stage are clarified and addressed prior to the virtual site visit.
3. As part of the preparation for the virtual site-visit we will seek greater access to the applicant's electronic resources, electronically submitted documentation, audio-visual resources, as well as video conferencing. This could include for example virtual interviews with randomly selected students and alumni and a video tour of facilities prior to the virtual site visit.
4. Review the timing and content of the virtual site visit to ensure a focus on strengths and weaknesses based on the current self-evaluation processes.
5. For re-accreditations, where possible, include members from the original site-visit team.
6. Integrate an evaluation of the new processes to ensure transparency, rigour and self-reflection for continuous improvement.

## Erasmus+ workshop (EURO)

In January 2021 APHEA representatives led a training workshop as part of an Erasmus+ Capacity building in higher project entitled, “Training of academic and administrative personnel in peer review and international accreditation.” This was the second workshop conducted by APHEA and included up to 40 participants from Georgia, Moldova, Belarus, Kazakhstan, Tajikistan, Bulgaria and Lithuania.



## IANPHI-APHEA Working Group (All Regions)



Since becoming members, The International Association of National Public Health Institutes (IANPHI) have been increasingly active in APHEA. An IANPHI-APHEA Working Group had been instigated and in 2021 began with a distributed questionnaire to their membership.

## APHEA Stakeholder Forum (All Regions)



March saw the beginning of the APHEA Stakeholder forums. The first forum attracted around 150 representatives from 43 different countries. The format was based around breakout rooms designed to look at the potential benefits of the four differing accreditation services. Breakout rooms contained presentations from applicants and Q&A sessions. The full synopsis, including videos and documentation, can be found on the APHEA website [HERE](#)

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## EMPHNET Webinar and Conference (EMRO)

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In January 2021 APHEA was represented at an Eastern Mediterranean Public Health Network (EMPHNET) webinar on highlighting challenges concerning public health education in response to the pandemic. During November, representatives then took part in EMPHNET's 7<sup>th</sup> Regional Conference on the section for Continuous Professional Development for the Public Health Workforce. Joining APHEA were delegates from the WHO EMRO regional Office, the American CDC and Leeds University in the UK.



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## CAPHIA Workshops (WPRO)

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In March and October 2021 APHEA took part in 2 workshops with the Council of Academic Public Health Institutions Australia (CAPHIA). The first workshop examined the role and lessons learned from global experiences whereas the second was a workshop based around accreditation case studies. Two APHEA reviewers from Queensland and Perth gave their impressions of being through the processes and also being reviewers.

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## World Bank Seminar (AFRO)

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At the beginning of June, The President, Chair and Director, as well as accredited members took part in a World Bank Webinar to support the 'Africa Centers of Excellence' (ACE) projects at the World Bank toward international accreditation. This followed from the successful accreditation of the Centre of Excellence in Reproductive Health Innovation, University of Benin in Nigeria. The goal of the APHEA led webinar was on how Centers could begin the process towards international accreditation.



A link to the Webinar can be found [HERE](#).





*Dr Haitham Bashier  
Workforce Capacity Team Leader  
The International Academy of Public  
Health – IAPH,  
Amman, Jordan.*



## CTEE Accreditation - The International Academy of Public Health

Quality is a top priority for the International Academy of Public Health - IAPH, which strives to provide cutting-edge, standardized, and prestigious educational opportunities. IAPH started working with APHEA for four years with this aim in mind. IAPH team truly values and acknowledges the impact of this collaboration with APHEA.

APHEA does not only accredit training programs, but the fantastic team and experts provide invaluable advice and feedback to improve those programs further. Besides, APHEA offers opportunities to network with relevant and similar institutions around the globe. Additionally, APHEA participated in and enriched various events like our regional conference, monthly webinars, and technical meetings.

Being APHEA-accredited, IAPH training programs are now recognized and demanded by many countries, institutes, and individuals.

We are looking forward to continuing our work with APHEA to develop more training programs and other areas of collaboration.

### Courses Accredited in 2021

- Advanced Antimicrobial Resistance
- Advanced Global Health and Regional Health Action
- Advanced Research Methods
- Antimicrobial Resistance Surveillance
- Basic Antimicrobial Resistance
- Basics of Public Health Emergency Management
- Foundations in Global Health Challenges
- Foundations in Public Health Research
- Global Health Context and Governance.
- Leadership and Management for Public Health
- Management of Occupational Health and Safety
- Managing Primary Healthcare Services in Emergencies
- Mental Health Epidemiology
- Noncommunicable Diseases Epidemiology
- Occupational Health Risk Management
- Public Health Risk Management







*Professor Bakhramjan Mamatkulov,  
Director &  
Assoc. Professor Sherzodbek Inakov.*



*Tashkent Medical Academy, Uzbekistan*



## Master in Public Health and Healthcare Management - Tashkent

The Tashkent Medical Academy (TMA) is the oldest medical university in Central Asia with a history of more than 100 years. The School of Public Health (SPH) of TMA is the first educational institution in Uzbekistan to offer a Master's program in Public Health and Healthcare Management, training leaders for the health care system since 2005.

The Validation process, that we have just successfully passed, was a very challenging experience. However, the APHEA secretariat was always responsive to our correspondence and was supportive. We started our accreditation process in 2021 following curriculum validation and are preparing a self-evaluation document. Feedback received from APHEA was very useful and helpful to complete our curriculum validation process giving access to international experience and programming. As a result of this process, we reviewed both our program and training approach.



APHEA Validation facilitated us to revise our curriculum and improve its quality namely in the part of learning competencies/objectives and assessments, and adapt them according to international standards. Receiving international Validation by APHEA has allowed us to elevate the level of our Master's program and opened global opportunities to our students, staff and faculty.

As a result of the ongoing APHEA accreditation, we were able to establish strong link between our faculty, staff, students, and external partners to critically assess and improve our program.

The SPH of TMA is proud to be the first Central Asian School of Public Health to achieve Validation and be undertaking accreditation through APHEA. We are glad to be part of global Public Health family and add our inputs in training global leaders in Public Health.



*Programme Co-Directors, Dr Rose Geddes and Dr Neneh Rowa-Dewar*

*University of Edinburgh, Scotland*

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## MPH Online, University of Edinburgh

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The Master of Public Health Online at the University of Edinburgh, Scotland achieved APHEA full programme accreditation in January 2021. This was a very proud achievement for our programme, Deanery and School as it recognised us as providing world-class public health teaching to our students. Our graduates can thus be assured of receiving an internationally assured qualification which equips them with evidence-

professionals employed in a wide range of settings where they can directly apply their public health knowledge and training.



THE UNIVERSITY  
of EDINBURGH

*“The process was so  
beneficial to us”*

Dr Rose Geddes,  
Programme Co-Director

based conceptual and practical tools, to take a critical interdisciplinary approach to public health challenges. Being an online programme, our students join us from six continents and many are

The APHEA accreditation process allowed us to take a critical and systematic look at every aspect of our programme and how it was delivered. This reflection which involved faculty, administrative staff, students, and stakeholders was exceptionally valuable. It has enabled us to identify and address issues in a positive supportive spirit. Our programme has been strengthened and applicants frequently mention our accreditation among the reasons for applying to our programme. Furthermore, we are using our accredited status to build our public health networks, locally and abroad.



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## Institutional Accreditation – NOVA University, Portugal

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As a reference institution in post-graduate teaching, research and the creation of value for the society in the area of Public Health, NOVA National School of Public Health (NSPH) is very proud to be the first Portuguese institution to receive institutional accreditation from the Agency for Public Health Education Accreditation (APHEA).



**National School  
of Public Health**  
NOVA UNIVERSITY LISBON

The self-evaluation process and on-site visit allowed a broad reflection on the activities we develop and how we develop them. It was very useful, because it made it possible to identify opportunities for improvement and corroborate our strengths. Also, this comprehensive reflection involved all of NSPH's community such as students, Alumni, faculty, researchers, staff, partners, and NOVA Rectory, which was a key factor for the process.

Carried out within the scope of the School's Quality Policy and Internationalization, under the project INOQPHE – Innovation for Quality in Public Health Education, and after the curriculum validation of the Master's Courses in Public Health and Health Promotion, this institutional accreditation by APHEA is a commitment by the School's Management to the quality and international recognition of NSPH-NOVA.

In addition to reinforcing the validation of NSPH quality and its training programmes, the School's Management believes that this recognition leverages the institution's notoriety at a global level, contributes to the promotion of students' employability and to the quality of professionals' training in the areas of Public Health.



APHEA Annual Report 2021

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