



APHEA

Agency for Public Health
Education Accreditation



ANNUAL REPORT 2022

APHEA is the leading global accreditation agency for public health schools, programmes and training courses. We are present in all six WHO regions throughout the world; our management and decision-making boards reflect this global diversity.

APHEA pursues a formative, inclusive, non-prescriptive approach to accreditation with an emphasis on continuous improvement and the development of a global community of practice

The front cover photo shows one of the historical buildings at the University College Cork in Ireland which received an APHEA site-visit and subsequent Institutional Accreditation in 2022

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Message from the President

This is my third full year as President of the APHEA Board of Directors. The COVID19 Pandemic required adaptation from APHEA and the schools and programmes we support. Our systems became more flexible, and we integrated online technologies. The pandemic is far from over, but there has been further adaptation. In our business of accreditation, we have resumed meetings in person where we can, for site visits, but continuing to use the technologies we have learned in the early part of the pandemic. We are determined to communicate effectively and appropriately and at the same time, demonstrate our commitment to reducing our carbon footprint and our damage to the global climate.

We are continuing 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. Accredited schools and programmes express their satisfaction with APHEA's approach and greatly value the peer-to-peer conduct of our accreditation processes.

Dr Carlos Eduardo Linares Reyes, from the Mexican School of public Health (INSP) and Dr Haitham Bashier from the International Academy of Public Health (IAPH) in Jordan, have brought new vigour to the work of the Boards of Directors. Professor Alberto Amaral, from the Portuguese national accreditation agency has been elected to Vice President. Alberto has completed our line-up of officer positions within the Board of Directors and brings an extraordinarily rich experience from outside the field of public health, and we greatly value his wisdom on the principles and practice of accreditation.

Professor Sue Babich, from Indiana, USA continues to bring an enormous enthusiasm and knowledge as Chair of the Board of Accreditation. This year the Board welcomed Professor Colleen Fisher from the University of Western Australia, Professor Friday Okonofua, from the Centre for Reproductive Health Research and Innovation in Benin City, Nigeria and Professor Samer Hamidi from the School of Health and Environmental studies in Dubai. The new appointees strengthen our knowledge and experience from their differing regional viewpoints. We now have a pool of 58 trained reviewers with a further 15 reviewers within the training programme.

As an organisation, we continue to strengthen our governance, our partnerships. Our financial position is stronger than it has ever been, helping us to secure a sound financial platform for the future. I am grateful to Professor Mary Codd, our Treasurer, for her work in overseeing the finances of APHEA and keeping our house in order.

I would like to thank Dr Julien Goodman, Ms Natalia Machicote and Dr Nick de Viggiani for their incredible hard work and professionalism on behalf of APHEA.

More than anything, I want 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

President, APHEA



Our Mission

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

Our Vision

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

Our Scope

- 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.

Our History

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).



Board of Directors



Professor John Middleton
President
President ASPHER



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



Professor Mary Codd
Treasurer
University College Dublin, Ireland



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



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



Dr Haitham Bashier
Executive Director
International Academy of Public Health (IAPH),
Amman, Jordan

Board of Accreditation



Professor Suzanne Babich (Chair)
Associate Dean and Professor of Global Health
Richard M. Fairbanks School of Public Health
Indiana University, United States



Professor Colleen Fisher
Head of School
School of Population and Global Health
University of Western Australia, Australia



Professor Francine Watkins
Associate Pro-Vice Chancellor
(Education, Health & Life Sciences)
Department of Public Health, Policy & Systems
University of Liverpool, UK



Professor Samer Hamidi
Dean
School of Health and Environmental studies
Hamdan Bin Mohammed Smart University
Dubai, United Arab Emirates



Professor Friday Okonofua
Centre Leader
Centre for Reproductive Health Research and
Innovation, Benin City, Nigeria



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

Our People

Secretariat



Dr Julien Goodman
Executive Director



Dr Nick de Viggiani
Academic Director



Ms Natalia Machicote
Relationship Manager

Outgoing Members



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



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



Professor Henrique Barros
Institute of Public Health
University of Porto, Portugal



Professor John Evans
Department of Environmental Health
Harvard University, USA



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



External Reviewers in 2022



Alessia Lefebure
France



Charlotte Jeavons,
UK



Christine Hill
UK



Colleen Fisher
Australia



Costas Christophi
Cyprus



Francine Watkins,
UK



Franco Cavallo
Italy



Friday Okonofua
Nigeria



Henrique Barros
Portugal



Jacek Sitko
Poland



Jovanka
Bislimovska
N. Macedonia



Mads Kamper-
Jørgensen
Denmark



Nick de Viggiani
UK



Rachid Salmi
France



Ramune
Kalediene
Lithuania



Saikou Sanyang
UK



Samer Hamidi
UAE



Sue Babich
USA



Tom Kuiper
Netherlands



Ulrich Laaser
Germany



Zubair Kabir,
Ireland



Message from the Chair Board of Accreditation

Greetings, Friends and Colleagues!

The pandemic transformed higher education and the way we work. For APHEA and our international community of practice, we pivoted to virtual meetings, adapting almost immediately, and our progress continued. It's been a year of tremendous productivity and advancement.

The work at APHEA is unabated; the pace intense. We have never been more inspired nor optimistic about what we can accomplish together.

That's because there remains an urgent need to advance the ways in which we prepare the public health workforce for the future. We know that will require global collaboration and a unified vision for success.

It's imperative that our approach be inclusive, so that we can progress together, learning from each other and improving as we go. This model for growth and development depends on inputs from diverse perspectives, a point that is at the heart of our approach to accreditation at APHEA.

For this reason, we take every course, program and institute "where it's at" and work to help it improve. We take a formative, non-prescriptive approach to

accreditation that acknowledges 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 do not adhere to one "gold standard" for public health education. Instead, the APHEA accreditation process emphasizes continuous improvement through a collective review process that brings to bear diverse global perspectives and ideas. We challenge, inspire and stimulate each other to grow and develop, taking full advantage of the rich diversity represented by participating programs and institutions. With this ethos at the heart of our approach, our community has grown to include programs and institutions in all the WHO regions.

Wherever you are, come join us as we develop and improve public health education together!

Professor Sue Babich



Message from the Director

2022 marked our tenth anniversary. By the end of the year, we had certified 168 courses, programmes and institutes in every WHO region on the planet. We have seen many re-accreditations and to date we have a 100% institutional retention rate which reflects on the quality and hard work that everybody connected with APHEA has been committed to.

Internally, we welcomed new additions to the Boards of Directors and Accreditation bringing with them a wealth of experience from across the globe. We continued to expand our reviewer base and established a training programme to ensure both quality and consistency.

We have continued our valuable work with the World Bank

in Africa but also with government funded projects throughout the varying regions. We have joined up with two WHO projects and achieved membership of the World Federation of Public Health Associations. These form central pillars of our forthcoming strategic plan which everybody has worked towards this year.

Moving forward, we plan to engage with students more and are preparing for our own accreditation through the European Quality Assurance Register (EQAR).

Absolutely none of this would have been possible without the commitment of the members, Boards, staff and reviewers. And so once again, on behalf of APHEA and myself, I want to thank you so much for all that you are doing – Thank You Friends! Dr Julien Goodman



Members



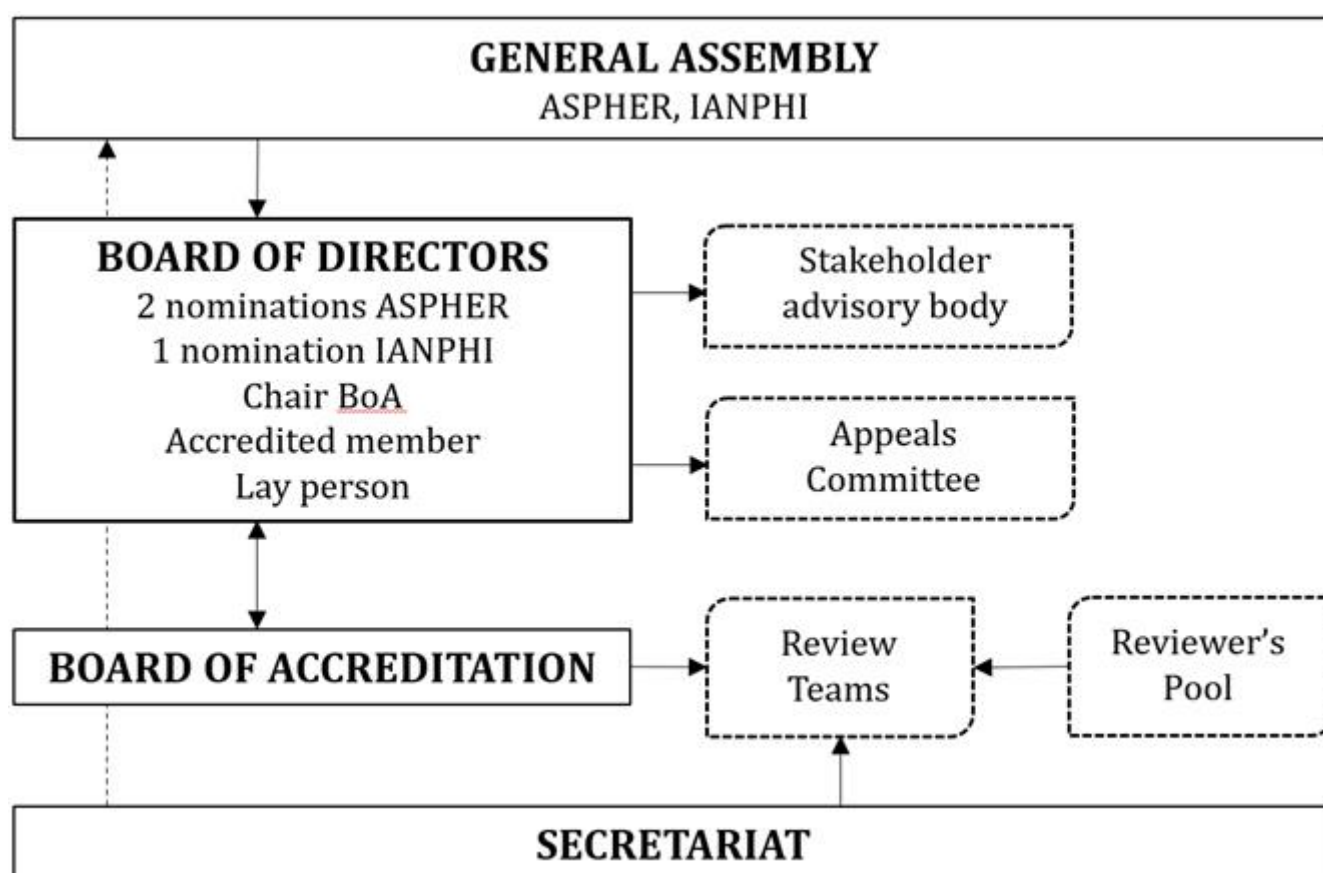
The Association of Schools of Public Health
in the European Region

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

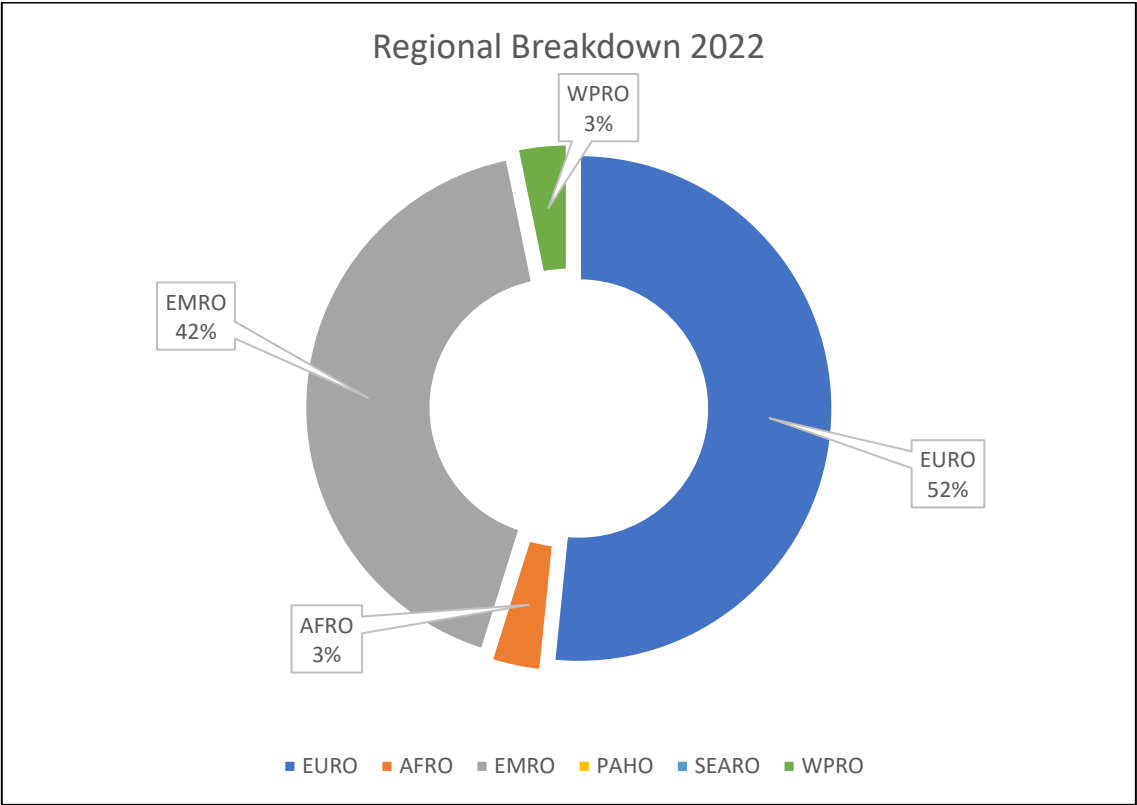
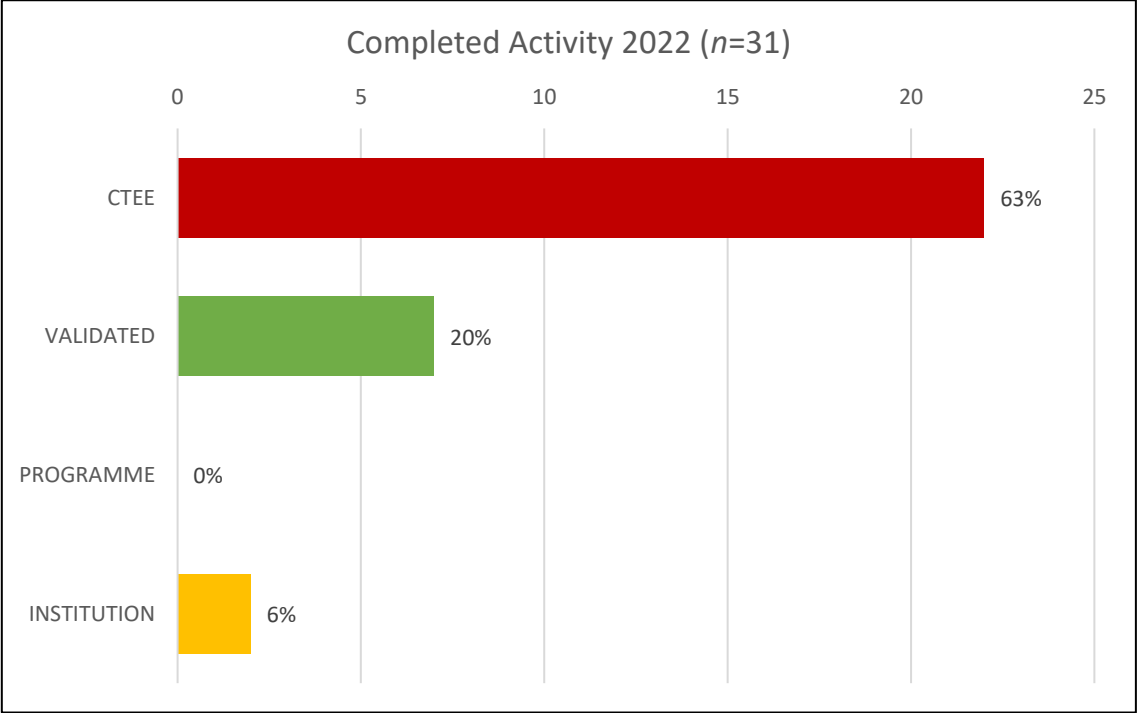


International Association of National Public
Health Institutes
Avenue de Tervueren 153, Brussels, Belgium

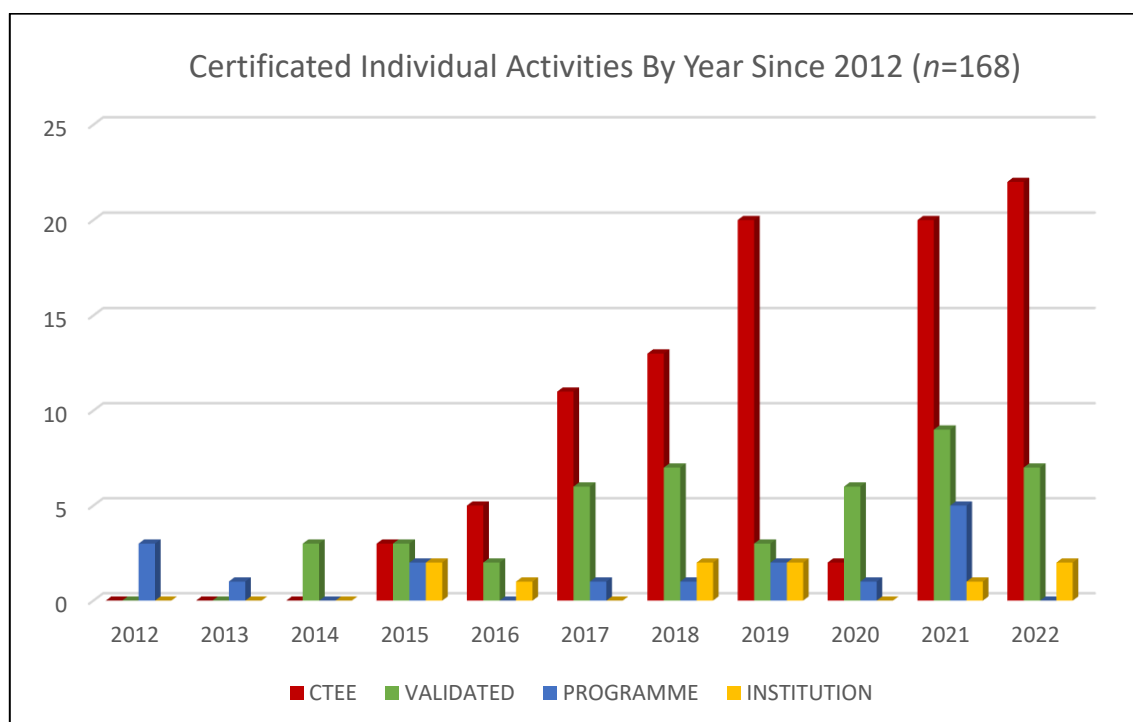
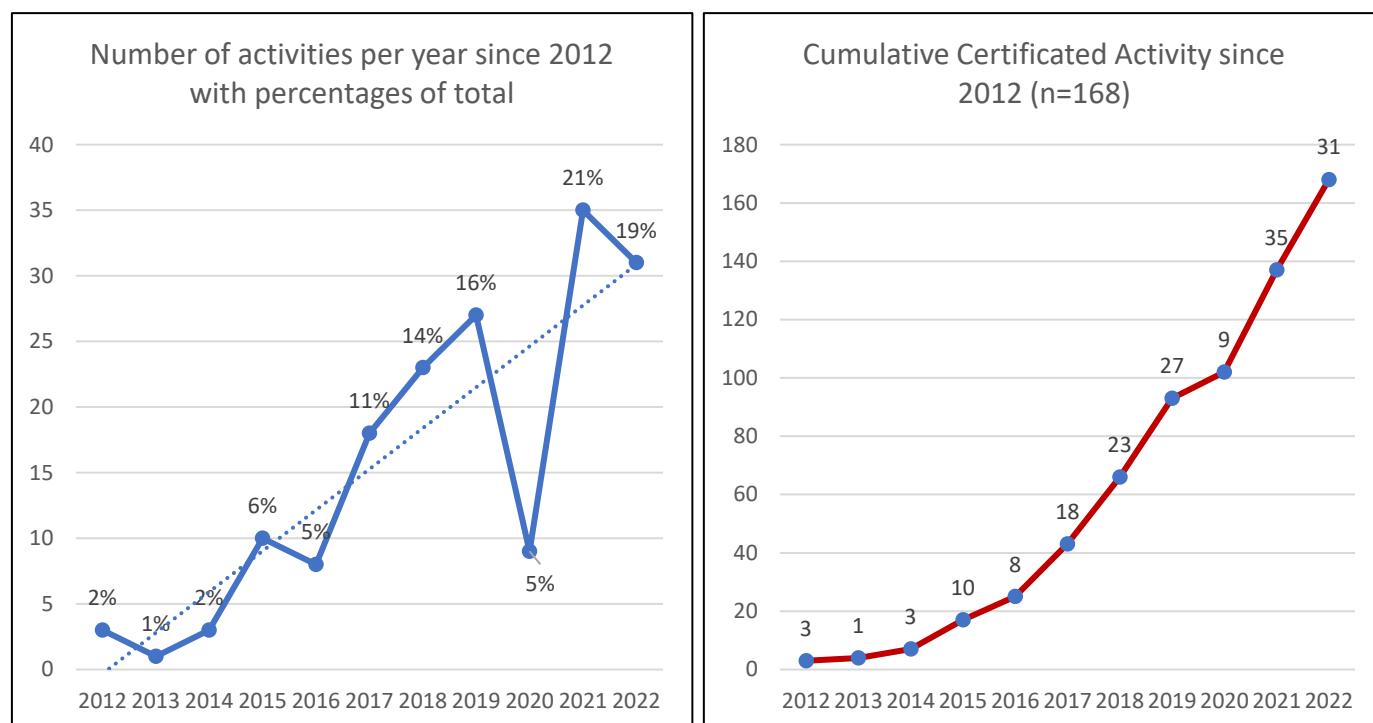
Governance Structure



Agency Activity 2022



Agency Activity from 2012



CTEE Accreditations 2022



1. Addressing Online Vaccination Misinformation
2. Control of multidrug-resistant microorganisms in health care settings
3. Cross-sectoral bio-risk awareness and mitigation training
4. Summer School
5. How to design a Functional Exercise
6. How to design a Table-top Exercise
7. Introduction to Infectious Disease Preparedness
8. Training Workshop in Risk Communication
9. Winter Workshop 2022: Recovery – from lessons identified to lessons learned

10. Role of entomology in the fight against vector-borne diseases



11. Antimicrobial Resistance
 12. Communicable Diseases
 13. Environmental Health
 14. Global Health
 15. Health Research and Studies
 16. Non-communicable Diseases
 17. Occupational Health
 18. Public Health
 19. Public Health Emergency Management
 20. Public Health Professional Education
 21. Training of Trainers
 22. Women and Child Health
-

Curriculum Validations in 2022



23. Master of Public Health
École des Hautes Études en Santé Publique (EHESP), Rennes, France.



Braun School of Public Health
and Community Medicine
Hebrew University of Jerusalem
Hadassah Medical Organization

24. Master of Public Health (International)
Hebrew University Hadassah Braun School of Public Health and Community Medicine, Jerusalem, Israel.



THE UNIVERSITY OF
WESTERN
AUSTRALIA

25. Master of Public Health
School of Population and Global Health,
The University of Western Australia, Australia.



26. Master of Science in Public Health (MSPH)
Institut de Santé Publique, d'Epidémiologie et de Développement (ISPED), Bordeaux, France.



27. Master of Public Health
University of Liverpool,
Liverpool, UK.



28. Master in Public Health / Master in Healthcare Management
International School of Public Health
Mohammed VI University of Health Sciences,
Casablanca, Morocco.



29. Master of Public Health
Department of Preventive and Social Medicine
Faculty of Clinical Sciences, College of Health Sciences University of Port Harcourt.
Port Harcourt, Nigeria.

Institutional Accreditations in 2022



30. École des Hautes Études en Santé Publique (EHESP), Rennes, France.



School of
Public Health

31. School of Public Health,
University College Cork,
Cork, Ireland.

Ongoing Activity into 2023



APHEA
Accredited Continuing
Training & Educational Event

1. European Centres for Disease Control and Prevention



APHEA
Validated Curriculum

2. Cyprus University of Technology, Limassol, Cyprus.
3. NOVA, Lisbon, Portugal.
4. University of Patras, Patras, Greece.
5. University of St Mark and St John, Plymouth, UK.



APHEA
Accredited Programme

6. University Western Australia
7. Tashkent Medical Academy, Uzbekistan
8. Chinese University of Hong Kong (2)
9. University of Hertfordshire, UK
10. University of Liverpool, UK
11. Sunderland University in London, UK
12. ACE-PUTOR, Nigeria
13. Bayero University (2), Nigeria
14. I.M. Sechenov First Moscow State Medical University, Russia
15. Brunel University, UK
16. Mongolian National University of Medical Sciences



APHEA
Accredited Institution

17. Ecole Internationale de Santé Publique, Casablanca, Morocco.
18. ISPED, Bordeaux, France.
19. Prasanna School of Public Health, Manipal, India.
20. University of Montreal, Montreal, Canada.
21. University of Nottingham, Nottingham, UK.

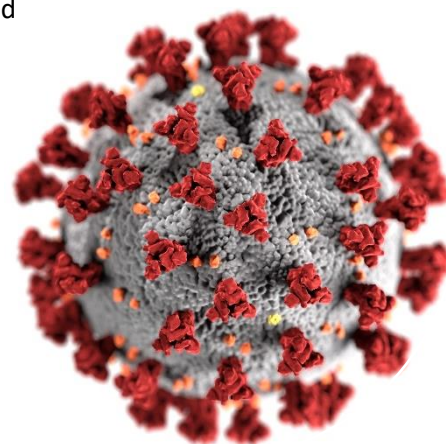


The following statement on COVID19 was adopted by the Agency.

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.



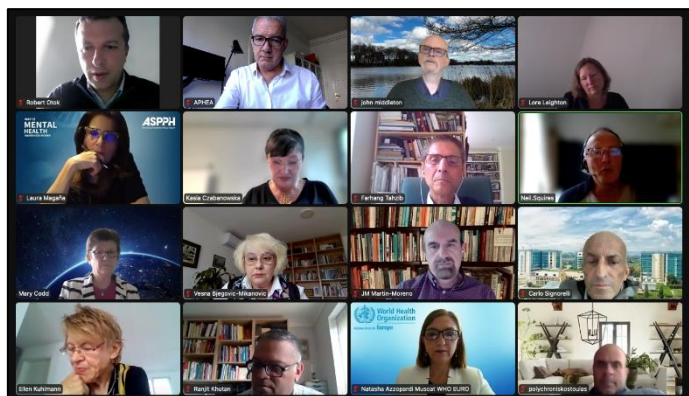
Site visits to Białystok, Poland (Hybrid), EHESP, France (Virtual) and Cork, Ireland (on-site).

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

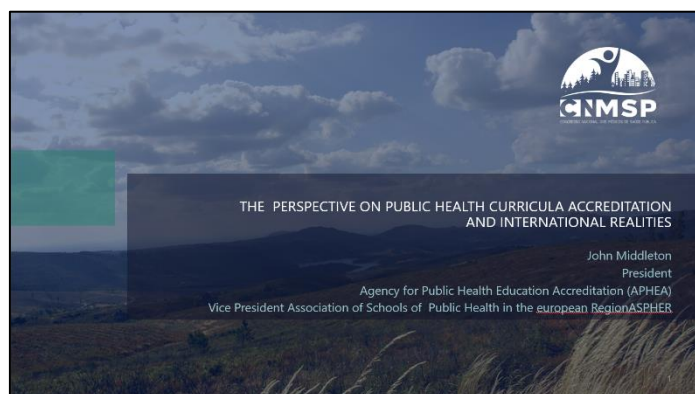
1. When necessary, allow longer lead times on Curriculum Validation external reviews.
2. Strengthen the interactive nature of the self-evaluation process so that wherever possible questions emerging at this stage are clarified and addressed prior to the virtual site visit.
3. As part of the preparation 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.

ASPHER-WHO/EURO Task Force on Professionalising the Public Health Workforce

In 2022 members of APHEA were invited onto the steering committee of the ASPHER-WHO/EURO's Task Force on Professionalising the Public Health Workforce (PPHW-TF). This task force is to serve as a unique expert voice in the European Region and beyond to help secure the efforts to develop and professionalise the public health workforce. Members of the Steering will provide leadership, strategic direction of the operational plans and expected outcomes.



National Congress of Public Health Doctors



In November, members of APHEA presented a plenary session entitled "Public Health Training: What Curriculum for a Present and Future Public Health Workforce?" at The National Congress of Public Health Doctors (CNMSP), a scientific event organized by the Associação Nacional de Médicos de Saúde Pública (ANMSP) in Portugal. The focus of the congress was on enhancing the knowledge and organization of the work and role of Public Health Doctors.

The World Bank

APHEA continues to work with the 'Africa Centers of Excellence' (ACE) projects at the World Bank toward international accreditation. This year we are involved with three programme accreditations in Nigeria. The first is the Master of Public Health at the Department of Preventive and Social Medicine Faculty of Clinical Sciences, College of Health Sciences University of Port Harcourt. The second and third are the Masters in Maternal Child Health and Policy Department of Obstetrics and Gynaecology/ Paediatrics Faculty of Clinical Sciences and an MSc. in Public Health Nursing and Policy from the Department of Nursing Sciences Faculty of Allied Health Sciences, College of Health Sciences also at Bayero University in Kano, Nigeria.

*VectorNet (European Network for
Medical and Veterinary Entomology)*

*Role of entomology in the fight against
vector-borne diseases*



CTEE Accreditation

VectorNet is a joint project of the European Centre of Disease Prevention and Control (ECDC) and the European Food Safety Authority (EFSA) which aims to contribute to improving preparedness and response for vector-borne diseases, following a 'One-Health' approach. After its first successful phase (2014-2018), VectorNet is now at its second phase (2019-2023). In addition to supporting collection and maintenance of data on the presence of vectors and vector-borne pathogens, as well as providing ad-hoc scientific advice on vector and pathogen surveillance, VectorNet is also providing capacity support and training to medical and veterinary professionals across EU and neighbouring countries through webinars and face-to-face trainings.

In September 2022, a face-to-face training entitled "The role of entomology in the fight against vector-borne diseases" was organized by VectorNet through the University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca in Romania. The overall aim of this training was to strengthen public and veterinary health professionals in their basic understanding of the role of entomology in the fight against vector-borne diseases.

This includes strengthening their capacity to assess the risks associated with vector invasion and establishment for human and veterinary health. The target audience consisted of public health and animal health specialists with limited knowledge of entomology.

A request was submitted during the summer of 2022 to APHEA to obtain the accreditation. The course has been granted to carry 15 APHEA CPD points. The APHEA certificate is valid for three years after its date of issue.



Our experience with the process of accreditation was extremely good and the communication with APHEA very effective. We experienced the process as relatively simple and straightforward and the accreditation was issued in time. We recommend APHEA accreditation for any public health education and training related process, as most participants will likely benefit of such a process.



*Professor Colleen Fisher
Head of School
School of Population and Global Health
University of Western Australia
Perth, Australia*



Curriculum Validation (as part of Programme Accreditation)

The School of Population & Global Health at the University of Western Australia prides itself in providing a world class public health education which is infused with cutting edge research, centres student experience and produces graduates well equipped for professional public health roles globally. We achieved Curriculum Validation of our Master of Public Health in March 2022 and are currently embarking on the self-review process to achieve full program accreditation.



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AUSTRALIA**

Achieving validation of our curriculum through APHEA is incredibly valuable – it provides objective, expert evidence of the quality of our program and speaks to the quality of our graduates. Curriculum Validation will also instil extra confidence in potential

students that the program is of international standing and they will graduate with the tools and skills to address complex public health issues.

The actual process of Curriculum Validation has been really worthwhile in and of itself. It provided ideal opportunity for us to examine our program in a holistic, structured and systematic way and reflect on its content and delivery. We also received valuable suggestions from the APHEA reviewers on how to strengthen the program, provided in the spirit of support and continual improvement. We have a culture of collegiality and a sense of 'team' amongst our academic staff teaching our Master of Public Health and have found that these values are also central to the approach taken by APHEA in their accreditation processes. We are currently successfully using our APHEA Curriculum Validation to support the marketing of our program to both Australian and international students.

The Jockey Club School of Public Health and Primary Care

The Chinese University of Hong Kong

Prince of Wales Hospital, Shatin

Hong Kong Special Administrative Region, China



Bachelor and Master Programme Validation (as part of Programme Accreditation)

With a view to benchmarking our Bachelor's and Master's programmes in Public Health against world-class standards as well as assuring our graduates internationally recognised qualifications, we recently went through the curriculum validation process with APHEA. We are deeply impressed by the professionalism, wealth of knowledge, thoughtfulness and positive support of the APHEA team.

The process itself was rigorous and systematic, yet fair and accommodative to the uniqueness of every programme and institution. We felt assured and confident that every aspect of our curricula was reviewed and validated with due care and attention to detail. The process has also been greatly beneficial to us so that we could reflect on and refine our own pedagogy and curriculum design and ensure they meet the highest standards of quality and relevance.



We have been one of the leading schools of public health in our region, and we can now proudly say that our curricula are world-class and our excellence in teaching is internationally respected. The APHEA validation also brought about opportunities and a platform to link up with the international public health education community and peers.

It's a pleasure to have participated in the curriculum validation process and we highly recommend it to any programmes seeking to improve their quality and effectiveness. You could feel the support and passion of APHEA in bettering public health education. It would be a fulfilling, rewarding and absolutely not painful exercise.

*International School of Public
Health Mohammed VI University
of Health Sciences,
Casablanca, Morocco*



Curriculum Validation (as part of Institutional Accreditation)

The International School of Public Health (EISP) belongs to Mohammed VI University of Health Sciences (UM6SS), a unique University in the region specialized in health sciences. Masters of EISP are intended for a wide audience of health professionals in Morocco and Africa (25% of our students are from Sub-Saharan countries). The first value of our school is to offer a high quality of education to our students. The EISP team decided to engage in Curriculum accreditation of APHEA. This decision allowed us to thoroughly review our curricula.

In parallel with the support and guidelines of the APHEA team so that we comply with the standards of this accreditation, we have pursued the following process and steps:

- Training in pedagogy for all permanent professors.
- Review of curricula: for each module, we have reviewed the objectives, chapters, assessment methods, etc. according to APHEA's norms.
- Development of new varied and participatory educational activities (Case studies, real-life professional situations, ...).
- Finalization according to our partners' feedback.

The process of APHEA's accreditation helped to establish a culture of improving pedagogy and our faculty

members realize its importance for a better quality of training. For example, in several modules, instead of sending lists of reading, our faculty members developed



ECOLE INTERNATIONALE
DE SANTÉ PUBLIQUE
UM6SS - CASABLANCA

Textbooks (today we have 14 Textbooks) for an effective self-study work. We have also introduced MOOCs in our curricula to introduce students to classes and encourage the effort before face-to-face sessions.

Finally, we organized in-depth interviews with each of our Masters students in order to learn about the impact on their skills and their satisfaction. We have had a lot of positive feedbacks.

APHEA's validation has also enabled the EISP to be positioned as a leader in public health and health management fields at the national, regional and African levels. For the first time, the attractiveness of the School reached its peak with the application of more than 500 candidates and the final selection of 100 candidates.

Beyond the International School of Public Health (EISP), a new dynamic is beginning to win over the other schools and faculties of our University, which are seeking these accreditations for both initial and continuous training.

*Institut de Santé Publique,
d'Epidémiologie et de Développement
(ISPED)*

*Université de Bordeaux,
France.*



Curriculum Validation (as part of Institutional Accreditation)

ISPED is a School of Public Health belonging to the College of Health Sciences of the University of Bordeaux, located in the South West of France. It has been created 25 years ago, and currently delivers a master degree with 11 concentrations, as well as 20 university diplomas. It also offers two MOOCs and a summer school every year. The 11 concentrations of the Master are the following: 1) General Public Health; 2) Epidemiology; 3) Health Promotion; 4) Health Services Administration; 5) Environmental and Occupational Health; 6) Biostatistics; 7) Global Health in the South; 8) Information Systems and Computer Technologies in Health; 9) Public Health Data Sciences (in English); 10) Nurse Executive Manager of a Healthcare; 11) Health Promotion and social development (in Spanish).



We initiated the application for the APHEA Institutional Accreditation in April 2021, submitted the pre-application in July 2021, and were invited to go further in August 2021. We submitted the final version of the curriculum validation application in June 2022, which was approved in July 2022. We are currently working on the self-evaluation document.

Dr Karen Leffondré, Professor and co-coordinator of the accreditation application process: "During all stages of the accreditation process, we are fortunate to be guided

by the Executive Director of APHEA who is extremely reactive. He was in particular very helpful during the curriculum validation process, where he provided us with insightful and constructive comments on the document before submission. Both the application process itself, and the two reviews we received, were very useful to identify areas of improvement in terms of course content and teaching methods. This will impact not only the three concentrations of the master that were selected by APHEA for the curriculum validation process (Epidemiology, Health Promotion, and Health Services Administration), but also the 8 other concentrations, as well as our entire training offer in Public Health".

Dr Alioum Amadou, Professor and co-coordinator of the accreditation application process: "The process allowed the entire ISPED faculty members and the management of the school to mobilize and work rigorously to meet the requirements of the curriculum validation phase. The team appreciated the feedback from the APHEA reviewers and remains mobilized for the further phase with the self-evaluation of the school".

Dr Simone Mathoulin-Pelissier, Professor and Director of ISPED, would like to emphasise the commitment of all the ISPED staff and the University of Bordeaux to the accreditation process, which allows us to improve our curricula and practices in order to meet the new challenges of Public Health.

*The Braun School of Public Health &
Community Medicine*

*The Hebrew University of Jerusalem-
Hadassah*

Jerusalem, Israel



Curriculum Validation

Our International Master in Public Health (IMPH) recently marked its 50th anniversary! The APHEA accreditation process of 2014 and the 2022 Re-Validation provided staff, faculty and our alumni the opportunity to reflect upon our curriculum and training. The opportunity to consult, review and revise to meet the public health training challenges of the 21st century is invaluable. APHEA Curriculum Validation is important for our graduates, over 1000 from over 100 countries of the world, as they return to their home countries. Our IMPH Alumni Program was awarded 'Best Practice' by APHEA



Braun School of Public Health
and Community Medicine
Hebrew University of Jerusalem
Hadassah Medical Organization

in 2014. We continue to strive to improve relevant and challenging training that delivers a program consistent with global public health competencies. The APHEA Validation process, through program self-examination, encourages excellence in curriculum and training. Our IMPH family of students / graduates, faculty, staff, stakeholders all benefit from our APHEA-Validated curriculum. We are proud to be a member of the family of APHEA validated programs.

Tomasz Maliszewski, PhD

Head of Department

*International Cooperation
Department*

Medical University of Białystok



Bachelor and Master Programme Accreditation (approved for 2021)

Having achieved good recognition and high rankings in the national arena so far, we decided to raise the bar and ensure that teaching public health in Białystok does not differ from international standards. The task was not easy, but thanks to hard and many months of work, we succeeded! Thanks to the accreditation, we belong to the prestigious group of universities with an accredited APHEA education program in public health at undergraduate and graduate studies.

***“Honestly, we recommend
APHEA accreditation for
those who are not afraid of
change and want to ensure
high quality education.”***

All those responsible for the high and comprehensive quality of education were involved in the accreditation process: administration, teachers, scientists, faculty authorities, external stakeholders and students themselves.

In the process of program validation (validation of the programme's curriculum), we learned our strengths and weaknesses, but most importantly, we discovered areas for improvement, which we changed into specific actions to be implemented in the coming years.



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Critical comments from the evaluators formulated in the self-assessment reports and during the site visit allowed us to take a new, fresh look at the problems and their possible solutions. In our case, the accreditation process also allowed for a thorough revision of the existing activities and indication of new directions of development.

We treat the APHEA accreditation not only as another formal distinction, but also as a commitment to ensure high, international standards of education in public health. Honestly, we recommend APHEA accreditation for those who are not afraid of change and want to ensure high quality education.



*Dr Isabelle Richard,
Director, EHESP,
Rennes, France*



Validation & Institutional Accreditation (COVID 19 extension acquired from 2021)

EHESP was the first School of Public Health in Europe to successfully achieve institutional accreditation in 2015. In 2021 EHESP was re-accredited.

A key role at the crossroads of the French, the European and the International Public Health sector by: Providing initial and lifelong training for public health administration management and management for the private and voluntary facilities, in health and social sector; Delivering higher education in public health (Master, PhD) and, to this end, to take initiatives within a national network promoting the pooling of resources and activities between the different public and private-sector organisations concerned; Contributing to public health research, and to this end, to involve scientists, practitioners and professionals from other French and foreign establishments in its activities and collaborate with the academic world and research institutions in France and abroad Developing international relations, including exchanges with institutions offering similar training courses.

Since the early 2000s EHESP School of Public Health, has examined the issue of international accreditation of schools of public health and their training programmes.

By participating in the initial work started in 2006 by ASPHER with more than a hundred European public health teachers, scientists and practitioners in the development of a list of Core Competences for the Public

Health Professional, regularly updated ever since, it helped to define the foundations of APHEA.

The recommendations made by APHEA's peers were extremely profitable for the institution thanks to the broader perspective it brought on the School practices and areas of improvements intended to better suit the needs of well-trained Public Health workforces in France and worldwide regarding EHESP's audience.



The pandemics due to Sars-Cov-2 emphasized the fact that EHESP School of Public Health network of former Alumni worldwide can build up easier and fast professional cooperation. It enhances by the way the crucial need of competence-based education focusing on common methods in public health. The robust quality standards provided by APHEA based on a large and impacting professional territorial anchoring make its assessment being a strategic coherent approach for any institution willing to stay at the cutting edge of the latest developments in the field of public health higher education and research.

Dr Fiona MacLeod
Chairperson Accreditation Committee
School of Public Health

Professor Ella Arensman,
Head of School of Public Health
Chief Scientist, National Suicide Research
Foundation

Professor Ivan Perry,
Founder of the School of Public



Institutional Accreditation – University College Cork

In 2022, the School of Public Health at University College Cork was awarded institutional accreditation by the Agency for Public Health Education Accreditation (APHEA).

Established 1997 the School is now the largest and highest-ranking School of Public Health on the island of Ireland, with internationally competitive research outputs and well-established educational programmes at undergraduate, postgraduate and PhD level and significant contributions to public health advocacy and policy development in Ireland. We are delighted and proud that the School of Public Health UCC has received this recognition from the Agency for Public Health Education Accreditation. The accreditation process is detailed and rigorous, drawing on the WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region. It provides an excellent framework for critical reflection on the mission, values and performance of the School and significant

external validation of the quality of teaching, research and public service within the School.

In the current “polycrisis” era, there is a critical need for Public Health graduates to develop and sustain public health systems nationally and internationally, bringing a broad and deep public health perspective to the challenges and opportunities that we face at national and global level in the 21st century. The School of Public Health in UCC recruits masters and doctoral student from diverse countries and settings worldwide. We look forward to continuing to work with APHEA to develop and enrich our educational programmes to ensure that they remain well aligned with emerging priorities and provide the next generation of public health leaders with the skills and competencies required to protect and promote the health and wellbeing of populations.





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