



# APHEA

Agency for Public Health  
Education Accreditation

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# ANNUAL REPORT 2023





## ABOUT US

APHEA is the leading global accreditation agency for public health schools, programmes and training courses. We are present in all six W.H.O. 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 sculptures in the Gobi Desert which was taken during a site visit to Mongolia in 2023 as part of the successful accreditation of the Bachelor of Public Health at the Mongolian National University of Medical Sciences.



## Message from the President

**Professor Carlo Signorelli**

It is my great honor and privilege to present, for the first time, the Annual Report of the Agency for Public Health Education Accreditation (APHEA). The year 2023 has been a remarkable period for APHEA as we continue our commitment to advancing excellence in public health education across the European Region and outside. Our dedication to ensuring the highest standards of education and training in public health has driven our activities and achievements throughout the year.

APHEA has proudly accredited and re-accredited a growing number of public health education programs, contributing to the development of a skilled and competent public health workforce. These accreditations reflect our rigorous evaluation process, ensuring that programs meet the highest standards in curriculum, faculty expertise, and student outcomes.

Our collaborations with academic institutions, public health organizations (ASPHER and

IANPHI first of all), and stakeholders have strengthened.

Through partnerships and joint initiatives, we have expanded our reach and impact, fostering a collaborative network committed to excellence in public health education.

APHEA remains dedicated to capacity building within the public health education sector. Our workshops, training programs, and resources empower institutions to enhance the quality of their programs, promoting continuous improvement and excellence.

Until a few months ago I would never have thought I would have the honor to become the President of our Agency. I will try to do so with commitment and dedication, trying to continue the valuable work of the outgoing president John Middleton and thanking for the past and the future the Board of Directors, the Board of Accreditation and the Executive Director of the Agency for their constant commitment.

# OUR MISSION & VISION

## 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.

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# OUR SERVICES



## CTEE Accreditation

CPD activities, such as, short training, MOOCs, modules, conferences, summer schools  
Stand-alone or as start of institutional accreditation process  
Paper based external review  
*timeframe circa 2-3 months*



## Curriculum Validation

Masters and Bachelors level curriculum review  
Stand-alone or as start of accreditation process  
Paper based external review  
*timeframe circa 4 months*



## Programme Accreditation

Masters and Bachelors level  
Process: validation & self-evaluation & site visit  
*timeframe circa 12-16 months*



## Institutional Accreditation

Schools, Colleges, Departments, Faculties, etc.  
Process 1 option:  
minimum 2 validations & self-evaluation & site visit  
or  
Process 2 option:  
minimum 1 validation + 2 CTEE accreditations & self-evaluation & site visit  
*timeframe circa 12-16 months*

# OUR HISTORY

In 2011 the Agency for Public Health Education Accreditation (APHEA) was launched by The Association of Schools in the European Region (ASPHER), European Public Health Association (EUPHA), European Public Health Alliance (EPHA), European Health Management Association (EHMA) and EuroHealthNet.

The primary focus was on Master level programmes of public health but by September 2014 APHEA had ratified criteria for the validation of curricula along with the accreditation of training courses and institutions. In 2016 APHEA adopted Bachelor level Accreditation criteria. APHEA statutes were revised in October 2019 and in 2020 the European associations responsible for founding

APHEA retired. 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). By the end of 2023, APHEA had accredited 194 courses, programmes and institutes from every WHO region of the world.



## Message from the Chair

**Professor Sue Babich**

### What a year it has been!

This past year has seen unprecedented productivity and advancement of our mission at APHEA. Great thanks to our tireless and visionary Executive Director, our good colleagues on the Board of Accreditation who are so generous with their time and expertise, to our colleagues on the Board of Directors whose guidance and support are so valued, and to our ever-expanding community of practice, those individuals from accredited institutions around the world who join us in our quest for excellence in global academic public health. Together, we are preparing the public health workforce to be the change needed to protect and improve the health of people everywhere, including our planet, home to us all.

The urgency to revolutionize the development of our global public health workforce is our guiding force.

Global collaboration is the cornerstone of this mission, and that requires a common vision for success. Our approach is rooted in inclusivity, fostering collective progress by learning from diverse perspectives and evolving together. This growth model forms the bedrock of our accreditation process at APHEA, wherein every course, program, and institution is met where it is and supported to improve. Our formative, non-prescriptive approach to accreditation recognizes and respects cultural differences and needs. Programs and institutions embracing APHEA accreditation become integral members

of a supportive international community dedicated to excellence in public health education worldwide.

It is a collaborative journey, drawing on a collective review that incorporates diverse global perspectives and ideas. Within this dynamic framework, we challenge, inspire, and stimulate growth, leveraging the rich diversity embodied by our participating programs and institutions. Our accreditation process intentionally avoids a singular "gold standard" for public health education, opting instead for continuous improvement through a collaborative review process that harnesses diverse global perspectives and ideas.

We firmly believe this approach is what is required now to bring about transformational change.

We cannot wait. The ethos at the core of our approach challenges, inspires, and stimulates collective growth and development. The richness of the diversity within our participating programs and institutions is a priceless resource that we fully leverage. Others seem to agree. Not surprisingly, our community of practice has rapidly expanded to encompass programs and institutions in all six regions defined by the World Health Organization.

I invite you, wherever you are, to join us in this collective journey. We aim to do nothing less than change the world.

## OUR PEOPLE

### Board of Directors



**Carlo Signorelli**

President  
Italy



**Alberto Amaral**

Vice President  
Portugal



**Carlos Linares Reyes**

Treasurer  
Mexico



**Colleen Fisher**

Vice-Chair  
Board of Accreditation  
Australia



**Haitham Bashier**

Board of Directors  
Jordan



**Henrique Barros**

Board of Directors  
Portugal



**Suzanne Babich**

Chair  
Board of Accreditation  
USA

### Outgoing



**John Middleton**

President  
United Kingdom



**Mary Codd**

Treasurer  
Ireland

### Board of Accreditation



**Suzanne Babich**

Chair  
Board of Accreditation  
USA



**Colleen Fisher**

Vice-Chair  
Board of Accreditation  
Australia



**Francine Watkins**

Board of Accreditation  
United Kingdom



**Friday Okonofua**

Board of Accreditation  
Nigeria



**Samer Hamidi**

Board of Accreditation  
United Arab Emirates



**Tom Kuiper**

Board of Accreditation  
The Netherlands

### Secretariat



**Julien Goodman**

Executive Director  
Belgium



**Nick de Viggiani**

Academic Director  
United Kingdom

### Outgoing



**Mathalie Machicote**

Relations Manager  
USA



**Magali Le Grelle**

Intern  
Belgium

## OUR PEOPLE



**Colleen Fisher**  
Australia



**Henrique Barros**  
Portugal



**Friday Okonofua**  
Nigeria



**Nick de Viggiani**  
United Kingdom



**Davaalkham  
Dambadarjaa**  
Mongolia



**Jacek Sitko**  
Poland



**Paul Poon**  
Hong Kong



**Samer Hamidi**  
United Arab Emirates



**Francine Watkins**  
United Kingdom



**Klara Dokava**  
Bulgaria



**Piotr Romaniuk**  
Poland



**Sue Babich**  
USA



**Franco Cavallo**  
Italy



**Ledua Tamani**  
Fiji



**Ramune Kalediene**  
Lithuania



**Tom Kuiper**  
The Netherlands



**Ricahrd Cooper**  
United Kingdom



**Ulrich Laaser**  
Serbia / Germany

This year the Board of Accreditation had admitted a further 10 reviewers to the reviewer pool. The reviewers selected for training came from Spain, United Kingdom, Australia, Mongolia, Bulgaria, Azerbaijan, France, Hong Kong and the USA.

## OUR ACTIVITIES in 2023



### European Centre for Disease Prevention and Control (ECDC)

- Training of Trainers- Communication strategies for frontline health workers (FHWs),
- Vaccine Acceptance and Behaviour Change,
- Investigation of healthcare-associated infection outbreaks,
- Recovery from infectious diseases outbreaks



### Netherlands School of Public & Occupational Health (NSPOH)

- Outbreak Management
- Project Management



### Master of Public Health

School of Population and Global Health,  
The University of Western Australia  
Australia



### Bachelor of Science in Public Health & Master of Public Health

The Chinese University of Hong Kong,  
China



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

Université de Bordeaux,  
France.



### Bachelor of Public Health

Mongolian National University of Medical  
Sciences,  
Mongolia

# OUR ACTIVITIES in 2023



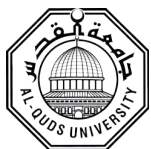
## **Bachelor of Science in Public Health & Master of Public Health**

The Chinese University of Hong Kong, China



## **International Master of Public Health**

Nanjing Medical University, China



## **Master of Public Health - Track Epidemiology**

Al Quds University, Jerusalem



## **Bachelor of Public Health**

Mongolian National University of Medical Sciences, Mongolia



## **Master of Public Health**

Massey University,  
New Zealand



## **Master in Maternal Child Health and Policy**

Department of Obstetrics and Gynaecology/  
Paediatrics, Faculty of Clinical Sciences, Bayero  
University, Kano, Nigeria



## **MSc. Public Health Nursing and Policy**

Department of Nursing Sciences, Faculty of  
Allied Health Sciences, Bayero University, Kano,  
Nigeria



## **Master of Health Management**

NOVA National School of Public Health,  
Portugal



## **Master of Public Health**

Nazarbayev University School of Medicine,  
Kazakhstan



## **Master of Public Health**

Netherlands School of Public & Occupational  
Health, The Netherlands



## **Master of Public Health**

Brunel University



## **Master of Public Health**

## **Master of Public Health (Global Health)**

## **Master of Public Health (Health Research)**

The University of Nottingham, UK



## OUR ACTIVITIES



- Kyrgyz-Russian Slavic University, Kyrgyzstan



- Cyprus University of Technology, Cyprus
- Daffodil University, Bangladesh
- Fiji National University, Fiji
- Stirling University, UK
- University College Dublin, Ireland
- University of St Mark and St John, UK



- Centre for Public Health and Epidemiology, University of Nottingham, UK
- École de santé publique de l'Université de Montréal, Montréal (Québec), Canada.
- Netherlands School of Public and Occupational Health, The Netherlands
- Prasanna School of Public Health, Manipal Academy of Higher Education, Manipal, India
- School of Health and Related Research (SchARR), The University of Sheffield, UK



- ACE-PUTOR, Nigeria
- Bayero University, Nigeria
- Brunel University, UK
- Hamdan Bin Mohammed Smart University, Dubai
- Nanjing Medical University, China
- Nazarbayev University, Kazakhstan
- Sunderland University in London, UK
- Tashkent Medical Academy, Uzbekistan
- University of Hertfordshire, UK
- University of Liverpool, UK
- University of Queensland, Australia

## Ongoing 2024

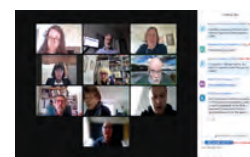
## Outreach



Representation at the **ASPHER** Deans and Directors Retreat in Dublin September 2023



Partner in The **WHO Global Sustainable Preparedness Support Network (GSPN)**.



Member of the **ASPHER-WHO** Public Health Workforce Professionalisation Task Force



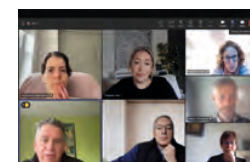
Representation at the **World Federation of Public Health Association World Congress** in Rome, May 2023. Included holding a workshop on sharing good practices from Accreditation and hosting a stall



APHEA continues to work with the **World Bank** 'Africa Centers of Excellence' (ACE) project toward international accreditation.



Representation at the **Public Health Association of Australia's** Australian Public Health Conference 2023

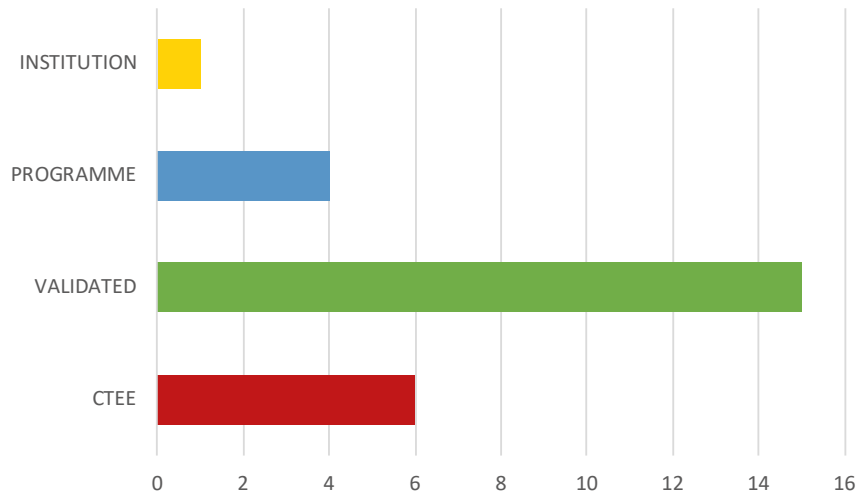


Advising **UK Office for Health Improvement and Disparities** on MPH competences to equip local workforces

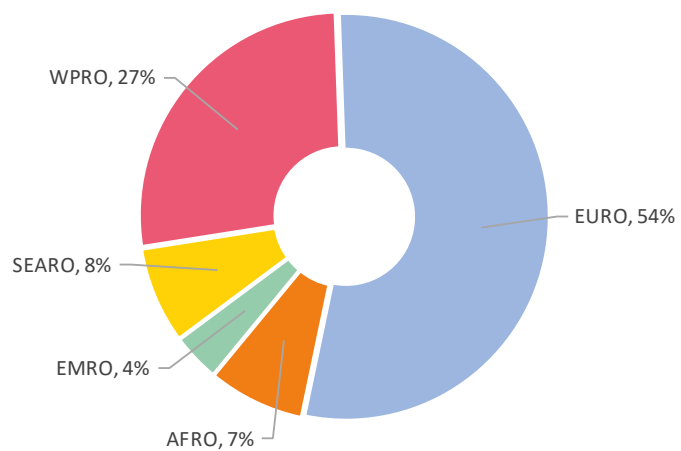


## OUR ACTIVITIES in 2023

### Activity by Type



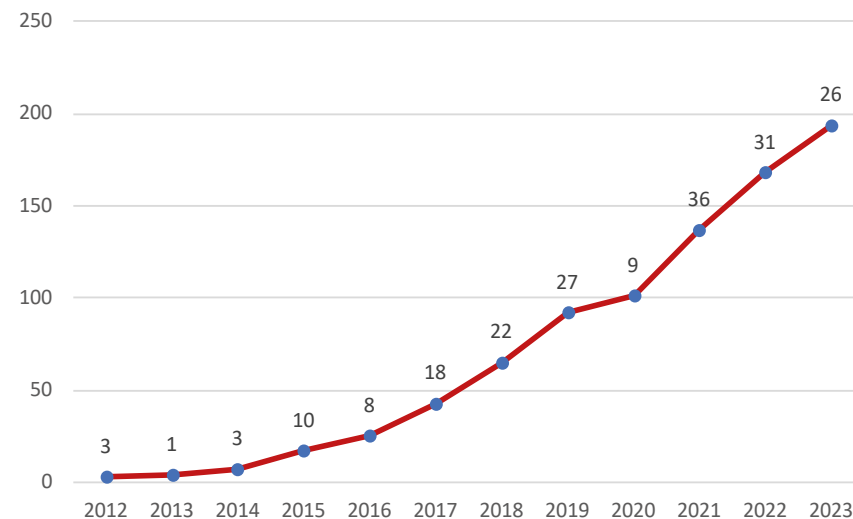
### Activity by WHO Region



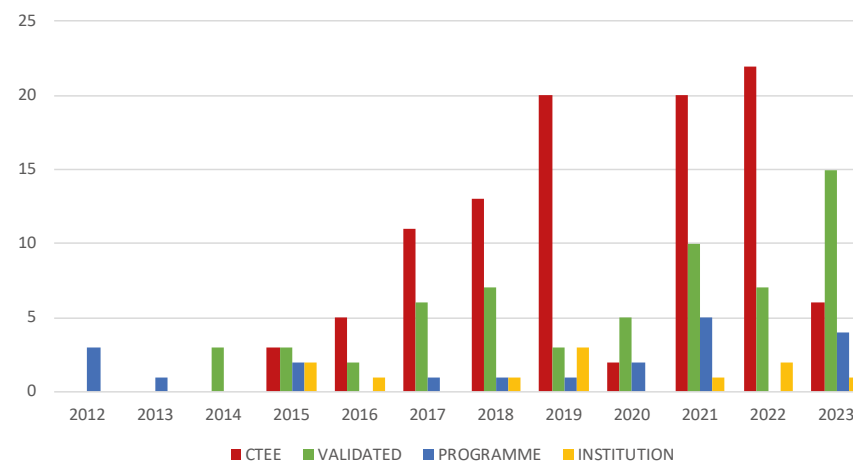
18

## OUR ACTIVITIES since 2012

### Cumulative Total ( $n=194$ )

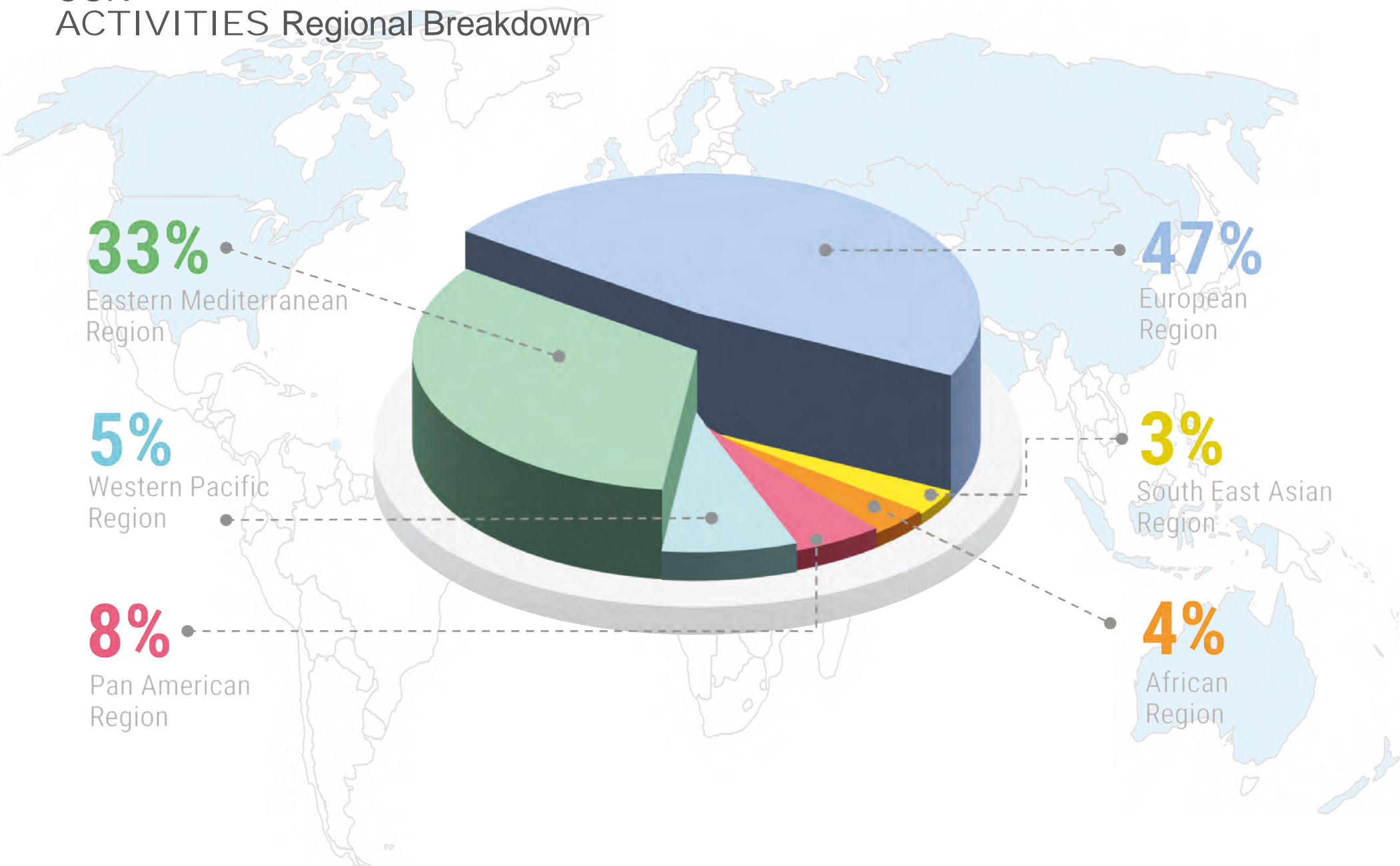


### Completed Activities



19

OUR  
ACTIVITIES Regional Breakdown



The Master of Public Health (MPH) program at Nazarbayev University School of Medicine is the only full-fledged MPH degree program based on international standards that is offered in Kazakhstan in English language. Nazarbayev University is a modern, English-speaking research university which was established in 2010 in Astana, the capital city of Kazakhstan. It is the country's flagship academic institution with aspirations to become a global-level research university.

### Curriculum Validation as part of Programme Accreditation

Our MPH program recently completed the APHEA curriculum validation process, which of course provides our program curriculum offering with international recognition. It also provides greater opportunities for our students and faculty to explore further educations, fellowships, collaborations, and internships internationally.

However, for us the greatest value was in the accreditation process and the feedback from APHEA specialists. The results opened our thoughts to new directions and areas where we can strengthen and improve our program curriculum for future MPH students. The process was invaluable for us.

As a result, we recognize the importance of further “globalizing” our curriculum, extending outreach, opening collaborations, and making new connections through our courses and the program as a whole with other public health institutions and activities. From the comments, we also recognized our strong focus on research in our curriculum. As a result, we are now developing two tracks in the MPH program for the future, continuing our research track but adding courses



for an alternative health institutional management track for students less interested in research; we hope to continue working closely with APHEA on these changes, following the completion of the second phase of APHEA accreditation. We are looking forward to the second phase of accreditation and are currently preparing for that process.



The Master of Public Health (MPH) at Massey University is a fully online programme that takes a broad, multidisciplinary approach to public health education. We have a particular

### Curriculum Validation as part of Programme Accreditation

focus on Māori health, upholding Te Tiriti o Waitangi obligations, and fostering health equity in Aotearoa New Zealand. Our programme aims to provide graduates with the knowledge, competencies, and critical thinking skills to tackle contemporary public health challenges. Students complete professional placements where they gain hands-on public health experience. Our online delivery enables us to provide flexible learning for students in full-time work or with other commitments. Students come from various backgrounds, cultures, and locations across New Zealand and abroad.

Achieving international validation of our MPH curriculum through APHEA has been an important milestone, as we are the first public health programme in New Zealand to gain this international recognition. Curriculum Validation has provided external endorsement that global standards are being met within our programme's aims, structure, and delivery.

We found the Curriculum Validation process very worthwhile for prompting a holistic, structured review of how our programme's components align.

Examining links between the graduate profile, course learning outcomes, and assessments provided opportunities to make the programme more cohesive.



We have a strong foundation, and the reviewers affirmed our identified areas for continual improvement. Reviewer suggestions on strengthening the programme will inform future developments. The validation process indicated the strengths of our programme. Reviewers commended the broad, multidisciplinary public health curriculum and local context. Our adoption of contemporary educational practices, praxis opportunities and Indigenous pedagogies was positively noted.

Curriculum Validation with APHEA has granted external reassurance for prospective students of the standard of education they will receive. This validation represents a valuable stage in progress towards full programme accreditation. We look forward to further showcasing our Master of Public Health on the international stage.





## Africa Center of Excellence for Population Health and Policy (ACEPHAP), Nigeria

Africa Center of Excellence for Population Health and Policy (ACEPHAP), Bayero

University Kano, Nigeria is a World bank supported center established to improve postgraduate training and support impactful research in Sub-Saharan Africa. The center serves as a multidisciplinary research hub, bringing together experts



Professor Hadiza Galadanci

from various fields, including maternal and child health, public health, mental health and internal medicine . This convergence of diverse expertise allows for a holistic understanding of the complex factors influencing population health in Sub Saharan Africa. By fostering collaboration and knowledge exchange, ACEPHAP aims to generate evidence-based solutions that go beyond isolated interventions, providing a comprehensive framework for improving health outcomes on the continent. By training a new generation of researchers, policymakers, and healthcare professionals, ACEPHAP

would contribute to the development of a skilled workforce equipped to address current and emerging health challenges. The emphasis on multidisciplinary approach ensures that graduates possess a holistic understanding of population health dynamics, enabling them to contribute effectively to research, policy formulation, and implementation.

Currently we have students from 10 African Countries (Nigeria, Niger, Cameroon, Liberia, Sierra Leone, Kenya, Uganda, Senegal, Ghana and ). Part of the deliverables of the Africa Center of Excellence Impact Project is to establish postgraduate programs that meet international standards and encourage regionalization of African Universities. Therefore, ACEPHAP was saddled with the uphill task of getting 2 of its postgraduate programs (Masters in Maternal Child Health and Policy; and Master's in Public Health nursing and policy) to have international accreditation. These 2 programs had already gotten National accreditation by the Nigerian National University Commission (NUC)

## Curriculum Validation as part of Programme Accreditation



Initially we thought it will be a tough and very difficult process. Nonetheless we still had to embark on it because we wanted to achieve a deliverable.

We are really looking forward to the last lap of the accreditation process which is the site visit. After which we are hopeful that we will be awarded the international accreditation by APHEA. This we think

We have been so lucky to have chosen Agency for Public Health Education Accreditation (APHEA) as our accrediting body. The journey has been a learning process even though we have not completed it. We have just been able to submit our final self-assessment document. We have received tremendous support at every step along the process. The review process has enabled us realize gaps in our curriculum, process of training and learning, governance and coordination, supportive services and facilities and internal quality control mechanisms. This has pushed us to put procedures and structures in place to address these identified gaps.



The patience exhibited by the reviewers has been a very positive drive for us to continue to improve our standards to the acceptable level of the international accreditation.

will lift up the standards of our programs to match public health programs anywhere in the world. It will also improve regionalization of our University. Encouraging African students to study within Africa and therefore solve the developmental challenges facing Africa. With this the aim of the establishment of the Africa Centers of Excellence by the World Bank will be achieved.

## School of Public Health, Nanjing Medical University, Nanjing, the People's Republic of China

The Nanjing Medical University School of Public Health (NJMU, SPH) has a long history, dating back to 1940, as one of China's earliest public health education institutions. SPH has housed the A+ discipline of Public Health and Preventive Medicine, awarded by the National First-level Discipline Comprehensive Assessment. In 2022, the discipline was selected as a key discipline in the national "Double First Class" program. SPH

was also recognised as one of the national high-level schools of public health.

With a commitment to excellence, SPH continues to elevate its standards and gain global recognition as one of the premier schools of public health in China. As the leading accreditation agency for public health education worldwide, APHEA captured our attention with its solid

professional knowledge and unwavering commitment to ensuring the quality of education. Through years of joint efforts, we are proud to announce that our international Master of Public Health (MPH) program has obtained APHEA certification for its curriculum.

In 2017, we began admitting international students to the MPH program. The program offers abroad, multidisciplinary curriculum that provides students with diverse training in the core concepts of public health. This



diversity attracts students with varied academic, professional, and demographic backgrounds, creating a vibrant learning community. Additionally, the program boasts abundant teaching resources.

Our SPH has a total of 245 faculty and staff members, including 45 full professors, 48 associate

professors, 39 doctoral supervisors, and 41 master supervisors.

Additionally, we are proud to have two academicians of the Chinese Academy of Engineering and the Chinese Academy of Sciences (including

workstations), six experts who

receive the special allowance of the State Council, two National Excellent Teachers, two Jiangsu Excellent Teachers, two scholars enrolled in the national "New Century Hundred, Thousand and Ten-Thousand Talents Project", two scholars enrolled in "New Century Talent-supporting Project" of the MOE, six scholars funded by the National Natural Science Foundation of China (NSFC) for Distinguished Young

## Curriculum Validation as part of Programme Accreditation



Scholars, eight scholars funded by NSFC for Excellent Young Scholars, one scholar enrolled in "Young and Middle-aged Leading Talents in Sci-tech Innovation Project" of the Ministry of

first-batch National First-class Courses, National Excellent Resource-sharing Courses, and National Excellent Online Open Courses, along with a National First-class Virtual Experimental Teaching course.



The interaction and feedback from the APHEA team and external reviewers provided us a new perspective on our international MPH modules. While the process was strict and challenging, the APHEA team has always been there to assist.

We would like to express our sincere gratitude to Dr Julien Goodman and the other officers

Science and Technology, and 22 other national high-level talents.

SPH has achieved significant recognition, including being approved as the National Experimental Teaching Demonstration Center of Preventive Medicine, the national first-class professional construction point, and a high-level applied public health talent innovative training project. Additionally, the school has been awarded the first prize of the National Teaching Achievement and the first prize of the National Excellent Textbooks. Furthermore, several courses offered by the school have been selected as the

for their support. The comments and advice from external reviewers were very insightful and valuable, reflecting the time and attention they devoted to our paperwork. They respected our uniqueness and innovation while adhering strictly to high standards. It is worth mentioning that the rigorous APHEA accreditation process aims to help schools foster the future generation of comprehensive public health practitioners, allowing them to showcase their talents rather than promoting a unified stereotype worldwide. We highly recommend institutions seeking to further improve their teaching quality to consider participating. It promises to be a fulfilling and rewarding experience.



**University of  
Nottingham**

Centre for Public Health and Epidemiology

The Nottingham Centre for Public Health and Epidemiology at the University of Nottingham delivers a world-leading programme of public health education which is underpinned by expert research addressing health inequalities globally. The NCPHE prides itself on the delivery of one of the UK's longest-standing

Research) which equips students with the relevant skills and expertise for academic public health careers or PhD study.

Delivering an exceptional student experience alongside an inclusive education which supports the translation of public health theory and methods into real-world practice is the foundation of our teaching and learning ethos within the NCPHE.

We have an unique and extensive model of innovative partnership engagement with local, national, and international stakeholders which provides our students with a rich and diverse curriculum support-

ed by opportunities for internships, placements, and work experience.

We received curriculum validation in 2023 and are currently in the process of completing the self-evaluation for a full institutional level accreditation of our centre.



Master of Public Health Students meet Dr Tedros – WHO Director General

Master of Public Health programmes (30 years) which is now also supported by an internationally renowned Master of Public Health (Global Health) programme training international students to deliver cutting edge research practice within global healthcare systems. The NCPHE also features an impressive world-class methodological expertise, in particular collaborating with the Nottingham JBI Accredited Centre of Excellence for Evidence Based Healthcare to deliver the Master of Public Health (Health

Curriculum Validation  
as part of  
Institutional Accreditation



Achieving the curriculum validation for the programmes has been exceptionally valuable for the NCPHE, the university and the wider civic public health community in Nottingham. International students are confident that our curriculum meets a global public health agenda, our home students are striving for the highest quality of public health academic training, and our external stakeholders recognise the quality of the graduates we produce for their workplaces.

The process of curriculum validation has been exceptionally useful, as a suite of public health programmes with a large number of optional modules, we have often struggled with content-“sprawl” over time. The curriculum validation process has enabled us to develop very clear curriculum goals and a strategic development plan for the next 5 years of the programme. The feedback received from the APHEA review process was invaluable, particularly around the embedding of ethics and decision-making skills throughout the curriculum, which we have actioned.



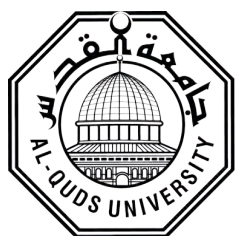
Professor Emma Wilson  
University of Nottingham, UK

The whole process of curriculum validation with APHEA was highly supportive and we enjoyed showcasing our excellence through our application.

The NCPHE have a strong culture of supporting and upholding educational excellence in public health, and the curriculum validation has also served as a morale boost for staff, encouraging excellence and innovative thinking for assessment and teaching.

We are currently using our curriculum validation status to market our courses within the UK and international markets.





# جامعة القدس Al-Quds University

In 1996, Al Quds University's Faculty of Public Health launched its first Master's Program in Public Health-track epidemiology. We are proud to



be the first Palestinian Master of Public Health program that is internationally recognized. As part of the Curriculum validation process of our Master of Public Health program, we started the process in December 2022 and achieved its Master's Program in Public Health-track epidemiology Validation in December 2023. This motivates faculty members to prioritize validating the other Master of Public Health tracks, such as Health Promotion, Environmental Health, and

Family and Population Health. We are additionally encouraged to work on validating the other three master programs operated by the faculty, namely the Master of Health Policy and Management, the Master of Community Mental Health, the Master of Infectious Diseases Prevention and Control, and the Ph.D. in Public Health. This accomplishment reflects the dedication of the Faculty Deanship, program coordinators, and academic staff. It is a significant step in developing the Master of Public Health program.

The APHEA approval of our curriculum is tremendously valuable to the academic team, students, and alumni of the Faculty



## Curriculum Validation as part of Institutional Accreditation



of Public Health. Furthermore, having professional international approval of the quality of our curriculum speaks to the quality of our graduates and indicates that our graduates are equipped with the knowledge and skills needed to confront difficult



public health concerns. This will build trust in the program among the local community and other local organizations, as well as other international organizations. Furthermore, this validation will assist potential students to gain greater recommendations to attend the program from their employers. Internationally, we will be utilizing our APHEA Curriculum

Validation to help us advertise our program to overseas students. It also provides our graduates with better access to numerous overseas PhD programs and employment opportunities.

The application process for APHEA international validation was worthwhile.

The process itself was challenging. However, it allowed the faculty academic team to work on every component of the curriculum to ensure that it fit together to meet APHEA validation requirements. The correspondence and cooperation from the APHEA secretariat assist in achieving a soft validation process. We also received insightful suggestions from APHEA reviewers on improving the program, all of which were offered in the spirit of collaboration and continual enhancement.

Finally, it was a pleasure to be a part of the curriculum validation process, which we strongly recommend to any program looking to improve its quality and efficacy, whether locally or internationally. We are grateful to APHEA for its support and inclusion in its extended family.





**MNUMS**  
Mongolian National University of Medical Sciences  
1942

The Mongolian National University of Medical Sciences was established in 1942 year and School of Public Health (SPH) is a history of more than 60 years. To enhance public health by training leading public health professionals in the region through evidence-based education, training, health promotion and advocacy.

School of Public Health of Mongolian National University of Medical Sciences is first one university in Mongolia to offer a Bachelor program in Public Health training leaders for high education system since 1963.

The accreditation of Mongolia's Higher



Feedback Session with University President

Education Programme, MNUMS vision and mission is to become a leading university that prepares competent specialists through internationally accredited programs.

As a team, we decided to have the Bachelor programme in Public Health evaluated by the world's leading accreditation body for public health, the Agency for Public Health Education Accreditation (APHEA).

To achieve this, the MNUMS team, including faculty, students,



**APHEA**  
Accredited Bachelor

staff, alumni, employers, and stakeholders, worked collaboratively to meet APHEA's standards and requirements.

We believe that this process has given us the opportunity to carefully monitor, improve, evaluate, and benchmark our undergraduate programs at international level and APHEA criteria, and we are grateful for the help in further developing and improving the curriculum.

The bachelor's programme of Mongolian National University



Students at the feedback session

of Medical Sciences, School of Public Health was successfully accredited for the first time by an International Accreditation Organization for a period of 6 years.

The programme of the School of Public Health at the Mongolian National University of Medical Sciences has been recognized and accredited by APHEA, marking a significant achievement in the field of public health programmes.

It is essential to emphasize the bigger picture of the accreditation process, as it was an event that encouraged the development progress of Mongolia's Public Health industry and experts.

Our programme's students, alumni, faculty, researchers and stakeholders will all benefit from an APHEA certified curriculum.

The School of Public Health is actively engaging with various countries, establishing new partnerships with prestigious universities, fostering collaboration between faculty and students, and implementing joint projects to create opportunities for a fruitful exchange.



Site Visit to regional employer

In the future, we aspire to diligently enhance and refine the curriculum, engage in cross-national learning initiatives, and proactively disseminate our acquired experiences with others.



The comprehensive accreditation process with APHEA proved invaluable in evaluating our Bachelor's and Master's programmes in Public Health. The well-managed process, guided by APHEA, ensured a smooth and organized journey from start to finish. The review team experts provided insightful feedback, pointing out both the strengths and weaknesses of our programmes. This feedback has been instrumental in driving improvements and guiding future development.

The recognition of our programme strengths by APHEA validated our



commitment to excellence and served as a source of pride. It allowed us to highlight our unique selling points and competitive advantages, bolstering our marketing efforts and attracting high-calibre students.

Equally important were the areas for improvement identified by APHEA. The constructive feedback and

recommendations provided by the review team experts allowed us to critically evaluate our practices and make targeted improvements. This has resulted in enhanced programme quality and effectiveness. The impact of the accreditation process extends beyond immediate improvements. The insights gained have informed our future development strategies, ensuring alignment with emerging trends and industry demands. This forward-thinking approach has positioned us for continued success in public health education.



Moreover, the APHEA accreditation has bolstered our credibility and reputation. It serves as a mark of quality and dedication to excellence, attracting prospective students and fostering partnerships with other institutions.



The APHEA accreditation process has been transformative. We are confident that it would empower every programme to assess its strengths and weaknesses, drive improvement, and succeed in higher education.



At the School of Population & Global Health at the University of Western Australia we pride ourselves in programmes that centre student experience and produce world



class graduates, well equipped for professional public health roles wherever they choose to practice. Our curriculum was validated by APHEA in 2022 and we proceeded to undertake the self-review process for full programme accreditation which we achieved in July 2023. Achieving programme accreditation through APHEA provides us with objective, external and expert evidence of the quality of our programme. Employers can be assured of the quality of our graduates' public health education and training and attainment of skills and knowledge to enable them to address complex public health issues. Our graduates can also be confident that they have attained these skills and knowledge.

The programme accreditation process was also incredibly valuable in and of itself. Not only have we now looked deeply at our curriculum, but the self-review process meant that we took deep dives into, for example, our governance, quality assurance processes, our feedback and evaluation processes as well as gathering rich information from our students, alumni, and community stakeholders on their experiences with the programme; and its strengths and ways to improve.



The subsequent panel review team visit provided us with feedback on our programme and suggestions for the future – all in the spirit of continual improvement and collegiality. Of note is the alignment between the values of our teaching faculty (collegiality, a sense of a 'team', professionalism, and support) and those that underpin the approach taken by APHEA in their accreditation processes. We are very pleased to be part of a growing global community of practice delivering quality public health education to students.





# NOVA

## NATIONAL SCHOOL OF PUBLIC HEALTH

NOVA National School of Public Health (NSPH) is the reference in post-graduate teaching, research and value creation in the area of public health in Portugal.



The school was the first Portuguese institution to receive institutional accreditation from the Agency for Public Health Education Accreditation (APHEA) and had already obtained the curriculum validation of its Master Courses in Public Health and Health Promotion. Validating the curriculum of its Masters in Health Care Management was a natural additional step.

The validation process in itself went

smoothly, with excellent support from the APHEA team at all times, always patient and flexible. The application process required us to reflect on and consider the course's strengths and areas for improvement, and the APHEA feedback was and will certainly

be very helpful in continuously improving the program's quality.

Although our students are very often already employed when entering the course, they often report positive changes in their careers (either promotions or a change in functions, usually from the provision of care to patients to managerial positions). For

## Curriculum Validation 2023

### Institutional Accreditation Achieved 2021

those who recently completed their first degree and are not yet working, or for those who come from outside the health care sector, the degree is useful in applying for managerial positions, at local, regional or central level, in the public or in the private sectors, in Portugal or abroad, in hospitals or in primary care providers, or in other types of providers, such as dentists, physiotherapy clinics, clinical labs or long term care facilities. Some of our students opt for careers in academia, going on to PhD programs, at the school or at other



schools, in Portugal and abroad. The external validation makes it even more valuable.

This process is part of the school's quality policy and internationalization efforts, and additional evidence of the school's ongoing commitment to quality and external recognition. The Masters degree was already accredited by the Portuguese Agency for the Evaluation and Accreditation of Higher Education Institutions (Agência de Avaliação e Acreditação do Ensino Superior) but having another of our programs' curriculum validated by the APHEA is an important recognition and another very relevant seal of approval.



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 submitted the pre-application for the APHEA Institutional Accreditation in July 2021, the final version of the curriculum validation application in June 2022, and the self-study in July 2023. The site visit took place in September 2023, and accreditation was obtained in December 2023.

Dr Karen Leffondré, Professor and co-coordinator of the accreditation application process: "During all stages of the accreditation process, we were fortunate to be guided by the Executive Director of APHEA who was 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. Working on each criterion of the self-evaluation also enabled us to identify various areas for improvement in the way we operate within the institution. Finally, the on-site visit with the four APHEA members

## Institutional Accreditation

and reviewers was extremely useful for drawing up an internal roadmap of priority work areas, thanks to the very enriching, open and constructive

discussions during the various sessions dedicated to each evaluation criterion. All in all, this accreditation process has entailed a considerable amount of work for the institution's teaching and support teams, which will undeniably and sustainably enable us to significantly improve the quality of our entire training offering."

Dr Amadou Alioum, Professor and co-coordinator of the accreditation application process: "We are very proud of the accreditation of our institution. It was a long process, for which we were able to mobilize all the school's stakeholders, and benefited from strong support from the University of Bordeaux. Each stage of the process - pre-application, curriculum validation, self-evaluation and the expert committee's visit - was an opportunity to take stock, re-evaluate practices and adopt a continuous improvement approach. The team appreciated the Executive Director's invaluable and constant support and availability during all the accreditation process, as well as the reviewers' comments, the suggestions and constructive discussions with members of the visiting committee. We appreciated these contributions, which will enable us to improve our public health training offer, and to take corrective and ongoing action to enhance our performance at all levels of the school's organization."

Dr Simone Mathoulin-Pelissier, Professor and Director of ISPED: "This institutional accreditation underlined the professionalism of the ISPED teams in developing and enriching the training programs in conjunction with the students. The advice made by APHEA's peers were extremely profitable for the institution; they enable to focus reflections on the skills and competencies needed by the next generation of public health leaders'.