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**CURRICULUM VALIDATION EXTERNAL REVIEWER'S REPORT**

Dear Reviewer,

We would firstly like to express our thanks to you for agreeing to undertake a review of the following Curriculum Validation. Below you will find a template for organising your review.

The Curriculum Validation of Master level public health programmes was introduced in September 2014 and replaced the existing accreditation eligibility criteria and also the previous volume 2 of the accreditation processes focussing on the curricula.

As such, Curriculum Validation operates both as a stand-alone quality mark for curricula and also as a formal prerequisite to begin the process of programme and institutional accreditation.

The purpose of the Curriculum Validation is to ensure that the curriculum and its contents adhere to European standards for a modern comprehensive degree offering through containing the basic structure and content expected from a Public Health focussed Master degree. These Masters are termed in many ways which may not even include the term “public health” or are focussed on individual public health disciplines.

The aim of this review is to ensure that the programme contains a public health focus and that there is coherence from the aims through to the implementation of the programme.

We would especially like to emphasise that this exercise is not solely for ‘checking’ but also for Quality Improvement purposes and throughout the document you are invited to comment on any areas you may believe will be of benefit to the programme. The reviews will form part of the feedback to the applicant.

Please complete the document in English and return to the APHEA Secretariat from where it will be passed on to the APHEA Board of Accreditation for a decision.

Once again we thank you for your time and efforts in this review.

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## SECTION 1: PROGRAMME NAME AND ADDRESS DETAILS

|  |  |
| --- | --- |
| Curriculum id (*APHEA will assign*): |  |

|  |  |
| --- | --- |
| Institution name: |  |
| Programme title |  |
| Address 1: |  |
| Address 2: |  |
| Address 3: |  |
| Town / City: |  |
| Country: |  |
| Date: |  |

## SECTION 2: REVIEWER NAME AND ADDRESS DETAILS

|  |  |
| --- | --- |
| Name: |  |
| Your Institution’s name: |  |
| Position in institution: |  |
| Country: |  |
| Contact email: |  |
| Date or review: | dd/mm/yyyy |

## SECTION 3: THE CURRICULUM

In the following section you are asked to identify the area(s) of public health the programme relates to. It could be, for example, just one area for a specialist programme or all areas for a generalist programme and the Curriculum Validation application should make this clear for you.

Next you will be asked to scale the curriculum in terms of components and qualifications (qualifications, for example, can be expressed as competences, final outcomes or final objectives). If you have any comments for the Board of Accreditation please raise them under the specific headings. The SCALE used is: 1 = not met, 2 = partially met with comments, 3 = met with comments, 4 = met.

For each of the public health programmes, content falls within the following core areas (A full description is found within Appendix A at the rear of this document):

|  |  |
| --- | --- |
| **SUBJECT AREA** | **Yes/No** |
| * Methods in Public Health
 |  |
| * Population health and its determinants incl. environmental health
 |  |
| * Health policy, economics and management
 |  |
| * Health education and promotion
 |  |
| * Other/cross-disciplinary themes
 |  |

The core components / content of the curriculum provide a thorough teaching of the basic concepts, theories and methods in public health.

|  |  |
| --- | --- |
| **CRITERIA** | **SCALE** |
| 1. All components of the curricula are justified with respect to their consistency with the final qualifications of the programmes.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The final qualifications are adequately translated into learning objectives for the educational programmes.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The core components of the programmes cover the basic concepts, theories and methods.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The core components are adequate for the level / type of the programmes.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The core components allow for training students in intelligent, creative analysis and communication, and action in public health.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The core components enhance the students' values, knowledge, application of knowledge, and skills to act ethically and effectively.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The mastering of relevant research methods is part of the programmes.
 |  |
| *Comments and / or recommendations if applicable:*  |
| 1. The programmes are coherent in their contents and the sequence of modules/courses.
 |  |
| *Comments and / or recommendations if applicable:*  |

Scale used:

1 = not met, 2 = partially met with comments, 3 = met with comments, 4 = met.

## SECTION 4: CURRICULUM OVERVIEW & IMPLEMENTATION

This section refers to the parts of the curriculum aside from the content.

|  |  |
| --- | --- |
| **SECTIONS** | **SCALE** |
| Programme Overview. |  |
| *Comments and / or recommendations if applicable:*  |
| Timetable. |  |
| *Comments and / or recommendations if applicable:*  |
| Faculty workload and composition. |  |
| *Comments and / or recommendations if applicable:*  |
| Student workload. |  |
| *Comments and / or recommendations if applicable:*  |
| Credit calculations. |  |
| *Comments and / or recommendations if applicable:*  |
| Pedagogic methodology. |  |
| *Comments and / or recommendations if applicable:*  |
| Assessment methodology. |  |
| *Comments and / or recommendations if applicable:*  |

Scale used: 1 = unacceptable, 2 = Needs Improvement, 3 = acceptable, 4 = exceptional.

SECTION 5: ANY OTHER COMMENTS
Do you have any other comments that you would like to raise to either the programme or the APHEA Board of Accreditation or site review team?

SECTION 6: YOUR FEEDBACK

Thank you once again for your time on this review. If you have any feedback or suggestions concerning this document and / or process please do relate these back to APHEA so we can continue to improve our service. We will provide you with a response on any decisions made as a result of your feedback.

SECTION 7: YOUR ASSESSMENT

1. Should this applicant curriculum be Validated or not? Please place an "X" by choice.:

|  |  |  |
| --- | --- | --- |
| Yes  | Needs revision  | No  |

If "Needs revision" or "No" please inform us of how you arrive at this assessment?

2. In your assessment would you be able to identify: Areas of strength / Areas for improvement ? If so please state.

**APPENDIX A: CURRICULA SUBJECT AREAS BY CONTENT**

|  |  |
| --- | --- |
|  **SUBJECT AREAS** | **CURRICULUM CONTENT** |
| 1. **Introduction**
 | 1. Introduction to public health
 |
| 1. **Methods in public health**
 | 1. Epidemiological methods,
2. Biostatistical methods,
3. Qualitative research methods,
4. Survey methods
 |
| 1. **Population health and its determinants**
 | 1. Environmental sciences (including physical, chemical and biological factors),
2. Communicable disease,
3. Non- communicable disease,
4. Occupational health,
5. Social and behavioural sciences,
6. Health risk assessment,
7. Health inequalities along social gradient
 |
| 1. **Health policy, economics, and management**
 | 1. Economics,
2. Healthcare systems planning,
3. Organisation and management,
4. Health policy,
5. Financing health services,
6. Health programme evaluation,
7. Health targets
 |
| 1. **Health education and promotion**
 | 1. Health education,
2. Health promotion,
3. Health protection and regulation,
4. Disease prevention
 |
| 1. **Other/Cross-disciplinary themes (mandatory and/or elective courses)**
 | 1. Biology for public health,
2. Law,
3. Ethics,
4. Ageing,
5. Nutrition,
6. Maternal and child health,
7. Mental health,
8. Demography,
9. IT use,
10. Health informatics,
11. Leadership and decision- making,
12. Social psychology,
13. Global public health,
14. Marketing,
15. Communication and advocacy,
16. Health anthropology,
17. Human rights,
18. Programme planning and development,
19. Public health genomics,
20. Technology assessment
 |
| 1. **Integrating Experience, practicum/Internship/ final project /thesis/ dissertation/exam /memoire**
 | 1. Supervised by faculty (full time and/or adjunct)
 |
| X. **Other / additional competences and learning areas** |  |

This table is generated from the Association of Schools of Public Health in the European Region (ASPHER) “Core Competencies for MPH education” project. More details can be found on [www.aphea.net](http://www.aphea.net) or by accessing the document directly [here](http://www.aphea.net/docs/research/ECCMPHE1.pdf).