SITE VISIT REPORT FOR
THE PROGRAMME ACCREDITATION REVIEW
OF THE

Bachelor of Science in Public Health and Master of Public Health
The Jockey Club School of Public Health and Primary Care
The Chinese University of Hong Kong
Site Visit

Site Visit Report
FINAL

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
SITE VISIT DATES: November 7th to 9th 2023

SITE VISIT REVIEW TEAM:
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Executive Summary[1]

The site visit team (hereafter referred to as "the Team") would like to thank all those involved in the programmes (hereafter referred to as "the Programmes"), the school (hereafter referred to as "the School") and The Chinese University of Hong Kong (hereafter referred to as "the University") with the site visit and for the preparation of the self-evaluation documentation (SED).

Criterion I: Aims and Objectives of the Public Health Programme

The MPH was the first in Hong Kong and began life in 1996 whereas the Bachelor was launched in 2009. The School is clearly distinctive in its educational outputs with the BScPH being the only Bachelor of Public Health in Hong Kong whereas the MPH is one of 2 Masters in Public Health and has five concentrations with one being focussed upon global health which does not exist elsewhere in the region.

The Team found that School provided a good delineation between the BScPH and MPH Programmes with the former focussing on health protection, health improvement and health services whilst the latter providing emphasis on 'effective leadership.'

For the students, there was a clear message provided throughout many sessions that the emphasis was laid on being 'work ready' through the integration of research and practice which was appreciated by the Team.

The School undertakes a rigorous and impressive integrative curriculum mapping exercise across both the Programmes which result in the use of co-ordinated Programme Learning outcomes (PLOs) and Course Learning Outcomes (CLOs). One of the areas identified by the Team was that the focus on prevention was subsumed by some of the other areas, such as protection and the School may wish to consider highlighting the preventive elements to give a little more balance.

Through conversations with the leadership, faculty, students, alumni and stakeholders, the Team were provided with a clear picture of how the School and its Programmes were brought together under a distinct academic and corporate identity.

One area for improvement that the Team had deliberated upon after during the culmination of the visit, was the that the School does not market itself or their Programmes as much as they warrant. The team felt that the School should place marketing as a high priority investment.

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[1] Since July 2023 full reports (without appendices) will be reproduced online at www.aphea.be and publicly available.

Criterion II: Governance and Organisation of the Programme

Both the BScPH and MPH awards are issued through The Chinese University of Hong Kong which was legally recognised in 1963. The team felt that the Programmes were extremely well organised and comprehensive. The faculty were evidently satisfised and were clear with their responsibilities and which were elaborated and understood by all members. Students were involved in committees in the School, such as, the Staff-Student Consultative Committee whereas stakeholders were mostly reliant on continuous informal contacts with the faculty and Programmes. For the faculty there were clear lines of responsibility and integration in decision making from the admission strategies, design of the courses through to the learning outcomes and assessments. All faculty were found to work together in a constructive and supportive environment.

Criterion III: Learning and Teaching

The Programmes use an Outcomes Based Approach (OBA) which links in with the PLOs, CLOs and overall Programmes' aims. The Course and Teaching Evaluation (CTE) permit students to assess whether the outcomes have been achieved and these are complemented through feedback from stakeholders. The PLOs undergo formal appraisal during cyclical reviews every four to six years and are evaluated externally and at the University level

The teaching methods employed in the Programme revolve around varied methods which support the School's Outcomes Based Approach. These include more classical lectures and tutorials but also wider methods such as, student-based presentations, social media and media communications, computer laboratory and group work. The Team appreciated that the philosophy behind the focus on Programme group work was to reflect the interdisciplinary nature of field based public health. In addition, the Team were impressed with the School's proactive thinking about the effects of artificial intelligence in learning.

The assessment strategy of the two Programmes include grade descriptors aligned to the Hong Kong Qualifications Framework (HKQF) and use assessment guidelines aligned to the Outcomes Based Approach. The Team appreciated that there was a robust management and planning of courses and assessments and noted that students found the information, as well as feedback, on formative and summative assessments clearly communicated in a coordinated and transparent manner.

BScPH students are required to undertake a practicum and a thesis which was found by Team to be an excellent School output and noted the proactive management of the practicum. For the MPH there is an option for students to follow a thesis or a practicum route as the students desire.

All BScPH students have to complete 100 hours practicum and a research project based on either of primary or secondary data. The School maintains open communication with site supervisors and the course coordinator addresses student concerns throughout their time in the practicum.

MPH students commence a final research capstone in which they are required to undertake a project focused on a public health problem based around their concentrations. They are assisted by a supervisor corresponding to the chosen area. Final reporting consists of 3500 words for quantitative based projects and 5000 words for qualitative projects. In addition to the research route, students can also opt for a Practice-based Capstone Project designed to give students site experience and networking opportunities and typically last for 120 hours.

As a recommendation the Team would encourage the School to consider increasing the number of work sites available for students as part of a larger outreach enterprise which could be complimentary to foreseen changes in the Hong Kong public health system.

The outcomes for both the types of projects and students are aligned with both Blooms and SOLO learning taxonomies. Moreover, each capstone aligns to specific Course and Programme Learning Outcomes.

The Programmes are clearly in line with academic progression from bachelors (level 5) through to masters (level 6) and on to PhD (level 7) within the HKQF. The team were impressed with the amount of thought and attention that had been given to the articulation of the BSc to Masters route where graduates from the BSc could be, within a three-year period, granted credit exceptions on the Masters Programme.

The School has external relations for exchange with three Universities: Maastricht University in the Netherlands, University of Queensland in Australia and Simon Fraser in Canada. Incoming and outgoing students are serviced through the central University's Office of Academic Links.

Criterion IV: Students and Graduates

The admission criteria for both the BScPH and MPH were presented in the Curriculum Validation Process, the SED and are openly available on the School's website.

The School's ambition is to increase the numbers of international students and the foreseen changes in the health care sector would also see an increase in demand for public health. As such the Team would recommend the School and Programmes might wish to lobby the central university to increase the allocation of places for public health to meet workforce demands.

Both BScPH and MPH student gave a positive response to the Programme level information with one alumni from the MPH stating that they found the Programme to be comprehensive and that they were initially looking for a generalist programme but felt they received more. Career prospect information is provided to students on the website and through Youtube videos. In addition to the centralised career service and internal informal networks, the alumni from the BScPH Programme help to advise present students on career pathways. From the alumni perspective the Team heard how the skills taught in the Programme helped one alumnus establish an NGO (Non-Governmental Organisation), another to plan and monitor a health program whereas a third alumnus received a job offer via their practicum placement.

There was a positive reply from both Students and Alumni when enquired as to the achievability of the study load. The present student cohort mentioned the practicability, spacing and consistency of workload and assessments. This was seen as a credit to the collegial manner in which the Programmes are designed to ensure against student overload and overlap. The Alumni had mentioned the clarity of workload and that the School was receptive to change.

Year 1 and 2 BScPH students have access to the School provided 'Peer Assisted Study Sessions' (PASS) where students who had undergone and received high grades in the same course previously will help newer students to build their learning skills. In addition to student-to-student assistance, the Programmes also run a mentorship programme where many alumni mentor present students. The remit of this activity is to provide advice on careers and career planning, networking, personal development and the cultivation of a community of practice. This was considered a clear strength of the Programmes and the Team would urge the School to consider marketing these activities more widely and potentially include student testimonials.

The School was found to administer a range of post-graduation questionnaires and operates an alumni Association which offers social activities to stay connected, such as Christmas meetings. The Team would recommend to consider the integration of the BScPH and MPH alumni associations with a focus on improving the monitoring of alumni career trajectories

and would support greater emphasis on interaction with graduate population through other means than surveys where improved networking may also help identification of further practicum placement sites.

The School and Programmes have several methods of communication ranging from their website through to social media, such as Facebook, Instagram, YouTube, WeChat and also printed materials such as flyers. Within the Programme the Programmes utilise Blackboard. Both websites contain regulations and up-to-date details on the Programmes. The Team would recommend, if autonomy for change in external communication is possible, that the School might attempt to present an overall picture of the School and their Programmes which would be especially useful for marketing purposes.

Criterion V: Human Resources and Staffing

A full listing of the number and percentage for faculty including their academic positions was provide within the SED. There was found an impressive staff student ratio for the present cohort of 1:4.42 for BScPH and 1:3.18 for MPH. The Team were informed that the University regulates the staffing numbers whereby increases in students are paralleled by increases in staff. For the BScPH 96.6% of faculty held doctorate level degrees and the MPH had 84.8% of faculty holding doctorates. The BScPH Programme incorporates 15.2% of the Programme to courses from outside of the School to strengthen the multidisciplinary of the Programme. All courses for the MPH Programme are provided internally within the School.

The faculty body was found to have a breadth of specialisation backgrounds ranging from Medical, Environmental Health, Nursing Epidemiology, Biostats, through to Health psychology. The Programmes are also reactive to the needs of changing courses through engaging and employing faculty with expertise. Faculty have to undertake compulsory personal development workshops provided by the University level, Centre for Learning Enhancement And Research (CLEAR). These workshops are stipulated for all faculty and new faculty are required to fulfil the training within the first three years of engagement. The focus on the training is for educational and pedagogical skills and the faculty elaborated further by explaining that training also covered supervision, technology integration, teaching philosophies as well as enabling faculty to meet and work with other members of the University system. The training was appreciated as being rigorous and includes instruction, assessment and self-reflection.

Faculty were comprised of varying international education backgrounds with three quarters receiving awards locally and one quarter having been trained abroad, with examples from Australia, Canada, the UK, USA, and Sweden. Many faculty were also involved in international research and project activity.

The Team were impressed by the research and, above all, the breadth of social outreach activities, which was considered by the Team as another area of good practice. Each faculty has their own research field and are supported institutionally when converting research into practice through a knowledge transfer fund.

The range of outreach activity was exceptional and covered capacities from senior advisory roles, executive committee membership, Presidencies, Directorships and Chairs in external agencies, training of research staff at other research institutions and conducting workshops externally.

The depth and breadth of the School's (and Programmes') research and outreach activity was not felt well reflected either in the SED or on the website and was considered to provide a key marketing opportunity where the School could promote the visibility of their activity to assist with the strategic advantage of the School and Programmes especially in the recruitment of international students and potentially increasing placement settings.

Staff recruitment guidelines are published through the CUHK website in which all applications are required to follow. Recruitment is both open and competitive and considerate of research and teaching as well as internal and external service engagements. There are two career pathways within the School and University with the first being a Lecturer pathway and the second a professoriate pathway.

Reflective of the student-based mentor program, there was also a University wide staff mentorship scheme which matched senior academics (mentors) with junior academics (mentees) within the same School to share experience, knowledge and skills with mentees.

The School was found to have a well-integrated administration and academics who provide holistic student support, with the School and Programmes being exceptionally supported by their administration.

Criterion VI: Supportive Services, Budgeting and Facilities
The School operates along a one-line budget via the Hong Kong University Grants Committee for the Undergraduate for the faculty from the University with autonomy for allocation resting with the School. There is independent funding for the MPH predominantly deriving from fees. The MPH student body is provided with a suite of scholarships including a fellowship scheme supported by the Hong Kong University Grants Committee.

There are up to 5 libraries throughout the University and School with the main library open 24/7. Students had expressed their satisfaction for these resources and had made note of the helpfulness and responsiveness of the library staff. Training sessions are provided for

guidance and orientation on the learning resources and the University maintains a comprehensive website detailing the availability of training sessions in three languages

There were found very good student facilities consisting of a range of lecture theatres, flat teaching spaces, computer laboratories, tutorial rooms with moveable desks and the School uses Blackboard online learning and teaching platform to support their in-person teaching. Students have access to software through the University's Information Technology Services Centre. This centre is staffed by 171 staff to support the University and this is complemented at a School level by four designated technical specialists in the information technology department.

Criterion VII: Internal Quality Management

The achievement of the BScPH and MPH aims and objectives were seen as inbuilt in to the School's outcomes based approach and are clearly guided through the University quality manual which is available online. The Programmes develop and coordinate PLOs and CLOs and their assessment through committee structures which are reviewed both internally and externally and the School utilises a range of methods to review the students' appreciation of the outcomes.

The Team found the internal quality system both clearly articulated and understood by all actors involved and moreover was found to be comprehensive and dynamic. One area which remained unclear referred to the stakeholder and employer relationships and the Team would urge the School and Programmes to give more attention to the relationships with stakeholders with regard to Programme feedback, development, promotion and placements.

The system for monitoring and improvement operates on five levels which allows freedom for minor changes by the course coordinators but quality assurance for any larger changes. Implementation of changes are then monitored through the School's quality mechanisms and instruments.

Changes made are informed to the students in a variety of ways including feedback during lectures and instances such as the Academic Counselling Sessions, Staff-Student Consultative Committee or via Programme coordinator announcements posted on Blackboard.

Acronyms Used in Report

AA	Academic Advisors
APHEA	Agency for Public Health Education Accreditation
ASPHER	Association of Schools of Public Health in the European Region
BScPH	Bachelor of Science Programme in Public Health
CLEAR	Centre for Learning Enhancement and Research
CLO	Course Learning Outcomes
CTE	Course and Teaching Evaluation
CUHK	The Chinese University of Hong Kong
FTE	Full Time Equivalent
GLD	Generic Level Descriptors
GPA	Grade Point Average
GSO	Graduate School, CUHK
HKCCM	Hong Kong College of Community Medicine
HKQF	Hong Kong Qualifications Framework
IT	Information Technology
JCSPHPC	The Jockey Club School of Public Health and Primary Care
JUPAS	Joint University Programmes Admissions System
MPH	Master of Public Health
NGO	Non-Governmental Organisation
OBA	Outcomes-based approach
PASS	Peer Assisted Study Sessions
PDCA	Plan-Do-Check-Act cycle
PLO	Programme Learning Outcomes
SARS	Severe Acute Respiratory Syndrome
SCTL	Senate Committee on Teaching and Learning
SED	Self-Evaluation Documentation
SEQ	Student Experience Questionnaire
SOLO	The structure of observed learning outcomes
SPH	School of Public Health
TPg	Taught Postgraduate
UK	United Kingdom
USA	United States of America
USEC	Undergraduate Studies Executive Subcommittee
WHO	World Health Organization

Summary of Conclusions

Criterion I: Aims and Objectives of the Public Health Programme	
Sub – Criterion 1.1	Met
Sub – Criterion 1.2	Met
Sub – Criterion 1.3	Met
Sub – Criterion 1.4	Met
Criterion II: Governance and Organisation of the Programme	
Sub – Criterion 2.1	Met
Sub – Criterion 2.2	Met with comments
Sub – Criterion 2.3	Met
Criterion III: Learning and Teaching	
Sub – Criterion 3.1	Met
Sub – Criterion 3.2	Met
Sub – Criterion 3.3	Met
Sub – Criterion 3.4	Met
Sub – Criterion 3.5	Met
Criterion IV: Students and Graduates	
Sub – Criterion 4.1	Met with comments
Sub – Criterion 4.2	Met
Sub – Criterion 4.3	Met
Sub – Criterion 4.4	Met with comments
Sub – Criterion 4.5	Met with comments
Sub – Criterion 4.6	Met
Criterion V: Human Resources and Staffing	
Sub – Criterion 5.1	Met
Sub – Criterion 5.2	Met
Sub – Criterion 5.3	Met
Sub – Criterion 5.4	Met
Sub – Criterion 5.5	Met
Criterion VI: Supportive Services, Budgeting and Facilities	
Sub – Criterion 6.1	Met
Sub – Criterion 6.2	Met
Sub – Criterion 6.3	Met
Sub – Criterion 6.4	Met
Criterion VII: Internal Quality Management	
Sub – Criterion 7.1	Met
Sub – Criterion 7.2	Met
Sub – Criterion 7.3	Met
Sub – Criterion 7.4	Met

Criterion I: Aims and Objectives of the Public Health Programme

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

1.1 The programme has explicit programme aims in line with the mission of the host institution.

The Team found that School provided a good delineation between the BScPH and MPH Programmes with the latter providing focus on 'effective leadership' which was found relevant for a Masters level programme.

From the Self-Evaluation documentation (SED) the BScPH aims were elaborated as the following:

> "The BScPH is designed to provide a broad understanding of public health issues as a concrete foundation for pursuing a wide range of careers within the health sector, as well as in the corporate sector, legal profession and such. In addition to learning the basic precepts of population sciences, the legal and ethical framework of public health and the field of primary care, students will be able to specialise in an area of studies under the three domains of public health: 1) health protection, 2) health improvement and 3) health services.

For the MPH the aims were as follows:

> The overarching aim and objective of the MPH Programme include "to enable students to bring their knowledge to bear on tackling contemporary public health issues by integrating practice and theory, and developing the necessary perspectives, skills and experience to provide informed and effective leadership in public health practice" and "to provide broad public health perspectives and skills necessary to assume effective leadership in public health practice, reflecting the three domains of health improvement, health protection and health service"

The aims of the Programmes were well shared and allowed the faculty to demonstrate a clear 'esprit des corps.' For the students, there was a clear message provided throughout many sessions that the emphasis was laid on being 'work ready' through the integration of research and practice which was appreciated by the Team.

Conclusion: This sub-criterion is met

1.2   The programme aims are adequately transferred into final qualifications that students should have obtained upon graduation.

Both of the Programme aims reflected key elements of education, research and service found within both the mission statements of CUHK and the JCSPHPC. These were reflected in the Programmes through the Bachelors having both field learning through practicums and also a research process. Students were further exposed to the scope of public health in practice through site visits each semester to different external sites which was considered as a positive attribute of the Programme. For the Masters, students were expected to follow a research route if they wished to progress to PhD but were also given an option for field learning through a practicum.

Conclusion: This sub-criterion is met.

1.3   The final qualifications of the programme and learning objectives of the programme elements (i.e. modules, courses) correspond to general, internationally accepted descriptions of the outcomes or qualifications of an academic programme.

The School undertakes a rigorous and impressive integrative curriculum mapping exercise across both the Programmes. Firstly, the Programmes are mapped with the Hong Kong College of Community Medicine (HKCCM) which, as the official governing body in Hong Kong for public health training stipulates the key competences required for a public health specialist. In addition to these, the Programmes align themselves to the Hong Kong Qualifications Framework (HKQF) as level 5 for the BScPH and level 6 for the MPH. Furthermore, the Programmes are aligned to the WHO-ASPHER core competences model as well as the ASPPH Certificate of Public Health (CPH). The MPH also provides the grounding for a co-joint award between the HKCCM and the UK Faculty of Public Health (UKFPH) Diplomate Examination (DFPH).

The Programmes use co-ordinated Programme Learning outcomes (PLOs) and Course Learning Outcomes (CLOs). One of the areas identified by the Team was that the focus on prevention was subsumed by some of the other areas, such as protection, and the School may wish to consider highlighting the preventive elements to give a little more balance.

Conclusion: This sub-criterion is met

1.4 The programme demonstrates appropriate responsiveness to emerging scientific evidence and developments in the public health academic and professional spheres and to changes in the environment and health needs and demands of populations.

The MPH was the first in Hong Kong and began life in 1996 whereas the Bachelor was launched in 2009. The School is clearly distinctive in its educational outputs. As part of the largest University in Hong Kong the BScPH is the only Bachelor of Public Health in Hong Kong and was seen as a leader during the time of SARS. The MPH is only one of 2 Masters in Public Health and has five concentrations with one being focussed upon global health which does not exist elsewhere in the region.

Both Programmes were clearly research driven and responded well to the external world which included the aforementioned response to SARS and Global Health. More recently the School has opted to enhance the MPH through introducing laboratory-based specialisation. This was assisted by many of the faculty also performing roles in the state sector as well as having extremely impressive social outreach portfolios.

Through conversations with the leadership, faculty, students, alumni and stakeholders, the Team were provided with a clear picture of how the School and its Programmes were brought together under a distinct academic and corporate identity.

One area for improvement that the Team had deliberated upon after during the culmination of the visit, was the that the School does not market itself or their Programmes as much as they warrant. The team felt that the School should place marketing as a high priority investment.

Conclusion: This sub-criterion is met

Criterion II: Governance and Organisation of the Programme

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

2.1. The Programme is legally recognised/accredited (if national accreditation exists) by national educational authorities.

As previously mentioned, MPH began in 1996 and the Bachelor began in 2009. These awards are issued through The Chinese University of Hong Kong which was legally recognised in 1963. The BScPH curriculum has been accredited by the HKQF since its inception.

Conclusion: This sub-criterion is met

2.2. The organisational structure effectively supports governance, leadership, management and organisation of the Master Programme.

The team felt that the Programmes were extremely well organised and comprehensive. The faculty were evidently satisfised and the alumni were well respected. Each actor within the School (leadership, faculty, admin, IT, students), who often held multiple responsibilities, were clear with their responsibilities and these were elaborated and understood by all members.

The students had informed the Team that they were involved in different committees in the Programmes in which the Programme faculty asked them whether they would be interested and the students then chose for themselves to become involved, such as the Staff-Student Consultative Committee. The stakeholders had further informed the Team that they were mostly reliant on continuous informal contacts with the faculty and Programmes. The Team felt that in future the Programmes should outline strategies for further stakeholder identification and integration.

For the faculty there were clear lines of responsibility and integration in decision making from the admission strategies, design of the courses through to the learning outcomes and assessments. All faculty were found to work together in a constructive and supportive environment.

An organisation chart was presented within the SED and further elaborated during presentations as part of the visit and was found to be both clear and effective. The team thought that the School and Programmes may wish to consider preparing more precise documentation on the role descriptions for the benefit of future succession planning.

Conclusion: This sub-criterion is met with comments

2.3 There is an academically qualified person (or group) responsible for the coordination of the programme.

Professor Eliza Wong is the responsible for the BScPH and Professor Paul Poon is responsible for the MPH.

Conclusion: This sub-criterion is met

Criterion III: Learning and Teaching

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

3.1   The learning and teaching strategy as applied throughout the programme is in line with the programme aims and final outcomes of the programme. The learning and teaching methods correspond to the learning and teaching strategy of the programme.

The Programmes use an Outcomes Based Approach (OBA) which links in with the PLOs, CLOs and overall Programmes aims. The Course and Teaching Evaluation (CTE) permit students to assess whether the outcomes have been achieved and these are complemented through feedback from stakeholders. The PLOs undergo formal appraisal during cyclical reviews every four to six years and are evaluated externally and at the University level. These are undertaken by the Programme committees and the senate of the University. The CLOs, as well as course content, are set by the course coordinators and reviewed by the Programme committees. Larger changes, including credit bearing and length are promoted through to the University for consideration and review. Any proposed changes are agreed before the beginning of the semester.

The teaching methods employed in the Programme revolve around varied methods which support the schools Outcomes Based Approach. These include more classical lectures and tutorials but also wider methods such as, student-based presentations, social media and media communications, computer laboratory and group work. The Team appreciated that the philosophy behind the focus on Programme group work was to reflect the interdisciplinary nature of field based public health. In addition, the Team were impressed with the School's proactive thinking about the effects of artificial intelligence in learning.

Conclusion: This sub-criterion is met

3.2   Students are assessed in an adequate, meaningful and insightful manner by means of evaluations, tests and examinations, to determine whether the learning objectives have been achieved.

The assessment strategy of the two Programmes including grade descriptors aligned to the HKQF were presented as appendices in the SED. Also attached were the assessment guidelines which outlined how the assessments align with the Outcomes Based Approach. As explained during the visit, the BScPH and MPH committees also act as assessment committees to oversee assessments and to ensure against student workload overloads and overlaps. These arrangements are formally related to the faculty. The Team appreciated that there was a robust management and planning of courses and assessments. In short, for two credits courses

there are two assessments and for three credit courses there are three assessments. The assessment range consists of mid-term tests, end of course exams, laboratory performance, homework, group work and presentations. Double marking is used on group work along with anonymous peer evaluations. Capstone supervisors are also involved in student assessments. For examinations, where there is more than a 10% difference in marking grades a third marker is engaged.

The policy for reassessment was outlined in the appendices of the SED and during the meetings. For the BScPH, if students fail they will be required to repeat the class, unless they forfeit the study credits. For the MPH, in the case of a failure the student can re-sit after one month based on a different set of questions. If the student fails a second time, they'll have to re-sit the class. In the case that the students fail again, they can re-sit for a third time with failure at this stage precipitates withdrawal. The Team was informed that additional support is involved for students at this point including personal tutoring and the option to change course. Student led grade appeals begin with a notification to the course coordinator within two weeks of the results. If issues are resolved the assessment and examination sub-committees are informed. If the issues are not resolved at this stage, a formal grade appeal policy is instigated and an appeals panel is established comprising of two non-course related faculty members and forms a decision within two weeks of the appeal application.

Students had informed the Team during the interviews that the information on assessments was clear and was given to them at the beginning of each semester for each of the courses. They were also aware of the assessment criteria structure in place. The students are supported through the Programme with an academic advisor for each student which is supplemented through academic support at the college level. It was explained to the Team that the advisors would support students but also help identify if student grades were deemed to be dropping and would intervene at an early stage to provide support. Students also supported the data in the SED that feedback on assignments and assessments is given both as ongoing formative feedback and after the assessments, within two weeks. Mid-term feedback is given through blackboard and the final exam is given through the 'UNI GPA' system which also incorporates a feedback section for more general feedback to the students. This was evidently appreciated by the students who presented the Team with a very healthy and respectful staff student relationship.

Conclusion: This sub-criterion is met

3.3 At the end of the programme, students within master programmes are typically required, and bachelors maybe required, to prepare a written document (thesis, dissertation, mémoire, final project) as an integrating experience in which they synthesise and integrate knowledge and skills acquired over the course of the programme.

For the BScPH, students are required to undertake a practicum and a thesis which was found by Team to be an excellent School output. In addition, the Team noted the receptive management of the practicum which included an example of withdrawing students from a site where they were not gaining the skills required. Within the MPH there is an option for students to take either a research or a practicum track. The assessments include a report and presentation which was seen as a positive aspect by the School in preparing students to be evidence based and ready for work and further study.

Before the practicum begins students will meet the supervisor in a planning meeting where students will be required to present their plans which needs to be approved and which accounts for a 10% grade. Site supervisors are then provided with an assessment rubric consisting of; general performance, punctuality, presence and the ability of students to achieve their plans, which accounts for 30-40% of the grade. At the end of practicum, the site supervisor returns these grade assessments. Students are then required to give a poster presentation with a 50% grading which is double marked. All BScPH students have to complete 100 hours practicum and a research project based on either of primary or secondary data. The School maintains open communication with site supervisors and the course coordinator addresses student concerns throughout their time in the practicum. If any problems exist and cannot be resolved then the site supervisors will be contacted. The students have a choice and can work in pairs if so desired.

MPH students commence a final research capstone in which they are required to undertake a project focused on a public health problem based around their concentrations. They are assisted by a supervisor corresponding to the chosen area. Oral progress reports are required during the project, as well as a final presentation. These are then finalised through a final report consisting of 3500 words for quantitative based projects and 5000 words for qualitative projects. In addition to the research route, students alternatively can choose to opt for a Practice-based Capstone Project whereby the student is required to draft a proposal, conduct the project and present their results. These projects are designed to give students site experience and networking opportunities and typically last for 120 hours.

As a recommendation the Team would encourage the School to consider increasing the number of work sites available for students as part of a larger outreach enterprise. One example would be for expanding the primary health care centres as sites as these are areas in

which students are seeking work after graduation and would be complimentary to foreseen changes in the Hong Kong public health system.

The outcomes for both the types of projects and students are aligned with both Blooms and SOLO learning taxonomies. Moreover, each capstone aligns to specific Course and Programme Learning Outcomes. These were verified through the Curriculum Validation reviews and SED appendices which presented both sets of learning outcomes for each Programme under review. As an example, for the BScPH practicum the PLOs are identified as PLOs 1,2,4,7 and 8

PLO 1: Acquire the contemporary concepts of public health and the interactions between determinants of health at individual, local and global levels.
PLO 2: Explain from global perspective the burden of disease, the links between health and development, and approaches to
international cooperation to monitor, promote and protect health.
PLO 4: Assess the health status, social concern, needs and equity of different populations contributing to the use of health services and health promotion practices.
inquire, analyze and criticize contemporary public health issues.
PLO 7: Demonstrate the appreciation of the importance of primary care in population health.
PLO 8: Acknowledge the cross-cultural impacts on actual and perceived health needs.

For the Course Learning Outcomes, the BScPH practicum were identified as follows

1. Be familiarized with the multi-disciplinary nature of public health
2. Consolidate theories learned
3. Prepare for the research and practice-based courses in 3rd year of study
4. Have an insight into their future career
5. Expand their networks with key stakeholders of public health
6. Be familiarized with the multi-disciplinary nature of public health
7. Consolidate theories learned
8. Prepare for the research and practice-based courses in 3rd year of study
9. Have an insight into their future career
10. Expand their networks with key stakeholders of public health
11. Apply academic theories and acquired skills to community-based programme or service or evaluation in a real-life setting
12. Understand the vision, missions, values, and the populations served by the designated organization
13. Communicate public health concepts clearly in verbal and written forms and familiarize with multi-disciplinary public health practice
14. Expand their networks with key stakeholders of public health

A full list of graduating cohort theses had been provided for both the BScPH and MPH as part of the SED.

Conclusion: This sub-criterion is met

3.4   The programme aligns with a three-tier system, the application of credits, and issuance of a Diploma Supplement, credit transcript or Co-Curricular Record.

The credits used throughout the Programmes are based on 13 hours for 1 credit and credit transcripts (co-curricular records) are readily available to graduating students. The Programmes were clearly in line with academic progression from bachelors (level 5) through to masters (level 6) and on to PhD (level 7) within the HKQF. The team were impressed with the amount of thought and attention that had been given to the articulation of the BScPH to Masters route where graduates from the BScPH could be, within a three-year period, granted credit exceptions on the Masters Programme. Up to a third of the Masters Programme credits could be exempt for BScPH students with an accompanying reduction in tuition fees. A similar process of exemption was available students following a masters to PhD routes and even Bachelors students with higher grades in Public Health Ethics and Law, as well as, attendees from the Foundations of Public Health course.

Conclusion: This sub-criterion is met

3.5   There are opportunities for international exchange of students.

The School has external relations for exchange with three Universities: Maastricht University in the Netherlands, University of Queensland in Australia and Simon Fraser in Canada. Incoming and outgoing students are serviced through the central University's Office of Academic Links. Students appreciated the opportunities for academic exchange although had mentioned that the administration was slow moving. As a recommendation the Team would recommend looking to increase the number of exchange schools, perhaps through the World Universities Network or even APHEA accredited Schools.

Conclusion: This sub-criterion is met

Criterion IV: Students and Graduates

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

4.1   The programme has clearly defined admission criteria and recruiting policies coherent with the aim and objectives of the programme.

The admission criteria for both the BScPH and MPH were presented in the Curriculum Validation Process, the SED and are openly available on the School's website. Prerequisites include prior learning and language skills and were seen as socially equitable. Undergraduate admissions rely heavily on CUHK through Joint University Programmes Admissions System (JUPAS) system with around 40% of undergraduate students attending through the non-JUPAS route. For postgraduate admissions, the system was seen to operate through a designated member of faculty responsible for screening and interviews which was seen by the Team as potential overload. This situation may be addressed by considering clarifying the criteria for ranking applicants and increasing the personnel for reviewing of applications.

The School's ambition is to increase the numbers of international students and the foreseen changes in the health care sector would also see an increase in demand for public health. As such the Team would recommend the School and Programmes might wish to lobby the central University to increase the allocation of places for public health to meet workforce demands.

Both present students and alumni were asked whether the information given to them before the Programmes started was a true reflection of the Programmes themselves and the career prospects. Both sets gave a positive response to the Programme level information with one alumni from the MPH stating that they found the Programme to be comprehensive and that they were initially looking for a generalist Programme but felt they received more.

For the career picture, information is provided to students on the website and through Youtube videos. In addition to the centralised career service and internal informal networks, the alumni from the BSc Programme help to advise present students on career pathways. From the alumni perspective the Team heard how the skills taught in the Programme helped one alumnus establish an NGO (Non-Governmental Organisation), another to plan and monitor a health program whereas a third alumnus received a job offer via their practicum placement.

All quantitative and qualitative data on students was provided as part of the SED.

Conclusion: This sub-criterion is met with comments

4.2   The programme is achievable for the majority of students.

There was a positive reply from both Students and Alumni when enquired as to the achievability of the study load. The present student cohort mentioned the practicability, spacing and consistency of workload and assessments. This was seen as a credit to the collegial manner in which the Programmes are designed to ensure against student overload and overlap. The Alumni had mentioned the clarity of workload and that the School was receptive to change.

As previously mentioned, each student is assigned an academic advisor who also operates as an early warning system for student issues and is further complemented through the colleges where students had expressed as their first port of call for financial and psychological assistance. This is further supported at a University level through a unit entitled, Special Education Needs service (SEN) which is provided by the Office of Student Affairs There are two levels of Academic Advisor. On the first level, Advisors have around 6 to 11 students each and will meet at least once per year to give extra support both at the School and college level. These meetings will discuss welfare matters such as, life on campus or financial issues. Any issues spotted can be further addressed or discussed with the other faculty. Secondly there is an academic role where discussions revolve around students' academic plans and aspirations, for example, if the students' interest is in research advisors will help connect them to projects. Likewise, if the student is interested in work, the advisor will help look for internships and academic exchanges. If any issues arise which cannot be dealt with by level 1 advisors, a 2nd level advisor will be engaged who are usually Programme coordinators or senior level academics and management.

Furthermore, year 1 and 2 BScPH students have access to the School provided 'Peer Assisted Study Sessions' (PASS) where students who had undergone and received high grades in the same course previously will help newer students to build their learning skills. Students are required to attend 2-day of PASS training by the one of three Accredited PASS Supervisors at the School. In addition to student-to-student assistance, the Programmes also run a mentorship Programme where many alumni mentor present students. The remit of this activity is to provide advice on careers and career planning, networking, personal development and the cultivation of a community of practice. Details for both of these student support activities are readily available on the School's website and it was acknowledged that mentees often returned as mentors. This was considered a clear strength of the Programmes and the Team would urge the School to consider marketing these activities more widely and potentially include student testimonials. Quantitative and qualitative data on student attrition and prolongations was presented and enquired upon as part of the SED and raised no concerns with the Team.

Conclusion: This sub-criterion is met

4.3 The programme has access to counselling services for personal, academic and professional development of students.

The responses to this criterion (sub criteria 4.3.1. and 4.3.2.) are embedded in the text which accompanies criterion 4.2. directly above, as the services are interconnected with the University central systems, the college system and School level monitoring of student progress. The students were asked explicitly about the availability of administration and raised no concerns. During the visit, the Team met with many of the numerous administrative staff and witnessed first-hand how they interacted and supported both students and faculty.

Conclusion: This sub-criterion is met

4.4 There is a monitoring system of the graduates.

The School was found to administer a range of post-graduation questionnaires. The questionnaires concerning employment provided data for Bachelors within the SED which categorised the data into Public Health NGO/Private: and Public Health Gov/Hospital/Institute. For Masters, the categorisation was Self-employment, Research and Healthcare. The University also distributes a centralised employment-based questionnaire but the responses sought were considered more generic (employment, seeking employment, further studies. It was noted that the alumni response rates to the anonymised formal evaluations was low at around 10%. The Team did conjecture whether this was reflected of other Programmes and departments within CUHK and whether, because CUHK operates a College system, that College based surveys had a better response rate. In this regard, the School should seek to uncover College based response rates and whether there are opportunities for closer integration.

In addition to the questionnaires the School operates an alumni Association which offers social activities to stay connected, such as Christmas meetings. The Team would recommend to consider the integration of the BScPH and MPH alumni associations with a focus on improving the monitoring of alumni career trajectories and would support greater emphasis on interaction with graduate population through other means than surveys where improved networking may also help identification of further practicum placement sites.

Conclusion: This sub-criterion is met with comments

4.5   The programme has effective communication tools (website, brochures, etc.) to present itself internally and externally.

The School and Programmes have several methods of communication ranging from their website through to social media, such as Facebook, Instagram, YouTube, WeChat and also printed materials such as flyers. Within the Programme the Programmes utilise Blackboard.

Both websites contain regulations and up-to-date details on the Programmes. However, the Team did make note that the websites for the BScPH and MPH varied in quality. As such, the recommendation (with the caveat that website development may not be in the School's operational remit with the University) would be to try to present an overall picture of the School and their Programmes which would be especially useful for marketing purposes.

Conclusion: This sub-criterion is met with comments

4.6   The programme adheres to national legislation on the protection of personal data.

All members of The Chinese University of Hong Kong are bound by the Personal Data (Privacy) Ordinance laws of Hong Kong. In addition, the faculty are clearly informed, through the course administration guidelines, of the requirement to password protect and communicate grading data.

Conclusion: This sub-criterion is met

Criterion V: Human Resources and Staffing

The profile and number of teaching and support staff is appropriate to the provision of the stated programme aim and final qualifications of the programme and its continuous development. The recruitment policy of the programme is consistent with the aim and objectives of the programme.

5.1 There is a central and stable core of academically qualified and / or experienced teaching staff in sufficient numbers dedicated to the programme.

A full listing of the number and percentage for faculty including their academic positions was provide within the SED and presented in summary below

Academic status	BScPH	MPH
Professor	3	4
Professor (Clinical)	3	5
Research Professor	0	1
Associate Professor	5	7
Assistant Professor	11	10
Assistant Professor (Clinical)	1	1
Research Assistant Professor	4	3
Lecturer	2	2
Total	**29**	**33**

The figures presented provided for an impressive and rather envious staff student ratio for the present cohort of 1:4.42 for BScPH and 1:3.18 for MPH. The Team were informed that the University regulates the staffing numbers whereby increases in students are paralleled by increases in staff. For the BScPH 96.6% of faculty held doctorate level degrees and the MPH had 84.8% of faculty holding doctorates. The BScPH Programme incorporates 15.2% of the Programme to courses from outside of the School to strengthen the multidisciplinary of the Programme. All courses for the MPH Programme are provided internally within the School. Faculty numbers have been increasing in recent years with 80% of the faculty having been with the School for over 5 years and 20% between 1 and 5 years.

Conclusion: This sub-criterion is met

5.2 The departments involved or staff members in the programme reflect the multidisciplinary character of public health.

The curriculum vitae of the faculty were presented as part of the SED. The faculty body was found to have a breadth of specialisation backgrounds ranging from Medical, Environmental Health, Nursing Epidemiology, Biostats, through to Health psychology. The Programmes are also reactive to the needs of changing courses through engaging and employing faculty with expertise.

During the SED and interviews, the Team were informed of the compulsory personal development workshops provided by the University level, Centre for Learning Enhancement And Research (CLEAR). These workshops are stipulated for all faculty and new faculty are required to fulfil the training within the first three years of engagement. The focus on the training is for educational and pedagogical skills and the faculty elaborated further by explaining that training also covered supervision, technology integration, teaching philosophies as well as enabling faculty to meet and work with other members of the University system. The training was appreciated as being rigorous and includes instruction, assessment and self-reflection and was seen by the Team as being comparable to examples of certification in tertiary teaching awards offered by many university systems. All faculty during the meeting had expressed their satisfaction that the training was helpful in their careers. Faculty were comprised of varying international education backgrounds with three quarters receiving awards locally and one quarter having been trained abroad, with examples from Australia, Canada, the UK, USA, and Sweden. Many faculty were also involved in international research and project activity.

Conclusion: This sub-criterion is met

5.3   The programme supports the active involvement of faculty in public health research and service (practice) activities.

The Team were impressed by the research and, above all, the breadth of social outreach activities which was considered by the Team as another area of good practice. Each faculty has their own research field and are supported institutionally when converting research into practice through a knowledge transfer fund.

The range of outreach activity was exceptional and covered capacities from senior advisory roles, executive committee membership, Presidencies, Directorships and Chairs in external agencies, training of research staff at other research institutions and conducting workshops externally.

The depth and breadth of the School's (and Programmes') research and outreach activity was not felt well reflected by the Team either in the SED or on the website. The Team felt this aspect of the School provides a key marketing opportunity and would advise the School to promote the visibility of their activity to assist with the strategic advantage of the School and Programmes especially in the recruitment of international students and potentially increasing placement settings.

Conclusion: This sub-criterion is met

5.4   A staff recruitment policy exists outlining the type, responsibilities and balance of academic staff required to adequately delivery the programme curricula.

Staff recruitment guidelines are published through the CUHK website in which all applications are required to follow. Recruitment is both open and competitive and considerate of research and teaching as well as internal and external service engagements. Other secondary indicators include grant procurement. Research output is based around the interdisciplinary nature of the School and is not based solely on impact factors as social science journals do not have comparable impact factors of the clinical sciences. This provided for a clear line between recruitment and the Programme aims.

There are two career pathways within the School and University. Lecturers commence as assistant lecturer, then lecturer through to senior lecturer and principal lecturer. The professoriate pathway begins at assistant professor through to associate professor and professor. The differences in procedures for these appointments are codified in University documentation whereby external assessments are undertaken for Professoriate appointments and require the approval by the Vice-Chancellor. Associate professor to principal lecturer categories require approval through the Provost, whereas appointments to Senior Lecturer and below require approval by the Faculty Dean.

The Team were also informed that, reflective of the student based mentor program, there was also a University wide staff mentorship scheme which matched senior academics (mentors) with junior academics (mentees) within the same School to share experience, knowledge and skills with mentees.

Conclusion: This sub-criterion is met

5.5   An appropriately qualified and sufficient administrative/support staff is available for the programme.

The Team found a well-integrated team ethos with exceptional administration support who, along with academics, provide an holistic student support. Within the BScPH there are 5.5 FTE admin posts and for the MPH there were 8 FTE. These were supported by a further 10 FTE shared within the School as well as additional administrative support being provided through the University. The Tasks and responsibilities of the administrative support are outlined their employment contracts and each member is required for thirty-nine hours of service each week.

Conclusion: This sub-criterion is met

Criterion VI: Supportive Services, Budgeting and Facilities

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

6.1 The programme has financial resources sufficient to support its stated aims, final qualifications and learning objectives.

The School operates along a one-line budget via the Hong Kong University Grants Committee for the Undergraduate for the faculty from the University with autonomy for allocation resting with the School. There is independent funding for the MPH predominantly deriving from fees. The MPH student body is provided with a suite of scholarships including a fellowship scheme supported by the Hong Kong University Grants Committee.

Conclusion: This sub-criterion is met

6.2 The learning resources are adequate and students and staff are provided with sufficient access to these resources inside and outside of usual School working hours.

The students had mentioned that they have the availability of up to 5 libraries throughout the University and School, with the main library open 24/7. Students had expressed their satisfaction for these resources and had made note of the helpfulness and responsiveness of the library staff. Training sessions are provided for guidance and orientation on the learning resources and the University maintains a comprehensive website detailing the availability of training sessions in three languages and encouraged student engagement in creative ways by offering the chance to win prizes for attendance.

Conclusion: This sub-criterion is met

6.3 Appropriate and well-equipped facilities supporting the educational methods of the programme are available.

The Team found that there were very good student facilities consisting of a range of lecture theatres, flat teaching spaces, computer laboratories, tutorial rooms with moveable desks. Photographic evidence can be located on the next page. Video evidence of teaching within the learning spaces was provided as part of the SED.

Conclusion: This sub-criterion is met

6.4 Appropriate computer facilities, including both hardware and software, access to Virtual Learning Environments, internet and appropriate service support are available.

The School uses Blackboard online learning and teaching platform to support their in-person teaching. Students have access to software through the University's Information Technology

Services Centre. This centre is staffed by 171 staff to support the University and this is complemented at a School level by four designated technical specialists in the information technology department.

Conclusion: This sub-criterion is met

Examples of facilities available (criterion 6.3)

Lecture Theatre

Lecture Room

Tutorial Room

Main Library Room

Computer Laboratory

Student Services

Criterion VII: Internal Quality Management

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

7.1   An operational internal quality management system that (i) monitors the curriculum and student progress, and (ii) ensures that concerns of staff and students are readily identified and addressed.

The achievement of the BScPH and MPH aims and objectives were seen as inbuilt into the School's outcomes based approach and are clearly guided through the University quality manual which is available online. The Programmes develop and coordinate PLOs and CLOs and their assessment through committee structures which are reviewed both internally and externally.

There are several methods used to review the students' appreciation of the outcomes. Across both Programmes there are online Course and Teaching Evaluations (CTE) which are conducted for all courses apart from the project research supervision and thesis courses. These are usually completed at the end of term albeit the Programmes have freedom to administer mid-term CTEs. These surveys were a way to collect more quantitative data which is then accompanied with qualitative data deriving from the Staff-Student Consultative Committee.
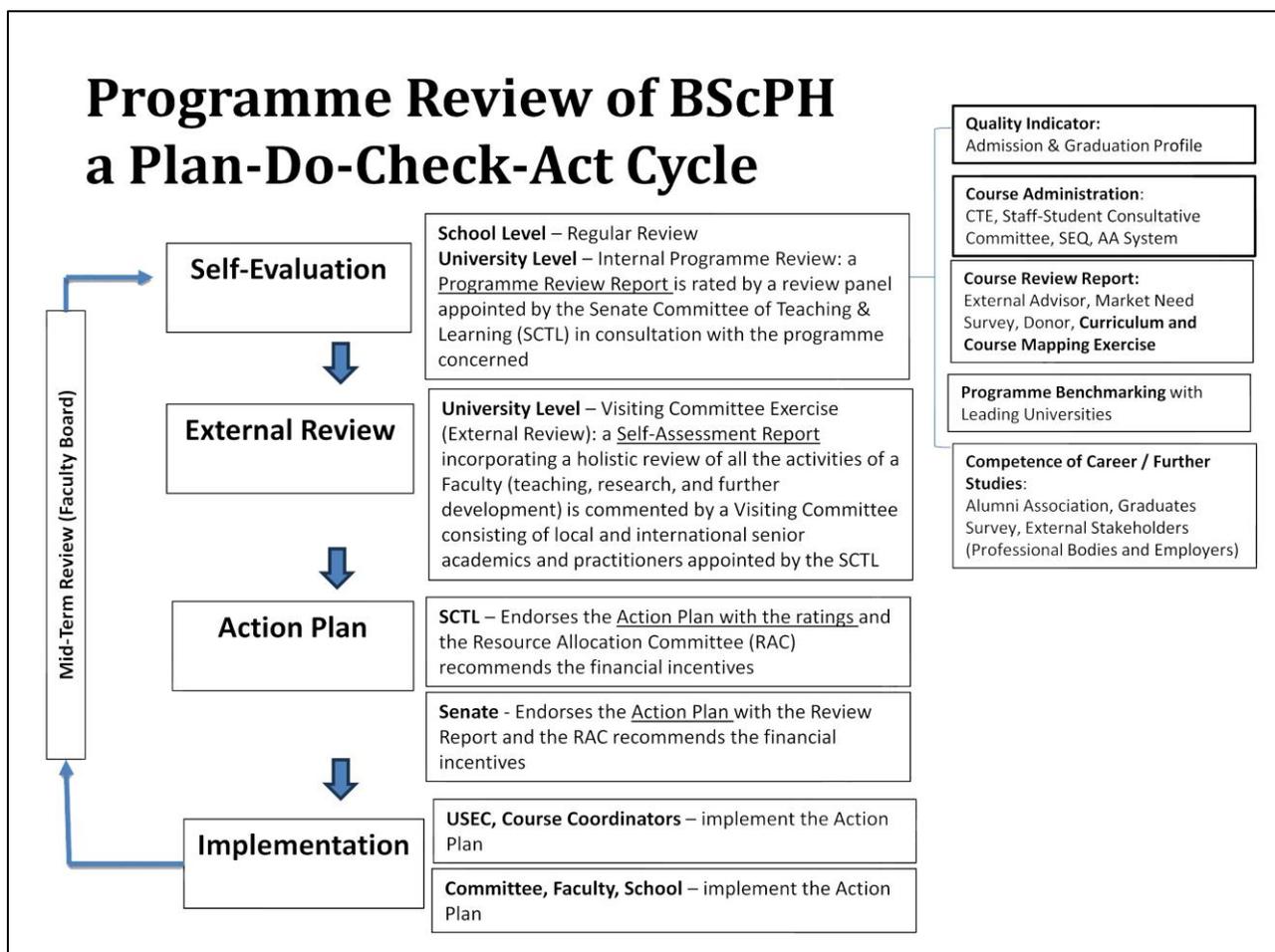
For Bachelor Programmes these are then supplemented with alumni questionnaires, student experience questionnaires, graduate capabilities questionnaires, market survey and course mapping exercises. For the MPH an additional graduate exit survey and MPH Programme exit survey are administered.

The Programmes are also obligated to undertake regular Programme reviews which include internal and external stakeholders. The reviews consist of self-evaluations which are reviewed by respective education Programme committees and the Board of the School as well as the Senate Committee on Teaching and Learning. In addition, reviews are undertaken by The Faculty of Medicine for the BScPH and the Graduate School for the MPH.
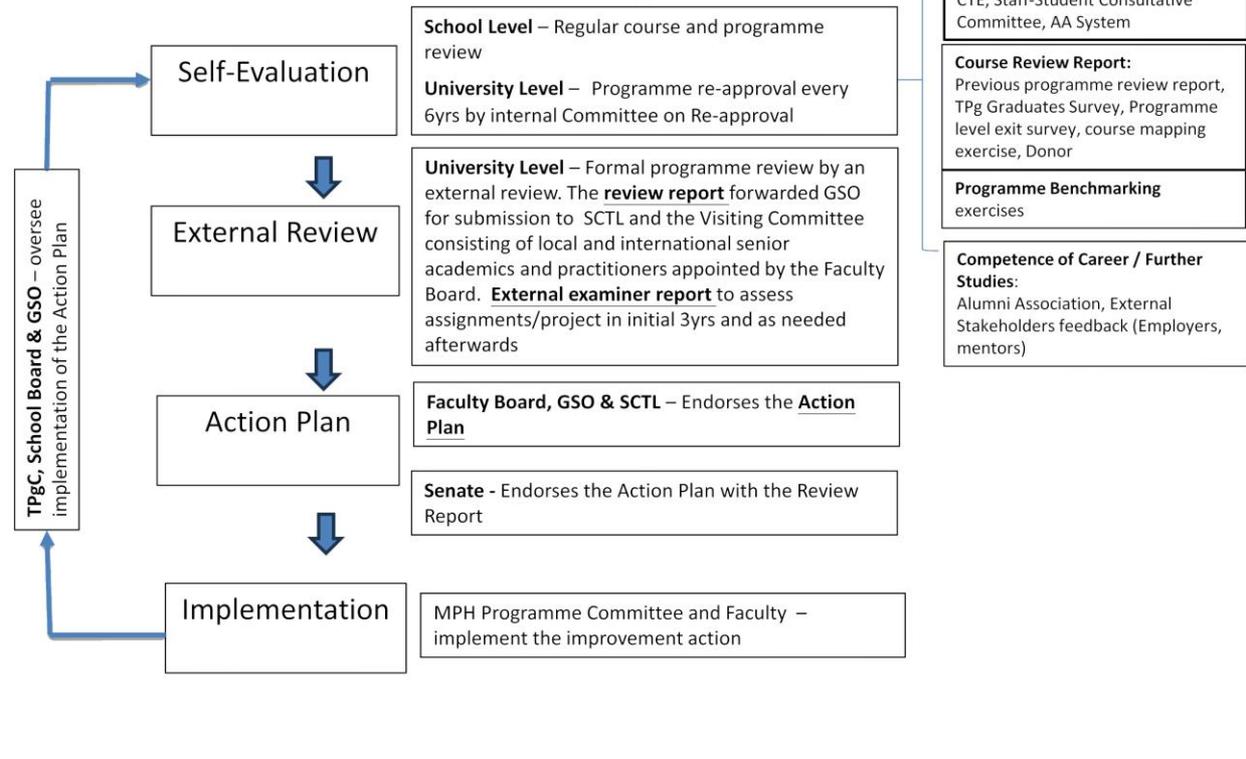
Less formal review channels come through the mentorship Programme, alumni association, the market need survey (for BScPH), career month, external examiners as well as communications from employers and between teaching faculty and external stakeholders as part of the faculty research and outreach work.

On paper, during the review of the SED there was a sense that the system may be rather cumbersome however, after several meetings and presentation by the quality units the Team found that the system was both clearly articulated and understood by all actors involved but moreover found to be comprehensive and dynamic. One area which remained unclear referred to the stakeholder and employer relationships and the Team would urge the School and Programmes to give more attention to the relationships with stakeholders with regard to Programme feedback, development, promotion and placements.

Regarding the Programmes' PDCA (plan-do-check-act cycle) the School had articulated these very succinctly in the following way for both the BScPH and MPH which were found to be both similar but nuance for the different Programmes.

Programme Review of MPH a Plan-Do-Check-Act cycle

Self-Evaluation

School Level – Regular course and programme review

University Level – Programme re-approval every 6yrs by internal Committee on Re-approval

External Review

University Level – Formal programme review by an external review. The **review report** forwarded GSO for submission to SCTL and the Visiting Committee consisting of local and international senior academics and practitioners appointed by the Faculty Board. **External examiner report** to assess assignments/project in initial 3yrs and as needed afterwards

Action Plan

Faculty Board, GSO & SCTL – Endorses the **Action Plan**

Senate - Endorses the Action Plan with the Review Report

Implementation

MPH Programme Committee and Faculty – implement the improvement action

TPgC, School Board & GSO – oversee implementation of the Action Plan

Quality Indicator:
Admission & Graduation Profile

Course Administration:
CTE, Staff-Student Consultative Committee, AA System

Course Review Report:
Previous programme review report, TPg Graduates Survey, Programme level exit survey, course mapping exercise, Donor

Programme Benchmarking exercises

Competence of Career / Further Studies:
Alumni Association, External Stakeholders feedback (Employers, mentors)

Conclusion: This sub-criterion is met

7.2   There is regular and systematic data collection of student and staff feedback concerning learning objectives, content of modules, staffing, and pedagogical approaches and the programme is modified accordingly.

For the analysis of the processes involved in data collection for curriculum review (7.2.1.) please refer to criterion 7.1. directly above. The SED outlined the monitoring and improvement cycle and during the visit a presentation was given. The system operates on five levels beginning in sequential order; the course coordinator, the concentration coordinator, the Programme director, education committees and finally the Senate Committee on Teaching and Learning. Each level proposes improvement to the level above and, depending on the extent of the changes (as exemplified under criterion 3.1) these may be promoted to the senate. This allows for freedom for minor changes by the course coordinators but quality assurance for any larger change. Implementation of changes are then monitored through the mechanisms and instruments (CTE, surveys, Staff-Student Consultative Committee etc) identified above in criterion 7.1.

Two examples of changes included raising the credit allocations, from 2 to 3, for a BScPH course on Qualitative Research as the students had identified that the credits were not proportional to the workload involved. For the MPH Programme, the removal of a series of pre-lecture quizzes on a Healthcare Financing course as part-time students had identified these as difficult to complete beforehand.

Conclusion: This sub-criterion is met

7.3   Feedback on the quality of the programme is provided in a systematic and regular way to faculty, students and other persons involved.

Changes made are informed to the students in a variety of ways including feedback during lectures and instances such as the Academic Counseling Session, Staff-Student Consultative Commitee or via Programme coordinator announcements posted on Blackboard. One alumnus had informed the Team of how, at the end of their first year, they were integrated in to a large course mapping exercise with the faculty.

Conclusion: This sub-criterion is met

7.4   The programme provides evidence that recommendations received during previous reviews (by APHEA or any other national/international review body) have led to changes in the curriculum or organisation of the programme.

The Programmes have not yet undertaken external reviews nationally or internationally however, as part of the internal review system they are obligated to produce an action plan outlining changes to be effectuated. Both Programmes had provided previous actions plans as part of the SED.

Conclusion: This sub-criterion is met