



SITE VISIT REPORT FOR  
THE PROGRAMME ACCREDITATION REVIEW  
OF THE

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

Site Visit Report

**Executive summary**

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION  
SITE VISIT DATES: April 17<sup>th</sup> to 19<sup>th</sup> 2023

SITE VISIT REVIEW TEAM:  
Professor Suzanne Babich, Chair of the Board of Accreditation, APHEA  
Dr Stojniew Jacek Sitko, Jagiellonian University, Poland  
Assistant Professor Ledua Tamani, Fiji National University, Fiji  
Dr Julien Goodman, Executive Director, APHEA

## **Executive Summary**

The site visit team (hereafter referred to as "the Team") thanks all those involved in the programme (hereafter referred to as "the Programme") who assisted with the site visit and preparation of the self-evaluation documentation (SED).

### **Criterion I: Aims and Objectives of the Public Health Programme**

The Programme and School had well-articulated mission and aims. The mission of the School was found to be broader than the mission of the University, as it encapsulated a wider global dimension, and may provide the school with additional opportunities for marketing. The aims of the Programme were clearly mapped to both European and Australasian curriculum and competency frameworks.

An outstanding and unique feature of the programme was referred to as "create your own adventure." The structure to the programme allows students the possibility to pursue three distinct academic pathways, from a research thesis, a taught pathway and practicum pathway. This approach allows the programme to deliver a generalist degree preparing students to further their careers in either research or practice and is accomplished through education, research and community outreach and which often sits aside the students' own professional experience.

It was evident during the site-visit that the Programme and School holds in high regard their relationship with the external market, which was reflected through the incorporation of research and the school's extensive social outreach activities in the teaching of the programme but also encapsulated practical skills required by the workplace.

### **Criterion II: Governance and Organisation of the Programme**

The programme fits within the School of Population and Global Health at The University of Western Australia, which is a composite part of the Australian higher education system existing at Australian Qualifications Framework level 9.

The responsibilities of persons and the rules of governing bodies and programme leadership was explored thoroughly, and the Programme and School have very clear organisational structures which are well organised and transparent to all. The programme is also well supported by a positive and highly regarded administration.

### **Criterion III: Learning and Teaching**

The teaching and Learning strategies of the programme were found to be clear and consistent with the aims of the programme. “Create your own adventure” draws out a distinctive approach to individualised learning pathways through explicitly stating the prospect of tailoring the programme, which was highly appreciated. One of the routes available for students is a taught pathway. The Programme may wish to consider reinforcing this pathway by the introduction of an integrative learning experience, such as a reflective journal.

Students have the possibility to complete practica in differing international locations. The Programme wants to create international citizens and, as such, may also wish to consider the opportunities to broaden the curriculum with attention to international comparative health systems, including lower middle-income countries.

During interviews with students and stakeholders, Health Policy had been mentioned as an area for inclusion in the curriculum whereby the Programme may wish to consider reviewing the options for more health policy analysis in both methodology and assessments. Likewise, there were also discussions on the teaching of statistical software and how the Programme may wish to reflect upon this aspect to meet the needs of the workplace and desire of the students.

### **Criterion IV: Students and Graduates**

The Programme’s processes for monitoring and supporting students throughout their life in the university and programme were found to be outstanding. Both staff and administration had explained how attention is placed upon student support and progression throughout the Programme and was supported by an exceptional administrative support. It was evident during the visit that there is a cohesive body of students and alumni which held a healthy collegial relationship with faculty.

The Programme is supported centrally through many University level functions including graduate (alumni) monitoring. At a Programme level informal systems existed to track alumni data and were still under construction formally. The Programme was advised to clarify with the university a greater precision over the school level tracking of careers and offers to alumni and to consider constructing a school-based system for tracking alumni which could be used for a variety of purposes, such as workplace skills pertinence and marketing.

### **Criterion V: Human Resources and Staffing**

The Programme is supported by a well-qualified cadre of staff with a high level of collegiality. At a campus level there was interest in providing more security through permanent faculty

positions which demonstrated a commitment to building a supportive environment for a stable faculty.

The vast majority of faculty had gained qualifications in teaching and learning and it was apparent that faculty were socially and research engaged. The range of faculty social engagement was found to be impressive.

The school and programme are well served by their administrators both at a Programme and central level.

### **Criterion VI: Supportive Services, Budgeting and Facilities**

The programme is financially supported through the University as are the learning resources which include online resources and five physical libraries. The regulations concerning libraries are housed on the University website and include information on study support and orientation for both students and faculty. Programme staff and students are also supported centrally with hardware, software, learning environment and service support.

However, a range of internal stakeholders had highlighted shortcomings and breakdowns in some of the Information and Communication Technologies (ICT) infrastructure which imposed on the Programme's performance and indeed its future ambitions to move and facilitate online learning. This gave an impression that the Programme may wish to upgrade its online learning technology infrastructure to fully capitalise on the potential of online learning.

### **Criterion VII: Internal Quality Management**

The Programme was found to have an organised system in place to monitor the aims and objectives of the programme which includes most stakeholders in key processes. However, the alumni were not seen as overly connected with the Programme, therefore more attention is required in the development of this area moving forward.

The Programme utilises both formal and informal quality feedback systems. During discussions there were examples provided by different stakeholders expressing uncertainty to the results of their feedback, and the Programme should endeavour to ensure that feedback loops are closed and stakeholders are informed accordingly about the outcomes of their feedback.