



SITE VISIT REPORT FOR
THE PROGRAMME ACCREDITATION REVIEW
OF THE

Bachelor of Public Health
School of Public Health,

Mongolian National University of Medical Sciences

Site Visit Report

Executive Summary

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
SITE VISIT DATES: May 31st to June 2nd 2023

SITE VISIT REVIEW TEAM:

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Executive Summary

The site visit team (hereafter referred to as "the Team") would like to thank all those involved in the programme (hereafter referred to as "the Programme") 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 school of Public Health and their Bachelor Programme aim to provide public health services and improve the health and well-being outcomes of the health of the people of Mongolia, a country which has the enviable position where public health in the system is the third most popular option for studies in health sciences major after medicine and dentistry. In Mongolia, the school at MNUMS provides around 95% of the public health workforce.

During the site visit, the Team appreciated how the Programme outcomes and objectives were found to be balanced and based around the workplace job descriptions and that there was an evident strong relationship with national stakeholders in determining the contents of the Programme.

The Programme presents a clear development from a sanitary hygiene model to contemporary public health within a specific social and epidemiological context and the Programme might wish to reflect on the balance with international public health developments, norms and perspectives.

It was clear during the meetings that the Programme brought together a motivated and positive faculty (from varying departments), students and alumni within a strong corporate identity, where the aims of the Programme are shared through social media, such as Facebook, a class reunion called the "Golden Welding" and also podcasts which were familiar to the students.

Criterion II: Governance and Organisation of the Programme

Clarifications over the organisation chart of the Bachelors were provided on site and were found to be clearly understood by all persons and departments involved in the Programme. The Team would urge the Programme to pay attention how they inform faculty and internal stakeholders about the ongoing work of some of the organisational units.

There is no one person dedicated to the coordination of the Programme but rather a combination of the Heads of Department and Sub-Committee perform the role of management. This presents the picture that the day-to-day programme management appears overly complex and, as a result, The Team would strongly recommend considering more defined programme management, such as, a programme director / lead, with one of the responsibilities to ensure communication between the different organisation levels.

Criterion III: Learning and Teaching

The Programme employs various pedagogical strategies, such as problem-based learning, task based, flipped classroom which are clearly in line with the Programme's aims and outcomes. These approaches are supported through centralised division for faculty development and e-learning to train faculty. The Programme's learning and teaching strategies are also supported by purpose designed learning environments.

The programme employs a number of assessments throughout the courses corresponding to the differing assessment methodologies but this entails that students are presented with a wide variance of assessment methodologies which is an area for further harmonisation.

The Programme makes use of internally and externally supervised and evaluated internships which are required for 21 days in the first two years and 28 days in the final three years. The Team would recommend that the Programme look to integrate a thesis as part of a final integrative experience.

Being five years in length, the Programme does not reflect the standard international bachelor programme structure and the first two years see a medicalised focus with much of the core content spread rather thinly over several courses which may be addressed through combining some of the courses into larger units within a deeper concentration. The Team

would recommend the Programme negotiating with the University the possibility to reduce the length to four years and look toward strengthening their core public health content.

The Team is aware of the difficulties in attracting foreign based students but that there are modern amenities available for accepting these students and also possibilities for outgoing students. The Programme may wish to consider making parts of the Programme more attractive to foreign based students. For example, English based modules / courses, Mongolian health system research courses, summer schools. Over the long term, consider incorporating more English language in to the Programme and courses to attract further international cooperation and funds.

Criterion IV: Students and Graduates

Students and alumni gave positive reflections on the quality of the Programme with one mentioning that the Programme overpassed their expectations.

Students had mentioned the heavy workload of the first two years and that they were expected to perform the same content as a medical student. The Programme is assisted in the monitoring student progress through the centralised Division of Undergraduate Educational Policy and Management.

Students had provided some of their experiences of difficulties, including pregnancies and finance issues and how the Programme had sought to alleviate the issues by remedial actions such as prolongations, accessible e-learning, loans and flexibility in tuition fee repayments.

With regard to the physical needs of some students, the team was aware of the architectural shortcomings of the present building (as are the school) and a new building is presently under construction. The newly built dormitories, however, had taken these needs into consideration.

The Team had been informed of how students were assisted in their studies. Examples included working closely with mentors including third year student mentors as well as class mentors. Regarding counselling, students can refer themselves to the Department of Psychiatry within the central university as well as faculty in psychology.

The Programme presents itself in a variety of ways including, a continuously updated website, flyers, social media, promotional outreach in the provinces and podcasts.

The Team compliments the school and programme for the enduring contact and involvement of alumni, especially the Golden Welding reunions and the plans for the 60th anniversary celebrations.

Criterion V: Human Resources and Staffing

Students had praised the high academic standard of the faculty as compared to other university programmes with students mentioning that the faculty were better qualified than anticipated. The Programme is taught through collaborations with many departments who evidently have a positive working relationship together although

The faculty consist of young and energetic professionals trained globally with multidisciplinary backgrounds and well-trained pedagogical skills. The University, school and Programme have in place a transparent career scheme for academic progression which incorporates education, research and professional activities.

Criterion VI: Supportive Services, Budgeting and Facilities

Students were positive about the library resources which are open constantly during the final exam period. The Programme library holds a small selection of books and is supported through a large catalogue of electronic resources.

The team was impressed with the classroom designs which were orientated to support the learning strategies which included different classroom layouts and access to laboratories. Changes to virtual environments during the pandemic were found to continue to positively support student learning, for example, by continuing to provide recordings of courses.

Criterion VII: Internal Quality Management

The Team found a rather extensively developed quality system which is clearly defined, directed centrally and includes the staff, students, alumni and stakeholders. Stakeholders,

were found to have a very formalised input into the Programme and there may be more efficient channels for stakeholder communication investigated.

The Programme monitored the achievement of learning objectives through the programme and course learning outcomes and evidence was provided that Programme changes were made on feedback. The efficiency of the system could be assisted through the introduction of more localised programme level systems, such as, a programme director who can act more immediately with a specific mandate.