



ASPHET

ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH IN THE EUROPEAN REGION

Accreditation of European Public Health Education

STANDARDS **and REQUIREMENTS**

Final_v - 30th of Oct., 2005.

(file: APDStndAccr_vfinala-20051030)

Association of Schools of Public Health in the European Region
14, rue du Val d'Osne, 94415 Saint-Maurice Cedex France
Home Page: <http://www.aspher.org>

List of all the SECTIONS of this document

*Below, under a **Program** is understood a: “combination of courses/modules (here: on Public Health) giving access to degree /diploma /certificate having recognition in the society outside the educational institutions” and which leads to a Master Degree in Public Health (eg. MPH)¹*

section 1. The mission of the Program

The Program shall have a clearly formulated and publicly stated mission with supporting goals and objectives as well as resources adequate to fulfill its stated mission and objectives.

- 1.1 ---
- 1.2 Mission, Main aim of the Program
- 1.3 History of recent reorganization (if any), especially related to the responsiveness of the Program
- 1.4 Constituency. Organizational structure (chart)
- 1.5 ---
- 1.6 Budget
- 1.7 Institution and Program Public Relations

section 2. External environment

The school(s) where a Program is offered must be able to clearly demonstrate a successful relationship with the Public Health community that results in the improved quality of Programs. The importance of potential employers should be reflected in all aspects of school activities.

- 2.1 The needs for professionals in Public Health
- 2.2 ---
- 2.3 Other Ministries (e.g. Ministry of Higher Education, Research, Environment.)
- 2.4 ---
- 2.5 Disciplines available
- 2.6 ---
- 2.7 Non Governmental Organizations
- 2.8 International/European Co-operation
- 2.9 ---

section 3. Internal organizational environment

The Program internal organization should facilitate and guarantee its relative autonomy from the overall structure of the educational institution, its ability to relate and respond to the environment and to the students needs, and to have a sound influence of its staff and budget, have its own quality improvement system or be involved/a part of a School's one.

- 3.1 Director's office and departments
- 3.2 The units
- 3.3 Groups of faculty members... Task Forces and Sub-Committees
- 3.4 Faculty

section 4. Teaching staff

4. 1 Faculty characteristics

The Program should have a clearly defined faculty, which, by virtue of its size, multidisciplinary nature, educational preparation, research and teaching

¹ *In future the enlargement of Accreditation towards other (than MPH) programs as well as towards the whole educational institutions (usually referred to as Schools of Public Health –SPH)is planned.*

competence and practice experience, is able to fully support the Program's mission, goals and objectives.

- 4.1.1 Faculty size, composition and quality
- 4.1.2 Faculty workload

4. 2 Faculty development

The Program shall have well defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty and to support the professional development and advancement of faculty.

- 4.2.1 Recruitment, appointment and promotion of faculty
- 4.2.2 Faculty development
- 4.2.3 Faculty management/policy
- 4.2.4 Faculty evaluation

section 5. Students and graduates

The SPH shall have student recruitment and admission policies and procedures, designed to select qualified individuals for a career in PH, shall monitor the progression through the Program, shall follow up the graduates population and actively involve the students in the decision making process.

- 5.1 Recruitment and admission policy
- 5.2 Coherence between admission and selection policies and the mission statement of the Program
- 5.3 Student guidance to the studies
Student guidance to the career possibilities
- 5.4 Students involvement in the decision making process
- 5.5 Effectiveness of the Program with respect to average length of study and number of graduates
- 5.6 Monitoring of the graduates population and use of their experience

section 6. Training Programs

6. 1 Curriculum

The Program should cover the main areas of Public Health and offer opportunities to have practical experience and to deal with project planning and research methodology.

- 6.1.1 Coverage of relevant areas of Public Health
- 6.1.2 Organization of practical assignments in connection with the theoretical part and as a full learning activity.
- 6.1.3 Presence of a culminating experience in the field of project planning or research methods.
- 6.1.4 Internal coherence between learning activities, educational objectives and student assessment methodology
- 6.1.5 Awarding of a final degree, officially recognized by the relevant professional bodies and usable on the labor market

6. 2 Educational approach

Coherence of the educational approach for all teaching and learning activities and actual declaration of its aims and philosophy.

- 6.2.1 Existence of a clear policy with respect to the pedagogical methods used in the school.
- 6.2.2 Typology of the teaching/learning methodology
- 6.2.3 Approach to student's evaluation

section 7. Teaching/ Learning facilities

The teaching and learning facilities offered by the Program should be adequate to fulfill its mission and objectives (including adequate access outside of normal working hours as well as outcome measures by which the Program may judge the adequacy of its resources).

- 7.1 Library and research facilities
- 7.2 Computer laboratory
- 7.3 Teaching rooms
- 7.4 Residential facilities
- 7.5 Language courses
- 7.6 Administrative staff
- 7.7 Students' office/ secretariat
- 7.8 Teaching and learning facilities

section 8. Research

The SPH should be an environment within which new evidence is created and the best available evidence is applied to PH issues.

- 8.1 The students
- 8.2 The SPH
- 8.3 The teachers

section 9. Institutional Quality Management System

Existence of a quality management system which provides a permanent information flow about the critical elements of Program design, management, evaluation and adjustment.

- 9.1 Existence of a set of quality indicators regarding teaching staff, research, teaching Programs, student careers
- 9.2. Existence of an external quality assessment regarding examinations and other assessment methods, research and program
- 9.3 Existence of an internal body dealing with quality assurance
- 9.4 Continuous assessment of the relevance of the Program to career development

section 10. European Dimension

The training Program should include the international PH components, especially European as well as should be in harmony with the EU regulations and recommendations for professional education.

10.1 Bologna Declaration compliance

- 10.1.1 Implications of the Bologna Declaration on the Program

10.2 International/European components

- 10.2.1 Scope of the Bologna Declaration

10.3 Students and staff international exchange and skills

- 10.3.1 Special program for student exchange
- 10.3.2 Special program for teaching staff exchange

Accreditation of European Public Health Education

DESCRIPTIONS of **STANDARDS** and REQUIREMENTS

Subject: Standards for Accreditation of a PH Program

Section 1. THE MISSION OF THE PROGRAM			
Description:		The Program shall have a clearly formulated and publicly stated mission / aim(s) with supporting goals and objectives as well as resources adequate to fulfill its stated mission and objectives.	
Specific topic	Explanation	Standards	Minimal requirement
1.2 Aim Consistency between mission / aim(s) of the Program and the mission of the school	The evidence of the school's ability to pursue its mission / aim(s) should be provided. Mission/aim(s) of the Program should be provided (both full version and summary if it exists).	The Program should have an explicit mission statement / aim(s) shared among the staff and host and/or founder institution(s), that provides a framework for all Program activities, helps develop a corporate identity and summarizes the message to the external world. The mission statement / aim(s) has (have) to be periodically revised and adapted.	The mission / aim(s) is (are) publicly announced and accepted by the foundation institution and/or host institution, periodically evaluated, revised according to the changes of external and internal environment , known and accepted by staff and students.
1.3 History of recent substantial reorganization (if any), especially related to the responsiveness of the Program	The emphasis is mainly on possible modification of the mission. For example development of a parallel track to meet needs of part-time students or adaptation to meet needs for continuing education of PH (public health) professionals.	The Program should demonstrate its ability to respond quickly to changes in the environment <u>and needs</u> , whether these are changes in for example: expectations, resources constraints.	Responsiveness to changes in educational needs (form and content). (Minutes of relevant meetings, information leaflets and other written information.)

<p>1.4 Constituency. Organizational structure (chart)</p>	<p>An organizational chart showing the location and position of the Program in the institutional organogram and its component units must be available.</p> <p>The governance structure of the Program should be specified.</p>	<p>The composition of the governing body or at least of an advisory board should reflect the necessary links with academic administration and with organizations active in public health</p>	<p>The governing body and/or the advisory board should include relevant external (public) health organisations/institutions at least representing present and future employers of the students.</p>
<p>1.5 ---</p>	<p>---</p>	<p>---</p>	<p>---</p>
<p>1.6 Budget</p>	<p>There should be a clear statement of all resources available to the Program and an estimate of their value in euros.</p> <p>Within a context of constraints on public spending, evidence of diverse sources of funding to guarantee sustainability of Program.</p>	<p>The budget and its management should be able to guarantee the sustainable delivery of the training Program and of the institution .</p>	<p>The budget and its management should be able to guarantee the sustainable delivery of the training for a minimum period of the duration of the Program.</p>
<p>1.7 Institution and Program Public Relations</p>	<p>The Program should have channels of communication for the main messages (brochures, web site and others) to present and advertise the SPH and the training Program.</p>	<p>Documentation and electronic version of these materials must be available and must accurately and in detail reflect the training activities of the school.</p>	<p>Annually revised information about the Program framework, content and requirements for admission should be accessible freely for potential students, employers and collaborators.</p>

Subject: Standards for Accreditation of a PH Program

Section 2. EXTERNAL ENVIRONMENT			
Description: The Program must be able to clearly demonstrate a successful relationship with the Public Health community that results in the improved of quality of the Program			
Specific topic	Explanation	Standards	Minimal requirement
2.1 The needs for professionals in Public Health	Evidence about the analysis of the future needs and career opportunities for professionals in Public Health	The training Program should be focused on the present and future needs of employment in the field of Public Health especially in Europe with relevant respect to the national specificity.	Direction of the Program, students and candidates as well as lecturers involved in the Program must have information on career opportunities in PH services.
2.2 ---	---	---	---
2.3 The Ministry of Health or other Ministries (e.g. Ministry of Higher Education, Research, Environment.)	<p>Policy documents on training needs from Ministries of Education if they exist and/or evidence of processes within the School to assess the likely needs.</p> <p>Evidence of participation in advice and debate on the health consequences of public policies should be presented.</p> <p>Evidence of contracts for research and consultancy should be available.</p>	<p>The Program should be aware of policies on number of people to be trained in the PH profession and requirements (skills, knowledge, competencies) with which the graduates have to comply .</p> <p>Those involved in the Program should demonstrate awareness of other organizations providing competing or complementary training.</p>	The Program should stress its particular role within the national and European public health training schemes.
2.4 ---	---	---	---

<p>2.5 Disciplines available</p>	<p>Spectrum of disciplines available.</p> <p>What is the level of cooperation with other faculties within the same university and/or other Higher Education institutions.</p> <p>What are the mechanisms for interfaculty co-operation?</p> <p>Is the Program part of joint training activities with other training settings? In which areas?</p>	<p>Full spectrum of disciplines internally recognized should be required for PH training either internally or externally.</p> <p>Evidence of appropriate mechanisms for recognizing contributions of other faculties and training institutions should be provided.</p>	<p>All disciplines necessary for fulfilling the Program objectives should be available internally or externally on the basis of individual or institutional contracts.</p>
<p>2.6 ---</p>	<p>---</p>	<p>---</p>	<p>---</p>
<p>2.7 Non Governmental Organizations</p>	<p>Is there any perceived influence from the Program among the main NGOs active in public health in the region ?</p> <p>Evidence of co-operation with the NGO sector should be shown.</p> <p>Evidence of the involvement of NGOs and public health services should be provided.</p> <p>How much and how formally are they involved in different levels like: planning committees, field assignments ?</p>	<p>The Program should demonstrate a definite influence on the promotion of quality in PH and quality of practice of PH in the NGO sector.</p> <p>NGO health and public health services should be shown to be making use of the expert advice within the Program.</p>	<p>Collaboration with NGO's within public health should take place</p>

<p>2.8 International/ European Co-operation</p>	<p>Demonstration of the level of cooperation with international/European IGOs, NGOs and networks and training institutions.</p> <p>Participation of staff and visiting teachers from other European countries or with experience of other European countries.</p> <p>Number of teaching courses and contact hours by staff from other European countries.</p> <p>Input from foreign visitors in the Program should be provided.</p> <p>Experience from other European countries provided by staff should be used.</p> <p>Number of students from other European countries and number of exchange students. Students and exchange students from other European countries within the Program. Mechanisms to facilitate students' exchange.</p>	<p>Participation in projects of significant size involving PH specialists and researchers from more than one European country.</p> <p>Staff from the Program should demonstrate an understanding of the European context from participation in such projects (evidence in form of (co)authorship in publications, reports, expertise, conference presentations etc.)</p> <p>Exchange of staff with European training institutions should be a current practice.</p> <p>Students should be encouraged and supported to participate in European exchange Programs.</p> <p>The credit system should be compatible with the ECTS.</p>	<p>International exchange of students and teachers should take place regularly.</p> <p>The Program should formally participate in one or more international collaborative educational Programs/agreements</p>
--	--	---	---

Subject: Standards for Accreditation of a PH Program

Section 3. INTERNAL ORGANISATIONAL ENVIRONMETN			
Description: The Program internal organization should facilitate and guarantee its relative autonomy from the overall structure of the educational institution, its ability to relate and respond to the environment and to the students needs, and to manage its staff and budget and its quality improvement system.			
Specific topic	Explanation	Standards	Minimal requirement
3.1 Director's office and departments	<p>Dean/Director's appointment procedures, defined responsibilities, objectives, accountability, duration of post, and office composition</p> <p>Existence, role, composition, competencies and links of Boards e.g. Executive and/or Advisory Boards.</p> <p>Minutes of the board meetings.</p> <p>Describe the function of a Program director or coordinator in relation with the Dean/Director and the educational committee.</p> <p>Describe especially vertical and horizontal structures. Describe possible last modification(s) of the internal organization.</p>	<p>The Dean or director should be appointed for a fixed term. He/she should have office assistance, in proportion with the size of the SPH, which provides the necessary time for developing a strategic development for the SPH. His/her functions and responsibilities should be explicitly defined and terms of accountability should be somewhere stated.</p> <p>The Dean/Director should be assisted and/or supervised in his/her task by an executive or advisory board with a broad composition reflecting the diversity of public health in terms of professional and academic level.</p> <p>The role of the institutional bodies should be explicitly defined (coherent and complementary) and appropriately fulfilled. The role of each board is well known to all faculty members and the students.</p> <p>The Program should be under the direct responsibility of one person, an educational director or a Program coordinator for ensuring internal consistency or coherence. His/her functions and responsibilities should be explicitly defined and terms of accountability should be somewhere stated.</p>	<p>The Program head should have competencies in PH and academic administration like a senior staff member and be appointed for a period no shorter than the duration of the Program. The head should have explicitly defined functions and responsibilities.</p> <p>An executive or advisory board with explicitly defined role and a broad composition should be in place reflecting the diversity of public health in terms of professional and academic level.</p>
3.2			

<p>The Units</p>	<p>Permanent group responsible for teaching and research in all the main areas of PH. List of the units with their mission, interlinks and main activities and resources (i.e. number of staff, budget etc.),</p>	<p>The units and organizational structure should be appropriate to fulfill the aim of the specific training Program</p>	<p>The units and organizational structure should be appropriate to fulfill the aim of the specific training Program</p>
<p>3.3 Groups of faculty members designed for specific functions within the Program, some of them are "ad-hoc", Task Forces and Sub-Committees</p>	<p>What is their composition; what are their tasks? What is their actual power/ influence? (Relation between planned and implemented changes during the last years)</p>	<p>The Program should be managed by an educational committee with representation of teachers (seniors and juniors) and students. It should include the academic coordinator of the Program and teachers, teaching in the main areas of PH.</p>	<p>The Program should be managed by an educational committee.</p>
<p>3.4 Faculty</p>	<p>Is there any formal organization ensuring a coherent pedagogical approach of the teaching staff ? What is its composition, role and periodicity of teaching staff meetings? Are there agenda for such meetings set up and minutes of such meetings prepared and available?</p>	<p>Meetings of the teaching staff should be organized regularly.</p>	<p>Meetings of the teaching staff devoted to educational issues should be organized at least twice a year.</p>

Subject: Standards for Accreditation of a PH Program

Section 4. TEACHING STAFF			
Description: The professionals responsible with carrying out the academic work of the Program			
Key area 4.1 Faculty characteristics			
Explanation: The Program should have a clearly defined teaching body which, by virtue of its size, multidisciplinary nature, educational preparation, research and teaching competence and professional and practical experience, is able to fully support the Program's mission, goals and carry out teaching objectives			
Specific topic	Explanation	Standards	Minimal requirement
4.1.1 Faculty size, composition and quality	<p>Does the faculty in terms of numbers and qualification ensure adequate coverage of the content of the Program ?</p> <p>Have the faculty the accepted competence (knowledge, skills, attitudes) to fulfill the teaching functions?</p> <p>How many full-time members are directly working for the Program ?</p> <p>What proportion of teaching is entrusted to part-time faculty members?</p> <p>What is the profile of the faculty in terms like expertise, academic qualification, teamwork and organizational experience?</p>	<p>There must be a central core of faculty to sustain the curricular requirements.</p> <p>There should be an appropriate balance of full time and part time according to the Program and size of SPH .</p> <p>Reasonable indicators of consistency and stability of the teaching staff should be ensured (independently of the contractual relationship of the teachers).</p> <p>There should be faculty who have professional experience and have demonstrated competence in public health practice and pedagogical skills.</p> <p>There should be a balance between national, regional, European and international experience.</p>	<p>A substantial central core of permanent full time faculty and part time staff with professional and educational competence should be available for the Program.</p>

<p>4.1.2 Faculty workload</p>	<p>Does the workload for the faculty as a whole allows participants sufficient access to staff for tutoring and counseling?</p> <p>Every faculty member should prepare a document specifying his/her annual working plan, including among others: involvement in teaching, research, service, participation in committees.</p> <p>Description of the manner in which the faculty complement integrates perspectives from the field of practice.</p> <p>Reports, publications and other documents proving the involvement.</p>	<p>Written policy about the counseling hours, appropriately fulfilled.</p> <p>There should be a balance within faculty members' workload between:</p> <ul style="list-style-type: none"> - direct teaching and tutoring - Program administration - innovation, course development and the production of teaching materials - research and publication - service to the profession and the wider community <p>Faculty should integrate experiences from the field of practice.</p>	<p>Faculty workload should be appropriately balanced between teaching, research and other tasks.</p> <p>Both theoretical and practical experience should be represented among the teachers.</p>
--------------------------------------	---	--	---

Section 4. TEACHING STAFF (cont)

Key area 4.2 Faculty development

Explanation: The Program shall have well defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty and to support the professional development and advancement of faculty

Specific topic	Explanation	Standards	Minimal requirement
<p>4.2.1 Recruitment, appointment and promotion of faculty</p>	<p>Faculty handbook or written document that outlines faculty rules and regulations</p> <p>Is there a policy for the recruitment and selection process?</p> <p>Can the school recruit faculty of a quality, which is consistent with its mission and Program requirements?</p> <p>Identify key factors that attract high quality staff</p>	<p>The Program should have a specified written policy for the selection process.</p> <p>The SPH should recruit faculty, which should be consistent with its mission and Program requirements.</p>	<p>Clear procedures should be defined and publicly announced regarding recruitment and appointment of teachers.</p>

	<p>to the school.</p> <p>Documentation/CV of the faculty involved in the Program</p> <p>Demographic data on Program's faculty</p> <p>Description of policies and procedures regarding the Program's commitment to providing equitable opportunities</p>	<p>The Program should provide equitable opportunities without regard to age, sex, race, disability, religion or national origin.</p>	<p>No age, gender, ethnic or religious discrimination should take place with regard to employment of staff.</p>
<p>4.2.2 Faculty development</p>	<p>What processes are used to introduce staff into the culture and operation of the organization? How are these evaluated? How are priorities for staff development decided? What formal processes for faculty developments exist (training for trainers)? How is their effectiveness reviewed?</p> <p>Evidence of a systematic plan for, and investment in, faculty development</p> <p>What have been the major components of faculty development plans in recent years? How have these contributed to the mission and strategy?</p> <p>How does the Program ensure that staff are aware of the latest developments in their field?</p> <p>International exchange of faculty? Number of faculty members working abroad for purposes connected with the Program.</p>	<p>The Program should ensure that faculty are regularly up-to-date with the developments in their field, in their specific PH area and in pedagogical methods.</p>	<p>Faculty is up-to-date with developments in their field.</p>

<p>4.2.3 Faculty management/policy</p>	<p>Is there a clear faculty resource planning process?</p> <p>Does the school provide a consistent framework of policy and practice for all staff, which addresses the issues of school culture, workloads and the integration of staff into the total teaching and learning?</p> <p>Document on resource planning process.</p> <p>What is the school's policy in regard to part time faculty?</p>	<p>The Program should have a clear written faculty policy, which is known by all involved persons.</p> <p>Program faculty should participate in faculty governance within appropriate academic units.</p>	<p>Faculty is involved in planning and developments in relation to the Program.</p>
<p>4.2.4 Faculty evaluation</p>	<p>Is there a process for formal and periodic faculty performance evaluation? What influence does this had on faculty structure and overall development?</p>	<p>Procedures for evaluating faculty competence and performance, particularly in the area of teaching, should be in place and consistently applied.</p>	<p>Faculty performance is regularly evaluated and documented. The results should be available to respective faculty members.</p>

Subject: Standards for Accreditation of a PH Program

Section 5. STUDENTS AND GRADUATES			
Description: .The Program shall have student recruitment and admission policies and procedures, designed to select qualified individuals for a career in PH, shall monitor the progression through the Program, shall follow up the graduates population and actively involve the students in the decision making process.			
Specific topic	Explanation	Standards	Minimal requirement
5.1 Recruitment and admission policy	<p>Documents and/or description of the school admission policies</p> <p>Samples of recruitment material containing sufficient and detailed information about formal prerequisites for admission and the procedure of the selection process</p>	<p>To insure that students apply for their appropriate Program, the Program should provide clear and detailed information about admission and selection criteria as well as the prerequisites to successfully pursue the study Program.</p> <p>Stated application, admission and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion or national origin</p> <p>Applicants should have an opportunity (formal meetings) to discuss the study process and the expected work-load of the Program with a Program-coordinator or equally enabled figure of the staff body</p>	<p>Clear and detailed information about admission and selection criteria as well as the prerequisites to successfully pursue the study Program should be available to students applying for the Program.</p> <p>No discrimination should take place regarding admission of students in terms of age, gender, ethnic group and religion.</p>
5.2 Coherence between admission and selection policies and the mission statement of the Program	<p>Quantitative information on the number of applicants, acceptances and admissions over the last three years</p> <p>Quantitative information on the number of students enrolled in the Program including a headcount of full-time and part-time students and a full time equivalent conversion, over the last three years (if the SPH offers a modular Program spread over some years)</p>	<p>The Program should have clearly defined at least: admission criteria according to the Program's mission goals and objectives, formal criteria of admission requirements, further requirements (e.g. language skills, additional academic degree, int. experience), profile of individual motivation to work in the field of PH.</p>	<p>Clearly defined admission criteria according to the Program's mission goals and objectives should be defined.</p>

	Quantitative information on the demographic characteristics of the student body, including data on applicants and admission, over the last three years		
<p>5.3 Student guidance to the studies</p>	<p>According to the selection process, the Program should be able to have an appropriate overview of the student's population.</p> <p>Description of the guidance structure including written materials and availability of personal guidance</p>	<p>The Program should have an organized system to give maximum support regarding the personal, academic and professional development of the students.</p> <p>An advising and counseling service given by a Program-coordinator or equally enabled figure of the staff body should be available, especially in Programs with mid-career working students.</p> <p>The Program should provide the students with comprehensive material of the curriculum and for all necessary steps during the study process, clearly stated examination requirements, student handbooks, supportive offers for special needs (SPSS, language courses, communication and presentation training)</p>	<p>The Program should provide the students with comprehensive material of the curriculum and for all necessary steps during the study process including clearly stated examination requirements.</p>
<p>Student guidance to the career possibilities</p>	<p>Evidence on evaluation of students satisfaction with the advising system</p> <p>Information about career developments and available positions in the public and private sector</p>	<p>The service should help students to identify barriers to learning or progression as early as possible, especially for those who experience difficulties or problems to plan their career according to the personal biography and give support in finding an appropriate placement.</p>	<p>A student counseling service should be available and easily accessible.</p>

<p>5.4 Students involvement in the decision making process</p>	<p>Description of student participation and roles in governance, as well as in formal academic organizations</p> <p>Description of student participation and roles in evaluation of Program functioning</p>	<p>Students should be represented in an appropriate way in the governing body of the Program</p> <p>Students should participate in evaluation including evaluation of teaching, and of curriculum.</p>	<p>Students should be represented in an appropriate way in the decision making process of the Program</p> <p>Students should participate in evaluation including evaluation of teaching, and of curriculum</p>
<p>5.5 Effectiveness of the Program with respect to average length of study and number of graduates</p>	<p>Data base of students of graduates including the degree of completion rates masters thesis of dropouts</p>	<p>The Program should have a monitoring system of the participants, of the graduates and information about the drop outs.</p> <p>The SPH should have a continuing analysis of drop outs and students with excessive length of stay in the Program including the main reasons for not finishing. In particular, drop outs should be identified, monitored and the reasons of failure should be discussed.</p>	<p>A monitoring system regarding participants should be available and used for planning of : at least: interventions against drop-outs and prolonged studies.</p>
<p>5.6 Monitoring of the graduates population and use of their experience</p>	<p>Analysis of employment of graduates: Distribution of employment by market sector and function Distribution of salaries offered to graduates Geographical distribution Percentage of employment Length of search for employment Major employers</p>	<p>The Program should have a monitoring system of the graduates among others allowing gathering evidence that the completion of the Program contributes positively to the career development.</p>	<p>A monitoring system regarding graduates should be available and used for e.g. curriculum development. This might be related to an alumni association.</p>

Subject: Standards for Accreditation of a PH Program

Section 6. TRAINING PROGRAMS			
Description:			
Key area 6.1 Curriculum			
Explanation: The Program should cover the main areas of Public Health and offer opportunities to have practical experience and to deal with project planning and research methodology.			
Specific topic	Explanation	Standard(s)	Minimal requirement
6.1.1 Coverage of relevant areas of Public Health	<p>New PH: comprehensiveness, Health Management and Health Promotion, inter-sectorality, etc.</p> <p>How the Program is related to national context (exclusively, appropriately or satisfactorily) and to the European and global context?</p> <p>Are the students exposed to a European perspective and do they get an awareness of the health situation and systems throughout Europe through specified and clearly identifiable means, e.g. comparative issues, some in-depth foreign study cases, study tours, students or teachers from other countries contributing to the content?</p>	<p>The content of the Program should reflect the needs for knowledge, skills and competences for practice in the relevant fields of public health.</p> <p>The content should cover:</p> <p>1) Techniques and tools for measurement of the health of populations, causes and patterns Descriptive and etiological epidemiology Epidemiological and statistical techniques for assessing interventions for individuals and populations Instruments for measurement of health, Disease and quality of life</p> <p>2) The main determinants of health of individuals and populations - environmental and occupational factors - socio-economic factors - lifestyle and behavioral factors - genetic factors</p> <p>3) Interventions to change the health of populations, to promote health and prevent disease in individuals and to provide treatment and care</p> <p>Interventions to monitor and improve the quality</p>	<p>Evidence should be provided that the Program reflects the content of knowledge and experience of new PH, at national, European and global levels.</p> <p>A set of teaching and learning/educational objectives should be defined, identifying the competencies that a successful graduate will demonstrate at conclusion of the Program, articulated in measurable terms.</p> <p>The credit system should be compatible with the ECTS.</p>

		<p>of physical environment Health promotion at the population level Personal health promotion and behavior change Identification and treatment of pre-symptomatic diseases Provision of health services, Treatment and care</p> <p>4) Health policy issues and approaches to advocacy and policy development at local, national, European and global levels Structures for health policy making and influencing health policy Structures of public health services health service finance and organization evaluation of policy and programs</p>	
<p>6.1.2 Organization of practical assignments in connection with the theoretical part and as a full learning activity.</p>	<p>Presence of tasks and objectives for any specific placement.</p> <p>Way it is monitored and supervised</p> <p>Requirement of an end-report and of an evaluation.</p> <p>Student workload for the practical assignment and percentage considered for the final grade.</p>	<p>The Program should provide opportunities for professional degree students to apply the knowledge and skills acquired through their courses of study. A planned, supervised and evaluated practice experience should be considered a very important component of a most of the courses of a Public Health professional degree Program.</p> <p>Practical assignments should be organized in connection with the theoretical part and monitored and supervised by experts in the field associated with the School.</p>	<p>Assuming that it should be a practical assignments - a clear and concise policy of practical placements (pp) compatible with the Program aims and objectives should be elaborated, documented and available to the students and teachers.</p>

<p>6.1.3 Presence of a culminating experience in the field of project planning or research methods.</p>	<p>The Program should include the opportunity to apply the skills learned to a practical problem in public health.</p>	<p>A final experience should be required for the student to show a capability to synthesize and integrate knowledge acquired in course work and other learning experiences and to apply theory and principles in a situation that approximates professional practice. It should be used as a means by which the faculty judges whether the student has mastered the body of knowledge and can demonstrate proficiency in the required skills.</p> <p>Guidelines describing the definition of the expected products, procedures and processes, minimum requirements.</p>	<p>Information should be available on how the subjects for thesis or reports are selected. A list of topics covered during the last two years as well as a sample of thesis or reports should be available.</p> <p>Information on estimated workload for the students should be available as well as guidelines describing the minimum requirements.</p>
--	--	--	--

<p>6.1.4 Internal coherence between learning activities, educational objectives and student assessment methodology</p>	<p>Why was the Program instituted?</p> <p>What are its objectives?</p> <p>Are they related to the general objectives of the health sector programs?</p> <p>Are they related to the practice of the health services?</p> <p>How are Programs aims and objectives translated into the practical aspects of the Program content?</p> <p>Educational coherence: What is the degree of coherence of the various learning activities to attain the objectives of the Program? i.e. proper fit between objectives, content, teaching/learning methods, and student competence assessment : ratios lectures/exercises/seminars/field activities and discipline based /problem based</p>	<p>The Program should have clearly stated aims, objectives and learning outcomes which explicitly explain to participants what they are expected to know and be able to do at the end of the Program.</p> <p>Stated learning and teaching objectives should be demonstrably related to the Programs mission, goals and objectives. Staff and participants should be fully aware of these.</p> <p>Where the design of Program is strongly modular, participants should be provided with clear guidance to ensure choice of a coherent Program of study.</p> <p>Stated learning objectives should guide the curriculum planning process. The school should have well thought out descriptions of the values, attitudes, knowledge, skills and behaviors it is seeking to install in its students</p>	<p>Students should be aware of the mission, aim and objectives of the Program as well as competencies gained by the end of the Program. Students should be aware of their future place and role in the (public) health sector..</p> <p>The student will have skills to understand and evaluate evidence from public health research, will be familiar with different research methodologies and their appropriate use, and will be able to relate evidence from public health research to policy and practice.</p> <p>There should be procedures for assessing and documenting the extent to which each student has attained the specified learning objectives and determining readiness for a community health/Public Health career. These procedures should include external reviewers.</p>
---	--	---	---

<p>6.1.5 Awarding of a final degree, officially recognized by the relevant professional bodies and usable on the labor market</p>	<p>Is it a diploma, certificate or other relevant formally recognized document delivered by whom, recognized by whom?</p> <p>What is the exact title of the diploma/degree in national language / in English</p>	<p>The Program should offer instructional courses reflecting its stated mission and goals, leading to a degree in of Public Health or in selected areas of knowledge basic to Public Health.</p> <p>The Program may offer a range of degrees, diplomas, certificates, specializations and other qualifications if consistent with its mission and resources.</p> <p>There should be explicit information on the status of certificates and diplomas, including a reference to European equivalencies, use of ECTS, as well as careers and post profiles.</p>	<p>Explicit information on the status of certificates and diplomas, including a reference to European equivalencies, use of ECTS, should be available to students and staff.</p>
--	--	--	--

Section 6. TRAINING PROGRAMS (cont)			
Key area 6.2 Educational approach			
Explanation: Coherence of the educational approach for all teaching and learning activities and actual declaration of its aims and philosophy			
Specific topic	Explanation	Standard(s)	Minimal requirement
<p>6.2.1 Existence of a clear policy with respect to the pedagogical methods used in the school.</p>		<p>The school should have available all documents where the school policy with respect to training is described („mission statement“ and so on)</p>	<p>There should be evidence in the school documents of the existence of clear policy with respect to the pedagogical methods used in the school.</p> <p>There should be evidence of the implementation of the pedagogical policy and of the fact that it is known and shared by those involved in teaching</p>
<p>6.2.2 Typology of the teaching/learning methodology</p>	<p>The teaching/learning methodology should be inspired by the principle of active learning, student centered activities and by a multi/ interdisciplinary approach</p>	<p>The multidisciplinary approach.</p> <p>Does the Program use staff from various disciplines and professions relevant to public health?</p> <p>What type of training processes are used? What is the balance between different pedagogical approaches? How much can the students bring their practical</p>	<p>The school should provide evidence of having a sufficient variety of teaching and learning methods in order to maximize learning and practical application of learning outcomes reflecting the dimensions considered in the standards.</p>

		<p>cases into discussion? How much were they prepared for critical reading and thinking, for teamwork, for a service to clients approach, for QA? Is the school able to demonstrate effective mechanisms for facilitating interactions with tutors and other students? How far were the Programs adapted to the local context of the practices? Is the Program student-centered and does it incorporate some problem-based approaches (learning by doing)? Are participants provided with adequate opportunities to learn from group activities? Description of students workload: Number of contact hours versus individual study; rate of attendance of the training activities</p>	
<p>6.2.3 Approach to students evaluation</p>	<p>Many different models are possible, including written or oral examinations, supervised practice placement, a written paper or an applied research project, a development of case studies and others</p> <p>Assessment :</p> <ul style="list-style-type: none"> - Are there explicit policies and practices for student assessments including studies of non-completion rates (attrition rates) and classified degree results (rating scale used), - Appeal mechanisms for assessment - What is the periodicity and feedback to students 	<p>The student evaluation approach should be coherent with the active learning methodology, provide a feed-back to the students and not be given up just to the teachers</p> <p>The assessment of students' achievement should be demonstrably related to the stated learning objectives.</p> <p>The course documentation should make clear the way in which the school recognizes personal skills and qualities developed by the Program.</p> <p>There should be an appropriate balance between intellectual development and skills development.</p>	<p>The coherence of the learning methodology with the assessment approach should be demonstrated by the Program.</p>

Subject: Standards for Accreditation of a PH Program

Section 7. TEACHING/ LEARNING FACILITIES			
Description: The teaching and learning facilities offered by the Program should be adequate to fulfill its mission and objectives (including adequate access outside of normal working hours as well as outcome measures by which the Program may judge the adequacy of its resources)			
Specific topic	Explanation	Standard(s)	Minimal requirement
7.1 Library and research facilities	<p>Are the library and search facilities adequate and are participants provided with adequate access outside of normal working hours?</p> <ul style="list-style-type: none"> - Available list of opening hours, guidelines for using the facilities, borrowing books or journals, accessibility to computer databases on online-searches? - Concise statement of library resources available for the Program <p>Where is the library located and what is the office space like?</p> <p>What special provision demanded by the European/ International dimension of the school's activities is provided by the library and research facilities?</p> <p>What are the requirements for the future and how are these going to impact on the school's mission?</p> <p>How does the school evaluate the support provided to individuals by these facilities?</p> <p>What evidence is there that student feedback has been used to develop facilities for the benefit of individuals?</p>	<p>The library should provide guidelines for users.</p> <p>Opening hours and accessibility should not be a barrier for the students.</p> <p>Distance between SPH and library should not be an obstacle.</p> <p>Availability of relevant literature arising from other countries</p> <p>The Program should provide a detailed questionnaire on the access and quality of the service and receiving suggestions for improvement (<i>detailed questionnaire – to be developed</i>)</p>	<p>The library should provide guidelines for users.</p> <p>Opening hours and accessibility should not be a barrier for the students.</p> <p>Relevant national and international literature should be available.</p>

<p>7.2 Computer laboratory</p>	<p>Amount, location and types of computer facilities including hard- and software Appropriate for fulfilling the goals of the Program.</p> <p>Accessibility and opening hours of the computer laboratory?</p> <p>Resources for students, faculty, administration and staff?</p> <p>What is the contribution of computing facilities and associated software to the mission and to individual Program objectives?</p> <p>What specific knowledge, skills and qualities are developed through the use of information technology and how do these match Program objectives?</p> <p>Does the School offer computer courses to Program participants (even if they are not a component of the Program itself) ? What kinds are those computer courses (which program)?</p>	<p>Appropriate computer facilities with access to the internet should be available.</p> <p>Guidelines to access to computer facilities should be distributed to students.</p> <p>Opening hours and accessibility should not be a barrier for the students.</p> <p>Each student should have the possibility to participate at computer courses that are relevant for public health research and practice.</p>	<p>Appropriate computer facilities with access to the internet and software should be available.</p> <p>Guidelines to access to computer facilities should be distributed to students.</p> <p>Opening hours and accessibility should not be a barrier for the students.</p> <p>Each student should have the possibility to participate at computer courses that are relevant for public health research and practice.</p>
<p>7.3 Teaching rooms</p>	<p>What is the number and condition of rooms?</p> <p>Is the size of rooms adapted to the number of students?</p> <p>Do the rooms allow modern educational methods? Is it possible to move tables or relocate physical resources to teaching methods? Is there an adequate audio-visual equipment ready to use</p>	<p>Availability of special equipment (like audio-visual or access to the internet)</p>	<p>There should be appropriate teaching rooms in number and quality and they should be equipped with necessary audio-visual tools.</p>

<p>7.4 Residential facilities</p>	<p>Are there any residential facilities offered? Number? Location? Costs Is there a special policy to facilitate access to external accommodation</p>	<p>The Program should provide assistance for students to get an accommodation at affordable costs.</p>	
<p>7.5 Language courses</p>	<p>Are there any language courses (especially English) proposed to the students?</p>	<p>Language courses should be offered to students</p>	
<p>7.6 Administrative staff</p>	<p>Does the school have sufficient administrative staff to provide adequate service to participants and customers?</p>	<p>Appropriate staff should be available, especially around teaching hours.</p>	<p>Appropriate staff should be available, especially around teaching hours</p>
<p>7.7 Students' office/ secretariat</p>	<p>Does the school have a students' office/ secretariat? Is there a technical assistance for students?</p>	<p>The Program should provide support to students in terms of technical and administrative assistance</p>	<p>The Program should provide support to students in terms of technical and administrative assistance</p>
<p>7.8 Teaching and learning facilities</p>	<p>How is the effectiveness of teaching and learning facilities evaluated? What improvements to the quality of support have been achieved or are proposed in the near future? What evidence is there that the existing provision has contributed to the mission, Program quality and personal development of students?</p>	<p>The Program should provide evidence of feedback from customers as well as related improvement activities.</p>	

Subject: Standards for Accreditation of a PH Program

Section 8. RESEARCH			
Description: The Program should be an environment within which new evidence is created and the best available evidence is applied to PH issues			
Specific topic	Explanation	Standard(s)	Minimal requirement
8.1 The students	List of specialized training courses in the domain.	Students should have an opportunity to undertake research in the course of the Program. The Program should include training in critical appraisal of the research evidence (analysis and synthesis).	Students should have an opportunity to undertake research in the course of the Program (at least in a form of thesis work). The Program should include training in critical appraisal of the research evidence (analysis and synthesis)
8.2 The SPH	List of the funded projects (to be specified: all projects undertaken by staff/teachers; only projects where students were incorporated?). Percentage of staff involved in research. Impact of thesis work.	The Program should show that they provide opportunities for the students to be actively familiarized with strategic or applied research projects and consultancy work for the health authorities of the region and/or the nation and inasmuch as possible at the European level and globally.	The Program should provide evidence that students' research has contributed to public health research and practice
8.3 The teachers	Examples of active integration of research activities in training. Teachers' approximate time for research. Description of the rewarding system concerning this topic.	Teachers on the Program should include people able to teach from their research and from the research of colleagues. The approximate time for research, teaching and service activities of teachers within the Program should be specified. The rewarding system for career development should reflect the importance of each of these three sectors of activity.	Teachers on the Program should include people able to teach from their research and from the research of colleagues. The research should be related to the Program content.

Subject of interest: Standards for Accreditation of a PH Program

Section: 9. Institutional Quality Management System			
Description:		Existence of a quality management system which provides a permanent information flow on quality improvement about the critical elements of Program design, management, evaluation and adjustment	
Specific topic	Explanation	Standards	Minimal requirement
9.1 Existence of a set of quality indicators regarding teaching staff, research, teaching Programs, student careers	<i>(to be completed)</i>	<p>The Program (School) should have standards of quality for recruiting teaching staff</p> <p>The Program should periodically evaluate the number and quality of papers published by the research staff</p> <p>The Programs should regularly be updated according to the changing needs and evaluations.</p> <p>The recommendations coming from student's evaluation of the Program should be taken into account in readjustment processes.</p> <p>The Program should integrate quality enhancement from the finding of reporting</p>	Existence of a QM system of the Program.

<p>9.2 Existence of an external quality assessment regarding examinations and other assessment methods, research and program</p>		<p>The Program should provide a document following an external review analyzing its results and plans for implementing the recommendations.</p> <p>The SPH should aim to integrate external experts in the assessment of students performance</p>	<p>The Program should undergo external quality assessment, e.g. peer review or comparable procedure.</p> <p>The Program should provide the review document as well as plans for implementing the recommendations and possible results.</p>
<p>9.3 Existence of an internal body dealing with quality assurance</p>		<p>A formal quality management system should exist within the Program with a designated person in charge and a formal reporting process.</p> <p>The internal body should provide sufficient feedback to all persons involved and solicit a stimulating discussion at the decisional level.</p>	<p>The evidence should be provided about the existence and activities of internal QA body</p>
<p>9.4 Continuous assessment of the relevance of the Program to career development</p>	<p>Methods and criteria the SPH is using for this continuous assessment</p> <p><i>(As partly requested for 5.1.6)</i></p>	<p>The Program should routinely collect information concerning the changing needs of the job market as well as gather information from other sources (as ministries and their agendas or other specialized institutions)</p> <p>The Program should adapt its pedagogical methods to train for the new competencies needed for the PH profession.</p> <p>The Program should involve major employers in assessing the relevance of the Program to their needs.</p>	<p>Routinely collected information concerning the changing needs of the job market exists and is used for curriculum development.</p>

Subject: Standards for Accreditation of a PH Program

Section 10. EUROPEAN DIMENSION			
Description: The training Program should include the international PH components, especially European as well as should be in harmony with the EU regulations and recommendations for professional education.			
Key area 10.1 Bologna Declaration compliance			
Explanation: The Program should be in harmony with the Bologna Declaration statements			
Specific topic	Explanation	Standard(s)	Minimal requirement
10.1.1 Implications of the Bologna Declaration on the Program	Basically, the Bologna declaration and subsequent declarations strive to improve educational standards in Europe and simplify exchanges of students by standardizing higher education in Europe. Key issues are structuring higher education according to Bachelor and Master degrees, the European Credit Transfer System (ECTS), modularised study Programs with clearly defined modules, and issuing diploma supplements as well as offering the possibility or at least a guidance to prepare the PhD degree in PH	The public health Program should clearly state whether it provides a bachelor and/or masters degree. The Program should be modularized with all modules clearly documented in a structured way, defining e.g. teaching and learning goals, content and examination procedures. Workload should be counted according to the ECTS. Students should get a diploma supplement as part of their degree certificate.	Statement whether Bachelor and/or Master Programs are offered. Program consists of clearly defined modules with ECTS credits counted. Diploma supplements provided to students.

Section 10. EUROPEAN DIMENSION (cont)			
Key area 10.2 International/European components (*)			
Explanation: A wider PH educational perspective - wider than national/regional - is required for the completeness of the knowledge gained by a student due to a Program. This is also important in order to improve the employment chances of the alumni at the European and international labour market. (* based on the ASPHER-EMPH approach)			
Specific topic	Explanation	Standard(s)	Minimal requirement
10.2.1 Scope of the Bologna Declaration	Curriculum provides students with an innovative way to enrich and qualify their public health studies in order to add a more	International and European content should be spread out among modules/courses of the Program, an internship (if it is requested by the	Programs should provide evidence that students get acquainted not only to regional and national data, organizational principles and

	International and European Public Health perspective.	Program as a compulsory component), and a thesis. Specific European competencies (intellectual and practical) have been defined by ASPHER for the core public health domains 1) Policy, Management and Economics, 2) Epidemiology and Statistics, 3) Environment and Health, 4) Health Promotion/Education, Social Sciences (see EMPH Vademecum, ASPHER website). The Programs should follow these competencies within their modules.	public health Programs and strategies, but also learn about data, Programs and strategies in Europe. In addition, evidence of competencies in regard to European Social and Health Policies and organizational structures of European Public health Institutions is provided. There should be persons active in European public health policy on the list of teaching staff.
--	---	---	---

Section 10. EUROPEAN DIMENSION (cont)			
Key area 10.3 Students and staff international exchange and skills			
Explanation: The exchange of students between educational organizations - especially with those abroad - in such forms like stages, practical placements, study periods etc. are the vital element of preparation of the PH professionals for dealing with the complexity of health problems world wide. Teaching staff exchange and skills upgrade is important for providing pedagogically effective and up-to date education.			
Specific topic	Explanation	Standard(s)	Minimal requirement
10.3.1 Special program for student exchange	Student international exchange programs improve competencies, skills and mutual understanding. Having participated in exchange programs improve students' chances on the European job market.	Public Health programs should inform students about exchange Programs and should offer help in finding placements.	Evidence of students' participation in international / especially European exchange programs.
10.3.2 Special program for teaching staff exchange	Teaching staff exchanges improve the public health programs' ability to fulfil (inter)national requirements for institutions of higher education, to enhance opportunities for mutual European research activities and to offer internships / placements exchange opportunities to students.	Public Health programs should inform teaching staff about exchange Programs and should offer sabbaticals to increase international collaboration and research activities	Evidence of teaching staff exchange / stages internationally.