



ASPHER



Public health Education Reform For Equity in Quality of Training: "PERFEQT"

Project co-funded by the Lifelong Learning Programme

## REVISED PROTOCOLS FOR SITE VISITS

*Qualitative site visit has four principal objectives*

- 1. To understand any areas of the school needs collegial assistance with*
- 2. To understand the willingness to undergo accreditation and what areas to focus upon*
- 3. To understand the motivation for undertaking, or alternatively, not undertaking accreditation*
- 4. To understand ways in which your school could help other schools.*

*"This is not accreditation visit but should be seen more as a quality enhancement tool. The majority of recommendations made throughout this visit are based upon the evidence provided from the meetings conducted with staff and students and stakeholders."*

This document outlines a baseline set of questions to be asked during the visit. Interviews will normally involve further questions depending on the answers provided to these questions. Please distribute this document to the relevant people in your organisation at least one week in advance of the visit so they can prepare for their meetings. The following people should receive a copy beforehand to prepare:

- |   |   |
|---|---|
| 1. Dean / Director                              | 6. Computer staff                               |
| 2. Programme coordinator or group               | 7. Students                                     |
| 3. Faculty Representative in formal school body | 8. Student Representative in formal school body |
| 4. Teaching faculty                             | 9. Stakeholders - especially employers          |
| 5. Librarian                                    | 10. Quality management section if applicable    |

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## **CRITERIA USED IN THIS REVIEW AND DOCUMENTATION**

**Criterion 1.1.** The parent institution is legally recognised / accredited by national educational authorities and allowed to deliver the Master programme (see introduction) and issue degrees.

**Criterion 1.2.** The programme administration and faculty shall have clearly defined rights and responsibilities concerning programme governance and academic policies appropriate to fulfilling the aim of the programme.

**Criterion 1.4.** There is a competent academically qualified person (or group) responsible for the coordination of the programme.

**Criterion 1.6.** The programme has effective communication tools (website, brochures etc.) to present itself externally in an open, adequate, up-to-date and honest manner.

**Criterion 1.7.** Faculty and student representatives are formally involved in the management of the programme.

**Criterion 2.1.(1)** The programme has explicit programme aims in line with the mission of the institution.

**Criterion 2.1.(2)** The programme aims are shared amongst the staff.

**Criterion 2.3.(1)** The final qualifications and learning objectives correspond to general, internationally accepted descriptions of the qualifications of an academic (second cycle) Master programme.

**Criterion 2.4.** The programme is designed to respond to changes in the environment, scientific evidence and health needs and demands of populations.

**Criterion 3.1.** The programme content all of the following core areas:

1. Methods in Public Health
2. Population health and its determinants
3. Health policy, economics and management
4. Health education and promotion
5. Other/cross-disciplinary themes

**Criterion 3.3.** The core components of the curriculum provide a thorough teaching of the basic concepts, theories and methods of public health.

**Criterion 3.4.** The didactic concept as applied throughout the programme is in line with the programme aims and final qualifications of the programme. The teaching methods correspond to the didactic philosophy of the programme.

**Criterion 3.5.** Students are assessed in an adequate, meaningful and insightful manner by means of evaluations, tests and examinations, to determine whether the learning objectives or parts thereof have been achieved.

**Criterion 3.7.** The credit system allocated to the programme is expressed in ECTS

**Criterion 3.9.** International exchange of staff and students is facilitated.

**Criterion 4.1.(1)** The programme has clearly defined admission criteria and recruiting policies coherent with the aim and objectives of the programme.

**Criterion 4.3.** The institution provides accessible counselling services for personal, academic and professional development of students.

**Criterion 5.1.(1)** There is a central core of academically qualified teaching staff dedicated to the programme.

**Criterion 5.1.(9)** The workload of teaching staff is adequately balanced between teaching (including curriculum and material development and student guidance), administration, research and service.

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

**Criterion 6.2.(1)** Library learning resources are provided for students and staff with sufficient access to these resources.

**Criterion 6.2.(2)** The school holds online journal subscriptions to support up-to-date relevant health literature searches, databases and online educational material.

**Criterion 7.1.** An operational internal quality management system is in place, broadly inclusive of staff, students and stakeholders.

## SELF-ASSESSMENT

*Documents and materials to be provided as part of a minimal self-assessment*

<b>Criterion 1.1.</b>	<ol style="list-style-type: none"> <li>1. What is the exact title of the degree in national language / in English</li> <li>2. What body holds the authority for degree awarding powers (eg the State, the parent University, an accreditation agency or other stakeholder body or the institution itself)</li> <li>3. Date of licensing, - For how long .</li> <li>4. Date of accreditation - For how long</li> </ol>
<b>Criterion 1.2.</b>	<ol style="list-style-type: none"> <li>1. Organogram including <ul style="list-style-type: none"> <li>• governing bodies,</li> <li>• committees,</li> <li>• Roles and responsibilities</li> <li>• To include internal and external if unit is not stand alone</li> </ul> </li> </ol>
<b>Criterion 1.6.</b>	<ol style="list-style-type: none"> <li>1. website, brochures, publicity material</li> </ol>
<b>Criterion 2.1.(1)</b>	<ol style="list-style-type: none"> <li>1. Mission statement</li> <li>2. What are its aims of the programme?</li> </ol>
<b>Criterion 3.1.</b>	<ol style="list-style-type: none"> <li>1. Curriculum outline including modules and credit allocation including core and elective elements.</li> </ol>
<b>Criterion 3.5.</b>	<ol style="list-style-type: none"> <li>1. Assessment : Impression from a sample of exam or other assessment questions</li> </ol>
<b>Criterion 4.1.(1)</b>	<ol style="list-style-type: none"> <li>1. Documents and/or description of the school admission policies</li> </ol>
<b>Criterion 4.3.</b>	<ol style="list-style-type: none"> <li>1. Brief description of counselling services for personal, academic and professional development of students.</li> </ol>
<b>Criterion 5.1.(1)</b>	<ol style="list-style-type: none"> <li>1. How many full-time members are directly working for the program ?</li> <li>2. What is the profile of the faculty in terms of expertise, academic qualification, teamwork- and organisational experience etc. ?</li> <li>3. Percentage of teaching carried out by different departments within the programme?</li> </ol>
<b>Criterion 7.1.</b>	<ol style="list-style-type: none"> <li>1. Is there an internal quality management system (IQMS)?</li> <li>2. If yes, what is the name of this unit and who are the members?</li> </ol>

## LEADERSHIP

<b>DIRECTOR</b>	
<b>Criterion 1.7.</b>	1. Please describe the faculty / student / stakeholder / employer participation and roles in governance, as well as in formal academic organisations
<b>Criterion 2.1.(1)</b>	1. Why was the program initiated? 2. How are staff and students made aware of the aims of the programme

<b>DIRECTOR/MANAGEMENT</b>	
<b>Criterion 3.4.</b>	1. Does the program use staff from various disciplines and professions relevant to public health? 2. Are there formal policies for the training processes used?
<b>Criterion 3.9.</b>	1. Is there international exchange of faculty? <ul style="list-style-type: none"> <li>• If so please give details and how the policies at the school / programme facilitate this.</li> </ul> 2. Number of faculty members working abroad for purposes connected with the program.
<b>Criterion 5.1.(1)</b>	1. What is the student–staff ratio within the programme per academic year?
<b>Criterion 6.1.</b>	1. Where do your main sources of income for the programme derive? 2. Are these sufficient and constant enough to be able to plan over a five year period?
<b>Criterion 7.1.</b>	1. Are there any examples of changes made as a direct result by the operations of the IQMS ( <b>NAME TO BE REPLACED BY ACTUAL NAME OF QMS COMMITTEE</b> )?

## PROGRAM COORDINATOR / GROUP

<b>Criterion 1.4.</b>	1. Please could you describe your function as program director / coordinator
<b>Criterion 2.4.</b>	1. How does the program ensure that staff are aware of the latest developments in their field?
<b>Criterion 3.4.</b>	1. What type of training processes are used in the programme?
<b>Criterion 3.5.</b>	1. What are the procedures used to monitor and assess student progress in achieving the learning objectives? 2. What are the appeal mechanisms for assessment? 3. Are tests, evaluations and examinations organised and supervised by a Committee of Examination?
<b>Criterion 4.3.</b>	1. What Information is given to the students about career developments and available positions in the public and private sector?
<b>Criterion 7.1.</b>	1. Who does the IQMS ( <b>REPLACE WITH NAME</b> ) formally report to? 2. How does the IQMS function in terms of changes to the programme? 3. What and how are internal and external stakeholders included in the operations of the IQMS?

## STAFF

<b>FACULTY REPRESENTATIVE</b>	
<b>Criterion 1.7.</b>	1. Please describe your role in governance/membership of formal academic bodies connected with the programme

<b>FACULTY</b>	
<b>Criterion 2.1.(2)</b>	1. What are the program aims? 2. How are you made aware of them
<b>Criterion 2.4.</b>	1. How are you made aware of the latest developments in your field?
<b>Criterion 5.1.(1)</b>	1. Do you feel that your overall skills are sufficient to realise your academic work load?
<b>Criterion 5.1.(9)</b>	1. Do you feel your work distribution is balanced and achievable? 2. What changes to your workload would you like to see? 3. Does your workload allow sufficient time for tutoring and counselling of students? 4. Are you presently involved in any <b>research</b> activities? 5. Are you presently involved in any <b>service</b> activities?
<b>Criterion 7.1.</b>	1. How are you as a member of faculty included in internal quality management systems ( <b>REPLACE WITH NAME</b> ) of the school? 2. Do you feel that your input is sufficiently represented through this system? 3. Are you provided with feedback by the IQMS?

<b>LIBRARIANS</b>	
<b>Criterion 6.2.(1)</b>	1. How does school / programme evaluate the support provided to individuals by the library facilities? 2. Are there guidelines for users available? 3. What are the opening times of the library? 4. Are there any areas you would to change or improve?

<b>COMPUTER DEPARTMENT / LIBRARIANS</b>	
<b>Criterion 6.2.(2)</b>	1. What policies are in place to acquire online subscriptions? 2. What access to online subscriptions is given to the students, can they for example, gain access from home? 3. Do you consider the facilities sufficient for the required usage of students? 5. Are there any areas you would to change or improve?

## STUDENTS

<b>STUDENT REPRESENTATIVE IN GOVERNANCE</b>	
<b>Criterion 1.7.</b>	1. Please describe your role in governance/membership of formal academic bodies connected with the programme
<b>STUDENTS</b>	
<b>Criterion 2.4.</b>	1. How much do you feel the programme provides you with - the latest developments in scientific evidence and - up-to-date techniques for responding to the population's health needs and demands
<b>Criterion 6.2.(1)</b>	1. How often do you use the library? 2. Are the resources available in the library sufficient to support your studies?
<b>Criterion 6.2.(2)</b>	1. Do you feel that there are sufficient online material and subscriptions available to support your studies?
<b>Criterion 7.1.</b>	1. Have you as a student ever been asked for your feedback on: <ul style="list-style-type: none"> <li>• The content of training research</li> <li>• the didactic method of training</li> <li>• assessments</li> </ul> 2. Do you feel that your input is sufficiently represented or listened to through this system? 3. Are you provided with feedback by the IQMS?

## STAKEHOLDER / EMPLOYER

<b>Criterion 1.7..</b>	1. (if included) Please describe your role in governance/membership of formal academic bodies connected with the programme
<b>Criterion 2.4.</b>	1. To what extent does the programme meet your needs in terms of : <ul style="list-style-type: none"> <li>• Staffing <ul style="list-style-type: none"> <li>○ new &amp;</li> <li>○ existing</li> </ul> </li> <li>• Technical assistance</li> </ul> 2. What other areas does (or does not) the programme meet your needs?
<b>Criterion 7.1.</b>	1. Have you ever been involved or asked for your views and comments about the quality or relevance of the programme or students? 2. If so, were you given any feedback of your input? 3. If not, are there any areas in which you feel the quality or relevance of the programme and students might improve?

## **TURNING THE TABLES**

What areas would you like to see ASPHER and its constituent members be of assistance or help to you and your school?

What areas do you feel your school could be of assistance to other schools?



## FEEDBACK SESSION PROTOCOL

### Criterion I: Governance and Organisation of the Programme

strengths	comments and recommendations
•	

### Criterion II: aims and objectives of the public health programme

strengths	comments and recommendations
•	•

### Criterion III: The Curriculum

strengths	comments and recommendations
•	•

### Criterion IV: Students and Graduates

strengths	comments and recommendations
•	•

### Criterion V: Human Resources and Staffing

strengths	comments and recommendations
•	•

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

strengths	comments and recommendations
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### Criterion VII: Internal Quality Management

strengths	comments and recommendations
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