

APHEA

Agency for Public Health Education Accreditation



TESTIMONIALS



ABOUT US

APHEA is the leading global accreditation agency for public health schools, programmes and training courses. We are present in all six W.H.O. regions throughout the world; our management and decision-making boards reflect this global diversity.

APHEA pursues a formative, inclusive, non-prescriptive approach to accreditation with an emphasis on continuous improvement and the development of a global community of practice



The front cover photo shows a classroom for younger learners at the International Christian Centre for Missions, located in Uhogua community within Edo state, Nigeria. This centre (for displaced persons) is part of the community outreach programmes that the Centre of Excellence in Reproductive Health Innovation (CERHI), University of Benin. CERHI was accredited in 2019 and the site visit team visited the centre as part of the evaluation.

INTRODUCTION

This booklet represents feedback by many of the applicants of our services over the years. We hope they provide the reader with a unbiased applicant perspective of our community led approach to accreditation services.



OUR MISSION & VISION

Our Mission

Quality assurance and improvement of public health & global health education and training.

Our Vision

Promoting and facilitating high quality, socially accountable and ethical education and training of public health workforces throughout the world.

OUR TEAM



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OUR SERVICES



CTEE Accreditation

CPD activities, such as, short training, MOOCs, modules, conferences, summer schools
Stand-alone or as start of institutional accreditation process
Paper based external review
timeframe circa 3 months *timeframe circa 4 months*



Curriculum Validation

Masters and Bachelors level curriculum review
Stand-alone or as start of accreditation process
Paper based external review
timeframe circa 4 months



Programme Accreditation

Masters and Bachelors level
Process: validation & self-evaluation & site visit
timeframe circa 12-16 months



Institutional Accreditation

Schools, Colleges, Departments, Faculties, etc.
Process 1 option:
minimum 2 validations & self-evaluation & site visit
or
Process 2 option:
minimum 1 validation + 2 CTEE accreditations & self-evaluation & site visit
timeframe circa 12-16 months

OUR HISTORY

In 2011 the Agency for Public Health Education Accreditation (APHEA) was launched by The Association of Schools in the European Region (ASPHER), European Public Health Association (EUPHA), European Public Health Alliance (EPHA), European Health Management Association (EHMA) and EuroHealthNet.

The primary focus was on Master level programmes of public health but by September 2014 APHEA had ratified criteria for the validation of curricula along with the accreditation of training courses and institutions. In 2016 APHEA adopted Bachelor level Accreditation criteria. APHEA statutes were revised in October 2019 and in 2020 the European associations

responsible for founding APHEA retired. Since July 2020 the consortium members consist of the Association of Schools of Public Health in the European Region (ASPHER) and the International Association of National Public Health Institutes (IANPHI). By the end of 2022, APHEA had accredited 168 courses, programmes and institutes from every WHO region of the world.



The International Academy of Public Health



The International Academy of Public Health - IAPH regards quality as a core business aiming at cutting-edge, standardized, and prestigious educational offerings. As one of IAPH's aspirations to be recognized and accredited by a reputable international awarding body, we approached APHEA as one of the high ranked international awarding bodies in the public health sector.



opportunities to network with relevant and similar institutions around the globe. Additionally, APHEA participated in and enriched various events like our regional conference, monthly webinars, and technical meetings. Being APHEA-accredited, IAPH training programs are now recognized and demanded by many countries, institutes, and individuals.

Working with APHEA has helped us as a newly established training academy to increase our visibility and build trust of our targeted beneficiaries from the public health sector in the middle east and globally. APHEA does not only accredit training programs, but the fantastic team and experts provide invaluable advice and feedback to improve those programs further. Besides, APHEA offers

APHEA accreditation reflected on the quality of our training curricula by aligning our training competencies with the international public health competencies. Moreover, we see the accreditation of our curricula as a step in our collaboration with APHEA towards institutional accreditation.



International Digital Health Conference

The International Digital Health Conference series is a unique thought-leadership and networking event bringing together members from the five key stakeholder groups – industry, SMEs, healthcare and academic researchers – to learn, present, network and discover. The event leverages opportunities for public health professionals to engage with other specialists outside of their immediate networks to enhance their knowledge, understanding and application of the latest advances in health research and technology. The event fosters interdisciplinary research and



exchange and networking opportunities. A major benefit of accreditation is that it provides a benchmark of consistent standards for public health education that should be met. Such standards include a common set of public health competencies that constitute the vocabulary of any curriculum. This will greatly enhance flexibility for collaboration and exchange between educational programs. This is expected to facilitate the sharing of best practices and training materials, and thus, lead to increased efficiency in curriculum development and execution.



innovation driven by real world needs, aiming to improve public health through the application of novel technology at the personal, community and global levels. Unique in bringing together audiences from Public Health, Computer & Data Science, MedTech industry and NGOs, DPH enables cross-fertilization of research and innovation in digital public health, offering knowledge

Accreditation should always be considered a means to an end. Quality is generated by people and only secured by accreditation, not the other way around. Accreditation is not a guarantee in itself for quality improvement, yet it is a strong enabler of enhanced collaboration, which creates a platform for continuous quality improvement. The peer-review process leads to mutual learning and stimulates a culture of shared values and accountability for delivering high-quality education.



VectorNet (European Network for Medical and Veterinary Entomology)



VectorNet is a joint project of the European Centre of Disease Prevention and Control (ECDC) and the European Food Safety Authority (EFSA) which aims to contribute to improving preparedness and response for vector-borne diseases, following a 'One-Health' approach. After its first successful phase (2014-2018), VectorNet is now at its second phase (2019-2023). In addition to supporting collection and maintenance of data on the presence of vectors and vector-borne pathogens, as well as providing ad-hoc scientific advice on vector and pathogen surveillance, VectorNet is also providing capacity support and training to medical and veterinary professionals across EU and neighbouring countries through webinars and face-to-face trainings.



In September 2022, a face-to-face training entitled "The role of entomology in the fight against vector-borne diseases" was organized by VectorNet through the University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca in Romania. The overall aim of this training was to strengthen public and veterinary health professionals in their basic under-

standing of the role of entomology in the fight against vector-borne diseases.

This includes strengthening their capacity to assess the risks associated with vector invasion and establishment for human and veterinary health. The target audience consisted of public health and animal health specialists with limited knowledge of entomology.

A request was submitted during the summer of 2022 to APHEA to obtain the accreditation. The course has been granted to carry 15 APHEA CPD points. The APHEA certificate is valid for three years after its date of issue.

Our experience with the process of accreditation was extremely good and the communication with APHEA very effective. We experienced the process as relatively simple and straightforward and the accreditation was issued in time. We recommend APHEA accreditation for any public health education and training related process, as most participants will likely benefit of such a process.



Jordan Breast Cancer Program

The Mass Awareness and Social Campaigns Training Course” is developed by Jordan Breast Cancer Program (JBCP) as a step to share evidence-based social behavior tools and knowledge to entities involved in mass awareness to improve competencies in planning, implementing and evaluating public awareness campaigns that contribute to effectively achieving their desired development goals. Earning the APHEA’s Continuing Training and Educational Event (CTEE) Accreditation for this training as a reputable and credible entity paves the way for JBCP to share its experience gained

from leading mass awareness regional campaigns for many years in a way that guarantees high quality and accountability.

The accreditation process was smooth and of a huge added value to JBCP, as it helped in firming up the training structure and addressing the potential weaknesses. It was also helpful in setting a benchmark for self-evaluation. APHEA staff were supportive and accessible during the entire process, providing valuable remarks and guidance.





Cyprus University of Technology



The Cyprus University of Technology, Cyprus International Institute for Environmental and Public Health (CII) was awarded the APHEA curriculum validation for its Master in Public Health (MPH) program in March 2018. CII was the first research institute in Cyprus that dealt exclusively with public and environmental health issues. It now demonstrates almost a 20-year presence in educational and research activities in Cyprus and in the broader Eastern Mediterranean region and it has established successful postgraduate and doctoral programs, population health studies, as well as extensive scientific collaborations



with leading public health institutions. Undergoing the curriculum validation process was a rewarding experience, both during preparing the application and during the interaction with the reviewers who provided valuable comments and suggestions based on their extensive experience, as it helped us think critically of the courses offered and the structure of the program. This resulted in a stronger curriculum and a program that better fit our students. The validation makes the program more appealing to the students and helps our efforts of recruiting high-caliber students from all over the world.



The Braun School of Public Health & Community Medicine

Our International Master in Public Health (IMPH) recently marked its 50th anniversary! The APHEA accreditation process of 2014 and the 2022 Re-Validation provided staff, faculty and our alumni the opportunity to reflect upon our curriculum and training. The opportunity to consult, review and revise to meet the public health training challenges of the 21st century is invaluable. APHEA Curriculum Validation is important for our graduates, over 1000 from over 100 countries of the world, as they return to their home countries. Our IMPH Alumni

Program was awarded 'Best Practice' by APHEA in 2014. We continue to strive to improve relevant and challenging training that delivers a program consistent with global public health competencies. The



Braun School of Public Health
and Community Medicine
Hebrew University of Jerusalem
Hadassah Medical Organization

APHEA Validation process, through program self-examination, encourages excellence in curriculum and training.

Our IMPH family of students /graduates, faculty, staff, stakeholders all benefit from our APHEA-Validated curriculum. We are proud to be a member of the family of APHEA validated programs.



University of Limerick



Taking into account the growing need for Public Health Professionals, especially in the current COVID-19 pandemic, The School of Medicine at University of Limerick has introduced the Master of Science in Public Health Programme commencing from the 2020-2021 academic session.

The programme is designed to equip students with marketable and transferable skillset and competencies that will enhance their career in public health or other health-related disciplines, both locally and internationally. The focus is to move from the traditional public health teaching into the competency-based and applied public health. This programme is recommended to students who are looking to acquire marketable and transferable skillset, and those who would like to get a sense of personal accomplishment, and those who would like to move in positions of leadership in healthcare.



The programme will equip students with differentiated competencies including tangible skills that will not only be marketed to future employers, but they also prepare our graduates for self-employment and consultancies.

The MSc Public health curriculum received international Curriculum Validation from the Agency for Public

Health Education Accreditation (APHEA) in 2020 even before the start of the first academic year. This is a remarkable achievement for our programme and the University. We are very proud and thankful to APHEA team for their continuous support and feedback throughout the Curriculum Validation process. We highly recommend APHEA for quality assurance of public health teaching and training.



University of Western Australia

As part of Programme Accreditation

The School of Population & Global Health at the University of Western Australia prides itself in providing a world class public health education which is infused with cutting edge research, centres student experience and produces graduates well equipped for professional public health roles globally. We achieved Curriculum Validation of our Master of Public Health in March 2022 and are currently embarking on the self-review process to achieve full program accreditation.



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Achieving validation of our curriculum through APHEA is incredibly valuable – it provides objective, expert evidence of the quality of our program and speaks to the quality of our graduates. Curriculum Validation will also instil extra confidence in potential students that the program is of international standing and they will graduate with the tools and skills to address complex public health issues.

The actual process of Curriculum Validation has been really worthwhile in and of itself. It provided ideal opportunity for us to examine our program in a holistic, structured and systematic way and reflect on its content and delivery. We also received valuable suggestions from the APHEA reviewers on how to strengthen the program, provided in the spirit of support and continual improvement. We have a culture of collegiality and a sense of 'team' amongst our academic staff teaching our Master of Public Health and have found that these values are also central to the approach taken by APHEA in their accreditation processes. We are currently successfully using our APHEA Curriculum Validation to support the marketing of our program to both Australian and international students.



Tashkent Medical Academy

As part of Programme Accreditation



The Tashkent Medical Academy (TMA) is the oldest medical university in Central Asia with a history of more than 100 years. The School of Public Health (SPH) of TMA is the first educational institution in Uzbekistan to offer a Master's program in Public Health and Healthcare Management, training leaders for the health care system since 2005.

The Validation process, that we have just successfully passed, was a very challenging experience. However, the APHEA secretariat was always responsive to our correspondence and was supportive. We started our accreditation process in 2021 following curriculum validation and are preparing a self-evaluation document. Feedback received from APHEA was very useful and helpful to complete our curriculum validation process giving access to international experience and programming. As a result of this process, we reviewed both our program and training approach.



APHEA Validation facilitated us to revise our curriculum and improve its quality namely in the part of learning competencies/objectives and assessments, and adapt them according to international standards. Receiving international Validation by APHEA has allowed us to elevate the level of our Master's program and opened global opportunities to our students, staff and faculty.

As a result of the ongoing APHEA accreditation, we were able to establish strong link between our faculty, staff, students, and external partners to critically assess and improve our program. The SPH of TMA is proud to be the first Central Asian School of Public Health to achieve Validation and be undertaking accreditation through APHEA. We are glad to be part of global Public Health family and add our inputs in training global leaders in Public Health.



APHEA
Validated Curriculum

The Chinese University of Hong Kong

As part of Programme Accreditation

With a view to benchmarking our Bachelor's and Master's programmes in Public Health against world-class standards as well as assuring our graduates internationally recognised qualifications, we recently went through the curriculum validation process with APHEA. We are deeply impressed by the professionalism, wealth of knowledge, thoughtfulness and positive support of the APHEA team.

The process itself was rigorous and systematic, yet fair and accommodative to the uniqueness of every programme and institution. We felt assured and confident that every aspect of our curricula was reviewed and validated with due care and attention to detail. The process has also been greatly beneficial to us so that we could reflect on and refine our own pedagogy and curriculum design and ensure they meet the high-

est standards of quality and relevance.

We have been one of the leading schools of public health in our region, and we can now proudly say that our curricula are world-class and our excellence in teaching is internationally respected. The APHEA validation also brought about opportunities and a platform to link up with the international public health education community and peers.

It's a pleasure to have participated in the curriculum validation process and we highly recommend it to any programmes seeking to improve their quality and effectiveness. You could feel the support and passion of APHEA in bettering public health education. It would be a fulfilling, rewarding and absolutely not painful exercise.





Institut de Santé Publique, d'Epidémiologie et de Développement (ISPED)

As part of Institutional Accreditation



ISPED is a School of Public Health belonging to the College of Health Sciences of the University of Bordeaux, located in the South West of France. It has been created 25 years ago, and currently delivers a master degree with 11 concentrations, as well as 20 university diplomas. It also offers two MOOCs and a summer school every year. The 11 concentrations of the Master are the following: 1) General Public Health; 2) Epidemiology; 3) Health Promotion; 4) Health Services Administration; 5) Environmental and Occupational Health; 6) Biostatistics; 7) Global Health in the South; 8) Information Systems and Computer Technologies in Health; 9) Public Health Data Sciences (in English); 10) Nurse Executive Manager of a Healthcare; 11) Health Promotion and social development (in Spanish). We initiated the application for the APHEA Institutional Accreditation in April 2021, submitted the pre-application in July 2021, and were invited to go further in August 2021. We submitted the final version of the curriculum validation application in June 2022, which was approved in July 2022. We are currently working on the self-evaluation document. Dr Karen Leffondré, Professor and co-coordinator of the accreditation application process: “During all stages of the accreditation process, we are fortunate to be guided by the Executive Director of APHEA who is extremely reactive. He was in particular very helpful



during the curriculum validation process, where he provided us with insightful and constructive comments on the document before submission. Both the application process itself, and the two reviews we received, were very useful to identify areas of improvement in terms of course content and teaching methods. This will impact not only the three concentrations of the master that were selected by APHEA for the curriculum validation process (Epidemiology, Health Promotion, and Health Services Administration), but also the 8 other concentrations, as well as our entire training offer in Public Health”. Dr Alioum Amadou, Professor and co-coordinator of the accreditation application process: “The process allowed the entire ISPED faculty members and the management of the school to mobilize and work rigorously to meet the requirements of the curriculum validation phase. The team appreciated the feedback from the APHEA reviewers and remains mobilized for the further phase with the self-evaluation of the school”. Dr Simone Mathoulin-Pelissier, Professor and Director of ISPED, would like to emphasise the commitment of all the ISPED staff and the University of Bordeaux to the accreditation process, which allows us to improve our curricula and practices in order to meet the new challenges of Public Health.

Ensemble construisons le système de santé de demain



Mohammed VI University
of Health Sciences
As part of Institutional Accreditation

The International School of Public Health (EISP) belongs to Mohammed VI University of Health Sciences (UM6SS), a unique University in the region specialized in health sciences. Masters of EISP are intended for a wide audience of health professionals in Morocco and Africa (25% of our students are from Sub-Saharan countries). The first value of our school is to offer a high quality of education to our students. The EISP team decided to engage in Curriculum accreditation of APHEA. This decision allowed us to thoroughly review our curricula. In parallel with the support and guidelines of the APHEA team so that we comply with the standards of this accreditation, we have pursued the following process and steps:

- Training in pedagogy for all permanent professors.
- Review of curricula: for each module, we have reviewed the objectives, chapters, assessment methods, etc. according to APHEA's norms.
- Development of new varied and participatory educational activities (Case studies, real-life professional situations, ...).
- Finalization according to our partners' feedback.



ECOLE INTERNATIONALE
DE SANTÉ PUBLIQUE
UM6SS - CASABLANCA

The process of APHEA's accreditation helped to establish a culture of improving pedagogy and our faculty members realize its importance for a better quality of training. For example, in several modules, instead of sending lists of reading, our faculty members developed Textbooks (today we have 14 textbooks) for an effective self-study work. We have also introduced MOOCs in our curricula to introduce students to classes and encourage the effort before face-to-face sessions. Finally, we organized in-depth interviews with each of our Masters students in order to learn about the impact on their skills and their satisfaction. We have had a lot of positive feedbacks. APHEA's validation has also enabled the EISP to be positioned as a leader in public health and health management fields at the national, regional and African levels. For the first time, the attractiveness of the School reached its peak with the application of more than 500 candidates and the final selection of 100 candidates. Beyond the International School of Public Health (EISP), a new dynamic is beginning to win over the other schools and faculties of our University, which are seeking these accreditations for both initial and continuous training.



University of Airlangga



International accreditation of programs is a must for universities competing to be world class universities. Adjusting to the demands of times and as an international recognition, UNAIR continues to push its programs to achieve international accreditation.

There have been 40 programs at UNAIR internationally accredited by various institutions. After passing the curriculum validation, the international accreditation process (self-evaluation and site visit) was carried out for Public Health bachelor's program, Faculty of Public Health.



The Public Health Bachelor's Program underwent an international accreditation visitation by Agency for Public Health Education Accreditation (APHEA) on Wednesday, October 2, 2019 at Campus C UNAIR. For three days, four APHEA assessors conducted a visit to FKM UNAIR. They conducted interviews with UNAIR leaders, faculty lead-

ers, program leaders, alumni, and students.

From the list of accreditations around the world, UNAIR was recorded as the first campus in Southeast Asia to attain APHEA accreditation. This is an achievement for the UNAIR Public Health academic community.

“Gaining international recognition means we more easily attract international partnerships, especially for transfer and student exchange programs. Research and publications will be easier as well because we are better recognized.”

In this accreditation, several processes were undertaken. First, curriculum validation and preparing a self-evaluation document followed by a 2 and a half day visitation. Afterwards, we received our draft report and the result arrived around 4 weeks later and the result was full accreditation.



Medical University of Białystok

Having achieved good recognition and high rankings in the national arena so far, we decided to raise the bar and ensure that teaching public health in Białystok does not differ from international standards. The task was not easy, but thanks to hard and many months of work, we succeeded!

importantly, we discovered areas for improvement, which we changed into specific actions to be implemented in the coming years. Critical comments from the evaluators formulated in the self-assessment reports and during the site visit allowed us to take a new, fresh look at the problems and their possible solutions.

Thanks to the accreditation, we belong to the prestigious



MEDICAL UNIVERSITY OF BIALYSTOK

group of universities with an accredited APHEA education program in public health at undergraduate and graduate studies. All those responsible for the high and comprehensive quality of education were involved in the accreditation process: administration, teachers, scientists, faculty authorities, external stakeholders and students themselves. In the process of program validation (validation of the programme's curriculum), we learned our strengths and weaknesses, but most

In our case, the accreditation process also allowed for a thorough revision of the existing activities and indication of new directions of development. We treat the APHEA accreditation not only as another formal distinction, but also as a commitment to ensure high, international standards of education in public health. Honestly, we recommend APHEA accreditation for those who are not afraid of change and want to ensure high quality education.



Hamdan Bin Mohammed Smart University



The Master of Science in Public Health program at Hamdan Bin Mohammed Smart University (HBMSU) has been awarded accreditation from the Agency for Public Health Education Accreditation (APHEA), becoming the first MSc Public Health program in the GCC region to receive the prestigious recognition. Established in 2012, the MSc Public Health Program is widely recognized as the highest-ranking school of public health in the United Arab Emirates (UAE), with a high-quality teaching and education program, as well as a research program led by well-regarded researchers.



APHEA's Institutional Accreditation focuses up on the institution's ability to provide a solid structure or foundation for the public health academic, research, and service output. The criteria/standards and sub-criteria are intended to maintain and improve the quality of public health educational institutions. The MSc Public Health program was assessed under five criteria including; "Governance and Organisation of the Institution; Aims and Objectives of the Public Health Institution and supportive framework for its MSc Public Health program; policies and

procedures on student recruitment, enrolment, support and follow-up; Human Resources and Staffing; Internal Quality Management". The process of accreditation was smooth and enriching. In particular, the self-evaluation for accreditation handbook motivated the HBMSU public health faculty and staff to review and explore aspects that directly as well as indirectly influence the quality of the program.

This accreditation offers significant benefits to the MSc Public Health program, including greater academic recognition on the global stage, transferability of public health education and training, increasing employability of public health graduates, and attesting to the quality of public health workforce training.

This achievement is a testament to the hard work of the program's leaders, faculty, and learners, and an important milestone in the development of the MSc Public Health program. The university will continue to promote excellent quality teaching and prioritize research that addresses the root causes of disease and the factors that promote good health and wellbeing for people of all ages in the UAE and the region.



University of Liverpool

Public Health at The University of Liverpool has a long and rich history, and in 2007 we launched our very successful 100% online MPH programme.

Our specific aim was to provide public health professionals around the globe with the opportunity to study an internationally renowned post-graduate programme while remaining in their home country. This means they can implement their theoretical classroom knowledge straightaway, bringing immediate health benefits to their communities.

We were therefore extremely proud to receive APHEA accreditation in 2015 in recognition of our approach and of the high standards and quality of our education.



Our online programme enables students to study in a truly global learning environment and learn, not only from the expertise of our faculty, but also from peers who are located across the world. The APHEA accreditation facilitated our review and reflection on our curriculum, our support structures, our research led teaching and our learning resources through an international

lens. This further served to enhance our programme. APHEA accreditation means students studying on our programme can therefore be assured that their postgraduate experience has been through a rigorous accreditation process by international experts that fully endorses their programme.



Medical University of Silesia in Katowice



APHEA accreditation for the Public Health Programme was a remarkable educational achievement at Medical University of Silesia in Katowice. The preparation process for the accreditation was a very challenging experience. However, it helped us to point out strengths and weaknesses of the programme and improve the quality of teaching at Faculty of Health Sciences in Bytom. The support we received from APHEA staff was also invaluable and of top-class quality during the entire process, starting from documentation preparation and ending on the post-visit recommendations.

The team of visitors provided valuable comments and recommendations which enhanced our educational process. They conducted numerous interviews with students and alumni. The site visit Team always kept an excellent balance between being

professional and friendly which was beneficial for both sides. They were eager to help throughout the whole process of accreditation, from Curriculum Validation process to preparation of the self-evaluation documentation.



The site visit Team have conducted a comprehensive review of Public Health curriculum. We were satisfied with the concerns raised in the final report and we have started implementing recommendations shortly after the accreditation process finished. We are very grateful to the APHEA staff and visiting Team for all of their support, and first of all – the input we received in the improvement of our Public Health programme. We highly recommend APHEA accreditation for all schools and institutions providing teaching in Public Health.



University of the West of England

The MSc Public Health at the University of the West of England, Bristol was one of the first Public Health postgraduate programmes to achieve APHEA validation and accreditation in 2014-15. This was a proud achievement for us as it provided recognition of our status as an internationally respected Public Health programme in terms of teaching and research. We have recruited international and UK students to the programme for more than twenty years, a large proportion of whom are professionals employed across a very broad range of public and environmental health contexts. Validation and accreditation provided the opportunity to evaluate our programme for its “fitness for purpose” as a leading global health programme. We can claim to be one of the few MSc Public Health programmes to be truly multidisciplinary – in terms of our ethos, our curriculum, our teaching faculty and our students. And the programme is proudly committed to tackling inequalities and challenging those factors that seek to dis-



advantage the most vulnerable or excluded members of society. Since accreditation, we have achieved a student satisfaction rating above 95%, our international recruitment has been consistently strong, and we are proud to be based within a university with a gold rating for teaching excellence. Being APHEA accredited has enabled us to benchmark the curriculum, along with the teaching and learning experience and our research outputs, against international standards, in the face of ever-changing global health challenges. Our students expect a very high standard of Public Health education and research from UWE Bristol, and this is what we seek to offer, with APHEA providing a beacon against which we can measure our performance. An international student recently described the UWE Public Health course as “a place for everyone in an inspiring city full of opportunities ... I definitely recommend it to those who want to grow in their profession or start a new career in the field”.



Arden University



“As a leader in online education, Arden University’s School of Health and Care Management is pleased to receive an APHEA validation for its ‘Master of Public Health (MPH) & MSc Global Health Management Programmes’. Both programmes achieved validation in 2021, following a rigorous review with our APHEA partners. The process allowed us to explore and unpack how situated the programmes are in supporting knowledge and graduate skill development for students.

On reflection, it was an insightful process; not least because it provided us with the opportunity to discuss how the two programmes’ USPs, designed to align with the Arden University core Learning & Teaching strategy, were preoccupied with not only imbuing students with disciplinary knowledge but recognise



the interdisciplinary and evidence-based involvement in public health practice. We believe that the collaboration will further support our students to be more employment-ready to work in local, national, and global health workforces, the shape of which has changed significantly post Covid-19.

While the faculty members involved in the review found it to be a supportive and reflexive process foregrounded in evidencing criteria achievement against APHEA’s framework, they also recognised how it was led by a genuine desire from APHEA to explore potential improvement opportunities to the curriculum. That is, in a way that ensures it is leveraging its USPs to respond holistically to the current and future public health needs and demands of communities and populations.”



University of Edinburgh

The Master of Public Health Online at the University of Edinburgh, Scotland achieved APHEA full programme accreditation in January 2021. This was a very proud achievement for our programme, Deanery and School as it recognised us as providing world-class public health teaching to our students. Our graduates can thus be assured of receiving an internationally assured qualification which equips them with evidence-



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of EDINBURGH

based conceptual and practical tools, to take a critical interdisciplinary approach to public health challenges. Being an online programme, our students join us from six continents and many are professionals employed

in a wide range of settings where they can directly apply their public health knowledge and training.

The APHEA accreditation process allowed us to take a critical and systematic look at every aspect of our programme and

how it was delivered. This reflection which involved faculty, administrative staff, students, and

stakeholders was exceptionally valuable.

It has enabled us to identify and address issues in a positive supportive spirit. Our

programme has been strengthened and applicants frequently mention our accreditation among the reasons for applying to our programme. Furthermore, we are using our accredited status to build our public health networks, locally and abroad.



Centre of Excellence in Reproductive Health Innovation



In 2019, the Centre of Excellence in Reproductive Health Innovation (CERHI) at the University of Benin in Nigeria sought international accreditation from the Agency for Public Health Education Accreditation (APHEA). CERHI's goal is to build capacity within West and Central African regions for short courses, Masters and doctorate degrees in the fields of reproductive health, health economics, public health and nursing. The international accreditation process covered nearly 12 months beginning with curriculum validation and self-assessment, and ending with site visits by experts from the APHEA.

The result was the international accreditation of two short courses offered by CERHI as well as the institution's full accreditation.

Our experience with the process was extremely rewarding. We went through processes in

self-learning, consensus building that forged a common understanding by staff about quality curricular implementation, critical evaluation, and gaps assessment. Some of the most important benefits we gained from the process included communal learning, self-evaluation, internationalization, quality assurance, and community impact.



We strongly recommend APHEA to programs in low resource settings, because of the priority they gave to development impact in their assessment. They encouraged us to ensure that our students and graduates make substantive contributions in resolving the development challenges posed by population and high fertility in the West and Central African region. We believe this is a critical milestone to be achieved if development is to happen anytime soon in the region.



London School of Hygiene & Tropical Medicine

As a world leading school of public health, the London School of Hygiene & Tropical Medicine (LSHTM) is proud to receive the APHEA accreditation which provides an additional recognition of the quality of our public health education and training.

The accreditation attests both to the excellence of our research-led teaching and to the wider range of academic and professional support we provide our students. It attests to the calibre and diversity of our graduates who achieve internationally recognised core competences in public health. Our

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE

graduates then take this knowledge and training and apply it in their future careers worldwide. Through this, the accreditation links into the LSHTM's core mission of improving health worldwide.

The process of accreditation has enabled us to reflect on our teaching and practice



in a positive framework. Through accreditation we are provided with an additional means of strengthening our links with European partners and would hope to use accreditation as an

additional platform for engaging in mutual exchange with other partner institutions.



NOVA National School of Public Health



As a reference institution in post-graduate teaching, research and the creation of value for the society in the area of Public Health, NOVA National School of Public Health (NSPH) is very proud to be the first Portuguese institution to receive institutional accreditation from the Agency for Public Health Education Accreditation (APHEA).

The self-evaluation process and on-site visit allowed a broad reflection on the activities we develop and how we develop them. It was very useful, because it made it possible to identify opportunities for improvement and corroborate our strengths. Also, this comprehensive reflection involved all of NSPH's community such as students, Alumni, faculty, researchers, staff, partners, and NOVA Rectory, which was a key factor for the process.



National School of Public Health

NOVA UNIVERSITY LISBON

Carried out within the scope of the School's Quality Policy and Internationalization, under the project INOQPHE – Innovation for Quality in Public Health Education, and after the curriculum validation of the Master's Courses in Public Health and Health Promotion, this institutional accreditation by APHEA is a commitment by the School's Management to the quality and international recognition of NSPH-NOVA. In addition to reinforcing the validation of NSPH quality and its training programmes, the School's Management believes that this recognition leverages the institution's notoriety at a global level, contributes to the promotion of students' employability and to the quality of professionals' training in the areas of Public Health.



IU Richard M. Fairbanks School of Public Health

The IU Richard M. Fairbanks School of Public Health at IUPUI has achieved a global milestone: becoming the first US school of public health to receive full accreditation from APHEA.

The APHEA accreditation process provided our school the opportunity for internal self-reflection as well as external examination by global peers. To ensure that our programs remain relevant in a global community, it is important that we receive input and feedback from public health educators around the world.

“As home to the first school of public health in the United States with international APHEA accreditation, IUPUI continues to strengthen our reputation as a global leader in education and research.” Nasser H. Paydar, Chancellor of IUPUI. Achieving accreditation by APHEA was the culmination of assessment and planning among our faculty, staff, students, alumni and practice

partners. At each stage throughout the process, from curriculum validation to self-study and site visit, the APHEA Executive Director was available to answer questions and provide guidance. The entire experience was collaborative and supportive.

“APHEA accreditation is a significant step in elevating the level of global opportunities we offer our students, staff and faculty.” Dr Paul Halverson, founding dean and professor at the Fairbanks School of Public Health.



IUPUI

RICHARD M. FAIRBANKS SCHOOL OF PUBLIC HEALTH

INDIANA UNIVERSITY
Indianapolis

As a result of this process, both our programs and our school are stronger. We are thrilled to have achieved this milestone in 2019, which will extend access to international experiences and programming. The Richard M. Fairbanks School of Public Health at Indiana University in Indianapolis, Indiana is proud to be the first U.S. school of public health to achieve accreditation through APHEA.



École des hautes études en santé publique



EHESP was the first School of Public Health in Europe to successfully achieve institutional accreditation in 2015. In 2021 EHESP was re-accredited.

A key role at the crossroads of the French, the European and the International Public Health sector by:

- Providing initial and lifelong training for public health administration management and management for the private and voluntary facilities, in health and social sector;
 - Delivering higher education in public health (Master, PhD) and, to this end, to take initiatives within a national network promoting the pooling of resources and activities between the different public and private-sector organisations concerned;
 - Contributing to public health research, and to this end, to involve scientists, practitioners and professionals from other French and foreign establishments in its activities and collaborate with the academic world and research institutions in France and abroad
 - Developing international relations, including exchanges with institutions offering similar training courses.
- Since the early 2000s EHESP School of Public Health, has examined the issue of international accreditation of schools of public health and their training programmes.



By participating in the initial work started in 2006 by ASPHER with more than hundred European public health teachers, scientists and practitioners in the development of a list of Core Competences for the Public Health Professional , regularly updated ever since, it helped to define the foundations of APHEA.

The recommendations made by APHEA's peers was extremely profitable for the institution thanks to the broader perspective it brought on the School practices and areas of improvements intended to better suit the needs of well-trained Public Health workforces in France and worldwide regarding EHESP's audience. The pandemics due to Sars-Cov-2 emphasized the fact that EHESP School of

Public Health network of former Alumni worldwide can build up easier and fast professional cooperation. It enhances by the way the crucial need of competence-based education focusing on common methods in public health. The robust quality standards provided by APHEA based on a large and impacting professional territorial anchoring make its assessment being a strategic coherent approach for any institution willing to stay at the cutting edge of the latest developments in the field of public health higher education and research.



University College Cork

In 2022, the School of Public Health at University College Cork was awarded institutional accreditation by the Agency for Public Health Accreditation (APHEA). Established 1997 the School is now the largest and highest-ranking School of Public Health on the island of Ireland, with internationally competitive research outputs and well-established educational programmes at undergraduate, postgraduate and PhD level and significant contributions to public health advocacy and policy development in Ireland. We are delighted and proud that the School of Public Health UCC has received this recognition from the Agency for Public Health Education Accreditation. The accreditation process is detailed and rigorous, drawing on the WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region. It provides an excellent framework for critical reflection on the mission, values and performance of the School and significant external validation of the quality of teaching, research and public service within the School.

In the current “polycrisis” era, there is a critical need for Public Health graduates to develop and sustain public health systems nationally and internationally, bringing a broad and deep public health perspective to the challenges and opportunities that we face at national and global level in the 21st century. The School of Public Health in UCC recruits masters and doctoral student from diverse countries and settings worldwide. We



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

look forward to continuing to work with APHEA to develop and enrich our educational programmes to ensure that they remain well aligned with emerging priorities and provide the next generation

of public health leaders with the skills and competencies required to protect and promote the health and wellbeing of populations.



APHEA

Agency for Public Health
Education Accreditation

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