



Programme Accreditation Handbook

2025

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Preface

The purpose of this document is to outline the accreditation criteria along with their guiding questions and advice on supplementary evidence. It forms part of a suite of resources designed to support the accreditation process for your Programme, with a clear emphasis on the public health education sector. The range of programmes included are first to third cycle, normally expressed as Bachelors, Masters and Doctoral Programmes.

The provision of Public Health programmes can take place under very heterogeneous circumstances. A Public Health programme may be offered for instance by a Faculty of Medicine. However, it may also be offered by a Public Health Department of a Faculty or by a Public Health School integrated into a higher education institution or even by an independent Public Health School.

Given this enormous heterogeneity it is impossible to draft an accreditation handbook fit for all circumstances. Therefore, this document is to be seen as an example, with criteria designed to be formative and flexible. We recognise that not all aspects may apply to your specific circumstances, which recommends that all accreditation exercises must begin with a conversation between the applicant institution and ICAPHE so that the used procedures and criteria reflect the unique nature or needs of your Programme.

The objective of this document is to assist applicants in navigating the accreditation process by providing a clear understanding of the requirements. Further details are provided, including guidance on how to approach the criteria.

Process Overview 1: Accreditation Stages

1

Application for Candidacy (2-4 weeks)

The Initial Application stage usually begins with an introductory conversation. This is followed by completing the eligibility criteria to be satisfied and brief introduction to the candidate's Programme.

2

Self-Evaluation (up to 6 months)

This stage has three components.

- a) Candidate writes a draft Self-Evaluation.
- b) A draft Self-Evaluation is reviewed by ICAPHE and / or peers for initial analysis where any areas for improvement of clarity or coherence are identified.
- c) Finalised Self-Evaluation to be formally submitted (2 months before the review) and forwarded to reviewers for further analysis and any clarifications before the review.

3

Review (up to 2 months with report)

A visit review of the applicant will be undertaken by an assigned Accreditation Review Panel. The visit review will consist of either an on-site, on-line or hybrid review. Once a Review has been undertaken, a report is drafted and referred back to the applicant. The Accreditation Review Panel has up to 8 weeks for the draft report to be sent to the applicant who then has two weeks to respond with any factual inaccuracies contained in the report. After this period, the Accreditation Review Panel's assessment and report will be sent to the Accreditation Review Board.

4

Decision (minimum 2 weeks, maximum 2 months)

The ICAPHE Accreditation Review Board meets every 2 months. Reports are required to be sent 2 weeks in advance of the meeting. If by chance, the timeframe is missed, the report and decision will be forwarded to the next meeting although this can be expedited through ad-hoc Board meetings. The ICAPHE Accreditation Review Board will arrive at a decision based on the Accreditation Review Panel's recommendations. The ICAPHE Accreditation Review Board is at liberty to deviate from the recommendations, provided it explains the reasons for doing so. During this process, the ICAPHE Accreditation Review Board may also request additional information or clarifications from the applicant or the Accreditation Review Panel.

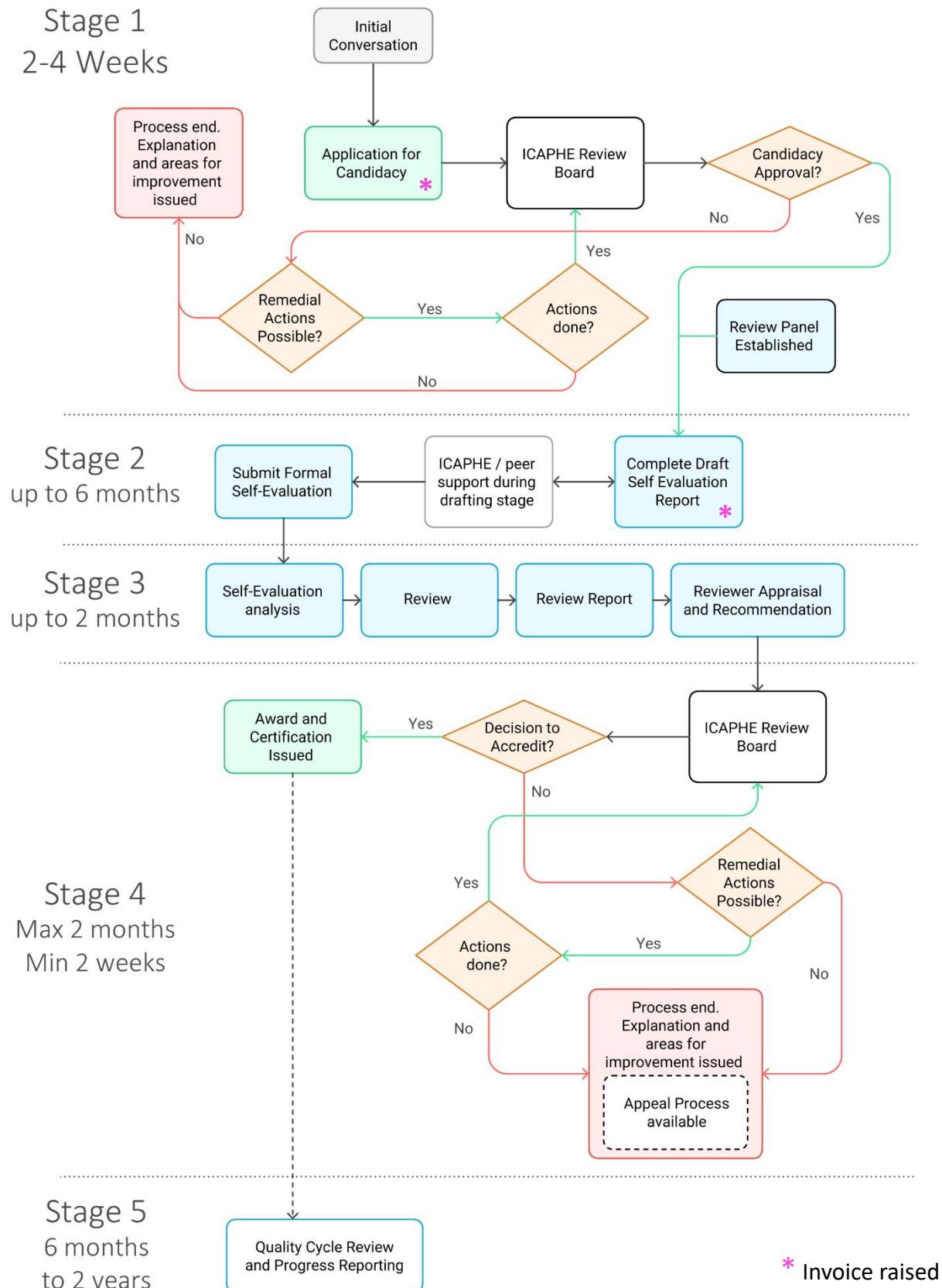
Once the decision-making process is complete, ICAPHE will publish the final decision and the assessment report on its website.

5

Quality Cycle Review and Progress Reporting (6 months to 2 years)

During the process, a series of recommendations for quality improvement or conditions may be made by both the Accreditation Review Panel and Accreditation Review Board. These will form the basis for a series of monitored action plans with accompanying timeframes.

Process Overview 2: Workflow



Stage 1. Application for Candidacy

In most cases, the Programme will include a significant Public Health component or fall under the wider Public Health umbrella of subjects. These Programmes will be offered at undergraduate, postgraduate or doctoral levels. Programmes below undergraduate degree level are not eligible for accreditation. All Programmes must have a clearly defined syllabus, alongside documented teaching, learning and assessment strategies that demonstrate how the Programme's learning outcomes will be achieved. These are typically outlined in the Programme Handbook.

If a programme does not have a Handbook, a Programme Handbook Template is available on the ICAPHE website for completion. There is no prescribed syllabus, as ICAPHE operates under a 'fitness for purpose' approach, allowing programmes to pursue their own specific aims.

To be eligible for accreditation, your Programme must provide evidence that it meets the following criteria. Eligibility will also depend on the outcome of a candidacy assessment conducted by the ICAPHE Accreditation Review Board, which is a standard process provided all required evidence is satisfactory.

Eligibility Criteria

- An Application Form downloadable from ICAPHE website (see Programme Resources [here](#))
- The Submission of a Programme Handbook or other documents (for example, Programme Specifications) giving a detailed view of the Programme.
- The applicant's Programme contains significant Public Health components or falls under the broader Public Health umbrella of subjects.
- Submission of a completed Essential Public Health Functions and Competency Template (see generic resources section [here](#))
- The applicant is registered or appropriately recognised by a relevant ministry in its country of operation.
- The Programme has successfully graduated at least one cohort of students.
- The applicant holds the legal right to utilise the infrastructure, primary facilities, and resources of the premises used for higher education delivery.
- The process will be conducted in English and the applicant shall bear full responsibility for any necessary translations to and from English.

Stage 2. Self-Evaluation

A Guide to Self-Evaluation: A Reflective and Practical Approach

The Three Stages of Self-Evaluation

The self-evaluation process consists of three key stages which usually take up to 6 months to complete:

1. **Initial drafting** – Developing an initial report and gathering supporting evidence.
2. **Draft submission and review** – Regular draft submissions allow for continual formative feedback for refinement from peers and ICAPHE.
3. **Formal submission** – Submitting the final report to the Accreditation Review Panel.

Understanding the Purpose of Self-Evaluation

A self-evaluation is an opportunity for an applicant to reflect honestly on its strengths and areas for development. By submitting a Self-Evaluation Report, the applicant is essentially declaring, "we have assessed ourselves and believe we meet the required criteria."

This process serves three key purposes:

1. Encouraging a rigorous and reflective internal analysis.
2. Offering an alternative framework to view operations and performance.
3. Consolidating all necessary information for the Accreditation Review Panel.

Structuring Your Self-Evaluation

The Self-Evaluation is structured around a series of criteria, forming a natural dialogue that helps shape the Self-Evaluation Report

(SER). Ideally, this process should be straightforward; responding to questions to create a narrative, supplemented with relevant evidence in appendices.

If you do not have all the answers or supporting evidence, be candid. The Accreditation Review Panel recognises that none of us are perfect, but the self-evaluation must be an honest and reflective exercise that will ultimately benefit both you and your Programme. Likewise, if you feel that the questions do not provide a full opportunity to address the criteria, please feel free to add additional text to ensure alignment with the criteria.

A standard approach consists of demonstrating that the Programme complies with each criterion and then providing supporting evidence and examples. This helps maintain clarity and ensures that the document remains focused on factual support rather than speculation or overly aspirational language.

An academic exercise not an administrative one

Think of the self-evaluation as a narrative rather than a bureaucratic exercise.

The best self-evaluations involve those who know the subject of the self-evaluation whilst ensuring the voices and input from internal and external stakeholders. The exercise is an academic exercise not an administrative one. The process is designed to encourage critical reflection on processes and structures while presenting

an engaging and insightful account for reviewers.

Incorporating a SWOT Analysis

The criteria conclude with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis which serves three key functions:

1. Reinforcing the self-reflective nature of the process.
2. Highlighting areas requiring attention, reducing the likelihood of reviewers identifying issues you are already aware of.
3. Encouraging forward-thinking on opportunities for improvement.

Schools and Programmes are constantly evolving and often operate in competitive environments. Recognising areas for development is essential to our ongoing growth and success.

Formatting and Presentation

A well-presented report creates a strong impression. Consistent formatting should be followed carefully.

Appendices should be clearly labelled for easy reference.

The same principle applies to website references. Avoid providing only a general

homepage or generic links. Instead, cite specific URLs where the required information can be found easily and quickly. Transparency in referencing online content demonstrates effective communication and transparency and is encouraged in the process.

All supporting documentation should be easily accessible to reviewers. This may require granting access to virtual learning environments or intranet systems in advance.

If changes occur between writing the report and the review, provide supplementary updates.

Formal Submission

The formal submission must be provided to the Accreditation Review Panel at least two months before the scheduled review. If you are struggling to meet the deadline, please inform ICAPHE as soon as possible so help can be provided. Alongside the report, include a tentative review schedule with a list of potential interviewees.

The Accreditation Review Panel will examine the report in detail, holding a pre-review meeting to identify areas that require further clarification, and which attendees are to be asked.

Stage 3. Review

Overview

Once the Self-Evaluation Report has been completed it will be passed on to the Accreditation Review Panel. This stage will commence with a pre-analysis by the Accreditation Review Panel which performs a check for any unclear areas that can be solved before the review.

Review formats

There are three main forms of review that can be undertaken:

On-site review

Where reviewers physically attend the Programme. This is the most common form for initial accreditation cycles. It involves a panel of three and a rapporteur (there are occasions when a reviewer can operate as a rapporteur). A possible timeframe for such a meeting is given in the Accreditation Manual.

Online review

The second type of review consists of an online review. This type of review is available for fully online programmes and programmes seeking re-accreditation who have successfully achieved full accreditation status during the preceding accreditation cycle. An illustrative example schedule, which can be administered as the example or separated into smaller timeframes spread over a longer period of time, is presented in the Accreditation Manual.

Hybrid review

Finally, there is a hybrid review which consists of a mixture of onsite and online reviewers. This can be undertaken if there are difficulties establishing onsite Accreditation Review Panels. Hybrid meetings are quite difficult for both reviewers and attendees. Therefore, it is recommended that for hybrid reviews everybody involved should be on individual screens rather than room video conferencing. The host will need to make arrangement for a person to manage these sessions to avoid issues such as feedback and ensuring constant internet and power supplies.

Reporting

After completing the review, the Accreditation Review Panel will write a report taking up to 8 weeks and, once drafted, will be sent onto the applicant to ensure the accuracy of the information contained. The applicant will have two weeks to reply with any factual corrections before the report is finalised and forwarded to the Accreditation Review Board. At this stage, the Reviewers will also inform the Accreditation Review Board of their opinion as to the accreditation category. Based on this and reading of the report, the Accreditation Review Board will issue a decision.

Stage 4. Decision

The Accreditation Review Board has access to three broad categories of decisions for accreditation which are explained in brief here.

1. Accreditation

Accreditation is granted for a maximum term of six years when a Programme meets the minimum compliance with all applicable accreditation criteria. There may be recommendations for follow-up measures. For example, Quality Review and Progress (QRP) reports may be required. Once accredited, the results are published on the ICAPHE website.

2. Conditional Accreditation

Conditional accreditation is granted when the Programme meets core accreditation requirements but has specific deficiencies that must be addressed within a period of time outlined by the Accreditation Review Board.

This status allows continued operation while improvements are made. The applicant must submit a corrective action plan as part of the QRP processes (see below) and demonstrate progress in resolving issues.

Failure to meet conditions by the deadline may result in denial / revocation of accreditation. However, if the conditions are met accreditation will be fully granted for the remaining period of six-year accreditation.

3. Denial / Revocation of Accreditation

Denial or revocation of accreditation is issued when a programme fails to comply with the accreditation criteria. The applicant receives detailed feedback on deficiencies, along with clear guidance on necessary improvements for future consideration as part of the QRP processes. If accreditation is revoked, the Programme is required to cease operation under accredited status. The applicant may reapply once all identified issues have been adequately addressed and compliance with accreditation criteria is demonstrated.

CATEGORY OF ACCREDITATION	IS ACCREDITED?	TIMEFRAME
Accreditation	Yes	6 years
Conditional Accreditation	Yes	2 years
Denial / Revocation	No	As of the date of the letter informing of the Denial / Revocation of Accreditation status, the programme is no longer or will not be accredited. Applicants have opportunity to appeal this decision. If the result of the appeal is negative Programmes can re-apply for accreditation after a minimum of 3 years.

Stage 5. Quality Review and Progress (QRP)

ICAPHE accreditation is far more than a stamp of approval. It is a process in overall Quality Assurance and Improvement and the ongoing journey of continuous development in our Schools and Programmes.

1. Self-Evaluation The process begins with a holistic and inclusive introspective self-evaluation of activities, processes and systems. The Self-Evaluation is based around a series of criteria which provide the applicant with a tool to institutionalise reflection through providing a framework to analyse existing thinking and practices.

2. External Review The second stage consists of independent reviewers assessing the Programme through analysis of the self-evaluation and meetings with key stakeholders. Their evaluation provides an objective perspective on the Programme's quality but also where improvements might be sought.

3. Formative Feedback from Reviewers
As part of the external review, reviewers provide constructive feedback on the programme's strengths and areas for development. This feedback helps support Programmes in areas they are doing well and receive formative and objective advice for potential action in areas that may require review. These come in the form of recommendations or conditions.

4. Recommendations and Action Plans
Specific conditions and / or recommendations are provided with the

objective of enhancing the Programme. These form the basis of action plans which can be used as part of the progress reports.

5. Implementation Phase. The Programme puts the agreed action plans into practice, addressing the conditions and/or recommendations. (see below)



6. Follow-Up Reporting As part of the ongoing improvement activities, the Programme submits a follow-up report to demonstrate progress on the action plans. This report allows reviewers to assess whether the conditions and/or recommended improvements have been successfully integrated into the Programme or what challenges are being faced.

Additional Assistance

In addition to the above processes there is also an optional meeting available with the reviewers at the end of the review to informally discuss potential areas for further development. This further review offers an in-depth objective view of the Programme which can be fed back into developmental aspirations.

Quality Review and Progress Processes in action

ICAPHE accreditation is a formative model designed to help Programmes improve over the longer term, so it is in the interest of the Programme that accreditation is used as a tool to support them moving forward. It is important to distinguish between recommendations and conditions. In the case of Conditional Accreditation the Accreditation Review Panel defines “conditions” that must be implemented for obtaining accreditation. This is different from recommendations which do not have a mandatory nature.

It is strongly advised that the Programme undertakes a small feasibility study and needs assessments to ensure that the practicability of the recommendations suits its needs before reporting back if it accepts the recommendation and how it will be implemented.

In all cases, each review recommendation or condition made should be addressed and reported back on. The system used is found in the table below and consists of identifying actions to take along with indicators for success as well as persons responsible and timeframes. The follow-up reporting will vary depending on the accreditation decision.

Condition/Recommendation	Action to take	Completion date	Actioned by	Indicator
Condition or recommendation made by the review team	Action taken as result of condition or recommendation	Date for action to be completed	Persons or group responsible to undertake action	Indicator for success (KPI)

Table 1: Action plan outline for reporting

Annex 1. Self-Evaluation Report and Accreditation Criteria

Guidelines for the Self-Evaluation Process

The self-evaluation begins with a brief introductory section to contextualise your Programme. While some of this content may be repeated in the main body of the report, this introduction serves to familiarise Reviewers with your Programme's context.

The Self-Evaluation Report should address each criterion demonstrating how your Programme complies with it (maximum of 3 pages each). Each criterion should be supported by relevant evidence which may be presented in different ways. Documents can be submitted with the report; alternatively adequate links may be provided and some documentation (e.g. examples of examination papers, theses, etc.) may be made available during the visit. This may be discussed with the Accreditation Review Panel. If there are criteria which are not applicable to your particular circumstances or context, you are obliged to include a statement informing the Reviewers why this is the case.

Completed self-evaluations should be submitted approximately two months before the intended review date, along with a draft meeting schedule highlighting the individuals to be interviewed.

Guidance for Applicants on writing the Introductory Section for Reviewers

Please provide a short (maximum 3 pages) introductory piece to help orientate the Reviewers to your Programme. The following sections can act as guidance, and you may include references or links to relevant sources.

A. History of the Programme

Brief overview of your Programme's history, including when and why it was established and by whom. Significant milestones or developments over time, particularly any key changes that have taken place in recent years.

B. The Education Context

Brief explanation of the education's system in which your Programme operates, including the academic framework/regulatory environment or any specific educational challenges that impact your Programme operation and structure.

C. The Public Health Context

Please provide insight into the broader Public Health context and Public Health priorities and how they shaped your Programme, influencing its overall objectives.

D. Distinctiveness and Impact

Highlight any areas which you believe your Programme to be distinctive and where you feel it makes the most impact.

E. Why Are You Undergoing Accreditation?

Explain your reasons for seeking accreditation. What benefits do you anticipate and how does accreditation align with your Programme's objectives and plans? Finally, how did you hear about ICAPHE and why did you choose them?

Accreditation Criteria

1. Programme Aims and Decision-Making

1.1. Aims and Outcomes

Criterion:

The Programme has clearly defined aims and outcomes to develop a skilled public health workforce, aligned with national regulations and institutional strategies which is achieved through a structured curriculum that addresses current and future workforce needs.

Guidelines:

Explain how your Programme aims are aligned with identified public health priorities, the host institutional mission and vision, as well as the broader public health workforce your Programme seeks to serve. Comment on any restrictions in defining your Programme's priorities due to the host institution and/or regulatory framework and the legal and public health contexts in which the Public Health Programme operates. Indicate what are the intended learning outcomes and how they are consistent with the content, curriculum structure, learning objectives, teaching methods and assessments.

1.2. Design, approval and programme monitoring

Criterion:

There are appropriate mechanisms for the design, approval and monitoring of the Programme.

Guidelines:

Describe the procedures for the design and approval of your Programme, how they include the opinions of internal (students) and external (employers) stakeholders, and how they ensure that your Programme corresponds to the needs of the labour market. Elaborate on how your Programme engages with relevant stakeholders to inform curriculum development and promote the development of professional and lifelong learning skills. Expand on the procedures for monitoring and periodically reviewing your Programme to ensure it achieves its objectives and responds to the changing needs of students and their expectations, the labour-market and the society at large. Reflect on the evolution in the number of students and graduates of your Programme, as well as the analysis conducted using the rates of progression and completion, and student workload.

1.3. Organisation and Decision Making

Criterion:

The Programme is supported by transparent and inclusive governance structures that enable accountable decision-making and broad stakeholder engagement.

Guidelines:

Detail your Programme's governance and reporting structure and its integration with the host institution / awarding body. Outline the roles, responsibilities and decision-making processes used for your Programme management. Highlight how internal (leadership, faculty, students, staff) and external stakeholders, where applicable, are engaged in governance and decision-making processes.

2. Student Experience and Lifecycle

2.1. Recruitment, Admissions and Integration

Criterion:

The Programme employs recruitment strategies to attract a suitable student body. Admissions are transparent and focused on academic potential and once enrolled, students receive appropriate induction to assist their integration and enhance their learning experience.

Guidelines:

Explain how the Programme attracts, admits and supports its student body in ways that are fair, transparent and aligned with its aims/mission. Emphasise how your recruitment strategies, inclusive admissions processes and systems are aimed at promoting student success and retention. Outline how your Programme can ensure the diversity of its student population (e.g., mature, part-time, employed, international as well as students with disabilities and students from more deprived backgrounds). There is a fair recognition system of higher education qualifications, including the recognition of non-formal and informal learning which ensure the students' progress in their studies and promotes mobility.

2.2. Progression, Assessment and Academic Integrity

Criterion:

The Programme carefully monitors progression ensuring students have manageable workloads and acquire the intended learning outcomes. Teaching is delivered in a way that encourages students to take an active role in the learning process. Students receive comprehensive orientation and are supported through diverse teaching methods and academic support systems. Students receive timely feedback, and their assessment is consistent with this approach. There is a formal procedure for student appeals.

Guidelines:

Illustrate how your Programme uses student-centred learning approaches to stimulate student motivation, self-reflection and engagement in the learning process. Highlight the modes of delivery and how pedagogical methods are regularly assessed and adjusted as well as being used flexibly to respect and attend to the diversity of your students and their needs and, where possible, enabling flexible learning paths. Discuss how your teachers are familiar with adequate testing and examination methods and receive support in enhancing their own skills in this area. Detail how assessment methods aim at allowing students to demonstrate how far they have acquired the intended learning outcomes and how the criteria and methods of assessment are known to the students in advance. Highlight the policies or practices in place for assessment coordination, moderation and appeals.

2.3. Workforce Preparedness, Employability and Career Prospects

Criterion:

The Programme implements strategies to prepare students with knowledge and skills for a transition into the public health workforce or advancing their studies. Systems are in place to help and monitor students' post programme career progression and continually improve the curriculum, while ensuring a seamless transition into professional practice.

Guidelines:

Describe how your Programme promotes the development of professional and lifelong learning skills by engaging with stakeholders, embedding skills and ethical values into the curriculum and offering opportunities for real-world application of learning. Illustrate how your Programme prepares students not only academically but also professionally, so they are equipped to meet workforce demands.

Outline how your Programme helps students prepare for future careers or further study, with strategies and systems in place to maintain links with graduates and relevant external stakeholders. Explain how students receive certificates and credit transcripts to ensure their learning is legally recognised and transferable.

3. Research, Innovation and Internationalisation

3.1. Research

Criterion:

The Programme promotes scientific research and technological development, valuing open science, as well as its main results, referring to its social impact.

Guidelines:

Describe the structures dedicated to research and development and the percentage of the teaching staff integrated into those entities. Refer to concrete measures (scholarships, awards, projects, events, internships) to encourage the participation of students in those activities as a means of enhancing learning. Diverse research and expertise are incorporated whilst encouraging collaboration across different contexts

3.2. Social Accountability and Innovation

Criterion:

The Programme actively supports ethically responsible social engagement and innovation through its education, research and outreach using available resources to strategically strengthen community partnerships to enhance education and research.

Guidelines:

Describe how your Programme uses its resources to meaningfully contribute to societal engagement and improvement while strengthening its education and research. Describe the approaches and mechanisms for promoting business entrepreneurship, social

entrepreneurship and self-employment for its students, namely through the development of appropriate skills and the integration of these subjects in the educational and formative offer. Highlight any meaningful links with the public health sector and wider community which inform curriculum development and enrich the overall educational experience.

3.3. International Strategies, Engagement and Experiences

Criterion:

There is a strategic, integrated approach to internationalisation ensuring that students and faculty engage with and support internationalisation to enhance the learning experience and employability.

Guidelines:

The Programme provides opportunities for students to develop broader international perspectives and expertise. Describe the approaches to promote internationalisation. Inform on the structures to promote and implement those policies as well as incentives for the various aspects of internationalisation and how effective they are in fostering internationalisation.

4. Resources

(Data on resources are provided in the Annex at the rear)

4.1. Teaching staff: Engagement, Qualifications and Development

Criterion:

The Programme supports a qualified and engaged faculty through fair recruitment and promotion processes and ongoing development, cultivating a collaborative environment that encourages reflection, innovation and continuous improvement.

Guidelines:

Illustrate how teachers play an essential role in creating an environment for creating a high-quality student experience, promoting the acquisition of knowledge, competencies and skills while also contributing to the development of research. Describe how teachers adapt to a diversifying student population and a stronger focus on learning outcomes as well as how they are qualified, motivated and well-supported. Highlight the recruitment processes and how they demonstrate fairness, with professional development activities available. Provide insights into the collaborative working culture that creates an environment that values expertise, encourages innovation and supports continuous improvement.

4.2. Technical, administrative and management staff

Criterion:

The Programme has access to a qualified pool of technical, administrative and management staff adequate for its operations and duly trained to perform their tasks.

Guidelines:

Highlight how your Programme utilises a qualified pool of technical, administrative and management staff and the mechanisms, structure and activities to support them in performing their functions. Describe specialised training sessions for the technical, administrative and management staff, as well as the strategy and policies for their promotion.

4.3. Financial Resources

Criterion:

The Programme has appropriate funding for its learning and teaching activities and student support is available.

Guidelines:

Describe how your Programme uses its financial and physical resources to effectively support its core functions, ensuring sustainability, operational resilience and alignment with its mission and future goals. Demonstrate how resources are planned, allocated, maintained and adapted to meet your evolving educational and technological needs. Describe what kind of financial support is available for students (scholarships, loans, support for participation in conferences and mobility).

4.4. Holistic Support Resources

Criterion:

A safe and inclusive environment is provided that promotes and ensures the wellbeing of the Programme community.

Guidelines:

Describe the wellbeing and safeguarding policies and frameworks your Programme has in place including policies on harassment and mutual respect and reflect on how these align with national or institutional priorities and regulations.

Give an overview of the health and wellbeing services available to students and staff. Explain how individuals access these services and how far they are inclusive and accessible to all, including those with additional needs or facing specific challenges.

Describe the social support mechanisms available for students including accommodation, meals and psychological counselling, as well as a system of scholarships or loans.

4.5. Public Information

Criterion:

The Programme maintains effective external communication mechanisms and ensures that the information shared publicly is clear, accurate, objective, regularly updated and easily accessible.

Guidelines:

Highlight how your Programme ensures that public information, is clear, accurate, current and easily accessible supporting prospective as well as current students, graduates, other stakeholders and the public in general. Describe how your Programme provides public information on areas, such as, selection criteria, intended learning outcomes, the qualifications

awarded, teaching, learning and assessment, learning opportunities, pass rates and employment routes and rates.

5. Quality Systems

5.1. Internal Quality System

Criterion:

The Programme has a policy for quality assurance which is integrated into its strategic management. Internal stakeholders (including students) develop and implement this policy through adequate structures and processes, while involving external stakeholders.

Guidelines:

Overview the information management system that collects, analyses and uses relevant information for the effective management of your Programme and its activities and for its improvement. Describe how information gathered may include data on key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their Programmes, learning resources and student support available and career path of graduates.

Describe the system for regular monitoring, review and revision of the study programme to ensure that it remains adequate to the needs of students and the labour market and to create a supportive and effective learning environment for students. Highlight how the opinions of external stakeholders are included.

5.2. External Quality System

Criterion:

The Programme undergoes external quality assurance on a cyclical basis in line with international practices.

Guidelines:

Describe the systems your Programme has in place for periodic external quality assurance. Explain how these processes verify the effectiveness of your Programme, safeguard academic standards and build stakeholder trust. Reflect on how you ensure responsiveness to regulatory requirements and emerging needs. Outline how these practices contribute to a culture of accountability, innovation and continuous improvement aligned with your strategic priorities.

6. SWOT Analysis; Improvement Plan

Provide a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the Programme. This analytical document should include:

- Review/reflect on the strategic goals of your Programme.
- Analyse its strengths and weaknesses (factors intrinsic to the Programme which enable or hinder the achievement of strategic goals).
- Identify opportunities and threats (external factors which can positively or negatively affect main goals)

Propose an improvement plan for your Programme which answers the following questions:

- What changes are planned to achieve the main objectives?
- Do the improvement proposals address the weaknesses?
- Are those proposals supported by the strengths?
- Priority and time for implementation
- Indicators of implementation

Annex: Supplementary Evidence

1st year students (new students)

Year	Vacancies	Candidates	Accepted	Enrolled
X-2				
X-1				
X				

Total number of students

	Year X-2	Year X-1	Year X
1 st year students			
2 nd year students			
3 rd year students			
.....			
Total number			

Graduates (N number of years of the Programme)

	Year X-2	Year X-1	Year X
In N years			
In N+1 years			
In N+2 years			
In > N+2 years			
Total number			

Drop-out students

	Year X-2	Year X-1	Year X
1 st year			
2 nd year			
3 rd year			
.....			
Total number			

Academic staff (FTE)

1. Name	2. Rank	3. Qualification	4.%	5.FTE	6.National	7.International

1.Name of faculty member 2. Rank (full professor, etc.) 3. Highest qualification (PhD, M.Phil., etc) 4. Work regime (full or partial %) 5 Ful time equivalent 6. National academic 7. International academic. Add more rows if required

Academic staff (turnover and retention) in FTE

Rank	Highest qualification	Year X-2		Year X-1	
		In	Out	In	Out

Non-academic staff

	Qualification	Number
Administrative staff		
Technical staff		
Other		

Internationalisation

	Year X-2	Year X-1	Year X
International students			
Mobile students (in)			
Mobile students (out)			

International students are those enrolled in the Programme, not those in mobility programmes

