

# ICAPHE

International Council for Accreditation &  
Advancement of Public Health Education

## School Accreditation Handbook

2025

[www.icaphe.org](http://www.icaphe.org)



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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 School, with a clear emphasis on the Public Health education sector.

The provision of Public Health programmes (Bachelor, Master, Doctoral) 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. The School may be looking to be accredited while all its Programmes have already been accredited, or the School may be looking for its accreditation together with that of its educational offer.

Given this enormous heterogeneity it is impossible to draft an accreditation manual 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. As such, 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 School.

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. This example uses the case of a School integrated in a higher education institution and with the study programmes already accredited or having passed through the quality assurance processes of an awarding institution which has been accredited by locally relevant bodies.

# 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 candidate's School and Programmes

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 review of the applicant will be undertaken by an assigned Accreditation Review Panel. The review will consist of either an on-site visit, 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. The Accreditation Review Panel's assessment and report will then be sent to the Accreditation Review Board.

4

## Decision (minimum 2 weeks, maximum 2 months)

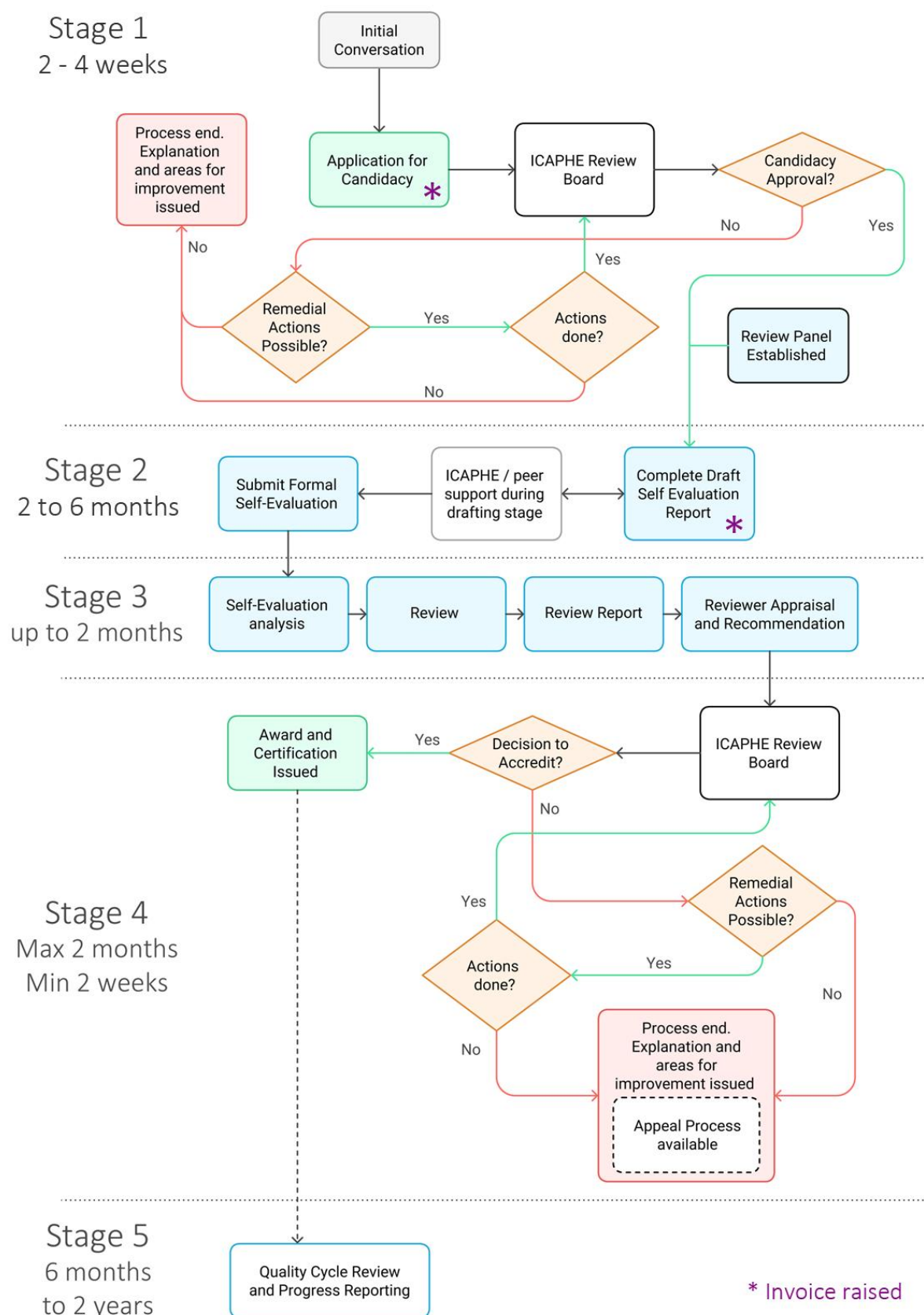
The ICAPHE Accreditation Review Board meets every 2 months. Reports are required to be sent 2 weeks in advance of the meeting. If by chance, the timeframe is missed, the report and decision will be forwarded to the next meeting although this can be expedited through ad-hoc Board meetings. The ICAPHE 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 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 accredited school will include a minimum of two Public Health programmes which may include specialisations, for example, an MPH with five specialisations which fall under the wider Public Health umbrella of subjects. These programmes will be offered at undergraduate, postgraduate and/or doctorate levels. To be eligible for

accreditation, your School 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 School Resources [here](#))
- The applicant School teaches a minimum of two programmes (or programmes defined by specialisations – can include bachelor, master or doctoral) which contain significant Public Health components or fall under the broader Public Health umbrella of subjects.
- The Submission of Programme Handbooks (minimum 2, maximum 5) or other documents (for example, Programme Specifications) giving a detailed view of the Programmes.
- 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 applicant has successfully graduated at least one cohort of students from a minimum of two programmes.
- 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 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 School. 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 in demonstrating that your School complies with each criterion and then provide 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 SER concludes with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. This 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 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 School. This is the most common form for initial accreditation cycles. It involves a panel of experts and a rapporteur (there are occasions when the Panel needs to be enlarged to accommodate multiple specialisations and times where a reviewer can also 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 Schools seeking re-accreditation who have successfully achieved full accreditation status during the preceding accreditation cycle. An illustrative 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 chosen, 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 review 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 ensure 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 to 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 School meets the minimum compliance with all applicable accreditation criteria. There may be recommendations for follow-up measures. For example, a Quality Review and Progress (QRP) report may be required. Once accredited, the results are published on the ICAPHE website.

### 2. Conditional Accreditation

Conditional accreditation is granted when the School 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 School 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 School 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  |
|---------------------------|----------------|--|
| Full 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 School is no longer or will not be accredited. Applicants have opportunity to appeal this decision. If the result of the Appeal is negative, Schools can re-apply 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 School through analysis of the self-evaluation and meetings with key stakeholders. Their evaluation provides an objective perspective on the School'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 School's strengths and areas for development. This feedback helps support Schools 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, Conditions and Action Plans** Specific conditions and/or recommendations are provided with the objective of enhancing the School. These

form the basis of action plans which can be used as part of the progress reports.

**5. Implementation Phase** The School 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 School 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 School 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 School which can be fed back into developmental aspirations of the School.

## Quality Review and Progress Processes in action

ICAPHE accreditation is a formative model designed to help Schools improve over the longer term, so it is in the interest of the School 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 School 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 School. While some of this content may be repeated in the main body of the report, this introduction serves to familiarise reviewers with your School's context.

The Self Evaluation Report should address each applicable criterion demonstrating how your School 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, the School may provide adequate links and some documentation (e.g. examples of examination papers, Master or PhD thesis, etc.) may be made available during the review. This may be discussed with the Accreditation Review Panel. If there are criteria which are not applicable to your particular circumstance or context you are obliged to issue 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 School. The following sections can act as guidance, and you may include references or links to relevant sources.

### A. History of the School

Brief overview of your School'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 School operates, including the relationship with the host institution, the academic framework/regulatory environment or any specific educational challenges that impact your School's work.

### C. The Public Health Context

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

### D. Distinctiveness and Impact

Highlight any areas which you believe your School 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 School's objectives and plans? Finally, how did you hear about ICAPHE and why did you choose them?

## **Accreditation Criteria**

# 1. School Mission, Governance and Strategic Outlook

## 1.1. School Mission, Vision, Scope and Policies

### Criterion:

The School's mission and vision are clearly articulated and reflected through its priorities, activities and policies. They are aligned with broader educational and public health contexts, regularly reviewed to ensure they support strategic direction and ongoing development across the school community.

### Guidelines:

Demonstrate how your mission and vision are developed and reviewed along with how they inform teaching, research, governance and stakeholder engagement. Reflect on how stakeholders, both internal and external, contribute to shaping your School's direction and practices. Describe the ways in which feedback is gathered and used and how the impact of stakeholder involvement is assessed. Explain how the mission and vision align with, or are conditioned by, the host higher education institution.

## 1.2. Governance, Organisation and Decision Making

### Criterion:

The School is supported by a well-structured organisation with transparent, balanced decision-making involving internal and external stakeholders which ensures broad collaboration and accountability.

### Guidelines:

Explain how your School is structured and governed to support effective, inclusive and accountable decision-making. Describe how your School's approach aligns with its values, mission and strategic direction and how far its governance is conditioned by integration into the host higher education institution. Consider how your organisational structures function in practice; how decisions are made and reviewed; how responsibilities are shared; how information flows; how you combine a clear definition of leadership and administrative responsibilities with meaningful participation from both internal and external stakeholders. Think about the rationale behind your systems and describe. You may wish to reflect on how transparency is maintained, how your practices support ongoing development and how they respond to the wider educational and public health context.

## 1.3. Strategic Planning

### Criterion:

The School maintains a collaborative and stakeholder-informed approach to strategic planning with a strong focus on continuous improvement and an impactful contribution to the communities it serves in line with its mission.

### Guidelines:

Describe how your School approaches strategic planning (or action plans) aiming at continuous improvement in line with its mission and its role in the wider community. Explain how the strategic planning process is developed considering the eventual limitations by integrating the host institution strategic plan and how it uses evidence provided by relevant stakeholders to be inclusive, evidence-informed and adaptable while remaining responsive to changing educational and public health needs. Demonstrate how the strategic plan reflects your values and priorities and gives a clear contribution to your community and the broader sector.

## 2. Educational offer and students

(Data on available Programmes, first year students and attraction capacity, total number of students and number of graduates is provided for 3 years in the annex at the rear).

### 2.1. Design, approval and programme monitoring

#### Criterion:

The School has implemented appropriate mechanisms for the design, approval and monitoring of all its Programmes.

#### Guidelines:

Comment on the evolution of the number of students and graduates and the impact this may have on the educational offer. Describe the procedures for the design and approval of new Programmes, how you include the opinions of internal (students) and external (employers) stakeholders, and how you ensure that the new programmes correspond to needs of the labour market. Explain how your School engages with relevant stakeholders to inform curriculum development and promote the development of professional and lifelong learning skills. Reflect on the procedures for monitoring and periodically reviewing your Programmes to ensure they achieve their objectives and respond to the changing needs of students, the labour-market and the society at large.

### 2.2. Recruitment, Admissions and Integration

#### Criterion:

The School 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 you attract, admit and support your student body in ways that are fair, transparent and aligned with your mission. Describe how you ensure clear recruitment strategies, inclusive admissions processes and systems aimed at promoting student success and retention. Describe



how you ensure the diversity of your student population (e.g., mature, part-time, employed, international as well as students with disabilities and students from more deprived backgrounds).

## 2.3. Progression, Assessment and Academic Integrity

### Criterion:

The School has policies and practices in place to support student progression, including monitoring, interventions and feedback mechanisms. Teaching approaches, assessment methods and academic integrity are aligned with host institutional standards ensuring flexibility, quality and fairness. The School has a formal procedure for student appeals.

### Guidelines:

Demonstrate how you support student progression through fit-for-purpose academic policies, teaching, fair and transparent assessment and a strong commitment to academic integrity. Outline how you ensure students are well-supported throughout their learning journey to achieve positive educational outcomes and maintain academic standards.

## 2.4. Workforce Preparedness, Employability and Career Prospects

### Criterion:

The School engages with relevant stakeholders to inform curriculum development and promote the development of professional and lifelong learning skills. Opportunities are provided for students to apply their learning in real-world contexts. The School reflects on approaches to support graduate workforce readiness.

### Guidelines:

Describe how your School supports 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. Underscore the importance you place on preparing students not only academically but also professionally, so they are equipped to meet workforce demands.

Highlight how your School supports students in preparing 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, Internationalisation

## 3.1. Research

### Criterion:

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

#### Guidelines:

Describe your School's structures dedicated to research and development (research units, entities participated in by the School, etc.) 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. Refer to systematic procedures in place to ensure research integrity (such as the prevention of plagiarism).

### 3.2. Social Accountability and Innovation

#### Criterion:

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

#### Guidelines:

Describe the resources used to meaningfully contribute to societal engagement and improvement while strengthening your educational and research missions. Describe your School's strategy, policies 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.

### 3.3. International Strategies, Engagement and Experiences

#### Criterion:

The School takes a strategic, integrated approach to internationalisation ensuring that students, faculty and the whole school engage with and support internationalisation to enhance the learning experience and employability.

#### Guidelines:

Describe your School's strategy and policies to promote internationalisation in relation to the School's different missions and their integration in its management and governance. 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 promoting internationalisation.

## 4. Resources

(Data on human and financial resources are provided in the annex at the rear)

### 4.1. Teaching staff: Engagement, Qualifications and Development

#### Criterion:

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

#### Guidelines:

Describe how teachers play an essential role in fostering 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. Elaborate on how teachers adapt to a diversifying student population and focus on learning outcomes. Explain how your School maintains a qualified, motivated and well-supported faculty through fair recruitment processes, ongoing professional development and a collaborative working culture whilst creating an environment that values expertise, encourages innovation and supports continuous improvement.

### 4.2. Technical, administrative and management staff

#### Criterion:

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

#### Guidelines:

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

### 4.3. Financial Resources

#### Criterion:

The School manages its resources responsibly to support its functions and priorities, ensuring that financial and operational planning is sustainable, responsive and aligned with its mission.

#### Guidelines:

Describe how your School manages its financial and physical resources to effectively support its core functions, ensuring sustainability, operational resilience and alignment with your mission and future goals. Demonstrate how resources are planned, allocated, maintained and adapted to meet your evolving educational and technological needs. Describe how your School undertakes financial planning and resource allocation and explain the frameworks and decision-making processes used to ensure transparency, sustainability and risk management. Reflect on how financial strategies align with host institutional goals and priorities and how potential economic or operational uncertainties are addressed or mitigated.

## 4.4. Holistic Support Resources

### Criterion:

The School supports a safe and inclusive environment that promotes and ensures the wellbeing of the school community.

### Guidelines:

Describe the wellbeing and safeguarding policies and frameworks your School has in place including policies on harassment and mutual respect and reflect on how these align with national or institutional priorities and regulations. Consider how these policies are developed, reviewed and embedded into broader strategic planning.

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 School maintains effective external communication mechanisms and ensures that information shared publicly about itself, its programmes and activities, is clear, accurate, objective, regularly updated and easily accessible.

### Guidelines:

Provide information about external communications on your activities, including areas, such as, the Programmes you offer and their respective selection criteria, intended learning outcomes and qualifications awarded, teaching, learning and assessment procedures used, pass rates and the learning opportunities available to your students as well as information on graduate employment routes and rates.

## 5. Quality Systems

### 5.1. Internal School Quality

#### Criterion:

The School demonstrates that it has defined and implemented a policy for quality assurance which is integrated into its strategic management. Internal stakeholders should develop and implement this policy through adequate structures and processes, while involving external stakeholders.

#### Guidelines:

Elaborate on your School's information management system and how it collects, analyses and uses relevant information for the effective management of your programmes and other activities for their improvement. The 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 the career path of graduates.

Describe how your School maintains a system for regular monitoring, review and revision of the study programmes to ensure that they remain adequate to the needs of students and the labour market, and to create a supportive and effective learning environment for students. Highlight how these systems include the opinions of external stakeholders.

## 5.2. External School Quality

### Criterion:

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

### Guidelines:

Describe the systems your School has in place for periodic external quality assurance. Explain how these processes verify the effectiveness of your School and its Programmes, 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 School's mission and strategic priorities.

## 6. SWOT Analysis; Improvement Plan

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

- Review/reflect on the mission and strategic goals of the School.
- Analyse its strengths and weaknesses (factors intrinsic to the School 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 the school which answers the following questions:

- How does the School react to opportunities and threats?
- What changes are planned to achieve the main objectives?
- Do the improvement proposals address the weaknesses?
- Are those proposals supported by the strengths?

## Annex: Supplementary Evidence

### Educational offer

| Type   | Designation | Accredited    |                 |
|--------|-------------|---------------|-----------------|
|        |             | No conditions | With conditions |
| BSc    | A           |               |                 |
| BSc    | B           |               |                 |
| Master | C           |               |                 |
| Master | D           |               |                 |
| PhD    | E           |               |                 |

### 1<sup>st</sup> year students

| Programme | Year X-2 |            |          | Year X-1 |            |          | Year X |            |          |
|-----------|----------|------------|----------|----------|------------|----------|--------|------------|----------|
|           | Places   | Candidates | Enrolled | Places   | Candidates | Enrolled | Places | Candidates | Enrolled |
| A         |          |            |          |          |            |          |        |            |          |
| B         |          |            |          |          |            |          |        |            |          |
| C         |          |            |          |          |            |          |        |            |          |
| D         |          |            |          |          |            |          |        |            |          |
| E         |          |            |          |          |            |          |        |            |          |

### Total number of students and graduates

| Programme | Year X-2 |           | Year X-1 |           | Year X   |           |
|-----------|----------|-----------|----------|-----------|----------|-----------|
|           | Students | Graduates | Students | Graduates | Students | Graduates |
| A         |          |           |          |           |          |           |
| B         |          |           |          |           |          |           |
| C         |          |           |          |           |          |           |
| D         |          |           |          |           |          |           |
| E         |          |           |          |           |          |           |

Academic staff (headcount)

| 1. Rank        | Number | 3. Qualification | 4.% | 5.FTE | 6.National | 7.International |
|----------------|--------|------------------|-----|-------|------------|-----------------|
| Full Professor | 1      | PhD              | 100 | 1     | 1          |                 |
| Full Professor | 3      | PhD              | 50  | 1.5   | 2          | 1               |
|                |        |                  |     |       |            |                 |
|                |        |                  |     |       |            |                 |
|                |        |                  |     |       |            |                 |
|                |        |                  |     |       |            |                 |
|                |        |                  |     |       |            |                 |
|                |        |                  |     |       |            |                 |
|                |        |                  |     |       |            |                 |

1. Rank. (full professor, etc.) 3. Highest qualification (PhD, M.Phil., etc) 4. Work regime (full or partial %) 5. Full time equivalent 6. National academic 7. International academic

Please note: when the information is the same for positions the table can include can combined figures. Otherwise, if there is different information for qualifications/ % / FTE, use different lines (text provided is indicative). Add lines where 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                |               |        |
|                      |               |        |
|                      |               |        |
|                      |               |        |

#### Budget

| Year | Personnel | Operation | Capital | Total |
|------|-----------|-----------|---------|-------|
| X-2  |           |           |         |       |
| X-1  |           |           |         |       |
| X    |           |           |         |       |



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