

INTERNATIONAL ACCREDITATION IN PUBLIC HEALTH EDUCATION



GUIDE TO ACCREDITATION SERVICES, PROCESSES AND POLICIES

SCHOOL ACCREDITORS MANUAL



INTERNATIONAL COUNCIL FOR ACCREDITATION & ADVANCEMENT OF PUBLIC HEALTH EDUCATION

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1. Introduction

Higher education institutions develop their activities according to their strategic goals, assuring their education, research, third mission and commitment to society. The School Evaluation aims at being a continuous instrument for improvement of the Public Health Education sector, integrating different periodic evaluation exercises as well as evaluations of all its study programmes.

The main goals of a school evaluation are:

1. To contribute to the development of its internal quality management culture.
2. To evaluate the evolution of the School and to promote the continuous improvement of its quality.
3. To provide society with relevant information about the performance and the results of the School;
4. To contribute to the recognition of its degrees and diplomas.

The school evaluation bestows (1st evaluation), maintains or withdraws its accreditation, by assessing quality indicators and standards related to its governance and strategy, its contribution to society, its scientific and pedagogical project, the intended learning outcomes to be acquired by students, the adequacy of its resources and its compliance with the mandatory standards for internal and external quality assurance.

2. The role of the Accreditation Review Panel

The Accreditation Review Panel will make judgements for each of the criteria based around five basic principles: Full Compliance, Substantial Compliance, Partial Compliance, Non-Compliance and Non-Applicability.

- **Full Compliance:** where all the elements have been satisfactorily met.
- **Substantial Compliance:** Where all elements have been met to a certain degree, but improvements can be made to improve the development of the school in line with the criterion.
- **Partial Compliance:** Where the School meets the minimal requirements of the criterion but where wider development would significantly improve the School and the possibility of improving the decision grading in the future.
- **Non-Compliance:** Where the School fails to fulfil the basic requisites of the criterion in question.
- **Non-Applicable:** This section refers to elements which may be outside of the control of the School (e.g. national legislation) and, therefore, renders the elements of the criterion non-applicable in specific circumstances.

After completing the review of all the criteria, the Accreditation Review Panel needs to combine all those evaluation elements into a holistic vision to reach a final decision of Accreditation, Conditional Accreditation or Denial/Revocation of Accreditation about the School under evaluation.

In addition to these above decisions, the Accreditation Review Panel should highlight areas of good practice found which will be noted in the reports. Any school, vastly exceeding the criteria may be noted as Gold Practice with commensurate notification in the report and certification.

When writing the report, the Accreditation Review Panel needs to take in consideration the need for the report to be clear and accessible to the academic community, external partners and other interested individuals.

3. The components of the Self-evaluation report

This first section of the School's Self-Evaluation Report (SER) includes a short section with contextual information with a general characterization of the institution, namely its brief history, the education and public health contexts as well as the reasons for applying for accreditation.

The first set of criteria refer to the School's mission, governance and strategy. The Accreditation Review Panel should evaluate if the stated mission is adequate, and analyse the School's Strategic Plan, as well as its educational, scientific and cultural project, demonstrating that these components are articulated with its mission and nature. It should also analyse how the School meet its strategic goals, balancing the defined strategic goals and the executed strategic goals. The functioning of the governance should be analysed to confirm that it assures the effective participation of the members of the academic community, as well as of the external members involved in the governance of the School. The presence and transparency of its procedures and a plan to manage risk of corruption and other infractions and prevent harassment while promoting academic integrity should be determined.

The second set of criteria refer to the educational offer and students. This set analyses how the School develops the curriculum of study programmes and to what extent that the educational offer is developed according to the School strategy, to student demand, to the social and professional needs of society, to future expectations for societal evolution, and to the need of the consolidation of soft skills. Evaluate the educational methodologies, and if these promote an active learning and academic success, meet the defined learning goals and encourage students to perform an active role in the learning process, and to facilitate student autonomy and their employability. Analyse the institutional strategy and policies for promoting students' academic success and how it monitors and analyses the teaching results in terms of academic success and the development and implementation of new School strategies for improving results and academic success. Analyse the institutional strategy and policies developed to attract new students, including mature students, non-traditional students, young people with a differentiated sociocultural background, students with special educational needs and international students.

The third set of criteria refer to research, innovation and internationalisation and evaluates the School results and the strategy and policies to promote scientific and technological activity, including concrete measures (scholarships, awards, projects, events, internships) to encourage

student participation in scientific research and technological development, as a means of enhancing learning. Analyse the School's strategy and policies for transferring knowledge and technology, as well as the main results of their implementation, in particular the economic and social valorisation of knowledge. Consider the availability of interface structures with the external community (business, public and social) and local, regional and national networks and partnerships. Evaluate the School's internationalisation strategy and policies, as well as the main instruments of internationalisation (at home and abroad) developed and implemented and the main (internal and external) stakeholders promoting and implementing its internationalisation strategy.

Criteria set four refer to resources and evaluates if the academic and research staff is qualified, stable and adjusted to its educational offer and its strategy for scientific research. Evaluate the structures and activities to support academic and research staff in their functions, with regard to education and pedagogic innovation, research, cooperation with society, and national and international mobility. Analyse the institutional strategy and policies for the promotion of the academic and research staff. Assess the adequacy of the School's technical, administrative and management staff, if they have the appropriate training to perform their tasks and if the School provides mechanisms, structures, and activities for training and promoting national and international mobility. The Accreditation Review Panel should appreciate the adequacy of facilities and equipment (classrooms, academic and research staff and services offices, libraries, IT rooms, laboratories, leisure and food areas, etc) as well as their good state of repair. The Accreditation Review Panel should verify that the School periodically assesses the adequacy of its facilities and equipment and that it promotes their continuous improvement. Finally, the Accreditation Review Panel must assess if the School is financially sustainable and if its sustainability raises concerns due to a negative trend of students' enrolments.

The last criteria set deals with Quality. The Accreditation Review Panel evaluates the systems the School has in place for external quality assurance and the extent to which they verify the effectiveness of the School and its programmes, safeguard academic standards and build stakeholder trust. The Panel also evaluates the School's responsiveness to regulatory requirements and emerging needs. The Panel has to be satisfied that the School's external quality assurance systems contribute to a culture of accountability, innovation and continuous improvement aligned to the School's mission and strategic priorities. The Accreditation Review Panel needs to certify that the internal and external quality assurance systems are robust and that there are mechanisms encouraging the participation of the academic and research staff, of the technical, administrative and management staff, students and stakeholders in the School's quality management/assurance systems.

The Accreditation Review Panel should take into consideration the results of previous accreditations, both at School and at Programme levels, paying special attention to how the School has reacted to recommendations and/or implemented measures or changes in reply to conditions. The School should confirm that it intends to apply for a re-accreditation within a period of six years or when the present accreditation expires.

Annex 1 – Structure of the evaluation report

1. Name of the school

2. Composition of the Accreditation Review Panel (Chair)

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3. Evaluation of the different areas

1. School Mission, Governance and Strategic Outlook

1.1. School Mission, Vision, Scope and Policies

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

1.2. Governance, Organisation and Decision Making

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

1.3. Strategic Planning

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

2. Educational offer and students

2.1. Design, approval and programme monitoring

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

2.2. Recruitment, Admissions and Integration

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

2.3. Progression, Assessment and Academic Integrity

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

2.4. Workforce Preparedness, Employability and Career Prospects

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

3. Research, Innovation, Internationalisation

3.1. Research

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

3.2. Social Accountability and Innovation

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

3.3. International Strategies, Engagement and Experiences

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

4. Resources

4.1. Teaching staff: Engagement, Qualifications and Development

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

4.2. Technical, administrative and management staff

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

4.3. Financial Resources

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

4.4. Holistic Support Resources

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

4.5. Public Information

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

5. Quality Systems

5.1. Internal School Quality

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

5.2. External School Quality

Full compliance Substantial compliance Partial compliance
Non-compliance Non-applicable

Justification (maximum 1 page)

Recommendations and/or Conditions (maximum 1 page)

Recommendation of the Accreditation Review Panel

Accreditation Conditional Accreditation No Accreditation

Justification (maximum 3 pages)

Recommendations and/or Conditions (maximum 1 page)

Good or Gold Practice

Good Practice Gold Practice

Criterion number & Justification (maximum 1 page)