



SITE VISIT REPORT FOR
THE PROGRAMME RE-ACCREDITATION REVIEW
OF THE

Master of Public Health

The University of Queensland
School of Public Health

FINAL 2024

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
VIRTUAL SITE VISIT DATES: May 20th & 21st 2024

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Table of Contents

| | |
|--|----|
| Executive Summary..... | 3 |
| Acronyms..... | 12 |
| Summary of Conclusions..... | 13 |
| Criterion I: Aims and Objectives of the Public Health Programme..... | 14 |
| Criterion II: Governance and Organisation of the Programme..... | 16 |
| Criterion III: Learning and Teaching..... | 18 |
| Criterion IV: Students and Graduates..... | 23 |
| Criterion V: Human Resources and Staffing..... | 30 |
| Criterion VI: Supportive Services, Budgeting and Facilities..... | 34 |
| Criterion VII: Internal Quality Management..... | 37 |

Executive Summary

The site visit team (hereafter referred to as "the Team") would like to thank all those involved in the programme ((hereafter referred to as "the Programme") with the site visit and for the preparation of the self-evaluation documentation (SED).

Criterion I: Aims and Objectives of the Public Health Programme

The aims of the MPH Programme are: "Our Master of Public Health (MPH) program nurtures and educates future public health leaders who can critically reflect, innovate, adapt, build relationships and create change to improve the health and wellbeing of populations in a changing and inequitable world." This aim was considered in line with the University mission and reflected elements of education, research and service which were housed within the faculty workload responsibilities.

The MPH at University of Queensland falls under the remit of the Australian Qualifications Framework for the characteristics of academic education. In terms of the public health professional sector the programme is mapped to CAPHIA, ASPHER and IUHPE competency frameworks. The Programme is now in a process of looking at how it could improve the mapping process. For this, the Programme is looking to integrate a new curriculum management software called JAC (named after the Jacaranda plant) which is to replace the present system of working through spreadsheets which the Programme found rather intensive. As such the Team would support the Programme in endeavours for further mapping.

The background and development of the Programme was clearly explained. Recently the Programme had made significant (redesign) changes based on their 7-year Academic Programme Review (APR) which involved extending the Programme from 18 months to 2 years and students now have the possibility to take on one or two of the three available capstone projects with 2 electives. This entails that the Programme is much more structured with 12 core modules, capstone/s and electives, albeit quite a small number from which to select. The distinction of the Programme falls heavily on the Indigenisation of the Curriculum. It was apparent that the faculty are involved in public practice. One of the main elements made note by the Team was the Programme's endeavour for "Indigenisation" of the curriculum which involves embedding Indigenous content across the programme. Since in 2022, the School introduced Indigenous led projects and developed a toolkit to create Indigenous knowledge which provides practical examples

how to embed Aboriginal and Torres Strait Islander perspectives across the programmes at the School.

Criterion II: Governance and Organisation of the Programme

The governance, organisational structure and processes are appropriate to fulfilling the aim and objectives of the Programme, and consistent with the policies and requirements of the host institution.

The Programme sits within the University of Queensland which, under at the national, Tertiary Education Quality and Standards Agency (TEQSA) is allowed to award degrees. This follows UQ programme approval procedures and highlights how the University abides by national legislation on the delivery of education to international students.

The Team found that the management structures and governance were clearly presented and defined with data on the both the organisational and governance structures and accompanied by summaries of the roles and remits of the boards and committees. The governance and organisational structure is headed by the University of Queensland, The Faculty of Medicine and the School of Public Health in which the Programme sits.

During meetings with the students, the Team was informed how students were members of various groups and committees. Students had mentioned involvement in an inclusive equity and diversity committee and another student was involved in the Teaching and Learning Committee from the School of Public Health and Faculty of Medicine. An Alumnus had mentioned how they were involved with the redesign of the new programme. There was a real sense that the student voice was heard and an example was given about proposals for student partnerships in deciding for a new course in public health.

The Programme under review is coordinated through the Program Convenor who reports to the Director of Teaching and Learning. All courses within the Programme are coordinated by Course Coordinators.

Criterion III: Learning and Teaching

The curriculum, learning objectives, educational methodology (teaching concept), assessment procedures and outcomes are consistent with the Programme aims and final outcomes.

The Programme has recently moved from an 18 month to 2 year programme which had enabled an increase in the number of core modular units (courses) and allowed for building upon the learning outcomes, as referenced, a scaffolded approach. The Programme utilises Programme and Course learning outcomes with the Programme level outcomes being recently introduced to the Programme as part of the programme level review process

There are various pedagogic strategies in use at the School. As part of a new Learning and Student Experience Roadmap, the School and Programme is being driven by strategic priorities to foster student inclusivity and community whilst providing an “enriching educational experience” and “transformative curricula”. This is to be supported by teaching and assessment methodologies including, flexible and cooperative learning, inclusive practice and which are, in themselves, designed around being responsive to local and international needs.

The Programme engages a learning designer to ensure compatibility with learning taxonomies as well as mapping courses and assessments against all of the core accreditation competencies (in conjunction with course coordinators and the program director). As part of Indigenisation of the Programme, there was also a shift towards more reflexive and strengths-based assessments.

Students had expressed their satisfaction with assessments both in the range of assessment methodologies available to them and their applicability to professional practice. As one student expressed: “one of the strengths of the MPH programme is the assessments because in so many cases it has directly helped in a role that I've actually been doing”

The Programme operates several capstone projects including, placements, impact lab and a dissertation. All of the capstone elements are in line with the Australian Qualifications Framework at level 9 and on completion of the programme graduates receive an

academic transcript as well and an Australian Higher Education Graduation statement including information on the qualification and the institution in which it was gained.

On interviewing the Students, the Team was informed that there were opportunities for students to partake in exchanges through the University but their anecdotal evidence suggested that no previous public health students had either applied or taken part. One student is undertaking a three-week course in the Netherlands and will look to receive a 2 unit credit for that study as an elective. The Team felt that as the Programme is now 2 years in length it may allow more time for students to exchange and therefore, they may wish to use this a marketing approach along with their shorter summer experience

The international students had expressed that support services were available for them and the academic advisors helped them with their transition to Australian academic life. Socially, there are clubs and social events available for international students.

Criterion IV: Students and Graduates

The admission criteria for domestic students were clearly stipulated as part of the accreditation process. For international students, there are English language requirements. The Programme convener reviews between 50 and 60 applications a year to verify that the applicants meet the degree and discipline requirements. The University has recently invested in new software and a new admissions platform to increase the automation of this process. It is foreseen that the process time for applicants will be reduced to around 1 day and 3 days for the more complex applications, including areas, such as, disciplines outside of the approved list of subjects.

Equity in programme admissions is regulated through the University regarding gender, ethnicity, age, sexuality, disability, religion, nationality or mode of study. Applicants also have available a grievance procedure if they feel the process warrants.

All students and alumni had expressed that the Programme had met their expectations and indeed, had exceeded them. As one alumnus put it: "I developed a very rich understanding of not only the ecosystem, but also different types of research that I hadn't experienced before...I would definitely recommend it to anyone who's interested in public health."

Student progression and retention is monitored through the use of a data management software called Reportal and through the University Centrally administered Early Intervention System, trained peer advisors are available to discuss with the students any challenges facing them or issues with their learning. Through Central Student Services students have access to student advisors and Student Access Plans (SAP) which allows students additional flexibility to manage their studies through adjusting their academic life to their additional needs.

Progression rates are monitored centrally and mandatorily as part of the Annual Academic Quality Assurance (AQA) process. Progression rates for the present cohort presently stand at 89.8% for domestic students and 96.6% for international students.

Students spoke positively of the counselling systems in place albeit, they were less enthusiastic that the counselling services are all based at St. Lucia site rather than the Herston site where they study. It was explained to the Team that services, such as counselling services and other coffee catch up check-ins are not available on site. Occasionally, there are on campus (travelling) sessions for around two hours but the students felt that these were just not as accessible or available as they are on the St Lucia site. Students also explained that for academic counselling there are appointed tutors and students can engage with the course coordinators which one of the students had expressed was “really helpful.” This was a sentiment reflected by the alumni.

One student had mentioned how impressed they were that the courses often build drop-in sessions, especially for external students where the course coordinator made themselves available for students for 2 to 3 hours once a week, or once every couple of weeks, for students to check in on anything from course content to pastoral care needs which was seen as quite generous by the Programme.

Criterion V: Human Resources and Staffing

The profile and number of teaching and support staff is appropriate to the provision of the stated programme aim and final qualifications of the Programme and its continuous development. The recruitment policy of the Programme is consistent with the aim and objectives of the Programme.

The recruitment at the School is guided through centralised policies which determine the qualifications to deliver training in field disciplines. All faculty hold PhD qualifications. Faculty turnover was not deemed high.

Curriculum Vitae profiles were reviewed as part of the SED analysis and Curriculum Validation reviews and the faculty were found to demonstrate a range of public health disciplines. The University of Queensland lends strong support to the faculty in terms of supporting fellowships in the Higher Education Academy (HEA) and is part of the University's strategic planning. At present eight coordinators are HEA fellows. There is also a strong support from the School for research embedded in teaching through enabler grants which are made every year.

One of the proud elements of the Programme is the introduction of Indigenous pedagogical approaches which sees the inclusion of Aboriginal and Torres Strait Islander lecturers as community members into the Programme. There are also multiple research centres such as the Poche Centre for Indigenous Research and the Programme is making efforts to bring in pedagogical practices within the teaching framework of Aboriginal and Torres Strait Islander Health specifically in the Programme.

The faculty in the Programme were found to be well connected with practice. The breakdown of contracts clearly laid out in contractual arrangements between the faculty and University and for those faculty on teaching and research contracts their professional time is split between teaching at 40%, research at 40% and engagement at 20%.

Faculty were found to have a broad international and national profile in terms of research and advisory functions. The Programme had explained that they focus on being a dynamic research led teaching programme but also teaching led research. Before the site visit meeting the Programme had forwarded a breakdown of the Faculty range of service and research activity which covered many geographical locations and organisations, such as Public Health Association of Australia Association (PHAA), World Health Organisation (WHO) and Council of Academic Public Health Institutions Australasia (CAPHIA).

All continuing and fixed-term staff employed for more than one year are required to participate in the University's annual performance and development process which is designed around goal setting. The Programme mentioned during the interviews that they've had great success with a number of faculty having been promoted over the last 5 years

The Programme leadership had mentioned that the support from the UQ to the School was "fabulous" and that they received a lot of administrative support and an example of the administrations role in solving a recent admission delay was given.

Criterion VI: Supportive Services, Budgeting and Facilities

Resources to support the MPH programme come from the University via the Faculty of Medicine. The Programme leadership considered that there is quite an amount of autonomy over the budgets at a school level compared to many Universities. The School has autonomy over staffing profiles and workload allocation models which allows flexibility to build capacity. The casual teaching and staff development budgets are completely within the control of the School.

The vast majority of students and alumni had spoken positively of the library resources with one student calling the resources "brilliant." Students had received initial training on searching the library and relevant research articles as well as devising search strategies for a literature review, which the student interviewees had found helpful. An alumnus had mentioned how they received qualitative research software training at the library during their time on the Programme. The library operates its own training through its website [here](#). The SED outlines how extensive the library resources are with over two million electronic and physical books, 178 thousand journals and over 900 online databases.

Both the SED and previous onsite visit had evidenced the quantity and quality of the on-site facilities available for the Programme. These facilities are being supplemented with online virtual learning environments. The SED further breaks down the facilities in terms of collaborative space and lecture theatres and highlights that the University has invested heavily in the upgrade of the School's collaborative spaces since the on-site visit. As explained, the rooms are "now adaptable for different teaching, have a vastly improved

sound experience via ceiling mics for students online or listening to recordings, and updated furniture for those students attending in person.”

Students had raised concerns over their access to the Student Hub in the Oral Health Centre. This centre holds around 30 computers but this space has to be shared with the dentistry students which causes issues of access and disquiet for the public health students. The Team acknowledges that the Programme and School is aware of the situation (having previously been highlighted as part of the Academic Program Review), and would encourage them to enquire further with the students their desire for dedicated space and how that might be achieved. The Alumni meeting had also highlighted the desire for training specified research software and, for example one alumnus mentioned qualitative software training on NVivo and Qualtrics and the Team would recommend the Programme consider engaging students for a small needs survey based around research software and training to identify potential gaps that can be filled.

Criterion VII: Internal Quality Management

The Quality Processes in use at the Programme and School level run from national level, through the University and into the School and Programme.

At a national level there are requirements for the implementation of quality standards through the following mechanisms at the University of Queensland:

- Academic Quality Assurance (AQA)
- Academic Program Review (APR)
- Student Evaluation of Course and Teacher (SECaT), surveys.

Staff are involved through the varying committees and through the development of course assessments. Students are included both within the SECaT surveys but also through the School Teaching and Learning Committee. Less clear is the range and role of external stakeholders where it appears engagement is conducted to a large extent through placement and project supervisory relationships and, as a result, the Team would recommend that the Programme look to systematise its relations with external stakeholders and use it to feed into, among other areas, quality systems, programme promotion and capstones.

The MPH undertook the last Academic Program Review in 2021 and clear evidence can be found of how the last review had influenced the curriculum, from the fundamentals of

major diseases through to the impact lab through to the refresh of the Programme to a two-year programme.

The Academic Program Review also provides evidence of changes based on feedback as part of internal processes. As part of the additional documentation supplied to the Team in advance of the virtual site visit, the Programme had presented responses to all of the recommendations made during the last APHEA site visit, which included, the introduction of the expansion of placements and the introduction of the Public Health Lab and endeavours to monitor student workload that are in preparation.

Acronyms Used in Report

| | |
|--------|--|
| ADA | Associate Dean Academic |
| APR | Academic Program Review |
| AQA | Academic Quality Assurance |
| AQF | Australian Qualifications Framework |
| BoE | Board of Examiners |
| BoS | Board of Studies |
| CAPHIA | Council of Academic Public Health Institutions of Australasia |
| CAPP | Committee for Academic Programs Policy |
| ECP | Electronic Course Profile |
| FoM | Faculty of Medicine |
| FTE | Full-time equivalent |
| GOS | Graduate Outcomes Survey |
| GPA | Grade point average |
| IUHPE | International Union of Health Promotion and Education |
| PCC | Postgraduate Coursework Committee |
| PHAA | Public Health Association of Australia |
| SAP | Student Access Plan |
| SECaT | Student Evaluation of Course and Teacher |
| SED | Self-Evaluation Documentation (includes Report and Appendices) |
| SES | Student Experience Survey |
| SPH | School of Public Health |
| T&L | Teaching & Learning |
| T&R | Teaching and Research |
| TEQSA | Tertiary Education Quality and Standards Agency |
| TLSEC | Teaching, Learning and Student Experience Committee. |
| UQ | The University of Queensland |

Summary of Conclusions

| Criterion I: Aims and Objectives of the Public Health Programme | |
|--|-------------------|
| Sub – Criterion 1.1 | Met |
| Sub – Criterion 1.2 | Met |
| Sub – Criterion 1.3 | Met |
| Sub – Criterion 1.4 | Met |
| Criterion II: Governance and Organisation of the Programme | |
| Sub – Criterion 2.1 | Met |
| Sub – Criterion 2.2 | Met |
| Sub – Criterion 2.3 | Met |
| Criterion III: Learning and Teaching | |
| Sub – Criterion 3.1 | Met |
| Sub – Criterion 3.2 | Met |
| Sub – Criterion 3.3 | Met |
| Sub – Criterion 3.4 | Met |
| Sub – Criterion 3.5 | Met |
| Criterion IV: Students and Graduates | |
| Sub – Criterion 4.1 | Met |
| Sub – Criterion 4.2 | Met |
| Sub – Criterion 4.3 | Met |
| Sub – Criterion 4.4 | Partially Met |
| Sub – Criterion 4.5 | Met |
| Sub – Criterion 4.6 | Met |
| Criterion V: Human Resources and Staffing | |
| Sub – Criterion 5.1 | Met |
| Sub – Criterion 5.2 | Met |
| Sub – Criterion 5.3 | Met |
| Sub – Criterion 5.4 | Met |
| Sub – Criterion 5.5 | Met |
| Criterion VI: Supportive Services, Budgeting and Facilities | |
| Sub – Criterion 6.1 | Met |
| Sub – Criterion 6.2 | Met |
| Sub – Criterion 6.3 | Met |
| Sub – Criterion 6.4 | Met with comments |
| Criterion VII: Internal Quality Management | |
| Sub – Criterion 7.1 | Met with comments |
| Sub – Criterion 7.2 | Met |
| Sub – Criterion 7.3 | Met with comments |
| Sub – Criterion 7.4 | Met |

Criterion I: Aims and Objectives of the Public Health Programme

The programme has a clearly formulated programme aim or set of programme aims, conducive to the development of final outcomes (competences) in public health and which are responsive to changing environment, evidence, health needs and demands of populations.

1.1 The programme has explicit programme aims in line with the mission of the host institution.

The aims of the Programme were outlined in the SED as the following: “Our Master of Public Health (MPH) programme nurtures and educates future public health leaders who can critically reflect, innovate, adapt, build relationships and create change to improve the health and wellbeing of populations in a changing and inequitable world.” This aim was considered in line with the University mission and reflected elements of education, research and service which were housed within the faculty workload responsibilities. The Team met with the leadership and faculty representatives, stakeholders, students and alumni. The Programme was found to portray a clear esprit des corps

Conclusion: This sub-criterion is met

1.2 The programme aims are adequately transferred into final qualifications that students should have obtained upon graduation.

The Programme had included additional material in the form of their programme levels outcomes. The Programme had explained that they had mapped all of the competences as part of the last programme review. The Programme is now in a process of looking at how they could improve the mapping process. For this, the Programme is looking to integrate a new curriculum management software called JAC (named after the Jacaranda plant) which is to replace the present system of working through spreadsheets which the Programme found rather intensive. As such the Team would support the Programme in endeavours for further mapping.

Conclusion: This sub-criterion is met.

1.3 The final qualifications of the programme and learning objectives of the programme elements (i.e. modules, courses) correspond to general, internationally accepted descriptions of the outcomes or qualifications of an academic programme.

The MPH at University of Queensland falls under the remit of the Australian Qualifications Framework for the characteristics of academic education. In terms of the public health professional sector the programme is mapped to CAPHIA, ASPHER and IUHPE competency frameworks. A spreadsheet of the faculty work covering education, research and service was highlighted as part of the documentation requested through the SED. It was apparent that the faculty were involved in public practice. One of the main elements made note by the Team was the Programme's endeavour for "Indigenisation" of the curriculum which involves embedding Indigenous content across the Programme.

Conclusion: This sub-criterion is met

1.4 The programme demonstrates appropriate responsiveness to emerging scientific evidence and developments in the public health academic and professional spheres and to changes in the environment and health needs and demands of populations.

The background and development of the Programme was clearly explained. Recently the Programme had made significant (redesign) changes based on their 7-year Academic Programme Review (APR) which involved extending the Programme from 18 months to 2 years and saw changes where students now have the possibility to take on one or two of the three available capstone projects with 2 electives. This entails that the programme is much more structured with a quite small elective suite. The distinction of the Programme falls heavily on the Indigenisation of the Curriculum. Since in 2022, the School introduced Indigenous led projects and developed a toolkit to create Indigenous knowledge which provides practical examples how to embed Aboriginal and Torres Strait Islander perspectives across the programmes at the School.

Conclusion: This sub-criterion is met

Criterion II: Governance and Organisation of the Programme

The governance, organisational structure and processes are appropriate to fulfilling the aim and objectives of the programme, and consistent with the policies and requirements of the host institution.

2.1. The Programme is legally recognised/accredited (if national accreditation exists) by national educational authorities.

The Programme sits within the University of Queensland who, under the national, Tertiary Education Quality and Standards Agency (TEQSA) are allowed to award degrees. This follows UQ programme approval procedures which were distributed as an appendix within the SED. In addition, the SED also highlights how the University abide by national legislation on the delivery of education to international students.

Conclusion: This sub-criterion is met

2.2. The organisational structure effectively supports governance, leadership, management and organisation of the Master Programme.

The Team found that the management structures and governance were clearly presented and defined with data on the both the organisational and governance structures and accompanied by summaries of the roles and remits of the boards and committees. The governance and organisational structure is headed by The University of Queensland, The Faculty of Medicine and the School of Public Health in which the Programme sits. During meetings with the students, the Team was informed how students were members of various groups and committees. One student mentioned their involvement in the equity and diversity committee which was explained to the Team, that anybody interested could join which, to the student, was an expression of the University's inclusivity. Another Alumnus had mentioned how they were involved with the redesign of the new programme. A second present student was involved in the Teaching and Learning Committee from the School of Public Health and Faculty of Medicine. As a student representative they feedback to the committee the views of the student body toward the teaching and learning aspects of the Programme and whether they wish for new courses. There was a real sense that the student voice was heard and an example was given about proposals for student partnerships in deciding for a new course in public health. The Teaching and Learning Committee is itself advised by the Postgraduate Coursework committee which consists of postgraduate course coordinators and teaching staff and

covers a few different programmes, in the School of Public Health and elsewhere such as, the Masters in Epidemiology, the Master of Biostatistics, and the Master of Environmental Health Sciences, as well as the Doctor of Medicine. This group meets monthly and was seen by one interviewee as being more structured as a community of practice rather than a decision-making body.

Conclusion: This sub-criterion is met

2.3 There is an academically qualified person (or group) responsible for the coordination of the programme.

The Programme under review is coordinated through the Program Convenor, Dr Paul Gardiner, who reports to the Director of Teaching and Learning, Professor Lisa Hall (at the time of the site visit). All courses within the Programme are coordinated by Course Coordinators.

Conclusion: This sub-criterion is met

Criterion III: Learning and Teaching

The curriculum, learning objectives, educational methodology (teaching concept), assessment procedures and outcomes are consistent with the programme aims and final outcomes of the public health programme.

3.1 The learning and teaching strategy as applied throughout the programme is in line with the programme aims and final outcomes of the programme. The learning and teaching methods correspond to the learning and teaching strategy of the programme.

The Programme's SED had carefully highlighted how moving from an 18 month to 2 year programme had enabled the Programme to increase the number of core modular units (courses) and allowed for building upon the learning outcomes, as referenced, a scaffolded approach. The Programme utilises Programme and Course learning outcomes. Programme level outcomes were recently introduced to the Programme as part of the programme level review process

The SED outlines various pedagogic strategies in use at the School. As part of a new Learning and Student Experience Roadmap, the School and Programme are being driven by strategic priorities to foster student inclusivity and community whilst providing an "enriching educational experience" and "transformative curricula". This is to be supported by teaching and assessment methodologies including, flexible and cooperative learning, inclusive practice and which are, in themselves, designed around being responsive to local and international needs. One additional pedagogic practice the School has recently adopted is called "metacognition" which is a process designed to embrace reflection on why students want to, and need to, learn and how to process the information they receive and so that it can be applied to real life scenarios.

Meetings with the Alumni had highlighted how much of the Programme had changed or been "revamped" where new courses on the fundamentals of major diseases and the as well as the public health impact lab had been introduced. One Alumnus had recommended that the School may wish to consider integrating Public Health in a crisis whereas another had mentioned more soft skills such as project management skills.

Conclusion: This sub-criterion is met

3.2 Students are assessed in an adequate, meaningful and insightful manner by means of evaluations, tests and examinations, to determine whether the learning objectives have been achieved.

Regarding assessments, the Programme had expressed their approach to building assessments from “the ground up” and ensuring alignment between course level outcomes, learning activities and assessments.

There were evident efforts to diversify the assessment types and the Programme encouraged faculty to reflect on their assessments and discuss potential changes at the programme level. The Programme engages two learning designers to ensure compatibility with learning taxonomies as well as mapping courses and assessments against all of the Core accreditation competencies. The Programme has also seen a shift from summative to more formative assessments. Student achievement of learning outcomes were monitored through Blackboard analytics and Grade Center.

Task sheets are developed and documented and entered into Blackboard for students to enable them to understand what they're being assessed on and why. Assessment marking criteria and Standards (assessment grids) were distributed to the Team prior to the visit and included demonstration of learning outcomes. During the interviews, students had expressed their satisfaction with assessments both in the range of assessment methodologies available to them and their applicability to professional practice. As one student expressed: “one of the strengths of the MPH programme is the assessments because in so many cases it has directly helped in a role that I've actually been doing”

Systems were found in place for re-assessment through the assessment procedures of the University which were distributed to The Team as part of the SED. The processes cover “supplementary assessments” for students that have failed assessments. Students had mentioned that they were unaware of the systems and what happens if they fail an assessment. As such, the Programme is advised to investigate means to ensure students are kept fully aware of opportunities for re-assessment.

Feedback on assessments was positively viewed by the students who had explained to the Team that for the majority of the subjects they receive feedback from the staff for the majority of subjects. The Biostatistics operate a mixed feedback method where students provide feedback to other students which allows students to reflect on their own work

and make improvements along with skills in giving and receiving feedback which was seen as reflective in the workplace. The Programme explained that they operate a scaffolded approach to assessment feedback including written feedback and offer students the opportunities to clarify their marks with the marker which is required before any re-mark procedure takes place. This has a dual effect of encouraging the students to read the feedback when received more carefully, and the faculty to improve the clarity of their feedback. One of the SECaT (Student Evaluation of Course and Teacher) questions is directly on the quality of feedback given and the Team was informed that feedback is given to help students improve on the subsequent assessment. In this regard, in some courses, students are asked to provide feedback on the feedback they received in the previous assessment.

Conclusion: This sub-criterion is met

3.3 At the end of the programme, students within master programmes are typically required, and bachelors maybe required, to prepare a written document (thesis, dissertation, mémoire, final project) as an integrating experience in which they synthesise and integrate knowledge and skills acquired over the course of the programme.

The Programme operates several capstone projects including, placements, impact lab and a research project. All of the capstone elements are in line with the Australian Qualifications Framework. Feedback for the placement students consist of weekly check ins within their supervisors and written interim and final reports that are discussed with their supervisors. These are guided by the student's goal setting which are completed at the beginning of the semester with the expectation that the student and supervisor are in alignment over the outcomes of the 13 week placement. Feedback from the supervisor is sent forward to the placement course coordinator who is responsible for the final marking.

The public health impact lab is a new capstone unit and to all intents and purposes, can be considered a simulated public health consultancy where students are partnered with industry partners. The partners work with the students and provide them with issues which they want the students to address. Within the Lab work there is a minimum of one site visit across the course of the semester although examples of three visits were also noted. The partners are then asked to complete a brief report relating how well the

deliverables meet their needs and also the briefing they gave to the students. Students will also deliver a brief feedback interview with clients and partners at the end of semester in order to understand what worked well and areas for improvement. The emphasis of the lab is to simulate an environment where students work in teams to address real world problems. Examples of projects include, the needs of women in prison, and health promoting universities. Partners aren't involved in the assessment aside from providing feedback on students' deliverables. The Course coordinator assigns a pass / fail mark.

The School also offer a dissertation which is seen as an intensive piece of independent research which is undertaken predominantly by students who are going to progress through to PhD. In addition to the dissertation the Programme has a range of research methodology courses as part of the core courses within the Programme. All students are expected to undertake both qualitative and quantitative methodology courses, epidemiology, biostatistics, qualitative inquiry.

Evaluation methodology from a research perspective is further built into the health promotion courses. All the research elements are then brought together in a research methods course which covers types of evidence, the role of public health research versus practice-based research, how to get research into policy and ethics. This ensures that students, irrespective of whether they follow a dissertation route, are exposed to how research fits into public health. Principal dissertation supervisors are tasked with locating, through the School's chief examiner, an independent examiner for marking the dissertation submissions who then sends through their review to the Course Supervisor who then assigns a grade.

Conclusion: This sub-criterion is met

3.4 The programme aligns with a three-tier system, the application of credits, and issuance of a Diploma Supplement, credit transcript or Co-Curricular Record.

As previously highlighted, the Programme operates through the School of Public Health within the University of Queensland which bears the power to issue degree awards. The MPH fits within this system and set at level 9 within the Australian Qualifications Framework.

On completion of the programme graduates receive an academic transcript as well and an Australian Higher Education Graduation statement including information on the qualification and the institution in which it was gained.

Conclusion: This sub-criterion is met

3.5 There are opportunities for international exchange of students.

On interviewing the Students, the Team was informed that there were opportunities for students to partake in exchanges through the University but their anecdotal evidence suggested that no previous public health students had either applied or taken part. The student in question unfortunately was attempting to arrange their exchange during COVID19 restrictions which hampered the initiative. Other students had mentioned that they were at work full-time and so were not able to undertake any exchange activities. The Programme coordinator, however, had informed the Team that one student is undertaking a three-week course in the Netherlands and will look to receive a 2 unit credit for that study as an elective. The Team felt that as the Programme is now 2 years in length it may allow more time for students to exchange and therefore, they may wish to use this a marketing approach along with their shorter summer experience

The international students had expressed that support services were available for them and the academic advisors helped them with their transition to Australian academic life. Socially, there are clubs and social events available for international students but some of the in-person support is based on another campus (St Lucia) which is a bus ride away.

Conclusion: This sub-criterion is met

Criterion IV: Students and Graduates

The programme has policies and procedures on student recruitment, enrolment, support and follow-up which are assessed and revised regularly.

4.1 The programme has clearly defined admission criteria and recruiting policies coherent with the aim and objectives of the programme.

The admission criteria for the programme, as stipulated in the Curriculum Validation documentation is as follows:

“To be eligible for entry, an applicant needs:

- a bachelor's degree (or equivalent) in a relevant discipline*, or
- a bachelor's degree (or equivalent) in any discipline, plus one year, full-time equivalent relevant work experience in a healthcare setting; or
- a graduate certificate or graduate diploma (or equivalent) in a relevant discipline*.

An applicant must also have a grade point average (GPA) of 4.0 on a 7-point scale in their previous qualification.

**Relevant disciplines for previous qualifications*

Relevant disciplines include behavioural and social sciences, biomedical sciences, biostatistics, counselling, dentistry and oral health, development studies, environmental health, epidemiology, exercise and nutrition science, exercise and sport science, food science, health economics, health management, health sciences, medicine and medical sciences, nursing, nutrition, occupational health and safety, occupational therapy, pharmacy, physiotherapy, psychology, public health, science, sociology, speech therapy, and veterinary sciences.

For international students, there are English language requirements: IELTS overall minimum 6.5; reading 6; writing 6; speaking 6; listening 6. For other English Language Proficiency Tests and Scores approved for UQ.”

Currently the process is that the convener reviews between 50 and 60 applications a year to verify that international applicants meet the degree and discipline requirements. The University has recently invested in new software and a new admissions platform to increase the automation of this process. It is foreseen that the process time for applicants will be reduced to around 1 day and 3 days for the more complex applications, including areas, such as, disciplines outside of the approved list of subjects.

Equity in programme admissions is regulated through the University regarding gender, ethnicity, age, sexuality, disability, religion, nationality or mode of study. Applicants also have available a grievance procedure if they feel the process warrants. The Faculty of Medicine is equally committed to supporting diversity and inclusion and have issued the following statement:

Diverse perspectives, abilities, experiences and backgrounds inspire creativity, encourage innovation, and enrich our communities.

Members of our broad community are valued and respected for their individuality. UQ strives to create a culturally safe, welcoming and inclusive workplace, with strong community connections and partnerships.

(University of Queensland, Medical School Student Aspirations and Support Strategy 2024-2026, page 8. [Webref](#))

The information received by students before their arrival formed one of the enquiry lines of the visit. All students and alumni had expressed that the Programme had met their expectations and indeed, had exceeded them. As one alumnus put it: "I developed a very rich understanding of not only the ecosystem, but also different types of research that I hadn't experienced before...I would definitely recommend it to anyone who's interested in public health." Another student had expressed how they chose the Graduate Diploma route and having enjoyed the contents had progressed onto the Masters.

All required quantitative information on applications and admissions of student cohorts were provided as part of the SED

Conclusion: This sub-criterion is met

4.2 The programme is achievable for the majority of students.

The students were asked a specific question regarding their workload, "How feasible to you is your workload, For example do you feel over or under loaded?". The responses highlighted that the students appreciated the flexibility of the programme. Domestic students can choose whether to study full time or part time and they can also choose the number of courses the wish to undertake. International students are required to undertake the Programme on a full-time basis. The International student interviewed had

highlighted that they felt the workload was slightly overwhelming at the time of the interview due to it being the end of semester and they also informed the Team that they found academic English quite hard to understand so would translate everything in to their mother tongue language. However, they also mentioned that support was available to them. For part-time domestic students the responses given were that they found the workload “completely manageable” and “definitely manageable when opting for 2 or 3 courses (subjects).” For a full-time student (working part-time) they found the workload manageable but felt they couldn’t manage a full social life. Finally, one student had mentioned that they had opted to pursue 6 courses within one semester and felt that the ensuing workload was “too much” but clear information was readily available on who to contact and the process for withdrawing from courses, which they appreciated.

Student progression and retention is monitored through the use of a data management software called Reportal and through the University Centrally administered Early Intervention System which identifies students who have not engaged with Blackboard or any of the administrative systems. After 6 weeks of inactivity the students will be personally phoned and messaged with an opportunity to talk to a peer advisor. These trained peer advisors can then discuss with the students any challenges facing them or issues with their learning, access to Blackboard and whether they have linked into student counselling support services. From this the peer advisors are able to triage the levels and forms of support required for the student needs. This is conducted before academic and financial penalties are applied. The Programme coordinator is then sent the actions plans or disability adjustments the student has agreed to and which is in line with student confidentiality. Students are furthermore assisted through the central Student Services and students with needs such as, disabilities, mental health issues, medical conditions or exceptional circumstances. Through these services, students have access to student advisors and Student Access Plans (SAP) which allows students additional flexibility to manage their studies through adjusting their academic life to their additional needs.

Progression rates are monitored centrally and mandatorily as part of the Annual Academic Quality Assurance (AQA) process. Progression rates for the present cohort presently stand at 89.8% for domestic students and 96.6% for international students.

Conclusion: This sub-criterion is met

4.3 The programme has access to counselling services for personal, academic and professional development of students.

Students spoke positively of the counselling systems in place albeit, they were less enthusiastic that the counselling services are all based at St. Lucia site rather than the Herston site where they study. It was explained to the Team that services, such as learning advisors, counselling services and other coffee catch up check-ins are not available on site. Occasionally, there are on campus (travelling) sessions for around two hours but the students felt that these were just not as accessible or available as they are on the St Lucia site. As previously mentioned, getting to the St Lucia site, involves taking a bus over to the other site which can become complicated. There is however, potential for online zoom meetings available.

Students also explained that for academic counselling there are appointed tutors and students can engage with the course coordinators which one of the students had expressed was “really helpful,.” This was a sentiment reflected by the alumni.

One student had mentioned how impressed they were that the courses often build drop-in sessions, especially for external students where the course coordinator made themselves available for students for 2 to 3 hours once a week, or once every couple of weeks, for students to check in on anything from course content to pastoral care needs which was seen as quite generous by the Programme.

The students and alumni expressed an equally positive response to student services. These not only covered the aforementioned peer services but there was evidence given of student services providing courses within the Programme on different types of writing and presenting. One alumnus had further detailed how they used the information gained during these sessions in their work whereas another had mentioned that the person (a student services learning advisor) who provided the courses was “fantastic.” Other alumni had praised the student services at the library and mentioned that they had used them many times, as one alumnus put it, “the small things like that have always been helpful and I feel like helps the cohort as a whole and understanding what's available and what you can do to work on your assignments.” Documentation outlining faculty training, provided by student services, on mental health and wellbeing was also presented to the Team as part of the SED appendices

Students were asked specifically on their experiences on interactions with the administrative staff. One international student had mentioned that at the beginning of the Programme they had approached the administration looking for fellow compatriots in which the administration not only found fellow students but arranged meetings with them. This was viewed very positively by the student in question.

The Programme had highlighted that Satisfaction for MPH students was higher than students from all UQ postgrad programs for counsellors and/or health services, study or learning support services, and career development services. Satisfaction was lower for student support and services than reported for UQ postgrad programs with 76% and 81.3% satisfaction for counsellors and/or health service and studying or learning support services respectively.

Conclusion: This sub-criterion is met

4.4 There is a monitoring system of the graduates.

The Programme representatives had outlined that most of the work to monitor graduates and engage with alumni was conducted centrally through the University. Privacy legislation in force at the University does not permit uncoordinated contacting of graduates but there is, in place, an Australia wide Graduate Outcome Survey which is strongly promoted. All of the graduate lists available for the Programme are on an opt in basis and they provide life-long emails for students to facilitate contact if the students choose to continue with the contact. The School attempts to engage further through LinkedIn, and a new initiative called Public Health Connect which aims “to strengthen and unite The University of Queensland School of Public Health’s network of industry partners as well as supporting our students and ensuring our research meets the needs of the many communities we serve.” ([source](#))

Many alumni keep in contact through the student association and alumni had mentioned that they were involved in the revamp of the MPH programme as well as accreditations. The Programme had previously invited alumni to talk about their experiences with the programme and how it helped like and discussing different skills gained from the programme.

The Team recognises the national Graduate Outcomes Survey which clearly indicates the employment levels of graduates but not their specific domains. There was also an acknowledgement from the School over the low response rates in the Graduate Outcomes Survey and created their own alumni survey in February 2021 as part of the academic programme review. As highlighted in the Programme's Academic Program Review attached as appendix 7.1.1.8. , "This survey was sent out to 264 graduates who completed their MPH within the last 5 years. We received 61 responses in total, with a response rate of 23%. Graduates were also invited to participate in focus groups to enable us to gain further insights into their experiences and levels of satisfaction with the MPH. In total, 3 focus groups were conducted as part of this consultative process, with 8 MPH graduates." From these exercises the Programme found that "reputation" was the main reason students applied to the programme at UQ. However, it remained unclear to the Team how the Programme's and School's activity systematically monitored graduates. As such, the Programme may wish think about placing more emphasis on localised systemic data collection, for employment and skills data (including potential consideration of more regular administration of the Survey developed for the most recent Academic Programme Review, which was granted through the central university as part of the review) and potential for use in marketing.

Conclusion: This sub-criterion is partially met

4.5 The programme has effective communication tools (website, brochures, etc.) to present itself internally and externally.

The Programme and School utilise the website as the main conduit to portray itself externally along with a Youtube channel, LinkedIn and promotional flyers. Internally the Programme uses Blackboard which covers many areas, such as study plans, learning resources, assessments and orientation. The School also offers a range of handbooks including student handbook detailing the research and placements. Students also have access to a guide entitled "From Surviving to Thriving: Navigating Postgraduate Studies in the School of Public Health" which covers areas such as social contact, academic and welfare support as well as preparations for careers in public health ([source](#)). The students had indicated satisfaction with the student guides available through the website. The website carries a wide range of information regarding the Programme and School. During the interviews, the Programme made note of a new focus on engagement and had recently employed a School partnership Manager along with academics in the role of

global and external engagement. These positions are expected to engage with industry partners with a view to increase domestic recruitment. Internationally, the Programme is promoting itself in areas not traditionally engaged with. For example faculty from SPH attended the UQ Open Days in Jakarta and Surabaya, Indonesia and Hanoi and Ho Chi Min City, Vietnam in May 2024. Furthermore, the Programme is working with the marketing department to improve its marketing “collateral”.

Conclusion: This sub-criterion is met

4.6 The programme adheres to national legislation on the protection of personal data.

The Programme and School abide by countrywide legislative requirements for data privacy and a publicly accessible policy is available through the website. This policy also details how to align with various global data protection laws, such as the GDPR in Europe.

Conclusion: This sub-criterion is met

Criterion V: Human Resources and Staffing

The profile and number of teaching and support staff is appropriate to the provision of the stated programme aim and final qualifications of the programme and its continuous development.

The recruitment policy of the programme is consistent with the aim and objectives of the programme.

5.1 There is a central and stable core of academically qualified and / or experienced teaching staff in sufficient numbers dedicated to the programme.

The Faculty CVs and profiles were made available through the Validation process and were linked to the faculty resource pages on the School's website. As explained in the SED, the recruitment at the School is guided through centralised policies which determine the qualifications to deliver training in field disciplines. All faculty hold PhD qualifications. Faculty turnover was not deemed high and the details of the faculty length were provided as part of the SED.

The Staff-Student ratios were found to be rather unclear in the SED and clarifications were sought and delivered as part of the Site-visit. At present there are a total of 18.5 FTE faculty available to 190 Equivalent full-time student load which equates to a staff student ratio of 1: 10.27.

As explained in the SED, the School comprises three divisions: Health Promotion and Equity (HP&E); Epidemiology and Biostatistics (E&B); and Planetary Health and Health Protection (PH&HP). Eleven course are taught by HP&E, six courses each (n=12) are coordinated through E&B and PH&HP and one course is coordinated externally to the School. The Programme also makes use of casual markers to assist and complement the permanent Faculty and is seen as a nationwide activity and aligns to the requirements under the Fair Work Act 2009.

Conclusion: This sub-criterion is met

5.2 The departments involved or staff members in the programme reflect the multidisciplinary character of public health.

Curriculum Vitae profiles were reviewed as part of the SED analysis and Curriculum Validation reviews and the faculty were found to demonstrate a range of public health disciplines.

The Team was informed that the University of Queensland lends strong support to the faculty in terms of supporting fellowships in the Higher Education Academy (HEA) and is part of the University's strategic planning. At present eight coordinators are HEA fellows. There is also a strong support for the school for research embedded in teaching through enabler grants which are made every year. It was explained that this situation has changed over the last ten years with the University now very supportive of faculty capacity building.

One of the proud elements of the Programme is the introduction of Indigenous pedagogical approaches which sees the inclusion of Aboriginal and Torres Strait Islander lecturers as community members into the programme. There are also multiple research centres such as the Poche Centre for Indigenous Research and the programme is making efforts to bring in pedagogical practices within the teaching framework of Aboriginal and Torres Strait Islander Health specifically in the programme.

Conclusion: This sub-criterion is met

5.3 The programme supports the active involvement of faculty in public health research and service (practice) activities.

As mentioned directly above, the Faculty in the Programme were found to be well connected with practice. All, apart from one member who was on a teaching intensive contract, had teaching and research contracts. The breakdown of contracts clearly laid out in contractual arrangements between the faculty and University and for those faculty on teaching and research contracts their professional time is split between teaching at 40%, research at 40% and engagement at 20%.

Faculty were found to have a broad international and national profile in terms of research and advisory functions. The Programme had explained that they focus on being a dynamic research led teaching Programme but also teaching led research. Before the site visit meeting, the Programme had been forwarded a breakdown of the Faculty range of service

and research activity which covered many geographical locations and organisations, such as Public Health Association of Australia Association (PHAA), World Health Organisation (WHO) and Council of Academic Public Health Institutions Australasia (CAPIA).

Conclusion: This sub-criterion is met

5.4 A staff recruitment policy exists outlining the type, responsibilities and balance of academic staff required to adequately delivery the programme curricula.

Recruitment at the Programme and School falls under an “Enterprise Agreement” which establishes employment terms and conditions as well as employee benefits. The Team was informed that faculty expectations are clear from the first day of employment due to precise information being provided around the requirements for teaching, research and engagement which form part of the faculty contracts. Guidelines stipulate what faculty are expected to achieve at each level. There is a 3 year tenure probationary process which includes a midpoint check-in where faculty have the opportunity to have their portfolios discussed to understand whether they are meeting the stipulated benchmarks. If they are not, they are provided with additional support to ensure a greater likelihood of success by the time of the final probationary interview and presentation before a University panel.

Promotion opportunities work in a similar manner including the same levels of evidence. There are five levels of promotion from level A to E and levels A to D are handled within a University committee which examines tenure and promotion. This committee changes composition slightly for promotion to level E which includes the President of the Academic Board rather than representatives from the Academic Board Standing Committee.

All continuing and fixed-term staff employed for more than one year are required to participate in the University’s annual performance and development process which is designed around goal setting. As part of that, faculty can have a discussion around whether they are ready to proceed to promotion. The Programme mentioned during the interviews that they’ve had great success with a number of faculty being promoted from level B through to Ds and E's over the last 5 years with no faculty over the last three years

not obtaining promotion when seeking it. This was seen as a result of a strong mentoring programme for academics where faculty receive support and advice to build their portfolios before application and to help understand whether the timing of the application is the correct one so faculty are not “set up to fail.” The Team recognised that Faculty choosing to follow career advancement and promotion were clearly guided and which they appreciated. Moving forward the School and Programme may wish to consider universal application of fellowships in the Higher Education Academy (see 5.2. above) for outward facing programme promotion.

Conclusion: This sub-criterion is met

5.5 An appropriately qualified and sufficient administrative/support staff is available for the programme.

The Programme which sits within the University of Queensland (UQ), aligns to the Higher Education Standards Framework (Threshold Standards) 2021 of The Tertiary Education Quality and Standards Agency (TEQSA) which stipulates, “The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course” (Standard 3.2.1).

Within the UQ there is the Student & Academic Administration team (SAA) which support the following areas; admissions, enrolment, progression, graduations, study plans and academic advising, student events, examinations, credit, scholarships and prizes ([source](#)). As highlighted in the SED this team provides four FTE to the School of Public Health and its programmes (two of which are clearly highlighted in the SAA Organisation chart submitted for Criterion 2.2.3 above). This is supplemented by three FTE Divisional support staff to cover administration and teaching support. The School and Programmes are also supported by learning designers to assist the coordinators in the design of curricula, assessments and pedagogic methodologies.

The Programme leadership had mentioned that the support from the UQ to the School was “fabulous” and that they received a lot of administrative support and an example of the administration’s role in solving a recent admission delay was given. As previously highlighted under criterion 4.3. the students had also given positive feedback on their

interactions with the administration. Administration were met with during the virtual site visit and have daily workings hours from 08.30 to 16.30.

Conclusion: This sub-criterion is met

Criterion VI: Supportive Services, Budgeting and Facilities

The accommodation, budget and facilities are adequate to realise the programme aims, final outcomes and learning objectives in line with the educational methodology in an effective and efficient way

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

Resources to support the MPH programme come from the University via the Faculty of Medicine and was highlighted in the SED. The Programme leadership considered that there is quite an amount of autonomy over the budgets at a school level compared to many Universities. The School has autonomy over staffing profiles and workload allocation models which allows flexibility to allow to build capacity. The casual teaching and staff development budgets are completely within the control of the School. Within the University there is a separation between income and expenditure. The University will monitor income from enrolments and the School build their expenditure forecasts separately which is then reviewed centrally. If there is a strong case for expenditure and in consultation with the University, the School had mentioned that the budgets were generally accepted.

Conclusion: This sub-criterion is met

6.2 The learning resources are adequate and students and staff are provided with sufficient access to these resources inside and outside of usual school working hours.

The vast majority of students and alumni had spoken positively of the library resources with one student calling the resources “brilliant.” Students had received initial training on searching the library and relevant research articles as well as devising search strategies for a literature review, which the student interviewees had found helpful. An alumnus had mentioned how they received qualitative research software training at the

library during their time on the Programme. One student, however, recalled that on an occasion they had approached the Herston site library for help but found it fully booked and not available for 4 weeks. The library operates its own training through its website [here](#). The SED outlines how extensive the library resources are with over two million electronic and physical books, 178 thousand journals and over 900 online databases.

Conclusion: This sub-criterion is met

6.3 Appropriate and well-equipped facilities supporting the educational methods of the programme are available.

Both the SED and previous onsite visit had evidenced the quantity and quality of the on-site facilities available for the Programme. These facilities are being supplemented with online virtual learning environments. The SED further breaks down the facilities in terms of collaborative space and lecture theatres and highlights that the University has invested heavily in the upgrade of the School's collaborative spaces since the on-site visit. As explained, the rooms are "now adaptable for different teaching, have a vastly improved sound experience via ceiling mics for students online or listening to recordings, and updated furniture for those students attending in person."

Conclusion: This sub-criterion is met

6.4 Appropriate computer facilities, including both hardware and software, access to Virtual Learning Environments, internet and appropriate service support are available.

Students had raised concerns over their access to the Student Hub in the Oral Health Centre. This centre holds around 30 computers but this space has to be shared with the dentistry students which causes issues of access and disquiet for the public health students. The Team acknowledges that the Programme and School are aware of the situation (having previously been highlighted as part of the Academic Program Review), and would encourage them to enquire further with the students their desire for dedicated space and how that might be achieved. The Alumni meeting had also highlighted the desire for training in specified research software and, for example one alumnus mentioned qualitative software training on NVivo and Qualtrics (although these are available to staff and students – see [here](#) for NVivo and [here](#) for Qualtrics). As such the

Team would recommend the Programme consider engaging students and stakeholders for a small needs survey based around research software and training to identify potential gaps that can be filled.

Conclusion: This sub-criterion is met with comments

Criterion VII: Internal Quality Management

There is an internal system for assuring quality and supporting policy development, decisions, and actions.

7.1 An operational internal quality management system that (i) monitors the curriculum and student progress, and (ii) ensures that concerns of staff and students are readily identified and addressed.

The Quality Processes in use at the Programme and School level were presented to the Team as part of the Virtual site visit. The processes run from national level, through the University and into the School and Programme.

At a national level there are requirements for the implementation of quality standards through the following mechanisms at the University of Queensland:

- Academic Quality Assurance (AQA)
- Academic Program Review (APR)
- Student Evaluation of Course and Teacher (SECaT), surveys.

The achievement of the programme aims and learning objectives are captured implicitly through the use of programme and course learning objectives used as part of the assessment criteria. Student progression through the assessments form a quality indicator as part of the Academic Quality Assurance (see performance domain in Table 1. below). They are further found as part of the SECaT surveys which operate at a course (module) level. Here students are asked eight questions with the first being “I had a clear understanding of the aims and goals of the course.” The SECaT scores then form a separate quality indicator domain of “satisfaction.”

The Team was informed that, at a school level, the course profiles are reviewed and approved each semester so that any changes are not undertaken arbitrarily or unilaterally but require discussion between coordinators and the programme director and the learning designers.

There is a Board of Examiner's meeting at the end of each semester where all of the grades are discussed course by course. Following this Board, a quality assurance discussion is convened around assessments where coordinators present their assessments and whether they worked as intended or require change. Following this process, the School

Teaching & Learning Committee will review and endorse any proposed changes and send recommendations to the Faculty of Medicine for approval.

Staff are, therefore, involved through the varying committees and through the development of course assessments. Students are included both within the SECaT surveys but also through the School Teaching and Learning Committee. Less clear is the range and role of external stakeholders. As part of the Academic Program Review procedure, the Program Convenors should “seek input from stakeholders (such as employers, international partners) through forums/focus groups, student and staff submissions, surveys/consultation, and workshops.” (source: page 4 [here](#)). However, it appears stakeholder engagement is conducted to a large extent through placement and projects’ supervisory relationships. During the last site visit the advice from the reviewers was to look at establishing an advisory panel. The SED makes note this has still to be achieved as a proposal had been put to industry partners as part of the programme review but the advice received that the partners did not want that. The Programme continues to explore improved ways to engage with partners.

and the aforementioned Academic Program Review includes many clear references for this action to be undertaken to include more industry voice in the programme. When interviewing stakeholders as part of this visit there was the feedback that contact with stakeholders was focused more on operations than strategic and skills based and that forms of communication are not systematic but rather ad hoc and relationship based. Indeed, the new Partnership Manager, highlighted in Criterion 4.5. is focussed more on driving recruitment rather than strategic engagement. As a result, the Team would recommend that the Programme look to systematise its relations with external stakeholders and use it to feed into, among other areas, quality systems, programme promotion and capstones.

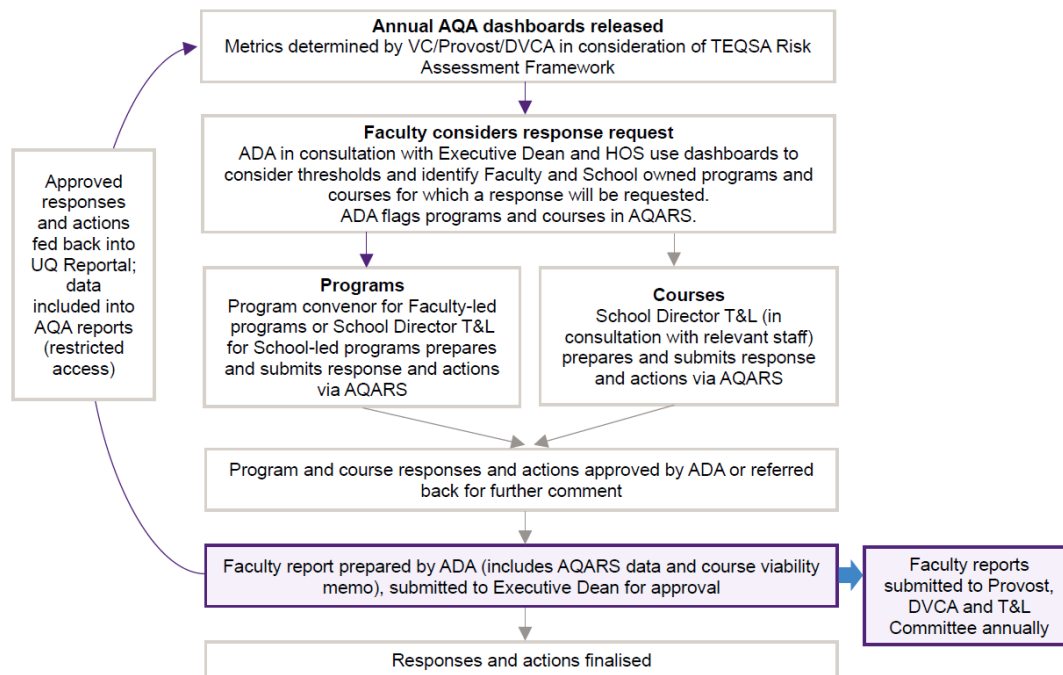


Figure 1: University of Queensland AQA model (source)

The PDCA cycle in use at the School is applied through the Annual Academic Quality Assurance (AQA) Process and is illustrated in Figure 1 above. It begins with quantitative metrics (identified in Table 1.) being submitted through the Reportal data management software. This process will highlight where there are concerns (over doing things well). If metrics are seen to be falling, there is an opportunity to have a discussion with academics and school executive and then with faculty executive around the development of action plans which are entered in entered into Reportal and a memo is sent through to the Deputy Vice Chancellor highlighting the actions the School will take to address the concerns derived from the process.

| Domain | Program indicators | Course indicators |
|---|--|---|
| Performance | <ul style="list-style-type: none"> Averaged GPAs of students enrolled in a program for courses done in that program, per year Average progress rate of students enrolled in a program for courses done in that program, per year | Average pass rate for an offering (course/semester/session) |
| Retention (Attrition in course report) | Retention after the first year of study, per cohort commencement year: <ul style="list-style-type: none"> % domestic cohort retained at UQ and in program % international cohort retained at UQ and in program | % withdrawn prior to census for an offering (course/semester/session) |

| | | |
|--------------------------|--|--|
| Graduate outcomes | <ul style="list-style-type: none"> • % in full-time employment (GOS), aggregated 3-year average • % in further study (GOS), aggregated 3-year average | |
| Satisfaction | <ul style="list-style-type: none"> • % respondents satisfied with the quality of overall educational experience (SES), aggregated 2-year average • % respondents satisfied with the quality of teaching (SES), aggregated 2-year average | Average SECaT scores for each of the course quality questions 1-8 for an offering (course/semester/session) |
| Demand | <ul style="list-style-type: none"> • Number of commencements per year for programs except 1-year honours programs; number of enrolments per year for 1-year honours programs • % Change in commencements (enrolments for 1-year honours programs) from previous year | <p>Number of enrolments for an offering (course/semester/session)</p> <p>% Change in enrolments from previous year for an offering (course/semester/session)</p> |
| Sustainability | <ul style="list-style-type: none"> • Revenue-to-cost ratio of load taken in program, per year • % courses in course list with revenue-to-cost ratio <100%, per year | Revenue-to-cost ratio for a course in semester |

Conclusion: This sub-criterion is met with comments

7.2 There is regular and systematic data collection of student and staff feedback concerning learning objectives, content of modules, staffing, and pedagogical approaches and the programme is modified accordingly.

The SECaT surveys highlighted above demonstrate how student feedback is integrated in to programme planning. These are captured not only in the Academic Quality Assurance (AQA) but also through the Academic Program Review (APR). These reviews are again University-wide five to seven-year cyclical reviews applied to all coursework programmes offered through the University. The MPH undertook the last review in 2021. During the interviews the Team was informed that the process is a five-stage iterative process with partners. It begins through a consultation with staff, students and graduates which produces a series of recommendations. These recommendations are then opened out to University level consultation and then expanded to external industry communication. As previously mentioned, this part of the process has relied heavily on the stakeholders involved with placements and projects. The fourth aspect to the APR is expert consultation with government, non-governmental and professional organisations. Deriving from each stage, recommendations are refined and finally promoted through to the Board of Studies who use the recommendations to make a business case to the

Committee for Academic Program Policy. Clear evidence can be found of how the last review had influenced the curriculum, from the introduction of Fundamentals of Major Diseases and the impact lab through to the refresh of the programme to a two-year programme.

Conclusion: This sub-criterion is met

7.3 Feedback on the quality of the programme is provided in a systematic and regular way to faculty, students and other persons involved.

The web reference for the SECaT result is publicly available and the SED notes that this is available on the Student Union Website. Less clear is how changes are systematically communicated with internal and external stakeholders. Students had mentioned that they received the SECaT results and the course coordinator can write a response to received feedback in the electronic course profile indicating how the course has developed in response to feedback. However, the stakeholders were less enthusiastic, highlighting some have received feedback of changes from other universities they have engaged with, but haven't received feedback from the Programme on how their feedback has been taken up on the MPH programme. The Team felt this may be reflective of the stakeholder relations raised in 7.2. above.

Conclusion: This sub-criterion is met with comments

7.4 The programme provides evidence that recommendations received during previous reviews (by APHEA or any other national/international review body) have led to changes in the curriculum or organisation of the programme.

The above referenced Academic Program Review provides evidence of changes based on feedback as part of internal processes. As part of the additional documentation supplied to the Team in advance of the virtual site visit, the Programme had presented responses to all of the recommendations made during the last APHEA site visit, which included the introduction of the expansion of placements and the introduction of the Public Health Impact Lab and endeavours to monitor student workload that are in preparation. The continuing exploration of systematic stakeholder relations has been addressed elsewhere in this report.

Conclusion: This sub-criterion is met