

Valid for the academic year 22/23

Overall quality criteria	Quality objectives	Activities	Planned to start	Planned to end	Responsible	Status / Follow up	Actions/feedback:
<i>Refers to "Policy för kvalitetssäkring och kvalitetsutveckling av utbildning vid Lunds universitet"</i>		<i>Planned activities to reach the objectives</i>				<i>Annually</i>	<i>What does the program do with the results and how are these disseminated to relevant stakeholders?</i>
The actual study results correspond to learning and programme syllabus outcomes.	<i>That students have, when awarded their master's degree, attained all the curriculum learning objectives to an adequate degree</i>	1. Blueprinting the curriculum and course objectives within the program in QPS 2. Assessing to what extent and degree each curriculum objective is taught and examined throughout the program 3. Assessing to what extent and degree progression towards attaining each curriculum objective is taught and examined throughout the program	1. August 2020 2. June 2021 3. June 2021	1. June 2023 2. August 2023 3. December 2023	Programme director (PD) together with programme management	1. Blueprint presented to course leaders in April 2021 and followed-up through course quality closures, internal teacher meetings, and steering committee meetings throughout the academic year 21/22. The systematic work on quality is expected to lead to a set of skills/competences that could be tagged in QPS. This is an ongoing work. 2. Initial analysis presented to the program management in April 2022 and subsequently to course leaders. This is expected to continue in spring 2023	Results are incorporated into updated course syllabi and QPS blueprint.

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The programme has the students' learning in focus.	That the course content and the teaching is relevant to students' interests and needs in order to reach their learning objectives	<p>1. Ensuring that all courses, when applicable, have assignments or other tasks that allows students to address issues that are in line with their own interests</p> <p>2. Continually engaging students through student representatives in the programme management, direct communication with students during open meetings and direct communication between class representatives and course leaders</p>	August 2020	Continuous	<p>1. Course leaders</p> <p>2. Programme management, course leaders, student and class representatives</p>	<p>1. Continuous dialogue in teachers meetings and open forums with students regarding activities where students can pursue their own interests, and if those are lacking there should be a plan to include such.</p> <p>2. course quality closures jointly discussed with student representatives, programme management and course leader</p>	Course quality closures, updated course syllabi and the programme quality closure 2023

The education is based on scientific basis and best practice.	<i>That the course content is based on updated scientific literature and research</i>	<i>Continuously encourage course leadership to update and revise course content</i>	<i>Continuous</i>	<i>Continuous</i>	<i>PD in collaboration with programme management</i>	<i>PD reports annually to the programme management on ongoing updates of course content. Programme management continually reminds teachers on timelines to submit plans for an updated syllabus including updated literature lists.</i>	<i>Course quality closures, updated course syllabi and the programme quality closure</i>
Teaching staff have suitable education in subject-specific, pedagogic and didactic competences	<i>That teaching staff have attained adequate training in pedagogy specifically for higher education applicable within the MPH-program</i>	<i>Course leaders should have at least 5 weeks of pedagogy in higher education training - and should be encouraged to attain 10 weeks. Junior teaching staff should be encouraged to attain 5 weeks of pedagogy in higher education training.</i>	<i>Continuous</i>	<i>Continuous</i>	<i>Research group leadership</i>	<i>PD continuously discuss HR needs with research group leadership</i>	<i>Programme quality closure</i>
Teacher capacity is sufficient.	<i>That there is an sufficient pool of staff employed as teachers connected to the program</i>	<i>Increasing the number of active teaching staff associated with the MPH program</i>	<i>Continuous</i>	<i>Continuous</i>	<i>Research group leadership</i>	<i>PD continuously discuss HR needs with research group leadership</i> <i>PD maintains a list of potential teachers in different areas of expertise within the Programme</i>	<i>Programme quality closure</i>

The education is relevant for the students based on the societal needs.	<i>That the curriculum and course learning objectives are closely aligned with the demands of the public health labor market</i>	<p>1. Addressing the proportion of graduates that are successfully employed within the public health labor market within 12 months after completing their degree</p> <p>2. Determine how to measure the above outcome through an alumni survey</p> <p>3. Distribute alumni surveys regularly. Also continuously engage alumni through the MPH programme advisory group.</p> <p>4. Mapping and analysis of courses within the MPH programme to the knowledge and skills expected of MPH graduates by potential employers in the public health labour market</p>	<p>1. January 2021</p> <p>2. January 2021</p> <p>3. May 2021</p> <p>4. April 2022</p>	<p>1. Continuous</p> <p>2. May 2022</p> <p>3. Continuous</p> <p>4. Continuous</p>	PD in collaboration with Programme management. Adhoc working groups assigned specific task in the thematic work on quality, that report to the PD and programme management	<p>PD together with the programme management, develop a questionnaire based on information gathered through alumni - and then the PD is responsible to carry out the survey continuously/yearly with every batch of MPH graduates. Programme management constantly lifts this question in the advisory group yearly.</p> <p>Continuous dialogue in the advisory group on systematic work on quality.</p>	<p>Programme quality closure and programme quality plan</p> <p>Summary report from working group communicated in writing or orally to programme management, teachers group and students.</p>
The students have influence over planning, execution and follow up of the education.	<i>That students are represented in committees on program level and have adequate opportunities to address course related</i>	Continuously follow-up the criteria within the program management and open forum with students	Continuous	Continuous	PD in collaboration with programme management	Continuously follow-up the criteria within the program management and open forum with students.	Programme quality closure and programme quality plan

	<i>issues with the course leadership</i>				<i>Course leaders and class representatives</i>	<i>Include a point on the course start up meeting with course leaders to highlight necessity for creating opportunities for class representatives to bring up course related questions with course leader.</i>	
The learning and study environment are suitable and accessible for all students including well functional support activities.	<i>That the CRC environment enables all students to participate in all educational activities</i>	<i>Continuously follow-up the criteria within the program management and open forum with students</i>	<i>Continuous</i>	<i>Continuous</i>	<i>PD in collaboration with programme management</i>	<i>Continuously follow-up the criteria within the program management and open forum with students</i>	<i>Programme quality closure and programme quality plan</i>
There is a continuous follow up and development of the programme	<i>That program quality is continuously scrutinized and improved through a systematic approach</i>	<i>1. Develop a model for systematic quality assurance of the program through thematic work on quality 2. Implement the model for systematic quality assurance through thematic work on quality 3. Follow-up the model for systematic quality assurance</i>	<i>1. January 2022 2. January 2022 3. June 2022</i>	<i>1. continuous 2. continuous 3. continuous</i>	<i>PD in collaboration with programme management</i>	<i>PD, in collaboration with the programme management will select quality themes per semester/year and establish regular or adhoc working groups tasked based on the quality themes. Continuous dialogue in the advisory group on systematic work on quality.</i>	<i>Programme quality closure and programme quality plan</i>
Internationalization and international perspectives are promoted in the programme	<i>That the program has a clear global profile both in terms of student distribution as well as in the teaching content - but also that</i>	<i>The COVID-19 pandemic made exchanges a challenge. Now it is easing up. The long-term aim is to</i>	<i>Continuous</i>	<i>Continuous</i>	<i>PD in collaboration with programme management</i>	<i>PD has continual dialogue with the department, teacher's group, representatives of the international committee and</i>	<i>Programme quality closure and programme quality plan</i>

	<i>students and staff that are interested in international exchanges are given the opportunity to go abroad</i>	<i>establish an additional exchange agreement with a university in a LMIC setting including staff and student exchange that is also aligned to the faculty staff/research priorities. Internationalization within the education itself is an integral part of the education</i>				<i>programme management</i>	
Gender equality and equal treatment are integrated in the programme	<i>That equal treatment and gender neutrality is addressed as a common theme within the program</i>	<i>Analysis of gender perspectives within the programme Ensuring that courses, when applicable, relate to gender perspectives</i>	<i>Continuous</i>	<i>Continuous</i>	<i>PD in collaboration with programme management</i>	<i>PD continuously discusses with programme management, students and teachers Course closures will include a report of if and how gender perspectives are included in the course and how this is reflected in learning outcomes, teaching activities and examination.</i>	<i>Course quality closures, programme quality closure and programme quality plan</i>
Relevant perspectives in sustainable development is promoted	<i>That sustainable development is addressed as a common theme within the program, when applicable</i>	<i>Ensuring that courses, when applicable, relate to sustainable development</i>	<i>Continuous</i>	<i>Continuous</i>	<i>PD in collaboration with programme management</i>	<i>Course closures will include a report of how sustainable development is included in the course and how this is reflected in learning outcomes, teaching</i>	<i>Course quality closures, updated course syllabi and the programme quality closure 2023</i>

						activities and examination.	
The program markets itself towards relevant students	<i>That we reach relevant potential students with relevant information</i>	<i>1. Through the quality assurance system learn more about how we should market the program most effectively 2. Update the messaging and choice of communication channels</i>	<i>1. October 2020 2. August 2021</i>	<i>1. June 2023 2. April 2023</i>	<i>PD in collaboration with programme management</i>	<i>PD, in collaboration with the programme management will select quality themes per semester/year and establish regular or adhoc working groups tasked based on the quality themes.</i>	<i>Programme quality closure and programme quality plan</i>
The program enrolls relevant students	<i>That the admissions process is able to select relevant students</i>	<i>1. Document the criteria used to evaluate program applications 2. Update the criteria 3. Update the application requirements</i>	<i>1. October 2020 2. November 2020 3. November 2020</i>	<i>1. October 2020 2. February 2023 3. October 2022</i>	<i>PD in collaboration with programme management</i>	<i>PD, in collaboration with the programme management will select quality themes per semester/year and establish regular or adhoc working groups tasked based on the quality themes.</i>	<i>Programme quality closure and programme quality plan</i>
Students with specific needs get timely and adequate support	<i>That students with specific needs - relating to student welfare issues, academic support and support to conduct international student exchanges - get timely and adequate support</i>	<i>Continuously follow-up the criteria within the program management and with subsequent support functions.</i>	<i>Continuous</i>	<i>Continuous</i>	<i>PD in collaboration with programme management</i>	<i>Continuously follow-up the criteria within the programme management (including student counselor). Inform course leaders of students with rights to pedagogic support prior to the start of the course during the course start up meetings</i>	<i>Programme quality closure and programme quality plan</i>



**FACULTY OF
MEDICINE**

Quality plan – Faculty of Medicine

The Master's Programmes Board
Master's Programme in Public Health

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