



LUND
UNIVERSITY

Master's Programme in Public Health

PROGRAMME QUALITY CLOSURE AND QUALITY PLAN 2022

Summary of programme quality closure

Results – focus on strengths and weaknesses

Applications and enrollment into the programme: In autumn 2021, the MPH programme welcomed 41 students into the programme from about 21 countries, out of which 2 dropped from the very start of the programme. We remained with 39 programme students that begun in autumn 2021 (excluding exchange students). The application to the programme and enrollment levels have remained relatively high despite the challenges posed by COVID-19 during the past two years. On January 17, 2022 the admission round for the autumn 2022 closed and the MPH programme received 1475 applications, with 571 applicants ranking the programme as priority 1 (comparative figures for 2021 were 1350 applications and 470 priority 1 respectively).

Teaching and learning: The 2021 academic year begun with an updated decision regarding COVID-19, that no education for groups larger than 50 students would be held on campus. However, since the MPH programme has student groups of less than 50 in each year group, the lectures begun on campus, while observing COVID-19 protocols as much as was possible. When students in the classes tested positive for COVID-19, a decision was made (after consultations with the Master's programmes board (PNM) chairperson and vice dean of the faculty) to move classes from on-campus to online for a period of 1-2 weeks, after which teaching and learning returned to campus. This decision was taken to prevent further spread of infection in the groups and proved to work.

The MPH-programme arranged a short series of data management sessions for the semester 1 students in autumn 2021. The purpose of this series of online-based workshops was to ensure that all students have the necessary basic data management skills to participate effectively in all subsequent courses that require some ability to managing, analyzing, and presenting data. The series consisted of 3 one-hour workshops (session 1: planning and conducting a study, session 2: basic data management using a spreadsheet software and session 3: introduction to Stata). This workshop series received positive feedback from students and will be offered again in autumn 2022, but will be in-class instead of online. It will be re-evaluated after autumn 2022.

New MPH organizational structure: From autumn 2021, a new organizational structure was developed within the MPH programme and implemented in the beginning of the spring semester 2022. The new organizational structure includes a programme management that meets every two weeks and comprises: the programme director, the programme coordinator, a teacher representative and two student representatives. The student counselor also participate in the management meetings. This constellation has so far shown to be positive in providing a platform for improved information flow within the programme, as well as clearer communication at the different levels within the programme. There is an external advisory group which is intended serve as a platform to discuss questions related to the programme that can benefit from external input. The aim of the advisory group is also to have a continued surveillance of the global health landscape, to engaged in dialogue, for continuous development, and to contribute to programme quality. There is a teachers' group which is an important core of the programme. The organization within the teachers' group takes the form of regular teachers' meetings (3 times a semester), one kick-off meeting per semester, as well as regular updates from programme management and working groups if needed. When needed, adhoc committees are set up and given specific tasks to perform. Such committees could be comprised of teachers only, students only or a mix of both teachers and students. Student engagement is essential in this structure and occurs at different levels. Aside student representatives in the different boards and committees within the faculty, there is student representation in the MPH programme management. There are also class representatives whose role is to communicate directly with the course leaders in matters specific to a particular course. Besides that, we have direct communication between programme management and students in a form of open forum where all students are invited to meet, get updated and discuss programme related questions and issues with the programme management.

Programme quality processes: In spring 2022, the programme introduced thematic working areas as a way to systematically work with quality within the programme based on the programme quality plan. During spring 2021, two themes were identified, which included: 1) Pre-enrollment and 2) Program curriculum and course design. These thematic areas stem from two program quality objectives as follows 1) That the curriculum and course learning objectives are closely aligned with the

demands of the public health labor market. 2) That program quality is continuously scrutinized and improved through a systematic approach

Five expected outputs were developed for working with these quality objectives, with the first output being to map essential public / global health knowledge & skills, as well as specialized knowledge and skills that should be offered (but not compulsory) to MPH students. The second output was to have overview of the current MPH curriculum, in relation to the mapping of essential and specialized knowledge & skills, with an action plan to suggest prioritized improvements. The third required each course to be mapped based on knowledge & skills needed (when starting) and knowledge & skills developed after completing the course.

For these, a time plan was set up from spring 2022. There was a documented group discussion within the teachers' group on what they see as essential public health knowledge and skills. The student representatives initiated a survey to current students on their motivation for choosing the MPH programme at LU. There was mapping done on an overview of curriculum for master's in public health programmes in Sweden and abroad. A first working group (Essential and Specialized public/global health knowledge & skills mapping) was set up with 2 teachers who had interviews with bench-marked organizations in the public health labour market. An alumni survey was also designed and sent out to about 400 alumni.

The working group on skills and knowledge, using the interviews with the potential employers for the MPH graduates, preliminary results of the alumni survey, programme curriculum overview and results of the student survey, summarized their results and presented it both orally and in writing (distributed among teachers and MPH staff and presented to students within the programme). Summary from the interviews indicated the following essential common skills that are expected of MPH graduates 1) Analytic skills/problem solving (ability to critically analyse and quality assess scientific literature; ability to approach a problem scientifically). 2) Communication - in writing, in presentation (ability to adapt to different target groups). 3) Collaboration (with different functions and competences (internal & external actors)). Findings from the interview indicated that specialised knowledge/skills in the area of Epidemiology/Statistics & specific subject knowledge are essential. From the interviews, based on experiences of the employers, suggested areas for potential improvement included, writing skills, presentation/communication skills as well as preparing the students with a "repertoire" of different writing and presentation skills.

Summary of results from the 2022 alumni survey: The alumni survey was sent out in April 2022 and closed on August 31st, 2022. 96 MPH alumni responded to the survey. Majority of the alumni are employed within fields public health, 36% are currently employed in Academia, and only 5% in non-public health related areas. The last few years 50% had public health employment within 3 months from graduating. Most people who worked outside public health before MPH found jobs within public health. When asked about what skills from the programme they find most useful in their work, the response was similar to that found from the interview with the labour market. The most mentioned skills were project management (22,4%), writing (22,4%), presentation and communication (22,4%), analytical skills (14,3%), critical thinking (10,2%) and results-based management, monitoring and evaluation (8,2%).

Course mapping: A template was developed in spring 2022, which was used to map the knowledge and skills for each course. When creating the framework, the output from the working group on knowledge and skills were considered. In addition, we used the "WHO-ASPHER Competency Framework for the Public Health Workforce in the European Region" and the Solo taxonomy. The template, which composed of three main "competency categories" namely, 1) content and context, 2) relations and interactions and 3) performance and achievement were filled out by all course leaders. The data was analyzed and summarized to have an overview of knowledge and skills areas that students are expected to possess upon entry into the course and what knowledge and skills they are expected to gain upon completion of the course (based on the course syllabus and teaching and learning activities). The results were analyzed albeit there were challenges in drawing clear conclusions from that analysis (see possible explanation below).

Working routines within the MPH programme: There has generally been continuous improvement in clarifying working routines within the MPH programme (see details and explanation below)

Possible explanations

COVID-19 and teaching and learning: The changes in COVID-19 regulations over the period until spring 2022 posed logistic challenges, but the general quality of education was not compromised. One of the possible reasons might be due to better preparation and adaptation of both teachers and students from the experiences of earlier COVID restrictions/online teaching and learning the previous academic year (2020/2021).

The new MPH organizational structure: The guiding principles behind the new organizational structure introduced in spring 2022 is to: continuously maintain high quality & competitive programme based on current situational analysis of the global community, have an organization that is transparent, with clear organizational structure including clarity on how and where decisions are taken. That decisions are well grounded and teachers, administration and students have shared responsibility, feel involved and shared ownership. These form the basis for the organizational structure and related activities/results presented in the previous section.

Course mapping: The analyses of the data from the knowledge and skills course mapping gave an overview of areas that are adequately covered within the programme and areas which are lacking as per the competency categories. Although the results also give some overall indication of progression within the different areas according to the MPH programme structure, we could not draw detailed and concrete conclusions partly due to the differing levels of understanding among the course leaders by the time of filling out the template and assigning solo taxonomy levels for the different knowledge and skills categories.

Routine for course start up meetings: The routine for course start up meets has been clarified and documented as follows. The responsible programme secretary and course leader book a course start-up meeting 6 weeks before the start of the course and goes through the points below. The document is shared with the programme director after the meeting and archived at the MPH server. Issues arising from the course start-up meeting that need attention from the programme are then followed up. The list of items on this check list is updated continually (latest update included informing teachers ahead of course start if there are students with right to pedagogical support in the course).

Routine for course quality closures: The routine for course quality closures was clarified and updated in spring 2022 in line with the process for continuous quality improvement within the programme. Below is an outline of the process. The course administrator sends the course evaluation and the template for course quality closure to the course responsible. The course responsible is given 1 week (5 working days) to submit the course quality closure after they have received the template and course evaluation from the course administrator. The course responsible writes the course quality closure and sends it to the course administrator. The course administrator sends the course quality closure to the programme coordinator who adds it to the agenda for the upcoming programme management (PM) meeting. It is preferable that course responsible participate in the PM meeting. PM reads the course quality closure before the PM meeting. At the PM meeting, the course quality closure is reviewed and the student representative signs, if the course quality closure is "approved". The course administrator files the course quality closure after which the programme coordinator publishes the course quality closure on Canvas.

Suggestions of measures and further development

A working group on programme curriculum and course design was set up in spring 2021 and initial meetings were held in the summer. One discussion is on the possibility of creating specialized tracks within the MPH programme. Going forward, we will have further dialogues and discussions on: 1) whether or not the tracks are needed? 2) what potential consequences might play out should we have tracks and increased student intake (example: financing, teaching capacity, logistic demands such as large classrooms for mandatory sessions, adapting teaching pedagogics to suit larger student groups etc). 3) should the tracks if needed complement the current curriculum or replace the current curriculum? 4) If we should develop tracks, should the tracks be content-based specialized tracks or tool-based specialized track? 5) what minimal credits (ECTs) are needed to fulfill a specialized track? 6) How do we leverage on the strengths within the faculty/university. These are important questions that will

require some time to work with and therefore the programme will continue to work with this for autumn 2022 and continue into spring 2023.

Workshop on assessment criteria/rubrics (for MPH teachers): First held in spring 2022. There will be a follow up in autumn 2022. We plan to take a step further to develop general rubrics at the programme level for different kinds of examinations (example course paper, presentation etc. This should be done and finalized by spring 2023.

We plan to strengthen linkages between education at the MPH programme and research within public health at the faculty, including increasing opportunities for MPH students to do internship or write thesis with existing research groups. In the coming semesters, the programme intends to have dialogue with the research group social medicine and global health (SMGH) where many of the teachers within the MPH programme are based, to jointly organize a social activity where both students and researchers working within public health at the faculty could be invited. Another plan is to invite researchers within the faculty to a seminar/series of seminars where different researchers could present their ongoing projects to students. This will be discussed further, and students will be engaged to give input and take active role this process.

Part of the plan for mapping core knowledge and skills essential to MPH students is that eventually, these knowledge and skills will be converted into a competence framework for the programme and will be tagged in QPS as well for our quality work, student progression and portfolio among others.

To continually improve the development of the programme, clear communication and decision within the programme, the MPH organisational structure will be evaluated at the end of spring 2023 and adjustments can be made as needed.

Further discussions are planned for autumn 2022 regarding streamlining the MPH programme's work with the contact librarian and academic support centre on information literacy/progression and academic writing respectively.

The programme in figures

Number of students that applied to the programme 2021:	1350
Number of students that applied to the programme 2021 with prio 1:	470
Number of students that applied to the programme 2022:	1476
Number of students that applied to the programme 2022 with prio 1:	571
Number of new programme students accepted 2021:	115
Number of new programme students accepted 2022:	130
Number of new programme students that were registered 2021:	41
Number of new programme students that were registered 2022:	43
Funding agreement targets 2021 (MKr)	11.8
Result accounted for 2021 – (HST+HPR)	11.4
Number of full-time equivalent students 2021 (HST):	78
Number of annual performance equivalent 2021 (HPR):	75
Number of degrees awarded 2021:	43
Budget for 2021:	10.4
Economic result 2021:	-0.4
Budget for 2022:	11.4
Number of teachers involved (>2h):	

Representatives in committees

Programme director: Benedict Oppong Asamoah

Programme steering committee:

(programme management)

Elena Lirakis (programme coordinator)

Tobias Herder (Teachers' representative)

Barbara Bitwire, Jodi Kosumba (Students' representatives)

Susanne Destow (student counselor)

International committee:

Tobias Herder + 1 student representative

Examination committee:

Martin Stafström + 1 student representative

Student welfare committee:

Johan Jarl + 1 student representative

Other working groups or committees:

PNM - Anette Agardh, Tobias Herder



**FACULTY OF
MEDICINE**

Programme Quality Closure 2021/2022
Master's Programme in Public Health

Appendixes

1. List of courses
2. Quality plan 2022
3. Course quality evaluations

Appendix 1. List of courses

Course code	Course name	Credits (ECTS)	Semester*	# of students	# passed the course	Course closure available
MPHP31	Global Public Health	7,5	Sem 1	42	41	yes
MPHP17	Sexual and Reproductive Health and Rights	7,5	FS	29	29	yes
MPHP33	Public Health Nutrition	7,5	FS	21	20	yes
MPHP22	Epidemiology	7,5	Sem 1	38	37	yes
MPHP23	Biostatistics	7,5	Sem 1	38	38	yes
MPHP24	Qualitative Research Methods	7,5	Sem 2	38	38	yes
MPHP25	Health Policy	7,5	Sem 2	37	37	yes
MPHP26	Health Economics and Health Systems	7,5	Sem 2	38	38	yes
MPHP27	Health Promotion	7,5	Sem 2	39	39	yes
MPHP28	Leadership and Professional Perspectives in Public Health	7,5	Sem 3	39	37	yes
MPHP34	Cost effectiveness and impact evaluation	7,5	Sem 3	9	9	yes
MPHP16	Internship	7,5	FS	5	5	no
MPHP35	Internship	7,5	FS	20	20	no
MPHP29	Applied Public Health Research Methods	7,5	Sem 3	38	36	yes
MPHN40	Thesis	7,5	Sem 4	44	31	yes
			Sem 1			no
			Sem 1			no
			Sem 1			no

* FS: Free standing