



ENVIRONMENTAL
HEALTH AUSTRALIA

Environmental Health Australia

**Environmental Health
Course Accreditation Policy**

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1.0 Purpose

This document has been developed to provide environmental health educational institutions in Australia and New Zealand with information on Environmental Health Australia's (EHA's) environmental health course accreditation policy and process.

2.0 Background

It has been a longstanding goal of EHA to have entry into the environmental health field through the Higher Education Sector. This policy describes how this can be achieved either through undergraduate or postgraduate courses of study. In the higher education sector, universities set objectives and academic requirements for programs/courses having regard to advice from relevant professional bodies, employer groups, and from peer review processes. The Australian Quality Framework (AQF) sets out characteristics of learning outcomes for each qualification in Australia. The Framework states that:

“Australian Universities, wherever their location and whatever their selected profile, must enable their graduates to operate anywhere, and in any sphere, at a level of professionalism consistent with best international practice, and in a way that embodies highest standards of ethical practice.”

The Vocational Education and Training (VET) Sector qualifications are based on nationally endorsed competency standards where they exist or on competency standards developed by relevant industry, enterprise, community or professional groups. For this reason, VET Sector qualifications do not form a part of this policy.

EHA has arranged mutual recognition of environmental health education with the New Zealand Institute of Environmental Health. Other international programs may be recognized by EHA and these are assessed on a case-by-case basis using the framework in this document.

This policy outlines the range of required attributes and capabilities of a graduate from an EHA accredited course/program of study in environmental health, and is consistent with the implementation of Outcomes Based Education (OBE) in Australian universities.

Further information on EHA accredited courses and membership is accessible through EHA's website: www.eh.org.au

3.0 Accreditation Framework

EHA Environmental Health University Program Accreditation Framework (EHUPAF)

The following section of the policy describes the EHA Environmental Health University Program Accreditation Framework (EHUPAF). The requirements of the EHUPAF provide the basic foundation for the education of an Environmental Health Officer, and universities are required to benchmark their program against the literacies and the graduate attributes and abilities outlined in the Framework.

This policy recognises that the requirements of the EHUPAF can be met through either undergraduate or postgraduate education pathways, with the postgraduate pathway building on the capabilities gained through completion of an appropriate undergraduate degree (that may have been gained in a range of discipline areas).

In regard to the undergraduate education pathway, this policy recognises that all of the required capabilities and attributes will have been obtained from that program and thus the undergraduate program alone is charged with providing the skills base for that graduate including any component of professional practice. Where the graduate has obtained their qualification to practice through the postgraduate education pathway, it is recognised that the graduate will have obtained some skills not only from the program being accredited, but also from their previous undergraduate program and any employment experience they may have gained. Thus the accreditation process will reflect this and will look carefully not only at the postgraduate offering of the institution seeking accreditation, but also at the entrance qualifications they have set for admission to that program to ensure that the combination of previously acquired knowledge and postgraduate knowledge taught in the program being accredited equips its graduates to have the required range of attributes and capabilities to become practising environmental health officers.

Inherent in the EHUPAF is recognition of the significant role Environmental Health Officers have in protecting the community through the effective administration and enforcement of public health and environment legislation. As such, there is an expectation that all graduates from EHA approved courses will be eligible for appointment as 'authorised officers' under the relevant state legislation. Therefore, all EHA approved courses should provide appropriate training to ensure that their graduates fulfil the criteria for appointment under relevant legislation in the state in which the academic institution is based.

3.1 Graduate attributes and abilities

It is recognised by the profession and EHA that university trained graduates from all disciplines should have a range of attributes which are fundamentally generic and translate to any profession. These include such abilities such as synthesis of information, communication skills, commitment to lifelong learning and the ability to think creatively and reflectively. In Table 1, eight (8) generic attributes have been identified (listed in column 1) which can be translated into a range of more specific abilities in the context of the environmental health discipline (in column 2). Thus, column 2 represents the more targeted requirements of graduates of EHA accredited environmental health courses.

Table 1 Generic attributes and specific abilities of environmental health graduates

Generic attributes of all degree qualified graduates	Targeted specific abilities of Graduates of EHA accredited environmental health courses
Apply relevant knowledge, principles and concepts to workplace needs	<ul style="list-style-type: none"> • apply basic public health science principles and concepts to issues of concern • understand the discipline of environmental health, its theoretical underpinnings and spheres of operation • use quantitative and qualitative methods for monitoring, assessing and evaluating events
Communicate effectively	<ul style="list-style-type: none"> • exchange of information with colleagues, practitioners, clients, policy-makers, interest groups and the public • have appropriate interpersonal skills • facilitate conflict resolution within agencies, community and regulated parties • persuasively argue for the value and importance of environmental and public health
Access, evaluate and synthesise information	<ul style="list-style-type: none"> • identify and access information sources and compile relevant and appropriate information when needed • analyse data, recognise meaningful test results, and interpret results • evaluate the effectiveness, performance or results of procedures, interventions and programs
Are committed to lifelong learning (utilise lifelong learning skills)	<ul style="list-style-type: none"> • responsible for making change • adapt effectively to change • take responsibility for their own learning and development. • critically evaluate personal beliefs and assumptions
Demonstrate international and cultural awareness and understanding	<ul style="list-style-type: none"> • recognise individual and collective human rights • recognise the importance of cultural diversity and sensitivity • think globally
Apply professional skills	<ul style="list-style-type: none"> • work independently and in teams • demonstrate leadership • understand and demonstrate professional behaviour • demonstrate ethical practices • employ systems-thinking skills
Use technologies appropriately	<ul style="list-style-type: none"> • learn to use new technologies • decide on appropriate applications, recognising their advantages and limitations
Think critically, creatively and reflectively	<ul style="list-style-type: none"> • apply logical and rational processes to analyse the components of an issue • think creatively to generate innovative solutions • undertake systematic problem-solving • employ principles of project management

3.2 Environmental Health Literacies

In addition to the more targeted general attributes and abilities of an environmental health graduate, the EHUPAF incorporates the following seven (7) environmental health literacies which are considered to reflect the core concepts and guiding principles of the discipline of environmental health: public health principles; environmental health and sustainable development principles; foundation sciences; foundational environmental health practice; environmental health risk assessment and management; environmental health law; and environmental health management and administration functions. These literacies form the content area for environmental health education.

A. Public health principles

Core concepts and guiding principles include:

- International public health issues and initiatives eg. Health for All, Ottawa Charter.
- The interaction between human lifestyles, consumption patterns, urbanisation and health.
- Social inequalities in health
- The role of cultural, social and behavioural factors in determining health status and the delivery of health services
- Cultural, physical and socio-economic aspects of Indigenous health issues
- Philosophy and principles of health education and health promotion in the context of public and environmental health
- Participatory planning within a needs assessment framework
- The 'settings approach' to health
- Foundation principles of learning and behaviour change
- Principles of occupational health and safety
- The health status of populations, determinants of health and illness specific to populations, factors contributing to 'lifestyle' disease and disease prevention and environmental health promotion

B. Sustainable development and environmental health principles

Core concepts and guiding principles include:

- The concept of environmental determinants of health
- The historical development and current paradigms pertaining to the discipline of environmental health in Australia and overseas e.g. transition from traditional through industrial to ecological systems



approaches, Agenda 21, Australian Charter for Environmental Health

- Links between good health and the state of the environment and the need to protect people from hazards in the environment that pose a risk to health
- Principles of environmental health justice and equity, intersectoral collaboration, public participation, democratic principles, international cooperation
- The interdisciplinary nature of environmental health issues and the health outcomes approach
- Promoting healthy environments through sustainable development thinking
- The complexity of population change, resource management and climate change
- The links between environment and society, economics and environment, politics and environment, and environmental health development
- Principles of environmental protection, ecologically sustainable development and the precautionary principle
- Impacts of global and local pollution and environmental degradation
- Resource depletion and consumption and environmental protection

C. Foundation sciences

Core concepts and guiding principles include:

Level 1 subjects

- Principles of physical, chemical and biological sciences
- Principles of anatomy and physiology relating to disease mechanisms
- Principles of microbiology relating public health issues
- Principles of environmental epidemiology and biostatistics, including quantitative and qualitative methods for monitoring, assessing and evaluating disease episodes
- Environmental health promotion theory and practice.
- Basic environmental toxicology

Level 2 subjects

- Basic disease aetiology and epidemiological methodologies used for investigation, controlling and managing communicable and non-communicable diseases in the context of disaster/emergency management, vector control, immunisation, skin penetration, food safety, and other environmental health scenarios.

D. Foundational Environmental Health Practice

It is recognised that the roles and responsibilities of EHOs are governed by state-specific legislation and as such there is an expectation that all graduates will be eligible for appointment as 'authorised officers' under the relevant environmental health legislation. As such, literacies that reflect the legislative roles and responsibilities of EHOs should be adequately addressed. Examples of some of the literacies that relate to state-specific roles include:

- Principles of environmental protection and pollution management.
- Dangerous goods safety management/flammable and combustible liquids storage.
- Public/municipal health planning.
- Emergency/disaster management.
- Regulation of drugs and poisons and associated issues (eg. pest management, tobacco regulation)

In addition, all graduates should be familiar with the following: Principles of food safety and water quality, including food and water borne illness; illness outbreak investigation; food safety law; drinking water guidelines; food and water safety surveillance; food safety risk management (eg. HACCP and food safety programs); food safety auditing; food premises design and approval processes.

E. Environmental Health Risk Assessment and Management

Core concepts and guiding principles include:

- The determinants of health in the environment, i.e. physical, chemical and biological stressors and pollutants that affect population health
- Risk framework outlining the scientific method of environment health risk assessment which incorporates epidemiology and toxicology
- Science of EH hazards and pollutants including the importance of research to provide new evidence
- Exposure assessment of EH hazards
- Risk assessment and risk management practices pertaining to a range of EH issues, and in particular for food safety; environmental pollution/protection – contaminated land, solid and hazardous wastes, water and wastewater, air and noise pollution, dangerous goods and the built environment.

F. Environmental Health law

Core concepts and guiding principles include:

- History and approaches to law and the application and



enforcement of environmental health legislation

- Basic government functions and principles of law
- Principles of governance
- Environmental health legislation (statutes and regulations) and the legal system. Examples of appropriate areas of legislation include (depending on state specific responsibilities of EHOs): public health, food safety, environmental protection, dangerous goods, pest management, infection control, tobacco control, accommodation standards, disaster management, planning and local laws.
- Legal, governmental and administrative frameworks within which the environmental health system operates, including limitations and constraints

G. Environmental health management & administration functions

Core concepts and guiding principles include:

- Historical development, structure and interaction of public and environmental health and health care systems
- Purpose and functions that an environmental health service provides, including environmental health and protection programs, risk management, risk communication, inter-sectoral cooperation, community consultation, education, training and research
- Formulation and implementation of strategic policies relating to environmental health matters, including evaluation of the impact and effectiveness of policies
- The role of cultural, social, and behavioural factors in determining the delivery of government environmental health services
- Political and economic influences and implications on environmental health management and administration
- Methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socio economic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences
- Elements of organisational behaviour including the behaviour of the individual, groups, community and the workplace
- Environmental health auditing
- Provision of environmental health advice to management and the community
- Research capability to interpret data and reports and to enable proactive responses to future issues
- Management of environmental health projects, including budgetary and financial processes.

3.3 Linking graduate attributes and literacies to provide qualified professionals

There are a number of ways in which programs of study ensure that their graduates attain the attributes which EHA accreditation requires and also cover the content areas and contextual background necessary for accreditation. Selection of an appropriate route to achieve this dual objective is left to the course organisers, provided they can demonstrate to the satisfaction of the Accreditation Panel that graduates of their program have not only the acquired generic attributes, but also the breadth of background in content and process to operate as effective EH professionals.

To assist the accreditation process, however, and to ensure that it is as consistent as deemed necessary across different educational establishments and accreditation teams, the text contained in Appendix 1 provides tabulated examples of how each of the generic skills which accredited EH degree graduates are expected to demonstrate (from Table 1 column 2) can be mapped to the range of literacies (identified earlier) to determine whether a program and its graduates are meeting the needs of the profession.

4.0 Undergraduate Programs

In addition to benchmarking/alignment of undergraduate programs with the EHUPAF, the following general requirements also apply for undergraduate programs that are intended to qualify students as environmental health officers.

Entry Level

Entry to the program is subject to the entry requirements of the individual University.

Course Length

Course length is to be a minimum of three (3) years full-time (i.e. six semesters) or the part-time equivalent (e.g. 6 years part-time).

Workplace Practical Experience

Students are required to gain practical skills and knowledge in a workplace practicum as part of the undergraduate program before they will be professionally accredited to practice as EHOs. The length of the practicum is a minimum of six weeks or equivalent.

5.0 Postgraduate Programs

Role of Postgraduate Education

This policy recognises that students undertake postgraduate education to fulfil a range of professional goals. As such, the main motivations for undertaking postgraduate education in environmental health are identified as:

1. Having an interest in Environmental Health: persons interested in environmental health but who do not want to practice as an 'Environmental Health Officer' (EHO), may choose to study a range of environmental health subjects/units (eg. undertake a 'minor') while undertaking a postgraduate program such as a Master of Public Health degree;
2. Professional Development for non-EHOs: for persons who work in or are trained in a closely aligned field and want to enhance their skills in environmental health. This form of postgraduate education may provide generic or specialist training in environmental health that builds on the existing professional specialty of the person (eg. could be an architect who predominantly works in sustainable urban design, or could be someone involved in air pollution monitoring/research);
3. Professional Development for EHOs: practising EHOs may wish to undertake professional development in specific environmental health/technical areas (eg. risk assessment), in management (eg. MBA), or in research (eg. PhD); and
4. Wanting to become an EHO: for people who want to become an EHO and already hold an undergraduate degree. The role of this form of postgraduate education is to provide training to enable the graduate to practice as an EHO. This training provides an entry pathway into the profession that is alternate to but complimentary to the traditional undergraduate pathway.

Purpose of this Policy

The purpose of this policy is to provide accreditation guidelines for postgraduate education that is designed to provide training to practice as an EHO (ie. only Option 4 above). Even though the other purposes/roles of postgraduate education in environmental health are acknowledged as playing an important role in the training and development of the environmental health workforce, they are currently outside of the scope of this accreditation policy. The development of this policy is in response to industry needs/market forces and provides an additional entry pathway to practice as an EHO without compromising professional standards.

Guidelines for Postgraduate Education

As the EHUPAF is identified as 'the basic foundation for the education of an Environmental Health Officer', the capabilities (i.e. *literacies, attributes and abilities*) of a graduate from an 'EHA accredited' postgraduate program of study should therefore align with the EHUPAF.

It is recognised that this form of postgraduate education in environmental health builds upon the graduate capabilities obtained through undergraduate education. As such, the capabilities of a graduate who has undertaken this pathway of study should be considered as being achieved through *the combination* of both their undergraduate and postgraduate education.

The following elements are considered as being foundational for achieving the EHUPAF graduate capabilities through a postgraduate education



pathway:

- As environmental health is an applied science discipline, postgraduate education should build upon a minimum level of competence in foundation sciences (i.e. *Environmental Health Literacy C*).
- The capabilities that all undergraduate degree graduates hold are recognised and should not necessarily be reiterated in the postgraduate training – the purpose of the postgraduate education is to build upon these existing capabilities.
- The undertaking of a workplace practicum/practical work experience in environmental health is highly recommended for postgraduate students to allow for the consolidation of theoretical knowledge through practical experience and to also assist with the study-to-work (or change of career) transition. It is acknowledged that many students undertaking postgraduate environmental health education will have a range of work experiences (some in the environmental health field), and so the experiences and work-related attributes and abilities of these students should be recognised and highly regarded.

Given these fundamental elements, it is considered that postgraduate education programs in environmental health which have been devised to provide an end-point of qualification to practice should focus on the *Environmental Health Literacies* identified in the EHUPAF, with many of the *Graduate Attributes and Abilities* of the EHUPAF having been primarily gained through appropriate undergraduate education. To illustrate how this combination of *literacies, attributes and abilities* can be obtained, the following pathways are considered to align with the EHUPAF:

- Completion of a *Graduate Diploma in Environmental Health* or similar qualification that has as its purpose the training of graduates to practice as EHOs, plus completion of an appropriate undergraduate degree (generally in the science or health fields) through which a minimum level of basic science training has been undertaken (eg. one semester full-time equivalent of units/subjects such as chemistry, physics, biology, anatomy and physiology, life science, microbiology). Institutions offering this type of postgraduate program will therefore be required to ensure that appropriate entrance requirements are maintained.

Where a potential entrant to this type of postgraduate program does not have the requisite training at undergraduate level in the basic sciences, they should be required to gain the appropriate knowledge base through a 'bridging' program or similar PRIOR to commencing the postgraduate qualification. The mechanism through which this is offered will vary among educational institutions, but the endpoint of entry to the postgraduate program must ensure that all entrants have a basic grounding in sciences.

- Completion of another postgraduate program of study that can be demonstrated (by the university offering the program) to align with the graduate capabilities of the EHUPAF. This alignment includes completion of an appropriate undergraduate program of study along with any other entry requirements for the postgraduate program deemed essential by the offering institution.

In summary, in addition to benchmarking/alignment of postgraduate pathways of study with the EHUPAF, the following general requirements also apply for postgraduate programs that are intended to qualify students as environmental health officers:

Entry Level

Entry to the program is subject to the entry requirements of the individual University. However, at a minimum this is to be successful completion of an appropriate 3 year undergraduate degree. Some universities may choose to apply entry requirements in regard to content (eg. a minimum level of basic science) or a minimum level of work experience.

Course Length

For Graduate Diplomas, the course length is to be a minimum of one (1) year full-time (i.e. two semesters), or the part-time equivalent (e.g. 2 years part-time = 4 semesters).

For Master's degrees, the course length is to be a minimum of one and a half (1.5) years full-time (i.e. three semesters), or the part-time equivalent (e.g. 3 years part-time).

Workplace Practical Experience

Due to the recognition that many students undertaking postgraduate study have either worked or are currently working in a professional environment, no minimum level of formal workplace practical experience is stipulated. EHA, however places significant emphasis on the gaining of environmental health work experience by students while undertaking a postgraduate program of study and notes that this is highly desirable. The duration and type of work experience relevant for each student should be based on their level of previous experience in relevant EH professions. Given that the quality of workplace practical experience can vary greatly from one organisation to another, rather than stipulate a set time period for gaining practical experience, this policy seeks to establish that pre-determined outcomes listed as 'D: Foundational Environmental Health Practice' have been achieved by all graduates of accredited postgraduate programs.

In some States (eg Western Australia), a specific requirement exists regarding completion of a proscribed period of practicum within the postgraduate education in order for approval to practice as an EHO to be granted. In such cases, education providers may choose to define a course of study which includes within it a significant practical experience component (such as a *Master of Environmental Health* or similar) to denote the additional emphasis placed within the program on gaining of practical experience.

6.0 Course/Subject/Unit Outlines

Universities are expected to define course/subject/unit outcomes and implement assessment programs that assess these outcomes (including electives) in the information provided to the Course Accreditation Committee.

7.0 Quality

As part of the accreditation process applicants will be required to outline the quality assurance and program evaluation mechanisms used in their

university. This includes the regular involvement of relevant industry groups in reviewing/putting into program content and delivery.

8.0 Overseas Qualifications

EHA will recognise qualifications from overseas courses on a case-by-case basis in collaboration with State requirements. New Zealand and the United Kingdom (CIEH) have an established mutual recognition policy with EHA. EHA will take advice from the International Federation of Environmental Health (IFEH) on overseas-accredited courses. Ultimately qualifications will be assessed against the EHUPAF.

9.0 Environmental Health Program Managers

The academic staff member responsible for coordinating the accredited Environmental Health Program should hold accredited qualifications in Environmental Health and be eligible for membership of EHA.

10.0 Course Accreditation Panel

EHA through its Environmental Health Course Advisory Committee will appoint an Accreditation Panel for each accreditation. The Accreditation Panel will consist of the CEO, at least one independent academic and a representative(s) of the profession and/or industry. Consultation with the applicant will be undertaken to finalise the Accreditation Panel composition.

11.0 Accreditation Policy Process Guide

- **Funding**

The University or Institution will be responsible for funding the travel and accommodation costs of Accreditation Panel members.

- **Accreditation Fee**

A Course Accreditation Fee of \$1,000* will apply to recover administrative and marketing costs. The fee will go to the development of the Course Accreditation web site which will introduce all stakeholders to the Course Accreditation Program. All accredited universities will be featured on this site along with in-house banner ads and hyperlinks back to the universities own web site.

** Note: Environmental Health Australia reserves the right to review the accreditation fee depending on specific circumstances of each individual university.*

- **Accreditation Period**

The maximum period for gaining accreditation for an EHA accredited environmental health course is five (5) years. After this time, the university should apply for re-accreditation.

▪ **Accreditation Process**

Appendix 2 and Appendix 3 contain further guidance on the accreditation process.

12.0 Provisional Accreditation Policy Process Guide

EHA Environmental Health Course Advisory Committee recognises that universities developing a new Environmental Health course will require specific guidance and assistance. As such, Provisional Accreditation, a two staged process of the EHA Course Accreditation, can be conducted which ultimately would lead to final Course Accreditation upon the completion of the university course curriculum.

Stage 1

- Universities may apply for Provisional Accreditation upon the completion of 50% or more of their total course curriculum
- Application for Provisional Accreditation is the same process as the EHA Course Accreditation with the university producing a mapping document and an on-site assessment of the course by the EHA Accreditation Panel
- Should accreditation be granted, the EHA Environmental Health Course Advisory Committee will issue a formal letter of recognition and the university may use the term “Provisional Accredited Course” in their marketing materials
- The duration of the Provisional Accreditation is determined by the course development schedule of the university.

Stage 2

- Upon completion of the course curriculum, the university is required to provide the completed mapping document to the EHA Environmental Health Course Advisory Committee.
- The Accreditation Panel will assess the course in its entirety and recommendation for Accreditation will be made in the usual manner to the EHA Environmental Health Course Advisory Committee.

APPENDIX 1: Mapping EH graduate attributes to literacies

The table below illustrates one method of determining whether a course is meeting the needs of the profession by mapping the attributes of its future graduates (taken from Table 1, column 2 in the main text) to ways in which knowledge, skills to attributes may be determined and outlines the context or content areas in which the abilities may be learned, practiced and assessed. These are indicative only and many of the literacies may be demonstrated in other contexts as the academic coordinators deem appropriate.

Table A.1 Example to assist the accreditation team

Attributes of Graduates of accredited EH degree courses	Ways in which knowledge, skills or attributes may be demonstrated	Literacy (Context / Content Area)
Apply basic public health science principles and concepts to issues of concern	<ul style="list-style-type: none"> ▪ Describing factors contributing to health promotion and disease prevention in specific cases ▪ Assessing the health status of populations ▪ Participating in environmental health audits 	A. PH principles B. Sustain. Develop & EH principles C. Foundation sciences D. Foundational Environmental Health Practice
Understand the discipline of environmental health, its theoretical underpinnings and spheres of operation	<ul style="list-style-type: none"> ▪ Understanding the formal legislative and administrative systems within which environmental health agencies operate ▪ Taking environmental health agencies' functions and priorities into consideration ▪ Using knowledge of the social sciences to analyse the effect of environmental health issues on society and society's response to them ▪ Applying the principles of sustainability to environmental health solutions 	B. Sustain. Develop & EH principles D. Foundational Environmental Health Practice E. EH Risk Assessment F. EH Law G. EH Mgmt & Admin
Use quantitative and qualitative methods for monitoring, assessing and evaluating disease episodes	<ul style="list-style-type: none"> ▪ Applying principles of quantitative analysis to research design and interpreting research data ▪ Applying principles of qualitative analysis to research design and interpreting research data 	A. Public Health Principles C. Foundation sciences D. Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin

Attributes of Graduates of accredited EH degree courses	Ways in which knowledge, skills or attributes may be demonstrated	Literacy (Context / Content Area)
<p>Exchange of information with colleagues, practitioners, clients, policy-makers, interest groups and the public</p>	<ul style="list-style-type: none"> ▪ Using articulate, rational and emphatic expression ▪ Listening to others in an unbiased manner ▪ Promoting the expression of diverse opinions and perspectives ▪ Presenting accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences ▪ Communicating effectively both in writing and orally ▪ Soliciting input from individuals and organizations ▪ Advocating for environmental health programs and resources ▪ Using the media, advanced technologies and/or community networks to communicate information 	<p>A. PH Principles B. Sust. Develop & EH Principles D. Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin</p>
<p>Have appropriate interpersonal skills</p> <p>Facilitate conflict resolution within agencies, community and regulated parties</p>	<ul style="list-style-type: none"> ▪ Understanding where and when conflict resolution is required ▪ Listening effectively ▪ Identifying the nucleus of problem and distinguishing it from the symptoms ▪ Negotiating common ground and areas of agreement ▪ Determining willingness of parties to negotiate ▪ Obtaining the necessary resources to resolve conflict 	<p>B. Sust. Develop & EH Principles D. Foundational Environmental Health Practice E. EH Risk Assessment F. EH Law G. EH Mgmt & Admin</p>
<p>Persuasively argue for the value and importance of environmental and public health</p>	<ul style="list-style-type: none"> ▪ Articulating the goals, purposes, problems and needs of environmental health Providing viable solutions to environmental health problems ▪ Explaining the rationale for environmental health regulatory requirements and the value produced by a healthy environment 	<p>A. PH Principles B. Sust. Develop & EH Principles D. Foundational Environmental Health Practice F. EH Law G. EH Mgmt & Admin</p>
<p>Identify and access information sources and compile relevant and appropriate information when needed</p>	<ul style="list-style-type: none"> ▪ Designing and implementing scientific tests, surveys and experiments ▪ Identifying and using a range of information sources (including current relevant scientific evidence) ▪ Gathering information accurately by observation, interview, inspection, survey, examination, assay and research ▪ Collating, sorting, organising and managing data 	<p>B. Sust. Develop & EH Principles C. Foundation Sciences D. Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin</p>

Attributes of Graduates of accredited EH degree courses	Ways in which knowledge, skills or attributes may be demonstrated	Literacy (Context / Content Area)
	<ul style="list-style-type: none"> ▪ Managing information systems for collection, retrieval, and use of data for decision-making 	
<p>Analyse data, recognise meaningful test results, and interpret results</p> <p>Evaluate the effectiveness, performance or results of procedures, interventions and programs</p>	<ul style="list-style-type: none"> ▪ Analysing decision-making processes ▪ Evaluating the impact and effectiveness of policies ▪ Identifying relationships between data sets and other salient information ▪ Critically examining data for consistency, reliability and validity ▪ Making conclusions and drawing inferences from available information or results of analyses ▪ Relating data to research findings and theory ▪ Applying ethical principles to collection, maintenance, use and dissemination of data ▪ Applying and interpreting statistical analyses ▪ Interpolating and extrapolating from data ▪ Recognising the limitations of research 	<p>D. Foundational Environmental Health Practice</p> <p>C. Foundation Sciences</p> <p>E. EH Risk Assessment</p>
<p>Responsible for making change</p> <p>Adapt effectively to change</p> <p>Take responsibility for their own learning and developm.</p> <p>Critically evaluate personal beliefs and assumptions</p>	<ul style="list-style-type: none"> ▪ On-going commitment to rigorous critical thinking ▪ Planning and undertaking independent learning ▪ Critically evaluating their own learning 	<p>A. PH principles</p> <p>B. Sust. Devlpmnt. and EH principles</p> <p>C. Foundation Sciences</p> <p>D. Foundational Environmental Health Practice</p> <p>G. EH Mgmt & Admin</p>
<p>Recognise individual and collective human rights</p> <p>Recognise the importance of cultural diversity</p> <p>Think globally</p>	<ul style="list-style-type: none"> ▪ Applying principles of environmental health justice and equity, democratic principles and international perspectives in devising EH solutions ▪ Interacting sensitively, effectively, and professionally with persons from diverse cultural, socio economic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences ▪ Responding appropriately to current and emerging environmental health challenges identified in communities ▪ Promoting the expression of diverse opinions and perspectives 	<p>B. Sustainable Development and EH</p> <p>D. Foundational Environmental Health Practice</p> <p>G. EH Mgmt & Admin</p> <p>E. EH Risk Assessment</p> <p>F. EH Law</p> <p>G. EH Mgmt & Admin</p>

Attributes of Graduates of accredited EH degree courses	Ways in which knowledge, skills or attributes may be demonstrated	Literacy (Context / Content Area)
	<ul style="list-style-type: none"> ▪ Develop and adapting approaches to problems that take into account cultural, physical and socio-economic aspects of indigenous environmental health issues ▪ Applying scientific understanding in identifying environmental health problems and solutions, both locally and globally 	
Work independently and in teams	<ul style="list-style-type: none"> ▪ Forming productive partnerships and alliances to enhance performance ▪ Collaborating in decision-making processes ▪ Promoting team learning ▪ Leading and participating in groups to address specific issues 	A. Principles of Public Health D. Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin
Demonstrate leadership	<ul style="list-style-type: none"> ▪ Creating key values and shared vision and using these principles to guide action ▪ Using the legal and political system to effect change ▪ Collaborating with groups to ensure participation of key stakeholders 	A. Principles of Public Health E. EH Risk Assessment G. EH Mgmt & Admin
Understand and demonstrate professional behaviour	<ul style="list-style-type: none"> ▪ Undertaking selected duties of an environmental health professional Knowing how public and private organizations operate within a community ▪ Undertaking a range of roles (simulated or real) in environmental health regulation management (<i>e.g. Review and develop environmental health and related legislation, for example food, air, water, waste management, and planning, Enforcement of legislation, Surveillance and monitoring, Investigation of complaints and nuisances, Legal prosecution under legislation</i>) 	D. Foundational Environmental Health Practice E. EH Risk Assessment F. EH Law G. EH Mgmt & Admin
Demonstrate ethical practices	<ul style="list-style-type: none"> ▪ Applying ethical principles to collection, maintenance, use and dissemination of data 	D. Foundational Environmental Health Practice F. EH Law G. EH Mgmt & Admin
Employ systems-thinking skills	<ul style="list-style-type: none"> ▪ Relating the theory of organizational structure to professional practice ▪ Identifying internal and external issues that may impact on delivery of essential 	B. Sust Dev & EH principles D. Foundational Environmental Health

Attributes of Graduates of accredited EH degree courses	Ways in which knowledge, skills or attributes may be demonstrated	Literacy (Context / Content Area)
	environmental health services (i.e. strategic planning) <ul style="list-style-type: none"> ▪ Contributing to the development, implementation, and monitoring of organizational performance standards 	Practice F. EH Law G. EH Mgmt & Admin
Learn to use new technologies Decide on appropriate applications, recognising their advantages and limitations	<ul style="list-style-type: none"> ▪ Using information technology to produce work products ▪ Using available software to perform tasks, keep and update records, communicate and analyse data ▪ Using web-based applications, in particular for searching and retrieving information ▪ Using the media and/or advanced technologies to communicate information 	B. Sust Dev & EH principles D. Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin.
Apply logical and rational processes to analyse the components of an issue Think creatively to generate innovative solutions	<ul style="list-style-type: none"> ▪ Identifying environmental health problems and a range of viable solutions ▪ Designing effective management strategies or safety standards for: <ul style="list-style-type: none"> ▪ physical environment (<i>e.g. Water safety, Recreational water safety, Food safety, Air quality, Waste management, Soil Management, Occupational health and safety, Injury prevention, Noise control, Radiation health</i>), ▪ biological hazards (<i>e.g. Control of insects and other pests, Vector borne disease control, Microbiological control</i>), and ▪ chemical hazards (<i>e.g. Development of safety standards for air, water, waste water, soil and food, Health risk assessment and management of contaminated sites, Pesticide safety, Control of drugs, poisons and therapeutic goods, Toxicology, Tobacco control</i>) ▪ Presenting recommendations and priorities that demonstrate an understanding of economic and political issues and restrictions 	B. Sust Dev & EH principles D Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin.
Undertake systematic problem-solving	<ul style="list-style-type: none"> ▪ Formulating appropriate solutions to environmental health problems e.g. by <ul style="list-style-type: none"> ▪ determining the nature of a problem and clearly articulating research findings ▪ taking appropriate measures to resolve a research problem or present a 	A. Principles of Public Health B. Sust Dev & EH principles D. Foundational Environmental Health Practice E. EH Risk Assessment

Attributes of Graduates of accredited EH degree courses	Ways in which knowledge, skills or attributes may be demonstrated	Literacy (Context / Content Area)
	<p>range of solutions</p> <ul style="list-style-type: none"> ▪ Undertaking health impact assessments ▪ Preparing a risk assessment and viable risk management and development strategies 	<p>G. EH Mgmt & Admin.</p>
<p>Employ principles of project management</p>	<ul style="list-style-type: none"> ▪ Planning, implementing, and maintaining fiscally responsible programs and projects, e.g.: <ul style="list-style-type: none"> ▪ Formulating goals and objectives; ▪ Identifying and consulting with stakeholders; ▪ Developing a financial budget; ▪ Designing action steps; ▪ Organising one’s own work and that of others; ▪ Managing resources; ▪ Setting and striving towards management goals; ▪ Measuring outcomes, monitoring results, assessing performance and recommending further action; ▪ Perceiving issues from a variety of standpoints; ▪ Developing specific health plans and strategies – including: <ul style="list-style-type: none"> ▪ implementing health protection practices in emergency situations ▪ incorporating environmental health impact assessments into planning standards ▪ developing Assessment Protocols and Town Planning Schemes ▪ undertaking surveillance and monitoring ▪ evaluating health standards for housing and accommodation ▪ designing and undertaking health promotion strategies 	<p>A. Principles of Public Health B. Sust Dev & EH principles D. Foundational Environmental Health Practice E. EH Risk Assessment G. EH Mgmt & Admin.</p>

APPENDIX 2: Proposed Stages for Five Yearly EHA Accreditation

STAGE 1

- The University or other Provider requests accreditation from EHA;
- Application for accreditation can be forwarded to the EHA CEO with a minimum of 60 days notice.

STAGE 2

- The Chair of the EHA Environmental Health Course Advisory Committee and CEO, after consultation with the applicant, will establish the Accreditation Panel and Accreditation Agenda

Accreditation Panel

The Accreditation Panel will consist of:

- EHA CEO;
- a representative of the appropriate EHA Branch; and / or
- a minimum of one and a maximum of three Industry Representatives, including representatives from the relevant state agencies responsible for environmental health legislation;
- an environmental health academic from another Accredited University in Australia who is a member of EHA;
- the Chair of the EHA Environmental Health Course Advisory Committee (usually for new courses)

Review of Course Information

Prior to the accreditation process the Accreditation Panel will complete a review of the program/course information provided.

Information for Review

- The Applicant University or Institution is to provide University Course Accreditation Documentation ten working days prior to the accreditation process to the members of the Accreditation Panel and confirm final arrangements for accreditation with the EHA CEO.
- Accreditation University Course Documentation could consist of : -
 - *University Overview, history of environmental health education and future directions;*
 - *Program University Educational Approvals/Support and Curriculum Documents demonstrating how the Program meets the EHA accreditation policy.*
 - *Quality assurance and program evaluation documentation*
 - *Subject/Unit Outlines including all week-by-week lectures, tutorials, labs, field visits*
 - *Marketing Brochures*

- *Web sites*
- *Staff profile and publications*
- *Workplace Practicum Requirements*
- *Program Convenor CV*

- Once the Documentations are received and reviewed the CEO will work with the University to confirm the Agenda

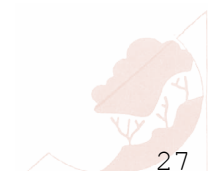
Accreditation Process

The Accreditation Process generally would include the following:

- Welcome and initial comments by the Program Convenor
- Advice from the EHA CEO on the role of the Accreditation Panel and accreditation process
- Discussions with Dean, Head of School, Program Convenor, local State health professional board representative (if applicable) and other staff regarding the current program, program evaluation and quality assurance mechanisms
- Reviewing documentation and benchmarking to accreditation framework
- Inspection of facilities, teaching and library resources
- A meeting with teaching staff, industry representatives, committee representatives and students
- Discussions with current environmental health students (or written feedback)
- Discussions with Alumni or Employer Groups (or written feedback)
- Comments from the Accreditation Panel

Stage 3

Within 10 working days EHA will forward a letter to the applicant confirming (or otherwise) Accreditation including any recommendations by the Committee.



APPENDIX 3: EHA Course Accreditation Policy Process

The process leading to the development of the EHA Course Accreditation Policy commenced at the Educators Forum held as part of the 2003 National Conference in Hobart. The input from the Forum has subsequently been used to formulate a working draft of the undergraduate policy which was adopted by the Board of Directors in October 2005. Further development of the postgraduate policy was then undertaken and this was adopted by the Board of Directors in October 2006.

The Board has recognised the need for ongoing dialogue and input from education providers and other stakeholders throughout both this formulation process and the implementation of the policy. To facilitate and coordinate the development and ongoing implementation and evaluation of the policy, the Board has created the EHA Environmental Health Course Advisory Committee.

EHA Environmental Health Course Advisory Committee

The EHA Environmental Health Course Advisory Committee is a Board committee and reports directly to the EHA Board of Directors.

The purpose of the EHA Environmental Health Course Advisory Committee is to:

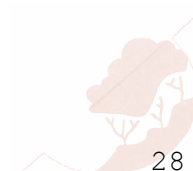
1. develop and implement the EHA Environmental Health Course Accreditation Policy;
2. receive and consider information and advice from stakeholders;
3. receive applications for accreditation and manage the accreditation process.

The members of the EHA Environmental Health Course Advisory Committee are:

Mr Jim Smith, Chair
Mr Bruce Morton, EHA Director and National President
Mr Ron Fry, Director
Mr. Owen Ashby, Past National President
Mr Waikay Lau, CEO
Dr Thomas Tenkate, QUT and Queensland Branch Councillor

The Role of the CEO

The role of the CEO is to assist the Chair of the EHA Environmental Health Course Advisory Committee in the development and implementation of the accreditation policy by managing and facilitating the relevant accreditation and communication processes, scheduling and making arrangements for the accreditation of specific courses, providing administrative support to the EHA Environmental Health Course Advisory Committee and the Educators' Forum, and informing the Board on accreditation activities.



Educators' Forum

The Educators' Forum is composed of representatives of education providers and government stakeholders who are interested in having their environmental health undergraduate and postgraduate courses accredited by EHA. The purpose of the Educators' Forum is to provide input and feedback on the EHA Accreditation Policy and to raise and consider issues pertaining to environmental health education and workforce development. The Educators' Forum meets annually in conjunction with the EHA National Conference.

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