



APHEA  
Accredited Institution

# INSTITUTIONAL ACCREDITATION

## Self-Evaluation Report



Institution name:	École des hautes études en santé publique
Address 1:	Avenue du Professeur-Léon-Bernard
Address 2:	CS 74312
Address 3:	
Town / City	35043 Rennes Cedex
Country	France
Name of person completing this document:	Christian Chauvigné
Contact email:	<a href="mailto:christian.chauvigne@ehesp.fr">christian.chauvigne@ehesp.fr</a>
Date: 30 April 2015	

---

Signed by institutional representative

Name: Laurent Chambaud

Position: Director

**SUMMARY ..... 1**

**PREFACE ..... 2**

**Criterion I: Governance and Organisation of the Institution ..... 3**

1.1 The institution is legally recognised /accredited by national educational authorities and allowed to issue degrees. .... 3

1.2 The organisational structure effectively supports sound and adaptable governance, leadership, management and organisation of the programme portfolio. .... 3

1.3 There is an academically qualified and/or experienced person (or group) responsible for the coordination of each of the programmes..... 5

1.4 Where appropriate, there is evidence that student, faculty and stakeholders are represented (in regard to quality and relevance of content and delivery) in the management of the institution and programmes. .... 5

**Criterion II: Aims and Objectives of EHESP and its programmes. .... 6**

2.1 The institution has a clearly stated and publicised mission..... 6

2.2 Each programme within the institution has explicit programme aims in line with the mission of the institution..... 6

2.3 The institution demonstrates appropriate responsiveness to emerging scientific evidence and developments in the public health academic and professional spheres, change in the environment and health needs. .... 7

2.4 The institution actively services the needs of the public health community. .... 8

**Criterion III: Programmes ..... 10**

3.1 The content of the public health programme under review falls within the PH core areas and the core components of the curriculum and provides a thorough teaching of the basic concepts, theories and methods of public health. .... 10

3.2 The institution ensures multidisciplinary in order to prepare the students for life-long learning, actively prepare students to operate ethically as public health professionals (including roles as policymakers or advocates for public health), and potentially continue studies in order to fill academic or administrative roles in the health or related sectors..... 10

3.3 The institution fosters the translation of up to date research into the curricula design and content. .... 10

3.4 The institution provides mechanisms and policies for unbiased student assessment. .... 11

3.5 The institution recognises and adheres to explicit policies on plagiarism and fraud. .... 12

3.6 The Institution recognises and adheres to the principles of the Bologna Declaration..... 13

3.7 The institution encourages international networking and collaborations. .... 13

**Strengths and weaknesses of the institution within Criteria I, II, and III:..... 14**

**Criterion IV: Students and Graduates ..... 15**

4.1 The institution has clearly defined admission criteria and recruiting policies for their programmes. .... 15

4.2	The institution strives to ensure that students are provided with opportunities to successfully undertake the programmes on offer. Programmes within the institution are achievable for the vast majority of students in terms of success rates and completing studies within the specified timeframe. ....	16
4.3	The institution provides accessible counselling services for personal, academic and professional development of students. ....	17
4.4	The institution has effective communication tools (website, brochures, etc.) to present itself and its activity internally and externally to students. ....	18
4.5	The institution employs a proactive approach to monitoring students after graduation. ....	19
4.6	The institution adheres to national legislation on the protection of personal data. ....	19
<b>Criterion V: Human Resources and Staffing .....</b>		<b>20</b>
5.1	A staff recruitment policy exists outlining the type, responsibilities and balance of academic staff required to adequately delivery the programme curricula. ....	20
5.2	There is a central and stable core of academically qualified and / or experienced teaching staff in sufficient numbers dedicated to the programmes offered. ....	20
5.3	Departments are comprised of staff with multidisciplinary backgrounds. ....	21
5.4	The institution supports the active involvement of faculty in public health research activities. ....	21
5.5	The institution supports the active involvement of faculty in public health service (practice) activities. ....	22
5.6	The institution has policies to evaluate and support professional development, within existing resources, for all staff. ....	22
5.7	The institution has policies in place for appointment and promotion. ....	23
5.8	An appropriately qualified and sufficient administrative/support staff is available for the programmes. ....	23
<b>Criterion VI: Supportive Services, Budgeting and Facilities .....</b>		<b>25</b>
6.1	The institution has financial resources sufficient to support the stated aims, final qualifications and learning objectives of the programmes offered. ....	25
6.2	The learning resources are adequate and students and staff are provided with sufficient access and guidance on to these resources inside and outside of usual school working hours. ....	26
6.3	Appropriate and well-equipped physical facilities supporting the educational methods of the programmes are provided. ....	27
6.4	Appropriate computer facilities, including both hardware and software, access to the internet and appropriate service support are provided. ....	27
6.5	Support is provided for the welfare and accommodation of students. ....	28
<b>Strengths and weaknesses of the institution within Criteria IV, V, and VI: .....</b>		<b>29</b>
<b>Criterion VII: Internal Quality Management .....</b>		<b>30</b>
7.1	A systematic quality management system regarding institutional provisions and the quality of programmes is in place with the involvement of relevant stakeholders. ....	30

7.2	There is regular and systematic data collection of student and staff feedback concerning the institution and the programmes offered. The Institution and its programmes demonstrate according modifications. ....	32
7.3	Feedback on quality of the programmes and institutional provisions is provided to faculty, students and other persons involved. ....	32
7.4	The institution provides evidence that recommendations received during previous reviews have lead to changes in curricula, organisation of the programmes or institutional activities. ....	33
<b>Strengths and weaknesses of the institution within Criterion VII: .....</b>		<b>33</b>
<b>Overall assessment of the strengths and weaknesses of the institution: .....</b>		<b>34</b>

## **APPENDICES**

## LIST OF ABBREVIATIONS

Abbreviation	Nom en Français	Name in English
Academic search Premier	Base de données (8 400 revues pluridisciplinaires, 4 600 accessibles en texte intégral)	Database (8400 multidisciplinary journals. 4 600 of available in full text)
AERES	Agence d'Évaluation de la Recherche et de l'Enseignement Supérieur	<a href="#">Evaluation Agency for Research and Higher Education</a>
APEC	<a href="#">Association Pour l'Emploi des Cadres</a>	French Executive Employment Association
ARS	<a href="#">Agences Régionales de Santé</a>	Regional Health Agencies
ASPPH	Association d'écoles et programmes de santé publique	<a href="#">Association of schools and programs of Public Health</a>
BDE	Bureau des Élèves	Student Council
BDSP	<a href="#">Banque de Données en santé publique</a>	Public Health database
CAF	<a href="#">Caisse d'allocations familiales</a>	Family Allowances Fund
Cairn	<a href="#">Accès en ligne à des publications de sciences humaines et sociales</a> de langue française, en texte intégral)	Online access to publications on human and social sciences in French full-text
CDEFI	<a href="#">Conférence des Directeurs des Écoles Françaises d'Ingénieurs</a>	Conference of the Directors of French Engineering Schools
CEPH	Conseil sur l'éducation pour la santé publique	<a href="#">Council on Education for Public Health</a>
CGE	Conférence des Grandes Écoles	<a href="#">French Graduate Schools Conference</a>
CHSCT	Comité d'Hygiène de Sécurité et des Conditions de Travail	The Health, Safety and Working Conditions Committee
Cinalh	Base de données bibliographiques (plus de 2 900 périodiques dédiés sciences infirmières paramédicales.	Bibliographic database (more than 2 900 periodicals dedicated to nursing and paramedical science)
CMI	Centre de Mobilité Internationale de Rennes	<a href="#">Rennes international mobility centre (IMC Rennes)</a>
CODIR	Comité de direction	Management Committee
COMPACQ	Comité de pilotage pour l'amélioration continue de la qualité	Continuous Quality Improvement Steering Committee
CompHP project	Projet sur les compétences en promotion de la santé	<a href="#">Competencies in Health Promotion Project</a>
COMUE	Communauté d'universités et d'établissements	Communities of Universities and Establishments
COP	Contrat d'Objectifs et de Performance	Objectives and Performance Contract
COFIL (APHEA)	Comité de pilotage APHEA	Steering committee APHEA
CPU	Conférence des Présidents d'Université	<a href="#">French Conference of University Vice-Chancellors</a>
CROUS	<a href="#">Centre régional des œuvres universitaires et scolaires</a>	Regional centre of student social services
CT	Comité Technique	Technical Committee
DSET&GS	Département santé-environnement-travail et génie sanitaire	<a href="#">Department of environmental and occupational health and sanitary engineering</a>
DSIT	Direction des Systèmes d'Information et des Télécommunications (EHESP)	Information systems and Telecommunications Department (EHESP)
Eduoram	Service d'accès sans fil sécurisé à Internet pour le personnel et éventuellement les étudiants des établissements d'enseignement supérieur et de recherche lors de leurs déplacements.	Service providing a wireless secured Internet to personnel, and possibly students from institutions of higher education and research during their travels.
Europubhealth	Master Erasmus Mundus	<a href="#">Europubhealth Erasmus Mundus Masters course</a>
EPI-BIOSTAT	Département d'épidémiologie et de biostatistiques	<a href="#">Department of epidemiology and biostatistics</a>
EPSCP	Établissements Publics à caractère Scientifique, Culturel et Professionnel	Public scientific, cultural and vocational institution
ESSOR programme	Programme d'« Emergence et de Soutien à des Structures ouvertes de Recherche »	Programme « Emergence and Support of Open Research Structures »
GTQ	Groupe de Travail Qualité (EHESP)	Technical group of quality contacts (EHESP)
HACCP	Analyse des risques et maîtrise des points critiques	Hazard Analysis Critical Control Point

Abbreviation	Nom en Français	Name in English
HCERES	<a href="#">Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur</a>	High Council for the Evaluation of Research and Higher Education
HDR	Habilitation à Diriger des Recherches	Mandatory accreditation to supervise research projects
ICT	Technologies Information et de la Communication	Information and communication technologies
IDM	Institut du Management	<a href="#">Institute of Management</a>
IEP Rennes	Institut d'Études Politiques Rennes	<a href="#">Institute of Political Science</a>
INPES	<a href="#">Institut National de Prévention et d'Éducation pour la Santé</a>	National Institute for Health Prevention and Education
IRSET	Institut de recherche en santé environnement travail	<a href="#">Health, Safety and Occupational Research Institute</a>
ISO 17025	Norme internationale qui spécifie les « exigences générales concernant la compétence des laboratoires d'étalonnages et d'essais »	International standard which specifies the "General requirements for the competence of testing and calibration laboratories".
KPI	Indicateur clé de performance	key performance indicator
LERES	Laboratoire d'Étude et de Recherche en Environnement et Santé (EHESP)	<a href="#">Technological centre of expertise and research into health and the environment</a>
MOOC	Apprentissage Massivement Ouvert en Réseau	Massive Open Online Courses
MPH (EHESP)	Master en santé publique (EHESP)	<a href="#">Master of Public Health (EHESP)</a>
MSHB	Maison des sciences de l'Homme de Bretagne	<a href="#">Human Sciences Institute in Brittany</a>
OFII	Office français de l'immigration et de l'intégration	<a href="#">French Office for immigration and integration</a>
OQF	Observatoire de la Qualité des Formations	Course Quality Observatory
PHIN	Réseau International de santé publique (Association MPH alumni -EHESP Paris)	<a href="#">Public Health International Network</a> (MPH alumni association EHESP Paris)
PPEP	Plan Pluri-annuel d'Efficienc e et d'amélioration de la Performance	Multi-year efficiency and performance improvement plan
QUAL	Service d'appui à l'amélioration qualité	Quality improvement support service
REAL	Plateforme d'accompagnement et d'enseignement en ligne : <a href="http://real.ehesp.fr/">http://real.ehesp.fr/</a>	Online platform for support and teaching
RESP	<a href="#">Réseau des Écoles de Service Public</a>	Public Service schools network
SAEE	Service d'Accueil des Étudiants Étrangers	<a href="#">Foreign Student Welcome Service</a>
Sage	<a href="#">Base de données de 560 périodiques dans le domaine des sciences sociales, sciences humaines et des sciences naturelles, ingénierie et médecine.</a>	Database of 560 periodicals in the field of social sciences, humanities and natural sciences, engineering and medicine.
Science Direct	Base donnée scientifique en texte intégral	<a href="#">Leading full-text scientific database</a>
SHSC	Département Sciences Humaines Sciences Sociales	<a href="#">Department of Human and Social Sciences and Health Behavior</a>
UBL (COMUE)	<a href="#">Université Bretagne Loire (UBL)</a>	Brittany and Loire network of universities
UEB (PRES)	Université Européenne de Bretagne = pôle de recherche et d'enseignement supérieur (PRES)	<a href="#">Brittany network of universities and higher education institutions</a> = Research and higher education clusters (PRES)
UMR	Unités Mixtes de Recherche	Mixed Research Units
USPC (COMUE)	<a href="#">Université Sorbonne Paris Cité</a>	Paris network of universities and higher education institutions
W3C standard	Normes pour le développement de plateforme web ouverte	<a href="#">Standard Open Web Platform</a>

*École des Hautes Études en Santé Publique* (EHESP) is an autonomous public-sector establishment, founded pursuant to the French Public Health Act of August 9, 2004. Brought into being on January 1, 2008, EHESP draws on the experience and resources of its predecessor, *École Nationale de Santé Publique* (ENSP), in existence from 1945 to 2007.

Like French universities, EHESP is a “public scientific, cultural and vocational institution” (*établissement public à caractère scientifique, culturel et professionnel*, EPSCP) and is a member of the French Conference of University Vice-Chancellors ([Conférence des Présidents d’Université, CPU](#)). However, as a *Grand Etablissement*, it also has a number of specific characteristics that distinguish it from universities:

- it is supervised both by the French Ministry of Higher Education and Research and by the Ministry of Social Affairs and Health
- it is not run by an elected vice-chancellor, but by a director who is appointed.

Ever since its origins as a national school of public health (ENSP), the School has also had another particular characteristic: it has continued to be a Public Service School, meaning that it is responsible for training civil service directors and managers for public administration in health, social and medical/social fields. As a result, it is a member of the Public Service Schools Network (*Réseau des Écoles de Service Public*, RESP). EHESP is also a ‘*grande école*’ graduate school: in the French higher education system, ‘*grandes écoles*’ recruit students on the basis of competitive examinations and may be authorised to award special diplomas. EHESP is a member of the French Graduate Schools Conference ([Conférence des Grandes Écoles, CGE](#)).

The French higher education system is currently undergoing major restructuring, with institutions being brought together in associations or COMUEs (Communities of Universities and Establishments). EHESP belongs to two COMUEs: it is a member of [Université Sorbonne Paris Cité \(USPC\)](#) and will soon be a member of [Université Bretagne Loire \(UBL\)](#).

EHESP offers postgraduate and PhD courses, either independently or jointly with other French universities. It provides initial and lifelong learning courses for public-service managers, working in health, social and medical/social fields and more generally, lifelong training for those working in the healthcare and public health systems. It is engaged in innovative fields of research, in particular through four accredited research units and conducts a large number of expert investigations to aid public health decision support and practice. Every year, EHESP has some 100 people engaged in international mobility, in around 30 countries.

It welcomes around 1,300 students and student civil servants every year, as well as 6,400 professionals involved in lifelong training. It has a permanent staff of 418, 85 of whom are teaching staff. 1,400 occasional contributors are also involved in all types of course teaching. EHESP operates on two sites, one in Rennes, and one in Paris. The main campus is in Rennes, covering a nine-hectare site with buildings devoted to teaching, research, accommodation and food services. Premises in Paris are presently somewhat scattered, and currently in the process of being moved closer together.

Since the early 2000s ENSP, later EHESP, has examined the issue of international accreditation of schools of public health and their training programmes. By participating in initial work as part of ASPHER, followed by the dedicated Leonardo da Vinci programme, it has helped to define the foundations of APHEA. It is therefore only natural for it to commit to the accreditation procedure offered by this new agency.

When EHESP was established in 2008, there was only one agency for the accreditation of schools of public health: the [Council on Education for Public Health \(CEPH\)](#). In 2010, the School embarked on the accreditation process provided by this agency. In 2013, EHESP abandoned this approach and decided to engage the accreditation process offered by APHEA, particularly for the Master of Public Health (MPH). In spring 2014, APHEA invited the School to apply for institutional accreditation.

In view of the large number of self-evaluations implemented by EHESP in recent years, in agreement with APHEA it was decided to take into account the results of the work done for CEPH in this new application. The method implemented has involved mobilising the School's various services and departments and inviting staff, students and student civil servants to participate in drafting the report.

A project director was appointed, and a steering committee (*Comité de pilotage*, COPIL) set up at the outset of the process; its make-up was approved by the Management Committee (*Comité de direction*, CODIR). The COPIL brings together both internal and external stakeholders: a representative of management; two representatives from general administration; a representative of faculty from each department; one representative from the technological centre of expertise and research into health and the environment ([LERES](#)), attached to a research laboratory ([IRSET](#)); one representative from each sector management office (Teaching, Research, Lifelong Training and International Relations); two representatives of student civil servants; two representatives of students (Masters and PhD); two outside authorities (one professor of public health and one hospital manager).

Practically speaking, the self-evaluation report was produced in a number of phases:

- identification of the CEPH self-evaluation report content that could be transposed for the APHEA report
- gathering additional data from the departments in question
- checking with the stakeholders that the information gathered was accurate
- validation of descriptive sections by the steering committee
- identification of strengths and weaknesses by the steering committee
- validation of content, overall evaluation and identification of avenues of improvement by the CODIR.

As a result, drafting of the report has been a gradual process under the responsibility of the project director. Throughout the process, all employees, student civil servants and students have been kept informed, and invited to comment on those parts of the report that had been pre-approved by the COPIL. A number of clarifications to the report's content have been made as a result of such comments.



## CRITERION I: GOVERNANCE AND ORGANISATION OF THE INSTITUTION

### 1.1 The institution is legally recognised /accredited by national educational authorities and allowed to issue degrees.

EHESP has statutory recognition: it is a public higher education establishment, established pursuant to the French Public Health Act of August 9, 2004, decree 2006-1546 of December 8, 2006. (Appendix 1)

EHESP is regularly evaluated at the national level and its training programmes are accredited:

- like other EPSCPs, it is evaluated by AERES (currently replaced by HCERES), with three facets: evaluation of training courses, evaluation of research structures and institutional evaluation. The most recent institutional evaluation took place in 2014 and the next is scheduled to take place in 2019.
- based on the results of the AERES evaluation, courses are accredited by the French Ministry of Higher Education and Research; this process is known as '*habilitation*'.
- training courses for public administration managers are recognised by the French Health Ministry, which determines requirements; the resulting qualifications have been recognised as diplomas in a ruling by the European Court of Justice (Case C-285/01, judgement of September 9, 2003).

### 1.2 The organisational structure effectively supports sound and adaptable governance, leadership, management and organisation of the programme portfolio.

As the organisational chart shows, EHESP is governed by three councils. (Appendix 2) The Board of Governors is a decision-making body, while the two others, the Scientific Board and the Academic Board, are consultative in nature. All major decisions are taken by the Board of Governors, and implemented by the Director and the Management Committee. The School is organised into four academic departments (responsible for teaching, research and consultancy activities), four research units, and four sector managements (Department of Research, Academic Dean's Office, Department of Development and Lifelong Training, and the International Relations Department), supported by administrative services and support functions, coordinated by the Administration Office.

The boards are composed of representatives of the French Ministries of Higher Education, Research, Health and Social Affairs, employers' representatives and employee trade union representatives, qualified individuals and elected members: faculty, personnel and students. They meet at least three times per year.

- The Board of Governors has 33 members. It takes decisions concerning EHESP policy, the EHESP strategic plan and the contract signed with the ministries, new courses and major changes within existing courses, human resources policy, creation and/or closure of academic departments and administrative entities, the budget and finances, internal rules, leases and the rental and/or purchase of buildings, loans and the acceptance of donations and legacies. It also validates the annual activity report presented by the director.
- The Scientific Board, composed of 20 members, defines research policy; this is ratified by the Board of Governors. It contributes to the preparation of the strategic plan and contract, produces scientific recommendations for the School's researchers and issues opinions on the creation or

closure of academic departments and research laboratories, as well as on the opening of new courses or major changes to existing ones.

- The Academic Board, composed of 33 members, defines the academic policy; this is ratified by the Board of Governors. It contributes to the preparation of the strategic plan and contract and issues opinions on the opening of new courses and major changes to existing training courses, as well as on the content and organisation of all training courses.

The director is appointed by a decree promulgated by the President of the French Republic on the basis of a proposal by the supervising ministers, after consultation with the Board of Governors. The Dean's term of office is for five years, renewable once. The Dean applies the decisions taken by the Board of Governors, and prepares and implements the budget. The Dean is in charge of the School's expenditure and revenues as well as its human resources policy.

A select management committee, chaired by the Dean of the School, with only the heads of the sector managements and the Director of Administration in attendance, meets every other week, alternating with a plenary management committee including the heads of academic departments and the head of LERES. Since 2014, some functions have reported directly to senior management, a reflection of their importance as cross-cutting departments: these include the communications department and the quality and digital school sections, recently identified as support missions.

The statutory bodies with a consultative role meet regularly, working to an agenda. These are the Technical Committee (*Comité Technique*, CT) and the Health, Safety and Working Conditions committee (*Comité d'Hygiène de Sécurité et des Conditions de Travail*, CHSCT). The Technical Committee, a joint body facilitating dialogue between the management and staff representatives, is systematically consulted prior to each meeting of the Board of Governors.

Other regulatory bodies have been established, in particular to coordinate training courses: pedagogical committees (educational teams) and course careers boards (Academic Dean's office, head of training course, departments, student representatives and external stakeholders).

The School has internal rules which define each person's rights and obligations. (Appendix 3) The next revision of these rules will be submitted to the bodies in December 2015. These rules include specific sections specifying the rights and obligations of students on the one hand and personnel on the other. They specify the roles and remits of the different bodies forming the School and the statutory bodies and consultative bodies established by the management.

The remit and duties of all personnel are also explicitly defined in job descriptions or letters of assignment.

In 2014, EHESP undertook preventive action to combat psycho-social risks and monitor quality of life at work; this will be continued in 2015. This action includes particular attention to issues of harassment.

To contribute to the prevention of corruption, EHESP stringently observes the rules governing public procurement contracts in France and the EU. It is working on the adoption of charters governing the recourse to private sponsorship and the prevention of conflicts of interest.

As regards equal rights, EHESP adheres to the Gender Equality Charter (Appendix 4) drawn up by the French Conference of University Vice-Chancellors (CPU), the Conference of the Directors of French Engineering Schools (CDEFI) and the French Graduate Schools Conference (CGE) with the support of the French Ministry of Higher Education and Research and the Ministry of Women's Rights. This is aimed at students and all personnel and applies to establishment governance as well as teaching and research activities.

1.3 There is an academically qualified and/or experienced person (or group) responsible for the coordination of each of the programmes.

A director is clearly identified for each training course. Their role is to ensure the coherence of courses in terms of training goals (competencies to be developed), coordinate those in charge of the teaching units, organise internships/work placements, organise and monitor the validation process, maintain a dialogue with students and monitor their tuition throughout their training.

The course directors are all EHESP faculty members. For courses leading to a specific profession ('civil service', i.e. public administration), the course director is usually a professional from this line of work; for the academic courses, the course director is a faculty member with an academic profile, who also teaches in the course.

1.4 There is evidence that student, faculty and stakeholders are represented (in regard to quality and relevance of content and delivery) in the management of the institution and programmes.

Stakeholders, employers, professionals, faculty, personnel and student civil servants and students are all associated in the running of the School at the highest level, sitting on three governance bodies: the Board of Governors, the Scientific Board and the Academic Board. Faculty, personnel and students also take part in various internal consultation, coordination and decision-making bodies. (Appendix 5)

For each training course, student civil servants and student representatives are elected; they represent their year to the course director. The representatives take part in discussions about changes to and redesign of courses.

In addition, the Dean, Director of Administration, EHESP Chief Officer, Academic Dean, Head of Academic affairs and Dean of Research hold monthly meetings with the student civil servants and students elected to the Board of Governors, with an agenda set by both parties.

2.1 The institution has a clearly stated and publicised mission.

The mission of EHESP is stated in the decree of December 8, 2006 by which the School was created, pursuant to the French 2004 Public Health Act: (Appendix 1)

- to provide initial and lifelong training for public administration management and management for the private and voluntary sectors, in order for these managers to play a role in leadership, management, inspection, monitoring and evaluation in the health, social and medico-social fields
- to deliver higher education in public health and, to this end, to take initiatives within a national network favouring the pooling of resources and activities between the different public and private-sector organisations concerned
- to contribute to public health research, and to this end, to involve scientists, practitioners and professionals from other French and foreign establishments in its activities and collaborate with the academic world and research institutions in France and abroad
- to develop international relations, including exchanges with institutions offering similar training courses.

Like all EPSCPs, in view of its mission EHESP regularly defines its aims and objectives in a strategic plan, serving as a basis for negotiating an objectives and performance contract (contrat d'objectifs et de performance, COP) between the supervising ministries and the School. The third contract, drawn up on the basis of a participatory approach, was signed in 2014 for a five-year period (2014-2018). The aim of this COP is to establish two major directions for all of EHESP's training, research, consultancy and international activities:

1. "Fulfilling its role as a Higher Education and Research Establishment by being proactive, nurturing debate, and accompanying changes in our health system in liaison with those of other countries, in order to address the issues of today and take up the challenges of tomorrow
2. Gaining a greater understanding of social and territorial health inequalities and helping to combat them."

A brief presentation of EHESP's mission is available on its website and in its brochure in French and English. The COP is also presented on the School's website. (Appendix 6)

2.2 Each programme within the institution has explicit programme aims in line with the mission of the institution.

All university and post-university study courses on offer at EHESP have explicit goals. For example, the goal of the MPH degree is clearly stated on the website, along with its educational orientations, career opportunities and the basic disciplines it is based on: "The goal of the EHESP Master of Public Health (MPH) is to train young professionals to identify the health problems of a population, analyse the resources needed to preserve and improve population health, and progressively become a new generation of health policymakers. To achieve this, the EHESP pedagogy stresses an inter-disciplinary approach, consisting in placing students in realistic problem contexts for which they utilise various professional competencies and methodologies. The MPH encourages a degree of specialisation according to the students' career objectives."

For each course, depending on its objective, a specific set of competencies are defined. For some twenty years now, EHESP, following on from ENSP, has been developing an approach focusing on the development of competencies in the development and organisation of its training courses, based on a 'competencies handbook' template (*référentiel de compétences*) drawn up by EHESP teams. Thus, for most courses, the list of competencies is based on a 'profession handbook' (*référentiel métier*) drawn up with the participation of professionals, or alternatively, is established on the basis of a consensus with stakeholders in a broad or specific professional field. This process is currently being generalised and is one of the COP's strategic orientations. In all cases, the competencies handbook is used to develop course curricula and syllabuses and to determine the assessment framework and validation handbook (this includes all the tests and examinations to check that the required competencies have been acquired). For public administration management courses, it is also used to check knowledge both at the outset and during the course, in order to customise the training paths accordingly.

2.3 The institution demonstrates appropriate responsiveness to emerging scientific evidence and developments in the public health academic and professional spheres, change in the environment and health needs.

EHESP regularly updates the content of its courses, in particular through education committees, to take into account the most recent scientific progress. Inclusion of the results of research in training courses is a stated concern, as can be seen in the work conducted on the links between research, training and professional activity, particularly the joint seminar of the Scientific Board and the Academic Board held in September 2014. (Appendices 7 A and 7 B)

Most EHESP faculty members also conduct research and incorporate it into their teaching. In addition, some research projects are developed drawing on the involvement of students, PhD students and professionals. Lastly, research is communicated and vitalised through publications, symposiums and seminars as well as through the activity of the Chairs, which also contribute to the development and dissemination of knowledge.

EHESP regularly monitors developments in professional activities and public health needs, mainly through the close ties it maintains with the professional world:

- through working groups and steering committees set up by the French Ministries of Social Affairs and Health relating to the training courses they require the School to provide
- through the regulation of pre-existing training schemes with careers guidance committees; these consist of representatives of professionals, government departments and directorates (statutory courses) or employers (academic courses), student representatives, the course director, and representatives of the different EHESP sector managements
- through work placements or professional assignments organised for all courses
- via the very large number of professionals that contribute to these courses.

Furthermore, EHESP faculty build on their ongoing contacts with other faculty and public health course directors, in France and abroad, as part of the many partnerships and networks that have been established.

Lastly, internationally, EHESP contributes to the work conducted by public health school associations in North America and Europe: it contributed to the [ASPPH](#) strategic thinking on the definition

of competencies relating to global health, as well as that of ASPHER on European Public Health core competencies (in 2010, it organised the second European conference on this subject; in 2014 it took part in the CompHP project). These issues have been taken into account when updating programmes.

#### 2.4 The institution actively services the needs of the public health community.

EHESP is highly involved in the development of human resources for public health, through lifelong training activities (conducted both in France and abroad) and through its contribution to diploma courses jointly accredited with other universities. The School is keen to meet the in-field needs of professionals, and so directs its training offer contextually, focusing on target groups rather than being structured on the basis of particular disciplines or fields.

Thus, in France it offers the following: (Appendix 8)

- short courses enabling access to up-to-date information on current changes in the field of public health
- courses enabling the acquisition of new knowledge and development of new competencies leading to certificates
- diploma courses, usually organised with other universities for co-accredited courses
- preparation for competitive entrance examinations for public administration management courses
- courses aimed at acquiring the knowledge and competencies required to exercise public administration management responsibilities in the social and health systems, covered by different branches of the civil service
- mandatory lifelong training courses, known as "job adjustment" courses, aimed at enabling public administration managers to adjust their competencies in the light of their career development and/or changes in the competencies required for the position they occupy.

Internationally, EHESP contributes to reinforcing public health human resources, pooling complementary competencies with foreign institutions that share similar missions, at their request. It supports the latter in their institutional organisation, in drawing up training courses and in training trainers (Algeria, Vietnam, China, Burkina Faso, Lebanon, Morocco). In addition, the School is engaged in cooperative training and research projects with an international community of researchers, lecturers and professionals from countries where there is the most scientific output. To do so, it can draw on twenty strategic partnerships within Europe (e.g. in Germany, Denmark, Spain, the United Kingdom, the Netherlands, Poland) as well as North and South Americas (Brazil, Canada, and the United States).

EHESP conducts research and consultancy activities that are of benefit to the public health community, relating to the five priority areas set out in its COP:

1. Social and health policies
2. Organisation, coordination, regulation and management of the health, social and medical/social aspects of health services
3. Health and the environment
4. Health safety
5. Health promotion and prevention

In certain cases, research activities are conducted on demand, on the basis of needs and funding from the public health community (regional health agencies, hospitals, agencies, foundations, water suppliers, etc.). In addition, EHESP lecturers carry out consultancy missions, at the request of establishments or departments, nationally or internationally, in particular to assist with solving organisational and interventional issues in public health.

Lastly, the *Les Presses de l'EHESP* press and the Public Health Database website (BDSP) are resources developed by EHESP used by the French-speaking public health community. A new initiative is currently being developed: a platform to encourage communication between public health researchers and professionals in order to tailor intervention strategies more appropriately to the most recent scientific knowledge, and develop interventional research (Inspire-ID project).

## CRITERION III: PROGRAMMES

3.1 The content of the public health programme under review falls within the PH core areas and the core components of the curriculum and provides a thorough teaching of the basic concepts, theories and methods of public health.

This sub-criterion is covered by the MPH curriculum validation process.

3.2 The institution ensures multidisciplinary in order to prepare the students for life-long learning, actively prepare students to operate ethically as public health professionals (including roles as policymakers or advocates for public health), and potentially continue studies in order to fill academic or administrative roles in the health or related sectors.

EHESP has developed a multidisciplinary approach in its teaching programmes and research activities, and this forms one of the central points of the 2014-2018 COP. It is also a key objective of the [USPC COMUE](#), which aims to develop collaboration between its member institutions through crosscutting projects involving many different, complementary disciplines, and to increase its international profile by bringing together strong, open-minded multidisciplinary teams.

The 2014-2018 COP adopted by the Board of Governors in March 2014 and signed in December 2014 specifies that all courses should follow a rationale of competency acquisition for students and student civil servants. All the courses offer the development of competencies in the basic disciplinary fields covered by public health, organised on the basis of a multidisciplinary rationale specific to each course. A five-week joint public health training course brings together all civil servant student courses to prepare them to cooperate, share complementary methods, and discuss the ethical issues and professional ethics involved in public administration in health.

EHESP masters graduates can continue their studies with a PhD; the various courses on offer prepare students to pursue lifelong training throughout their careers. Course adjustments are offered to student civil servants wishing to register for a Masters or PhD during their course, and if applicable, benefit from the training offer available within the public health PhD network organised by EHESP.

In 2011, an internal working group put forward a new set of values based on general interest, exemplarity, citizenship, respect, ongoing quality improvement, cooperation and solidarity, plus social and environmental responsibility. The 2014-2018 COP calls for the work of this group to be pursued, the aim being to achieve a robust set of reference values, and to define the way in which these should be put into practice and upheld. On this basis, in October 2014, the School's bodies – the Board of Governors, Academic Board and Scientific Board – initiated work on examining a charter for the School as a whole, designed to prevent and declare any potential conflict of interest for members of the School and outside contributors.

3.3 The institution fosters the translation of up to date research into the curricula design and content.

EHESP offers a multidisciplinary scientific environment that brings together researchers and research lecturers generating scientific output in fields ranging from biostatistics, epidemiology and the



environment to health, occupational health, health management, political science, economics, law, social and behavioural sciences, health prevention and promotion. In this way, course contents are regularly reviewed in the light of progress in knowledge.

The aim of the MPH is to offer training in public health research that may impact a large proportion of national and international public-sector decisions. Its content is structured in conjunction with the research work conducted by EHESP research lecturers and associated accredited teams, in particular in certain research topics for which the School has a high level of legitimacy, such as health and social policy, healthcare organisation management, health crisis management, environmental and occupational health, and health prevention and promotion. This work also enables it to respond to the concerns of policy-makers and professional environments.

To illustrate the transposition of research work into MPH modules, certain changes to the programme introduced over the past three years may be taken as examples. The need to develop an integrated approach to public health practices and research was noted. On this basis, in its meeting on January 18, 2012, the Pedagogical Committee decided to develop an integrated public health teaching module, the main orientation of which is prevention (# 201 Cross-disciplinary Integrated Module Prevention). Research into the issue of prevention presupposes a combination of the different approaches; students are placed in situations where they work together on a topic ranging from prevention methods to their evaluation, and the ethical issues relating to the approaches chosen. This leads students to make use of the various basic public health disciplines and methods previously acquired during the MPH advanced courses taught in the second year. Recommendations in terms of intervention are discussed between the groups, under the supervision of experienced researchers.

Also in the field of prevention and health promotion (a strategic area for EHESP in which research has been encouraged, with the Chair of the National Institute for Health Prevention and Education – INPES), a major module was opened in 2014-2015 (#239 Disease prevention & health promotion programme).

Lastly, the research methods taught in the MPH have also changed, reflecting the research programmes developed by EHESP researchers and associate researchers. For example, in human and social sciences, the mixed methods used in the evaluation of health programmes or interventions were introduced in 2013-2014, in addition to the quantitative methods used previously (#208 Evaluation of public health programmes). In biostatistics, a class was introduced in 2014-2015 in statistical and spatial methods by EHESP lecturers; having conducted research work in environmental health concerning the identification of health inequalities, they allowed their MPH students to benefit from their knowhow (#231 Spatial Statistical Analysis).

### 3.4 The institution provides mechanisms and policies for unbiased student assessment.

The academic rules (assessment charter and academic regulations) adopted by the Board of Governors in April 2011 establish the joint rules for all courses: (Appendix 9 A and 9 B)

- each module may have its own grading system: continuous assessment, final exam, a combination of both, and/or a final report
- students must have a result greater or equal to 10/20 to validate a module; results under 10 may in certain cases be offset by results obtained in other modules

- resits are organised for students preparing an academic diploma who have failed one of the exams
- the grades and credits obtained for each module are awarded definitively only once they have been validated by the examination board. This board examines particular cases and may exempt a student from having to attend a class, alter a grade, or decide to award ECTS credits.

For the MPH, the grading requirements are as follows:

- in the first year, students must validate five modules in basic public health disciplines, with grades greater or equal to 10/20. In addition, they must take three interdisciplinary modules and achieve a grade greater or equal to 10/20. This is a minimum requirement to pass the examinations, given that an overall average of 12 out of 20 is required in order to be accepted into the second year.
- in the second year, students must take either five or three advanced modules in basic public health disciplines, depending on whether they are taking the MPH in one or two years, with a minimum grade of 10/20, plus two interdisciplinary modules in global health with an integrated module in prevention and an average minimum grade of 10/20. Students must also take two minor and three major modules, chosen from modules from the five concentrations, with an average of at least 10/20 in three of the five modules, if they are taking the MPH in one year. Students taking the MPH in two years must take three minor and four major modules, with an average of 10 out of 20 in five of the seven modules. To pass the MPH, a grade of at least 10/20 is also required for the dissertation.

For the 'civil service' public administration management training courses, the assessment procedures are specified in the regulatory texts established by the French government for each course, as is the composition of the selection committees and end-of-course panels, systematically chaired by an outside individual.

Most of the selection and validation panels are composed of EHESP faculty, faculty from other institutions, employer representatives and representatives of EHESP's supervising ministries, as well as qualified persons, i.e. with particular competencies in the field of public health. This diversity on the panels, and their regular renewal (e.g. members may only serve for three consecutive years for the training courses for public administration management), contribute to the development of best practices, in line with the realities of the professional world.

### 3.5 The institution recognises and adheres to explicit policies on plagiarism and fraud.

There are two documents covering issues of plagiarism and fraud: the administrative regulations (internal rules, article I-1-j) and the examination rules. In the event of fraud or plagiarism, the Disciplinary Board is convened (to date, it has met only once): it is chaired by the Academic Dean and composed of two elected faculty members and three elected student representatives. Disciplinary measures may be engaged without prejudice to judicial proceedings. This disciplinary section is organised on the basis of an appointment by the School's Board of Governors.

In addition, within UEB, the School has committed itself to the acquisition of plagiarism software: this enables students' papers to be tested prior to their examination by the various panels. Pending this solution, the MPH team recommends that students test their work using plagiarism software and

performs random tests, with students allowed to redo their work if fraud is detected, with a 10% penalty applied to the grade. In the event of a repeat offence, a zero grade is applied.

### 3.6 The Institution recognises and adheres to the principles of the Bologna Declaration.

As it is part of the French state higher education system, the School offers Masters and teaching units within the PhD network it runs, and applies ECTS credits to its teaching units and academic courses. All the Masters available at EHESP have a Diploma Supplement; two of them are in English: the MPH and Europubhealth. (Appendix 10 / Diploma supplements MPH available during site visit).

### 3.7 The institution encourages international networking and collaborations.

Since 2012, the International Relations department, in liaison with the Department of Research, has established a specific budget and call for projects in order to encourage academic staff to develop work with targeted international partnerships, and explore new projects in line with international priorities. Over the course of three years, this arrangement has enabled 30 international mobility placements to be funded, for periods of up to two weeks maximum.

EHESP holds an Erasmus charter and benefits from 11 agreements with European partners offering mobility placements to students, lecturers and academic staff. In 2014, 91 students spent time abroad, as did 17 members of the School's staff, including 11 faculty members; meanwhile, the School welcomed 9 foreign research lecturers. In addition, in 2014, the School enrolled 109 overseas students, including 69 for the MPH and 27 PhD students. (Appendix 11)

As stated above, outside Europe, EHESP is committed to training, research and exchange projects with partner universities in North and South Americas (Brazil, USA, and Canada), around the Mediterranean basin (Lebanon, Morocco, Algeria), in Africa (Burkina Faso) and in Asia (China, Vietnam).

In terms of international training courses, the School has two international double diplomas: QUEOPS, in partnership with the University of Montreal, and Europubhealth, a European Masters which has the support of the Erasmus Mundus programme, in partnership with six European universities (University of Sheffield, Andalusian School of Public Health, Jagiellonian University of Krakow, University of Copenhagen, Université de Rennes 1, IEP Rennes). The PhD network includes four students preparing their thesis under joint international supervision, and encourages all its PhD students to spend at least one month in a research unit in another country, by providing them with international mobility aid.

Over the last five years, EHESP has developed a network of international organisations offering regular internships for Master students, in particular MPH students. These include the World Health Organisation (WHO) in Geneva, the WHO Regional Office for Europe in Copenhagen, the Pan American Health Organization (PAHO) in Washington, the Organisation for Economic Co-operation and Development (OECD), the World Bank in Washington, and the International Red Cross in Geneva.

Regionally, EHESP has inherited ENSP's commitment as an active member of ASPHER. Since 2012, it has been more actively involved in the World Health Summit. The School faculty is also involved in other international networks. (Mapping of networks available during site visit)

STRENGTHS AND WEAKNESSES OF THE INSTITUTION WITHIN CRITERIA I, II, AND III:

Strengths	Points for improvement
<ul style="list-style-type: none"> <li>▪ A strategic orientation document, drawn up in a participatory manner, that is the subject of a formal agreement with the supervising ministries</li> <li>▪ A singular school model combining missions connecting academic and vocational courses with research and expertise</li> <li>▪ Well-established local, national and international partnerships</li> <li>▪ Attractive and selective courses based on national and international recruitment</li> <li>▪ A training offer that covers the entire field of public health</li> <li>▪ The multidisciplinary and adaptable nature of the courses delivered, supported by strong professional connections</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pursuing the organisational changes in the institution in order to provide greater clarity</li> <li>▪ Drawing inspiration from MPH APHEA accreditation to improve quality assurance of the whole EHESP Master offer</li> <li>▪ Developing complementarity and coherence between academic and vocational courses, in line with the strategic objectives of the COP</li> <li>▪ Clarifying the positioning of the training scheme for public administration management and its possible integration in the Bologna Process</li> </ul>

## CRITERION IV: STUDENTS AND GRADUATES

### 4.1 The institution has clearly defined admission criteria and recruiting policies for their programmes.

Two documents, the academic regulations and the examination regulations, contain the general rules that apply to all training courses, in particular for admissions, examinations and awarding diplomas. At the same time, each course also has its own set of assessment rules; a presentation of these rules is given to each student at the beginning of the year. The assessment methods are reviewed and re-adjusted annually to take into account changes in the courses. Admission to courses within the scope of the civil service involves the organisation of competitive examinations by the Ministry of Social Affairs and Health, with an independent panel in charge of assessing and selecting candidates. For the other courses, such as Europubhealth and the MPH, a selection matrix is used to assess the quality of applications. (Appendix 12)

On the School's website, potential candidates can find detailed information about the training courses on offer:

- course description, including objectives and structure
- academic calendars
- application and admissions calendar
- registration fees
- career outlooks for graduates
- contacts within EHESP.

However, this information and its level of description are not uniform. Work is currently in progress to streamline this information.

An admissions file is also sent to each student prior to their arrival at the School.

As stated in its constitution preamble, EHESP undertakes to perform its missions in accordance with the constitutional principles of non-discrimination and without distinction of age, gender, ethnic origin, disability, sexual orientation, religion or nationality of origin, bearing in mind that French law prohibits the collection of data on ethnic origin, sexual orientation or religion. In their applications, candidates must simply state their age, gender and nationality. Furthermore, students with disabilities are assisted so as to help compensate for their disability. In this respect a special admissions procedure is available for certain recruitments based on an entrance examination. Lastly, EHESP adheres to a policy implemented by the ministries responsible for the civil service and health in favour of social diversity, by preparing students on grants or jobseekers for the civil service entrance examinations, in a preparatory class within the School.

In all diploma courses, women are in the majority, at all stages of recruitment from applications through to registration. The breakdown by age varies according to the type of recruitment and the importance accorded to prior professional experience: for example, the MPH students and student civil servants on management-focused public administration courses are younger (25 and 30 respectively, on average), whereas the student civil servants on the public health inspector physician and care manager courses are older (over 40 on average).

Consequently, in terms of gender and age, EHESP has not deemed it necessary to define any special policy.

As regards nationality, EHESP is keen to diversify its student population but is unable to have an impact on the recruitment of public administration management students, who as civil servants must be citizens of European Union Member States and, in practice, are French. For the MPH, major efforts have been undertaken to attract students from other European and non-European countries, in particular by choosing English as a teaching language and organising the course in Paris. A grant system was implemented from 2008 to 2012, and a new aid scheme for foreign applications was implemented at USPC in 2014-2015. At the same time, the MPH course director has organised an active campaign to raise financial support via their Alumni network and direct contacts with French embassies in foreign countries. Regular contacts with cooperation and cultural action officers in the French embassies in Ghana, Uganda and Cameroon have also made it possible to obtain financial support. The MPH has also been listed as an eligible course in the Eiffel grant programme since 2013. A partnership between EHESP and the University of Kabul has allowed two young Afghan doctors to attend the MPH course since 2013.

The high selectivity for courses offered at EHESP is a factor in their attractiveness. (Appendix 13) There is a large proportion of foreign students, essentially for the MPH and Europubhealth courses. (Appendix 14)

4.2 The institution strives to ensure that students are provided with opportunities to successfully undertake the programmes on offer. Programmes within the institution are achievable for the vast majority of students in terms of success rates and completing studies within the specified timeframe.

EHESP supplies personal support for students in all of its diploma and vocational courses. This system makes it possible to ensure that students acquire the competencies required for their future profession within the set time for the course, irrespective of their profile and previous training. Each head of course is responsible for implementing the necessary information to enable students to:

- assess their level at the beginning of the course
- identify the objectives to be achieved by the end of the course and measure the gap between their entrance level and their target level on completion
- have a personalised teaching course; this is sometimes the subject of a formal agreement.

The courses delivered by the School have excellent pass rates, as illustrated by the MPH. Quantitative and qualitative assessment of drop-outs, extended study) have been carried out even if low rates of drop outs have been observed: less than 2 % during MPH second year and about 7% on average during MPH first year. Extended study has been proposed, especially for MPH candidates failing their MPH thesis, or for students who have missed a very few number of modules and ECTS associated. Again on average overall fail rate has been 7% or less.

For the MPH, this personalisation takes the form of tutoring for first year students, support in determining their internship projects, and methodological support in certain fields through tutors. This follow-up is organised in partnership with the international [Public Health Information Network student association \(PHIN\)](#). (Appendix 15) Lastly, for the MPH, support sessions are organised, in addition to classes, for students who have particular difficulty with certain subjects (for example biostatistics) or who need to do resits. In addition, access to networks of institutions, organisations and research teams is

nurtured to facilitate work placements and long-term employability. This goes together with advice on the choice of “major” and “minor” modules to be taken in the second year, and thus on the orientation towards one of the five MPH concentrations.

With regard to the public administration management courses, at the beginning of the course or as part of classes on the basics of public health, student civil servants self-position with respect to the required competencies at the outset of the course, on the basis of a competencies handbook. Course personalisation is carried out on the basis of a series of individual interviews; these vary in number depending on the length of the course. The interviews are conducted by the head of course, who may be assisted by course advisors for several ‘civil service’ public administration management training courses; these advisors are professionals specifically trained for this by the School.

As a general rule, civil service students subsequently have interviews with their course advisors (at least once a semester, as well as phone interviews, if necessary). Based on assessments of the competencies learned by the students and an interview to assess what has been learned during internships, these advisors enable the head of course to adjust the student’s training track with them throughout the course of their studies. After consulting with their course advisor, students may also gain exemption from certain classes, undertake remedial work on certain topics or access advanced training modules that will complete their training course. These arrangements are enshrined in a contract between the School, the student and the course advisor. For internships, course advisors help the students to decide on and implement their projects. They provide support on two levels: firstly, by facilitating the required conditions for the internship, and secondly by supplying details of the professional culture, knowhow, rules and work procedures in the host institution.

To provide added support for disabled students, EHESP has been implementing a specific policy since 2006, including both improvements to the accessibility of the premises and specific individual measures.

#### 4.3 The institution provides accessible counselling services for personal, academic and professional development of students.

A [welcome guide](#) presenting the different services provided by the School is available on the EHESP website and presented to new students on their arrival. Welcome days are also organised in September and January for all students and student civil servants, offering them support for the various administrative procedures, helping them find accommodation and presenting the campus environment to them. EHESP is a member of the Rennes International Mobility Centre (CMI): this aims to provide international students, PhD students and researchers with services, as well as helping students, PhD students and researchers going abroad from colleges and universities in Rennes. The EHESP departments in Paris, in particular the student affairs office, work in close collaboration with the foreign student welcome service (SAEE) organised by the Paris International Halls of Residence. SAEE is a multiservice hub which includes visa validation with the French office for immigration and integration (OFII), the first application for or renewal of residents’ permits with the Paris Police Préfecture, assistance with applications for housing allowance with *Caisse d’Allocations Familiales* (CAF), and also provides information on matters such as student social security, the right to work and transport.

Each year, EHESP applies for a certain number of mobility grants (e.g. from the European Commission, Regional Council, Ministry of Higher Education and Research). Within the framework of USPC, a mobility system for MPH alumni has been established from the 2014-2015 academic year

onwards. This scheme offers funding for accommodation and compensation for MPH graduates who teach classes. This has enabled one Ugandan alumnus to deliver first-year Master classes in the Health Policy & Management module.

Since 2011, the annual organisation of a “job forum” for all Master courses, and more particularly for the two international courses, MPH and [Europubhealth](#), aims to facilitate careers guidance for students on diploma courses. The purpose of the forum is to raise students’ awareness of the different careers open to them after a Masters in Public Health and help them to learn about jobseeking techniques. It is attended by around one hundred students and includes different activities:

- conferences by professionals holding positions in France and abroad, favouring interaction between the speakers and students
- workshops on jobseeking techniques, led by recruitment professionals, with the aim of familiarising students with application methods (CVs, cover letters, social media, etc.) and preparation for job interviews
- mock interviews conducted by recruiters to provide students with experience of contact with professionals
- a Job Fair, with recruiters from various international firms presenting positions to be filled
- discussions with alumni from the MPH and Europubhealth courses who have gained professional experience.

With the development of diploma courses, the Department of Development and Lifelong Training now receives job offers and circulates these internally. These offers are also posted online on the REAL platform (“Internships and careers” space) for all of the School’s students and recent graduates. As well as these actions, jobseeking tools and methods were placed online in early 2014 as part of the partnership initiated with the French Executive Employment Association (APEC) in 2013. In addition, each year the PhD network organises the ‘*Rencontres Scientifiques*’ (‘Scientific Forum’): this event is an opportunity to invite research and public health professionals to discuss topics, with a regular focus on the professional insertion of PhD students. MPH students wishing to continue with a PhD are invited to this event.

Lastly, to promote the MPH students to professional networks, a CV book is produced for each intake. This is used for communication purposes with organisations and companies during their selection of candidates for internships and jobs. It is prepared prior to the internship fair which takes place each year on the first Thursday in October.

4.4 The institution has effective communication tools (website, brochures, etc.) to present itself and its activity internally and externally to students.

The School’s communications resources are available via its W3C standard bilingual French/English website, the production of prospectuses for each course and the listing of its activities on various academic and professional websites and databases. In addition, the School uses social media (Facebook, Twitter) to promote itself.

The School also has an interactive teaching platform, ‘REAL’: this allows each student access to documentary resources, so as to be able consult various documentary collections and communicate with the teaching teams. All class notes are placed at the disposal of students on the REAL site. Certain classes or lectures are videoed, with the agreement of the lecturers, and indexed, enabling them to be used for



teaching purposes and made available on the REAL platform. In most cases a select bibliography is provided.

A large number of course-related documents are available on the website (see 4.1). The course syllabuses are published for each term and semester, and weekly reminders are published on the REAL platform. The system can also be used for work destined for assessment, to be handed in by students.

Access to all these resources is presented to the students during a seminar at the beginning of the year; this explains the benefits of the various resources provided for them.

4.5 The institution employs a proactive approach to monitoring students after graduation.

At the end of the course, surveys are conducted with graduates from the second-year Masters course to review the circumstances and quality of their professional insertion. Graduates are invited to respond to an online questionnaire three times, 3, 15 and 27 months after graduation. (Appendix 16) The survey relates to their capacity for professional insertion and/or continuing their studies, as well as their feedback on the match between the competencies learned on their course and those they need to use professionally. For public administration courses, a survey is conducted one year after former students take up their civil service positions. A similar survey is conducted with their line managers. (Reports available during the site visit) In both cases, the aim is to check the transfer of knowledge and competencies in professional activity and study the impact of the course in terms of adaptability to the position and recognition of competencies.

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

EHESP observes the instructions imposed by the French Data Protection Act 78-17 of January 6, 1978. In this respect, EHESP completes declarations when documents containing personal data are used. However, to date EHESP does not have a data protection officer and has not yet implemented an internal policy in this respect.

## CRITERION V: HUMAN RESOURCES AND STAFFING

The composition of EHESP faculty is diverse due to the School's particular model. (Appendix 17)

The work of the faculty is organised around the School's three main missions: teaching and training, research and consultancy. The activities of the faculty are defined and monitored by means of an administration agreement, allowing this function to be harmonised whilst taking the many different statuses into account.

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

On an institutional level, the recruitment procedure for academic staff is organised in different stages. The first stage consists in identifying the needs in the departments on the basis of the teaching to be delivered in the different courses and the research needs. Prioritisation is carried out by the Management Committee to decide whether or not to approve the opening up of a given position to recruitment, in line with the COP's strategic orientations. A job description is then drawn up jointly between the department in question and the Human Resources Department, subject to the opinion of the Academic Dean and the Dean of Research, and then published. Depending on the profile sought, it may be published alongside other job offers in higher education (Lecturer or University Professor), or in academic and professional networks.

For academic recruitments, all aspects of the procedure are regulated by legislation, including announcement, the composition of selection committees, examination of applications, and recruitment panels. For other recruitments, the procedure is essentially the same and recruitment panels are composed along similar lines, with members from inside and outside the School and an academic component.

The volume, diversity and quality of recruitment panels organised (cf. 5.7) ensure appropriate quality of the profiles recruited. The role of the panels is to rank the candidates; for all profiles of academic staff and related recruitment methods, the Dean takes the final decision.

On the whole, permanent faculty meets 40% of the teaching needs in initial and lifelong training. In 2014, 1,460 occasional staff provided 11 667 hours of teaching, completing 60% of the School's teaching and training hours. However, there are significant variations across EHESP departments: in 2015, permanent faculty represent 40% of SHSC and 28% of IDM whereas they account for 63% of EPI-BIOSTAT and 65% of DSET&GS. For the MPH, 118 temporary lecturers contribute, teaching 52% of the classes.

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

The teaching staff is composed of a relatively stable permanent core of approximately 85 (82, as of the beginning of 2015; divided between mainly vocational and mainly academic faculty). These experienced, qualified faculty members provide the bulk of the teaching on the diploma courses delivered by the School. When faculty members leave, the job description for the position is reviewed according to the School's needs, changes and strategy. They are responsible for heading up and implementing the programmes. Over the past three years, there have been 21 recruitments and 30 departures, with an

average annual turnover of 9.7%. It is gradually being rebalanced by the current recruiting campaign since early 2015.

For the MPH, on average the turnover over the last three years is about 7%. 92% of the permanent faculty hold PhDs, as does 75% of temporary teaching staff, for whom professional experience is often the main recruitment criterion. The staff-to-student ratio is approximately 1:5. All teaching departments contribute to training. The highest contribution rates in terms of hours are in the Epidemiology and Biostatistics and Social Sciences department, with 36% and 27% respectively in 2014-2015. (Appendix 18)

### 5.3 Departments are comprised of staff with multidisciplinary backgrounds.

On the School website, the profile presentation for each faculty member can be accessed in the “programme” section, “[departments and lecturers](#)” subsection. Each department has a multidisciplinary composition in line with the fields covered in public health. The Epidemiology and Biostatistics department (EPI-BIOSTAT) is composed of epidemiologists specialising in different fields, along with specialists in biomathematics, bioinformatics, health economics, information systems, etc.; the Department of Environmental and Occupational Health and Health Engineering (DSET&GS) includes specialists in microbiology, toxicology, biomathematics, exposure science, social and urban anthropology, geomatics, environmental and occupational epidemiology, etc.; the Department of Human and Social Sciences and Health Behaviour (SHSCS) includes specialists in economics, political science, sociology, social psychology, demographics, law, history, educational science, etc.; the Institute of Management (IDM) brings together specialists in management science, organisational science, management, strategy, economics, quality, health marketing, and so on.

Faculty qualifications are diverse, in order to address the training needs of the diverse groups catered for. Twenty hold a post doctoral for PhD students supervision (HDR), qualifying them to supervise PhD theses. The academic staff offers a wealth of varied, complementary experience. From an educational point of view, they have an approach that focuses on acquiring competencies; most use active methods, placing students in lifelike situations along with supervised work. (Appendix 19)

Many of the faculty have national, European and international experience that is of benefit in the teaching offered in the different courses. Expert international lecturers contribute to the MPH and Europubhealth courses.

### 5.4 The institution supports the active involvement of faculty in public health research activities.

One of the four missions assigned to EHESP is “to contribute to research in public health”. Since its inception, the School has been committed to developing and organising research activities in France, Europe and internationally. These are now focused on four strategic fields of research (see COP – appendix 6). A list of research projects is presented in appendix 20.

EHESP’s research is mainly organised around [four accredited organisations](#) including a laboratory attached exclusively to the School and three ‘UMR’ mixed research units (under contract with universities and research institutions). However, the Emergence of Viral Pathologies accredited Unit (UMR 190 EPV) will no longer collaborate with EHESP in 2017. It supports the running of these organisations through the

work of its teaching staff and PhD students enrolled in these units, the operational funds it allocates each year, and research project funding.

The Dean of Research Office defines, leads and supports EHESP research policy. Its contract aid office assists researchers in the set-up, submission and monitoring of calls for research proposals, enabling their research projects to be funded. In addition, the Dean of Research Office supports research programmes, allowing research to be organised and developed in promising and original strategic areas: (cross-cutting programmes in 2012, ESSOR programmes in 2014).

Researchers have access to resources made available through the documentation service (published works, subscriptions to periodicals and databases) and the French Public Health Database (see criteria 6.2 and 6.4).

The research conducted at EHESP results in output and promotion thereof, with the publication of articles in peer-reviewed journals, the publication of scientific works, and presentations at international symposiums with published proceedings.

The School covers travel expenses deemed necessary by faculty and their departments, in line with their budget, for their activities. They benefit from favourable terms for attending conferences both in France and abroad (help with travel, accommodation and registration costs) and to join professional and academic societies.

5.5 The institution supports the active involvement of faculty in public health service (practice) activities.

The fact that EHESP faculty comprises public health professionals is a way to combine practice and teaching.

Consultancy activities are clearly identified and valued in the job descriptions of the School's research lecturers. Consequently, each year, the head of department conducts an interview with each research lecturer to define workload management and allocate activities, in particular for consultancy. (Appendix 21)

In this respect, research lecturers can put forward their participation in expert committees (in their own name or on behalf of the institution), participation in external working groups, the production of services (reports / studies / consulting and decision support), professional works, handbooks, software, and articles in professional journals, as well as carrying out consultancy, taking part in editorial committees, or assessing research programmes.

5.6 The institution has policies to evaluate and support professional development, within existing resources, for all staff.

Each member of the permanent faculty is assessed on an annual basis by their head of department. During an interview, together they review the past year (based on the faculty member's self-evaluation) and define the targets and workload for teaching duties, research and consultancy for the coming year. The outcome of the interview is formalised in a document signed by both parties. The assessment interview is governed by an internal procedure.

Each year, EHESP draws up a lifelong training plan for its faculty and other personnel in liaison with their representatives. The dedicated training budget for 2014 is approximately €240,000 for all personnel, equal to 1% of the payroll. All permanent faculty may benefit from this scheme, in which they can register after discussing the matter with their manager. Training in the following areas is particularly encouraged:

- Diploma courses as additional specialisation (Masters, PhD or HDR), for which they may be relieved of 10% of their working time
- Language classes
- Educational training courses.

EHESP has also established a series of internal support services that contribute to the development of competencies for all teaching staff, providing advice and support. These services are provided on demand to deliver expertise on any and all of the stages involved in putting together a training programme: identifying the competencies involved, defining learning targets, designing the educational framework, selecting the right teaching methods, and so on. In addition, the School's personnel benefit from an up-to-date external training offer coordinated by its different partners (Network of public service schools, the UEB and USPC, etc.).

#### 5.7 The institution has policies in place for appointment and promotion.

The majority of EHESP personnel have the status of civil servant (52%); for them, appointment and promotion processes are largely dependent on personnel administration that is coordinated nationally. The School has very little flexibility to define policies in this area. At the very most, the opinion of the Dean may be taken into consideration to facilitate to the promotion of a civil servant or shorten the length of time to reach a higher salary bracket. The terms of employment and compensation for staff on contract are governed by strict rules enforced on a national basis.

Career management for EHESP permanent faculty therefore differs depending on their status. However, EHESP is committed to a policy to streamline career management methods, with the aim of enhancing the School's appeal for all categories of permanent faculty. This involves contractual definition of the work of each faculty member within their department, covering teaching activities, research activities, consultancy activities and institutional activities, coupled with a quantitative and qualitative assessment of this activity. The resulting policy has been presented in an agreement drawn up with the relevant stakeholders; this has recently been ratified. While the consequences of this 'contractualisation' may vary depending on the different statuses, its implementation and assessment has a direct impact on the career path of each individual. Civil servants are managed according to the status of the corps to which they belong. For contract workers, the effect is to improve prospects for moving to a permanent contract and lower the level of seniority required to be promoted from one pay grade to another; for academics, it involves a more systematic promotion follow-up and the implementation of bonuses; for seconded staff, it will entail longer assignment periods and secondment renewal handled further in advance.

The Human Resources Department is in charge of assisting with career development for members of the teaching faculty, and ensuring that they are kept properly informed.

#### 5.8 An appropriately qualified and sufficient administrative/support staff is available for the programmes.

Each training programme is provided and implemented with the support of educational, administrative and logistics support staff for the various 'civil service' public administration management training departments, the Academic and Research departments, and the Lifelong Training department.

Two categories of staff fulfil this support mission: educational engineers and assistants. There are 22 educational engineers scientists who have a second-year Masters qualification or higher. Depending on their positioning, their responsibilities cover design, implementation and assessment of training schemes.

For example, the MPH has the equivalent of 2.5 dedicated full-time administrative personnel. The MPH administrative staff is very responsive to students' requests, albeit with the constraint of having to manage issues remotely in most cases.

6.1 The institution has financial resources sufficient to support the stated aims, final qualifications and learning objectives of the programmes offered.

The institution's financial resources are reviewed annually to achieve programme goals, final qualifications and learning targets.

The management cycle specifies a number of stages; these lead to the annual submission, in December, of the provisional budget for the following year to the Board of Governors:

- in July, management discussions, , about the major strategic and financial orientations
- in September, internal discussions with the responsibility centre managers allowing the needs for all activities to be identified
- at the end of these meetings, drawing up the provisional budget for the coming year, and if applicable the amended budget for the year in progress
- two weeks before it meets, the documents are sent to the members of the Board of Governors with a view to ratification and the new budget coming into force on January 1 of the following year.

The resources allocated to the EHESP budget can be broken down into three types: (Appendix 22)

- subsidies allocated by the supervising ministries: the French Ministry of Higher Education and Research and the Ministry of Social Affairs, Health and Women's Rights (in 2013: 21%)
- contribution paid by public-sector social, health and medical/social establishments (in 2013: 58%)
- internal resources, the main aspects of which are as follows: revenue from lifelong training activities, invoicing of hotel and food services, analysis services provided by the LERES laboratory, research agreements and provision of services, and tuition fees (in 2013: 21%).

The main areas of expenditure are divided as follows:

- permanent and occasional staff costs (in 2013: 43%)
- student civil servant compensation costs (in 2013: 22%)
- operating costs (in 2013: 27%)
- property and capital investment (in 2013: 8%).

To date, the resources at the disposal of EHESP have been sufficient to cover all the expenses engaged to achieve the various missions and projects of the institution. More recently, this equilibrium has become more fragile. The costs for student civil servant compensation and travel costs, particularly during their work placements, are not systematically aligned with the contributions paid by the Ministry of Health or public-sector social, health and medical/social establishments. Since 2010, this particularity has led to an imbalance. This is due on the one hand to the increased number of places offered through hospital entrance exams after several years of declining enrolment, and on the other hand to a fall in working capital, following real estate investment approved for the renovation of the Rennes campus and a financial contribution to regional projects (*Maison des sciences de l'Homme* [Human Sciences Institute in Brittany](#) and *Institut de recherche en santé environnement travail* [Health, Safety and Occupational Research Institute](#)). In this unfavourable budgetary situation, following the meeting of the Board of Governors in December 2014 the two supervisory ministries suggested the commencement of discussions on EHESP's business model. This will also be accompanied by presentation, by the School, of a multiyear

efficiency and performance improvement plan (PPEP), based on internal reorganisations within the School. (Appendix 23)

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

EHESP's resource department is at the heart of the French public health information system. The catalogue is available on the web, providing access to thousands of bibliographical references from documentary collections located in Rennes and Paris. The department, in Rennes, has resources in display areas, work rooms, IT hardware, documentary collections and dedicated staff. The centre is open to the different users of the School 45½ hours a week at the most suitable times for it to be accessed, with opening periods of up to 10½ hours a day.

In the spring of 2015, five additional areas will be developed on the Rennes site, featuring innovative fittings, to meet demand for flexibility as regards study times and locations, as well as the needs identified for individual learning and/or collaborative work.

The Paris team specialises in "Disability and Dependency".

A large number of electronic resources are made available including databases: Science Direct, Cairn, Academic Search Premier, Sage, Cinalh, and so on. These databases are continuously accessible for all EHESP users. An offer of monitoring solutions and documentary products is implemented: these include a health and social newsletter, bibliographies and up-to-date documentary files, etc. A bi-monthly e-letter on disability is sent out to over 10,000 subscribers; there is also a scientific journal devoted to the field of disability and dependency.

A training and personalised assistance offer is proposed to all users. In particular, the resource centre offers training for students throughout their studies:

- presentation of the library's information resources (in French or English according to the audience)
- use of the Public Health Database
- training workshops for thesis writing and documentary research.

The Public Health Database (BDSP), fed into by a network of institutions coordinated by EHESP, provides completely free access to a large online public health documentary database, including both academic publications and grey literature. It also offers other services: event announcements, website directory, job offers, etc. Presentations of BDSP are given to EHESP students.

EHESP also has a great deal of experience in terms of creating teaching aids using information and communication technology (such as MOOCs dealing with the health system and toxicology). In this regard, EHESP implements a proactive policy for developing the use of information and communication technology for pedagogical purposes. Backed by the different learning development support departments, digital technology is used to support and develop accessibility (in cognitive, physical, geographic, technical, material and financial terms) of the training schemes. Typical of this, for example, is the development and operation of a didactic media resource hub, available remotely, provided for use either with assistance or for self-training. ICT use is now incorporated in EHESP's training strategies, in the



organisation and management of training systems, and in teaching methods used by faculty to help learners.

6.3 Appropriate and well-equipped physical facilities supporting the educational methods of the programmes are provided.

On the Rennes campus, 2,729 m<sup>2</sup> of space is dedicated to teaching, spread over 47 classrooms and 3 lecture halls. Two-thirds of the classrooms are permanently equipped with data projectors, and portable equipment can be made available elsewhere. Free-access computer rooms are available for students, close to classrooms and in the halls of residence. These are equipped with computers, data projectors and printers. The lecture halls are equipped with projection systems and state-of-the-art videoconferencing systems, using high-resolution audio and video equipment. This enables up to five videoconferencing venues to be interconnected, with a recording capacity of several hours.

As part of the renovation of the campus commenced in 2008, EHESP aims to make all the buildings accessible to individuals with all types of disability, including both sensory and reduced-mobility disabilities.

In Paris, the courses are spread across three sites, all of which benefit from fully-equipped classrooms and wifi access for all students. The Broussais site has a videoconferencing room.

6.4 Appropriate computer facilities, including both hardware and software, access to the internet and appropriate service support are provided.

EHESP offers all students, teaching staff and employees a digital environment. The Information Systems and Telecommunications Department (DSIT) is involved in all activities requiring digital resources, including all information systems (Human Resources, library, laboratories, finance, etc.), equipment, research, safety, communication, academic activities and data analysis activities. EHESP uses cloud-based services to provide students with resources to facilitate communication, collaboration and productivity.

With regard to installations, the School has chosen solutions favouring flexibility and encouraging initiative and interaction:

- "mobile class" learning solutions: these comprise laptops, printers and data projectors, enabling any classroom to become a computer room
- PCs, printers and scanners are available at the library and from the Student Council office.
- web-conferencing, audio-conferencing and teleconferencing solutions are available.

EHESP has a forward-compatible infrastructure built around virtual servers, cloud servers, broadband communication services and suitable software. Collaborative work systems provide staff with access to all EHESP resources by means of a secure remote connection allowing them, amongst other things, to remain in constant contact with students.

A wifi network provides secure wireless connection to the Internet. Access is free of charge across the campus for the students and staff of the higher education or research establishments and members of the Eduroam roaming education project, during their travels worldwide. For visitors and speakers who do not belong to a higher education or research establishment, EHESP offers access enabling them to connect to the Internet following authentication.

An advice and assistance service is accessible for staff via a web portal, by phone or by e-mail. Its services include troubleshooting, advice and development of web applications, as well as online assistance. Students have access to these services for the course they are on. In addition, for the IT resources available to them in computer rooms, they have a hotline number enabling them to report any problem and access quick troubleshooting. Drop-in services are organised to offer personal assistance to students in the use of their IT equipment (PCs, smartphones, etc.).

Before using EHESP's IT resources, all users, whether they are students or staff of the School, are invited to electronically sign a code of conduct that defines the responsibilities of users and administrators, in order to comply with the law and uphold the proper use of IT resources and Internet services.

All students are provided with a lifelong messaging account that includes free e-mail, web creation, word processing and document storage, instant messaging and video-conferencing services.

## 6.5 Support is provided for the welfare and accommodation of students.

In Rennes, EHESP offers students the following services:

- food services (breakfast, lunch and dinner) in its fully renovated dining halls (470 seats); this complies with HACCP requirements
- accommodation in three halls of residence – Condorcet, Villermé and Le Gorgeu – including both 376 single rooms and 52 studio apartments. The dilapidated state of Villermé and more particularly Le Gorgeu has resulted in the School incorporating the development of a clearer policy on accommodation offered to students in its 2015 objectives, including strategic thinking about the future of its halls of residence
- a kitchenette is available for students for when the cafeteria is closed, during weekends.

The Student Council (*Bureau des Elèves*, BDE) has included all students since 2011. It is in charge of running events on the campus, and is subsidised by the School. The School's Administration Office meets the Student Council on a regular basis to deal with various issues relating to School life and events programmes initiated by the BDE.

The sports and culture association is open to all School personnel and students, it is subsidised: membership provides access to a sports hall.

Social services such as social assistance and occupational medicine are provided for all students wishing to receive these types of support.

In Paris, an agreement with Regional centre of student social services (*Centre régional des œuvres universitaires*, CROUS) makes it possible to offer some ten foreign students on low incomes access to accommodation, every year.

STRENGTHS AND WEAKNESSES OF THE INSTITUTION WITHIN CRITERIA IV, V, AND VI:

Strengths	Points for improvement
<ul style="list-style-type: none"> <li>▪ Provision of a large number of online teaching and scientific resources</li> <li>▪ Students benefit from effective personal supervision</li> <li>▪ Very high level of material and logistics resources from an educational point of view</li> <li>▪ Civil servant students can benefit from the School's academic course offer</li> <li>▪ Business model currently being analysed and rebalanced in liaison with the supervisory authorities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bringing the Paris facilities together on one site to facilitate access to better logistics resources</li> <li>▪ Optimising the civil service staff appointments and promotion policy, taking into account the limits of a nationally-managed career system</li> <li>▪ Increasing the access of students and faculty to the full text of online bibliographical databases</li> <li>▪ Streamlining the course information provided online on the School's website</li> </ul>

## CRITERION VII: INTERNAL QUALITY MANAGEMENT

7.1 A systematic quality management system regarding institutional provisions and the quality of programmes is in place with the involvement of relevant stakeholders.

Since EHESP's establishment in 2008, work has been undertaken with internal stakeholders to draw up a [quality assurance policy](#) and [handbook](#). These two documents were ratified by the Management Committee in April 2009, and approved by the Board of Governors in April 2010. The quality assurance policy assigns a central role to stakeholders and is based on the principle that each internal entity, department, laboratory and service is responsible for managing and developing quality within its scope of intervention. The quality handbook takes into account the various handbooks used by external evaluation and accreditation bodies for EHESP, including the CEPH handbook. It covers both the institution and courses. (Appendix 24)

To support the quality policy and coordinate its implementation, a Continuous Quality Improvement Steering Committee (*Comité de pilotage pour l'amélioration continue de la qualité*, COMPACQ) oversees internal evaluation phases and prioritises improvement actions. Chaired by the Dean or the latter's representative, it is composed of six research lecturers, six student civil servants or students and six members of administrative staff. It meets four to five times a year, sometimes in the form of day-long seminars.

A quality improvement support service (QUAL), set up in 2009, aims to support and monitor the quality initiatives undertaken by the different entities in the School, and coordinate the implementation of internal and external evaluations. The person in charge of QUAL leads a technical group of quality contacts (GTQ). In this group, the initiatives taken in each entity are discussed and crosscutting improvement projects are drawn up. Between 2009 and 2013, it met five to six times a year.

The following quality management procedures initiated by departments may be noted:

- LERES has initiated a specific procedure (ISO 17025) relating to sampling, analysis and development work implemented during its consultancy and research work, accredited by the French Accreditations Committee
- the Human Resources Department has formalised its procedures in order to facilitate better monitoring of its activities
- the HACCP procedure has been implemented for food services
- procedures and instructions have been formalised by the Finance and Management Control Department with a view to setting up 'responsibility centres' (publication of procedures and forms on the Intranet)
- formal definition and measurement of risks pertaining to the certification of the accounts by the Internal Control Department (drafting instructions, publication on the intranet, performance of internal audits)
- development of a quality procedure by the IT and Telecommunications Department for its internal services.

To coordinate its training activities, the School systematically makes use of management and monitoring KPIs (evaluation results, matching courses to competencies used professionally, satisfaction of

former students, employer satisfaction, etc.). Various means of identifying problems are implemented: observation within departments, evaluation questionnaires for students and staff, external audits, etc.

For the self-evaluations used during external evaluation processes, the School has a policy of encouraging a high level of involvement on the part of internal stakeholders, including all categories of staff and students. For example, the self-evaluation conducted in 2010 for AERES was carried out in several phases:

- collection of information and strategic diagnosis in responsibility centres
- internal audits conducted by eight groups of auditors, each composed of one lecturer, one student and one member of administrative staff
- drafting of a self-evaluation report, incorporating the results from the previous phases
- finalisation of the self-evaluation report through a large number of reviews and internal validations.

By way of example, the following actions show some of the different results obtained when considering how to improve the quality of the School's activities:

- developing help for students in finding employment (action undertaken as part of the COP)
- organising the website and responsibilities for managing it (in particular the institution of an editorial function with the participation of departments and services, and a dedicated page for each department with a presentation of lecturers and their CVs)
- creating a single Student Council (Bureau des Elèves, a body managed by students that takes initiatives for organising campus events and/or in the general interest; this function was formerly split between many different groups for each year's intake)
- enhancing research coordination tools (streamlined database covering research output; regularly updated map of the School's research activities, etc.)
- consolidating the finance chain through the dissemination and implementation of common procedures and instructions in terms of expenditure, missions and invoicing
- production of a map of partnerships covering each of the School's major missions
- organising more favourable conditions for hosting students in Paris, with the recruitment of a person dedicated to catering for students on the Paris site, alteration of the system for allocating grants, finding more functional premises (this action is still ongoing).

When the new Dean took up his position, in April 2013, the priority was given to drawing up a new strategic project and preparing the COP. The different categories of staff, students and external stakeholders were mobilised in seven working groups to review the various aspects of how the School was run; training, research, international activity, the business model, the premises development policy, School and student life, and the social project. The results of self-evaluations and external assessments conducted previously were included in the strategic analysis, and improvements have been added in the 2014-2018 COP (Appendix 6).

The COP having been signed at the end of 2014, evaluation of the quality policy and the relevant handbook has become a priority. The self-evaluation procedure that forms part of the APHEA accreditation has been an opportunity to initiate an internal assessment of this policy and lay the foundations of new strategic orientations in this area. The data from a survey conducted in early 2015, interviewing students and staff, show that the reference documents for the quality policy are little-known

internally, although they appear to be adequate for the majority of respondents. The vast majority do however believe they need to be revised.

7.2 There is regular and systematic data collection of student and staff feedback concerning the institution and the programmes offered. The Institution and its programmes demonstrate according modifications.

EHESP has developed a policy to assess and analyse the quality of courses, taking three components into account: evaluation of modules, evaluation of courses and evaluation of the impact of training on professional practices.

At the end of each module, students are invited to evaluate it via an online questionnaire on the basis of eight criteria (clarity of objectives, relevance of content, overall coherence, relevance of the teaching and learning methods, added value, appropriateness for needs, relevance of the duration, and overall satisfaction) and to add any comments they may have. Similarly, at the end of each course, students are invited to evaluate the quality of the course via an online questionnaire. The results are processed and analysed by the Course Quality Observatory (*Observatoire de la Qualité des Formations*, OQF), then presented to the stakeholders for discussion. As well as these evaluations of the efficacy of teaching, analysis of its effects on professional practice is also carried out. Alumni and employees of former 'civil service' course students are invited to comment on the relevance of the knowledge and methods learned during their public administration courses, with respect to the competencies actually used in the workplace. Other areas are also studied, such as the conditions in which positions are taken up, satisfaction as to the training courses delivered by the School, and so on.

In addition, EHESP systematically seeks the opinions of students about the material circumstances and services provided by the School. This is done during and at the end of the courses, as part of the surveys presented above. Furthermore, during the post-course survey, alumni are invited to comment on the image they have of the School.

However, no regular, systematic investigation is conducted in which staff are asked about the institution or its curriculum. That said, occasional, targeted investigations are conducted (wellbeing at work, quality management, etc.).

The OQF is in charge of defining and implementing the different evaluation schemes, and also ensures that the results are taken into account when defining the training offer, as well as in new developments for courses and teaching content. Module and course evaluation results are reported during discussion sessions with the course manager, faculty and students. These sessions allow the data gathered in the questionnaire to be examined more thoroughly and avenues of improvement to emerge. In addition, all the evaluation data is presented and used in the various course bodies, such as the Course Pedagogical Committees. During these sessions, decisions to adjust the course are taken. The different data produced helps to identify quality practices and develop these internally and externally, thus enabling practices which need to be improved to be identified, and providing individual and group support to members of the teaching faculty.

7.3 Feedback on quality of the programmes and institutional provisions is provided to faculty, students and other persons involved.

Presentation of the changes made after evaluation is left to the initiative of each course manager; the latter generally presents this information at the beginning of the course to new students. However, there is no institutional policy for providing information on the quality of courses.

Completed improvement projects are not currently the subject of an internal communication policy.

7.4 The institution provides evidence that recommendations received during previous reviews have led to changes in curricula, organisation of the programmes or institutional activities.

The recommendations of external evaluation bodies are systematically followed up. A table summarising the responses made to the AERES recommendations following the latter’s audit in 2011 were supplied to it in July 2013. (Appendix 25) 15 of the 16 recommendations have already been the subject of remedial action, 9 are the subject of work in progress and 5 are included in current strategy orientations.

In December 2013, AERES issued 4 new recommendations, which have since been taken into account in the strategic orientations of the 2014-2018 COP.

**STRENGTHS AND WEAKNESSES OF THE INSTITUTION WITHIN CRITERION VII:**

<b>Strengths</b>	<b>Points for improvement</b>
<ul style="list-style-type: none"> <li>▪ A quality procedure, rooted in the School’s culture and implemented at different levels of the institution</li> <li>▪ A systematic course evaluation policy</li> <li>▪ A large number of improvements noted in recent years</li> <li>▪ Recommendations made by external bodies are implemented and followed up</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using quality management as a tool for coordinating the School’s strategy</li> <li>▪ Making the policy and quality handbook more widely known among internal stakeholders</li> <li>▪ Systematically transposing evaluation results into improvement actions</li> <li>▪ Communicating about the improvements made</li> </ul>

### Strengths

- EHESP is a seventy-year-old historical school which succeeded in converting into a new model. It is a public institution, nationally and internationally acclaimed in its field of intervention.
- It has recently adopted a clear strategic line in keeping with its missions, and, in agreement with its two supervising ministries.
- EHESP promotes a singular model combining academic courses, research and consultancy with vocational training for public administration management.
- It offers a broad range of lifelong training courses tailored for the capacity-building of Public Health human resources.
- EHESP develops a multidisciplinary approach to its courses allowing the development of high-level professional competencies.
- It draws on significant human and material resources to fulfil its missions.

### Weaknesses

- The school budget remains balanced in 2014 but it is jeopardised by the financial model of the institution.
- Due to the broad scope of its missions, over time, EHESP has developed a complex organisation that needs to be clarified and improved to make it more understandable and efficient.
- The procedures relating to the coordination and organisation of activities appear to be in particular need of improvement.
- EHESP has a wide and diverse range of courses available, but its organisational aspects are not sufficiently self-evident. Work remains to be done to achieve more coherence.
- The presentation of the training offer on the School's website is uneven, and this interferes with its clarity.
- The teaching facilities in Paris do not benefit from the same quality of logistics resources as the ones in Rennes. This can be explained by the distance between the Parisian sites.

### Ways of improvement

The objectives and performance contract (COP) sets out the overall strategic streamlining process of the school's activities.

In order to improve the financial model of the school, a multi-year efficiency and performance improvement plan (PPEP) was implemented in early 2015 for the purpose of optimizing the operational management and the coordination of activities. (Appendix 23)

A strategic reflection is also currently being conducted to reinforce the roles assigned to Academic Dean Office and Department of Research.

The COP adds avenues of improvement for the courses, in particular by aiming to harmonise and consolidate the diploma course offering, in order to make the School's strategy more coherent.



Important:

The following appendices have been sent electronically in attached file with this report in a separated document entitled “**Appendices APHEA Institutional accreditation report\_30.04.2015**”.

If you have problems downloading this document, please inform us so we can send it again through our internal secure access sharing service. Thank you then for contacting: [francoise.cormerais@ehesp.fr](mailto:francoise.cormerais@ehesp.fr)

# appendix	Title in English	Reference page in the report	Reference page in the compiled appendices
1	Decree n°2006-1546 of Dec. 8, 2006	p.3 – p.6	P.1
2	Organizational chart	p.3	p.13
3	Internal rules	p.4	p.15
4	Gender Equality Charter	p.5	p.84
5	Internal consultation, coordination and decision-making bodies	p.5	p.95
6	Objectives and Performance Contract 2014-2018	p.6 – p.21	p.99
7	7 A. Joint session (JS) Scientific -Academic boards - Sept. 26, 2014	p.7	p.130
	7 B. Summary report and minutes CS-CF 26 sept, 2014		p.143
8	EHESP teaching Matrix	p.8	p.146
9	9 A. Assessment Charter	p.11	p.155
	9 B. Academic regulations		p.167
10	Diploma supplements EPH	p.13	p.190
11	International-action overview 2015-EHESP	p.13	p.203
12	Selection matrix	p.15	p.219 p.220
	12 A. MPH		
	12 B. EPH		
13	Template 4.1 a: Students applicants, accepted, enrolled	p.16	p.221
14	Template 4.1 b: Students country origin	p.16	p.223
15	Mentorship MPH	p.16	p.226
16	Post-diploma surveys MPH	p.19	p.231
17	Profile EHESP faculty	p.20	p.238
18	Programme staff/faculty profile in teaching hours and percentages per academic year by category of faculty/staff	p.21	p.240
19	Learning methods	p.21	p.242
20	List research projects EHESP	p.21	p.244
21	List of consultancy activities in 2014	p.22	p.251
22	Table Income & Expenditure	p.25	p.256
23	Multi-year efficiency and performance improvement plan	p.26 – p.34	p.258
24	Template 7.1: Involvement of stakeholders within the quality assurance system of the institution and programmes	p. 30	p.267
25	Monitoring of AERES recommendations	p.33	p.270