



EHESP Quality Framework

March 2009



Warning

This Quality Framework document describes EHESP's (*Ecole des Hautes Etudes en Santé Publique* – French School of Public Health) commitment to quality. It includes the across-the-board requirements of several frameworks used in order to prepare EHESP for its assessment by:

- AERES - *Agence d'Evaluation de la Recherche et de l'Enseignement Supérieur* (French Agency for the Evaluation of Research and Higher Education) ;
- CTI - *Commission des Titres d'Ingénieur* (French Commission on Engineering Degrees) ;
- *Conférence des Grandes Ecoles* (Platform of French “Grandes Ecoles”).
- CEPH - Council on Education for Public Health ;

Furthermore this quality framework meets the requirements of the following frameworks:

- ENQA - European Network for Quality Assurance in Higher Education;
- ASPHER - Association of Schools of Public Health in the European Region;
- RESP – *Réseau des Ecoles de Service Public* (Schools of Public Service Network).

This framework may subsequently be supplemented with further requirements concerning research and expert investigation activities.

Missions, Goals, Values

The missions of EHESP are defined by the act of August 9, 2004 on public health. EHESP's goals and values are stated in a contract with its partners. These missions, goals and values are incorporated into practices and appropriated by the internal players.

Strategy

EHESP has drawn up its roadmap and made it known to all the players. The School has compiled recent information and forecasts on the job situation and the state of knowledge in the sectors corresponding to its training offers. It offers diverse training programs in its domain, essentially at the master's and doctoral level, in part through networking with its partners nationally and internationally. In cooperation with major public and private research organizations, it conducts applied interdisciplinary research. It strives to expand the zone of influence of the French and European public health system at the international level.

Legitimacy and Autonomy

The legal status of the School allows it the status necessary to carry out its missions. It has true autonomy and control over its resources. It meets the requirements of France's national higher education and research policy as well as of the ministries responsible for health and social affairs as far as their demand for expertise and skills development. Stakeholders are included within its governing bodies.

Organization

The distribution of responsibilities and missions of both individuals and governing bodies is well-recognized by all internal players and has been formalized in the documents presenting the School, and is implemented in practice. The School offers an organizational structure which is compatible with teaching and learning, research and other activities serving the needs of public health players. The school's organization facilitates interdisciplinary communication, cooperation and collaboration, and allows for the efficient functioning of the different structures of the School.

Governance

The representation of stakeholders is ensured within the consultative (training committees and Scientific Board) and decision-making (Administrative Board) bodies. The chairmanship of these bodies is assigned to qualified people from outside the school elected to the board and committees. The School's governing bodies have established a set of by-laws that specify the rights and responsibilities of the different players. The School's Director is assisted by a management committee, accountable before the governing bodies of the school. The students are also represented on the Training Committee and Administrative Board. Extra-curricular activities by personnel, students and graduates are strongly encouraged, facilitated and supported.

Financial Resources

The School obtains sufficient resources to carry out its missions and achieve its goals in the field of teaching, research and other activities serving the needs of public health. The budget and internal management system allow public monitoring of the allocation and use of all funds.

Human Resources

The human resource policy upholds the school's strategy. Forward planning of these resources, in particular through formalizing the skills required, the lifelong training of personnel and the ad hoc recruiting policy, enable the School to maintain and develop its human assets in support of its mission. The School has set up policies and procedures promoting diversity and preventing discrimination in the recruitment, appointment and promotion of personnel.

The School recruits professors responsible for education and research in all the disciplines covered by its missions. Professor recruitment procedures are standardized and meet the criteria of fairness, excellence, practical experience and independent external assessment. The School has a policy for the assessment of professors' skills and output and handles their professional development accordingly.

Logistical and Environmental Resources

The reception, food service and accommodation are all conducive to student life and learning. The School provides students with the conditions that facilitate their personal development, and provides a work environment favorable to all its personnel. In particular, it promotes access for all to health and social services.

Documentation Resources and Access to Information

The School has an up-to-date documentation resource center and implements systems that facilitate access to information in strict compliance with confidentiality rules.

Partnerships

The School's ties with other national and international players enable it to participate in local development, optimize its resources and increase its sphere of influence in terms of education, expertise and research.

Internal and External Communication

The school implements an internal communication strategy that meets the needs of students and personnel. The school's goals, activities and outcomes are known to them.

The School has set up open and efficient ongoing external communication with its partners and different target audiences in a transparent and rigorous manner. The

qualitative and quantitative information it makes public regarding its courses and diplomas is up-to-date, impartial and objective. It sets forth any possible conflicts of interest it may have, makes known its continuous improvement policy, and evaluates the results so as to constantly enhance its reputation and image.

Training Roadmap

The School is constantly developing and renewing its training, research and expertise roadmap and goals collectively with professionals, future employers and the scientific community, taking into account the needs of stakeholders. The training roadmap promotes initiative, commitment and personalized curricula.

Curriculum

The curricula of all the training programs offered by the School cover at least the following five domains of knowledge related to public health: biostatistics and information sciences, epidemiology and clinical research, environmental health, health management and policy, human and social sciences and health behaviors. All students must demonstrate an understanding of the essential principles of public health as well as the sciences and techniques necessary for its practice to a degree indicating proficiency within their specialization. The organization of curriculum promotes an interdisciplinary approach. Research activities and findings are largely taken into account in developing the training programs. The curriculum promotes an awareness of societal values (health, safety, equal opportunity and diversity) by employing a framework of sustainable development and occupational ethics.

Vocational Goals and Skills Reference System

For each training course, , the targeted skills are clearly defined, stated, and reviewed with stakeholders before being listed in a reference framework.

Within each educational unit, the skills targeted are translated into vocational goals including those of public health researchers. This approach focusing on the skills to be acquired enables professors to assess or refine their teaching methods, and the content of the curriculum.

Proficiency Framework

The school has set up procedures to assess and certify the degree of proficiency demonstrated by each student.

The assessment criteria are designed based on the skills to be evaluated. For each training program, a proficiency framework matches the test system proposed with the targeted core competencies.

Students are assessed according to public criteria, rules and procedures that are applied systematically and consistently, and validated by the governing bodies.

Teaching Methods

All the students are placed in a situation which facilitates development of skills and practical application of key public health concepts within the chosen specialization.

The training system offers conditions fostering student collaboration and initiative, and the involvement of the student in the training activity by promoting coproduction and initiative through teamwork and case studies, for example..

Training methods meet the goals set as well as the features of the targeted audience.

Research and Research-based Training

The School implements an active research and expert investigation program in line with its mission, and through which school professors contribute to enhancing knowledge and practices in public health. The School involves students in the research conducted.

The professionals trained by the School are capable of using appropriate methods to identify opportunity in research and undertake investigation.

Student Recruitment

The School employs transparent student recruitment and admission policies and procedures to select students capable of benefitting the most from the different educational opportunities at the school and developing the skills necessary to successfully exercise their profession in the public health sector (social and health).

The criteria and regulations regarding application, admission and diplomas are applied fairly and without discrimination.

Expanding its International Reach

The School defines the appropriate strategy and organization for its European and international development in the fields of education, research and student and personnel mobility.

The School participates in several European and international higher education networks in public health in order to promoting exchange, but also to obtain support and recognition.

Educational and Occupational Guidance

The School offers a readily accessible guidance counseling service to students to assist them in their educational and professional endeavors

Interacting with the Professional World and Enhancing Research

The school interfaces with the professional world through the research efforts and expert investigations conducted by professors and by students. It offers services that have an impact on public health practices and policies.

The involvement by the students contributes to the development of the students' skills and in turn, enhances the quality of the teaching and the school's scientific output.

Lifelong Vocational Development

Through its training offering, the dissemination of its research, and the provision of online resources, the School facilitates lifelong learning in public health.

The School strives to evaluate and meet the changing needs of working professionals in terms of skills.

Assessing the Impact of the School's Activities

The School has set up an explicit procedure for assessing the outcomes of its activities. This procedure measures the effectiveness of the School in meeting the needs within the occupational environment and carrying out its missions.

The stakeholders' assessment of the training delivered is one of the indicators of the school's performance.

Quality Approach

The effective application of the quality framework and the external standards on which it is based, guarantees better responsiveness to the needs of the different beneficiaries. The ongoing diffusion of information on achieved quality contributes to making this guarantee credible.

The School implements a quality improvement policy which gives priority to projects designed to enhance quality using action plans implemented for a defined period.

Continuous Quality Improvement

The School is highly committed to promoting quality.

The School employees take into account the quality standards approved by the school management. They all participate in the self-assessment process, contributing to and benefiting from the analyses and resulting recommendations.

The School recognizes initiatives that focus on improving quality. It attempts to merge experience and skills. The results of innovations and experimentation are evaluated with the different stakeholders.

External Quality Assurance

The School meets the requirements of external quality assurance procedures. The quality assurance policy applies the recommendations and requirements of external quality assurance mechanisms.