



APHEA

Agency for Public Health
Education Accreditation

SITE VISIT REPORT FOR THE INSTITUTIONAL ACCREDITATION

Bordeaux School of Public Health – Institut de Santé Publique, d'Epidémiologie et de Développement (Isped)

Site Visit Report

November 2023

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
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SITE VISIT REVIEW TEAM:
Professor Suzanne Babich (Chair)
Professor Henrique Barros
Mr Tom Kuiper
Dr Julien Goodman

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Executive Summary¹

Foreword

The Review Team (hereafter named “the Team”) would like to thank everyone involved with this process of institutional accreditation and for the hard work that went into preparing the validation and Self-Evaluation stages. The Team would also like to extend their gratitude to the School and University for their generous hospitality and candour during the accreditation site visit.

Criterion I: Governance and Organisation of the Institution

The School at Bordeaux, Isped is legally established within the French education and its Master of Public Health is accredited nationally by the French accreditation agency HCERES.

The School was found to have a clear internal governance systems in place. The organisational chart of the School was presented as part of the accreditation process and the Team noted a clear distinction of responsibilities and tasks between the University, College and Isped levels bound within the National and institutional parameters of governance. The Team also appreciated how well the School sat within a supportive University environment.

The School is committed to equal opportunities and students were clearly integral to the management of the organisation and are included in the governing and assessment boards. Alumni were also found to be present in the Council for Continuous Improvement. Sitting physically next door to the research units has allowed the School to develop a close relationship between its research, education and service functions.

There was found a broad involvement of varied stakeholders in shaping the programmes and that their involvement with the school was robust and built in to informal but systematised feedback mechanisms. Moving forward, the School may wish to review the membership of their stakeholder advisory groups and extend invitations to unrepresented stakeholders, such as, pharma or the wider international community.

¹ Since July 2023 full reports (without appendices) will be reproduced online at www.aphea.be and publicly available.

Criterion II: Aims and Objectives of the Public Health Institution and its programmes.

Isped was initially developed in one of the four universities in Bordeaux as the public health faculty in 1989. It became 'Isped' in 1997 and, as three of the four universities merged in to the University of Bordeaux, began in its present form in 2014. The mission of the School was found to be clear and a reflection of its activities which include education, research and service.

The relationships of the varying programmes to the mission of both Isped and the University were clearly elaborated. Although there were many concentrations and programmes available there was an overall sense of unity within the School with good partnerships both regionally and at a state level.

The School is evidently involved in continuous improvement and updating of the curricula and many of the School faculty were found to be working in the field, with a heavy focus on hospitals. A strength was seen through this relationships in the regional health and social sectors, with solid partnerships: intervention of health professionals in teaching and supervising internships, in particular in health management and in epidemiological surveillance (professionals from the French national agency for public health "Santé Publique France"). Internationally the School provided a wide range of activity and research related programmes with relevance to international students. As a recommendation, the Team would encourage the School to improve the visibility of their community and international level work.

Criterion III: Programmes

The School was found to have an impressive portfolio of programmes and life-long learning was seen as a key emphasis of the school including the provision of MOOCs and a summer school. The high number of processes was seen as having the potential for increasing administrative complexity which may deserve attention in the future.

The components of the curricula were found to be consistent with the final qualifications of the programmes as part of the Curriculum Validation process which looked at several concentrations. These included the basic concepts, theories and methods. Initially, concerns had been raised about the integration of ethics in the programmes with the School placing a disproportionate emphasis on bio-ethics over population ethics. This was satisfactorily explained during the meetings including how a new course on ethics,

with more of a focus on population ethics, was in the process of being introduced. In addition, the Team were informed that the School was instigating an ethics review committee for public health to help draw the distinction between bio-medical and human subjects research.

The mastering of research methods within the school was seen by the Team as a clear strength. However, some stakeholders and alumni had mentioned a focus more on research theory over social skills and, in such, the Team would recommend that the school place an additional focus on giving students hands-on experience.

As part of the French education system the School operates programmes allowing for progression from Masters to PhD. The percentage of students enrolling for a PhD after the Master's degree varies from 0 to more than 50% depending on the concentration. At present, there are 80 students enrolled in the PhD program in Public Health at the University of Bordeaux, half of whom come from the School's Master. The School employs nineteen of them as teaching assistants. Quantitative monitoring of students within the workplace takes place after six and thirty months and as part of this the alumni were monitored for employment positions.

The processes for student assessment were outlined in detail and the School uses anonymous reviews or blind grading which instils a mechanism for unbiased student assessment. Furthermore, the school has a number of informal systems in place for the benefit of the students.

However, an independent board which operates autonomously and independently on the issues of quality, complaints and the calibration of assessments was not evident and, as such the Team would suggest that the School look to establish an Independent board for guiding assessments which contains the abovementioned qualities along with processes for external assessment.

The School employs a University-wide charter against plagiarism with the purpose of preventing plagiarism in the student-body and tools are available for both faculty and students to address potential plagiarism.

The Team felt that the School and faculty excel in their international collaborations and are credited with engaging faculty from the international locations where they have a strong presence.

Criterion IV: Students and Graduates

The entrance requirements for the academic programmes were found to be clear and applied equally to all. The Team was introduced to high number of applications versus the number of eligible places. The information given centred around a government initiative to allow students to apply for a range of programmes throughout the country. Each application is reviewed by two members of staff which creates the potential for overload for faculty. However, the Team were informed that the system will be changing through curtailing the number of courses potential students can apply for.

Individual advisors entitled “referents” are provided for the students in the first year of the Master to help monitor their progress and in the present cohort two students had dropped out through both personal reasons and wishing to pursue another course of study previously applied to.

The School is served centrally through PHASE for students with special needs. The term ‘special needs’ at the University takes on a progressive meaning to most and covers all students that have particular individual needs. All students had knowledge of the PHASE service and had expressed satisfaction with individual tutoring, as well as the administrative support available.

The variety of communication tools at use in the School range from a website, a Moodle platform, handbooks through to social media including LinkedIn, Facebook, Twitter and YouTube. Faculty had mentioned that some concentrations of the Master have dedicated alumni group on LinkedIn (with 227 members for example for the epidemiology concentration) but had limitations in data collection for further use and alumni had mentioned that there is a suggestion to receive life-long emails so they can be contacted by the School.

The School has clear regulations and students expressed satisfaction in their reception through the use of Isped open days, guides for prospective students alongside details on housing and facilities sent by the coordinators in advance.

One of the areas that was highlighted during the meetings as a potential weakness of the School was the systematic and formal follow-up of alumni. The University conducts a six and thirty month survey, which is set at a national level, but these are not precisely relevant to the subject skills studied but rather focus on whether or not they are employed, the geographical location and public/private status of employer, the contract

type with salary. The staff spoken to on this matter expressed that the information gathered for now is not sufficiently precise on the type of job and on the employer. As such, the Team would recommend that the School develop a plan or strategy for a proactive approach to monitoring students after graduation. Furthermore, to use the information gathered for continuous programme development.

Criterion V: Human Resources and Staffing

The recruitment of faculty was found to be set nationally whereby senior lecturers and professors employed in Isped are salaried through the central government ministry and were on permanent contracts (*contrat de travail à durée indéterminée*) after twelve months. The faculty had informed the Team that, in general, their teaching load was around 192 hours per year which was calculated on around fifty percent teaching and another fifty percent in research. Their work was often supplemented with work outside the university, for example, in hospitals. The team were further told that academic promotion at the national level used to be based mainly on research, but now also accounts for teaching activities and services. Faculty can also request a teaching leave to allow more time for research for a period of 6 or 12 months every 3 or 6 years, respectively. Faculty had expressed that the school offered a very collegial and supportive environment during faculty promotion processes at the local level.

The employment of faculty through the Ministry ensures that the School has a stable core of academic staff sufficient for the teaching of the programmes. The quantitative data requested on the composition and changes in faculty were provided. Around 74% of the teaching load was accomplished through an internal staff numbering 117 and supported by 26% adjunct faculty numbering 74. Sixty four percent of internal faculty held PhDs compared to 50% of the adjunct faculty. Faculty turnover was low, created through retirement and faculty / student ratios were 1:8.8 in the Master programmes and 1:14.8 in the Diploma courses.

The faculty at the School demonstrated a breadth of international and multidisciplinary backgrounds and experience and a strength at the School consisted of employing faculty representing global areas where the School had strong service connections and student recruitment. The Team would encourage the School to continue its efforts in diversifying its staff to cover an even larger number of disciplines.

The School is housed within a research environment consisting INSERM, Bordeaux Population Health (BPH), has strong collaboration with Sante Publique France and has an impressive international, national and community service portfolio of activities. The school also demonstrated how faculty were invited into the school through their involvement in service, for example, recruiting adjuncts from hospitals.

Criterion VI: Supportive Services, Budgeting and Facilities

The School is supported through the University and faculty are remunerated at a Ministry level and the local budget is dependent on student numbers. It appeared to the Team that the School has a relative amount of latitude to re-allocate budgets. For example, if one concentration has more students, they are able to reallocate budgets to an extent. The annual budgets are voted on annually by the governing board of Isped.

The School has access to both a local centre for documentation whose staff, additionally provide training on areas such as literature research and plagiarism. The Team felt this resource added to the sense of collegiality within the School. This is further supported by the University library which is located in close proximity to the School. All students have access to the virtual libraries of the University as well as a Moodle learning platform which is maintained by pedagogical engineers. International and continuing education students are provided with an orientation week at the beginning of the academic year..

The physical learning environments are located within the main teaching area of the school and consist of a lecture theatre and a range of teaching rooms. All facilities maintained state-of-the-art electronic resources. A range of computer facilities and software are available for students and staff and are supported through initial training induction sessions.

The School has access to the University 'Crous' accommodation system which provides fully equipped and serviced accommodation close to the university. This was seen as a resource which benefitted students with financial difficulties. Out of the interviewed student cohort, fifty percent had housing through the University which was viewed positively by the cohort with one student expressing that they thought the housing system was "excellent."

Criterion VII: Internal Quality Management

The School possesses a quality management system which operates at practical, tactical and strategic levels. The School's systems are inclusive of faculty and students and relies for alumni feedback from the nationally based surveys which is well supplemented through informal inputs from social media. It was appreciated by the Team that there is an extensive range of formality at the School but where the informal systems in place are seen as effective especially given the smaller cohort sizes in some of the concentrations. In this view, the Team felt that the systems in place at the School were fit for purpose. In addition, the Team would support the School in continually assessing the harmonisation of quality assurance processes between concentrations and their balance between formal and informal processes.

The Team was provided with the evidence that every actor within the School was involved in the key processes and students were also found to be included in discussions about assessments prior to the subsequent course of study and evidence was provided that demonstrated the information given by the students was used for programme revision. Feedback mechanisms were outlined where students from the subsequent cohorts are informed of changes made as a result of feedback from the previous cohorts. Feedback and discussions with stakeholders, as previously mentioned, operate on a more informal basis. The feedback to alumni is less certain due to the type of contact given, although the Team were made aware that the School is involved in the project to create a new alumni platform at the university level.

Summary of Conclusions

Criterion I: Governance and Organisation of the Institution	
Sub – Criterion 1.1	Met
Sub – Criterion 1.2	Met
Sub – Criterion 1.3	Met
Sub – Criterion 1.4	Met
Criterion II: Aims and Objectives of the Public Health Institution and its Programmes	
Sub – Criterion 2.1	Met
Sub – Criterion 2.2	Met
Sub – Criterion 2.3	Met
Sub – Criterion 2.4	Met
Criterion III: Programmes	
Sub – Criterion 3.1	Met
Sub – Criterion 3.2	Met
Sub – Criterion 3.3	Met
Sub – Criterion 3.4	Met with comments
Sub – Criterion 3.5	Met
Sub – Criterion 3.6	Met
Sub – Criterion 3.7	Met
Criterion IV: Students and Graduates	
Sub – Criterion 4.1	Met with comments
Sub – Criterion 4.2	Met
Sub – Criterion 4.3	Met
Sub – Criterion 4.4	Met
Sub – Criterion 4.5	Partially Met with comments
Sub – Criterion 4.6	Met
Criterion V: Human Resources and Staffing	
Sub – Criterion 5.1	Met
Sub – Criterion 5.2	Met
Sub – Criterion 5.3	Met
Sub – Criterion 5.4	Met
Sub – Criterion 5.5	Met
Sub – Criterion 5.6	Met
Sub – Criterion 5.7	Met
Sub – Criterion 5.8	Met
Criterion VI: Supportive Services, Budgeting and Facilities	
Sub – Criterion 6.1	Met
Sub – Criterion 6.2	Met
Sub – Criterion 6.3	Met
Sub – Criterion 6.4	Met
Sub – Criterion 6.5	Met
Criterion VII: Internal Quality Management	
Sub – Criterion 7.1	Met
Sub – Criterion 7.2	Met

Sub – Criterion 7.3	Met
Sub – Criterion 7.4	Met

Criterion I: Governance and Organisation of the Institution

The governance, organisational structure and processes are appropriate to fulfilling the mission, aims and objectives of the institution.

1.1 The institution or, host organisation, is legally recognised/accredited (if national accreditation exists) by national educational authorities and allowed to issue degrees.

The School at Bordeaux, Isped is legally established within the French education and the Master of Public Health (including all concentrations) is accredited nationally by the French accreditation agency HCERES.

Conclusion: This sub-criterion is met

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

The organisational chart of the School was presented as part of the self-evaluation documentation (SED). The Team noted a clear distinction of responsibilities and tasks between the University, College and Isped levels bound within the National and institutional parameters of governance. The Team also appreciated how well the School sat within a supportive University environment. The School was found to have a clear internal governance systems in place. Students were seen as integral to the organisational structure of the school which included the governing and assessment boards. Alumni were also found to be present in the Council for Continuous Improvement. The School is committed to equal opportunities and, as part of the wider University system, is served by a listening, monitoring and reporting unit (CEVS - cellule d'écoute, de veille et de signalement). Sitting physically next door to the research units has allowed the School to develop a close relationship between its research, education and service functions.

Conclusion: This sub-criterion is met

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

Each concentration within the school is served by individual directors which was expressed in the SED and whom formed discussion panels during the site visit.

Conclusion: This sub-criterion is met

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.

As highlighted above under criterion 1.2 students were clearly integral to the management of the organisation. During the meeting with stakeholders, the Team learned of a broad involvement of varied stakeholders in shaping the programmes and that their involvement with the school was robust and built in to informal but systematised feedback mechanisms. One comment from the Team was that the School may wish to review the membership of their stakeholder advisory groups and extend invitations to unrepresented stakeholders, such as, pharma or the wider international community.

Conclusion: This sub-criterion is met

Criterion II: Aims and Objectives of the Public Health Institution and its programmes.

The Institution has a clearly formulated mission, conducive to the development of public health and which is responsive to changing environments, evidence, health needs of populations

2.1 The institution has a clearly stated and publicised mission.

The background and development of the School was clearly highlighted within the SED where Isped was initially developed in one of the four universities in Bordeaux as the public health faculty in 1989. It became 'Isped' in 1997 and, as the four universities merged in to the University of Bordeaux, began in its present form in 2014.

The mission of the School was found to be clear and a reflection of its activities which include education, research and service.

Conclusion: This sub-criterion is met

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

The relationships of the varying programmes to the mission of both Isped and the University were clearly elaborated as part of the SED. Although there were many concentrations and programmes available there was an overall sense of unity within the School. The Team felt that there were good partnerships both regionally and at a state level with a nice balance between theory and practice.

Conclusion: This sub-criterion is met.

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.

The School's SED had highlighted evidence of continuous improvement and updating of the curricula including, for example, attention to computer science and health data science. During the meetings, it became clear that many faculty were working in the field, with a heavy focus on hospitals, and examples were given to the Team of how real-life situations were integrated into the teaching.

Conclusion: This sub-criterion is met

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

A program strength, given relationships in the regional health and social sectors, with solid partnerships, in particular for the concentration in management. Intervention of health professionals in teaching and supervising internships, in particular in health management and in epidemiological surveillance (professionals from the French national agency for public health “Santé Publique France”). Internationally the School provided a wide range of activity and research related programmes with relevance to international students. As a recommendation, the Team would encourage the School to improve the visibility of their community and international level work.

Conclusion: This sub-criterion is met

Criterion III: Programmes

The institution provides a supportive framework for each of the programmes offered at the institution.

3.1 The core components of the curriculum provide a thorough teaching of the basic concepts, theories and methods of public health.

The components of the curricula were found to be consistent with the final qualifications of the programmes as part of the Curriculum Validation process which looked at several concentrations. These included the basic concepts, theories and methods. Initially, concerns had been raised about the integration of ethics in the programmes with the School placing a disproportionate emphasis on bio ethics over population ethics. This was satisfactorily explained during the meetings including how a new course on ethics, including more of a focus on population ethics, was in the process of being introduced.

The mastering of research methods within the school was seen by the Team as a clear strength. However, some stakeholders and alumni had mentioned a focus more on research theory over social skills and in such, the Team would recommend that the school place an additional focus on giving students hands-on experience.

Conclusion: This sub-criterion is met

3.2 The institution ensures multi-disciplinarity in order to prepare public health professionals.

The School was found to have an impressive portfolio of programmes and life-long learning was seen as a key emphasis of the school including the provision of MOOCs and a summer school. The high number of processes was seen as having the potential for increasing administrative complexity which may deserve attention in the future.

As part of the French education system the School operates programmes allowing for progression from Masters to PhD. The percentage of students enrolling for a PhD after the Master's degree varies from 0 to more than 50% depending on the concentration. At present, there are 80 students enrolled in the PhD program in Public Health at the University of Bordeaux, half of whom come from the School's Master. The Team were informed that the school currently employs nineteen of them as teaching assistants.

Quantitative monitoring of students within the workplace takes place after six and thirty months and as part of this the alumni were monitored for employment positions.

The SED had highlighted that the University of Bordeaux operates an ethic committee for research and teaching and as part of the meetings the Team had the opportunity to discuss ethics processes with the University's scientific integrity contact person. In addition, the Team were informed that the School was instigating an ethics review committee for public health to help draw the distinction between bio-medical and human subjects research.

Conclusion: This sub-criterion is met

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

The Team were informed through the SED and meetings within the School the range of integration of research into curricula. Specific examples, aforementioned, included utilising hospital data within the classroom.

Conclusion: This sub-criterion is met

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

The processes for student assessment were outlined in detail within the SED. The use of anonymous reviews or blind grading instils a mechanism for unbiased student assessment. Furthermore, the school has a number of informal systems in place for the benefit of the students, for example, students will discuss their marks and potential for re-sits with their lecturers.

However, an independent board which operates autonomously and independently on the issues of quality, complaints and the calibration of assessments was not evident and, as such the Team would suggest that the School look to establish an Independent board for guiding assessments which contains the abovementioned qualities along with processes for external assessment.

Conclusion: This sub-criterion is met with comments

3.5 The institution recognises and adheres to explicit policies on plagiarism and fraud. Faculty are provided and guided with instruments to tackle fraud or plagiarism in assessments and theses. Students are informed.

The School employs a University-wide charter against plagiarism with the purpose of preventing plagiarism in the student-body. Students were informed about policies through initial induction sessions and were provided with a 10 page informational booklet.

The SED contained the tools available for faculty and students to address potential plagiarism which include 'Compilatio' software a game to raise awareness entitled 'subpoena' as well as the provision of seminars to inform staff and students on the use of these tools and more recently the advent of ChatGPT.

Conclusion: This sub-criterion is met

3.6 The Institution recognises and adheres to the principals of the Bologna Declaration where appropriate.

As part of the French University system, the School fully adheres to the Bologna processes and issues a diploma supplement in both French and English

Conclusion: This sub-criterion is met

3.7 The institution encourages international networking and collaborations.

The Team felt that the School and faculty excel in their international collaborations and are credited with engaging faculty from the international locations where they have a strong presence.

Conclusion: This sub-criterion is met

Criterion IV: Students and Graduates

The institution has policies and procedures on student recruitment, enrolment, support and follow-up which are assessed and revised regularly.

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

The Team were introduced to high number of applications versus the number of eligible places. The information given on-site centred around a government initiative to allow students to apply for a range of programmes throughout the country. There were found to be 670 applications (previous cohort $n=1028$) to the two M1 programmes (on-line and campus based). Each application is then reviewed by two members of staff which creates the potential for overload for faculty included in these reviews. The Team were informed that the system will be changing through curtailing the amount of courses potential students can apply for.

The entrance requirements were found to be clear and applied equally to all which was reinforced through conversations with the students. Student recruitment quantitative data was provided within the SED and recent drops in student applications in the M1 programmes were seen by the School as a by-product in a reduction of the previous higher numbers seen as a resulting from the pandemic. Some faculty had also explained that fewer students were opting for scientific bachelors which has impact on recruitment at Isped.

Conclusion: This sub-criterion is met with comments

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.

Individual advisors entitled “referents” are provided for the students in the first year of the Master to help monitor their progress. Quantitative drop-out figures were presented as part of the SED and in the present cohort two students had dropped out through a combination of personal reasons and wishing to pursue another course of study that they had previously applied to.

The School is served centrally through PHASE for students with special needs. The term ‘special needs’ at the University takes on a progressive meaning to most and covers all

students that have particular individual needs. As the PHASE website explains: “Whether you're a student, high-level athlete, artist, elected student representative, disabled or suffering from a long-term illness, a volunteer or an employee ... The university provides support to help you make the most of your opportunities and achieve your educational objectives.”

Conclusion: This sub-criterion is met

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

The SED outlined the individual tutoring, as well as administrative support, used throughout the school and those details formed part of the discussion with the students who had expressed satisfaction with the processes available. One student had informed the team of their personal experience in having an issue, who was able to approach their course director and receive a bespoke response. All students had knowledge of the PHASE service and had also pointed out the availability of student organisation and the use of M2 “peers” as support for M1 students.

Conclusion: This sub-criterion is met

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

The range of communication tools at use in the School range from the website, a Moodle platform, handbooks through to social media including LinkedIn, Facebook, Twitter and YouTube. Faculty had mentioned that some concentrations of the Master have dedicated alumni group on LinkedIn (with 227 members for example in the Epidemiology concentration) but had limitations in data collection for further use and alumni but alumni had mentioned that there is a suggestion to receive life-long emails so they can be contacted by the School.

The School has clear regulations and students expressed satisfaction in their reception through the use of Isped has open days, guides for prospective students alongside details on housing and facilities sent by the coordinators in advance.

Conclusion: This sub-criterion is met

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

One of the areas that was highlighted during the meetings as a potential weakness of the School was the systematic and formal follow-up of alumni. The University conducts a six month and three year (30 months) survey but these are not precisely relevant to the subject skills studied but rather focus on whether or not they are employed, the geographical location and public/private status of employer, and contract type with salary. The staff spoken to on this matter expressed that the information gleaned is for now not sufficiently precise on the type of job and on the employer. The School was using informal networks but had given the view that more work was required, for example, in the form of a formalised follow up of students.

As such, the Team would recommend that the School develop a plan or strategy for a proactive approach to monitoring students after graduation. Furthermore, to use the information gathered for continuous programme development.

Conclusion: This sub-criterion is partially met with comments

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

The school and the University of Bordeaux adhere to the European Union General Data Protection Regulation (GDPR)

Conclusion: This sub-criterion is met

Criterion V: Human Resources and Staffing

The institution ensures that the profile and number of teaching and support staff is appropriate to the provision of the stated programmes and their continuous development. The promotion and recruitment policy within the institutional recruitment regulations and procedures are consistent with the mission of the institution and the aims and objectives of the stated programmes.

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

The recruitment of faculty was found to be set nationally whereby senior lecturers and professors employed in Isped are salaried through the ministry and were on permanent contracts (contrat de travail à durée indéterminée - CDI) after twelve months. The faculty had informed the Team that, in general, their teaching load was around 192 teaching hours per year which was calculated on around fifty percent teaching and another fifty percent in research. Their work was often supplemented with work outside the university, for example, in hospitals. During the interviews one faculty member had mentioned that they were on a different contract which consisted of full time teaching. The team were further told that academic promotion at the national level used to be based mainly on research, but now also accounts for teaching activities and services. Faculty can also request a teaching leave to allow more time for research for a period of 6 or 12 months every 3 or 6 years, respectively.

Through discussion, faculty had expressed that the school offered a very collegial and supportive environment during faculty promotion processes at the local level.

Differences in the recruitment of faculty ad non-faculty staff were highlighted as part of the SED.

Conclusion: This sub-criterion is met

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 employment of faculty through the Ministry ensures that the School has a stable core of academic staff sufficient for the teaching of the programmes. The quantitative data requested on the composition and changes in faculty were provided in the relevant

sections of the SED. These indicated that around 74% of the teaching load was accomplished through an internal staff numbering 117 and supported by 26% adjunct faculty numbering 74. Sixty four percent of internal faculty held PhDs compared to 50% of the adjunct faculty.

Faculty turnover was low, created through retirement and faculty / student ratios were 1:8.8 in the Master programmes and 1:14.8 in the Diplomas.

Conclusion: This sub-criterion is met

5.3 Departments are comprised of staff with multidisciplinary backgrounds.

The faculty at the School demonstrated a breadth of international and multidisciplinary backgrounds and experience. As previously mentioned, a strength at the School consisted of employing faculty representing global areas where the School had strong service connections and student recruitment. The Team would encourage the School to continue its efforts in diversifying its staff to cover an even larger number of disciplines.

Conclusion: This sub-criterion is met

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

The School is housed within a research environment consisting INSERM, Bordeaux Population Health (BPH) and has a strong collaboration with Sante Publique France. The SED provides evidence of the range of funding made available through the BPH as well as academic research activities.

Conclusion: This sub-criterion is met

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

As previously mentioned, the School has an impressive international, national and community service portfolio of activities. The school also demonstrated how faculty were invited into the school through their involvement in service, for example, recruiting adjuncts from hospitals.

Conclusion: This sub-criterion is met

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

The Team was informed that there was a national peer review process in place which consisted of the faculty member completing a dossier on their teaching, research and services activities, which is then reviewed anonymously by two peers of equal academic standing and was seen as part of faculty promotion.

During the meetings, faculty had mentioned that a more local system within the school could be interesting in order to investigate the improvement of new skills, improve teaching practice or sabbaticals. However, it was acknowledged that any process would lack career development support.

Conclusion: This sub-criterion is met

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

As mentioned above the policies for appointment are set at a Ministry level. However, the Team felt that the School should be more explicit with recruitment procedures on their website.

Conclusion: This sub-criterion is met

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

A full quantitative and qualitative description of the administrative and support staff was made available to the team as part of the SED. The team had chance to meet with some of the support staff during the site visit and appreciated the title and concepts “pedagogical engineers”

Conclusion: This sub-criterion is met

Criterion VI: Supportive Services, Budgeting and Facilities

The accommodation, budget and facilities are adequate to realise the mission of the institution and range of programme aims and objectives.

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

The School is supported through the University and faculty are remunerated at a Ministry level. Isped income approximates 1.5 million euros per year and the salary costs arrive at around 3.5 million euros. During discussions it was explained to the Team that the local budget is dependent on student numbers. It appeared to the Team that the School has a relative amount of latitude to re-allocate budgets. For example, if one concentration has more students, they are able to reallocate budgets to an extent. The annual budgets are voted on annually by the governing board of Isped.

Conclusion: This sub-criterion is met

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.

The School has access to both a local centre for documentation whose staff also provide training on areas such as literature research and plagiarism. The Team felt this resource added to the sense of collegiality within the School. This is further supported by the University library which is located in close proximity to the School on the campus of the university. All students have access to the virtual libraries of the university as well as a Moodle learning platform which is maintained by the aforementioned pedagogical engineers. International and continuing education students are provided with an orientation week at the beginning of the academic year.

Conclusion: This sub-criterion is met

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

During the site visit the Team had the opportunity to visit the physical learning environments which are located within the main teaching area of the school. The

resources consisted of a lecture theatre and a range of teaching rooms. All facilities maintained state-of-the-art electronic resources.

Conclusion: This sub-criterion is met

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

A range of computer facilities and software are available for students and staff. These are supported through initial training induction sessions.

Conclusion: This sub-criterion is met

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

As previously mentioned, the School has access to the centralised PHASE service which is maintained at the University level. The PHASE service was viewed by the Team as an asset for the School. The Team would urge the School to take care that everybody knows what to do in case of psychological issues.

For accommodation, the School has access to the University 'Crous' system which provides fully equipped and serviced accommodation close to the university. This was seen as a resource which benefitted students with financial difficulties. Out of the interviewed student cohort, fifty percent had housing through the University which was view positively by the cohort with one student expressing that they thought the housing system was "excellent."

Conclusion: This sub-criterion is met

Criterion VII: Internal Quality Management

There is an internal system for assuring quality and supporting policy development, decisions, and actions.

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

The School possesses a quality management system which operates at practical, tactical and strategic levels. During the meetings the Team was provided with the evidence that every actor within the School was involved in the key processes. Students were also found to be included in discussions about assessments prior to the subsequent course of study and evidence given that the information given by the students was used for programme revision.

Conclusion: This sub-criterion is met

7.2 There is regular and systematic data collection of student and staff feedback concerning the institution and the programmes offered.

The School's systems are inclusive of faculty and students and relies for alumni feedback from the nationally based surveys which is well supplemented through informal inputs from social media. One faculty member had mentioned that alumni and employer contact could be improved. It was appreciated by the Team that there is an extensive range of formality at the School but where the informal systems in place are seen as effective especially given the smaller cohort sizes in some of the concentrations. In this view, the Team felt that the systems in place at the School were fit for purpose. In addition, the Team would support the School in continually assessing the harmonisation of QA processes between concentrations and their balance between formal and informal processes.

Conclusion: This sub-criterion is met

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

The SED clearly outlines the feedback mechanisms to students whereby the subsequent cohorts are informed of changes made as a result of feedback from the previous cohorts. Feedback and discussions with stakeholders, as previously mentioned, operate on a more

informal basis. The feedback to alumni is less certain due to the type of contact given, although the Team were made aware that the School is involved in a project to create a new alumni platform at the University level.

Conclusion: This sub-criterion is met

7.4 The institution provides evidence that recommendations received during previous reviews (by APHEA or any other national/international review body) have led to changes in curricula, organisation of the programmes or institutional activities.

This being the first cycle accreditation for the School there are no recommendations made previously by APHEA. However, the SED highlights the remarks and actions taken toward the national accreditation.

Conclusion: This sub-criterion is met