APHEA

Agency for Public Health
Education Accreditation

SITE VISIT REPORT FOR THE

INSTITUTIONAL ACCREDITATION

REVIEW OF THE

School of Public Health
Université de Montréal

Site Visit Report

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
SITE VISIT DATES: 15th to 17th April 2024

SITE VISIT REVIEW TEAM:
Professor Ramune Kalediene (Chair)
Professor Sue Babich
Professor George Mutwiri
Dr Julien Goodman

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Executive Summary[1]

"Site visitors found all criteria were met or met with comments. No criteria were partially met or unmet. The team recommended full accreditation."

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 of Public Health is a composite part of the University of Montreal and was established in 2013. The team found that students were involved throughout the governing committees of the school. Coordination of the range of programmes existing within the school were clearly deemed to be effectuated through programme Directors, programme committees as well as a system of vice Deans and academic committees in which the school was found to be unique in the creation in 2017 of a position of vice-dean for student life, separate from the vice-dean academic. In 2021, the current dean added faculty affairs to the responsibilities of the vice-dean for student life. Joint discussions with the external stakeholders and employers, evidenced that there was both formal and informal processes in use. Conversations with both the leadership, faculty, stakeholders and students presented a definite sense of cohesion throughout the school.

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

The team found that the mission was clear and brought into perspective some of the elements that were found within faculty engagement through the collective agreement which consisted of the four key features of teaching, research, administration (contributions to the institution) and visibility. The responsiveness of the school and the programmes to external changes were clearly articulated during the meetings and included areas such as the response to COVID-19, but also the development of initiatives such as the Public health hub.

The leadership consider their school to be one of the most international schools in the university and the leading school in Quebec, responsible for training members of the health systems community. This solid reputation was seen reflected in the graduate employment rates. It was also seen to create a positive experience between professional training and

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[1] The full report will be published online at www.aphea.be and publicly available.

academia which was considered as quite unique in the French speaking world. This was further reflected by the range of programmes the school had on offer, which covered both academic and professional degrees. The International Health Unit attached to the school has been involved in 18 international projects throughout 12 countries including, the Caribbean, sub-Saharan Africa, the Middle East and Asia. It engages 15 professional employees and 20 from outside Montreal. The main projects are in health governance and the unit also develops some training programmes abroad with sexual reproductive health, equal rights and one health projects being of high importance. At present there have been more than 120 projects realised and presently have around 10 projects ongoing. The international unit is the main receiver of interns from the school in specialisations related to global health. This unit reinforces the school's inter-disciplinary collaboration with members of the public health community in Montreal.

Criterion III: Programmes
The school provides a range of academic and professional degrees consisting of public health, bioethics, environmental occupational health, epidemiology, health systems administration, health technology assessment, as well as a range of academic and professional doctoral degrees.

The competences employed in the programmes were found to derive from both the Public Health Agency of Canada as well as the Council for Education in Public Health accreditation process. Programme representatives considered the ability to formulate additional competences to compensate in these areas through the school mechanisms are a valuable asset.

There has been some streamlining over the last few years including the suspension of six short programmes due to a lack of numbers. Other programmes have been redesigned and rationalised. In some cases, offers had changed, such as in patient safety but where the school had sought to provide additional training through both distance and weekend learning. The school also offers a range of additional non-credit bearing training available through the School's Professional Development Unit. The specialisation in bioethics and population ethics was considered a positive characteristic of the school by the team. Students were introduced to bioethics early in the programmes and these included a range of case-studies which placed an emphasis on real-world approaches which were appreciated by the students. Where research was funded through research agencies students were provided with a range of professors to help develop research approvals.

A very positive and engaged alumni group had mentioned that they were aware that on arriving in the programmes, some students were seen to be slightly behind with some of the basic concepts and skills but these were addressed throughout the programmes and that the range of electives on offer allowed for a broadening of horizons. In summary, the views expressed how the inter-disciplinary education helped them integrate their knowledge in to other fields.

The faculty were found to be research active and the faculty expressed very positively their ability to bring their research and the latest evidence from practice into the curriculum. Faculty were supported through the Centre de Pedagogie Universitaire (CPU) in developing assessments and assessment rubrics. New faculty are obliged to attend a two-day induction session with the CPU which also covers assessments. This unit also manages the end of term course assessments. Faculty are supported in assessments through the programme directors in addition to curricula support provided by program committees at a program level and an Academic committee at the school level. The role of the CPU in the school's operations was a considered as a positive attribute by the Team.

Arrangements for students with special needs are in place and guidance on assessments are provided through the student handbook. During interviews, students informed the Team how feedback was both ongoing and at the end of the assessments for thesis and courses. Every year students are required to conduct an assessment of their improvements over the year as well as setting the expectations for the forthcoming year.

Students have mandatory online training from the library as well as a (non-mandatory) 15 hour workshop at the beginning of the programme on plagiarism and academic processes. In addition, lecturers use small videos at the beginning of their courses.

The school and their International Health Unit is extremely well regarded and active. The Unit operates as a hub of expertise to serve international health mainly in Francophone LMICs. The financing derives from external sources. It engages 15 professional employees and 20 from outside Montreal. The main projects are in health governance and the unit also develops some training programmes abroad with sexual reproductive health, equal rights and one health projects being of high importance. At present there have been more than 120 projects realised and presently have around 10 projects ongoing.

Criterion IV: Students and Graduates

Recruitment admission requirements and protocols are stipulated through centralised university regulations and available on the website. The Team were informed that some programmes are more restrictive concerning want they want, for example, backgrounds in chemistry. The Health administration programme takes a wider background of students. Many of the students at the school come from abroad with the last cohort percentages ranging from none in the Bioethics programme through to 45 percent in the PhD programme. The Master in Environmental and Occupational Health annually attracts a majority of international students with just under 80% of the present cohort coming from outside of Canada.

For the bachelor programme and most of the short programmes, the admission processes are centralised whereas for the graduate degree programmes, admissions are decentralised to the departments. There is flexibility built into the admissions between the programmes, for example, for most Masters a 3.2 GPA is required and for PhD a 3.5 GPA is required. Programmes are able to define differing criteria for their programmes which is formally processed through the program committees through to the University to ensure the maintenance of quality.

The school operates an ambassadors programme where new applicants are put into contact with existing students on the programmes applied for which was appreciated by the students. Some students had also expressed their positive experiences during the admission process and the help they received from the admin staff and supervisors.

Equity is central to the school and the University. The school had presented the internal study of diversity which began in 2020 which is reflected in the University's vision and action plan on equity, diversity and inclusion which can be found on the university website.

Students had informed the Team that the information concerning the programme and faculty was a correct representation of what was found on arrival. Other students and faculty had mentioned how the internship helped guide the career paths of many students. One student had highlighted that they were offered a job even before the internship by virtue of being a student at the school, such is the recognition of the school in the professional community.

Monitoring of student progress was the responsibility of the program directors. Issues concerning progress are raised as part of the committee structures within the school. It was noted that the monitoring and engagement of students was seen as good in small groups and but recognised that the school is aware that monitoring becomes more challenging in larger

groups and, as such, attention should be placed in ensuring systems are in place. One such system in use is the school's "tableau de bord reussite" system which monitors student progress at the central level. At-risk students are referred to the Student Success Advisor and will receive assistance from three PhD students. The Mentor program at the school is open to all students andorganise two to three informal sessions per term on issues, such as time management and exam preparation. Equally, students with low grades (2.7 GPA or lower) will be approached by the programme director to assess how their grades can be improved and they can be placed on probation. The school had also mentioned that student financing was a barrier to completion for doctoral programs but that the school was addressing this through initiatives such as scholarship programs. The students interviewed had corroborated this information by expressing that they received financing through scholarships for the first year of study.

The school and university provide a wide-ranging and impressive supportive environment for all involved from students through to faculty. There are three mentoring programs available at the school. The first is a Peer support programme entitled PASPUM (*Pairs-aidants en santé publique Université de Montréal*). The role of this peer support is to support the psychological health of students. The Team learnt that these Peer support helpers are trained in the practice of active listening, and can refer students to professional resources. Secondly there is a mentoring program which is run by three PhD students organising themed sessions for students undertaking the programs they were previously graduates in. Then there is the Central university Mentoring program consisting of alumni and graduates and a pedagogic counsellor. These include up to four meetings and is available for up to five years after graduation.

Other well-being and mental health services are available to students. These include a Health and psychological consultation center as part of Student Life Services (SVÉ) and focusses on psychological support from health professionals. There is also a Wellness Program provided by the federation of student associations of Montreal University which supports mental health and well-being offered to the entire student community. Also available is a "Everyone Has Downs" Platform which is a campaign for psychological health for the University of Montreal community. Finally there is a Sentinelle (Sentry) network which consists of university staff available to listen to students and help direct them onto further assistance if required.

The Team felt that alumni relations are found to be an area found complex for many schools. It was evident that the school was involved in informal networks with the public health

employers along with this Alumni were found as preceptors with a mentoring program continuing for five years after the graduation, alumni were also found both within the stakeholders and in the faculty. It was evident that the school was aware of this and had highlighted that the response rates to alumni periodic surveys were low. The Alumni had mentioned that they receive the weekly newsletter and webinars were broadcast in the newsletter and an alumnus had also noted that the school had reached out to them and that they had replied. However, the Team found that there was no systematic tracking of alumni, which was prevalent against the challenges of tracking international graduates. As such the Team would recommend that the school's alumni engagement strategy should be strengthened and look toward establishing a robust system for alumni tracking.

Criterion V: Human Resources and Staffing

The processes and procedures for recruitment were clearly outlined and evidenced. The recruitment is bound, as are all public universities in Canada, to a collective bargaining agreement which has been negotiated between the university of Montreal and the Union of faculty ("lecturer" and "professor" are two separate job categories under faculty appointments). The agreement sets out to "promote harmonious relations between the University of Montreal and faculty. It intends to establish the working conditions best suited to achieving the goals of the University of Montreal, particularly in the pursuit of teaching excellence. "The agreement covers four responsibilities, which add to the promotion and tenure of faculty. These are, teaching, research, administration (services to the University) and visibility. This provides a gradient of expectations from assistant to full professors. All faculty are expected to complete the four elements.

The school had expressed a sense of contentment in that they have refreshed the administrative staff and replaced outgoing faculty over the last five years. Some of the faculty had expressed a desire for more technical lab support in environmental and occupational health and that there was a lack of faculty with a first nations background. At a university level the Team was informed about planning to address this but the Team would recommend at a departmental level that they should look toward developing a clear strategy for engagement of personnel in first nations/indigenous health.

On the whole the faculty were rather satisfied with the distribution of duties across the four areas of the collective agreement. The faculty teaching loads equate to around 100 hours per year which was deemed to be lower than many universities across the globe. All teaching loads are transparently shared inter-departmentally among faculty. Faculty were satisfied with their workloads and did not feel overloaded. There were found to be more junior faculty than senior but it was appreciated how these were being supported through mentorships.

The Team found a strong interdisciplinarity of the faculty of the department which the school was evidently proud of. There was a manifest breadth of skills within the faculty body. Much of this breadth of knowledge and experience derived from faculty with experiences from outside of Canada. Faculty are also provided with the services of the university's Pedagogical Centre (CPU) which was seen by the faculty as a positive experience in part because as an aspect of their promotion they are required to have teaching evaluations, hence there is a positive ambition for faculty to improve their training.

As part of the collective bargaining agreement research is both a responsibility and requirement for promotion and, as such, the Team found that the faculty were actively involved in research and were attached to research centres throughout the university and some of the faculty had also provided their perspective that research was both central to their growth as academics and that the research was brought into the curricula which the students were found to appreciate.

There was a clear sense of service at the school and which fell under the visibility element of the collective agreement. One of the faculty highlighted that external service is very gratifying because everything is interconnected and in their case they had been invited to be an academic editor whereas other faculty had supplied evidence of being part of review committees at the Canadian level. There was not a sense by any of the faculty that the school or university restricted service activities.

An interesting element of departmental policy was expressed by one member of faculty who mentioned that there was a sense of a gradated entry into teaching on their course. In the first year they were expected to teach only one course which allowed time to develop further courses and their individual research. The team found that the faculty were evaluated by students which was overseen by the pedagogic centre and any issues discussed within the department. However, the Team did not witness a form of systematic peer-to-peer evaluation although they were informed that peer review of teaching is not statutory or part of the promotion and tenure processand as such would recommend the school consider integrating teaching and learning peer review systems at a school level.

Faculty are initially employed on three year contracts which are then extended upon request. Request for tenure and promotion are typically made in the in the fourth and fifth year of employment with tenure secured in around 6 years. Submissions for promotion, including portfolios of teaching, materials produced, letters from peers are submitted to departmental chairs and evaluated by committees and faculty departments where feedback is given to the

applicants to areas in which to improve performance based on the elements of the collective agreement.

Criterion VI: Supportive Services, Budgeting and Facilities
The Team found no issue with the budgets presented and deemed them sufficient for the ongoing resources required. The school budgets are analysed through the finance committees of the university.

As part of the University, the school has access to over 2 million titles and 18 physical libraries. Access to the library could either be made on site or through virtual private networks (VPNs). Library orientation was available through training sessions at the beginning of each academic year. The team was also informed that the library also provided training for students on plagiarism. Library resources were complemented with material provided through the university's learning platform.

The site visit took place in the main campus building on Avenue du Parc and included a guided tour by two students. During the visit the Team had chance to witness firsthand the resources such as classrooms, lecture theatres and computer labs including the student common area. One area that did come to light is that the school is split between three separate campuses, principally for technical reasons, such as the availability of wet labs and facilities but there has been plans for some time to amalgamate the campuses by 2029 which was seen as a beneficial step for both faculty and students.

The main campus has a fully equipped computer lab and the software available can be found through on the university website and include a range of software available for both faculty and students, in English and in French.

The impressive range of welfare services available to students has been detailed in criterion 4.3. above. In addition to these services the university also has a housing service and residences which are available for all students but with preferential treatment to students with disabilities.

Criterion VII: Internal Quality Management
There are 5 level of quality management system in place at the school which are considered to be a shared responsibility throughout the school. The first level is the course and instructor level where the key function is to assess the extent that the students have achieved clear learning objectives and competences in line with the school's competency based approach. The main drivers of this function are the faculty and this is achieved in two manners, through direct assessments of the student performance, such as course work and learning.

At the next, program level the systems operate to improve the curricula, monitor programme implementation and support faculty in the development of their teaching and course content. The main actors involved at this level include the programme directors and programme committees which include faculty, students, alumni and internship coordinators.

The third level is the Departmental level which, reflective of the programme level, focuses on the department programmes and their implementation as well as support to Program directors. The distinction being that some programmes are faculty based, such as the PhD, whereas the MHSA is a departmental programme.

At the School or fourth level, the management processes concern the achievement of program aims and learning objectives in accordance to School mission; achievement of School strategic objectives as expressed in regard to four strategic domains. The key actors involved include the Academic Committee chaired by the Academic Vice-Dean, The Dean's Executive Committee (decanal management) and Management and Operations Committee (Faculty management) which are chaired by the Dean.

At the final university wide level the key function is to supervise and coordinate. All 650 programmes within the UdeM fall under the periodic programme evaluation of the university with the objective to enhance, maintain an ensure quality of the programmes to increase their societal, scientific and or artistic relevance, depending on the type of the programme. This will include workplace data and scientific research to identify potential new fields of study.

Feedback from students and staff are embedded in the quality systems and found at every level of the management process. The main area for the transmission of feedback concerning quality of programmes and institutional provisions is accounted for at the university level. An example of changes introduced by the school as a result of the quality processes included change in the examination process of the PhD programme. Another example, was through feedback from the stakeholders requiring more training in SPSS and SAS software. To integrate this the school placed additional workshops to the programme in the first instance and in the future to integrate 1.5. credits in the programme to accommodate the new training. This was seen as a clear example of how stakeholder feedback into the programme had worked toward the 'job-readiness' of students . Furthermore, the Team acknowledged the strong linkages with community organisations that are involved with student training programmes. There was a clear sense that the school is closely linked to the market for which they are preparing graduates

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
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
Sub – Criterion 4.2	Met
Sub – Criterion 4.3	Met
Sub – Criterion 4.4	Met
Sub – Criterion 4.5	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 with comments
Sub – Criterion 5.7	Met
Sub – Criterion 5.8	Met with comments
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 of Public Health is a composite part of the University of Montreal and was established in 2013. The University of Montreal is legally determined as a Canadian public university with a private charter.

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.

Organisational charts demonstrating the administrative organisation of the school within the University were provided as part of the self-evaluation documentation (SED). Both responsibilities and rules of governing bodies were found to be clear and all actors met during the discussions corroborated their knowledge of the systems in place. Moreover, the team found that students were involved throughout the governing committees of the school which was verified through Conversations with both the leadership, faculty, stakeholders and students presented a definite sense of cohesion throughout the school. Explicit policies on equal rights, harassment, bringing in corruption were provided.

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.

Coordination of the range of programmes existing within the school were clearly deemed to be effectuated through programme Directors, programme committees as well as a system of vice Deans and academic committees. In addition the Team were informed that the school is unique in the creation in 2017 of a position of vice-dean for student life, separate from the vice-dean academic. In 2021, the current dean added faculty affairs to the responsibilities of the vice-dean for student life.

Conclusion: This sub-criterion is met with comments

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 previously mentioned, a range of internal and external stakeholders are involved in the management of the school and the programmes. Joint discussions with the external stakeholders and employers, the team found evidence that there was both formal and informal processes in use. A particular phrase that was used by the stakeholders to describe the processes was termed "an ongoing conversation" which was found to encapsulate the formal and informal nature of the dialogue.

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 historical development of this school was clearly identified within the SED. The team found that the mission was clear and brought into perspective some of the elements that were found within faculty engagement through the collective agreement which consisted of the four key features of teaching, research, administration (contributions to the institution) and visibility.

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 SED went further in explaining how the mission refers to elements of education, research and service by dividing the Mission of the school in to 4 clear domains :

Domain 1 - ESPUM as a component of a larger system: an incubator of initiatives and best practices fostering excellence in the various aspects of the University's mission

Domain 2 - ESPUM within the University of Montréal: a crossroads (of knowledge, disciplines, expertise and possibilities)

Domain 3 - ESPUM within its social, political and economic ecosystem: a laboratory that extends beyond its walls

Domain 4 - ESPUM in the world: a school without borders

These four domains are, in turn separated into 7 objectives. Each objective was then accompanied by a range of strategies with performance indicators. These objectives clearly covered education, research and the use and transfer of the knowledge to address major public health and societal challenges.

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 responsiveness of the school and the programmes to external changes were clearly articulated during the meetings and included areas such as the response to COVID-19, but also the development of initiatives such as the Public health hub.

Conclusion: This sub-criterion is met

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

The leadership had explained to the team how they considered their school to be one of the most international faculties in the university and is seen as the leading school in Quebec, responsible for training members of the health systems community. This solid reputation was seen reflected in the graduate employment rates. It was also seen to create a positive experience between professional training and academia which was considered as quite unique in the French speaking world. This was further reflected by the range of programmes the school had on offer, which covered both academic and professional degrees. During the meetings, The team had chance to meet with the International Health Unit who presented their activity report, which outlined up to 2022, 18 international projects throughout 12 countries including, the Caribbean, sub-Saharan Africa, the Middle East and Asia. The president of the unit is the Dean of the School of Public Health, Carl-Ardy Dubois and the Director is Karina Dubois-Nguyen. This unit furthermore reinforced the school's inter disciplinary collaboration with members of the public health community in Montreal. As previously highlighted, the collective bargaining agreement for the faculty also included the element of visibility as part of the responsibilities of faculty members.

One area that had been raised during conversations and where the Team would recommend future focus was in a greater involvement of citizens' organisations in both advisory capacities but also teaching.

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 school provides a range of academic and professional degrees consisting of public health, bioethics, environmental and occupational health, epidemiology, health systems administration, health technology assessment, as well as a range of academic and professional doctoral degrees. The MPH Awards had been reviewed as part of the curriculum validation processes as phase one of the accreditation which form an addendum to this report. The MPH awards were found to have fully met the criteria in all sub-categories of the validation process which covered learning consistency, objectives, concepts, theories and methods as well as allowing creative analysis and communication in public health. These were then complemented through solid research methods.

The competences employed in the programmes were found to derive from both the Public Health Agency of Canada as well as the Council for Public Health accreditation process. During discussion with the Programme coordinators there was a sense that the foundational prescriptions were found to be helpful. Where potential problems arose was there use in concentrations but the programme representatives considered the ability to formulate additional competences to compensate in these areas through the school mechanisms a valuable asset.

One area that had been raised as a potential concern with the details provided in the SED related to the range of programmes on offer compared to the numbers of attending students. The Team were informed that there had been some streamlining over the last few years including the suspension of short programmes due to a lack of numbers. Other programmes have been redesigned and rationalised. In some cases, offers had changed, such as in patient safety but where the school had sought to provide additional training through both distance and weekend learning. The Team was also introduced to a range of additional non-credit bearing training available through the School's Professional Development Unit. Furthermore, the Team were informed of an intrinsic issue in the professional employment sector, that if for example, a keyword was not used the market place would not recognise the specific competencies. An example was raised whereby toxicologists (industrial hygienists) would not be recognised as such if they held a generic Public Health award.

Conclusion: This sub-criterion is met

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

Of particular attention was a specialisation in bioethics and population ethics which was considered a positive characteristic of the school by the team. Students were introduced to bio-ethics early in the programmes and these included a range of case-studies which placed an emphasis on real-world approaches which were appreciated by the students interviewed. Where research was funded through research agencies students were provided with a range of professors to help develop research approvals. Students undertaking research theses, who accounted for around 20% of the MPH, cannot submit their thesis without ethical approval. Applied integrative experiences through internships were not found to require ethical approval.

A very positive and engaged alumni group had mentioned that they were aware that on arriving in the programmes, some students were seen to be slightly behind with some of the basic concepts and skills but these were addressed throughout the programmes and that the range of electives on offer allowed for a broadening of horizons. In summary, the views expressed how the inter-disciplinary education helped them integrate their knowledge in to other fields.

Two specific areas that had been raised concerned firstly the range of learning within health data and the inclusion of specific software "R" outside of the taught SPSS and SAS software. In addition there was also an indication that students might benefit from understanding the political environment in which they were going to work in the context of what positions perform what roles in order to help navigate the system.

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 faculty were found to be research active and the SED highlighted specific cases where faculty research was bought into the curricula. The faculty had explained that they were employed due to their research prowess which they were able to bring into their teaching. There was a phrase mentioned during the meetings, "from the cell to policy" which encompassed the notion that students had access to the most up-to-date research and practice. The faculty expressed very positively their ability to bring their research and the latest evidence from practice into the curriculum.

Conclusion: This sub-criterion is met

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

The school does not include an examination board but faculty were supported through the Centre de Pedagogie Universitaire (CPU) in developing assessments and assessment rubrics. New faculty are obliged to attend a two-day induction session with the CPU which also covers assessments. As highlighted in SED this unit also manages the end of term assessments. Faculty are supported in assessments through the programme directors in addition to curricula support provided by program committees as a program level and an Academic committee at the school level. The role of the CPU in the school's operations was a considered as a positive attribute by the Team.

Students failing a course are obliged to re-take the course but the second assessment is capped at B minus. If they fail the subsequent, they are removed from the programme. The same principle of removal applies to students who fail three courses. The team were also informed by the students that they were guided and the proportion of grades on the early assignments were lower to allow greater time for assimilation onto the programme.

Arrangements for students with special needs are in place and guidance on assessments are provided through the student handbook. During interviews, students informed the Team how feedback was both ongoing and at the end of the assessments for thesis and courses. Every year students in the PhD in Public Health program are required to conduct an assessment of their improvements over the year as well as setting the expectations for the forthcoming year.

Conclusion: This sub-criterion is met

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.

Students have mandatory online training from the library as well as a (non-Mandatory) 15 hour workshop at the beginning of the programme on plagiarism and academic processes. In addition, lecturers use small videos at the beginning of their courses.

Conclusion: This sub-criterion is met

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

N/A

Conclusion: This sub-criterion is met

3.7   The institution encourages international networking and collaborations.

As previously mentioned, the school and their International Health Unit is extremely well regarded and active. The Unit operates as a hub of expertise to serve international health mainly in Francophone LMICs. The financing derives from external sources. It engages 15 professional employees and 20 from outside Montreal. The budget has between 7-8 million CAD per year with a total portfolio value of around 45 million CAD. The main projects are in health governance and the unit also develops some training programmes abroad with sexual reproductive health, equal rights and one health projects being of high importance. At present there have been more than 120 projects realised and presently have around 10 projects ongoing. The international unit is the main receiver of interns from the school in specialisations related to global health.

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.

Recruitment admission requirements and protocols are stipulated through centralised university regulations and available on the website. The Team were informed that some programmes are more restrictive concerning want they want, for example, backgrounds in chemistry. The Health administration programme takes a wider background of students. Many of the students at the school come from abroad with the last cohort percentages ranging from none in the Bioethics programme through to 45 percent in the PhD programme. The Master in Environmental and Occupational Health annually attracts a majority of international students with just under 80% of the present cohort coming from outside of Canada.

For the bachelor programme and most of the short programmes, the admission processes are centralised whereas for the graduate programmes, admissions are decentralised to the departments. Admissions in the latter category are initially analysed by student record clerks and entered into a database which is then reviewed by the individual Programme Director who forms a recommendation for admission to the Division of Graduate and Postdoctoral Studies who will then issue a formal decision. For bachelor programmes, the formal decisions are issued through the central university's registrar office.

There is flexibility built into the admissions between the programmes, for example, for most Masters a 3.2 GPA is required and for PhD a 3.5 GPA is required. Programmes are able to define differing criteria for their programmes which is formally processed through the program committees through to the University to ensure the maintenance of quality. Admissions involve three recommendation letters which the school was seeking to reduce to two. The team, would support the school in ensuring that the forms / letters of recommendation were as detailed as possible to provide further guidance in the admissions process.

The Team were also informed that the school has an ambassadors programme where new applicants were put into contact with existing students on the programmes applied for which was appreciated by the students. Some students had also expressed their positive experiences during the admission process and the help they received from the admin staff and supervisors. One of the international students had raise that they had found the system

slightly difficult to navigate and that the process of obtaining a study permit quite a bureaucratic experience.

Equity is central to the school and the University. The school had presented the internal study of diversity which began in 2020 which is reflected in the University's vision and action plan on equity, diversity and inclusion which can be found on the university website.

Students had informed the Team that the information concerning the programme and faculty was a correct representation of what was found on arrival but one of the international students had mentioned that their expectation of the Canadian economic situation was different to what they found in reality. Other students and faculty had mentioned how the internship helped guide the career paths of many students. One student had highlighted that they were offered a job even before the internship by virtue of being a student at the school, such is the recognition of the school in the professional community.

All quantitative details on the student intakes over the previous three years were provided as part of the SED as was the schools diversity and inclusion analysis.

Conclusion: This sub-criterion is met

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.

The Team were informed that the monitoring of student progress was the responsibility of the program directors. Issues concerning progress are raised as part of the committee structures within the school. It was noted that the monitoring and engagement of students was seen as good in small groups and but recognised that the school is aware that monitoring becomes more challenging in larger groups attention should be placed in ensuring systems. One such system in use is the school's "tableau de bord reussite" system which monitors student progress at the central level. At-risk students are referred to the Student Success Advisor and will receive assistance from three PhD students. A mentor program is open to all students and organise two to three informal sessions per term on issues, such as time management and exam preparation. Other more informal indicators were also evident, such as faculty recognising that thesis track students not producing a thesis outline by the spring term would be an indicator of potential inability to finish on time. Equally, students with low grades (2.7 GPA or lower) will be approached by the programme director to assess their grades can be improved in which case they are referred to the student Success Advisor and can be placed on probation. The SED provided details on dropout rates between 5% and 10

% raising to 35% or research degrees over a 9-year period. One of the reasons for the higher figure for PhDs was because the students were working part-time. During the interviews, examples were given where, for example in Occupational Hygiene there was around a 20% attrition rate. The alumni interviewed mentioned that three students in their cohort were unable to finish on time one because of data collection and the other two for personal reasons. The interviews also raised that French speaking was sometimes an issue and where this was the case additional language training was made available. The school had also mentioned that student financing was a barrier to completion for doctoral programs but that the school was addressing this through initiatives such as scholarship programs. The students interviewed had corroborated this information by expressing that they received financing through scholarships for the first year of study

As part of the larger university the school adheres to the central policy for equitable treatment of students with disabilities and special needs.

Conclusion: This sub-criterion is met

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

The school and university provide a wide-ranging and impressive supportive environment for all involved from students through to faculty. There are three mentoring programs available at the school. The first is a Peer support programme entitled PASPUM (*Pairs-aidants en santé publique Université de Montréal*). The role of this peer support is to psychological health of students. Through the SED the Team learnt that these Peer support helpers are trained in the practice of active listening, and can refer students to professional resources. Secondly there is the aforementioned mentoring program which is run by three PhD students organising themed sessions for students undertaking the programs they were previously graduates in. Then there is the Central university Mentoring program consisting of alumni and graduates and a pedagogic counsellor. These include up to four meetings and is available for up to five years after graduation.

All of the groups are clearly outlined and visible as part of the Student handbook which goes further by detailing other well-being and mental health services available to students. These include a Health and psychological consultation center as part of Student Life Services (SVÉ). and focusses on psychological support from health professionals. There is also a Wellness Program provided by the federation of student associations of Montreal University which supports mental health and well-being offered to the entire student community. Also

available is a "Everyone Has Downs" Platform which is a campaign for psychological health for the University of Montreal community. Finally there is a Sentinelle (Sentry) network which consists of university staff available to listen to students and help direct them onto further assistance if required.

One of the areas where the team thought the school may wish to investigate is how well integrated students from different backgrounds are and whether there are issues with their engagement which may call for more proactive engagement.

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 main communication tools used by the school is their website and this is supported by promotional and communication publications including a weekly newsletter and social media on facebook, twitter, Instagram, linked in and youtube.

Conclusion: This sub-criterion is met

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

The Team felt that alumni relations are found to be an area found complex for many schools. It was evident that the school was involved in informal networks with the public health employers along with this Alumni were found as preceptors with a mentoring program continuing for five years after the graduation, alumni were also found both within the stakeholders and in the faculty. It was evident that the school was aware of this and had highlighted in the SED that the response rates to alumni periodic surveys were low. It was also found during the visit that the Team witnessed increased efforts of late in relation to alumni tracking, particularly after the CEPH accreditation report.

The Alumni had mentioned that they receive the weekly newsletter and webinars were broadcast in the newsletter and an alumnus had also noted that the school had reached out to them and that they had replied. However, the Team found that there was no systematic tracking of alumni, which was prevalent against the challenges of tracking international graduates. As such the Team would recommend that the school's alumni engagement strategy should be strengthened and look toward establishing a robust system for alumni tracking.

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 abides by and is compliant with the Laws of the Quebec Government concerning the confidentiality, collection, disclosure and retention of personal information.

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 processes and procedures or recruitment were clearly outlined and evidenced in the SED. The recruitment is bound, as are all public universities in Canada, to a collective agreement which has been negotiated between the university of Montrel and the Union of Professors. The agreement sets out to "promote harmonious relations between the University of Montreal and (regular) faculty. It intends to establish the working conditions best suited to achieving the goals of the University of Montreal, particularly in the pursuit of teaching excellence. "The agreement covers four responsibilities, which add to the promotion and tenure of faculty. These are, teaching, research, administration (services to the University) and visibility. This provides a gradient of expectations from assistant to full professors. All faculty are expected to complete the four elements.

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.

On the whole the faculty were rather satisfied with the distribution of duties across the four areas of the collective agreement. The faculty teaching loads equate to around 100 hours per year which was deemed to be lower than many universities across the globe. All teaching loads are transparently shared inter-departmentally among faculty as an excel sheet. Faculty were satisfied with their workloads and did not feel overloaded. There were found to be more junior staff than senior but it was appreciated how these were being supported through mentorships. A full listing of faculty was provided as part of the SED along with their curricula vitae.

The school (faculty and students) had expressed a sense of contentment in that they have refreshed the administrative staff and replaced outgoing faculty over the last five years. The school had also mentioned that all aspects of faculty capacity areas of faculty had been fulfilled although some of the faculty had expressed a desire for more technical lab support in environmental and occupational health and that there was a lack of faculty with a first

nations background. At a university level the Team was informed about planning to address this but the Team would recommend at a departmental level that they should look toward developing a clear strategy for engagement of personnel in first nations/indigenous health.

A full quantitative detailing of the faculty was provided as part of the SED and the Team found that they were satisfactory in quantitative terms but also in qualitative terms through the interviews conducted.

Conclusion: This sub-criterion is met

5.3   Departments are comprised of staff with multidisciplinary backgrounds.

The Team found a strong interdisciplinarity of the faculty of the department which the school was evidently proud of. There was a manifest breadth of skills within the faculty body. Much of this breadth of knowledge and experience derived from faculty with experiences from outside of Canada. Faculty are also provided with the services of the university's Pedagogical Centre (CPU) which was seen by the faculty as a positive experience in part because as an aspect of their promotion they are required to have teaching evaluations, hence there is a positive ambition for faculty to improve their training.

Conclusion: This sub-criterion is met

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

As part of the collective agreement research is both a responsibility and requirement for promotion and, as such, the Team found that the faculty were actively involved in research and were attached to research centres throughout the university. Research was found to be institutionally supported with Junior faculty receiving additional stipends of 15000 CAD over three years to assist with their research.

There is also a possibility for high performing researchers to be hired by through partnerships with research centres who will, for a limited amount of time, pay the faculty salary for a certain amount which are then supported through the provincial government and the federal government. At this point they are then governed by the collective agreement.

Some of the faculty had also provided their perspective that research was both central to their growth as academics and that the research was brought into the curricula which the students were found to appreciate.

Conclusion: This sub-criterion is met

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

There was a clear sense of service at the school and which fell under the visibility element of the collective agreement. One of the faculty highlighted that external service is very gratifying because everything is interconnected and in their case they had been invited to be an academic editor whereas other faculty had supplied evidence of being part of review committees at the Canadian level. There was not a sense by any of the faculty that the school or university restricted service activities.

Conclusion: This sub-criterion is met

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

An interesting element of departmental policy was expressed by one member of faculty who mentioned that there was a sense of a gradated entry into teaching on their course. In the first year they were expected to teach only one course which allowed time to develop further courses and their individual research. The team found that the faculty were evaluated by students which was overseen by the pedagogic centre and any issues discussed within the department. However, the Team did not witness a form of systematic peer-to-peer evaluation although they were informed that peer review of teaching is not statutory or part of the promotion and tenure process and as such would recommend the school consider integrating teaching and learning peer review systems at a school level.

Conclusion: This sub-criterion is met with comments

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

Faculty are initially employed on three year contracts which are then extended upon request. Request for tenure and promotion are typically made in the in the fourth and fifth year of employment with tenure secured in around 6 years. Submissions for promotion, including portfolios of teaching, materials produced, letters from peers are submitted to departmental chairs and evaluated by committees and faculty departments where feedback is given to the applicants to areas in which to make improve performance based on the elements of the collective agreement.

Conclusion: This sub-criterion is met

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

Quantitative details of support staff were provided as part of the SED. During the interviews some of the faculty indicated that they would appreciate more institutional support in the recruitment of PhD students and internships. As such, the school may wish to investigate potential support requirements for both the PhD admission process and internship management although it was acknowledged that the school had employed an additional member recently for this area.

Conclusion: This sub-criterion is met with comments

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 2022-2023 financial resources available to the school were outlined in summary form as part of the SED, these categories included operating budgets and total expenditure. The Team found no issue with the budgets presented and deemed them sufficient for the ongoing resources required. The school budgets are analysed through the finance committees of the university.

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.

As part of the University, the school has access to over 2 million titles and 18 physical libraries. Access to the library could either be made on site or through virtual private networks (VPNs). Library orientation was available through training sessions at the beginning of each academic year. The team was also informed that the library also provided training for students on plagiarism. Library resources were complemented with material provided through the university's learning platform.

Conclusion: This sub-criterion is met

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

The site visit took place in the main campus building on Avenue du Parc and included a guided tour by two students. During the visit the Team had chance to witness first hand the resources such as classrooms, lecture theatres and computer labs including the student common area. One area that did come to light is that the school is split between three separate campuses, principally for technical reasons, such as the availability of wet labs and facilities but there has been plans for some time to amalgamate the campuses by 2029 which was seen as a beneficial step for both faculty and students.

Lecture theatre

Visit to student common area

Computer Lab

Exercise bikes in the student common area

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.

As highlighted above the main campus has a fully equipped computer lab and the software available can be found through on the website https://ti.umontreal.ca/offre-de-services/services-par-categorie/logiciels/liste-des-logiciels/ These include a range of software available for both faculty and students, in English and in French.

Conclusion: This sub-criterion is met

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

The impressive range of welfare services available to students has been detailed in criterion 4.3. above. In addition, as mentioned above, the Team were informed that the school is unique in having a vice-dean for student life separated from the vice-dean academic.the only faculty in the University with a vice-dean for student life. In addition to these services the university also has a housing service and residences which are available for all students but with preferential treatment to students with disabilities.

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.

There are 5 level of quality management in place at the school which are considered to be a shared responsibility throughout the school.

1. Course and instructor level

The key function of this level is to the assess the extent that the students have achieved clear learning and competences in line with the school's competency based approach. The main drivers of this function are the faculty and this is achieved in two manners, through direct assessments of the student performance, such as course work and learning. This then is separated into two levels, firstly knowledge-based assessments but with an emphasis on moving toward the second level including assessments of teamwork, consulting projects, internships and peer reviews. The second manner is that of indirect assessment methods which include the student perceptions of their learning. This is achieved through student evaluation of faculty performance at the end of each course (for courses with more than five students). For some programmes such as the MPH and the MHSA students are required to complete a self-reflection assignment in an eight to ten page essay form where the students have to reflect on how they have passed through the programme and achieve the learning requirements and competences. The essays are guided by given topics but are principally student driven.

2. Program level

At the next, program level the systems operate to improve the curricula, monitor programme implementation and support faculty in the development of their teaching and course content. The main actors involved at this level include the programme directors and programme committees which include faculty, students, alumni and internship coordinators. The programme committees are mainly active in MPH, MHSA, Env and Occupational Health, Epidemiology, PhDs and DrPH. For smaller programmes there is less activity of the programme committee.

The main strategies include exchange and discussion as well as direct feedback from clinical supervisors, student intern workshops during the internship with the academic supervisor.

Finally there is the academic committee chaired by the academic vice dean and it contains all degree programme directors. The programme directors have access to data from the Student Success Dashboard "tableau de bord reussite" which allows the identification of students with problems and propose remedials actions as highlighted in criterion 4.2 above. The programme directors also have access to alternative university wide dashboards with data concerning admissions and graduation for example. The school then produces an annual report for each programme but which has only become systematic over the last two years. Finally, as part of the school's ongoing commitment to accreditation they are required to produce annual reports on their activity by some of the agencies, most notably CEPH.

3. Department level

The third level is the Departmental level which, reflective of the programme level, focuses on the department programmes and their implementation as well as support to Program directors. The distinction being that some programmes are faculty based, such as the MPH, the PhD in public health and the DrPH, whereas the MHSA and other masters programmes are departmental programmes.

For the departmental programmes the head of the department is responsible for the quality management of the programmes and is supported by discussion the departmental assembly. There is feedback from the programme directors and assembly which include faculty performance student evaluations which are only available to faculty, heads of departments and the Dean, as stipulated through the collective agreement. These evaluations are further anonymized when shared with the university level of the quality management process. Each year the head of department receives the faculty activity reports which provides an opportunity to discuss any issues with teaching and any areas requiring advice or mentoring.

4. School Level

At the School level, the management processes concern the achievement of program aims and learning objectives in accordance to School mission; achievement of School strategic objectives as expressed in regard to four domains (See Criterion 2.2 above). The key actors involved include the Academic Committee chaired by the Academic Vice-Dean, The Dean's Executive Committee (decanal management) and Management and Operations Committee (Faculty management) which are chaired by the Dean. In this level there are mechanisms of exchanges and discussions in terms of formal and informal feedback from program directors, the School council, School Committees, as well as feedback from stakeholders and clinical supervisors. Data available include student evaluations, alumni and employers surveys and

dashboards. The school has recently employed a data analyst to assist with the collection and analysis of data.

An annual activity reports is produced and assembly which is open to the community of the school which is open and where a report is presented. This year the school was assisted by the university audit office which recent analysis of various School academic processes and production of a report, ongoing implementation of an action plan

5. University wide level

At the final, university wide level the key function is to supervise and coordinate. All 650 programmes within the UdeM fall under the periodic programme evaluation of the university with the objective to enhance, maintain an ensure quality of the programmes to increase their societal, scientific and or artistic relevance, depending on the type of the programme. This will include workplace data and scientific research to identify potential new fields of study. The periodic cycle for programme evaluation is 8 years and by 2026 there will be introduced an annual process as 8 years is deemed rather too long to capture changes.

The evaluations are commenced by self-evaluations and then reviewed externally which is open to faculty feedback. Subsequently action plans are devised and then shared university wide with faculty, student and administrative representation along with external academic bodies. Summaries are produced on the website and action plans are followed annually.

An example of changes introduced by the school as a result of the quality processes included change in the examination process of the PhD programme. Another example, was through feedback from the stakeholders requiring more training in SPSS and SAS software. To integrate this the school placed additional workshops to the programme in the first instance and in the future to integrate 1.5 credits in the programme to accommodate the new training. This was seen as a clear example of how stakeholder feedback into the programme had worked toward the 'job-readiness' of students.

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.

Feedback from students and staff are embedded in the quality systems and found at every level of the management process, In level one, student feedback was found in the student evaluation of faculty performance which is undertaken at the end of each course. At the programme level; feedback is received from clinical supervisors, student intern workshops during the internship with the academic supervisor. At the departmental level there is

feedback from the programme directors and assembly. In level four – the school level, feedback is garnered from program directors, the School Council, School Committees, as well as feedback from stakeholders and clinical supervisors whereas at the university level reports and action plans are open to faculty feedback.

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 main area for the transmission of feedback concerning quality of programmes and institutional provisions is accounted for in level 5 at the university level. Furthermore, the Team acknowledged the strong linkages with community organisations that are involved with student training programmes. There was a clear sense that the school is closely linked to the market for which they are preparing graduates and that these relationships and processes require continued attention over the long term as the school grows and potentially relationships become less informal.

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.

The actioning of recommendations from previous accreditations was presented in the appendices of the SED with details from the previous CEPH accreditation which included attempts to address the concerns over the alumni feedback. The institutional response to accreditation organisations is central to the programme level of the quality management framework found in criterion 7.1 above.

Conclusion: This sub-criterion is met