

# EHMA 2024

Shaping and managing  
innovative health ecosystems

## Mapping competency in public health training Experience of the Europubhealth consortium

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#EHMA2024



# European Master in Public Health



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Year 1: four  
« components »

Year 2 : seven  
« components »

YEAR 1 – 60 ECTS		YEAR 2 – 60 ECTS	
FOUNDATIONS OF PUBLIC HEALTH 57 ECTS	INTEGRATION MODULE 3 ECTS	SPECIALISATION Taught Courses / Internship, Thesis 57 ECTS	INTEGRATION MODULE 3 ECTS
Core competencies in Public Health UNIVERSITY OF GRANADA – Andalusian School of Public Health Spain	Building innovative and sustainable solutions to global health challenges  EHESP Rennes France  All students Year 1 + Year 2	Health Services Management UGR – EASP Granada - Spain	Building innovative and sustainable solutions to global health challenges  EHESP Rennes France  All students Year 1 + Year 2
Core competencies in Public Health UNIVERSITY OF SHEFFIELD - SCHARR United Kingdom		Advanced Biostatistics and Epidemiology EHESP Paris - France	
Core competencies in Public Health UNIVERSITY COLLEGE DUBLIN School of PHSS Ireland		Environmental and Occupational Health Sciences EHESP Paris - France	
Core competencies in Public Health UNIVERSITY OF LIEGE Faculty of Medicine Belgium		Governance of Health Systems in Transition JU Krakow - Poland	
	Leadership in European Public Health UMaastricht - The Netherlands		
	Health Law URennes 1/EHESP Rennes - France		
	Health Promotion and Prevention EHESP Rennes - France		

Languages of instruction:

Spanish  
  English  
  French

# The WHO-ASPHER Public Health Competency Framework (v

Competency domain	Nb of items	Example of item
Science practice	10	Knows how to retrieve, analyse and appraise evidence from all data sources to support decision making
Promoting Health	8	Fosters citizen empowerment and engagement within the community
Law Policies and Ethics	6	Knows, understands and applies the relevant international, European and national laws or regulations to maximise opportunities to protect and promote health and wellbeing
One Health and Health security	12	Understands the local implications of the One Health approach, its global interconnectivity and its impact on health conditions in the population
Leadership and system thinking	9	Effectively leads interdisciplinary teams to work in a coordinated manner in different areas of public health practice
Collaborations and partnerships	6	Identifies, connects and manages relationships with stakeholders in interdisciplinary and intersectorial projects to improve public health services and achieve public health goals
Communication culture and advocacy	8	Communicates strategically by defining the target audience, listening and developing audience-appropriate messaging
Governance and resource management	10	Effectively applies knowledge of organisational systems, theories and behaviours in order to prioritise, align and deploy all relevant resources towards clear strategic goals and objectives
Professional Development and Ethical reflexive Practice	7	Acts according to ethical standards and norms with integrity, promotes professional accountability, social responsibility and the public good
Organisational literacy and adaptability	8	Actively prepares and adapts to changing professional environments and circumstances

## Proficiency levels :

- 1 Novice
- 2 Advanced beginner
- 3 Competent
- 4 Proficient
- 5 Expert

# Objective and method (1/2)

## ● Objective

“to map the competencies addressed in the different components of the EPH Master and to estimate the proficiency level targeted”

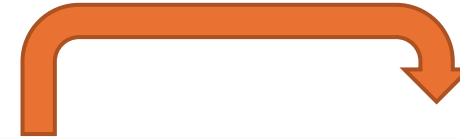
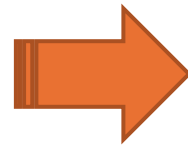
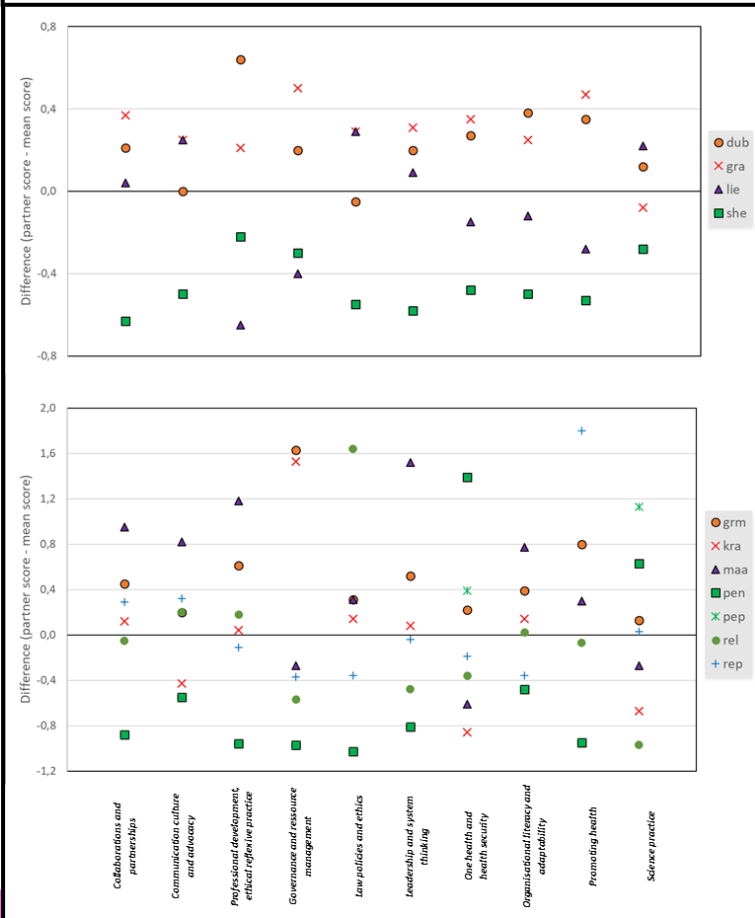
## ● Method

Survey of the 11 components coordinators. Dec./2020 to July/2021

- To which extent does the course enable students to develop this competency?
- Expected proficiency level (excluding level 5 “expert”)?

# Objective and method (2/2)

Bland & Altman plot



	Original score			Transformed score		
	min	mean	max	min	mean	max
Year 1						
dub	2.2	2.6	3.0	1.9	2.4	2.8
gra	2.3	2.7	3.0	2.0	2.4	2.7
lie	1.6	2.3	3.0	1.7	2.4	3.1
she	1.3	1.9	2.5	1.8	2.4	3.0
Year 2						
grm	2.6	3.0	4.0	2.1	2.5	3.5
kra	1.3	2.4	3.9	1.3	2.5	4.0
maa	1.8	3.0	4.0	1.3	2.5	3.6
pen	1.3	2.1	3.8	1.7	2.5	4.0
pep	1.3	2.0	4.0	1.8	2.5	4.0
rel	1.8	2.5	4.0	1.9	2.5	4.0
rep	2.0	2.6	4.0	1.9	2.5	3.9

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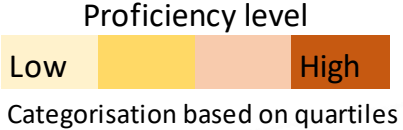
# Results (1/2)

## Heat map

Year 1 :  
 Mean proficiency score = 2,4  
 Coef. Var.= 13%

Year 2 :  
 Mean proficiency score = 2,5  
 Coef. Var.= 26%

Year component	Competency domain (WHO-ASPHER framework)									
	<i>Science practice</i>	<i>Promoting health</i>	<i>Organisational literacy and adaptability</i>	<i>One health and health security</i>	<i>Leadership and system thinking</i>	<i>Law policies and ethics</i>	<i>Governance and ressource management</i>	<i>Prof. development, ethical reflexive</i>	<i>Communication culture and advocacy</i>	<i>Collaborations and partnerships</i>
<b>Year 1</b>										
Dublin	2.7	2.6	2.6	2.3	2.4	2.1	2.0	2.8	2.4	1.9
Granada	2.4	2.7	2.5	2.3	2.5	2.4	2.2	2.3	2.6	2.0
Liège	3.1	2.3	2.5	2.2	2.6	2.7	1.7	1.8	3.0	2.1
Sheffield	3.0	2.5	2.5	2.2	2.3	2.3	2.2	2.6	2.6	1.8
<b>Year 2</b>										
Granada management	2.5	2.5	2.5	2.1	2.5	2.1	3.5	2.9	2.3	2.3
Krakov governance	2.3	1.3	2.8	1.6	2.6	2.6	4.0	2.9	2.3	2.6
Maastricht leadership	2.2	2.1	2.9	1.3	3.6	2.2	1.7	3.4	2.9	2.9
Paris environnement	4.0	1.7	2.6	4.0	2.1	1.8	1.9	2.3	2.6	2.0
Paris epidemiology	4.0	1.8	2.6	3.3	2.2	1.8	1.9	2.4	2.6	2.0
Rennes Law	1.9	2.2	2.7	2.1	2.1	4.0	1.9	3.1	2.9	2.4
Rennes health promotion	2.8	3.9	2.1	2.1	2.3	1.9	1.9	2.6	2.9	2.6





# Results (2/2) : a sample of four training pathways

## Legend

*Expected prof. level at the end*

- of Year 1 (blue line)

- of Year 2 (orange line)





# Discussion

- **Lessons (*beyond expected results...*)**

- Competency Frameworks are useful tools for higher education institutions
- Thanks to “jointness” EPH consortium covers the entire spectrum of public health competencies
- Heat map & spider graph => good for communicating with/guiding future

- candidates ?

- *“The journey is more important than the destination”*

## **Future**

- Beware of the variety and of changes in competency frameworks
- Use a similar approach to assess students progresses and achievements



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## Thank you

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