

EVALUATION AND ACCREDITATION DOCUMENTS

M.Sc. Petroleum Engineering and Project
Development

Centre for Oilfield Chemical Research
University of Port-Harcourt, Port-Harcourt,

Nigeria

September 2019

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EVALUATION REPORT

M.Sc. Petroleum Engineering and Project Development

Centre for Oilfield Chemical Research
University of Port-Harcourt, Port-Harcourt, Nigeria

MAY 2019

The Africa Center of Excellence in Oilfield Chemical Research (ACE-CEFOR) of the University of Port-Harcourt has mandated the Hcéres to perform the evaluation of its Petroleum and Gaz Engineering master programme. The evaluation is based on the "External Evaluation Standards" of foreign study programmes, adopted by the Hcéres Board on October 4th, 2016. These standards are available on the Hcéres website (hceres.fr).

For the Hcéres¹ :

Michel Cosnard, President

On behalf of the experts committee² :

Pierre Haldenwang, President of the committee

In accordance with the decree n°2014-1365, November 14th, 2014,

¹ The president of Hcéres "contresigne les rapports d'évaluation établis par les comités d'experts et signés par leur président." (Article 8, alinéa 5) — "countersigns the assessment reports made by the experts' committees and signed by their president" (article 8, alinea 5).

² The evaluation reports "sont signés par le président du comité". (Article 11, alinéa 2) — "are signed by the president of the committee" (article 11, alinea 2).

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STRENGTHS:	Erreur ! Signet non défini.
WEAKNESSES:	Erreur ! Signet non défini.
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I. STUDY PROGRAMME IDENTITY SHEET

University/institution: **University of Port-Harcourt (UniPort)**

Component, faculty or department concerned: **Institute of Petroleum Studies (IPS)**

Africa Center of Excellence in Oilfield Chemical Research (ACE-CEFOR); Institute of Petroleum Studies (IPS)

Programme's title: **Master of Science Petroleum Engineering and Project Development**

Year of creation and context:

The University of Port Harcourt has been founded by the federal government in 1975 as a college of the University of Lagos. It gained the University status in 1977. The faculty of engineering started in 1979 and Petroleum engineering was one of the first proposed programmes. It has been upgraded to Petroleum and Gas Engineering Department in 1999, in order to teach and conduct research in these fields. The ACE-CEFOR has been established in 2014, as a Center of Excellence in Petroleum Engineering granted by the World Bank.

Site(s) where the programme is taught (Town and campus): Port-Harcourt

Programme director:

Surname, first name: Professor Ogbonna F. JOEL, Center (CEFOR) director

Profession and grade: PhD Chemical/Petro-Chemical Engineering (2003, UST)

Main subject taught: Drilling and Environmental Engineering

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

The Nigerian National Universities Commission (NUC) conducts accreditation exercises for the study program every 5 years (last one in 2017). The Council for the Regulation of Engineering in Nigeria (COREN) conducts accreditation every 3 years.

To ensure program quality maintenance and enhancement, a constituted Academic Board ensures that program quality is sustained and improved.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

1. Human resources

The teaching team is composed of 11 faculty members from UniPort, 9 professors from IFP School, France, and 14 persons from industry. Local faculty members are also involved in other graduation programmes of the department, and devote between 40 and 60% of their time to the program. They distribute their activity between 40% in teaching for the professors till 60% for the lecturers, the remaining time being focused on research and scholarship management.

2. Material resources

The program benefits from fully equipped lecture halls for teaching and learning, 4 laboratories for research and development, a fully equipped 200-seater auditorium, and the new CEFOR Building Complex.

CEFOR Building Complex includes¹:

- Two 60-seater classrooms with audio/visual equipment,
- E-learning facilities for receiving lectures globally and interactive board
- A Board Room and a Video Conference Room
- E-Library – with 60 workstations and Hi-end computer system equipped with e-journals and internet facilities.
- Language Laboratory fitted with 31 systems, audio visual facilities and internet facilities
- Office Accommodations for Academic and Administrative staff

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

YEAR	ENROLMENT		TOTAL NO. AT GRADUATION
	GENDER	NATIONALITIES	

¹ Ppt presentation

	Male	Female	Nigerian	Non-Nigerian	
2019	16	4	20	0	20
2018	11	12	23	0	23
2017	11	12	23	0	23
2016	19	5	24	0	24
2015	18	5	20	3	23

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

President:

Pierre HALDENWANG, Emeritus Professor at Aix-Marseille Université (Spéciality : physics, mechanical engineering).

Expert members :

1. Catherine XUEREB, Research Director CNRS, (Spéciality : Chemical engineering), laboratoire de génie chimique, Institut National Polytechnique de Toulouse.
2. Thibaud LECOMPTE, Assistant Professor, Bretagne Sud University, « habilité à diriger des recherches » (capacity to supervise PhD research) (Spécialities : Material mechanic, biosource materials, civil engineering).
3. Anass NAGIH, Professor, Lorraine University (Spéciality : computer sciences).
4. Valentin LE BOEUF, PhD Student. Ecole Normale Supérieure Paris Saclay. (Spéciality : electrical engineering).

The Hcéres institution was represented by: Pr. Pierre COURTELLEMONT, Science Advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit: May the 23rd, 2019.
- Organization of the visit: the visit was made the 23rd of May, on the NUC site, during one day. On-site meetings with the management team, academic staff, closed meetings by videoconferencing with partners, alumni and students.
- Cooperation of study programme and institution to be accredited: perfect cooperation by all stakeholders, with the support of NUC team (special thanks to Obi, Onyinye and Mickael!)
- People met:
Joel Ogbonna, Centre leader
Ubani C E, Head of Department
V J Aimikhe, Assistant Director
Amiebibama Joseph, Assistant Director,
Oriji A B, Assistant Director

Teachers by videoconferencing:

Franklin O Chukwuna, Dean
 Anthonia A Okenenguro,
 Gideon O Abu,
 Francis Fusier,
 Joseph A Ajiienka,
 Obiajulu C Ekeh
 Wachuku Prince
 Ubong Ikpaisong
 Lessor ikeh
 Ani Goodness O
 Dulu Appah,
 Odutola Toyin
 Eneka Okafor
 Ijeonma Irene
 John Lander Ichenwo
 Boma S Kinigoma
 Uche Osokogwu

Partners and alumni by videoconferencing:
 Grace C Akujobi Emetuche (NPSC PHAREA)
 Ojirika Eduwin C
 Osihro Christopher (POCEMA)
 Christian Isaac (TOTAL)

Students by videoconferencing:
 Onyemaechi Victor C, Eyankware Oghenegare E, Aguru Sampson T, Ejiogu Ndubuisi Robert, Inokone Sunday
 Okoye Amara U, Okwonna Obumnene Onyeka, Otangri Inemugha, Anyamoru Brillance Onyimyechi, Ndubuisi Elisabeth C (Technologist II), Nwosi-Anele Adaobi Stephenie, Adali Francis Eromosole, Dike Humphrey W, Anaece John Vitus, Odoi Noble Ukela, Elechi Virtue Urenwo, Obuebite Amalate Ann Jonathan, Eme Charles, Ojirika Edwin Chibozie, Kwasi Opoku Boadu, Akaho Augustine Azabaze, James M Muwyithya, Samuel S Mofunlewi, Kamayou Monkam E Vianney, Dumka Esaznwi, Kouadio Koffi Eugene, Botwe Takyi, Amadou Hassane, Ikeonyie Kelechi, Dike Precious E

Staff:
 Uwajingba Ebineppre C, Assistant Chief Tech
 Fulalo Lucky Donatus, senior technologist
 Suwari Caroline P, senior technologist
 Amukwo James Bide, senior technologist
 Ojikpo Felix, technologist II
 Samuel Isaiah, technologist II
 China Kelvin Esor, technologist I
 Ovwromoh Blessing C, Technologist II
 Akpan Kufre Daniel, laboratory Assistant
 Loveday Tonwee, laboratory Assistant
 Didia Chisa Sandra, laboratory Assistant
 Epuzoaju Petronilla Lfeoma
 Nwauzi Evelyn N, Higher executive Officer
 Akiene Sarah Clement, Higher executive Officer
 Ihuoma Amadi, Higher executive Officer
 Owlanda Blessing D, Higher executive Officer
 Patience Ebulu, Caretaker
 Ashara Leticia, Caretaker/cleaner
 Onisunil Priscilla
 Love Woko, Caretaker
 Deborah Clinton Chimele, laboratory Assistant

- Any problems: no
- Other: nothing.

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The University of Port-Harcourt is a multi-disciplinary university, covering social sciences, humanities, agriculture sciences, health sciences, education sciences, sciences and engineering. The M.Sc. Petroleum Engineering and Project Development is attached to the Institute of Petroleum Studies (IPS), one of the 10 Professional Awarding Institutes of UniPort. IPS is an international post-graduate institution established through a collaboration between UniPort and IFP School (France), this last one having previously developed a similar program in France. This MSc program is designed to develop engineers to respond to the needs in petroleum industry (drilling, reservoir engineering, well production, process). It is structured into full-time 48 weeks divided into 5 modules (general module, geosciences & reservoir, drilling, production, project). This 1-year program is dedicated to students having obtained a Bachelor's degree in Engineering with a minimum of second class upper honours, and to engineers with 5 years working experience with second class lower honours.

2 - PRESENTATION OF THE PROGRAMME'S SELF-EVALUATION APPROACH

To ensure program quality maintenance and enhancement, a constituted Academic Board ensures that program quality is sustained and improved.

In order to evaluate the program, Hcéres asked the institution to provide a self-assessment report. In fact, the document supplied is a factual document presenting the training programme, without any real self-assessment work. Self-assessment process consists of an internal analysis supposed to lead the institution to bring to light the Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) of the study programme. This document provided is essentially composed of elements previously written for other purposes (Handbook, brochures, website ...).

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

A high level programme to increase the involvement of local engineers in the field of petroleum engineering and oil fields management. The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated to students and other stakeholders, especially through the website of UniPort, syllabus and from leaflets. However, the name of the study programme (with "Project Development") is not really clear with regard to these objectives and content.

The Master of Science Petroleum Engineering and Project Development is presented as built to develop professional engineers with a high level of competency in drilling, reservoir engineering, well production and process. The future engineer is expected to be able to master techniques needed to evaluate and manage oil and gas fields; to design and supervise the drilling of producing wells in an efficient way; to carry maintenance programs to improve hydrocarbon recovery; to master the basic techniques needed to design and realise hydrocarbon-producing facilities from well head to loading terminal, on and offshore; to carry out production optimisation and field performance enhanced programs; to participate in multidisciplinary oil and gas field review and field development teams.

The Committee observes that the name of the study programme (Master of Science Petroleum Engineering and Project Development) is not really clear with regard to these objectives and content. In fact, the programme is clearly dedicated to petroleum engineering and development/exploitation of oil fields. So, "Project Development" can be misunderstood by stakeholders. The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated to students and other stakeholders, especially through the website of UniPort, syllabus and from leaflets.

Candidates can read that graduates have more than 90% chance of getting employed in the oil and petroleum industry¹. Some of the graduates with a high score (>4/5) choose to continue their studies and apply for a PhD.

2 – POSITION OF THE STUDY PROGRAM

A highly attractive program, implemented in the heart of a petroleum industrial region in demand for this type of skills.

In the field of oil and petroleum engineering education, UniPort graduated over 80% of Masters and PhDs in Nigeria². The university proposes a lot of specializations in this field: Drilling/Well, Petrophysics, Reservoir, Production, Gas Engineering, Petroleum Economics, HSE, Digital Oilfield.

The Master of Science Petroleum Engineering and Project Development is highly original in the Nigerian training space, especially due to the strong partnership with IFP School (France). The programme, strongly influenced by the similar program already developed in France by IFP, is based on three types of teaching contributions, involving in hours of teaching about 40% UniPort professors, 40% IFP School teachers and 20% industrial partners (mainly TOTAL and NNPC).

The institution has also regular relationships with other national and international institutions, enabling to enrich the environment of students and faculties of the programme.

- University of the Witwatersrand, Johannesburg, South Africa
- Kwameh Nkrumah University of Science & Technology, Kumasi, Ghana
- University of Mines and Tech, Tarkwa, Ghana
- Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)
- University of Cape Coast, Cape Coast, Ghana
- Jomo Kenyatta University of Agriculture and Technology, Kenya
- Moi University, Eldoret, Kenya
- Pan African Materials Institute (PAMI), Abuja
- OAU ICT-Driven Knowledge Park (OAK-PARK)

The admission is opened to qualified candidates from the Sub-Sahara region of Africa³. The first students from foreign countries have been graduated in 2014 and 2015 (3 Ugandans and 3 Ivoriens). Nevertheless, since 2016, all students are Nigerian.

The study programme is aware with the challenges associated with lifelong learning by recruiting students coming with a 5-year engineer experience in industry.

The study programme includes a one-month (at least) internship dedicated to applied research in a partner company. This industrial project is an independent study by students to find engineered solutions to oilfield problems. These projects are supervised by both Lecturers from UniPort and industrial experts.

Most of the graduates currently work in companies like; TOTAL E&P, SPDC, NNPC, NAOC, CHEVRON, EXXON MOBIL, SEPLAT, HALLIBURTON, SCHLUMBERGER, BAKER HUGHES, WEATHERFORD³. Among them, TOTAL plays a specific part, as it is a strong sponsor of the Institute, highly interested to employ graduates. The head of IPS is appointed by this company.

COLLABORATION WITH INDUSTRY LABS⁴- APPLIED RESEARCH

- Laser for PVT studies
- POCEMA for oilfield chemicals/raw materials research
- ANSETT for Core Analysis
- Fugro Labs for Geotechnical/Environmental studies
- Shell PC Lab
- NNPC R&D (TOTAL joint venture)
- NARICT Lab

¹ "CEFOR@a glance" leaflet

² ppt presentation

³ Ppt presentation

⁴ Ppt presentation

- FMC Subsea Engineering Labs

PROFESSIONAL BODIES

- Society of Petroleum Engineers
- Nigerian Society of Engineers
- Nigerian Environmental Society
- Nigerian Institute of Safety Professionals (NISP)
- NREP (USA)

The study programme explicitly states the added value brought by the partnership with IFP School (France), a foreign higher education institution, signed in 2002. It is managed through a close collaboration between the Director of the Institute, appointed by UniPort, and the co-ordinator, appointed by IFP School. The Master degree is awarded both by UniPort and IFP School, and is credited to 97 ECTS (European Credit Transfer System).

Even if this program is built to be intrinsically international through the teachers from IFP School, the mobility of the students remains scarce, despite of a high motivation for acquiring an experience at international level.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The students benefit from a training that brings them up to speed on a broad range of knowledge on the Petroleum recovery standard issues, as well as in terms of scientific, technologic and geopolitics points of view. The teaching path is supported by funding and donations from industrial partners, which allow the development of appropriate infrastructure and equipment.

The 48 weeks full time study is divided into 5 modules precisely detailed in the syllabus leaflet. The study programme includes a set of teaching units that is consistent with the objectives defined. The duration of each module and the workload expected of students are explicitly stated and known, through the description of courses organisation and teaching methods for each course.

The students come from different universities with different backgrounds and academic pathways (petroleum, but also chemical, polymer, mechanical, electrical, computer, metallurgical, production, mining, civil engineering...).¹ So, the first General Module enables to bring all the candidates to the same level with basic or refresher courses in Sciences and Engineering (applied mathematics, computational, thermodynamics, HSE and communication skills). In this module, an overview of oil and gas industry including international organisations, international politics of petroleum, oil and gas industry in Nigeria, enables students to be informed about their future working world.

The three following modules consist of the core courses, and concern Geosciences & reservoir, Drilling, and Production. They contain the elements necessary for the development of expected knowledge and skills.

In order to be aware of the contemporary business environment, a last module is dedicated to a course to develop some understanding about the underlying concepts of Corporate Governance, Business ethics, Corporate Social Responsibility, and Entrepreneurship.

Students benefit from the access to different laboratories, often shared with other programmes². They are well equipped, with the financial support of UniPort and substantial donations from Petroleum Technology Development Fund and Education Tax Fund. Research software are those encountered in industry. They are totally adapted to advanced petroleum engineering work (among them: PETROCALC 3, 6, 7, 8; PVT Reservoir Sim...). Various demonstration facilities are provided by different partner service companies, such as Schlumberger. This strong tools similarity between the program and the industrial world helps the student to be closer to the employment requirements.

This last step also includes a Field Development Project (FDP) and an Industrial Project (IP). Both projects intend to develop knowledge and understanding of a practical subject, while developing a culture of research. The FDP is carried out by groups of 10 students supervised both by lecturers and professional from the industry. The

¹ Table including the list of students in IPS sessions from 2003 given during the visit

² SSR

IP is an industrial internship, with the aim for the individual student of finding engineered solutions to oilfield problems brought by relevant partners companies and industries. The objectives, methods and assessment of these projects and internships are explicitly stated in the syllabus.

Teaching methods are essentially classical, with lectures, exercises (sometimes computer-based or with specific softwares) and personal work: literature survey and homework. Different projects enable students to experiment reporting, oral presentation and sometimes how to work in team. Every student is attached to two faculties for academic monitoring, counseling and mentorship.

As IPS is described as an *International Collaborative Graduate School in Partnership with Industry and professional Bodies*, the internationalization is at home¹. Students are actually in an international environment due to these partnerships. They are able to apply for foreign PhD programme after diplomation, but for most of them, this step will be the first experience in a foreign country. English official language facilitates the access to a lot of countries.

Student support can be provided by the programme coordinator, course advisers and relevant scholarship bodies like the World Bank programme, the Petroleum Technology Development Fund, Niger Delta Development Commission, Nigerian Content and Development Monitoring Board and other individual and corporate entities². This allows the students to devote themselves completely to the success of their studies.

4 – PROGRAM MANAGEMENT

A steering Academic Board ensures a substantial management of the training. But, certain tools for carrying out the students systematic follow-up before and after their graduation are seemingly lacking.

The study programme is implemented by a formally identified teaching team, composed of 11 faculties in UniPort (all PhD), 9 faculties from IFP School (all PhD) and 14 engineers from industry, what is consistent to teach about 20-25 M. Sc. students.

In order to ensure program quality maintenance and enhancement, a constituted Academic Board ensures that program quality is sustained and improved.

The task of this board³ is to:

- Perform periodic curriculum review
- Review and approve evaluation forms for monitoring the performance of teachers in class/laboratories by students
- Appoint an external examiner who evaluates the quality of questions and their solutions to ensure that minimum standards are met
- Periodically evaluate lecture materials to ensure that course content is adequately covered
- Ensure lecturers clearly define the course objectives and learning outcomes for each course being taught
- Establish a unified assessment /evaluation strategy
- Ensure that each lecturer clearly defines his/her evaluation/ assessment method(s) in the lecture notes at the onset of every course lecture
- Ensure Examination questions and marking schemes are vetted
- Results are generally moderated at the Academic Board meetings
- Perform periodic Staff appraisal for selecting the best faculties required for teaching and research supervision in the program

Students benefit from the numerous facilities of the recent CEFOR Building Complex (see upwards), and from different research, analysis and characterization laboratories

¹ ppt general presentation

² SSR

³ ppt presentation

The academic staff regularly meet (at least after each module) to assess students' progress and their perceptions of lessons. Unfortunately, students are never invited to these meetings, whereas they benefit from a promotion representative.

Knowledge is assessed according to specifically stated methods communicated to students in the syllabus. Methods for testing knowledge are explicitly stated and consistent with the expected results of the study programme. They classically consist in written examinations, individual quiz, project reports, oral presentation... according to the different subjects taught.

In the syllabus, all the teaching and practical professional units are expressed as skills. No portfolio nor similar tool is proposed to the students to help them formally record skills acquired.

Student numbers for the study programme are monitored each year, but uncertainties remain concerning enrolment/graduation in the tables, the same data being provided for enrolment and graduation.

The study programme recruitment is of high level, the number of candidates satisfying the required minimum being about 4 times the number enrolled¹. The commission/person in charge of the enrolment is not clearly identified. In order to meet the requirements of the World Bank, a quota for females and for external students must be ensured. Despite a very high potential for attractiveness, the international recruitment after the initial "bloom" has dropped to zero in recent years, and deserves to be stimulated.

It appears that the programme has a partial information on graduate opportunities, as presented² through a diagram with the main companies employing graduates. The last data was from 2013, which certainly reflects a lack of an efficient monitoring tool for a regular updating. No details are given concerning employment level.

More generally, the program has no tool to coordinate, monitor and rely on the alumni community, the latter being reduced to a WhatsApp group that shares information.

Concerning the student evaluation of the teaching, they regularly fill evaluation forms where the quality of teaching, teaching materials and other facilities required for effective teaching and learning are evaluated. These course evaluation forms are not anonymous³. These assessments are passed on to the administration, which makes a return to the academic board at the end of each module. The academic board then analyses the assessments and is enabled to propose improvements.

The study programme has defined and implemented anti-plagiarism measures, by the mean of a dedicated unit (IPPTO), responsible for intellectual property rights. It is mandatory for each student to submit their design project, thesis, research publications, and other academic works to this unit before graduation⁴.

¹ Oral discussion with the executive board

² Ppt presentation

³ Sample of course evaluation form given in the SSR

⁴ SSR

V. CONCLUSION

The Committee regrets that the visit to the CEFOR's site at Uniport University was impossible due to security reasons. Even though the meetings in Abuja with our colleagues, leaders of the MSc programmes, were frank and fruitful, the physical presence on site is always rewarding. The Committee's members nevertheless thank their Nigerian colleagues for the overall quality of these meetings and for their readiness to provide them with additional information.

In a general manner, the Committee assesses the CEFOR M.Sc. Petroleum Engineering and Project Development programme as a training of excellence, in outstanding adequation with to the local (and even international) offers from the job market. The overall programme presents several important strengths, as the excellent (national and international) teaching staff resulting from a very strong International partnership. The MSc. proximity with powerful companies is a unique situation, which allows the graduate students to benefit from impressive means for hiring, infrastructure resources, and scholarships. These remarkable points result in an undoubted attractiveness with respect to national students, even in the CEFOR dominant position in the field of Petroleum Engineering training. Note that the international enrolment is nonetheless absent presently.

The weak points raised by the appraisal Committee are very limited, even marginal rather, with respect to the overall performance of the training. The absence in the last years of foreign students might be -in relation to the pan-african purpose of the ACE-programme- the most important flaw in the MSc programme. This point would deserve efforts to be overcome; the Committee suggests recommendation in that sense. Another feeble point that would be mentioned is the absence of a strict student follow-up; in the same vein, an action for the structuration of the alumni could be undertaken.

The MSc. Degree delivered by CEFOR fills all the specifications related to a Master Degree: irrigate the industrial fabric (locally and abroad) with graduate students trained to possess the adequate skills, while the most deserving students can pursue a PhD training. As a final consideration, the Committee's members want to commend their Nigerian colleagues who have already done numerous efforts to develop an outstanding MSc. programme in engineering.

STRENGTHS

- a very strong International Partnership with IFP School (France)
- a unique positioning in line with the needs of local industrial and economical activity
- an important proximity with the companies, and a good placement of the students
- good human and infrastructure resources
- full scholarship accessible for everyone

WEAKNESSES

- Student databases are not sufficiently consolidated
- absence of international recruitment
- absence of alumni network
- Students are not sufficiently involved in training management

RECOMMENDATIONS

- To increase the foreign intake, the MSc appellation could be clearer for student not familiar with oil world ("project development" is quite fuzzy for external young people).
- Enhancement of the student follow-up, as well as actions towards alumni, could be envisaged
- The training management could more involve the students at suitable stages.

VI. COMMENTS OF THE INSTITUTION



AFRICA CENTRE OF EXCELLENCE

2. CENTRE FOR OILFIELD CHEMICALS RESEARCH UNIVERSITY OF PORT HARCOURT



ACE-CEFOR UNIPORT

Tel: +234 (0) 8037099211

<http://www.aceuniport.org>

E-mail: acecefor@uniport.edu.ng

East West Road,
Choba, P.M. B. 2
Uniport Post Office
Delta Park
Port Harcourt, Nigeria

August 23, 2019

Prof. François PERNOT
Directeur/Director
Département Europe et International
Europe and International Department

Dear Sir,

FEEDBACK ON THE EVALUATION REPORT ON THE M.Sc. PETROLEUM ENGINEERING AND PROJECT DEVELOPMENT

COMMENTS OF THE INSTITUTION

We thank Hceres for their due diligence in the accréditation exercise.

We wish to emphasize that Project development as incorporated in the programme title is widely known and accepted in the oil field operations because it is an integral part of the oil and gas business. The Oil and Gas industry has as the highest practice the team projects of Field Review/Field Development Planning (FR/FDP). The IFP School as one of the industry-oriented institutions included this as a team project. This was adopted in IPS and we are the first in Nigeria and indeed Africa to teach and practice FDP. There are always two FDP teams of ten students each who using actual field data engage in FDP and make presentations to a panel of examiners from the university, industry and professional experts. At the professional level, the international society of petroleum engineers has a programme of Young Professionals which in conferences organise FDP training and competitions. It is on record that the IPS graduates have performed excellently over the years and won the awards. This has been recognised and adopted by some other industry-oriented institutes and centres. It is also now being adopted in our regular programmes.

There is no confusion in the two masters programmes, we have M.Eng in Petroleum and Gas Engineering peculiar to University of Port Harcourt nomenclature and M.Sc in Petroleum Engineering and Project Development with a peculiarity of collaboration of joint degree with the IFP school (France). Both programmes have Accreditations by the National Universities Commission of Nigeria.

While the partnership with IFP School adopted the IFP nomenclature is also the fact that this programme is funded by the industry, while the MEng programme which started in the Department in 1984 is widely acknowledged to have graduated over 60% of MEng/PhD and Post graduate Diploma graduates in Nigeria. IPS Graduates usually were employed on graduation. With the

difficult industrial climate, graduates now participate in one year industry internship programme preparatory for employment or for PhD programme.

IPS is TOTAL partner Institution in the Gulf of Guinea and is involved in sponsored industrial research projects

Sumarised below are our comments and way forward on the issues highlighted as weaknesses and in the recommendations.

1. STUDENT DATABASES ARE NOT SUFFICIENTLY CONSOLIDATED

Our data bases will be updated and sufficiently consolidated as well as made available in our website

2. ABSENCE OF INTERNATIONAL RECRUITMENT

We will intensify regional drive to enhance our international student recruitment, So far we have graduated some foriegn students from IPS and also host students from the University of Mines and Technology (UMaT Ghana) on summer programmes for the past 8 years.

As a regional Centre of Excellence, ACE-CEFOR has policies in place that guide the recruitment, retention and support of the students in the Centre.

- All necessary information about the Centre and its programmes will be made available to countries in West African sub-region through their embassies in Nigeria.
- The programmes and activities of the ACE-CEFOR will be placed on the internet using the Google platform.
- The University and the Centre websites will be used to advertise the programmes and activities of the Centre.
- The quarterly Newsletter of the regional facilitator for ACE, Association of African Universities (AAU), will be used to disseminate information about ACE-CEFOR
- The University of Port Harcourt has an MoU with the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) on Staff and students exchange programmes and ACE-CEFOR is already using the Forum to recruit regional students from East and Southern Africa and ACE-CEFOR will continue to use the Forum as it has great potential for the Centre to achieve the thirty (30) percent admission policy for regional students.
- Flyers will be used for awareness campaign of the Centre and its programmes at oil and gas related conferences holding in sub-Saharan Africa.
- Collaborating with the International partners of the Centre is an avenue to be explored for recruiting regional students. The International Oil Companies (IOCs) operating in Nigeria will attract regional students to the Centre under their education for Sustainable Development Programmes.

In order to attract and retain high caliber students, the Centre will give scholarships to all regional students that meet the requirements for admission into the programmes of the Centre. We already secured PASET Programme through competitive grant that will award Scholarships.

3. ABSENCE OF ALUMNI NETWORK

Our Alumni have their Networks in the various Companies and also abroad. They have their Alumni President and executives. The current president is Erasmus Nnana of Shell Nigeria. The pioneer President was Nkese Essien of TOTAL. The Alumni contributed to building a new Hostel building. They meet every year during the IPS Anniversary. We have Alumni meetings during the Annual Conference of the Society of Petroleum Engineers. The Alumni officer participates in the Network programmes.

All graduates are part of the bigger University Alumni Association which is even represented in the University Governing Council by a representative

In 2018, TOTAL sponsored a tracer study of IPS Alumni which threw up very interesting observations that will help in the improvement of alumni networks and curricular development.

The alumni database and network will be updated and linked to our website.

4. STUDENTS ARE NOT SUFFICIENTLY INVOLVED IN TRAINING MANAGEMENT

Students of IPS have their union involved in various activities. They have sub committees and their elected officials liaise with management. Students HSE/Welfare Committee is involved in the management of the Bus Service, Catering and Hostel accommodation. They are involved in Field Trip planning, publishing IPS Newsletter, Exhibition at international Conferences, participate in SPE Distinguished Lecture Series and Events. They also involved in web-based advertising of their profiles and the image management of IPS. They have developed a Mentorship programme where senior academics and industry experts are involved in mentoring them, They organise extra-curricular activities and lectures. They are active in IPS Annual Induction/Anniversary programme planning and run Exhibitions

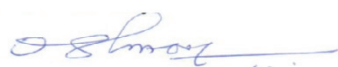
There is also a Graduate Students Body that oversees the welfare of graduate students and liaises with Management.

IPS Alumni are involved in IPS Advisory Committee, Students' Class Day, Project Presentations etc

However, we will develop a more robust student inclusive management team, which will involve students in training management.

No doubt as we implement the protocols as recommended, the programme will become an outstanding regional centre of excellence for oil and gas human capital development.

Yours sincerely,



Professor Ogbonna F. Joel
Centre Leader, ACE-CEFOR

ACCREDITATION DECISION

M.Sc. Petroleum Engineering and Project Development

Centre for Oilfield Chemical Research
University of Port-Harcourt, Port-Harcourt, Nigeria

September 2019

SCOPE OF THE ACCREDITATION GRANTED BY HCÉRES

Hcéres has built its evaluation process based on a set of objectives that higher education institution study programmes must pursue to ensure recognised quality within France and Europe. These objectives are divided up into four fields among which are the accreditation criteria.

As for the "External Evaluation Standards", the accreditation criteria have been specifically designed for foreign programmes. The accreditation criteria were adopted by the Board on June 2016 and are available on the Hcéres website (hceres.fr).

The accreditation committee, meeting his accreditation decision, has wholly taken into account the final evaluation report of the study programme. This accreditation decision is the result of a collegial and reasoned process.

The accreditation decision issued by Hcéres shall not grant any rights whatsoever, whether in France or abroad. The decision on training programme accreditation confers an accreditation label and does not infer recognition of the accredited qualifications. The Hcéres accreditation process therefore has no impact on the qualifications recognition process in France.

FULFILLMENT OF ACCREDITATION CRITERIA

FIELD 1: AIMS OF THE STUDY PROGRAMME

Accreditation criterion

The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated. Students and other stakeholders are aware of outcomes in terms of job opportunities and further studies.

Criterion assessment

A high level programme to increase the involvement of local engineers in the field of petroleum engineering and oil fields management. The objectives of the study programme with regard to knowledge and skills to be acquired are clearly defined and communicated to students and other stakeholders, especially through the website of UniPort, syllabus and from leaflets. However, the name of the study programme (with "Project Development") is not really clear with regard to these objectives and content.

FIELD 2: POSITION OF THE STUDY PROGRAMME

Accreditation criterion

The study programme has set a comprehensive positioning suited to its objectives and including a clear link with research, scholarly partnerships and/or with the economic and social world, national and/or international partnerships.

Criterion assessment

A highly attractive program, implemented in the heart of a petroleum industrial region in demand for this type of skills.

FIELD 3: STUDY PROGRAMME TEACHING STRUCTURE

Accreditation criterion

The study programme includes a set of teaching units that are coherent, gradual and adapted to all kind of students. The study programme allows students to acquire additional skills that are useful for employment or further study.

Internships and projects are included in the study programme curriculum. So are Information and Communication Technologies in Education (ICTE) and education innovations. The study programme prepares students for the international environment.

Criterion assessment

The students benefit from a training that brings them up to speed on a broad range of knowledge on the Petroleum recovery standard issues, as well as in terms of scientific, technologic and geopolitics points of view. The teaching path is supported by funding and donations from industrial partners, which allow the development of appropriate infrastructure and equipment.

FIELD 4: STUDY PROGRAMME MANAGEMENT

Accreditation criterion

The study programme is implemented by a formally identified and operational teaching team including stakeholder and student participation. It is carried out by an educational team which benefits from clear and up-to-date data. Methods for checking knowledge are explicitly stated and communicated to students. Teaching and practical professional units are expressed in terms of skills.

Anti-fraud measures have been implemented.

Criterion assessment

A steering Academic Board ensures a substantial management of the training. But, certain tools for carrying out the student systematic follow-up before and after their graduation are seemingly lacking.

ACCREDITATION DECISION

Considering the accreditation criteria analysis detailed above, the accreditation commission takes the following decision:

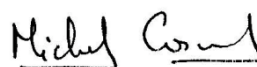
“Five-year unreserved accreditation decision”

and draws attention to the various recommendations made by the committee of experts in its evaluation report:

- To increase the foreign intake, the MSc appellation could be clearer for student not familiar with oil world ("project development" is quite fuzzy for external young people).
- Enhancement of the student follow-up, as well as actions towards alumni, could be envisaged
- The training management could more involve the students at suitable stages.

SIGNATURE

For HCERES and on behalf of



Michel COSNARD,

President

Date: Paris, September 4th, 2019

The evaluation reports of Hceres
are available online : www.hceres.com

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2 rue Albert Einstein
75013 Paris, France
T. 33 (0)1 55 55 60 10

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