

EVALUATION AND ACCREDITATION DOCUMENTS

Reproductive Health, M.Sc.

Centre of Excellence in Reproductive Health
Innovation (CERHI)

University of Benin,
Edo State, Nigeria

September 2019

CONTENTS

EVALUATION REPORT3 -13
COMMENTS OF THE INSTITUTION 14
ACCREDITATION DECISION 15 - Following

EVALUATION REPORT

Reproductive Health, M.Sc.

Centre of Excellence in Reproductive Health
Innovation (CERHI)

University of Benin,
Edo State, Nigeria

JUNE – 2019

The University of Benin has mandated the Hcéres to perform the evaluation of its Master in Reproductive Health 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 :

Dominique Laurain-Mattar, 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).

CONTENTS

I. STUDY PROGRAMME IDENTITY SHEET	6
II. ON-SITE VISIT DESCRIPTION.....	8
Composition of the experts panel.....	Erreur ! Signet non défini.
On-site visit description.....	Erreur ! Signet non défini.
III. PRESENTATION OF THE STUDY PROGRAMME	9
1 – PRESENTATION OF THE STUDY PROGRAMME.....	9
2 - PRESENTATION OF THE PROGRAMME'S SELF-EVALUATION APPROACH	9
IV. EVALUATION REPORT	9
1 – AIMS OF THE STUDY PROGRAMME.....	9
2 – POSITION OF THE STUDY PROGRAMME	10
3 – STUDY PROGRAMME TEACHING STRUCTURE.....	10
4 – PROGRAMME MANAGEMENT	11
V. CONCLUSION.....	12
STRENGTHS	13
WEAKNESSES	13
RECOMMENDATIONS.....	9
VI. COMMENTS OF THE INSTITUTION.....	10

I. STUDY PROGRAMME IDENTITY SHEET

1. University/institution: **University of Benin, Edo state, Nigeria**
2. Component, faculty or department concerned: **Centre of Excellence in Reproductive Health Innovation (CERHI) Programme, Department of Obstetrics and Gynecology**
3. Programme's title: **Masters in Reproductive Health**
4. Training/speciality: **Reproductive Health**
5. Year of creation and context: 2015
6. Site(s) where the programme is taught (Town and campus): University of Benin, Ugbowo campus, Benin City, Edo State. Nigeria
7. Programme director:
 - a. Surname, first name: Okonofua, Friday
 - b. Profession and grade: Professor of Obstetrics and Gynaecology, and Reproductive Health
 - c. Main subject taught: Masters in Reproductive Health

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

8. Methodology and agency
 - 1) The MSc program in Reproductive Health at the University has previously been accredited by the National Universities Commission (NUC) of Nigeria in 2017. Additionally, the CERHI program was fully accredited by the Agency for Public Health Education Accreditation (APHEA) in June 2019, after a site visit by technical officials of the APHEA to the Centre in April 2019.

Furthermore, the short courses offered by the Reproductive Health program of CERHI – short courses on Emergency Obstetrics Care and Ethics and Gender in reproductive Health – have been offered international accreditation by the APHEA.

9. Results: Positive evaluation.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

10. Human resources

Core academic staff: 8 Professors, 2 Associate Professors, 3 Senior Lecturers, 4 Lecturers

Other academic staff from the University teaching courses in the programme: 15 Professors, 3 Associate Professors, 2 Senior Lecturers

Other academic staff from outside the University: 5 Professors, 1 Associate Professor, 1 Senior Lecturer

11. Material resources

The laboratory material appears to be recent and do not show significant evidences of intense use.

Teaching

- 2 ultra-modern theatre halls with 85-person seating capacity each;
- Interactive smart boards, video conferencing equipment, projectors, televisions, flip chart stands and markers, and air conditioners in the lecture theatres;
- Post graduate study rooms equipped with tables and chairs and mini projectors where the post graduate students conduct their discussion class;
- 24-hour internet;
- A 150KVA generator which provides light all the time;

- A 32-seater coaster bus that conveys CERHI students and faculty for outreaches in and out of Edo state.

CERHI Library

- Standard metal shelves for shelving books and journals in the various centered courses to aid easy access and retrieval;
- Forty (40) computers in the e-library for the Centre use in the area of internet based research and communication;
- State of the art reading tables and chairs to aid comfortable and extensive research;
- Over 2000 contemporary books used for both research and teaching at the Centre;
- Fully subscribed electronic scholarly databases relevant to fields covered by the Centre, including databases Ebscohost, Hinari, Science Direct, Springer and Wiley;
- The building and its furnishing create ambience, appropriate for scholarship and conducive to learning, access to information and the delivery of high quality services; which range from Reference and Information services Current awareness services, Selective Dissemination of Information (SDI), User-Education, Literature searching, Internet services, E-library services, Photocopying/reprographic services among others.

CERHI Laboratory

Medical laboratory include:

- Auto Haematology analyser to measures all the hematological parameters in the human blood and thereby aids in the diagnosis of various diseases;
- Auto chemistry analyser (Cobas c311) to measures chemical parameters in the human blood (state of the art from Roche diagnostics);
- Automatic sperm analyser to analyses semen automatically for sperm quality by assessing concentration, motility, morphological characteristics and other parameters to determine fertility;
- Makler sperm meter to analyzing semen for indicators of fertility and infection;
- Ion selective electrode to estimate the electrolytes in the human blood which aids in diagnosing various diseases;
- Biosafety cabinet;
- Microscope;
- Spectrophotometer to measure the concentration of biochemicals present in the blood;
- Centrifuges to separates blood and other body fluids based on their specific gravities before further analysis is carried out;
- Electrophoresis machine to determine genotype of individuals as well as certain blood disorders;
- Microplate reader and washer to estimate the concentration of hormones in sample;
- Refrigerator and freezers.

Research Laboratory

The research laboratory has been designed to cater for the research needs of the academic community around the Centre by providing steady power supply and specialized instrumentation at a fee. The equipment include:

- Ice maker for making ice cubes which can be used to maintain the integrity of volatile materials while on the bench;
- Freeze dryer to preserve various substances by extracting the fluid in them;
- PH meter and Distiller to measure PH and purify water respectively;
- Colony counter to estimate exact bacterial numbers for research purposes;
- Analytical balance to weigh salts and other solid compounds;
- Cyflow counter to count cells populations in biological fluids;
- Fume cupboard to protect a user from exposure to harmful substances;
- Atomic absorption spectrometer and Liquid chromatography - mass spectrometry - to do molecular analysis of organic and biologic substances.

Genetic Laboratory

- PCR equipment.

International Students Hostel

CERHI has a designated international postgraduate hostel used by students enrolled in the Reproductive health program. It also has a Guest House used by regional and international staff and students visiting the Centre.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

S/NO	YEAR	FEMALES	MALES	INTERNATIONAL STUDENTS	NATIONAL STUDENTS	TOTAL
1	2015/2016	15	15	6	24	30
2	2016/2017	8	6	-	14	14
3	2017/2018	6	9	-	15	15
4	2018/2019	9	15	3	21	24

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

- Dominique LAURAIN-MATTAR, Professor, University of Lorraine, committee leader
- Valérie SCHINI-KERTH, Professor, Strasbourg University
- Frédéric RELAIX, Professor, Paris-Est University
- Mathilde COLAS, Student graduated from University of Technology of Troyes.

Hcéres was represented by Pierre COURTELLEMONT, science advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit: June the 10th, 2019.
- Organization of the visit: the visit was made the 10th of June, 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.
- People met (on NUC site):

Friday Okonofua, Centre Leader
 Sede I. Peter, Project Coordinator,
 Juliana A. Afemikhe, Head of Department, Nursing
 Christie Agpoigho Enuke, lecturer, Coordinator, Nursing department
 Kehinde Osazee, CERHI Coordinator, Obstetrics and Gynaecology Department
 Clement Ighodaro, Head of Department, Health Economics
 J. A. Osaikhuwuomwan, Head of Department, Obstetrics and Gynaecology
 Joseph Balogun, visiting Professor (Chicago University)

Teachers by videoconferencing
 Partners and alumni by videoconferencing
 Students by videoconferencing

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

- The institution delivering the programme is the University of Benin Centre of Excellence in Reproductive Health Innovation (CERHI) Programme.
- The Masters programme offers training in Reproductive health (RH), addressing the reproductive processes, functions and systems at all stages of life, and includes fertility regulation, safe motherhood, infant and child survival, sexually transmitted disease including HIV/AIDS, and the prevention of unsafe abortion.
- The Masters study training programme is structured in Training of students and technical experts/policymakers through short courses on relevant fertility, maternal mortality, HIV/AIDS and reproductive health policy topics in the region, in order to develop regional laboratory capacity to support HIV/AIDS and other reproductive health related problems.
- The center benefits from a large number of national, regional and international partnerships that enhance the learning environment for students, promotes faculty development, collaborative applied research and new knowledge in the field of reproductive health.

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

The Accreditation report to Hcéres was prepared under the guidance of the director Professor Friday Okonofua, with the involvement of teaching teams.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

The MSc Reproductive Health course at CERHI is strongly positioned in order to provide students with multi-disciplinary approach and high quality knowledge and skills required to carry out applied research in Reproductive Health. Outcomes in terms of job opportunities and further studies are outstanding through an impressive network of partners and specific PhD programme available on-site.

The MSc Reproductive Health course of the Centre of Excellence in Reproductive Health Innovation (CERHI) at the University of Benin, Nigeria provides students with detailed background knowledge and skills required to formulate and execute preventive programmes and to carry out applied research in Reproductive Health. This is of extreme importance in West Africa given that some local organizations are opposed to reproductive health based on religious and cultural reasons, leading to potential threat to mobilize community support. Objectives with regard to knowledge and skills to be acquired are clearly stated. The name of the study programme is clear with regard to its objectives and content. CERHI provides an information booklet for students containing the objectives and content of the programme and policies (Students' Handbook for MSc Reproductive Health). Communication regarding learning and job outcomes are available at the CERHI's website. The MSc programme in reproductive health is strongly positioned in terms of further study programmes and job opportunities, with very high success on both aspects. These include a specific PhD programme in reproductive health available on-site. Students that has not acquired sufficient level for PhD are encouraged to undertake a one-year remedial MPhil (Masters of Philosophy) programme to progress to PhD. Other opportunities include participation in conferences and workshops to build their skills in specific areas and also so that they can be engaged in various networks. Industry partners are identified, deliver lectures on-site, interact with students on matters relating to employment opportunities, participate in the curriculum design and regularly attend management committee meetings to advice on program curriculum review. The interaction with private partners is also important given the decline in donor funding for reproductive health.

2 – POSITION OF THE STUDY PROGRAMME

The MSc programme in reproductive health is strongly positioned within local, national, regional and international range of study programmes, with increasing recognition by governments in the West and Central African region, well identified academic and Industrial partnerships. The programme is very active in research with national, regional and international partners as well as governmental bodies and industry. The policy on research is well disseminated. Cooperation agreements or partnerships have been signed with top foreign institutions. Mechanisms are implemented to encourage the mobility of students, teaching and administrative staff, including by providing funds to support staff and students to attend conferences and training courses both at home and abroad. Overall, positioning of the study programme is excellent.

The MSc programme in reproductive health is strongly positioned within local, national, regional and international range of study programmes. This is very important given the poor reproductive health indicators in the West and Central African region. Accreditation of the programme by the National Universities Commission (NUC) of Nigeria has been obtained. Academic staff teaching in the program is from many countries in sub-Saharan Africa and internationally. Foreign students recruitment is over 30% and includes many from Africa (Ghana, Malawi, Cameroon, Guinea, and Gambia). International Advisory Board includes academics from Harvard University, the University of Leeds, Queens University, Belfast, the University of Louisville and Ottawa University, Canada. Partnerships are well identified, including active national, regional and international academic and Industrial/Sectoral partners involved in education and research (ie General Electric, Nigeria; Emzor Pharmaceuticals; Philips International; Fidson Pharmaceuticals; Thomson Reuters). The programme is very active in research with teams that include national, regional and international partners as well as governmental bodies and industry. The policy on research is well disseminated to all stakeholders. Associate and guest lecturers participate in the program through teaching and research. Associate lecturers also field some of the short courses organized by the program in various locations in the region. During the training in the MSc programs, link with research includes literature review, proposal writing and defence, laboratory-based or field work related project, internship placements, and attendance in seminars and conferences and workshops to enhance skills in specific areas of interest.

Cooperation agreements or partnerships have been signed with foreign institutions (e.g. Harvard University, Ottawa University and University of Louisville, USA) are well adapted to the aims of the study programme. Mechanisms are implemented to encourage the mobility of students, teaching and administrative staff, including by providing funds to support staff and students to attend conferences and training courses both at home and abroad.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The MSc in Reproductive Health programme incorporates a set of teaching units that are consistent with the defined objectives, including components that prepare students for employment. Research work, including the identification of appropriate partners, defining work objectives, methods and assessment of the projects and internships rates, are excellent. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. Overall, the study programme teaching structure is excellent.

The study programme MSc in Reproductive Health incorporates a set of teaching units that are consistent with the defined objectives. The durations of the modules and students' workload are well defined, and with progressive specialization in different fields of reproductive health (available in CERHI students' handbook). Part time studies can spend some longer time to complete the programme, online pedagogical materials is available with 24-internet in all facilities, and all students have personal computers and internet access. The programme is designed to be adapted to students with special needs, including those with disability. The study programme includes components that prepare students for employment. These include the participation of industry partners in curriculum development, review and teaching, and the fielding of students for industry experience and course delivery that emphasizes the special needs of the working world. Students are expected to identify a research topic of interest in interaction with the teaching staff, write a research proposal after literature review and defend the proposal before their teachers and colleagues. Following ethical review, the students conduct various parts of the research before writing a research thesis. The research thesis is defended before a panel of internal and external experts and rated on the basis of originality and quality. Additionally, students participate in one of the five research groups conducted by academic staff and regional partners on issues related to reproductive health. The study programme includes practical work components, site visits, field work and practical work/demonstration in laboratories. The period of outreaches

to enable students participate in practical work is well defined in the programme. Projects and course works are also included as key components of the programme.

The programme is able to identify industry partners with very high success rate. Internships lasts at least 4 weeks in an industry institution outside the location of the programme. The objectives, methods and assessment of the projects and internships are described in the programme's website as well as the course curriculum. Additional skills that are useful for further study or employment are proposed to the students. These include statistical analysis, social epidemiology and computer science. Many are included as requirements within the curriculum design of the programme. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. All students have a personal laptops and part of the programme delivery takes place online. Interactive online courses and exercises are available and used by the students as part of the teaching. The study programme offers specific tools for successful programme completion, including the organization of refresher and short courses at the beginning of the programme and periodically to facilitate learning for the students. Additional short courses and seminars every two weeks where students have the opportunity to meet with industry and high academic partners on issues relating to the programme delivery are available. Upon admission into the programme, students are allocated to mentors and supervisors. Mentors help the students to overcome many of the difficulties they may have, while supervisors help supervise the theses of the students. Additionally, a Staff-Students' Consultative forum where students can express their challenges and solutions are provided to deal with issues through the learning process.

Disadvantaged/weak students have access to extra tutorial support. For non-English students enrolled in the programme, language translational services are available in addition to special arrangement in collaboration with the Department of Foreign languages of the University of Benin to teaching English. French speaking students enrolled in the programme are provided translations services and also for part-time teaching of English as a means of communication.

4 – PROGRAMME MANAGEMENT

The MSc in Reproductive Health study programme is very well implemented by a formally identified teaching team with roles and responsibilities clearly defined and presented in the Centre's website. Teachers receive appropriate regular training and different committees (student, staff consultative and faculty) provide feedback for training programme implementation. Overall, the learning environment seems excellent. Student performance assessment are performed according to specifically stated methods with the composition and roles of the different Boards well outlined. Communication strategies for the program and its curriculum are excellent. Student recruitment methods are clearly defined and are transparent. The methods for student evaluation of teaching and to provide feedback to teachers from students are appropriate.

The study programme is implemented by a formally identified teaching team with roles and responsibilities clearly defined and presented in the Centre's website. Students are aware of the list of teachers and their roles. Teachers receive regular training locally, but also regionally and internationally (i.e. UK, USA, South Africa, Malawi, Ghana and Japan) in research methods, pedagogical methods, journal writing and programme delivery. The programme has a full range of administrative offices, four classrooms, a dedicated reproductive health library (with e-learning materials), a computer room and a well-equipped laboratory. Students/staff consultative forum meets every month to discuss the challenges in programme implementation and a Departmental Academic Board deliberates on the programme delivery. Additionally, a Program Implementation Committee (that includes students) meets every two weeks to deliberate on various elements of the delivery of the programme. Knowledge is assessed according to specifically stated methods communicated to students. The composition and roles of the Department Academic Board, Post-graduate Academic Board, the Senate and the examination board are well outlined by the University in the Academic Regulations and Teacher's Code. A quality assurance committee is in place to ensure strict compliance with the provisions of the academic board. Examination and testing methods are well stated and are consistent with the expected results of the programme. The assessment and grading policy of the programme is presented in the Academic Regulations and Teacher's Code, while the rules for skills validation and attributing credits are similar to those in the UK and indicated in CERHI students' handbook. The study programme works to monitor skills acquisition, with a portfolio well identified of skills communicated to the students and used to formally record the skills that have been acquired. The program and its curriculum and content are advertised in the University and CERHI websites. Additional communication strategy include social and traditional media, and also by use of other forms of communication methods.

The number of students in the programme is monitored. University and the NUC provide the maximum number of students that should be enrolled in the programme annually. Study programme admissions are well defined and advertised in the website and other forums. Applications are first screened by the Department Academic Committee to ensure that the applicants meet basic requirements. Thereafter, they are processed by the Admissions committee of the School of Postgraduate Studies. Student recruitment methods are clearly defined and are transparent, indicated in the CERHI students' recruitment leaflet, Centre of Excellence in Reproductive Health Innovation Student Handbook and widely disseminated in CERHI's and University of Benin's website, Association of African Universities (AAU) website. The flow of international students is clearly identifiable and analyzed. The moderate numbers of regional students is due to limited scholarships to support students' enrolment. International students are monitored and evaluated by the Program Manager and present same to the department for further action. The programme is new and has only graduated two sets of graduates. Study programme collecting and tracking of graduate data is being developed and will be implemented by the end of 2019, will be developed and communicated to all stakeholders.

CERHI writes to graduate students to enquire their interests in furthering their studies and joint research work. The Study programme is currently working to establish guidelines for graduates tracing as well as a platform for the follow-up of alumni in collaboration with the National Universities Commission and the World Bank. The methods for student evaluation of teaching and its analysis is excellent and provided in the programme. This is carried out annually, including an assessment of teachers by the students. Feedbacks are then given to staff to improve their teaching performance. Student and graduate evaluation of the study programme is taken into account in the self-evaluation process, and guide future curriculum review and implementation of the programme.

Quality assurance committee in the Department ensures compliance with the provisions of the programme. Periodic external evaluation is done by National Universities Commission (NUC), and by a technical team appointed by the World Bank. Antiplagiarism software (TURNITIN) is available in the University to scrutinize the work of staff and students for originality. The University also has an ethical review panel that oversees all research works done within the context of the programme. Finally, the programme implements a well-defined gender policy with 45% of staff and 40% of students being women.

V. CONCLUSION

The Masters programme offers training in Reproductive health (RH), addressing a critical regional challenge, the reproductive processes, functions and systems at all stages of life, and includes fertility regulation, safe motherhood, infant and child survival, sexually transmitted disease including HIV/AIDS, and the prevention of unsafe abortion. Some local organizations are opposed to reproductive health based on religious and cultural reasons, which pose relative threat to the ability to mobilize community support, an reinforce the importance of this training programme. In addition, declining donor funding of reproductive health is a challenge that requires to develop an appropriate business plan to support sustainability.

The MSc Reproductive Health course at CERHI is remarkably well structured and managed, with an adequate number of qualified staff, appropriate communication regarding learning and job outcomes. The training programme is strongly positioned in order to provide students with high quality knowledge and skills required to carry out applied research in Reproductive Health. Outcomes in terms of job opportunities and further studies are outstanding through an impressive network of partners and specific PhD programme available on-site. Industry partners are identified (ie General Electric, Nigeria ; Emzor Pharmaceuticals ; Philips International ; Fidson Pharmaceuticals ; Thomson Reuters), deliver lectures on-site, interact with students on matters relating to employment opportunities, participate in the curriculum design and regularly attend management committee meetings to advice on program curriculum review.

The MSc programme in reproductive health is strongly positioned within local, national, regional and international range of study programmes, with increasing recognition by governments in the West and Central African region, high number (over 30%) of foreign students joining the program, well identified academic and Industrial partnerships. The programme is very active in research with national, regional and international partners as well as governmental bodies and industry. The training programme incorporates a set of teaching units that are consistent with the defined objectives, including components that prepare students for employment. These include the participation of industry partners in curriculum development, review and teaching, and the fielding of students for industry experience and course delivery that emphasizes the special needs of the working world. The durations of the modules and students' workload are well defined, and with progressive specialization in different fields of reproductive health. Research work, including the identification of appropriate partners, defining work objectives, methods and assessment of the projects and internships

rates, are excellent. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment.

Overall, the study programme teaching structure is excellent. The programme is able to identify industry partners with very high success rate. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. Mentors help the students to overcome many of the difficulties they may have, while supervisors help supervise the theses of the students. The study programme is very well implemented by a formally identified teaching team with roles and responsibilities clearly defined. Teachers receive regular training locally, but also regionally and internationally. Student performance assessment are performed according to specifically stated methods with the composition and roles of the different Boards well outlined. The methods for student evaluation of teaching and its analysis is excellent. The methods for student evaluation of teaching and to provide feedback to teachers from students are appropriate. Overall, this Masters training is outstanding at nearly all levels.

STRENGTHS

- Very well structured and managed training programme, with an adequate number of qualified staff
- National, regional and international academic partnerships, with industry and organizations relevant to reproductive health
- Excellent results in job outcome or further studies results for students
- International Advisory Board includes academics from leading Universities from Europe and US
- Excellent learning and teaching facilities
- Modern laboratory for research and service delivery, one of the few specialized reproductive health in the region
- Multi-disciplinary approach to program delivery
- Excellent communication strategies for the program and its curriculum
- Outstanding visibility of the program within the West and Central African region
- Excellent internships in a wide network of partners which prepares students for job readiness
- Well-defined gender policy with 45% of staff and 40% of students being women

WEAKNESSES

- Poor reproductive health indicators in the West and Central African region.
- Low numbers of regional students due to limited scholarships to support students' enrolment

RECOMMENDATIONS

- Keep up with your very important training programs and research
- Reproductive health program being nascent in the West African region, staff training needs to be optimized
- Improve reproductive health indicators in the West and Central African region via discussion with the government
- Develop an appropriate business plan to support sustainability
- Improve the recruitment of foreign students
- Implement guidelines for graduates tracing as well as a platform for the follow-up of alumni

VI. COMMENTS OF THE INSTITUTION



CENTRE OF EXCELLENCE IN REPRODUCTIVE HEALTH INNOVATION (CERHI) UNIVERSITY OF BENIN

Ugbowo Campus, P.M.B 1154, Benin City, Edo State, Nigeria

Email: info@cerhi.uniben.edu

URL: <http://cerhi.uniben.edu>



August 23, 2019
Professor Francois PERNOT
Director, Europe and International Department
2 rue Albert Einstein – 75013, Paris. France

Dear Professor Pernot,

Comments on Evaluation Report of Postgraduate Courses at the Centre of Excellence in Reproductive Health Innovation (CERHI) at the University of Benin, Benin City, Nigeria

On behalf of CERHI, I wish to appreciate the technical team from the HCERES that visited Nigeria in June to assess the MSc Nursing (Reproductive Health), MSc (Reproductive Health) and the PhD (Health Economics) of the Centre of Excellence in Reproductive Health Innovation (CERHI) at the University of Benin, Benin City, Nigeria for suitability for international accreditation.

We have reviewed the comments of the technical team with respect to the three programmes. We deeply appreciate the very useful and thoughtful report and recommendations. Some of our specific responses to the recommendations include the following:

MSc Nursing (Reproductive Health)

We will ensure that the recommendations made for programme improvement are taken into account in our future development of the MSc in Nursing (Reproductive Health). We will seek ways to recruit more regional students into the program. The Centre is in the process of developing simulation rooms that include high fidelity manikins for use by students. We are certain that these would be available before December 31, 2019. Since we have graduated the first set of students from the programme, we have developed and are currently implementing a policy and system for graduate training and the follow-up of alumni.

MSc (Reproductive Health)

We will ensure that the recommendations made for programme improvement are taken into account in our future development of the Centre and the MSc program in reproductive health. These include international students' recruitment, and policies on programme sustainability and quality assurance.

PhD (Health Economics)

We will ensure that the recommendations made for programme improvement are taken into account in the future development and implementation of the PhD programme in Health Economics. We will develop a PhD funding policy that will ensure that we obtain external and sustainable funds to attract students. We will also develop a post-doctoral training for the best PhD students to promote research excellence in the discipline.

In conclusion, we assure the HCERES that CERHI will continue to work very hard to fully consolidate the three programmes, going forward. In particular, CERHI has developed and is currently implementing a Business plan that includes eight business units to enable it to sustain its funding and program implementation over time. Once again, we are grateful for this report, and look forward to many years of collaboration and partnership with HCERES to promote educational excellence in the field of reproductive health in the African region.

Friday E. Okonofua, MD, PhD, FRCOG ed audum (UK), FAS, FAAS, FICS, FMCOG
Professor of Obstetrics and Gynaecology, and International Health, and
Centre Leader, CERHI

PROFESSOR FRIDAY OKONOFUA
Centre Leader
+2348023347828
feokonofua@yahoo.co.uk

PROFESSOR OBEHI OKOJIE
Co Centre Leader
+2348023381084
okojieobehi@gmail.com

SEDE I. PETER (Ph.D)
Project Coordinator
+2348094777351
p.petersede@gmail.com

ONOH VIVIAN
Program Manager
+2348120608497
vivianonoh@gmail.com

ACCREDITATION DECISION

M.Sc. Reproductive Health

Centre of Excellence in Reproductive Health
Innovation (CERHI),
University of Benin,
Edo State, 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

The MSc Reproductive Health course at CERHI is strongly positioned in order to provide students with multi-disciplinary approach and high quality knowledge and skills required to carry out applied research in Reproductive Health. Outcomes in terms of job opportunities and further studies are outstanding through an impressive network of partners and specific PhD programme available on-site.

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

The MSc programme in reproductive health is strongly positioned within local, national, regional and international range of study programmes, with increasing recognition by governments in the West and Central African region, well identified academic and Industrial partnerships. The programme is very active in research with national, regional and international partners as well as governmental bodies and industry. The policy on research is well disseminated. Cooperation agreements or partnerships have been signed with top foreign institutions. Mechanisms are implemented to encourage the mobility of students, teaching and administrative staff, including by providing funds to support staff and students to attend conferences and training courses both at home and abroad. Overall, positioning of the study programme is excellent.

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 MSc in Reproductive Health programme incorporates a set of teaching units that are consistent with the defined objectives, including components that prepare students for employment. Research work, including the identification of appropriate partners, defining work objectives, methods and assessment of the projects and internships rates, are excellent. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. Overall, the study programme teaching structure is excellent.

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

The MSc in Reproductive Health study programme is very well implemented by a formally identified teaching team with roles and responsibilities clearly defined and presented in the Centre's website. Teachers receive appropriate regular training and different committees (student, staff consultative and faculty) provide feedback for training programme implementation. Overall, the learning environment seems excellent. Student performance assessment are performed according to specifically stated methods with the composition and roles of the different Boards well outlined. Communication strategies for the program and its curriculum are excellent. Student recruitment methods are clearly defined and are transparent. The methods for student evaluation of teaching and to provide feedback to teachers from students are appropriate.

ACCREDITATION DECISION

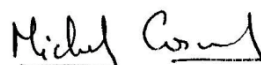
Considering the accreditation criteria analysis detailed above, the accreditation commission takes the following decision:

“Five-year unreserved accreditation decision”

and draws attention to the various recommendations made by the committee of experts in its evaluation report, and above all to develop an appropriate business plan to support sustainability.

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

Evaluation of clusters of higher education and research institutions

Evaluation of higher education and research institutions

Evaluation of research

Evaluation of doctoral schools

Evaluation of programmes

Evaluation abroad



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

hceres.com

[@Hceres_](https://twitter.com/Hceres_)

[Hcéres](https://www.youtube.com/Hceres)