

EVALUATION AND ACCREDITATION DOCUMENTS

M.Sc. Nursing (Reproductive Health
Nursing)

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

September 2019

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EVALUATION REPORT

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JUNE – 2019

The University of Benin has mandated the Hcéres to perform the evaluation of its Master in Nursing 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).

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I. STUDY PROGRAMME IDENTITY SHEET

University/institution: University of Benin, Edo state, Nigeria

Component, faculty or department concerned: Centre of Excellence in Reproductive Health Innovation (CERHI) Programme, Department of Nursing science

Programme's title: **Masters in Nursing**

Training/speciality: Reproductive Health Nursing

Year of creation and context: **2015**

Site(s) where the programme is taught (Town and campus): University of Benin, Ugbowo campus, Benin City, Edo State. Nigeria

Programme director:

Surname, first name: **Okonofua, Friday**

Profession and grade: Professor of Obstetrics and Gynaecology, and Reproductive Health

Main subject taught: Masters in Reproductive Health

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

Methodology and agency

The MSc program in Reproductive Health at the University has previously been accredited by the National Universities Commission (NUC) of Nigeria. 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.

Results: Positive evaluation.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

Human resources

Core academic staff: 1 Professor, 2 Associate Professors, 6 Senior Lecturers, 3 Lecturers, 4 Clinical Instructors

Other academic staff from the University teaching courses in the programme: 13 Professors, 3 Associate Professors, 7 Senior Lecturers

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	29	4	1	32	33
2	2016/2017	19	2	-	21	21
3	2017/2018	10	-	-	10	10
4	2018/2019	18	3	2	19	21

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

- Dominique LAURAIN-MATTAR, Professor, committee leader
- Valérie SCHINI-KERTH, Professor
- Frédéric RELAIX, Professor
- Mathilde COLAS, Student

Hcéres was represented by Pierre COURTELLEMONT, science advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit: June 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 Agpoigbo Enuke, lecturer, Coordinator, Nursing department
 Kehinde Osazee, CERHI Coordinator, Obstetrics and Gynaecology Department
 Clement Ighodaro, Head of Department, Health Economics
 J. A. Osaikhuwumwan, 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 diseases 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 HCERES was prepared under the guidance of the director Dr Okonofua, with the involvement of teaching teams.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

The MSc Nursing course at CERHI is strongly positioned in order to provide students with high quality knowledge and skills required to produce graduates knowledgeable in theory and practice of reproductive health Nursing. 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 Reproductive Health). Communication regarding learning and job outcomes are done via CERHI's website. The MSc programme in Nursing is strongly positioned in terms of further study programmes and job opportunities, with very high success on both aspects. The information on future career prospects are provided to students through an orientation workshop organised in the first week of their entry into the programme and interaction with lecturers. Overall, the aims of the study programme appear excellent and well communicated to students.

The MSc Nursing 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 produce graduates knowledgeable in theory and practice of reproductive health Nursing. 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. These include acquiring (1) clinical related competence to function in world of work, (2) knowledge and skills to drive post graduate research, (3) the ability to manage social psychological challenges as related to reproductive health Nursing. The aim is to produce graduates who can pursue M.Phils. and doctorate degree in Reproductive Health Nursing, to build capacity for applying nursing approaches in addressing reproductive health challenges and to incorporate best practices in teaching, learning and research in reproductive and family health in line with the objectives and programmes of CERHI. 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 Reproductive Health). Communication regarding learning and job outcomes are available at the CERHI's website.

The MSc programme in Nursing 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 nursing available on-site. Students that have 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. Job opportunities comprise (1) dependent, independent and interdependent Nursing activities in any setting, (2) nurse in any area of clinical practice to establish and maintain a referral system, researchers, academics and administrators/planners in all areas of reproductive health nursing. The information provided to potential applicants is realistic as shown in the advert, and also includes information on future career prospects. Students are also given opportunity to reflect on these aspects during the orientation workshop organised in the first week of their entry into the programme. During the study programme students and lecturers have opportunities to discuss career prospects.

2 – POSITION OF THE STUDY PROGRAMME

The MSc programme in Nursing 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 multidisciplinary with active in research with national, regional and international partners as well as governmental bodies and industry. 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 programme appears outstanding.

The MSc programme in Nursing is strongly positioned within local, national, regional and international range of study programmes. The programme involves collaboration with universities within the country and international universities. Guest lecturers from partner universities are involved in the training of the students, assist with co-curriculum development and revision, co-supervision of students, students-staff exchange and teaching of modules, internship locations and collaborative research/publications. 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. The programme is very active in education and research with teams that includes national, regional and international partners as well as governmental bodies and industry. Active national and international academic partners involved in education and research include Ahmadu Bello University (ABU), Zaria, University of Nigeria, Nsukka, University of Medical Sciences, Ondo, The School of Public Health, University of Ghana (SPH-UG), University of Entrepreneurship, Republic of Benin (UE), Centre d'Excellence Africain Ecole Nationale Supérieure de Statistique et d'Economie Appliquée (CEA ENSEA), Cote d'Ivoire, Centre d'Excellence Africain pour la Santé de la mère et de l'Enfant, Université Cheikh Anta Diop de Dakar, Senegal, Queen's University, Belfast (QUB), Northern Ireland, Harvard T.H. Chan School of Public Health, USA, Ottawa University, Canada, University of Louisville, Kentucky, USA, University of Alabama at Birmingham, USA. Active national and international socioeconomic partners include Chambers of Commerce, Republic of Benin, Cotonou, Nursing and Midwifery Council of Nigeria, Federal Ministry of Health, Abuja, Nigeria, Ministry of Cooperation and African Integration, Conakry, Republic of Guinea, West African College of Nursing, National Association of Nigerian Nurses and Midwives (NANNM), Abuja, Macarthur Foundation, Country Office, Abuja. Industrial/Sectoral Partners include National Council of Business Leaders of Benin, Cotonou, Benin Republic ; Ministry of Health, Benin Republic, Cotonou, Benin Republic ; Minister of Secondary, Technical and Vocational Studies, Cotonou, Benin Republic ; Diamond Medical Centre, Abuja, Nigeria ; Federal Ministry of Health, Abuja, Nigeria ; United Nations Fund for Population Development (UNFPA), Abuja, Nigeria ; Fertility Nurses Association of Nigeria (FNAN), Lagos, Nigeria ; Ministry of Cooperation and African Integration, Conakry, Republic of Guinea ; National Association of Nigerian Nurses and Midwives (NANNM), Abuja, Nigeria ; Irrua Specialist Teaching Hospital, Irrua, Edo State.

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 include 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. Tema General Hospital, Greater Accra Region, Ghana, Queens University, Belfast and University of Maryland, Baltimore, 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. Students are sponsored for the internship programmes. Lecturers are sponsored for workshop, conferences, and professional meetings. Workshop and conferences are organised by CERHI. Staff and students are also sponsored to national, regional and international conferences and training workshops, especially upon acceptance of papers to present in such conferences. CERHI also provides grants to staff for research and supports publications in learned journals and paper presentations at national and international conferences. Overall positioning of the programme appears outstanding.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The MSc in Nursing programme trains students for knowledge and skills in Reproductive Health Nursing consistent with the defined objectives, including components that prepare students for employment. Tutoring and student counselling services are operative and function adequately. Research work, including the identification of appropriate partners, defining work objectives, methods and assessment of the projects and internships rates, are excellent. Internship programme allow students to acquire relevant skills. Practical work clinical components such as hospital based and community based and the period of outreaches to enable students participate in practical work are well defined. Following the course content of the programme and the resulting examination, the students are enrolled in internships that lasts at least 4 weeks in an institution outside the location of the programme, for example in Clinical Reproductive Health Nursing Practice in Hospital or community. The programme is able to identify partners with very high success rate. The objectives, methods and assessment of the projects and internships are perfectly defined and communicated. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. Students are taught some nursing procedures using digital devices, yet there is a lack of simulators and simulator rooms that would be required for appropriate training of the students in the MSc Nursing programme. Upon admission into the programme, students are allocated to mentors and supervisors, allowing for personal guidance. The study programme encourages international mobility through established partnership. Tools for successful programme completion are appropriate. Overall, the study programme teaching structure is excellent.

The study programme (MSc in Nursing) incorporates a set of teaching units that are consistent with the defined objectives. The core components train students for knowledge and skills in Reproductive Health Nursing. They are exposed to experiences in clinical work, the laboratories and in health facilities. Internship programme allows students to acquire relevant skills. The components are women's health, fertility and family planning, sexually transmitted infections (including HIV/AIDS), maternal and child health, and post-abortion care. 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). CERHI runs short course related to the mandate of the programme. Two short courses organized by CERHI (Emergency Obstetrics care; and Ethics, Right and Gender in Reproductive Health) have been accredited as CTEE Courses by APHEA. Several other courses are offered by the Centre, including those of family planning, adolescent reproductive health, research methods, data analysis, etc. Tutoring and student counselling services are operative and function adequately. 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 course delivery that emphasizes the special needs of the working world, the participation of industry partners in curriculum development, review and teaching, and the fielding of students for industry experience as requirement before graduation. 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 in front of their teachers and colleagues. In addition, they are exposed to conferences, seminars, international forums and have access to the latest international literature. Following ethical review, the students conduct various parts of the research before writing a research thesis. The research thesis is defended in front of a panel of internal and external experts and rated on the basis of originality and quality. The study programme includes practical work clinical components such as hospital based and community based clinical with experiences in Antenatal clinics, Fertility and Family Planning, Assisted Reproductive Technology clinics, Delivery Management, Post Natal Management, Neonatal and infant welfare clinic, and Adolescent welfare clinics such as Girl Child initiatives. The period of outreaches to enable students participate in practical work is well defined in the programme. 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. Projects and course works are also included as key components of the programme. Following the course content of the programme and the resulting examination, the students are enrolled in internships that lasts at least 4 weeks in an institution outside the location of the programme, for example in Clinical Reproductive Health Nursing Practice in Hospital or community. The centre leader collaborates with the programme co-ordinator to select suitable places, for internship as approved by World Bank. The programme is able to identify partners with very high success rate. The objectives, methods and assessment of the projects and internships are described in the programme's website as well as in the CERHI handbook. During the internship assessment form is provided for the internship place office to assess the student behaviour, knowledge and demonstration of skills. Additional skills in research, counselling, family planning, data management, grant writing and ICT that are useful for further study or employment are proposed to the

students. These include Data management and Biostatistics, Computer application and Nursing Informatics, Advanced Research methods, problem development, result communication, Research ethics and writing skills and styling, Seminar and grant writing.

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 teaching is delivered through the use of smart board, video conferencing, ICT materials in the laboratory. Students are taught some nursing procedures using digital devices. Despite these, there is a complete lack of simulators and simulator room that would be required for appropriate training of the students in the MSc Nursing programme. Upon admission into the programme, students are allocated to mentors and supervisors, allowing for personal guidance. Mentors help the students to overcome many of the difficulties they may have, while supervisors help supervise the theses of the students. Students with specific teaching needs benefit from individualised teaching. Additionally, a Staff-Students' Consultative forum where students can express their challenges and solutions are provided to deal with issues through the learning process. Tools for successful programme completion include group assignment, team teaching, lecturing, teaching through demonstration and clinical work. The study programme encourages international mobility through partnership with countries such as Ghana, Gambia, Malawi, USA, Canada and the UK.

4 – PROGRAMME MANAGEMENT

The 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. Overall, the learning environment seems excellent. Teachers receive appropriate regular training and different committees (student, staff consultative, faculty) provide feedback for training programme implementation. 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. There is a well-defined gender policy with 45% of staff and 40% of students being women. The flow of international students is limited but clearly identifiable and analyzed. The methods for student evaluation of teaching and to provide feedback to teachers from students are appropriate. Overall, the programme management appears excellent.

The study programme is implemented by a formally identified teaching team with roles and responsibilities clearly defined and presented in the Centre's website. The students, academic staff and non-academic staff are aware of their respective roles. The students are aware of the job descriptions of the lecturers and their roles. The list of lecturers is contained in the CERHI student handbook and can be accessed at the CERHI Website. 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 course allocation of various lectures are well defined, and involves in addition to the faculty members additional specialised lecturers with related discipline to nursing such as core medical sciences, behavioural sciences and entrepreneurship programmes. Overall, the learning environment seems excellent. 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. Appropriate computer facilities, including both hardware and software, with access to the internet and appropriate service support are provided.

The challenges in programme implementation are discussed in meetings with various stakeholders including program management committee, expanded programme management committee (that includes regional academic and industry stakeholders), industry employers, student representatives and an international advisory board. Knowledge is assessed according to specifically stated methods communicated to students. The department has a fully functional examination board that consists of internal and external examiners, appointed by the School of Postgraduate Studies of the University. 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. The students are aware of the departmental examination boards who are involved in teaching, evaluating and presenting their results. The methods are stated in the Academic Regulations and Teachers Code and involve using formative assessment and summative assessment at end of each semester. The formative assessment is continuous throughout teaching period with tests and assignments. The questions are vetted by external examiners before they are administered to the students. The validation of skills is done by senior academic staff from the rank of senior lecturer by assessing the students' knowledge and skills. 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 rules for validation by the lecturers and external assessors are clearly stated and the guidelines on assessment is available in the Students' handbook. General access of students to information about the programmes offered including school regulations expected programme learning outcomes, progress thresholds, award of credit, requirements for examinations and written work and grading system are excellent. 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 includes 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. Recruitment policy and admission criteria including academic prerequisites (undergraduate degree from a recognised university, language skills, international experience, etc.) are in line with the aims of the programme and final qualifications of the programme. 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 limited likely due to limited scholarships to support students' enrolment but clearly identifiable and analyzed (in 2015/2016 session 1 male from Gambia, in 2018/2019 2 students from Malawi and Ghana).

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 and communicated by the end of 2019. CERHI writes to graduated 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. Student evaluation of teaching and assessment of teachers by the students are carried out annually. 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 guides 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), the Association of African Universities (AAU) committee 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. Overall, the programme management appears excellent.

V. CONCLUSION

The Masters programme offers training in Nursing, 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, and 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 Nursing course at CERHI is remarkably well structured and managed, with an adequate number of qualified staff, appropriate communication regarding learning and job outcomes. The MSc Nursing course at CERHI is strongly positioned in order to provide students with high quality knowledge and skills required to produce graduates knowledgeable in theory and practice of reproductive health Nursing. 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. Communication regarding learning and job outcomes are available at the CERHI's website. The MSc programme in Nursing is strongly positioned with very high success in terms of further study programmes (specific PhD programme in nursing available on-site) and job opportunities (Nursing activities in any setting and in any area of clinical practice to establish and maintain a referral system, researchers, academics and administrators/planners in all areas of reproductive health nursing). The information on future career prospects are provided to students through and orientation

workshop organised in the first week of their entry into the programme and interaction with lecturers. Overall, the aims of the study programme appear excellent and well communicated to students.

The MSc programme in Nursing is strongly positioned within local, national, regional and international range of study programmes through collaborations with universities within the country and international universities and shows increasing recognition by governments in the West and Central African region. The programme is very active in education and 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. Cooperation agreements or partnerships have been signed with foreign institutions. Appropriate mechanisms are implemented to encourage the mobility of students, teaching and administrative staff. Overall positioning of the study programme appears outstanding. Tutoring and student counselling services are operative and function adequately. Online pedagogical materials is available with 24-internet in all facilities, and all students have personal computers and internet access.

The study programme includes components that prepare students for employment. The study programme includes adapted practical work clinical components. Following the course content of the programme and the resulting examination, the students are enrolled in internships in an institution outside the location of the programme.

The objectives, methods and assessment of the projects and internships are well described and communicated. Additional skills in research, counselling, family planning, data management, grant writing and ICT that are useful for further study or employment are proposed to the students. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. Students are taught some nursing procedures using digital devices. Despite these, there is a complete lack of simulators and simulator room that would be required for appropriate training of the students in the MSc Nursing programme. Upon admission into the programme, students are allocated to mentors and supervisors, allowing for personal guidance. Tools for successful programme completion include group assignment, team teaching, lecturing, teaching through demonstration and clinical work. Overall, the study programme teaching structure and the learning environment seems excellent. There is a well-defined gender policy with 45% of staff and 40% of students being women. The students, academic staff and non-academic staff are aware of their respective roles. Teachers receive regular training locally, but also regionally and internationally. The course allocation of various lectures is well defined, and involves in addition to the faculty members additional specialised lecturers. The programme has a full range of administrative offices, classrooms, a dedicated reproductive health library, a computer room and well-equipped laboratories.

The challenges in programme implementation are discussed via appropriate boards that include all the required participants. Knowledge is assessed according to specifically stated methods communicated to students. Examination and testing methods are available in the Students' handbook and are consistent with the expected results of the programme. The study programme works to monitor skills acquisition, with a portfolio well identified of skills communicated to the students. The program and its curriculum and content are advertised in the University and CERHI websites, social and traditional media. Student recruitment methods are clearly defined and are transparent. The flow of international students is limited but clearly identifiable and analyzed. The methods for student evaluation of teaching and to provide feedback to teachers from students are appropriate. The University also has an ethical review panel that oversees all research works done within the context of the programme. Overall, the programme management appears excellent.

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
- Consider the acquisition of simulation rooms for student training
- 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

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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
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ACCREDITATION DECISION

M.Sc. Nursing (Reproductive Health Nursing)

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 Nursing course at CERHI is strongly positioned in order to provide students with high quality knowledge and skills required to produce graduates knowledgeable in theory and practice of reproductive health Nursing. 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 Reproductive Health). Communication regarding learning and job outcomes are done via CERHI's website. The MSc programme in Nursing is strongly positioned in terms of further study programmes and job opportunities, with very high success on both aspects. The information on future career prospects are provided to students through an orientation workshop organised in the first week of their entry into the programme and interaction with lecturers. Overall, the aims of the study programme appear excellent and well communicated to students.

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 Nursing 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 multidisciplinary with active research with national, regional and international partners as well as governmental bodies and industry. 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 programme appears outstanding.

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 kinds 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 Nursing programme trains students for knowledge and skills in Reproductive Health Nursing consistent with the defined objectives, including components that prepare students for employment. Tutoring and student counselling services are operative and function adequately. Research work, including the identification of appropriate partners, defining work objectives, methods and assessment of the projects and internships rates, are excellent. Internship programme allows students to acquire relevant skills. Practical work clinical components such as hospital based and community based and the period of outreaches to enable students participate in practical work are well defined. Following the course content of the programme and the resulting examination, the students are enrolled in internships that lasts at least 4 weeks in an institution.

outside the location of the programme, for example in Clinical Reproductive Health Nursing Practice in Hospital or community. The programme is able to identify partners with very high success rate. The objectives, methods and assessment of the projects and internships are perfectly defined and communicated. The study programme encourages the use of digital technologies via adequately trained staff, full internet access and appropriate classroom equipment. Students are taught some nursing procedures using digital devices, yet there is a lack of simulators and simulator rooms that would be required for appropriate training of the students in the MSc Nursing programme. Upon admission into the programme, students are allocated to mentors and supervisors, allowing for personal guidance. The study programme encourages international mobility through established partnership. Tools for successful programme completion are appropriate. 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 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. Overall, the learning environment seems excellent. Teachers receive appropriate regular training and different committees (student, staff consultative, faculty) provide feedback for training programme implementation. 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. There is a well-defined gender policy with 45% of staff and 40% of students being women. The flow of international students is limited but clearly identifiable and analysed. The methods for student evaluation of teaching and to provide feedback to teachers from students are appropriate. Overall, the programme management appears excellent.

ACCREDITATION DECISION

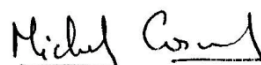
Considering the accreditation criteria analysis detailed above, the accreditation commission takes the following decision:

“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 acquire appropriate simulation rooms for students.

SIGNATURE

For HCERES and on behalf of



Michel COSNARD,

President

Date: Paris, September 4th, 2019

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are available online : www.hceres.com

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