

EVALUATION AND ACCREDITATION DOCUMENTS

M.Sc. Crops and Cropping Systems in the Drylands

Centre for Dryland Agriculture (CDA)
Bayero University
Kano

Nigeria

September 2019

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EVALUATION REPORT

M.Sc. Crops and Cropping Systems in the Drylands

Centre for Dryland Agriculture (CDA)
Bayero University
Kano, Nigeria

JULY - 2019

The Bayero University has mandated the Hcéres to perform the evaluation of its Agronomy, Specialty Crops and Cropping Systems in the Drylands master programme. The evaluation is based on the "External Evaluation Standards" of foreign study programmes, adopted by the Hcéres Board on October 4th, 2016. These standards are available on the Hcéres website (hceres.fr).

For the Hcéres¹ :

Michel Cosnard, President

On behalf of the experts committee² :

Carole Molina Jouve, 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

1. University/institution: Bayero University, Kano (BUK), Nigeria
2. Component, faculty or department concerned: Centre for Dryland Agriculture (CDA), Department of Agronomy, Faculty of Agriculture
3. Programme's title: Master in Agronomy
4. Training/specialty: Crops and Cropping Systems (CCS) in the Drylands
5. Year of creation and context: this programme was established in 2014, one year after the creation of the CDA, African Center of Excellence (ACE) devoted to dryland agriculture management and improvement
6. Site(s) where the programme is taught (Town and campus): Kano, Centre for Dryland Agriculture (CDA)
7. Programme director:
 - a. Surname, first name: Yahaya, Shehu Usman
 - b. Profession and grade: Agronomist, HOD Agronomy, Associate Professor
 - c. Main subject taught: Irrigation Systems Management in the Drylands

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

8. Methodology and agency

The accreditation of the master programme in Agronomy, Specialty Crops and Cropping Systems in the Drylands, was conducted by National Universities Commission (NUC) of Nigeria in March 2017.

9. Results

Accreditation is for 5 years, with a 88.5 quotation. Four deficiencies were pointed out, all were corrected for Hcéres expertise.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

10. Human resources

The staff is composed of 14 staff as Professors, Assistant Professors and Lecturers, 5 Senior Technologists, 1 Secretary and 2 Junior Technician and Administrative.

11. Material resources

The MSc Crops and Cropping Systems benefits from CDA facilities, has classrooms well equipped, internet connection, access to online scientific journals, lab facilities with modern equipment and dedicated technologists, field and greenhouses with up-to-date equipments.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

YEAR	FEMALE NATIONAL	MALE NATIONAL	FEMALE REGIONAL	MALE REGIONAL	TOTAL
2014/2015	NIL	01	NIL	01	02
2015/2016	NIL	08	NIL	03	11
2016/2017	02	04	NIL	03	09
2017/2018	04	03	01	03	11
TOTAL	06	16	01	10	33

II. ON-SITE VISIT DESCRIPTION

COMPOSITION OF THE EXPERTS PANEL

President:

- Carole Molina Jouve, Professor, Institut National des Sciences appliquées de Toulouse

Experts:

- Christophe Bressac, Assistant Professor, Université de Tours
- Delphine Latour, Assistant Professor, Université de Clermont-Auvergne
- Mathilde Colas, PhD Student (Student Expert), Université de Technologie de Troyes

Hcéres was represented by Pierre Courtellemont, Science Advisor.

ON-SITE VISIT DESCRIPTION

- Date of the visit: July the 2nd, 2019
- Organisation of the visit: the visit was made on 2nd of July, on the CDA site, during one day with a welcome address by the Vice-Chancellor, followed by meetings with the management team, academic staff, and closed meetings with partners, alumni and students.
The experts panel was accompanied by 3 staff from the National Universities Commission (NUC): Mrs. Onyinye Akauba, Mrs. Lulu Udoka and Mrs. Yvonne Orekyeh.
- Cooperation of study programme and institution to be accredited: perfect cooperation by all stakeholders.
- People met:
Management team and academic staff:
Jibrin Mohammed Jibrin, Centre Director, Professor
Sanusi Gaya Mohammed, Deputy Director - Training, Professor
Amina Mustapha, Deputy Director – Outreach and Publication, Professor
Murtala Muhammad Badamasi, Coordinator - Outreach, Senior Lecturer
Salisu Mohammed, HOD Geography, Associate Professor
Shehu Usman Yahaya, HOD Agronomy, Associate Professor
Abdu Ahmed Manga, Professor
Adnan Abdulhamid, Associate Professor
Bala Sidi-Aliyu, Director Academic Planning, Professor
Bello Gambo, Associate Professor
Bindawa Mansur Auwalu, Professor

I. B. Mohammed, Professor
Ibrahim Baba Yakubu, Professor
Julius Afolabi Falola, Professor
Maharazu Alhaji Yusuf, Professor
Muhammad Ahmad, Lecturer
Muhammad Auwal Hussaini, Professor
Murtala Uba Mohammed, Dr
Nuratu Mohammed, Associate Professor
Shamsuddeen Rufa'i, Lecturer

Administrative and technical staff, including research fellows, communication officer, secretaries, etc.

Partners from some companies and institutions: around 15 people from ICRISAT (International Crops Research Institute for the Semi-Arid Tropics), OCP Africa, NEWMAP (Nigerian Erosion & Watershed Management project), SG-2000 Nigeria Project, Indorama, etc.

Students and alumni: around 24 students and alumni from Natural Resource Management and Climate Change and Crops and Cropping Systems in the Drylands teaching programmes

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The Master program in Agronomy, Specialty Crops and Cropping Systems (CCS) in the Drylands of the Bayero University, Kano (BUK), Nigeria is a high-level education program made to educate young and professional students to the knowledge and mastering of cultures in dryland conditions. The master is included in the Center for Dryland Agriculture (CDA) which is itself a center of excellence recognized and supported by the World Bank. Crops and Cropping Systems are the specialties of agronomy dealing with cultivated plants, from the soil to the store. It includes many aspects of plant environment, as pedology and hydrography to master the initial conditions of cultures. Are also present the sociology of humans as farmers in drylands and the economy of agriculture products. Cropping Systems are all the components of the environments that interfere with plants and their products. It results in a multidisciplinary approach of agronomy. The CCS master aim to educate professionals of agronomy with a broad background of both fundamental and technical skills needed by specific sub-saharan conditions. Because of its global approach, the CCS master has no equivalent at both national and regional scales. Some other graduate programs exist but are specialized in some narrower sciences or technologies as plant physiology, culture improvement, etc.

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

The Master program in Agronomy, Specialty Crops and Cropping Systems (CCS) in the Drylands was evaluated with the aim of getting it internationally accredited. This evaluation is based on a dual process: self-evaluation and external evaluation (Hcéres). To conduct the self-evaluation, an internal committee was constituted by the Director of the CDA. The members of the internal committee are:

Professor Sanusi Gaya Mohammed, who is the Deputy Director in charge of trainings and who chaired the committee;

Dr Amina Mustapha;

Dr Muhammad Murtala Badamasi;

Dr Aminu Fagge;

Dr. Amina Lawan Mustapha;

Dr Yusuf Garba, who served as the Secretary of the committee.

In carrying out the assignment, the committee worked closely with the Head of Department, Professor Shehu Usman Yahaya.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

Crops and Cropping Systems (CCS) master program is focused on cultures and products in dryland areas. It answers to the needs of high-level young professionals able to manage and improve agricultural and storage conditions for food security and profit. The objectives of the program are clearly explained and focused on the mastering of cultures and crops in the context of dryland environments, the outcomes in terms of skills are well identified, allowing graduates to pursue PhD program.

Aims of the training program are clear and in close connexion with local and regional concerns. It is of main importance for Nigeria which is a country where agriculture is at first rank in economy. Through mixing scientific and technical approaches, the master focuses to practical skills of high levels. During the visit, 5 of the 10 students were professionals who renewed with studies after some field experiences.

The outcomes in terms of skills are well identified and several professions/jobs are suggested to graduates of this program. These globally deal with agriculture performing, increasing efficiency and storage of seeds and fresh products. Positions of advisors are particularly focused. In these areas, graduates can be employed by either private, government or non-governmental organizations as well as being self-employed. In terms of further study programs, it is clearly aimed that graduates can be qualified for a PhD to pursue their research career in University, and this a wish for most students¹.

2 – POSITION OF THE STUDY PROGRAM

This training programme is unique in the catchment area of Bayero University Kano. For that reason, the program aims to recruit students from several countries within the West and Central Africa sub-region. Although there are two other centers within the region those focuses on arid environment, CDA is the only one with a regional outlook, and the research themes developed match with the scope of the training and are oriented in an interdisciplinary way focusing on climate change, dryland cropping and animal production environments. Relationship with business' partners are established and partners host students for internships and visits, but they do not teach formally in the university.

Stakeholders were involved from the beginning of the master program to construct curricula and field experiences as internships. Partners have the need to collaborate with the master program. A list of partners is included in the report and some of them were met during the visit.

The research themes developed by the CDA match with the scopes of the training and are oriented in an interdisciplinary way focusing on climate change, dryland cropping and animal production environments. The relationship between the CDA and the business' partners is established since 2016 when the centre organized a roundtable between the five agriculture-based Africa Centres of Excellence and some key industrial partners. While partners host students for internships and visits, they do not teach formally inside the walls of the university.

Concerning the research area, the CDA has contracted agreements with several partners located in foreign countries, as for example United Kingdom, Mali, USA, Ghana, and also at a national scale with Nigerian institutes as with the National Agricultural Extension and Research Liaison Services; the Institute for Agricultural Research, Ahmadu Bello University, Zaria; National Biosafety Management Agency and International Institute of Tropical Agriculture. With this large range of partners, it should be attending a better involvement.

Mechanisms are implemented to encourage exchange of lecturers in short visits, to facilitate the mobility of students, through exchange and visits and to promote invitations of scholars in conferences and symposia.

3 – STUDY PROGRAMME TEACHING STRUCTURE

¹ Visit of the committee

The MSc CCS is divided in two years. First one includes courses and a short internship. Second year is a research period ending with a dissertation. Courses are progressively specialized to ensure extended skills to students. Such course organization is in accordance with a high-level education on fundamental and applied sciences, and the teaching units are consistent with the objectives and exposed in detail in the student handbook. Teachers were trained on the use of innovative teaching tools and start to use smart classrooms and e-content for students. The teaching equipment give really good work conditions for students and their teachers. The international mobility is not particularly encouraged but students are all English speakers and should be able to develop foreign partnerships. Regional students can do their research in their country, with a local supervisor and a CDA teacher.

CCS master program was made with and for stakeholders of the CDA. Courses are made of lectures, practice and training, facing students to real professional situations. Agronomical sciences are taught in classrooms and fields, using fundamental and applied approaches.

Teaching program includes regular courses, visits and internships. For non-native English students, a course of 6 months is organized before the master courses; it is certificated and could be used for job applications. All courses occur during the 5th and 6th semester and must be validated for the master graduation. Eight and 9th semesters are dedicated to the research internship. Students of the CCS program are mixed with students of other masters for 3 on a total of 8 courses, as for instance geography and environmental sciences. Specific courses are chosen by students under the advices of teachers. Some courses are only followed by 1 or 2 students. This allows a specialization of the program during the second semester adapted to each student. The workload is shared into face to face teaching (60%) corresponding to classes, tutorial and practical work experiences.

The teaching units includes in this study program are consistent with the objectives and exposed in detail in the postgraduate student handbook. In this document, students can find complete course details explaining the objectives, learning outcomes, course content and assessment, nature of formative assessment, material and reading list and the learning time of each course¹. Each course has a duration of 30h which can be split in lectures, seminars, practical sessions, tutorials and field works. During the program, students have the opportunity to get refresher courses, especially on bibliography and scientific writing.

Teachers were trained on the use of innovative teaching tools and start to use smart classrooms and e-content for students. In addition, this training has recently been equipped with new teaching material such as interactive boards, projectors, internet connectivity which give really good work conditions for students and their teachers. A special effort is also made to use new communication tools to promote the visibility of this training and its internal communication. For example, the CDA has a functional website linked to social network, newsletters, internet access for all students and staff. The visit of facilities confirmed that these equipments were actually present and used for teaching.

The courses are given only in English language, that is very appreciated by students, even by francophone ones who were upgraded by the specific English course.

Internships are included in the study program and take place in the second semester for a minimum of 1 and a maximum of 3 months, which is an adequate duration to ensure professional initiation. However, this internship gives only one credit and in consequence has a limited contribution for graduation. Students are trained under the supervision of both industry and institution-based supervisors. The mode of assessment is clearly outlined in the student handbook. Partners are satisfied of such immersion period and ask for more students each year, especially women².

After courses evaluations, students have to choose their research topic and apply for financial support necessary to realize field or lab experiments. This preliminary application is evaluated by teachers who agree or not with the project. Some students do entrepreneurship during this period, their number was not communicated.

The international mobility is not particularly encouraged but the fact that students are all English speakers is a real advantage to develop foreign partnerships. Regional students can do their research in their country, with a local supervisor and a CDA teacher. Because most of them are professionals, this period could be in their home institutes.

¹ Postgraduate student handbook

² Meeting with partners during the visit

4 – PROGRAM MANAGEMENT

Program objectives and curricula were made with partners. Management of the program is clearly explained to students. Ratios of national vs regional students, men vs women and undergraduate vs professionals are reasonable. However, the number of students is too low. Moreover, the duration of studies exceeds the 3 years expected in the handbook.

The CCS program domiciled in the Department of Agronomy has sufficient staff to manage the program. The staff, composed of 11 permanents teachers, 5 technicians and a secretary¹, is managed by the head of department. The CDA is headed by a director and three deputy directors in charge of research, training and outreach.

The staff in collaboration with the Department handles all affairs related to admission, and academic issues related to the program. The research unit handles student research grants issues and thematic research areas of the Centre. The outreach unit handle issues related to monitoring and evaluation, internship, publications and outreach activities of the Centre.

The students are aware of the list of teachers which is enclosed in the student handbook. They can find details concerning the rank, qualifications and teaching specialization of each of them².

Three examination bodies are responsible for postgraduate studies: the departmental postgraduate board, CDA academic board and the board of the Postgraduate School. The students are aware of the composition and the role of various examination boards¹. All communications are made by internet media, as WhatsApp.

The rules of courses assessment are clearly exposed in the student's handbook. Courses are assessed by written examinations while research seminars/project/dissertations are assessed by a report and an oral examination. The process to be eligible for examination, methods for testing knowledge and rules of courses validation are explicitly stated and known to students¹. Each course is graded out of 100 marks and the minimum pass mark for all Postgraduate Programs is 50%.

To better match with the working world, the CDA organized in 2018 a one-day consultation with industrial/sectoral stakeholders in Nigeria with more than 50 participants. It had positive consequences on curricula of education programs.

Teaching and practical professional units are clearly expressed as skills in the student's handbook¹. Nevertheless, the program does not have a formal skills portfolio to help students record skills acquired.

The student number is monitored each year, distinguishing genders and national from foreign students. The number of students is seemingly low, from 2 (the first year) to 11 students per year, including 35% of regional intakes, and up to 50% of women in the last year. The proportions of origins and genders are excellent, while the total number is lower than expected for such a program of high level. During the visit, this point was discussed with parts, and it appears that the program does not suffer from concurrency but could be perceived as too specialized and selective for applicants. Rules for selection are common for all master programs in Nigeria, imposing high quotations and equivalences for regional students. Teachers are confident in the promotion of the program by graduate students who are becoming ambassadors in their countries.

Admission requirements are transparent and clearly exposed on the website of the CDA, so students can enroll easily using prescribed forms approved by the board of the school of postgraduate studies. There is no specific graduate tracking system, but the staff uses email and social media tools to reach out to graduates. About half of students have given their employment situation which is then analyzed by the training team. Graduate students have the wish to continue in PhD, this was realized for the alumni who were the first graduates of the program³.

The program is built to be performed in two or three years, depending of the needs of the research because crops depend on seasons. In reality, CDA graduate tracer shows that 80% of students are graduated after 4

¹ Self-evaluation report

² Student's handbook

³ Visit of the committee

years. For those students, research dissertation could be as long as a true PhD in other countries - i.e. 3 years. This situation has to be solved by teachers and administrative staff.

The university has a code of ethics where anti-fraud, relationship with staff, conduct on the campus are recorded.

V. CONCLUSION

The Crops and Cropping Systems (CCS) in the Drylands master program is one of the high level courses given by the Bayero University of Kano in its Center for Dryland Agriculture (CDA). This program has all the human and infrastructure requirements to educate postgraduate and professional students to be actors of the production in drylands for this region of Africa. The situation in Nigeria is on phase with the agricultural development of the country, who is a leader for food production in this part of the world.

Based on simultaneous formal courses and more technical learning times, this program offers a multidisciplinary education for scientists, advisors and entrepreneurs to manage and innovate agriculture in drylands. A true regional influence was facilitated by the preliminary English learning and the admission of young professional in addition to postgraduate students. Women are well represented in the recent years, and encouraged by some partners. This master program was improved by partners after a workshop, and benefit from the evaluation of the courses by students.

The whole management of the master program are made to make it an excellent education program. However, two main points could be improved, namely the number of students and the time needed to complete the program.

1. The number of students should be increased to reach the goal of becoming a school of excellence in dryland agriculture.
2. The duration of the studies which exceeds what was planned in the student handbook and may handicap students to apply for a job.

STRENGTHS

- Very well structured and managed training programme, with an adequate number of qualified staff
- Unique training programme in Nigeria focusing on arid environment with a global approach
- Scientific and technical education program focused on urgent needs of the region
- Academic staff, facilities and partnerships of high levels
- Good equilibrium of students: national/regional, women/men, and undergradua/professional
- Program recognized as excellent by students and partners
- Multi-disciplinary approach to program delivery.

WEAKNESSES

- Low number of students per year
- Duration before graduation exceeding 3 years
- No industrial partner involved in teaching
- Training does not promote enough international student mobility
- Lack of formal graduate tracking system for better data management.

RECOMMENDATIONS

- Promote the program and encourage teachers to recruit more students
- Monitor progress during the research to fix temporal objectives of acquired skills and stop when acquired
- Increase the contribution of industrial partners in the courses
- Set up skills portfolio so that students can record skills acquired during the training
- Encourage incoming and outgoing international mobility of students
- Improve the current graduate tracking system by creating a formalized system.

VI. COMMENTS OF THE INSTITUTION

— CENTRE FOR DRYLAND AGRICULTURE BAYERO UNIVERSITY, KANO



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27th August 2019

Prof. François PERNOT
Directeur/Director
Département Europe et International
Europe and International Department
HCERES
2 rue Albert Einstein - 75013 Paris

Dear Professor Pernot,

Re: CDA ACE Evaluation Report (MSc in Natural Resource Management and Climate Change)

Thank you very much for sharing the evaluation report of our MSc in Natural Resource Management and Climate Change. The Centre for Dryland Agriculture (CDA) responds to the comments and recommendations contained in the report as follows:

1. *Duration before graduation exceeding three years.* Many of the students that were delayed during the early take-off years of the Centre were delayed during the laboratory analysis stages of the work. With the current state-of-the-art facilities in the CDA, such delays will not recur. In addition, the CDA has put in place measures to ensure timely completion by students. These include:
 - i. Constituting of Supervisory Committees as at when students complete registration in the first year.
 - ii. Reviewing the regulation/policy on developing research proposals to be ready by the end of the second semester of the first year.
 - iii. Keeping track of student-supervisor progress for improved relationship. The University has already put some measure in place to ensure students finish on time.
 - iv. Having regular review meetings between students and the CDA management to track students' progress and address possible constraints that could slow their progress and timely completion of their programmes.

2. *No industrial partners involved in teaching.* The CDA accepts the recommendation to involve industry partners in teaching. Already the Centre has constituted a Sectoral/Industry Advisory Board (SIAB) which guides the CDA in its engagement with the industry.
3. *Encouraging incoming and outgoing international mobility for students.* The CDA accepts this recommendation and will vigorously source for funding and go into partnership agreements that will provide opportunity for greater international mobility of our students.
4. *Lack of formal graduate tracking system.* The CDA is working with the University management and the alumni office to improve the graduate tracking system. The World Bank and the Association of African Universities (AAU) are already providing us with support towards this.
5. *Set up skills portfolio so that students can record skills acquired during the training.* The CDA accepts and will implement this recommendation.

— The Centre for Dryland Agriculture hereby address the lapses identified by HCERES as follows:

— Low number of students per year

The CCS programme being relatively new suffers lack of adequate awareness on existence of the programme and the following measures will be followed to address it:

1. The CDA has made efforts to make joint advertisements with the four other Agricultural ACEs across the WCA region to popularize the programmes in the WCA.
2. The CDA will embark on rigorous advocacy and campaign awareness to partner institutions to improve the awareness of the existence of the programme.
3. Rigorous advertisements will be made in national dailies, CDA websites, WhatsApp, regional bodies like PASET, RUFORUM and AAU.
4. Sourcing of Scholarships and fellowship grants from regional bodies such as ECOWAS, the Nigerian foreign affairs ministry to leverage on their scholarship schemes for regional integration. Philanthropic bodies like foundations could be approached to sponsor researches for students.

— Duration before graduation exceeding 3 years

CDA will ensure students finish their programmes within the stipulated time by:

1. Constituting of Supervisory Committees as at when students complete registration in the first year.
2. Reviewing the regulation/policy on developing research proposals to be ready by the end of the second semester of the first year.
3. Keeping track of student-supervisor progress for improved relationship. The University has already put some measure in place to ensure students finish on time.

4. Having regular review meetings between students and the CDA management to track students' progress and address possible constraints that could slow their progress and timely completion of their programmes.

- Lack of formal graduate tracking system

For a sustained graduate tracking system, the CDA will have;

1. currently developing a student tracking system, which will be put in place soon.
2. Support students to form a vibrant alumni association for the graduates.

- Development of Skills Development Portfolio

To improve the skills portfolio for the students, CDA will:

1. develop a schedule of relevant skills as part of graduation requirements that will be non-credit weighed that will have relevance to their specialty. Some of these trainings will centre on scientific writing, leadership training skills, statistical computing, project management and entrepreneurship skills. Other skills will be identified as the CDA and students' activities progress. Our industrial partners will be consulted intermittently to know what skill needs are required out there in the field.

- Partners not involved in teaching

1. Plans would be made to invite relevant partners to take part in teaching /imparting relevant skills to students especially on skills acquisition and entrepreneurship

- Promotion of International Student Mobility

Though the programme as it is now, is not designed for this but with the recent success at the PASET programme, staff and student mobility between institutions to acquire relevant skills will be pursued vigorously. The Centre will endeavour to recruit postdocs and other staff on sabbatical leave as well as encourage its staff to seek for placement in other institutions for short-term and long-term stays.

Yours sincerely



Professor Jibrin M. Jibrin

ACCREDITATION DECISION

M.Sc. Crops and Cropping Systems in the Drylands

Centre for Dryland Agriculture (CDA), Bayero University, Kano, 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

Crops and Cropping Systems (CCS) master program is focused on cultures and products in dryland areas. It answers to the needs of high-level young professionals able to manage and improve agricultural and storage conditions for food security and profit. The objectives of the program are clearly explained and focused on the mastering of cultures and crops in the context of dryland environments, the outcomes in terms of skills are well identified, allowing graduates to pursue in PhD program.

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

This training programme is unique in the catchment area of Bayero University Kano. For that reason, the program aims to recruit students from several countries within the West and Central Africa sub-region. Although there are two other centers within the region those focuses on arid environment, CDA is the only one with a regional outlook, and the research themes developed match with the scope of the training and are oriented in an interdisciplinary way focusing on climate change, dryland cropping and animal production environments. Relationship with business' partners are established and partners host students for internships and visits, but they do not teach formally in the university.

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 CCS is divided in two years. First one includes courses and a short internship. Second year is a research period ending with a dissertation. Courses are progressively specialized to ensure extended skills of students. Such course organization is in accordance with a high-level education on fundamental and applied sciences, and the teaching units are consistent with the objectives and exposed in detail in the student handbook. Teachers were trained on the use of innovative teaching tools and start to use smart classrooms and e-content for students. The teaching equipment give really good work conditions for students and their teachers. The international mobility is not particularly encouraged but students are all english speakers and should be able to develop foreign partnerships. Regional students can do their research in their country, with a local supervisor and a CDA teacher.

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

Program objectives and curricula were made with partners. Management of the program is clearly explained to students. Ratios of national vs regional students, men vs women and undergraduate vs professionals are equilibrated. However, the number of students is too low. Moreover, the duration of studies exceeds the 3 years expected in the handbook.

ACCREDITATION DECISION

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

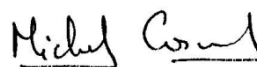
“Five-year unreserved accreditation decision”

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

- Promote the program and encourage teachers to recruit more students.
- Monitor progresses during the research to fix temporal objectives of acquired skills and stop when acquired.
- Increase the contribution of industrial partners in the courses.
- Set up a skills portfolio so that students can record skills acquired during the training.
- Encourage incoming and outgoing international mobility of students.
- Improve the current graduate tracking system by creating a formalized system.

SIGNATURE

For HCERES and on behalf of



Michel COSNARD,

President

Date: Paris, September 4th, 2019

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