

EVALUATION AND ACCREDITATION DOCUMENTS

M.Sc. Natural Resource Management and Climate Change

Centre for Dryland Agriculture (CDA)
Bayero University
Kano,

Nigeria

September 2019

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EVALUATION REPORT

M.Sc. Natural Resource Management and Climate Change

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

JULY - 2019

The Bayero University has mandated the Hcéres to perform the evaluation of its Natural Resource Management and Climate Change 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 Geography, Faculty of Earth and Environmental Sciences (FEES)
3. Programme's title: Master in Natural Resource Management and Climate Change (NRM & CC)
4. Training/speciality: none
5. Year of creation and context: this programme was established in 2013 as an on-site full time programme. It belongs to one of the academic Centres in BUK: the Centre for Dryland Agriculture (CDA), established by the University Senate in 2011 to respond to the needs of the West and Central Africa (WCA) dryland region through relevant high-level human capacity development and demand-driven research.
6. Site(s) where the programme is taught (Town and campus): Kano, Centre for Dryland Agriculture (CDA)
7. Programme director:
 - a. Surname, first name: Salisu, Mohammed
 - b. Profession and grade: Biogeography, HOD Geography, Associate Professor
 - c. Main subject taught: Biodiversity, Vegetation Dynamics

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

8. Methodology and agency

The accreditation of the master programme in Natural Resource Management and Climate Change was conducted by the National Universities Commission (NUC) of Nigeria in March 2017.

9. Results

This programme achieved 94.5% overall in the National Universities Commission accreditation exercise.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

10. Human resources

The staff is composed of 6 Associate Professors, 5 Professors, 6 Senior Lectures, 3 Lectures, 5 Senior Technical Staff, 1 Senior Administrative Staff and 3 Junior Staff.

11. Material resources

This programme benefits enough material composed of lecture theatres, classrooms, seminar rooms, molecular biology laboratory, land survey equipment, hydrology equipment, soil, and lab equipment.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

YEAR	MALE NATIONAL	FEMALE NATIONAL	TOTAL NATIONAL	MALE FOREIGN	FEMALE FOREIGN	TOTAL FOREIGN	TOTAL
2014/2015	17	02	19	01	01	2	21
2015/2016	19	03	22	01	NIL	1	23
2016/2017	16	04	20	03	01	4	24
2017/2018	21	05	26	03	02	5	31
TOTAL	73	14	87	08	04	12	99

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 the 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 study programme of the MSc Natural Resource Management and Climate Change (NRM & CC) was established in 2013 as an on-site full-time programme. This programme is delivered in Bayero University, Kano (BUK), in Nigeria. It belongs to one of the academic Centres in BUK: the Centre for Dryland Agriculture (CDA), established by the University Senate in 2011. The main objective is to respond to the needs of the West and Central Africa (WCA) dryland region and to provide the training needed for innovative management of natural resources in the context of climate change and other aspects of dryland environment. This master's programme is currently unique in the catchment area of Bayero University Kano. Although there are two other centres within the region that focus on arid environment, this programme is the only one with a regional outlook. In addition, this is the only one offering specialization in Natural Resource Management and Climate Change within the entire West and Central Africa. The structure of the programme is divided into two phases: the coursework phase that takes place during the two first semesters, and the independent research/dissertation phase for the last two semesters. The target audience is composed of graduates from various disciplines ranging from Geography, Geology, Environmental Management, Agriculture, Life Sciences, Social Sciences, and other related disciplines. Graduates students can be employed by either private, government or non-governmental organizations and can also be self-employed as consultants. The outcomes in terms of job opportunities are ranging from teaching/research carrier, forest/ecological technician, conservation manager, park ranger, watershed restoration specialist.

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

The MSc Natural Resource Management and Climate Change programme was evaluated with the aim of getting it internationally accredited. This evaluation is based on a dual process: self-evaluation and external evaluation (HCERES). 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 programme director, Professor Mohammed Salisu.

IV. EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

The study programme, focused on dryland environment in the context of climate change, has explicit objectives and clear skills to be acquired. These aims are relevant with local concerns. Outcomes in terms of job opportunities are well explained and known to students. It is clearly stated that graduates are expected to pursue in PhD in the same field.

The objectives of this MSc programme are clearly explained and focused on the understanding of dryland environment in the context of climate change. The aims of the training programme is clear and in close connection with local and regional concerns. The scope and skills are communicated to students and other stakeholders through the student's handbook and the website of the Center which is well documented.

The outcomes in terms of job opportunities are very well identified and several professions are suggested to graduates of this programme as teacher, researcher, natural resource specialist, conservation manager, environmental planner, policy advisor, environmental consultant. These globally concern the management of natural (forest, aquatic, mineral, land) and agricultural resources in the context of climate change. In these fields, graduates can be employed by either private, government or non-governmental organization as well as be self-employed.

In terms of further study programmes, it is clearly aimed that graduates are expected to be qualified for PhD in Natural Resource Management and Climate Change or any similar PhD to pursue research carrier in University.

2 – POSITION OF THE STUDY PROGRAMME

This programme is relevant in the national context as this is the only one focusing in natural resources management and climate change. The numerous partnerships are from diverse origins and are well identified. All these partners can provide internship opportunities and contribute to the link between research and the study programme. Nevertheless, none of them is involved in teaching.

This training is unique in the catchment area of Bayero University Kano, delivering specialization in Natural Resource Management. For that reason, the programme has students from several countries within the West and Central Africa sub-region, coming from Niger, Mali, Tchad, Togo, and Cameroun. Although there are two other centres within the region that focus on arid environment, CDA is the only one with a regional outlook. In the scale of West and Central Africa, this programme is relevant as this is the only one offering specialization in natural resources management and climate change.

The current partnerships are well identified and concern both industrial/sectorial players in Nigeria (Biocrops Nigeria, Maina Seeds, Eso Terra Investment Limited, L&Z Integrated Farms, Belmari Farms) and foreign countries (OCP Africa, Jain Irrigation Systems Limited, Indorama Eleme Petrochemicals...). Numerous academic partners are also involved, coming from Nigeria (National Agricultural Extension and Research Liaison Services; the Institute for Agricultural Research, Ahmadu Bello University, Zaria ; National Biosafety Management Agency) and foreign countries (International Institute of Tropical Agriculture, Nigeria; Natural Resources Institute, University of Greenwich, UK; Rothamsted Research, UK; International Crops Research Institute for the Semi-Arid Tropics, Mali...). The Centre for Dryland Agriculture has contracted agreements with most of them. All these partners can provide internship opportunities for the second year of this programme and input into the training. Nevertheless, none of them is involved in teaching, while they could bring very interesting knowledge.

The research themes developed by this MSc programme, match totally with the scoop of the training and are oriented in an interdisciplinary way focusing on climate change, dryland cropping and animal production environments.

Mechanisms are implemented to encourage exchange of lecturers, to facilitate the mobility of students, through exchange and visits.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The structure of this study programme is clearly explained to students and is consistent with the requirements of the socioeconomic world. The training is divided into two phases with a first year composed of core courses and elective courses which allow a slight specialization. In addition to the internships of the first year, the second year is totally devoted to a research-dissertation phase which constitute a real strength of this training and ensure the link between research and the socio-economic world. Nevertheless, this research part is most of the time too long and exceed the time expected in student's handbook.

The teaching units include in this study programme are consistent whit the objectives and exposed in detail in the student's handbook. This document is very well done and students can find complete courses details explaining the objectives, learning outcomes, courses content and assessment, nature of formative assessment, 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 work.

The programme is divided into two phases: the coursework phase (two first semesters) and research dissertation phase (two last semesters). So, the minimum duration of the programme is four semester and a maximum of six semester. However, in practice, the students are graduated mostly after 8 semesters, which is very long time to obtain a master's degree. The course's phase is sub-divided in two elements: core courses and selective courses². This allows a slight specialization of the programme during the second semester. The workload is shared into face to face teaching (60%) corresponding to classes, tutorial and practical work experiences, and personal work (40%). Students offering NRM & CC master's programme is expected to register 36 credits units. The mode of assessment is clearly exposed in the student's handbook.

No special accommodation is provided for special needs of students. However, there is a mandatory English class for non-anglophone speakers, who enrolled for at least six months and get certificate. Moreover, during this programme, students have the opportunity to get refresher courses, especially on bibliography and scientific writing. No other special additional skills are given to the students.

The study programme include communication & management courses, helping students for employment. Moreover, most of the courses incorporates practical component allowing a good preparation for internships and occupational integration. In addition, to better match with the working world, the CDA has organized in 2018 a one-day consultation with industrial/sectoral stakeholders in Nigeria with more than 50 participants.

The courses are given only in English language but the centre encourages cultural diversity network amongst francophone and anglophone speakers, especially offering French lesson to teachers³.

Internships are very present in this training and are included both in first and second year. During the first year, they take place in the second semester for a minimum of 1 month and a maximum of 3 months. The second year is totally devoted to the research dissertation phase which is a real immersion in the world of research and constitute a very good link toward the PhD. Students are supervised by one or two Academic Staff and the choice of topic is done following a presentation by the student during seminar.

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 teachers⁴. 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, a newsletter, internet access for all students and staff.

The international mobility is not particularly encouraged but the fact that students are all English speakers is a real advantage to develop foreign partnerships.

¹ Student's handbook

² Self-evaluation report

³ On-site visit

4 – PROGRAMME MANAGEMENT

The study programme is well managed by an identified teaching team which is known to students. Recruitment, assessment rules and boards composition are clearly communicated to students. Although there is no formal graduate tracking system, number of applicants and enrolments, the origin and the future of students are well monitored. The employment rate and the proportion of graduates who continue their studies are really satisfying.

The NRM & CC programme, belonging to the CDA and domiciled in the Department of Geography, has sufficient staff to manage the programme. The staff, composed of 20 permanent teachers, 5 technicians and 4 administrative staff¹, is managed by the head of department. The CDA is headed by a director and 3 deputy directors in charge of research, training and outreach which are separated in three units: i) the training unit handles all affairs related to admission, and academic issues related to the programme, ii) the research unit handles student research grants issues and thematic research areas of the Centre, iii) the outreach unit handles issues related to monitoring and evaluation, internship, publications and outreach activities of the Centre. Nevertheless, at the moment there is nobody that brings all players together.

The students are aware of the list of teachers which is enclosed in the student's handbook. They can find details concerning the rank, qualifications and teaching specialization of each of them². Even if industrial partners are involved in research/project supervision, there is no external teachers in the NRM programme, which may be regretted.

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.

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 Programmes is 50%. Teaching and practical professional units are clearly expressed as skills in the student's handbook¹, even if the programme does not have a formal skills portfolio.

The student's number is monitored each year, distinguishing gender and national to foreign students. The number of students is totally correct for a master training with a start with 21 students which increase regularly each year to reach 31 students, including 10 to 15% of foreign people. This training programme is then relatively selective as there were, for example, 72 applicants in 2018.

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 its employment situation which is then analyzed by the training team. The graduate survey showed 91% of employment rate. Among these students, 71% are employed by government agencies including public tertiary institutions, 12% are employed in the private sector, while 7 percent are self-employed. The proportion of graduates who continue their studies are 19% percent including 2 percent of the unemployed graduates.

Students evaluate their teaching through anonymous online forms. Teachers get feedback of this analysis, especially when they are lower to improve themselves.

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

² Self-evaluation report

³ Student's handbook

V. CONCLUSION

The aims of the MSc NRM & CC programme is clear and in close connection with local and regional concerns. Moreover, this training benefits of a good visibility (up-to-date website), a very detailed student's handbook, good facilities and relevant teaching team. This is a high-quality training for which students have a strong interest. The entire management of the master programme is designed to make it an excellent education teaching program with the input of socio-economic partners and students' feedback to ensure continuous improvement.

The selective nature of the training makes it possible to select very good candidates who, once graduated, fit very well into professional life, as reflected by the high rate of professional integration. This professional integration is reinforced by the presence of long-term internships which allow a very good preparation for active life. Internship placement is facilitated by the large number of partners, both academic and industrial, which constitutes a real strength of this training. However, this strong link with partners could be even more valued by involving them in teaching.

The dissertation phase in the second year offers also a good vision of the world of research and allows students to pursue in PhD. The strong link with research is reinforced by the fact that students are all English speakers which is a real advantage and allows to develop foreign partnerships. The only negative point of this dissertation phase is its duration, which is very too long for a master's degree (two years instead of one) and may have a negative impact on the future of the students.

STRENGTHS

- Very well structured and managed training programme, with an adequate number of qualified staff, excellent learning and teaching facilities
- Unique relevant and attractive training recognized as excellent by students and partners
- Strong link with research with internships and one year devoted to a research dissertation phase
- Numerous partnerships with both academic and industrial partners, in Nigeria and foreign countries
- Good professional integration of students.

WEAKNESSES

- No industrial partners involve in the teaching
- Too long time for graduation
- Training does not promote enough international student mobility
- Lack of formal graduate tracking system for better data management.

RECOMMENDATIONS

- Increase the contribution of the industrial partners in the core courses
- Improve the monitoring of the student's progress during the research-dissertation phase to fix temporal objectives and reduce the too long time until graduation
- 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.

VI. COMMENTS OF THE INSTITUTION

— CENTRE FOR DRYLAND AGRICULTURE BAYERO UNIVERSITY, KANO



P.M.B. 3011, 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.

Yours sincerely



Professor Jibrin M. Jibrin

ACCREDITATION DECISION

M.Sc. Natural Resource Management and Climate Change

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

The study programme, focused on dryland environment in the context of climate change, has explicit objectives and clear skills to be acquired. These aims are relevant with local concerns. Outcomes in terms of job opportunities are well explained and known to students. It is clearly stated that graduates are expected to pursue in PhD in the same field.

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 programme is relevant in the national context as this is the only one focusing in natural resources management and climate change. The numerous partnerships are from diverse origins and are well identified. All these partners can provide internship opportunities and contribute to the link between research and the study programme. Nevertheless, none of them is involved in teaching.

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 structure of this study programme is clearly explained to students and is consistent with the requirements of the socioeconomic world. The training is divided into two phases with a first year composed of core courses and elective courses which allow a slight specialization. In addition to the internships of the first year, the second year is totally devoted to a research-dissertation phase which constitute a real strength of this training and ensure the link between research and the socio-economic world. Nevertheless, this research part is most of the time too long and exceed the time expected in student's handbook.

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 well managed by an identified teaching team which is known to students. Recruitment, assessment rules and boards composition are clearly communicated to students. Although there is no formal graduate tracking system, number of applicants and enrolments, the origin and the future of students are well monitored. The employment rate and the proportion of graduates who continue their studies are really satisfying.

ACCREDITATION DECISION

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

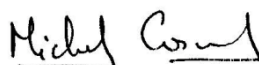
“Five-year unreserved accreditation decision”

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

- Increase the contribution of the industrial partners in the core courses.
- Improve the monitoring of the student's progress during the research-dissertation phase to fix temporal objectives and reduce the too long time until graduation.
- 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

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
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