

EVALUATION AND ACCREDITATION DOCUMENTS

M.Sc. Food Chemistry

Centre for Food Technology and Research
(CEFTER),
Benue State University

Makurdi

September 2019

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EVALUATION REPORT

M.Sc. Food Chemistry

Centre for Food Technology and Research
(CEFTER),
Benue State University

Makurdi

JULY - 2019

The Benue State University has mandated the Hcéres to perform the evaluation of its Food Chemistry 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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STUDY PROGRAMME IDENTITY SHEET

University/institution: Benue State University (BSU), Makurdi, Nigeria
 Component, faculty or department concerned: Centre for Food Technology and Research (CEFTER), Department of Chemistry
 Programme's title: Master in Food Chemistry
 Training/speciality: none
 Year of creation and context: 2014, to mitigate post-harvest losses and guarantee quality products and food security
 Site(s) where the programme is taught (Town and campus): Makurdi, CEFTER

PROGRAMME DIRECTOR:

Surname, first name: Anhwange, Asen Benjamin
 Profession and grade: HOD, Chemistry and Senior Lecturer
 Main subject taught: Analytical Chemistry

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

Methodology and agency
 National Universities Commission (NUC) previously evaluated and accredited the programme once in 2017.

Results
 In 2017, the National Universities Commission has accredited the MSc Food Chemistry programme with a score of 76.4%.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

Human resources
 This programme benefits of enough human resources with 3 Professors, 5 Senior Lecturers and 3 Lecturers (2018-19); 11 Academic Staff, 8 Technical Staff and 4 Administrative Staff.

Material resources
 The MSc Food Chemistry benefits from CEFTER facilities with well equipped labs and classrooms and all necessary instruments (analytical balance, centrifuge, colorimeter, HPLC...)

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

YEAR	FEMALE	MALE	NATIONAL	FOREIGN	TOTAL
2015-2016	1	1	2	NIL	2
2016-2017	4	8	12	NIL	12
2017-2018	4	3	7	NIL	7
2018-2019	NIL	3	3	NIL	3
TOTAL	9	15	24	NIL	24

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 3rd, 2019
- Organisation of the visit: the visit was made the 3rd of July, on the NUC site, during one day with on-site meetings with the management team, academic staff, and closed meetings by videoconferencing with partners, alumni and students.
- Cooperation of study programme and institution to be accredited: perfect cooperation by all stakeholders
- People met (NUC site):
 - Daniel Kparevfa Adedzwa, Former Centre Leader
 - Barnabas Achakpa Ikyo, Deputy Director/Project Manager (presently New Centre Leader)
 - Sylvester Obaïke Adejo, Deputy Director (R&D)
 - Scholarstica Banka, Centre Secretary
- Toryina Ayati Varvar, Dean of Postgraduate School, Professor
- Benedict Iorzer Labe, HOD Vocational and Technical Education, Associate Professor
- Ogbene Gillian Igbum, former HOD Chemistry, Associate Professor, (presently Deputy Director/Project Manager)
- Solomon Ogebe Aligba, Deputy Director of Academic Planning
- Daniel Momngu Tiough, Associate Professor
- Benjamin Asen Anhwange, Senior Lecturer, (presently HOD Chemistry)
- P.I. Utange, Principal Technologist
- Victor Tarnongo, Translator
- Daniel Elaigwu Enenche, PhD Food chemistry Alumni
- James Flomo Gaydaybu, MSc Post Harvest Student
- Tyokula Mbaihangeve, MSc Food chemistry Alumni, PhD Food chemistry Student
- Any problems: no
- Other: nothing

PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The programme MSc Food chemistry is hosted by the Centre for Food Technology and Research (CEFTER) of the Benue State University of Makurdi, located in the middle belt of Nigeria. The programme is primarily geared towards minimizing the post-harvest losses of food produced in Benue State, West and Central Africa sub-regions. More specifically, the MSc in Food Chemistry is anchored on training middle level scientists capable of working effectively in the food industry, food commodity research institutes, universities and other government establishments to address challenges related to food production. In a local area, this programme has no concurrence, with a unique design oriented towards food chemistry.

The MSc food sciences is a full-time programme divided into two phases: the coursework phase that takes place during the two first semesters, and the dissertation phase for the last two semesters. There is no subspeciality and only one pathway is proposed to the students. The targeted students are graduate in chemistry or any related field.

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

No information was given about the way the self-evaluation approach was conducted by the staff. Self-evaluation report was transmitted to the Hcéres committee with supporting documents related to students and the center in general.

EVALUATION REPORT

1- AIMS OF THE STUDY PROGRAMME

The aims of this study programme are clearly explained and fit well with local concerns. The study programme is well positioned with regard to the business world. The job opportunities are well targeted but not clearly mentioned in the student's handbook. This programme is relevant and of high-level content but its position in terms of further study programmes is not mentioned.

The objectives of this study programme are defined in the student's handbook and aimed to train scientists in major areas of food chemistry and are well communicate to students. The name of the programme is clear and understandable by all stakeholders. Course synopses are briefly described in the student's handbook, but the related skills are not mentioned¹. Teachers involved in each course are not detailed but a list of staff is enclosed at the end of the programme description of the student's handbook.

The targeted jobs opportunities are not given in the student's handbook and should be added. This programme aimed to train middle level scientist in food industry, food commodity research institutes, universities and other government establishments².

The design of this programme is unique in a local area with a unique design oriented towards food chemistry. However, at the national scale, other close programmes exist as for example, at the University of Nigeria, Nsukka which has set up a programme called "food chemistry and analysis". No analysis was conducted concerning this close programme and this university is not mentioned as partner.

2 – POSITION OF THE STUDY PROGRAMME

This programme has identified its current partnerships which are numerous and involved since the beginning of this training. There is a real link between research and students of this programme through seminars and internships. Both academics and industrial partners are involved, coming from Nigeria or foreign countries. This encourage the mobility of students even if the arrangements and funding are not explained.

Stakeholders were involved from the beginning of the master programme to construct a relevant programme connected with the needs of the country. So, the academic partners are numerous and located both in Nigeria as University of Agriculture, Makurdi, University of Mkar, and abroad, as Liverpool John Moores University, UK, the University of Copenhagen, Denmark ; two Universities in Cameroun (Universities of Bamenda and Buea) are particularly involved in curricula development, teaching and research, and promote exchange of students and teachers. Many of the partners open their labs to students and faculty research of this programme. The industrial partners are also well identified with for example the implication of the Nigeria Stored Products research Institute, Ilorin, Seraph Nigeria Limited, Makurdi, Teragro Commodities Limited, Makurdi and Agudu Farms Limited, Gboko. These partners provide field trips and industrial training to students during internships. Moreover, Akperan Orshi College of Agriculture has been engaged in non-degree and short courses.

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. No precision was given about the way that such mobilities are organized and funding.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The content of this study programme is consistent with the aim of the training and the requirements of the socioeconomic world. Nevertheless, its strong specialization from the first semester until the end of the training reduce its adaptation to different student academic pathway. The time spent on internships and professional immersion is a real strength of this training with a second year totally devoted to a research-dissertation phase. This phase ensures the link with the world of research, including seminars and the writing of publication. Nevertheless, this research part is most of the time too long for a master's degree and should be reduced to two semesters as expected in student's handbook.

¹ Student 's handbook

² Self-evaluation report

The study programme includes teaching units which are consistent with the objectives of this training. Nevertheless, the duration on each module and the workload expected are not mentioned in the student's handbook. The programme is composed of core courses and elective courses which is supposed to allow students to specialize. However, the too low number of elective courses proposed to students (two in the first semester and only one in the second semester) does not allow a real choice and a gradual specialization. Moreover, the way the elective courses are chosen is unclear.

This programme does not consider the challenges associated with lifelong learning or new forms of distance learning.

This MSc is provided on full-time basis with a minimum of three semesters and a maximum of four semesters. Nevertheless, this study programme is able to accommodate students with special needs and candidates can be enrolled on part-time. In that case, they shall spend a minimum of five semesters and a maximum of eight semesters.

The curriculum includes seminars that are shared with all the Centre's programmes. This allows a good link research-teaching and gives the opportunity to the students to present their research and interact with experts of their field. To consolidate the student's involvement in research, students are graduated only if they have one scientific publication. In addition, the Centre organised the food week, where students showcase their ability to process various food productions into different products for value addition and extension of shelf-life.

This training has good technical equipment and practical quality work can be conducted. However, the proportion of practical work is not clearly exposed in the student's handbook. Classrooms are also well equipped with state of art teaching facilities as smart boards, projectors to facilitate the setting up innovative methods.

This training is delivered in English which is a real advantage in the scientific world and thus, facilitates interactions with foreign countries.

It is really surprising not to find the modalities of internship and research-dissertation phase in the student's handbook. During the first year of this training, internships are mentioned but no duration, arrangements or funding are detailed for students. In addition, no credit unit is associated with these internships which does not allow a good valuation with students. The research-dissertation phase takes place during all the second year. This constitutes a real immersion into the world of research as students are expected to carry out original research work. Academic and industrial partners can provide research topics, host students but do not give scholarships. This part of the program must last 2 semesters on full-time basis but in fact, the students realize it most of the time in two years. The way this phase is validated is not specified for students.

Refresher courses are proposed and for students who do not have the required level, a year of refresher courses can be proposed.

4 – PROGRAMME MANAGEMENT

The programme is mostly managed through the CEFER. As such, it benefits of good facilities ; moreover the mode of examination, recruitment method and graduation requirements are well explained and known from students. Nevertheless, skills acquisition and internships/dissertation phase are not explained and could be detailed in this student's handbook. The flow of students is very low and unstable, with no regional/international students. The information about graduate situation and employment level is not well monitored.

The MSc Food Chemistry is hosted by the department of Chemistry and has sufficient staff to manage the program. As this program is managed by the CEFER, only the management of the center is described and not specifically that of this training. The management team is supported by non-academic staff headed by the center secretary, a Deputy Registrar³. The staff is composed of 15 permanent teachers⁴, 14 administrative and support staff and 6 core center management¹.

³ Self-evaluation report

⁴ Student's handbook

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. The application and registration process are well described in the student booklet and accessible via the website⁵.

The mode of examination is well explained in the student's handbook. A minimum of 42 credits units is required including 22 credits of core courses, 8 credits of elective courses, 2 credits of seminar and 10 credits of dissertation. The scoring system is also described and consists in 30% of continuous assessment and 70% of final examination. Each module gives 2 or 3 credits (except dissertation with 10 credits). Teaching and practical professional units are not expressed as skills and no skills portfolio is used.

The student recruitment method is clearly defined in the student's handbook and on the website of the CEFTER, thus students are aware of the way to enroll. The student's number is monitored each year, distinguishing genders and national from foreign students. This student's number is very low and is not stable through time, with only 2 students the first year of 2015, 12 students in 2016, 7 students in 2018 and 3 students in 2018. Moreover, only Nigerian people are enrolled, and no foreign students appeared. Even if no data is available concerning the number of applicants, this programme claims its selectivity and the management team explains the lack of registration by the lack of candidates with the required knowledge⁶. This problem will be partly solved by the opening soon of a post-graduate training in the same field of food chemistry in the Benue State University, Makurdi.

Grants are available for students, but the rules are different depending of the origin of them: foreign students can benefit from a full scholarship while national students may apply for either a grant for tuition or for accommodation.

There is no specific graduate tracking system, but the staff uses email and social media tools to reach out to graduates. The employment status of students is detailed but it is unclear if this corresponds to the situation during the training or thanks to the graduation. There is a strong desire to create an alumni network by teachers in charge of the CEFTER master programs.

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

CONCLUSION

The MSc Food chemistry has clear and relevant objectives in accordance with local needs. The strong involvement of the many industrial partners testifies to this good match with the concerns of the country.

Moreover, numerous academics partners, both from Nigeria and foreign countries, are also involved in teaching or supervising internships, underlying the value of this training.

Nevertheless, this attractiveness of partnerships is not really visible concerning students. Indeed, this program records a very small number of students which constitutes a real weak point. Even if access conditions are very selective, the pool of students trained in the area of chemistry and food preservation across the country and at the regional scale should allow a better number of students following this programme. The too strong specialization on one focus field from the beginning of the training, with only one pathway available, may also explain the lack of visibility from students.

Effort must therefore continue to promote this training (increase the number of scholarships, create a bachelor training in food chemistry, participate in student fairs). The lack of details provided in the student's handbook concerning the content of the courses, the distribution of courses and practical work, the expected skills can also contribute to limit the visibility from students and could be easily improved. This minimal writing effort is also visible in the self-evaluation report which lacks structuration and some details. Moreover, it does not correspond specifically to this programme but also to the PhD one, which generates misunderstandings concerning the content of training for example. This programme needs to improve its students tracking in a more formal way to better promote the future of students and attract them in this training.

This training benefits from good facilities and a qualified teaching staff, which guarantees good learning and conditions and a good level of training. There is a strong link between research and teaching which is supported by a long internship (research-dissertation phase) at the end of the training which allows a very

⁵ Student's booklet

⁶ On-site visit

effective immersion in the world of research. In addition, a publication is required to graduate. The only negative point of this research-dissertation phase is its duration, which is most of the time too long for a master's degree (two years instead of one since 2016) and may have a negative impact on the future of the students.

STRENGTHS

- Relevant field in accordance with local concerns
- High level education for students in both courses, applied research and technology
- Appropriate teaching staff number and composition, and teaching facilities for this curriculum
- Numerous partnerships both academic and industrial
- Accommodation for students

WEAKNESSES

- Too low number of students with a lack of students from regional countries
- Duration of the research-dissertation phase which is most of the time up to one year
- Lack of information on training for future students
- Lack of a real student's monitoring system
- Lack of information on the management of the training

RECOMMENDATIONS

- Open up the specificity of this programme to increase the number of students and join it with other MScs in close field to build a program including common courses on food production and post-harvest losses during the first semester following by specializations on food chemistry thereafter
- Continue thinking about the creation of a complete training from bachelor to PhD in order to form a sufficient pool of students
- Continue and enhance to promote this training by increasing the number of scholarships, encouraging staff to participate in information days, student fairs, improving the content of the student's handbook, etc.
- Improve the monitoring progresses during the research to fix temporal objectives of acquired skills and reduce the duration of the research-dissertation phase
- Improve the student's handbook to better inform students
- Set up a skills portfolio so that students can record skills acquired during the training
- Create an alumni network with teachers in charge of the CEFTER master programs
- Establish self-evaluation process of the study programme, including positioning of the study programme, student's monitoring system, mobilities of students and staff, and follow-up of the piloting of the training

COMMENTS OF THE INSTITUTION

BENUE STATE UNIVERSITY MAKURDI NIGERIA

CENTER FOR FOOD TECHNOLOGY AND RESEARCH

VICE-CHANCELLOR

PROF. Moses Msugh Kembe

B.Sc. (Jos) , M.Sc (UNN)& Ph.D (UAM), PGDM (UMM)

DIRECTOR

Dr. Barnabas Achakpa Ikyo

BSc. (BSU)M.Sc(UAM) Ph.D &Post Doc (Surrey)



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2019 23rd August,

Prof. François PERNOT

Directeur/Director

Département Europe et International

Europe and International Department

Sir,

COMMENTS ON MSC FOOD CHEMISTRY EVALUATION REPORT

We have received and reviewed your draft evaluation report in respect of our application for International accreditation in **MSc. Food Chemistry**. This is one of the programs that were set up to support the implementation of the World Bank funded Africa Centres of Excellence for which our centre CEFTER Benue State University is part of. Our focus is on control of postharvest food losses.

Our interaction with the HCERES has been quite useful; we used your self-evaluation documents/guidelines to carry out the self-evaluation of the MSc program and other programs in the department.

During the onsite meeting, your team lead by **Prof. Carole Molina Jouve**, made very valid contributions that have provided more insight into developing a program that will rate very high in an international accreditation. Some of the lessons learnt will form our program review this next year.

Just like you rightly mentioned, MSc. Food Chemistry program is a relevant field in accordance with local concerns which offer high level education for students in applied research and technology. The program draws appropriate teaching staff and teaching facilities from both academic and industrial partnerships. There is also decent accommodation for students. We are excited that your team noted these.

Your team observed rightly that we have low number of students per year and insufficient regional students. The centre took note of this and has allocated more funds to provide studentships to women and regional students in the upcoming coming academic sessions. This we believe will improve the student numbers and promote student international mobility. We also note your

concerns on lack of information on training for future students and a real student's monitoring system; although there exist a standard system of information dissemination involving face-to-face approach and social media, we shall review our student handbook and incorporate areas that were suggested during our interaction with your team. ,

Generally, your recommendations are valid and will be used to improve on the program. But more specifically, we will promote the program and encourage teachers to recruit more students, improve on progress monitoring during the research to ensure timely completion and to fix temporal objectives of acquired skills and have more lessons given by partners to increase professional skills. Our team has also agreed to open up the specificity of this programme to increase the number of students and join it with other MScs in close field to build a program including common courses on food production and post-harvest losses during the first semester following by specializations on food chemistry thereafter. The University is already developing programs that will make up complete training from bachelor to PhD in order to form a sufficient pool of students.

Finally, we appreciate the detail and thorough nature of your accreditation process and believe that the outcome will be a fair rating of our current status and taking into account the huge prospects for improvement based on your valid points so that we will continue to implement a top quality MSc Food Chemistry program that will serve its purpose of filling the skills gap in the sub region. This we believe will contribute

CORRECTIONS/CLARIFICATIONS ON MSc FOOD CHEMISTRY EVALUATION REPORT

Please find below, corrections on your draft evaluation report on Food Chemistry. Corrections and clarifications are arranged according the report sections. For the purpose of further clarifications we have attached more documents and referenced them accordingly.

PRESENTATION OF THE STUDY PROGRAMME

“No information was given about the way the self-evaluation approach was conducted by the staff” Just for clarification and additional information, we have outlined the stages followed in the Self-Evaluation documents development. This process applies to all other programs.

- i) Program review was carried out between 6th and 8th, December 2016 at the University of Mkar, MKar-Gboko (Appendix I - Report of Review Exercise).
- ii) Report of the review exercise submitted to Departmental Postgraduate Committee which considered its relevance to the objectives of CEFTER project and forwarded to Faculty Postgraduate Committee.
- iii) The Faculty Postgraduate Committee after consideration of the report forwarded to the Postgraduate Board of the University for Content Assessment in compliance with university and National Universities Commission's guidelines for postgraduate programmes.
- iv) The Postgraduate Board then sent the review to Academic Program and Quality Assurance Committee for assessment of curriculum in compliance with the University's mandate.

- v) The Academic Program and Quality Assurance Board prepared the final report and submit to the University Senate for approval.

EVALUATION REPORT

Aims of The Study

Details of staff involved in teaching Specific courses:

Find clarification below on your comment “Teachers involved in each course are not detailed but a list of staff is enclosed at the end of the programme description of the student’s handbook”

The details of staff involved in teaching specific courses are presented on the *Course Allocation Schedule* for each semester which was also submitted alongside other documents initially. *Course Allocations* is attached as Appendix II.

Position of the Study Programme

On your comment about provision of fund for mobility quoted “No precision was given about the way that such mobilities are organized and funding”, we provide the following clarification.

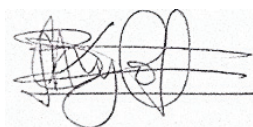
Funding for mobility of students, academics/industrial partners for conferences, symposia, seminars and internships provided by the project annually and budgeted in the annual work plan. The guideline for funding is available in print and online at <http://www.cefterbsu.edu.ng/ceftergrants.php>.

Study Programme Teaching Structure

Duration of each module:

The programme is structured in two (2) phases which include course work in the first year (two semesters) internship start at the end of second semester and is for a period of 3 months. The University operates a course credit system divided into two semesters of 15 weeks each (Appendix III- Academic Calendar for second semester 2018/2019). It is true that internship is not graded at the moment but is compulsory as the students are supervised regularly.

Kind regards,



Dr. Barnabas Achakpa Ikyo
Director/Centre Leader

ACCREDITATION DECISION

M.Sc. Food Chemistry

Centre for Food Technology and Research
(CEFTER), Benue State University, Makurdi,
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 aims of this study programme are clearly explained and fit well with local concerns. The study programme is well positioned with regard to the business world. The job opportunities are well targeted but not clearly mentioned in the student's handbook. This programme is relevant and of high-level content but its position in terms of further study programmes is not mentioned.

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 has identified its current partnerships which are numerous and involved since the beginning of this training. There is a real link between research and students of this programme through seminars and internships. Both academics and industrial partners are involved, coming from Nigeria or foreign countries. This encourages the mobility of students even if the arrangements and funding are not explained.

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 content of this study programme is consistent with the aim of the training and the requirements of the socioeconomic world. Nevertheless, its strong specialization from the first semester until the end of the training reduces its adaptation to different student academic pathways. The time spent on internships and professional immersion is a real strength of this training with a second year totally devoted to a research-dissertation phase. This phase ensures the link with the world of research, including seminars and the writing of publication. Nevertheless, this research part is most of the time too long for a master's degree and should be reduced to two semesters as 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 programme is mostly managed through the CEFTER. As such, it benefits of good facilities ; moreover the mode of examination, recruitment method and graduation requirements are well explained and known from students. Nevertheless, skills acquisition and internships/dissertation phase are not explained and could be detailed in this student's handbook. The flow of students is very low and unstable, with no regional/international students. The information about graduate situation and employment level are not well monitored.

ACCREDITATION DECISION

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

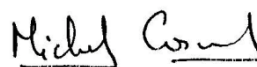
“Five-year unreserved accreditation decision”

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

- Open up the specificity of this programme to increase the number of students and join it with other MScs in close field to build a program including common courses on food production and post-harvest losses during the first semester following by specializations on food chemistry thereafter.
- Promote this training by increasing the number of scholarships, encouraging staff to participate in information days, student fairs, improving the content of the student's handbook, creating an alumni network with teachers in charge of the CEFTER master programs.
- Improve the monitoring progresses during the research to fix temporal objectives of acquired skills and reduce the duration of the research-dissertation phase.

SIGNATURE

For HCERES and on behalf of



Michel COSNARD,

President

Date: Paris, September 4th, 2019

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

Evaluation of clusters of higher education and research institutions
Evaluation of higher education and research institutions
Evaluation of research
Evaluation of doctoral schools
Evaluation of programmes
Evaluation abroad



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