



International evaluation and accreditation

EVALUATION AND ACCREDITATION DOCUMENTS

MSc Animal Science (Livestock Production and Range Management in African Drylands)

Centre for Dryland Agriculture
Bayero University, Kano

Nigeria

December 2021

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International evaluation and accreditation

EVALUATION REPORT

MSc Animal Science (Livestock Production and Range Management in African Drylands)

Centre for Dryland Agriculture
Bayero University, Kano

Nigeria

September 2021

Bayero University, Kano has mandated the Hcéres to perform the evaluation of its Animal Science (Livestock Production and Range Management in African 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).

On account of exceptional circumstances, the organization of the evaluation was adapted (replacement of the physical on-site visit by the panel by a visit by videoconference), while remaining compliant with the fundamental principles of institution or study program evaluation: external evaluation standard applied, the self-evaluation report (SER) and requested annexes sent by the institution, panel of experts set up by the Hcéres, collegial work by the panel, interviews with the institution and its partners by videoconference, report drafted and then sent to the institution in its provisional and then final version, response by the institution to the report by the panel. This specific procedure is in line with the official position defined jointly by the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR).

For the Hcéres¹ :

Thierry Coulhon, 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 "countersigns the assessment reports made by the experts' committees and signed by their president" (article 8, alinea 5).

² The evaluation reports "are signed by the president of the committee" (article 11, alinea 2).

I. STUDY PROGRAMME IDENTITY SHEET

- **University/institution:** Bayero University, Kano (BUK), Nigeria.
- **Component, faculty or department concerned:** Centre for dryland agriculture (CDA), department of animal science, faculty of agriculture.
- **Programme's title:** MSc animal science.
- **Training/speciality:** Livestock production and range management in African drylands (LPRMAD).
- **Year of creation and context:** Established in 2012 as an on-site full-time programme of the centre for dryland agriculture (CDA) in BUK 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.
- **Site(s) where the programme is taught (Town and campus):** Kano, Bayero University main campus, centre for dryland agriculture (CDA).
- **Programme director:**
 - a) Surname, first name: Rano Nuhu Bello
 - b) Profession and grade: Associate Professor, PhD
 - c) Main subject taught: Monogastric nutrition

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

- **Methodology and agency :**
The accreditation of the master programme in animal science (livestock production and range management in African drylands) was conducted by the National Universities Commission (NUC) of Nigeria in March 2017.
- **Results:**
This programme, which achieved 92.6% overall in the National Universities Commission accreditation exercise, is accredited for a period of 5 years.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

- **Human resources:**
The staff is composed of 8 full time academic staff (including 2 professors, 4 associate professors and 2 senior lecturers), 6 technical staff, 1 administrative staff and 6 junior staff.
- **Material resources:**
The master programme animal science (livestock production and range management in African drylands) benefits from CDA and BUK facilities. 8 offices are made available for academic staff, and students have access to:
 - Classrooms of the University, shared among departments, and 4 CDA classrooms fully air-conditioned and equipped with projectors and electronic smartboards;
 - Central library and internet facilities in the CDA office complex, and lecture rooms;
 - 12 offices;
 - Laboratories of the centre (GIS Laboratory, molecular laboratory, central instrumentation laboratory and tissue culture laboratory) and equipment (especially in the fields of land survey, hydrology and soil & water);
 - Network of automated weather stations, a field camp support and cloud based air quality device;
 - 22 hectares training and research farm, well equipped with drip and sprinkler irrigation facilities with full automation, net houses, screen houses, and a greenhouse, field research equipment including green seekers, GPS units, android phones.

Photographs of lecture rooms, laboratories, showing equipment and staff involved in trainings and research, were presented to the committee. These photographs allow to assess the quality of the accommodation, material resources, teaching and training conditions.

Also, CDA students have access to campus-wide license for numerous software. Free internet connection is available for all faculty members and students. They use emails, newsletters, websites and other electronic media for communication and social media platforms. All information on professional training events, scholarship opportunities, conferences and research activities are hosted on the CDA website. Experts could not verify this information as the website did not work. In addition, numerous e-resources are available for students, including database such as ScienceDirect, Scopus, EBSCOHOST, LAN TEAL and AGORA.

STUDENT POPULATION: EVOLUTION AND TYPOLOGY OVER THE LAST 4 YEARS

Year	Female (National)	Male (National)	Female (Foreign)	Male (Foreign)	TOTAL enrolled	Applicants	Graduates
2015/2016	1	1	0	1	3	4	3
2016/2017	4	1	0	0	5	7	1
2017/2018	11	1	0	2	14	16	0
2018/2019	3	8	0	1	12	13	0
2019/2020	1	3	0	0	4	14	0
TOTAL	20	14	0	4	38	54	4

II. ON-SITE VISIT DESCRIPTION

1 – 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

The Hcéres was represented by Pierre Courtellemont, science advisor, accompanied with Antoine Devoucoux du Buysson, head of project.

2 – ON-SITE VISIT DESCRIPTION

- Date of the visit: January 12th and 13th, 2021.
- Organization of the visit: the virtual visit (due to COVID-19 sanitary crisis) took place over 2 days from January 12th and 13th. The first day started with a welcome speech by the Vice-chancellor and a discussion with the management team in charge of the self-assessment CDA's training programmes auditioned: PhD natural resource management and climate change, PhD agronomy (crops and cropping systems in dryland), MSc & PhD agricultural economics (livelihood and natural resource economics) and MSc & PhD Animal Science (livestock production and range management in African drylands). Others meetings followed with each team leaders of these training programmes (in the order listed above) and then academic staff from all training programmes. The second day started with closed meeting with students, followed with alumni and partners and finally a wrap-up meeting with head and leaders in charge of all programmes.
- Cooperation of study programme and institution to be accredited: Perfect cooperation by all stakeholders
- People met:
 - Vice chancellor and management team
 - The Vice chancellor - Professor Sagir Adamu Abbas
 - Director, Academic planning - Professor Haruna Musa
 - Director, CDA - Professor Jibrin M. Jibrin
 - Deputy Director Training - Professor Sanusi Gaya Mohammed
 - Deputy Director Outreach and publications – Professor Amina Mustapha
 - Deputy Director r- Dr. Kabir Mustapha Umar
 - Project manager - Dr Yusuf Garba
 - Coordinator Training - Dr Murtala Muhammad Badamasi
 - Coordinator Outreach - Dr Amina Lawan Mustapha
 - Student liaison officer - Dr Aminu Alhassan Fagge
- Team leaders in charge of MSc & PhD degrees animal science (livestock production and range management in African drylands)
 - Dr Nuhu Bello Rano
 - Dr Saleh Karkarna Inusa
 - Professor Ibrahim Rakson Muhammad
 - Dr Abdussamad Muhammad Abdussamad
 - Dr Mohammed Baba
 - Dr Aminu Nasiru
 - Dr Yusuf Garba
 - Dr Ibrahim Onotu Suleiman

Other teachers and scientists (from MSc & PhD animal science (livestock production and range management in African drylands), MSc & PhD agricultural economics (livelihood and natural resource economics), PhD agronomy (crops and cropping systems in dryland) and PhD natural resource management and climate change)

Kabir Mustapha Umar

Saleh B. Momale

Bashir Musa

Suleiman Rufai Babura

Lawal Abdul Sani

Dr Alpha Y. Kamara

Dr Hakeem Ayinde Ajeigbe

Dr Foloronso Akinseye

Professor J.M. Jibrin

Professor S.G. Mohammed

Students and alumni (from 2 MSc & 4 PhD degrees)

20 students 8 alumni

Industrial Partners (from 2 MSc & 4 PhD degrees)

ICRISAT - Dr. H.A. Ajeigbe

IITA – Dr A.Y. Kamara

Sassakawa Africa Association/SG2000 – Professor Sani Miko

NEWMAP – Musa Shuaibu

– Any problems: None

– Other: None

III. PRESENTATION OF THE STUDY PROGRAMME

1 – PRESENTATION OF THE STUDY PROGRAMME

The study programme of the MSc animal science (livestock production and range management in African drylands) was established in 2012 as an on-site full-time programme of two years. This programme is delivered in the department of animal science, faculty of agriculture, Bayero University, Kano (BUK). It is coordinated by the centre for dryland agriculture (CDA), established by the University Senate in 2011, become an African center of excellence (ACE) in 2014, to respond to the needs of the West and Central African (WCA) dryland region.

The study programme aims to educate graduate students in both scientific knowledge and technical skills needed to improve animal production in the constrained conditions of warm drylands. It is at first importance in the sahelian and subsahelian regions because of the traditional use of animals for both human needs and environment maintenance. In the master courses, livestock productions are considered widely, in their intensive (poultry) and extensive (ruminants) practices. As in all livestock production programmes in the world, animal feed is a major component of courses, as it is an issue in drylands, reinforced by climate change.

The target groups are students of agronomic bachelor of Bayero University, Kano and foreign students from the subsahelian region. Incoming students are not required to have an initial knowledge in livestock production because master programme will give them both scientific background, farm techniques, and field experiences. The programme is clearly focused on the needs of the field, as most courses of the CDA. Because the CDA is a center of excellence, master programme must integrate students from the subsahelian region, and no similar high education programme exists in neither Nigeria or west and central African countries.

The objectives of the MSc animal science (livestock production and range management in African drylands) are twofold: educate young managers and advisers for livestock farms and farmers, and prepare graduate students to integrate PhD programme in livestock production.

2 – PRESENTATION OF THE PROGRAMME'S SELF EVALUATION APPROACH

The CDA is evaluating its MSc animal science (livestock production and range management in African drylands) with the aim of getting it internationally accredited. The evaluation is based on a dual process: self-evaluation and external evaluation. The self-assessment has been carried out by an internal committee constituted by the Director of CDA, Professor Jibrin Mohammed Jibrin, and the external evaluation by the Hcéres. The members of the internal committee are:

- Associate Professor Yusuf Garba, project manager of the ACE project and chairman of the committee;
- Dr Aminu Alhassan Fagge, student welfare officer - ACE management team
- Dr Amina Lawan Mustapha, outreach coordinator - ACE management team
- Dr Mustapha Mohammed Bello
- Associate Professor Murtala Muhammad Badamasi, coordinator training - ACE management team and secretary of the committee

In carrying out the assignment, the committee worked closely with Associate Professor Nuhu Bello Rano, postgraduate programme coordinator of the department of animal science. The self-assessment methodology was based on the Hcéres training evaluation reference system.

IV. EVALUATION REPORT

1 - AIMS OF THE STUDY PROGRAMME

The objectives of the training programme are clear and in close connection with the local and regional needs of dryland livestock production. Through mixing scientific and technical approaches, the master focuses on fundamental and practical skills of high level. The postgraduate student handbook gives all necessary information about courses and outcomes in terms of job opportunities and further studies, but may gain in indicating some examples of actual jobs.

The main objective of the master livestock production and range management in African drylands is clearly exposed in the departmental postgraduate student handbook. This training is built to provide graduates in a wide range of areas of livestock knowledge in order to improve the cattle, horses, goats, sheep, poultries and fish productions in such warm and dry environment. This master degree is designed to train students for both research and technical fields.

The name of the study programme, clearly understandable by all stakeholders, is consistent with its content and objectives. This master degree is intended as a two-year programme and combines course work, internship with a dissertation. Course synopses are well described in the postgraduate student handbook, explaining the objectives, learning outcomes, course content and assessment. As one goal is to educate researchers, technicians and managers, one could expect some courses in economy and management. However, those skills could be acquired through the internship and research times alongside with companies.

The outcomes in terms of skills are well identified and possible career pathways are suggested to graduates of this programme. Graduated students are for example expected as technical advisors, research consultants or farm managers. It has to be considered that such skills and responsibilities are not those of veterinarians, who are trained in other universities. Careers can be provided by both female and male graduated students, as recommended by the World Bank. This training also expected that graduates will be qualified for PhD in the related fields, and can pursue their career as teachers/researchers in universities/institutes. However, that list of expected careers is not yet fully confirmed by real graduates, as only four students have been graduated since 2015.

2 – POSITION OF THE STUDY PROGRAMME

This training is well positioned and connected with the urgent needs of African countries. Moreover, at local and regional scales, there is no direct competition from other masters in the field of livestock production and range management. However, despite its strengths, this master is not visible enough with a low flow of students, particularly foreign students. Partnership agreements with many institutions, and the obligate internship at the end of MSc, reinforce the link with the socio-economic partners. However, partners are involved in the internships and in the supervision of the student's research/projects, but none of them is involved in teaching. Nevertheless, the CDA provides the right framework for the emergence of innovative projects between students, research and socio-economics partners. This will probably help also to promote the visibility of this programme and increase the number of students through years.

This training has an explicit position and has a relevant programme connected with the needs of the country, thanks to the involvement of socio-economic partners from the beginning of this master. Partners are more involved in the internships and supervision of the students' research/projects rather than in the courses and seminars.

The CDA is the only African centre focusing on teaching, research and development activities in drylands agriculture. So, currently, the institutions around the area of Bayero University Kano do not provide such training. In addition, this training is opened to graduates from various disciplines ranging from agriculture, agricultural engineering, dryland agriculture, farm management and other related disciplines. All this should improve the visibility of this master, however the expected effects are not visible with a low flow of foreign students: only 4 foreign students on 38 applicants in the last 5 years, and no regional women at all. With 4 to 16 applicants per year, most of them have been enrolled, except in 2019-2020. These students are enrolled after three years undergraduate studies in agriculture (mostly), animal production, and technical agriculture in Bayero University, Kano or others universities -not documented in the report. It means that the master degree is positioned in the continuity of the existing bachelor programmes. In any case, staff has to reinforce the advertisement for the master programme to increase the number of students, especially from regional countries.

Also, all laboratories and farms belonging to the CDA and their facilities are available to students of this training. Moreover, the one month internship spent by students in companies, institutions or NGOs, provides opportunities of exchanges between academic and professional worlds. Ten non-academic organizations are cited as hosts for one month internships (Sovet International Co. Limited, Kano, Phed Agrovet Nigeria Limited, L & Z Integrated Farms Nigeria Limited, Grand Cereals and Oil Mill Limited, Jos, Nigeria, Riverside Farms, Gano & Associates Limited, Kaduna, Saida Farms Limited, Kaduna, Madakin Gini Farms Limited, Kano, Ayman Farm, Jama'are, Bauchi- Nigeria), and that is a really good point.

Furthermore, the CDA provides the right framework for the emergence of innovative projects between students, research and socio-economics partners, as with the creation of a Regional Innovation, Training and Entrepreneurship Accelerator (RITEA). This will probably help to promote the visibility of this programme and increase the number of students through years.

3 – STUDY PROGRAMME TEACHING STRUCTURE

The study programme is consistent with the objectives of this MSc and is well explained in the student handbook. Seminars and internships are great opportunities to connect students with the socio-economic world and help them to get a specialization. After a common core of courses involving students from different masters, optional course selection allow to acquire a specialization. The use of innovative teaching practices is just beginning, and their deployment is a major objective of the training team for the next year. Web courses were initiated during Covid crisis.

The student monitoring is not well formalized but it seems adapted to the current flow of students who can have easy exchanges with teachers. The international environment of students is ensured by the international academic partners involved in this training. This partnership could offer opportunities to improve international student mobility which is not well developed.

The study programme of the MSc livestock production and range management in African dryland is composed of three phases: 1. the common core, attended by students of different masters, including general courses on agriculture and management of productions in drylands, 2. courses selected by students to achieve their specialties, here livestock production, either monogastric (poultry) or ruminants (goats, sheep, cattle or camels), and 3. the research/dissertation phase.

Phase one and phase two are to be completed in the first year, and phase three in the second year. In fact, the first year proposal is reduced to only one optional course on the second semester; it could be improved to offer a real choice to students. Nevertheless, a gradual specialization is well proposed with general teaching courses at the beginning of the training followed by seminars and internship at the end of the second semester. The teaching units are consistent with the objectives of this training; the courses content, objectives and assessment are clearly reported in the student handbook with well-constructed and clear tables. Courses on ruminant physiology, grazing and pasture seem to be more developed than poultry or egg productions.

There is no special accommodation for students with special needs or requirements but as the number of students is quite low, the interaction with teachers is very easy and adaptation of the courses content can be proposed. On the 34 national students, only 4 had a partial grant, the large majority being self-sponsored. This raises the need to work aside from university, with the possible lack of investment in studies.

Through the CDA, this training has links with the socio-economic world. Indeed, after a one-day consultation between the industrial/sectoral stakeholders and the CDA members, participants provided input in teaching content, contribution of professionals from industry and internship opportunities.

The objectives and assessment of internships are clearly expressed in the student handbook. The Deputy Director outreach and publication and the coordinator of outreach provide support service in internship placement, help to identify the right organization and to link student with supervisor.

The additional skill proposed during this training is English language for non-native speakers with the possibility to obtain a certificate, useful for further job or studies. As reported by a Nigerian student, yet employed in his country, it is a skill of first importance. It was reported that the reverse should be useful – i.e. French lessons – to favor mixing of students in the whole Sub-Saharan region.

A one month internship is performed by students. A very well documented table was given in the added data, indicating places of internship from 2015 to 2020. It shows that students are welcome in various institutions, NGOs and companies, giving them a wide vision of livestock productions. One internship report was provided as an example: it reports actually useful skills in livestock feed preparation in a context of professional use.

The use of innovative teaching practices is just beginning and recently, the teaching team was trained on the use of modern tools. Moreover, the centre collaborates with the University of Copenhagen to improve their pedagogical methods. Nevertheless, these innovative practices are currently not operational, and their deployment is a major objective of the training team for the next year, using all available infrastructures (smart

boards, internet connectivity...). The Covid crisis encouraged teachers to test some courses through web tools; students like them a lot. This modernization will benefit also.

The student monitoring is ensured by the department postgraduate coordinator who tracks monthly the progress of all post-graduate students. No more individual student support, such as tutoring, is proposed. No refresher course is proposed to students, except concerning English language for non-native speaker. Once again, the current low flow of students does not require a more formalized monitoring, and teachers can easily adapt the course content.

Opportunity for student to shift to another study programme could be evaluated and proposed according to the professional project.

All the courses are taught in English (native language) and no foreign language is learned. Even if the learning environment of this training should be multinational, with students coming from various African countries, in fact, the very small part of foreign students (0 to 2 student per year) is not enough to ensure this international context. The long list of international academic partners involved in this training and coming from UK, USA, Denmark, Tunisia, Mali, etc, should pave the way internationally. Nevertheless, no international mobility has been registered, and all the internships, even of rare regional students, took place in Nigeria.

4 – PROGRAMME MANAGEMENT

The study programme is managed by a formal team identified by all stakeholders. Management team, teachers and socio-economic partners are also well known. One can only regret that the latter are only involved in internship and not in the courses. All rules of assessment and validation of skills are clearly stated, even if no formal tool is used to record skills acquired.

Selection and enrollment are clearly explained to postgraduate students.

Student monitoring shows a very low proportion of international students. This low enrollment appears as a major weakness and the management team must increase the visibility and attractiveness of this training outside from Nigeria. In addition, the low percentage of graduates (four in five years) and the extension of the duration of the training over two years are really problematic and injure the programme.

The MSc livestock production and range management is managed by the department of animal science which has sufficient administrative and teaching resources with 8 permanents teaching staff, 6 technicians and 1 administrative staff. Additionally, 6 junior staff are in charge of herder, lab assistant and farm keepers.

The CDA is headed by a director and 3 deputy directors in charge of research, training and outreach which are separated in three units: 1. the training unit handles all affairs related to admission, and academic issues related to the programme, 2. the research unit handles student research grants issues and thematic research areas of the centre, and 3. the outreach unit handles issues related to monitoring and evaluation, internship, publications and outreach activities of the centre. Nevertheless, at the moment there is no structure that brings all players together.

Students are aware of the list of the teachers and the role and responsibilities of each of them, reported in the student handbook. All the teachers belong to the academic staff of Bayero University, Kano. The socio-economic partners are only involved in internships and research/project supervision. This may be regretted.

Three examination boards 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 all these various examination boards.

Methods for testing knowledge and rules for validation of skills are clearly stated in the student handbook.

The number of students is monitored each year. The result of this monitoring shows an increase of the number of students since the last five years, but only 4 in 2019-2020, despite 14 applicants. However, a lack of international attractiveness appears with a surprisingly very low percentage of foreign students: only 4 students (only males) have been enrolled during the last five years.

Student recruitment methods are transparent for postgraduate students, and clearly mentioned on the BUK website. Using the prescribed forms approved by the board of the school of postgraduate studies, students can easily enroll. The selection of applicants is not strong because 70 to 92 % were enrolled, except in 2020.

It is really disappointing that only 4 MSc students graduated since 2015. All other students, enrolled since 2016, have still the MSc student status; their graduations are planned in 2021 or 2022, that contradicts the student handbook and it is a real issue for the future of this programme.

There is no formal tracking method of graduated students, but the centre keeps track through social networks and alumni. Surprisingly, the following of students shows that most of them need more than two years to graduate and some of them are still in this training five years after their enrollment. No analysis or explanation is given. A better tracking and a proper analysis by the management team could help to explain this situation.

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

V. CONCLUSION

The MSc programme in animal science (livestock production and range management in African drylands) has a relevant focus, very well adapted to the local and regional context of dryland agro-systems and livestock production. This unique training in the regional area benefits of a strong support of the centre for dryland agriculture (CDA) which provides all the necessary facilities, administrative staff and material resources. In addition, with a large academic staff of Bayero University, Kano, specialized in the field of training, students are in good conditions to succeed in their studies. However, perhaps because few grants are allocated, most students do not complete their master degree, even after four years.

The content is well adapted to the local and regional needs; it aims to provide graduates capable to sustain livestock systems. Selection, registration, courses contents and assessment are very well described in the student handbook. Nevertheless, these pieces of information are only available for postgraduates of the Bayero University, Kano; to improve the external visibility, the CDA website needs to be updated.

This training identifies many socio-economic partners both in local and international areas; this is a really good point to facilitate the integration of students into the job market. Nevertheless, one can wonder if this partnership is really active as ten local partners provide all the internships. It may also be regretted that international firms locally based are absent. Partners who have signed an agreement with the CDA should be approached again by the management team, in order to intensify their commitment and help to improve the attractiveness of this MSc, especially from foreign areas.

The main objective of this MSc is to provide graduates to be qualified for PhD in livestock production and range management, to pursue teaching/research carrier. Nevertheless, the number of graduated students is certainly too low to really feed the doctorate.

STRENGTHS

- Relevant field in line with needs of African drylands
- Structured training programme, with an adequate number of qualified staff and facilities
- Internship within numerous and accurate professional partners
- Staff and facilities shared among CDA

WEAKNESSES

- Too long graduation completion and lack of grants
- Few regional students
- Lack of communication tools as functional website

RECOMMENDATIONS

- Reinforce advertisements of the master programme in regional countries
- Improve monitoring of the study programme to achieve graduation in two years
- Ask for more grants to facilitate the investment of students in their studies, with a gender balance
- Develop communication tools for better visibility of the master programme by updating the CDA website in particular

VI. COMMENTS OF THE INSTITUTION



CENTRE FOR DRYLAND AGRICULTURE
BAYERO UNIVERSITY, KANO



Vice-Chancellor: Professor Sagir Adamu Abbas, B.Sc., M.Ed. (BUK), PhD (BUK), FMAN
Director: Professor Jibrin M. Jibrin, B.Agric., M.Sc., Ph.D (ABU), RSS, FSSSN

P.M.B. 3011, KANO
Tel: +234 8062720871
Email: cda@buk.edu.ng
Web: www.cda-buk.edu.ng

29th October 2021

Antoine DEVOUCOUX du BUYSSON
Responsable de projet / Head of project
Département Europe et International
Europe & International Department
2 rue Albert Einstein - 75013 Paris

Dear Professor du BUYSSON,

Re: CDA ACE Evaluation Report (MSc Animal Science – Livestock Production and Range Management in African Drylands)

Thank you very much for sharing the evaluation report of our MSc Animal Science (Livestock Production and Range Management in African Drylands) programme. The Centre for Dryland Agriculture (CDA) responds to the comments and recommendations contained in the report as follows:

1. *Reinforce advertisements of the master programme in regional countries.* The CDA accepts the recommendation. The programme will be vigorously advertised regionally through our various networks, including the Association of African Universities (AAU) and other partners of the CDA.
2. *Improve monitoring of the study programme to achieve graduation in two years.* The CDA accepts this recommendation. Already the Centre is consulting with School of Postgraduate Studies (SPS) to institute a more rigorous process for tracking and monitoring student-supervisor progress.
3. *Ask for more grants to facilitate the investment of students in their studies, with a gender balance.* Funding sources will be sought to provide opportunities and encourage more enrolment into the programme. Deliberate effort will be made to strive for gender balance through provision of more incentives that will encourage more students, especially females, to apply and enroll into the programme.
4. *Develop communication tools for better visibility of the master programme by updating the CDA website in particular.* The Centre has already started work on improving its website (<http://cda-buk.edu.ng/programmes/>). A communications team has now been constituted with a dedicated content manager for the site.

Yours sincerely



Professor Jibrin M. Jibrin

LIST OF ACRONYMS

ACE :	African center of excellence
BUK :	Bayero University, Kano
CDA :	Centre for dryland agriculture
GIS :	Geographic information system
Hcéres :	High Council for the evaluation of research and higher education
LPRMAD :	Livestock production and range management in African drylands
MSc :	Master of Science
NGO :	Non-governmental organization
NUC :	National Universities Commission of Nigeria
PhD :	Doctoral degree
RITEA :	Regional innovation, training and entrepreneurship accelerator
UK :	United Kingdom
USA :	United States of America
WCA :	West and Central Africa

Europe and International department

ACCREDITATION DECISION

M.Sc. Animal Science (Livestock Production and Range Management in African Drylands)

Centre for Dryland Agriculture,
Bayero University, Kano

Nigeria

December 2021

SCOPE OF THE ACCREDITATION GRANTED BY HCERES

HCERES 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 HCERES 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 HCERES 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 HCERES 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.

Assessment of criterion

The objectives of the training programme are clear and in close connection with the local and regional needs of dryland livestock production. Through mixing scientific and technical approaches, the master focuses on fundamental and practical skills of high level.
The postgraduate student handbook gives all necessary information about courses and outcomes in terms of job opportunities and further studies, but may gain of indicating some examples of actual jobs.

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.

Assessment of criterion

This training is well positioned and connected with the urgent needs of African countries. Moreover, at local and regional scales, there is no direct competition from other masters in the field of livestock production and range management. However, despite its strengths, this master is not visible enough with a low flow of students, particularly foreign students.
Partnership agreements with many institutions, and the mandatory internship at the end of MSc, reinforce the link with the socio-economic partners. However, partners are involved in the internships and in the supervision of the student's research/projects, but none of them is involved in teaching.
Nevertheless, the CDA provides the right framework for the emergence of innovative projects between students, research and socio-economics partners. This will also probably help to promote the visibility of this programme and increase the number of students through years.

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.

Assessment of criterion

The study programme is consistent with the objectives of this MSc and is well explained in the student handbook. Seminars and internships are great opportunities to connect students with the socio-economic world and help them to get a specialization. After a common core of courses involving students from different masters, optional course selection allow to acquire a specialization. The use of innovative teaching practices is just beginning, and their deployment is a major objective of the training team for the next year. Web courses were initiated during the Covid crisis.

The student monitoring is not well formalized but it seems adapted to the current flow of students who can have easy exchanges with teachers. The international environment of students is ensured by the international academic partners involved in this training. This partnership could offer opportunities to improve international student mobility which is not well developed.

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.

Assessment of criterion

The study programme is managed by a formal team identified by all stakeholders. Management team, teachers and socio-economic partners are also well known. One can only regret that the latter are only involved in internship and not in the courses. All rules of assessment and validation of skills are clearly stated, even if no formal tool is used to record skills acquired.

Selection and enrollment are clearly explained to postgraduate students.

Student monitoring shows a very low proportion of international students. This low enrollment appears as a major weakness and the management team must increase the visibility and attractiveness of this training outside from Nigeria. In addition, the low percentage of graduates (four in five years) and the extension of the duration of the training over two years are really problematic and injure the programme.

FINAL DECISION

Considering the accreditation criteria analysis detailed above, the accreditation committee issues the following decision:

**“Accredited with conditions for three years
(December 2021 – December 2024) with report and follow up visit”**

and draws attention to the following points:

- Reinforce advertisements of the master programme in regional countries
- Improve monitoring of the study programme to achieve graduation in two years
- Ask for more grants to facilitate the investment of students in their studies, with a gender balance
- Develop communication tools for better visibility of the master programme by updating the CDA website in particular
- Stabilize and strengthen the master

SIGNATURE

For HCERES,

Thierry Coulhon, President:



Date: Paris, December 17th 2021



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

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