



APHEA

Agency for Public Health
Education Accreditation

SITE VISIT REPORT FOR THE
INSTITUTIONAL ACCREDITATION

REVIEW OF

**Centre of Excellence in Reproductive Health Innovation (CERHI),
University of Benin, Nigeria.**

Executive Summary

Accreditation granted June 2019 to June 2025

AGENCY FOR PUBLIC HEALTH EDUCATION ACCREDITATION
SITE VISIT DATES: 1st April to 3rd April 2019

SITE VISIT TEAM:
Professor Ulrich Laaser, Chair
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Executive Summary

The review team (hereunder referred to as “the team”) would like to express their gratitude for the hospitality of CERHI and the observed overall quality of the school (hereunder referred to as “the school”). All the meetings were conducted in an open and congenial manner which was appreciated by the review team. The team would especially express its gratitude for the additional logistical assistance provided by the school.

Criterion I: Governance and Organisation of the Institution

The Centre of Excellence in Reproductive Health Innovation (CERHI) within the University of Benin is relatively new school which began in 2014. The first cohort of students have recently graduated in November 2018. The age and relatively small size of the school inevitably requires that individuals within hold several roles. As the school continues to grow care should be taken to ensure against overlap in the roles of staff and faculty at the school.

The school is a constituent part of the larger University of Benin and is supported internally by the University as well as externally through a range of stakeholders, including the World Bank and various national, regional and international academic partners, such as, amongst others, Harvard School of Public Health. Non-academic partners and stakeholders were also present within the school and their roles will require further clarification and integration into the structures of the school as it continues to grow.

Criterion II: Aims and Objectives of the Public Health Institution and its programmes

The Mission of the school is “To implement high quality training and applied research for reproductive health professionals needed to build a new cohort of human resource for reducing the region’s high burden of fertility, unsafe abortion, maternal mortality and HIV/AIDS.”

The team had the opportunity to witness the education and research activities of the school as well as a range of community activity conducted by the school through interactions with external organisations such as NGOs. During the interviews alumni and students had also highlighted how the school uses internships, education and research to

interact with the needs of the local and regional communities. One example of this was demonstrated to the team through the site visit to a refugee camp for displaced orphans. Additionally, in 2018 the school conducted a research and medical outreach project on the sexual and reproductive health and rights of internally and externally displaced and trafficked young women in Edo state. As result the team recommended that the school should consider a refresh of its mission statement to take into account its extensive community outreach activities.

Criterion III: Programmes

The school has an array of programmes at Masters and PhD level. These include, Masters in Public Health (fulltime and part time) MSc. In Reproductive Health, MSc Health Economics, MSc Nursing Science as well as PhD Reproductive Health, PhD Health Economics and PhD Public Health. The development of the programmes at the school were and continue to be assisted through partnerships nationally, regionally and internationally which added a great strength to the academic output. Alumni from the school had clearly indicated that their education and research had expanded their knowledge and widened their horizons whilst improving their career prospects. This is an area that the team felt could be wider publicised by the school through the use of testimonials on the website.

As part of the school's ongoing review activities they are recommended to consider the possibilities to further expand on the coverage of public health concepts and global health. Although students are trained in biomedical ethics the team also recommended further concentrations on population ethics. Concerning fraud and plagiarism, both faculty and students were clearly informed and trained and the school is advised to consider the use of third-party member of staff to reduce the burden of plagiarism checking felt by some of the faculty.

As a department of the University of Benin, the school pursues university wide policies including the use of academic credits. During the earlier curriculum validation phase of the accreditation process it was noted that the credit system used did not appear to be consistently applied and therefore the school is urged to take a lead in basing their credits

on student workload including face-to-face teaching, supervised work and individual self-learning in the unit of hours. This would enable the school to represent the full student learning consistently in their system which is comparable with other systems, such as the European Credit Transfer System.

Criterion IV: Students and Graduates

During the visit the team met and discussed with a variety of alumni and students including student representatives within the management structures of the school. These groups had expressed that the institution and programmes had exceeded their expectations involving learning, facilities and career improvements. Although, having only graduated four months prior to the visit, the alumni had already established itself into formalised groups which met regularly.

The school possesses a student consultation forum which allows for students and faculty to meet regularly. Students and alumni had expressed that this was satisfactory and included use of WhatsApp groups. The use of WhatsApp was part of a repertoire of social media used by the school which also included Twitter and Facebook. However, the team acknowledged that the school's website should be considered as the primary interaction with the external world and encouraged the school to establish a development and maintenance plan for website which include a full perspective of the school's activities and the aforementioned testimonials as well as its wide-ranging community outreach work.

Criterion V: Human Resources and Staffing

During the preparatory self-assessment documentation, the school had only listed a few areas of community outreach and service. However, during the visit the team found, and witnessed, and extensive engagement in community outreach as mentioned above under criterion II. As a recommendation, the team felt the school could do more to promote and broadcast this area of their work as it was deemed to be quite special.

The faculty demonstrated a large range of multi-disciplinarity which also included faculty from the wider University structures. In addition, the school included international faculty and were encouraged to improve on these contributions to their domestic faculty

composition. Provisions are provided by the school for the inclusion of international faculty and the team had the possibility to visit the guesthouse in which international faculty stay during their time at the school.

Faculty at the school were also found to have access to funding to attend international conferences. The majority of faculty were continually trained locally through a variety of short-term trainings within the country. The team thought that the school should look to increase the amount of international training opportunities for faculty.

The school employs student feedback to evaluate faculty performance. The team would recommend that the school take care not to be overly reliant on student feedback and to broaden evaluation to include other methods to monitor professional quality in teaching. Examples, could include an auditor, peer review and assessments.

Criterion VI: Supportive Services, Budgeting and Facilities

As part of the site visit, the team had visited the facilities of the school and were impressed with the quantity of electronic library resources including the ability of students to access those facilities from home. The library and related facilities were found to have good opening hours and availability for the students who were orientated in their use as part of their induction at the school.

The learning spaces were equally reviewed as part of the tour of facilities and found to be well-equipped. The school has two main lecture rooms as well as smaller meeting rooms. Computer facilities were available to the students and laptops available for loan on a short basis.

During the visit, students were specifically questioned on their academic and pastoral care to which all students provided positive commentary. Student welfare for the school is centrally located through the university and students were very clear as to who to approach and how. Evidence was provided by the students of their use and satisfaction of these services. The team also met with and visited a well-functioning counselling service provided through the University of Benin.

Accommodation is organised through the school's hostel management committee which monitors the activities and maintenance of the hostel provided to international students

as well as addressing areas of concerns raised by the students. The newly renovated hostel facilities were visited as part of the tour of facilities and residents spoken to. The facilities were deemed entirely appropriate, comfortable and were appreciated by the students.

Criterion VII: Internal Quality Management

Faculty, staff and students were clearly involved in the developmental plans of the school. Alumni, as noted were relatively new and will require incorporation in the future. For school improvement and advancement, a clearer inclusion of stakeholders from outside of the academic setting was recommended.

The school's quality managements systems include a Monitoring and Evaluation officer, a larger committee structure and a range of indicators and check points. Representatives from the central university had also met with the team and explained the process of employer led assessments.

Although the programme outputs of the school are still relatively new, the team advised the school to monitor their progress and outputs as soon as is relevant, to ensure that changes are implemented if required. Feedback was clearly provided to the students and faculty through formalised committee structures.

Details of external reviews by representatives associated with the World Bank project were presented and included a review of the MPH through external evaluation from the Harvard School of Public Health as well as an International Advisory Board. Changes incorporated into the PhD Reproductive Health and PhD in Nursing programmes were outlined during interviews.

Summary of Conclusions

Criterion I: Governance and Organisation of the Institution	
Sub – Criterion 1.1	Met
Sub – Criterion 1.2	Met
Sub – Criterion 1.3	Met
Sub – Criterion 1.4	Met with comments
Criterion II: Aims and Objectives of the Public Health Institution and its programmes.	
Sub – Criterion 2.1	Met
Sub – Criterion 2.2	Met
Sub – Criterion 2.3	Met
Sub – Criterion 2.4	Met
Criterion III: Programmes	
Sub – Criterion 3.1	Met with comments
Sub – Criterion 3.2	Met
Sub – Criterion 3.3	Met with comments
Sub – Criterion 3.4	Met
Sub – Criterion 3.5	Met
Sub – Criterion 3.6	Met with comments
Sub – Criterion 3.7	Met
Criterion IV: Students and Graduates	
Sub – Criterion 4.1	Met
Sub – Criterion 4.2	Met
Sub – Criterion 4.3	Met
Sub – Criterion 4.4	Partially met with comments
Sub – Criterion 4.5	Met
Sub – Criterion 4.6	Met

Criterion V: Human Resources and Staffing	
Sub – Criterion 5.1	Met
Sub – Criterion 5.2	Met
Sub – Criterion 5.3	Met
Sub – Criterion 5.4	Met with comments
Sub – Criterion 5.5	Met
Sub – Criterion 5.6	Met
Sub – Criterion 5.7	Met
Sub – Criterion 5.8	Met
Criterion VI: Supportive Services, Budgeting and Facilities	
Sub – Criterion 6.1	Met with comments
Sub – Criterion 6.2	Met
Sub – Criterion 6.3	Met
Sub – Criterion 6.4	Met
Sub – Criterion 6.5	Met
Criterion VII: Internal Quality Management	
Sub – Criterion 7.1	Met with comments
Sub – Criterion 7.2	Met
Sub – Criterion 7.3	Met
Sub – Criterion 7.4	Met