

WAY FORWARD TO THE CUSTOMISED FORM

(Revised HEC form retrieved in May 2023, customised and Considered by TRC at its 99th Ordinary Meeting held on 21st June 2023)

- a) *Please peruse, update and finalise in line with the requirements of the Annexure Checklist herein (pp 52).*
- b) *Fill in the QA report Template – The form is endorsed by the Head of Department and submitted for the QA vetting.*
- c) *An Internal Quality Assurance Report (IQAR) (after verification) will be provided by the QA office, after verification of the Portfolio.*

Academics are invited to peruse all sections to ensure that the content is appropriate to the Programme and submit all the necessary documentation endorsed by the Head of Department for the vetting.

Delete this box once vetting completed (for internal use only).

Higher Education Commission Programme Accreditation Instructions for filling the form

- A. Applications must be submitted in 3 hard copies and 1 soft copy in **Word format**. Application must be dated, binded and page numbered. A table of content must be included.
- B. The application has to be duly verified and signed by the head of local institution before submission to HEC to ensure validity of all information. Plagiarism will lead to rejection of application.
- C. The information provided by the institution for programme accreditation should meet the purpose of programme accreditation below and should clearly show compliance with the minimum standards that the programmes are expected to meet in relation to each criterion below (Section 3), as set up by the HEC's Regulatory Framework for Postsecondary Education.
- D. It is essential that applicants read the [criteria](#) and [guidelines for programme accreditation](#) of HEC available on the HEC website before submitting the application, together with any other evidence which will support their application for accreditation. If a requested information/document is not applicable to the programme or to the institution, kindly indicate same.
- E. All applications should provide/summarise all essential information in the application itself as write up and evidence to substantiate same as requested under different sub-sections of the criteria. Relevant information should be extracted from the awarding body's policies/manual/ rules and regulations to address each sub-section; however the applicant should clearly state how the policy/rules are implemented/adapted at the local institution to suit our context, needs of students and imperatives.
- F. As per the Higher Education Bill: The Commission shall not accredit any programme that leads to a professional qualification for practice in Mauritius unless the relevant recognised professional body gives its approval.

Purposes of a Programme Accreditation

The purposes of a programme accreditation are to reassure stakeholders that programmes proposed are:

- (i) relevant to the socio-economic needs of Mauritius;
- (ii) of international standards;
- (iii) recognised nationally, regionally and internationally;
- (iv) delivered in a satisfactory manner, ensuring that resources, both human and material, meet quality control procedures administered by the HEC

1. **Institutional Information**

Local Institution:

Address of Institution: **Reduit, Mauritius**

Address of location(s) where programmes are offered: **UOM Campus, Reduit, Mauritius**
Faculty of

Registration Expiry Date:

Head of institution:

Name of Contact Person:

Contact Telephone No:

Fax No.:

Contact email:

Website of local institution: <https://www.uom.ac.mu/>

Name and email of Contact person at awarding body:

2. Programme Information

Full title of the programme to be accredited (as in the certificate awarded)	To be Filled by Faculty/Centre		
Full title of awarding body	University of Mauritius		
Regulatory body in country of origin	<i>Provide the name of regulatory body/government authority which lists/accredit/recognise the programme/university in the country of origin.</i> <i>E.g., South African Qualification Authority or Commission des Titres d'Ingénieur, France</i>		
NQF Level (MQA)	To be Filled by Faculty/Centre		
Programme Attendance (Tick as appropriate)	Mode of	Full-time ☐	Part-time ☐
Programme Delivery (Tick as appropriate)	Mode of	Online/Distance ☐	Face-to-Face ☐
		Blended ☐	Block Teaching ☐
		Mode of Delivery of Lectures for 2023/2024 https://drive.google.com/file/d/1Y1cHRDqBUM2tmHYlfkNkOa4IfjNE-sUw/view	
Academic year (starting/ending)	To be Filled by Faculty/Centre		
Status of programme accreditation (tick or delete as appropriate)	First time application for accreditation of this programme ☐ Renewal of full accreditation ☐ Renewal of provisional accreditation ☐ (If renewal when (dd/mm/yy) was the programme first accredited by TEC?)		
Professional programme* (Tick as appropriate)	Yes ☐ No ☐ <i>If yes, which bodies accredit/recognised the programme locally and internationally?</i> <i>Annex</i> <i>a. Provide evidence of approval from relevant recognised professional body in Mauritius</i>		

*Professional programmes are those that are also recognised by professional bodies locally and in the country of origin (medical, dentistry, engineering, law, architecture, pharmacy, psychology etc.).

3. Criteria for Programme Accreditation

3.1. Aims and Objectives

3.1.1. Justification for offering programme in Mauritius

Write up to substantiate the above statement

For new programmes, please provide the Training Needs Analysis

For renewal of programmes, please also provide a write up on the demand for the programme, on application data, on the progress of students, evidence of increasing enrolment of students etc. as well as alumni destination.

When was the programme first approved at the awarding body? When was it first offered in the country of origin? How many cohorts/students have already pass out of the programme? If professional programme, provide evidence students have registered with relevant recognised professional bodies in the country of origin.

Insert Section (1) – Objective and Aims from Programme Catalogue here)

3.1.2. Programme is designed to meet the needs of students, taking into account programme length/duration, modes of attendance, location, structure and sequence, optional elements etc.

Write up to substantiate the above statement

(i) Mode of Attendance: (Full Time/Part Time)

(ii) <i>Delivery Type</i>	<table><tr><td data-bbox="563 1222 1065 1262"><i>Face to face/contact</i></td></tr><tr><td data-bbox="563 1262 1065 1304"><i>Face to face and distance</i></td></tr><tr><td data-bbox="563 1304 1065 1346"></td></tr><tr><td data-bbox="563 1346 1065 1388"><i>Block teaching</i></td></tr><tr><td data-bbox="563 1388 1065 1430"><i>Other</i></td></tr></table>	<i>Face to face/contact</i>	<i>Face to face and distance</i>		<i>Block teaching</i>	<i>Other</i>
<i>Face to face/contact</i>						
<i>Face to face and distance</i>						
<i>Block teaching</i>						
<i>Other</i>						

(iii) Duration (minimum and maximum) in terms of years –Year(s) Full-time

(iv) Contact hours per year – Hours (..... Modules of 30 Contact Hours Each + 1 Dissertation)

(v) Number of semesters – Semesters

3.1.3. Programme aims and objectives are explicit and that teaching staff are conversant with them and they inform learners of them.

Write up to substantiate the above statement. How do you ensure teaching staff are conversant with programme aims and objectives? How do you communicate these?

In line with Section 4 of the UoM Programme Design Policy approved by the UoM Senate ref:

<http://uomtemp.uom.ac.mu/qa/index.php/programmedesignapproval>

And Policy for Teaching and learning ref: <http://uomtemp.uom.ac.mu/qa/index.php/teachinglearning>

Programmes at the University are designed and developed by academic Departments/ Units or Centres, where the Programme Board of Studies is the appropriate decision-making body. The Programme Board of Studies is required to liaise with other Departments/ Centres which may have expertise in the Programme areas. The Programme BoS adhere to the following principles as approved by Senate:

Section 4.3.2 of the UoM Programme Design policy stipulates that

Programmes of Studies should have clearly defined aims and objectives.

The aims should outline the overall rationale and purpose of the Programme and what it is intended to achieve. The objectives should be given in the form of measurable learning outcomes that will establish whether the aims have been met. They should be stated in terms of knowledge, understanding and skills students are expected to acquire when they have successfully completed the Programme of Studies.

Teaching and Learning

Students would be exposed to a range of teaching styles and methods, which should be appropriate to the nature of the discipline. There should be evidence of adequate support, but also of encouragement of independent thought and the development of skills, which will enable students to take increasing responsibility for their own learning within the framework of the Programme. For students following Programmes or subjects with practical or professional applications, where requisite experience and training cannot be provided within institution-based Programmes, there should be appropriate opportunities for fieldwork or work placements.

Teaching Staff

Staff should be appropriately qualified and/or competent to teach the Programme. Appropriate staff development should be considered to ensure teaching skills are of a sufficient level to deliver the Programme to a high standard. Where professional practitioners/ part-time staff are employed, there should be an adequate monitoring system to ensure that they are teaching at the required level. Part-time lecturers should normally be appointed at least 15 days before the start of a module.

Assessment

Assessment methods should test a student's achievement in relation to the objectives of the Programme. Assessment should test subject knowledge and understanding and also the development of appropriate skills.

Reference: <https://drive.google.com/file/d/1AO4CalL4s3bkbo3W-JkSe0OK9WKRIi0Q/view>

Communication of the aims and objectives of programmes to the student is ensured by having the full programmes on the UoM intranet. Detailed Module Catalogues designed by the Lecturers are made available to UoM students at the start of lectures (Semester) detailing the Programme aims, objectives, learning outcomes, curriculum content and weekly content of lectures, lecturers' names and contacts

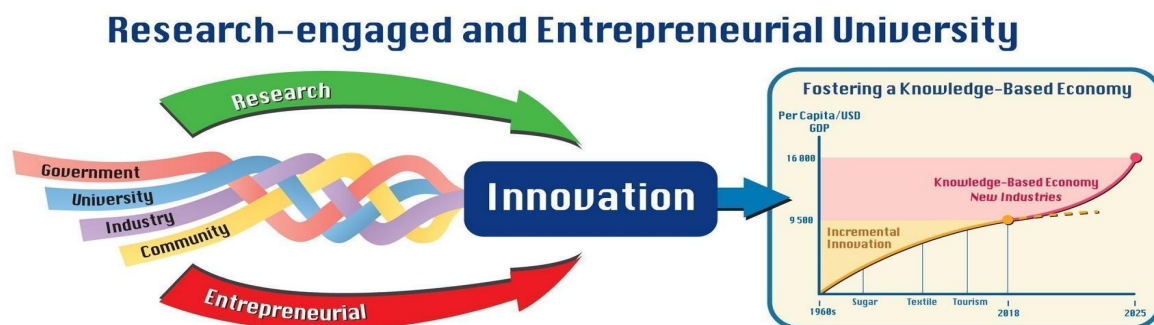
All the module outlines of this programme were designed by the full-time academics at the University of Mauritius who are specialised in the respective areas of the Programme Catalogue. The aims and objectives of programmes will be explained to prospective students at UoM career guidance sessions or open days organised once per year and these are also included in the programme structure for the benefit of students who have registered for this programme. Moreover, the aims and objectives of each specific module will be mentioned in the Module Catalogue that each academic at the UoM have to mandatory provide to registered students.

3.1.4. The Specialist aims and objectives are consistent with institutional mission and aims.
Write up to substantiate the above statement, including mission and aims of institution

The stated Mission of the University is as follows:

To position the UoM as a research-engaged and entrepreneurial University.

This new vision empowers the UoM to play an active role in building the human, intellectual, business and social capital needed for our country to develop an innovation-based economy. To achieve this vision, UoM has not only developed the tripartite relationship, (UoM-Government-Industry) but is also engaging closely with the community in what is coined as a quadruple helix of innovation, as depicted below:



Programme designers and the module designers are academics at the UoM having various years of expertise and exposure to teaching and supervision of research work, this reinforces the capacity of the UoM as an institution of excellence to provide education that promotes sustainable development. Having the ambition to portray Mauritius as a Knowledge hub, this programme will shape further students to better meet the expectations of the market.

This proposed programme has been endorsed and approved by members from the advisory committee meeting held on as well as the UoM Senate held on that proves this new/revised programme is in line with the professional sector's requirements. Evidence Enclosed.

Vision of University and Mission of the Department (Can be customized)

3.1.5. Aims and objectives correspond to the needs of learners, society and the economy, as revealed by systematic investigation.

Write up to substantiate the above statement

Annex b. Outcome of training needs analysis (documentary evidence)

Student Recruitment, Selection and Admission

3.2.1. Policies regarding student recruitment, selection and admission are in line with established practices in higher education institutions world-wide.

Write up to substantiate the above statement and evidence that students are registered with the awarding body. Write up on the selection procedure. Minimum cohort to offer the programme locally as per awarding body's policy.

Selection will be done on academic merit as per usual procedures at the University of Mauritius.

1.2 SELECTION OF STUDENTS

Applicants must satisfy the relevant and specific Programme Requirements in addition to the University General Entry Requirements.

All applications will be assessed fairly and against specific academic selection criteria as outlined in the University's Policy on Recruitment, Selection and Admissions, available on: <http://www.uom.ac.mu/index.php/centres-offices/quality-assurance>. The latter describes fully the criteria and process for selecting applicants for admission to Programmes of Study at the University of Mauritius (UoM).

Figure 1: Extract from UOM Regulations for selection of students

Reference to the UoM Regulations and QA Docs

□ **Policy available for Student Recruitment, Selection and Admission.**

<http://uomtemp.uom.ac.mu/OA/index.php/recruitmentintro>

□ **Regulations Chapter 1: Selection and Admission to Taught Programmes
General Entry + Programme Specific Requirements.**

<https://www.uom.ac.mu/index.php/study-at-uom/current-students/regulations/undergraduate-postgraduate>

□ **Faculty to provide Programme Specific Requirements (Section 1.5 of Regulations)**

Programmes, are advertised in local newspapers, on the University Website and University students and staff are sent an e-mail. The applicants fill in an online application form for all Programmes applied. The system automatically generates application forms based on the number

of programmes applied Form A (master copy) is kept at ASRO and Form B (faculties copy) is sent to faculties. Our Policies for recruitment, selection and admission are at the following URL:

<http://uomtemp.uom.ac.mu/QA/index.php/recruitmentintro>

Selection Panel

A selection panel comprising relevant academic staff is constituted for each taught Programme of Studies and determines the list of selected applicants according to standard criteria approved by Senate. In addition, each selection panel may have its own specific criteria.

Composition of the Selection Panel

The selection panel will be composed of: -

- Head of Department offering or in charge of the Programme - Chairperson
- One Senior Academic and the Programme Coordinator(s)
- Head(s) of Department(s) and Programme Coordinator(s) from other relevant Department(s)/Faculty(ies)/Centre(s).

Terms of Reference

The Terms of Reference of the Panel would be:

- to evaluate the application of each candidate on the basis of the written application and supporting documentation;
- to hold interviews with pre-selected applicants, if necessary; and
- to recommend admission(s) to the Dean/Director.

Qualified applicants are selected by the Panel on basis of merit and according to the following criteria:

- (i) Undergraduate academic results
- (ii) Postgraduate academic results (if applicable)
- (iii) Practical proficiency (Standard Aptitudes Tests, e.g. GRE, GMAT, etc.)
- (iv) Personal motivation at interview (if applicable)

The list of selected applicants is approved by the Head(s) of Department and Dean(s) of Faculty/Director before transmission to the Registrar. The list of selected applicants is sent to the ASRO, which issues letters of offer for registration procedures.

The minimum cohort size to offer this new ... programme is [To be filled by Department]

3.2.2. Admission is on merit and includes minimum academic achievements as approved by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research which are essential for the programme, or their equivalent.

For undergraduate programmes, the entry requirement for admission to HEIs should not be less than a Pass in:

Either: 3 subjects at A-level and 1 subject at subsidiary level at the Higher Education Certificate Examination

Or: 2 subjects at A-level and 2 subjects at subsidiary level at the Higher Education Certificate Examination

Or: 3 subjects at A-level at the London General Certificate Examination

Write up to substantiate the above statement. Confirm that the institution conforms to the entry requirements as decided by the government for undergraduate programmes.

For renewal of programmes, provide a write up on student profile, and a summary/list of qualifications that have been accepted for admission.

Note: Acceptable qualifications for entry at any level must be recognised by relevant bodies (Mauritius Qualifications Authority, Government Examination Boards, Regulatory bodies, UK NARIC etc.)

The UoM Procedure available at www.uom.ac.mu for Student Recruitment, Selection and Admission

- As per UOM Regulations, the entry requirements for this proposed programme are as follows:

- **General Requirements**

Successful completion of an undergraduate degree with

- at least a Second Class or 50%, whichever is applicable or
- a GPA not less than 2.5 out of 4 or equivalent, from a recognised higher education institution or alternative qualifications acceptable to the University of Mauritius

- **Programme Specific Requirements**

To be Specified by Faculty/Centre and must appear on the Programme Catalogue approved by Senate.

Note: If the programme Specific Requirements are not clear in the Programme Catalogue approved by Senate then the UoM General Rules and Regulations apply.

https://www.uom.ac.mu/images/FILES/Regulations/2022_2023/chap1.pdf

3.2.3. Provision is made to enable students who do not have traditional academic qualifications, but who have the motivation and potential, including accreditation of prior learning, accreditation of experiential learning, credit accumulation and transfer, work-based learning, and those who are mature to enrol on these programmes as well as desired aptitude for successful completion of the programme.

Write up to substantiate the above statement including Relevant extract from Accreditation of Prior/Experiential Learning policy of awarding body as is applied at local institution; Relevant extract from credit and accumulation transfer policy; mature students' policy. For renewal of programme, please indicate whether institution has enrolled students with non-traditional academic qualifications

Regulations Chapter 1: Selection and Admission to Taught Programmes

Regulations Section 1.7 Mature Students.

For renewal of the programme, please indicate whether the institution has enrolled students with non-traditional academic qualifications and how many students have enrolled via these pathways

Please refer to the extract from UOM Regulations 1.7 and 1.7.2 of Chapter 1 on selection and admission to taught programmes. This will be done in accordance with UoM entry requirements under: Special Cases and Mature Students.

1.7 MATURE STUDENTS In line with the Government Policy of commitment to lifelong learning, the University has developed the concept of admission of mature students on some Programmes of Study. 'Mature Students' shall be those who fall under the following criteria:
1.7.2 Postgraduate Programmes (i) Candidates who are older in terms of age (> 30 years) and do not have the General Entry Requirements for admission at the University of Mauritius but have a minimum of: Either (a) a recognised undergraduate Diploma in a relevant field or any other equivalent qualifications acceptable to the University plus at least 7 years of relevant work experience; Or (b) a third class or pass degree in relevant field plus at least 3 years of relevant work experience; OR (ii) who are older in terms of age (> 30 years) and who possess the General Entry Requirements but are lower in terms of admission ranking at the University of Mauritius. Mature students will only be admitted on Programmes of Study identified by Deans of Faculty/ Director of Centre/ Principals of Partner Institutions (PI)/ Affiliated Institutions (AI). Mature students are selected by the Faculty/ Centre/ PI/ AI on the basis of the following: (i) qualifications and experience of applicants; and (ii) interview to assess commitment, motivation and academic standards (25%) and a written examination (75%), if applicable. Upon receipt of an application by a "mature candidate": (a) The Department concerned will process the application as outlined at (i) and (ii) above. (b) If the Department is satisfied that the candidate can be admitted as a mature student, the Head of the Department concerned will submit a report thereon to the Dean of Faculty/ Director of Centre/ Principal of PI/ AI. (c) The Dean of Faculty/ Director of Centre/ Principal of PI/ AI will seek the approval of Faculty Board/ Centre Board/ PI/ AI Board of Studies. (d) Upon approval of Faculty Board/ Centre Board/ PI/ AI Board of Studies, the Dean/ Director/ Principal will communicate the decision to the Registrar for the issue of a letter of offer of seat to the applicant.

Figure 2: Extracts from UOM Regulations for special cases and mature students

https://www.uom.ac.mu/images/FILES/Regulations/2022_2023/chap1.pdf

3.2.4. Provision is made for student counselling in deciding the choice of programme and it should include factual and unambiguous information on job prospects and academic/career progression.

Write up to substantiate the above statement including on a counselling cell to provide students with more information about programmes on offer. To advise the prospective students on the programme that meets his/her career requirements. How do you inform learners about any professional registration required?

Students are counselled at UoM Open Days organised for disseminating information on programmes that are on offer for the relevant academic year to prospective students. The counselling sessions are held by full-time UoM academics. Moreover, all programme information, including programme structures, are available on the UoM website. Contact information of Faculty is also available on the Faculty website, if further information is required.

3.2.5. Fee Structure/breakdown: *Write up to substantiate the above statement.*
Are the tuitions fees and refund policies listed on the website and student handbook?

Fees already approved by UoM Budget and infrastructure committee and Council: Rs **total fees**

Refund policy applicable as per UoM policies. Chapter 13 of the Regulations. See extracts below also available at the following url:

https://uom.ac.mu/images/FILES/Regulations/2023_2024/chap13.pdf

Annex c. Enrolment form,

Annex d. Programme handbook to include Fees and Refund policy

Annex e. Student Charter

13.4 REFUND OF FEES UPON WITHDRAWAL

75% of the amount paid by students will be refunded provided that the request for refund is received at least one week prior to the start of the Academic Year (*applicable to students benefiting from the exemption of fees*).

The regulations as per Table below will be applicable to students who are not eligible for exemption of fees.

Separate or specific provisions are applicable for collaborative/joint award/dual degrees with foreign institutions.

<u>GENERAL FEES</u>	
Receipt of Request for Refund	Refund
(i) Before or within one week after start of first semester	75%
(ii) Above one week and up to two weeks after start of first semester	50%
(iii) Above two weeks and up to three weeks after start of first semester	25%
(iv) Above three weeks from start of first semester	No Refund
Students withdrawing from the University of Mauritius to accept scholarships tenable at other Universities would be refunded 75% of the General Fees regardless of the time frame at (ii), (iii) and (iv) above.	

<u>TUITION FEES</u>	
Receipt of Request for Refund	Refund
At least two weeks before the start of the first semester	100%
Less than two weeks before the start of the first semester	70%
Within 3 weeks after the start of the first semester	50%
More than three weeks after the start of the first semester	No Refund

- “Request for refund of **Tuition Fees**, submitted more than three (3) weeks after the start of the first Semester, exemption or waiving may be considered, subject to valid justifications and supported by evidence on a case-to-case basis by the Faculty/CILL Board and Teaching and Research Committee. The Procedure for request is shown below in a Flowchart. The timeline for considering such requests should normally not exceed three (3) months, following which no refund will be considered”.

https://www.uom.ac.mu/images/FILES/Regulations/2022_2023/chap13.pdf

3.3. Programme Design, Approval and Review

Available at www.uom.ac.mu/qa

3.3.1. The Programme provides an appropriate balance of specialist content, general conceptual skills and personal, transferable skills.

Write up on the design of the programme, credentials of course developers, programme structure content, expected level of competency, skills, knowledge to be acquired, credit system in place, etc.

Programmes are designed/reviewed by academic staff of the concerned department and other departments when relevant. A well-defined procedure is followed for the approval or revision of a programme. Various stakeholders are involved in the design of programmes, including students and industry collaborators.

All information regarding programme design, approval and review can be found from the Quality Assurance website: <http://uomtemp.uom.ac.mu/qa/index.php/programmedesignapproval>. It also includes a flowchart summarizing the procedure for approval of programmes.

Semester 1					
Module Code	Module Name	Lectures Hours per week	Tutorial Hours per week	Practical Hours per week	Credits

ELECTIVES – To Choose One					
Semester 3					
Module Code	Module Name	Lectures Hours per week	Tutorial Hours per week	Practical Hours per week	Credits
Semester 4					
Module Code	Module Name	Lectures Hours per week	Tutorial Hours per week	Practical Hours per week	Credits

Kindly fill in the following table with the required details according to the semesters and add rows if required:

Extract and Summary of Section 8 of Programme Catalogue

Department to customize [Refer to Programme Catalogue]

Example of Input

Please see breakdown below as per Learner Centred Credit System of the University of Mauritius (As per UoM Programme catalogue – List of Module)

8. LIST OF MODULES (Tabular Form)

Module Code	Module Name	¹ L/T/P# (Contact Hours)	Self-Study Hrs	Other Learning Hrs	LCCS Credits
CORE MODULES (YEARLY AND SEMESTER)					
TO CHOOSE ELECTIVE(s) OFFERED BY THE DEPARTMENT/					

3.3.2. The Programme is up-to-date in terms of specialist developments and current trends on programme development and delivery

Write up to substantiate the above statement. Include in the module information sheet any contextualization brought to the syllabus locally to enhance the programme.

Provide, in this section, the Subject/Module Information Sheet for each module. This should include the following:

- Module name*
- Name of lecturer/ coordinator if supported by distance learning*
- Number of contact hours for each module (lectures/practicals)*
- Number of notional learning hours*
- Credit per module*
- Core/elective*
- Module aims and objectives*
- Module syllabus*
- Learning outcomes (knowledge and skills)*
- Learning, teaching and assessment strategies*
- Assessment rubric/weighting*
- Learning materials/ List of recommended textbooks/journals (are these available online/in the library?)*
- Placement requirements, if any, including guidelines for same.*

Department to provide info on the relevancy of the programme

Write up on Project/dissertation (if applicable). Include relevant extract from Dissertation guide, supervision, monitoring and assessment, plagiarism, etc.

CHAPTER 8

REGULATIONS FOR FINAL YEAR PROJECTS/ DISSERTATIONS

8.1 INTRODUCTION

As part requirement for the award of undergraduate certificate/ diploma/ degree and taught postgraduate degree at the University of Mauritius, a project culminating in the submission of a dissertation must normally be carried out by students in their final year of study.

The project/ dissertation is a module that provides the students with the opportunity to design, undertake or conduct an independent piece of research or study related to their Programme of Study under the guidance of a supervisor, who is normally a member of the academic staff (full-time or part-time). Other qualified supervisors may also be appointed subject to approval by the Head of Department and Dean of Faculty/ Director of Centre.

A 'Project' is an investigative undertaking, a structured, organised experiential learning including design work, field work or other placement learning. A 'Project' leads to a 'dissertation' that is assessed.

The 'Dissertation' is a comprehensive description of the aims, objectives of the project, a review of the literature on the subject matter, the investigation/ planning and methodology, the results and findings, and concrete recommendations and conclusions.

The dissertation is a major document that reflects the skills of the student to investigate critically a topic/ problem, the ability to gather and analyse information, and to present and discuss the results /investigation concisely and clearly.

The project/ dissertation carries 3-12 UoM credits or 6-24 LCCS credits depending on the Programme of Study. The number of UoM /LCCS credits is reflected in the amount of time a student is expected to devote to the project/ dissertation. Typically a project/ dissertation of 12 UoM credits or 24 LCCS credits will require about 720 notional learning hours. The project/ dissertation normally lasts two semesters or as stated otherwise in the Programme of Study, and may involve practical work.

The regulations outlined in this document apply to final year projects/ dissertations of both undergraduate and taught postgraduate Programmes.

Figure 5: Extract from UoM regulations for final year projects and dissertations

CHAPTER 7

PLAGIARISM AND FABRICATION OR FALSIFICATION OF RESULT(S)/ DOCUMENT(S)

7.1 INTRODUCTION

Plagiarism and fabrication or falsification of result(s)/ document(s) constitute examples of examination irregularities and are considered as serious offences in the academic world.

7.2 PLAGIARISM

Plagiarism involves using the work of another person and presenting it as one's own, whether published or unpublished. Any of the following acts constitutes plagiarism:

- (i) submitting the work of another or part of it as one's own, whether published or unpublished;
- (ii) directly reproducing from a source without proper citation;
- (iii) paraphrasing or summarising another's work without acknowledging the source;
- (iv) using facts, figures, graphs, charts or information without acknowledging the source;
- (v) downloading part(s) of any document, graphics, artwork or other material from the internet and presenting it as one's own without acknowledgement;
- (vi) any infringement of the Copyright Act.

7.2.1 Avoiding Plagiarism (Note to Students)

Attention of students is drawn to the fact that 'plagiarism' is considered as a serious offence in the academic world and that it may cost the student a reduction in his/her class award or in some cases even expulsion from the University.

Coursework, dissertations, projects and essays submitted for assessment must be the student's own work, unless in the case of group projects/ assignments where a joint effort is expected and is indicated as such.

Therefore students should always:

- (i) state clearly and in the appropriate form where they found the material on which they have based their work;
- (ii) acknowledge the people whose concepts, experiments, or results they have extracted, developed or summarized, even if these ideas have been put in their own words; and
- (iii) avoid excessive copying of paragraphs by another author, even when the source is acknowledged.

7.2.2 'Turnitin' Software

The University of Mauritius subscribes to the Turnitin software which is widely used internationally. Turnitin is a web-based electronic system designed to locate and

3.3.3. Provision is made for periodic review of programmes

Write up to substantiate the above statement including the process, timeline and frequency of periodic review at awarding body.

When was last review of programme conducted and what changes, if any have been made? Process in place for local institution to participate in the periodic review? Any process in place for local institution to contextualize content, at classroom level, at institutional level? When was the programme first approved at the awarding body? When was it first offered? How many cohorts/students have already pass out of the programme?

- UoM Programmes are regularly reviewed as per our Annual Review Policy. Available on the QA website. Ref: <http://uomtemp.uom.ac.mu/qa/index.php/qamonitoringenhancement>
- Years of review are indicated in the Footer of the Programme Catalogue. Ref. Last page of the Programme Catalogue and the footer of the programme catalogue.
- The number of cohorts/students who have already passed the programme will be available from respective Faculty. --- Department to seek info from Faculty

The board of studies of each Faculty meet on a yearly basis to discuss:

- (1) Achievement of programme aims and learning outcomes
- (2) Cohort (progression) analysis
- (3) Evaluation and Review
- (4) Resources
- (5) Key Changes and events

Recommendations are then made to review existing programme structure such as adding up new modules or amending the existing module outlines.

3.3.4. There is an established system of regular liaison between the institution and industry, public agencies, professional bodies and other potential end-users.

Write up to substantiate the above statement, in terms of either sector wide or stakeholder consultation, feedback or input prior approval/review of programme. Provide evidence to support the meaningful engagement of stakeholders external to awarding body or local institution.

Annex f. Approval by relevant recognised body for Professional Programme in Mauritius, if applicable

Annex g. Approval by relevant authority in the home country that the programme can be offered in Mauritius

Programme is tailor-made to industry needs.

Quality Assurance documentation on Advisory Committees Procedure for the approval of New Programmes and programmes undergoing major reviews. Ref: <https://drive.google.com/file/d/1CcESytGhTWz-0mGW6mhVtp7XCw07xVHe/view>

The advisory board comprises of stakeholders from industry and practice and their engagement will be meaningful and insightful in amending modules' outlines.

The Board of each Faculty/ Centre may appoint one or more Advisory Committees in the subjects of the Faculty/ Centre consisting of:

- (a) the Dean/ Director as Chairperson;
- (b) the Professors holding posts allocated to the Faculty/ Centre;
- (c) such members of the Faculties/ Centres as are designated by the Board of Faculty/ Centre;
- (d) not more than 12 persons not being members of the full-time academic staff of the University with special interests in the subject of concern, to the Advisory Committee, appointed on the nomination of the Vice-Chancellor and the Dean of Faculty/ Director of Centre jointly for such periods and on such conditions as the Board may, in each case determine.

Each Advisory Committee shall receive information and reports from the Dean of the Faculty/Director of Centre on the teaching and research of the Faculty/ Centre in the subjects that concern it and on proposed academic developments in those fields, and shall advise the Board on the relevance of the curricula to the national need, on matters concerning the employment and careers of past students of the University and in fields in which further teaching or research is needed.

3.4 The Teaching and Learning Environment

3.4.1 The academic environment, physical and social, is generally conducive to learning, and the level of research and other scholarly activities is appropriate to the level of teaching

Write up to substantiate the above statement

The UOM has its own campus equipped with the latest technology to create an appropriate environment conducive to teaching this programme. The academics to deliver the modules of this programme are highly qualified and well versed in related matters of this area. Additionally, research week and regular conferences are organised by the UOM which touch base on pertinent matters relating to the subject, which will be of great use to students in general.

Academic staff who will be teaching on the programme are experienced and qualified and they have all followed the TAL 5010: Academic Induction module which is a compulsory module for all new academic recruits.

Part-Timers are selected based on qualifications, experience, and past feedback from students and tutors. As per UoM procedures, fresh part-time staff are interviewed and recommendations are submitted for approval by the UoM Staff Committee.

3.4.2 Teaching accommodation is sufficient in quantity and is appropriate for the programme on offer and for the full range of students. They meet health and safety regulations currently in force.

Write up on space available for accommodation of students as per programme requirements. Evidence of satisfaction by students and staff? Evidence of compliance with health and safety requirements?

The UOM campus is sufficiently equipped with class venues, relevant laboratories and projector as well as laptops in the classrooms to facilitate the delivery of lectures. Moreover, there is a lift system that is fully functional on campus for disabled students, especially for those relying on the support of wheel chairs, to attend face-to-face lectures and tutorials.

Ancillary Services offered is student-centered and committed to offering students, faculty as well as staff members campus services (main canteen and food outlets, vending machines), e-library, gymnasium, students' Centre, Wi-Fi across campus etc. to enhance the student experience

Construction of a Hall of Residence for international students on a Build, Transfer and Operate basis which started several years ago, is now under way.

Venue	Number of rooms	Seating Capacity (Average)	Current usage (hours per week) (approximate usage)	Recent improvement (if applicable)
Lecture Hall 1				
Enquiry Office	1	3	76hrs	
Psychologist Office	1	6	NIL	
Lecture Hall 2				
Store Room	1	1	76hrs	
Mauriclean Office	1	2	52hrs	
Raized Plaza	1	120	10 – 50hrs	

Each full-time staff at the UOM has his or her own office, which is equipped with computers, lighting, physical storage equipment and air ventilators. The UOM campus already caters for this arrangement via individual offices of each academic.

3.4.5 The physical environment is adequately maintained in terms of safety, cleanliness, repairs and decor.

Write up on general maintenance.

All classrooms are spacious, well-maintained, and clean. All IT equipment is functional and open WIFI available to students and staff.

The UOM has a policy of cleanliness and there are 2 Health and Safety Officers to look after safety and cleanliness matters. Moreover, office attendants, outsourced cleaners, and security officers monitor, clean and verify the status of classrooms before the start of lectures. The lift system and air-conditioning systems undergo regular maintenance as per UOM policies on this subject.

The University aims to protect and promote, so far as is reasonably practicable, the health, safety and welfare of all its employees, students, visitors and others who may be affected by its activities in accordance with the legal requirements. The University considers that good health and safety performance is a fundamental prerequisite if the University aims to provide a first-class working and teaching establishment.

We ensure that University buildings and our services provide an environment that supports

learning and research. Our facilities are operational, available and safe for everyone. Our staff and external contractors undertake a comprehensive maintenance regime to deliver this, and all areas of each building are properly managed, with particular regard to the provision of Health and Safety systems.

Security Services operate across the entire University Campus. We aim to ensure that staff, students, and visitors are provided with a security service that enables teaching, learning, and recreation to take place in a safe and secure environment.

The cleaning team is responsible for keeping all buildings across the University campus clean.

CFS link Annual report:
<https://drive.google.com/file/d/1-qvM90xnUtyFW-9XyvntfbUEAbXhabvJ/view>

3.4.6 Accommodation, especially specialist accommodation, is optimally used as evidenced by suitable plans, schedules, timetables, and control systems.

Write up on the facilities for supporting many of the activities in the programme. Usage of accommodation for the number of students enrolled.

You may include some of the above information, where applicable, in the table below.

	N°	Capacity	Current usage (hours per week)	Recent improvement (if applicable)
Teaching venues (classroom, lecture theatre etc)				
IT laboratories				
Specialized laboratories/workrooms				

3.4.4 Accommodation, especially specialist accommodation, is optimally used as evidenced by suitable plans, schedules, timetables and control systems.

Teaching accommodation is sufficient in quantity and is appropriate for the programme on offer and for the full range of students. They meet health and safety regulations currently in force. There are adequate specialist facilities - including practical and experimental learning facilities - for the programme on offer.

Teaching venues	Number of Classrooms	Seating Capacity (Average)	Current usage (hours per week) (approximate usage)	Recent improvement (if applicable)
Lecture Hall 1	18	765	50 – 70hrs	
Lecture Hall 2	13	625	50 – 70hrs	
Tower Block	4	154	50 – 70hrs	
Confucius (X-Auf)	1	45	30 – 45hrs	
Music Room - 1 st Floor	1	10	10 – 20hrs	
Cafeteria				
Faculty of Agriculture Phase 1	3	108	50 – 70hrs	
Faculty of Agriculture Phase 2	3	165	50 – 70hrs	
Faculty of Engineering Phase 2	7	305	50 – 70hrs	
Prof Lim Fat Building	9	701	50 – 70hrs	
Engineering Tower				
Doctoral School				
MIBS				
The Core Building	5	420	50 – 70hrs	
Ebene				
Medical Science Classes				
Lecture Theater 1	1	140	50 – 70hrs	
Lecture Theater 1	1	140	50 – 70hrs	
RBLT	1	140	50 – 70hrs	
ELT 1	1	140	10 – 50hrs	
ELT 2	1	175	50 – 70hrs	
The Core Building	1	244	20 – 50hrs	
Auditorium				

3.5 Staff Resources and Ancillary

3.5.1 The teaching staff establishment is sufficient (in terms of capacity and capability) to deliver the programme. *Write up to substantiate the above statement. Provide the total number of academic staff, whether full time or part time, and indicate ratio staff: students for each programme. Provide list of support staff.*

The Programme will be serviced by both full-time and part time staff.

Prior to the start of the Semester, there is a call for expression of interest. Based on that call, the list of resource persons to service the programme are sent to the Pro Vice Chancellor (Academia) for approval. This office will then verify teaching load etc before approving the list of resource persons.

The academic staff who will be teaching on the programme are experienced and qualified and they have all followed the TAL 5010: Academic Induction module which is a compulsory module for all new academic recruits.

For some modules, part-timers are selected based on qualifications and experience and past feedback from students and tutors. As per UoM procedures, fresh part time staff are interviewed, and recommendations submitted for approval by the Staff Committee.

3.5.2 Teaching staff complement (suitable, mix of qualifications and skills, experience, aptitudes, age, status, etc.)

N°	Name and title (FT or PT staff)	Module(s) allocated	Qualifications, including highest relevant qualification, awarding body, the date awarded	Field of expertise and present occupation	N° of years of teaching and research experience in HE
1					
2					

Provide a 2-pager CV (or 1-page recto/verso) of the lecturer, including the following information: Qualifications, including highest relevant qualification including the awarding body and the date awarded

- Field in which qualification was obtained (should be relevant to module(s) allocated)
- Number of years of teaching experience in the tertiary sector (if any)
- Outline of other relevant work experience (company, job title, job level, years of experience)
- Postgraduate supervision experience (if any)
- Research output (peer-reviewed journal publications, books, patents etc)

Department/Faculty to provide.

3.5.3 There is adequate support in terms of library, technician, administrative, student services, staffing, etc. *Provide the list of the support staff employed at the institution in terms of library, technician, administrative, student services staffing, etc*

These support services are well-developed at the UoM.

The University has a pool of fully qualified staff who assist in the provision of services for the delivery of the programme and the provision of services to students in terms of library, laboratories, counselling, and welfare. The staff requirements are regularly assessed during HR Planning Exercise and staff are recruited/promoted/re-deployed to ensure the delivery of services to students.

The UOM is equipped with a library which offers a range of handbooks in the discipline. The library is open to students and staff from Monday to Saturday from 08.30 till 16.00. IT technicians may also help in attending to connectivity issues or technical problems when using IT systems in lectures by academics. There is also the Student's Representative Office at the Faculty that helps students encountering general issues like online registration, module enrolment or involve them with extracurricular activities. All these amenities support the proper and good functioning of delivery of programmes.

3.5.4 Staff resources are effectively deployed: roles and relationships are well defined and understood; duties allocated are appropriate to qualifications, experience and aptitude; there is provision for review, consultation and redeployment.

Write up to substantiate the above statement.

The hierarchical and operational structure of the University were reviewed following the recommendations of the Visitor for a new organization structure with clearly demarcated functions and responsibilities, restyled posts with specific responsibilities and implemented in 2014. The Pay Research Bureau also conduct a review of the grades and structure every 5 years based on the recommendations of the University to upgrade posts in terms of qualifications & experience, eliminate obsolete positions, and create new cadres in line with international norms, technologies and new trends in overseas HEIs.

At the level of the University, new grades are created and Schemes of Service for existing grades are also reviewed regularly to meet its mission and vision. The COVID-19 crisis has accentuated the trend towards digital workspace and remote/hybrid work systems. Policies for Work-from-home and flexitime have been implemented. The UoM also focusses on the training off staff to acquire the skills & qualifications, develop aptitudes and utilise new technology to promote remote working.

Each grade at the UoM has a well-defined scheme of service. The duties are clearly mentioned and well understood by staff members. Staff members are aware about the delivery of the output and results expected from them.

Academic staff members are recruited in specific fields. Candidates should possess qualifications relevant to the fields for which they are applying and the modules they are expected to teach.

Deployment of staff is carried out in consultation with Deans and Heads of Units and with the collaboration of the Unions on regular basis. Major redeployments were carried out in 2017 and in 2020 with the creation of 2 new Faculties: FOICDT and FMHS, respectively.

An HR Planning exercise is conducted each year whereby Faculties/Centres/Units indicate their staffing requirements and indicate where they need more HR resources. Based on the inputs received, promotions and recruitment exercises are carried out as well as rotation of staff.

In addition, staff members are often rotated across the University. Criteria such as qualifications and skills, which may help a staff member to contribute more in a particular department, are often taken into consideration while posting the staff member to a particular department, for example, staff members with a financial background are posted at the Finance Section, and those with a law background are posted at the Legal Affairs Office etc. Staff are also rotated across different Department/Unit of the UoM to increase their versatility and broaden their knowledge and skills.

The UOM has a Human Resource Department, which is responsible for allocating tasks and duties to assigned staff. Our Faculty has a pool of academics and administrative staff which has been allocated duties as per their job titles either by the PRB report or their contract of employment. Each academic has a particular area of expertise to which the latter is assigned the related module to be taught subject to the approval of the Head of Department, Dean of Faculty and the Pro-Vice Chancellor-Academia.

3.5.5 Staff development needs are systematically identified, in relation to individual aspirations, the programme and institutional requirements.

Write up to substantiate the above statement

Extract from the staff development policy of the awarding body and how this policy is implemented at local institution.

A staff Development Policy is presently being worked out. A Training Needs Assessment has been conducted to identify the training needs of staff and to prepare a formal training plan. This exercise will be carried out on a yearly basis. Meanwhile gaps between the required roles and responsibilities of staff and actual roles/responsibilities are identified informally and via the performance management systems and opportunities are given to the staff to upgrade competencies, for example, training on Customer Care and Quality Service. Staff are also nominated for training organised by local or international institutions.

At the time of annual monitoring and review of programme, comments on any staff development identified during the year, are made to the board of studies. The effectiveness of part-time or temporary academics and any procedure used to monitor their performance, are also discussed. A report is then provided for each year/level of the Programme by the respective Programme Coordinator to the Board of Studies. Recommendations are then made and approved by the Dean of Faculty for further action.

3.5.6 All staff, academic and non-academic, are given the opportunity with necessary support to undertake appropriate staff development related to identified needs: induction, in-service training, secondments, consultancy, research and other scholarly activities.

Indicate the opportunities provided to the academic and non-academic staff to enhance their competences and to support their professional growth and development. How is performance appraisal related to capacity building? Evidence of induction or in-service training?

Annex h. Organisational chart of the institution

Annex i. 2-pager CVs of each academic staff

Annex j. Consent letters of part time lecturers/tutors for the module allocated

Annex k. Approval of lecturers by awarding body

Induction and in-service training are provided to all newly-recruited staff members by Heads of Units and immediate supervisors so that the new recruits are informed about the duties/responsibilities to be assigned to them. Staff members are trained on how to use several online platforms and applications, for example, Zoom, Google suits, Oracle applications etc.

The UoM has a 'Consultancy and Contract Research Centre' under the aegis of the Pro-Vice-Chancellor (Planning & Resources) for the management of consultancy projects. The Centre also manages projects of national importance, commissioned projects from both private and public sectors as well as regional and international organisations. These projects can cover a wide range of disciplines that constitute the expertise and regional relevance of the University.

In order to foster research at the UoM, Poles of Research Excellence (PREs) have been set up to bring together academics to consolidate research areas and work on research projects where UoM is laying emphasis. A Policy for academic recruitment was also approved in May 2017 such that new recruitment of academic staff would be on the basis of expertise of applicants to consolidate research areas.

The Performance Management System is also being implemented at the UoM and training will be organised to address any shortcomings identified during the review. Conferences, workshops are also being organised, for example, Research and Innovation Week where staff get the opportunity to showcase their research as well as network with peers.

Indicate the opportunities provided to the academic and non-academic staff to enhance their competences and to support their professional growth and development. How is performance appraisal related to capacity building? Evidence of induction or in-service training?

The UoM has a sponsorship policy that provides opportunities for non-academic staff members to register for part-time programmes of studies one level above the prerequisite qualification requirements for their respective grades.

At the UoM, provisions are made in the Annual Budgetary for funds to be made available for staff training of all staff. The UoM also endeavours to meet the minimum annual training requirements (up to 60hrs) for employees at different levels. Opportunities and leaves (with or without pay) are granted to attend local, regional or international workshops/seminars/conferences, formal award programmes. Short courses and customized training courses are also provided in-home and through external organisations, such as Communication Skills improve writing skills, security and health, and digital tech. Knowledge Talk Series is organized for all staff on various topics of common interest such as cashless societies, drug proliferation and a comprehensive training on Leadership was also attended by Management, Deans of Faculty, Directors as well as other categories of academic and non-academic staff.

The UoM also provides 7 Research Funding Schemes for the academic community to encourage professional growth and development:

1. Research in line with National priority areas
2. Early career (to consolidate research profiles)
3. To engage on PhD programmes
4. To fund proposals that have potential for commercialisation
5. For knowledge advancement
6. Collaborative projects at international level
7. Research dissemination to cover costs registration and presentation of papers in local/international virtual conferences/workshops.

A PMS has been implemented for both academic and non-academic staff and the final review exercise is scheduled shortly.

(Input from HR Department as per email dated 06 September 2022)

New entrants undergo an induction meeting and training by senior staff. In addition, new academics have to carry out the Teaching and Learning Module during the first year of the probation period. Academics at UoM are encouraged to embark on PhD and Post-doctoral studies and they are granted with paid study leaves as an encouragement. Moreover, performance appraisal of each staff at the UoM will be compulsorily conducted as from 2022 for the last academic year and consequently; the ongoing staff development needs can be better identified and acted upon in due course.

Please see Annex 2 for CVs of Academic Staff

Consent letters of part-time lecturers/tutors for the module allocated: Note- Please refer to subsection 3.5.1. This is finalised on a semester basis.

Consent letter will be available once the course is launched.

Once UoM gets the Accreditation, it will issue the contract to the part-time lecturers who shall then submit the contract to their employer for the consent letter. Moreover, the offer of the programme, post-accreditation will depend on such factors number of qualified applicants.

We shall then forward the consent letter to HEC.

3.6 Learning Resources (Faculty/ Centre can customise)

3.6.1 There are sufficient physical resources to deliver the programme, including equipment, materials and Information and Communications Technology.

Write up to substantiate the above statement

The UOM campus is sufficiently equipped with class venues and projectors as well as laptops in these classrooms to facilitate delivery of lectures. IT technicians are also available to help academics deal with technological or connectivity issues when delivering lectures on campus.

Necessary resources are available. Both Redit and Ebene are well equipped.
<https://uom.ac.mu/cits/index.php/about-cits>

3.6.2 Equipment is up-to-date, readily available and effectively deployed.

Write up to substantiate the above statement. For specialised laboratories, provide detailed list of equipment

(To be customised further by Faculty/Centre)

3.6.3 Library, audio-visual, internet access, appropriate software and hardware and other academic services are adequate for the programme.

Write up to substantiate the above statement.

Write up on access to online library of the awarding body

	Equipment/physical resources/learning materials
Classroom	
IT Laboratories	
Specialised laboratories	
Programme specific laboratories	
Library	Library holding etc. for the programme

Annex 1. The library holding for programme

The UOM is equipped with a library which offers a range of book in the area. The library is open to students and staff from Monday to Saturday from 08.30 till 16.00. Students and staff who cannot access the library can make use of the online UOM library system at <https://library.uom.ac.mu/libero/WebOpac.cls?VERSION=2&ACTION=LANGEN> by registering with their Student Identity Number or staff login details to access library resources. A free WIFI is also available on a 24/7 basis on campus which will help students gain access to online resources especially for their research.

3.7 Programme Organisation and Delivery

3.7.1 Learning programmes are effectively organised and managed.

Write up to substantiate the above statement

Provide the Timetable (with room allotment, names of lecturers, lecture/workshop/practical classes)

All UoM programmes undergo a quality assurance mechanism, where the department, faculty and quality assurance office vet the latter. A board of studies including local stakeholders are also involved to ensure the relevance of the modules in the programme.

Each module in the programme needs to have a module catalogue associated with it, which is designed by the academic involved in the delivery. The module catalogue is scrutinously vetted by a moderator and the department as a whole. The module catalogue includes the weekly breakdown for topics to be covered, labsheets, assignments. Since the programme will be offered in a Learner-Centred Credit System, self-learning materials to be covered by students in their own time should be clearly specified. The module catalogue also contains all the predefined mark breakdown for the module, office hours of the resource person and is made available to the students via their student intranet.

3.7.2 Teaching programmes are clearly articulated, made known to learners and regularly monitored.

Write up to substantiate the above statement

Once a Programme is approved, Information with regard to General Entry Requirements, Programmes offered for the current year and General University Regulations are available in the:

- “General Information to Students” Handbook prepared by the Office of Pro-VC (Academia)/ Quality Assurance Office in consultation with the Registrar’s Office
- Information on Programmes: Quality Assurance Office.
- University website: <http://www.uom.ac.mu>

Materials in the “General Information to Students” Handbook include:-

- University Policies
- Codes and rules
- Fees
- Prizes/Scholarships

Materials in the Faculty Handbooks include:-

- General Entry Requirements for each award and specific requirements for each Programme of Studies if any
- Programmes offered by the Faculty/ Partner Institution
- The objectives, number of credits required for the award and duration of the Programmes
- Course structure (list of core & elective modules per semester/year)
- Module outline
- Mode of assessment
- Staff list

The Admission’s Office in consultation with the Registrar’s Office ensures that updated copies of the Faculties’ Handbooks and “General Information to Students” Handbook are available for consultation throughout the year:

- at the Admissions and Student Records Office,
- in each Faculty,

- in the University Library and
- on the University website: <http://www.uom.ac.mu>

Upon admission, all students are given an official UoM email address and Programme Coordinators and lecturers have access to dedicated mailing list for each cohort, allowing them to communicate all documents, procedures, deadlines and other instructions on a timely basis.

The detailed programme catalogue which contains all relevant details (programme objectives, teaching methods, assessment, modules, programme plan, module outlines, etc.) is made available online.

Students will also receive module catalogues at the beginning of each semester from the lecturers concerned.

The University of Mauritius has a well-defined policy for internal moderation and external moderation by external examiners. Programmes are reviewed regularly to take into consideration feedback from industry.

The UoM website/ Student Handbook (<https://www.uom.ac.mu/index.php/study-at-uom/current-students/regulations/undergraduate-postgraduate>) and the Quality Assurance departmental page (<https://uom.ac.mu/QA/>) contains detailed information about procedures and monitoring.

3.7.3 Coursework and assessment are systematically scheduled.

Write up to substantiate the above statement and provide assessment/examinations schedule per calendar year

The exams period at UoM is clearly specified prior to the start of each academic year in the academic calendar, which is published on the UoM website. Important deadlines are also communicated via email to all students by the registry. The examinations section at UoM ensures that there are no conflicts with examinations scheduled for students who have resits/retakes along with their normal cohort exams. UoM also includes a test week within its academic calendar, where all midterms are expected to be carried out within the specified week. In addition to that, all quizzes and additional assignments are specified in the module catalogue, where all submission details are provided.

Annex m. Timetable (with room allotment, names of lecturers, practical classes) with assessment schedule

3.8 Teaching and Learning

3.8.1 Teaching and learning are based on explicit learning outcomes which are consistent with programme/course aims.

Write up to substantiate the above statement

As per the Programme Catalogue:

In order to maintain a good standard of teaching at UoM, a module catalogue is developed for each module. The module catalogue includes all the module details, including the number of credits, the number of teaching hours, the assessment modes, the lecturer and programme coordinator details and more specifically, the learning outcomes and assessment criteria. The learning outcomes are carefully written using the principles of Bloom's Taxonomy and clearly reflect the aims of the programme. These help the students understand what is expected from the module and from them. The module catalogue is made available to all students at the start of the semester.

3.8.2 Teaching methods are innovative, varied, and appropriate to the stated learning outcomes and make effective use of available facilities, equipment, materials and aids.

Write up to substantiate the above statement

There is at present a Teaching Standards Framework at the UOM, which requires teaching to be innovative and to meet the needs of all categories of students. This framework encourages the use of technologically driven methods, the welcoming of guest lecturers, the continuous development of staff, the improvement of logistics and physical environment.

All lectures, tutorials, seminars and practical sessions are adapted to ensure the inclusion of all categories of students. All required equipment and materials are made available to students in our specialised laboratories so that they are able to complete all lab work. Technical support is also provided. The lecturer always welcomes queries and assists students in case of difficulties. Students who may have missed some online lecture sessions due to some reason are provided with lecture recordings.

As far as possible, a blended approach is used. These might include among others: face-to-face lectures, online lectures, practical sessions (including mock trials and on-the-job exercises), tutorials, assignments, seminars, open learning materials, textbooks and independent study as well as collaborative learning.

3.8.3 Teaching is well planned and prepared and effectively performed, taking account of the needs of all categories of students.

Write up to substantiate the above statement

At the start of each academic year, appropriate resource persons from the department or outside the department (where appropriate) are allocated to the modules on offer, taking into consideration their specific areas of expertise and teaching experience. Class time tables are prepared in such a way that classes are evenly distributed over the week and that students have breaks in between classes. Lectures may be conducted in large groups; however, practical and tutorial sessions are conducted in smaller groups so that all students have individual attention and have the opportunity to participate in class discussions.

3.8.4 The style and pace of teaching and learning takes due account of the nature of the programme, learners' varied abilities and prior learning, and the specific needs of the very able or weak learners equally.

Write up to substantiate the above statement

The implementation UOM credit system has completed its full cycle of three years and it follows the European standards for the award of credits (The Learner Centered Credit System (LCCS)). This new system shifts the focus from a teacher-centered approach to a learner-centered model. This facilitates transfer of credits and international student exchange, provide a quality learning experience for our students, and helps the University to optimise the use of teaching resources. Accordingly, tutorial classes are organised for each module with a maximum number of students (as decided by the department) per group in order to enable academics provide individual attention to the specific needs of the highly capable and weak learners more equitably.

Special cases will be taken into consideration and appropriate adjustments will be made to learners' profiles as and when needed.

There are also special provisions for admission of students with disabilities (see https://uom.ac.mu/images/FILES/Regulations/2022_2023/chap11.pdf), including provision of special examination arrangements such as extra time, use of a computer, etc

3.8.5 Teaching approaches encourage independent learning and intellectual development, including critical thinking, and learners take responsibility for their own learning.

Write up to substantiate the above statement

As per the Programme Catalogue:

Students will be expected to devote significant time to independent study (personal reading, individual research work, essay writing, etc.) including practical activities, whether in teams or on an individual basis, and preparation of oral presentations and other exercises.

Please refer to 3.8.3 above. The LCCS model enables students to be more independent and allocates specific time period for their own learning process and research. A self-study of 120 hours (for each yearly module) and 60 hours (for each semester module) as well as other learning hours of 180 hours (for each yearly module) and 90 hours (for each semester module) have been catered for in the programme plan.

3.8.6 Learning is enriched by appropriate reference to cross-curricular links, current research, industrial applications and development of generic skills such as communication and teamwork.

Write up to substantiate the above statement. Provide examples where appropriate.

The development of generic skills like communication and teamwork is ensured by the conduct of tutorial sessions, which are held for per each module per week during which the academic encourages discussions and views from students on a particular topic related to the programme of studies. Students are also encouraged to participate in research seminars and conferences..... regularly organised by the UoM or by other local or international bodies by the

respective academics in the relevant field of study. Also, through dissertation which is compulsory for this programme and course work, it is expected that students keep in track current developments in industry and practice and enhance their research expertise.

(To be customised further by Faculty/Centre)

3.9 Student Support

3.9.1 Students' needs for guidance and support are recognised and provision made for advice and assistance in the programmatic, vocational and personal domains.

Write up to substantiate the above statement. Who is responsible for advice and assistance to students?

Usually, it is the head of department who will allocate the coordination of this programme to a particular full-time academic staff. Any particular concern for a student including the need for special assistance in the programmatic, vocational and personal domains as identified by the relevant student or any lecturer will be reported to the programme coordinator. The latter will then report the matter to the Dean who alongside the programme coordinator, will decide on the appropriate course of action. The role of Programme Coordinators is well-defined at the University of Mauritius. They guide students regarding the programme, time-tables, issues with lecturers, etc. The University also provides psychological support as and when needed through the services of a counsellor on appointment basis. PCs can refer students to the counsellor when they face personal issues for which professional advice and support are needed.

3.9.2 Responsibility for particular aspects of student support is clearly located and effective liaison maintained between arrangements at all levels.

Write up to substantiate the above statement. Evidence of satisfaction from students

As mentioned in 3.8.6 above, the programme coordinator of the programme who is a full-time academic staff at the UOM will be the main liaison. Additionally, it is the policy of the UOM to designate one specific class representative for each batch/Cohort of students who is the main contact person for the programme coordinator and the academic staff. Hence, there is a proper liaison between UOM staff and students at all levels. Programme Coordinators are responsible for organising time-tables and liaising with the administrative and exams sections respectively for matters related to module registration, examinations, etc.

The administrative section provides support for services to students such as programme registration, provision of bus cards, collection of dissertations and other reports as and when needed, etc.

The examinations section is responsible for managing module registration, organisation of exams (including time-tabling of exams), processing of results and communication of same to students through an online platform.

3.9.3 Adequate provision is made for information and advice to potential learners during the application and enrolment phases.

Write up to substantiate the above statement.

The Admissions Office has a well-defined process for advertising programmes, collecting

applications, processing same, liaising with faculties for selection of candidates, enrollment, etc.

During Open Days organised by the UOM which is held on a yearly basis, some support staff from the Admission Office are present to help students apply and enrol on the spot for their respective programmes. Students applying remotely can also contact the Admissions Office helpdesk for more support.

Detailed instructions are posted on UoM Website.

3.9.4 Learners are effectively supported during their studies by systems of induction, course tutors, personal tutors and provision for remediation and curricular choice.

Write up to substantiate the above statement. Evidence of induction.

Students are provided with opportunities by the University to enable them to start their studies with an understanding of the academic and social environment within which they will be working. An Induction Committee, chaired by a Senior Academic Staff nominated by the Management, is set up each year to plan and organise the one-week Induction Programme of the University. The students are called for the induction session the week before the beginning of the courses; each Faculty/ Centre has its own session (1-1½ days). Induction includes briefing and appropriate documentation on:

- the structure of the University and Faculty
- the organisation of courses
- examination rules and regulations
- sports facilities
- module registration and withdrawal

The induction day(s) also include(s) visits to the Faculty/Centre Registry, Administrative Assistant's Office, library, laboratories, computer rooms, CITS, CILL and places of interest for students (bookshop, canteen, sports facilities, First Aid Post, photocopying facilities, etc.). The Programme Coordinator meets all students to brief them about the course, including regarding time-table, tutors, curriculum, etc.

Also, tutorial sessions are conducted to provide individual attention to students' needs and programme coordinators are available to brief students on curricular choices which apply for elective modules.

All are catered during the Induction session. Students get a pack with a timetable, instructions on how to access resource materials, rules and regulations, and important contact details.

3.9.5 Learners are adequately prepared for the next stage of study or employment by appropriate contacts, information, advice and training.

Write up to substantiate the above statement.

Department to customised;

This programme will be offered as endorsed by the Department at the UOM. Senior Management/VC/PVC As Office regularly organises workshops on career choices or next stage of study. Students following the programme will be briefed and invited to such workshops.

3.9.6 Additional support to foreign students

Write up to substantiate the above statement.

There is the International Affairs Office at the UOM is responsible for providing support to foreign students. For international applicants who have been offered a seat, the University will arrange with the Passport & Immigration Office in Mauritius for the entry visa and residence permit for the duration of their studies. Since the University is non-residential, international students are assisted in finding suitable lodging in the vicinity of the campus.

3.10 Monitoring and Assessment

3.10.1 A range of assessment methods including coursework, projects, research and examinations etc is used in a planned manner to serve diagnostic, formative and summative purposes.

Write up to substantiate the above statement.

Assessment tools are indicated in the Module Information Sheet that has to be circulated to students during the first week of the academic year. All modules comprise appropriate coursework, including oral assignments, written assignments and practical assignments which require research skills. The degree of difficulty will evolve with the nature of the modules and with the timely progression through the weeks. Diagnostic, formative and summative approaches will be adopted to produce the learning outcomes as listed in the course structure

3.10.2 Assessment schemes are compatible with the aims and aspects of the programme as taught.

Write up to substantiate the above statement.

3.10.3 The scope and weighting of assessment schemes are clear and known to all concerned and the standards applied are explicit and consistent with the programme.

Write up to substantiate the above statement. Provide the scope and weighting of assessment schemes and indicate how/where students have access to these information

From the programme catalogue:

Each module will be assessed over 100 marks with details as follows (unless otherwise specified):

Where relevant, assessment will be based on a written examination of 2 to 3-hour duration (normally a paper of 2-hour duration for modules carrying less or equal to 6 LCCS credits, and 3-hour paper for modules carrying 12 LCCS credits) and on continuous assessment done during the semester or year. Continuous assessment may be based on practical and/or written assignments and should include at least two (2) assignments/tests per module.

An overall total of 40% for combined continuous assessment and written examination components would be required to pass the modules, without minimum thresholds within the individual continuous assessment and written examination.

For modules which are assessed on a 100% Continuous Assessment basis, students are required to keep track of all assignments completed in a portfolio to enable monitoring

(including presentations, projects, portfolios, class tests, etc.) for adequate moderation.

Weightage of each assessment type are stated in the Module Catalogue that has to be circulated to all students. Usually, final written examinations will accordingly account for 60% to 50% of the overall marks while continuous assessments carry a range of 40% to 50% of the total marks. The academic concerned has a range of tools to constitute the continuous assessment including written class tests, MCQs, assignments, presentations and oral examinations. These are made explicit for each module and posted in the module catalogue available to all students through the Google Classroom/Moodle.

3.10.4 Procedures are regularly applied to ensure that, as far as possible, assessment schemes are valid, reliable and fairly administered.

Write up to substantiate the above statement, including moderation process. Extract from the regulations for assessments and examination

Each examination questionnaire is duly moderated by an independent academic staff who has to verify if the questions asked are valid and in line with the specific module's learning outcomes. As a moderator, he/she is supposed to step in the shoes of the Examiners to be able to provide a balanced and unbiased point of view. His/her primary concern is to check the accuracy of the Question Papers; more importantly, however, his/her duty is to ensure that the questions that have been set are suitable, appropriate and relevant for the level for which they are intended to be addressed. Assessment modes are reviewed on a yearly basis by the Board of Studies and recommendations are thereafter suggested.

Extracts of Chapter 4 UOM Regulations:

CHAPTER 4

ASSESSMENT, PROGRESSION AND AWARD

4.1 ASSESSMENT

Students are required to register for modules, which they intend to follow in a given semester/ year (Refer to Section 3.3).

Each yearly module will be assessed over 100 marks whereas each semester module may either be assessed singly over 100 marks or it may be combined with another semester module and assessed jointly over 100 marks with details as follows (unless otherwise specified):

Assessment will be based on a written examination (WE) of 2 to 3-hour duration (normally a paper of 2 hour duration for modules carrying less or equal to three UoM credits or 6 LCCS credits, 2½ hour paper for modules carrying 3.5 – 4.5 UoM credits or 7-9 LCCS credits and 3 hour paper for modules carrying five or higher number of UoM credits or ten or higher number of LCCS credits) and on continuous assessment (CA) done during the semester or year, unless otherwise specified.

The assessment criteria for all the modules are given in the respective Module Specification Sheet/Module Catalogue made available to the students at the beginning of the module delivery by the academic staff concerned. **Examples of assessment criteria for three disciplines are provided at Section 4.22, as guidelines for the Module Catalogue.**

Note: For specific Assessment Criteria, students will be required to consult Module Catalogues.

Written examinations for modules, whether taught in semester 1 or in semester 2 or both will be carried out either at the end of the semester or academic year depending on the modules and/or Programme of Study.

Website link

https://www.uom.ac.mu/images/FILES/Regulations/2022_2023/chap4.pdf

3.10.5 Coursework is regularly set and assessed and is at the appropriate level of attainment.

Write up to substantiate the above statement. Frequency of coursework during the academic year. How is this communicated to students?

The UOM has a particular week dedicated to class tests, and this is usually carried out during Week 6 of a Semester. The predetermined class tests dates and assignment deadlines are mentioned in each module catalogue of the programme which has to be compulsorily submitted to students during the first week of the academic year. The Learner Centred Credit System of the UoM was introduced to cater for the development of these skills as well. The assessment mode and forum discussions help to develop collaborative learning, reflective and critical thinking.

3.10.6 Coursework faithfully reflects the full range of programme aims, including the development of generic skills.

Write up to substantiate the above statement.

Courseworks are scheduled in the Module Specification Sheet in line with the programme aims, objectives and learning outcomes. Students are briefed at the beginning and in the course of development of their studies, of the courseworks and assessment associated with each modules.

3.10.7 Learners' achievement, as represented by their coursework, is comparable with that of learners on similar programmes elsewhere.

Write up to substantiate the above statement, including information/data from awarding body about comparability of learners' achievement from local institute with that of learners at the awarding body

The programme makes provision for external examiners for each programme of study to ensure that the programme is at par with international standards. Feedback received from external examiners are given due consideration and are implemented during programme reviews.

3.10.8. Learners' performance and attitudes indicate a positive and successful learning experience.

Write up to substantiate the above statement.

For renewal of accreditation, provide progress of learners over the last 5 years, including pass rate, attrition rate, withdrawal rates etc, for the programme.

Attendance of students is recorded at each lecture and tutorial session and a high level of attendance implies the positive attitude towards learning from students. Moreover, academics are encouraged to foster an environment conducive to participation from students in the class which results in a successful and enriching learning experience.

This will be available after the offer of the programme. UoM will be administering feedback forms.

3.10.9. A systematic procedure for keeping record of learner progress, for providing feedback to them and taking corrective action where necessary is effectively employed.

Write up to substantiate the above statement. What Student Management System do you have in place to manage student data and progress?

As per UoM policies, marks of, and feedback from, class tests and assignments have to be mandatorily provided to students by week 8 before the revision week. During revision week, particular weaknesses related to the syllabus are addressed and remedial actions are undertaken. Moreover, the exams unit has an online student management system with the names and ID of all students registered on a module, on which academics enter the relevant continuous assessment and examination marks per student. The Google Classrooms where held, allow students to receive feedback on continuous assessment and to see their own progression. The UoM electronic system also saves all records of students' performance for examinations and the transcripts allow students to track their own performance over the different semesters.

3.10.10. Learners have ready access to reasonable appeal procedures

Write up to substantiate the above statement. Extract of appeal process from student handbook/rules and regulations

Subject to the Act and the Statutes 24(o), the Senate may "take such disciplinary action as it thinks fit against any student who in the opinion of the Senate or of anybody or person authorised to act on its behalf in this respect, has contravened the Regulations or acted in a manner prejudicial to the furtherance of the objects of the University as laid down in the Act or

to the maintenance of its efficiency or well-being as an academic community.”. The powers which the Senate may exercise include the power to fine, exclude from the University, to suspend from membership of the University and to expel permanently from membership of the University.

Chapter 5 of UOM Regulations (Section 5.6.2)

A student aggrieved by a decision of the Senate, following the recommendation of the Discipline Committee(s), may appeal as of right to the Appeals Committee, by stating as clearly and concisely as possible his/her grounds of appeal, whether on merits or sentence or both.

In case students are not agreeable with their continuous assessment marks, they can discuss the matter with their respective lecturers. The latter will as far as possible give justifications for marks assigned and if there are any irregularities, marks may also be amended. As for examinations, if students are not agreeable with grades obtained, they have the option to request for a review of their exam script for the module concerned. The deadline and associated fee for request for review of script is clearly stipulated in Section 6.13 of the University regulations (https://uom.ac.mu/images/FILES/Regulations/2023_2024/Chap6.pdf).

https://www.uom.ac.mu/images/FILES/Regulations/2022_2023/chap5.pdf

Annex n. Evidence of management of examinations by the Mauritius Examinations Syndicate.
(Not Applicable – UoM conducts its own examinations)

3.11. Output, Outcomes and Quality Control

3.11.1. Performance indicators are regularly used to inform organisational assessment of achievement in relation to educational aims and learning outcomes.

Write up to substantiate the above statement. What indicators are used? Is student feedback form administered?? Frequency?

A digitised student feedback form is administered and academics are required to fill in the digitised module monitoring and programme monitoring forms indicating if student feedback has been analysed and addressed. The Revised digital Student Feedback covering the student life cycle on campus is attached Annex 4 [Student Feedback Questionnaire] The indicators are categorised for academic and administrative levels. This evaluation exists for the dissertation as well as for Industrial Placement.

3.11.2. Results are monitored and analysed and appropriate action taken.

Write up to substantiate the above statement. Provide evidence of monitoring and analysis and action taken for programmes already on offer. Who oversees quality assurance at your institution?

The digitised Module Monitoring Report and Programme Monitoring must mandatorily be filled in by academics and academics must indicate in their Board of Studies Reports how Student feedback is addressed. Same is digitised and available on google drive at Faculty/Departmental Level. The Board of Studies Report Template is attached at Annex 5]. An Annual Review Policy is in process and Faculties/Centre are expected to consider Student and External Examiners' Feedback on a yearly basis after examination results are approved. The Director of Quality Assurance Oversees Quality Assurance at the Institution.

3.11.3 Results against these or other appropriate indicators compare favourably with organisational or national norms.

Write up to substantiate the above statement

Faculty/Centre Student Feedback Average compare favourably with the University Average. Similarly, the Average for our Partner/Affiliated Institution compares with the UoM average.

3.11.4. Quality Control arrangements at organisational, department, subject and/or programme/course level are consistent and coherent.

Write up to substantiate the above statement

At the Organisational level this is indicated by our New Quality Assurance website which gives an overview of Quality Assurance for programmes and Teaching and Learning at the UoM. Provision is made for how Programmes are designed, approved, monitored and reviewed. Teaching and Learning are monitored against the new Teaching Standards Framework (TSF) approved in 2019. The Quality Assurance Office has oversight of Programmes reviewed, and how changes are made (considering feedback). The monitoring processes have been digitised (MMR and PMR) and access for oversight is provided to PCs/HoDs/Deans/Chairs of FQAT/CQAT and Quality Assurance to ensure feedback is addressed. Final programmes uploaded are verified for the Changes at the QA level as well as the monitoring of the TSF on a yearly basis at Teaching and Research Committee Level.

3.11.5. Quality standards, policies and strategies, are consistently applied and periodically reviewed within the cognate area.

Write up to substantiate the above statement. Extract from quality standard manual/policy and how these standards are applied locally and reviewed.

Quality standards, Policies and Strategies reviewed for 2020 include:

The Programme Programme Design & approval – Since 2019, all UoM programmes are now designed based on the Learning Centred Credit System (LCCS). The Module Catalogue template was equally revised for implementation at Faculty/Centre Levels.

Monitoring and Review standards.

□ The Student Feedback has been revised based on the External Audit 2018 to Cover the Students' Life Cycle on Campus. This covers both teaching and learning as well as administration.

□ The Board of Studies Reports has been revised to ensure that Faculties/Centre address feedback. Digitised reports are available on google drive at Faculty/Centre Levels.

□ The Checklist accompanying Programmes for approval has been revised to cover the LCCS policy in place and to ensure that feedback (Student and External Examiners are addressed)

□ Faculties/Centre are also encouraged to indicate other sources of Change to programme revisions in the Checklist besides feedback received if for example industry or collaboration based.

□ The Module Monitoring and Programme Monitoring Reports are now digitised and an access rights matrix has been approved by Senate in March 2020 to provide oversight by Faculties/Centre for the Proper implementation of Programme Reviews.

□ Senate has already approved that the MMR and PMR must mandatorily be filled in by Faculties/Centre.

□ The Module Monitoring and Programme Monitoring are now digitised and

□ The External Examining Policy was reviewed in 2020. It now extends to the non-final years with the implementation of the LCCS. The UoM External Examination Committee considered an EEs report template for the non-final years in March 2021. The EEs Report Template for the final years was equally revised in 2020 to be in line with international best practices. We are now able to compare indicators across Faculties/Centre and Partner/Affiliated Institutions. A summary of the UoM EEs reports was considered by Senate in April 2021.

3.11.6. There is a general commitment to excellence in teaching and learning, apparent in staff and learner attitudes in all aspects of provision.

Write up to substantiate the above statement. How do you promote a culture of quality in your institution?

Annex:

o. Student feedback questionnaire (Module feedback, Feedback on Lecturer, Placement feedback etc.)

p. Student Feedback Analysis Report (in case of renewal of accreditation)

q. Notes of meetings with staff/students to discuss QA matters or to resolve issues/complaints

r. QA report from awarding body (for renewal of accreditation)

The University has developed objective criteria for the selection and recruitment of academic staff to ensure the selection of the best and most appropriately qualified applicants. In addition,

to make sure that the selected candidates can deliver lectures to the satisfaction of our students who are our primary customers, all the new recruits are provided with the opportunity to develop/enhance their teaching skills and methods through the Teaching and Learning module. The module defines teaching and learning in a Higher Education context and enables new staff to adopt student-centred approaches. This module is also a requirement for future appointments at the university as per their contract of employment.

Since 2014, the University has been organizing an induction session for the newly recruited academic staff to facilitate their integration and adaptation to the new work environment. Information is provided on the main procedures prevailing, the relevant documents available for consultation, facilities available in their workplace and also on what is being expected from them and how they are going to be assessed at the end of their contract, amongst others.

Academic staff who do not possess a PhD, are encouraged to register at the university to follow MPhil/PhD programmes to upgrade their qualification. The university also provides funding opportunities to academics for them to attend overseas conferences in their field of expertise, to enable them to get more exposure. For the last 2 years, through the International Visiting Faculty and Researcher TEC Schemes, academics benefit from the experience of Professors and Associate Professors of international standing to maintain the quality of tertiary education and improve teaching standards.

Over and Above. The Quality Assurance Office has the Appropriate QA policies, Procedures and Mechanisms in place to ensure the appropriate that Programmes are in line with UoM approved Provisions.

A Teaching Standards Framework was implemented in 2019 and same is being monitored on a yearly basis by the Quality Assurance Office

The Learner Centred Credit System was equally implemented in 2019 and all UoM Programmes were converted to the LCCS System duly vetted by the Quality Assurance Office in 2019.

All UoM programmes are designed to comprise Teaching, Research and Seminar/Industrial Placement Components to ensure that Students acquire the appropriate hard and soft skills needed for the job market during the students' life cycle on campus. New and revised programmes are vetted by the Quality Assurance Office against approved Templates prior to approval by Faculty Boards/Teaching and Research Committee and Senate.

SQF are online forms.

3.12. External Examiners

3.12.1. External examiners, as implied, are independent of the organisation and are appointed for a specified period not exceeding three years.

Write up to substantiate the above statement. Evidence of appointment of external examiners.

The primary roles of an External Examiner are to assist the University in ensuring that degrees awarded by the University meet international standards; and to assist the University in ensuring that its assessment is valid and the procedures and arrangements for assessment, examination and determination of awards are sound and are conducted rigorously, fairly, reliably and consistently. The External Examiner is responsible to the Senate of the University.

The Criteria for selection/appointment of External Examiners (Extract of UoM Regulations) are as follows:

The External Examiner should

- (a) preferably be at the Professorial level, but very exceptionally at Senior Lecturer level or equivalent;
- (b) preferably be a holder of a PhD;
- (c) have a significant track record of publications in his/her area(s) of expertise;
- (d) be from internationally reputed Universities/ Research Institutions;
- (e) in principle be appointed for a term of up to 3 or 4 years as appropriate unless the Programme is no longer on offer;
- (f) be sought from a range of different institutions on a rotational basis in order to avoid collegiality; and
- (g) in principle, be a permanent full-time staff of a University/ Research Institution.

□ Exceptionally, an External Examiner may be re-appointed for a further year where there is shown to be a good reason.

□ The External Examiner should not have any potential conflict of interest in particular:

□ an External Examiner should not be a former member of staff of the University;

□ an External Examiner should not be a member of staff of a Department with which the Department has a collaborative partnership, either formal or informal;

□ an External Examiner should not have any direct interest or tie to the Department or the programme examined or a student;

□ an External examiner should not have had close or persistent contact with a current member of staff of the Department at any time; Examples of close contacts would include relatives of university staff, partners/collaborators in research/scholarship/other published work.

□ Before the appointment, a potential External Examiner shall be requested to declare any link and/or relationship which might lead to a conflict of interest.

The Procedures for appointment as per UoM regulations are as follows:

□ The Department / Centre usually identify external Examiners in consultation with the Dean/ Director.

□ The Head of the Department / Centre Director advise the prospective nominee of the scope and nature of the responsibilities. If s/he is willing to accept the appointment, s/he should provide a curriculum vitae and confirm his/her willingness to undertake the duties.

□ Faculty / Board of Studies, the Teaching and Research Committee should approve all proposals for the appointment of new External Examiners. Information paper to be submitted to Senate.

□ Requests for extension of appointment of External Examiners (if any) should be approved by the Faculty Board and the Teaching and Research Committee.

□ External Examiners should be appointed for all final year undergraduate and at the beginning of year I of the postgraduate degree Programmes.

□ External Examiners should be appointed for the whole duration of all new Professional Programmes only.

□ Any request from Faculties pertaining to the appointment of External Examiners for any new Programme of Studies would be considered on a case-to-case basis and should be supported by relevant cost implications.

3.12.2. They are from reputable institutions and have the necessary expertise and experience.

Provide the names, designation and affiliation of the external examiners appointed to assess programme run locally.

External examiners are selected by the department in consultation with the Dean. Common criteria used for the selection includes qualifications, the number of years of experience in the area, research profile (publications in the area and research output), experience as external examiner, their institution and other experience.

All proposals for the appointment of new External Examiners should be approved by Faculty/ Board of Studies, the Teaching and Research Committee. Information paper to be submitted to Senate.

The external examiner for this programme will be appointed when the programme is launched

3.12.3. Terms of reference are explicit and should include moderation of question papers and model answers, moderation of scripts and providing feedback on performance of students. Feedback on the programme should be included.

Extract from rules and regulations of the awarding body on the TOR. Provide report of external examiners if programme is already on offer.

Terms of reference (Extract of UoM Regulations)

Based on the curriculum, the External Examiner will:

- review draft examination questions set, i.e. ensure clarity of the questions, avoid any duplication of questions and ensure that the questions are of the Standard required for the honours degree/postgraduate level examined, for the two semesters of the final year of Undergraduate and Postgraduate Programmes;

- review marking scheme/indicative marking criteria and outline model answers proposed;

- review examination scripts to ensure that they have been consistently marked in accordance with the marking scheme/indicative marking criteria and outline model answers;

- review components of Continuous Assessment for modules, including portfolio of students' marked Continuous Assessment, if need be;

- review dissertation/ project and maybe a member of any Dissertation/ project Interview Panel;

- conduct interviews/ viva voce sessions as appropriate;

- attend Boards of Examiners and other Committees;

- submit a report on his/her assignment to the Vice-Chancellor of the University. In addition, External Examiners may wish to submit a more specific and detailed report directly to the Head of Department/ Dean of Faculty or Centre Director.

- propose amendments and/or new topics to the curriculum with a view to updating same.

In addition, the External Examiners are called upon to:

- whenever required, assist in mounting new Programme(s) of Studies;

- advise on Quality Assurance procedures;

- whenever required, propose improvements in our modularisation/semesterisation and creditisation system;

- conduct workshops (if time permits) in their field of expertise for the benefit of staff.

The External Examiner's role is to act as reviewer.

External examiners should review both Year I and Year II examination question papers of both new and On-going postgraduate programmes. However, external examiners should review the examination scripts/dissertations of Year II students only.

□ External Examiners may participate in decisions relating to cases of suspected

□ External Examiners will be required to keep all information they have access to with Respect to all examination materials, including the project work, confidential and will not disclose/use any information which they may come across pertaining to IPR Issues with potential for commercialisation.

3.12.4. Ethical practice is given due importance.

Extract from rules and regulations pertaining to ethical practice

UOM has a code of ethics applicable for staff and external examiners, extracts relating to ethics in the conduct of examination are set below:

3.1 CONFLICTS OF INTEREST

The University relies on the good judgment, professional commitment and moral ethics of its staff to safeguard themselves and the University from potential conflicts of interest and thus not compromise the integrity and objectivity of the University community. Employees must ensure that they take all possible steps to avoid conflicts of interest or even the appearance of conflicts of interest.

A conflict of interest may generally be defined as:

‘a conflict between the official responsibilities and duties of an employee of the University and any other interests s/he may have, e.g. where the employee may be in a position to influence or make decision(s) leading to any form of financial or potential personal benefit or for that of a close relative, to seek such benefits at the expense of the University or when a staff member has a private or personal interest or other external commitment, which may appear to an independent observer to be sufficient to influence and therefore conflict with the objective exercise of his/her academic or professional obligations or official duties.

“Close relative” in relation to a person includes:

- (i) A spouse or conjugal partner of that person;
- (ii) A brother or sister of that person;
- (iii) A brother or sister of the spouse or conjugal partner of that person;
- (iv) Any lineal ascendant or descendant of that person;
- (v) Any lineal ascendant or descendant of the spouse or conjugal partner of that person;
- (vi) Any lineal descendant of the brother or sister of that person;

- (vii) Any lineal descendant of the brother or sister of the spouse or conjugal partner of that person;
- (viii) Any person living under the same roof.

The above definitions encompass both the Prevention of Corruption Act (POCA) (2002) and the University policy.

All employees must declare or disclose any actual or potential conflicts of interest to the Vice-Chancellor by filling in the Conflict of Interest Declaration Form. Wherever feasible, staff members should remove themselves from involvement in the decision where their actions could be seen as biased or cause prejudice to the University, i.e. they shall play no role in decision-making that might be associated with that issue. In case of conflicts of interest involving a member of an interview panel, the latter must withdraw from the deliberation room.

The potential for conflict of interest exists in all aspects of the University operations, including research, teaching, assessment, staffing, administration, procurement and commercial activity.

3.3 CONFIDENTIALITY AT WORK

All staff involved in examination matters should endeavour to treat all issues relating to examination questions, scripts and results as highly confidential and should not divulge or disclose same to any third party.

Annex:

- s. List of external examiners approved by the awarding body and their CV*
- t. Report of external examiners*

***Note for CV for EE of New programme:** The external examiner for this programme will be appointed when the programme is launched

***Note for CV for EE For renewal of accreditation:** to provide EE report
**Delete where appropriate*

3.13. Collaborative Provisions [If Applicable Faculty/Centre to provide the following info]

3.13.1. The collaboration is legally binding through a memorandum of understanding.

Extract from MOU regarding collaboration. Validity of MOU (date of expiry) and renewal process.

In case of programmes such as ACCA (silver learning partner)

In case of an MoU to provide this section:

The University of Mauritius signed a Memorandum of Agreement on dd/mm/yyyy to run this programme for

***In case of no MoU:** This is a UoM programme and not offered in collaboration with other partners

**Delete in case of no MoU*

3.13.2. Collaborating institutions/organisations undertake the responsibility to ensure that programmes are of the required standard and are offered with the same rigour as those in the parent institution.

Write up to substantiate the above statement. Evidence that awarding institution has undertaken assessment of standards of programmes on offer locally.

**In case of MoU same will be in line with our UoM policies and procedures for collaborative provision available*

<http://uomtemp.uom.ac.mu/qa/index.php/general-principles>

**Delete in case of no MoU*

3.13.3. Learners benefit from the same standard of resources as the regular students of the awarding institution.

Write up to substantiate the above statement.

** The University of Mauritius will be the awarding body and all Quality Assurance procedures will be applicable for the programme being offered under the collaboration.*

<http://uomtemp.uom.ac.mu/qa/index.php/general-principles>

**Delete in case of no MoU*

3.13.4. The awarding institution undertakes the responsibility to assure the quality of the educational provision under the collaboration.

What mechanism is in place for awarding body to assess quality of HE at your institution? Provide evidence of same.

** The University of Mauritius will be the awarding body and all Quality Assurance procedures will be applicable for the programme being offered under the collaboration.*

<http://uomtemp.uom.ac.mu/qa/index.php/general-principles>

**Delete in case of no MoU*

3.13.5. The partner organisation is subject to quality assurance procedures

What mechanisms are in place in the country of origin of awarding body to ensure QA processes are in place?

**The University of Mauritius will be the awarding body and all Quality Assurance procedures will be applicable for the programme being offered under the collaboration.*

<http://uomtemp.uom.ac.mu/qa/index.php/general-principles>

**Delete in case of no MoU*

3.13.6. Learners are fully informed of the nature of the collaboration between the institutions/organisations concerned.

When and how are students informed?

**Annex 8: MOU between the collaborating institutions bearing signatures of representatives of both institutions, as well as their seals.*

**Delete in case of no MoU*

Annex:

u. MoU bearing signatures of representatives of both institutions, as well as their seals.

v. Sample certificate from the awarding body with the correct appellation of programme.

3.14. Industrial Links/Work-based Experience [If Applicable Faculty/Centre to fill in the following:]

3.14.1. A committee comprising the institution and industry and other principal stakeholders meets regularly for the purposes of manpower planning.

Write up to substantiate the above statement.

All new programmes and programmes undergoing major reviews must go through an advisory committee with stakeholders from the industry as per the following procedure and terms and reference of the advisory committee are available here:

5.1.5 Composition and Terms of Reference of Advisory Committee (as per University of Mauritius Statutes Section 21.1)

The Board of each Faculty/ Centre may appoint one or more Advisory Committees in the subjects of the Faculty/ Centre consisting of:

- (a) the Dean/ Director as Chairperson;
- (b) the Professors holding posts allocated to the Faculty/ Centre;
- (c) such members of the Faculties/ Centres as are designated by the Board of Faculty/ Centre;
- (d) not more than 12 persons not being members of the full-time academic staff of the University with special interests in the subject of concern, to the Advisory Committee appointed on the nomination of the Vice-Chancellor and the Dean of Faculty/ Director of Centre jointly for such periods and on such conditions as the Board may, in each case determine.

Each Advisory Committee shall receive information and reports from the Dean of the Faculty/ Director of Centre on the teaching and research of the Faculty/ Centre in the subjects that concern it and on proposed academic developments in those fields, and shall advise the Board on the relevance of the curricula to the national need, on matters concerning the employment and careers of past students of the University and in fields in which further teaching or research is needed.

<https://drive.google.com/file/d/19pvjFPo4u08UcmqsLINBnQYzUQf-kiCw/view>

<https://drive.google.com/file/d/1CcESytGhTWz-0mGW6mhVtp7XCw07xVHe/view>

3.14.2. An active interface exists with industries for the purposes of identifying programmes of study and suitable work experience compatible with the learners' programme.

Write up to substantiate the above statement

The University-Industry Liaison Office (UILO) endeavours to nurture and manage mutually beneficial relations between the University and Industry to sustain the UoM vision of developing a research engaged and entrepreneurial University. The UILO is responsible for the coordination and the strengthening of University-Industry linkages as well as promoting strategic partnerships with Industry partners to improve Teaching and Learning, Research, Development and

Innovation activities at the University of Mauritius. This collaborative relationship is aligned with the Industry needs and the University's aspirations and is a structured means of providing an enhanced service to both the Industry and University Staff and Students.

3.14.3. The industrial sector is encouraged to participate in programme design and accreditation.

Write up to substantiate the above statement

All new programmes and programmes undergoing major reviews must go through an advisory committee with stakeholders from the industry section 3.14.1.

Annex:

w. Relevant Notes of meetings with industry/stakeholder

x. Agreement for training/placement of students

Annexure

All annexures provided should be numbered and referenced in the main application for programme accreditation.

CHECKLIST FOR APPROVAL OF PORTFOLIO

All Annexures provided should be numbered and referenced in the main application for Programme Accreditation.

Sec		Annexures	Submitted (Y/N)	NA Other Remarks
2	a.	Evidence of approval from relevant recognised Professional Body in Mauritius. <i>Applicable for programs that lead to a professional qualification for practice in Mauritius.</i>		
3.1.1	b.	Outcome of Training Needs Analysis (TNA) documentary evidence. <i>(Specifically for New Programs. For others, provide additional evaluations conducted to establish the feasibility of the Program, including, among others, consultations with employers from both the public and private sectors, as well as with graduates.)</i>		
3.2.5	c.	Enrolment Form		
	d.	Programme Handbook to include Fees and Refund Policy <i>Chapter 13 of UoM Regulations refers to FEES and other Charges) Section 13.4: Refund of Fees upon Withdrawal etc.</i>		
	e.	Student Charter		
3.3.2		Programme Design, Approval, and Review (In text) - Fill in tables icw on modules in this section for each Semester and provide a list of Modules. - Provide in this Section the Module Information Sheet for each module		
3.3.4	f.	Approval by the relevant recognised body for Professional Programs in Mauritius. <i>(Refer to “a” where the programs are reviewed clearance will be Sought)</i>		
	g.	Approval by relevant authority in the Home Country that the Programme can be offered in Mauritius <i>(This applies if the Program involves collaboration with any international institution(s).)</i>		
3.5		Staff Resources and Ancillary (In text) 3.5.1 & 3.5.2: Ratio of Staff to Student Provided? And <i>Teaching Staff Qualifications, skills, experience, aptitudes, etc. (in table form)</i> 3.5.3 Provide a list of Support Staff employed at the Institution in terms of library, administrative, student services staffing, etc.		
3.5.6	h.	Organizational Chart of the Institution		
	i.	Two (2) pages CVs of each Academic Staff (or 1-page recto-verso)		
	j.	Consent Letters of Part-time Lecturers/Tutors for the module allocated <i>(For NEW Programs, the contractual letters of potential Part-time Lecturers will be furnished after approval by Senior Management - please provide details.)</i>		
	k.	Approval of Lecturers by awarding body		
3.6.3	l.	The library holding for Programme		

3.7.3	m.	Timetable (with room allotment, names of Lecturers, and practical classes) with the assessment schedule		
3.10	n.	Evidence of management of Examinations by the Mauritius Examinations Syndicate		
3.11.6	o.	Student Feedback Questionnaire (Module Feedback, Feedback on Lecturer, Placement Feedback, etc.)		
	p.	Student Feedback Analysis Report <i>For existing programs. Please provide a Programme Monitoring Report based on the Feedback received (PMR).</i>		
	q.	Notes of Meetings with Staff/Students to discuss QA matters <i>(Extracts of Board of Studies Reports and/or Advisory Minutes)</i>		
	r.	QA Report from Awarding Body <i>(Report after QA verification).</i>		
3.12.4	s.	List of External Examiners approved by the Awarding Body and their CV. <i>(A provisional list will be provided for newly established programs, followed by confirmation upon approval.)</i>		
	t.	Report of External Examiners <i>(Applicable for existing Programs)</i>		
3.13.6	u.	MoU bearing Signatures of Representatives of both Institutions, as well as their Seals		
	v.	Sample Certificate from Awarding Body with the correct appellation of Programme		
3.14	w.	Relevant Notes of Meetings with Industry/Stakeholders		
	x.	Agreement for Training/Placement of Students. <i>Frequently, the inclusion of Placement/Industrial Training can be found within the Program Catalogue. Alternatively, it can be organized in partnership with UILO (University-Industry Liaison Office) based on the requests of either faculty members or students, often occurring during vacation breaks.</i>		

Additional documents should be available at the local institution to be assessed by HEC Panel during site visits. These can include:

- Regulations for RPL/APEL policies of awarding body
- Institutional policies
- Enrolment data of students
- Rules and Regulations
- Student Handbook
- Student Contract
- Staff Development Policy
- Dissertation Guidelines
- Quality Assurance Manual of local institution
- Quality Assurance Manual of awarding body
- Assessment Handbook

Designation:..... Signature..... Date.....

Designation:..... Signature..... Date.....

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