



UNIVERSITÉ DES
MASCAREIGNES

SAVOIR, C'EST POUVOIR

Good practices

November 2017

TERTIARY EDUCATION COMMISSION

Database on Good Practice in Quality Assurance

1. Good Practice of Université des Mascareignes

Mandatory:

1. Name of Institution/ University

Université des Mascareignes

2. Title of good practice as identified by Quality Audit held in (month/year)

Partnership with the Université de Limoges which ensures international recognition of awards

3. Purpose served by or objectives of the good practice

The Partnership agreement between “Université de Limoges” (UL) and “Université des Mascareignes” (UdM) is a collaborative venture whereby students at the Université des Mascareignes are awarded double degrees – a Mauritian from Université des Mascareignes and a French one from Université de Limoges.

UL was chosen to support UdM in the establishment of its governance, teaching and research structures in accordance with the European LMD system (Bachelor, Master, and PhD) and to carry out activities relating to transfers, innovation and exchanges (including staff and student transfer and exchanges) .

The objective of the partnership is to strengthen the links already established and defines the terms of a structured partnership between the two partners, with a view to ensuring the future development and visibility of the UdM.

4. The Context

In about 100 words, describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the good practice

The Université des Mascareignes (UdM) is an international tertiary institution established in Mauritius in September 2012 by the Université des Mascareignes Act of 2012. UdM

provides full-time and part-time degree courses based on the European LMD (Degree-Masters-PhD) degree structure in a wide range of academic disciplines. It puts special emphasis on research and advisory services to meet the immediate and emerging needs of the country's various economic sectors.

Université de Limoges (UL) is a French tertiary institution founded in 1968. UL is a multidisciplinary university offering innovative training programmes responsive to the economic environment. Courses are offered in all major fields of study (law, science, economics, humanities, science and technology, medicine, pharmacy, rehabilitation, etc.)

The partnership is structured around four main focus areas which are as follows:

Focus Area 1:	Implementation of the training proposal (LMD)
Focus Area 2:	Implementation of Research and Innovation
Focus Area 3:	International Mobility
Focus Area 4:	Governance support

In setting up the partnership agreement, joint work was undertaken intensively at different levels (whether it be governance, research, academia) in order to ensure a successful set up. This entails change at different levels, and the challenge was to ensure that this change is successfully undertaken by all stakeholders.

5. Description of the good practice

In about 400 words, generally describe the good practice and its implementation. Include anything about this practice that may be unique in your context. Please also identify any constraints or limitations.

Coordinated actions are undertaken in order to ensure:

(i) Institutional support

This support is based on a three-pronged approach and entails an assessment of future training needs and the design and proposal of a training plan.

- **Governance** approach targeting the management of UdM (Chair of the Board of Governors, Heads of Departments, Faculty Deans, staff of the university as provided for by the Act or the University Board of Governors).
- **Training** approach targeting all stakeholders (trainers//lecturers, administrative staff, technicians) of the former structures, namely Institut Supérieur de Technologie (IST) and Swami Dayanand Institute of Management (SDIM) which were transformed into UdM.

- **Research** approach targeting trainers/lecturers of the former IST and SDIM so as to open the way to career development (Lecturer/Researcher) and targeting other external researchers.

(ii) Cooperation in scientific, technical and educational fields

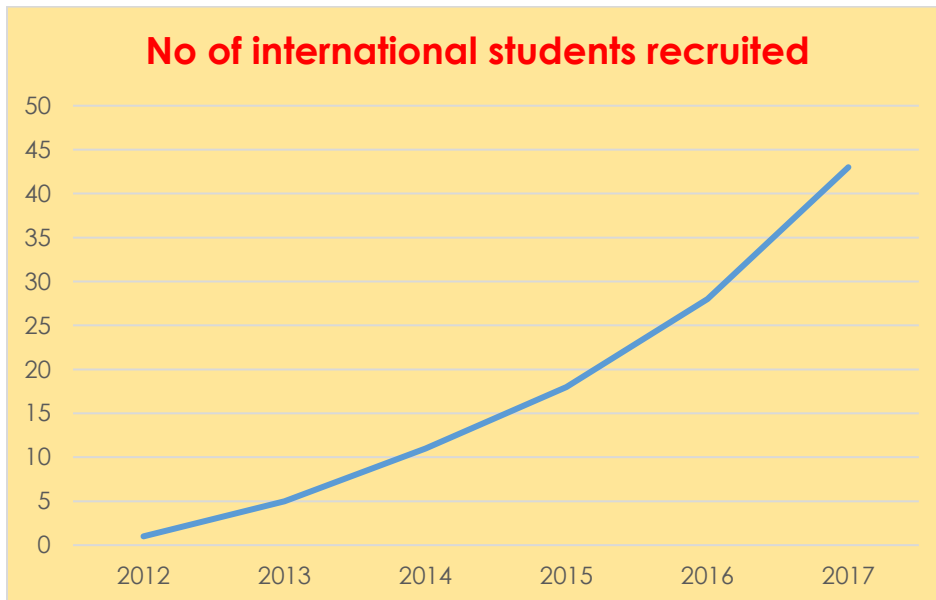
A multi-year agreement for the training of trainers is undertaken, with the training launched as from the very first year of operation of Udm. This training will target staff at different levels, including administrative staff, technical staff, and academic staff.

The major challenge in implementation of the partnership is to effectively create a synergy between the two main campuses which had hitherto operated in different environments. An additional challenge has been the numerous changes in the management/ Board of Governors of the institution- which has hampered the progress of the project - due to the fact that key decisions are slower to get approved thus delaying their implementation.

6. Evidence of success/ evaluation and impact

In about 100 words, supply any evidence of success. Evaluate the good practice and highlight the positive impacts.

The number of students enrolled at Université des Mascareignes is testimony to the success of this joint partnership. Students repeatedly emphasize on the attractiveness of a dual degree, and the international leverage conferred to their degrees. One such indicator would be the progression of international students at Université des Mascareignes, as exemplified by the chart below. (showing a drastic forty-three fold increase in international students from the year 2015)



7. Key features ensuring success

Maximum 100 words. This could include the resources required (financial, staffing and any other special resources), collaborative work and other special working arrangements.

The enduring commitment of both Universities is key to ensuring the success of this partnership:

- 1- Both parties need to ensure proper planning of the activities covered by this partnership agreement
- 2- Both parties are continually required to mobilise the required human resources for the development and implementation of the activities provided for in the partnership agreement, in particular by ensuring the preparation, monitoring and assessment of these actions; this has necessitated the appointment of focal points in different areas.
- 3- Both parties are expected to provide logistics and administrative services in accordance with the framework agreement on collaboration and partnership.

Optional:

8. Notes

In about 100 words, please add any other information that you deem important to the reader such as changes that may have been introduced since the practice was audited, any scope for adaptation, or future plans.

Included above

9. Attachments

Supporting files, such as policy or procedure documents, can be attached to the template in PDF form. However, if these documents are already available on the internet, the web site address will be sufficient.

www.udm.ac.mu

Mandatory:

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The Quality Audit Report which highlighted the feature of good practice can be read here:

http://www.tec.mu/pdf_downloads/pubrep/AuditUdM_310817.pdf

TERTIARY EDUCATION COMMISSION

2. Good Practice of Université des Mascareignes

Mandatory:

1. Name of Institution/ University

Universite des Mascareignes (UdM)

2. Title of good practice as identified by Quality Audit held in (Feb/2017)

Technician Diploma in Mechanical and Electrical Engineering, run under the Dual Training Programme (DTP).

3. Purpose served by or objectives of the good practice

The DTP has been initiated by the Government in collaboration with MEXA, and the Université des Mascareignes (UdM) as training provider. Its main objective is to attract a large number of fresh school leavers (SC and HSC) to serve as trained and qualified personnel for local industries. Statistics have revealed that our local industries are becoming heavily dependent on foreign labour due to lack of trained technicians and personnel. The DTP also empowers the trainee to become financially independent by fully financing his/her university tuition fee in addition to a monthly stipend. The trainee becomes permanent staff after completion of his/her training.

4. The Context

The education provided by most of our local universities fail to satisfy the exigencies of our local industries with regards to problem solving, decision making and innovativeness. This serious mismatch has long been dealt with by the Institut Supérieur de Technologie (now Université des Mascareignes, R-Hill Campus) which has been a leading institution in the training of excellent quality technicians in the field of engineering for more than 15 years. With its fully equipped laboratories and workshops, the DTP could not find a better training partner in engineering than the UdM. The Technician Diploma in Mechanical and Electrical Engineering (TDME) is a pioneering endeavour of a team of experienced and trained lecturers of the UdM and the Mentors from the MEXA industries. Design and implementation of this project were therefore quite easy.

5. Description of the good practice

The Technician Diploma in Mechanical and Electrical Engineering (TDME) has been designed to meet the growing demands for qualified and trained technicians for the manufacturing sectors in Mauritius. This program has been conceived to provide a means for the trainees to acquire the necessary skills as technicians and to adapt to the specific requirements of the industries that would also allow them to develop and update their skills throughout their professional life.

Prior to the development of this programme, a survey was carried out by MEXA to probe into urgent needs of its industries and the reasons for scarcities in vital areas. Many loopholes were found to hinder the emergence of new industries and the progress and sustainability of existing ones. Many local industries suffered from retention of their trained personnel/technicians/engineers due to high competition and also because of non-availability of young people willing to make a career in industries. Mismatch between our graduates and the workforce requirements of our industries was another major threat to them. In their willingness to train these technicians in-situ and give them a conducive environment for their personal development and progress, they finally joined hands with our university through the Dual Training Programme.

As at now, both the Udm and our partner industries have been successful in encouraging and retaining some 25 young trainees, who are highly motivated and are being trained as per the set objectives of the DTP in TDME.

A growing demand for other such DTPs are being received by the MEXA and very shortly (by January 2018) Udm is envisaging to open registration for another cohort of TDME and a new batch of Technician Diploma in Refrigeration and Air Conditioning (TDRA). Other similar courses for elderly workers leading to a Technician Certificate in Mechanical and Electrical Engineering (TCME) is also in the pipeline.

6. Evidence of success/ evaluation and impact

Recent progress reports of the trainees in TDME show a marked progress in their ability to understand and apply their industrial experience in problem solving and grasping new concepts easily. This fact is evidenced by their gross average mark of 15/20 (75%) which is exceptionally higher than their full-time counterparts doing similar modules for degree courses at Udm! Lecturers enjoy working with these students and appreciate their discipline, manner and punctuality.

7. Key features ensuring success

The fact that these students have preferred to follow the TDME at Udm is a testimony of their maturity and farsightedness. In the beginning, some 35 trainees showed interest for the Dual Training Programme. In a lapse of one year that followed their admission, 10 of them either took employment for higher remuneration, or simply could not fit in this programme for varied reasons. Credit must go to their mentors in industries who have given their full support and encouraged them to become what they are now. There is also no doubt that the Udm has played a key role in giving them all the necessary supports in terms of fully equipped laboratories and workshops for conducting industry-oriented practicals and our experienced lecturers who have modulated their theory classes tuned to the comprehension of their trainees.

Optional:

8. Notes

Other institutions are being encouraged to form part of this game-changing paradigm for a brighter Mauritius by encouraging innovation and in increasing our GDP and in curbing down our demand/supply mismatch.

9. Attachments

Supporting files, such as policy or procedure documents, can be attached to the template in PDF form. However, if these documents are already available on the internet, the web site address will be sufficient.

Mandatory:

10. Further information

Contact Details of the person whom the reader can contact for any further information about the good practice.

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TERTIARY EDUCATION COMMISSION

3. Good Practice of Université des Mascareignes

Mandatory:

1. Name of Institution/ University:

Université des Mascareignes

2. Title of good practice as identified by Quality Audit held in (month/year):

Maximum 15 words. This should include the keywords which identify the good practice

The University was commended for its strong industry linkage to accommodate industrial placements for students

3. Purpose served by or objectives of the good practice

In about 100 words, describe the aims and objectives of the good practice

Industrial placement is a core and mandatory component of all degrees awarded by the Université des Mascareignes, albeit solely or jointly. It is the major strength of the University. Universities prepare students for the field of work. The Industrial placement exercise therefore, marks the first step in integrating our students in the world of work within their field of specialisation. This exercise ensures students' fitness in the workplace. Feedback is received from the host organisations as to the student's performance. This good practice guides every step of this exercise for all parties from the start to the panel presentation.

4. The Context

In about 100 words, describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the good practice

Industrial Attachment is not a new concept at the Université des Mascareignes. Since its inception from its polytechnic days more than two decades ago, the industrial placement formed part of the programme structure which explains its strong link with the industry. While all faculties agree on the importance of the placement of students in the industry, each faculty has its own specificity and each decided upon the necessary length of exposure of students in a work environment specific to their area of specialisation. The Industrial placement for each faculty is held at a fixed time as per the academic calendar.

5. Description of the good practice

In about 400 words, generally describe the good practice and its implementation. Include anything about this practice that may be unique in your context. Please also identify any constraints or limitations.

While the Industrial placement may be common in other universities in Mauritius, the University's strength lies in its robust, well-structured way of monitoring closely our students in collaboration with the supervisor and the mentor while in the host organization- so as to see whether they are attaining the objective set in their area of specialisation. We define an Industrial Attachment (IA) as the work done by a student within the area of his specialisation within the specific time frame as stipulated in the course structure. The term industrial placement or attachment is used interchangeably. We have a well-established procedure for industrial placement which dwells on all its details. And through experience, we also amended some practices for a better management. Firstly, we empower the student to find his own placement while providing the necessary document to support his search. When the host organisation has accepted to take the student he needs to submit the 'Fiche d'Acceptation' comprising of the approval signature and the seal of the organisation. Then a 'Convention de Stage' is made in three copies signed by the three parties involved: the University, the host organisation and the student. A letter certifying insurance coverage of the student is also enclosed. The student is provided with a Student Log Book where he and the mentor fill in the Weekly Task Sheets, and marks given on the student performance weekly by the mentor. The attendance of the student is certified by in the Attendance Sheet. Also included in the log book are the Supervisor's Record Sheet, the Second Meeting of Supervisor and Mentor Sheet to be filled at two thirds duration of the Industrial Attachment. It is to be noted that the Supervisor needs to visit the students twice. The organisational chart of hosting company is also included. And lastly the student assessment sheet by mentor, the marks of which are taken into consideration in the final marks for the student. These are all the information making up the Student Log Book. After the placement, the student needs to submit a Report on the Industrial Attachment and the Student Log Book. The panel is constituted of academics of the University and the mentor from the industry. There is also a standard 'Grille D'évaluation pour la Soutenance du Rapport de Stage' sheet for assessing the student's presentation. There is also a possibility for student to have their IA in France.

The Industrial Attachment has so far been very successful in all Faculties.

6. Evidence of success/ evaluation and impact

In about 100 words, supply any evidence of success. Evaluate the good practice and highlight the positive impacts.

The feedback received from the industry has been very important for us to know whether our students have those employability skills. Many students at the end of their industrial

placement have been asked to extend their placement, some have been offered a job, some have been asked to stay under the YEP programme. Many organisations who have taken our students have requested to have more students for the next exercise. The fact that many mentors do attend the final presentation show their engagement to this programme, and their appreciation of the work done by our student.

7. Key features ensuring success

Maximum 100 words. This could include the resources required (financial, staffing and any other special resources), collaborative work and other special working arrangements.

The key features that has ensured the success of this programme is the close monitoring supervisors do. The mentors in organisation knowing that the supervisor will visit twice the student and talk to them about the student's tasks and progress brings a seriousness around this exercise. The student and the mentor too can at any time call the Supervisor if there are any issues. The fact that the mentor gives weekly marks to the students is a way of monitoring the student's progress too. Also, all conditions attached are clearly stipulated in the Convention de Stage.

Optional:

8. Notes

In about 100 words, please add any other information that you deem important to the reader such as changes that may have been introduced since the practice was audited, any scope for adaptation, or future plans.

An Industrial Attachment/Placement Office would be most welcome. Some additional networking exercise needs also be done after the placement exercise.

9. Attachments

Supporting files, such as policy or procedure documents, can be attached to the template in PDF form. However, if these documents are already available on the internet, the web site address will be sufficient.

Please refer to attachment- Procedure for Industrial Placement.

Mandatory:

10. Further information

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UNIVERSITÉ DES
MASCAREIGNES

SAVOIR, C'EST POUVOIR

P-AC-IA 1.1 PROCEDURE FOR INDUSTRIAL ATTACHMENT

Date: 06.08.2015.

Revision number: 1

Approval

Quality and Standards Committee of 14th November 2015

Academic Council of 06th August 2015

Board of 8th of March 2017

PURPOSE

Industrial placement is a core and mandatory component of all degrees awarded by the Université des Mascareignes only and those jointly awarded by the Université de Limoges (UdL) and the Université des Mascareignes. Industrial placement marks the first step in integrating the world of work for our students in their field of specialisation. Our students are our ambassadors. In this context every care and effort must be taken to provide on one hand a work enriching experience to our students and on the other hand a positive appreciation of the work performed and attitude of our students in the work place. The purpose of this guide is to provide comprehensive information to ensure the smooth running of this exercise for students, supervisors, mentors and the organisation hosting the industrial placement.

SCOPE:

This procedure applies to all Faculties, to all full time students, and part time students (where applicable).

REFERENCES

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DEFINITIONS/ ABBREVIATIONS:

FSDE: Faculty of Sustainable Development and Engineering

FBM: Faculty of Business and Management

FICT: Faculty of Information and Communication Technology

Industrial Placement /Industrial Attachment

The terms Industrial Placement and Industrial Attachment are used interchangeably. An Industrial Attachment (IA) is defined as the work done by a student within the area of his specialisation within the specific time frame as stipulated in the course structure. The Industrial Attachment may or may not be remunerated by the employer. The Industrial Attachment should in no way disrupt the academic progress and the attendance of the student in class nor his exams. The IA is compulsory and is an integral part of the Course structure at Université des Mascareignes/UdL which is meant to give students exposure to their fields of studies in a work environment specific to their area of specialisation.

Supervisor

The Supervisor is the Lecturer responsible for:

- Follow-up one or more students in the industry

- Monitor the student in the process of finding the IA
- Following student's progress in the industry
- Visiting student (minimum two visits).

Mentor

The Mentor is defined as the employee designated by the Company or body who will monitor the student during the defined IA period.

Student

One enrolled on a fulltime or part time basis¹ at the Université des Mascareignes /Université de Limoges.

Host organization (organization/entreprise d'accueil)

The organisation that is hosting the student's placement.

ABBREVIATIONS

IA : Industrial Attachment

PPP module: 'Projet Personnel et Professionnel' module

Host org: Host organisation

UDM Rep: Any employee of the Université des Mascareignes

RESPONSIBILITIES:

Duration of Industrial Attachment:

- It is the responsibility of the University to define the duration of the Industrial Attachment in conformity with the programme requirements.
- For the Industrial Attachment to be valid the student must complete the number of weeks defined as per the 'Convention de Stage' within ONE organization only, unless otherwise specified, for example where the nature of the IA requires several competencies and one or several of which may not be provided within one organization. Should the company have within the group of companies other branches or sister companies and the Mentor decides to send the student to another company within the group, this is considered as one organisation. However, this can be done only after discussion with Supervisor/Mentor and final approval from the Head of Department. A written approval from the Supervisor to the student is required.
- In case, student is dismissed due to his misconduct² from the IA, the student will need to start afresh in another company, in which case the weeks or days done in the previous company becomes null and void.

¹ Applicable if part time student does not have a relevant work experience

² As per **Article 7** of the 'Convention de Stage'

- No change is allowed without prior approval by the Supervisor.

Student's Responsibilities:

- It is the responsibility of the student to look for IA and report to the supervisor. He may seek help from his supervisor/HoD.
- The student, during the interview, will speak on his/her name only, and not in that of the Université des Mascareignes.
- Students must start their IA search during the semester preceeding the semester of the attachment. Likewise, if an IA is programmed during semester 4, then, during semester 3, student provides to the Secretary of the Department their confirmed 'Fiche d'acceptation' duly signed and stamped by the Host org.
- Should the student need to meet his/her lecturer for consultation during IA, this may be done with prior approval of the mentor. The lecturer will confirm such appointment.

APPENDIX:

- 1 Sample Letter to organization (to support application for IA by student)
- 2 Fiche d'acceptation (signed and stamped by Host Org.)
- 3 Convention de Stage (provided by the departmental secretary)
- 4 Attestation d'assurance de l'etudiant (UdM registry)
- 5a. Contenu du rapport de Stage
- 5b. Contenu du rapport de stage (FSD&E)
(LES SPECIFITES SONT PROPRES AUX FACULTES- Faculty specific)
- 6a. Evaluation du rapport de stage (Supervisor and Mentor)
- 6b. Fiche d'evaluation Rapport Soutenance Stage (FSD&E)
- 7 Grille d'évaluation pour la soutenance du rapport de stage (Supervisor)
- 8a. Student Log Book
- 8b. Fiche d'evaluation stage par l'entreprise (FSD&E)
- 8c. Fiche visite prof (FSD&E)
(LES SPECIFITES SONT PROPRES AUX FACULTES avec des principaux points communs- Faculty specific with key commonalities for record keeping)
9. Convention de partenariat UdM-UdL pour les échanges des étudiants stagiaires

PROCEDURE:

Procedure for Industrial Placement				
Dept	Step	Responsibility	Action	
	1		Start	
	2	Student	Search of host org by student?	
	3	UdM Secretariat	Provide support letter to student	
	4	Student	Send formal letter of applicatn and support letter to host org.	
	5	Host org	Student accepted by host org?	
	6	Lecturer/UdM rep	Search of host org. by lecturer/ UdM rep?	
	7	HOD/ Lecturer	Refer to allocation of placement seats to students	
	8	Lecturer/ Supervisor	Establish contact with host org.	
	9	HOD/ Lecturer/ Supervisor	Carry out introductory meeting	
	10	Host org	Send filled in 'Fiche d'acceptation de stage' to UdM Secretariat	
	11	HOD, Student, host org, UdM representative	Signature of 'Convention de Stage' with host org. by relevant parties.	
	12	Host org	Appoint mentor to monitor student during Industrial Placement	
	13	Dean of Faculty, HOD	Carry out pre-placement meeting	
	14	Dean of Faculty, HOD	Provide student with log book for entries	
	15		Start of placement	
			A	

Procedure for Industrial Placement

	Dept	Step	Responsibility	Action
		16	Supervisor	The purpose of this visit is to check that the student is well settled according to the conditions stipulated in the 'convention de stage' and to ensure that the tasks performed by the student is in line with "Convention de Stage"; Should the student experience difficulties, the student may call the supervisor at any time during the placement
		17		
		18	Supervisor	Should the student experience difficulties, the supervisor undertakes remedial action in consultation with the mentor
		19	Student	
		20	Supervisor	The purpose of this second visit is to get feedback on the progression and to evaluate whether there are any issues that need to be addressed
		21	Student	
		22	Mentor / Supervisor	The Supervisor guides the Mentor into filling the "Fiche d'Evaluation" at the company premises, one week after the student has completed the placement
		23	Student	Student is strongly recommended to write the report concurrently while the placement is under way; A copy of the student log book should be appended with the report.
		24	Mentor / Supervisor	The report is marked independently by the supervisor and mentor as per the marking scheme
		25	Student/ Panel	After the student presentation (during which a PowerPoint presentation is expected) , the panel evaluates and assesses the performance of the student; Panel is made up of the mentor from host org, supervisor (who acts as observer), one lecturer from the relevant department and one communication lecturer
		26	Supervisor	Student's average marks are computed and sent to Exams Office
		27	Student/ UdM Secretariat	The student sends a thank you card and UdM secretariat sends a letter of thanks to the host org. A copy of the letter of thanks is filed at UdM Secretariat

