



TERTIARY EDUCATION COMMISSION

**REPORT OF THE QUALITY AUDIT OF THE
UNIVERSITY of TECHNOLOGY MAURITIUS**

November 2008

TEC Audit Report Number 04

© Tertiary Education Commission 2008

TERTIARY EDUCATION COMMISSION

Level 5,

Mauritius College of the Air Building

Réduit

Mauritius

Ph (230) 4678800

Fax (230) 4676579

<http://tec.intnet.mu>

Established in 1988 as a parastatal body of the Ministry of Education, Culture & Human Resources, the Tertiary Education Commission has as objects to allocate government funds, promote, plan, develop and coordinate tertiary education and training in Tertiary Education Institutions under its purview in order to achieve an accountable and responsive system of international standards. The Commission is also entrusted with the responsibility to promote and maintain high quality standards in post-secondary education through appropriate quality assurance and accreditation processes.

The views expressed in this report do not necessarily reflect the views of the Government of Mauritius.

CONTENTS

OVERVIEW OF THE AUDIT	1
1 ORGANISATIONAL OVERVIEW	10
2 QUALITY ASSURANCE	19
3 CURRICULUM, TEACHING AND LEARNING	22
4 RESEARCH AND CONSULTANCY	31
5 INFRASTRUCTURE AND LEARNING RESOURCES	33
6 HUMAN RESOURCES	38
APPENDIX A: UNIVERSITY OF TECHNOLOGY MAURITIUS	42
APPENDIX B: TEC'S MISSION, OBJECTIVES, VALUES AND VISION	44
APPENDIX C: THE AUDIT PANEL	45
APPENDIX D: ABBREVIATIONS AND DEFINITIONS	46

OVERVIEW OF THE AUDIT

In 2008 the Tertiary Education Commission (TEC) appointed a Quality Audit Panel to undertake a quality audit of the University of Technology, Mauritius. The quality audit forms part of the first cycle of audits undertaken under the umbrella of TEC and as at date three Tertiary Education Institutions namely the University of Mauritius, the Mauritius Institute of Education and the Mahatma Gandhi Institute have already been audited.

This Report of the Audit provides an overview of the audit process together with a brief summary of the findings, and then provides details of the Audit Panel's findings, commendations and recommendations. A brief introduction to the University of Technology, Mauritius (UTM) is given in Appendix A; the mission, objectives, vision and goals of TEC are shown in Appendix B; membership of the Quality Audit Panel is provided in Appendix C. Appendix D defines abbreviations and technical terms used in this Report.

The Audit Process

TEC bases its audits on each organization's own objectives, together with the audit criteria provided in the Quality Audit Handbook of the TEC (<http://tec.intnet.mu>). The purpose of the audit was to

- (i) assess the strength of the quality culture;
- (ii) determine the commitment to continuous improvement;
- (iii) appraise the systems in place to determine academic standards;
- (iv) evaluate the systems in place to ensure that measures taken to maintain and enhance quality were appropriate and effective; and

- (v) establish whether the institution was embracing the concept of **fitness for purpose as well as fitness of purpose**. Full details of the TEC audit process are available in the TEC Quality Audit Handbook

On 05 August 2008, the UTM presented its submission (Self Evaluation Document) to TEC including its Strategic Plan. The portfolio was initially scrutinized by the Quality Assurance and Accreditation Division and then the Auditors were each sent a copy of same. After going through the portfolio and supporting documents the panel members agreed on specific lines of enquiry.

The Audit Visit took place from 12 to 14 November 2008. Twenty two interviewing sessions were held. In all, the Audit Panel spoke with 119 persons including, *inter alia*, the Chairman of the Board of Governors, members of the Council, the Heads of Schools, the Registrar, Academic and non-academic staff, full time and part time students, employers and past graduates. The Audit Panel also met with the Staff and Student Unions.

An open session was also held for any stakeholder of UTM to meet with the Panel. A number of people took advantage of this session, by coming forth to air their views.

The Audit Panel gave a verbal feedback to the management and the senior academic staff of the UTM at the end of the audit visit.

This Report relates to the situation current at the time of the Audit Visit, which ended on 14 November 2008 and does not take account of any changes that may have occurred subsequently. It records the conclusions reached by the Audit Panel based on the documentation provided by the UTM as well as other

information made available to the Panel. While every attempt has been made to reach a comprehensive understanding of the UTM activities encompassed by the audit, the Report does not claim to have identified and evaluated each and every aspect of quality assurance relevant to the institution.

This Report contains a summary of findings together with lists of commendations and recommendations. A commendation refers to the achievement of a stated goal, or to some plan or activity that has led to, or appears likely to have led to, the achievement of a stated goal, and which in the Audit Panel's view is particularly significant. A recommendation refers to an area in need of attention, whether in respect of approach, deployment or results, which in the Panel's view is of particular significance. It is acknowledged that recommendations in this Audit Report may have resource implications and that this can pose difficulties in terms of implementation by the UTM. Accordingly, TEC does not prioritize these recommendations, and recognizes that it is the responsibility of the UTM to respond in a consistent and coherent manner.

Summary of Findings

This section summarizes the main findings and lists the commendations and recommendations. Other comments and suggestions are made throughout the main text of the Report.

Introduction to Findings

The UTM is a small and very young University. In the life of a University, 8 years is almost an insignificant period but of crucial importance as it helps to lay strong and stable foundations on which further growth and expansion can take place.

The UTM within this short period with many teething problems has nonetheless exhibited robustness in developing a small and beautiful campus with 56 programmes on offer in 3 schools. The Panel is pleased to note that there is a significant increase in student intake despite growing competition for tertiary education provision in the island. This reflects positively on the quality of the programmes on offer and on the credibility of its academic staff.

The Audit Panel was able to get a fair and comprehensive picture of the mission and objectives of the UTM and their translation into teaching, learning and research. The Panel appreciated that UTM keeps close collaboration with the industry and caters for the needs of the various economic sectors by mounting and offering market-relevant programmes. However, the Panel feels that these collaborations should be further strengthened. The UTM should also improve its communication strategies with its various stakeholders both internally and externally.

The UTM is governed by a Board of Governors which is supported by several Committees. The Statutes of the University make provisions for appropriate management and academic structures. The Panel noted that a significant number of high level posts were left vacant on the establishment, which seriously puts at risk academic and administrative leadership at the University. The Panel is of the opinion that all key vacant positions should be filled to ensure proper functioning of the UTM.

The Panel also observed that the UTM is facing severe space constraint which has an impact not only on the physical ambience and campus experience but also on the income generating capacity of the university. The UTM should as a matter of priority address the issue of space and other infrastructure facilities to improve the physical ambience.

The Panel appreciated the institutionalization of Quality Assurance activities at the UTM and noted the several measures undertaken to ensure quality of teaching and learning. However, despite the fact that the Quality Assurance Unit was set up in 2005, the spirit of quality is not fully accepted across the UTM. The Panel is of the view that Quality Assurance should mainly be an advisory function and that the Quality Assurance Officer must be an ex-officio member of all key Committees.

The Panel noted with satisfaction the reasonably well documented policy on programme design, approval and implementation. With a view to increase access to higher education, some programmes have been designed to cater for students from a broader range of backgrounds under the APL/APEL policy. The Panel is of the view the UTM should exercise due diligence in recruiting students to be admitted to such programmes. The Panel appreciated the extra effort of the UTM to support students, for example those with difficulties in Mathematics and Statistics.

The external examiner system at the UTM is reasonably well established with a pool of local and foreign examiners from academia and the industry. The Panel recommends continued vigilance in selecting the appropriate profile of External Examiners. The Panel is of the view that security measures regarding conduct of examinations and certification should be further strengthened and the UTM should update its regulations to consider additional provisions on issues such as plagiarism, supervision of dissertation and appointment of supervisors.

Research and Consultancy have been mentioned as one of the objectives in the vision and mission statement. The Panel noted that there is little research

work other than M Phil/PhD. The UTM should develop thrust areas for research and should probe issues that can be used to support and reinforce the curriculum.

The Panel appreciated the emphasis laid by the UTM to upgrade the qualifications of its staff and to develop team spirit among the academics. However, the Panel noted that it was only in 2008 that the UTM worked out a comprehensive document on Employment and Promotion policy. Due consideration must be given to staff matters and the UTM should develop a comprehensive staff development plan. Moreover staff appraisal must be institutionalized at all levels.

The students of the UTM expressed their satisfaction with the quality of the awards with respect to employability.

In view of the above, the Panel is of the view that although the UTM meets the general criteria of "fitness for purpose" UTM must consider ways and means of generalising and further strengthening its quality culture.

A summary of commendations and recommendations follows. They are listed below in the order in which they appear in the Report and are not prioritized.

Commendations

1. The TEC commends the sustained strategy of the UTM to keep close collaboration with the industry.
2. The TEC commends the UTM for the establishment of Quality Assurance Unit in its structure and its support for quality assurance initiatives.
3. The TEC commends the UTM for the sustained effort in increasing and widening access to Higher Education in terms of enrolment and the number of programmes offered.

4. The TEC noted with satisfaction that remedial courses in Mathematics and Statistics have been provided to students with specific learning difficulties and commends this initiative of the UTM for supporting such students.
5. The TEC also noted with satisfaction the confidence demonstrated by the students and Alumni in the quality of their awards, and the recognition of their degrees in the employment market.
6. The TEC commends the emphasis laid by the institution on the need to upgrade the qualifications of its academic staff and to develop an effective team spirit among its academics.

Recommendations

1. The TEC recommends greater visibility of the UTM among its stakeholders, for example, by means of regular issues of a UTM Newsletter.
2. The TEC recommends that academic leadership and administrative leadership be strengthened at various levels of the UTM, for example, by filling the vacant positions in its establishment with appropriately profiled candidates.
3. The TEC recommends that the Finance and Planning Committee provided for in the UTM Act be set up and be made functional in order to address various planning issues at the UTM.
4. The TEC noted heavy reliance, in terms of revenue, on student fees, and recommends that the UTM considers alternative sources of funding.

5. The TEC recommends that Quality Assurance should mainly be an advisory function at the UTM and that the Quality Assurance Officer or his representative must be an ex-officio member of all key committees.
6. The TEC noted with concern a decision of the academic Council allowing applicants with three "O" levels at School Certificate to join a foundation access course for undergraduate programmes. The TEC recommends that the Council should exercise due diligence in assessing the acceptability of such students for enrolment, the eventual employability of such graduates and the potential negative impact this strategy can have on the quality of the UTM Degree.
7. The TEC recommends that the Regulations must be reviewed to consider additional provisions such as plagiarism, supervision of dissertation, duties and responsibilities of Supervisors.
8. The TEC recommends that security measures be strengthened with regards to examinations and certification.
9. The TEC recommends that the UTM develops thrust areas for research and considers providing consultancy services to help raise funds.
10. The TEC recommends that the UTM addresses as a matter of priority the issue of lack of adequate space and other infrastructure facilities as the existing facilities are under extreme pressure in terms of demand, both quantitative and qualitative.
11. The TEC recommends the setting up of more industry-supported incubator cells and the strengthening of existing ones.
12. The TEC recommends that a Library Committee be set up to address all library-related issues.
13. The TEC recommends that staff performance appraisal be institutionalized at all levels within the UTM, whilst concurrently developing a comprehensive staff development plan.

14. The TEC recommends that the UTM Management sets up a mechanism for holding regular meetings with the Union, in order to address all staff issues.
15. The TEC recommends that the UTM Management exercises more transparency in the communication of its policies and decisions on matters which are of direct concern to staff.

1. ORGANISATIONAL OVERVIEW

The University of Technology, Mauritius was set up by Government in May 2000 following the merger of the Mauritius Institute of Public Administration and Management and the SITRAC Ltd and became the second university of Mauritius.

The UTM falls under the Ministry of Education, Culture and Human Resources and is governed by the UTM Act 2000 which laid the foundation for the University to play a key role in the economic and social development of the country through programmes of direct relevance to the country's needs in areas like technology, sustainable development science and public sector policy and management.

UTM became fully operational in August 2001, when it welcomed its first cohorts of undergraduate students in its two Schools, namely, the School of Business Informatics and Software Engineering (SOBISE) and the School of Public Sector Policy and Management (SOPSPAM).

UTM has become a member of the Association of Commonwealth Universities and is listed in the Commonwealth Universities Handbook and in the International Handbook of Universities. UTM is also a member of SARUA: Southern African Regional Universities Association - A network of public universities in the SADC region.

During its eight years' existence, the UTM has come a long way: from an initial provision of eight programmes at undergraduate level, the University has now 56 programmes in its portfolio at undergraduate and post graduate levels. The University also engaged in research and has on its roll 30 PhD students.

Introduction of new programmes, especially those in Tourism and Hospitality Management led to the operation of a third School, that of Sustainable Development Science (provided for in the UTM Act).

At the time of the audit, UTM indicated its serious intent to move to a new location with the state-of-the-art infrastructure, so as to be better able to meet its objectives as per its strategic plan.

1.1 Vision

To become a University of national, regional and international renown, providing multi-level quality tertiary education and training including continuing professional education geared towards sustained capacity building for increasingly technology-driven and enterprise-based developments

1.2 Mission

To offer a range of university programmes and activities in full-time, part-time and mixed modes to meet the changing needs of Mauritius and develop a regional and international dimension to its activities. UTM will aim for excellence along traditional as well as beyond traditional approaches to teaching, training, research and consultancy.

1.3 Aim

To provide access to a wide range of students for the acquisition of knowledge and skills with which they can make future professional contributions in various key sectors of the socio-economic and technological advancement of Mauritius and aspire to become dynamic players in regional and international activities.

1.4 Objectives

- To admit students with a range of entry qualifications and academic and professional experience
- To deliver programmes to be entered and exited at different Levels.
- To offer part-time and distance education in addition to full-time study
- To cooperate with government and business in developing lifelong learning, research and consultancy
- To promote entrepreneurship and a complete education amongst students
- To build up and develop full-time and part-time staff of high calibre
- To help students benefit from a physical environment appropriate to their development

UTM claims that it focuses on maintaining a high level of instruction, infrastructure and technology to ensure the highest standard of service to its students. It also claims that it is committed to the provision of an education which serves the needs of the nation. Emphasis is on ensuring that enterprise and innovation is as important in the curriculum as the teaching of subjects. Constant communication and collaboration with industry, commerce and the science sectors helps in keeping abreast of the latest developments in the market place. However, the Panel, while recognizing the efforts made, is of the opinion that such collaborations must be further strengthened.

Commendation 1

The TEC commends the sustained strategy of the UTM to keep close collaboration with the industry.

The panel took proper note of the visionary idea of establishing a University of Technology Mauritius. At the time this university was born, Mauritius had other significant players already established in the Higher Education Sector. The Panel has also noted the role and interest of different stakeholders of the UTM. However, the Panel feels that the various stakeholders should be kept well informed of the activities of the UTM and one of the ways a University communicates with its stakeholders is through a proper newsletter.

Recommendation 1

The TEC recommends greater visibility of the UTM among its stakeholders, for example, by means of regular issues of a UTM Newsletter.

The UTM is a small and very young University and in the life of a University, 8 years is an almost insignificant period. Yet this particular period has been very crucial because it has been the period of laying strong and stable foundations on which further growth and expansion can take place.

The UTM within this short period has exhibited robustness in developing a campus with 56 programmes under 3 different schools. The Panel is pleased to note that there is a significant increase in student intake despite growing competition in the island. This reflects to some extent on the quality of the programmes and the credibility of its academic faculty. Moreover, the quality of graduates passing out from the University and their performance in their respective field of work was viewed positively by the partners and employers of UTM graduates.

UTM is the fourth Tertiary Educational Institution (TEI) to undergo an Institutional Quality Audit in Mauritius. It is expected that by the end of 2009 all publicly funded Tertiary Educational Institutions would have undergone the first cycle Quality Audit.

It was very much evident that UTM put in a lot of effort in preparing for the Quality Audit. The University started drafting its Self Evaluation Report (SER) well in advance and submitted same in a timely manner on 7 August 2008. The Quality Assurance Unit (QAU) of the UTM was established in October 2005 and is positioned in the organisation under the Director General's Office. It is driven by a full time Quality Assurance Officer and a small team pursuing the quality agenda of the University. The Panel appreciated that the UTM prepared its SER in an honest and consultative manner and also the commitment of the University to promoting quality assurance. The SER was a concise, well presented document and followed a logical sequence in addressing the various issues relating to the audit. During the interviews, the Panel noted the positive attitude of the interviewees in providing a clear and honest assessment of the institution's strengths and areas for improvement, including the participatory manner in which the audit process was conducted.

1.5 Governance and Management

The governance and management of the UTM derive from the provisions of the UTM Act. As a publicly funded TEI, UTM is accountable to the Mauritian Government through the Ministry of Education, Culture & Human Resources.

Key responsibilities of governance and management rest with the Board of Governors. The activities of the UTM are guided by its Strategic Plan. UTM has developed several institutional goals with a view to improving the effectiveness of risk management, control and governance processes.

The Audit Panel was able to obtain a fairly comprehensive picture of the mission and objectives of the UTM and their translation into UTM's teaching and learning, research and community engagement activities. The panel, however, noted that the vision, mission and objectives were developed in 2002, but the Strategic Plan is still in a draft form and was initiated only in 2008

1.6 Board of Governors

The Board of Governors has the responsibility to govern the affairs of the University, including its fiduciary obligations where it is responsible for the oversight of the management and administration of the revenue and property of the UTM.

The Board of Governors consists of a President who is appointed by the Prime Minister and 9 other members. The President has the responsibility to ensure that the decisions taken by the Board are implemented in a timely manner. The Board is the governing body of the UTM having the direction and superintendence of the University of Technology and its principal responsibilities include devising or approving strategic plans and major policies for the University of Technology; overseeing its management and development; monitoring and reviewing its operations; and providing rigorous accountability standards in its various operations. Provisions are made in the UTM Act to set up several Committees to assist the Board in the performance of its functions.

1.7 Management & Committee System

Management is responsible for effective implementation of policy as approved by the Council. The Director-General is the principal executive and academic officer of the University of Technology; and is appointed and hold office on such terms and conditions as are provided for in the Statutes. He is supported in his duties by the Registrar. The Panel noted that the Registrar was new to the institution at the time of the audit and there were three Heads of Schools. The SER also mentions that the UTM has a flat organizational structure while the panel noted from the PRB Report that there are six layers in the academic structure of the University.

The Panel was informed that the Chairperson of the Board of Governors was functioning in this position on a part-time basis. The same person, however, was managing the day to day running of the University on a voluntary basis given that the post of the Director General was also vacant. During the audit, the Chairperson informed the panel that a request has been made to the Ministry of Education and Human Resources to fill the vacant position of the Director General. The panel also noted from the UTM Act that there are provisions for a Head of Finance, a Head of Information Services and a Manager of Consultancy and Technology Transfer Centre and as per the provisions of the Pay Research Bureau (PRB) the post of Deputy Director General is also included in the structure of the UTM. The Statutes of the UTM make provisions for appropriate management and academic structures. However, at the time of the audit, the Panel noted with concern that a significant number of these high level posts were kept vacant, which seriously puts at risk academic and administrative leadership at the University. The Chairperson was voluntarily acting as the Director General.

Recommendation 2

The TEC recommends that academic leadership and administrative leadership be strengthened at various levels of the UTM, for example, by filling the vacant positions in its establishment with appropriately profiled candidates.

Moreover, some Committees as per the UTM Act were not functional and the panel was of the opinion that for the proper functioning of the University the full structure should be operational. The Board should take all necessary steps to build the strengths of the University so as to enable it to achieve its planned objectives.

The UTM Act gives in fair detail the objectives and various provisions for the operation of the institution. The SER makes no assessment of the extent to which these objectives have actually been achieved or at least the extent of progress made. There is explicit mention of four schools and provision for other schools. Up till July 2008 only two Schools were operational and a third school started functioning in August 2008. The Panel was of the opinion that UTM has been rather simplistic in its approach to its further development and the SER does not make it clear to the Panel whether the UTM has robust future plans. The Panel also noted that lack of adequate space and other infrastructure facilities will need to be addressed as a matter of priority and that existing facilities are under extreme pressure in terms of demand, both quantitative and qualitative. The Panel recommends that greater efforts be made to address these issues, and that there should be an appropriate body to seriously look into planning and financial matters of the UTM.

Recommendation 3

The TEC recommends that the Finance and Planning Committee provided for in the UTM Act be set up and be made functional in order to address various planning issues at the UTM.

In the absence of the Finance and Planning Committee, departments are requested to submit an evaluation of their budgetary needs to the Finance department. The Panel also noted that at the time of the audit, the post of Accountant was not filled and that the newly appointed Registrar was in charge of financial matters of the University. The University is heavily dependent on student fees and this reliance constitutes a major institutional risk. And the space constraint is another serious limitation to cash inflow for the University. The panel is of the view that in order to reduce such risks, alternate sources of funding, including consultancy services, should be explored.

Recommendation 4

The TEC noted heavy reliance, in terms of revenue, on student fees, and recommends that the UTM considers alternative sources of funding.

2. QUALITY ASSURANCE

The UTM built in its strategy the concept of Quality Assurance based on the “Framework for Quality Assurance in the Tertiary Education Sector” developed by TEC and this is reflected in its vision of “providing multilevel quality tertiary education and training”. In October 2005 the Quality Assurance Unit (QAU) was set up and a team deployed on a permanent basis to handle quality assurance matters at the UTM. The QAU has undertaken several activities since its inception:

- Conduct of a Quality Assurance Workshop for staff in July 2006.
- Conduct of a Quality Assurance Workshop for students in September 2007.
- Setting up of the Personal Quality Audit File for each staff member
- Setting up of website for the QA Unit, the QUANet
- Publicizing the time-plan for QA Activities at UTM, on the QUANet
- Production of a staff and a student QA Handbook, both in print and electronic version

It is noted that the QAU is established within the office of the Director General, and is managed by the Quality Assurance Officer supported by an Administrative Assistant and a junior staff. Quality Assurance activities are also supported by four internal quality auditors who are academics of the University.

The Panel noted that UTM has a reasonably firm quality assurance foundation with all policies and practices in place and appreciated that students are represented in most of the committees. QAU is primarily responsible for formulating academic policies and for documenting them in a proper and

consistent format. Moreover, it was observed that the QA handbook is regularly updated and there is appropriate feedback systems, including 'Anonymous Student Feedback' conducted on the 5th week of every semester for all full-time and part-time classes. The fact that UTM has conducted several internal quality audit processes, held workshops for QA auditors and has developed a team of QA auditors from within its staff definitely augers well for the QA readiness of this young university. The QA handbook has been posted on the website of the UTM for easy access by all. The QA Unit is constantly involved in the review of programmes. On the basis of feedback obtained, there has been enhanced liaison with the industry, and changes related to technology have been injected in the curriculum. The communication channels at the university have also improved.

Commendation 2

The TEC commends the UTM for the establishment of Quality Assurance Unit in its structure and its commitment to quality assurance.

During discussion with the QAU, it was observed that the spirit of Quality at the UTM is not totally widespread and well accepted. Over the years there were several good practices which were not documented. QA policies are directed by the QA Unit to the appropriate instances for action and when necessary to the senior management team and the academic council. The QA office does not have an official plan. The QA Unit reports directly to the DG and at the time of the audit, in the absence of a DG, reporting was seriously hampered. Regular sensitization workshops are conducted for staff and students. However, the quality spirit at the UTM has not been fully imbibed by the staff. There is still a general tendency to believe that Quality is the concern of the QA unit only.

And it was also observed that the QA Officer is not an ex-officio member to all the main Committees.

Recommendation 5

The TEC recommends that Quality Assurance should mainly be an advisory function at the UTM and that the Quality Assurance Officer or his representative must be an ex-officio member of all key committees.

3. CURRICULUM, TEACHING AND LEARNING

UTM currently offers a variety of programmes that span several areas such as Public Management, Educational Administration, Human Resource Management, Safety and Health, Counseling, Accounting, Financial Management, Industrial Relations, Tourism Management and Technology Oriented programmes such as Computer Science, Software Engineering, Financial Engineering, Web and Graphic Design and Business Process Outsourcing.

In the last few years, the number of programmes has grown rapidly to address the increasing demand of the economy, as well as the new emerging sectors. With the expansion of Tourism and the coming of new pillars, such as, Financial Services and Business Process Outsourcing, focused programmes have been designed to address the human resource requirements of these sectors. All the schools consult external expertise when mounting these programmes.

The UTM's portfolio at the time of the audit consisted of 56 programmes, out of which 17 were postgraduate programmes and 39 undergraduate programmes. At the time of the audit, the total enrolment at the UTM was 1639 out of which 925 were male and 714 female students. This figure is a significant increase compared to those during the initial years of existence of the University, especially for a fee paying institution. The Panel appreciated the effort of the UTM for the sustained increase in access in terms of the number of programmes on offer and the enrolment rate at the UTM.

Commendation 3

The TEC commends the UTM for the sustained effort in increasing and widening access to Higher Education in terms of enrolment and the number of programmes offered.

All the programmes are locally and internationally recognized and the UTM is a member of the Association of Commonwealth Universities. It is listed in the International Handbook of Universities. The Panel appreciated the fact that the engineering programmes are mounted in consultation with the Council of Registered Professional Engineers and the Institution of Engineers, Mauritius, in order to ensure acceptability of the UTM engineering graduates in the market.

The panel noted that the UTM has a well documented policy on programme design, approval and implementation. The policy details out the steps to be followed while designing new programmes at undergraduate and master's levels, such as, meeting with prospective employers, constitution of working groups for drafting programme documents.

Views of employers and part-time academics from the industry are taken during Employer Liaison Panel (ELP) meetings and Employers Liaison Workshop with representatives of the tourism sector, Human Resource professionals and the Banking Sector through major banks of Mauritius, such as, the Mauritius Commercial Bank and the Barclays Bank, which were held while developing new programmes, in particular the BSc (Hons) in Banking and International Finance and in the mounting of a new MSc Banking and Finance. It was noted that the Employer Liaison Panel is a facilitation forum for external resource persons, part time lecturers, sponsorships of events and potential employers for

UTM students. The panel appreciated the role and involvement of the Quality Assurance Office in monitoring the whole process and providing assistance to drafting and finalizing the programme document.

The panel also noted the prior learning (APL/APEL) policy of the UTM to admit students from a broader range of backgrounds on a case to case basis. Candidates having as minimum qualification School Certificate coupled by extensive relevant working experience are also considered for admission.

During discussion with Board of Governors and academics, the panel noted a decision of the Academic Council to allow applicants with three 'O' levels to join the foundation access course for undergraduate programmes. The Panel was of the opinion that such a policy might have a negative impact on the quality of the degree and the worth of such graduates in the employment market. It is a positive point to increase access to higher education but the UTM should ensure that the students admitted have the necessary basic qualifications and competencies required to join a programme.

Recommendation 6

The TEC noted with concern a decision of the academic Council allowing applicants with three "O" levels at School Certificate to join a foundation access course for undergraduate programmes. The TEC recommends that the Council should exercise due diligence in assessing the acceptability of such students for enrolment, the eventual employability of such graduates and the potential negative impact this strategy can have on the quality of the UTM Degree.

The programmes are structured in terms of level, i.e., level 1, level 2, and level 3 for undergraduate and level M for postgraduate programmes. Level 1 is equivalent to a Certificate, level 2 is equivalent to a Diploma and level 3 is equivalent to a Degree in the relevant field. These multi-level structures give the flexibility of entering and exiting a programme. A student may exit with a Certificate after completing level 1, or exit with a diploma after completing level 2. Despite this flexibility, the maximum duration for completing a degree is limited to 5 years on full-time basis and 7 years on part-time basis.

Each level of a programme is generally equivalent to 1 year of full-time study or 1½ years of part-time study. The Panel noted the credit system in place at the UTM and appreciated the aligning of the system with the requirements of professional associations. The modules at undergraduate level are assigned a credit of 3 to 6 depending on the complexity and duration of the modules, representing 30 to 60 contact hours throughout the semester for conducting lectures, tutorials, practical and self-learning. Modules being taught at Masters Level are also assigned credit of 3 to 6 depending on similar criteria. The MBA programmes follows a different credit system in the line with the parameters of the 'Association of MBAs (UK)', whereby each module is assigned a credit of 10, representing 75 hours of lecturing, tutorials and self-learning.

The panel also noted the programme management framework in place to ensure a continuous and timely monitoring of programmes on offer at the UTM. Each school assigns a Programme Director for each and every programme being offered. The Programme Director is responsible for the smooth running of the programme and entertains requests for reviewing its content from academic staff and from external examiners. The Programme Director is supported by a Programme Coordinator to handle routine issues concerning a given cohort of students. The Panel also noted that each cohort of students is represented by a

student representative. The Cohort Student Representative is the spokesperson of the cohort on any matters pertaining to that cohort, such as, change in timetable, extension of deadlines, distributing and collecting Anonymous Student Feedback Forms, and so on.

3.1 Teaching, Learning and Assessment

The UTM is aware of the challenges that teaching and learning represent in the good functioning of a University. A significant proportion of the budget is spent in addressing issues related to Teaching and Learning. The UTM spent in the last two financial years (2006/2007 and 2007/2008) 5.7 and 3.9 million rupees respectively for the purchase of new IT Equipments and video projectors for computer labs and lecture rooms.

Staffs are encouraged to upgrade their qualifications and to keep abreast with new tools and techniques in their respective fields. There are in place financial policies to assist academic and non-academic staff in improving their qualifications. 17 staff members are pursuing their doctoral studies at UTM and at foreign universities. The panel noted, however, that the UTM relies heavily on part time staff for lecturing. This is a weakness which needs to be addressed over the medium to longer term.

3.2 Teaching and Learning

Modules are generally time-tabled for 2 hours of lecture and 1 or 2 additional hours of tutorial and/or practical, if there is a need to have a practical component. Students are required to spend two additional hours of self-learning for each module. The academic tutoring is a student academic

support activity adopted at UTM, whereby every academic schedules 2, 3 or more hours of availability per week to students. Free e-books, free-wares and open-source software are provided to students to facilitate teaching and learning. On the MBA and other Masters programmes, some modules are conducted by visiting academics on a regular basis. Such modules are thus timetabled in block mode over a period of two weeks rather than the usual 15 weeks semester period. During the two weeks, lectures are conducted every afternoon and the students are continuously assessed through various assignments.

The Panel observed that there is provision for tutorial support for specific modules such as Mathematics and Statistics. These two subjects are entry requirements to many of the programmes, but often students do not have the required level in as Mathematics and Statistics. UTM therefore assesses their maturity in these modules (using Mathematics for SITE and Statistics for SBMF) and assign them to either Mathematics or Statistics courses, if they do not satisfy the minimum level of 50%. These courses are not mandatory and are not assessed but they are highly recommended to the students and are very helpful, especially to those who have left secondary schools a long time back. The Panel noted with satisfaction the mounting of such remedial courses in Mathematics and Statistics for the benefits of the weaker students.

Commendation 4

The TEC noted with satisfaction that remedial courses in Mathematics and Statistics have been provided to students with specific learning difficulties and commends this initiative of the UTM for supporting such students.

3.3 Assessment

All programmes make provision for a dissertation/project in the last year or semester, except for a few Diplomas and Certificate programmes. The project/dissertation is carried out for 1 year or 1 semester depending on the programme and the mode of offer. Furthermore, programmes in Information Technology include a project at the end of level 1 and level 2 to reinforce the skills learnt throughout these levels. At the start of their project, students are assigned project supervisors, individually or in group, to assist them throughout the project.

Assessments at all levels are based on both summative and formative evaluations. The percentage of formative evaluations over the total marks for each module ranges from 30 to 50, depending on the nature of the module, the remaining marks being obtained from summative evaluations. For some modules, the formative evaluations can be 100%, and no written examination is conducted. Formative evaluations can be based on any of the following: Seminar, Class Tests, Assignment or mini-Projects. Projects/Dissertations for graduating students are also continuously assessed. Most modules constitute a final written examination amounting 50 to 70% of the total marks. The mode of examination at UTM is either traditional, open-book or multiple-choice.

The Panel noted the existence of the Disciplinary Committee to hear and determine cases arising out of alleged breaches of examination regulations. The examinations regulations are well documented and all the parties concerned are well aware of their respective roles and obligations. Most of the programmes on offer at the UTM include a final year dissertation or a project. Discussion with the academics revealed that there is no mechanism in place to detect plagiarism and originality of work submitted by students. The panel strongly feels

that the regulations must be reviewed to consider additional provisions to cater for plagiarism, supervision and assessment of dissertations

Recommendation 7

The TEC recommends that the Regulations must be reviewed to consider additional provisions such as plagiarism, supervision of dissertation, duties and responsibilities of Supervisors.

It was also observed that since the start of its operation in 2001, UTM has established the principle of externally examining all its examination papers at all levels and a pool of local and foreign external examiners of appropriate background and subject expertise coming from academia or industry has been constituted.

Examination papers are set at departmental level by the lecturer or lecturers teaching a given module. The module coordinator ensures that the question paper complies with the module specifications. The set paper is then administered by the Examination Unit of the School. It is the responsibility of the unit to format, print and keep secured copies of the exam papers. The unit is also responsible for handling and collecting the examination papers and student scripts during the exams period. The process of setting exam papers is based on the policy of 'Exam Paper Preparation'. Confidentiality of exam papers is guaranteed by having the academics sign the 'Declaration of Interest Form'. The Panel visited the examinations unit of the School of Business Management and Finance and expressed concerns regarding security, confidentiality and physical arrangement of the unit. Space is a major constraint and the Panel noted that the area could be accessed by anybody. The UTM should seriously consider tightening security measures in all its examinations units.

Moreover, the Panel was of the opinion that the Certificate issued by the University can be easily duplicated, especially with the availability of modern printing hardware and software, and the UTM is urged to revisit this important issue.

Recommendation 8

The TEC recommends that security measures be strengthened with regards to examinations and certification.

The Panel had the opportunity to discuss with all the stakeholders, including the students, regarding curriculum design and delivery. The Panel also interacted with some of the partners offering UTM programmes. The Board of Governors expressed its commitment that the UTM must definitely expand and include in its portfolio more programmes which are at par with the changes in the technological world. The Alumni expressed their general satisfaction regarding their experience at the UTM. The perception about the UTM graduates is generally positive in the industry as evidenced by most of them having been able to secure employment soon after graduation. The Panel also met with the partners of the UTM who are offering programmes awarded by the UTM. The general feeling was that the collaboration is working effectively with respect to all aspects of the programme. The partners were also of the view that UTM graduates are adequately trained to meet the needs of the industry

Commendation 5

The TEC also noted with satisfaction the confidence demonstrated by the students and Alumni in the quality of their awards, and the recognition of their degrees in the employment market.

4. Research and Consultancy

One of the objectives of the UTM mentioned in its draft strategic plan is to cooperate with Government and business in developing lifelong learning, research and consultancy. In the last two financial years 2006/2007 UTM spent 3.2 and 6.3 million rupees on research and research-related activities including attendance at overseas conferences. However, UTM's efforts have been more on capacity building, than on generation of research output. Thus, a number of academic staffs are pursuing their M Phil/PhD degree at UTM itself. A few Consultancy projects were undertaken by some staff members at the request of Government and the Industry.

The Research Degree Committee is responsible to the Academic Council for ensuring quality in research degrees by evaluating research degree proposals and their subsequent conduct, including arrangement for registration, supervision, transfer, appointment of Examiners and examination procedures. The Research Degree Committee is constituted of experts from industry and academia having extensive experience of research, research supervision and examination. At the time of the audit, 30 M Phil/PhD candidates were registered with the UTM. 17 were staff members and the others were private candidates.

UTM Staff and research students have an opportunity to participate in national and international conferences. UTM has been active to some extent in organizing a few Conferences in collaboration with International partners.

The major sources of funding for Research (Consultancy is self-funded) are UTM, TEC and MRC. Despite having a policy for undertaking commissioned

Consultancy Work, the development of consultancy services at UTM is still fairly embryonic.

It was also noted that the Research Committee meets on an ad-hoc basis in order to prevent undue delays in processing transfers from MPhil to PhD. Research Seminars have been conducted on a reasonably regular basis.

The panel was of the opinion that research should probe issues that can be integrated in the curriculum and research topics and areas which are relevant to the needs of the country. Research is considered as a vital area of growth of any University and the panel noted that the research record of the UTM is not so impressive. There is very little research work other than MPhil/PhD.

Recommendation 10

The TEC recommends that the UTM develops thrust areas for research and considers providing consultancy services to help raise funds.

5. Infrastructure and Learning Resources

In its Vision and Mission Statement, UTM commits itself “to help students benefit from a physical environment appropriate to their development.” To achieve this objective, UTM claims to continuously upgrade its teaching and learning facilities.

5.1 Physical Infrastructure

The existing two buildings were inherited from the merging of MIPAM and SITRAC Ltd, in 2001. These two main buildings, namely, the SOBISE Block and the SOPSPAM Block constitute the UTM main physical infrastructure. Since then, there has been no major evolution, except for the upgrading of the lecture rooms and computer laboratories.

Most of the lecture rooms are equipped with video projectors as well as overhead projectors. Some are also equipped with public-addressed systems. During semester periods, the lecture rooms are fully strained given that the number of programmes is increasing every year. To meet this growing demand for more resources, space is rented from other institutions, such as the IVTB and the MIE, as short term recourse.

It is evident that the UTM is facing severe space constraints limiting the number of students per classroom to a maximum of thirty. The Acting Director-General admitted that this limits the income generating capacity of the University, and constitutes a major setback for a fee paying University. However, he reiterated strong commitment for a full fledged campus. As a short term measure, the UTM is renting space at the Mauritius Institute of Education and some Government-owned secondary schools. The students with whom the Panel interacted were quite opposed to this move of the UTM. The Panel therefore is of the opinion that

the short term measure to have lectures in different institutions hampers the academic ambience and has a negative impact on the campus experience of students in a higher education institution. It was the wish of all the stakeholders interviewed to have a larger and better equipped campus. The Panel reiterates that the Planning and Finance Committee should be set up and made functional in order to consider the infrastructure issues as a matter of priority.

Recommendation 10

The TEC recommends that the UTM addresses as a matter of priority the issue of lack of adequate space and other infrastructure facilities as the existing facilities are under extreme pressure in terms of demand, both quantitative and qualitative.

5.2 Pre-Incubator Centre

The UTM is hosting a pre-incubator Centre for students willing to start-up their own business and successful starts-ups would have the opportunity to move to the NCB Incubator Centre. The Panel appreciated the concept of hosting the incubator cells and is of the view that it is in line with the specific nature of the University to cater for the demand of the various industries in developing young professionals. However, the whole process of managing these incubator cells should be further strengthened and more of such cells would definitely be beneficial to the students' population of the UTM.

Recommendation 11

The TEC recommends the setting up of more industry-supported incubator cells and the strengthening of existing ones.

5.3 Resource Centre

The Resource Centre is located in the SOPSPAM block and provides services to all students and staff of the University. It occupies a space of 185 square meters and can accommodate 40 seats at any time.

The following are services that are provided by the Resource Centre:

- Provision on loan of materials such as books, journals, CDs, Magazines and Video Cassettes.
- Purchase of books recommended by Academic Staff
- Online Journal such as Emerald
- Online Catalogue
- Online Past Exam Papers
- Internet Service

The Resource Centre equally faces space problem, and it poses serious challenges for storage of books and other materials. Consequently, the Resource Centre will soon be acquiring e-books, and these will be made available to staff and students. There are policies regulating the provision of materials to staff and students which are available in the QA Handbook. Since the UTM has a significant number of part-time students, the Resource Center is remains open till 18 00 hrs so as to provide an adequate service to these students as well. Resource Centre materials are available to all students as well as to all staff members, academic and non-academic.

5.4 Purchase of Resource Centre Materials

Resource Centre materials are purchased following requests from academic and administrative staff. Such requests have to be formulated as per the 'Procedures for Requesting Resource Centre Materials'. Every semester the Resource Centre receives requests for purchases.

It normally takes from 1 to 3 months to acquire these materials, and it is even longer, when these materials are not available locally. Online purchase of books from reputable sources would have reduced the delay. This option has not been considered by the UTM as at date. This delay poses serious problems to students, especially when the module is being conducted for the first time. The UTM contemplates to purchase of e-books to resolve this problem.

5.5 Inter-Library Loan

The UTM and the UOM maintain an inter-library loan agreement exclusively for dissertations. UTM students may have access to dissertations of UOM students upon requests and vice-versa. A maximum of three dissertations may be requested by each student and they may consult these dissertations upon reception by the Resource Centre during a maximum of three days within the Resource Centre itself.

5.6 Security at the Resource Centre

The security of materials of the Resource Centre is undoubtedly one of the priorities of the staff. The damage and loss of books would definitely impinge of the quality of service. The Resource Centre is thus equipped with electronic door and cameras. Although the electronic door is not fully in use, because of its incompatibility with the current ALICE software, very few books are lost.

As per the "Borrowing Policy for Students", any student losing a Resource Centre material is required to replace it with another similar material to the satisfaction of the Librarian.

The Panel met with the newly appointed Librarian. It was very evident that space was a major constraint for the Library which limits the number of students that can be hosted at any one point in time. Moreover, the physical set up does not provide a conducive academic ambience reflecting that of a University library. Discussion with academic staff revealed that the books purchase process takes a longer time and the number of titles that can be ordered is also limited. Moreover, there is no system whereby students' views are taken into account to increase the library holdings. IT and photocopying facilities need to be reconsidered in the library to meet the growing demand of the University population.

The library plays a vital support role in the success of a University and in view of above the Panel feels that more attention should be given to the issues related to the library. There should be an appropriate overarching system for decision making purposes regarding library issues.

Recommendation 12

The TEC recommends that a Library Committee be set up to address all library-related issues.

6. HUMAN RESOURCES

One of the objectives of the UTM as per its vision and mission statement is to build and develop full time and part time staff capacity of high calibre. The Panel noted that there is a strong pool of academics with qualifications ranging from MSc to PhDs. From information provided in the self evaluation report it was noted that there are 52 full time academic staff with a Master's degree and 9 with Doctoral qualifications. The Panel appreciated the fact that staff are encouraged to upgrade their qualifications to keep abreast with new tools and techniques in their respective fields. To this effect 17 staff members are pursuing their doctoral studies either at the UTM or in another university.

The panel was informed that it was only in the year 2008 that a clear Employment and Promotion policy was developed at the UTM. The University of Technology Mauritius claims to be an Equal Opportunity employer committed to deliver the best possible service to its students, staff and wider community in accordance with its objectives. Through discussion with the staff it was apparent that earlier it was not clear when an employee will be offered permanent employment on establishment. This policy has made it clearer and is more transparent as to the employment situation at the UTM. The Panel was informed that the employment policy for academics was not peer-reviewed before implementation and that some members of staff may have been left at a disadvantage. There is no provision to appeal against the decision of the staff committee entrusted to undertake the promotion exercise at the UTM.

Most of the academics were employed on a contractual basis and the Board of Governors admitted that this was a major academic risk that the UTM was facing. Staff retention is a key factor in the success of a University. The Panel was informed that the contractual employment poses severe problem for staff retention and on a good note the panel observed that recently the Board has

shifted all the core academics on establishment. However, the Panel noted that the UTM heavily relies on the services of part-timers.

The Panel was of the opinion that it took a long time, almost 7 years, for the UTM to come up with a clear and transparent employment policy at the UTM. Despite the several constraints under which the staffs of the UTM operate, the Panel observed a good academic ambience and team spirit among the academic and non academic staff. They showed great interest as well as a high level of commitment to contribute to the success of the University. The Panel appreciated this positive attitude of the staff which augurs well for the growth of the UTM.

Commendation 6

The TEC commends the emphasis laid by the institution on the need to upgrade the qualifications of its academic staff and to develop an effective team spirit among its academics.

6.1 Staff Appraisal

The recent development of the employment and promotion policy is a clear indication that a Human resources planning and development at the UTM is an area that requires special attention. A university operates in a dynamic environment and staff should be appraised and trained to keep abreast of new development in the academic field. During the meeting with the Acting Director-General, the Panel was informed that the UTM does not have a proper Performance Appraisal Mechanism in place and that the Registrar and Heads of Schools are working out a Key Performance Indicator based format to meet this

requirement. The Panel was of the opinion that performance appraisal plays an integral role in performance management and helps in correcting deficiencies. It reinforces good performance and it is on such objective basis that an organization can make appropriate promotion and pay decisions.

Performance appraisal is an extremely useful activity in career planning which goes hand in hand with staff development. The employment and promotion policy mentions what the employee should accomplish in order to be promoted but it makes no provision for what the UTM will do to develop its employees. Staff development is a seriously thought exercise in a university and given the nature of the UTM, staff retention is equally important to keep up the challenges that the University has set for itself, and the more so that it is a fee paying institution. The financial incentives that the staff can avail of are another indication of the positive intention of the University Management to encourage its staff to become more skilled and to improve output performance. The Union indicated that there should be a balance between staff development of academics and non- academic staff. The Panel noted that there is no staff development plan at the UTM and is of the opinion that the UTM should develop a comprehensive staff development plan to cater for training and development of its staff.

Recommendation 13

The TEC recommends that staff performance appraisal be institutionalized at all levels within the UTM, whilst concurrently developing a comprehensive staff development plan.

The Panel also met with the representatives of the Staff and the Student Unions. Both the unions expressed their concern about the space limitations that the UTM is facing. The students were also of the view that the campus is too remote which poses difficulties for part time students.

The staff union showed concern about the lack of academic leadership at the UTM. They were aware of the employment and promotion policy developed recently and according to them promotion exercises should be more transparent. The Panel was of the opinion that there has not been frequent meetings and discussion between Management and the Staff Union. The UTM should set up a platform to consider meeting with the staff union on a regular basis to discuss matters which are of concern to staff.

Recommendation 14

The TEC recommends that the UTM Management sets up a mechanism for holding regular meetings with the Union, in order to address all staff issues.

The members of the union emphasized that management should develop better strategies and transparency to communicate with staff on matters of interest to the latter. This issue also emerged from discussion with academics where there was a general feeling that a clear strategy for communication does not exist. The UTM is yet to develop a proper MIS system. This task is being undertaken by staff of the School of Innovative Technology and Engineering. It was also pointed out that Intranet facilities were not available across the UTM.

Recommendation 15

The TEC recommends that the UTM Management exercises more transparency in the communication of its policies and decisions on matters which are of direct concern to staff.

Appendix A: UNIVERSITY OF TECHNOLOGY, MAURITIUS

History and Location

The University of Technology, Mauritius was set up by Government in May 2000 following the merger of the Mauritius Institute of Public Administration and Management and the SITRAC Ltd and became the second university in Mauritius. It is located at La Tour Koenig, Pointes aux Sables in the west of Mauritius. The UTM falls under the Ministry of Education and Human Resources and is governed by the UTM Act 2000 which laid the foundation for the University to play a key role in the economic and social development of the country through programmes of direct relevance to the country's needs in areas like technology, sustainable development science and public sector policy and management.

UTM became fully operational in August 2001, when it welcomed its first cohorts of undergraduate students in its two Schools namely School of Business Informatics and Software Engineering (SOBISE) and School of Public Sector Policy and Management (SOPSPAM).

Academic Profile

The University of Technology, Mauritius is a member of the [Association of Commonwealth Universities](#). The UTM is aiming to become a University of national, regional and international renown, providing multi-level quality tertiary education and training including continuing professional education geared towards sustained capacity building for increasingly technology-driven and enterprise-based developments.

The UTM offers a range of university programmes and activities in full-time, part-time and mixed modes to meet the changing needs of Mauritius and develop a regional and international dimension to its activities. It is aiming for excellence along traditional as well as beyond traditional approaches to teaching, training, research and consultancy.

At present the UTM has three schools namely the School of Innovative Technologies and Engineering (SITE), and the School of Business Management and Finance (SBMF) and the newly introduced School of Sustainable Development and Tourism (SSDT). UTM offers a range of programmes ranging from certificates to Doctoral level. In the year 2007-2008 the University was offering 60 programmes at undergraduate and post graduate level. Moreover it collaborates with institutions like the Mauritius College of the Air (MCA), the Industrial and Vocational Training Board (IVTB) and the Constance Academy. In the academic year 2007-2008 the number of students enrolled in Certificate to Master level programmes was 1639 out of which 925 were male students and 714 were female students. In addition to that the UTM has on its roll 30 research students. The number of academic staff at the UTM was 38 in all the schools at the time of the audit.

Appendix B: TEC'S MISSION, OBJECTIVES, VALUES AND VISION

- **Vision**

The vision of TEC is:

To make Mauritius the Intelligent Island of the Region in the Global Village

- **Mission**

The mission of TEC is:

To position Mauritius in the Region as a world-class Knowledge Hub and the gateway for post-secondary education

- **Goals**

The goals of TEC within the plan period 2007-2011, will be to:

1. Create an enabling environment for Mauritius to emerge as a Regional Knowledge Hub and a Centre for Higher Learning and Excellence
2. Contribute significantly in the rapid transformation of Mauritius into the rank of developed countries
3. Develop Open and Distance Learning (ODL) as an instrument to increase access to postsecondary education and lifelong learning locally and regionally
4. Bring postsecondary education provision in line with international standard and quality
5. Encourage institutions to mount programmes that are relevant to the needs of learners, the country and the region
6. Promote and enhance teacher education and training in order to raise standards of feeder system to postsecondary education
7. Instill the principles of good governance, transparency and accountability in the postsecondary education system
8. Ensure optimum use of resources in the TEIs
9. Sustain research and consultancy
10. Foster regional and international understanding and cooperation through a diversity of studentship and overseas institutions
11. Reinforce and empower the TEC to fulfill its mission and objectives

Appendix C: THE AUDIT PANEL

1. Prof H A Ranganath, Director, National Assessment and Accreditation Council, India (Chairperson)
2. Dr B K Baguant, Director, Quality Assurance, University of Mauritius
3. Mr Vivek Gupta Ramnarain, Acting Head of the Quality Assurance and Accreditation Division, TEC, (Audit Secretary).

Note: Dr Stella Antony, Audit Director, Australian Universities Quality Agency, Australia could not make it for the audit due to unforeseen circumstances

Appendix D: ABBREVIATIONS AND DEFINITIONS

The following abbreviations and definitions are used in this Report. As necessary, they are explained in context.

ACU	Association of Commonwealth Universities
ELP	Employer Liaison Panel
IVTB	Industrial and Vocational Training Board
MBA	Master of Business Administration
MIE	Mauritius Institute of Education
MoECHR	Ministry of Education, Culture and Human Resources
MRC	Mauritius Research Council
NCB	National Computer Board
ODL	Open and Distance Learning
PRB	Pay Research Bureau
QAU	Quality Assurance Unit
SADC	Southern African Development Community
SARUA	Southern African Regional Universities Association
SBMF	School of Business Management and Finance
SER	Self Evaluation Report
SITE	School of Information Technologies and Engineering
SOBISE	School of Business Informatics and Software Engineering
SOPSPAM	School of Public Sector Policy and Management
SSDT	School of Sustainable Development and Tourism
TEC	Tertiary Education Commission
TEI	Tertiary Educational Institution
UoM	University of Mauritius
UTM	University of Technology Mauritius