

**University of
Yaounde I
-
Biotechnology
Centre**

**Masters
Program in
Food Safety**

A Collaborative Project of the
CEMAC with EDULINK – LIVE
under the ACP-EU sponsorship

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University of Yaounde I - Research and Cooperation Road Map

In the Africa, research is fuelled by two drives: the quest for a fundamental understanding of systems and secondly, the application of these results for development and poverty reduction. By combining the reactive model which is the application of knowledge for improved human wellness and the proactive model which is the use of basic knowledge for improved understanding of how things work, the University of Yaoundé should be able to propose a simple logical framework that forms the basis for training the next generation of its intellectuals. By forging bidirectional intercontinental synergies and cooperation with other scientists and funding bodies worldwide the UYI should be able to place itself at the leader position within the African continent and in the world in certain areas for which its serves as the gold mine. The university's three fold mission entails Teaching, Research and contribution to Development. In the 2015 vision, the university wishes to professionalize, consolidate and modernize on it current operations. Therefore in application of the "Plan directeur de la recherche universitaire" the university envisages six areas along which to develop contained as the intersection between the three approaches and the three missions of the UYI

Table 1. the Road Map areas for investing in Research and Cooperation

	Teaching	Research	Development
Consolidation	Improvements in teacher welfare and working conditions	Maintenance of the current staff through incentives and improved Researcher welfare	Internal cooperation agreements with industry, stakeholder ministries and local NGOs
Professionalization	Functionalization of the LMD system	Understand and apply new and emergent disciplines with developmental links Agreements with internal and external bilateral funders	
Modernization		Seek for international cooperation agreements on specific themes	



Introduction to the course

Le Master occupera un créneau différent de celui des autres enseignements. Il s'inscrit dans une perspective de formation pluridisciplinaire, à caractère professionnel aux déjà diplômés de l'université, ingénieurs, vétérinaires, médecins ou autres, susceptibles, à l'issue de la formation, d'occuper des fonctions de contrôle et d'analyse des produits frais ou transformés. Il s'agit donc d'une formation complémentaire d'appoint qui vise les secteurs de contrôle et de maîtrise de la qualité des produits alimentaires sous tous leurs aspects techniques, administratifs, réglementaires, etc....

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- L'enseignement proposé aura donc pour objectifs de former des spécialistes de la sécurité sanitaire des aliments. Il comportera quatre séquences :
- disciplines scientifiques et technologiques ;
- outils du contrôle de la qualité ;
- enseignements spécialisés ;
- [stage](#) en entreprise (6 mois).

Student Requirements

Prerequisite : This course is intended for the Veterinary Doctor and auxiliary disciplines. Students must have had the following qualifications **Doctor in Veterinary Medicine, Bachelors in Veterinary Engineering Sciences, Biochemistry, Zoology, Microbiology, Chemical Pathology, Toxicology, Biomedical Sciences, Food Technology or Animal Production**. Students who have gaps based on the entry discipline will be asked to take complimentary courses where there are lacking, prior to registration or in addition to their first semester courses.

Expected Student Competence

Cette formation devra offrir des ouvertures importantes vers la connaissance de l'entreprise. En revanche, elle doit considérer comme acquises les données fondamentales de la biochimie, de la microbiologie et de la physique et mettre surtout l'accent sur les applications technologiques et professionnelles:

- science de l'aliment (relations traitements-composition-qualité) ;



- techniques d'analyse et de contrôles de la contamination ;
- ingénierie alimentaire ;

L'influence des facteurs en amont de la transformation (techniques culturales, facteurs zootechniques et facteurs du milieu) ne sera pas négligée. Le programme d'enseignement fera appel à des conférenciers du secteur industriel, comportera des visites d'entreprises, et la participation à des salons nationaux et internationaux (SIAL...). Les enseignants intervenant dans cette formation proviendront de différents établissements membres du réseau LIVE-Edulink. Le parcours offrira par ailleurs à l'étudiant l'expertise d'auto-emploi par une bonne base de fonctionnalité à travers des disciplines para-scientifiques :

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- communication, gestion ;
- recherche de financement, projets etc

The Main Courses Syllabus

Came from objective of a course on "Inspection of food safety" between the University of Udine and University of Yaounde I. Documents from Food safety courses in France, Britain, Canada, USA and India. Curricula were adapted to the international context for food safety. Requirements were considered for Food Regulation in Latin America, Canada, Asia. Consultation of documents of the Codex Alimentarius and World Organization for Animal Health, International Plant Protection Convention were done. Soft skill courses to professionalize the approach were introduced to provide the MSc with tools to function as an auto-employed individual. Dr ADIOGO Dieudonné : Patho-immunologist and infection Biologists and Head of Department in University of Douala and Yaounde I; Dr ABEGA Clément Roger: Assistant to the Rector for EU programmes and focal point on and Chief of the Courier Service; Prof MBACHAM Wilfred – Public Health Biotechnologist and Coordinator of FP7 – PRD College – an



international programme in Biomedicine and Development training the next generation of African and European Scientists in Poverty and neglected diseases; Dr TANGE Emmanuel, Food safety Expert and provost School of Agric and Food Sciences, Catholic University of Cameroon, Bamenda.

Matiere	Contenu
Foodborne Disease	<p>Course Objectives</p> <ul style="list-style-type: none"> • Problem of foodborne disease in a global context : • Analyse its causes and identify preventative strategies ; • To develop and use a number of key skills. <p>Content</p> <ul style="list-style-type: none"> • Foodborne diseases - microbiological, Chemical & physical contamination • General food hygiene and epidemiology • The Economics of FB diseases - Burden of foodborne disease • Food borne disease outbreaks – Epidemiologic Intelligence • Food safety testing Methods, Instrumentation and Tools <ul style="list-style-type: none"> • Laboratory: • Equipment, • Human resources • GMOs
Industrial Biochemistry	<p>Course Objectives</p> <ul style="list-style-type: none"> • Acquire the understand the biochemical basis of toxemia • Obtain skills in the methods of good laboratory and production practices that lead to quality products • Acquire Methods for the evaluation of standards towards QC/QA <p>Content</p> <ul style="list-style-type: none"> • Processes in transformation et fermentations • Industrial Enzymology and applications • Cell Culture and applications • Food Toxicology • Quality Control and Assurance <ul style="list-style-type: none"> – Standardisation, certification and manufacturing practises
Hazard Analysis	



<p>and Critical Control Point (HACCP) Development</p>	<p>Objectives;</p> <ul style="list-style-type: none"> • This module aims to enable students to develop competence in Hazard Analysis and Critical Control Point methodology for food safety management. <p>Content</p> <ul style="list-style-type: none"> • Legislative requirements – (implementation of the legislation is a problem) • Risk management in the food industry • Codex Guidelines • GMP and ISO certification requirements • HACCP methodology
<p>Audit and Management</p>	<p>Course Objectives</p> <ul style="list-style-type: none"> • To provide candidates with an understanding of the theoretical foundations and practical techniques • To develop skills necessary to effectively manage and audit HACCP systems. <p>Content</p> <ul style="list-style-type: none"> • Verification and Maintenance • Performing an Audit • Legislative compliance • Project and change management
<p>Epidemiology and Statistical Methods in Food Analysis</p>	<p>: Course Objectives:</p> <ul style="list-style-type: none"> • Involves four main topics that include: Epidemiologic Research Methods: introduces concepts of study design, data management and data analysis that are suitable for epidemiologic research Infectious Disease Epidemiology from foods: <p>Content:</p> <ul style="list-style-type: none"> • multidisciplinary framework for understanding the principles of interventions. • Chronic Disease epidemiology: • Biomarkers and Epidemiology. • Molecular methods relevant to biomarkers.



<p>International Food Law</p>	<p>Course Objectives</p> <ul style="list-style-type: none"> • This module aims to review the role of government/non-government bodies in relation to food legislation internationally and identify the implications for manufacturers, retailers and consumers. <p>Content</p> <ul style="list-style-type: none"> • Law systems • Codex Alimentary Commission • Creation of and roles of committees and Regulatory Framework • International Food Law and enforcement frameworks • Food Codes of Practice and Guidelines • Current issues in food law (critical reviews) • Labelling
<p>Food Allergy and Intolerance</p>	<p>Course Objectives</p> <ul style="list-style-type: none"> • To develop understanding of the causes, diagnosis and treatment of adverse reactions to foods. • To evaluate the processes involved in food preparation and food production with respect to their contribution to adverse reactions to foods. <p>Content</p> <ul style="list-style-type: none"> • Definitions of food intolerance and allergy, • Mechanisms of allergic and non-allergic adverse reactions of foods ingredients • Food intolerance and management allergens • GMOs and product development • HACCP and Crisis management
<p>Food Safety Management</p>	<p>Course Objectives</p> <ul style="list-style-type: none"> • To develop an in depth, critical awareness of the scientific, technical and social factors relating to an issue of current concern in food safety. • To enable candidates to develop and apply a range of investigative techniques and present their findings in a range of styles appropriate to the information needs of different groups. <p>Syllabus</p> <ul style="list-style-type: none"> • Control Methods in Food safety • Data base creation and management • Knowledge management • Methods of advanced literature searching • Types of and writing of investigative reports



<p>Project Development and Implementation Analysis</p>	<p>Course Objectives;</p> <ul style="list-style-type: none"> • This module aims to provide students with the opportunity to apply research methodologies in a specific current area of interest within food safety management. To develop critical analysis and evaluation skills in the interpretation of the results of a research investigation, which will make a contribution to their particular area of interest. To develop research communication skills, including professional research writing and presentation. <p>Content</p> <ul style="list-style-type: none"> • Implementing a research project proposal and plan • Research Project Management • Research data Management
<p>Research Methods in Food Safety</p>	<p>Course Objectives</p> <ul style="list-style-type: none"> • Develop knowledge of research aims and processes; • Critically evaluate research designs; • Critical approach to food safety research literature <p>Content</p> <ul style="list-style-type: none"> • Quantitative and qualitative research methods • The critical evaluation of important theoretical and methodological issues • Types of data, sampling, handling, analysis and reporting • Integrity - Reliability, validity and trustworthiness • Examples drawn from current literature • Quality Assurance
<p>Governance and Entrepreneurship</p>	<p>Course Objective</p> <ul style="list-style-type: none"> • Develop knowledge of Public Relations issues for performance Enhancement • Support skills for marketing; • Skills for setting up own business/Sole Proprietor <p>Content</p> <ul style="list-style-type: none"> • Research Governance; • Leadership Skills; • Principles of Market surveys • Fundamentals of entrepreneurship • Intellectual Property Rights and Patenting; • Principles of business set up



Entry Requirement and Employment opportunities

There are three entry requirements for three majors:

Entry Requirement	Options	Employment Opportunities
Doctor in Veterinary (DVM)	Verterinary Inspection & Certification	Food Inspection and Certification
BSc in Veterinary Engineering Sciences		Management of food safety lab, set up of SME,
BSc in Biochemistry, Chemical Pathology, Toxicology	Food Safety Laboratory Science	Food safety lab, management of nutrition services, creation of diagnostic lab, SME, vet research lab, QC/QA officer in food processing
BSc in Animal Production, Zoology, life science, Agric technology		Self-employed animal farms, SME
BSc in Microbiology		Management of food safety lab, management of SME, Management of Vet diagnostic lab
BSc. Food Technology		QC/QA officer in food processing, Management of SME
BSc. Biomedical Sciences		Safety Lab, SME, Epidemiology Intelligence Service
LLB in Law, BA in Sociology/Anthropology	Verterinary Public Health	Policy/Regulatory Boards/Market Research Expert; Communication and

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Layout of Work Load

	Week 1	Week 2	Week 3	Week 4	Week 5
Item	Lectures	Personal Work	Tutorials/Complimentary Courses	Practicum	Free
4 Credits	30H	50H	40H	60H	Free



Food Safety - Time Table

Month	Course code	Course Title	Lectures	Alternates
October	SA401	Foodborne Disease		
November	SA403	Industrial Biochemistry		
December	SA405	Food Allergy and Intolerance		
January	SA405	Hazard Analysis and Critical Control Point (HACCP) Development		
February	SA407	Research Methods in Food Safety		
Exams				
March	SA402	Epidemiology and Statistical Methods in Food Analysis		
April	SA404	Audit and Management		
May	SA406	International Food Law		
June	SA408	Food Safety Management		
July	SA410	Project Development and Implementation Analysis		
August – Exams and Holliday				
September	SA412	Governance and Entrepreneurship	Dr. Unknown	



	SA501	Inspection and Certification: Agro System and Performance Measurements		
October	SA503	Food Safety laboratory Science : Molecular Detection Methods in Biotechnology		
	SA505	Veterinary Public Health: Regulatory Bodies - FDA		
November	SA511	Inspection and Certification: Information Systems		
	SA513	Food Safety laboratory Science : Bioinformatics		
	SA515	Veterinary Public Health: Knowledge translations and Policies		
December	SA521	Inspection and Certification: Monitoring and Evaluation of the Food Systems		
	SA523	Food Safety laboratory Science: Epidemiology and Zoonoses - <i>M bovis and B bovis</i>		
	SA525	Veterinary Public Health: Decision Making and Communication		
Jan - March	SA527	Internship/Stage Industriel <ul style="list-style-type: none"> - No more than 30 pages - Double space - Signature of Internship host - Evaluation sheet of Candidates 		
April - Oct	SA502	Mémoire <ul style="list-style-type: none"> - No more than 50 pages and no less than 30 pags - Full literature review – 30% - Full materials and Methods 20% - Results and perspectives – 30% - Full bibliographic referencing 10% - Annexes – 10% 		
October	Soutenance			



Week 1 - Lectures Only													
Time - 8	9	10	11	12	13	14	15	16	17	18	19	20	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Week 2 – Personnal Work and Complimentay Course													
Time - 8	9	10	11	12	13	14	15	16	17	18	19	20	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Week 3 – Tutorials and Practicals – TD AND TP													
Time - 8	9	10	11	12	13	14	15	16	17	18	19	20	
Monday					T	R	A	V	A	U	X		
Tuesday					P	R	A	C	T	I	K		
Wednesday													
Thursday					T	R	A	V	A	U	X		
Friday					D	I	R	I	G	E	R		
Saturday			Control										
Sunday													
Week 4 - Practicum													
Time - 8	9	10	11	12	13	14	15	16	17	18	19	20	
Monday	P	R											
Tuesday			A										
Wednesday				C									
Thursday					T	I	C						
Friday								U	U	M			
Saturday			EXAMS										
Sunday													



Option	Code	Course	Lecturer	Alternate
Inspection and Certification:	SA529	Socio-Anthropology		
	SA531	Epidemiology		
	SA533	Chemical Pathology		
Food Safety laboratory Science	SA535	Verterinary Science		
	SA537	Animal Production		
	SA529	Social Anthropology		
Veterinary Public Health	SA535	Verterinary Science		
	SA537	Animal Production		
	SA533	Chemical Pathology		

Complimentary Courses	
Socio-Anthropology	<ul style="list-style-type: none"> - Habits and culture of the people - Perception and Social conundrums - Land use and economic activities - Hegemonies and Migrations - Knowledge Aptitude & Practices in food production
Epidemiology	<ul style="list-style-type: none"> - Measures of Diseses in Animals - Epidemiologic Surveillance and Intelligence - Methods of Zootechnique Evaluation - Prevalence of Zoonoses - Equity Analysis
Chemical Pathology	<ul style="list-style-type: none"> - Measures of blood borne diseases - Blood biochemistry - Toxicity and food poisoning - Growth hormones and effets on human health - Risk of emergent virus
Verterinary Science	<ul style="list-style-type: none"> - Illhnesses of small ruminants - Illhnesses of Big game - Verterinary Pharmaceutics - Taxonomy - Biomimetics and Zoopharmacognosy
Animal Production	<ul style="list-style-type: none"> - Animal feed and growth hormones - Project follow up for adulterations and diseases - Creation of farms and ranches - Genetically modified/transgenic animals - Production of Milk and Beef



Specialisation Courses	
Agro System and Performance Measurements	<p>Course Content:</p> <ul style="list-style-type: none"> - Rotational farming - Urban and Indoor farming - Production monitoring and ISO certification - Quality Assurance
Molecular Detection Methods in Biotechnology	<p>Course Content:</p> <ul style="list-style-type: none"> - Polymerase chain reaction – PCR including Real Time - Isothermal Amplification - LAMP - Isochromatographic and rapid tests/ ELISA
Regulatory Bodies - FDA	<p>Course Content:</p> <ul style="list-style-type: none"> - Composition of regulatory bodies - Curriculum for training and decision making process - Regulation and Implementation
Information Systems	<p>Course Content:</p> <ul style="list-style-type: none"> - Global information database - Geographic mapping of disease or production hot spots - Use of information systems to guide decision making processes
Bioinformatics	<p>Course Content:</p> <ul style="list-style-type: none"> - Computational biology - Search for data bases - Comparative genomics - Genomic taxonomy
Knowledge translations and Policies	<p>Course Content:</p> <ul style="list-style-type: none"> - Meta analysis of published literature and reviews - How to perform Policy Briefs - Communicating Policy Briefs
Monitoring and Evaluation of Food Systems	<p>Course Content:</p> <ul style="list-style-type: none"> - Setting project chronograms and - Definition of milestones, outputs and outcomes - Time and project management
Epidemiology and Zoonoses -<i>M bovis</i> and <i>B bovis</i>	<p>Course Content:</p> <ul style="list-style-type: none"> - <i>Mycobacterium tuberculosis</i> and the threat of zoonoses - <i>Babesia bovis</i> and the threat of malaria like infection - Virus epidemiologic intelligence
Decision Making and Communication	<p>Course Content:</p> <ul style="list-style-type: none"> - Regulation through evidence based systems - Implimentation and law enforcement - Message packaging for different sectors – parliament, ministries, public



Food Safety Practicum Reality Check Assignment

General instruction:

The reality check is divided in assignments that build up from simple collection of existing data to actual data collection. The class will be divided into groups which groups will work in different places. However, we will all use the same data base so that data can be compared and can serve as a basis for the discussion. Baseline data will not always be measured by yourself, but obtained from the local government, institute for demographics/ epidemiology/statistics etc. When you obtain data, always make a note on how valid these data are and how recent (when were they recorded). Much of the data can be entered in the excel file that we will distribute. The lists that we provide for the several topics may not be complete or even appropriate. They are examples and serve as a template for you. You can easily add rows or columns if you like.

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Titles of the assignments

- Assignment 01: GPS location of your study site in latitude and longitude
- Assignment 02: Shaking hands and traditional greeting styles,
- Assignment 03: Basic data on the people,
- Assignment 04: Description of rural activities,
- Assignment 05: Demographics,
- Assignment 06: Socioeconomics,
- Assignment 07: Epidemiology of food born diseases
- Assignment 08: Food providers
- Assignment 09: Food Industry Funders
- Assignment 10: Preservatives and
- Assignment 11: The burden of food poisoning disease (incidence)
- Assignment 12: Food preferences and behavior,
- Assignment 13: Traditional and other industries,
- Assignment 14: Restaurant economics and Sanitation,
- Assignment 15: Responsiveness of the food industry
- Assignment 16: Qualitative description food services providers,
- Assignment 17: Focus Group discussions (FGD)
- Assignment 18: Food Industry services versus research,
- Assignment 19: Research services versus Food Industry services,
- Assignment 20: Research conducted
- Assignment 21: Check with the regulatory authorities.



Prerequisites of the Facilitator

Assumptions and background knowledge:

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- The facilitator is expected to have a mastery of the subject area with at least 5 years post PhD with teaching experience.
- Given the time allotted - The facilitator should explore ways to demonstrate principles
- Each facilitator is to present by way of power point slides
- Each facilitator must select a paper for discussion through group discussions or for further reading
- Each lectures must submit a set of three questions for student evaluation

Prerequisite knowledge of the student

- Each Fellow is expected to have completed an BSc or an MSc in the a related field and to have sufficient knowledge to follow lectures.
- Each Fellow is expected to complete modules that provide them with expected competences in this area of food technology.

Procedures of Lectures

Materials and Procedures

- Projector and laser pointer
- Flip Charts
- Permanent marker pens or white board crayons
- Lecture notes as power point handouts
- A Laptop
- CD roms and Flash/Pen drives



All lectures must seek to:

a) ENGAGE

- Ask the class about notions that they understand or have mastery over
- Then ask each student about their background and level of understanding of soft skills
- Ask Fellows to stop the class at any point to ask questions
- Let Fellows meet you after class for further discussions

b) EXPLORE

- Divide the class into small groups to study thematic areas for assignments
- Give details of how the group discussions will run or needs to be organized
- Appoint a lead discussant to present after group discussion
- Ask the class to appreciate the soft skill principles and concepts
- Ask the class how they might use these skills

c) EXTEND

- The results of the group thematic discussion need to be used to explore career development
- Let the Fellows plan to use the material to extend organizing their scientific output
- Plan to invite local speakers with the necessary expertise for further discussion or conduct site visit

Ensuring a good group cohesion

- a. The interest and the effectiveness of the lecture are narrowly based on the composition and the participation of the group, indeed it is not enough to put together a certain number of individuals to set up a group. Certain factors will support the cohesion of a group:
- b. Homogeneity of group
- c. Agreement on the goals
- d. Attraction of the membership
- e. Frequency of the interactions



- f. Physical proximity
- g. Existence of an external threat
- h. Leadership
- i. Democracy
- j. Good Communication
- k. Clear distribution of the roles

Maintaining good group dynamics

- a) The group generates energy, it has its dynamics, which set out in two principal functions:
- b) Function of production turned towards the task to be achieved, exchange of ideas, emulation, creativity.
- c) Function of facilitation of the relations inside the group, management of the conflicts and tensions between the members.
- d) **Individual Behaviour:** An individual in a group in lecture remains nevertheless influenced by his characteristic psychology. This is why certain participants will want to be by themselves. The organizer of the lecture has to react precisely in function in each case.

INDIVIDUAL BEHAVIOURS IN A GROUP	ACTIONS OF THE FACILITATOR
<p>Shy person</p> <ul style="list-style-type: none"> • Shyness is usually due to a sense of inferiority Does not talk much Responds in an embarrassed manner Always asking for neighbor's opinion 	<ul style="list-style-type: none"> • Do everything to encourage him/ her Ask him/her simple questions on a subject he masters well Your friendliness Help him in his/her answers if you have to
<p>Reserved person</p> <ul style="list-style-type: none"> • Listens but doesn't talk much Does not intervene unless where necessary (applies also to indifference) 	<ul style="list-style-type: none"> • Request his/her participation Seek his/her opinion on questions asked to the group Recall certain constructive ideas that he/she can understand apart from the lecture Direct a provoked participation between him/her and a member of the group
<p>Person who talks often</p> <ul style="list-style-type: none"> • Monopolizes the discussion Interrupts presentation Takes every argument to his/her account Wants that we listen to 	<ul style="list-style-type: none"> • Don't hesitate to interrupt him/her and throw the ball to the other group members by asking their opinion • In acute case, ask him/her firmly but with humour, to be quiet



him/her till the end	<ul style="list-style-type: none"> • Never look at him/her when you ask a question to the group
The opposition <ul style="list-style-type: none"> • The person who likes to argue 	<ul style="list-style-type: none"> • Ask him/her questions on which you can then take position of the group • Consider some of the reasons for his/her obstinacy. • Avoid discussing step by step with him/her during the lecture • Emphasize the possible positive side of his/her interventions or a favorable idea coming from him/her
The obstinate <ul style="list-style-type: none"> • Can blame the success of a lecture 	<ul style="list-style-type: none"> • Don't point out to him/her publicly. If necessary, of his/her interventions to make rapid synthesis (protect him/her from any reaction from the group)
The latecomer <ul style="list-style-type: none"> • Stops or brings the group back on an idea • Does not follow what comes afterwards 	<ul style="list-style-type: none"> • Stop summarize the point and bring him/her rapidly to where the rest are • If he/she persist promise him/her time after the talk to walk him/her through

The Mentorship Program*

1- Introduction

Sometimes students get lost just when they see the PhD light at the end of the tunnel begin to wonder what their career plans really are. Sometimes they just do not wish to see their supervisors again because of the experience they when through sometimes careers must come to an end, they need someone to talk to, someone who can serve as a guide, a sparing partner, a pointer to funding sources and establishing contacts for the candidate, playing the grandfather rather than the father role and therefore - a mentor. If you are to mentor another you are in a way furthering the career of that individual within the social context in which he or she is found, so that they can become more effective in the community. It is a relation between candidate (the mentee) and the advisor (the mentor) that is different from the bench supervisors of the PhD and is expected to be motivational and for both must be a win-win situation to ensure that the tenets of science are passed on through the generations.



Sometimes though the supervisor especially when senior enough may play the role of the mentor as well.

2- What is Mentoring?

Scientific training is most often a personal, one-on-one relationship between a more experienced scientist and a junior scientist or a scientist-in-the-making. But it can also be between peers, one of whom is entering a new field and another who knows that field well. The trainer is exposed to the trainee's energy, curiosity, and ideas, and the trainee receives the guidance and encouragement necessary for professional development. Mentoring and training relationships commonly form across broad experience gaps — *e.g.*, professor to student, but also can be established between junior and senior students, or between peers or near peers. For example, a graduate student whose background is in biology may take a mentoring role for a graduate student whose background is in mathematics, or a graduate student may become a mentor to an undergraduate who shares his or her scientific interests. Mentors sometimes include those who are officially responsible for the work of junior scientists or students, such as the head of a laboratory or a formal advisor (in some places such formal heads are referred to as mentors no matter how deep their commitment to training a given individual). The depth of a senior scientist's involvement and interest in a trainee's career and work may be limited, especially when there are many people being trained or in cultures where there are strict limits on personal contact between professors and those whom they teach.

However, it is also important to have mentors, advisors, and trainers who are outside the direct line of authority, or even outside the trainee's primary area of interest, because those who are further removed from the student's interest may ask questions that will help the trainee move along better than those who share most of the student's assumptions. Mentors who have some distance —and therefore good perspective— can be especially helpful in providing guidance when formal advising relationships become strained, or when the personal or professional interests of the trainee differ from those of the formal mentor, or when a young person's best



interests are not those of his or her advisor, supervisor, or boss. Perspective becomes even more important as careers advance and ranges of conflicting opportunities come into play.

3 - Being the Good Mentor

As a Mentor receives the PRD College Fellow, he/she is encouraged to be:

1. **Accessible:** *An open door and an approachable attitude.*
2. **Consistent:** *Acting on your stated principles on a regular basis.*
3. **Empathise:** *Personal insight into what the trainee is experiencing.*
4. **Honest:** *Ability to communicate the hard truths about the world “out there” and about the trainee’s chances.*
5. **Open-minded:** *Respect for the trainee’s individuality and for working styles and career goals different from yours*
6. **Patient:** *Awareness that people make mistakes and that each person matures at his or her own rate.*

Lecture and Exam Guide

1. All lectures must be done by power point slides
2. The First slide must carry the title of the lecture and name of
3. The second slide must always be the plan of lecture
4. The third must be the learning objectives
5. The Last 3 slides must be
 - a. Take home message or Conclusion
 - b. Reference for consultation - books , Internet link etc
 - c. Acknowledgement
6. All lecture must be accompanied by 2 or more pdf documents relating to the lecture or tutorials
7. All lecture are advised to be made participatory



8. All slides made must not contain more than 4 bullet points and be legible from 25m distance
9. All slides must contain the UVI Logo and any other
10. Model templates are obtainable on demand
11. On Exams - All exams will be modular and performed on the 4th week of the month. A Continuous Assessment will be conducted in the 3rd week: Exams shall take the following structure:
 - a. Problem solving through synthesis
 - b. Short questions
 - c. Multiple choice