



THE UNIVERSITY
OF THE
WEST INDIES



THE UWI QUALITY CIRCLE

VOLUME 16, MAY 2014

Some Key Elements
of The UWI Quality
Management System



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EDITORIAL

Volume 16 of *The UWI Quality Circle* supports the special project of the Quality Assurance Unit to illuminate, for the benefit of all stakeholders of The University of the West Indies (The UWI), the key components of The UWI's Quality Management System. In this issue we have a look at elements of policy, governance of quality and some key processes and procedures for monitoring quality.

The quality assurance system of The UWI is a critical factor in ensuring that high standards are attained and maintained. The system has traditionally represented a comprehensive approach to academic quality primarily, with increasing focus on administrative and service quality in contemporary times. Each area of operation shares the quality responsibility.

The British Standards Institution's definition of quality, "Fitness for Purpose", has been adopted by higher education institutions internationally. It conveys a relative concept of quality which requires the demonstration of consistency in a product or service doing what is claimed for it, what customers expect of it and in meeting predetermined standards (Sallis, 1993). This is the concept of quality used by The UWI in its system of academic quality assurance.

In addition, there are wider dimensions of the quality agenda which can fall under the broad heading of enhancement. Quality enhancement is defined by the Quality Assurance Agency in the UK as the various mechanisms deliberately employed to improve and safeguard academic and administrative standards. These mechanisms should directly or indirectly impact the student learning experience in terms of curriculum, learning and other scholarly environments, administration, and wider resources and facilities.

The UWI Strategic Plan, 2012-2017 envisages The UWI community working to provide "...quality of service... to its various stakeholders." (p.31). Measures aimed at ensuring greater efficiency and effectiveness of academic and administrative processes are intended to ensure, inter alia, a high level of stakeholder satisfaction. A key objective relating to this, therefore, is the alignment of "... administrative systems to be more customer-friendly and, in particular, to address the needs of all staff and students" (UWI Strategic Plan, 2012-2017, p.32). This concern for increased service quality and stakeholder satisfaction is indicative of The UWI's commitment to continuous improvement of both academic and service quality.

In this issue we also pay tribute to Ms. Jacqueline Moniquette who, on July 31st 2013, retired from the post of Senior Programme Officer, Quality Assurance Unit, the Vice Chancellery, Cave Hill Campus. At the same time we are very pleased to welcome Mrs. Kay Thompson who succeeds Ms. Moniquette.

We do hope that as you read through the following pages of this issue, and of issues to come, you will be informed, inspired and delighted by The UWI's comprehensive and robust quality system in action and evolution.



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Welcome

TO NEW SENIOR PROGRAMME OFFICER, QAU, CAVE HILL CAMPUS

Mrs. Kay Thompson



Picture taken by Renee Jones

Mrs. Kay Thompson, a Barbadian, is a UWI graduate, having completed a BA in English, Linguistics and Sociology, a Diploma in Education and a Master's in Education (with Distinction) in Policy and Planning - all at Cave Hill. Currently Mrs. Thompson is in the final stages of completing her doctorate in Higher Education Administration at the State University of New York at Albany, focusing on transnational education (TNE) and its regulation in Barbados. Her study is a multi-layered examination of quality assurance in TNE regulatory governance among Barbados' major public tertiary institutions. She attributes her success at SUNY in part to the excellent academic foundations laid during her time as a student at the University of the West Indies.

Mrs. Thompson's professional career includes teaching, administration, and specific operations in areas of academic quality assurance. In 1987 she was appointed to the teaching staff of the

Barbados Community College. This began a long and fruitful association that included her promotion to the position of Curriculum Development Officer, carrying the main responsibility for overseeing curriculum design and development at the institution. She brings to the new position a wealth of experience in the tertiary education sector in Barbados and has conducted numerous workshops and held consultancies on aspects of curriculum development and quality assurance for a variety of local and regional bodies. Her list of honours and awards includes a Professional Development Fellowship from the World Bank (1998), a LASPAU/Fulbright Faculty Development Scholarship (2007), and the Arvid J. Burke Award for Academic Excellence given by SUNY (2008).

We heartily welcome Mrs. Thompson back to the University of the West Indies, and wish her every success in her new role in the Quality Assurance Unit.



Picture taken by Gabby Woodham

Thank You

Jacqueline Moniquette!

Jacqueline Moniquette was the founding quality assurance officer at UWI, Cave Hill. In establishing the quality assurance framework on the Cave Hill Campus, Jacqui relied on her skills in project execution, institutional management, diplomacy, academic assessment and curriculum development. Her performance in her eleven years at UWI was exceptional. She gained the confidence of

the Cave Hill and UWI academic communities and was a trusted source of wisdom for deans, heads of Departments and her quality assurance colleagues throughout the University. I wish to record my deepest appreciation for her service to The UWI and the Caribbean quality assurance community.

Prof. Alvin Wint



Picture taken by Dr. Sandra Richards

I will say of Jacqui that she has a very critical mind that she brought to bear on all areas of her work and life. I appreciated her immersion in metaphysics, which allowed us to connect on a level owing to my own theological pursuits. Jacqui and I wrote a paper together on turning out ethical graduates – it was an enjoyable experience melding out two approaches to a common issue in a fashion that was useful and critical. Her love of the colour purple and of lime



Picture taken by Dr. Sandra Richards

green/yellow, was delightful, and she could always be relied on to add a splash of colour and brightness to our space. Where does she find those shoes in such gorgeous variation on the purple theme? I especially appreciated her love for purple pens; I like coloured pens too. I learned from Jacqui, as mundane a thing as the value of taking a wrap to meetings. With Jacqui, honesty, directness and faithfulness to being one's self were always on display.

Dr. Anna Kasafi Perkins

Age is an opportunity no less, than youth itself, though in another dress and as the evening twilight fades away the sky is filled with stars invisible by day.

Henry Wadsworth Longfellow



Jacqui is the consummate professional. I know that Jacqui had a long, lonely process, because the introduction of quality assurance was misunderstood. She worked gracefully in a very determined manner. She can take full credit for the quality of the Quality Assurance Unit at Cave Hill. She is a pioneer because she paved the way. She has set a standard that everyone has to live up to. A tradition has been established.

Prof. V. Eudine Barriteau



Picture courtesy Dr. Sandra Richards

I reflect fondly on the 5 years I spent working alongside Jacqui. She is the consummate professional and always exudes dignity and grace. Her generosity of spirit is one of her precious characteristics and she is always willing to share her knowledge and extensive experience in ensuring academic quality. I shall certainly miss her words of wisdom, hearty laugh and radiant smile.

Dr. Sandra Richards



Picture courtesy Dr. Sandra Richards

I have found Jacqui to be the consummate professional, whose gentle words and sober disposition could be relied upon to bring calm to many a trying situation. I personally wish for Jacqui, long life, health and an enjoyable retirement. Jacqui, keep believing in the power of the comets. God bless.

Ms. Pamela Dottin



Picture taken by Dr. Sandra Richards

When the UWI Open Campus was established in 2008 and before the appointment of the QA Officer, Jacqui gave her services voluntarily and enthusiastically. She played a very important advisory role as we started to set up our Academic Quality Assurance Committee. We found her to be outspoken in her views, concise and clear in her remarks. Her contribution reflected thorough scrutiny and careful analysis. She was always calm, focused and reliable. Jacqui was more than a professional colleague; she is a friend who has been missed.

Prof. Vivienne Roberts





Jacqui Moniquette was one of the three pioneers of the Quality Assurance Unit - with Peter Whiteley and Sandra Gift - who laid the foundations of the world-class academic quality assurance system we have at the University of the West Indies today. In the early days she had to deal with a lot of skepticism, indifference, and even outright hostility, from members of staff. She overcame it all with a remarkable combination of professionalism, good humour, courtesy, persistence and unshakeable determination. It is a monument to her achievements that today quality assurance is seen as an integral part of academic life at Cave Hill. I am happy to have this opportunity to say a heartfelt 'thank you!' and to wish Jacqui every blessing as she turns her attention to new challenges in what I trust will be a long and lustrous retirement.

PVC Alan Cobby



It is an honour and a pleasure to pay tribute to the former Head of the Quality Assurance Unit at the Cave Hill Campus, Ms. Jacqueline Moniquette. Over the past nine years Ms. Moniquette and I have developed a very close working relationship. She maintained consistently high standards and was always on top of everything. I have found in her a very genuine person who sincerely cared about the welfare of her staff. She believed in personal advancement and encouraged me to further my studies. Ms. Moniquette was straightforward so that you

knew where you stood with her. She believed in peace and calmness and was a very wise woman who would assert: "I do not give advice". Nonetheless, many persons trusted her wisdom and would seek her counsel.

Sandra Mahon



May you always have work for your hands to do.

May your pockets always have a coin or two.

May the sun shine bright on your window-pane.

May the rainbow be certain to follow each rain.

May the hand of a friend always be near you.

And may God fill your heart with gladness to cheer you.

Irish Retirement Blessing



We are travellers on a cosmic journey—stardust, whirling and dancing in the eddies and whirlpools of infinity. Life is eternal. But the expressions of life are ephemeral, momentary, transient. Gautama Buddha, the founder of Buddhism, once said,

'This existence of ours is as transient as autumn clouds. To watch the birth and death of beings is like looking at the movements of a dance. A lifetime is like a flash of lightning in the sky. Rushing by like a torrent down a steep mountain.'

We have stopped for a moment to encounter each other, to meet, to love, to share. This is a precious moment, but it is transient

It is a little parenthesis in eternity. If we share with caring, lightheartedness, and love, we will create abundance and joy for each other. And then this moment will have been worthwhile.

Deepak Chopra

The Seven Spiritual Laws of Success
read by Dr. Sandra Gift



Nothing changes

Everything is the same

There are no endings

Just a continuous unbroken flow of energy through the path taken.

-Known and Unknown

There are no beginnings

Just an unseen moment uncaptured by the consciousness-unrealised

There is no ending

Just a constant change of time and space

-Unfixed.

Like music and the dance

Like science and the arts

-a seamless interconnectivity of rhythm

-drums out a life delicately balanced in

-colour and light

Silence and sound

The absence and the presence of the same

-heard and unheard through the consciousness of the mind.

Pain and joy are one

That felt and unfelt energy that ebbs and flows through the consciousness of the heart.

Darkness and light

Laughter and tears

Ending and beginnings

-are all the same

-made different only through the lenses we call life.

Beginning and endings are one

-unbroken rhythms of time and space

Captured only the prisms of the same force

Coming and going are one single motion

Forever intertwined.

Mr. Anthony Perry

DEFINITION OF A QUALITY MANAGEMENT SYSTEM (QMS)

One definition of a quality management system is a set of interrelated or interacting elements that organisations use to direct and control how quality policies are implemented and quality objectives are achieved.

A process approach may be used in managing and controlling the implementation of the quality policy and achievement of objectives. Processes may be interrelated and interconnected and thus have input-output relationships. The output of one process becomes the input of another process (ISO 9000, 9001, and 9004 Quality Management Definitions).¹



Key Elements of a Quality Management System

Overview of Key Elements of The UWI Quality Management System

THE UWI QUALITY STRATEGY

The UWI's system for academic quality assurance revolves around its mission to "...advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond" (The UWI Strategic Plan 2012-2017, p.2).

Ordinance 1 of the Charter, Statutes and Ordinance of The UWI states that "the student is central to the mission of the University. This focus must...inform the attitude of all members of the University in the discharge of their functions." A robust quality assurance and quality audit/evaluation system is essential to this focus and is a means of providing students, parents, employers and governments, among other stakeholders, with confidence in the consistent high quality of qualifications from The UWI.

The Board for Undergraduate Studies (BUS) and the Board for Graduate Studies and Research (BGS&R) are key elements of the QMS within The UWI Centre or the Vice Chancellery. The Quality Assurance Unit (QAU) supports the work of both BUS and the BGS&R with its responsibility, inter alia, for the implementation of the system of programme evaluation and review, using "fitness for purpose" as the concept of quality.

Quality management systems are also operationalised at the level of individual campuses.

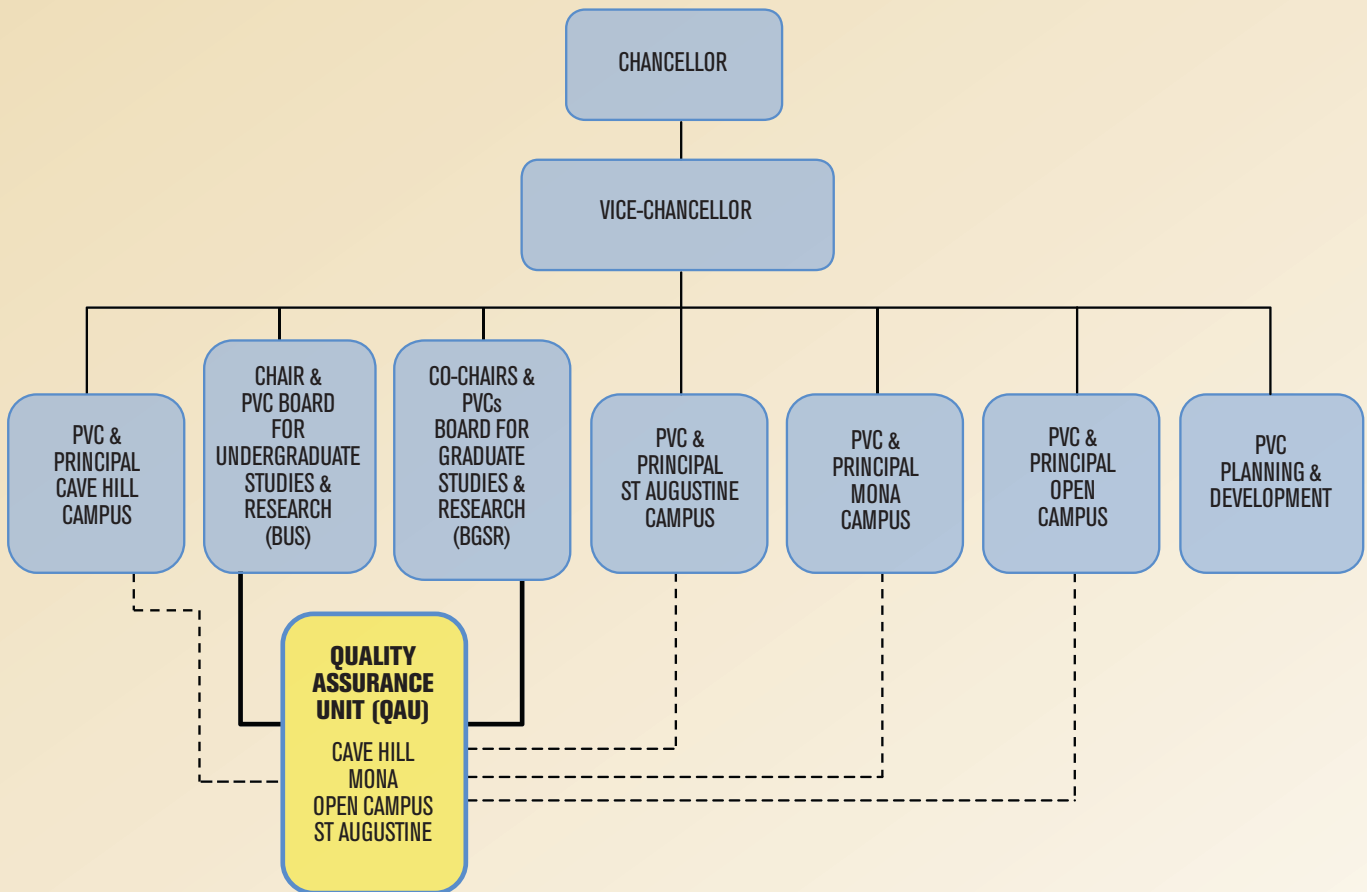
¹ <http://www.praxiom.com/iso-definition.htm> - Last retrieved 25th March, 2014

QUALITY STATEMENT



Professor Alan Cobley
Pro-Vice Chancellor
Undergraduate Studies
& Chair BUS

The Quality Assurance Unit was founded within the Office of the Board for Undergraduate Studies in 2001 in order to better discharge the important responsibility of academic quality assurance. The University of the West Indies (The UWI) recognized that, as a regional University with multiple campuses and country sites, and in the absence of any regional accrediting body for higher education in the region to lay down quality assurance guidelines, it was absolutely critical that it should develop its own robust internal quality assurance system. Since its inception, this system has ensured, in the first place, that the University's various stakeholders - including the Governments that fund our institution, our students, and the communities we serve - can be confident that they are receiving value for the money they have invested in their regional University. Beyond this, by benchmarking against international standards, the system has ensured that The UWI can justly claim to deliver high quality academic programmes on a par with major universities across the world. Most recently, the University's well-oiled internal quality assurance mechanisms ensured that our Campuses were well positioned to pursue and receive formal accreditation from the various national accrediting bodies within whose jurisdictions we operate. The enduring mission of the Quality Assurance Unit is to ensure that 'quality assurance' is no mere catchphrase in the University of the West Indies, but a guiding principle, underpinning our continuing development as we strive to fulfill the promise of our Strategic Plan, not merely to reach for excellence in everything we do, but to foster global recognition of our University as the leader in higher education in the Caribbean region.



LOCATION OF THE QUALITY ASSURANCE UNIT IN THE UWI ORGANISATIONAL STRUCTURE

Academic Quality Assurance Structures, Processes And Procedures

The UWI quality system can be considered as two major interlocking platforms of academic and administrative quality, in different stages of development that have been evolving over the last 15 years. Each platform is supported by a set of structures, processes and procedures in differential stages of development.

THE ACADEMIC QUALITY ASSURANCE PLATFORM AT REGIONAL LEVEL

BOARDS FOR UNDERGRADUATE STUDIES AND GRADUATE STUDIES AND RESEARCH

The Board for Undergraduate Studies (BUS) and the Board for Graduate Studies and Research (BGSR) together, and as central entities within the Vice Chancellery, provide oversight of academic quality. The respective Pro Vice Chancellors provide leadership at these regional governance levels. The Office of the Board for Undergraduate Studies (OBUS) is the operational arm of BUS.

■ Board for Undergraduate Studies

- The ultimate guardian of the quality of the University's undergraduate degrees, certificates and diplomas.
- Responsible for setting guidelines within which campus programme proposals are presented.
- Formulates general policy on the nature of undergraduate education.
- Mandate includes the development and implementation of a university-wide system of quality assurance and quality audit/evaluation.
- Preserves and strengthens the regional content and orientation of The UWI's degree programmes.



PROGRAMME APPROVAL PROCESS

■ **Board for Graduate Studies & Research**

As explained earlier, OBUS operationalises the policies of BUS. In a similar vein, The Office of Graduate Studies and the Office of Research are the operational arms of the BGSR.

Following detailed examination, discourse of programme proposals and any necessary amendments, the Campus Committee for Graduate Studies & Research (CCGS&R) recommends programmes to BGSR for approval. During the process of examination Faculties are directed to consult the Centres for Excellence in Teaching and Learning. This is to ensure courses and programmes meet appropriate standards and are checked for content, structure, assessment methods

weighting and other curriculum matters. All courses/programmes submitted to the CCGS&R must be accompanied by the appropriate cover sheet that is signed off as confirmation that the required consultations have taken place. In the event that new programme proposals are submitted without the appropriate sign off, they are returned to the Faculty to ensure all required consultations are conducted. When the process has been properly satisfied, Campus Committee then interrogates proposals before submission to BGSR for approval. Campus Academic Boards are kept informed through the reporting of the Campus Coordinator to her/his respective Academic Board.

■ **Board for Graduate Studies & Research**

- Provides oversight of academic quality at the postgraduate level.
- Operational arms are the Campus Committees for Graduate Studies and Research led by the relative Campus Coordinator, and supported by the Office of Graduate Studies and Research headed by a Senior / Assistant Registrar.
- Campus Coordinators have BGSR designated authority at the campus interface to approve new courses and minor programme changes.



Once all requirements are satisfied, the BGSR then sends approved programmes back to campus via Campus Coordinator for mechanisms to be implemented for the delivery of programme to students.

PROGRAMME APPROVAL PROCESS

■ School for Graduate Studies & Research (SGSR)

- Communicate approvals given by the Board and ensure that programme information published is in line with Board approval.
- Process student applications and ensure that matriculation requirements are satisfied.
- Register students, manage day-to-day administrative operations and act as a point of interface for postgraduate students.

■ Campus Coordinators for Graduate Studies and Research

- Have a quality mandate and designated authority to represent the BGSR at the campus interface.
- Serve as Chair of the corresponding Campus Committee for Graduate Studies and Research on each Campus.
- Are in regular dialogue to ensure that procedures are aligned UWI-wide.

Although the SGSRs are located in different national contexts, requirements for entry and successful completion of studies are intended to be the same across the Campuses. Entry requirements are determined by academic departments.

■ Campus Committees for Graduate Studies and Research (CCGS&R)

- Perform a function for BGSR similar to that of Academic Boards (through AQACs) for BUS in all postgraduate student matters as provided for by the regulations for Graduate Diplomas and degrees.
- Ensure compliance of proposed and revised programmes with identified BGSR quality standards in terms of content, assessment methodologies, credits, resource allocation, relevance, viability and the appropriate campus and cross-campus consultations.
- Provide the conduit for information between the BGSR and the Faculties with respect to new / revised regulations, procedures and policies.
- Consider and approve new courses, amendments to existing courses, and minor adjustments to programmes.

All Campus Coordinators are guided by one set of University instruments to safeguard the University as a regional institution. These regulations are applied on all four campuses. Campus Coordinators attend Academic Board on each campus and submit reports to this body for noting.

This is one of the ways the quality management system governs academic and administrative quality across the four campuses of the University.

■ The Quality Assurance Unit

The Quality Assurance Unit manages the academic quality assurance system to ensure that all departments are included in processes relating to the evaluation and review of the quality of academic provision. The Unit functions as a semi-autonomous entity that formally reports to both the Board for Undergraduate Studies and the Board for Graduate Studies and Research. At the same time, for administrative cohesion, the Office of the Board for Undergraduate Studies continues to take the lead in the administration of the Unit.

Quality assurance programme officers, the Vice Chancellery, also report to the Campus Principal. The location of the QAU in the management structure of The UWI is represented in Figure 1. on the next page.

QUALITY STATEMENT



Professor Yvette Jackson
Pro-Vice Chancellor
Graduate Studies
& Co-Chair BGRS

As we seek to articulate a vision of excellence for the graduate community, the Office of Graduate Studies must ensure that the quality of all aspects of graduate education is maintained and enhanced. Our survival as an institution depends on this. Among the other responsibilities of the QAU, the Unit carries out regular quality evaluations of academic Departments, Institutes, Centres, Units and Schools across the Campuses to identify and highlight good practice as well as areas in need of improvement. The QAU also ensures that all programmes offered by the University - both Taught Master's and Research programmes, are subject to a Quality Review every five to seven years. The QAU therefore, serves to engage and heighten the senses of our academic community in all aspects of quality, and endeavours to keep QUALITY at the centre of our operation.

We wish to record our thanks to all members of the QAU team for this important contribution to the work of the Office of Graduate Studies and the University.



THE ACADEMIC QUALITY ASSURANCE REVIEW CYCLE

QUALITY STATEMENTS



Mr William Clement Iton
University Registrar

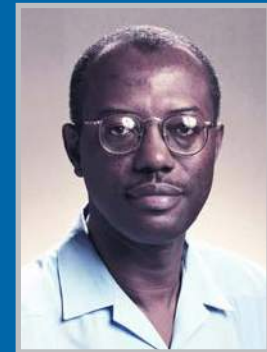
The University of the West Indies has a well-established and mature Quality Assurance regime for its academic programmes. However, more focus should be directed to Quality Assurance as it pertains to our operational processes and people management issues. Our Strategic Plan underscores the need to re-engineer our internal processes with a view to eliminating redundancies and ensuring that the needs of our customers are addressed frontally. In our quest for continuous improvement we have also been promoting a UWI-wide programme of employee engagement which we believe is one of the most important contributors to the development of a quality workforce.

The University of the West Indies' Quality Management System (UWI-QMS) can be regarded as *an integrated set of arrangements designed to develop and monitor the desired set of standards established for the various dimensions of the products and services offered by the University*. These products and services include certificate, diploma and degree programmes, research output, advisory services and internal operational processes. The UWI-QMS would therefore involve the following activities:

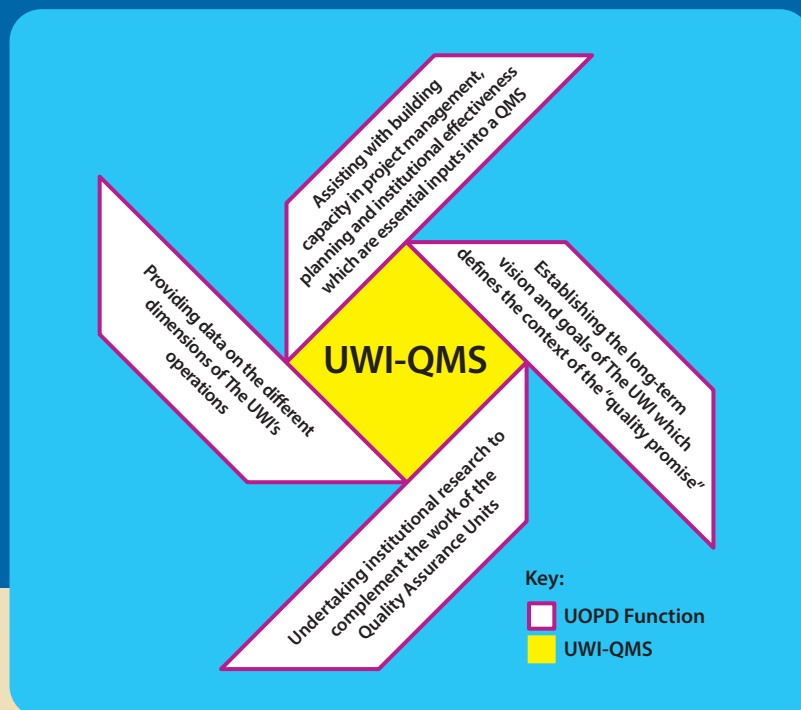
- The setting and monitoring of standards of the products and services;
- Internal (institutional) and external research such as determining benchmarks, evaluating the services and products and surveying key stakeholders;
- Enhancing the capacity of the University to deliver on the “*quality promise*”.

The University Office of Planning and Development (UOPD) is charged with the university-wide responsibility for strategic planning, institutional research, project management and development funding of non-research projects. In this regard, the UOPD plays a critical role in the implementation and operation of the UWI-QMS as illustrated by the diagram.

The realisation of the goals and objectives of the UWI-QMS require close collaboration with various units of the University with the UOPD being instrumental to the planning and institutional research aspects of the System.



Professor Andrew Downes
Pro-Vice Chancellor
Planning and Development



UNIVERSITY OFFICE OF PLANNING AND DEVELOPMENT SUPPORT SYSTEM FOR UWI-QMS

Diagram adapted from The Sloan Consortium (Vol 17, Issue 4, Feb 2014.)

Authors: Marwin Britto, University of Saskatchewan; Cristi Forde, University of the District of Columbia; Jean-Marc Wise, Florida State University

The Role of the University Management Audit Department



The University Management Audit Department (UMAD) is the assurance unit that is required to provide the University Council with the complete picture of the effectiveness of the management control environment of the University. The UMAD reports directly to the Council through the Audit Committees and administratively to the University Bursar. The reporting line is very important as it makes the Department uniquely independent of management and thus able to report freely on the financial, operational, project, IT and governance risks of the University.

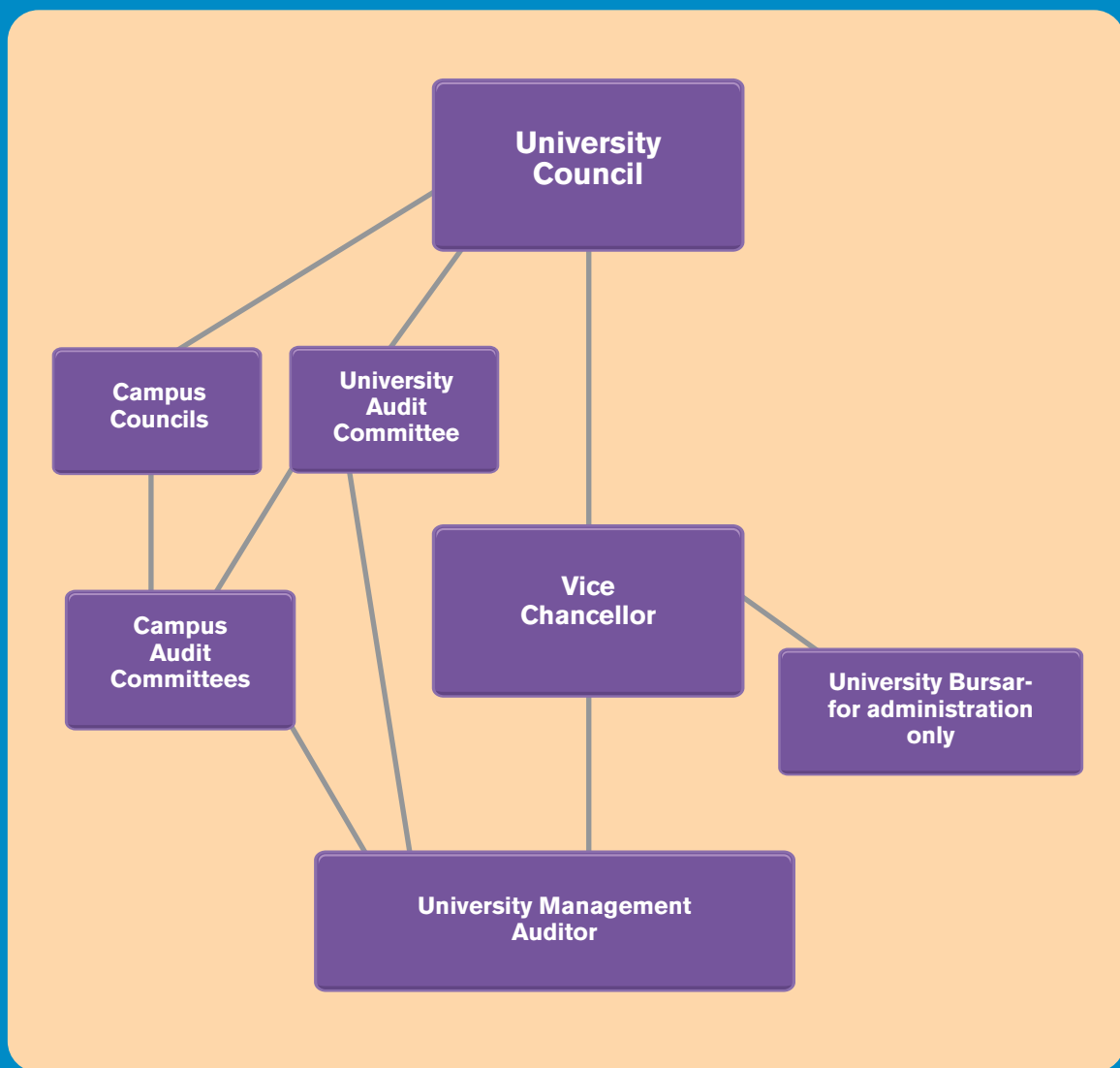
The scope of the UMAD extends to all areas over which the Council has governance oversight. In executing this mandate the UMAD may place varying levels of reliance on the work done by the external auditor, the Quality Assurance Unit, Legal Unit as well as the health & safety units



Ms. Judith Nelson
University Management Auditor

and the security units on each campus, though they are still subject to audit review. This allows the UMAD to focus its resources on the key administrative, project, IT, and governance risks of the University.

Annually the UMAD performs a risk assessment of all units within the University and reports the risk profile of each campus and the aggregated risk profile of the University to the Audit Committees. The data is also used to select key high risk units for a more in-depth audit review. The results from these reviews are reported to the four Audit Committees and annual reports are made by the Chairs to the Council. The UMAD works across the campuses to provide a picture of the management control environment of the University.



Some Key Elements

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Broadly speaking, the campus Quality Management System encompasses UWI regulations and procedures, as well as governance and administrative mechanisms. Regulations govern, for example, admissions and examinations. Governance and administrative mechanisms include, at campus level, departmental meetings and structures, faculty boards, Academic Board, and the Academic Quality Assurance Committee (AQAC). In addition, the Offices of the Campus Principal and Deputy Principal perform roles that contribute to the monitoring and enhancement of quality.

The Office of Planning & Development (OP&D) is also central to the Campus's Quality Management System, given its responsibility for the management of the strategic planning process and environmental scanning activities. OP&D surveys, student representation on governance bodies, Staff/Student Liaison Committees and stakeholder feedback via quality assurance programme reviews are all examples of documented feedback loops in operation as part of the Campus's Quality Management System.

While there are particular administrative entities with a special mandate for quality assurance and enhancement, academic staff are also cognisant of their own responsibility for the quality of teaching and learning.

Mechanisms and Procedures for Academic Planning

BUS and BGSR work together with each Campus, through its Academic Board and Office for Graduate Studies and Research respectively, to ensure the execution and fulfilment of policies.

All faculties appoint committees that plan and develop curricula. These proposals are brought to the Faculty Board for approval, after which they are sent forward to Academic Board, which is the Campus's governing body for final approval of academic programmes. The Academic Board, through its Academic Quality Assurance Committee (AQAC), provides a mechanism for oversight and guidance which is inclusive of cross-campus consultations, monitoring, and evaluation of academic programmes and courses.

AQAC also ensures that recommendations of departmental quality assurance reviews are considered and, where accepted, implemented and reported on by relevant departments.

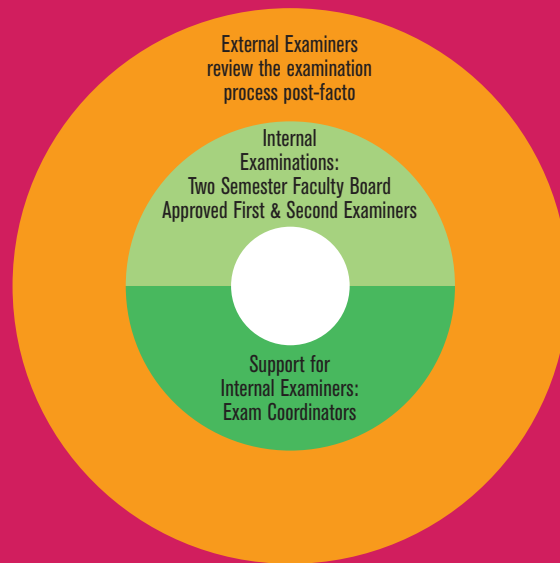
Examinations

There are standards in operation at the University for paper setting, and there are structured mechanisms through the Centres for Excellence in Teaching & Learning for training academic staff in aspects of assessment (testing and measurement). At campus level, provisions relating to examinations that also serve to ensure the maintenance of standards at The UWI include the following:

1. **Internal Examiners:** There is a policy of two internal examiners as the first rung of the quality assurance system in examinations. All coursework assignments of a particular weighting and semester examinations are thus subject to the scrutiny of a Second Examiner, in addition to the First/Primary Examiner. Each Semester Faculty Boards approve First and Second Examiners with responsibility for oversight of coursework and examinations. Examination Coordinators are appointed to ensure the smooth conduct of the examination process.

2. **External Examiners:** External Examiners are identified from various universities. The External Examiners review the examination process post facto, and this system of review, which is at a cost to the institution in terms of time and resources, is in place for Levels II and III courses in the science-related Faculties of Engineering, Science and Technology, Food and Agriculture and Medical Sciences where External Examiners are used for all courses.

In the Faculties of Engineering and Medical Sciences, the minimum duties of an External Examiner include (a) reviewing and commenting on specific and such other examination material as may be referred to him/her by the University Examiner through the Campus Registrar, and (b) reporting to the Campus Registrar on the standard of the examination as a whole. The University's external examiner system, modelled on its UK equivalent, provides an excellent opportunity for departments to gain independent external input and advice on the development of their degree programmes. (Institutional Accreditation Self-Study Report, St Augustine Campus, 2010).



EXAMINATIONS

Campus Committee on Examinations (CCE)
Current chairpersons of campus committees on examinations are: Dr Victor Simpson, Cave Hill; Professor Waibinte Wariboko, Mona; Dr Brian Cockburn, St Augustine.

Roles and functions of the CCE include:

1. Oversight of quality assurance and quality control measures related to the undergraduate examination processes.
2. Continuous improvements of the Examination Process consequent on the report received from the University Examiners and External Examiners.
3. Management of any alleged infringement by candidates.
4. Enforcement of penalty on attempt to cheat in examinations.
5. Consideration and approval of coursework assessment.



Dr. Victor Simpson
Cave Hill



Prof. Waibinte Wariboko
Mona



Dr. Brian Cockburn
St. Augustine

QUALITY ASSURANCE

Mechanisms to Promote the Integrity and Fairness of the Examination Process

Procedures Governing Preparation of Examination Papers

Procedures Governing Conduct of Examinations

Procedures Governing Handling and Marking of Examination Answer Booklets

Procedures Governing Submission of Marksheets

QUALITY CONTROL

Mechanisms for Addressing Stakeholder Feedback

Procedures Governing Student Dissatisfaction With Marks/Grades Awarded

Procedures Governing Faculty and Departmental Responses to Feedback from External Examiners

Arbitration of Examination Irregularities and Consideration of Examination Management Issues

Enforcement of Penalty Where Breaches of Regulations are deemed to have occurred & Notification of Right of Appeal to Campus Registrar

FUNCTIONS OF THE CAMPUS COMMITTEES ON EXAMINATIONS

Campus Quality Assurance Office, Cave Hill

AN OVERVIEW OF THE WORK

At UWI Cave Hill, the Campus Quality Assurance Office (CQAO) has responsibility for campus-level quality assurance and enhancement initiatives in the areas of: curriculum and teaching delivery; administrative and support services for students; and educational resources and the campus environment.

CQAO'S INVOLVEMENT WITH THE QUALITY OF CURRICULUM AND TEACHING

As a member of the Academic Quality Assurance Committee (AQAC), the Quality Assurance Coordinator works with colleagues to review undergraduate course proposals for recommendation to Academic Board. Apart from this, the CQAO administers student evaluations of courses on behalf of Faculties. The Office has been working with AQAC and the Campus Committee for Graduate Studies and Research and expects to complete a phased transition to an online evaluation system by the second semester of 2013-14. In addition to ensuring faster access to student feedback, the new course evaluation reports also allow instructors to benchmark their performance against that of colleagues in their department or Faculty. The CQAO is also working with the Office of Student Services and course instructors to develop a course evaluation system for co-curricular courses.

ADMINISTRATIVE AND SUPPORT SERVICES FOR STUDENTS

The CQAO runs an annual New Student Survey, which gives the Campus a view of students' application, orientation and

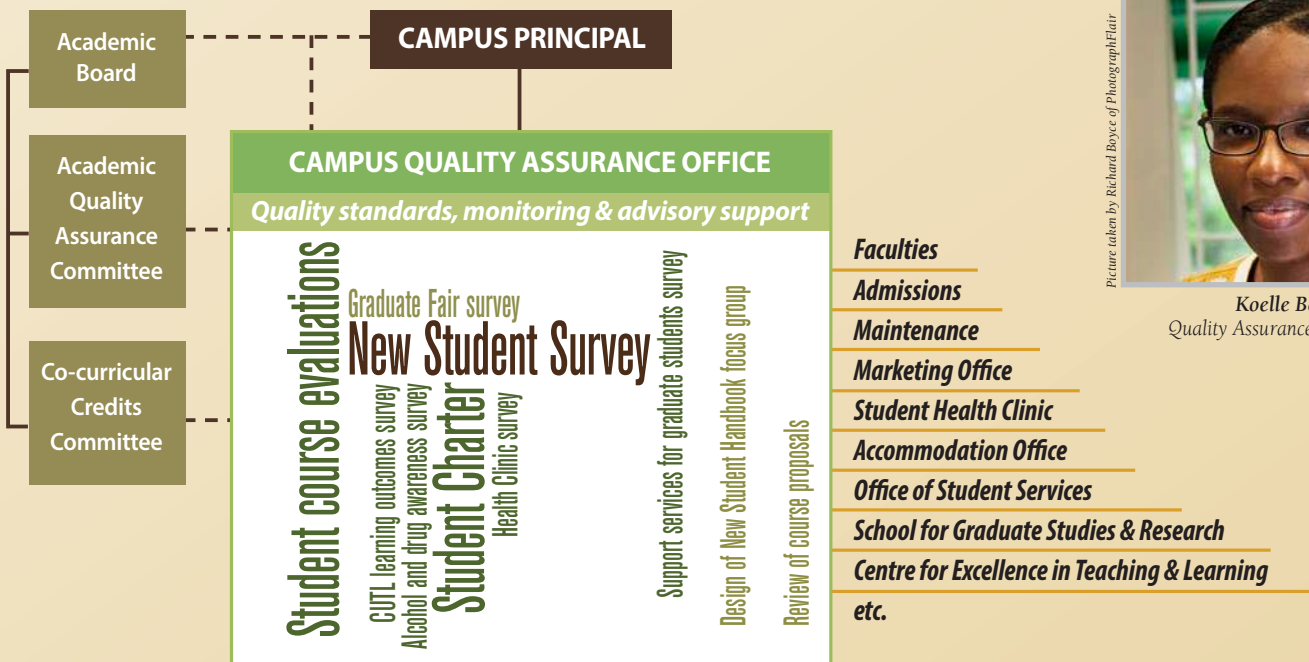
registration experience. Based on student feedback, the Office is able to make recommendations for improvement and also reports back to students on the service enhancements undertaken by campus departments. Departments have also requested assistance to assess customer satisfaction with the Graduate Fair or to examine the need for alcohol and drug-awareness interventions among undergraduates, for example.

EDUCATIONAL RESOURCES AND THE CAMPUS ENVIRONMENT

The New Student Survey also offers the Campus a mechanism to gather student feedback regarding IT, accommodation and bookshop services. Since 2013, new students have also been able to comment on teaching, study and recreational spaces in terms of fitness-for-purpose, safety and accessibility. So far, in 2014, the CQAO has run customer experience surveys on behalf of the Student Cafeteria and Student Health Clinic.

HOW THIS FITS INTO THE BIGGER UWI QUALITY MANAGEMENT SYSTEM

The CQAO's quality monitoring and enhancement initiatives complement the academic quality assurance work currently undertaken by the QAU. Additionally, the CQAO has led the development of the Campus's Student Charter. With its focus on making an explicit link between educational outcomes, campus provision and student activity, the Charter offers guiding principles for action as well as a basis for monitoring and enhancing quality in areas that the Campus's main stakeholders see as critical.

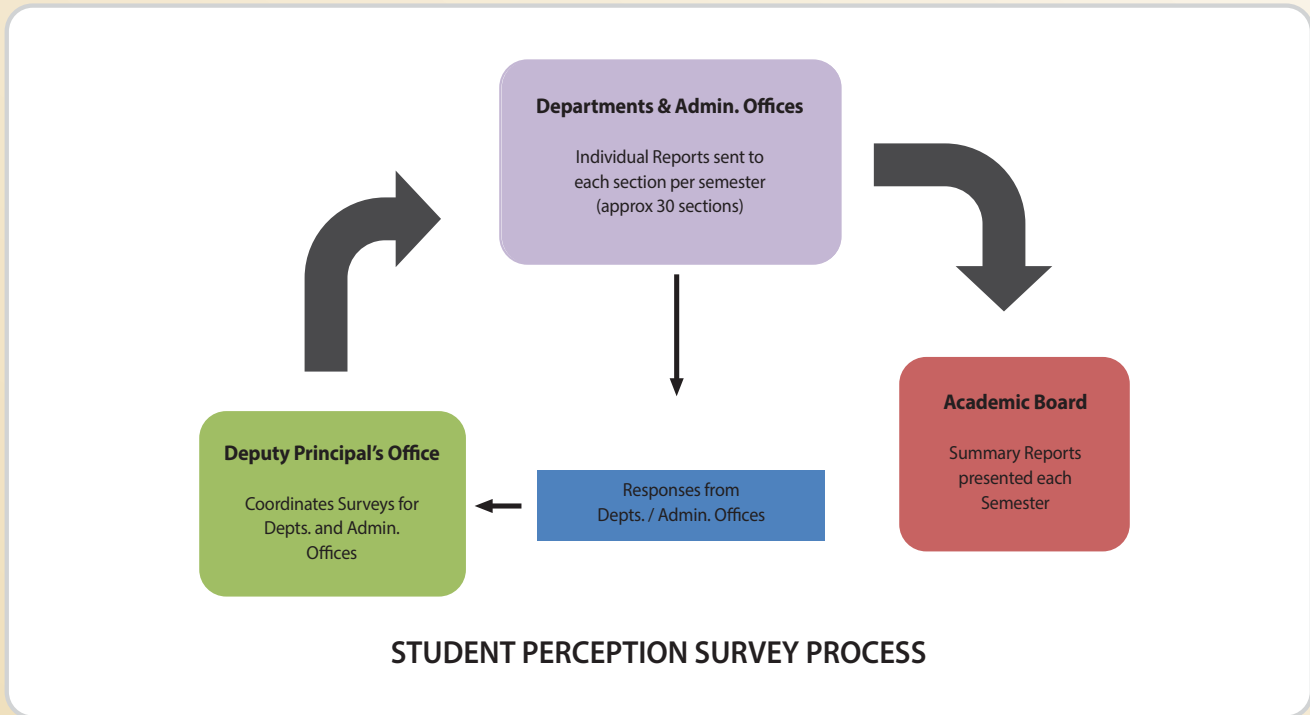


Picture taken by Richard Boyce of PhotographFlair

Koelle Boyce
Quality Assurance Coordinator

CQAO, CAVE HILL, REPORTING AND WORKING RELATIONSHIPS

Service Quality at Mona: a Customer Service Survey



PROMOTING QUALITY OF SERVICE

Though we are in an academic environment where the teaching/learning experience is central, students spend quite a lot of their time dealing with departmental and other administrative offices. The staff of these offices could be said to operate in a fashion similar to staff in commercial entities outside of the campus setting, offering as they do a direct interface with our customers, the students. Sometimes, such interface becomes an important determiner of the level of satisfaction of alumni with their university. It is this quality of service that has been the primary focus motivating the Student Perception survey, which is one form of customer service surveys.

AN OVERVIEW OF THE WORK

The Office of the Deputy Principal recognised the need to constantly engage with students to get feedback on the performance of both academic and administrative staff, and so commenced the Student Perception surveys in September 2007. The views of our students are important to inform the University on how the range of the services provided are received, as a basis for strengthening the quality of our delivery. Usually, departments that are informed of good ratings in dealing with students feel a sense of pride that they are providing a much-appreciated service. As areas of weaknesses are identified, sufficient lead-time is available to a department/section to be responsive to the perceptions through finding creative ways to address the

concerns raised by students. Swift corrective actions demonstrate a level of connectedness to the students' concerns and communicate a strong level of commitment to quality service and an understanding of the importance of our relationship with customers/students.

SURVEY VALUE

The value of the student perception survey is that Heads of Departments and members of staff can not only see how students perceive them and the type of customer services that are provided by the section, but also can use the feedback as a means of staying current with the needs and ever changing expectations of the student population.

The importance of this exercise to the Mona Campus lies not only in the empirical evidence gained from the surveys but also the presentation and robust discussions on the findings at Academic Board. This has led to some administrative offices conducting additional surveys for gauging customer satisfaction.



Nigel Lawrence
Planning Officer
Office of the Deputy Principal
Mona Campus

The Quality Management System of The Open Campus

AN OVERVIEW OF THE WORK

The development and delivery of high quality programmes of study on site, online and on demand constitutes the core function of the Open Campus. The achievement and maintenance of academic quality is rooted in the Campus's guiding principles, which state that:

The Open Campus of the University of the West Indies is based on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential inside and outside of the Caribbean region.

The Open Campus adopts quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all of its communities.

QUALITY ON SITE, ONLINE AND ON DEMAND

It is this desire to achieve its guiding principles that propels the Campus to structure its Quality Management System in such a way that it incorporates all of its functional areas and all personnel

at the academic, senior and professional administrative, technical and support staff levels. As a new Campus, the Open Campus has been able to work with its staff to establish policies and procedures which are structured to fit its unique needs and requirements. An important strategy in this System is the allocation of time to the ongoing monitoring and evaluation of academic quality both directly and indirectly. Although a new Campus, with financial constraints in this difficult regional and global economic environment, the Campus has still managed to mobilize adequate human, physical and financial resources to assure the maintenance of academic quality in its provisions. A diagrammatic representation of functional areas of the Campus's quality management system is shown at page 22.



Ms. Pamela Dottin
Programme Officer
Quality Assurance Unit
The Open Campus

QUALITY STATEMENT

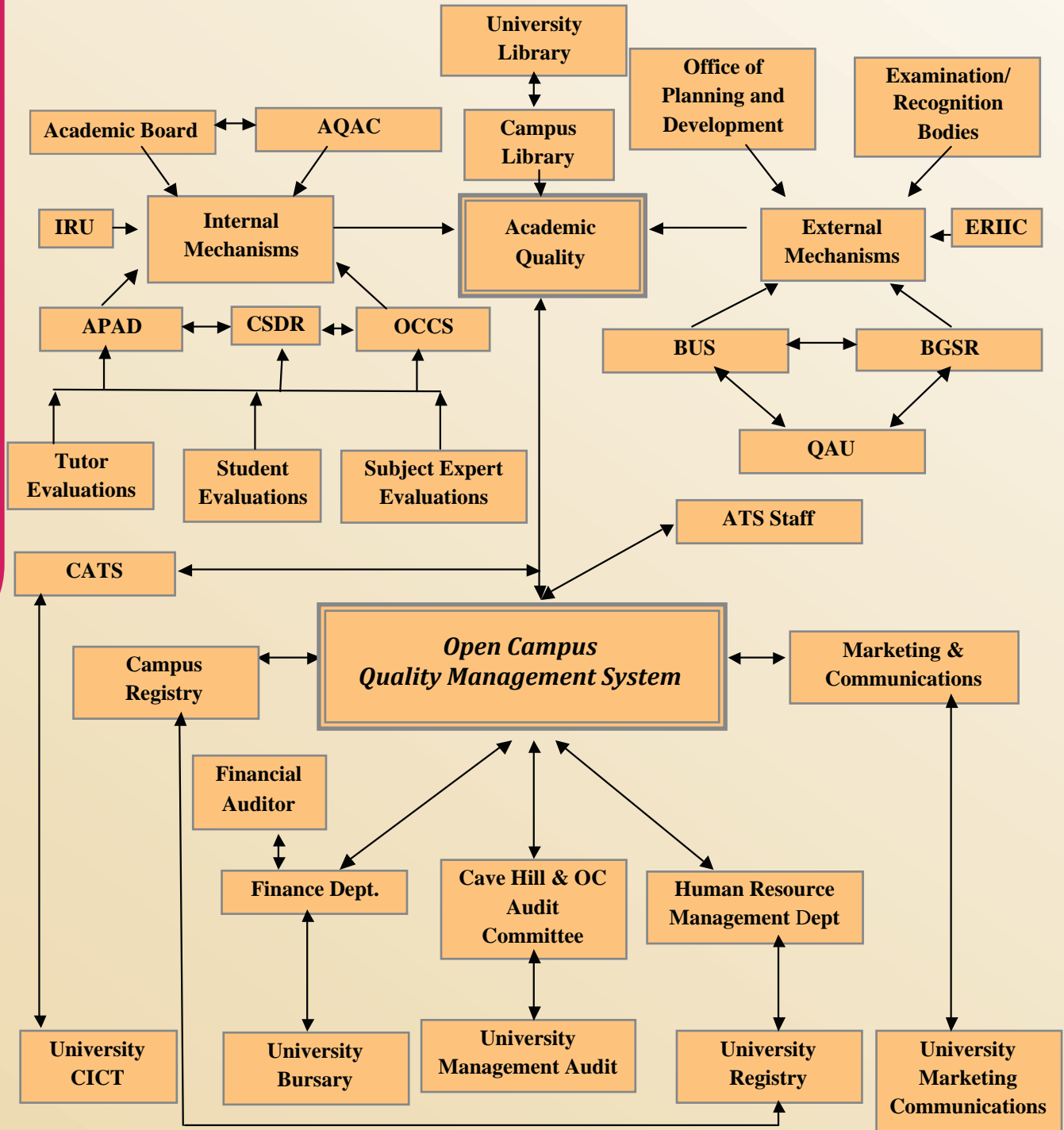


Professor Wayne Hunte
Pro Vice Chancellor
Research
& Co-Chair BGSR

In our 2012-17 Strategic Plan, we committed ourselves to increasing UWI's research output and impact for two key reasons. We felt strongly that UWI must remain engaged in the global pursuit of knowledge and reap the benefit of the international recognition and respect that this provides. Moreover, as a University serving a developing region of the world, we considered it to be our responsibility to generate the knowledge base required to drive sustainable regional development.

The effectiveness with which we achieve these goals depends entirely on the quality of our research activities. The pursuit of quality has always been a core goal of The UWI, but we have become more focused on this through the formation of the Quality Assurance Unit (QAU). Several changes within the QAU have enhanced its effectiveness in upgrading our research quality. Among these are the inclusion of graduate education and research in our Quality Assurance Reviews, the appointment of a Senior Programme Officer for graduate education and research, and the inclusion of our research Institutes, Centres and Units in the quality review process. But such changes would have little impact were it not for the commitment of our QAU Officers and the rigor and zeal with which they execute their responsibilities.

So let me close by thanking the QAU for their dedication to The UWI. I am confident that their efforts will continue to further enhance the quality, competitiveness and impact of our University as we seek to deliver on our Mission Statement of driving the development of Caribbean societies.

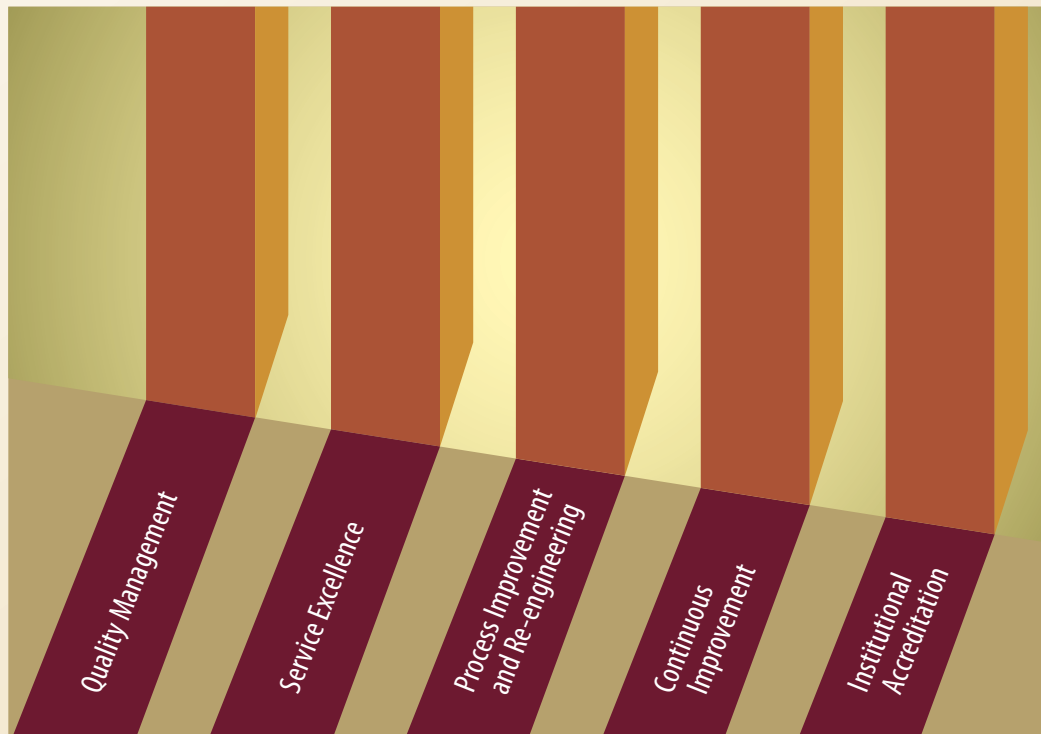


FUNCTIONAL AREAS OF THE OPEN CAMPUS'S QUALITY MANAGEMENT SYSTEM
(Open Campus's institutional accreditation self-study report, 2012.)

ACRONYMS

- | | |
|---|---|
| APAD – Academic Programme and Delivery Division | CICT – Chief Information, Communication and Technology Officer |
| AQAC – Academic Quality Assurance Committee | CSDR – Consortium for Social Development and Research |
| ATS – Administrative, Technical and Service | ERIIIC – Office of External Relations and Intra/Inter-Institutional Collaboration |
| BGS&R – Board for Graduate Studies and Research | IRU – Institutional Research Unit |
| BUS – Board for Undergraduate Studies | OCCS – Open Campus Country Sites |
| CATS – Computer and Technical Services | QAU – Quality Assurance Unit |

Institutional Effectiveness Unit (IEU), St Augustine Campus



FIVE MAIN PILLARS OF INSTITUTIONAL EFFECTIVENESS

AN OVERVIEW OF THE WORK

In October 2012, the St. Augustine Campus established an Institutional Effectiveness Unit (IEU) to develop a system of total quality management on the Campus, enhance the delivery of services, re-engineer operational processes and to monitor continuous improvement aligned with institutional accreditation criteria and standards.

The Institutional Effectiveness Unit (IEU) is championed by the Campus Principal and is one of five entities that are part of this integrated system for the management of quality at the St Augustine Campus. These entities include the Quality Assurance Unit, the Vice Chancellery, the Campus Office for Planning and Institutional Research, the Management Audit Unit and the Centre for Excellence in Teaching and Learning.

Non-academic recommendations from quality evaluations and reviews are addressed through the non-academic quality management system.

PILLARS OF INSTITUTIONAL EFFECTIVENESS

The IEU's purview encompasses five main pillars of Institutional Effectiveness which include: Quality Management, Service Excellence, Process Improvement and Re-engineering, Continuous Improvement and Institutional Accreditation.

For more information on the work of the IEU please visit: <http://sta.uwi.edu/qualityoncampus/ServiceCharter.asp>



Dr Eduardo Ali
Programme Manager
Institutional Effectiveness

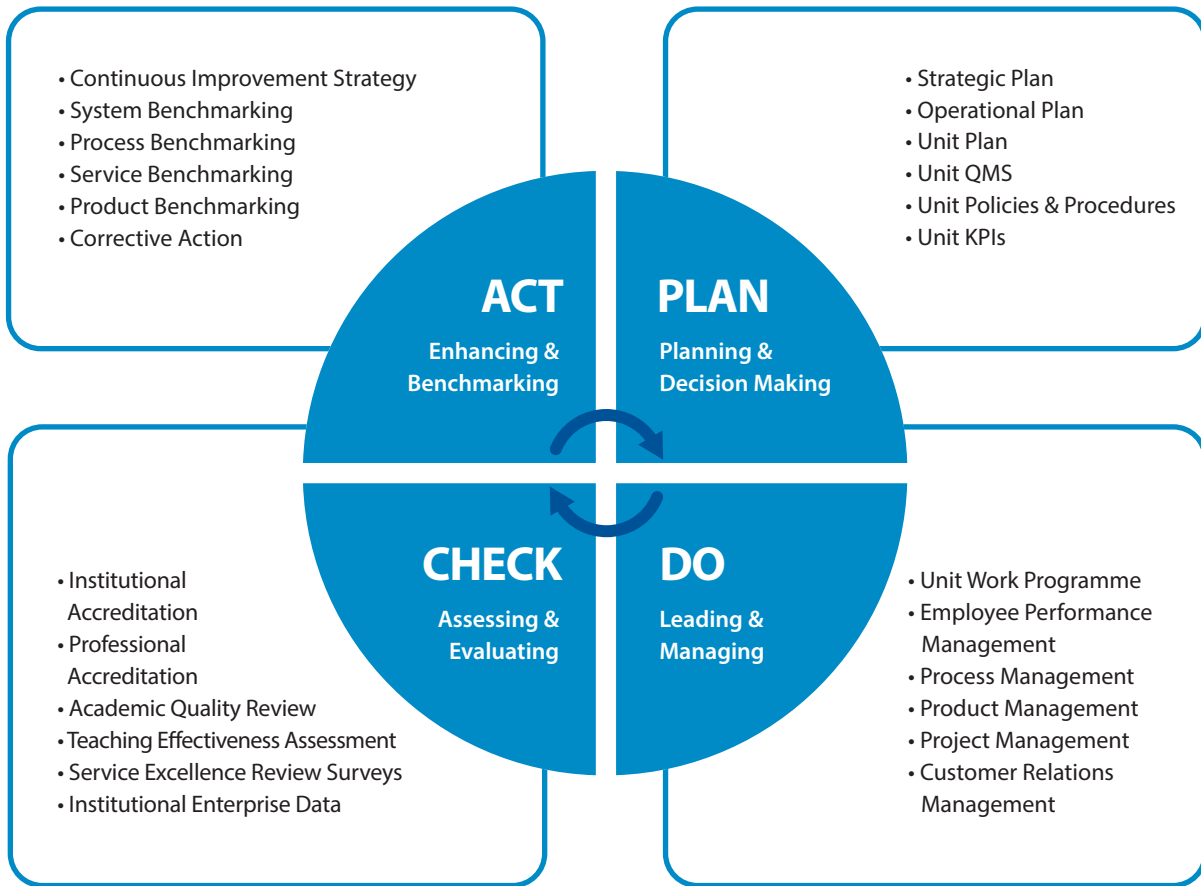
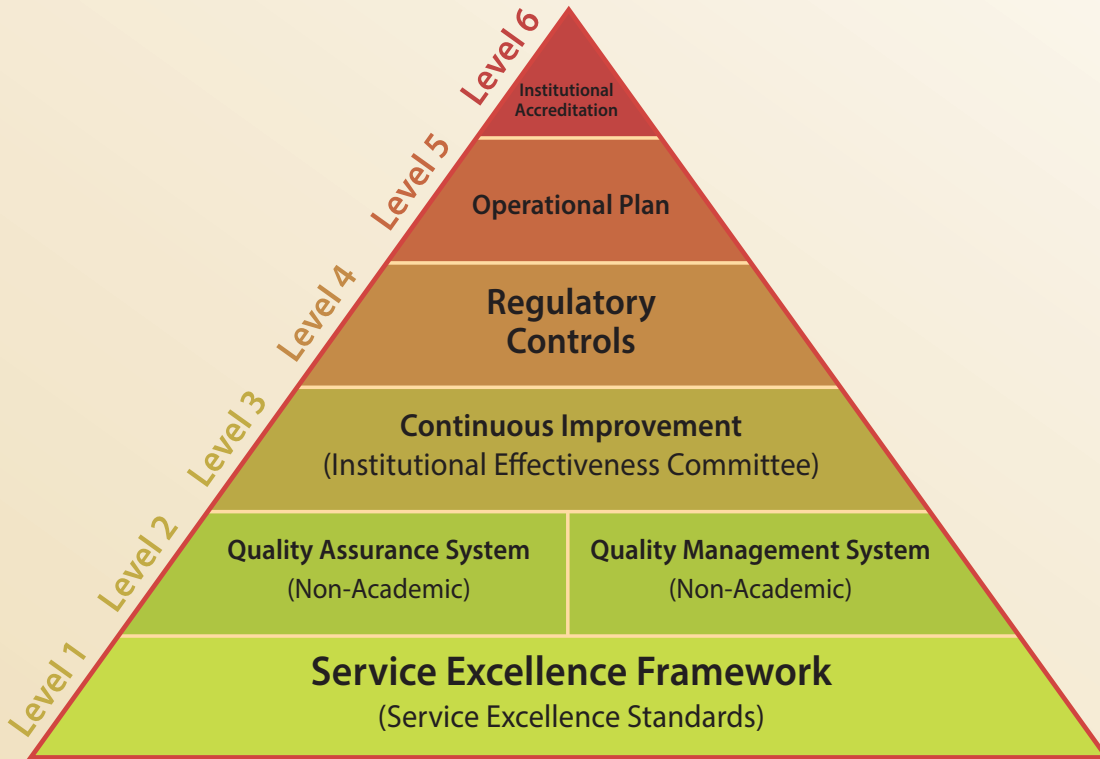


Mr. Kristen Cockburn
Continuous Improvement
Officer



Mr. Jason Kangalee
Current Research Assistant/
Assessment Analyst

- Quality Management – the IEU examines the effectiveness of the Campus Quality Management System (QMS) by conducting a campus-wide quality management audits against approved QMS standards and makes recommendations for improvement;
- Service Excellence – the IEU engages non-academic offices and units in a review of their services against service excellence standards. It also reports the results of service excellence reviews to the Institutional Effectiveness Committee;
- Process Improvement and Re-engineering - the IEU uses tools which support non-academic units in value-added work-flow mapping, improvement and automation to deliver enhanced customer services;
- Continuous Improvement – the IEU advocates for and administratively supports continuous improvement across the Campus by managing a database of continuous improvement action plans and progress;
- Institutional Re-Accreditation – the IEU assists with the accreditation/re-accreditation process by providing administrative and technical support to the self-study reports and collecting reliable and relevant data for annual reports on institutional compliance for accreditors, inter alia.



THE ST. AUGUSTINE CAMPUS QUALITY FRAMEWORK

CENTRES FOR EXCELLENCE IN TEACHING & LEARNING

Each campus has a Centre for Excellence in Teaching and Learning dedicated to preparing teachers to provide quality learning experiences for students and to develop support structures and strategies in this regard. Specific activities undertaken by each of the CETLs are tabled below commencing with the activities of the CETL at Cave Hill, followed by that of Mona and St Augustine respectively.

CENTRE FOR EXCELLENCE IN TEACHING & LEARNING, CAVE HILL

Remit/Function

(Related to Strategic Aims 1, 2, 3 & 5 UWI Strategic Plan 2007-2012 and Strategic Plan 2012-2017 – Perspective 4 Themes A,B,C and Perspective 5 Themes A,B)

Processes

To promote best practice in teaching at the University.

- Continually works with teaching staff to improve learning methods, methods of instruction and assessment, and constructive alignment of the components of the teaching and learning process.
- Delivers an annual Orientation to University Teaching seminar for newly hired faculty.
- Develops and sources instructional material about effective teaching and learning and disseminates it to members of the University community.
- Provides forums - face to face and online - for the exchange of ideas and information on tertiary level learning and teaching.
- Supports the purposeful use of information and communication technologies in learning and teaching through the Blended Learning programme.
- Conducts periodic surveys of students to gauge access to and experiences of technology-enhanced courses and use data to inform faculty development initiatives.
- Provides on a continuous basis consultations (individual and departmental) to offer guidance and mentoring on any matters that affect or impact the teaching and learning function. In the case of departments, to also conduct customized training to meet identified departmental needs.
- Maintains membership in the world's leading higher education associations and participates in international conferences on higher education teaching and learning.
- Periodically invites visits from well-known international educators/educational researchers to conduct workshops for Cave Hill's lecturers and significant stakeholders as part of the annual *Teaching and Technology Summer Institute*.
- Promotes and supports sharing of pedagogical innovations and their impact on student learning via the annual *Teaching and Teaching - Lessons From the Trenches* Symposium at Cave Hill
- Collaborates with the Office of Graduate Studies to provide training of faculty in Graduate Supervision. A formal course *Research Supervisor Development* has been established.
- Leads the development or revision of policies, guidelines, templates and protocols to support quality assurance and implementation processes at undergraduate and graduate levels.

To foster the Scholarship of Teaching and Learning (SoTL) at the undergraduate and graduate levels.

- Systematically incorporates feedback from evaluations and surveys carried out by the Quality Assurance Office in seminars and workshops for faculty to sensitise them to the authentic issues which relate to teaching and learning at Cave Hill.
- Initiated the establishment of a Classroom Management Committee to ensure that teaching spaces are conducive to teaching and learning.
- Prepared a minimum standards guide for the design and retrofitting of classrooms.

- Integrates Action Research, self-reflection, peer review and critical feedback as fundamental components of reflective practice in the CUTL programme.
- Organises an annual *Research Circle* activity to provide a forum for participants in the in the Certificate in University Teaching and Learning (CUTL) programme and beyond to present, and receives feedback on action research proposals or research in progress in Cave Hill classrooms
- Encourages and facilitates as a natural progression, the publication of the action research in journals or presentations at conferences.
- The annual *Teaching and Technology Symposium* provides a forum for faculty to share the results of classroom action research with colleagues, and peers at other TLLs.
- Facilitates Faculty Learning Communities

To elevate the status of teaching at the Cave Hill Campus.

- Established Principal's Award for Excellence in Teaching in response to advocacy for additional forms of recognition of teaching excellence.
- Instituted Teaching and Learning Week at Cave Hill.
- Sensitises lecturers to their role as teachers through workshops and individual or departmental consultations.

To certify teaching through formalised programmes.

- Continues to provide on an annual basis the UWI Postgraduate (CUTL. (Was also a part of the conceptualisation and development of the programme).
- Collaborates with the Campus QA Office to undertake research on the campus-wide impact of the CUTL programme on the teaching and learning processes at Cave Hill. One survey has been concluded and the feedback has been incorporated.

To guide the curriculum review process and approve curriculum documentation.

- Designs course templates and associated guides for use with the development of undergraduate and graduate courses.
- Conducts training sessions on the curriculum review process.
- Facilitates course development, revision and/or repackaging, for approval.
- Reviews on a continuous basis all new and revised programmes and courses as part of the quality assurance process.

CENTRE FOR EXCELLENCE IN TEACHING & LEARNING, MONA

Remit/Function

(Related to Strategic Aims 1, 2, 3 & 5 UWI Strategic Plan 2007-2012 and Strategic Plan 2012-2017 – Perspective 4 Themes A,B,C and Perspective 5 Themes A,B)

Processes

To promote best practice in teaching at the University.

- Continually works with teaching staff to improve learning methods, methods of instruction and assessment.
- Develops and sources teaching material about effective teaching and disseminates it to members of the University community.
- Provides forums for the exchange of ideas and information on tertiary level learning and teaching.
- Provides on a continuous basis consultations (individual and departmental) in terms of guidance and mentoring on all or any matters that affect or impact the teaching and learning function. In the case of departments, to also conduct customized training to meet identified departmental needs.
- Uses the UWI/Guardian Life Premium Open Lecture as a means of keeping educators abreast of current trends in higher education internationally. The campus community is given the opportunity to engage with world-renowned educators in pre-Open Lecture conversations.

To foster the Scholarship of Teaching and Learning (SoTL) at the undergraduate and graduate levels.

- Creates learning communities.

To elevate the status of teaching at the Mona campus.

- Recognises and rewards teaching excellence via the UWI/Guardian Life Premium Teaching Awards.
- Sensitises lecturers to their role as teachers through workshops and individual or departmental consultations.

To certify teaching through formalised programmes.

- Implements on an annual basis the UWI Postgraduate Certificate in University Teaching and Learning. (CUTL) (was also a part of the conceptualization and development of the programme)

To guide the curriculum review process and approve curriculum documentation.

- Provides guidelines for establishing and monitoring the curriculum review process.
- Conducts training sessions on the curriculum review process.
- Facilitates course development, revision and/or repackaging, and approval.

CENTRE FOR EXCELLENCE IN TEACHING & LEARNING, ST AUGUSTINE

Remit/Function

(Related to Strategic Aims 1, 2, 3 & 5 UWI Strategic Plan 2007-2012 and Strategic Plan 2012-2017 – Perspective 4 Themes A,B,C and Perspective 5 Themes A,B)

Processes

To promote best practice in teaching at the University.

- Continually works with teaching staff to improve learning methods, methods of instruction and assessment.
- Develops and sources teaching material about effective teaching and disseminates it to members of the University community.
- Provides forums for the exchange of ideas and information on tertiary level learning and teaching.
- Supports the purposeful use of information and communication technologies in learning and teaching through the Blended Learning programme.
- Provides on a continuous basis consultations (individual and departmental) in terms of guidance and mentoring on all or any matters that affect or impact the teaching and learning function. In the case of departments, to also conduct customised training to meet identified departmental needs.
- Effectively closes the teaching–learning gap through the development and implementation of a robust Student Evaluation of Courses and Lecturers (SECL) programme. The programme provides feedback to lecturers and Heads of Departments on students' perceptions of their experiences in courses offered by departments.
- Maintains membership in the world's leading higher education associations – Staff and Educational Development Association (SEDA), UK; Professional and Organizational Development (POD) network, USA.
- Uses the UWI/Guardian Life Premium Open Lecture as a means of keeping educators abreast of current trends in higher education internationally. The campus community is given the opportunity to engage with world-renowned educators in pre-Open Lecture conversations.
- Invites visits from well-known international educators/educational researchers to conduct workshops for St. Augustine's lecturers during Celebrating University Teaching Week. In the last few iterations of the event, however, UWI St. Augustine's lecturers have been the ones showcasing their progress in teaching to their peers.
- Undertakes the training of both students and staff at the postgraduate level in the area of Graduate Supervision.
- Organises campus-wide seminars for postgraduate students to present their research.

To foster the Scholarship of Teaching and Learning (SoTL) at the undergraduate and graduate levels.

- Engages teaching staff in the *Scholarship of Teaching and Learning (SoTL) Programme*. UWI lecturers have the opportunity to share their work with peers in the seminar sessions.
- Creates learning communities.
- Hosts biennial Teaching/Learning Research Days.

To elevate the status of teaching at the St. Augustine campus.

- Recognises and rewards teaching excellence via the UWI/Guardian Life Premium Teaching Awards.
- Sensitises lecturers to their role as teachers through workshops and individual or departmental consultations

To certify teaching through formalised programmes.

- Implements on an annual basis the UWI Postgraduate Certificate in University Teaching and Learning (CUTL). (was also a part of the conceptualization and development of the programme)
- Conceptualised and implements on a biennial basis the Master in Higher Education (MHEd) Tertiary Level Teaching and Learning.
- Implements on a biennial basis the University of British Columbia Faculty Certificate Programme (FCP) on Teaching and Learning in Higher Education

To guide the curriculum review process and approve curriculum documentation.

- Provides guidelines for establishing and monitoring the curriculum review process.
- Conducts training sessions on the curriculum review process.
- Facilitates course development, revision and/or repackaging, and approval.
- Reviews on a continuous basis all programmes and courses, new and revised as part of the quality establishment and enhancement process.
- As a member of AQAC provides guidance on curriculum standards.

To become the authority for research on higher education in the Caribbean.

- Established an unrivalled research unit at the CETL.
- Conducts research on teaching and learning on the St. Augustine Campus.
- Publishes the online, peer reviewed journal in higher education, the Caribbean Teaching Scholar, which is now in its third issue and provides an avenue for our lecturers to publish research on their classrooms.



Dr. Sylvia Henry
Instructional Development Specialist
CETL
Cave Hill



Ms. Patricia Atherley
Officer in Charge
CETL
Cave Hill



Dr. Mervin E. Chisholm
Manager/Coordinator
CETL
Mona Campus



Dr. Anna-May Edwards-Henry
Director
CETL
St Augustine

REVIEWS, EVALUATIONS AND FORA

DISCIPLINES FOR REVIEW 2014 – 2015

CAVE HILL

- Psychology (Education & Social Science Faculties)
- Theology
- Education
- Law
- Economics
- French
- Biology

MONA

- Theology (St Michael's Theological College & United Theological College)
- CARIMAC (including Western Jamaica Campus)
- Asian Languages (Mandarin & Japanese)
- Romance Languages (Spanish & Other Modern Languages)
- Linguistics
- Institute of Caribbean Studies
- Centre for Excellence in Teaching & Learning - CETL (Formerly IDU)

OPEN CAMPUS

- Literary Studies (Undergraduate & Graduate)

ST AUGUSTINE

- Literatures in English
- Government
- Spanish
- Department of Life Sciences
- Computing & Information Technology
- Mechanical & Manufacturing Engineering
- Selected Programmes of the Department of Festival & Creative Arts

GRADUATE STUDIES

& RESEARCH (CROSS CAMPUS)

- Family Medicine (Mona, Bahamas, Cave Hill, St Augustine)
- HEU Centre for Health Economics
- Consortium for Social Development & Research
 - Caribbean Child Development Centre (CGDC)
 - Women & Development Unit (WAND)
 - Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI)
 - Social Work Training Centre (SWTC)

QUALITY EVALUATIONS 2014 – 2015

CAVE HILL

- Physics
- Linguistics
- History
- Philosophy
- Clinical Medicine

MONA

- Basic Medical Sciences
- Sociology, Anthropology, Demography & HRD
- Psychology
- Biotech Centre (with SPO, GSR)
- Social Work

OPEN CAMPUS

- BEd Programmes

ST AUGUSTINE

- Communications Studies
- Agricultural Economics & Extension
- Food Production
- School of Advanced Nursing
- Pharmacology
- Pre Clinical Sciences

GRADUATE STUDIES

& RESEARCH (CROSS CAMPUS)

- All Stand-alone Graduate Programmes

QUALITY ASSURANCE FORA

CAVE HILL

- Action Planning for Implementation – Practical Measures for Infusing Quality
- Co-Evaluators Training
- QAU/CETL Sub-regional Conference: Institutionalising Best Practice in Higher Education

MONA

- QAU/CETL Sub-regional Conference: Institutionalising Best Practice in Higher Education

OPEN CAMPUS

- QAU/CETL Sub-regional Conference: Institutionalising Best Practice in Higher Education

ST AUGUSTINE

- QAU/CETL Sub-regional Conference: Institutionalising Best Practice in Higher Education

GRADUATE STUDIES

& RESEARCH (CROSS CAMPUS)

- Supporting the QAU/CETL Sub-regional Conference: Institutionalising Best Practice in Higher Education
- Supporting Co-Evaluator Training
- Supporting QAU/CETL/Campus Coordinator/Faculty collaborative roll-out of UWI-wide Supervisor Development Course
- Online & hard copy QAU Resources