

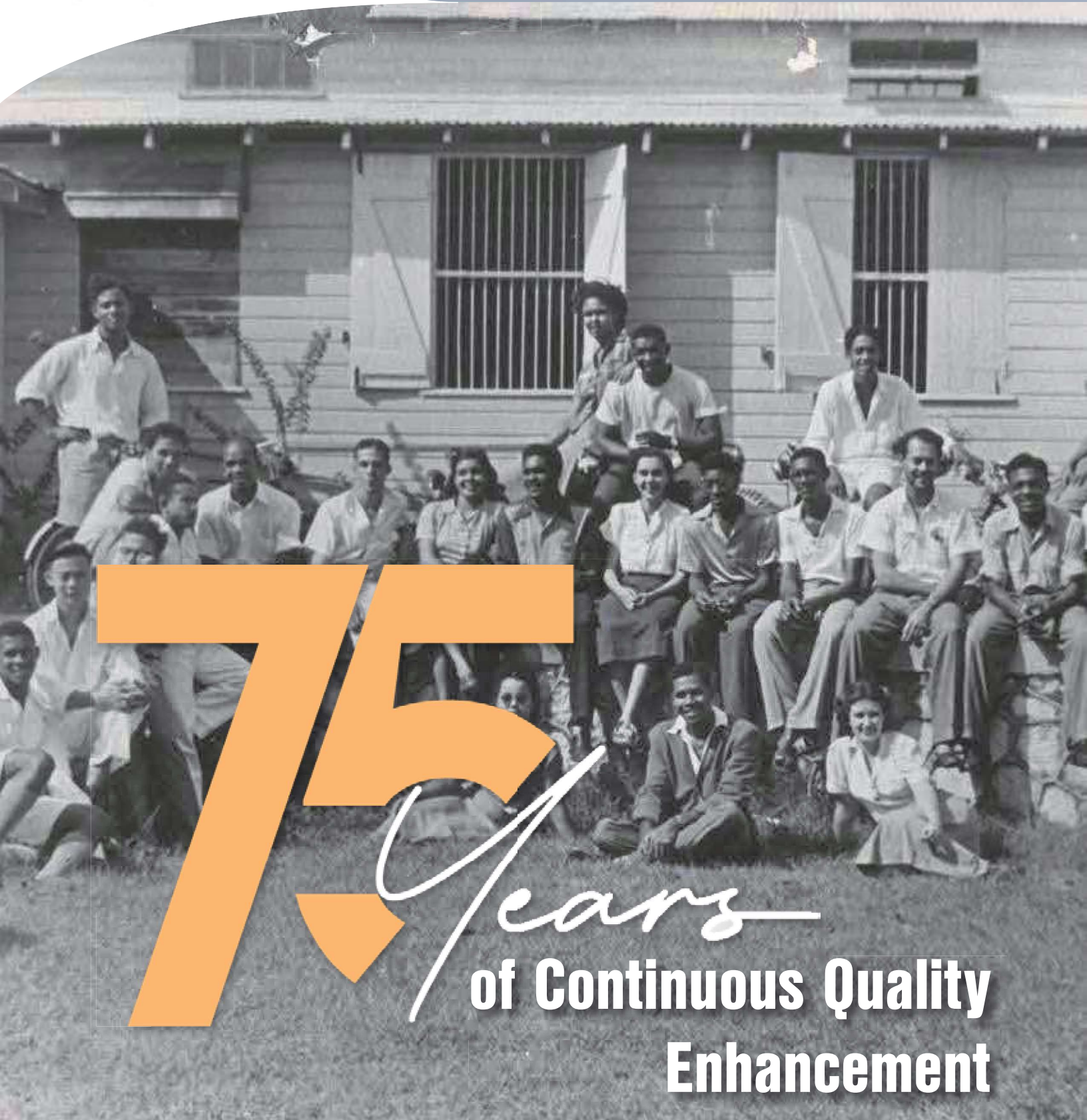


UWI



THE UWI QUALITY CIRCLE

Vol. 24, September 2023



75 *Years*

**of Continuous Quality
Enhancement**

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EDITORIAL

Even with challenges that sometimes seem insurmountable, the countries of the Caribbean continue to band together to support one of only two truly multinational universities in the world - The University of the West Indies (The UWI). Over the 75 years of its existence, The UWI has grown considerably in its scope and reach. Equally important, UWI has developed a keener recognition of the importance of quality to its ability to thrive.

Last year, as we celebrated World Quality Week, we reflected on the ways in which The UWI has sought to live the requirements of a quality conscience, the impetus for “doing the right thing”. At the same time, we are equally concerned about and engaged in the other imperatives of quality – doing things in the right way. This issue of The UWI Quality Circle (QC) focuses on key insights of this 75-year quality journey, as seen from perspectives of those in the trenches building the system from the ground up.

Achieving the international acclaim of the #1 university in the region, with world class status among global higher education giants, did not happen overnight, neither is it the measure of all that quality means in this 75 year journey. In this edition of the QC, several champions of quality, engaged even before this was an official designation or title, share their thoughts and some very specific examples of initiatives introduced over time to embed the quality ethos. Our primary focus, around the transformative development of stakeholders and our region, is reflected in the insights shared by current and former UWI staff and students.

Where the Quality Assurance Unit (QAU) sits in the Office of the Board for Undergraduate Studies (BUS) affords us a bird’s eye view of the importance of harmonisation of processes, if this multinational conglomerate

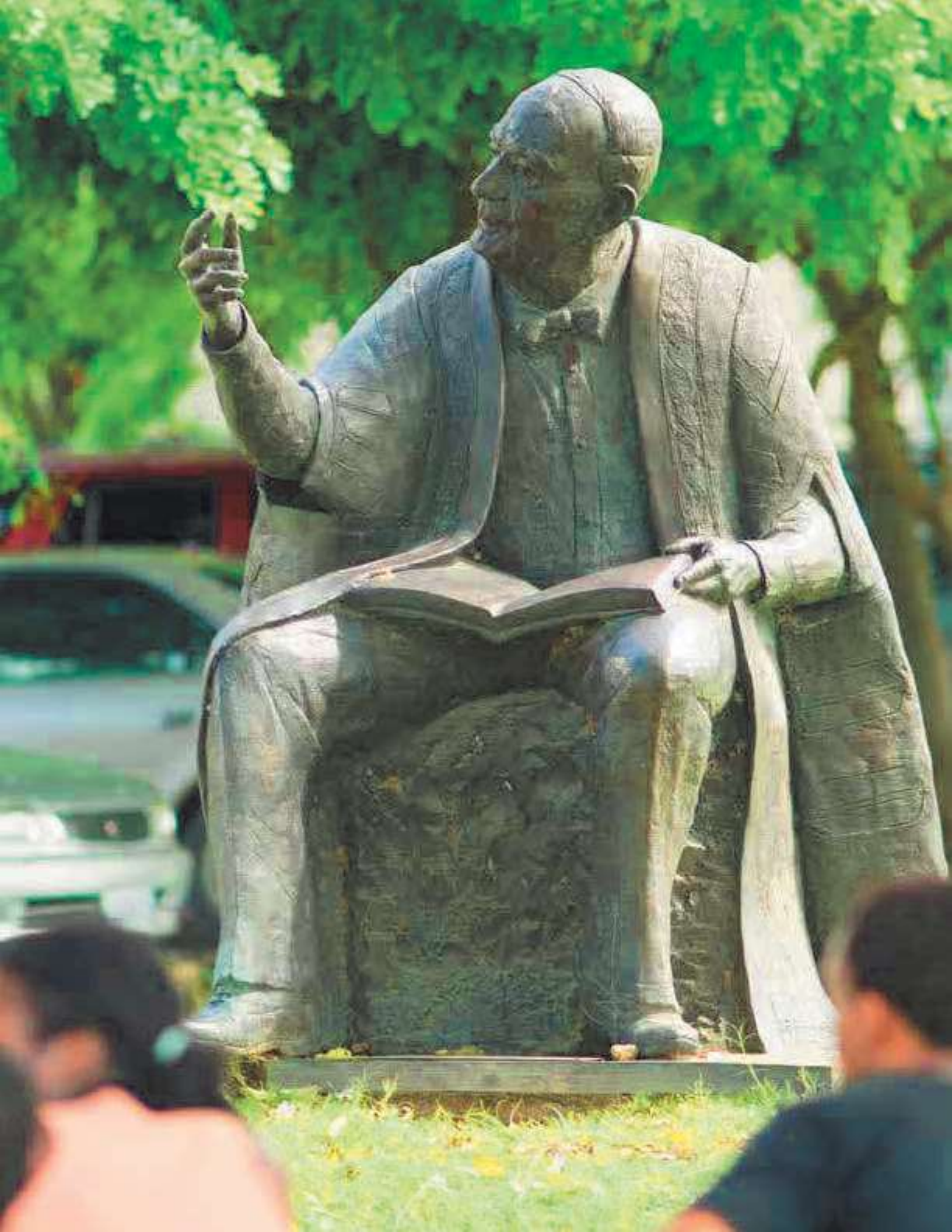
was and is to thrive in this competitive global environment. Distress in one quarter affects all others. From early, therefore, The UWI was compelled to consider means of ensuring that good and best practices continued to be disseminated across the University. Some contributors refer to the challenges early in the development of our quality management system, challenges “seen with their own eyes”, sometimes cutting deep. Other contributors point to the resilience shown by UWI colleagues to ensure that the quality discourse did not rest at the surface level but penetrated through UWI’s fabric.

As we look back, we must look forward. If, as we believe, quality is a wholistic concept, then factors such as our current financial difficulties and the related concerns must form part of this reflection. We are required to have quality engagement with cutting edge practices and technology, including the promise and perils of AI. As we are on this quality journey together, we invite you to read with reflection, to appreciate the light moments and pull the lessons from the heavier moments. The QC suggests that we typically got many things right, and that we are insightful and resourceful enough to figure out the rest, with adequate will.

Do enjoy; we welcome your feedback as well.

Anna Kasafi Perkins, June Wheatley Holness and Kay Hinds-Thompson





REFLECTIONS:
QUALITY AT THE UWI
75 YEARS ON

A portrait of Professor Justin Robinson, a Black man with a short beard and mustache, wearing a dark suit jacket, a white shirt, and a red tie. He is looking directly at the camera with a slight smile.

Professor Justin Robinson

Pro Vice Chancellor

Board for Undergraduate Studies

None can dispute that in some ways, we can describe the last few years in higher education as “the best of times, and the worst of times”. As a university, we have been challenged from almost every angle to ensure that we continuously improve and up our game to face existential threats. Through it all, The UWI is still standing tall. We accept kudos for our achievements, but we are ever conscious that the fight to maintain reputational integrity and meet the needs of our major stakeholders is ongoing, even unrelenting.

In this issue of The UWI Quality Circle, we look at how The UWI has figuratively joined the dots to create the tapestry of quality that is ever in forward motion. Looking back over the last 75 years throws into stark relief the invaluable contribution of the long-established foundations of our emerging ethos of quality. The work of the Board for Undergraduate Studies (BUS), the BUS Office (OBUS) as well as the Board for Graduate Studies and Research (BGSR) is central in The UWI’s Quality Management System (QMS). Hence, historically, BUS remains a pillar of our efforts to do the right things, in the right way. This work climbs on the shoulders of people in the trenches of building UWI’s transformational potential – all categories of staff, and UWI students, alumni, and partners. In keeping with the purpose of this Newsletter, our introspection sheds light on our quality journey.

Interestingly, The UWI is older, and we believe wiser, than any single member of staff serving today. This is a reminder to us that The University is indeed bigger than the sum of its parts. The UWI’s quality journey is largely responsible for this added value. Guidance in this regard is based on a policy network that seeks to capture and monitor key quality indicators. Within our quality management system, the BUS has responsibility for general policy, especially regarding shaping UWI’s academic standards.

In our complex multinational structure, BUS is also responsible for leading the preservation of regionality, an essential element of the One UWI strategic mandate. Some of the contributions in this issue speak to initiatives that have shaped this focus on strength

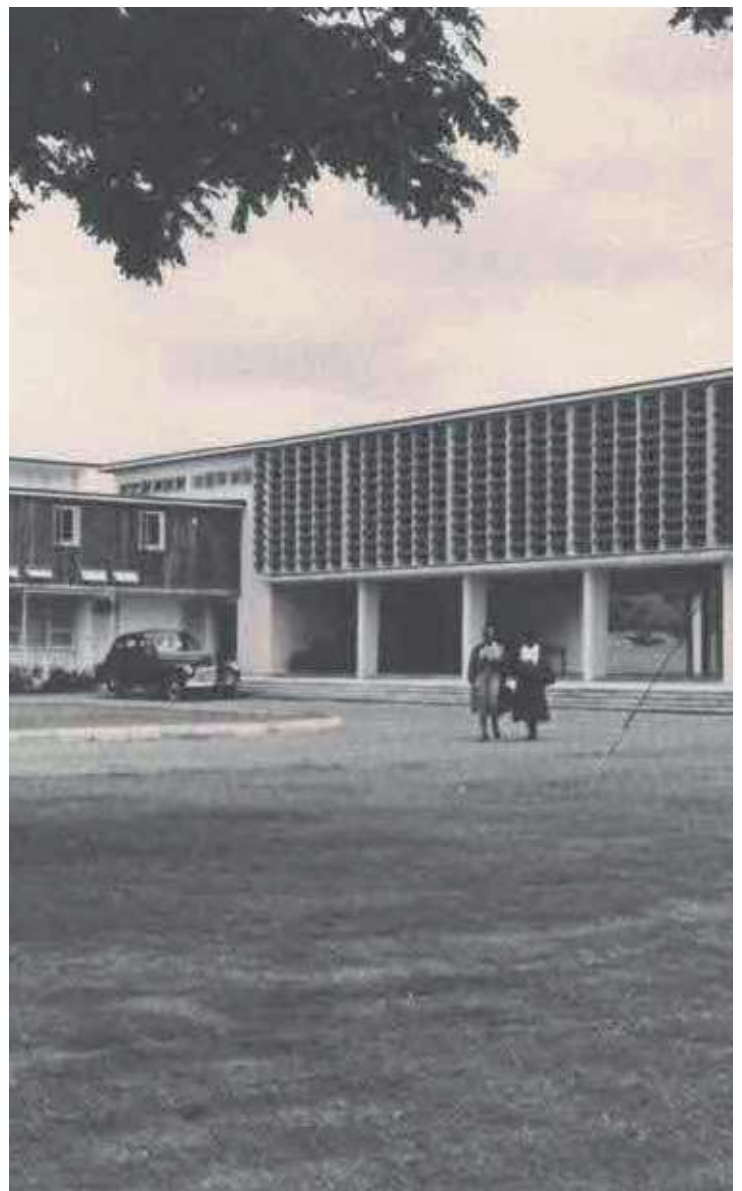


through regional unity. No one is naïve enough to believe that this is always (or often) an easy undertaking, but it is necessary. Current challenges notwithstanding, the primacy of UWIs regionality was signalled officially by our CARICOM Heads of Government in the 1989 Grand Anse Declaration. Readers will note that some QC contributors provide a snapshot of initiatives that help with “preserving and strengthening the regional content and orientation of the degree programmes of the University”.

Accrediting agencies too agree that the strength of The UWIs academic programming is bolstered considerably by its long-standing mechanisms for quality assurance. Within the OBUS, the QAU manages a system of Quality assurance and enhancement. The CETLs have historically worked with faculty as key guardians of academic quality, and resources provided by our academic and specialist libraries continue to be a source of value added. All services, from ancillary to student services to information technology can benefit from monitoring through University Management Audit mechanisms. These monitoring mechanisms culminate in the provisions of The UWI Quality Policy (2017). Luckily, some contributors to this volume were party to the original establishment and ongoing maintenance of many of these monitoring mechanisms, and they shared their insights.

One thing we know is that quality is not tone deaf. This means that though we are ranked #1 in the Caribbean, our feet must be firmly planted on solid ground as we grapple with the threats of financial insolvency/insufficiency, damage to academic integrity

and fear of an uncertain future. Knowing that we have a quality foundation should not be a source of ‘comfort to a fool’, but inspiration to forge ahead to create a high quality future, having laboured long and sacrificed. Our 75-year journey has reaped tremendous success; do we have what it takes to build further and forward on these successes and learn from our challenges? By now, we should.





Professor Aldrie Henry-Lee
Pro Vice Chancellor
Board for Graduate Studies & Research

Research and graduate studies distinguish us from our competitors and are responsible for The UWI's high ranking, globally. There are approximately 10,000 students registered in graduate programmes and over 700 programmes are offered across the five campuses.

Maintaining and enhancing the quality of our research and graduate programmes is key as we strive to improve our global ranking and also fulfil the strategic goals for research and graduate teaching set out in The UWI's 2022-2027 Strategic Plan. Some basic strategies for quality assurance include:

1. Abiding by all the regulations and procedures that govern our activities
2. Regular staff and student training
3. Monitoring and evaluation of our processes and products
4. Providing regular feedback to staff and students
5. Setting up accountability frameworks – sanctions should be implemented for breach of the regulations, especially if these have been consistently advertised and disseminated
6. Regular reviews by key stakeholders and;
7. Continual improvement of our systems and products as we adapt to global demands and risks.

Digital transformation and data protection underlie all our efforts at improved quality assurance. At the School for Graduate studies and Research we are guided by the dictum ACE — **A**ccountability, **C**ommitment and **E**xcellence. in our service to others.





Dr Maurice Smith
University Registrar

As the corporate secretariat for The University's governing bodies, the Office of Administration (OoA) undertakes a number of statutory functions, including, but not limited to, coordinating and facilitating the activities of the University Council and Senate, and their various boards and committees as well as ensuring the accurate interpretation and application of The University's regulatory frameworks.

Seven units, namely Archives & Museum, Facilities, Human Resources, Operations, Secretariat, Risk Management and Special Projects, carry out these responsibilities in partnership with nearly all other departments and units within The University as well as with critical external stakeholders.

Our collective efforts have ensured a firm foundation rooted in a rich history, an agile mechanism ready and responsive to contemporary challenges and an unshaken resolve to rise unceasingly to attain new heights.

We join with The UWI Quality Circle in celebrating 75 years of continuous quality enhancement.





Professor Clive Landis
Pro Vice Chancellor & Principal
Cave Hill Campus

My tenure as PVC BUS coincided with implementation of The UWI Quality Policy, including launch of the UWI Quality Policy website and institution of UWI Quality Day in the UWI Calendar. I ask readers to listen to the UWI Quality Song written in 2020 by a UWI student, Javaughn Thompson (<https://www.uwi.edu/quality/>).

Other quality improvements included revision of the Quality Assurance Policy for Online & Multimodal Programmes and adoption of a One-UWI approval form for new and revised courses and programmes. Finally, the Quality Assurance Reviews were re-formatted to a hybrid format, partly motivated by COVID-19 travel restrictions and partly as a deliberate expenditure reduction, while the use of student as full members of the QAR team (SMQART) was introduced as a best practice.





Professor Densil Williams
Pro Vice Chancellor & Principal
Five Islands Campus

Seventy five years of existence would not be possible without a solid foundation, built on quality. The UWI, through its painstaking attention to quality standards is now ranked among the finest universities in the world. This recognition is not without effort. It resulted from meticulous planning and execution of systems and processes, which ensured the highest standards of delivery of our services.

The Five Islands Campus (FIC), the newest of the UWI's fleet of campuses, has benefited from the UWI's strong institutional culture of quality assurance. FIC is now rooted as a first-class institution offering high quality educational services to the wider Organisation of Eastern Caribbean States (OECS) region. The campus benefits from a thorough review of its courses and programmes on an on-going basis, from The UWI Quality Assurance Unit. This ensures that as we grow and expand our student numbers and academic offerings, we do so on a solid foundation. This will secure our competitive advantage in the highly competitive higher education marketplace. As the campus continues to build, we will do so within the framework of a quality assurance culture that will permeate our entire approach to growth and development.





Professor Dale Webber
Pro Vice Chancellor & Principal
Mona Campus

The University of the West Indies Mona Campus is committed to maintaining its academic standards and enhancing the quality of its learning, teaching, research, and outreach provision. Quality is important to our institution as it ensures that our integrity and high reputation is maintained. In our 75 years, we have sustained rigorous standards, evident in the dedication of our academic, administrative, technical, and service staff providing the best services to our stakeholders.

The UWI views quality as a continuous process. Quality is important for our institutional accreditation, standardization, ethics, transparency, and growth. Over the 75 years, we have implemented various quality processes and management systems to monitor and improve our progress ensuring our highest standards of excellence.

Accordingly, special attention is given to the recommendations from our Quality Assurance Reviews and have implemented them accordingly. The Office of the Deputy Principal is tasked with this special mandate and has given laser-focused attention to creating an Integrated Electronic Quality Monitor System (IEQMS) aimed at monitoring and tracking the status of recommendations in real time. That system allows for easy display of data via dashboards which have improved our capacity to utilize data analytics to drive our decision making.

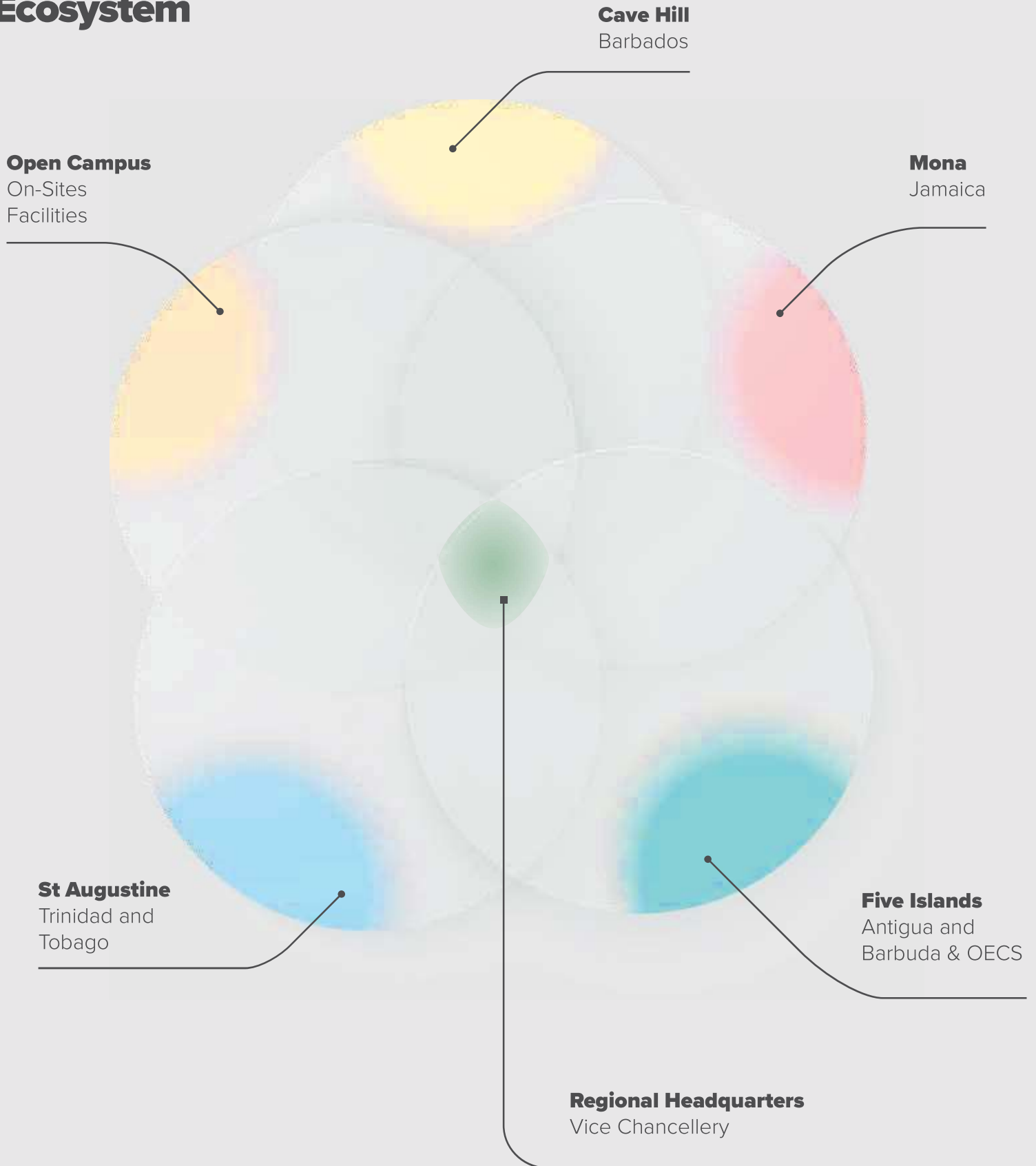
Also noteworthy, is the introduction and Campus-wide implementation of the Mona Ethics Committee which is tasked with ensuring that high ethical standards are

incorporated and maintained in the conduct of research at the Mona Campus. The campus has also given strategic focus and attention to its Management Audits by ensuring that our responses are timely, coordinated, result-oriented and transparent. And finally, the Mona Campus has continued to maintain its strong relationships with accreditation bodies such as UCJ, AMBA, ABET, and CAAMHP, all of which have continued to give their stamp of approval of the Campus' academic standards and programmes.

We will continue to do the “right thing”, as it is a continuous and ongoing process that requires a commitment to excellence and a willingness to embrace change and innovation to achieve the highest standards of academic quality.

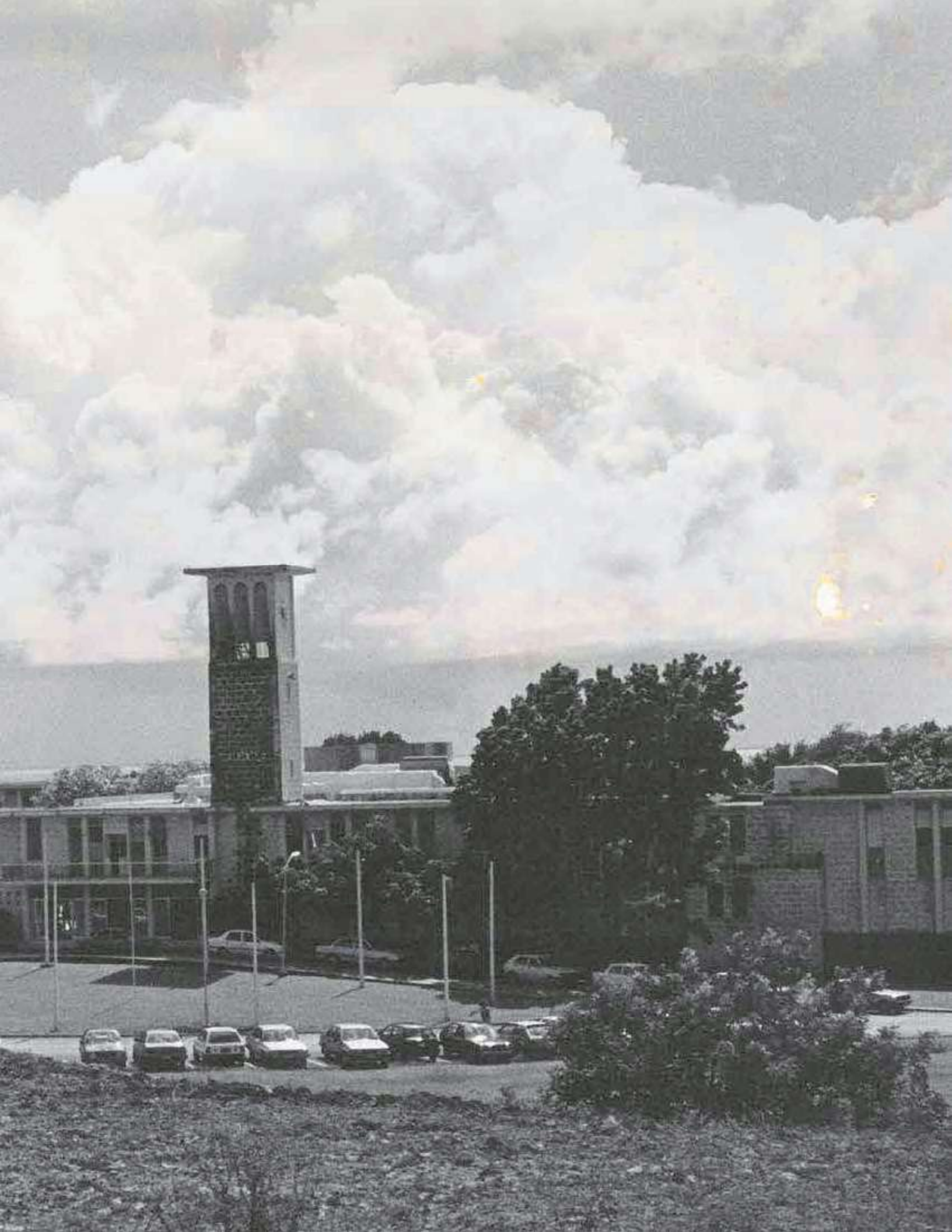


One Quality Assurance Unit across The UWI Ecosystem





QUALITY DAY 2022:
SELECT
PRESENTATIONS





Dr Ilenius Ildephonce

Head of Computing
Five Islands Campus

LMS: Tracking Students' Progress

Learning management systems (LMS) such as Moodle have become a popular medium of communication between students and lecturers. These platforms facilitate course content sharing, feedback, and assessment.

LMS collect and store lots of information related to course interaction. This information is relevant to inform students, instructors, and administrators about factors enhancing or inhibiting student success, allowing them to precisely develop intervention mechanisms to increase student pass rates and retention.

In this research, we utilize the Moodle data logs and assessment grades to track students' progress and predict their performance inhibitors based on historical data of related courses.

Data analysis involving a programming course showed that students receiving a higher grade have similar course interaction patterns (similar to those who failed the course).

As part of future work, we intend to develop a system to alert students and lecturers as early as the third week of a 13-week semester. This will inform students of their progress and behaviours that need improvement to succeed in a particular course. In the long term, this will increase student graduation and retention rates at our University campus.





Mrs Ronis Joseph-Browne

Interim Head, School of Health & Behavioral Sciences
Five Islands Campus



SoHBS: Giving Back

“Do the Right Thing! Giving Back!” was the theme under which the School of Health and Behavioral Sciences (SoHBS) participated in the UWI FIC Quality Day session. Our plan to help students was based on a number of goals.

Our first goal was to provide the support students need to “do the right thing!” as it relates to establishing and maintaining good health and wellness practices. Secondly, to maintain an open-door policy at the School for students to be able to seek clarification on any health and wellness matters, and to be able to access health and academic information when needed. Thirdly, to emphasize to students that the development of healthy habits can impact their academic performance positively; these include good study habits, adequate rest, drinking more water and increasing intake of fruits, and vegetables. And finally, the School provides health and wellness information, and minor services to persons who visit the school’s office.

We at the School of Health and Behavioral Sciences are ready to serve, teach, encourage, and support “doing the right thing” “the right way”, as we “do it together”. Happy Quality Journey, FIC!



**MATRICULANTS SPEAK:
STUDENT
EXPERIENCES**





Alisha Clue
Top Matriculant
Five Islands Campus

When the term “Quality Institution” is heard, the first thing that comes to mind is one that provides a sustainable education that caters to improving student life. I can attest that UWI is undoubtedly a top-quality institution.

As the Top Matriculant of UWIFIC, 2022/2023, I was granted a full scholarship for the duration of my studies, which demonstrates that academic excellence is an important focus of UWI. Based on perceptions, when I began University, I expected to be learning mostly on my own. However, that was not the case, because my professors were understanding and provided high-quality support.

This makes me proud to be a student of The UWI.

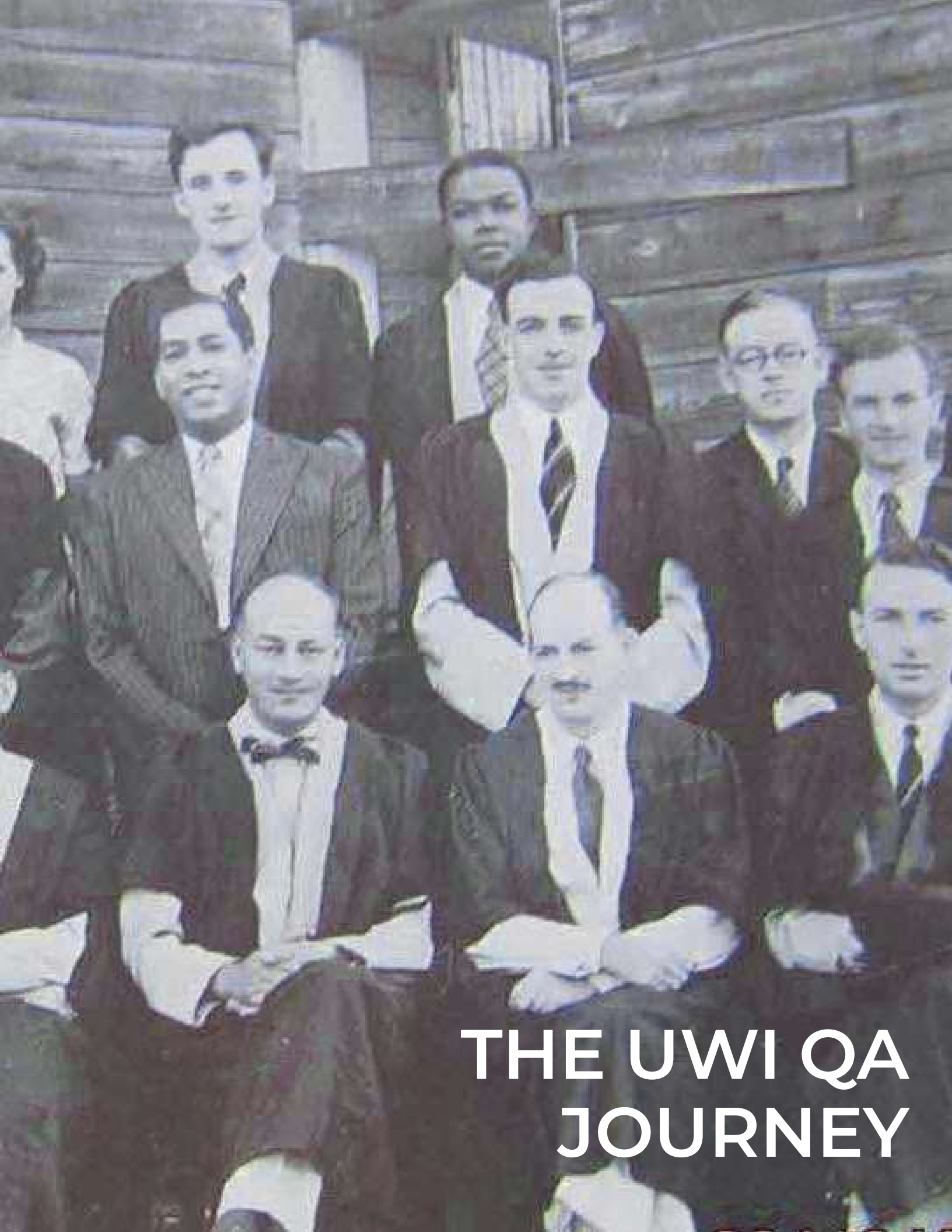


Solange Joseph
Top Matriculant
St. Augustine Campus

My experience at The UWI, St. Augustine, thus far has been a revolutionary one. The transition from secondary school to tertiary education and from online to physical school, was made manageable through the support of caring faculty, including Professor Belle Antoine, who I had the honour of meeting. The workload has been, to put it lightly, tremendous, but not unbearable, thanks to a comfortable environment created by our lecturers. From quite literally running across campus to get to back-to-back classes, to our Faculty of Law Year 1 Extempo Competition, my time here has been thoroughly enjoyable.

I look forward to completing my studies here.





**THE UWI QA
JOURNEY**



DR CAMILLE BELL-HUTCHINSON
Former Senior Programme Officer,
QAU (2004-2006)

I served as Quality Assurance Officer serving the Mona Campus between 2004 and 2006 following the sudden death of my colleague Peter Whiteley, who was the first Quality Assurance Officer for the Campus. During my tenure as QA Officer, I introduced online questionnaires for students, graduates and employers to enable a greater response from these critical stakeholders who had formerly been invited to meet physically with QA Review teams. This proved to be a most successful mechanism for QA teams to receive critical feedback during the Review process. My colleague QA Officers and I also wrote a QA training manual and delivered training in Suriname at the Anton de Kom University where they were preparing to implement a higher education quality assurance system.



ANTHONY PERRY
Former Senior Programme Officer,
Policy, OBUS

It has been said that one of the most significant changes ever to take place at The UWI was the establishment of the Board for Undergraduate Studies (BUS) in 1996 through which the quality assurance system was introduced.

Quality assurance was new to all of us back then, but we knew we had the right persons who worked in and understood higher education to develop a quality assurance system that would reflect the existing academic culture of The UWI. Importantly, however, is that simultaneously, the BUS/OBUS had the responsibility for undergraduate policy and regulations as prescribed by Senate.

Guided by the expertise and training provided by two eminent UK colleagues in the field, Computer Science was the pilot for what we now know as the quality assurance policy and procedures. The QA learning curve was steep and the process was not without challenges and resistance. As one esteemed academic

once said: "All ideas contend". And contend, we had to. Colleagues had to withstand the pushbacks and respond with reasoned arguments that higher education must provide evidence of its *raison d'être*.

The current QA system was built mainly upon a strong and unwavering commitment to The UWI and a belief that we had to interrogate the undergraduate academic experiences of students and staff at The UWI in order for us to know how we are doing and where we need to go. New QA pathways have been created by past and current QA Officers and more ways must be forged. Emerging philosophies and technologies dictate.

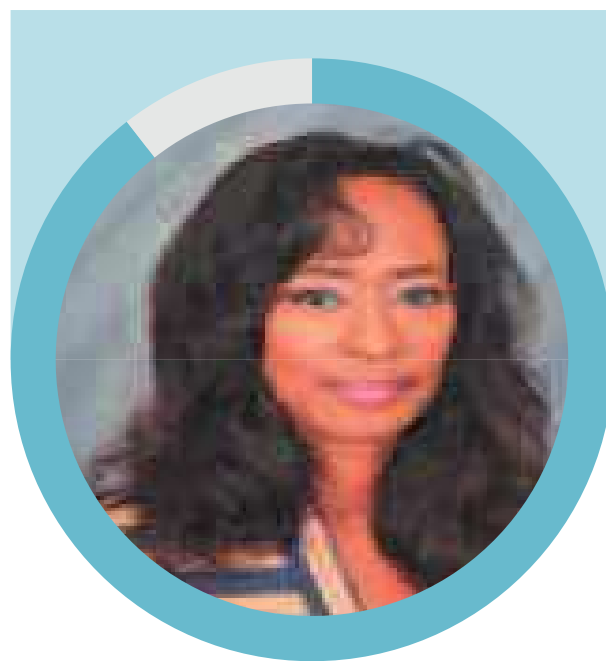


DR SANDRA GIFT
Retired Senior Programme Officer,
QAU, OBUS

The pioneers of The UWI recognised the critical need to build for the people of the Anglophone Caribbean a Higher Education Institution characterised by relevance to our people's developmental challenges arising from the history of slavery and colonialism. Continuous quality enhancement at The UWI has maintained this focus on relevance as

an enduring element of its institutional quality culture. The establishment of the QAU in 2002 was an indication of The UWI's unrelenting commitment to this imperative, aimed at producing graduates equipped with appropriate knowledge, attitudes and skills to help to address developmental challenges successfully and thus improve CARICOM citizens' quality of life.

I am honoured to have been able to contribute actively to supporting this mission which, no doubt, will continue to be important in the years ahead. May The UWI continue to rise and the people of our Caribbean region with it.



DR ANGELLA STEPHENS
Senior Programme Officer, Policy,
OBUS

My forty-four year journey with The UWI commenced in December 1978 in the Personnel Office (now HRMD) of the Mona Campus. Having journeyed across eight departments, including two secondments, I have seen the various ways in which The UWI has continuously improved all aspects of its operations, and I am delighted to acknowledge being part of that process. My first move was to the Admissions Office, from

where I was seconded to the Office of Relief & Development established in 1988 to raise funds for the rebuilding of the Mona Campus, following Hurricane Gilbert. I gained valuable institutional knowledge through serving different departments and was again seconded to the then Mona School of Business in 1993, where I participated in a five-country research project sponsored by the Inter-American Development Bank.

I joined the OBUS in 1996 and am the longest serving member. I currently contribute to the development and revision of policies at the undergraduate level. I also manage The UWI Quality Education Forum and, in 2021, partnered with The UWI Press to garner wider readership by advertising more widely across the region. Other achievements:

- ◇ Providing academic coaching for PhD students at Mona, starting in 2023, to advance thesis completion.
- ◇ Leading the design of a UWI-wide Student Experience Review Instrument, which was implemented in 2021.
- ◇ Initiating and preparing a Policy, Procedures and Task Outline Manual in 2003 to guide new officers on the administrative arrangements for Quality Assurance reviews.
- ◇ Supporting the implementation of a system to detect and prevent the submission of fraudulent admissions documents.
- ◇ Developing a parallel system to that of the Office of Finance for the management of expenditures in OBUS in the early 1990s, which was later used as a model in some departments.

As I approach the end of my journey with this noble institution, I offer thanks and appreciation!

1994

Chancellor's
Commission on
Governance

1996

Establishment of
BUS & BGSR

2001

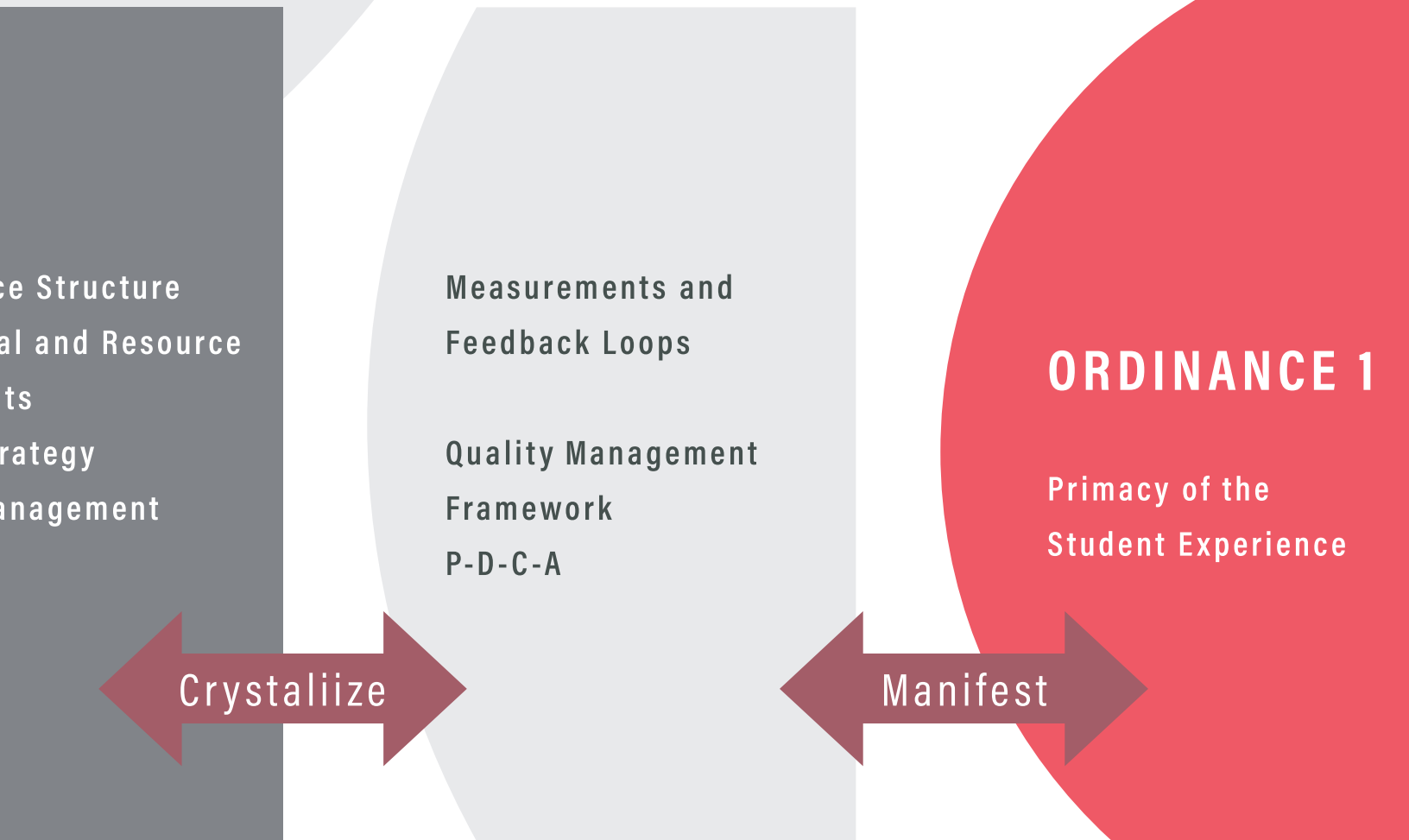
Establishment
of QAU in BUS

2017

The UWI Quality
Policy

- Governance
- Operational
- Component
- Quality St
- Quality Ma
- System

The UWI Quality Journey





Professor Emerita Marlene Hamilton
Former Pro Vice Chancellor
Board for Undergraduate Studies
1996-1998, 2006-2007

The 1994 Chancellor's Commission on Governance brought into being the Board for Undergraduate Studies in 1996, a major responsibility of which was to put in place a university-wide system addressing Quality Assurance (and by extension, Quality Audit (now called Quality Evaluation)). The initial thrust was for staff to become acquainted with the literature and to familiarise themselves with established operations such as the British QA Agency for Higher Education and at least one accrediting agency in the USA. Assistance was subsequently secured through external funding for two experts in the field (one, a Canadian attached to the Commonwealth of Learning, the other, a British PVC with responsibility for academic affairs) to visit UWI and guide an actual quality assurance review of a discipline by way of a pilot exercise on each of the three campuses.

And the rest is history: once the office was deemed credible, staff were (reluctantly at times) willing to buy into the process, given that it would lead to establishing credibility of their respective disciplines.

Professor Emerita Elsa Leo-Rhynie
Former Principal, Mona Campus 2006-2007
Pro Vice Chancellor, Board for
Undergraduate Studies 2002-2006

Quality Assurance (QA) was the priority during my time as both principal and PVC. In particular, we held a successful Quality Enhancement Conference in 2005, and three publications were produced in support of QA:

1. The UWI Graduate (2003).
2. The Handbook of Teaching and Learning (2005).
3. YouWe Quality Education Forum was upgraded into a refereed journal: UWI Quality Education Forum (2005)



Professor Alvin Wint
Former Pro Vice Chancellor
Board for Undergraduate Studies 2007-2013

In managing the centrifugal and centripetal forces confronting The UWI it should be clear to all that protecting the quality of The UWI brand through, inter alia, a centralised quality assurance service is paramount. During the period 2007-2013, significant efforts were made to build upon the quality assurance unit (QAU), which had been previously established. These efforts included ensuring that the QAU reported jointly to the Pro Vice Chancellors for Undergraduate Studies and Graduate Studies, establishing the position of a Quality Assurance Officer for Graduate Studies, and ensuring that the Open Campus had a dedicated Quality Assurance Officer.



Professor Alan Cobley
Former Pro Vice Chancellor
Board for Undergraduate Studies 2013-2019

During my tenure as PVC in the Office of the Board for Undergraduate Studies, I learnt that quality assurance was not merely one of my administrative responsibilities: it had to be placed at the centre of everything we did if The UWI wished to be considered a world-class university. With the introduction of the UWI Quality Policy in 2017, I think we achieved that goal.



WORLD CQI | IRCA QUALITY WEEK 2022

UWI MONA QUALITY WEEK CELEBRATION 2022



Mr Nigel Lawrence
Senior Planning Officer
The UWI, Mona

World Quality Week 2022 at Mona was a wonderful showcase of The UWI's commitment to excellence. The programme started with inspiring messages from the Campus Principal, Deputy Principal, PVC Robinson, and the Guild. The UWI Quality Song and Quality

Policy were beautifully presented, setting the tone for the rest of the programme.

The Special Feature Presentation on the Discovery Bay Marine Lab and the Microgrid Project was a fascinating highlight. Ms Cynthia Hobbs' Education Specialist Presentation was also engaging, and viewers were treated to enlightening faculty and departmental presentations.

These included the Centre for Teaching and Learning, the Faculty of Medical Sciences, the School of Education, the Faculty of Social Sciences, and the Faculty of Engineering.

The Modern Languages and Literatures department and the Institute of Caribbean Studies showcased their work, along with the Child Health Department, WIGUT, UWI Mona Library, Language, Linguistics and Philosophy, and the Bursary (S.A.S.S). The programme ended on a high note with The UWI Quality Song. Overall, the event was a remarkable demonstration of UWI's commitment to quality education and research.

UWI – JOURNEY FROM QUALITY ASSURANCE TO A CULTURE OF QUALITY IMPROVEMENT



Dr Kay Hinds-Thompson
Quality Assurance Unit

The idea of “doing the right thing”, in keeping with the theme for World Quality Week 2022, saw the Quality Assurance Unit engaging an international audience on quality. At the invitation of the Caribbean Quality Institute, the QAU

constituted a panel on “UWI – Journey from quality assurance to a culture of quality improvement”. The QAU was represented on the panel by QAU section heads: Anna Perkins (Mona), Kay Thompson (Cave Hill), and June Wheatley Holness (Five Islands).

The presentation was grounded first in a discussion of UWI’s QA concept, model, system, and structure. For the international audience, the QAU first provided summary background on the origin, location and areas served by The UWI, one of only 2 truly multi-national universities globally. The formal establishment of the regional Quality Assurance Unit in 2002 was noted as a significant milestone in grounding a key pillar in The UWI’s quality management system, contributing significantly to the growing

ethos of quality. The monitoring mechanisms through the University Management Audit Department have also had a similar effect. The QAU noted that the assigned roles/responsibilities of successive Chairs of the Board for Undergraduate Studies have included regional harmonisation and quality assurance. The Board for Graduate Studies and Research itself harmonises with the BUS on the key deal breakers for quality.

The QAU pointed out that, in large part, this intentional focus on seeking to hold all campuses to comparable standards, has indeed contributed significantly to the development of a culture of quality improvement. Further, the QAU showed that the mechanisms for quality monitoring at The UWI have matured considerably over the years, culminating in this phase with the collaborative development and implementation of The UWI Quality Policy (QP) (2017). The QP has streamlined and articulated a common understanding of the dimensions of quality most relevant to The UWI and, moreover, insists on a Quality Management Framework that itself epitomises continuous quality improvement.

The very practical significance and implications of an organic and responsive

quality improvement approach were also highlighted. QAU panelists noted that the assurance of quality boosts The University's reputation, appeal and sustainability. They argued that the requirements for continuous improvement meant ensuring relevance and currency, including in response to the employability requirements of the new knowledge and skills era.

Along the way, the QAU noted, there is also a growing awareness of the importance of ethical considerations.

This is not only regarding the integrity of academic programmes, but also for The UWI's wider operations and purpose including, for example, its responses to emergency situations such as a pandemic. The QAU's presentation noted that though the quality improvement journey has not always been easy, it certainly continues to be worth the effort.

THE ETHICAL IMPERATIVE AT THE HEART OF QUALITY ASSURANCE



Dr Anna Perkins
Quality Assurance Unit

The theme of this year's World Quality Week: **Quality conscience: Doing the right thing**, highlights the importance of ethics in the quality assurance

and enhancement enterprise. When the CEO of the Chartered Quality Institute, which spearheads World Quality Week each year, announced this year's theme, he said: "Doing the right thing' gets to the heart of quality management in any organisation, and the heart of what the quality profession is there to help with. At the end of the day, providing and improving the quality of products and services is done by people who have to make decisions every day, often balancing a range of stakeholder interests".

He stated further, "We must recognise the complexity of this challenge, how management systems can help translate values and policy aspirations into daily work at all levels, the importance of leaders in setting the tone, and why doing the wrong thing will ultimately damage organisation reputation and, at worst, lives."

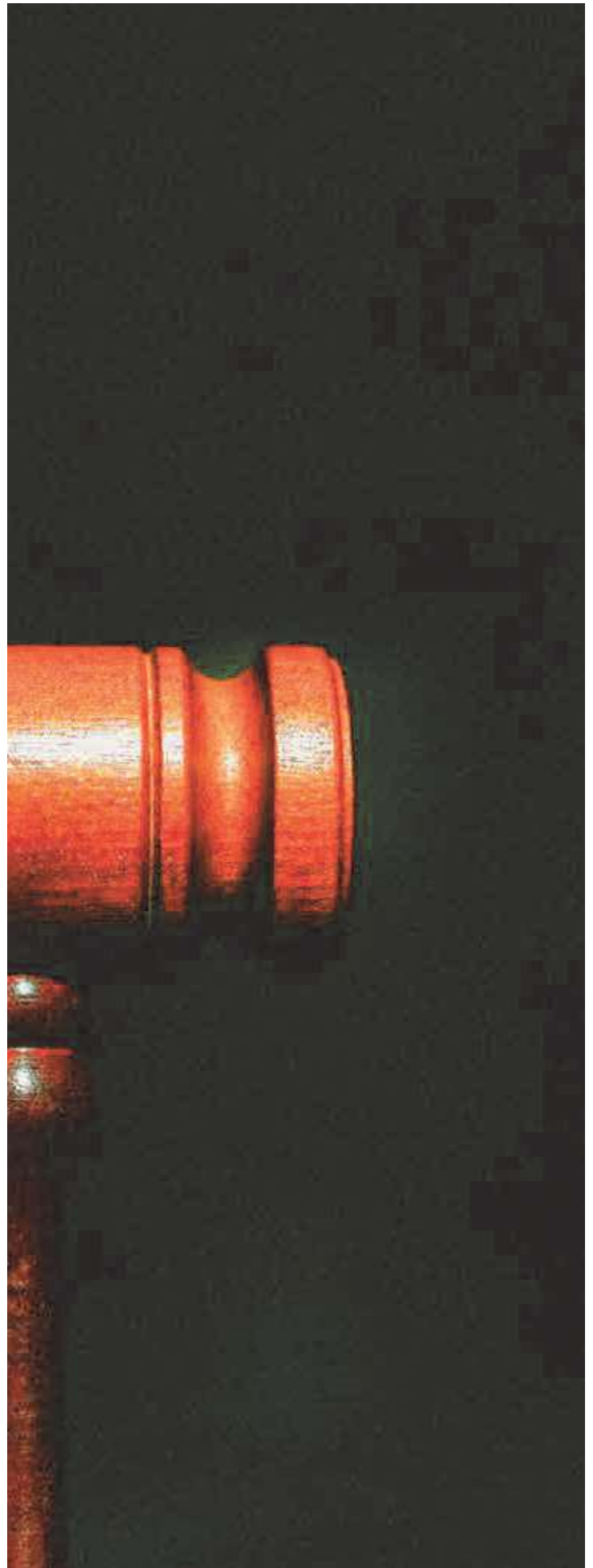
CQI identifies an important interplay between quality and ethics, which has always been a particular interest of mine in my scholarly contribution to this professional field. Indeed, I believe that one of the often unacknowledged functions of quality assurance is ensuring ethics in academic and institutional processes. Indeed, it is oftentimes during internal quality assurance review and accreditation processes that evidence of academic misconduct or lack of adherence to policy and regulations

become evident. It is these quality processes that often surface stakeholder dissatisfaction or opportunities for self-reflection or accountability become available.

In exploring ethics and quality assurance it is important to recognize the complex web of interactions at play in quality assurance in higher education: the ethical standards and practice of the institution generally (institutional ethics), the ethical standards of academic programmes (programmatically ethics) and the personal ethical commitments of individual faculty, administrators, students and other stakeholders. Internal quality assurance officers, like myself and my colleagues in the Quality Assurance Unit, are called upon to maintain the integrity of the process and the profession of quality assurance and enhancement (professional ethics) while being loyal to the institution and our personal moral commitments. This requires an arms-length engagement and an honesty in speaking truth to power to an institution and colleagues to whom we are committed. This is to be what one scholar calls a “loving critic” or “a critical friend”. That is not always easily done.

In the Caribbean, the importance of ethical practice in academic life is reflected in the standards of national accrediting bodies such as the University Council of Jamaica, the external agency which accredits the UWI Mona Campus. UCJ Standard 10 focuses on integrity and ethical leadership. Similarly, the Accreditation Council of Trinidad and Tobago and the Barbados Accreditation Council focus on ethical leadership as a criterion for accreditation. This function of ensuring ethical practice is based on principles, such as truth-telling, accountability and transparency upon which quality assurance is built.

While we look for ethical practice and integrity among those that we evaluate, it is important that we ourselves are guided by ethical principles and undertake practices that support ethical outcomes as we promote: “Quality conscience: Doing the right thing”.



STAFF REFLECTION: **LONG SERVING**





The logo features the number '43' in a stylized, 3D font with a yellow-to-orange gradient and a grey shadow. To the right, the word 'years' is written in a white, elegant cursive script, followed by 'of Quality Service' in a clean, white sans-serif font.

43 years of Quality Service

I have been a permanent member of staff at the St Augustine Campus of The University of the West Indies since January 1980. Starting as a library assistant at the Main Library, now the Alma Jordan Library, and moving along the career path to become a qualified librarian and the Head, User Services, and a member of the professional and administrative staff. The UWI provided me with opportunities to advance my personal and professional goals.

While working at the Library, I earned my BSc. and learnt the valuable traits of a UWI employee - putting students first, going the extra mile to assist, and doing your job to the best of your ability. I discovered that your work colleagues are also your family as we interact with each other - academic, professional, or administrative and technical staff - not only on the job but on the playing field (inter-departmental football, cricket, Ole mas and carnival bands in the campus carnival and much more).

During these years, I have seen numerous changes on the Campus – physically as new buildings appeared, old buildings disappeared, and others were repurposed. Our student intake increased as programmes expanded to include offerings across faculties. One of the biggest changes is the digital transformation of the Library and the Campus as a whole. At the core of this, as employees, we must be mindful of our purpose here - service to our patrons and each other.

Mariella Pilgrim, longest serving employee at The UWI, St Augustine Campus (1980-)



QUALITY GEMS
DOING THE
RIGHT THING



Kay Hinds-Thompson

Senior Programme Officer, QAU

There are no elves who will come and magically bring quality to our efforts. Quality is created more in the trenches than on top of the mound, but wherever quality is seen, great leadership goes before it to nurture, protect and improve it.



Dianne Thurab-Nkhosi

Senior Programme Officer, QAU

Doing the right thing means working towards what is best for the greater good and ensuring you do no harm. It involves having values and standards and adhering to these in the interest of everyone. Doing the right thing is not about gaining popularity but about being just.



Sadhana Lochan

Research Technician I, QAU

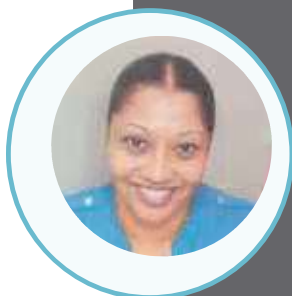
Quality, while a perceptual concept, relates to meeting stakeholders' needs and satisfying expectations. Developing a strong quality culture is often the key to sustaining a commitment to quality and continuous improvement.



Sandra Mahon

Senior Administrative Assistant, QAU Cave Hill

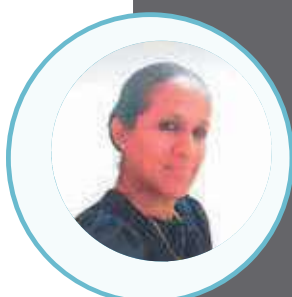
How is quality maintained through the years? By constantly reviewing how situations can be enhanced and taking action. Maintaining cordial relationships with internal and external customers, as well as sustaining high standards of integrity. Being positive, pleasant and encouraging are all important. Finally, going the extra mile and giving one's best always supports quality. To maintain quality for the long term, we could not just talk about it, we had to live it.



Alysha Deonanan-Wilson

Senior Administrative Assistant, QAU STA

Doing the right thing... providing an environment that fosters learning, innovation and inclusivity as well as one that equitably meets the needs of students to ensure the best outcomes. It also includes partnering with students in decisions that impact their future.



Deniece St. Louis

Clerical Assistant II, QAU

There is a saying that goes 'practice makes permanent' therefore if we practice doing what is right and giving of our best, it becomes a part of who we are and permeates all aspects of our lives, thus crafting an environment of quality excellence that all can enjoy.



Anna Kasafi Perkins

Senior Programme Officer, QAU

While we look for ethical practice and integrity among those that we evaluate, it is important that we ourselves are guided by ethical principles and undertake practices that support ethical outcomes as we promote: "Quality conscience: Doing the right thing".



Sandra Mclean

Acting Senior Administrative Assistant, QAU

Achieving quality is a continuous process. Effective Quality Management improves the chances of achieving quality outcomes. Its success relies on mutual understanding and collaborative efforts of all stakeholders. We should strive, at all times, to adhere to the policies and procedures that allow for the best outcomes.



ACROSS		DOWN	
1A	THE UWI PROVIDES _____ [9 LETTERS]	1D	UWI _____ THE CARIBBEAN [6 LETTERS]
2A	UWI HAS PROVED _____ OVER THE DECADES [9 LETTERS]	2D	THE UWI IS NOW MULTI _____ [12 LETTERS]
3A	WHO IS 75? [3 LETTERS]		
4A	THE UWI IS NOW MULTI _____ [10 LETTERS]		

WORD-O-GRAM

The UWI at 75



1D

2D

1A

2A

3A





REGIONAL EYE ON
TERTIARY
EDUCATION
QUALITY





My Sabbatical presented an invaluable opportunity for me to delve into areas linked to my research focus, and diverging foci including my long-standing interest in the literary and performing arts. My primary focus on quality in work-based learning has resulted in my completing 2 chapters based on research and having two additional publishable articles in process. Having a mentor with whom I met monthly for almost the duration of sabbatical was helpful to keep me focused, though she did caution me about the number of projects and the fact that sabbatical is also about resting to recharge for the future. Going forward, I am pursuing further avenues to present and publish my work.

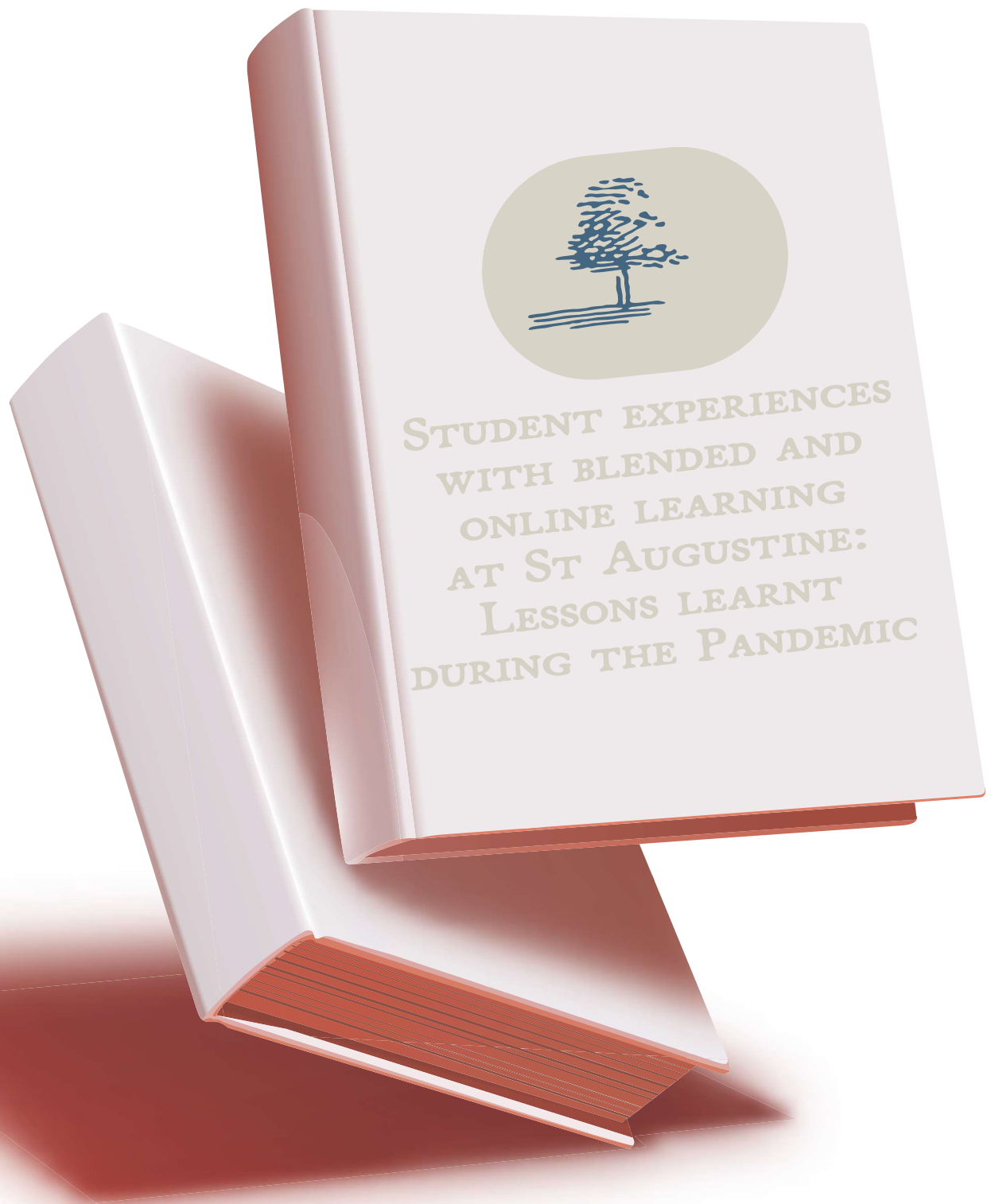


Dr Kay Hinds-Thompson

The implementation of emergency remote teaching during the COVID-19 pandemic has left its mark on higher education. Having gained confidence in the use of technology for teaching and learning, institutions are now more eager to engage in blended and online learning. From a quality standpoint, it is important to reflect on the techniques employed and the student experience in this emergency context of online teaching and learning. Such reflection can provide information, which can allow traditional higher education institutions to maximise their abilities to effectively deliver blended and online courses and programmes in a post-pandemic world.

To this end, the QAU St Augustine's Research Technician is engaged in research, which explores the teaching and learning experiences of students in selected St Augustine campus programmes, during the pandemic period and the early return to face-to-face teaching.

Sadhana Lochan





The book, *Re-visioning Education 2030: Towards Quality Lifelong Learning Opportunities for All*, seeks to present perspectives of a range of education professionals addressing considerations for quality Education For All (EFA) in the future.

In 2015, The Incheon Declaration for Education 2030 set out the vision for education for the future. In the Caribbean, the CARICOM Human Resource and Development 2030 Strategy articulated this region's vision for equitable, quality education. As the COVID-19 Pandemic has affected education globally, all nations need to look again at their visions for 2030, taking account of the many changes caused by the pandemic, and those changes we anticipate in the future. This publication *Re-visioning Education 2030: Towards Quality Lifelong Learning Opportunities for All*, which is currently in press, will explore three themes within the EFA framework, namely Relevance as a dimension of quality lifelong learning; Inclusion and Equity; and Transformative development of teachers and students.

Dr Dianne Thurab-Nkhosi

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Justin Zephyrine (*The UWI*)
Sue Ann Barratt (*The UWI*)

Chapter 6 – Ethics and Quality Assurance: Purpose, Values and Principles

One of the often unacknowledged functions of quality assurance is ensuring ethics in academic and institutional processes. Indeed, it is oftentimes during review and accreditation processes that evidence of academic misconduct become evident. In the Caribbean, the importance of ethical practice in academic practice is reflected in the standards of national accrediting bodies like the UCJ, Jamaica, with its focus on integrity and ethical leadership, a criterion of ACTT, Trinidad and Tobago.

This function of ensuring ethical practice is based on principles such as accountability and transparency upon which quality assurance is built. This chapter introduces the role of quality assurance in ensuring ethics in higher education while recognizing that these processes are not themselves immune from questions of unethical practice. In so doing, it explores the values and principles inherent in the purpose of quality assurance with the intent to develop an ethical framework for quality assurance practitioners in the Caribbean region.

Source:
Quality in Higher Education in the Caribbean,
edited by Anna Kasafi Perkins.
(UWI Press, 2015)

Chapter 3 – A Triad for Quality Improvement?: Exploring Perceptions of Quality, Leadership and Ethics among higher education administrators in Jamaica

This study explores a triad of concepts – quality, leadership and ethics. It is based on the understanding that a key purpose of quality assurance processes in higher education is improvement of current practices in order to enhance student learning. Among the best ways to inculcate quality improvement in higher education is to develop a culture that supports quality assurance and improvement. Good leadership is among the most essential factors in the creation of a culture that is oriented towards quality improvement. However, not just any kind of leadership can lead and support the creating of a culture that values quality assurance and improvement. This is where the notion of ethical leadership is salient. So quality assurance and enhancement, leadership and ethics are linked.

Source:
Caribbean Quality Culture: Persistent
Commitment to Improving Higher Education,
edited by Sandra I. Gift (UWI Press, 2020).





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WORD-O-GRAM

The UWI at 75



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3A

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M U L T I M O D A L



UPCOMING **CONFERENCES**

19TH ANNUAL

CANQATE CONFERENCE AND AGM

24-27

OCTOBER 2023

Venue: Hilton Trinidad and Conference Centre



Conference at a Glance

Higher Education Quality and Workforce Development in the Caribbean: Issues, Challenges, Opportunities and Solutions

1. Research Presentations on:

- Employability and Higher Education Quality: Synergies between Employers and Educators
- Enhancing higher education quality for environmentally sustainable development and mitigating the challenges posed by climate change
- The impact of Artificial Intelligence (AI) on higher education quality and workforce development
- Higher education in a post-pandemic world: How many of our pandemic practices do we keep without compromising quality?

2. Conference activities:

- Speeches and Keynote Presentations on key issues and trends in higher education
- Panel discussions with higher education leaders, educators, employers, HR professionals, QA professionals
- Exhibitions by educational institutions & organisations involved in workforce development (*open to students and others as part of the CANQATE Footprints Initiative*)

3. Pre-Conference Workshop:

AI in Higher Education: Promise and Perils

- Develop an understanding of the major AI methodologies in use today, and how they can be used in educational contexts.
- Create a strategy for implementing an AI tool or technology for your course or institution.

4. Social and cultural programme:

- Conference Banquet Dinner
- Pan Yard Lime and Food Festival
- ASA Wright Eco Experience

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Main Conference Group Attendee (≥ 5 persons)	3150 TT\$	450 US\$
Main Conference T&T Resident	2800 TT\$	400 US\$
Main Conference Presenter	2450 TT\$	350 US\$
Main Conference Student	2100 TT\$	300 US\$
Main Conference One Day Pass	1750 TT\$	250 US\$
Main Conference Virtual Attendance (25-26 Oct)	700 TT\$	100 US\$
Pre-Conference Workshop (in-person attendance only)	1400 TT\$	200 US\$
Eco Experience, ASA Wright Nature Centre	700 TT\$	100 US\$

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UPCOMING QUALITY REVIEWS AND EVALUATIONS

Upcoming Reviews		
CAMPUS	PROGRAME	REVIEW DATES
Cave Hill	Law	September 18 - 22, 2023
	Caribbean Institute of Meterology and Hydrology	November 13 - 17, 2023
	Theology	February 5 - 9, 2024, TBC
	Mathematics	February 26 - March 1, 2024
	Accounting	March 18 - 22, 2024, TBC
	Economics	April 22 - 26, 2-24, TBC
	Open Campus	Political Science
	Management & Education Leadership	Semester 1, 2023/2024
	Management Studies	Semester 2, 2023/2024
Mona	UWISON	October 23 - 27, 2023
	Faculty of Engineering	November 13 - 17, 2023
	Faculty of Law	February 19 - 23, 2024
	Institute of Caribbean Studies	March 11 - 15, 2024
	Institute Mona Academy of Sport	April 8 - 12, 2024
St. Augustine	Co-Curricular Programmes	September 18 - 22, 2023
	Agricultural Economics & Extension	October 16 - 20, 2023
	Law	November 6 - 10, 2023
	Pre-Clinical Sciences	November 20 - 24, 2023
	Linguistics	February 19 - 23, 2024
	Civil and Environmental Engineering	March 4 - 8, 2024
	Criminology and Criminal Justice	March 18 - 22, 2024
	Cultural Studies	February 5 - 9, 2024
	Food Production	April 15 - 19, 2024