



THE UWI QUALITY CIRCLE

VOLUME 13, MAY 2011



Graduate Studies
& Research:
A Broadened Quality
Assurance Mandate

CONTENTS

PAGE 2

- Note from the Editor

PAGE 3

- Message from the Vice Chancellor Prof. E.Nigel Harris

PAGE 4

- Overview from PVC and Chair –
Board for Undergraduate Studies, Professor Alvin Wint

PAGE 5

- Message from PVC (Research)
Professor Wayne Hunte

PAGE 6

- Greetings from PVC (Graduate Studies) Professor
Ronald E. Young

PAGE 7

- Quality Assurance Through a Psychological Lens

PAGE 8

- Measuring Quality Through the Lens of
the Postgraduate Student

PAGE 9

- Creating Research Spaces: Oases Within, Oases Without

PAGE 10

- De-mystifying Graduate Studies & Research
Quality Assurance at The UWI

PAGE 11

- Graduate Studies and Research and Accreditation

PAGE 12

- Administration of Graduate Studies and Research
Quality Assurance in Action at The UWI

PAGE 13

- The Quality of Graduate Training for Interdisciplinary
Regional Research: Reflections by a Review Team
Leader for SALISES

PAGE 14

- Transactional Distance and the PhD Student

PAGE 15

- Images from QAU Activities Across The UWI

PAGE 16

- Administrative Quality: A Critical Component for
Graduate Studies and Research

PAGE 17

- Quality Assurance – A Graduate Studies Perspective
• Quality Word-o-Gram

PAGE 19

- Encouraging Ethics and Quality in Research

PAGE 20

- Organisational Relationship of The QAU

PAGE 21

- Quality Tip

PAGE 22

- News of Reviews, Quality Evaluations, Accreditation & Fora

NOTE FROM THE EDITOR

Welcome to the World of Graduate Studies and Research



Photograph by Sandra Richards

I am thrilled, as the Quality Assurance Unit (QAU) Officer with the portfolio for graduate studies and research, to extend a warm welcome to readers of this issue of *Quality Circle* focusing on graduate studies and research.

Inside this Volume you will find messages from our Vice Chancellor Professor E. Nigel Harris as well as the Chairs of the Board for Undergraduate Studies (BUS) and the Board for Graduate Studies and Research (BGSR), PVCs Professor Alvin Wint, Professor Ronald Young and Professor Wayne Hunte.

With the support of QAU colleagues, I have worked closely with UWI Webmaster Marlon Walcott and Office of the Board for Undergraduate Studies Network Technologist Mrs. Janet Grant to revamp the QAU website. Now, in addition to seeing who we are, you can access QAU guidelines, download our *Education Forum Journal* and *Quality Circle Newsletter* publications as well as PowerPoint presentations at your convenience. You can also find useful links and blog about any quality assurance issues that come to your mind and we will do our best to respond in a timely, open and transparent way. Whilst online you should take the opportunity to visit the new Graduate Studies and Research Information Portal (GRIP) website (www.uwi.edu/grip). It has lots of useful information (e.g. essential forms, plagiarism software, Supervisor and student guidelines, etc) for taught and research students all in one place.

You will also find these pages bursting with articles including reflections of a Review Team Leader, an article on psychological reactance from the Coordinator of the Ansa McAl Psychological Research Centre in St. Augustine, information about the graduate quality assurance programme, quality fora, accreditation, a research student experience and the voice of the UWI graduate student, review and evaluation schedule updates, a word search puzzle, quality assurance hints and a tip from our newest character 'Q-Ty', pictures and much more.

I also, if I may, take this opportunity to extend sincere condolences to the family and friends of the late Professor A. Ralph Carnegie who supported the evaluation of the Caribbean Law Institute Centre in 2010 and the late Professor Alston Barrington Chevannes who was a Review Team member for the review of The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) in 2010.

I extend sincere thanks to all contributors to this issue; it certainly has been exhilarating pulling together this edition of the QAU newsletter. The Editor for the next edition of the *Quality Circle* will be Ms. Pamela Dottin who is the Quality Assurance Unit Programme Office for the Open Campus. Meanwhile, I do hope you will find this newsletter as interesting to read as it was to produce. Your feedback is welcome.

Sandra Richards, PhD., MA Ed
Senior Programme Officer (Graduate Studies & Research)
Quality Assurance Unit

MESSAGE FROM the Vice Chancellor Prof. E. Nigel Harris

The decision to devote this publication of The Quality Circle to our University's graduate and research programmes is welcome. The goal of considerably enhancing both endeavours was an essential feature of our 2007-2012 Strategic Plan. This evolved out of a collective sense that decisive steps had to be taken to transform the quality of our offering to graduate students both in taught and research programmes. Our University affirms that we are a 'full service University' committed not only to provision of first class undergraduate programmes, but also to first class postgraduate programmes, research, innovation and outreach.



The UWI started largely as an institution providing undergraduate degrees and its reputation for provision of excellent programmes and generating very able graduates is an enviable one. In addition, we have expanded knowledge in significant ways that has touched all aspects of Caribbean life and has exhibited creativity and innovation. In the last 10-15 years, particularly as there emerged more and more local and international institutions offering undergraduate degrees in the Caribbean, the University determined that it would be important to shift its focus more to postgraduate teaching and research. In preparing our 2007-2012 Plan, the goal of engendering a sea change in the quality of these programmes became a central feature.

Five years ago, the challenge we faced was not the number of graduate programmes that were being offered – one report showed that The UWI had more such programmes than any other institution in the Caribbean - but there was widespread concern about the quality not being uniformly consistent with the high standards we expect of our institution. Further, the services provided to graduate students left much to be desired. In 2005, a Task Force was convened under the leadership of the then Dean of Engineering, Professor Clement Sankat (now Principal of St. Augustine Campus) to assess the state of our

graduate teaching programmes and to make recommendations for their improvement. The Task Force conducted a comprehensive review and prepared a report that was presented to University Council. We knew that it was not sufficient to generate a report and had to ensure that its recommendations would be implemented. With this in mind, we formed a second Task Force under the leadership of Professor Eudine Barriteau (now Deputy Principal of Cave Hill) to oversee implementation. Professor Barriteau initiated a series of actions to address some of the major challenges identified by the Sankat Committee. However, the institution as a whole, believing that the thrust for transformational change in graduate studies and research were vital to our agenda, included them as two of the four central goals of the current 2007-2012 Plan.

The appointment of Professor Ronald Young as Pro-Vice Chancellor for graduate programmes and Professor Wayne Hunte as Pro-Vice Chancellor for research who co-Chair the Board for Graduate Studies and Research along with the appointment of Campus Coordinators (Professors Yvette Jackson, Alan Cogley and Patricia Mohammed) on each of our three residential campuses and a Head of Graduate Studies in the Open Campus (Dr. Olabisi Kuboni) has provided the critical ingredients necessary to 'move the needle' forwards. In addition, the decision to subject graduate taught and research programmes to the same rigorous quality assurance system that applies to undergraduate programmes, and the recruitment of Dr. Sandra Richards from the United Kingdom to lead this effort was further testimony to our commitment to change.

Doubtless this issue of The Quality Circle will speak to the numerous steps being taken to meet the goals enunciated above. The 2007-2012 Strategic Plan speaks to our University becoming a 'globally competitive' institution. Without very robust graduate teaching and a research enterprise that contributes substantially to Caribbean knowledge, growth and visibility, our ability to achieve global standing will be fruitless.



Overview from PVC and Chair – Board for Undergraduate Studies, Professor Alvin Wint

THE CONTINUING COMMITMENT TO QUALITY ASSURANCE AT THE UWI

From its very beginnings the University of the West Indies has been committed to quality in all aspects of its operations. In its academic operations, The UWI's focus on quality has always centred on the philosophy that academics should be responsible for the quality of the services they provide. This individual accountability for quality has been buttressed by a review of the work of academics by peers, from both within and outside the institution.

For several years, quality assurance reviews at The UWI, as a matter of practice, have been integrated across all programmatic levels. The extension of the focus of quality assurance to include all academic offerings was solidified in 2008 by the recruitment of a quality assurance officer with responsibility for graduate studies and research. This was followed, in 2010, with the formal reorientation of the reporting relations of the Quality Assurance Unit, so that the Unit would henceforth report jointly to the Boards for Undergraduate Studies and Graduate Studies and Research.

The UWI's focus on quality has always centred on the philosophy that academics should be responsible for the quality of the services they provide.

In 2010, The UWI also emphasised its commitment to quality through another policy initiative. The University decided, in a policy of institutional accreditation approved by the Boards for Undergraduate Studies and Graduate Studies and Research, to seek institutional accreditation. After dialogue with the principal accrediting organisations in the three countries hosting UWI residential campuses, the Accreditation Council of Trinidad & Tobago (ACTT), the Barbados Accreditation Council (BAC), and the University Council of Jamaica (UCJ), The UWI decided to seek regional accreditation from these Councils and is now in the process of seeking to meet the standards of these councils. Each council has agreed to recognise the accreditation of the other councils if UWI meets the relevant accreditation standards.

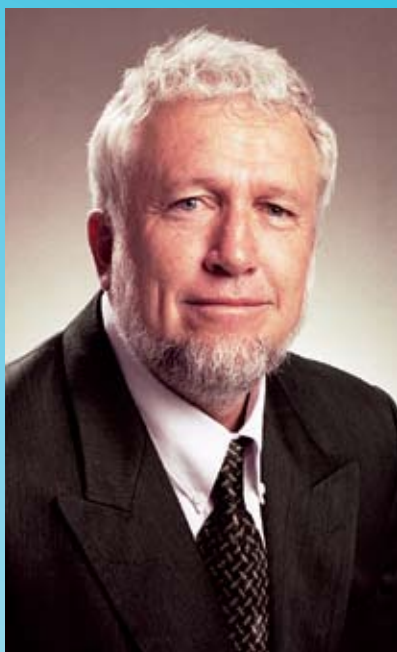
After some eighteen months of intensive deliberation and dialogue across the Campus and University, the St. Augustine Campus has completed its self-study and has hosted a visit from the evaluation team assembled by the ACTT. The Cave Hill, Mona and Open Campuses are engaged in the process of self-study, having established steering committees and working groups to ensure the broad-based, participative process that is crucial to the institutional learning that should accompany a successful accreditation process. Indeed, The UWI's embracing of the process of institutional accreditation is driven by the belief that it is an effective complement to its long history of quality assurance and continuous improvement based upon institutional introspection, individual and disciplinary responsibility for quality and peer review.

MESSAGE FROM PVC (Research) Professor Wayne Hunte

I am pleased to have this opportunity to share a few words with readers of The Quality Circle Newsletter Vol 13. Our University has identified the need for a transformational change to increase research capacity and output at The UWI in order to ensure that we:

- Remain a player in the international pursuit of knowledge and retain and increase the international recognition and ranking that this provides;
- Generate the knowledge base needed to guide the policies, strategies, and initiatives required for sustainable regional development;
- Help to develop and produce the critical thinkers and regional leaders that the Caribbean requires;
- Enhance the quality and regional relevance of our postgraduate programmes; and
- Increase our effectiveness for generating University income through research, in a fiercely competitive international arena.

It is an unrelenting focus on quality and excellence that will be the cornerstone of our success in research, and indeed will be the cornerstone of our success, competitiveness and sustainability as an institution. The transformation of the mandate of the Quality Assurance Unit (QAU) to accommodate Graduate Studies and



Research, and its expansion to include a Senior Programme Officer dedicated to Graduate Studies and Research, could therefore not have come at a more appropriate time.

The new mandate of the QAU is being pursued with vigour and thoroughness across a range of initiatives central to our success in Graduate Studies and Research. These initiatives are too numerous to record here, but I wish to mention one; namely, the comprehensive evaluation of all Institutes, Schools, Centres, Units and Sites that is currently being conducted. The UWI Institutes, Schools, Centres, Units and Sites are critical vehicles for driving research at The UWI, and indeed for creating the kind of research environment in which staff from Departments and

Faculties can periodically immerse themselves for enhanced research productivity. The University-wide evaluation exercise which commenced during academic year 2010/2011 will allow us a much better understanding of the current status of our Institutes, Schools, Centres, Units and Sites, their productivity, successes and challenges, and will therefore be our guiding instrument for better supporting them and ensuring that they realise their full potential. I wish to formally thank the QAU for taking on this task.

“The University-wide evaluation exercise which commenced during academic year 2010/2011 will allow us a much better understanding of the current status of our Institutes, Schools, Centres, Units and Sites.”

GREETINGS FROM PVC (Graduate Studies) Professor Ronald E. Young

The Office of Graduate Studies, School for Graduate Studies & Research, offers greetings to the readers of the *Quality Circle Vol. 13*. This edition appears at a time when significant changes are afoot in the structure and functioning of the Quality Assurance Unit. As is well known, the reward for good work is more work. Accordingly, the QAU with its history of excellence and its exemplary development since 1996 when it was created as an arm of the Office of the Board for Undergraduate Studies (BUS) has been expanded by the addition of a Senior Programme Officer with responsibility for Graduate Studies and Research (and, obliquely, one also for the Open Campus). Its mandate has been changed to include Graduate Studies and Research, covering Departments, Institutes, Schools, Centres, Units and Sites, and its reporting relationships have also been changed slightly to make it answerable to both the BUS and Board for Graduate Studies and Research (BGSR), through the associated PVCs. This new structure will allow the QAU to evaluate and report in a balanced way on how effectively the entity being reviewed deploys its resources to fulfil its commitments to Undergraduate Studies, Graduate Studies, Research and Administration – or whatever combination of these the entity is mandated to serve. The Office of Graduate Studies looks forward



to the involvement of the QAU and its assistance in and insistence on the setting and maintenance of high standards of performance as we work to:

- reduce throughput time,
- increase output quality and
- enhance the general UWI Graduate Student Experience from application to graduation
- improve Supervision
- improve the relevance and attractiveness of our programmes
- improve the appropriateness and discriminative power of our modes of assessment/examination
- improve the transparency and acceptability of our administrative procedures
- improve the efficiency and effectiveness with which we use the human and physical resources at our disposal across the campuses.

As we work to accomplish the above, we will need the QAU to help us to establish suitable benchmarks and systems to ensure that we move inexorably toward the achievement and maintenance of these targets. We look forward to a new era of rapidly improving processes and procedures for the upliftment of Graduate Studies and Research and enhancement of the Graduate Student Experience at the University of the West Indies.

“The Office of Graduate Studies looks forward to the involvement of the QAU and its assistance in and insistence on the setting and maintenance of high standards of performance.....”



QUALITY ASSURANCE THROUGH A PSYCHOLOGICAL LENS

Dr. Derek Chadee
Coordinator
Ansa McAI Psychological
Research Centre, St. Augustine

Quality assurance, in short, is defined as a set of activities and procedures which are adopted to ensure that all quality requirements are being met allowing for management to meet the needs of the customer and other stakeholders (Rauf & Hanan, 2009). To ensure quality delivery to stakeholders the modification to existing modus operandi will also require monitoring, changing of routine activities and adoption of new governance. Quality assurance is not a passive process, as slow and meticulous as it often is, but has significant implications for an individual as it does for an institution.

Quality assurance reviews are contingent on information provided and the reviewers probe into the workings and functioning of a unit assessing the mechanisms that are in place to meet set goals and objectives. Both reviewers and persons in the reviewed units should be cognisant of the social and psychological dynamics involved in the interaction and communication exchanges. Among those factors that may be present and often implicit to the interaction between and among parties in the review is the process of psychological reactance proposed in 'A theory of psychological reactance' by Jack Brehm (Brehm, J. W. (1966)).

The theory of psychological reactance states that when people feel that their freedoms have been threatened reactance is provoked. A threat emerges from any power or force that attempts (or is perceived as attempting) to reduce or eliminate the expression of a specific freedom. Threats can be explicit or implicit (i.e., subtle by implication). Reactance exists on a continuum from subtle non-verbal behaviour to extremely aggressive behaviour. Reactance acts as a motivational force that pushes the individual to reduce levels of arousal. Displaying reactance decreases arousal and leads to restoration of free behaviour either

directly via exhibiting the threatened behaviour or indirectly via focusing on the source (i.e., discrediting or attacking). The individual may adopt a number of behaviours to reestablish a sense of freedom and these include: direct behavioural assertion of freedom; develop a greater liking for the behaviour that was threatened and displaying the threatened behaviour; indirect reassertion of freedom by adoption of extreme (e.g., costly, tabooed by organization or dangerous) behaviours that imply power to display eliminated behaviours; and adoption of aggressive behaviour directed towards the entity threatening the freedom.

Among the factors that influence the magnitude of psychological reactance are the strength of the threat to one's freedom (including the perception of a freedom not to be questioned or probed) and the importance of the particular freedom in the realization of needs and the extent to which the needs are core to the individual's functioning. The more important the freedom is to the individual the greater the reactance.

Organisations create territories and spaces that are well protected from outside threats to preserve their adequate functioning. This modus operandi is, sometimes, important for the delivery of quality products. Any foreign body to this unit may be perceived as a threat, especially an entity that probes, and may create an instinctive reactance. A challenge for the Quality Assurance Unit is to create a continuous line of communication, and not be foreign, with potential units to be reviewed explaining the importance of the review process to the unit, department and faculty and by extension the university and stakeholders. The challenge of the reviewees is to see the process as a core element in quality delivery, a necessary good.

Editor's remark: Why not visit our website at www.uwi.edu/qau and blog your response to this article.

MEASURING QUALITY THROUGH THE LENS OF THE POSTGRADUATE STUDENT

Post Graduate Representatives: Aduke Williams (St. Augustine), Kerry-Ann Christie (Mona), La Toya A. Andrews (Cave Hill)



Photograph by Sandra Richards

Quality! How is it measured? Is it the assessment of the number of Post Graduate Students who graduate annually?

One thing we all must be cognisant of is that regurgitation is the gauge we too often readily use to measure quality.

Instead of looking at what we offer in academic honours to measure quality, let us focus on those who put into practice what they have learnt. Is the aim of graduate students – to learn, or to get good grades? Have these students prepared themselves well so that after having graduated they put into practice what they were taught, or are they quite contented to revel in the knowledge of having attained the coveted prize – a Post Graduate Degree? History, as well as records have shown, that most graduate students, after having attained the degree, remain in the same job they have been doing before, and, in most cases, the degree is used to secure a hike in their pay scale. Therefore, perhaps the measurement of quality assurance can be construed as overrated.

So what are we saying? We cannot and should not attempt to measure the quality in any degree offered at any level of study just by the accolades.

In our opinion some, if not most, students who graduate from The University of the West Indies do not venture into their field of study after graduation and if they do, they work as subordinates with significant wages being the baseline for their acceptance of such positions. Even if we have a percentage total of 90, graduating with distinctions, only 20% of that 90% go on to work in their respective field of study, thus we still have little basis to say that we are or were successful. As we all know, in most cases, success in any test is attained once more than half the mark is achieved by the student. In terms of measuring quality, it is critical that we do not divert from such a practice.

So what should we do? It is important to determine how success is measured. Instead of looking at the number of students that graduated with distinctions or not, we should try focusing our research on the number of past students that go on to display the knowledge learnt at The UWI within their respective jobs or selected careers. In doing this, we must be cognisant that quality should not be measured by numbers and the accolades we heap on students for knowledge learnt or regurgitated, but instead, it should be measured by the very usage of that knowledge to develop and encourage academic, social and career growth in self and those around.

The University of the West Indies 2007-2012 Strategic Plan's Strategic Aim 3 is entitled Research and Innovation. A key strategy to achieve this aim is to "build research capacity and create an enabling environment for research and innovation at UWI" (p. 18). The vision for The UWI post-graduate is one that speaks to a well-rounded person who is:

- mentally competent
- socially adjusted
- emotionally balanced
- able to acquire and use knowledge with discrimination and to great effectiveness.

What is the environment required to nurture such a person? This article looks at the quality of spaces in which research students can effectively function and which provide the maximum opportunity to produce scholastic excellence, and emotional and physical well-being.

DEFINING THE RESEARCH SPACE

In the Quality Assurance Training Manual entitled *A Mosaic of People: A Mosaic of Possibilities*, a dedicated research space is described as a "dynamic, multimedia, actual and virtual space of interconnected webs and frameworks of policy, practice, culture and operation that catch, support and shape student and staff researchers" (p. 112). This definition encompasses the physical, intellectual and emotional environment conducive to producing successful graduate students and researchers.

PHYSICAL SPACES

The Cave Hill Campus has recently demonstrated its commitment to providing a physical environment designed specifically with the research student in mind. The School for Graduate Studies and Research at Cave Hill opened its doors in April 2009. The commissioning of this new building underscores the recognition that research students require dedicated spaces to mingle and interact with colleagues engaged in similar pursuits. Such spaces can be both formal and informal. The Centre for Resource Management and Environmental Studies (CERMES) is a dedicated research facility at Cave Hill that boasts an open, aesthetically pleasing patio overlooking



Photograph by Sandra Richards

MS. JACQUELINE MONIQUETTE
Senior Programme Officer QAU,
Cave Hill Campus

CREATING RESEARCH SPACES: Oases Within, Oases Without

the harbour that provides research students an ideal setting for informal conversation and quiet study.

EMOTIONAL SPACES

The journey of research can often be lonely and challenging. Thrown back often on their own resources, students can sometimes find themselves isolated and overwhelmed by the task they have undertaken. Guidance and mentoring can go a long way to easing these periods of anxiety and questioning. The nature of the interaction between graduate student and graduate supervisor is a key ingredient in the quality of a space that should be supportive - a safe haven for questioning, discarding, defining and redefining ideas and concepts. The recently launched UWI website for Graduate Studies and Research is an excellent tool for navigating this space. Among other things, it clearly sets out the responsibilities of key players i.e., supervisors, students and the committee of advisers. The financial portal provides information on scholarships. Access to these can go a long way in freeing students from financial stress.

INTELLECTUAL SPACES

Intellectual rigour is a characteristic of this space. It is peopled with ideas and concepts of graduate and undergraduate students, lecturers and supervisors and

held together by academic conversations whether in the form of lectures, presentation of research papers, seminars and conferences. The many open lectures and presentations by local and visiting scholars on diverse topics hosted by the Campuses facilitate intellectual interchange and cross-fertilization of ideas among academic staff, postgraduate and undergraduate students and the wider public. These present opportunities to reflect on and contribute to the local, regional and international scholarly dialogue in many different areas of investigation. Access to information through physical and virtual libraries and internet facilities also significantly enriches this space.

The spaces delineated herein, when functioning at their optimum, provide a holistic, enriching environment in which research students can thrive and excel.

DE-MYSTIFYING GRADUATE STUDIES & RESEARCH QUALITY ASSURANCE AT THE UWI

Dr. Sandra Richards,
Senior Programme Officer
(Graduate Studies & Research)



Photograph by Samira Richards

In 1994, the Chancellor's Commission on Governance mandated the development of a full system of quality assurance at the University of the West Indies (UWI). The original mandate of The UWI Quality Assurance Unit (QAU) was to facilitate discipline reviews and department evaluations of undergraduate programmes on three campuses within The UWI. However, since the inception of the QAU, The UWI has created a fourth 'Open Campus' and developed new strategic plans. This has led to the expansion of the QAU and a broadening of its mandate to include greater emphasis on graduate studies and research paying particular attention to curriculum, teaching and learning and just as importantly, supervision, research, research output, research outcome and funding. This extended mandate now encompasses Departments, Institutes, Schools, Centres, Units and Sites (DISCUS). The DISCUS quality assurance programme includes evaluations, reviews and outreach activities which are now well underway supported by demonstrated commitment of The UWI leadership. This point is made by UWI Vice Chancellor Professor Nigel E. Harris.

".....we are a "full service University" committed not only to provision of first class undergraduate programmes, but also to first class postgraduate programmes, research, innovation and outreach."

Vice Chancellor Professor E. Nigel Harris
The University of the West Indies
Quality Circle Vol 13 p3

Quality assurance operations are embracing technology that brings The University and its stakeholders closer together. During the recent Review of The Shridath Ramphal Centre for International

Trade Law, Policy and Services on the Cave Hill Campus, Review Team members used Skype to meet with a Canadian Stakeholder¹.

The following is aimed at demystifying evaluations, reviews and accreditation:

- evaluations are a periodic review of the procedures in place to assure the quality and standards of education are maintained and enhanced. Quality indicators include research output (publications) and outcomes (impact), funding, patents. Quality assurance Evaluations are conducted by QAU Officers. Evaluations are intended to facilitate the strengthening of internal quality assurance and enhancement mechanisms and not evaluate academic programmes.
- reviews are coordinated by the QAU but conducted by Review Teams comprising of external and internal peers as well as national or regional professionals. Reviews are developmental in intent and provide opportunities for internal reflection, self-assessment, cross-campus standardisation, identification of best practice and regional and international benchmarking.
- accreditation is an external expression of confidence in the quality assurance mechanisms and measures of an organisation. The QAU cooperates with accreditation activities; indeed reviews and evaluations feed into preparedness for accreditation.

For more information about the work of the QAU visit www.uwi.edu/qau.

¹ University of the West Indies. 1994. *A New Structure: The Regional University in the 1990s and beyond*. Kingston: UWI

GRADUATE STUDIES AND RESEARCH AND ACCREDITATION

Dr. Sandra Gift, Senior Programme Officer, QAU,
St. Augustine Campus

Graduate studies and research represent distinguishing characteristics of The UWI. This underscores the important role to be played by The UWI graduate and research community, of which research Institutes, Schools, Centres, Units and Sites are a particularly valuable component, in fulfilling the mission of The UWI.

As a quality assurance mechanism, institutional accreditation is intended to serve as an assessment of institutional effectiveness and 'fitness for purpose'. Of necessity, assessment of 'fitness for purpose' must relate to institutional mission, vision and strategic aims. It is within this context that, although the accreditation criteria of national accreditation bodies in the Anglo-phone Caribbean might focus on teaching and learning at undergraduate level, given the importance of UWI graduate and research programmes to the Institution and the region, these focal areas must be incorporated in institutional accreditation self-study exercises of all UWI Campuses, if they are to be relevant and meaningful to The UWI community. In the absence of relevant institutional accreditation criteria generated within the region at this time, therefore, precepts employed by international quality assurance agencies, such as the Quality Assurance Agency (QAA) in the UK, can offer some guidance and direction in UWI institutional accreditation self-study exercises. These precepts relate to:

- institutional arrangements
- selection, admission and induction of students
- supervision
- progress and review arrangements
- development of research and other skills



- feedback mechanisms
- assessment
- student representations
- complaints
- appeals

(<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/postgrad2004.pdf>)

Four of these precepts informed the approach to the 2009-2010 self-study exercise of the St Augustine Campus, as follows:

The institution:

- puts in place effective arrangements to maintain appropriate academic standards and enhance the quality of postgraduate research programmes.
- provides postgraduate students with sufficient information to enable them to begin their studies with an understanding of the academic and social environment in which they will be working.
- monitors the success of its postgraduate degree programmes against appropriate internal and/or external indicators and targets.
- only accepts students into an environment that provides support for doing and learning about research and where high quality research is occurring.

Increasingly, programme accreditation is also being sought for UWI engineering taught master's programmes in the interest of ensuring the employability and mobility of graduates. These developments are reflective of the fact that, ever conscious of its mission, The UWI continues to strengthen its distinguishing feature that is of special value to the countries it serves and indeed to the global community.

Administration of Graduate Studies and Research: Quality Assurance In Action at The UWI



Photograph by Sandra Richards

*Campus Coordinators for Graduate Studies and Research:
Prof. Yvette Jackson (Mona), Prof. Alan Cobley (Cave Hill) and Prof. Patricia
Mohammed (St. Augustine) and Dr. Olabisi Kuboni – Open Campus*

A Campus Committee for Graduate Studies and Research which reports to the BGSR has been established on each of the three residential campuses, chaired by a Campus Co-ordinator (CC) who reports to the BGSR. Among other administrative responsibilities, these Committees perform quality assurance functions. This includes course and programme approvals, monitoring of delivery and administration of regulations and policies.

On each of these three campuses the School for Graduate Studies and Research (SGSR) is supported by a Senior Assistant Registrar (SAR) for Graduate Studies and associated staff. This officer has responsibility for the day-to-day administrative matters associated with graduate studies, and so also fulfills a quality assurance role. With the recent establishment of the Open Campus, The UWI now has the capacity to offer programmes via the online mode to potential students not resident in campus countries, both regionally and ultimately internationally. The Graduate Programmes Department of the Open Campus began operations in 2009 and has a different quality assurance structure with a Head of Graduate Studies (HGS) who also reports to the BGSR and performs appropriate quality assurance functions within the Open Campus. The Open Campus quality assurance mechanism is explained in greater detail later.

At regional level, formal approvals, scrutiny and oversight of graduate studies is conducted through the BGSR, co-chaired by Pro Vice Chancellors (PVCs); the PVC (Graduate Studies) and the PVC (Research). In addition, a less formal meeting of CCs, SARs, the HGS, the QAU Senior Programme Officer for Graduate Studies and Research and the PVCs is held prior to the formal BGSR meeting to discuss issues that may have arisen on any of the campuses, and to share best practice.

ENSURING HIGH QUALITY PROGRAMMES AND HIGH QUALITY DELIVERY

Templates for the presentation of new graduate course and programme proposals have been developed. They include such items

as a rationale for the proposed new course or programme, objectives and learning outcomes, content, mode of delivery, resource considerations, evidence of cross-campus and stakeholder consultation, among others. Proposals must show clear evidence that all of these requirements have been met before formal approval can be given at Campus and Board level.

Delivery of taught masters programmes is monitored in several ways. These include student assessment of teaching for every course, and Student-Staff Liaison Committees in each Faculty. All new programmes are subject to mandatory external examination for the first two years of delivery; external examination may be ex post facto thereafter.

The performance of research students is gauged through the mandatory delivery of research seminars, independently assessed upgrade seminars for advancement from the MPhil to the PhD programme, and regular progress reports by the supervisor.

OUTSTANDING ISSUES

Measures to ensure the quality of research supervision are in development, as are measures to deal with the growing challenge of plagiarism.

QUALITY ASSURANCE IN THE OPEN CAMPUS

While subject to the same overall quality assurance procedures of the BGSR, the Open Campus has found it necessary to adapt and/or expand on those procedures. Following are some of the key initiatives being implemented:

Orientation to Graduate Studies online: All incoming students are required to participate in an intensive three-week orientation course aimed at strengthening their capacity to undertake graduate study in an online environment.

Pre-packaged self-study materials: A hallmark of the Open Campus' approach to online delivery is the design and development of course materials to facilitate independent study by individual students, provide academic support for interaction among learners and between learners and their facilitators.

Course coordinator and group facilitator support: The teaching presence in the online environment is specifically aimed at facilitating learning both at the level of the individual student and within small groups of learners. To this end, the teaching function is built around the combination of group facilitators, who guide the learning at the small group level, and the course coordinator, who is responsible for the development of strategies to be employed in course delivery and managing the overall teaching-learning transaction across all groups. There is also a programme coordinator who provides oversight over the entire process.

Continuous assessment with informational feedback: Another feature of the teaching-learning function in the graduate offerings of the Open Campus is the bias towards formative rather than summative evaluation.

Coordination of research supervision: In addition to enhancing the University's guidelines for research students and supervisors, the Graduate Programmes Department will identify a programme

coordinator to function as Research Project Coordinator with responsibility, inter alia, to provide continuous oversight of the network of supervisors dispersed across the region and probably beyond. All supervisors and students must participate in an appropriate orientation exercise prior to their engagement in the research process.

The Quality of Graduate Training for Interdisciplinary Regional Research: Reflections by a Review Team Leader for SALISES

Professor Percy C. Hintzen, Professor and Director of the Center for African Studies and Department of African American Studies at the University of California, Berkeley



Photograph by Sandra Richards

Dr. Edward Greene (Regional Professional), Professor Percy Hintzen (Team Leader), Professor Colin Kirkpatrick (External Academic), the late Professor Alston Barrington Chevannes (Internal Academic) and Professor George Belle (Dean of Faculty of Social Sciences)

Quality is measured by the fit between stated mission and accomplishments. The emphasised focus here is on graduate education and research and the realisation of The Sir Arthur Lewis Institute of Social and Economic Studies' (SALISES) stated mission to produce scholars and researchers with superlative skills and training relevant to the development needs of the region. For SALISES, the latter needed to be judged by contribution to developmental policy research, analysis, and formulation that is locally and nationally relevant, regionally significant, globally informed, and in conversation with broader scholarly discourses.

There were structural and practical challenges to be overcome. This was reflected even in the manner in which the review was organised with visits to the three main campuses of St. Augustine, Cave Hill, and Mona with (necessarily) differently constituted review teams tasked to assess differently emphasised missions attached to different national concerns. How can regional relevance be culled out of different and perhaps competing national pulls? How can the policy concerns of the thirteen territories without main campuses (including Bermuda) be addressed? What about incongruities in national funding allocations that come with explicit or implicit demands for national relevance and for the satisfaction of the particularities of national skill needs in

graduate training? Finally, how can national and regional demands for practical/professional training be calibrated with an agenda for the training of academic researchers?

The mission (it was not the only one, of course) of the team was to review the degree to which these questions were being answered in the practice of graduate training, and to propose/suggest ways through which inherent and inevitable conflicts might be resolved. Resolution, of course, goes hand in hand with "Quality". Now, the task for SALISES is to proceed with capacity building bearing in mind the regional, policy, research, and development agendas that constitute its mission. In the final analysis, this is the main objective of any successful quality assurance review. Everything, from the perspective of organisation, fell into place, and we believe that we accomplished our goal (at least this is what we, all the members of the team, egoistically tell ourselves).

The subsequent death of Professor Barry Chevannes, whose contribution to the review was most profound, is a deep and sad loss to the University, the region, and to his discipline. We have come to understand the pain of his loss through the depth of his understanding of and engagement with the mission of SALISES.

The theory of transactional distance, first opined by Dewey and Bentley (1949) and expounded by Moore (1972) examines the psychological and communication space between learner and tutor in distance education. Moore posited that geographical distance in distance education did not impact on student success but that the level of transactional distance between learner and tutor did have a negative or positive impact on success. Moore suggested three important variables: dialogue, course structure and learner autonomy that either increased or decreased transactional distance. He concluded that the frequency of dialogue, flexibility of course structure and frequency of interaction between student and tutor, contributed to transactional distance. Moore further argued that student success and satisfaction mirrored the increased or decreased in transactional distance. In this article I take the premise that transactional distance, particularly frequency of dialogue and frequency of interaction between supervisee and supervisor, as a concept is applicable to the PhD student's journey. I briefly discuss how this distance can be significantly decreased through the development of effective communication channels between the PhD student and his/her supervisor.

The supervisor-supervisee relationship is a key component for success on the PhD journey. Phillips and Pugh (2008) illustrate the impact of a poor supervisor-supervisee relationship in their book entitled 'How to get a PhD' when they recount the problems faced by a Chinese cultural studies PhD student who for four years had a supervisor who failed to communicate with her and showed no interest in her work. The student recounts, "It makes me so angry," she says. "Supervisors are in such a position of power that students are afraid to stand up to them. It's as if they're untouchable, above the law." The first UK Postgraduate Research Experience Survey found that more than 95 per cent of students in the survey considered supervision to be the single most important factor that affected their research experience and ability to finish their studies (Phillips and Pugh, 2008). Prof. Chris Park, Director of the Graduate School at Lancaster University is reported as saying "While traditionally in the UK, the 'secret garden' model – whereby supervisor and supervisee worked together, out of sight – was the norm, now the system is becoming more transparent and accountable."



MS. PAMELA DOTTIN
Programme Officer QAU,
Open Campus

Transactional Distance and the PhD Student

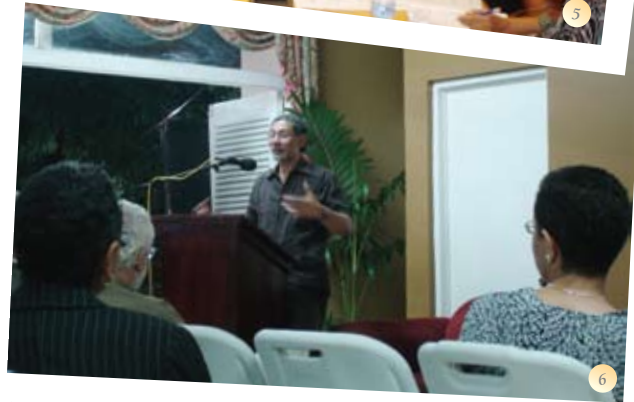
In the 1990s in the UK a number of PhDs took their universities to court citing poor supervision. This has resulted in a reform of the UK supervisor-supervisee relationship with universities becoming more responsive to the needs of research students. Students are now assigned two supervisors, with supervisory teams are becoming very common. Additionally, time and money is now invested in the training of supervisors. This training primarily focuses on: how to communicate effectively with students, frequency of communication between supervisor and supervisee, and developing the supervisor's abilities to guide and foster the academic capabilities of students. This focus on effectiveness and frequency of communication has led to a decrease in the level of transactional distance experienced by PhD students in the UK.

The University of the West Indies has recently adopted the practice of appointing two supervisors and an advisory panel to each PhD student. In addition, The University has in recent years conducted workshops specifically for supervisors which have focused on the relationship between supervisor and supervisee and the importance of effective communication. However, the time has come, particularly with The UWI's new focus on graduate students and research to make the training of supervisors compulsory. Additionally, The UWI should provide mechanisms to obtain feedback from research students on the quality of the supervisor-supervisee relationship and to incorporate the students' feedback into the decision-making processes. This is vital if the University is to achieve its mission of "... propel[ling] the economic, social, political and cultural development of the West Indian society through ... research ... and intellectual leadership".

References

- Dewey, J. and Bentley, A. (1949). *Knowing and the known*. Boston, MA: Beacon Press
- Moore, M.G. (1972). Learner autonomy. *The second dimension of independent learning*. *Convergence*, 5(2) pp 76-88.
- Phillips, E. and Pugh, D. (2008). *How to get a PhD*. (4th edn.). UK: Open University Press.

● Images from QAU Activities Across The UWI ●



Photograph by Sandra Richards

1. Deputy Principal Open Campus Prof Vivienne Roberts and Dr Sandra Richards at Cave Hill Graduate Fair Open Day 2010
 2. Cave Hill QAU Snr Prog Officer Ms Jacqueline Moniquette observe Faculty interact with Review Team Leader 2010 • 3. QAU attend orientation by Director of Shridath Ramphal, Dr. Keith Nurse, for 2010-2011 Student cohort • 4. Shridath Ramphal Centre, Cave Hill Review Team Skype meeting • 5. Dr Gift with group of UWI Senior Academic trainee evaluators at St. Augustine • 6. PVC Graduate Studies Professor Young at launch of GRIP 2011 at Mona • 7. QAU attend successful Viva of Cave Hill PhD student Dr. Deanne Ford • 8. Dr. Anna Kasafi Perkins speaks at an Ethics Quality Forum at Mona

ADMINISTRATIVE QUALITY: A CRITICAL COMPONENT FOR GRADUATE STUDIES AND RESEARCH

Dr. Angella Stephens, Senior Administrative Officer,
Office of the Board for Undergraduate Studies, shares the perspectives
of undergraduate and graduate students on administrative quality
at The UWI, Mona Campus.

In Focus Group Studies, students were specifically invited to comment on the nature of their interactions with staff, The UWI's processes and procedures during their student life-cycle, which begins at the application, through to admission, registration, examination, and graduation stages.

Prospective undergraduate students felt that The UWI's prestige and reputation served as a marketing brand which encouraged them to apply.

"The reputation of the other local universities is not quite up to scratch..."

Despite the high prestige that The UWI has, for some students the actual experience falls short of their expectations.

"The prestige of the University is one of the best...before coming here I thought that UWI is the number one institution here or in the Caribbean"

Once they had been accepted and experienced life at The UWI Mona, these perceptions changed to the extent that they felt "shortchanged" during their encounters with staff and administrative systems. This suggests that the image projected by The UWI did not match the experience. Though pockets of efficient systems and good practices were identified, it was felt overall that

"The whole purpose for the administration was to impede... everything we want to do here, there is a block"



"The processes are there, it's just that they are inefficient"

They suggested that there was an urgent need for training in customer service for both the administrative and academic staff especially those who interact with students.

"...[T]hose lecturers who seem to be on the high pedestal who are now having to go through the IDU [Instructional Development Unit], there needs to be some customer service training..."

"Yes they must learn how to address us. Administrators too! You enter offices on campus and if you don't look like a professor... you did not come in...they...go for lunch without acknowledging you...you say good morning and it is like you are speaking to the wall..."

Though the Mona Campus has made strides towards the thrust for greater quality, the above expressions suggest that much more is needed in building a customer care culture. Efforts at training in Quality Customer Care based on a Customer Service Charter, which is tied to service standards and which commits to three fundamental principles in total customer care namely; Attitudes, Responsiveness, and Communication seem to be futile! In keeping with the foci and enablers of the current Strategic Plan, it is imperative for the Campus to provide a quality experience for prospective undergraduate and graduate students especially in this competitive climate.

QUALITY ASSURANCE – A GRADUATE STUDIES PERSPECTIVE

Professor Ronald E. Young
PVC (Graduate Studies)

The School for Graduate Studies & Research was created in 1996 out of recognition of the growing importance of graduate level training and research both to Caribbean societies in the evolving world economy and to the University in fulfilment of its commitment to deliver pertinent, cutting-edge training and discovery to the region. The mandate was to increase

output of PhDs, and to produce relevant graduate programmes to meet the needs of our stakeholders in the public and private sectors, and it was explicitly stated that the School should oversee quality driven development in recruitment, supervision and programming and establish the machinery to monitor and maintain the quality of graduate programmes. In the 5 year span between 1998/99 and 2003/04, the number of students enrolled in the School rose by 47% from 3884 to 5703 and in the 5-year span of the second Strategic Plan, between 2002/03 to 2007/08 increased by 13.3% per year (15% for taught master's programmes and 9 % for research programmes), twice the targeted amount of 6.2%. By 2009/2010 the enrolment was 9,918 – a growth rate of about 20% per year since 2007/08. The growth therefore has been phenomenal and, despite significant growth in the research programmes, has largely been in the area of taught master's programmes. This, along with the introduction of the requirement for research students to complete a quantum of taught courses as a part of their programme, has demanded the development and delivery of a very large number of graduate level courses, with little by way of commensurate increases in staffing (and one should not forget the equally large, or even greater, proportional growth in undergraduate enrollment).

QUALITY WORD-O-GRAM - Graduate Studies and Research

Developed by Dr. Anna Perkins, Dr. Sandra Richards and Ms. June Wheatley.

I	E	W	S	T	Z	T	Q	J	G	Y	E	I	P	N
D	D	X	K	U	H	I	G	F	H	J	T	H	O	G
K	Z	Z	P	W	G	W	V	C	Z	C	H	G	S	G
C	X	K	H	E	E	C	R	G	O	V	I	T	T	B
A	N	H	Z	W	C	A	J	O	V	J	C	Z	G	P
B	S	I	A	H	E	T	R	F	P	O	S	E	R	C
D	L	T	T	S	U	D	A	X	G	B	A	D	A	D
E	S	L	E	I	I	Z	O	T	W	Y	X	W	D	A
E	F	R	V	N	N	B	W	T	I	S	M	T	U	A
F	U	Y	A	N	K	R	A	N	H	O	H	P	A	W
T	Q	T	S	U	Z	V	U	U	W	E	N	E	T	C
Q	O	C	A	M	P	U	S	T	J	T	S	S	E	V
R	N	O	I	S	I	V	R	E	P	U	S	I	I	K
V	Q	K	J	V	N	M	F	A	T	N	E	V	S	G
Y	M	S	J	P	U	J	E	K	C	O	A	M	W	R

FIND-A-WORD

Do have a go at this word search and see if you can find the words listed below in the diagram. The listed words can read forwards, backwards, up, down and diagonally in both directions, but always in a straight line and never skipping letters. Put a line around each word you find in the grid, and cross it off the list. Letters in the grid can be used more than once by different words, but words are not contained within words. The solutions can be found on page 18.

CAMPUS
COORDINATOR
ETHICS
EXPECTATIONS
FEEDBACK
POSTGRADUATE

RESEARCH
SUPERVISION
THESIS
TURNITIN
VIVA

The Sankat Report in 2006, despite noting many strengths, identified weaknesses in the graduate programmes as being low throughput, high attrition rate, variable quality of supervision, low status of graduate students and poor communication with graduate students across departments, faculties and campuses, as well as frustrating slowness of application, registration and examination procedures. The need for quality assurance in the face of the burgeoning growth of graduate enrolment was evident and the Report recommended "...strengthening the Quality Assurance Unit of The UWI, under the direction of the Office of the Board for Undergraduate Studies (OBUS) and in close collaboration with the Office of the Board for Graduate Studies (OBGS), by the addition of at least two more Quality Assurance Officers to bring focus on quality issues in the graduate experience." This silenced any fleeting flirtations with the thought of establishing a separate BGSR Quality Assurance Unit once it was recognised how critical it would be to call upon the hard-won experience and expertise existing in the OBUS-led QA Unit. Not the least important too, was the recognition of the good sense in assessing simultaneously the three undertakings – Undergraduate Studies, Graduate Studies and Research – which are delivered interdependently, and hopefully synergistically, by most of our Departments.

In the weakening financial situation of the time, approval was given for the appointment of only one Quality Assurance Officer and Dr. Sandra Richards was appointed in 2008 to the post of Senior Programming Officer with responsibility primarily for Graduate Studies and Research, and reporting to both the PVC for Undergraduate Studies and the PVCs for Graduate Studies and for Research. In the interim, starting even prior to the Sankat Report, moved by the logic noted above, the practice of inclusion of taught

Graduate programmes in the ambit of consideration during OBUS-driven Quality Assurance Reviews grew steadily despite the fact that the additional burden posed severe stress upon the staff at hand. This eventually extended in 2006/07 to a review of the Biotechnology Centre, a primarily research oriented entity on the Mona Campus. With the arrival of Dr. Richards, these procedures have now been given additional support and formalised with the inclusion of Campus Coordinators and other graduate and research relevant personnel in interviews by the Review team. Care is taken to ensure that graduate programmes are included prominently in the preparatory Self-Assessment Report. The evaluation of Departments, Institutes, Schools, Centres, Units and Sites as well as the reviews of Centres and Institutes has begun. Dr. Richards has assumed her role with energy and determination and, in the supportive milieu of the Quality Assurance Unit has forged ahead establishing criteria, instruments and procedures for quality assessment focused upon graduate studies and research.

It was quickly realised that the structure of the QAU, designed primarily for treating with Undergraduate Studies, with governing Statutes aimed at enabling this activity, was inappropriate for its new role. Accordingly, the PVC OBUS submitted a favourably considered paper to both Boards (BUS and BGSR) in February 2010 proposing that the Quality Assurance Unit be established as a semi-autonomous entity, reporting to both the PVC OBUS and the PVCs for Graduate Studies and Research, but with primary administrative responsibilities remaining with the PVC OBUS. This was approved by the University F&GPC in May 2010 and procedures for implementation of this new arrangement have been developed with QAU Officers attending both BUS and BGSR.

QUALITY WORD-O-GRAM ANSWERS

I	E	W	S	T	Z	T	Q	J	G	Y	E	I	P	N
D	D	X	K	U	H	I	G	F	H	J	T	H	O	G
K	Z	Z	P	W	G	W	V	C	Z	C	H	G	S	G
C	X	K	H	E	E	C	R	G	O	V	I	T	T	B
A	N	H	Z	W	C	A	J	O	V	J	C	Z	G	P
B	S	I	A	H	E	T	R	F	P	O	S	E	R	C
D	L	T	T	S	U	D	A	X	G	B	A	D	A	D
E	S	L	E	I	I	Z	O	T	W	Y	X	W	D	A
E	F	R	V	N	N	B	W	T	I	S	M	T	U	A
F	U	Y	A	N	K	R	A	N	H	O	H	P	A	W
T	Q	T	S	U	Z	V	U	U	W	E	N	E	T	C
Q	O	C	A	M	P	U	S	T	J	T	S	S	E	V
R	N	O	I	S	I	V	R	E	P	U	S	I	I	K
V	Q	K	J	V	N	M	F	A	T	N	E	V	S	G
Y	M	S	J	P	U	J	E	K	C	O	A	M	W	R

CAMPUS
COORDINATOR
ETHICS

EXPECTATIONS
FEEDBACK
POSTGRADUATE

RESEARCH
SUPERVISION
THESIS

TURNITIN
VIVA

ENCOURAGING ETHICS AND QUALITY IN RESEARCH

Dr. Anna Kasafi Perkins, Senior Programme Officer
and Ms. June Wheatley, Senior Administrative Assistant,
Quality Assurance Unit, Mona



Photograph by Sandra Richards

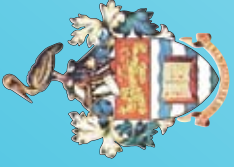
L-R: Ms June Wheatley Snr Administrative Assistant and
Dr Anna Kasafi Perkins Senior Programme Officer (QAU)

The University of the West Indies (UWI) has a rich tradition of research and it is committed to raising the quality and volume of its research and research-led teaching. In its contribution to advancing that goal, the Quality Assurance Unit (QAU) at Mona, collaborated with the Office of Graduate Studies & Research, The UWI Ethics Centre Initiative and the Office of Sponsored Programmes to host a quality forum dealing with quality and the research process. The Pan-American Bioethics Initiative (PABI) was a key international sponsor of the event entitled “Quality and the Responsible conduct of Research”. This event was held in October 2010 and for the first time, a QAU quality forum was streamed live on UWI TV. The QAU Senior Programme Officer, Graduate Studies and Research, Dr Sandra Richards, chaired the session.

Participants were introduced to the nature of research and the ethical issues that arise in the process of conducting research. The featured

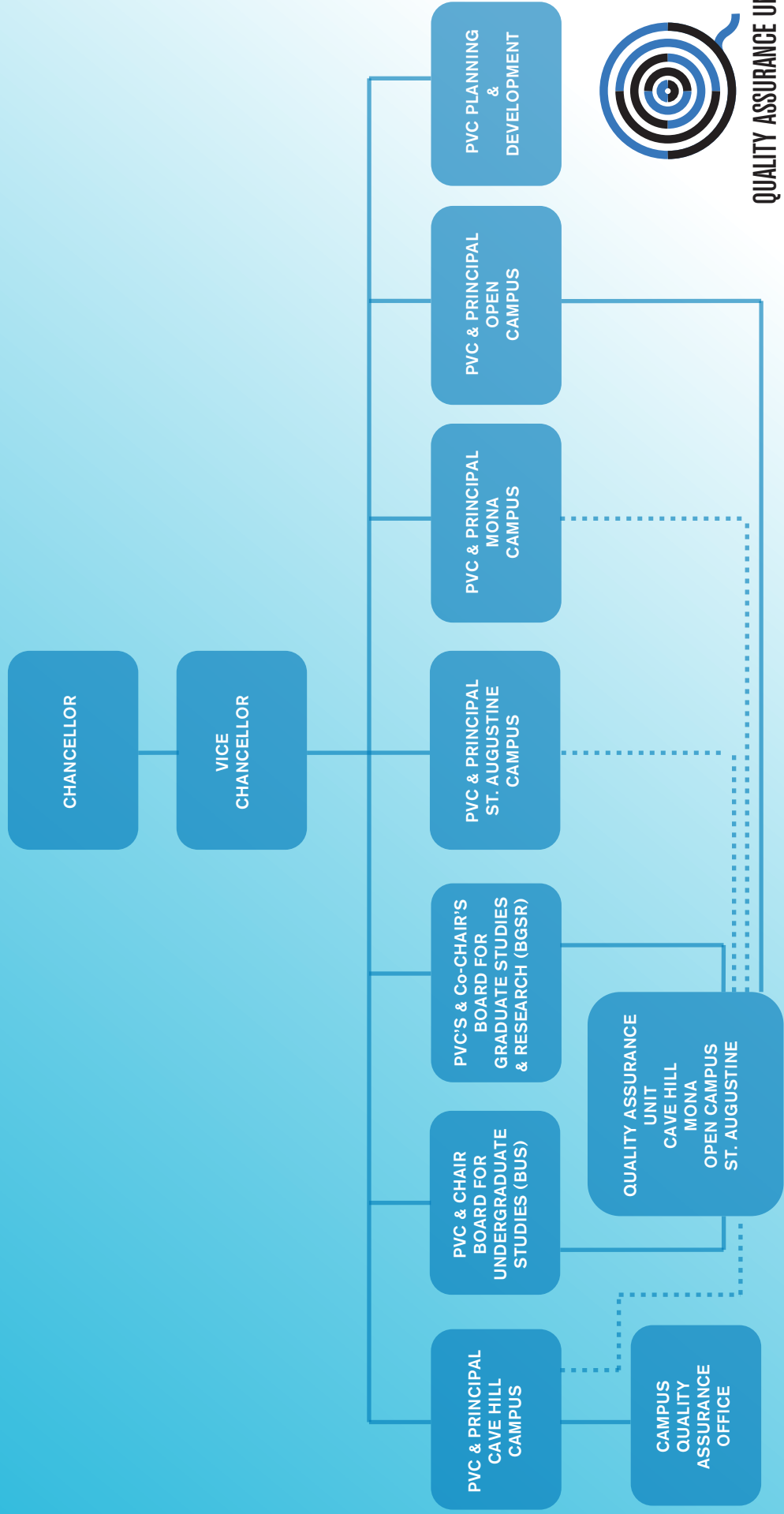
presenter in that area was Professor Paul Braunschweiger of the University of Miami/PABI. Professor Braunschweiger has a long history of involvement with The UWI and is a key collaborator through the PABI and Collaborative Institutional Training Initiative (CITI). He discussed the nature of the responsible conduct of research using case studies both local and international. Professor Yvette Jackson, Campus Coordinator, Graduate Studies and Research, Mona, walked participants through The UWI Policy and Code on Research Ethics. She emphasised the four principles (honesty, trust, collegiality and fair play) which undergirded research at The UWI. Dr Anna Kasafi Perkins, Senior Programme Officer, QAU Mona, PABI Fogarty Fellow and Research Fellow, UWI Ethics Centre Initiative, introduced participants to the CITI programme, another tool for the responsible conduct of research at The UWI. Dr Perkins also introduced participants to The UWI Centre Initiative and walked participants through the CITI website. CITI is a web-based bioethics training programme. Under the leadership of Dr Anthony Mullings, Faculty Medical Sciences, The UWI has been one of over a thousand institutions worldwide that utilise the programme.

Interspersed throughout the forum were giveaways of some CITI memory sticks to participants who answered questions such as “What does CITI mean?” and, “What are the principles that UWI Ethics Research is committed to?” Forty-five participants attended, including research students, faculty involved in research, and administrators. Twenty-one completed the evaluation form which when analysed indicated that they either found the forum very interesting (70%) or interesting (30%). All found that the forum had sufficiently met their expectations. Most found that the material from the session would be useful in their research (20/21). Some of the comments made by the participants included; “The introduction of the CITI website was helpful”; “excellent idea-please have another session soon” “overall good-well organised”; “very good seminar-kindly repeat every semester with a different group”. Suggestions for future sessions included, “ethical tensions/dilemmas in fieldwork”; “techniques for processing material to avoid plagiarism” and “research supervisors training”*. The QAU, Mona, organised a follow up discussion in February 2011 when Dr Peta-Ann Baker from the Department of Sociology, Psychology and Social Work presented on teaching ethics in social work.



THE UNIVERSITY OF THE WEST INDIES QUALITY ASSURANCE UNIT

ORGANISATIONAL RELATIONSHIP OF THE QAU



QUALITY ASSURANCE UNIT



Photograph by Sandra Richards

L-R: Dr Jessica Byron-Reid (UWI Mona), Mr. Francis McBarnette (OAS Representative in Barbados), Professor Sir Hilary Beckles (Cave Hill Principal) and Professor Rainer Kattel (Tallinn Technical University, Estonia) during the review of The Shridath Ramphal Centre.

Q-Ty's Quality Tip

FAMILIARISE YOURSELF WITH THE LIBRARY



Remember The UWI also has virtual library space which can be accessed 24/7.

NEWS OF REVIEWS, EVALUATIONS, ACCREDITATION & FORA

OPEN CAMPUS	CAVE HILL	MONA	ST AUGUSTINE
-------------	-----------	------	--------------

REVIEWS

<p>2011 - 2012</p> <ul style="list-style-type: none"> • Management Studies • Paralegal Studies 	<p>2010 - 2011</p> <ul style="list-style-type: none"> • Linguistics • Physics • Pre-Clinical Medicine • Shridath Ramphal Centre for Trade Policy & Development <p>2011 - 2012</p> <ul style="list-style-type: none"> • Institute for Gender & Development Studies • Social Work • Sociology 	<p>2010 - 2011</p> <ul style="list-style-type: none"> • CHTM • Health Centre • Educational Studies • Management Studies <p>2011 - 2012</p> <ul style="list-style-type: none"> • Mathematics • Philosophy • Clinical Programmes • Library & Information Studies • Chemistry • Government 	<p>2010 - 2011</p> <ul style="list-style-type: none"> • Social Work and Mediation Studies • English Language Foundation Programme <p>2011 - 2012</p> <ul style="list-style-type: none"> • Sociology • Economics • Clinical Medical Sciences • Public Health and Primary Care • Psychology • Student Services • Geomatics and Land Management • School of Pharmacy • School of Veterinary Medicine
---	--	---	--

INSTITUTIONAL ACCREDITATION

<p>2011 - 2012</p> <ul style="list-style-type: none"> • Preparation of the Campus's Self-Study Report 	<p>2011 - 2012</p> <ul style="list-style-type: none"> • Preparation of the Campus's Self-Study Report 	<p>2011 - 2012</p> <ul style="list-style-type: none"> • Preparation of the Campus's Self-Study Report 	<p>2011 - 2018</p> <ul style="list-style-type: none"> • Granted Initial Institutional Accreditation for 7 Years by Accreditation Council of Trinidad and Tobago (ACTT)
---	---	---	--

QUALITY EVALUATIONS

<p>2010 - 2011</p> <ul style="list-style-type: none"> • Associate Degree in Business Management • Associate Degree in Paralegal Studies • BSc Management Studies 	<p>2010 - 2011</p> <ul style="list-style-type: none"> • Management • Accounts • Theology • Government • Institute for Gender & Development Studies • Social Work 	<p>2010 - 2011</p> <ul style="list-style-type: none"> • Literatures in English • Marine Sciences • MIAS • Physics • Institute for Sustainable Development • Centre for Marine Sciences • TMRI <p>2011 - 2012</p> <ul style="list-style-type: none"> • Institute for Gender & Development Studies • Life Sciences • Geography 	<p>2010 - 2011</p> <ul style="list-style-type: none"> • School of Pharmacy • Economics • Public Health and Primary Care • MFA Creative Writing, Liberal Arts <p>2011 - 2012</p> <ul style="list-style-type: none"> • Civil Engineering • Pathology/Microbiology • Chemical Engineering • History
--	---	--	--

FORA

<p>2010 - 2011</p> <ul style="list-style-type: none"> • QA for Undergraduate and Post Graduate Students

Correction: The last issue of The Quality Circle carried a memorial to the late, former Vice-Chancellor of The University of the West Indies, Professor Rex Nettleford and quoted his middle name as Millington. The correct name is Milton. The error is regretted.

The UWI Quality Circle is published by The University of the West Indies Quality Assurance Unit.

Communications Team: Pamela Dottin, Sandra Gift, Jacqueline Monique, Anna Kasafi Perkins, Sandra Richards, Angella Stephens, Sonja Dumas, Gabriel Woodham.
 Printed by Zenith Services Limited • For further information, please contact: Tel (246) 417 4931; E-mail: Sandra.richards@cavehill.uwi.edu