



THE UWI QUALITY CIRCLE

VOLUME 17, MAY 2015



The UWI
Quality Management System
and Student Engagement

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EDITORIAL

Student Engagement

In this issue of The UWI Quality Circle we showcase student engagement at The UWI. The UWI's commitment to student engagement is enshrined in Ordinance 1 of our Charter, Statutes and Ordinances which recognize our students as being central to our mission. In keeping with this commitment, efforts have been made to craft a culture that values and recognises students as The UWI's *raison d'être*.

Student engagement in the higher education process is critical to quality assurance. The Quality Assurance Agency in the United Kingdom identifies two domains of student engagement:

- Improving the motivation of students to engage in learning and to learn independently
- The participation of students in quality enhancement and quality assurance processes, resulting in the improvement of their educational experience. (QAA Quality Code for Higher Education, Chapter 5B).

In the first domain, The UWI has created Centres of Excellence for Teaching and Learning (formerly Instructional Development Units) on all campuses to provide academic staff with skills in andragogy, cutting edge teaching and learning tools, and exposure to the best scholarship in teaching and learning. Co-curricular programmes are also designed to strengthen student engagement in service learning. These initiatives have redounded to improved learning for many students. Members of academic staff who succeed in motivating students to engage in independent learning are recognised in various ways including the annual Principal's Award for Excellence in Teaching at Cave Hill and the annual UWI/Guardian Group Premium Teaching Awards at Mona and St. Augustine. Awardees for 2014 were: Dr. Keren Cumberbatch (Mona Campus); Dr. Janice Cumberbatch and Dr. Donna-Maria Maynard (Cave Hill Campus); Dr. Jacqueline Bridge, Dr. Geeta A. Kurhade, Mr. Jason Matthew, Dr. Michelle Mycoo and Dr. Farid Youssef (St. Augustine Campus).

In the second domain, student direct participation in UWI quality assurance and enhancement processes can be seen in the formal end-of-course evaluation. Other signs of student engagement in UWI quality processes include student reports for regional meetings, staff-student liaison committees and medical education accreditation processes, QAU surveys, Speak Your Mind surveys, etc.

The UWI Guild of Students is a key mechanism for student engagement. Guild representatives (including postgraduate representatives) sit on important university boards and committees.

In this issue, students speak about their experience serving on the Guild of Students, governance bodies, Staff/Student Liaison Committees and student associations. Members of academic staff also discuss ways in which they use student feedback to enhance teaching and learning at The UWI.

Volume 17 is our final printed version of the UWI Quality Circle. Volume 18 onwards will be electronic and we therefore feature as well, in this issue, the covers of our previous printed versions of the QAU newsletter.



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Regional Conference **INSTITUTIONALISING BEST PRACTICE** **IN HIGHER EDUCATION**

DATE: JUNE 24-26, 2015

VENUE: THE TEACHING AND LEARNING COMPLEX,
ST AUGUSTINE CAMPUS,
THE UNIVERSITY OF THE WEST INDIES
TRINIDAD AND TOBAGO



HOSTS

The Quality Assurance Unit, Office of the Board for Undergraduate Studies, the Vice Chancellery, and the Centres for Excellence in Teaching and Learning

CONFERENCE OBJECTIVE

To deepen sharing and learning about ways of infusing best practice principles in the management and administration of higher education institutions

WHO SHOULD ATTEND

Heads, managers, and opinion leaders in regional higher education institutions; quality assurance in higher education practitioners; higher education teacher educators; staff of external quality assurance agencies; students; technical officers in relevant Government ministries; sponsors of higher education; United Nations agencies and interested members of the public

For more information on themes, registration and accommodation options, please visit

www.uwi.edu/bestpracticehighered.

Student Feedback

EVOLUTION & IMPORTANCE

Culturally, traditionally, students in the Caribbean were arguably a captive audience, so that our approach to student success meant that they sometimes felt incidental to the quality process, and successful student outcomes sometimes appeared accidental. In our more enlightened era, the role of the student in institutional effectiveness has become (in appearance and in practice) a cornerstone of such processes, pursued through quality assurance initiatives. At the Cave Hill Campus, Quality Assurance Review Teams invariably note the importance of student feedback, as validated in the requirements for external review. Indeed, globally, the importance of student feedback in the quality assurance arena extends even to enhancing the processes of quality assurance agencies, as Hana Alaniska and colleagues point out in the European Association for Quality Assurance in Higher Education (ENQA) workshop publication, "Student involvement in the processes of Quality Assurance Agencies."



Ms. Kay Thompson
Senior Programme Officer
The Vice Chancellor
Quality Assurance Unit
The University of the West Indies
Cave Hill

THE ROLE AND FUNCTION OF THE GUILD OF STUDENTS AT THE UWI

UNDERGRADUATE

THE INTER CAMPUS GUILD COUNCIL (ICGC)

Every registered student of the University of the West Indies is considered a member of the Guild of Students, whether at St. Augustine, Mona, Cave Hill or the Open Campus. Each Campus has its own Guild Council, called collectively the Inter Campus Guild Council (ICGC) representing in total approximately 50, 000 students.

The Role of the Guild Councils, and by extension, ICGC is to act as the interface between students and University Administration, to ensure that the voices of the students are heard at the various levels of Administration. The ultimate aim is to ensure that the University provides optimal services to its primary stakeholders.

The Guild Council also plays an active part in developing the distinctive UWI graduate by providing various out-of-classroom opportunities to enhance the student experience in sports, entrepreneurship and philanthropy. The Guild Council takes pride in our role in contributing to regional development - not only researching and commenting on issues of national importance, but also actively trying to find feasible solutions to many of the region's issues.

POSTGRADUATE

MONA

The Postgraduate Representative on the Guild caters to the needs of all postgraduate students - listening to their issues, advocating on their behalf and providing opportunities to enhance the learning experience of each student. Funding that is generated is used to provide assistance to students who face financial hardships while pursuing their higher degree. Further to this, the Postgraduate arm conducts workshops on topics that include plagiarism, proposal-writing and thesis-writing, all geared towards empowering students. We also spearhead outreach events in which all postgraduate students are welcome to participate and share their experiences and expertise.



Nyron Beeput, BSc
Postgraduate Representative and
President of the Mona Association
of Postgraduate Students
2014-2015

STUDENT REPRESENTATION ON GOVERNING STRUCTURES OF THE UWI

CAVE HILL

The role of the Guild of Students on the Academic Board is invaluable to the Quality Assurance process. The Administration is only aware of how things are supposed to work, or how things work on paper. If one is to critically review the actual delivery of courses, student input regarding issues affecting students is required. To that extent, the Guild brings the issues experienced by the student body, as the customers, to the attention of the University. This feedback mechanism keeps the products of the University relevant and promotes desirable quality standards.

Damani R Parris
President
Guild of Students 2014-2015
The University of the West Indies
Cave Hill



MONA

The Guild President is constitutionally mandated to sit on the University Council Student representation on the University Council is invaluable and demonstrates the University's commitment to involving students at all levels of decision making. This opportunity demonstrates students' immense power and influence in the University; this should be used to advance the welfare of students and, at the same time, advance the mission of the University of the West Indies.

Lerone Laing
President
Guild of Students 2014-2015
The University of the West Indies
Mona



ST. AUGUSTINE

The 2014-2015 St Augustine Guild is one that believes in supporting all facets of UWI life for all students. This is done by providing opportunities to experience cultural activities, immersion in national issues, academic stimuli, debating, sporting activities, clubs and societies (including island associations) and entrepreneurship. The Guild also provides access to grants and addresses issues such as the Egate process, immigration and the establishment and management of various amenities that are needed to make the 18,000 students' stay at UWI comfortable.

Matthew Peters
Guild of Students 2014-2015
The University of the West Indies
St Augustine



JAMAICA MEDICAL STUDENTS' ASSOCIATION (JAMSA) MONA

As the President of the Jamaica Medical Students' Association (JAMSA), I represent over 1500 students pursuing a Bachelor of Medicine and Bachelor of Surgery (MBBS). We are one of the oldest student bodies at UWI and we advocate for the needs of medical students by raising their concerns with the Faculty of Medical Sciences, the Guild of Students through the medical science representative and with the Heads of Administration of The UWI. We continue to support students by providing avenues through which they can serve the community and we offer assistance in funding their education through bursaries.

Toni Melbourne

President

Jamaica Medical Students' Association

2014-2015



THE BENEFITS OF STAFF-STUDENT INTERACTION

ST. AUGUSTINE

When undertaking tertiary level education, it is of the utmost importance to have regular dialogue with members of staff, not only within your department but also within your Faculty. Students should be able to address lecturers freely and comfortably regarding lectures and coursework assignments. In addition, a better relationship between staff and students is important so that feedback on the content of each course and the method by which it is delivered and assessed can be given. This is to ensure that both present and future students are able to excel in their areas of study and after graduation.

Shazara Samlalsingh,

Year 3 Class Representative

Civil Engineering

The University of the West Indies

St Augustine



ST. AUGUSTINE

Good communication between lecturers and students is needed when pursuing any level of education. As a student, I am very grateful to the University for affording me this opportunity, since it allows me to liaise with my course lecturers. It also acts as a gateway to encourage open dialogue concerning the issues faced by students and academia alike. I believe that the Department's Staff/Student Liaison Committee is just a stepping stone towards ensuring a better quality of education at The UWI.

Christina DaSilva

Year 2 Class Representative

Civil Engineering

The University of the West Indies

St. Augustine



OPEN CAMPUS

Since The UWI caters to a wide range of age groups, a varied approach has to be considered to obtain feedback from students.

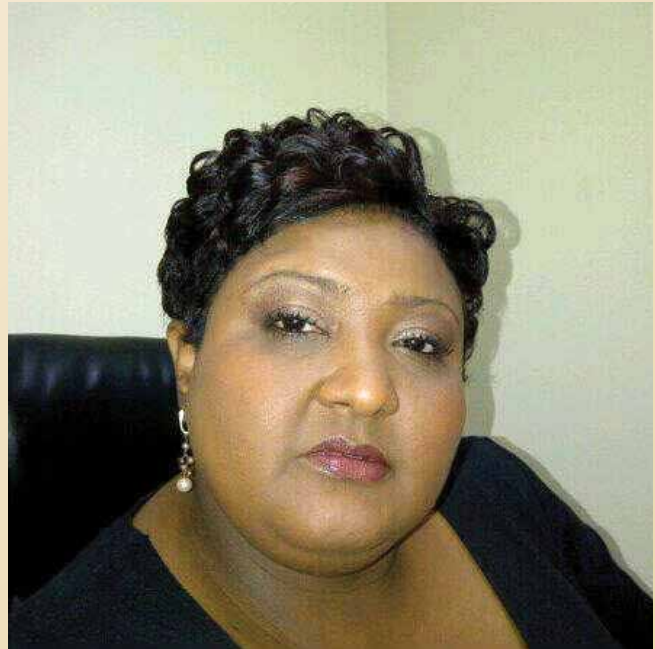
The use of brief pop-up surveys and other evaluations requiring short responses on The UWI's home page or elsewhere and longer questionnaires on completion of courses are a great way to collect feedback.

Open discussions between faculty and students, especially those who are more vocal during the semester, are another means of receiving feedback. Something to note is that confidentiality is a critical component in our region, and once assurance of that is given, more open feedback will result.

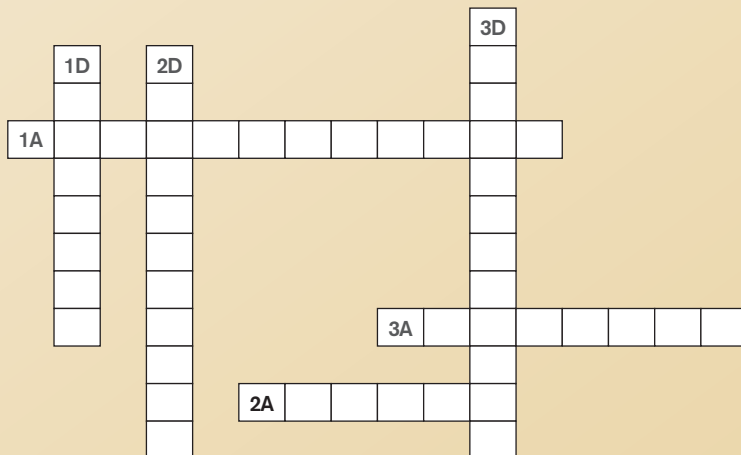
Assessment of the information, collected from faculty and students (past and/or present), is done by a panel in an organised manner during the course and programme review processes. The University of the West Indies Open Campus (UWIOC) considers student and faculty suggestions and incorporates these in action plans where appropriate.

Marah A McIntyre-St. Rose

BSc. Banking and Finance



QUALITY WORD-O-GRAM - Student Engagement



CLUES

Down

- 1D - Staff-Student _____ Committee (7)
- 2D - Student _____ of teaching (10)
- 3D - UWI principle of student engagement (11)

Across

- 1A - another word for engagement (10)
- 2A - makes students the principal ____ (5)
- 3A - students offer _____ on educational matters (7)

Developed by Dr. Anna Perkins • Solutions on P12



Staff - Student Liaison Committees

The objective of the Staff-Student Liaison Committee (SSLC) is to provide a forum for formally channelling student views on academic matters in order to enrich the quality of the educational experience by dealing with issues in a timely fashion. It acts as a platform for students' concerns and suggestions for improvements. Students are expected to form the majority on the SSLC. Specifically, the SSLC helps to address issues related to improving: (i) the quality of teaching and learning, (ii) methods of assessment and (iii) resources, by providing a forum for the discussion of issues, ideas and problem-solving with significant student input.

Generally, at the undergraduate level, each department is expected to establish a SSLC. Students pursuing each course, at each level, in the department are required to appoint a class representative within the first 2-3 weeks of the start of the semester. The Head of Department also appoints a few academic staff members to sit on the Committee. The Chair of the SSLC can be either a student or a member of academic staff.

At the postgraduate level each Faculty should have one SSLC, consisting of elected student representatives, typically by programme,

serving for one academic year. The number of representatives is dependent upon the various degrees offered within a particular programme, (e.g., MA, MPhil/PhD). Student representatives are elected by their programme colleagues to ensure fairness. They are expected to demonstrate a willingness to serve with a degree of level-headedness and must properly represent their respective programmes. They are responsible for meeting with their programme peers to prepare their views/issues/concerns for presentation at meetings and to have them addressed.

Student representatives of the SSLC are also asked to assist the Postgraduate Association (PGA) in raising awareness of issues affecting students in each programme. At least two academic members of staff are required to sit on the SSLC, one of whom should serve as the chairperson of committee meetings. Meetings are to be held once per semester, and minutes must be recorded by a selected Committee Secretary. Recorded minutes are then channelled from the SSLC to the Department, Faculty, and Office of Graduate Studies & Research. All PGA Faculty representatives are required to sit on their respective SSLC as permanent members.

Source: Board of Graduate Studies and Research, Paper 16C

The Value of the Student End-of-Course Evaluation Instrument in Engaging Students

AS CONDUCTED BY CETL/MONA OFFICE OF DEPUTY PRINCIPAL

The data from end-of-course student evaluations have been used variously by universities. However, the critical value of the data is in providing feedback that may be used to improve the quality of the delivery of a course or to validate excellence in course delivery. The feedback is likely to benefit cohorts of students who, subsequently, take the same course. Also, the feedback from one course may help a lecturer, department or institution to improve the delivery of other courses. It can therefore be of benefit to students who are proceeding to take other courses taught by the same lecturer, or offered in the same department or institution. Students should therefore have a deep interest in end-of-course evaluations. The feedback will, ultimately, conduce to improvements from which they benefit.

Professor Stafford A. Griffith

Director of the School of Education &

Deputy Dean, Faculty of Humanities and Education



Overview of Student Engagement in the Student Evaluation of Courses & Lecturers (SECL) Process

ST. AUGUSTINE CAMPUS

OVERVIEW

In line with the objectives of the Centre for Excellence in Teaching and Learning (CETL), the Student Evaluation of Courses and Lecturers (SECL) system is intended to help promote best practice in teaching at the University. The system is particularly important in giving voice to the students. The ‘voice’ of the students is important in a learner-centred education institution. The SECL process commences with the completion of a questionnaire by students to indicate their perceptions about their course experience and views of their course lecturer. The SECL questionnaire may relate to a course (taught by a single lecturer), or module (taught by several lecturers in sequence) or a clerkship. There are two options for completing the questionnaires – an online version and the traditional paper-based version. Students use the option decided by their Department. The outcomes of either process are about the same so only the paper-based is outlined here.

Dr. Anna-May Edwards-Henry

Director of CETL

The University of the West Indies

St. Augustine



THE PAPER-BASED SECL PROCESS

COURSE EVALUATION QUESTIONNAIRE

**THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS**

Sex: M F

Age: 18-25 26-35 36-45 46 & over

Year: I II III IV

Semester: 1 2 3

Course: _____

Please indicate your attendance at lectures/classes: 1 2 3 4
(1 - less than half, 2 - approximately half, 3 - most, 4 - all)

DIRECTIONS: Please use a pencil to shade ONE answer for each question. Choose the most appropriate:
1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree, 6- Not applicable

**Section I
THE LECTURER...**

1. explained his/her expectations of students in the course
2. made the objectives of all sessions clear
3. outlined strategies for learning the course material
4. clearly explained the assessment of the course
5. used activities that helped me engage with and understand course material
6. encouraged me to participate in class activities

1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5 6

WEEK 7-9
SECL questionnaires
for each course and
lecturer completed
by students

WEEK 10
Completed SECL
questionnaires sent
to CETL for processing

WEEK 13+
SECL Feedback/Analysis
reports sent to Lecturers,
HODs and Deans



Students provide their perspectives on the lecturer, course, tutorial and laboratory activities (as relevant).

The SECL questionnaire consists of a quantitative section and a qualitative section. The quantitative section utilises a Likert rating scale whereas the qualitative section provides students' comments to open-ended questions, which gives deeper insight into their experiences. The questionnaires are processed by the CETL, and reports sent to lecturers and copied to the Head of Department.

When lecturers receive SECL reports they are expected to take action as guided by the CETL.

IMPROVEMENTS IN MOTION: Some Successful Responses to Student Feedback

BIOLOGY AND BIOCHEMISTRY, CAVE HILL

I have the pleasure of teaching a third year course in the sciences that uses cutting edge research in the area as part of the delivery of the course. At first, this was daunting to students since this was very new to them. More importantly, it required them to let go of the comfort of a set textbook as their only source of information. I initiated open dialogue with the students from the onset about the assessment process, and how it would help me to make improvements to the course. In light of various comments over the years, I have increased review mechanisms of course content, refined methods of course assessment, and streamlined key hot topics. I believe this course has benefitted from positive student feedback over the years since the students appreciate and recognize that I care to improve and that their assessment can make a difference.

Dr. Thea Scantlebury-Manning

*Lecturer in Biology and Biochemistry
Deputy Dean, Faculty of Science and Technology
The University of the West Indies
Cave Hill*



THE DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING, ST. AUGUSTINE

As a member of the Communications Systems Group in the Department of Electrical and Computer Engineering (DECE) I have participated in various facets of the quality assurance process for our offered programmes. As an example of how student feedback has driven changes to course delivery and assessment within the DECE, for one course I teach, Electromagnetic Field Theory, there has been increased integration of computer-aided analysis and design tools based upon recommendations coming out of the end-of-course student evaluations provided by CETL. A common theme from the student feedback was the challenge to visualise electromagnetic fields, which is crucial for design and analysis of electrical systems leveraging electromagnetic field theory.

Following a review of the literature on challenges faced when teaching this course, computer-aided analysis and design elements were integrated through revision of course learning outcomes to explicitly include the development of competencies in the use of 3-dimensional modelling tools and electromagnetic simulation software. The course delivery and assessment strategies now include a computer-aided analysis and design component, as well as a research component in which students are now tasked to leverage theories for more complex system analysis and design.

Student feedback has indicated that the use of computer-aided tools has not only assisted them with visualisation, but has also allowed students to explore more complex applications of the basic concepts taught in the course.



Sean Roche, PhD

*Lecturer, Communications
Department of Electrical and Computer Engineering
The University of the West Indies
St. Augustine*

DEPARTMENT OF GOVERNMENT, MONA

I teach qualitative, quantitative and mixed-methods research courses. For some students, research methods can be complex since proficiency requires a solid grasp of the interplay among research methodology, their guiding principles, the appropriate methods of data collection and analysis as well as the software application used to manage vast data sets. Over the years, the UWI end of teaching evaluation form has been a very useful tool in helping me to simplify my approach to teaching research methods. I am happy when I hear more and more students stating that the course was 'manageable'.

Dr. Lloyd Waller

*Head, Department of Government
The University of the West Indies
Mona*



ELECTRICAL AND COMPUTER ENGINEERING, ST. AUGUSTINE

For me, the results from the multiple-choice section of the end-of-course evaluation provide an average sense of the students' perceptions on particular aspects of a course such as its delivery, its resources, etc. However, I appreciated far more the individual written comments by students as they provide clearer views of the students' thoughts with regard to the course.

But the end-of-course evaluation is only one source of student feedback. One source of immediate feedback are the informal conversations with students as they consult with me regarding coursework, course materials, clarification on lectures. For those topics with which students seem to struggle or about which they may have a misconception, I revisit in the following class session or so. Even during the class sessions, I solicit feedback directly from students in order to ascertain their understanding of a concept just explained. I may also get feedback from the instructors/demonstrators associated with the course, coursework, labs. They provide a filtered view of the students' perceptions. Where possible, we make the necessary changes.

The Communication Systems Group of the Department of Electrical and Computer Engineering meets at the end of each semester to review courses taught in that semester. During these meetings we do discuss student feedback (when available) for our courses, and make adjustments, if feasible, for the next iteration of the courses.

What I do relish is feedback from past students, particularly when they inform me that the courses through which we have guided them have been very relevant and useful to their careers.

Richelle V. Adams, PhD

*Lecturer, Department of Electrical and Computer Engineering
The University of the West Indies
St. Augustine*



LITERATURES IN ENGLISH, MONA

At the November 20, 2003 meeting of the Department Consultative Committee Meeting (DCC), the course representative had one main problem with the course LITS 2301 (Key Issues in Literary Interpretation I), which she expressed this way: “most students found the prescribed texts *Heart of Darkness* and *Unlocking the Text* tedious and difficult to read”. As lecturer, I initially felt that generations of students all over the world (including Jamaica) had read that classic novella *Heart of Darkness* and I would be conceding some lack in our students if I removed the text. I agreed, though, that the theory text was challenging at their level. Consequently, I decided to experiment with a raft of changes to enhance the experience of the course. I created a course reader, substituting essays from a variety of places, including a couple chapters from *Unlocking the Text*, that achieved the objectives of the course. I also changed the main text to a more reader-friendly novel, *The Great Gatsby*; included film texts such as *Dancehall Queen* and *She’s Gotta Have It*; and continued to explore the theoretical questions about the hermeneutics of art through popular debates around public art like the Emancipation Statue and dancehall music as evidenced in Vybz Kartel’s “My Music.”

By using more engaging material, we were able to explore the ideas and issues around interpretation through theories from Plato to Wolfgang Iser. Students expressed high satisfaction with the course. The failure rate for Key Issues in Literary Interpretation I, which was at an average of 30%, also improved significantly after these changes.

Dr. Michael A. Bucknor,

Senior Lecturer and Head

Department of Literatures in English

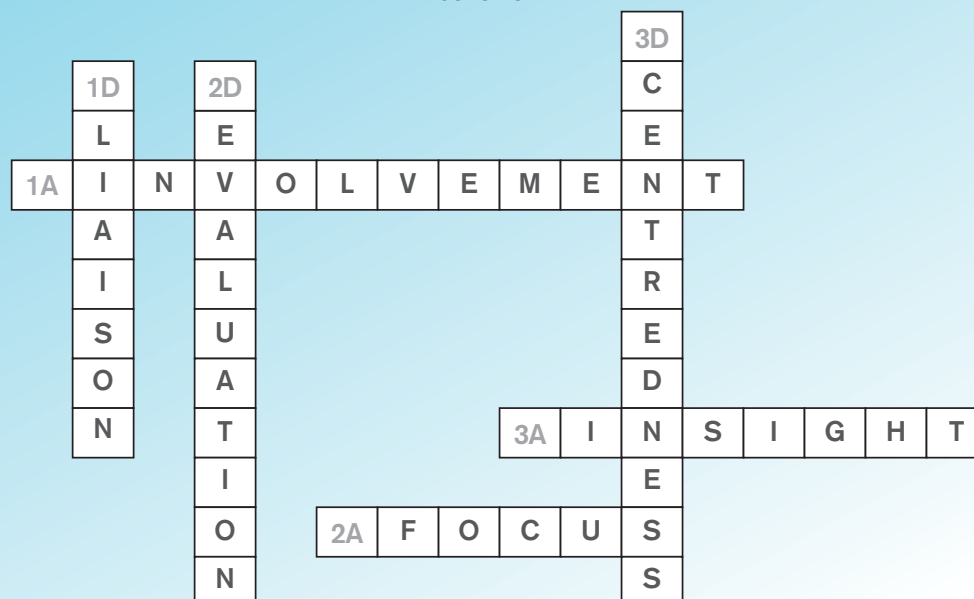
The University of the West Indies

Mona



QUALITY WORD-O-GRAM - Student Engagement

SOLUTION



SIGNS OF STUDENT ENGAGEMENT IN OTHER QUALITY PROCESSES

MONA

The Institute for Gender and Development Studies, Regional Coordinating Unit (RCU), is very keen on engaging its students. Composed of a small staff, the RCU at times depends on the assistance of students with its operations. This assistance includes students working in the office to support our efforts to maintain an efficient work space, and to help us execute our functions. More importantly, the RCU meets with its MSc and MPhil/PhD students regularly to get feedback on not only their course of study, but also on what can be done to improve their experience with us. From these consultations, we have implemented strategies such as opening the office late at least one day a week each semester to facilitate evening students, establishing systems of small grants and funding opportunities for them, and increasing their participation in RCU social events to facilitate their interaction with staff and other students.

Dalea Bean, PhD

*Lecturer/Graduate Coordinator
Institute for Gender & Development Studies
Regional Coordinating Unit
The University of the West Indies
Mona*



ST. AUGUSTINE

Student Engagement in Quality Assurance and Accreditation Processes

Students are arguably the most important stakeholders in the higher education system. The processes by which we engage them can therefore provide potent evidence of institutional effectiveness and valuable pointers for improving the quality of student learning. At the Faculty of Medical Sciences (FMS), St Augustine, we recognize that the involvement of our students is integral to both internal and external quality assurance systems and so we offer several formal mechanisms that facilitate and encourage their participation. Student representatives from all five schools (Medicine, Veterinary, Dentistry, Pharmacy and Nursing) are represented on the Faculty Board where they are encouraged to be active participants, to listen as developments unfold and to voice any concerns. Furthermore, a student representative from each year is assigned to curriculum/working

Dr. Bidyadhar Sa

*Associate Dean
Quality Assurance and Accreditation
Faculty of Medical Sciences*

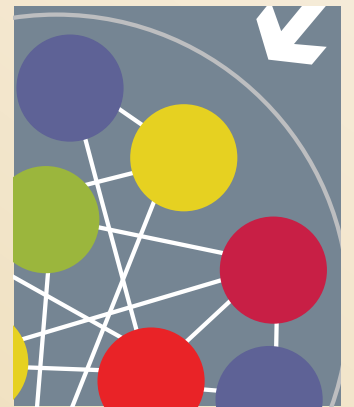
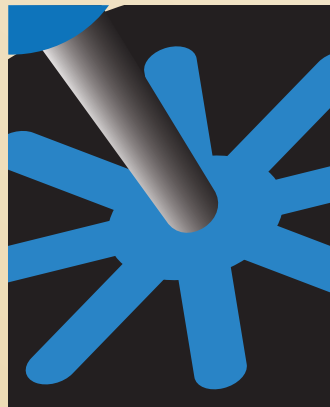
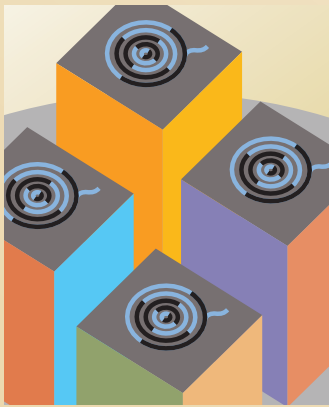


committees on quality assurance and accreditation reports. Additionally, all Schools collect data from graduating students, to collate their valuable opinion and suggestions for improvement the educational practice for prospective students. These activities all contribute to readiness and capacity to prepare students' reports to the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) using the CAAM-HP toolkit/standards. Consequently, student engagement in bringing quality into the medical education system is aptly demonstrated.

We're Going Digital!

Volume 17 marks the end of the printed version of *The UWI Quality Circle*.

From Volume 18, look for us online. Here are the covers of our printed versions over the years.



REVIEWS, EVALUATIONS AND FORA

DISCIPLINES FOR REVIEW 2015 – 2016

CAVE HILL	MONA	OPEN CAMPUS	ST AUGUSTINE	GRADUATE STUDIES & RESEARCH (CROSS CAMPUS)
<ul style="list-style-type: none"> • Education • Clinical Medicine • Literatures in English • Sociology • Mathematics • Philosophy • History 	<ul style="list-style-type: none"> • Basic Medical Sciences • Life Sciences • Department of Computing 	<ul style="list-style-type: none"> • Libraries and Information Services • BEd Educational Leadership and Management 	<ul style="list-style-type: none"> • Department of Management Studies • Centre for Creative and Festival Arts • Pre-Clinical Sciences • Linguistics • Agricultural Economics and Extension • UWI School of Nursing • Civil Engineering 	<ul style="list-style-type: none"> • Ansa-Mcal Psychological Research Centre (St Augustine) • Tropical Medical Research Institute (Vice Chancellery) • Chronic Disease Research Centre (Barbados) • Epidemiology Research Unit (Jamaica) • Tropical Metabolism Research Unit (Jamaica) • Sickle Cell Unit (Jamaica) • Hugh Wyrnter Advanced Training and Research Infertility Management Unit (Mona) • Cocoa Research Unit (St Augustine)

QUALITY EVALUATIONS 2015 – 2016

CAVE HILL	MONA	OPEN CAMPUS	ST AUGUSTINE	GRADUATE STUDIES & RESEARCH (CROSS CAMPUS)
<ul style="list-style-type: none"> • Sociology • Physics • Biology • Government • Pre-Clinical Medicine • Mathematics 	<ul style="list-style-type: none"> • 8 Teachers' Colleges (that recently signed MOUs with UWI) • Mathematics • English Language • School of Education • Dept of Library and Information Studies 	<ul style="list-style-type: none"> • To be decided 	<ul style="list-style-type: none"> • Theology • French • English Language Foundation Programme • Public Health and Primary Care • Pharmacology • Social Work and Meditation Studies • Sociology • Food Production 	<ul style="list-style-type: none"> • Cultural Studies (Cave Hill) • DM Programmes (All relevant UWI sites)

QUALITY ASSURANCE FORA

CAVE HILL	MONA
<ul style="list-style-type: none"> • Co-Evaluators Training • Workshop on Action Planning for Implementation 	<ul style="list-style-type: none"> • Action Packed: Action Planning After a Review