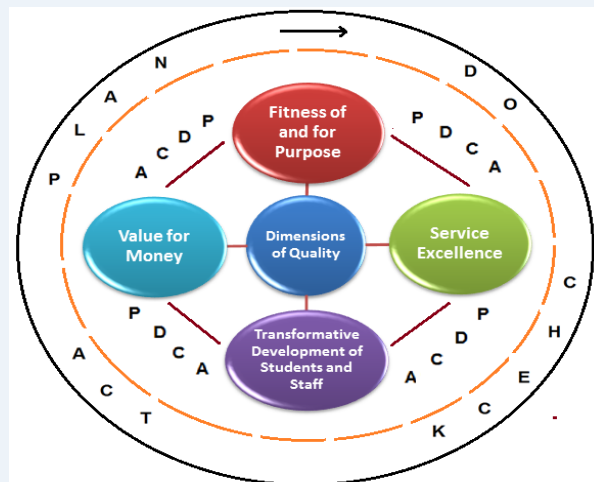




The UWI Quality Policy: A Quick Reference

The UWI Quality Policy “sets out the methods by which The UWI assures its stakeholders of the high quality of its academic and non-academic outputs, as well as all aspects of its educational provision” (The UWI Quality Policy 2017, p.1).



WHY A QUALITY POLICY IS NEEDED

The UWI Strategic Plan 2017-2022 - Triple A Strategy: Access, Alignment and Agility acknowledges The University's "bold commitment to own and fulfill its responsibility for revitalizing Caribbean development", for rebuilding "our own economic competitiveness and operational effectiveness as a progressive global force."

The UWI Quality Policy, approved by the Finance and General Purposes Committee in February 2017, captures and harnesses **what we need and should do** to achieve this fundamental goal. The guidelines of the Quality Policy require that **all UWI sectors plan, implement, evaluate and improve operations and approaches** towards this end. The Policy also provides a much more comprehensive conceptualization of "Quality" in The UWI context: Quality as



Figure 1: Dimensions of Quality—The UWIQP

Applying the Quality Policy helps The UWI to monitor and improve quality, thereby to reduce the likelihood of enterprise risk and reputational damage. We are very committed to promoting stakeholder delight and achieving the objectives of The UWI Strategic Plan.

The UWI Quality Policy emphasizes how the Quality Management Framework helps assure quality through the process of planning (Plan); implementing (Do); evaluating (Check); and, improving (Act). Below are examples of the strategies involved at each stage:

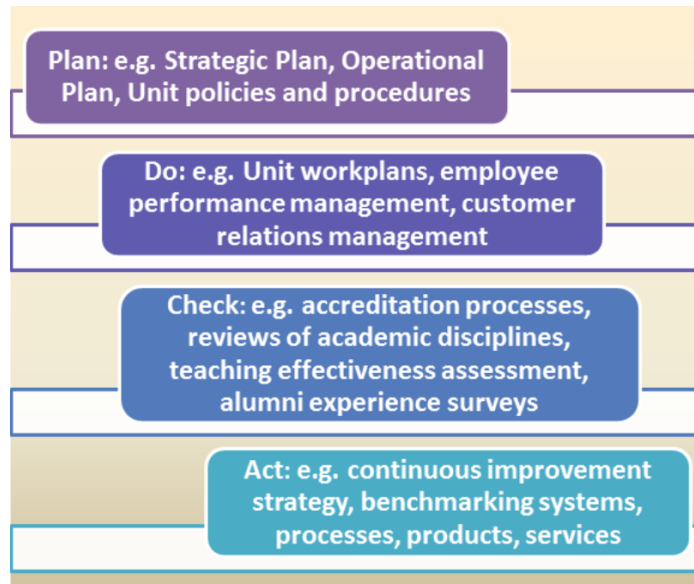


Figure 2: Implementation Mechanisms in the Quality Management Framework

Applying the PDCA Cycle

PLAN

Planning involves aligning with, for example, your strategic plan, operational plan, or unit plan, considering the following:

- **Fitness of Purpose (FOP)**—How adequate are the aims and objectives? Are the institutional/programme/project goals appropriate for the current context and future growth?
- **Fitness for Purpose (FFP)**—Are the stated aims and objectives being met? Is The UWI delivering what we claim to be delivering?

In planning for **Value for Money (VFM)**, for example - Are we taking the right approach (fit of purpose) to VFM and doing what we say that we are doing to provide VFM (fit for purpose)?

In planning effectively and efficiently for maintaining high standards, e.g. **Service Excellence**, we must have a sound idea of the fitness of purpose and the fitness for purpose of our actual levels of service. Are we currently delivering the right kind of service, and the service that we say we are delivering, to both internal and external customers — addressing needs? What training would enhance our service?



The Plan-Do-Check-Act Continuous Improvement Cycle applied to the Dimensions of Quality

Planning must match our stakeholders' needs to our service goals, and should include, for example, a Service Charter, and customized training to ensure all can fulfill the Charter's requirements.

Planning for **transformative development** requires that we examine all of our processes and procedures in support of transformation objectives that are fit of purpose and fit for purpose. The UWI Strategic Plan and our operational plans should lead on the aims and objectives of transformation of students and staff. With great planning we can develop the best strategies to implement existing policies. Therefore, we must develop strategies that are **Feasible, Responsive, Engaging, Specific, and Healthy – FRESH**.

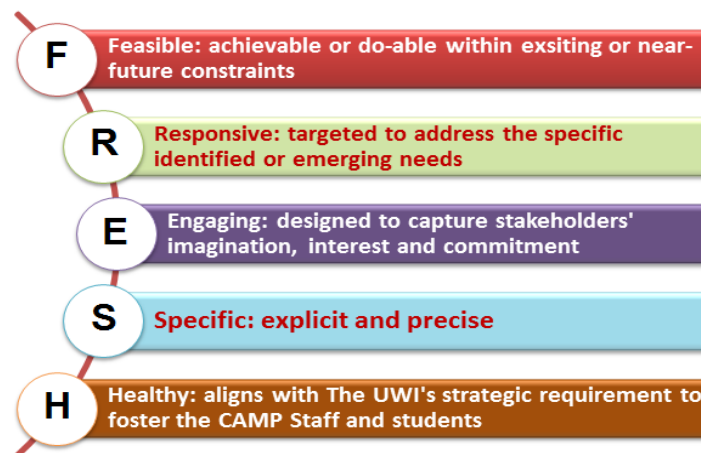


Figure 3 - Criteria for Selecting Strategies

DO—IMPLEMENT

Implement these strategies systematically – do what we say we will do to achieve and demonstrate that the programme/course/service is delivered in accordance with the approved course/programme outlines and service plan/agreement.

The clear commitment of The UWI Senior Executive Team, Campus Executive Management Team and Heads of Departments/Units, etc., is of particular importance in setting the right tone. However, all UWI stakeholders, including our alumni, are important in the implementation phase.



The Plan-Do-Check-Act Continuous Improvement Cycle applied to the Dimensions of Quality

Do you have Unit work plans? Are there methods used to manage employee performance? Are there benchmarked approaches to managing the systems involved in your unit's/Faculty's/Department's outcomes, processes or products? Yes to all of the above, therefore, there is implementation in keeping with The UWI Quality Policy. The policy gives us a basis for assuring quality in a valid and reliable way.



We can implement the kinds of strategies that result in **transformative development** by each fulfilling our role strategically. The actions we plan and implement will of course be influenced by our specific role within The University and require us to take a hard look at what we do, and how. This introspection and self-evaluation will inform

all aspects of the Plan-Do-Check-Act cycle.



Figure 4: The process leading to the implementation of measures to achieve Service Excellence

CHECK—EVALUATING

At the evaluation stage, we are monitoring and assessing the programme/course/department/process/outcome. This should be initially an internal process for the faculty/department/section.



The Plan-Do-Check-Act Continuous Improvement Cycle applied to the Dimensions of Quality

Have you considered your role in evaluating quality at The UWI? It is vital that we measure performance and stakeholder perceptions of quality.

Evaluating requires that we have workable ways of finding out if these strategies are achieving the desired goals and objectives in all dimensions of quality. We use these findings to monitor and measure the extent of the achievement. Feedback through our student evaluation forms, customer service or alumni surveys and similar mechanisms is vital.



Analysing this feedback tells us how we must change what we target, use, provide or develop, so that we can demonstrate responsiveness to our stakeholders' needs. For example, we must continue to develop customer service excellence standards so that we can measure if, and how well, The UWI anticipates the needs and delights these constituents, including our own staff, students and alumni.

Some key indicators of customer service to be evaluated with a view to improvement include those presented here:

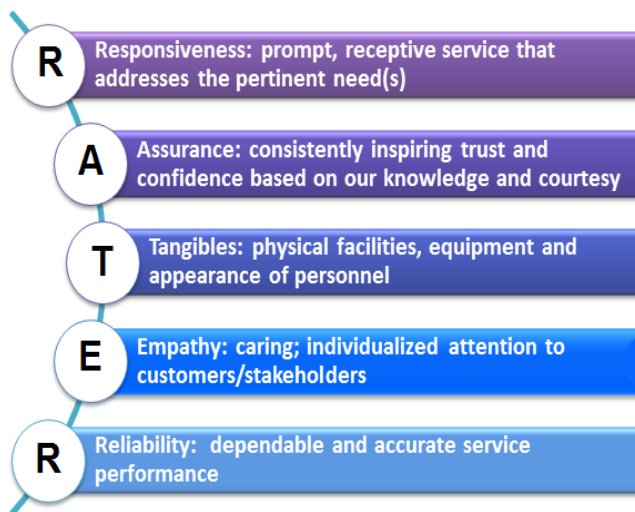


Figure 5: Indicators of Customer Service—Areas to be Evaluated

Source: Quinn et al. 2009, p.145.



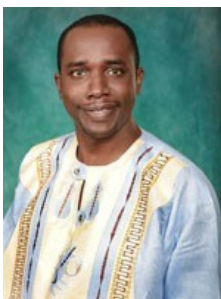
The Plan-Do-Check-Act Continuous Improvement Cycle applied to the Dimensions of Quality

ACT—IMPROVING

In the “final” stage in the PDCA cycle, we use the results obtained from the evaluation stage to ensure continuous improvement in all areas of The University’s operations.



Having analysed data, for example, from student evaluations and staff or alumni surveys, consider what role we can we play to improve the student, staff or alumni experience at The UWI. In keeping with our Strategic Plan, our approach to evaluating and improving must be grounded in transformative principles such as those implied here:



..... I learned never to assume that something is a lost cause or that people are not affected by others. I want to be part of the formative process of this generation of students who will be pivotal to revising our understanding of ourselves as Caribbean people.

The Late Dr. John Campbell, Former Senior Lecturer , Department of History, UWI.

Adopting this approach means that we are working towards transformation, not only for students, but also for our entire University. Transformative development of students relies heavily on transformative development of staff. Our current Strategic Plan defines this as achieving a more “Creative, Caring, Accountable, Motivated, Professional” CAMP staff. The Quality Policy can help to facilitate this if we ensure that our response to the several areas of evidence collected is intentional and constructive—propelling continuous improvement.



The Plan-Do-Check-Act Continuous Improvement Cycle applied to the Dimensions of Quality

WHAT THE NEW UWI QUALITY POLICY MEANS GOING FORWARD:



Figure 6 : The Quality Management Framework—PDCA Cycle

- * referring to our strategic and operational plans to help shape our objectives for achieving high quality, through, for example, achieving fitness for and of purpose; value for money; service excellence; and transformative development of students and staff in all aspects of the UWI's operations;
- * developing strategies to achieve the desired outcomes
- * Measuring and evaluating our levels of success
- * Developing and implementing continuous improvement measures

The Wheel has already been developed. Let's work together as One UWI to use The Quality Policy to make the journey much better.

QAU/OBUS 2018

For more, visit

<http://www.uwi.edu/qau/qauhome.aspx>

NOTES

