THE UNIVERSITY OF THE WEST INDIES
OPEN CAMPUS

SELF-STUDY REPORT

for

INSTITUTIONAL ACCREDITATION

The UWI Vision Statement

An excellent global university rooted in the Caribbean.

The UWI Mission

To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world.

The UWI Open Campus Guiding Principles

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

The UWI Open Campus adopts quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all of its communities (Marketing and Communications Unit, 2008).

THE UNIVERSITY OF THE WEST INDIES
OPEN CAMPUS

Opening
Doors to
Life Changing
Learning

TABLE of
CONTENTS

Contents

...

.

List of Acronyms

Acronyms	Definition
AA	Administrative Assistant
AAR	Assessment, Awards and Records
AB	Academic Board
ACTI	Association of Caribbean Tertiary Institutions
APAD	Academic Programme and Delivery Division
AQAC	Academic Quality Assurance Committee
ATSS	Administrative, Technical and Service Staff
BA	Business Analyst
BEd	Bachelor of Education
BGRS	Board for Graduate Studies and Research
BNCCDE	Board for Non-Campus Countries and Distance Education
BSc	Bachelor of Science
BUS	Board for Undergraduate Studies
BVI	British Virgin Islands
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CARIMAC	Caribbean Institute of Media and Communications
CATS	Computer and Technical Services
CC	Course Coordinator
CCDC	Caribbean Child Development Centre
CCGS&R	Campus Committee for Graduate Studies and Research
CDA	Course Delivery Assistant
CDB	Caribbean Development Bank
CDD	Course Development Department
CDS	Curriculum Development Specialist
CF&GPC	Campus Finance and General Purpose Committee
CFO	Chief Financial Officer
CHEQ	Centre for Higher Education Quality

Acronyms	Definition
CHEYWC	Commonwealth Higher Education Youth Work Consortium
CI	Course Instructor
CIDA	Canadian International Development Agency
CIO	Chief Information Officer
CSDR	Consortium for Social Development and Research
CSEC	Caribbean Secondary Education Certificate
CSU	Cultural Studies Unit
CUPIDE	Caribbean Universities Project in Integration Distance Education
CXC	Caribbean Examinations Council
DFAIT	Foreign Affairs and International Trade
DOCCS	Director, Open Campus Country Sites
DUCS	Departments, Units, Centres, and Sites
ECCE	Early Childhood Care and Education
ECIB	Eastern Caribbean Institute of Banking and Financial Services
ERP	Enterprise Resource Planning
ERIIC	External Relations and Inter and Intra Institutional Collaboration Unit
F&GPC	Finance and General Purpose Committee
FA	Functional Analyst
FOCAL	Canadian Foundation for the Americas
GAAP	Generally Accepted Accounting Principles
GATS	General Agreement on Trade in Services
GCE	General Certificate of Education
GF	Group Facilitators
GORTT	Government of the Republic of Trinidad and Tobago
GPA	Grade Point Average
HIV	Human Immune Deficiency Virus
HLSTUEI	Hugh Lawson Shearer Trade Union Education Institute

Acronyms	Definition
HSLSI	Hugh Shearer Labour Studies Institute
HOD	Head of Department
HOS	Head of Site
HR	Human Resource
HRDU	Human Resource Development Unit
IADB	Inter-American Development Bank
IAQs	Institutional Accreditation Questionnaires
ICT	Information and Communication Technology
IFRS	International Financial Recording Standards
INVESP	Venezuelan Institute for Social and Political Studies
IRDU	Institutional Research and Development Unit
IT	Information Technology
KPMG	Klynveld Peat Marwick Goerdeler
LE	Learning Exchange
LSS	Learning Support Specialist
LST	Learning Support Team
M&CU	Marketing and Communications Unit
M.Ed.	Master of Education
MFOI	Managing and Facilitating Online Instruction
MIND	Management Institute for National Development
MOODLE	Modular Object-Oriented Dynamic Learning Environment
NGO	Non-Governmental Organisation
OAS	Organisation of American States
OBNCCDE	Office of the Board for Non-Campus Countries and Distance Education
OBUS	Office of the Board for Undergraduate Studies
OC	Open Campus
OCCS	Open Campus Country Sites
OCGS	Open Campus Guild of Students

Acronyms	Definition
OCLT	Open Campus Leadership Team
OCMC	Open Campus Management Committee
OCMS	Open Campus Management System
ODL	Open and Distance Learning
OECS	Organisation of Eastern Caribbean States
OER	Open Education Resources
PC	Programme Coordinator
PDD	Programme Delivery Department
PDT	Professional Development Team
PLA	Prior Learning Assessment
PM	Programme Manager
PO	Programme Officer
PPD	Programme Planning Department
PTF	Planning Task Force
PVC	Pro Vice-Chancellor
QAU	Quality Assurance Unit
QMS	Quality Management System
QUAL	Qualitative
QUAN	Quantitative
SCS	School of Continuing Studies
SMART	Specific, measurable, achievable, realistic and timed
STRIDE	Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence
SVUS	Single Virtual University Space
SWOT	Strengths, Weaknesses, Opportunities and Threats
SWTC	Social Welfare Training Centre
SWTRC	Social Work Training and Research Centre
TAC	Technical Advisory Committee
The UWI	The University of the West Indies

Acronyms	Definition
TLIs	Tertiary Level Institutions
TMRI	Tropical Medicine Research Institute
UAF	Universal Access Fund
UGPD	Undergraduate Programme Department
UNESCO	The United Nations Educational, Scientific and Cultural Organisation
UNICEF	The United Nations International Children's Emergency Fund
UOP&D	University Office of Planning and Development
UPS	Uninterruptible Power Supply
UTECH	University of Technology
UTT	University of Trinidad and Tobago
UWIDEC	The University of the West Indies Distance Education Centre
UWIOC	The University of the West Indies Open Campus
UWISTAT	The University of the West Indies Students Today, Alumni Tomorrow
VUSSC	Virtual University for Small States of the Commonwealth
WAND	Women and Development Unit
WIGUT	West Indies Group of University Teachers

List of Diagrams

List of Figures

List of Tables

List of Graphs

List of Model

Model	Title	Page
5.1	The OC Programme Approval Map	210

A Message from the Pro Vice-Chancellor and Principal

When we commenced this journey in 2017, I was struck by the magnitude of the opportunity which the conduct of the self-assessment exercise would afford The University of the West Indies Open Campus. Such periods of self-reflection, particularly against external standards, provide an ideal opportunity to critically analyse the effectiveness, efficiency and reliability of processes and procedures and, by extension, the congruence of policies and practices. I also reflected that self-assessment opens up the possibility for enhanced self-awareness, and that self-awareness and acceptance of self was a necessary component of success. Interestingly, as a Campus we are committed to developing graduates who are self-reflective practitioners, but I sometimes wonder whether we truly appreciate the immense value that we too as individuals and as a Campus community could derive from the self-reflective process. As I reflected on the words of noted Greek Philosopher, Thales, who said the 'most difficult thing to do" was to know oneself, I would have to add "but if achieved, it is most rewarding and beneficial".

Seventy years ago, the University College of the West Indies was established in Jamaica at Mona and 10 years ago, at 60 years of age, through a process of self-reflection informed by self-awareness, The UWI took the bold but risky step, within the volatile global economic environment and its own tempestuous financial climate to establish its fourth and youngest campus, the Open Campus, the little sister to three much older siblings. This bold move was revolutionary for the 'Grand old Lady'- the birth of a Campus without boundaries, a Campus with a non-traditional structure, a Campus with long reach, a Campus like no other UWI Campus, a Campus of the Times, a Campus for the Future. I remember being part of the deliberations and wondered myself at the possibilities and potential of such an undertaking. The challenges of realizing this dream were and are great but the rewards are much greater. With the world as our oyster, we rose like our iconic pelican to grasp the many opportunities, but armed with a template of resilience to pre-empt and overcome the obstacles.

Ten years later, as the Principal of this noble, resilient Campus, I feel as I felt then: that the Open Campus is at the cutting edge of higher/tertiary education and that it is the ideal vehicle by which The UWI can *open doors to life changing learning* wherever a student is located geographically or academically. Whatever the potential needs, the Open Campus is well suited to respond online, onsite and on demand.

It is therefore with much pleasure that I invite the Barbados Accreditation Council, the Accreditation Council of Trinidad and Tobago, the Antigua and Barbuda's National Accreditation Board, Grenada National Accreditation Board, National Accreditation and Equivalency Council of The Bahamas, National Accreditation Board of St. Vincent and the Grenadines National Accreditation Board of St. Vincent and the Grenadines, National Accreditation Board: Dominica, St. Christopher (St. Kitts) and Nevis Accreditation Board St. Christopher (St. Kitts) and Nevis Accreditation Board, University Council of Jamaica**,** the Ministries of Education in Anguilla, Belize, British Virgin Islands, Cayman Islands, Montserrat, St. Lucia and Turks and Caicos Islands to read the Open Campus's self-assessment report entitled 'Opening Doors to Life Changing Learning".

As a 10-year old Campus, we are committed to the ideals of self-assessment and public accountability. It is for those two reasons, that six years ago, as a 4- year old, we voluntarily submitted ourselves to the scrutiny that is an institutional accreditation exercise. Then as now, we are proud to showcase our many strengths, critically assess those areas which require improvement and to articulate a strategy to ensure continuous quality enhancement. We are not afraid of our weaknesses as we know that it is only through true self-awareness that we can grow and improve. With these objectives in mind, we undertook an inclusive, instructive and reflective self-assessment exercise. We left no stones unturned in our assessment of our policies, practices and procedures as we wanted to ensure that we received the maximum benefits from this exercise.

The self-assessment exercise would not have been successfully completed without the unwavering dedication and commitment of Open Campus staff and students and it would be remiss of me not to mention some of their names.

Acknowledgements

First, I express my personal thanks to all staff and students who participated in the preparation of this self-assessment report, whether it was through completion of survey instruments, provision of data and supporting evidence, proof-reading, creation of communication channels or other effort – a heartfelt thank you. Secondly, I offer special thanks to Professor Emerita Vivienne Roberts, the Independent Editor, for meticulous attention to detail and her generosity of spirit. Thirdly, I also offer special thanks to Prof. Julie Meeks, Deputy Principal and the Chair of the Institutional Re-Accreditation Steering Committee. Her calm dedication and commitment to task anchored a successful self-assessment exercise. Fourthly, I say a warm thank you to the Re-Accreditation Coordinator, Dr. Pamela Dottin, whose enthusiasm and ability to smile no matter what challenges arose, made this process enjoyable. I also acknowledge the work of the Self-Study Team, Steering Committee and the five Standard-Specific Sub-Committees. I am indeed grateful, as without the above and following persons/teams, this exercise could not have been completed in a timely manner.

The various committees and members are acknowledged as follows:

Institution Re-Accreditation Self-Study Team

Dr. Luz Longsworth, Chair

Prof. Julie Meeks, Deputy Chair

Dr. Denise Gaspard-Richards

Dr. Francis Severin

Dr. Pamela Dottin, Institutional Re-Accreditation Coordinator

Lesley Crane-Mitchell

Lincoln Williams/Ceceile Minott

Institutional Re-Accreditation Steering Committee

Prof. Julie Meeks, Chairperson

Dr. Francis Severin, Deputy Chair

Dr. Denise Gaspard-Richard

Dr. Ngoni Chipere

Eric Baron

Karen Ford-Warner

Karen Lequay

Lincoln Williams/Ceceile Minott

Marcia Reid

Renitta Peters-Morris

Sheryl Whitehall

Tommy Chen

Dr. Pamela Dottin, Re-Accreditation Steering Coordinator

Standard 1: Mission and Objectives

Chairperson: Prof. Julie Meeks

Dr. Ngoni Chipere

Charmaine McKenzie

Kevin Ramsoobhag

Tommy Chen

Standard 2: Governance and Administration

Chairperson: Dr. Emily Dick-Forde

Dr. Francis Severin

Dr. Glenford Howe

Dr. Marguerita Alleyne-Whittington

Donald Roberts

Karen Ford-Warner

Karen Lequay

Sheryl Whitehall

Tischanna Jones, Administrative Support

Standard 3: Teaching and Learning

Chairperson: Dr. Denise Gaspard-Richards

Elia Grant-Fraser, Deputy Chair

Dr. Janetha Long

Dr. Lora Woodall/Ms. Sandra Osborne

Dr. Yasmeen Yusuf-Khalil

Adele Merritt-Bernard

Annalisia Doctor

Gillian Holder

Linda Leach

Nesha Yearwood, Administrative Support

Sarah Owen

Standard 4: Readiness for Change

Chairperson: Dr. Benita Thompson

Eric Baron

Howard Smith

Janet DeSouza

Melissa Alleyne

Michael Thomas

Reiza Haniff

Shelly-Ann Roberts

Standard 5: Quality Enhancement

Chairperson: Dr. Pamela Dottin

Alecia Walters

Andrea Burnett

Camille Morris-Robinson

Gregory Jones

Janice Orcutt

Kathy-Ann Lashley

Interview and Survey Redesign Team

Andrea Burnett

Dr. Pamela Dottin

Internal Promotional Materials

Marketing and Communications Department

Web Page Designer and Editor

Gregory Jones

Richard Barth

It is with much pleasure that I commend to you and endorse the institutional reaccreditation self-assessment report which showcases the many ways that The UWI Open Campus Opens Doors to Life Changing Learning wherever you are, geographically or academically. I believe that the Open Campus is ideally positioned to "… propel the people of the region along a progressive and prosperous path…" (Sir Hilary Beckles, 2017, The UWI Triple A Strategy, p. 3).

Dr. Luz M. Longsworth
Principal and Pro Vice-Chancellor
December 2018

Brief Overview of The University of the West Indies

The University of the West Indies (The UWI) was described by Sherlock and Nettleford (1990) as 'a place for light, liberty and learning'. They further noted that the "... founding of the University, like the founding of the West Indian people, was a product of the positive response of the West Indian people to the challenge of change and deprivation" (Sherlock and Nettleford, 1990, p. 3). The first office of the University College of the West Indies was established by Royal Charter and opened on 1st February, 1947 by Thomas Taylor in Kingston, Jamaica (Sherlock and Nettleford, 1990) as a College of the University of London. The University of the West Indies (The UWI) became an independent University in 1962 by a second Royal Charter. The UWI is the oldest regional institution of higher education in the Commonwealth Caribbean and one of only two regional universities in the world. The University is supported by (16) Anglophone Caribbean countries. As a regional institution, it is committed to the development of the people of the region through training, research, the provision of advisory services to governments and the private sector, and the establishment of collaborative links with other regional and extra-regional institutions.

The UWI has had eight Vice-Chancellors. Sir William Arthur Lewis was the first Vice-Chancellor of the University (1960-1963) as an independent entity. Sir Lewis served as the first economic advisor (1959-1963) to Ghana following its independence. He was a St. Lucian who served earlier as the first West Indian President of the UCWI from 1958-1960 and was later awarded a Nobel Prize in 1979 for Economics. He was succeeded by Sir Philip Sherlock, a Jamaican who served from 1963 through to 1969. Sir Sherlock was the first Director of Extra Mural Studies, Vice Principal and Acting Principal of the University College of the West Indies, the founding Principal of the St. Augustine Campus and was responsible for the establishment of the Faculty of Engineering. The third Vice-Chancellor was Sir Roy Marshall, a Barbadian who served from 1969 through 1974. Sir Marshall a lawyer by profession was instrumental in the establishment of the position of Pro

Vice-Chancellors within the University administrative structure. The fourth Vice-Chancellor was The Hon. Dr. Aston Zachariah Preston, Jamaican, who served until 1986. The fifth, The Hon. Sir Alister McIntyre, a Grenadian, served for the period 1988 to 1998. Sir McIntyre was responsible for establishing a relationship between the University and the United Negro College Fund. He was also instrumental in the success of the University's distance learning centre which created satellite campuses, now known as the Open Campus Country Sites, in 14 Anglophone Caribbean countries. The Jamaican Professor The Hon. Rex Nettleford served as the sixth Vice-Chancellor between 1998 and 2004. He was instrumental in the development of the then School for Continuing Studies, later known as the Extra-Mural Department. The sixth Vice-Chancellor, Professor E. Nigel Harris, a Guyanese, served between 2004 to 2015. Professor Harris is internationally known for his work as a Rheumatologist, with two other colleagues, he was responsible for defining a disorder which they called Antiphospholipid Syndrome and devised a diagnostic test. As Vice-Chancellor of The University of the West Indies, he has focused on programmes that will enhance contributions of The UWI to Caribbean Governments; strengthen services of the University to its stakeholders; broaden funding; and enhance alumni relations and marketing. The current Vice-Chancellor, Professor, Sir Hilary Beckles, a Barbadian who commenced his service on 1st May, 2015. Sir Hilary has had a distinguished career as an academic, international thought leader, United Nations committee official, and global public activist in the field of social justice and minority empowerment.

The UWI has (4) Campuses, Mona in Jamaica, St. Augustine in Trinidad and Tobago, Cave Hill in Barbados and the Open Campus. Additionally, The UWI has a presence in the Turks and Caicos Islands, a non-contributing member of The UWI. The UWI currently has over 45,000 students, graduates approximately 9,000 students annually and more than 120,000 alumni. Among alumni of The UWI are Nobel Laureates, several Rhodes Scholars and more than 18 current and former Prime Ministers and Heads of State in the region.

The Vice-Chancellery

The Vice-Chancellery, commonly referred to in The UWI as 'Centre', is The UWI's central administrative arm. It comprises twenty-seven units, including the:

- Office of the Vice-Chancellor
- Office of the Board for Undergraduate Studies
- Office of the Board for Graduate Studies and Research
- Office of Administration
- Sir Arthur Lewis Institute for Social and Economic Research
- The Office of Planning
- The Office of Finance

There are also twelve Centre teaching and research entities located across the four campuses of the University. Some suggest that the 'Centre' is similar to a virtual campus whose responsibility it is to deal with University-wide matters.

Executive Summary

The University of the West Indies through its programmes, research, outreach and advocacy seeks to articulate solutions which advance the social, economic, intellectual and cultural development of the Caribbean region.   In 2017, the University articulated the Triple 'A' Strategy (2017-2022), which states that:

> Fine universities are not established and funded to serve themselves but to commit to engage the challenges facing their host communities. In this regard the primary mandate of The University of the West Indies (The UWI) is to serve in the advancement of the Caribbean community and sustain its development (p.1).

This vision once again, reiterates the University's enduring focus which emphasises our regional mandate.

The Open Campus, now in its 10th year of establishment as the fourth Campus of The UWI, received its first institutional accreditation certificate in June 2013. The Campus is now seeking institutional re-accreditation, having demonstrated its commitment over the past five and a half years, to continuous quality improvement in programme and service delivery to its students and other stakeholders.   The Campus has undergone an intensive period of self-assessment and reflection which is described in this SAR.

In **Chapter 1**, we discuss the structure and methodology for the study. The study employed a mixed-methods approach.   This chapter outlines the planning, organisation and presentation of the self-assessment report. It highlights the various mechanisms used by the Campus to obtain feedback from key stakeholders, including the institutional accreditation surveys.

Chapter 2 provides an overview of The UWI Open Campus accreditation years (2012 to 2018). It shows major University updates, for example, the change in undergraduate grade point average (GPA) system. It also provides a Campus update,

including structural and staff changes and learner demographics. Additionally, there is an update of the responses to the recommendations from the accreditation exercise 2012 and the Campus Action Plan key performance indicators.

Chapter 3

Chapter 3 addresses the first institutional accreditation standard: Mission and Objectives. It shows that the University from its inception in 1948 until April 30, 2012 has had mission or guiding statements that steered its operations. It outlines the mission statements since the establishment of the University, some 70 years ago. This chapter documents how the University meets this standard through the articulation of vision and mission statements, "… core values, strategic objectives, expected outcomes and the identification of impactful initiatives" (p.5). The Triple 'A' Strategy (2017-2022) is founded on three guiding themes for the strategic planning period: Access, Alignment, and Agility which, in turn, have twelve strategic objectives.

This chapter further discusses the mechanisms used by the Campus to ascertain the needs of its various stakeholders. It demonstrates that the mission of the University is largely well communicated. Based on the analysis of data from stakeholders, the chapter notes that the mission statement is appropriate to tertiary education institutions. The chapter provides a summary of the strengths, areas requiring improvement, and recommendations. It concludes by showing that Chapter 3 has articulated the Campus's achievement of Standard 1 and Protocol 1 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Chapter 4

Chapter 4 addresses institutional accreditation Standard 2: Governance and Administration and Protocol 2 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012). It outlines

the two-tier governance and administrative system used by the University. It shows that administrative governance resides with the University Council and academic governance with the University Senate. This chapter also shows how some aspects of the academic governance have been delegated to the Boards for Undergraduate Studies and Graduate Studies and Research. It further highlights that at the Campus level, the Principal and Pro Vice-Chancellor is the senior administrator who has ultimate responsibility for the Campus. In addition, the Principal established an Open Campus Leadership Team (OCLT) which consists of the Directors and other senior managers of the Campus.

The Chapter discusses how the University and Campus governance and administrative structures support good governance. It also outlines how the University's two-tier structure is reflected in the Campus-level structure. It analyses the University and Campus structures and highlights their strengths and areas requiring improvement, and makes recommendations for improvement. The Chapter asserts that after careful evaluation of the governance and administrative structures of the University and the Campus, it is evident that there is a clear and coherent system which is responsive to the needs of stakeholder. Finally, based on a critical evaluation of the requirements for Standard 2 and Protocol 2 and the policies, procedures and practices of the University and the Campus, the chapter concludes that Standard 2 and Protocol 2 have been met.

Chapter 5

At the heart of the academy is teaching and learning. Chapter 5 scrutinises teaching and learning and commences by locating it within the current University Strategic Plan through its focus on student success. It notes that the Campus is using three themes to achieve student success, namely (1) developing flexible teaching and learning programmes; (2) extending continuing and professional education offerings; and (3) strengthening student support and success. This Chapter weaves the inter-relationship among the four academic divisions of the Campus: Academic

Programming and Delivery Division; Open Campus Country Sites; the Consortium for Social Development and Research; and the Open Campus Academy of Sport. It articulates the programme planning, design, development, approval and delivery processes, including quality assurance systems at each stage of the process.

The Chapter delineates the various structures which support student success, including 'Ask a Librarian' facility, tutoring, academic monitoring, and continuous professional development for facilitators. It discusses the student end-of-course evaluation instrument and student orientation. It uses the findings from the student, alumni and tutor accreditation survey instruments to substantiate its claims. The Chapter concludes by summarising the many strengths, including the improvements following the operationalisation of the Enterprise Resource Planning (ERP) system which has streamlined and amalgamated the various processes into one virtual system.

The analysis of the evidence provided in this chapter shows the Campus's continued committed to the delivery of high quality programmes. It concludes by indicating that the evidence has shown that the Campus has met the requirements of Standard 3 and Protocol 8 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Chapter 6
Chapter 6 addresses Standard 4: Readiness for Change. This Chapter commences by showing how the Campus has been, from inception, at the forefront of emerging trends in higher education. It further shows how the Campus, through its planning and monitoring processes, has responded to the challenging regional and global economic environment. As a largely self-financing entity, the Campus has sought to diversify its funding model through the acquisition of external funding. For example, the Government of Canada (GAC) funding to advance distance education

in the region has allowed the Campus to expand its programme offerings significantly and to source a new ERP system which unifies its processes.

The Chapter concludes by emphasising that the Campus effectively manages its human, physical and technological resources. It also notes that the extensive and systematic planning and monitoring structures provide timely and focused information on its performance, identifies areas requiring improvement and ensures that decisions are evidence-based. It provides a summary of the strengths, areas requiring improvement and makes recommendations. This chapter has shown that the Open Campus is not only aware of the need for change, but is committed and prepared to adopt the necessary strategies to facilitate and maintain change. Finally, it notes that the Open Campus has met the requirements for Standard 4.

Chapter 7

This Chapter addresses the final institutional accreditation Standard – Quality Enhancement. The Chapter commences with an introduction to the University's Quality Management System (QMS) which articulate a system of quality which governs the academic and administrative arms of the University. The Chapter discusses the Quality Assurance Unit (QAU) and its system for quality evaluation and review. It shows how the Campus uses technology to assist with the effective delivery of teaching and learning. The chapter details the quality assurance and enhancement role of the Course Delivery Assistants and the Programme Managers.

The Chapter also discusses the various mechanisms used for environmental scanning, including the roles of the Office of Planning, QAU, and the Planning and Institutional Research (PAIR) Unit. It also discusses the financial processes developed by the University and the Campus to manage quality. The chapter concludes by highlighting the many strengths, the Campus's responsiveness to the recommendations from the Quality Assurance Unit, quality assurance review and evaluation processes. Finally, it notes that based on an evaluation of evidence, the

University and Campus have? a well-articulated and integrated quality management system. Finally, it concludes that the Campus has met the requirements for Standard 5 and Protocol 8 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Chapter 8

The final chapter provides a summary of the key strengths, areas requiring improvement and recommendations associated with each of the five institutional accreditation standards and protocols from the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012). It then discusses the key findings from each of the chapters. It concludes by discussing the self-study theme 'Opening Doors to Life Changing Learning'. This chapter shows how the various systems and mechanisms of the Campus are intended to meet the theme, for example, the creation of learning pathways, continuing and professional education and prior learning assessment.

The chapter concludes that the wealth of data collected through the self-assessment process will be used to inform decision-making at the Campus. It acknowledges that as a multimodal campus, The UWI Open Campus is ideally placed to assist the University with the achievement of its Triple 'A' Strategy, particularly the Access strategy. The UWI Open Campus provides learning experiences at all levels of the educational spectrum, including seminars, workshops, continuing and professional Education, undergraduate and graduate studies. This chapter concludes by noting that the Open Campus, more than any other Campus of The UWI, is well equipped to fulfil the first objective of the 2017-2022 Strategic Plan, namely, "To be a university for all". Further, it emphasises that the self-assessment report has shown that The UWI Open Campus can justify its claim of '***Opening Doors to Life Changing Learning***'.

Opening
Doors to
Life Changing
Learning

CHAPTER 1
Organisation of the Self-Study Process

Chapter 1

Organisation of the Self-Study Process

Introduction

The University of the West Indies Open Campus (The UWI Open Campus) welcomes the accreditation team and is pleased to share the results of its comprehensive 18-month self-assessment process with its internal and external stakeholders. The stakeholders include:

- Barbados Accreditation Council (BAC),
- Accreditation Council of Trinidad and Tobago (ACTT),
- University Council of Jamaica (UCJ),
- Antigua and Barbuda Accreditation Board (ABAB),
- Dominica National Accreditation Board (DNAB),
- St. Vincent and the Grenadines National Accreditation Board (STVGNAB),
- St. Christopher and Nevis Accreditation Board (STCNAB),
- National Accreditation and Equivalency Council of The Bahamas (NAECB), and
- Ministries of Education across The UWI Caribbean.

In 2012 as a four-year old Campus, the Open Campus wrote its first accreditation self-study report (SAR). Six years later, the Open Campus is pleased that it is once again provided with a golden opportunity to scrutinise its Strengths, Opportunities, Aspirations and Results (SOAR). The results of the SOAR analysis will enable the Campus to continually improve and enhance its operations and processes.

Having completed this comprehensive SAR and shared it with the external quality assurance agencies in the region, the Campus welcomes the peer review team and

the opportunity to showcase its many strengths and the worthwhile recommendations that will result from the process.

The objectives of the Self-Assessment process are to:

1. Assess the extent to which the Campus has maintained the Institutional Accreditation Standards of the Barbados Accreditation Council;

2. Determine the progress that the Campus has made in achieving its own Action Plan items from the last accreditation process;

3. Determine to what extent the Campus has assisted the University in the achievement of its Strategic Plan, 2012-2017; and

4. Articulate how the Open Campus is Opening Doors to Life Changing Learning.

Self-Study Process

The Open Campus conducted an open and inclusive self-study process which benefitted from the involvement of internal stakeholders at all levels of the Campus hierarchical structure.   The self-study process analysed the development of the Campus over the accreditation years, that is, from the academic year 2012/2013 through to 2017/2018. To facilitate this process, the Open Campus appointed a Re-Accreditation Steering Committee in August, 2017 to coordinate the accreditation self-study process.

Presentation of the Study

The self-study report is written in such a way that each chapter may be independent of the whole. However, the individual chapters do weave into an interconnected matrix. It also includes some built-in redundancies to facilitate cross referencing on the part of the reader.

Structure of the Re-Accreditation Steering Committee

This Committee consisted of thirteen persons who represented all the internal stakeholder groupings within the Campus, namely, Office of the Principal, Office of

the Deputy Principal, Academic Programming and Delivery Division, Office of Computing and Technology Services, Office of the Chief Financial Officer, Human Resource Department, Libraries and Information Services, Open Campus Country Sites, Consortium for Social Development and Research, Office of the Campus Registrar, Marketing and Communications Department, Guild of Students and the Quality Assurance Unit. An Accreditation Coordinator was also appointed to oversee the process.

To facilitate the development of an evidence- based self-study report, Likert type surveys were distributed to internal and external stakeholders. In addition, a number of focus groups were convened in Open Campus countries to obtain additional qualitative data to inform the self-assessment process. Requests for secondary data, including statistics and other information, were made to all divisions, departments, units and centres within the Campus. The results were entered into an online database and this information was shared with all Committee members.

The Senior Programme Officer, Quality Assurance Unit, The Vice-Chancellery, was asked to lead the preparation of the Open Campus for institutional re-accreditation and to serve as the Accreditation Coordinator. The ultimate responsibility and oversight for the process resided with the Principal and Pro Vice-Chancellor of the Open Campus and the Open Campus Leadership Team (OCLT). Operational responsibility was delegated to the Institutional Re-Accreditation Steering Committee (IRASC) and the Institutional Re-Accreditation Self-Study Team (IASST). An Accreditation Coordinator was appointed to handle the day-to-day management of the process.

To address each of the five institutional accreditation standards, the Steering Committee, through the Principal and Pro Vice-Chancellor, appointed five standard-specific committees. Each committee consisted of between six and thirteen persons.

These Committees were responsible for drafting the standard- specific chapters of the self-study report. The IRASC was responsible for preparing chapters 1, 2 and 8.

To obtain feedback from as wide a cross-section of internal and external stakeholders as possible, the Campus invited contributions through the accreditation website, via information sessions held with each division and through surveys which were targeted at its various stakeholders. The Accreditation Coordinator and the Chair, Steering Committee, held several orientation sessions with Campus departments, units and divisions. During the period February and March 2019, the Campus community will be asked to comment on the findings of the self-assessment process and to identify perceived strengths, opportunities and challenges facing the Campus. The Open Campus Community will consider what could ensure that the Campus continues to provide opportunities and Open Doors to Life Changing Learning and this information will inform the preparation of an Institutional Re-Accreditation Action Plan that will form an addendum to this SAR. This multi-layered approach to consultation is an attempt, not only to justify the theme of the self-study report but also to identify ways and operationalised mechanisms for sustained improvements which are fully endorsed by the Open Campus Community.

After the sub-committees completed the draft chapters at the beginning of November 2018, the Re-Accreditation Steering Committee forwarded its recommended SAR to the IRSST and OCLT for comments. The draft SAR was uploaded to the accreditation website and distributed to all internal stakeholders via email for their comments and additional contributions. The additional comments and contributions were used to finalise the SAR. The Principal approved the SAR on 15th December 2018. The Principal and Pro Vice-Chancellor, on behalf of Academic Board, approved the SAR on 28th December 2018. On behalf of the Open Campus Council, the Chair, 2 January 2019, formally approved the SAR. The Chair's decision will be ratified at the Council's Board Meeting scheduled for March 2019 and evidence will be provided as an addendum to the SAR.

Steering Committee's Mandate

The mandate of the Re-Accreditation Steering Committee was to ensure the development of an honest, reflective, comprehensive and inclusive self-assessment report. This was achieved by:

1. an objective assessment of the Campus's strengths, opportunities for improvement, aspirations and results;
2. provision of evidence to inform the future focus of the Campus;
3. assessment of the extent to which the Campus satisfies the accreditation standards of the Barbados Accreditation Council;
4. determination of the progress made in achieving the aim as outlined in The UWI Strategic Plans 2007-2012 and 2012-2017, and
5. production of a SAR that highlights to the external accreditation bodies and the peer reviewers that the Open Campus has the ability to fulfil The UWI previous and current mission and attain its goals and objectives in the short, medium and long term.

The Steering Committee's Terms of Reference

In order to achieve its mandate, the Steering Committee was guided by the following terms of reference:

a. Collaboration with the Self-Study Team in preparation of a self-study report and planning for the site visit;
b. Collaboration with the self-study team in providing leadership for Campus; engagement with self-study process;
c. Recommendations for membership of sub-committees;
d. Provision of directions and oversight of sub-committees;
e. Assessment of data/evidence needed for self-study;
f. Synthesis of input from sub-committees;

    g.   Development of elaboration of outline for self-study report;

    h.   Review of the drafts of self-study report; and

    i.   Collaboration with Self-Study Team in communication of the self-study findings.

Standard-Specific Sub-Committees

To facilitate cross-campus involvement in the re-accreditation process, the Principal appointed five sub-committees, one for each of the accreditation standards. Each sub-committee consisted of between seven to twelve persons, including the Chairs. The Sub-Committees were tasked with the writing of the working chapters to support the achievement of each of the five accreditation standards. The working chapters were finalised by the Steering Committee. Following are the Standards with the corresponding Chairs.

Standard 1: Mission and Objectives	Prof. Julie Meeks
Standard 2: Governance and Administration	Dr. Emily Dick-Forde
Standard 3: Teaching and Learning	Dr. Denise Gaspard-Richards
Standard 4: Readiness for Change	Dr. Benita Thompson
Standard 5: Quality Enhancement	Dr. Pamela Dottin

To achieve their respective mandates, the Sub-Committees had to:

a.   understand the specific institutional accreditation standards and sub-components;

b.   review, analyse and incorporate relevant evidence;

c.   critically evaluate the Campus and University policies, procedures and operations to identify strengths, weaknesses, opportunities and threats;

d.   formulate an outline of themes, specific points, and supporting evidence for standard specific sections of the self-study report; and

e.   review drafts of the self-study report.

In addition to the work of the Self-Study Team, Steering Committee and the Standard-Specific Committees, an internal Editorial Committee reviewed the draft of the self-assessment report. Further editorial work was completed by a specialist external editor.

Research Design

The research design for the self-assessment report included the use of primary and secondary data, both qualitative and quantitative. Survey instruments which targeted facilitators, current students, graduates, employers of graduates and employees at all levels were prepared, piloted and distributed. The survey targeted all key stakeholders and used stratified random sampling in relation to gender and country representation. The surveys were distributed using Survey Monkey and analysed, using both qualitative and quantitative methods. The findings of this analysis were used to inform the self-assessment review process.

The surveys targeted key internal and external stakeholders over the period 1 August 2012 to 30 January 2018. The survey target audience, response rates and confidence levels are shown below as Table 1.1.

Table 1.1

Institutional Accreditation Survey Response Rate

Target Audience	Population 2018	Responses 2018	Confidence Intervals 2018
Alumni	4,918	868	3.02
APAD, CSDR, OCCS	50	34	9.6
Other Staff	510	219	5.01
Online Students	6,614	1,298	2.44
Face-to-Face Students	13,004	214	6.64
Online Facilitators	406	169	5.77
Face-to-Face Facilitators	277	92	8.36

This study used the accepted confidence level for educational research of 5 per cent. According to Field (2005), a confidence level of greater than 5 per cent is suggesting that "... the sample mean could be very different from the true mean, indicating that it is a bad representation of the population" (p. 20). As such these findings are only indicative of the views of the cohort.

However, Conaway and Goldhaber (2018) note that:

> It is too easy to fall into the trap of always using the statistician's 95 percent confidence threshold because that is the accepted standard. Nothing about this standard is special, and policymakers and researchers alike should not blindly adhere to it. Rather, they should carefully consider the context in which decisions … (p.9).

Similarly, the Centre for Higher Education Quality (CHEQ), Monash University, Australia, recommends that evaluations with lower response rates should not be discarded (Nair et al., 2001). In fact, the CHEQ concluded that

> ... surveys with 10% response rate should still be considered as viable ... lower than 10% response rate ought to be reviewed in light of the distribution of the responses on the response scale (CHEQ, 2008, quoted in Nair et al., p. 226).

Therefore, the Open Campus, in acceptance of the recommendations by Conaway and Goldhaber (2018) and CHEQ (2008), with its highest confidence interval of 9.6 per cent for APAD, CSDR and OCCS (Academic Staff) and face-to-face facilitators with 8.36 being the second highest, and have used the data from all findings to inform its self-assessment and decision-making for continuous improvement.

Looking Ahead

The self-assessment report begins with structure of the study, followed by a discussion of the Accreditation Years: 2013-2018 (31 July, 2018). This is followed by five standard-specific chapters. The study concludes with a look at the theme: "Opening doors to life changing learning". The Self-Assessment Report is organised as follows:

Table of Contents

List of Acronyms

List of Diagrams

List of Figures

List of Tables

List of Graphs

List of Models

Message from the Principal and Pro Vice-Chancellor, Open Campus

Overview of The University of the West Indies

Conclusion

The approach taken in the development of the SAR was comprehensive and inclusive and it allowed the Campus to identify and applaud its strengths, pinpoint opportunities and solidify strategies to turn the opportunities into reality. The self-assessment approach also provided the Campus with the opportunity to recognise the areas requiring improvement, to formulate recommendations and to articulate actions and key performance indicators, with timelines, to address those weaknesses.

OPENING
DOORS TO
LIFE
CHANGING
LEARNING

Caption: SIR WILLIAM ARTHUR LEWIS
BORN IN ST. LUCIA JANUARY 23 1915

NOBEL PRIZE
FOR ECONOMICS - 1979

**Opening
Doors** to
Life Changing
Learning

CHAPTER 2

Overview of The UWI Open Campus and the Accreditation Years: 2012-2018

Chapter 2

Overview of The UWI Open Campus and the Accreditation Years: 2012-2018

Introduction

The Open Campus is the fourth Campus of The University of the West Indies (The UWI). The Open Campus is a multi-mode Campus that offers online, blended and face-to-face programmes at the pre-university, continuing and professional education (CPE), undergraduate, and graduate levels. The Campus's establishment and strategic direction were conceptualised in The UWI's Strategic Plan for the period 2007-2012. In that Strategic Plan, Strategic Aim 4 entitled 'Service to UWI-12 countries and other underserved communities' stated that The UWI will "… create an Open Campus to enable the University to expand the scope, enhance the appeal and improve the efficiency of its services to the individuals, communities and countries which it serves" (STRIDE, 2007, p. 20).

The Open Campus has physical locations in 15 UWI contributing countries and 1 associate contributing country. There are 44 Open Campus Country Sites (OCCS) across the Anglophone Caribbean and three (3) Open Learning Centres (OLCs), one on each of the three traditional Campuses of the University. In addition to the OCCS and the OLCs, there is the Consortium for Social Development and Research (CSDR). The CSDR has four functional research entities, namely Caribbean Child Development Centre (CCDC); Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI); Social Work Training and Research Centre (SWTRC) formerly called the Social Welfare Training Centre (SWTC); and Women and Development Unit (WAND). The CSDR is the main research arm of the Open Campus. Its four research units work semi-autonomously but do sometimes collaborate on relevant research. Although mainly a research arm, some departments

within the CSDR provide mainly short course offerings; other departments have been instrumental in the development of undergraduate degree programmes, for example, SWTC and the BSc in Social Work. There are two main programme delivery arms in the Open Campus, the OCCS and Academic Programming and Delivery (APAD) divisions. The OCCS has three main functions, namely to: (1) support the online students; (2) deliver face-to-face programmes, seminars and workshops; and (3) be the face of The UWI in the region. The other programme delivery arm, APAD, is responsible for the development and delivery of all online programmes offered by the Campus.

This Chapter will outline the major changes and developments that happened at the Campus during the accreditation years, 2013/2014 to 2017/2018. This Chapter covers:

- The UWI: General Updates
    - Change in The UWI Grade Point Average (GPA) System
    - The UWI Strategic Plan 2017-2022
    - Establishment of The UWI Faculty of Sport
- The UWI Open Campus Accreditation Years 2012-2018:
    - Changes in The UWI Open Campus Principal and Deputy Principal
    - Other Staff Changes
    - Impact of the Staff Changes
    - The UWI Open Campus Task Force
    - Structural Changes
    - Establishment of Business Development Unit
    - Learner Demographics Comparative Statistics
    - Change in The UWI Grade Point Average (GPA) System
    - New Programmes
    - Accomplishment of Recommendations from the 2013 Accreditation Evaluation Team Report
    - Accomplishment of Recommendations of the 2012 SAR Action Plan

- Conclusion

The UWI: General Updates

Change in The UWI Undergraduate Grade Point Average (GPA) System

The UWI changed its Grade Point Average (GPA) system with effect from the academic year 2014/2015. The new GPA classification is shown below:

1. First Class Honours   GPA of 3.6 and above
2. Upper Second Class Honours   GPA of 3 – 3.59
3. Lower Second Class Honours   GPA of 2.5 – 2.99
4. Pass   GPA of 2 – 2.49

The new GPA is supported by a new grading scale (see new grading scale and old scale below). An important component of the new grading scale is that it acknowledges three (3) different levels of failure and awards quality points for marginal failures. This is described by the Board for Undergraduate Studies as

> Three failing bands, F1, F2, and F3, have been introduced to ensure that the existing rules on academic progression at UWI can be applied fairly under the new grading policy. Students who have marginal failures on their transcripts, but who are otherwise progressing well, will have an opportunity to recover from those failures and attain the **minimum Grade Point (2.00)** to continue, because quality points will be awarded for marginal failures (between 40% and 49%).

To facilitate ease of transition, the Board for Undergraduate Studies, through its Chair, held a number of meetings with key stakeholders, including students, to discuss the transition arrangements. It also developed a website (http://www.uwi.edu/gradingpolicy/index.html) which outlined all the key areas and included a conversion table between the updated and the earlier GPA system for use of students and other interested parties. Additionally, it mandated that in the first year of the new GPA that all increases in failure be analysed and brought to its

attention. Further, the Board mandated the Centres for Excellence in Teaching and Learning and the equivalent on APAD's Instructional Development Coordinator (IDC) to train all faculty members and online facilitators on the new grading scale and GPA.

In addition, the reviewed GPA also incorporated unified grade descriptors. See Appendix 3 for a brief description of the major changes and implications. For a fuller description please view at http://www.uwi.edu/gradingpolicy/index.html

The UWI Strategic Plan 2017-2022

In the academic year 2016/2017, The UWI commenced its review of the outgoing strategic plan 2012-2017 and its development and consultation for the strategic plan 2017-2022. The strategic planning process included The UWI Executive Management Retreats, the formation of Campus Strategic Planning Committees, cross-campus consultations and cross-campus familiarisation sessions, once the strategic plan was approved. The UWI Strategic Plan, 2017-2022, was approved by The UWI Council at its meeting of March, 2017. The planning process resulted in a revision of the vision, mission, core values and expected learner outcomes of graduates of The UWI. The new versions are:

The UWI Vision

An excellent global university rooted in the Caribbean.

The UWI Mission

To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world*.*

The UWI Core Values

The **Core Values** of The UWI that guide its mandate, policy and decision-making include integrity, excellence, gender justice, diversity and student centeredness. The

Strategic Plan 2017-2022 note that "the vision, mission and core values provide the lens through which the University will make its strategic choices as reflected in the strategic objectives" (p. 6).

Learner Outcomes

The UWI has articulated seven specific key attributes of the ideal UWI graduate in relation to academic abilities, transferable skills, personal and professional qualities. These attributes are not discipline specific and are believed by The UWI as essential for work-ready graduates. The attributes as outlined in The UWI Strategic Plan, 2017-2022 are:

1. A critical and creative thinker
2. An effective communicator with good interpersonal skills
3. IT-skilled and information literate
4. Innovative and entrepreneurial
5. Globally aware and well-grounded in his/her regional identity
6. Socially, culturally and environmentally responsible
7. Guided by strong ethical values

1. Critical and creative thinker:

Graduates must be able to apply analytic thought and logical reasoning to a body of knowledge and to clarify the assumptions, reasoning and evidence of a specific issue and apply scientific principles.

Key functions include generating alternative ideas, practices and solutions that are unique and effective, and exploring ways to confront complex and ambiguous problems and provide solutions.

2. Effective communicator with good interpersonal skills:

Graduates must be able to make constructive contributions, communicate persuasively and appropriately, and have excellent interpersonal and decision-making skills.

3. IT-skilled and information literate:

Graduates should acquire both IT and information literacy skills, which are essential parts of a wider concept of knowledge creation.

An IT-skilled graduate is competent in the use of computers and software to manage information. Information literacy is the ability to recognize when there is a need for information, and to be able to identify, locate, evaluate and effectively use that information to resolve an issue or problem in a range of media.

4. Innovative and entrepreneurial:

Graduates should possess a strong drive and leaning towards the creation and/or adaptation of new ideas and products, with the intention of creating new and sustained economic value.

5. Globally aware and well-grounded in his/her regional identity:

Graduates must be aware of their environment so that they are prepared for any eventuality that may affect their future or the environment of which they are part.

They must be aware of global events and be knowledgeable and open minded and willing to contribute to political, social, economic, environmental and cultural issues; nationally, regionally and globally.

6. Socially, culturally and environmentally responsible:

Graduates must be able to acknowledge the social, cultural and environmental implications of their actions and be guided accordingly. He/she should recognize social justice issues with particular reference, but not limited, to his/her discipline and professional area.

7. Guided by strong ethical values:

Graduates should champion respect, and understand and apply ethical practices and values personally and professionally in all aspects of life (Strategic Plan 2017-2022, p. 13)

Establishment of The UWI Faculty of Sport

In the April, 2017, The University Council approved the establishment of the Faculty of Sport. This historic approval marked the first new Faculty at The UWI in 40 years. At the start of the academic year 2017/2018, the Faculty of Sport was operationalised across the four Campuses of The UWI. The establishment of the Faculty of Sport "… consolidates under a 'One UWI' umbrella of knowledge, sport programmes offered across all four campuses. Vice-Chancellor Beckles noted, "We have been working towards this for the better part of 25 years." He explained that the Faculty will operate through three disciplinary pillars: teaching, learning and research; professional outreach and engagement; public outreach and community development" (http://www.open.uwi.edu/uwi-launches-first-faculty-40-years, last accessed on 23 April, 2018, np).

The Principal and Pro Vice-Chancellor of the Open Campus noted at the launch of the Faculty that,

> This is a faculty that is virtual and real. It will be everywhere and anywhere that our Caribbean sporting minds, bodies and souls reside. It will finally ensure that one of our most visible areas of excellence is owned, developed, marketed here in our region for the benefit of our athletes and all of our

people. With a virtual platform there is no ceiling, the sky is not even a limit because we will reside on the cloud and on the ground (http://www.open.uwi.edu/uwi-launches-first-faculty-40-years, last accessed on 23 April, 2018, np).

The Faculty of Sport at the Open Campus, called the Open Campus Academy of Sport (OCAS), has started to develop undergraduate and CPE programmes for face-to-face and online delivery.

The UWI Open Campus Accreditation Years: 2012-2018

Change in The UWI Open Campus Principal and Deputy Principal

During the period under review, the Campus's first Principal and Pro Vice-Chancellor, Professor Hazel Simmons-McDonald retired, and was replaced by the former Deputy Principal of the Cave Hill Campus, Professor V. Eudine Barriteau. Professor Barriteau served as the second Principal and Pro Vice-Chancellor during the period 1st August 2014 to 30th April 2015. The third and current Principal and Pro Vice-Chancellor of the Campus, Dr. Luz Longsworth, commenced her stewardship of the Campus on 1st May, 2015 as acting Principal. Her position was confirmed with effect from 1st May, 2016 with her appointment as Principal and Pro Vice-Chancellor of the Campus for 5 years, until 2021, in keeping with the normal appointment period, at that level, within The UWI.

During this review period, the first Deputy Principal, Professor Vivienne Roberts retired effective 30th September 2014. Following Professor Roberts' retirement, Professor Julie Meeks became the Deputy Principal, a position that she has held from then to now. Professor Meeks also serves as the Campus Coordinator for Graduate Studies and Research (CCGS&R).

Other Staff Changes

During the 6 years of accreditation, there have been a number of significant changes in the staff complement of the Campus due to retirement, resignations, secondments and promotions. Following is a brief summary of these changes.

In the academic year 2013/2014, Mrs. Pauline Francis-Cobley, the Training Co-ordinator, Computer and Technical Services (CATS) Division, was seconded to the Vice-Chancellery as the Coordinator for the Single Virtual University Space (SVUS). Dr. Ian Austin was appointed Deputy Director, Continuing and Professional Education.

In the academic year 2014/2015, Dr. Judith Soares, Head WAND, was appointed as Director, CSDR. Dr. Phyllis Fleming-Banks was appointed Manager British Overseas Territories and Dr. Joel Warrican was appointed Director, APAD replacing Dr. Gary Hepburn who resigned.

In the academic year 2015/2016, Mrs. Marlene Saunders-Sobers, Assistant Registrar, Recruitment, Admissions and Registration retired and Dr. Ian Austin, Deputy Director Continuing and Professional Education was seconded to the Barbados Community College. Mrs. Susan Owen was promoted to the position of Deputy Director (Ag), Continuing and Professional Education.

In the academic year 2016/2017, the OCCS Trinidad and Tobago's operations were reviewed, re-conceptualised and restructured. This process resulted in the creation of the position of Country Manager to better oversee the expanse of the operations in the twin island state. To facilitate this strategic change in structure, Mrs. Karen Rosemin, was recruited as the first Country Manager for the OCCS Trinidad and Tobago. Following the retirement of Mrs. Marlene Saunders-Sobers at the end of the previous academic year, Mrs. Collette Caesar was recruited as her replacement. As the human resource requirements and needs of the Open Campus continued to increase, Dr. Roger Nesbeth was recruited as a Human Resource Officer with special responsibility for Jamaica and the OCCS countries.

In the academic year 2017/2018, the Marketing and Communications Manager-Suzette Wolfe, the Chief Financial Officer- Sheryl Whitehall, and (Head (Ag) Human Resource Development Unit, CSDR)- Dr. Ian Austin resigned. Prof. Joel Warrican- Director of APAD transferred to the Cave Hill Campus. Mrs. Elaine Robinson, Deputy University Bursar, was appointed to act as the Chief Financial Officer for the Open Campus and Dr. Denise Gaspard-Richards- former Head of Course Development Department, APAD, was promoted to Director, APAD. In the
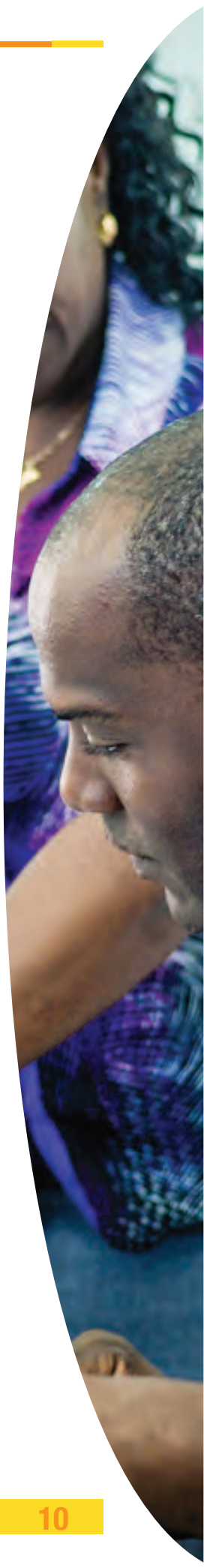
interim, the Campus appointed Lesley Crane-Mitchell, Marketing Officer, OCCS St. Lucia, to act as Marketing and Communications Manager for the Campus.

For fuller details relating to all staff changes for the academic years: 2012/2013, 2013/2014, 2014/2015, 2015/2016, 2016/2017 and 2017/2018 see as Appendices 2.1 to 2.6.

Impact of Staff Changes

There have been several significant changes in the Open Campus during the review period. Albeit, the majority of the changes were seamless and caused little disruption to the smooth operations of the Campus. The most significant change involved Principals and Pro Vice-Chancellors of the Campus. During the accreditation years, the Campus has had three Principals. However, the transitions between the Principals were smooth. The transition was made easier by the level of overlap during the process. In addition, the current Principal previously served with the Open Campus and the former School for Continuing Studies, in various roles including the Director, OCCS. Therefore, the current Principal came to the position with a wealth of knowledge and understanding of the Campus and its leadership, established working relationships with the leadership team and with several other members of the Campus and University community. These working relationships ensured that not only was the Principal well positioned for her new role, but she was well known to the Campus Community at its various levels and therefore her acceptance as Principal was easier and the transition less traumatic than it might have been.

Similarly, the current Deputy Principal, previously served in the Open Campus as the Head, Caribbean Child Development Centre (2004-2014) and as the first Director, CSDR (2008-2010). As Director CSDR, Prof. Meeks was a member of the OCMC. She was appointed Campus Co-ordinator for Graduate Studies and Research (CCGS&R) from 1st August 2012 and served as a member of OCMC in that

capacity. Prior to her appointment as Deputy Principal, Prof. Meeks acted as Deputy Principal during Prof. Roberts' three-month study leave from 1 May, 2014 to 31 July, 2014. Prof. Meeks has served continuously on OCMC/OCLT from 2012 to present. Hence, her transition to the position of Deputy Principal, Open Campus was smooth due to her previous senior leadership roles within the Campus and effective succession planning process of The UWI.

The changes in the directorship of APAD, although significant, were not unduly disruptive to the operations of APAD due to the ease of transition between the various directors. Prof. Warrican came to the position with vast experience of The UWI, having served at the Cave Hill Campus for some years and at the Open Campus for two years. In his previous Open Campus position, that of Senior Planning Officer in the Planning and Institutional Research (PAIR) Unit, he worked closely with APAD in the conduct of research which was used to inform APAD's operations. Similarly, the transition between Prof. Warrican and Dr. Gaspard-Richards was seamless. Dr. Gaspard-Richards was a member of APAD from its inception, where she served as a Curriculum Development Specialist. She was promoted when the APAD structure was re-conceptualised to the Head, Course Development Department. Therefore, as one of three heads within APAD, Dr. Gaspard-Richards was already intimately involved in the leadership of APAD.

The UWI Open Campus Task Force
In 2015, The Vice-Chancellor created a Task Force to review the governance of the Open Campus. The Task Force consisted of thirteen persons including its Chair - Professor Alvin Wint, Special Advisor (External Relations) to the Vice-Chancellor, and from the Open Campus two staff members, as well as representatives from the alumni, Campus Council and Student Guild representative. Other Task Force members were drawn from other parts of The UWI. The Task Force's Terms of Reference required it:

1.   To examine and make recommendations on the governance of the Open Campus and the extent to which it is currently appropriate for discharging its mandate to strengthen the capacity and leadership of The UWI to provide on-line [online], distance and outreach education.

2.   To examine the current funding model of the Open Campus and make recommendations for its sustainability.

3.   To examine the need for on-line [online], distance and outreach education in the Caribbean initially and make recommendations on the institutional structures and strategies most likely to fulfil those needs and the role of The UWI.

4.   To re-evaluate the role and functioning of the Open Campus vis-à-vis the three other campuses and in such Caribbean territories that develop Colleges of The UWI (Report of the Open Campus Governance Task Force, 2016, p. 4).

Whilst acknowledging the contributions that the Open Campus had made since its establishment in 2008, the Task Force Report noted three major concerns, namely:

1. The need to improve the sustainability of the financing of the Open Campus, including regular contributions from UWI's contributing governments which are appropriately structured and sized.

2. The need to assure UWI-14 governments of the adequacy of UWI's overall presence in the countries they represent.

3. The need to ensure that all of The UWI's campuses feel a sense of ownership and involvement in on-line [online] programme development and continuing and professional education (Report of the Open Campus Governance Task Force, 2016, p. 3).

The Task Force undertook an exhaustive process that included meetings and interviews with 63 individuals and groups including:

1. a cross-section of staff and students of the Open Campus,
2. staff from the landed Campuses of the University,
3. external stakeholders,
4. Ministers of Education of The UWI contributing countries, and
5. the Presidents of the ten alumni chapters

It also reviewed the various operations of the Open Campus. Following this extensive review process, the Task Force made the following eleven recommendations:

- Transferring the policy and decision making role for The UWI's on-line programming from the Open Campus to a Centre Office of On-line Learning (OOL), with coordinating, on-line approval and on-line development responsibilities, which is to report to a UWI Board for On-Line Learning (BOL) or a joint On-line Committee of the BUS and BGSR.

- Complementing the University Office for On-line Learning by establishing Campus Offices for On-line Learning which will cooperate among themselves, be responsible to their campuses, and report to the OOL.

- Financing the new structures for on-line programme development through centre and campus on-line learning budgets.

- Discontinuing the Open Campus' role as the sole approver and implementer of new on-line programmes. UWI-Open will, however, be able to offer on-line degrees if the OOL and its oversight body consider this to be the best course of action.

- Maintaining the Open Campus as UWI's focal point for outreach and continuing and professional education, but streamlining its structure by developing a more corporate model of management and removing structures that are not adding value to its operations.

- Developing multiple streams of revenue for UWI-Open, to include revenue contributed through the University Centre.

- Continuing to grow the continuing and professional education portfolio across the University, with UWI-Open as a focal point.

- Reviewing the performance, structure and viability of country sites, particularly in those countries where a College of UWI is established.

- Retaining and enabling the units within the Consortium for Social Development and Research, pending further review, as the core of UWI-Open's outreach and research activity in the region, while ensuring that these units have the appropriate level of autonomy and clarity about their budgets, mandates and permissible initiatives.

- Changing systems and incentives across UWI to encourage faculty to participate especially in on-line programme development, but also in outreach and continuing and professional education.

- Establishing a lean, university implementation team which has the resource base required to operationalise the recommended strategy (Report of the Open Campus Governance Task Force, 2016, p. 19).

At a meeting of The UWI Council, April, 2016, the following decisions were taken following the presentation of the Open Campus Task Force. Below are excerpts from

the confirmed Minutes of the meeting of April, 2016. Council **noted** the proposal that The UWI's on-line, distance and outreach services be restructured to achieve six objectives, namely:

a) To develop an independent policy and decision making structure that eliminates the potential conflict of interest which existed within the current structure.

b) To ensure consistent quality standards across all campuses.

c) To build capacity in all campuses to develop on-line courses.

d) To maintain the integrity of the Open Campus brand and implement transitional arrangements.

e) To enhance the student experience.

f) To ensure financial stability.

Council **noted** the proposed parameters for the restructuring as well as the suggested structural changes within the Open Campus.

Changes to be considered would include:

a) strengthening CATS to ensure a stable yet dynamic technological infrastructure;

b) assignment of the Human Resource function to the Centre and Campuses to manage matters through shared services;

c) focussing the Registry on student support only;

d) rolling finance into operations management and focus on programme budgeting and physical resource management;

e) placing responsibility for strategic planning, institutional research and strategic HR development with the Office of the Principal;

f) sharing the library function more effectively with the Office of the University Librarian;

g) combining marketing and recruitment; and

h) combining business development with planning and institutional research.

Council **took note** that the report, along with the other two Task Force Reports, would be subjected to workshop by EMT[1] with a view to identifying common recommendations for implementation.

Council **agreed** that where the recommendations suggested possible major changes in the functioning and structure of the University a further concise proposal should be brought to Council for consideration.

Excerpts from University Council Minutes April, 2016

Since the April 2016 Council Meeting, the University has operationalised the Office of Online Learning (OOL) and has commenced its staffing with Prof. Stafford Griffith, former Director School of Education, Mona, being appointed as its first Director. Following the Director's appointment, other key staff members were recruited to the OOL. Currently, The UWI is fine-tuning the remit of the OOL and its interaction with the Open Campus and with the traditional campuses. As recommended by the Task Force, the OOL is awaiting a position paper which is being prepared by the PVC Open Campus and members of the University Executive Management Team.

In addition to the establishment of the OOL, a number of other smaller recommendations from the Open Campus Task Force report are being implemented. These are:

[1] EMT refers to the University Executive Management Team

1. Structural, organisational and environmental review of the OCCS generally, for example, OCCSTT;

2. Structural and organisational review of the APAD; and

3. Structural and organisational review of CPE and the processes, procedures and guidelines.

The UWI Open Campus Structural Changes

During the accreditation years, there have been a number of structural changes not related to The UWI Open Campus Task Force, many of which preceded the Task Force. A summary of these changes are shown next. Fuller discussions, where relevant, are in relevant standard-specific chapters.

OCCS

As part of the re-conceptualisation of the Campus, the following positions and alterations have been made to the OCCS:

- Deputy Directors, OCCS

- Amalgamation of the British Overseas Territories under one Manager

- Decision to hire a Country Manager for OCCSTT and to not pursue the planned structure of a Head for North and a Head for South Trinidad

- Formation of Junction as a Site, OCCS Jamaica and Port-of-Spain, Open Campus Country Site, Trinidad and Tobago (OCCSTT)

- Closure of Vere Site, OCCS Jamaica; Sandre Grande and Belmont, OCCSTT

Deputy Principal's Office

- Establishment of Enterprise Resource Planning Unit

- Re-establishment of the Campus Research Ethics Committee

PVC and Principal's Office

- Marketing and Communications Department repositioned to Office of the Principal

- Establishment of SDEC Project Management Unit

- Establishment of Special Initiatives Manager position

- Re-Establishment of Research Ethics Committee

CSDR

- Re-establishment of the Human Resource Development Unit, CSDR
- Renaming of the Social Welfare Training Centre to the Social Work Training and Research Centre and the Hugh Lawson Shearer Trade Union Education Institute to Hugh Shearer Labour Studies Institute

External Relations and Inter and Intra Institutional Collaborations

- The External Relations and Inter and Intra Institutional Collaborations (ERIIC) Unit moved to Vice-Chancellery to reflect its University-wide function.

Establishment of Business Development Unit

The Open Campus established a Business Development Unit (BDU) that became operational on 1st August 2015. The overarching goal of the BDU as outlined in the *Proposal for establishing a Business Development Office in the [The] UWI Open Campus* is to:

Focus the Open Campus's efforts in attaining financial sustainability by optimising its academic and administrative resources to ensure increased revenue generation from multiple sources including partnerships with stakeholders across The UWI campuses as well as with the private and public sectors regionally and internationally (Undated, p. 2).

The role of the BDU is vital as the Open Campus seeks to expand its regional and international reach, as well as assisting the Campus to enhance its financial viability and sustainability. Since its inception, the BDU has established contracts and partnerships with several key organisations including the World Bank (WB), Organisation of American States (OAS), Caribbean Policy Development Centre (CDPC), Jamaica Constabulary Force (JCF), and Caribbean Maritime Institute (CMI). The staffing of this Unit is discussed in Chapter 7.

Learner Demographics

In the SAR (2012), the Campus reported the number of online students for the academic year 2010/2011 as 6,181. Since that time the student numbers have fluctuated depending on regional and to some extent global economic challenges. In addition, environmental factors such as hurricanes have significantly affected student intake in some academic years, for example, Hurricane Maria in 2017. Albeit, the Campus online student numbers have not dropped below 5,500 during the review period.

The face-to-face student numbers has also been affected by similar challenges.

OPENING

DOORS TO

LIFE

CHANGING

LEARNING

Table 2.1:

Online Student Enrolment by Gender

Level of Study	2011/2012			2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Other Certificate																			88	22	110
Associate Degree	632	101	733	690	100	790	589	95	684	473	64	537	439	65	504	410	63	473	339	48	387
Bachelor of Education	969	185	1154	1356	154	1510	1209	123	1332	1009	105	1414	896	87	983	828	75	903	705	64	769
Bachelor of Science	3073	185	3817	2917	671	3588	2932	615	3547	2666	527	3193	2854	588	3442	3149	621	3770	3106	619	3725
Undergraduate Certificate	83	100	183	101	32	133	95	20	115	135	30	163	140	27	167	47	12	59	-	-	-
Undergraduate Diploma	49	19	68	130	39	169	186	31	217	184	26	210	146	22	168	159	25	184	128	16	144
Graduate Diplomas	38	7	45	46	9	55	48	11	59	3	8	11	40	8	48	30	7	37	27	11	38
MACE[2]	76	16	92																12	1	13
Master of Arts	-	-	-	36	6	42	61	9	70	43	11	54	37	10	47	54	6	60	54	8	62
Master of Education	127	7	134	288	32	320	217	33	250	188	3	191							119	3	122

[1] Semester 1 only
[2] Master Adult and Continuing Education

Level of Study	2011/2012			2012/2013			2013/2014			2014/2015			2015/2016			2016/2017			2017/2018		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Master of Science	-	-	-	-	-	-	-	-	-	58	14	72	256	67	323	413	101	514	445	103	548
Master of Philosophy	-	-	-	-	-	-	-	-	-				-	-	-	-	-	-	-	-	-
Doctor of Education	-	-	-	-	-	-	-	-	-	-	-	-	61	20	81	78	23	101	98	31	129
Doctor of Philosophy	-	-	-	-	-	-	-	-	-				-	-	-	-	-	-	-	-	-
Occasional Students	218	55	273										-	-	-	270	70	340	229	54	283
Total	5265	1234	6499	5564	1043	6607	5337	937	6474	4759	788	5547	5030	916	5946	5683	1019	6702	5363	985	6348

Table 2.2

Age Range for Online Students

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
24 and under	1396	1006	1148	1227	1173
25-34	3114	3052	2687	2836	2978
35-44	1683	1831	1534	1657	1777
45-54	659	702	552	616	660
55 and over	80	93	76	93	114
Total	**6932**	**6684**	**5997**	**6429**	**6702**

Table 2.3

OCCS Face-to-Face Enrolment Statistics

UWI-12 Countries	2013/2014			2014/2015			2015/2016			2016/2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Anguilla	-	-	-	15	41	56	32	106	138	38	116	154
Antigua and Barbuda	14	35	49	26	149	175	84	138	222	19	32	51
Bahamas	67	163	230	68	162	230	21	50	71	17	72	89
Belize	211	758	969	203	374	577	14	92	106	131	309	440
British Virgin Islands	28	85	113	23	86	109	10	52	62	19	59	78
Cayman Islands	33	31	64	51	30	81	49	47	96	23	127	150
Dominica	57	253	310	135	314	449	170	282	452	45	183	228
Grenada	62	186	248	77	257	334	86	248	334	45	183	228
Montserrat	23	69	92	2	22	26	-	12	12	0	10	10

UWI-12 Countries	2013/2014			2014/2015			2015/2016			2016/2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
St. Kitts & Nevis	57	120	177	83	196	276	20	97	117	43	102	145
St. Lucia	43	113	156	47	107	154	51	115	166	52	121	173
St. Vincent & the Grenadines	89	356	445	61	159	220	38	153	191	39	130	169
Total UWI-12 Countries	**684**	**2,169**	**2853**	**791**	**1,897**	**2,688**	**575**	**1,392**	**1,967**	**549**	**1,533**	**2,082**
IT Academy	148	203	351	-	-	-	-	-	-			
Barbados	218	656	874	277	561	838	168	523	691	121	335	456
Jamaica Eastern	1,194	2,637	3,831	1,421	4,264	5,685	1,035	3,073	4,009	279	962	1241
Jamaica Western	188	554	742	132	391	523	124	355	479	128	332	460
Montego Bay	84	208	292	47	93	140	70	117	187	48	161	209

UWI-12 Countries	2013/2014			2014/2015			2015/2016			2016/2017		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Trinidad and Tobago	3488	4845	8333	2,476	3,187	5,663	2,546	3,484	6,030	1,949	3,289	5,238
Total Residential Campus Countries	5,320	9,103	14,423	4,353	8,496	12,849	3,943	7,552	11,396	2,525	5,079	7,604
GRAND TOTAL	6,004	11,272	17,276	5,144	10,393	15,537	4,518	8,944	13,363	3,070	6632	9,686

New Programmes

During the academic years 2012/2013, 2013/2014, 2014/2015, 2015/2016, and 2016/2017, the Campus added 22 new and 3 revised undergraduate programmes and 13 new graduate level programmes to its offerings, including two taught doctorates and a doctor of philosophy. See attached letters from the Office of Administration, The UWI, as Appendix 2.7 to 2.21, approving the offering of these programmes. Additionally, Tables 2.5 and 2.6 provide a summary of the new and revised programmes at the undergraduate and graduate levels.

Table 2.4

New/Revised Undergraduate Programmes

Undergraduate Programmes	New/Revised	Start Date
BSc Youth Development Work	New	2012/2013
Foundation Programme/Pre-Engineering Programme	Revised	2012/2013
Diploma in Health and Family Life Education Instruction	New	2012/2013
BEd Early Childhood Development and Family Studies	New	2013/2014
Certificate in Social Work	New	2013/2014
Diploma in Social Work	New	2013/2014
BSc in Social Work	New	2013/2014
BSc Psychology	New	2015/2016
BSc Sociology	New	2015/2016
BSc Accounting	Revised	2015/2016
BSc Political Science	New	2015/2016

Undergraduate Programmes	New/Revised	Start Date
BSc Management Studies	Revised	2015/2016
BSc Management Studies with the following Majors:	New (6)	2015/2016
Entrepreneurship, Financial Management, Human Resource Management, International Management, Marketing, Tourism and Hospitality Management		
BSc Youth Development Work with Minor in Management Studies	New	2016/2017
BSc Sociology with Minor in Human Resource Management	New	2016/2017
BSc Sociology with Minor in Marketing	New	2016/2017
BSc Psychology with Minor in Human Resource Management	New	2016/2017
BSc Social Work with Minor in Youth Development Work	New	2016/2017

Table 2.5

New/Revised Graduate Programmes

Graduate Programmes	New/Revised	Start Date
MA English Language	New	2012/2013
MSc Management and Educational Leadership	New	2015/2016
Postgraduate Diploma Management and Educational Leadership	New	2015/2016
Doctor of Educational Leadership in Education Systems and Schools	New	2015/2016
Doctor of Educational Leadership in Higher Education	New	2015/2016
Postgraduate Diploma Management Studies	New	2015/2016
MSc Management Studies	New	2015/2016
MSc Management Studies (Marketing)	New	2015/2016
MSc Management Studies (Human Resources Management)	New	2015/2016
MSc Management Studies (Public Sector Management)	New	2015/2016
Diploma, Master of Education and Doctor of Education: Teaching and Learning with Emerging Technologies	New	2018/2019
Postgraduate Certificate in Leadership for Sustainable Development	New	2018/2019
MPhil/PhD Child, Adolescent and Youth Studies	New	2018/2019

In addition to its degree offerings, The UWI Open Campus, through its OCCS Continuing and Professional Education (CPE) Unit, offers a number of programmes/courses for which students acquire continuing education units (CEUs). Further, it also offers short courses and workshops. Some of the CPE programmes also allow for matriculation to UWI degree programmes. Unlike UWI programmes

which are approved by either the BUS or BGSR on behalf of the Senate, CPE programmes are approved by The UWI Open Campus Academic Board. Below is a list of the 24 programmes which were approved during the accreditation years. The relevant Academic Board minutes are attached (Appendices Open Campus).

Table 2.6

List of New Face-to-Face CPE Programmes

Programme Name	Date Approved
Health Care Management	September 2017
Advanced HRM	September 2017
Marketing Research	September 2017
Early Childhood Education, Care and Development	September 2017
Managing Conflict within the Workplace	September 2017
Business Process Management	September 2017
Fundamentals of Local Government Operations	September 2017
Advanced Sales and Marketing	September 2017
Culture of Rastafari	January 2018
Transformational Leadership for Achieving Sustainable Development Goals	January 2018
Proposal Foundation of Records Management	April 2018

Foundations of Data Management and Analysis	April 2018
E-Commerce in Modern Business	April 2018
Key Concepts in Financial Institutions Management	April 2018
Grant Proposal Writing	April 2018
Finance for Decision Makers	April 2018
CPE Programme Fundamentals of Statistical Analysis Techniques	April 2018
Key Concepts in Office Administration	April 2018
Advanced Digital Marketing	April 2018
Introduction to Digital Marketing	April 2018
Introduction to Property and Real Estate Management	April 2018
Fundamentals of Business Administration	April 2018
Protocol and Soft Diplomacy Skills	April 2018
Certificate in Conversational Kweyol	September 2018

Graduation Statistics

During the period under review the Campus has held six graduation ceremonies where approximately 4,240 graduated with their certification. Graph 2.1 below provides the statistics by qualification and year.
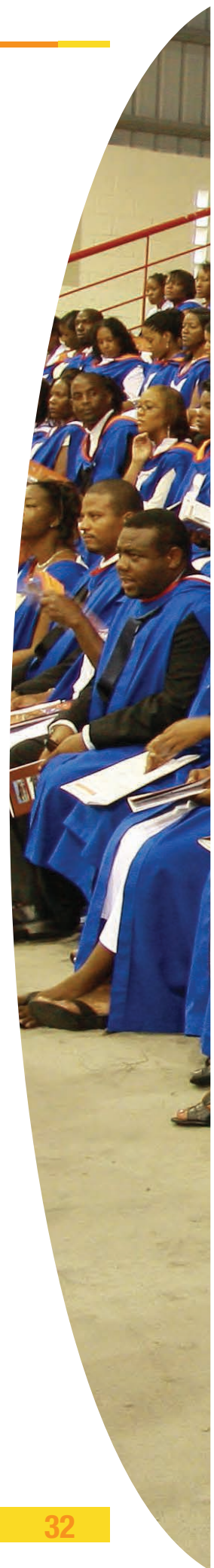
Graph 2.1

Graduation Statistics, 2013-2018

	2013		2014		2015		2016		2017		2018	
	F	M	F	M	F	M	F	M	F	M	F	M
CERTIFICATE	15	8	13	3	17	5	32	2	19	3	21	2
DIPLOMA	19	10	26	5	54	7	30	3	24	1	25	1
ASSOCIATE OF SCIENCE	39	2	57	10	50	5	52	6	41	5	41	4
BACHELOR OF SCIENCE	226	41	310	52	226	47	247	54	242	31	228	38
BACHELOR OF EDUCATION	203	34	169	20	113	17	161	9	134	13	150	6
GRADUATE DIPLOMA	25	3	17	2	11	3	17	2	17	4	7	3
MASTER OF ARTS	0	0	16	1	15	3	14	1	27	3	22	5
MASTER OF EDUCATION	74	2	65	7	80	8	53	7	25	2	53	2
MASTER OF SCIENCE	0	0	0	0	0	0	11	0	54	14	118	19
Total	601	100	673	100	566	95	617	84	583	76	665	80

Accomplishment of the Recommendations from the 2013 Evaluation Team's Report

The 2013 Institutional Accreditation Evaluation Team Report contained twenty-seven (27) recommendations under nine (9) thematic areas. Of the 27 recommendations, the Campus has fully implemented 14 [51.9%]; 6 [22.2%] are works in progress; one [3.7%] has not been implemented and 5 [18.5%] have not been accepted. See Graph 2.2 below:

Graph 2.2

Response to Institutional Accreditation Evaluators' Recommendations
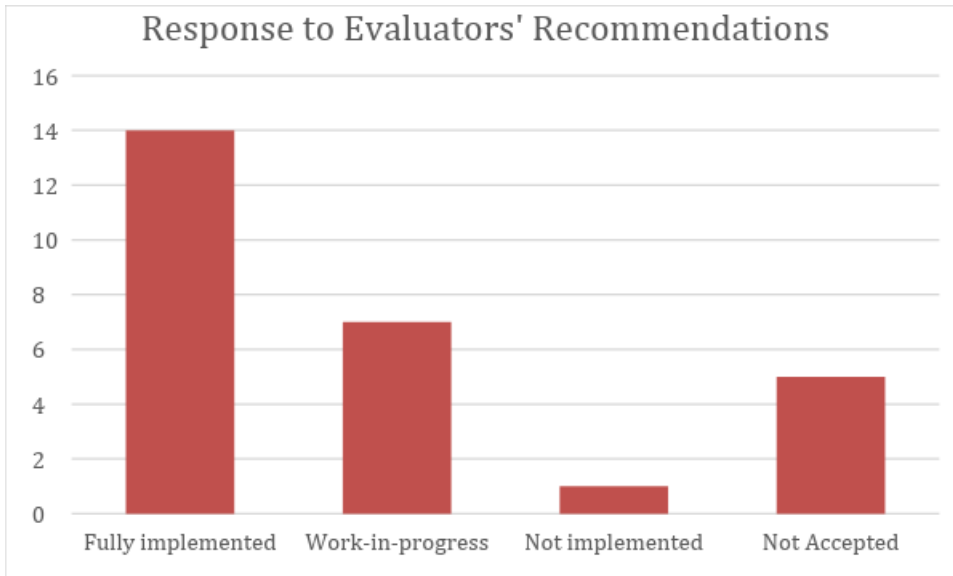
Following is a summary of the status of the various recommendations.

Standard 1: Mission and Objectives

No recommendations were offered for this Standard.

Standard 2: Governance and Administration

1.   Simplification of students' ability to move amongst campuses.

2.   Articulation of a Policy for a UWI integrated student management system

3.   Incorporation of UWI integrated student management system into the Single Virtual University Space

Standard 2: Numbers 1-3 are addressed next.

At the University level there has been a review of ICT operating models and shared services study. The UWI contracted Fujitsu to conduct the review. The findings of the review were presented to The UWI and they included a One UWI ICT Operating Model, which identified services to be delivered enterprise-wide, although maintaining the local (Campus-based) student interface. The University ICT

Committee which predates the recommendations and include persons from the Open Campus CATS team, is working towards standardising processes which will address numbers 1 to 3 above. ***This is a work in progress but is outside the direct control of the Open Campus. The supporting documentation was submitted as part of the mid-cycle report.***

4. *Establish a separate Finance and General Purposes Committee which should meet more regularly than the annual Campus Council meeting.*
As reported in the mid-cycle report, the Open Campus established a Finance Sub-Committee of Campus Council in 2013. **Recommendation implemented and continuous.**

5. *Revenue share policy articulated amongst the Campuses of The UWI.*
This recommendation is no longer applicable as the OOL supersedes this requirement. **Recommendation no longer applicable.**

Standard 3: Teaching and Learning
6. *Common course codes and harmonisation of courses across The UWI programme.*
This is not an Open Campus specific recommendation. However, The UWI is committed to the harmonisation of its programmes. The process of harmonisation is ongoing. This harmonisation is also facilitated through the quality assurance requirements for all new programmes to have cross-campuses consultation. Noteworthy, neither the Board for Undergraduate Studies nor the Board for Graduate Studies and Research will approve a new programme without such consultation. **Recommendation continuous.**

7. *Review mechanisms for monitoring of online tutors.*

This recommendation was accepted and revised processes implemented. See Appendix 2.22. This process is discussed in Chapter 7. **Recommendation implemented and continuous.**

8. *Re-assess the feedback timeline policy.*

The recommendation was not accepted by the Campus which has decided to keep the 24-hour response period for the provision of tutor feedback to students. This decision is based on Best Practices in Online delivery (this document was previously submitted as part of the mid-cycle reporting) which indicates that a 24-hour response time is a mark of exceptional best practice. Further, during the QAU review of a programme, the evaluators found that the Campus met its 24-hour response target 80 per cent of the time and responded within 48 hours for the remaining 20 per cent of the time.

The Campus is committed to continually monitoring and conducting further research to better understand the level of compliance. The Campus has further committed itself to the continuous training of all its online facilitators in an effort to improve the 80 per cent on time response rate to at least 95 per cent in the coming accreditation period. **Recommendation not accepted.**

9. *Tutor and course-co-ordinators continuous professional development.*

The APAD Programme Delivery Department (PDD) has a continuous professional development approach to its interactions with all its tutors and has created a continuous professional development (CPD) manual. In addition, over the accreditation years, it has developed and offered a number of CPD training opportunities to its facilitators. A fuller discussion is provided in Chapter 7, along with supporting evidence. **Recommendation fully implemented and continuous.**
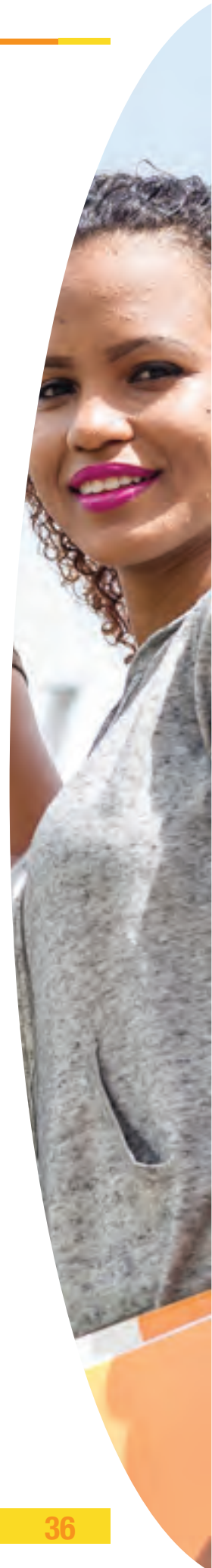
10. *Reinforcement of policy for students to submit all comments via the Learning Exchange.*

The APAD has an ongoing plan to achieve this recommendation. This policy is re-enforced during student orientation, and in the documentation on the Learning Exchange. **Recommendation fully implemented and continuous.**

11. *'X' amount of Blackboard Collaborate sessions per course.*

All courses now have a minimum of six (6) synchronous sessions per course per semester. This recommendation was implemented during the academic year 2014/2015, as indicated in previous annual reports. **Recommendation fully implemented and continuous.**

12. *Conduct annual student retention analysis by programme.*

This recommendation was implemented from the academic year 2015/2016. See Appendix 2.23 for the retention report for the academic year 2016/2017 and 2017/2018. **Recommendation fully implemented and continuous.**

13. *Documentation of articulation arrangements between Open Campus sub degree and degree programmes, as appropriate*

As new programmes are developed, articulation and matriculation arrangements between programmes are included in the programme proposal documents and discussed, as necessary with sister campuses. **Recommendation fully implemented and continuous.**

14. *Wifi at all Open Campus locations*

This recommendation was due for completion by September, 2017. However, the passing of hurricanes that year affected seven (7) of the Open Campus countries so that the completion process was delayed. It is

hoped that this recommendation will be achieved in the current academic year. **Recommendation partially completed.**

15. *Arrangements articulated between the Campus and the physical campuses for the use of the physical libraries by students, particularly face-to-face students.*

There is an agreement amongst the Campuses Libraries that all students from Senate approved programmes may make use of the various Campus libraries. This agreement predates the institutional accreditation visit. The introduction of the Banner ERP has made it possible for face-to-face students to access the online libraries of The UWI. **Recommendation achieved.**

16. *Introduction of more blended learning courses and programmes.*

As outlined in the mid-cycle report, the Campus has rejected this recommendation as it is not financially feasible and as such not sustainable for the Campus and The UWI at this time. **Recommendation not accepted**

17. *50% increase in interactions between student and tutor and student and student as part of the course structure*

To be implemented, this recommendation required first the conduct of a base line study and benchmark determination, which would be used to facilitate comparison and determination of achievement. However, the relevant base line study was not conducted and no benchmarks identified. Therefore, this recommendation cannot be addressed in the SAR. Albeit, given the increased focus on student interaction and the monitoring systems that are in place to ensure and assess student/faculty and student/student interaction, the Campus will not be taking forward this recommendation. **Recommendation not implemented.**

18. *Automated monitoring of student progress to enable patterns to be detected*

This initiative was championed by PDD and considered by APAD. The software solution was identified and researched (Intelliboard). This solution can be integrated with the LMS to provide the analytical data needed. It would also integrate with the University power BI solution. However due to budgetary constraints, we have not yet secured this software. There is an initial cost and a yearly cost tied to the number of students; we have to find a source of funds to maintain this. We have not been able to identify an Open Source solution. Therefore, as a Campus we will continue to seek an appropriate Open Source automated monitoring system. **Recommendation under consideration.**

19. *CSDR to be involved in research projects with APAD*

The Campus and CSDR accept this recommendation and are committed to its achievement. In APAD, there is potential for professionals from CSDR with research expertise to be involved in providing students enrolled in research courses early in their Programme with professional guidance and advice in terms of best practices in research. This can be done through educational webinars etc.

Additionally, the CCDC, in the CSDR, is presently collaborating with the School of Education at The UWI Mona Campus on a research project which includes students in the research process. For the wider CSDR, we anticipate that students in the new MPhil and PhD programme, which is offered from the academic year 2018-2019, will provide opportunities for graduate students to participate as research assistants in the coming academic years. **Recommendation achieved and continuous.**

20. *Systematic analysis of student needs according to ability and aptitude*
APAD has instituted a number of mechanisms to monitor student progress and needs through the Course Delivery Assistants (CDAs) and Programme Managers (PMs). The various systems are discussed in Chapters 5 and 7. **Work in progress**

21. *Introduction of face-to-face support for online students for quantitative courses*
In the absence of data to support the extent to which this is needed and the potential financial outlay, the Campus has not accepted this recommendation. It has however, increased its focus on improving teaching-learning in the online environment and its ability to identify at risk students early in their online teaching and learning experience.

The Campus Registrar and her team have an excellent initiative in train with regard to the latter entitled, First Year Experience/Student Advising Plan, that once fully operationalized will greatly improve the Campus's ability to identify students at risk. Additionally, APAD is actively working on articulating policies, practices and procedures to assist with the success of the Registry's initiative. **Recommendation not accepted.**

22. *Use of face-to-face classes for students new to the online environment.*
See No. 16 above. **Recommendation not accepted**

Standard 4: Readiness for Change

23. *Conduct a skills' needs analysis of the Open Campus.*
To date, the Campus has conducted a Skills Audit of the Programme Officers within the Open Campus Country Sites. The Campus also conducted a Skills Inventory. When completed, this document will provide useful information

on staff qualifications, areas of training, skills etc. A more robust exercise will soon be undertaken which will focus on the identification of skills gaps/needs. **Recommendation partially completed.**

24. *Articulation of Server disaster recovery plan, to include backup.*
The recommendation was implemented from February 2015 when the arrangements with the Miami data centre were operationalised. The backup site in St. Augustine was operationalised in September, 2015. **Recommendation fully implemented and continuous.**

Standard 5: Quality Assurance

25. *Documentation of articulation arrangements for all Open Campus sub-degree with degree programmes*
As part of the Quality Assurance Unit (QAU) review process, APAD should outline how face-to-face and other programmes delivered by the Open Campus allow students to matriculate into the new degree programmes. In addition, when CPE programmes are developed, those programmes must also show matriculation and/or articulation arrangements for graduates. This practice has commenced and is continuous. **Recommendation partially implemented.**

26. *Quality Assurance Unit to commence the quality assurance review process*
The review process commenced in April 2013. **Recommendation implemented and continuous.**

27. *Quality Assurance Unit to commence the quality evaluation process*
The evaluation process commenced in the academic year 2013/2014 with a focus on sub-degree programmes offered in the OCCS. **Recommendation implemented and continuous.**

Action Plan from Self-Assessment Report (SAR)

In addition to the recommendations from the team's report, prior to the evaluation visit, the Campus articulated an Action Plan from the findings of its institutional accreditation self-study report process. The Campus's Action Plan consisted of 68 actionable key performance indicators. To date, the Campus has implemented 43 [63.2**%**], a further 20 [29.4**%**] are in progress, 4 [5.9%] are no longer applicable and 1 [1.5%] needs revisiting. The following is a summary of the Campus's progress in the implementation of the objectives identified in its Action Plan. See Graph 2.3:

Graph 2.3
Implementation of Action Plan KPIs
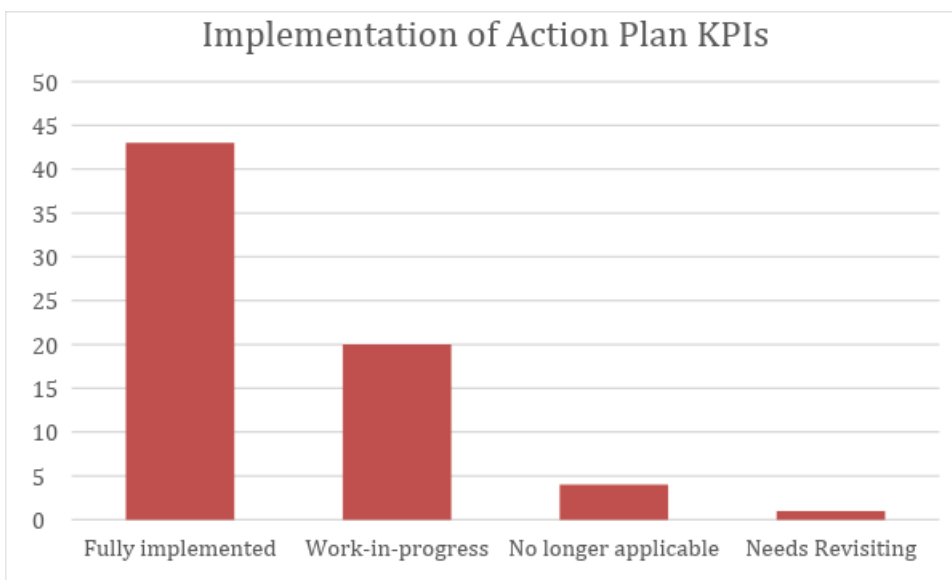
Standard 1: Mission and Objectives

There were no recommendations for this Standard.

Standard 2: Governance and Administration

1. *The number of departmental staff meetings to increase by 70 per cent.*
    This particular action has been implemented differently across the Campus, with Divisions such as APAD and OCCS meeting monthly and others like the Deputy Principal's Office meeting quarterly. **Key performance indicator achieved and sustained**

2. *At least one (1) general staff meeting per academic year*.
    The Principal and the Open Campus Leadership Team conduct a number of general staff Town Hall Meetings during the academic year via video-conferencing. **Key performance indicator achieved and sustained**

3. *The number of Management Team meetings to increase by 50 per cent.*
    The Management Team has been renamed the 'Open Campus Leadership Team'. This team now meets twice a month with one of those meetings reserved for strategic matters. **Key performance indicator achieved and sustained.**

4. *Increase in data driven amendments to Campus process.*
    The Campus has operationalised this requirement and a number of divisions and departments have reviewed, revised and documented their processes. In addition, PAIR has recently conducted a survey focused on the processes of the Campus. However, at the time, it was felt that a PAIR-led process improvement exercise would interfere with the implementation of the Banner system. This was particularly significant as both activities involved the same staff, in most cases, and this would have resulted in unsustainable workloads.

OPENING
DOORS TO
LIFE
CHANGING
LEARNING

That exercise was therefore suspended before the data was analysed. However, through the Banner Implementation process, the key processes of the Campus were reviewed and updated as necessary. **Key performance indicator achieved and continuous.**

5. *Staff rationalisation completed and necessary action taken, including*
   retraining, reskilling, redeployment and redundancy.

   Although some persons have been redeployed, the efforts have been more ad hoc than strategic. The Campus has recently sent a 'Request for Proposal for an Organizational Audit'. This document is shown at Appendix 2.24. **Key performance indicator is a work- in-progress.**

6. *All Programme Coordinators (PCs) re-issued with job descriptions in line*
   With their new job functions

   Although The UWI prepares full job advertisements which include job descriptions, there is not a practice to produce individual job descriptions. However, to date all Programme Coordinators have received new job descriptions reflecting their amended job roles. **Key performance indicator achieved.**

7. *All employees in the OCCS to be issued with job descriptions*

   See 6 above. However, the Campus is working through the production of job descriptions. **Key performance is a work in progress.**

8. *All course co-ordinator contracts to be amended to reflect their role when*
   dealing with face-to- face tutors

   This exercise was completed in 2013 and the supporting documentation submitted to the BAC as part of the annual report for the academic year 2013/2014. **Key performance indicator achieved and no longer applicable.**
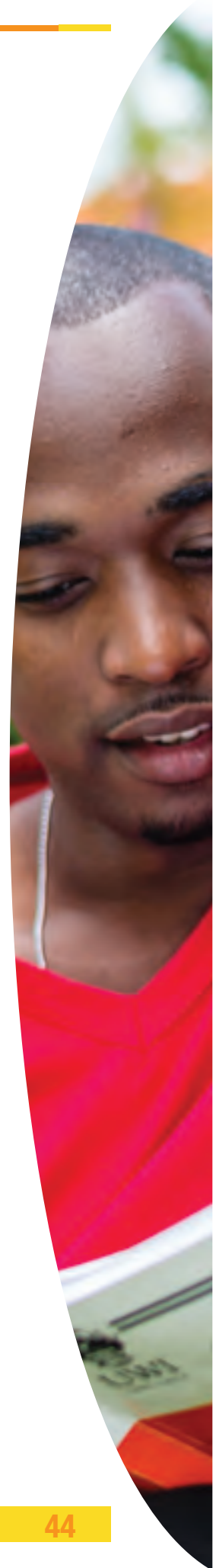
9. *Zero local contracts[2]*

    All full time members of staff previously employed on local contracts have been granted Open Campus contracts. **Key performance indicator achieved.**

10. *Archival policy approved*

    During the period under review, the Campus recruited a Campus Records Manager whose duties include archiving. Since her employment, she has prepared a Records and Information Management Needs Analysis which looks at several aspects of the Campus's record management needs, including archival. See the Executive Summary as Appendix 2.25. **Work in progress.**

11. *Relevant OCCS staff to be trained to archive documents electronically*

    The achievement of this KPI was dependent on the outcomes of the Records and Information Management Needs Analysis. **Work in progress.**

12. *All staff data to be archived electronically*

    This is a work in progress which has commenced with the most critical data, as identified by the Records Manager, being converted to electronic storage. **Work in progress.**

13. *Advisory Groups operational*

    The proposal and the Terms of Reference to support the formation of the Advisory Groups have been approved by the Leadership Team. The Advisory Groups for CPE were operationalised during the academic year 2015/2016. **Key performance indicator achieved.**

---

[2] This was applicable only to OCCSTT

14. *100 per cent of ICT technicians have dotted reporting relationship to Chief Information Officer (CIO)*
Key performance indicator in progress.

15. *New system identified and implemented to replace (or amplify) the existing Open Campus Management System (OCMS)*
The new Banner system was operationalised in the academic year 2016/2017. See Appendix 2.26 Global Affairs Canada Banner Implementation Report.
Key performance indicator achieved.

16. *100 per cent of data in student management system is reliable*
Business process implementation for Banner with data integrity management has been completed. However, the process of ensuring the reliability and integrity of the data is ongoing. **Key performance indicator achieved and continuous.**

17. *IT system updated to be able to provide relevant data for monitoring and research purposes*
This process was fully implemented as part of the Banner implementation. **Key performance indicator achieved.**

18. *Complete training so that 100 per cent of supervisors and supervisees are Trained in the performance appraisal process*
The exercise is on-going and will always be ongoing as staff changes within the Campus. **Key performance indicator in progress.**

19. *100 per cent of staff to be annually appraised*
The HR Department facilitates the annual appraisal process through Campus-wide reminders to supervisors and supervisees of the appraisal process, documentation and timings. See samples of appraisal communication and

Appraisal Statistics by year as Appendix 2.27. The Campus is currently working on a strategy to increase the number of annual appraisal completed by 10 per cent per year. **Key performance is a work-in-progress.**

20. *HR annually prepares a list of training needs.*
    Although HR does not annually prepare a list of training needs, it prepares and distributes to all staff lists of virtual continuous professional development training which it facilitates directly and indirectly. See Appendix 2.28 for a sample of the training provided. **Key performance indicator not achieved.**

21. *HR to identify and recommend at least 25 per cent of the staff identified through the appraisal process for specific continuous development training.*
    Some efforts have been made to identify staff for training via the performance appraisal process. However, the absence of a dedicated training budget has significantly affected the implementation of this key performance indicator. However, a small number of persons benefited from this selective training. Furthermore, as noted at number 20, from 2016//2017, a greater effort was made to integrate these specific needs with the online training initiative. So once the appraisal process is completed, HR has a general idea of the general training needs of staff and every effort is made to facilitate Campus-wide training which is accessible to all. In addition, members of the academic, senior administrative and professional staff may access training through the use of their individual study and travel grants. With effect from academic year 2016/2017, an effort was made to integrate this need with the online training initiative. **Key performance indicator revisited and adapted to ensure its achievement even with the financial constraints of the Campus. The rearticulated approach to the key performance indicator has meant that it is achieved and continuous.**

22. *25 per cent of staff completed retraining, reskilling and/or continuous professional development activities.*

This key performance indicator has been achieved from the academic year 2013/2014 and its achievement is continuous. Over the review period, approximately 25 per cent of staff attended various training sessions annually. See attached as Appendix 2.29 for the data on the number of persons who have completed training during the review period. **Key performance indicator achieved and continuous**

23. *HR team numbers increased by at least two middle management level staff*

There are three additional HR Officers (two in Barbados since August, 2012 and December, 2013 and one in Jamaica in May, 2017). Two new HR Officers are to commenced employment in Jamaica from October, 2017. **Key performance indicator achieved.**

24. *HR policy distributed to all staff: This item has been addressed in several Ways Including:*

Although an HR Policy has not been developed, the following forms of documentation have been provided to staff:

a. Employee Orientation Protocol which has been operational since October 2014

b. A draft information booklet was developed in 2015 and circulated for comments. Due to financial constraints, the HR Information Booklet, although completed. has not yet been published for circulation.

c. Work has commenced on recruitment guidelines in 2015 – this is still a work in progress. **Key performance indicator in progress.**

25. *Appointment of a Planning Officer to specifically direct the strategic actions*
And monitor campus progress on the attainment of strategic objectives
The Senior Planning Officer was appointed in the academic year 2014/2015.
Key performance indicator achieved.

26. *At least three annual strategic leadership meetings*
This action was implemented in academic year 2014/2015 (Appendix 2.30–
See minutes of meetings during the academic years Open Campus). **Key performance indicator achieved and continuous.**

27. *Campus Change Champions have been identified and trained*
The Change Champions were appointed in 2014/2015. However, they are no longer operational. **Key performance indicator achieved but no longer operational.**

28. *Change Champions (Makers) to conduct at least three activities annually*
Although operationalized in 2014/2015, the Change Champions concept needs to be revisited, updated and revitalized. **Key performance indicator to be revisited.**

29. *Critical path analysis conducted of the key management functions*
The Enterprise Resource Planning (ERP) Unit has as one of its function the responsibility for mapping processes and recommending improvements. **Key performance indicator continuous.**

30. *20 per cent of alumni participation in Open Campus activities including marketing*
The Campus appointed a Campus Officer for Alumni Relations effective August, 2016. The Open Campus is responsible for establishment of UWI Alumni Chapters in the 12 countries, namely Anguilla, Antigua & Barbuda,

Bahamas, Belize, BVI, Cayman Islands, Dominica, Grenada, Montserrat, St. Kitts & Nevis, Saint Lucia, St. Vincent & The Grenadines and Turks & Caicos - with Alumni Chapters. During the review period Grenada, Cayman Islands, British Virgin Island, and Montserrat and Turks and Caicos Islands have established Steering Committees only at this time, this brings the total to twelve chapters.

In October, 2017 the Open Campus Alumni Association held its Inaugural Retreat (14-16 October) which commenced with the presentation of two (2) Pelican Awards[3]. The recipients were H.E. Dame Cecilé LaGrenade, Governor General of Grenada and H.E. Sir Samuel Weymouth Tapley Seaton, Governor General of St. Kitts & Nevis. In addition, the Open Campus was able to secure '[4]Pelican Perks' during the year, through Dr. Renee Boyce, Intimate Secrets(Grenada) and Rex Caribbean (Antigua, St. Lucia, Tobago, Barbados and Grenada). The UWI AA Institutional Advancement Division in March 2018 gave a special award for the Most Active Chapter and this was won by the St. Lucia Chapter. On April 4, 2018, after intense training, the Open Campus established its first cohort of UWI STAT Ambassadors with 13 Ambassadors being inducted in a virtual ceremony. **Key performance indicator is continuous.**

---

[3] The **Pelican Award** is the University of the West Indies Alumni Association's (UWIAA) most prestigious **award** and is based on the criteria that a fellow graduate of **UWI** has excelled in his/her chosen field and has made significant contributions to The **UWI**, the Caribbean and beyond

[4] 'Pelican perks' are special terms for Alumni from specific organisations, for example discounts

31. *The introduction of electronic payment options for students and the supporting IT infrastructure.*

The operationalisation of the Banner ERP from the academic year 2017/2018, provided students with the option to pay all fees online. **Key performance indicator achieved and continuous.**

32. *Implement a process mapping system which will allow key functions, for example, Registry, APAD and Finance to list key concerns related to Open Campus operations that are required to improve the student experience.*

This was completed as part of the selection of an ERP for the Campus. **Key performance indicator achieved.**

33. *The hiring of two business analysts to map the key functions of the Registry, APAD and Finance and other support service groups to facilitate the identification of critical concerns and mapping a way forward.*

Not only was this achieved during the ERP implementation phase but an ERP Unit has been established in the Deputy Principal's Office which has direct responsibility for ensuring that numbers 32 and 33 are successful. See copy of organisational structure for ERP as Appendix 2.31. **Key performance indicator further developed to meet the expanding needs of the Campus - achieved and continuous.**

34. *Customer service training for staff across the Open Campus jurisdiction to improve service delivery.*

Over the review period the HR Department has facilitated several Customer Service training activities. See attached Customer Service Manual as Appendix 2.32 and list of training activities offered during the period as Appendix 2.33. **Key performance indicator achieved and continuous.**

35. *APAD to make programme information available to the OCCS in advance of the adverts being placed in the newspaper.*

APAD and OCCS now meet periodically to facilitate this and other processes. This continues to be a work in progress. **Key performance indicator achieved and continuous.**

Standard 3: Teaching and Learning

36. *Articulation of a policy for differently abled students.*

The Campus, through the Student Support in the Office of the Campus Registrar is currently using The UWI overarching policy on differently abled students to draft a policy for the Open Campus. **Key performance indicator is a work-in-progress.**

37. *Student contact hours for University level programmes and continuance of The Associate Degree.*

The BUS articulated a paper which addressed the issue of credits and the corresponding hours. APAD constructed a working group tasked with looking specifically at the credit weighting and workload for online students. However, that working group has not finalised its report. In addition, all new and revised undergraduate programmes are structured to meet the BUS requirements. See BUS Paper 21, 2015/2016 at Appendix 2.34. **Key performance indicator is a work-in-progress.**

38. *All course coordinators contracts to be amended to reflect their role when dealing with face-to-face tutors.*

This KPI is no longer relevant as the Associate Degrees are no longer offered as blended but are now fully online. **Key performance indicator no longer relevant.**

39. *50 per cent of face-to-face associate degree tutors complete the MFOI and Others in the suite, as necessary.*

The associate degrees are no longer being offered face-to-face but online. Therefore, this target is no longer applicable. **Key performance indicator no longer relevant.**

40. *Limited programme options for students.*

During the period under review, the Campus developed 59 new programmes – 24 CPE, 22 undergraduate and 13 graduate programmes. It also revised 3 existing programmes. Although the Campus continues to conduct market research to gauge programme needs, it has substantially met the issue related to the shortage of online programme offerings. **Key performance indicator achieved and continuous.**

41. *Students to be given access to the online libraries of the UWI*

This objective had an achievement date of July, 2014. The implementation of the Banner ERP project has provided the foundation for face-to-face students to have access to the online libraries and information services through the online learning management system. **Key performance indicator achieved.**

42. *The recruitment of at least two (2) additional persons to the AR Student Services portfolio*

This recommendation has been implemented. There are now five persons in that section, an increase of four. **Key performance indicator achieved.**

43. *APAD and OCCS to meet at agreed upon times such as the beginning of each semester and at the end of the academic year*

This has been implemented and reported in our annual report 2015/2016. The practice is being maintained. (See Appendix 17– selection of minutes of meetings). **Key performance indicator achieved.**

44. *Programme Managers (PMs) and Programme Officers (POs) to meet at least 3 times a year*

This was implemented since the academic year 2015/2016. The practice is being maintained. (See Appendix 2.35– selection of minutes of meetings). **Key performance indicator achieved and continuous.**

45. *Joint orientation package finalised (OCCS and APAD)*

Although not fully implemented, there is a system for information sharing and collaboration with the Assistant Registrar Student Support and the Programme Delivery Department. See attached as Appendix 2.36 the schedule of orientation across the Campus. **Key performance indicator work-in-progress.**

46 *Require a written report from course co-ordinators to identify the perceived reasons for student failure.*

This is now a requirement – these reports have to be submitted to the Campus Examinations Committee. In addition, the Campus has to submit a report to BUS and BGSR in relation to high failure rates. **Key performance indicator achieved and continuous.**

47. *All Open Campus locations to have wireless capabilities*

Already addressed in the recommendations section of this chapter. **Key performance indicator partially achieved.**

48. *Existing processes reviewed and clearly delineated; all new tutors to be Recruited using the approved recruitment and selection process*

The recruitment and selection process and practice have been reviewed, and the new system has been implemented and maintained. This process is now overseen by the HR department. **Key performance indicator achieved.**

49. *All courses to have an established minimum of tutorials for courses*

All courses now have a minimum of six (6) synchronous sessions per course per semester. This recommendation was implemented during the academic year 2014/2015, as indicated in previous annual reports.   However, Academic Board in 2018 accepted a proposal from APAD for an amendment to 2014/2015 agreement. The new directives stipulated that for Mathematics based courses students should have a minimum of six synchronous sessions and a minimum of three for qualitative type courses. The proposal and the Minutes of Academic Board are shown as Appendix 2.37 and 2.38. **Key performance indicator achieved.**

50. *50 per cent of e-tutors and course coordinators to be trained in the effective use of technology.*

An increased slate of training courses in managing and facilitating online learning. 100 per cent of all new tutors and course co-ordinators have been trained. **Key performance indicator achieved and continuous.**

51. *Student success strategy approved and implemented.*

The Campus has not yet concluded its articulation of a student success strategy.   Currently, it is using the University wide strategies and

mechanisms to facilitate its approach to student success, for example, the BUS has identified student success as one of its key performance indicators for the current University Strategic Plan. As noted earlier, the Campus is required to analyse its students' pass and failure rates (any course with failures more than 25%). In addition, the Campus has to indicate what it will be doing to improve the student experience in those courses. **Key performance indicator is work-in-progress.**

52. *70 per cent of applicants receive an offer within one month of submission of Application.*

The Registry has noted that approximately 80 per cent of applicants who upload documents electronically are given an offer in between 3-4 weeks. **This key performance indicator is a work-in-progress.**

53. *100 per cent of applicants who do not meet the matriculation requirements are forwarded to PLA Officer for processing*

This Action was not, in practice, an appropriate role for the PLA Officer. Instead, the Campus currently ensures that at least 50% of applicants who do not submit their supporting documents receive a conditional offer (based on what qualifications the students indicate that they have) within 4-5 weeks

These service level standards are contingent on adequate staffing levels and working conditions, and the dates scheduled for 'Assessment Committee' meetings in the case of Graduate Programmes.

The Recruitment and Admission Section of the Registry has the delegated authority to make offers under the prescribed requirements in the case of undergraduate and continuing and professional education programmes. However, in the case of postgraduate programmes, this authority lies with
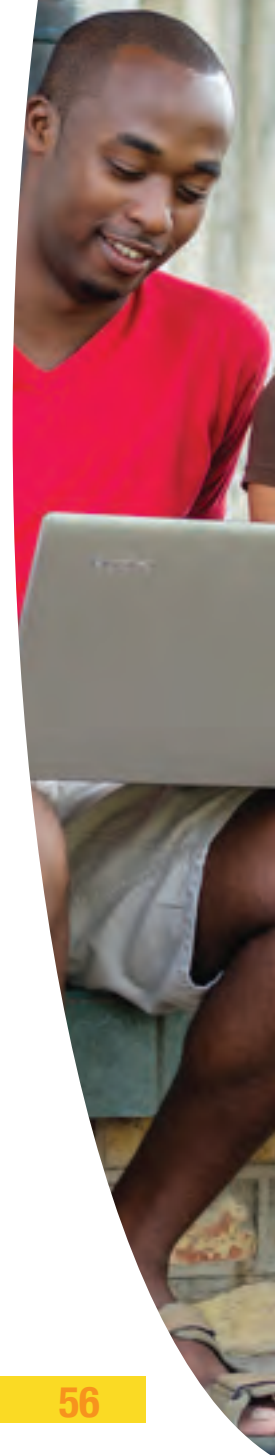
the Assessment Committee which is chaired by the Director of APAD. **Key performance indicator in progress.**

54. *50 per cent of applicants who do not meet the PLA assessment criteria are accepted via the provisional registration criteria*

This KPI requires that 100 per cent of all applicants who do not meet the PLA criteria are either directed to pre-university/CPE courses or are accepted via the provisional registration route. However, there is no structure to support provisional registration and although approved by the University, it is no longer considered to be a viable option for the Campus. **Key performance indicator no longer being pursued.**

55. *100 per cent course coordinators trained in effective assessment methods, including moderation*

With the introduction of a new undergraduate GPA system in the academic year 2015/2016, all facilitators attended mandatory training in assessment. The supporting documents was submitted to the BAC as part of its annual report for the academic year 2015/2016. In addition, it is the policy that no facilitators can teach in the online environment before being trained by the Campus. **Key performance indicator achieved and continuous.**

56. *Online learning. 100 per cent of new tutors and course coordinators have been trained.*

This key performance indicator is a requirement for working in the online environment at the Campus. See Appendix 2.39 – list of trained facilitators. **Key performance indicator achieved and continuous.**

57.   *Two additional instructional development co-ordinators employed*
      Implemented with Global Affairs Canada funding in 2014/2015. The two
      Open and Distance Learning Instructional Specialists were employed from
      March 2015. **Key performance indicator achieved and continuous.**

58.   *Production of FAQ flyers for all staff to allow them to answer queries from*
      Students and others.
      The Campus has developed a specific frequently asked questions (FAQs)
      sheet for all its programmes. These documents are available on the Open
      Campus   website   at
      http://www.open.uwi.edu/search/node/frequently%20asked%20questions.
      Additionally, there is a FAQ flyer for the institutional re-accreditation which
      is available on the institutional accreditation webpages. See Appendix 2.40.
      Key performance indicator achieved and continuous.

59.   *Implementation of the Student Complaints Policy and Process*.
      To date, there is a draft policy and procedure. However, the Campus is
      awaiting direction from The UWI as it would be appropriate for The UWI to
      provide guidance in this regard. **Key performance indicator is a work-in-**
      progress.

60.   *Students to be made aware, particularly those in Campus countries, of the*
      amenities made possible through their Guild fees   .
      There is an active Open Campus Guild of Students with 22 of the OCCS
      having active local chapters. These chapters are located in Anguilla, Antigua
      and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Jamaica
      Brown's Town, Jamaica Mandeville, Jamaica May Pen, Jamaica Mona,
      Jamaica Ocho Rios, Jamaica Savanna-La-Mar, Montserrat, St. Kitts and
      Nevis, St. Lucia, St. Vincent and the Grenadines, Tobago, Trinidad Mayaro,

Trinidad San Fernando, Trinidad St. Augustine and the Post-Graduate Chapter which serves the entire Campus. **Key performance indicator is a work-in-progress.**

61. *All face-to-face programmes offered at local Sites to undergo curriculum review, be fully developed and subjected to the Open Campus quality review process.*

The review of the OCCS programmes has commenced and is being facilitated through the Deputy Director for Continuing and Professional Education, partially in collaboration with the Quality Assurance Unit which has conducted a number of evaluations of programmes across the OCCS. The QAU evaluation of programmes in the OCCS usually results in a complete curriculum review with subsequent approvals from the Academic Quality Assurance Committee (AQAC), Academic Board (AB) and the Board for Undergraduate Studies (BUS), as necessary. Further details on the programme and evaluations in the OCCS may be found in Chapters 5 and 7. **Key performance indicator is a work-in-progress.**

62. *Analysis of face-to-face student end of semester evaluation feedback.*

This continues to be a work in progress, with some of the OCCS being more systematic in the analysis of student end of semester data. **Key performance indicator is a work-in-progress.**

63. *Reduction in the student attrition rates of all programmes but particularly undergraduate and pre-university.*

The Campus has continued to routinely conduct retention analysis – this is in addition to the analyses conducted by The University Office of Planning. Following the analysis, the Campus continually seeks to adapt its structure, systems and procedures to better facilitate student success. However, it is also aware that, given the online modality of the specific programmes, the

research shows that there is usually a higher attrition rate in this modality. Additionally, many students do not actually leave the programme but leave for extended periods of time due to life circumstances, and many return to the Campus to complete their programme of study. **This continues to be an active key performance indicator and is a work-in-progress.**

64. *Fifty per cent of the programmes on the priority list developed and offered*
This recommendation was met prior to the mid-cycle review visit. See priority list of programmes and list of current programmes shown at Appendix 2.41 and 2.42. **Key performance indicator achieved.**

65. *Fifty per cent of face-to-face associate degree tutors complete the Managing and Facilitating Online Instruction (MFOI) and others in the suite where necessary*

No longer applicable, the associate degrees are now offered fully online. **Key performance indicator no longer applicable.**

Standard 4: Readiness for Change

66. *Sharing of market research conducted through the various entities of the Campus with Marketing and Communications Department*
The Marketing and Communications Department reported 65% increased collaboration with key UWI Open Campus departments (APAD, CATS & PAIR) to craft, implement and analyse on-going external and internal market research activities. **This key performance indicator has evolved over the accreditation period and is a work-in-progress.**

67. *One hundred per cent of marketing initiatives to be in line with the Campus's marketing strategy and to be approved by the Marketing and Communications Steering Committee*

A policy was developed, in 2015, to support the establishment of the Marketing and Communications Steering Committee. The policy document was submitted as part of the mid-cycle report for the academic year 2015/2016. The Marketing and Communications Steering Committee was subsequently renamed, in the academic year 2013/2014 as the Regional Marketing Taskforce. The Taskforce met three times in the academic year 2013/2014. The taskforce was revitalised in the academic year 2016/2017. The Taskforce is scheduled to meet monthly. See attached as Appendix 2.43 Agenda and Minutes of this Task Force. **Key performance indicator achieved and continuous.**

68. *Increase in data driven amendments to Campus processes.*

The Campus has operationalized this requirement and a number of divisions and departments have already begun to review, revise and document processes. In addition, PAIR has recently conducted a survey focused on the processes of the Campus. This key performance indicator continues to be relevant. **Key performance indicator is a work-in-progress.**

Conclusion

The UWI Open Campus accreditation years (2012-2018), have been very eventful and purposeful. The Campus experienced two changes in Principals, one change in Deputy Principal and a number of other staff changes. However, what has remained constant is the Campus's commitment to the achievement of academic and administrative quality. The quality ideals have not always been achieved exactly as planned, or even hoped for, but the incremental steps toward the enhancement of quality have been continuous and impactful.

The Campus continues to weave its collage of quality through its resounding commitment to the achievement of its own action plan items and the recommendations from the SAR (2012) once again justifying its claim in 2012 as being a Campus for the times and a Campus for the future.

In the following Chapters, we will show that we have retained the standard at which we were initially granted institutional accreditation and have even surpassed that standard. We will also continue to showcase how we *open doors to life changing learning* for the people of the Caribbean region and beyond.

Opening
Doors to
Life Changing
Learning

CHAPTER 3

Mission and Objectives

Chapter 3

Mission and Objectives

Criterion: The institution's mission and objectives are appropriate to post-secondary or tertiary education and consistent with the policies and practices that guide its operations.

Chapter 3 presents the evaluation of the Open Campus's adherence to and compliance with the following four standards that relate to Criterion 1 and Protocol 1 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Standard 1.1 The institution has a clear, well-articulated mission that represents the institution's objectives and goals

Standard 1.2 The institution has a defined mission and objectives that are appropriate to post-secondary or tertiary education and training

Standard 1.3 The mission statement reflects the needs of the internal and external stakeholders

Standard 1.4 The mission is communicated to, and supported by, all stakeholders within the institution

Introduction

The literature suggests that mission statements serve three critical roles, namely to:

(1) communicate the purpose of an organization to its stakeholders;

(2) inform strategy development; and

(3) develop the measurable goals and objectives by which the success or failure of an organisation's strategies will be accessed.

(http://open.lib.umn.edu/principlesmanagement/chapter/4-3-the-roles-of-mission-vision-and-values/ last accessed 4 August, 2018).

The mission statement seeks to articulate to the stakeholders who we are and what we value as an organization; the vision statement, what we want to become; the strategy, how we will achieve our vision; and the goals and objectives, how we gauge our success. The diagram below, taken from Principles of Business (2015), shows the inter-relationship among the mission, vision, strategy and goals and objectives.

Diagram 3.1

Inter-Relationship between Mission, Vision, Strategy and Goals and Objectives

Over the life of The University of the West Indies, there have been several mission statements. Every mission statement, through the years, has been consistent and true to the origins of the University, that is, the development of the intellectual and other competencies of the Caribbean people.

In its Strategic Plan 2007-2012, the vision statement was articulated as:

By 2012, the UWI will be an innovative, internationally competitive, contemporary university deeply rooted in the Caribbean, committed to

creating the best possible future for all its stakeholders. It will be the University of first choice for the region's students and talented academics. It will provide a truly supportive environment that rewards excellence and it will be agile enough to thrive in a dynamic global environment (STRIDE, 2007, p. 10).

The vision statement supporting the 2007-2012 mission acknowledged that students had choices, but was seeking to position the University as the "University of first-choice" in recognition that it would have to remain current and relevant in the changing and ever more global higher education environment in the Caribbean and the world.

In a similar trajectory, the Strategic Plan 2012-2017, sub-titled 'Be Heard, Be Informed, Be Empowered' articulated the Mission Statement for that strategic period as:

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach to support inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond (Strategic Plan 2012-2017, p.14).

The 2012-2017 mission statement further embraced the University's regional and global responsibility to its stakeholders. It was supported by a Vision Statement which outlined the dream of a Caribbean University which operated globally. The vision statement clearly noted that:

By 2017, the University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of the Caribbean development and committed to serving the diverse people of the region and beyond (p. 17)

In this chapter, we will discuss the current Mission and Vision Statements articulated through the Strategic Plan 2017-2021, known as the Triple 'A' Strategy, and we will show how the University and the Open Campus are working towards the achievement of its mission and vision statement through its operations and activities.
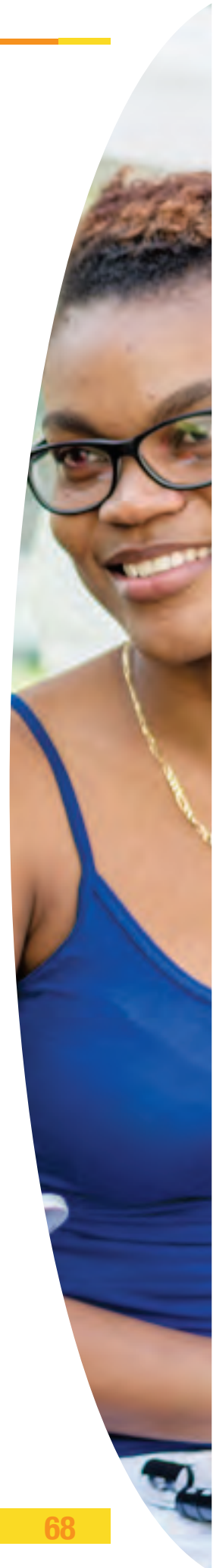
Standard 1.1: *The institution has a clear, well-articulated mission that represents the institution's objectives and goals*

From its inception 70 years ago, the University, then the University College of the West Indies, recognised the importance of articulating its mission and purpose. As a regional entity, the then College noted that its focus was on the development of the economic, cultural, intellectual leadership and research of the people of the region.

The 1948 Mission Statement of the University stated that:

> [The] UWI's mission is to unlock West Indian potential for economic and cultural growth by high quality teaching and research aimed at meeting critical regional needs, by providing West Indian society with an active intellectual centre and by linking the West Indian community with distinguished Centres of research and teaching in the Caribbean and overseas (Hall, D, 1998, p. XX).

This focus on the intellectual advancement of the people and economic development of the region has been a central feature of the four successive mission statements of The UWI. The Mission Statement for the Strategic Planning period 2007-2012 was:

> The enduring mission of the University of the West Indies is to propel the economic, social, political and cultural development of the West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership (STRIDE, 2007, p.6).

In a similar vein, the current mission statement which came out of the University's latest strategic planning exercise, the Triple 'A' Strategy Plan 2017-2022: Revitalizing Caribbean Development, is, to advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world" (p. 6). In the preface of the current strategic plan, the Vice-Chancellor, Professor Sir Hilary Beckles notes that:

Fine universities are not established and funded to serve themselves but to commit to engage the challenges facing their host communities. In this regard, the primary mandate of The University of the West Indies (The UWI) is to serve in the advancement of the Caribbean community and sustain its development (Triple A Strategy Plan, 2017-2021, p. 3).

This fifth iteration of the mission statement succinctly captures the essence of the enduring mission of The UWI and places emphasis on the areas which will revitalize Caribbean development in the current strategic planning period. Further, this statement clearly reinforces the thesis that the passage of time has not dimmed the initial mandate of the University, the advancement of the Caribbean. The UWI finds itself in a very challenging environment where financial support from the contributing countries is not guaranteed, as all governments of the region have been facing economic hardship in recent years and with no relief in the foreseeable future. In the current economic context, The UWI has crafted a strategic plan which will strengthen itself and the regional economies which it serves.

The Triple 'A' Strategic Plan has three strategic goals of improving Access, Alignment and Agility. The Triple 'A' Strategic Plan defines the three concepts as follows:

Access: This strategic goal refers to increasing participation in tertiary and higher education for all with the capacity and desire to learn. This will involve, among other things, ensuring that The UWI offerings (e.g. teaching and learning, student development, consulting, research and public advocacy programmes) reach the underserved and diaspora Caribbean populations, and all others with an interest in higher education on all continents.

Alignment: This strategic goal refers to building relevant and value-added relationships with alumni and the producers of wealth, and promoting government and non-government sectors and international partners by

ensuring that The UWI offerings are fulfilling the needs of the society it serves.

Agility: This strategic goal refers to The UWI using its resources (human and physical) and capabilities to respond to the needs of customers, including alumni, in a changing environment, creating an entrepreneurial university with a diversified revenue base, improving the global presence of the University ensuring economic sustainability through global expansion, operational efficiencies and financial profitability (p. 9).

Within the three strategic goals are twelve strategic objectives:

ACCESS (AC)

· AC1 To be a university for all

· AC2 To be the university of first choice for alumni and non-student customers seeking products and services for all things Caribbean

· AC3 Improving the quality of teaching, learning and student development

· AC4 Improving the quality, quantity and impact of research, innovation and publication

ALIGNMENT (AL)

· AL1 Promote greater activism and public advocacy

· AL2 Increase and improve academic/industry research partnerships

· AL3 Promote a cohesive single UWI brand consciousness

AGILITY (AL)

· AG1 Establish a physical presence of The UWI on all continents

· AG2 Restore financial health to The UWI

·   AG3 Generate economies of scale and scope for The UWI

·   AG4 Foster a creative, caring, accountable, motivated, professional (CAMP) team

·   AG5 Foster the digital transformation of The UWI

The current strategic plan also articulates the key performance indicators for each of the strategic objectives. The current mission of The UWI is ably supported by a Vision Statement which states that the University will be "an excellent global university rooted in the Caribbean" (Triple A Strategy, 2017-2022, p. 6).

The Mission Statement of the University is also supported by five Core Values, which support the achievement of the current strategic plan in ensuring the University realises its mission statement. These core values are:

Integrity: The UWI will perform in an honest, caring, ethical and trustworthy manner, and will create a culture of accountability in its management practices to ensure that these values are sustained.

Excellence: The UWI will serve its internal and external stakeholders by delivering consistently high-quality and relevant service, benchmarked against international standards and operational best practices.

Gender Justice: The UWI will actively create and sustain, as a core value, a social, academic, and administrative culture that supports and promotes gender equality and justice within its environments. This policy will require systematic research into its effectiveness with a view to taking appropriate actions of a corrective nature.

Diversity: The UWI will foster a culture and work/study environment that is open and welcoming to different ideas and perspectives, acknowledges and values diversity, is inclusive of and affirms the dignity of all persons

regardless of race, socio-economic status, age, sex, gender identity and expression, physical and mental ability, sexual orientation, family or marital status, national origin, language, political or religious persuasion, health status and other characteristics that make its constituents unique.

Student-Centredness: The UWI will ensure that its policies, governance and daily operations are geared towards the delivery of an exceptional teaching and learning experience for all students (The UWI Triple 'A' Strategy 2017-2022, p. 9).

Additionally, as an institution of higher education, the University through its strategic plan has outlined seven attributes of an ideal graduate (The UWI Triple 'A' Strategy 2017-2022, p. 13), which we paraphrase as:

a **critical and creative thinker** [problem solving]; an **effective communicator** with good interpersonal skills [teamwork]; **IT-skilled** and information literate; **innovative and entrepreneurial**; **globally aware** and well-grounded in his/her regional identity; **socially, culturally and environmentally responsible**; and guided by **strong ethical values** (p.13).

Although the attributes of the ideal graduate pertain to all graduates of the University, it is expected that post-graduate students will also develop significant leadership skills which would equip them to make meaningful contributions to the development of new knowledge. The QS Skills Gap in the 21st Century (2018) found that "… the top three skills employers unanimously want to see in graduates are problem solving, teamwork and communication" (p. 17).

The strategic plan clearly captures the overarching aim of The UWI's goals, which are to: (1) increase Access to high quality tertiary education to the Caribbean and the wider world; (2) improve Alignment through greater activism, public advocacy and enhanced academic/industry research partnerships; and (3) increase Agility through wider global reach, financial health, improved work force capabilities, and digital

transformation.　　The　Strategic　Plan　is　publicly　available　at
http://uwi.edu/uop/strategic-plan-strategic-framework.

All Campuses of The UWI are guided by the overarching Vision, Mission and Core Value Statements and Strategic Goals and Objectives outlined in The UWI Strategic Plan. The Open Campus, like the other Campuses, operationalises the Strategic Plan through its Operational Plans, aligning them closely to the institution-wide targets and key performance indicators within its own specific framework and market. The mission, vision statement (http://www.open.uwi.edu/about/uwi-mission-vision) and strategic plan (http://uwi.edu/uop/uwi-strategic-plan) are all publicly available on the University's websites and the Open Campus website.   Additionally, the student handbooks include the mission and vision statements and the seven attributes of the ideal UWI graduate.

As the only Campus with a physical presence in the 16 University countries, the Open Campus is in an ideal position to contribute towards The UWI achievement of its Access strategy. These 16 countries are home to 42 Open Campus Country Sites (OCCS) and offer a number of seminars, workshops, short and long programmes, specifically catering to the local needs of the country and communities in which they are located. Additionally, the OCCS are well placed to respond to the changing needs of their communities and so support The UWI's Agility strategic objective.

The UWI Open Campus has identified the following five strategic objectives as its focus for the first two years.

      a. Develop a robust workforce development thrust through a Continuing and Professional Education (CPE) Unit Open Campus (AC1,AC2)

      b. Develop Flexible Teaching and Learning Programmes (AC1, AC3)

      c. Strengthen Student Support and Success (AC3)

      d. Develop a Centre for Innovation & Entrepreneurship (AC4, AL2, AG2)

e. Design Programmes for Staff Loyalty and Engagement (AG4)

As part of the self-study process, the Open Campus conducted surveys of its key stakeholders including students, alumni and members of staff. The survey included statements which required respondents to rate their familiarity with the mission statement of The UWI. Of the 1,285 online students who responded to this statement, 41 per cent [n=532] agreed that they were familiar with the mission statement, 16 per cent [n=202] were not familiar, and 18 per cent [n=235] did not know the mission statement. The online students' responses are shown as Graph 3.1.

These findings are not surprising, as until the academic year 2018/2019 the vision and mission statements were not readily available to the students in their online students' handbook. It is anticipated that this inclusion will reduce the number of online students who are unaware of the University's mission statement. See Appendix 3.1: Online Student Handbook, 2018/2019.

Graph 3.1

Online Students: I am familiar with the Mission Statement of The UWI
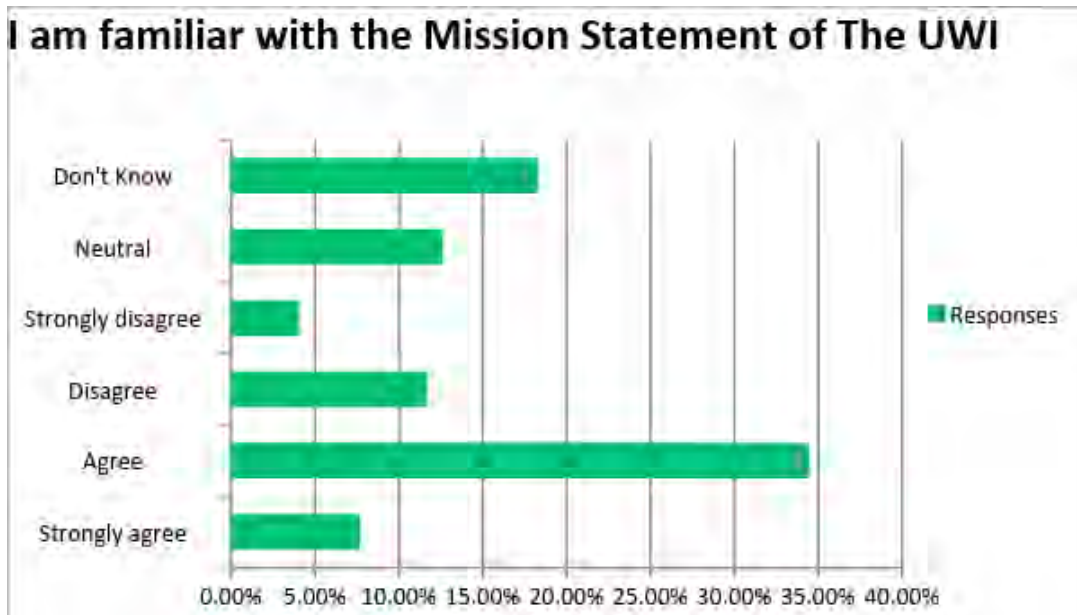
When the face-to-face students were asked to respond to the same statement about familiarity with the mission statement of the University, their responses were similar to those for the online students. Almost half [45%] of the 209 students who responded indicated a familiarity with the mission statement, 10 per cent were not familiar and 26 per cent were not aware of the mission statement of the University. Table 3.1 shows the full responses.

Table 3.1

Speak Your Mind (2016)

Overall Experience And Satisfaction	Definitely Disagree	Mostly Disagree	Neither Agree or disagree	Mostly Agree	Definitely agree
I am familiar with the present UWI Vision and Mission statements	12.9	14.2	29.0	33.7	10.1

Interestingly, when a similar statement was put to students as part of the University Office of Planning (UOP) undergraduate student satisfaction and experience survey, Speak Your Mind (2016), of the 682 respondents, 27.1 per cent disagreed with the statement, 29 per cent were neutral (neither agreeing or disagreeing), and 43.8 per cent agreed that they were familiar. This highlights a similarity between the findings of the institutional re-accreditation survey and the UoP's survey findings. Graph 3.2 shows the details of the findings for the UOP Survey.

Graph 3.2

Face-to-Face Students: Familiarity with the Mission Statement
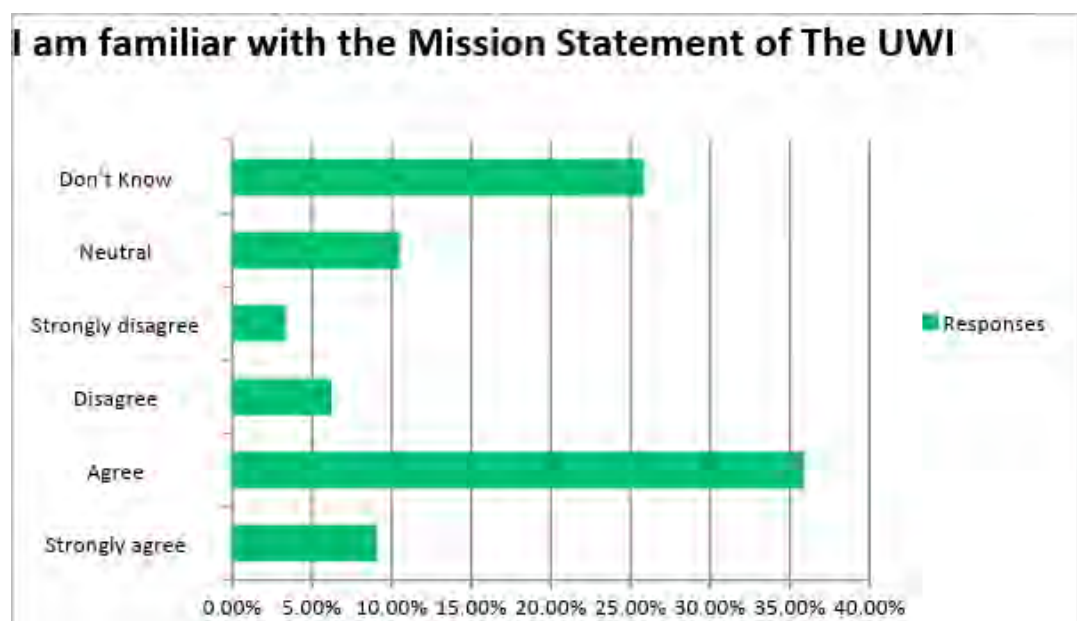
When the staff were asked to respond to the statement of familiarity with the mission statement, there was a substantial difference in their responses compared with the students. 81.2 per cent [n=173] of the 213 staff members who responded agreed that they were familiar with the mission statement. 1.4 per cent [n=3] were not familiar with it and 1.9 per cent [n=4] did not know the mission statement. The responses of

the staff may be suggesting two things: (1) that the University is more effective with its communication of its mission to its staff than its students; or (2) the staff are more interested in the mission statement of the University and by extension its achievement than its students.   The full staff responses are shown as Graph 3.3.

Graph 3.3

Staff: Familiarity with Mission Statement

I am familiar with the Mission Statement of The UWI
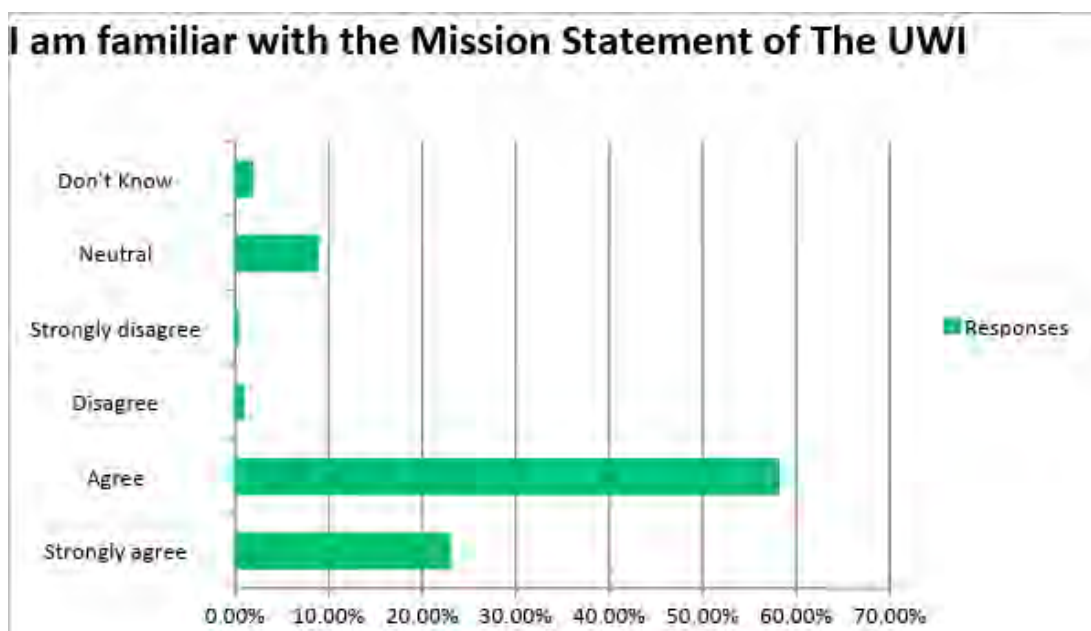
Opportunity for Improvement

These findings suggest that although the mission statement is clearly articulated and widely accessible via the website, and is displayed in all UWI main offices, some students are not aware of its content. However, the inclusion of the vision and mission statements in all student handbooks should further enhance the accessibility and visibility of these statements. The Open Campus should monitor the success of this new and/or additional modes of dissemination and should consider other mechanisms to ensure student awareness of its mission statement.

Standard 1.2: *The institution has a defined mission and objectives that are appropriate to post-secondary or tertiary education and training*

At the regional level, the Human Resource Development (HRD) 2030 Strategy which was articulated in the 2017 CARICOM paper, "CARICOM Human Resource Development 2030 Strategy - Unlocking Caribbean Human Potential", outlines specific targeted outcomes in the Basic Education (Early Childhood to Secondary), Tertiary, and Skills for Lifelong Learning Sectors. In his executive summary, Ambassador Irwin LaRocque identified that the 'issues to be addressed include gender and achievement; the use of technology within the learning environment; skills required for 21st Century demands, development of skills for adults and out-of-school youth and capitalising on our innate creativity to ensure that it becomes a medium for personal and regional development and fostering innovation, a critical requirement for success' (LaRocque, 2017, p. xiii).

The CARICOM paper went on to identify four strategic priorities which give direction to the strategy, namely, **Access, Equity, Quality** and **Relevance**. The CARICOM HRD 2030 strategy focuses on the development of the 'whole' person, not just for purposes of attaining productive livelihoods as competent, innovatively skilled workers and entrepreneurs, but also to contribute to educating enlightened individuals who can support 'meaningful and informed' social and cultural changes through their daily and professional lives within their homes, communities, schools, workplaces and the global space. With these as its focus, the University of the West Indies has a pivotal role to play in this process.

At the global level, in 1998, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) through the World Conference on Higher Education entitled 'Higher Education in the Twenty-First Century: Vision and Action" proclaimed 17 Articles in relation to higher education. Article 1 outlined the mission and function of higher education and Article 3 articulated a new vision for higher education; both are shown next:

Article 1 - Mission to educate, to train and to undertake research
We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

(b) provide opportunities (*espace ouvert*) **for higher learning and for learning throughout life,** giving to learners an optimal range of choices and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order **to educate for citizenship and for active participation in society,** with a worldwide vision for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;

(c) **advance, create and disseminate knowledge** through **research** and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) help **understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures,** in a context of cultural pluralism and diversity;

(e) help protect and enhance **societal values** by training young people in the values which form the basis of democratic citizenship and by providing

critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;

(f) contribute to the development and improvement of education at all levels, including through the training of teachers.

SHAPING A NEW VISION OF HIGHER EDUCATION
Article 3 - Equity of access
(a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

(b) Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

(c) As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, **all policies concerning access to higher education** to give priority in the future to the approach based on the merit of the individual, as defined in Article 3(a) above.

(d) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

(UNESCO, 1998, np)

The UWI Open Campus is ideally placed in 16 countries to facilitate access to higher education through face-to-face, blended and online modalities. The purpose of The UWI Open Campus "… is to open doors to life-changing learning wherever you are" (http://www.open.uwi.edu/about/uwi-mission-vision, last accessed 1 November, 2018). In alignment with the Access Pillar of The UWI's Triple A strategy, and specifically, the strategy to be "A University for All", the Campus offers a range of CPE courses, workforce development training, workshops, specialist training, lecture series and certification from the pre-university to doctoral levels.   Some of the pre-university certifications lead to continuing education units (CEUs), while others allow for matriculation into bachelor level degree programmes. Additionally, at the pre-university levels, persons may take training courses via workshops/seminars which vary in duration from one day to 3 months. Through this mosaic of learning opportunities, which have varying entry requirements ranging from no formal qualifications to normal University matriculation requirements, the Campus provides multiple modalities and avenues for persons to access life-long and life-changing learning experiences.

OPENING

DOORS TO

LIFE

CHANGING

LEARNING

Although some may suggest that tertiary education institutions' offerings should not include certification below the undergraduate level, UNESCO's Incheon Declaration and SDG4 – Education 2030 Framework for Action (2016), noted that

> 44. TVET and tertiary education, including universities as well as adult learning, education and training, are important elements of lifelong learning. Promoting lifelong learning requires a sector-wide approach that encompasses formal, nonformal [non-formal] and informal learning for people of all ages, and specifically adult learning, education and training opportunities. It is necessary to provide opportunities for equitable access to university for older adults, paying particular attention to vulnerable groups (UNESCO, 2016, p. 41)

The Open Campus's bachelor, master and doctoral programmes are all offered online whilst the pre-university offerings are mainly delivered face-to-face. The Campus offers certificates and diplomas at the pre-university, undergraduate and graduate levels as well as undergraduate and postgraduate degrees. As a multi-mode Campus with a comprehensive offering of courses and programmes at all levels which can also be tailored to meet most learner specific needs, The UWI Open Campus is well placed to assist The UWI with the achievement of its mission "to advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world", whilst at the same time being consistent with the stated aims of the UNESCO Education 2030 Framework for Action.

A sample of mission statements of similar universities regionally and extra-regional higher education institutions all showed a similar focus on knowledge dissemination, people and societal development and research to meet local and regional needs. The University of Trinidad and Tobago's mission statement states that it is:

> To contribute to the sustainable development of society through the advancement and application of research, dissemination of knowledge and public engagement in our pursuit to produce work-ready graduates and

critical thinkers (global leaders) (https://utt.edu.tt/?page_key=23, last accessed on 1 November, 2018).

Similar to The UWI's overarching mission and commitment to the advancement of Caribbean people, the mission statement of the University of Technology states that it aiming:

> To stimulate positive change in Caribbean society through the provision of high quality learning and research opportunities and service to our communities (https://www.utech.edu.jm/about-utech/vision, last accessed on 1 November, 2018).

What is of note is that universities which operate in small regions or serve mostly national/local needs all have mission statements which seek to meet national or regional needs. The University of the South Pacific (USP), the only other university which, like The UWI is owned by the governments of more than one country (in the case of USP 12 countries) actually describes itself as the University of the region (pacific region). USP's mission statement states that it is:

- To provide Pacific people with a comprehensive range of excellent and relevant tertiary qualifications;

- To deliver the benefits of advanced research and its applications;

- To provide communities and countries in the Pacific region with relevant, cost effective and sustainable solutions, including entrepreneurship, to their main challenges; and

- To be an exemplar of tertiary education for the Pacific Islands in quality, governance, application of technology and collaboration with national tertiary institutions.

(https://www.usp.ac.fj/index.php?id=usp_mission, last accessed on 1 November, 2018)

From the previous discussion, it is clear that The UWI's mission statement and objectives are appropriate for higher education institutions. Further, its compliance with UNESCO Education 2030 Framework for Action indicates a proactive approach to its mandate. Therefore, The UWI Open Campus and The UWI satisfy the requirements of Standard 1.2.

Standard 1.3: *The mission statement reflects the needs of the internal and external stakeholders.*

Overview

Many authors have articulated definitions for the term stakeholder including Stanford Research Institute (1963), Clarkson (1994), Clarkson (1995), Miles (2012) and Huemann et al (2016). Albeit, there is no consensus or one widely accepted definition of this term, McGarth and Whitty (2017) in an attempt to solidify an inclusive definition proposed the following:

> An invested stakeholder is one who has some control of the activity. This accommodates Clarkson (1994, p. 5) as they "bear some form of risk as a result of having invested some sort of capital, human or financial, something of value, in a firm".

> • A contributing (primary) stakeholder is one whose participation is required to sustain the activity. This is based upon Clarkson (1995, p. 106) "A primary stakeholder group is one without whose continuing participation the corporation cannot survive as a going concern". It also aligns with Stanford Research Institute (1963) "those groups without whose support the organization would cease to exist".

> • An observer (secondary) stakeholder is one whose acceptance or compliance is required to sustain the activity. This is based upon Clarkson (1995, p. 107): "secondary stakeholder groups are defined as those who influence or affect, or are influenced or affected by, the corporation, but they are not engaged in transactions with the corporation and are not essential for its survival. […] however such groups can cause significant damage to a corporation". "Acceptance or compliance" has the connotation of both influence and being affected by, does not mean agreement and avoids the need to include reference to damage.

• A tertiary stakeholder is one who uses the output of the activity.

<div align="right">McGarth and Whitty, 2017, p. 732</div>

The UWI Stakeholders

For the purpose of the SAR, invested stakeholders will be taken to be employees and contributing governments of The UWI 16 countries, contributing (primary) stakeholders will be the students, observer (secondary) stakeholders will be taken as other tertiary education institutions in the region and organisations with which the University/Campus conducts business, and tertiary stakeholders as the employers of graduates of The UWI.

During its planning exercise for the current strategic plan, the University used a bottom-up approach which involved extensive consultation with the various categories of stakeholders. This approach was important as it provided useful insight into the thoughts of the stakeholders, as well as providing the University with the information to ensure that it continues to be relevant to the needs of its constituents. This approach to strategic planning is not new, as in 2011, a similar structure was used, where the Vice-Chancellor set up a Task Force which was charged with the responsibility of conducting focus groups and other forms of consultations with businesses, governments, students, including the Guild of Students Executive, trade union representatives and so on. The current strategic plan has identified some stakeholder specific targets, for example, Access: AC2: to be the University of first choice for alumni and non-student customers seeking products and services for all things Caribbean, which is targeted at students/customers; Agility: AG4: [to] foster a creative, caring, accountable, motivated professional (CAMP) team which speaks directly to its staff; and Alignment: AL2: Increase and improve academic/industry research partnerships. Therefore, although The UWI mission statement speaks generically to the development of the Caribbean and wider world, the strategic plan actually identifies the specific stakeholders to which it will be targeting its products and services.

Stakeholder Engagement: Meeting the Needs

The UWI Open Campus and the University are constantly seeking to obtain input from its external stakeholders as a mechanism for ensuring that it continues to meet their needs. Three such surveys were conducted in 2007, 2011 and 2015 respectively, namely.

- Whittington, Louis (2007). *Caribbean Human Resource Needs Analysis: Stakeholders' Perception*. UWI.

- Institutional Research and Development Unit (December 2011). The *UWI Open Campus Needs Assessment Report*. The UWI Open Campus, Office of the Pro Vice-Chancellor and Principal.

- Warrican, S. Joel. (2015). *Rationale for selection of programmes for development under the DFATD-SDEC Project*. The UWI Open Campus, Academic Programming and Delivery (APAD) Division.

The 2007 survey prepared for the establishment of The UWI Open Campus. The findings were useful in the justification for the establishment of a 4th Campus of the University. One of the objectives of that survey was the identification of priority training and educational needs of the underserved countries of the then UWI-12 (contributing countries without a physical campus). The data sources included potential students, employers and education providers. The University was seeking to understand or determine the best fit modality for programmes, e.g. online or via tele-conferencing. The findings from the country surveys were presented to key stakeholders, including Government Ministers and other key government officials, private sector leaders, members of professional groups, leaders of national colleges and other educational entities, during national consultations. These national consultations were vital as they provided an opportunity for the University to obtain feedback and verification of the findings of the surveys. These consultations allowed the University to make projections of future educational and training needs that would be necessary for development of the populace and the individual countries. The Caribbean Human Resource Needs Analysis: Stakeholders Perception by
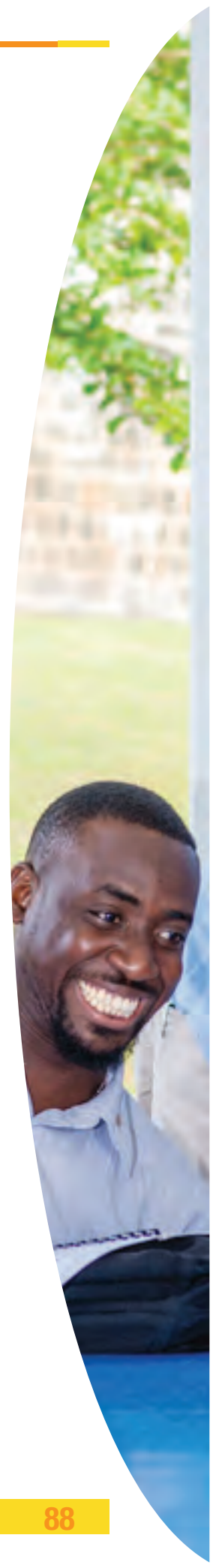
Whittington (2007) is shown as Appendix 3.2. The consultation found that the stakeholders in the then UWI-12 countries required training in the following areas:

Table 3.2

Priority Areas Of Educational and Training Needs Identified by a Sample of UWI-12 Countries in 2007

Antigua & Barbuda	British Virgin Islands	Cayman Islands	Dominica
- Education - International Business - Management - Planning and Logistics - Social Work / Behavioural Sciences	- Education - Engineering/ Skills Training - Hospitality - Management - Medical Sciences/Allied Health	- Finance/ Banking - Hospitality/Tourism/Soft Skills - Management (Sales, Marketing, Project and Product Management - Skills training/Tech Voc / Apprenticeship/ Education/ Literacy	- Engineering, Tech Voc, ICT - Environment - Hospitality Tourism - Management - Social Work, Psychology
Grenada	**St. Kitts & Nevis**	**St. Vincent & the Grenadines**	
- Agriculture - Education - Hospitality - IT - Skills Training / Engineering	- Accounting, Financial Services - Engineering, Skills Training - Hospitality, Soft Skills - ICT/ Technology - Management, Planning, Research	- Agriculture - Behavioural Science, Social Work - Entrepreneurship - Hospitality, Tourism - Skills training - Technology	

The 2011 survey provided baseline data for programme selection for the Programme Implementation Plan for the SDEC Project (see PIP-SDEC-Feb 2014) and to ascertain whether the needs of the stakeholders had changed since the 2007 survey. The Campus, through its Planning and Institutional Research (PAIR) Unit, conducted a stakeholders' needs assessment study which identified its main objective as "… determining the human resource needs of the region, especially as it relates to educational programming and research interests" (The UWI Open Campus Stakeholders' Needs Assessment Report, p. 1). This research targeted

secondary and tertiary students, educational institutions, private sector employers and government officials.

Table 3.3

Priority Areas of Educational and Training Needs Identified by a Sample of UWI-12 Countries in 2011

- Business
- Health and Human Services and Information Technology and New Media
- Health Care services
- Human Resource Specialists
- Laboratory Technicians
- Leadership
- Management (General)
- Medical Specialists
- Nurses
- Supervision and Accounting
- Teaching/Educational Staff Technologists
- Teamwork Presentation skills
- Urologists and Oncologists

The UWI Open Campus Needs Assessment Report (2011) is shown as Appendix 3.3.

In 2014, a rapid response survey was conducted targeting employers in The UWI-14 countries. This survey was intended to measure the levels of satisfaction of employers in the region with the graduates of The UWI Open Campus. This survey identified a number of areas which required improvement and the Campus responded to those recommendations in several ways, for example, deficiencies in written communication were addressed by ensuring that:

all graduate students at the master's level will be required to take a course that deals with effective communication: **Critical Analysis and Communication Skills for Managers**. In the outline for this course, the course goals/aims are given as follows:

> The general goal of this course is to assist participants to think strategically about communication and improve their writing, presentation and interpersonal communication skills within a managerial setting. The course will provide students with foundation skills in critical thinking and analysis, oral and written communication and data analysis in order to effectively carry out managerial functions and achieve the strategic goals of the organisation.

Warrican, 2014, p. 9.

A follow up report prepared in 2015 entitled 'Rationale for selection of programmes for development under the DFATD-SDEC Project' engaged a cross section of stakeholders. The report used as the initial primary data various labour market analyses conducted in the region. These labour market analyses included,

- Organization of Eastern Caribbean States (2013). **Communiqué Fifty-Seventh Meeting of the OECS Authority**. Available online at http://www.oecs.org/media-center/press-releases/oecs-authority/751-communique-fifty-Seventh-meeting-of-the-oecs-authority

- CARICOM (2010). Communiqué Issued at the Conclusion of the Nineteenth Meeting of the Council for Human and Social Development (COHSOD) of the Caribbean Community, in Collaboration with the Seventh ILO Meeting of Caribbean Labour Ministers, 14-16 April 2010, Georgetown, Guyana. Georgetown, Guyana: CARICOM Secretariat. Available online at http://www.caricom.org/jsp/pressreleases/pres171_10.jsp?null&prnt=1.

- Sookram, S. (2012). **Economic Priority Areas, Jobs and Skills for Growth in Trinidad and Tobago.** Port-of-Spain: NIHERST. Available online at http://www.niherst.gov.tt/publications/EPA Report Jobs and Skills for Growth in Trinidad and Tobago.pdf

- Government of Jamaica (2012) **Labour Market and Productivity Sector Plan 2009-2030** Available online at http://www.vision2030.gov.jm/Portals/0/Sector_Plan/Microsoft Word Labour Market Productivity.pdf.

The study (2014) also found that respondents wanted to pursue studies as shown in Graph 3.4.
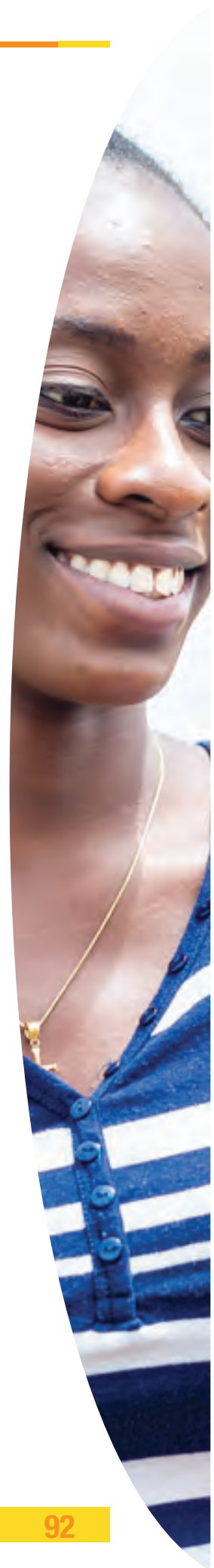
Graph 3.4

Areas for Future Studies

The Areas the Sample Indicated for Future Studies (n = 261)
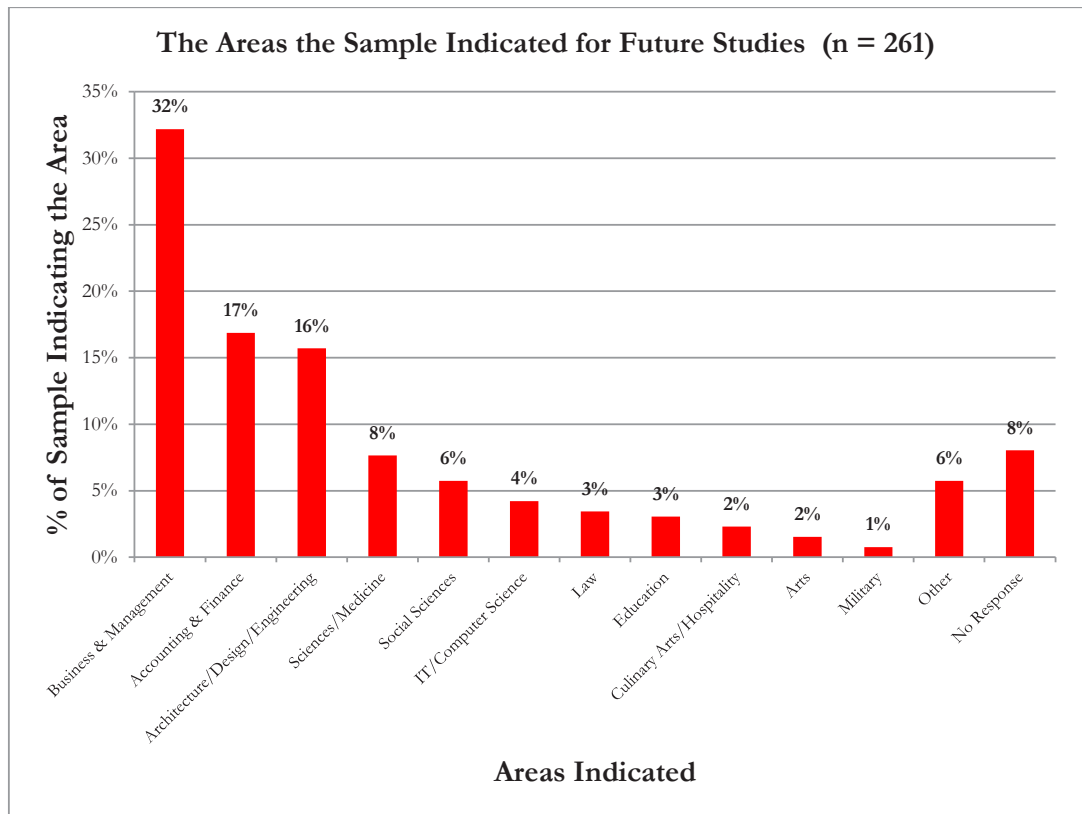
In response to the stakeholder input, to date, the Campus has either developed or revised existing programmes at both the undergraduate and graduate levels in Business and Management and Accounting and Finance. In fact, the Campus has developed over 30 programmes at all levels to meet the needs as identified by its stakeholders.   Furthermore, the 2013 undergraduate students, "Speak your Mind" survey reported that students felt that "The development of the new 2012-17 Strategic Plan took their views into consideration.

To better understand the needs of industry and to ensure that the programmes of the Campus are continually meeting the needs of its stakeholders, the Campus has operationalised Discipline Advisory Committees. These Committees are

> … intended to develop and strengthen participation of industry and the community in the development and delivery of educational programmes offered by the Open Campus. These Committee will provide useful information which will inform the programme planning, development and delivery processes through the provision of valuable perspectives on policy and articulation from the perspective of the relevant industries and professions. These Committees shall assist the Campus to maintain quality and relevance of qualification to the specific sector.

The Discipline Advisory Committees will provide strategic advice about industry trends, priorities and training needs, through the sharing of market research and the identification of future training and workforce development needs.   These Committees will allow the Open Campus to take a more strategic approach to its programme development and delivery.

Frequency of Meetings

The Committee shall meet:

1. At least twice during the proposal phase,

2. At least twice during the development phase, and

3. Annually during the delivery phase of the programme.

Warrican, 2014, p. 18.

In addition to APAD and OCCS, the membership of each of the Committees includes at least 3 persons from the programme discipline, as well as, private and public sector, civil society and other relevant organisations. Furthermore, students are included on all major Campus Committees including AQAC, Academic Board, Finance Sub-Committee, Institutional Re-Accreditation Steering Committee and

Strategic Planning Committee. See list of Committee membership at Appendix 3.4, 3.5, 3.6 and 3.7. Therefore, The UWI Open Campus not only seeks input from stakeholders via surveys but has also operationalised several mechanisms to ensure that its various stakeholders are part of relevant boards and committees. This commitment to stakeholders and the establishment of Campus's varying systems ensure that the needs of its various stakeholders are addressed and that their inputs are used to improve its operations to fully satisfy the requirements for Standard 1.3.

OPENING

DOORS TO

LIFE

CHANGING

LEARNING

Standard 1.4:   *The mission is communicated to, and supported by, all stakeholders within the institution*

The Mission Statement and the associated strategic plan are communicated to the University, Campus and other communities via a number of mechanisms. They are included on the Open Campus's website (http://open.uwi.edu/about/uwi-mission-vision) and the University's website (http://www.uwi.edu/history.asp). At the outset of the strategic planning process, campus teams were constituted to review and provide input on five strategic areas, namely,

- Strengthen student support and success
- Development of flexible teaching and learning programmes
- Innovation and entrepreneurship
- Staff morale and engagement
- Extend Continuing and Professional Education Programme

These teams were responsible for providing campus specific input into the development of the new strategic plan (2017-2022). In January 2017, the draft strategic plan was shared with staff members and they were given the opportunity to offer feedback via email to a dedicated email address. This was in an effort to allow all voices to be heard as a new strategic direction was charted. Further, at the regional Town Hall meeting on 31 August, 2017, the Pro Vice-Chancellor and Principal of The UWI Open Campus addressed the implementation of the Triple A Strategic Plan, drawing attention to the new strategic objectives as well as the new mission and vision statements of The UWI. Similarly, in September of 2017, during supervisory management training organised by the HR Department for Open Campus staff, two sessions were dedicated to the new strategic plan. The Mission and Vision Statements of The UWI are displayed on posters in all public offices and many other buildings across the Campus. Further, the mission statement is included on brochures, posters and official documents of the University.

In 2013, the then University Office of Planning and Development (UoPD) conducted a first year of Strategic Plan 2012-17 employee feedback survey which was intended to garner information on engagement with and implementation of that strategic plan. As part of the implementation and operationalisation process, each campus was required to prepare+ an operational plan which consisted of the intended objectives and key performance indicators of each Campus departments/entities.

Graph 3.5

Staff: The UWI Mission Statement is effectively communicated
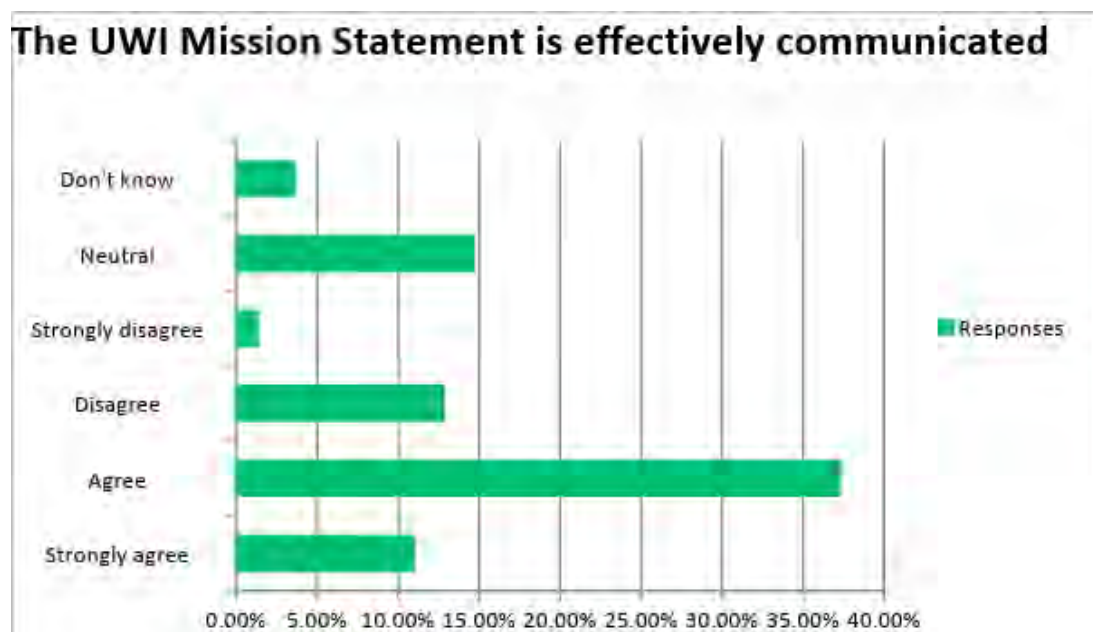
When staff were asked to rate the effectiveness of the communication of the mission statement, of the 217 respondents who completed this statement, 48.4 per cent agreed, 18.9 per cent neither agreed or disagreed, 14.3 per cent strongly agreed and 18.4 per cent were neutral/did not know.

Graph 3.6

Online Facilitators: The UWI Mission Statement is effectively communicated

The UWI Mission Statement is effectively communicated
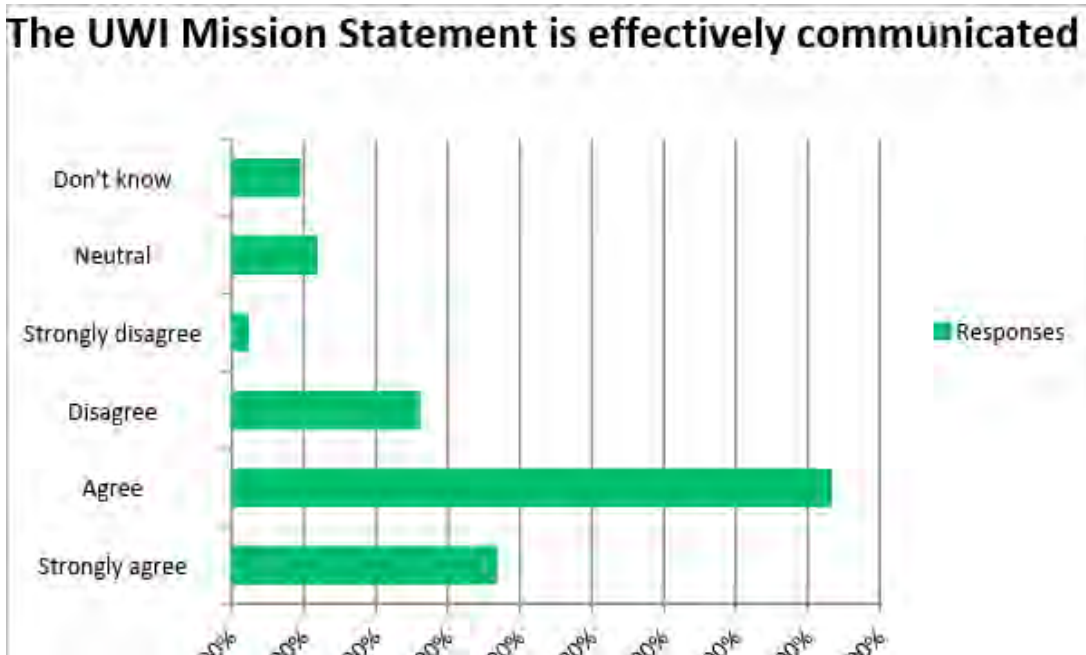
When the online facilitators were asked to comment on the effectiveness of the communication of The UWI mission statement, of the 168 respondents, 60.1 per cent agreed, 14.9 per cent neither agreed or disagreed, 14.3 per cent disagreed, and 10.7 per cent were neutral or did not know.

Graph 3.7

Academic Staff: The UWI Mission Statement is effectively communicated

The UWI Mission Statement is effectively communicated
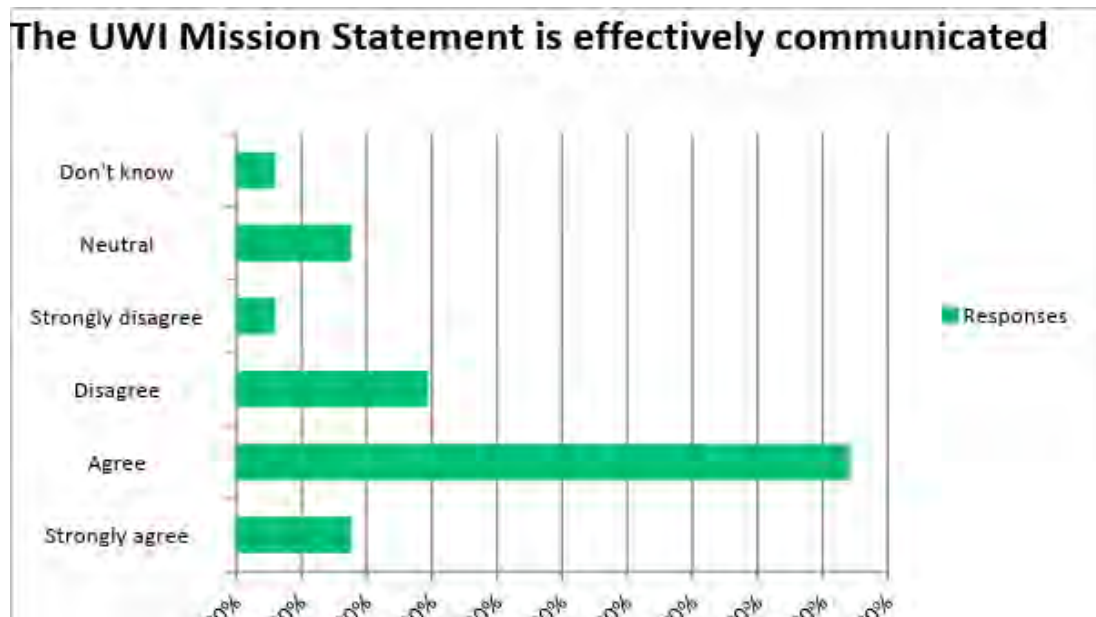
When the academic staff were asked to comment on the effectiveness of the communication of The UWI Mission statement, of the 34 respondents, 55.9 per cent strongly agreed that it was effectively communicated, 14.7 per cent neither agreed or disagreed, 17.6 per cent disagreed, and 11.8 per cent were neutral/did not know.

When these three stakeholder groupings are taken collectively, the findings suggest that the majority of the stakeholders were satisfied with the communication of the mission statement. However, there is still room for much improvement, since when the number of persons who disagreed, neither disagreed nor agreed and neutral/did not know, were taken together, they accounted for more than those that agreed. Therefore, the University and the Campus must find more effective ways of ensuring that its primary stakeholders are more aware of the mission statement.

The University has a well-articulated mission statement which is suitable to a higher education institution. The University and the Campus continue to seek input through

a variety of methods to ensure the currency of its operations and the implementation of its mission and strategic plan.

Opportunity for Improvement

Although the University and the Campus use a variety of mechanisms to communicate the mission statement, there is need to articulate a more effective communication strategy for the various stakeholder groups.

Summary

Standard 1.1: *The institution has a clear, well-articulated mission that represents the institution's objectives and goals.*

Strengths

The University has a well-articulated mission statement that is supported by a Strategic Plan which clearly outlines the University's objectives and goals.

Opportunity for Improvement

Although, the mission statement is clearly articulated and widely accessible via the website, and is displayed in all UWI main offices, some students are not aware of its content.

Recommendation

1. The Mission Statement should consistently be included in all relevant student communication, for example, student handbooks
2. The effectiveness of the inclusion of the Mission Statement in strategic student documentation should be evaluated regularly
3. A Communication Strategy should be articulated for the communication of the mission statement and the strategic plan

Standard 1.2: *The institution has a defined mission and objectives that are appropriate to post-secondary or tertiary education and training*

Strengths

The University's Mission Statement is well defined and is consistent with the UNESCO (1998) Higher Education in the 21st Century Vision and Action Goals, CARICOM HRD 2030 Strategy and UNESCO (2016) 2030 Framework for Action. In addition, the mission statement is comparable to regional and international tertiary education institutions mission statements.

Standard 1.3: *The mission statement reflects the needs of the internal and external stakeholders*

Strengths

The mission statement and strategic plan were developed using a consultative process which included all stakeholder groups. This process provided stakeholders with an opportunity to provide input at each stage of its development. The process also ensured that the stakeholder needs were reflected in the completed strategic plan and mission statement.

Opportunity for Improvement

None

Recommendations

None

Standard 1.4: *The mission is communicated to, and supported by, all stakeholders within the institution*

Strengths

The University and the Campus use a variety of ways to communicate the mission statement and the strategic plan, including its website and plaques in all public offices and most other offices.

Opportunity for Improvement

Although the University and the Campus use a variety of mechanisms to communicate the mission statement, there is need to implement a more effective communication strategy for the various stakeholder groups.

Recommendation

The Open Campus should articulate and implement a communication strategy which has specific and relevant mechanisms for the various stakeholder groups.

Opening
Doors to
Life Changing
Learning

CHAPTER 4

Governance and Administration

Chapter 4

Governance and Administration

Criterion Statement: The institution's system of governance ensures ethical decision-making and efficient provision of human, physical and financial resources to effectively accomplish its educational and other purposes.

Chapter 4 presents an evaluation of the Open Campus's adherence to and compliance with the following four standards that relate to Criterion 2 and Protocol 2 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Standard 2.1	The institution's governance and administrative structures and practices promote effective and ethical leadership that is congruent with the mission and objective of the institution
Standard 2.2	The institution's resource base supports the institution's educational programmes and its plans for sustaining and improving quality
Standard 2.3	The institution has sound financial policies and capacity to sustain and ensure the integrity and continuity of the programme offered at the institution
Standard 2.4	The institution's system of governance provides for learners' input in decision-making in matters directly and indirectly affecting them

Introduction

This chapter outlines the governance and administrative structure of The UWI and The UWI Open Campus, respectively. The two tier governance structure provides an appropriate framework for policy formation, strategic oversight, operational and financial governance and legal system for effective resource allocation and management. The governance and administrative structures consist of boards and committees, all of which are governed by the statutes, ordinances and policies of the University and the Campus. The Campus is administered by a Principal and Pro Vice-Chancellor. The Principal Officers of the Campus are the Principal, Deputy Principal and Campus Registrar. The University is governed by University level boards and committees which are shaped by the ordinances and statutes of the University. Examples of University-level boards and committees are: University Senate, University Council, University Finance and General Purposes Committee (F&GPC), Board for Undergraduate Studies (BUS) and the Board for Graduate Studies and Research (BGSR). Similarly, there is a Campus level structure which also consists of Boards and Committees, also governed by the statutes and ordinances of the University. Examples are Academic Board, Academic Quality Assurance Committee (AQAC), Campus Committee for Graduate Studies and Research (CCGS&R) and Academic Board Sub-Committee for Student Matters (ABSCSM) and Finance Sub-Committee of Campus Council. Additionally, there are some unofficial committees with no approved status from the University but they perform an important consultative function within the Campus. An example of such an entity is The UWI Open Campus Leadership Team (OCLT). Collectively, the governance structures of the University and Campus are well suited to ethical decision making and prudent management of human, physical and financial resources. Additionally, these structures assist with the achievement of the University's overarching mission which is the advancement of the Caribbean and its people.

This Chapter provides an account of how the Campus has pursued continuous improvement since the 2012 Accreditation exercise. Additionally, the Chapter addresses the concerns and areas for enhancement where these are revealed from the analysis, with recommendations for further progress toward meeting the ideals of this Standard.

Standard 2.1: *The institution's governance and administrative structures and practices promote effective and ethical leadership that is congruent with the mission and objectives of the institution*

This section will present specifics and evidence of the University's two levels of governance and administration, the University Centre and Campus levels, which in practice are intended to meet and exceed the Standard under consideration, congruent with the institution's mission and objective. As previously noted in Chapter 3, The UWI's Mission "*To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world*" and its achievement is pursued purposefully through the leadership of the Vice-Chancellor and Campus Principals, within the University's two-tier structure. The University Centre structure comprises the University Senate (Appendix 4.1 Structure of University Senate) and the University Council (Appendix 4.2 Structure of the Campus Council), with the University Senate being responsible for academic governance and leadership, and the University Council having responsibility for administrative matters.

As noted in the SAR (2012),

> the University of the West Indies exists as a legally recognised entity in those countries in which it operates by virtue of its Royal Charter, granted originally in 1949. The Charter was revised in 1962 when The University of the West Indies became an independent university and most recently in 1972. The Royal Charter is the fundamental legal instrument under which the University operates and is recognised within the countries that contribute to it. The Open Campus was established and its Council created in 2008 by a decision of the University Council in April 2007 in accordance with the powers given to that Council in the Statutes. The Open Campus Council reports to the University Council. The leadership of the Open Campus and its designated officers participate in the range of University Committees and Boards (e.g. Board for Graduate Studies and Research and Board for

Undergraduate Studies) along with their counterparts from the other UWI campuses. The Open Campus is therefore guided by, adheres and accounts to these University Committees and Boards and is well-ordered by the agreed policies and procedures set out by the University (p. 70).

The University was established to serve the Anglophone Caribbean and is financially supported by 16 countries and one associate country. List of The UWI countries and their status is shown as Appendix 4.3. The UWI's Strategic Plan 2017-2022 captures clearly the acknowledged integral and synergistic relationship between The UWI and the Caribbean:

… this plan recognises the symbiotic relationship between The UWI and Caribbean economies, and the need for both to work closely together to strengthen the competitive position of regional economies. This assumption is central to the formulation of the Triple 'A' Strategy (p. 4).

Statute 19 covers the organisation and structure of Campus Councils including provisions for two government representatives from each member country, and two students- ideally one undergraduate and one postgraduate. The structure of the Open Campus Council is such that its membership includes representatives from governments, staff [academic and non-academic], students, alumni and civil society identified by the Chancellor. Thus, the composition is ideally suited to sound governance. The current membership of the Campus Council is shown as Appendix 4.4.

As an institution of education and research, the control of the academic life of the University is in the hands of the University Senate. At each Campus, there is a standing committee of the Senate known as the Academic Board. Ordinance 28 governs the membership of The UWI Open Campus Academic Board. This Ordinance was amended to accommodate the unique structure of The UWI Open Campus. Ordinance 28 notes that the Academic Board should consist of:

(o) one representative of the Committee of Deans;

(p) six persons, appointed by the Vice-Chancellor from members of Faculties at other campuses who have responsibilities for the outreach functions of their Faculties, and selected by the Vice-Chancellor on the recommendation of the Campus Principals;

(q) such other officers of the University or members of the academic and professional

staff as may be appointed by the Vice-Chancellor to be members of the Academic Board;

(r) such other persons as may be provided for by any other Ordinance.

Provisions (o) and (p) reflect the intention that the Open Campus should not itself duplicate the disciplinary expertise housed in the Faculties at the other campuses, but should rather provide a conduit whereby those resources, and the programmes of study they have created, are channelled to students who cannot attend the three other campuses. This arrangement on the Open Campus's Academic Board gives a voice to the relevant Faculty representatives from other Campuses who have an interest in the outreach or distance education activities under consideration by this Board. Provision (q), which is very close to a provision in Ordinance 28 for the other Boards, also provides for other stakeholders whom the Vice-Chancellor might identify. Provision (r) similarly allows for other persons who might be members of the Board, by virtue of other Ordinances.

The Campus's administrative and governance structure is consistent with the governance of the University in terms of its two tiered structure: Senate and Council, with academic governance being derived from the University Senate and administrative governance from the University Council. The University Senate has, in keeping with its practice, delegated the majority of its education and research roles to the Boards for Undergraduate Studies and Graduate Studies and Research. Similarly, BUS and BGSR have delegated some of their functions to the campus

bodies, Academic Board and CCGS&R, respectively. Through these structures and systems across all Campuses, the University is able to pursue the achievement of The UWI's stated Mission and objectives with a high degree of consistency across its constituent parts.

With regard to the day-to-day governance at the Campus, the first level is conducted by the Open Campus Leadership Team (OCLT), formerly known as the Open Campus Management Committee (OCMC). The OCLT is composed of Campus leaders who assist the Principal in decision-making for the Open Campus. Across The UWI, the Campuses form committees as may be required to assist the Principal in decision-making in matters related to particular areas of governance. The Open Campus formed the Open Campus Leadership Team which serves this purpose. The OCLT is chaired by the Campus Principal and comprises the Deputy Principal, Directors of Open Campus Country Sites (OCCS), Consortium for Social Development and Research (CSDR), Academic Programming and Delivery (APAD) Division, and Human Resources, the Marketing and Communications Manager, the Campus Librarian, the Chief Financial Officer (CFO), the Chief Information Officer (CIO), the Campus Registrar (CR) and the Senior Planning and Development Officer (PDO). Papers from the OCLT, related to Campus policy, are taken to the relevant Campus Committees for approval, noting or action as appropriate. The Leadership Team expanded its membership to better manage the operations of the Campus and provide guidance. The terms of reference are shown below:

1. lead the Open Campus during transformational change;
2. set the strategic direction of the Open Campus;
3. shape a visionary, proactive, achievement-oriented culture in the Open Campus;
4. establish, review and approve all policies necessary for the effective and efficient management of the Open Campus;
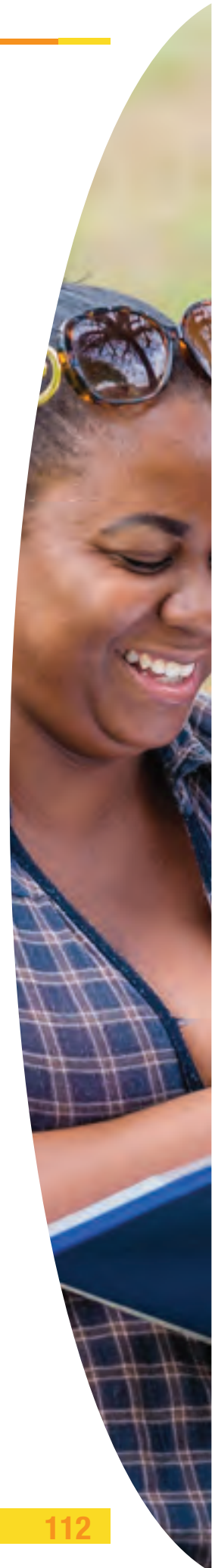
5. consider and submit proposals for the strategic allocation of resources within the Open Campus to Open Campus Council and University Finance and General Purposes Committee;

6. ensure that the Open Campus is fulfilling the mandate of The UWI as established in The UWI Strategic Plan;

7. initiate, access and analyse the findings of environmental scanning of the Open Campus' internal and external environment and formulate policies to address matters arising from this environmental scanning;

8. adopt and implement strategies to maintain and improve the financial viability and sustainability of the Open Campus; and

9. consider any other matters which would affect the good management of the Open Campus.

The University Finance and General Purposes Committee

The University has a Finance and General Purposes Committee (F&GPC). The F&GP Committee derives its authority from Ordinance 9 which states:

> There shall be a Standing Committee of the Council to be known as the Finance and General Purposes Committee, which between meetings of the Council shall exercise the powers of the Council in all matters connected with the receipt and expenditure of money and in all other matters whatsoever in respect of which the powers of the Council are not otherwise specifically delegated (p. 55).

Additionally, the Campuses have a Campus Finance and General Purposes Committee (F&GPC) which is a Standing Committee of the University F&GPC. Ordinance 25 states that:

> There shall be a standing committee of each Campus Council to be known as the Campus Finance and General Purposes Committee, which between

meetings of the Campus Council shall, subject to the Charter and Statutes, exercise the powers of its Campus Council whether directly conferred thereon by Statute or by delegation in all matters whatsoever in which the powers of its Campus Council are not otherwise specifically delegated (p. 76).

When The UWI Open Campus was being formed, the Office of Administration recommended that the Campus use the Campus Council Committee to oversee matters normally governed by the Campus F&GPC since the membership of both committees are almost the same. It was envisioned that the Campus Council would have two meetings a year with one being dedicated to finance. Up to the last accreditation evaluation team visit in 2012, this second meeting had not been operationalised. Therefore, the team recommended that the Campus establish a separate committee to handle the financial affairs of the Campus. The Campus accepted this recommendation and the Campus Council approved the establishment of an Open Campus Finance Sub-Committee of Council at its 15 March, 2013 meeting. The Terms of Reference (ToR) developed at the time of establishment were subsequently expanded in 2018 and approved by Council at the 27 March, 2018 meeting. The revised composition includes representatives from alumni, government and the Students' Guild Treasurer. This revision has ensured that the Finance Committee is fully compliant with Ordinance 25 and in line with the Campus F&GPCs of the physical campuses; thereby providing for the full range of governance and administration arrangements of The UWI. The ToR for the Campus Finance Committee is shown as Appendix 4.5.

Academic Governance

As previously noted, the University Senate has overall academic responsibility but it has delegated some of that responsibility to two University Boards, namely BUS and BGSR. Diagram 4.1 shows how the Campus level structures interact with the University level governance. For example, the Campus Academic Board reports to

BUS on all academic matters pertaining to undergraduate programming. Similarly, the CCGS&R reports to BGSR for all academic and research matters relating to graduate and research activities. To administer its responsibility, the Campus Academic Board has several sub-committees including the Academic Quality Assurance Committee (AQAC) and Academic Board Sub-Committee on Student Matters (ABSCSM). The AQAC is responsible for vetting all new and revised undergraduate programmes and either recommending that Campus Academic Board request BUS to approve or sending it back for improvement.

As a Campus which also provides second chances to persons who may not have excelled at secondary school, the Open Campus also offers a number of continuing and professional education (CPE) programmes, some of which award continuing education units (CEUs). The governance of CPE programmes is slightly different from undergraduate programmes in that they are approved by the Academic Board and not BUS. However, these programmes are vetted by AQAC before being submitted to Academic Board for approval. Once approved by Campus Academic Board, these programmes may be delivered. Although BUS does not approve CPE programmes, it has requested that routine updates be provided of all approved CPE programmes. The Open Campus complies with this request and reports regularly to BUS, for noting, all new CPEs. BUS has accepted this as a best practice and has mandated that campuses routinely submit a list of all new CPE programmes to it for noting (see Appendix 4.6 for examples of such reports from Open Campus to BUS on CPE programmes approved).

The AQAC membership consists of representatives from all divisions, the QAU and the CR, who is an ex officio member. AQAC ToR indicate that it is mandated:

1. To receive and consider for endorsement on behalf of the Open Campus Academic Board all proposals and related materials for new or revised courses/programmes.

2. To receive and make recommendations, through the Academic Board, to the Board for Undergraduate Studies or Board for Graduate Studies, as appropriate, on all proposals for new or revised programmes of study.

3. To verify all online courses developed or amended by the Open Campus.

4. In considering all new or revised courses or programmes, to be assured that sufficient support services (Library, ICT, physical resources, as appropriate) exist or will exist to permit their offering.

5. To monitor all quality assurance indices at the Open Campus, including, among others:

    a) Student assessment of teaching and courses;

    b) Examiners' Reports and reports on the conduct of examinations;

    c) Five-yearly reviews of programmes and follow-up reports;

    d) Failure and pass rates;

    e) Perception surveys;

    f) Library services and information resources;

    g) The implementation of the Student Charter;

    h) Audits of administrative efficiency; and

    i) Surveys of physical, ICT, and other resources;

    j) to periodically report on a) – i) to the Academic Board.

6. To consider any other matters referred to it by the Open Campus Academic Board.

(AQAC Guidelines, 2014, p. 5)

Since the AQAC guidelines were approved in 2009, they have been revised four times (2010, 2012, 2013 and 2014). The first revision was to include a student representative in its membership. This initial amendment to membership was vital as the Campus and by extension the University sought to involve its major stakeholder in its governance. Many authors (Benedicto and Orán 1999; Lizzio and Wilson 2009; Menon 2003; Zuo and Ratsoy 1999; CC-HER Bureau 2000; Planas, Soler, Fullana, Pallisera, and Vilà, 2011) acknowledged the important role that
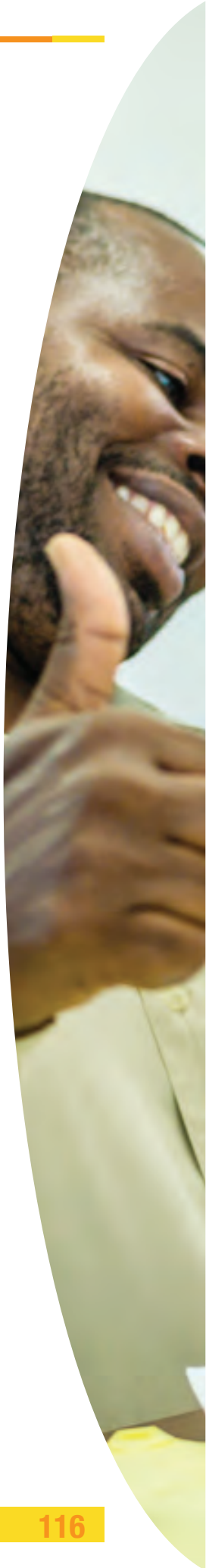
students played in the governance of an institution and as such have advocated for their inclusion in strategic committees. Therefore, the inclusion of a student representative in the AQAC membership is in keeping with best practice in university governance.

Postgraduate and research programmes follow a similar governance structure. All new and reviewed programmes must be submitted to CCGS&R. It can either recommend approval to BGSR or send back for improvement.

Diagram 4.1

The Academic Governance Structure of the University and Campus

```
                    The University Senate
                    ┌──────────────┴──────────────┐
      Board for Undergraduate Studies    Board for Graduate Studies and
                                                  Research
                    │                             │
          Campus Academic Board         Campus Committee for
                                        Graduate Studies and
                                               Research
                    │                             │
          Academic Quality                      APAD
          Assurance                             CSDR
          Committee                             OCAS
                    │
                  APAD
                  CSDR
                  OCCS
                  OCAS
```
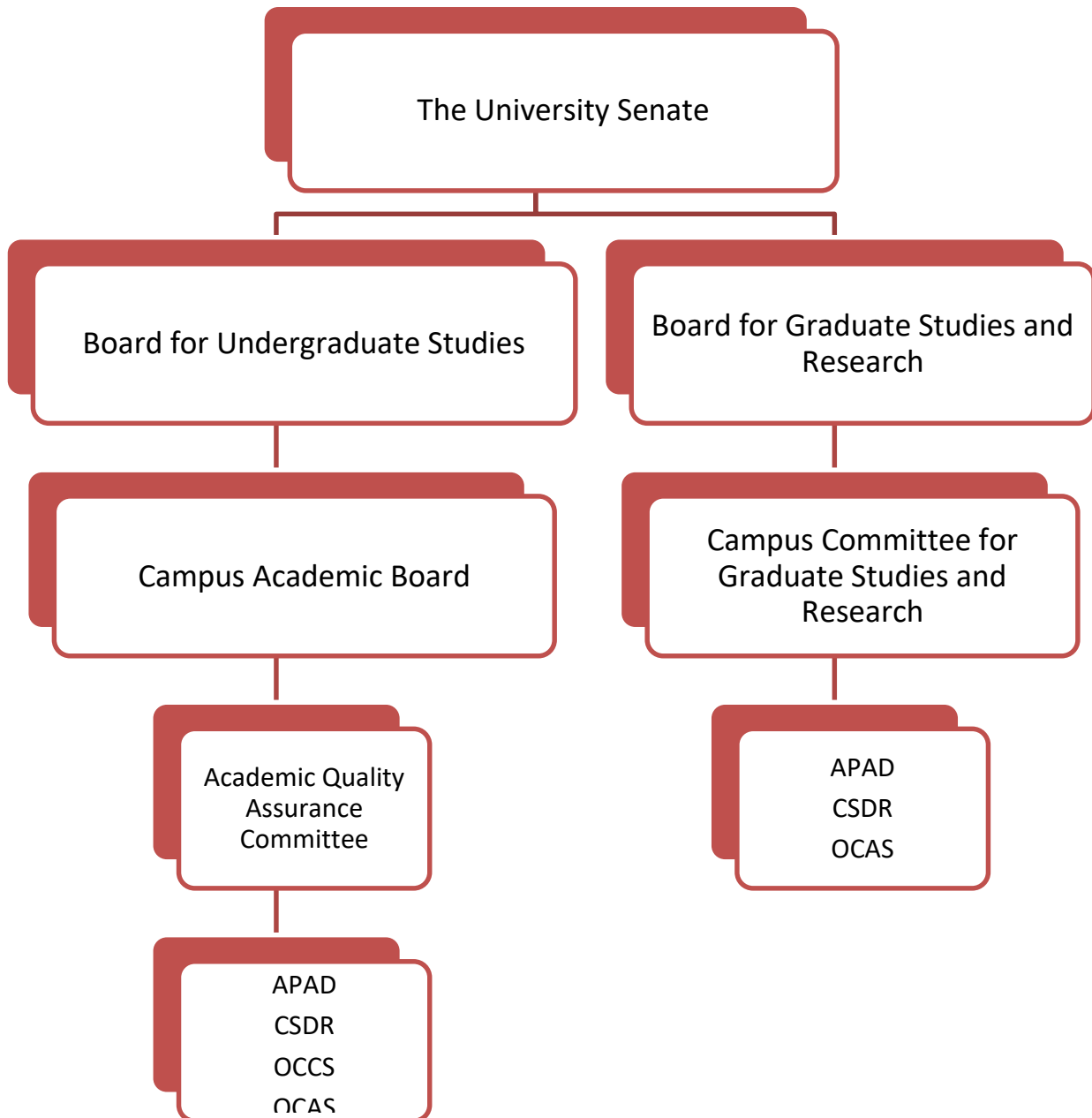
Governance of Research Ethics and Research Quality

A further example of the University's practice to integrate sound systems of governance across all Campuses for effective leadership and ethical decision making is the publication and operationalising of The UWI Policy and Procedures for Research Ethics (February 2011). The University has in place a University Research Ethics Committee chaired by the Pro Vice-Chancellor for Graduate Studies and Research and is made up of the Chairs of the Research Ethics Committees on the 4 UWI Campuses as well as a number of persons from The UWI and academics and professionals external to The UWI. Similarly, the Research Ethics Committees on each Campus comprise academics from The UWI and academics external to The UWI who contribute to deliberations and decisions to ensure that the research pursued and published from UWI personnel and that utilise UWI data are ethically appropriate and of a high quality. The Open Campus now has a fully functional Research Ethics Committee and steps are being taken to have one seamless automated system for applications to the Committee in sync with other developments at The UWI. (Appendix 4.7 and 4.8 Open Campus Research Ethics Report; Policy and Procedures for Research Ethics 2011).

Review of Governance and Administrative Policies

In keeping with accepted principles to guide good governance of an institution, the University periodically reviews its governance policies. Historically, there have been reviews that resulted in some significant changes to the governance and administration of the institution. In 1984, a governance review resulted in giving the three existing campuses greater autonomy. In 1994, the Chancellor's Commission on Governance led to the establishment of the Board for Non-Campus Countries and Distance Education and its three executing outreach arms, namely the School of Continuing Studies, the University Distance Education Centre and the Tertiary Level Institutions Unit.

In 2006 the Chancellor initiated a Task Force on Governance of The UWI and the report made recommendations for improvement in areas related to governance. Most significantly, in April 2007 University Council established the Open Campus on the basis of a concept paper commissioned to guide such a decision. In order to either accommodate a new entity or to incorporate a new practice, for example with the establishment of the Open Campus, the Statutes and Ordinances have been amended. For instance, Ordinance 54 was established to address the structure and powers of the Open Campus Academic Board (see Appendix 4.9).

More recently, in August 2015, the Chancellor, acting on behalf of University Council and on the recommendation of the Vice-Chancellor, established a Task Force, entitled 'Open Campus Governance Task Force' to make recommendations for further strengthening the capacity and leadership of The UWI to provide online, distance and outreach education. Additionally, a significant remit of the Task Force was to report on the financial governance of The UWI Open Campus. The Task Force was asked to complete its work in time for the presentation of its final report at the April 2016 University Council Meeting (Appendix 4.10). While some recommendations of the Task Force have been implemented, such as the establishment of an Office for Online Learning at University Centre, other recommendations are still under review for implementation.

Internal and external reviews take several forms, including University Management Audit reviews and those based on the responses to surveys of key stakeholders. The outputs from such reviews provide the evidence to support the need for revision to practices for more effective governance and administration of the Campus. For example, as part of the institutional accreditation process, the Open Campus surveyed its students, alumni and staff and conducted country forums in the OCCS. These data collection mechanisms have provided information which is being used to improve the Campus's administrative and support services to students.

Evidence of Effective and Ethical Leadership

This standard speaks to ethical leadership, which includes the idea that there is a focus on creating an inclusive community, one that pays attention to matters of fairness, transparency and impartiality in decision-making, and institutionalising procedures for review of decisions found unfavourable. Moreover, ethical leadership at educational institutions like The UWI can be characterised as promoting social justice; having an environment of accountability; pursuing evidence-based decision making; and fully incorporating representatives of all community members. The preceding evinces a concern for and the taking of action to serve the needs of all students and the identification of those still underserved, thereby seeking to fill those gaps (Strike, 2007; Campbell Jones et al., 2010). The statements and evidence presented in the foregoing section speaks to The University's system of committees for decision making that ensures effective leadership over the governance of its education, research and administration. The evidence supports the view that these committees, at the highest level of Council and the functional levels of Academic Boards, typically include representatives of various stakeholder groups, including students, as required by the University's Statutes and Ordinances.

More specific to the administration of staff matters, in the appointment and promotion process, there is an approved, published, publicised and practiced UWI-wide system of assessment and appraisal for all staff, samples of which are shown as Appendix 4.11. These regulations and rules include the provisions for staff members to indicate their agreement or disagreement with the judgments of their supervisor or evaluator. The Ordinance 8, covers amongst other things, appointments and promotions, makes provision for review committees in the case of disagreements with assessments, and provides a procedure for review of unfavourable decisions of Appointments Committee. These review bodies are constituted from across The UWI, with representation for both the evaluator and the staff requesting a review.

There is also on each Campus an agreed grievance procedure that staff members may invoke, together with their union, on any matter. It can be said therefore that any member of staff who thinks that a decision has been taken unfairly, has ample provision to challenge and seek to have it overturned. All staff cases are brought to the Evaluation and Promotions Committee or directly to the Campus Appointments Committee by Heads of Department. It is at these Committees that recommendations are made on staff appointments and promotions. These Committees have members representing different levels and categories of staff, consistent with the inclusive community approach used at all levels of the University. See attached Assessment Guidelines which outlines the procedures as Appendix 4.12.

The University has an established academic tradition and reputation in the Caribbean. The Open Campus has been in existence for just over ten years, although derived from entities, one of which existed for over 70 years. Nonetheless, the Open Campus is still building its academic reputation in the Caribbean and beyond. The examinations process, both at the Undergraduate and Graduate levels, is governed by the clear regulations outlined in the Examinations Regulations (see Appendix 4.13). In addition to the formal systems, staff and students are free to express their concerns or acceptance of management activities informally through the open door policy practised by members of the leadership team of the Campus. Formal and informal dialogue continue to lead to resolutions and improvements toward addressing concerns and issues raised.

The leadership of the Open Campus engages in processes such as teambuilding and facilitated retreats that support continuous reflection on its practices, with the intent of adapting these to better enhance its operationalisation of the systemic policies established by the University. In this regard, it has held two Campus retreats; the first in 2008 and the second in 2011. Over its life, the Campus has held several leadership retreats, the last of which was in March 2018. Similarly, several staff

retreats have been held at the departmental and divisional level. See sample of retreat reports at Appendix 4.14.

Opportunity for Improvement

1. The Open Campus could benefit from a parallel Committee to the Faculty Boards on landed campuses to allow for deliberations at the level of academic programming and delivery amongst the key stakeholders. Such a Committee could address programming and student learning issues not directly considered by Academic Board nor the quality assurance committees.

From the discussion above, it is submitted that the University and The UWI Open Campus have in place University approved governance and administrative structures that allow the Campus to formulate the necessary policies and procedures to ensure that it effectively achieves the University's mission. Additionally, this section has submitted evidence that supports the view that the University and the Open Campus have a clear governance structure that promotes effective and ethical leadership, which is in keeping with its mission and objectives.

Standard 2.2:   *The institution's resource base supports the institution's educational programmes and its plans for sustaining and improving quality.*

This section will focus on the provision of the essential resources for the delivery of quality online and face-to-face programmes and courses. In Chapter 5, Standard 3: Teaching and Learning, Teaching and Learning is discussed more fully.

The Open Campus, as a multi-modal Campus, offers online, blended and face-to-face learning experiences through its several Divisions and OCAS that engage in programme and course delivery. In general, the essential resources required to offer multi-mode programming include traditional resources such as human resources at varying levels, from subject experts for lecturing, facilitation and tutoring to technical, professional and administrative personnel. In the traditional mode for teaching and learning, library resources and ICT facilities would be provided as essential services. The foregoing services are all available in the Open Campus. Additionally, for online delivery of quality learning experiences, there are some resource needs that differ significantly from those required in the traditional face-to-face educational setting. Moreover, and perhaps unique to The UWI Open Campus, there are resource needs to provide a seamless experience for both staff and students over the distributed space across which the Campus exists and operates. The Campus includes the OCCS which comprises 42 Sites in sixteen countries, including their presence in the countries where the landed campuses of Cave Hill (Barbados: Office of the Principal and PVC), Mona (Jamaica) and St. Augustine (Trinidad & Tobago) are situated. Such a distributed Campus requires unique and state of the art technological solutions to effect and sustain its operations at a high level of excellence.

Resource Management

This section will discuss the Campus's "efficient provision of human, physical and financial resources to effectively accomplish its educational and other purposes"

(BAC Institutional Accreditation Standards, 2010). It commences with details on the major upgrades and improvements resulting from the effective use of funding from the Strengthening Distance Education in the Caribbean (SDEC) project, funded largely by the Government of Canada through Global Affairs Canada (GAC). For a fuller explanation on the SDEC project and the significant achievements in advancing the support systems for governance and administration in the Open Campus, please see the Year 5: Mid-Year Report for the period 1 April to 30 Sept, 2018 at Appendix 4.15 and a comprehensive report at the end of Year 4 as Appendix 4.16.

ICT Resources

The 2012 self-study identified a number of significant needs for which the SDEC project was proposing to provide definite solutions. The successful acquisition of GAC funding allowed the Campus to address many of the needs identified in 2012. The first area was addressed through the acquisition of an effective information system to support the administration of processes involving students and staff. This was achieved through upgrades and improvements to the student and staff portals, through the implementation of a Banner Enterprise Resource Planning (ERP) System. In addition, a new Electronic Document and Records Management System (EDRMS) has been operationalised and a Records Manager, based in the Campus Registry, has been recruited to manage this area. As a Campus, students are a major stakeholder and as such, many technological upgrades have been undertaken to enhance their learning experiences during the review period. These upgrades increased:

- Efficiency – faster processors enabled students to engage in multiple tasks simultaneously and to complete tasks effectively.
- Functionality – new equipment allowed students to connect to virtual sessions adequately via audio (headphones) and video (webcams) peripherals.

- Reliability – new computer labs enhance data storage and productivity of work sessions through secured power supply.

Further, the upgrades included expansion of wifi coverage across the OCCS, computers and enhanced video-conferencing facilities. There have also been upgrades to the network and telecommunications infrastructure across 16 countries with all locations now outfitted with voice over internet protocol (VoIP) telephony. The use of VoIP resulted in a reduction in the cost of regional calls, as well as enhancing intra-regional communication in the Campus, as most calls are possible via the internet. The upgrades have resulted in many enhanced features for staff, including:

- Increased Functionality – larger screens and faster processors enabled users to engage in multiple tasks simultaneously resulting in reduced completion time.
- Portability – new Lenovo laptops enabled staff to work remotely if required and/or provide the flexibility to complete work after-hours in the comfort of their living space.
- Reliability of Communication – new networking equipment (Routers, Switches & Access Points) significantly reduced the number of interruptions during work sessions via both wired and/or wireless internet connections.

In addition to these much needed technological upgrades, there have been continuous improvements to the technical support and oversight provided to assist staff and students in their day to day endeavours. The Helpdesk within the Computing and Technical Services (CATS) unit supports the information technology service and other requests. This Helpdesk accepts requests for IT areas, Registry services such as RAR, APAD and other requests via email, phone calls and online chat. These requests are converted into Helpdesk tickets and tracked by assigned staff. As part of the guiding principles, the Helpdesk team tracks and escalates tickets as needed, to ensure a high level of customer satisfaction. Feedback from requests are also

tracked as part of the ticketing system. The Helpdesk system is utilized throughout the Campus and is available in all its locations across the region, assisted by the OCCS Technicians. During the academic year 2017/2018, the Helpdesk received 15,355 requests of which 35 per cent were from staff and 65 per cent from students. 7,845 of the requests were referred to CATS for technical assistance, 6,304 to the Campus Registry, 678 to APAD for programme related assistance and 528 general issues. On average, issues ticketed through the Helpdesk take approximately 22 calendar days to be resolved, depending on the complexity of the request. The distribution of queries among various categories of staff and students. is shown as Appendix 4.17. Graph 4.1 shows the breakdown of the 2017/18 tickets.

Graph 4.1

Helpdesk Tickets for the Academic Year 2017/2018

Ticket Report by Department for 2017/2018
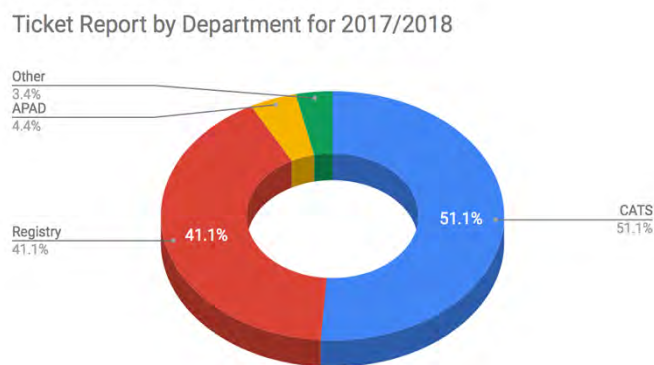
The OCCS Enterprise Resource Planning Support Unit

Conceivably, the most significant change which the Open Campus has implemented since its accreditation in 2013 is the Enterprise Resource Planning (ERP) Project, under the leadership of a Campus ERP Team (whose function will be discussed in Chapter 6). The OCCS, being a large and distributed Division, in an effort to ensure that the transition to the new system was accomplished as efficiently as possible, established an OCCS ERP Transition Planning Team. This team's fundamental task

was to ensure the appropriate governance of the ERP process (see document titled, OCCS ERP Transition Planning Team Draft Report: Business Process Modules: Programme/Course in Appendix 4.18).   The OCCS Transition Planning Team commenced its work on 31 October 2016. The Transition Team was required to:

- review business process documents;
- delegate/allocate tasks or roles as identified in the business process documents;
- determine the human resources needs at each Site;
- match appropriate personnel with required implementation tasks;
- identify human resource implications (gaps and additional resources);
- identify technological resource implications (gaps and additional resources);
- document skills training needs; and
- recommend ways of addressing identified implementation challenges.

A very important development or spin-off from the recommendations of the transition exercise was the establishment of the OCCS ERP Unit. Working out of the Director's Office and comprising two Subject Matter Experts (SME's) and an Enterprise Applications Analyst (EAA), its objectives are as follows:

1. Support the implementation of the Open Campus business processes within OCCS as it relates to Banner and ARGOS every semester.

2. Act as liaison/link between the central Open Campus ERP Unit and OCCS in addressing required changes and resolving system conflicts.

3. Conduct live demonstrations/presentations on the use of Banner as requested or recommended.

4. Design and implement training and development material that will continuously upgrade the skills and capabilities of Site staff in their use of Banner. (CPE Banner related queries emanating from Sites can be sent to the OCCS ERP Team and requests can be made of them for any training deemed necessary/complementary to the delivery of CPE courses and training by the OCCS).
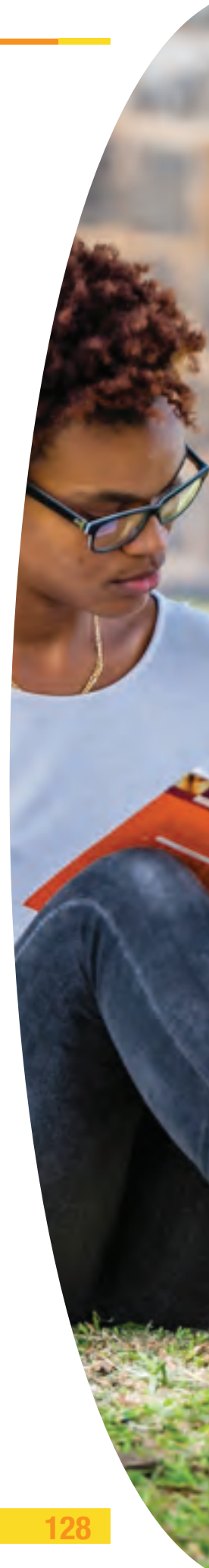
5. Review data entered by Site staff to determine compliance with The UWI data standards.
6. Provide Banner training to staff.
7. Troubleshoot issues encountered in Banner and ARGOS by Site staff.
8. Make recommendations regarding CPE policy compliance and other relevant matters.
9. Advise and update the Director OCCS on current and developing matters pertinent to ERP.

In the light of the fundamental role that the ERP Unit plays within the OCCS in facilitating the Division's implementation of ERP, it was decided to assign the SME's and EAA to specific Sites so that relevant staff were aware of the contact personnel, when and if they required assistance and guidance. As such, a SME is assigned to cover the OCCS Jamaica and a few other locations; another is assigned to the Eastern Caribbean Sites and the British Overseas Territories (BOTs), and the EAA is assigned to the OCCS Trinidad & Tobago and a few other locations. Nonetheless, given the dispersed environment of the Campus and the fact that the OCCS ERP Unit is a small unit (*vis-à-vis* the Division's size), the Site assignments of the SME's and EAA are adjustable based on their workload, and the particular needs, allowing for agility and flexibility. The OCCS ERP Unit has gathered data regarding staff roles at each Site in relation to Banner. Such data are used to follow up on issues and will also assist in our goal to retrain staff.

The technological improvements have resulted in a more robust student admissions and registration process, the ability to produce online transcripts and the option of viewing grades online. Additionally, the upgrades have facilitated easy access to documents. This improved access has increased efficiencies in many processes and has enhanced the management of various Campus committees.

Human Resources

The Open Campus, as at 31 July, 2018, employs 484 permanent and 64 temporary staff members. Of the 548 staff members, 161 are at the academic, senior administrative and professional levels and 377 at the Administrative and Technical Support Service (ATSS) staff level. In addition, the Campus employs a number of part-time staff on short contracts as course coordinators, facilitators, e-tutors and course writers. The staff directory is shown as Appendix 4.19. The programme delivery system for the Open Campus currently consists of only part-time staff. Their roles in the Open Campus are further discussed in Chapter 5: Teaching and Learning.

To ensure the efficient use of human and financial resources, the Campus established the Programme Development Committee. The programme development committee (PDC) was established in 2014 as a mechanism to ensure appropriate discussion and consideration is had before a programme or course is developed. The ToR states that the Committee

> … will consider all new programme and course concepts, and based on their rationale and justification, recommend whether or not they proceed to development. There was a desire to have all programming activities across APAD, OCCS and CSDR integrated and there needed to be a rational way of looking at how programmes are selected after widespread consultations. This Committee would provide an opportunity for earlier discussions about profitability, sustainability and use of resources in an effort to aid in filtering of new programme and course concepts before going to Academic Quality Assurance Committee (AQAC) or Campus Committee for Graduate Studies and Research (CCGSR). The Committee will look at these programme and course concepts to ensure that they are aligned to the Operational Plan and philosophy of the Open Campus, as well as address general philosophical and practical issues (p.1).

To ensure that PDC meets its objective, its membership includes representatives from the Office of Finance, APAD, CSDR, and OCCS. This committee meets regularly to discuss proposals for all new courses and programmes. The Programme Development Committee is responsible for:

1. Facilitating discussions about new courses and programmes and other related matters among the three academic divisions of Open Campus, APAD, CSDR, and OCCS.

2. Considering both internal and external requests for new courses and programmes and discussing whether development is justified based on matters of profitability, sustainability, organisation and resources (including Library and ICT resources).

3. Recommending all programmes which will be presented to Academic Quality Assurance Committee (AQAC) or Campus Committee for Graduate Studies and Research (CCGSR) for ultimate approval (p.1).

The ToR need to be revisited to include new programmes from OCAS which did not exist when the ToR was articulated. With such a mandate and membership, the PDC is ideally placed to assist the Campus with managing its programme planning resources (human, physical and financial) more effectively and efficiently. Additionally, the placement of this Committee provides for ethical, transparent and Campus-focused decision-making at the programme level. The ToR for PDC are shown as Appendix 4.20.

Opportunity for Improvement

Although in practice the Programme Planning Committee considers programmes from OCAS, its ToR predate the establishment of OCAS. Therefore, the ToR should be updated to include OCAS.

Academic Resources

As previously noted, APAD is ultimately responsible for the development of programmes and courses for online delivery within the Open Campus. APAD is currently structured into the following functional areas: programme planning, curriculum development and programme delivery. Together, they ensure the careful planning and development of programmes for online delivery, while ensuring a Caribbean particularity. APAD strives to uphold The UWI Open Campus's guiding principles and core values, which are based on quality, accessibility and service excellence (Open Campus Annual Report 2013/2014). The OCCS and CSDR also develop programmes and courses, mainly in response to local needs. As previously stated, the Campus benefited from SDEC funding which allowed it, amongst other things to develop several new and revised programmes over the period 2013 – 2017. The list of these programmes is shown in Chapter 2.

To facilitate and effectively manage the development of these programmes, APAD used the Apollo online project management software to monitor and track course development projects as well as provide a mechanism to share documents. Additionally, it was used as a mechanism for staff training. An online space was also created called the CDD Portal which served as a repository for departmental processes, procedures and forms. The use of the CDD Portal has ensured a standardised and consistent quality of processes and output. The portal is also a vital resource for new staff and a safe-guard for effective handover when persons leave or go on holiday. Google Drive was used to support intra- and inter-departmental/Campus sharing, communication, and course archiving (Open Campus Annual Report, 2014 /2015). These mechanisms all resulted in improved efficiencies of processes across the Campus.

The Course Delivery Department (CDD) continued with its thrust to improve course development processes in 2015/2016 with the introduction of a revised peer review process, where the blind peer review for the content of individual courses was
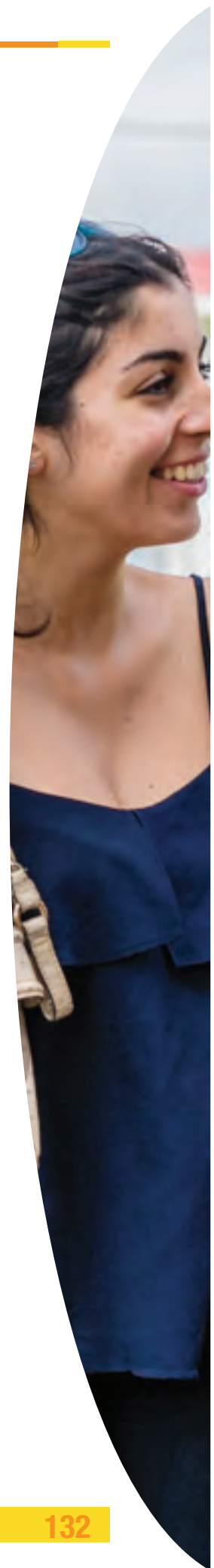
conducted at specified draft completion stages while the course materials were being developed. The revised process is concurrent and occurs over a three-month period which better facilitates any revisions needed at specified draft completion stages. This allows for course materials to undergo internal and external review before students begin to interact with the materials during the first offer of the course (Open Campus Annual Report, 2014/2015).

As previously noted, CSDR develops programmes and courses in response to local and regional needs with a focus on academic and professional development. These programmes/courses are usually at the pre-university level and include diplomas and certificates. The SWTRC in particular offers undergraduate programmes, with CCDC offering post-graduate degree programmes as well. The work of the CSDR is to bridge the gap between theory and praxis. It places emphasis on action and collaborative research. This inclusion of context-based knowledge in its work reflects the desire of the CSDR to create the conditions for meaningful behavioural changes as well as to impact and influence public policy.

The methodology and approach to programme delivery, particularly for the continuing professional development courses, are therefore constantly and continuously under review to ensure the highest quality and the most effective impact. Evaluation and feedback from students and facilitators on the various courses are a critical aspect of the assessment of the courses. In addition, stakeholder consultations are periodically done to build and maintain relationships and to preserve the active support and commitment of course participants in the implementation of changes in the delivery of programmes.

The Units within the CSDR work closely with APAD in the development and delivery of courses. Most of the courses and programmes are developed with the assistance of the Programme Development Department to ensure quality standards. In keeping with The UWI Triple 'A' Strategy, the CSDR has strengthened its collaboration with the Office of the Deputy Director, CPE to develop CPE

programmes and teaching practices that improve learning experience and bring about specific applied skills, including the application of broad disciplinary knowledge using problem-based approaches.

The Open Campus Country Sites (OCCS) may be considered to be, *par excellence*, the distributed ambassadorial and community outreach nucleus of the University in the Caribbean Region, giving that geographical space's premier University its Pan-Caribbean flavour. The OCCS provide considerable face-to-face teaching as well as administrative and supplementary support to the online students, for example teleconference/videoconference facilities, registration assistance, and comparable services. In addition, the OCCS also offer short courses, one and two-year certificate courses, and may mount seminars or short workshops in response to expressed local needs.

The Deputy Director CPE and Programme Development

The Office of the Deputy Director Continuing and Professional Education (DD-CPE) was established within the OCCS in 2013. A proposal entitled "Proposal for the Local and Regional Delivery of Continuing and Professional Education" was submitted and approved by BUS in the academic year 2016-2017. This proposal outlined a policy for CPE Credit and Continuing Education Units (CEUs). The Section also developed the CPE Coding Policy to govern coding of all CPE courses. While the original mandate for CPE was specific to the OCCS, there has been pleasing cooperation and collaboration across all Divisions to enhance the Open Campus's ability to offer the best programmes and courses to all its students and relevant stakeholders generally.

To further facilitate and enable the tremendous volume of work undertaken by the Office of the DD-CPE, the Office was expanded in 2015 to include a Programme Manager with a concentration on all deliverables, specific to the SDEC project. Forever mindful of the constant need to improve and adapt its governance and administrative structures to facilitate its work, in 2016 the Office expanded once

more to include a Programme Officer with specific focus on the revision of CPE programmes throughout the OCCS for standardised regional delivery. Soon after the addition of the Programme Officer, an Administrative Assistant joined the Office to provide much needed administrative support.

As the CPE Office expands, a number of support/collaborative teams within the OCCS and APAD are constituted to ensure the work of the Office is executed efficiently. Most significantly, the Office benefits from the systematic support of the Programme Officers throughout the OCCS and the Manager of the IT Academy, another department within the Division. The foregoing arrangement speaks to the Division's recognition of its need to employ creative and innovative means of continuing its work of serving the under-served and meeting people where they are, in spite of the reduced financial capacity of the Campus and The UWI.

Financial Resources

The Open Campus functions within the system of financial management and accounting used by The UWI. The Budgeting process begins in October each year and the budgets for the next two financial years are determined. The University's financial year runs from 1 August to 31 July. Fuller details of this process are discussed below. The University Centre supplies the campuses with guidelines on the preparation of the budget and includes information on inflation rates which are applicable to each Campus country. (See the UWI Centre Guidelines for budget preparation in the Resource Room).

As noted in the SAR 2012,

> A team, consisting of the Chief Financial Officer (CFO) and Manager, Budgets and Special Projects, holds discussions with the budget holders concerning their plans for the next year and the availability of resources within their individual budgets to meet their requirements. Budget holders in OCCS, CSDR, APAD and other departments and units are then formally

required to submit, through their Heads, requests for the forthcoming year together with justification for additional resources. The recurrent budget for staff costs is prepared using current salaries with an approximate increase (3 to 4 per cent) which represents increments to be paid over the following year. No projections are made for union negotiated salary increases that may take place in the future. Where there are known increases in utilities, insurance premiums, statutory payments, for example, National Insurance, Health Surcharge and so on, these are factored into the budget (p. 83).

Biennial budgets are prepared to cover emoluments for all employees and other recurrent expenditures. This budget process includes:

1. Internal reviews by the Chief Financial Officer (CFO), in consultation with the PVC and Principal Open Campus of submitted departmental budgets.

2. The preparation of a Campus Memorandum of the Estimates of Needs (CMEN). The CMEN outlines the activities of the Campus during the previous year and provides justification for the additional resources being requested.

3. The CMEN is reviewed by the OCLT which can recommend adjustments, as necessary.

4. The approved CMEN and biennial budget are submitted to the VC who meets with all Campus Principals, Campus Bursars/CFO, the Pro Vice-Chancellor Planning, and the University Bursar to discuss and formalise the University biennial budget. The meeting may result in revisions to the individual campus biennial budgets.
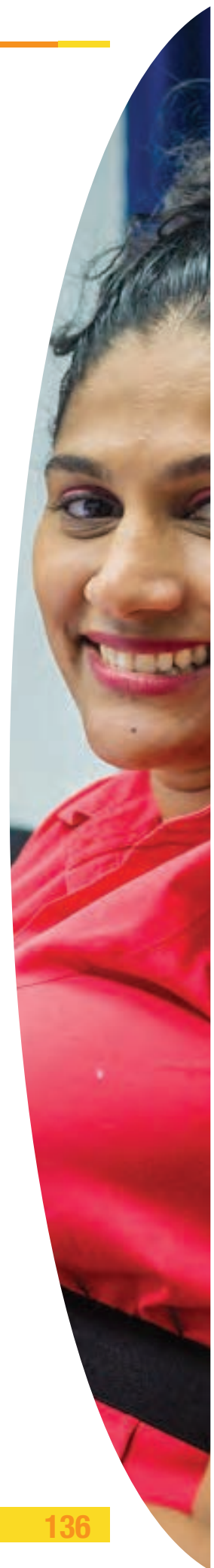
5. The finalised University biennial budget is submitted to the Technical Advisory Committee (TAC) including the governments of The UWI contributing countries.

6. At a meeting of The University TAC, the Vice-Chancellor, the University Bursar, Principals, and Campus Bursars/CFO present the budgets and discussions ensue around its feasibility. If TAC is satisfied, the budget is recommended to the University Grants Committee (UGC).

7. The UGC comprises Ministers or representatives of the Governments of each contributing country. The budgets may be approved as presented or may be amended by the University Grants Committee. The agreed budget is then submitted to the University Council for final approval.

8. At the end of the budgetary approval process, budget holders are advised of the total amount of the resources allocated to their units. The audited financial statements for the Campus for the period ended 31st July, 2017 showed net assets of BDS $57,946,200 with a surplus of BDS$18,297,181. The audited financial statements for the review period are at appendix 4.21, 4.22 and 4.23.

Project Funding

To ensure adequate financial resources to upgrade our systems and processes and to revise and add to our programme and course offerings, the Campus has at times

applied for external funding from agencies such as the Caribbean Development Bank (CDB), Global Affairs Canada (GAC), and Organisation of American States (OAS). As was noted earlier, the Campus successfully obtained and used funding from GAC to effect major upgrades in ICT, programming and facilities and build capacity among staff members.

In an attempt to diversify the income streams of the Campus, the Business Development Unit (BDU) was established with a mandate to use the online platform and core business strengths to form partnerships with the regional and international bodies as well as to pursue fee-based CPE courses/modules. Cash flow projections are generally linked to the project activities in accordance with agreements of the project. The funding/donor agent monitors the project through project reports which must include a financial statement to ensure that all the project funds are used in accordance with the approved project budget and other stipulations. Sample GAC reports are shown at Appendix 4.24. Failure to comply with the project stipulations may result in the project being nullified or may result in return of funds, or other sanctions. All project activities must be completed during the project period or remaining funds are returned to the funding agency.

Tuition Fees

The estimated tuition fee from students for the academic year 2017-2018 was expected to account for about 60 per cent of the overall Campus income. In 2008/2009, the student contribution to income was 40 per cent and 57 per cent in 2011/2012. This increase can be accounted for through increased student fees and in student numbers. Government contributions have remained static. This upward trajectory is expected to increase in the coming years as the Campus continues its efforts to reduce its reliance on government funding. The tuition fee schedule is shown as Appendix 4.25.

In the light of the continued economic downturn in some CARICOM countries and the unpredictable nature of the flow of government contributions, the University's

push for overall resource efficiency using the One UWI model holds the hope for stability through access to the resources available to the University as a whole.

Opportunities for Improvement

1. Currently the Helpdesk has no Service Level Agreement (SLA) which articulates the standard for resolution of queries. The absence of the SLA means that the Helpdesk cannot adequately access its operations against a set standard and as such is an area requiring improvement.

2. The Campus needs to effectively use its multimode capabilities to its advantage to create additional revenue generation streams.

Standard 2.3:　　　*The institution has sound financial policies and capacity to sustain and ensure the integrity and continuity of the programmes offered at the institution.*

The University's financial governance and administration is articulated in policies and procedures that are intended to regulate the way available financial resources are used and managed across the entire institution. These include the Financial Code (Appendix 4.26) which sets out the "powers, duties and responsibilities of various Authorities, Committees, Officers, and Members of the University who have been delegated financial powers (The UWI Office of Finance, 2008, p.3) and the Financial Procedures and Guidelines (Appendix 4.27). The financial governance arrangements for all campuses of The UWI adhere to these codes and are accountable to Council via the F&GPC as discussed in section 2.1 above. The Open Campus, by dint of its adherence to The UWI system of financial governance and accountability, does meet the requirements for Standard 2.3. This section will discuss and evaluate The UWI's financial policies and code, financial reporting, audit arrangements, and budgetary processes. The Campus and the University have been able to endure and thrive in spite of the severe financial crises facing the member countries. This endurance is due mainly to the resourcefulness of The UWI's leadership and the loyalty and diligence of its staff, who are firmly committed to the university's mission of serving the under-served communities in the region.

Overview of Financial Capacity

The Campus financial statements which show its total income and expenditure for the last three years can be seen in the Financial Reports and Accounts for the periods 2014-2015, 2015-2016 and 2016/2017 as at Appendix 4.21, 4.22 and 4.23.

The UWI Open Campus as a strategic initiative of The UWI has been consistently supported by fellow Campuses and the Vice-Chancellery at large. While the Campus is audited for its own financial transparency, The UWI produces
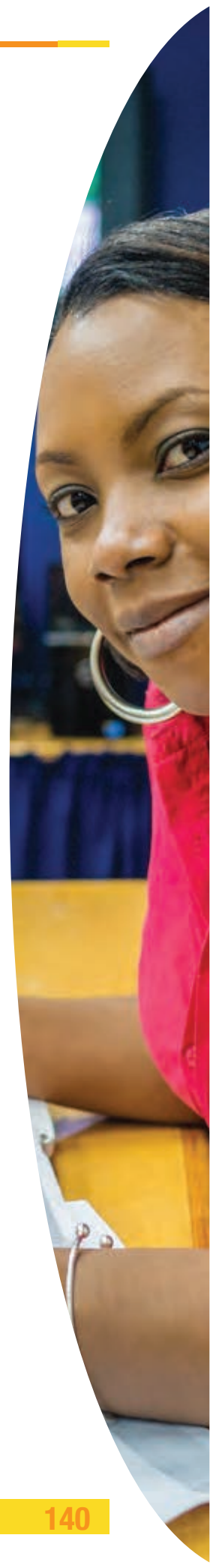
consolidated financial statements of the financial activities of the 4 Campuses. Given the economic volatility in the region, it is this consolidation of financial statements and mutual support that provides stability for The UWI. Over the years, The UWI has consistently provided that support to any Campus that found itself in financial difficulties due to non-contribution of one or more Caribbean Governments. As The UWI moves towards an even more seamless management of its core processes across Campuses, there are intense discussions underway regarding a more secure funding model and source of funds to benefit all the Campuses.

Financial Policies and Code

In addition to The UWI Financial Code and the Financial Procedures and Guidelines, there are specific policies relating to the procurement process for the Open Campus (Appendix 4.28). The University's Financial Procedures and Guidelines Edition 2010 (including the Procurement Procedures and Tender Regulations) set out the procedures for expenditure, including guidelines on acceptable expenditure. These guidelines stipulate, for example, that at least three quotations must be received for goods and services being procured. This policy is intended to provide for transparency and offers a measure of assurance that the Campus is getting the best price and value for money. However, the policy does take into consideration unique situations where an item or service may only be procured from a particular provider or where the lowest priced item/service may not be feasible. In such cases a rationale to support such a request must be provided.

The procurement approval process is governed by the level of expenditure involved. Therefore, different levels of staff have limited approval amounts, for example, the Manager of Special Projects, Office of the CFO, may approve expenditure up to Bds$10,000. Thus, the higher the amount involved the higher the level of authorisation that is required.

Financial Reporting

As noted in the previous SAR (2012),

> the Campus is required to prepare and submit interim financial accounts on a four-monthly basis (November, March and July) to the University Bursar. The individual Campus interim accounts are consolidated and submitted to the University Finance and General Purposes Committee for their consideration, noting and approval. At the Open Campus, the financial statements are endorsed by the Campus Audit Committee before being presented [to University Audit Committee and then] to the Campus Council. This is followed by the submission of the documents to the University Finance and General Purposes Committee where they are endorsed before being sent to the University Council (p. 88).

Additionally, the OCLT, in at least one of its two monthly meetings, discusses the financial status of the Campus, at which time consideration is also given to funding, governments' outstanding financial obligations, strategy, possible grant proposals, alternative routes of funding and other financial matters. While much reliance has been placed on revenue from students' fees, it must be noted that tuition fee increases must be approved by the University Council. However, the latter has delegated that authority to The UWI Finance and General Purposes Committee. As previously noted, following the accreditation recommendations in 2013, the Campus established a Finance Sub-Committee of Campus Council which is responsible for strategic financial decisions. The Minutes of select OCLT and the Finance Sub-Committee meetings are at Appendix 4.29 and 4.30.

Audit Arrangements

The Management Audit Department

The University Management Audit Department (UMAD), reports directly to University Council through the Campuses Audit Committees and is responsible for

assuring the effectiveness of the various management processes or control environments within the University.

Figure 4.1

Role of UMAD
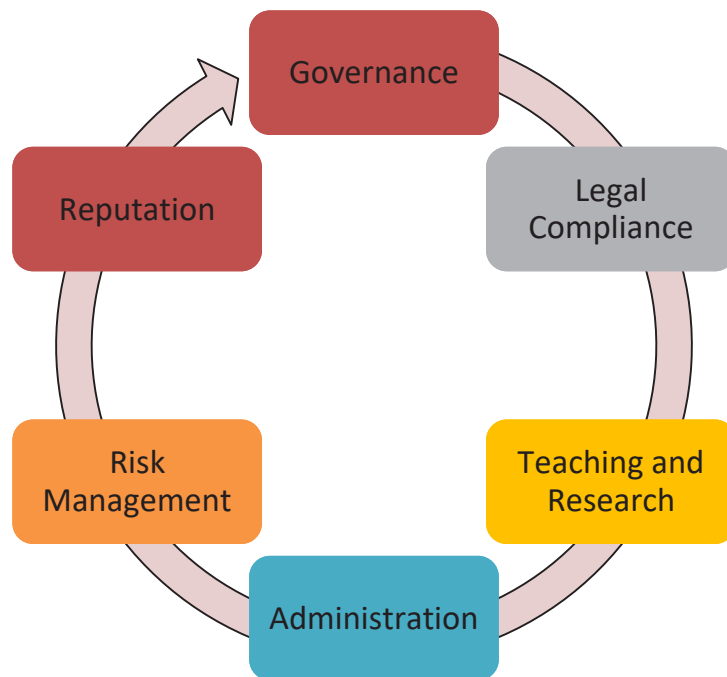
The UMAD reports administratively to the University Bursar. This reporting structure is vital as it ensures the independence of the management audit process which means that it is free to articulate the financial, operational, IT and governance risk of the University and its campuses. THE UMAD scope covers all areas for which the University Council has responsibility. It also relies to varying extents on the QAU (for QA of academic quality), Legal Unit and external financial auditors. This cooperative approach to its role allows the UMAD to focus on "… key administrative, project, IT and governance risks of The UWI" (Nelson, 2014, p.15). The UMAD uses a risk-based internal auditing and enterprise risk management approach and sees its role as:

1. Giving assurance that the processes used by management to identify all significant risks are effective.

2. Giving assurance that risks are correctly assessed (scored) by management, in order to prioritise them.

3. Evaluating risk management processes, to ensure the response to any risk is appropriate and conforms to the organisation's policies.

4. Evaluating the reporting of key risks, by managers to directors.

5. Reviewing the management of key risks by managers to ensure controls have been put into operation and are being monitored (Nelson and Walters, nd and np).

The UMAD prioritises the risk to the University as follows:

    i. Financial Risk

    ii. Information System Risk

    iii. Student Experience Risk

    iv. Human Resources Risk

    v. Reputational Risk

    vi. Commercial Risk

    vii. Audit History Risk

    viii. Estate and Facility Risk

    ix. Strategic Risk

    x. Governance Risk

The UMAD works through its Campus-based Management Auditor to annually conduct risk assessments of all units within the Campus and to prepare a report, which outlines the risk profile of the entity, the Campus and the aggregated risk profile of the University. The UMAD uses a four level risk rating protocol with appropriate descriptors, namely high, medium, low and opportunities for enhancement. The risk and descriptors are shown next:

High Issues which, by themselves or in combination with other control deficiencies, can seriously compromise the system of internal control, and/or could result in operational or technological failure, and have a significant adverse impact on the University's financial statements or books of accounts, its key stakeholders and reputation, and should therefore be addressed immediately.

Medium Issues which, by themselves or in combination with other control deficiencies, can weaken the system of internal controls and/or do not represent best practice and could result in operational or technological weaknesses, and have a moderate adverse impact on the University's financial statements or books of accounts, its key stakeholders and reputation, and should normally be addressed within three months of this report.

Low Issues which, by themselves or in combination with other control deficiencies, can have some impact on the system of internal controls and could result in operational or technological faults, likely result in a low adverse impact on the University's financial statements or books of accounts, its key stakeholders and reputation, but should be addressed before they become greater threats, and should normally be addressed within twelve months of this report.

Opportunities for Enhancement Issues which, by themselves or in combination are opportunities for enhancements for existing controls, or this information is further used to identify high risk units which are subjected to an in depth risk audit review.

(UMAD, 2016, pg. 1)

The results of audit reviews are submitted to the Campus Management Audit Committee. Additionally, annual reports are submitted to Campus Council. The Open Campus and the Cave Hill Campus have a combined Management Audit Committee but the Open Campus has its own assigned Management Auditor who is responsible for the management control of the Open Campus. The UWI Open Campus would benefit from the establishment of its own separate Audit Committee as that would provide it with the level of autonomy that is customary for a Campus and can deal more specifically with the issues relating to the widely distributed nature of the Campus. During the review period, UMAD conducted 14 audits of Campus entities and submitted 8 reports to Campus Council. See Appendix 4.31 for sample management audit reports. The management audit report includes implementation target dates.

External Auditors

The University Council annually appoints external auditors and approves their audit fees. The auditors currently retained by The UWI are KPMG International Cooperative. KPMG has right of access, at all reasonable times, to such books, records, accounts, and vouchers of the University, and it is entitled to require from the officers of the University information and explanations, as necessary for the performance of its duties.

The financial year ends on 31 July and the external audit usually commences in September. At the end of the audit, the auditors submit a letter to the Principal of the Campus outlining the findings, including areas requiring improvement. The management audit letter includes rating from 1-5, with 1 being a serious deficiency which may put the University at financial risk. To date, the Campus is in its ninth audit cycle. Of note, is that The UWI has never received a Grade 1.

The University Office of Finance is responsible for presenting a consolidated University financial report to the University Finance and General Purposes

Committee. These consolidated financial reports may be viewed at http://www.uwi.edu/finance/reports.aspx.

Refund Policy

The UWI Open Campus has a Student Refund Policy which sets out the conditions for all refunds. This policy is accessible on its website at http://www.open.uwi.edu/sites/default/files/docs/Refund_policy.pdf and is also included in the Students Handbook on pages 34 and 35. The Student Handbook is available on the website at http://www.open.uwi.edu/sites/default/files/docs/Final-Student_Handbook_2017-2018.pdf. There is a refund request form which is also available online at http://www.open.uwi.edu/sites/default/files/docs/Form-RefundRequest.pdf. The Student Refund Policy may also be accessed from the Frequently Asked Questions section of the Admission web-pages at http://open.uwi.edu/admissions/undergraduate/faqs. The Student Handbook, Refund Policy and Refund Request Form are shown as Appendix 4.33, 4.34 and 4.35.

Gift Acceptance Policy and Procedures

The University has a financial policy known as the Gift Acceptance Policy and Procedures which outlines the terms and conditions for acceptance of gifts and donations from individual, private and public organisations. In addition, the Financial Procedures Guidelines (2010) states

> Assets which are donated by donors, either in cash or kind, and assets allowed to be retained by the University after the completion of a Project, shall be brought into the accounts of the University as gifts and the net book value on the date of transfer shall be capitalized (p. 3).

Over the review period, the Campus has received gifts of land and other contributions. The list of these gifts are shown as Appendix 4.36. To date, The UWI

Gift Acceptance Policy and Procedures document, although generally used and accepted, has not been officially approved by the University Council.

In summary, the Campus's management and audit process are well documented and operationalised. Further, management audit letters from the external financial auditors suggest no concerns relating to the appropriateness of its policies and capacity to sustain and ensure the integrity and continuity of programmes. The Finance Department is well-managed by highly qualified and experienced staff, with many of them holding professional certification in the discipline. The UWI's Financial Procedures and Guidelines are well engrained into the practices of The UWI Open Campus.

Opportunities for Improvement

1. The Campus can further improve its responsibility to ensure sound systems of financial management through training and education across all levels of staff in the areas of the importance of Internal Controls.

2. Procedures and practices for generating payments should be reviewed and revised to ensure best practices continue in all aspects of Campus operations. This should include tighter controls over the purchase and distribution of supplies inventory.

3. The University would benefit from the formal approval of the Gift Policy and Procedures document by the University Council.

4. The UWI Open Campus should explore the possibility of establishing its own Campus
Audit Committee as this would provide it with the relevant autonomy as is the practice with the Campuses of The UWI.

Standard 2.4: The institution's system of governance provides for learners' input in decision-making in matters directly and indirectly affecting them.

Since its establishment in 2008, the Open Campus has continuously sought to prioritise the active participation of students in all aspects of its governance structure and decision making processes. This conforms to the policies of The UWI presented in response to Standard 2.1 above, which ensure that students are represented on the University's highest decision-making bodies, University Council and Senate, as well as in operational committees such as Campus Academic Board. Steady progress has been made in the Open Campus, including the formal inauguration in 2010 of a Guild of Students, and adoption of a Constitution of the Guild of Students, to serve the peculiar characteristics and needs of The UWI Open Campus's diverse student base. This diversity includes students undertaking face-to-face, online, and blended courses and programmes, as well as students distributed across 42 locations and over 16 countries.

While progress has been made, there remains however areas in need of improvement, including the provision of more training for Guild Councillors, and easier access by the Guild to students' email addresses to facilitate timely communication. A concerted effort likewise needs to be made to adopt and implement the stipulations of the Draft Student Complaint Policy proposed by the BUS in 2009.

Functioning Student Guild

Since its establishment, the Campus Guild of Students has functioned as a crucial instrument for student influence and input into the governance of the affairs of the Campus. The Guild is made up of two arms namely, Chapter/Country Executive level and Regional Executive level. The Chapter Level Executive is open to all registered students at the Country Sites, while the Regional Executive level is open to all Chapter Chairs. The following positions are available on each Chapter at a Country Site: Chapter Chair, Deputy Chair, Secretary, Communications and Public Relations Officer, Committee Liaison Officer, Academic Student Representative,

Treasurer and Postgraduate Representative. The regional executive body comprises the President, two Vice Presidents, Treasurer, Secretary, Public Relations Officer, Postgraduate Representative, Games Committee Chair, Returning Officer and Committee Liaison Officer. Each Chapter Chair and/or Student Representative forms part of the decision making body called the Guild Council. In addition, there is a Postgraduate Chapter, which is made up of all Postgraduate Representatives across the Guild of Students. The Postgraduate Chapter has the following executive positions available: Chair, Deputy Chair, Communications and Public Relations Officer, Secretary and Treasurer.

At the time of writing, there are currently eighteen (18) active Chapters and five (5) Student Representatives within the respective Countries/Sites. Countries such as Jamaica and Trinidad and Tobago, which have multiple Country Sites, also have more than one Guild Chapter in order to better meet the needs of students in the distributed environment. In accordance with the provisions of the Guild Constitution (2012, chp.21), elections for the Guild Executive and respective Guild Chapters are held annually[5]. The elections for the Guild of Students posts across all levels are managed by the Guild of Students Electoral Committee. This committee comprises the Guild Returning Officer and the Guild Office Manager. The nomination period opens February and elections are conducted in March. Chapter/Country elections are held first, followed by Post Chapter, then lastly the Regional Executive elections. Once the elections are completed, each elected councillor receives a copy of the Guild`s Constitution, which outlines each portfolio's duties and responsibilities. See attached copy of the Guild Constitution at Appendix 4.37.

The Guild Constitution

The Guild has a Constitution that was formulated by a Constitution Committee of the Guild of Students in 2011/2012. This document allows students to better understand the roles and responsibilities of their representatives and their rights as

---

[5] Elections for the Guild Executive are held between July 16th and July 31st each year, and for the Guild Chapters between March 15th and March 31st each year.

students, thus encouraging a system of checks and balances for the advancement of a greater level of effective student service. The Constitution is a comprehensive document covering a broad range of pertinent issues and areas including organizational, procedural, legal, communication, financial, disciplinary, student representation, elections, membership and other matters. (See attached Constitution at Appendix 4.37.) It should also be noted that the students are reviewing the Constitution for reform of practices. Most topical is electoral reform, since the collective system of voting that exists for each Country Site has been considered to have not served the Guild well in practice. An electoral system that will allow each student the right to cast his/her vote is being explored as this would provide the necessary guidelines for a transparent, and free and fair democratic system.

The Roles and Responsibilities of the Student Guild

The UWI Open Campus recognises the Student Guild as the official body for student representation. This is in keeping with The UWI's Statutes and Ordinances, specifically Statue 45 - The Students' Society and Ordinance 1 (2) which states that the Students' Society at the Open Campus shall be styled "The Guild of Students, Open Campus". Further, Ordinance 1 (3) states that each Guild of Students shall be an organised association of the students (as defined by Statute 1) of its Campus for the purpose of furthering their common interests.

Student Input into Decision-Making

The UWI affords the Guild of Students representation at the Campus level and across the Campuses at University meetings. Student representatives sit on the following Open Campus Committees: Library, Academic Quality Assurance Committee (AQAC), Academic Board Sub-Committee on Student Matters (ABSCSM), Campus Information and Communications Technology Steering Committee, Campus Committee for Graduate Studies and Research, Implementation Committee on Prior Learning Assessment (ICPLA), Examination Council, the Finance Sub-Committee and Academic Board. At the university level, there are student representatives at the Campus Council, Annual Business Council, the Board for Undergraduate Studies

(BUS), Finance & General Purposes Committee (F&GPC), and the Board for Graduate Studies & Research (BGSR). It should be noted that the Guild of Students was also represented on the Institutional Re-Accreditation Steering Committee. Also important is the ever strengthening relationship between the Guild Executive and the Principal/Deputy Principal, and the Campus leadership team.

When students are experiencing any difficulties and these are not resolved at the Campus level, the issues are then taken to the University Boards' meetings for resolution. These meetings include Board for Undergraduate Studies (BUS), Board for Graduate Studies and Research (BGSR) and Finance and General Purposes Committee (F&GPC) where the President and the Postgraduate Representative speak on behalf of the entire student body. They lobby for students' interests at these University meetings and present proposals for consideration and implementation.

Student Satisfaction and Grievances

The University Office of Planning continues to conduct student satisfaction surveys aimed at identifying any troubling issues and improving the quality of service provision to the student population. In its most recent survey conducted in 2016, the Open Campus continued to receive generally high ratings for its service provision to students, as was the case in the 2010/2011 survey. More fundamentally, the findings from the surveys conducted between 2010 and present continue to be used to inform policy and procedural changes for the Open Campus, with the aim of improving student service provision and overall student satisfaction.

Nevertheless, on occasion, there have been incidents in which students expressed frustration about what they perceive to be a slow or inadequate response to complaints about various issues, including examination results. Without accurate recording it is difficult to know the precise number of such incidents, given the dispersed nature of the Open Campus, but the Open Campus is committed to the view that "one such incident is too many". As noted in the previous Accreditation report, the University, through the Office of the Board for Undergraduate Studies
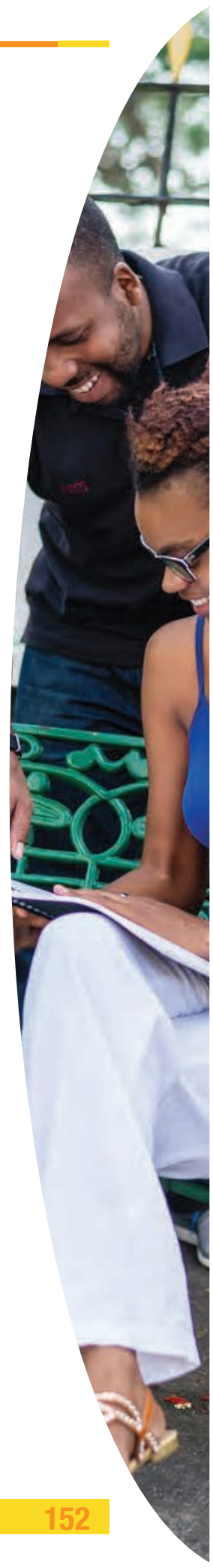
(OBUS) in May 2009 developed and proposed a Student Complaint policy/facility, which was intended to ensure that:

The rights of both the University and the student are protected when a student submits an academic or administrative complaint or grievance;

University processes enable students' academic and administrative grievances and complaints to be resolved as expeditiously and effectively as possible;

The resolution of student academic and administrative complaints and grievances follows standard procedures across the University;

The codification, collation and publication of student complaints and grievances procedures in accordance with government/university requirements (BUS, 2009, Paper 27, p.3).

While the proposal for this complaint facility was timely then, and still relevant today, the policy was never approved by the University. It is also noteworthy that at the same meeting in 2009, it was agreed that the Office of the Board for Undergraduate Studies would, in the ensuing academic year, refine the policy. This never happened. At the same meeting a *Student's Bill of Rights* was also proposed. This, too, was never passed. The timely adoption of both policies would undoubtedly have strengthened the efficacy and timeliness of responses to, and resolution of, student complaints across all campuses. As such, it would make sense for the Open Campus to take a second look at both of these stalled policies and consider if there are elements of the policies that are worthy of reconsideration and if so, through its Academic Board, make a request for the Office of the Board for Undergraduate Studies to renew discussions aimed at finalizing both policies, and securing their formal adoption by the University. Timely and effective responses to student complaints is even more important, given the far-flung and dispersed nature of the Open Campus, and its student base.

In the previous accreditation report, the matter of establishing staff/student liaison committees was discussed. However, these committees have now been established, albeit differently. For example, each year a summary report of student comments and feedback on various courses is prepared and this information is then used to inform and make changes to any aspect of the teaching and learning process. It should also be noted that the Guild of Students is also able to influence the teaching-learning process through its Academic Committee.

Additionally, the Open Campus will be making appropriate use of the advice given by the recently established *Student Evaluation of Teaching and Learning Sub-committee of the Board for Undergraduate Studies (BUS).* The role of this Sub-Committee includes:

> Advising the BUS on an appropriate design for a university-wide Student Evaluation Instrument (SEI) to fit the purpose of promoting quality feedback in teaching and learning.

> Analysing the evaluation processes, and utilising data for enhancement of teaching and learning and assessment and promotion purposes and, with the use of 'best practices', make recommendations on the strategies for implementation

The UoP conducted a postgraduate experience survey in 2016 in which it targeted all postgraduate students of The UWI and sought to:

> a. assess the level of satisfaction with, and importance of, key educational products and services; and
>
> b. determine how successful the University has been in meeting students' needs and concerns (p.1).

The instrument consisted of a mix of Likert-type scale, multiple choice questions and dichotomous questions. The not-applicable responses were not included in the analysis of the data. The following means scores were used to present the findings.

| Mean Score	Meaning
4.0 and higher	Very Strong
3.5 to 3.99	Strong
3.00 to 3.49	Moderate
2.50 to 2.99	Low
2.49 and less	Very Low

Postgraduates were asked to rate their experiences of the following:

- Quality of Teaching
- Assessment and Feedback
- Programme Organisation and Management
- Quality of the Programme
- Learning Resources
- Supervision
- Contribution of the Programme to their Personal Development
- Contribution of the Programme to their Career and Professional Development
- Overall Experience on the Programme

The UoP findings show that The UWI Open Campus was rated the highest of all the four campuses in each of the nine categories. Graph 4.2 shows the results and the report is shown at Appendix 4.38. Additionally, The UWI Open Campus's rating was, in all cases, higher than the University's overall rating.

Graph 4.2

Summary of Postgraduate Experience Survey Findings

	Quality Teaching	Assessment and Feedback	Programme Organisation and Management	Quality of the Programme	Learning Resources	Supervision	Contribution of Programme to Personal Development	Contribution of Programme to Career and Professional Development	Overall Experience on Programme
Cave Hill (n=165)	3.83	3.62	3.62	3.74	3.69	3.7	3.54	3.38	3.31
Mona (n=161)	3.63	3.61	3.26	3.58	3.44	3.56	3.47	3.38	3.19
Open (n=276)	3.9	4.15	4.08	3.98	4.11	3.85	3.75	3.97	3.69
St. Augustine (n=574)	3.62	3.69	3.53	3.62	3.61	3.59	3.45	3.29	3.26
University (n=1176)	3.65	3.72	3.51	3.75	3.58	3.68	3.5	3.37	3.35

Student Guild Record keeping

The Guild has been meeting regularly and the minutes, agendas and decisions are properly recorded and stored and can easily be retrieved electronically. For the year 2017/18, there were four (4) Guild Council meetings and five (5) executive meetings. The meetings were conducted via Blackboard Collaborate after which the minutes were distributed.

Main Challenges and Obstacles Faced by the Guild

One of the main issues affecting the Guild is receiving monies to undertake the developmental activities of each Chapter in a timely manner. This funding assists with Chapter development, but frequently Chapters are left with unaccomplished mandates due to this problem, resulting in the slow advancement of the Guild. This challenge and others have led to the Guild asking for a separation of Guild funds from general Campus funds. There is also a need for more training (for example, in the areas of leadership and teambuilding, youth engagement policy and practices) for Guild Councillors to enable them to better understand and perform their responsibilities. Lack of access to students' email addresses due to the Campus' privacy policies, and challenges related to violating the Data Protection Act in several Caribbean jurisdictions, are perceived by the Guild as an impediment to the development and efficiency of the organisation, since it is the body's primary means of communication for most matters.

Significant progress has been made in providing greater access and opportunities for the Guild to influence and directly shape the governance and decision-making processes of the Open Campus. At the same time, there has been a strengthening of the capability of the Guild to participate in the governance of the Open Campus so as to improve the general well-being and experience of students through effective student representation. The establishment of the UWI Ambassador Corps, which includes some Open Campus Guild Councillors, provides further opportunities for enhancing the relationship between students and the key decision makers in the University, and for increasing their ambassadorial roles as alumni, after graduation.

Opportunities for Improvement

1. The Open Campus should seek to reactivate the discussion on the stalled *Student Complaint policy/facility*, and the *Student's Bill of Rights* in order to secure their formal adoption by the University.

2. Adequate resources (in the form of courses, learning experiences) should be provided by the Campus for more training for Guild Councillors.

3. Access to students' emails would significantly improve the Guild capacity to communicate effectively with the student population. The Open Campus therefore needs to seek a solution which would allow the Guild to have some means of communicating with the student population, whilst at the same time ensuring that any concerns about violations of students' confidentiality or other ethical considerations are properly addressed. It must be noted however that discussions are presently ongoing to see whether the problem can be addressed, once there is an upgrade to the Student Information Management System.

It is possible through dialogue and good faith to ensure that these recommendations are implemented. Success in this regard would lay the foundation for a further strengthening of the relationship between the Guild and the Campus's leadership team, as well as with members of the wider Open Campus community.

Summary of Strengths relating to Standard 2

The UWI Open Campus stands firmly and soundly on the solid foundations that support The University of the West Indies, in its 70th year, as the premier tertiary education institution in the Caribbean. The full weight of the statutes, ordinances and practices of The UWI inform and constrain the governance and administration of the Open Campus. The achievements of the Open Campus over its ten years of existence can be soundly credited to the robust systems that support the activities of research, education, and administration. Through responsible leadership, the Open Campus has accessed project funding for strengthening all aspects of our institution resulting in enhanced capacity to deliver quality education using multiple modes. Continued innovation resulted in increased revenue generation from this enhanced capacity. The following is a summary of the key strengths relative to the Open Campus in the light of the ideals of Standard 2.

Strengths

1. The Campus has sound governance and administrative structures that support and promote ethical and effective leadership.
2. The Campus has a cadre of well qualified, trained and experienced staff that support its teaching and learning processes.
3. The Campus has a well-documented selection and appraisal process for recruiting and maintaining its staff.
4. The Campus has well-articulated and operationalised procedures for the approval and review of its programme offerings.
5. The University and the Campus have well-documented and operationalised processes and procedures for procurement, storage and allocation of resources.
6. The University and the Campus have sound internal and external management audit systems and processes.
7. The Campus has an articulated and widely-published/accessible student refund policy.

8. The Campus has a functioning Guild of Students which is represented on all major Campus and University Boards and Committees.

Summary of Recommendations relating to Standard 2

1. Currently the Helpdesk has no Service Level Agreement (SLA) which articulates the standard for resolution of queries. The absence of the SLA means that the Helpdesk cannot adequately access its operations against a set standard and as such is an area requiring improvement.

2. The UWI Open Campus should explore the possibility of establishing its own Campus

3. Audit Committee as this would provide it with the relevant autonomy as is the practice with the Campuses of The UWI.

4. The Campus can further improve its responsibility to ensure sound systems of financial management through training and education across all levels of staff in the areas of the importance of Internal Controls.

5. Procedures and practices for generating payments should be reviewed and revised to ensure best practices continue in all aspects of Campus operations. This should include tighter controls over the purchase and distribution of supplies inventory.

6. The University would benefit from the formal approval of the Gift Policy and Procedures document.

7. The Open Campus should seek to reactivate the discussion on the stalled *Student Complaint policy/facility*, and the *Student's Bill of Rights* in order to secure their formal adoption by the University.

8. Adequate resources (in the form of courses, learning experiences) should be provided by the Campus for more training for Guild Councillors.

9. Consideration should continue to be given to understanding the merits of the Guild's request that there be a clearer separation (other than merely tracking the funds separately) of Guild Funds from general Campus funds.

10. Access to students' email addresses would significantly improve the Guild capacity to communicate effectively with the student population. The Open

Campus therefore needs to seek a solution which would allow the Guild to have some means of communicating with the student population, whilst at the same time ensuring that any concerns about violations of students' confidentiality or other ethical considerations are properly addressed. It must be noted however that discussions are presently ongoing to see whether the problem can be addressed once there is an upgrade to the Student Information Management System.

Conclusion

The analysis of the governance and administrative processes of the Campus has provided much evidence of coherent and responsive mechanisms that support the advancement and student centeredness of the Campus. The University and the Campus have shown that they have established an ethical decision-making process that incorporates the views and opinions of its varying stakeholders. Further, although in a difficult economic environment, the Campus has shown its resilience, adaptability and viability. As such, the Campus has satisfied the requirements of Standard 2.

Opening
Doors to
Life Changing
Learning

CHAPTER 5

Teaching and Learning

Chapter 5

Teaching and Learning

Criterion Statement: The institution provides evidence of student learning outcomes and faculty effectiveness in achieving its educational objectives and demonstrates the capability to continue to do so.

Chapter 5 presents the evaluation of the Campus's adherence to and compliance with the following five standards that relate to the Criterion Statement and Protocol 3, 4, 5, 6, and 7 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Standard 3.1   The institution has formal mechanisms and/or procedures to undertake

                   planning and evaluation of educational programme objectives.

Standard 3.2   The institution clearly specifies and publishes educational programmes, and the objectives for each programme.

Standard 3.3   The institution values and promotes effective teaching.

Standard 3.4   Programmes and courses are designed with mechanisms and/or procedures for the assessment of student learning outcomes.

Standard 3.5   The institution's resources support student learning and effective teaching.

Introduction

Continuous review, improvement and the adoption of best practices in the teaching and learning process are central to the success of any educational institution and are therefore key to the achievement of the goals of The UWI as outlined in the Strategic Plan 2017- 2022. The University's Vision, Mission and The Triple 'A' Strategy with its three pillars of **Access**, **Alignment**, **Agility** represent The UWI's strategic response to the challenges and opportunities in its operating environment.

The Open Campus's service to the region is rooted in the strategic initiatives for 2017-2022. During this period, the academic divisions will focus on programming and student success in three main areas: *Develop Flexible Teaching and Learning programmes*; *Extend Continuing and Professional Education programmes*; and *Strengthen Student Support and Success.* Inherent in these strategic initiatives is service to the community, and the associated campus activities. These activities are designed to ensure that the development agenda and sector goals of our stakeholders are advanced. In our commitment to ensuring that the formal mechanisms and procedures to undertake planning and evaluation of educational programme objectives are in place across all of the academic divisions of the Campus, the Campus has embraced the five core values espoused in the Strategic Plan 2017-2022: Integrity, Excellence, Gender Justice, Diversity and Student Centeredness.

In accordance with the *Triple 'A' Strategy*, the Campus has committed to increasing participation in tertiary and higher education for all with the capacity and desire to learn. This will involve, among other things, ensuring that a diversity of programme offerings reach the underserved, the diaspora of Caribbean populations and all others with an interest in higher education on all continents, and that the commitment to teaching and learning, student development and research to guide continuous improvement is evident in all programmes.

During the period under review, the Campus continued to implement strategies to ensure effective teaching and learning and focused on formal mechanisms and procedures to undertake planning and evaluation of programmes to meet objectives.

In this chapter we discuss the Campus's dynamic teaching and learning process which guides our multimodal - online and blended course delivery of Senate-approved programmes, special projects, professional development training, and face-to-face teaching for Site-based Continuing and Professional Education (CPE) certification, while at the same time supporting online students in their specific geographical areas. The contracted teaching staff including e-tutors, course coordinators and course developers, are hired on short term, fixed, part-time contracts for services rendered. APAD, CSDR, OCAS and the OCCS are the academic divisions of the Campus and are primarily responsible for leading teaching and learning, however the CSDR's main focus is on community service and research.

During the period of review, APAD consolidated its operations across three departments as follows: Programme Planning Department (PPD), the Course Development Department (CDD) and the Programme Delivery Department (PDD). These departments are so placed to ensure that the Campus's online programmes – pre-university certificates, undergraduate and graduate - are rigorous and meet quality and relevance criteria and teaching and learning standards for the education of citizens of the Caribbean and beyond.

The CSDR comprises four primarily research units as follows: the Caribbean Child Development Centre (CCDC), the Hugh Shearer Labour Studies Institute (HSLSI) formerly known as the Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI), the Social Work Training and Research Centre (SWTRC) formerly known as the Social Welfare Training Centre (SWTC) and the Women and Development Unit (WAND). The units fulfil their strategic vision through collaborations on research and since 2015 have added more focus on providing continuing and professional education within regional communities. Most of the courses and workshops offered by these units are delivered in face to face mode. During the 2017/2018 Academic Year, the CCDC collaborated with APAD to develop the first MPhil/PhD research degree to be offered by The Campus. Teaching in the MPhil/PhD Child, Adolescent and Youth Studies began in August 2018.

The OCCS serves 42 physical site locations in 16 English speaking territories in the Caribbean. The Division's main scope of work in the area of teaching and learning is in continuing and professional education (CPE). An Office of the Deputy Director, Continuing and Professional Education (CPE) was established within the OCCS in 2013. The primary mandate of the Office is specific to the development and delivery of CPE courses offered face-to-face throughout the OCCS but includes creating policies to govern CPE throughout the Campus and indeed, throughout the University. During the period 2015-2017, the Division grew its CPE programme offerings and upgraded its ability to develop courses that can be offered in virtual synchronous mode, in support of the sister Division, APAD.

The Campus introduced the Open Campus Academy of Sport (OCAS) in the 2017/2018 Academic Year. The scope of the Academy's work includes the development and implementation of sports academic programmes, outreach education and co-curricular activities in sports in the sixteen countries served by the Campus. OCAS was established as part of The UWI Faculty of Sport. This Faculty is the first new Faculty launched in The UWI in the past 40 years and its structure varies somewhat from pre-existing Faculties in that it operates as a central Faculty with one Dean and Academies of Sport on each of the four University Campuses. Decisions regarding the teaching and learning at OCAS will be informed by the central Faculty Board and the Academies at sister Campuses. OCAS is still in its nascent stages and teaching in proposed programmes has not yet begun. The programmes being proposed for online delivery at the Open Campus are following the established processes for development and quality assurance review before being made available to the regional market.

In this chapter, we discuss the Campus processes, procedures and mechanisms that ensure the continuous improvement in teaching and learning.

Standard 3.1: *The Campus has formal mechanisms and/or procedures to undertake planning and evaluation of educational programme objectives*

The policies and procedures of the respective University Boards continue to guide the planning, evaluation, revision, authentication and approval of educational programmes offered by the Campus. The Campus continued to follow the guidelines for quality assurance and approvals shown in Model 5.1 during the reporting period. The model highlights the institution's concern for standards and quality, and underscores how this concern is addressed even at the programme proposal stage.

Model 5.1

The Open Campus Programme Approval

CONCEPT STAGE: ALL COURSES & PROGRAMMES

Department/Division:

Prepares concept paper and submits to:

Programme Development Committee:

Recommends (or does not recommend) for development

APPROVAL STAGE

Undergraduate or CPE | **Postgraduate**

Department/Division

Prepares proposal for course or programme, including reviews from LIS, OF, cross campus etc. and submits to:

AQAC | **CCGSR**

Carefully scrutinizes courses/proposals; may request additional information or revision. Once satisfied, sends to the following for action:

Academic Board

Undergrad or CPE | **Postgraduate**

COURSES For **APPROVAL** | PROGRAMMES For scrutiny and forwarding to BUS for approval | For noting (at any stage of process)

BUS | **BGSR**

COURSES For noting | PROGRAMMES For **APPROVAL** | COURSES For noting | PROGRAMMES For **APPROVAL**

Approval Process Map. 2018

A similarly well-documented process for course and programme development in short non-Senate approved courses and programmes was approved by The Campus Academic Board in 2015 and is shown in Figure 5.1 below.

Figure 5.1

Campus AQAC Guidelines for CPE Programmes
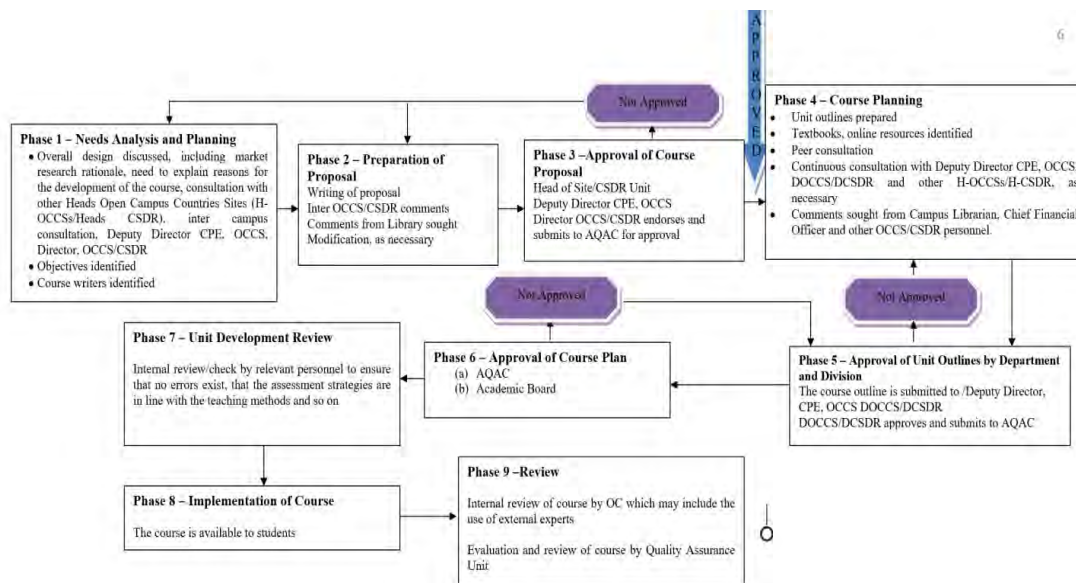
The UWI Open Campus AQAC Handbook for Continuing and Professional Education Face-to-Face Programmes and Courses (programmes and courses under one year) Planning and Development, p. 6.

Prior to 2015, the AQAC was responsible for the review of graduate programmes and recommending to BGSR for approval but the Open Campus established its Campus Committee for Graduate Studies and Research (CCGSR) in 2015. The CCGSR is chaired by the Deputy Principal who at the Open Campus also serves as Campus Coordinator for Graduate Studies and Research. The CCGSR comprises representatives from APAD, CSDR, Office of the Campus Librarian, Office of the Campus Registrar and the QAU assigned to the Campus. The CCGSR scrutinises the course or programme, and may make recommendations for revisions, additions, clarifications or other changes. This process may be repeated until CCGSR is satisfied that the course or programme meets the required standard. CCGSR is responsible for recommending approval of postgraduate and research programmes

to BGSR. (Source: Julie Meeks. 15 October 2017. *Revised 18 April 2018. Revised 28 August 2018. A review of the process for the approval of courses and programmes in The UWI Open Campus)*. The CCGSR has since participated in the QA process for all graduate programmes and has overseen the expansion of the graduate programmes catalogue. At the end of 2018, the Campus had 23 graduate programmes on offer (three EdD, one PhD, one MPhil, twelve taught masters and six post-graduate diplomas).

While these University mandated Boards perform their specific functions, the Campus has a quality assurance mechanism in place prior to programme proposals reaching AQAC, Academic Board, CCGSR, BUS or BGSR. As noted in Chapter 4, all new course or programme concepts must be considered at the PDC which was established in 2015. At this stage programme/course concept notes are reviewed and recommended for development and movement to the stage of the programme proposal by this Committee. Considerations for approval include the availability of similar courses/programmes at the Campus/University, established demand, and other justifications presented to determine whether or not Campus resources would be well spent developing the course or programme. Once the PDC recommends development, this decision is conveyed to the Department or Division, which may then proceed to a full proposal development (see Appendix 4.20 for the PDC TOR).

Planning and Evaluation Mechanisms

At the Campus, APAD has primary responsibility for online programming. The APAD Mission and Vision Statements articulated and agreed on by staff in 2014, are:

> **Mission Statement***: To maximise student success through the creation and delivery of high quality online teaching and learning experiences, informed by research, towards meeting the inclusive developmental needs of the region and beyond.*

Vision Statement: *APAD will become a world-class provider of high quality online education both regionally and internationally, by capitalizing on reliable and relevant technologies and learner-centred pedagogies.*

The ongoing work of APAD is guided by an annual work plan. (See https://docs.google.com/spreadsheets/d/1DWin8BPIBF64_SsD0uII0Yi47usBb5kg quuXMtbS8S0/edit#gid=963139587). During the period 2018/2019, the focus will be on the following Strategic Objective: 'Increase the number of students enrolled in Senate approved programmes'. This objective is linked to the Strategic Goals AC1, AC3 and AG2 of The UWI Triple 'A' Strategy, 2017-2022. The related activities, as seen in The UWI Open Campus Strategic Initiatives and Related Activities, (see Appendix 5.1) include developing and delivering programmes and courses that offer opportunities for potential students in the following areas:

- Prior Learning Assessment
- CPE
- Access

At the Campus, the full-time professional staff assume responsibility for and exercise oversight over the programme offerings ensuring the rigour of the courses, including the content and the quality of instruction. The departments in the academic divisions are therefore staffed by professionals and are supported by Libraries and Information Services, Office of the Campus Registrar, and the CATS team, in a number of areas related to the work of the respective Divisions. These full time professional staff positions are shown in Table 5.1 below.

Table 5.1

Full-Time Staff Categories: Academic Divisions

Full Time Staff Categories-Academic Divisions	
APAD	Programme Coordinators: Lead planning and design of programmes and course outlines
	Curriculum Development Specialists: Guide the instructional process of learning and content development - skilled in curriculum development and online instructional methodology
	Multimedia Specialists: Lead the development of instructional multimedia elements/resources to support course content
	Production Assistants: Lead page composition and formatting of course materials for a variety of digital formats
	Programme Managers: Supervise/manage programme delivery in keeping with the QA requirements of the approved programme proposal. The PM has a key role in ensuring that all programmes are delivered to a high standard, are financially viable, and that students are satisfied with the learning experience.
	Professional Development Team: Leads professional development activities for course facilitators and PDD staff - understanding the LMS and content management; and course facilitation and active engagement. Members of the team are skilled in instructional development and online and distance learning and provide guidance to teaching staff for the implementation of best practices in these areas
	Course Delivery Assistants: Lead provision of online delivery services and support to students and facilitators in the LMS to promote best practice in the delivery of ODL
	Learning Support Specialists: Lead technology training and support services to facilitators and students in the LMS
OCCS/CPE	Programme Officers: Lead the development and revision of CPE programmes throughout the OCCS for standardized regional delivery
	Programme Managers: Lead the achievement of deliverables on Special Projects programming
CSDR	Programme Officer: Lead the development and revision of CPE and Senate approved programmes for regional delivery- including preparatory work for online delivery.
OCAS	Academic Programme Officers: Lead the development and revision of CPE and Senate approved programmes for regional delivery, including preparatory work for online delivery.

These officers perform functions in support of the programme planning, course development and course delivery processes as follows:

Programme Development Process

Within APAD, the PPD is responsible for the planning, research, design and submission of new and revised programmes for delivery online. PPD is also responsible for the preparation of the self-assessment report for the external quality assurance review facilitated by the Quality Assurance Unit (QAU). At the CSDR, OCAS and OCCS, these responsibilities fall under the purview of the Programme Officer or the Head of Site and/or Country Manager and/or Site Coordinator.

Programme Planning

Following is an abridged version of the steps for programme planning with integrated quality assurance processes. The extended version can be found in Appendix 5.2.

- The Head of Department provides leadership in the capture and articulation of the programme or course to be designed in consultation with APAD Director, Director OCCS/Deputy Director CPE, Director CSDR, Faculty Dean (OCAS), Deputy Principal or Principal, depending on how the programme concept was initiated.
- The programme planning project is assigned to a lead Programme Coordinator (PC) or Programme Officer (PO). The Department Head/Head of Site provides coaching and ongoing support to the PC/PO respectively.
- The lead PC/PO carries out the following tasks:
  - guided by written procedures for programme planning and design, proceeds with background research on similar programming in The UWI system and other universities to determine context and needs for the planning and design as articulated by the PDC and AQAC guidelines for the development of the programme/course concept and the programme proposals.

○ leads contracting of qualified persons to function as Subject Matter Experts (SMEs) to inform the design and planning for the programme or course.

○ consults with stakeholders to ensure needs and target audience are clear and included in the proposal. Feasibility studies are conducted as needed.

○ ensures adherence to The UWI AQAC/BUS and BGSR programme and course approval templates in the development and completion of proposals.

○ submits draft proposals for internal comments (Director, Heads, Curriculum Development Specialists and other relevant officers) and guidance to help improve programme proposals.

○ solicits cross-campus comments from relevant disciplines/departments on the other campuses of The UWI.

○ solicits external comments from institutions or professional bodies or individuals if the relevant discipline is not available within The UWI.

○ Prepares meaningful and studied responses to these comments from the consultations for inclusion in the proposals, which go forward to the relevant Divisional Director for submission to AQAC, Academic Board and BUS, or CCGSR and BGSR for approval. A contracted SME (if required for the particular programme) assists with the responses to comments, which may at times be subject matter specific.

○ ensures that the content of the approved proposals is discussed with Campus stakeholders (i.e. OCCS, BDU, CSDR, OCAS, APAD – Course Development and Programme Delivery, Marketing & Communication, Registry) and that they understand their role and

responsibilities in the delivery of the programme. APAD has designed a ***Delivery Note*** for online programmes which serves as the main communication instrument that summarises the key issues for each Campus department.

Course Development Process

The development of materials for online courses is the responsibility of the CDD arm of APAD. Course materials are not generally developed for courses offered in face-to-face mode at the OCCS and CSDR. However, where these Divisions offer online programmes/courses, the CDD assists the POs to develop the materials in accordance with the department's quality standards.

The process of materials development for online courses is outlined below and can be found in detail in the CDD Protocols and Procedures Handbook, July 2018, pp 41- 43 at Appendix 5.3.

- Curriculum Development Specialist (CDS) is assigned to a programme to guide course developers through the development of content/course materials for selected courses. All CDSs are required to have the appropriate skills, technical competence and pedagogical expertise to guide the development of courses.
- A Course Developer (CD) is recruited, contracted and enrolled in the online Instructional Project Management (IPM) training and course development space. The selection process for the post of Course Developer (CD) includes a test and an interview. These two methods of determining appropriateness for the post ensures the potential CD has the requisite skills.
- Course development process extends over a period of four months and during this time CDs are trained in all aspects of course development as they develop the specific course assigned. The training materials available to course developers in the IPM include guiding content to achieve learning design

strategies, teaching and learning strategies and assessment methods best suited for online education. During this period of development, there are review processes in place and ongoing assistance is provided by the CDD team. Course Templates and other documents related to the course development process can be found in the Appendices to the CDD Protocols and Procedures Handbook at Appendix 5.4.

Course and Programme Review

The Open Campus has embraced The UWI's quality assurance system and has adapted where necessary to suit the needs of its multimode delivery. The Campus, through ongoing student evaluations, has continued to engage in internal review and, through its quality assurance systems, has undertaken external evaluations and reviews of its programmes. Academic staff assigned to APAD, OCCS, OCAS and CSDR are responsible for the internal review of programmes and courses. The staff in these divisions utilise the findings of the reviews to inform decision-making and amendments to programmes and/or courses.

The review process is informed by data collected through the administration of student end-of-course evaluations. During academic year 2016/2017, the Campus revised its end-of-course evaluations instrument for online courses and course evaluations to capture additional data that could be used to inform course and programme development. The mid-semester evaluations, introduced in 2011/2012, were an attempt by the Campus to provide a mechanism to address urgent issues raised by students before the conclusion of teaching and learning in the courses. However, the mid-course student evaluations were recently discontinued as the PDD had instituted a number of early semester student meetings that eliminated the need for this type of evaluation. During the 2017-2018 academic year, the Campus piloted a standardised student end-of-course evaluation instrument and process for face-to-face CPE courses. Previously, the various OCCS entities used a variety of student end-of-course evaluation instruments. The pilot and subsequent operationalization

of the OCCS student evaluation instrument would lead to the conduct of comparative analysis, more consistent student experience across the OCCS, and other benefits which may be derived from such analysis.

As part of the institutional re-accreditation process, students were asked whether the Campus provided them with enough opportunities to evaluate their programmes/courses. Of the 1,280 online students who completed the question, 46.1 per cent said that they were always consulted and 31.1 per cent said that they were usually consulted. When the same question was asked of face-to-face students, the results were similar. Of the 203 respondents who completed the question, 29.6 per cent said that they were always consulted and 35 per cent said that they were usually consulted. Graph 5.1 shows the comparative responses of online and face-to-face students.

Graph 5.1

Students: Provision of Opportunities for Evaluating Programmes/Courses
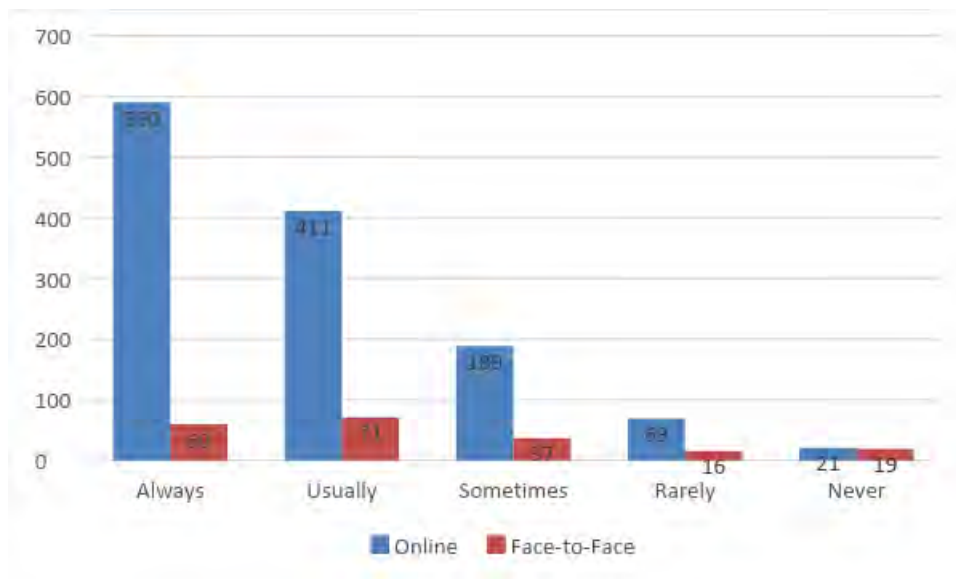
Of note are the perceptions of students in relation to whether their feedback was actually considered when courses are being reviewed. When this question was put to students, of the 1,282 online students completing the question 20.7 per cent felt that it was very likely considered and 45.6 per cent felt that it was likely considered. When the face-to-face students were asked the same question, their responses were very similar. Of the 203 completing the question, 20.2 per cent felt that their input was very likely considered and 41.4 per cent felt that it was likely considered. These findings suggest that the Open Campus may need to articulate and operationalise mechanisms to ensure that students are aware of the uses that are made of their individual and collective feedback in the course and programme review process. The full details of the findings are shown as Graph 5.2.

Graph 5.2

Students' Perceptions of the use of Student Feedback in Course Review
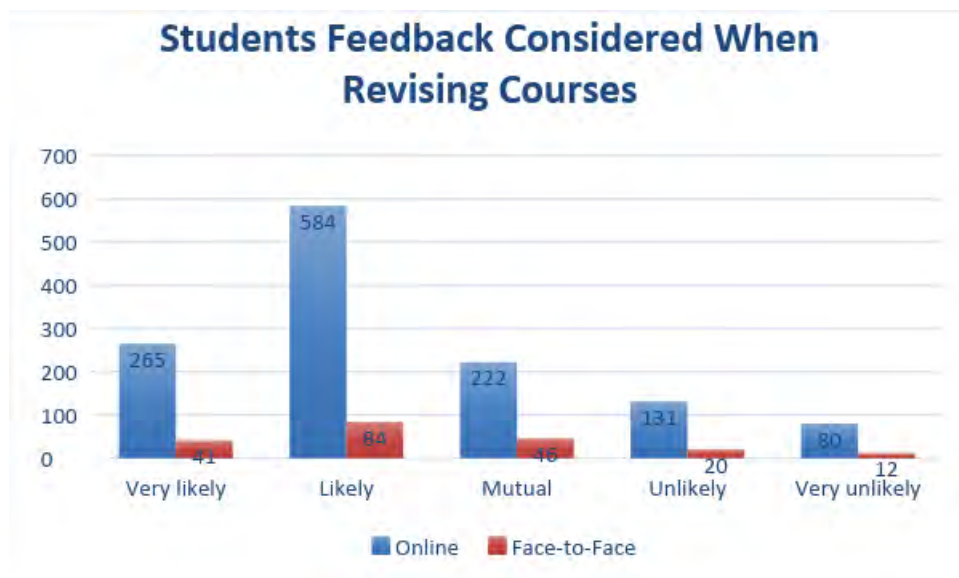
For undergraduate courses/programmes, substantive changes arising from the internal review process, for example change of course/programmes objectives, revised teaching and learning methods, delivery modality and assessment methods, must be first considered by the AQAC, then sent to the Campus Academic Board

which can either recommend approval to BUS or return for additional discussion. For graduate courses and programmes, substantive changes would go to CCGSR which would either recommend approval by BGSR or return for additional discussions and amendment. All undergraduate and postgraduate programmes must be approved by either BUS or BGSR before delivery.

In academic year 2017/2018, the OCCS through its CPE Office, with support from the Campus Planning and Institutional Research (PAIR) Unit and APAD piloted its first standardised online instrument for student end-of-course evaluation for face-to-face offerings. This new system for face-to-face student, end-of-course evaluation is being implemented across all Sites during the current academic year, 2018/2019. This will replace the previous system where several Sites administered different paper-based survey instruments. At the CSDR, workshops and short courses continue to be periodically reviewed, using the data from the evaluation forms that are disseminated to participants. Participant feedback is used to guide the CSDR offerings and the organization of future training sessions.

In its thrust to further assure quality of courses and programmes, the Campus through the Quality Assurance Unit (QAU), has expanded its ability to conduct internal evaluations and external reviews of programmes offered by the Campus and of the work undertaken by divisions. The online programmes that have been reviewed since 2012 under the guidance of the QAU are as follows:

- BSc Management Studies (2013)
- BSc Accounting (2014)
- BSc Banking and Finance (2015)
- B Ed Educational Leadership and Management (2016)
- Master Adult and Continuing Education (2017)
- B Ed Literacy Studies (2018)
- M Ed Literacy Instruction (2018)

In addition, the CSDR Division was reviewed in 2016.

Evaluations of short courses and programmes offered face-to-face at the OCCS have also been conducted by the QAU. The quality assurance evaluations of certificate programmes conducted since 2012 include:

- Health Safety and Environmental Management (2014)
- Psychology (2014)
- Public Relations (2015)
- Practical Home Nursing (2015)
- Marketing (2015)
- Managerial Accounting (2015)
- Accounting (2015)
- Management of Early Childhood Education Institutions (2015)
- Pre-Health Professions Programme (2016)
- Physical Education (2018)

The QAU continues to monitor implementation of the recommendations arising from the quality assurance evaluations and reviews.

The recommendations from these external reviews and internal evaluations have resulted in programme revisions, introduction of additional measures or strengthening of quality assurance processes. A recent example is the review and revision of the procedures and protocols for the conduct of synchronous teaching and learning sessions in the online courses using the Blackboard Collaborate tool. An immediate outcome of the QA process was evidenced by the ability of the Campus to successfully roll out, since 2013, a large number of new and revised programmes using an accelerated programme development process. The expansion in programme offerings was made possible through the SDEC project. The SDEC project provided the opportunity for development and further sustained improvement in processes across the Campus. This resulted in a rapid improvement in most

internal quality assurance mechanisms. However, the increase in programme offerings will require a similar increase in the number of annual QAU QA programme evaluations and reviews. This increase must be carefully managed by the divisions and may eventually require additional human resources to ensure continued efficiency and effectiveness.

Consortium/Collaborative Agreements

Various local and international funding agencies and educational and training institutions have engaged the Campus for potential research, training, and teaching and learning collaborations. Some of the academic divisions such as APAD and CSDR have been able to establish and continue to strengthen collaborations through the signing of various Memoranda of Understanding (MOU) and Cooperative Agreements.

As previously mentioned, the Campus obtained funding through the SDEC project. The SDEC project reporting requirements included specific criteria for capture of staff input as part of a Contribution in Kind (CIK) arrangement, but more importantly included quarterly reporting on the arrangements for planning and managing the teaching and learning processes, recruitment of additional professional staff to support the new programming thrust, and the quality assurance processes strengthened and/or implemented during the reporting period. The project also sought to ensure that the Campus focused on improvements to student services and enhancing access for underserved groups including young males. Project staff therefore engaged with the Divisions to review and enhance the quality of provision and services. In addition, the project team sought to foster increased internal/departmental collaboration and to exemplify and share best practices in teaching and learning. An example of this increased collaboration can be found in the capacity building exercises for the OCCS which took the form of workshops for Heads, Country Managers and Programme Officers in 2015. These workshops included sessions on Prior Learning Assessment, curriculum development, leadership, effective communication, among others.

During the period since 2012, there was a marked focus to establish collaborative arrangements with external agencies which resulted in online programme projects that by extension improved the regional and international profile of the Campus and the University. Some of these projects included:

- The General Secretariat of the Organization of American States: "Expanding the Socio-economic Potential of Cultural Heritage in the Caribbean" project (2016), which saw the design, development and delivery of two online courses – *Values Based Heritage Site Management* and *Museum Conservation Skills*.
- The World Bank: "Supporting Economic Management in the Caribbean (SEMCAR)" project (2016/2017), which saw the design, development and delivery on one online self-paced course – *State Owned Enterprises: Understanding the Basics*
- PEMANDU Associates and UNDP: 2017 project which saw the design, development and delivery of the online Certificate course – *Transformational Leadership for Achieving the SDGs in Developing States.*
- Caribbean Policy Development Centre (CPDC): "Formulation and Delivery of NGO Professional Management Certificate" (2017) which saw the design, development and delivery of two online courses – *Essentials of NGO Management; Developing and Managing Projects in NGOs*.

The MOU and resulting programmes are shown as Appendix 5.5- 5.10. APAD, as the main division responsible for implementation of those MOU arrangements, was responsible for identifying and providing expert trainers/lecturers with the competence to deliver the curriculum and/or to train participants/students. All arrangements specified the fiscal role and responsibility of the parties (see sample of contracts for employment at Appendix 5.11). The requisite financial support for training programmes and other costs associated with the programmes were met by

the collaborating agency/institution and in return, the APAD provided the technical and professional services. In most instances, the MOUs/Cooperative Agreements reinforced that no member of staff within APAD was to receive payment for work completed. APAD was responsible for reporting on and ensuring that the funds were distributed in accordance with the MOU.

The Campus has also engaged in cooperative arrangements such as the agreement to establish the Commonwealth Higher Education Youth Work Consortium (CHEYWC) in 2017. The UWI Open Campus is one of the lead partners in the CHEYWC and continues to work with its partners, the Commonwealth Secretariat and the Commonwealth of Learning to roll out the courses in the Campus's Youth Development Work undergraduate degree programme as an Open Education Resource (OER) across the higher education institutions in the Commonwealth countries that have sought membership in the CHEYWC. The resources are freely available to all CHEYWC member institutions for use in their respective programmes. The CHEYWC arrangements are captured in the agreement shown as Appendix 5.12, where the responsibilities of the partner institutions are detailed. The Agreement of Cooperation does not create legally binding obligations for either of the lead institutions but is entered into for the mutual benefit of the parties (including CHEYWC members) and does not constitute a commitment to funding.

While the quality assurance procedures and the collaborations discussed above have resulted in improvements over the past six years, there is an area of concern for the Campus in regard to its regional reach and service to underserved groups. The data reported in The UWI Open Campus Annual reports indicate that male enrolment has been consistently lower than females since the establishment of the Campus in 2008. The data show that male enrolment has decreased from 19.8 per cent in 2008 to 14.6 per cent in 2016. It is with this in mind that the CSDR proposed a study that will look at the factors contributing to low matriculation among males. The study entitled 'Male Enrollment within The UWI Open Campus: Issues, Opportunities and
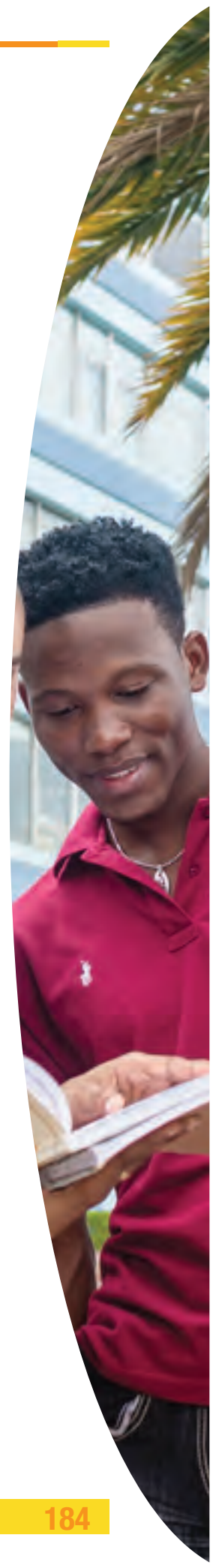
Recommendations for Education Policy' is at the proposal stage and funding is expected to be identified by the end of Semester 2 in the academic year 2018/2019. The results of this study will assist The UWI Open Campus in understanding the role it can play in providing opportunities for further study for the male population and reversing the trend of lower male enrolment in programmes.

Opportunities for Improvement

1. The number of males entering the Campus continues to decline, the Campus needs to conduct research to ascertain factors contributing to males not pursuing tertiary education.
2. Mechanisms should be articulated and operationalised to notify students of the uses made of their individual and collective feedback to course and programme review.

Recommendations

1. The Campus must use the findings from the proposed CSDR research on factors affecting male participation in tertiary education to better equip itself to meet the needs of this under-represented group.
2. The Campus should investigate the strategies used by other higher education institutions to communicate the uses made of student feedback.
3. The Campus should adapt strategies found at 2 above to the local and regional context.
4. The OCCS student end-of-course evaluation instrument must be operationalised and comparative analysis conducted annually with a view to continuing programme enhancement.

Standard 3.2: *The institution clearly specifies and publishes educational programmes, and the objectives for each programme.*

The Open Campus recognises that various marketing approaches are important in the dissemination of information on its courses and programmes. It is also mindful of current trends in the use of technology to deliver such information to current and future students and stakeholders. Furthermore, the Campus is cognizant of the increasing competition from national, regional and international educational institutions for potential clients. Traditional and modern technologies are therefore utilised to ensure that information on programmes and programme objectives are effectively communicated to students and other stakeholders.

Programmes and Learning Outcomes

All programmes developed by the Campus must follow a programme proposal template and must include programme and course aims and objectives. Programme-level aims and objectives are cross cutting, while course aims and objectives, although helping to achieve the overarching aims and objectives of the programme are narrower in scope. For example, the programme objective for the BEd Educational Leadership and Management (2009/2010) follows:

> The B.Ed. Educational Leadership and Management is designed to allow participants in the field of education, who are coming from diverse cultures, and separated by different geographical locations, to work in a collaborative environment with their peers. Learning is facilitated through online and blended modalities, allowing participants to develop skills to engage as a community of learners. In this type of learning community, participants preparing for educational leadership and management roles have an opportunity that allows for collaboration in a culturally diverse learning environment, sharing of practical experience, raising multiple perspectives, and the development of knowledge, skills, as well as requisite attitudes, in

areas needed to facilitate advancement of their career or to meet professional development needs in the field (p.6).

Similarly, the objective of the BSc Banking and Finance (2010) states that

The new B.Sc. Banking and Finance is designed to provide students with the requisite theoretical and practical training in banking and financial services and its related disciplines. While the programme seeks to develop a formally trained cadre of banking and finance industry professionals in the Caribbean, it also imparts those skills necessary for entry into the profession by providing exposure to banking and finance concepts, and the integration of theory and practice to meet workplace needs in a rapidly changing sector.

Learning is facilitated by practitioners in the field through activities that are designed to promote active learning in a culturally diverse environment, and encourage the development of collaborative skills for problem solving.   In this regard, the programme places emphasis on the following:

- practice driven activities and sharing of practical experiences that are linked to the structure and operations of institutions in the banking and financial services sector,
- the development of requisite knowledge and attitudes, and application of functional skills aimed at enhancing the efficiency and effectiveness of operations in the sector (p. 10).

At the graduate levels- programmes must include programme objectives.   For example, the overall programme objectives for the Teaching and Learning with Emerging Technologies programme are as follows:

The general objectives in developing and delivering these postgraduate programmes serve to address the current and forthcoming demands related to the growth of online and distance education opportunities in the Caribbean region, specifically to:

- Develop skills and knowledge in utilising current and emerging technologies in the delivery of educational programmes
- Cultivate learner-centred approaches to teaching and learning in digital environments
- Build capacity in the Caribbean region to address growing opportunities in the field of online and distance education
- Increase Caribbean-focused practitioner-oriented research in the discipline of technology-enabled education
- Promote active adoption of reflective-reflexive practices that improve teaching and learning and leadership (p. 8).

CPE programmes are also required to include programme objectives, for example, the Fundamentals of Business Administration programme (2018) stated that

At the end of the programme, the students will be able to:

1. Identify concepts that are necessary for the understanding of business, its sustainability, and survival.
2. Demonstrate knowledge of the strategic management process and an ability to assess industry attractiveness and the competitive environment.
3. Explain how effective leaders use their interpersonal skills to promote change, communicate vision, provide a sense of direction, and inspire employees.
4. Successfully utilise the tools and techniques of managerial accounting to make decisions about both day-to-day operations and long-term tactics and strategies.
5. Utilize the tools and methodologies needed to solve marketing problems, including developing marketing plans and the use of various marketing strategies.
6. Apply best practices using the knowledge acquired in business administration (p.4).
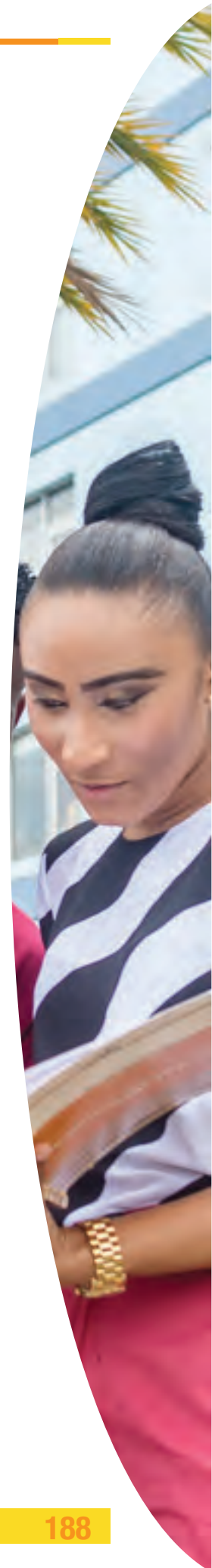
A sample of programme documents at all levels is shown at Appendix 5.13.

Communication of Programme Information

Programme Orientation

The Open Campus recognises the need for students and potential students to have clear, complete and timely information and this is afforded by the information on the website, however a general weakness is noted in that there are few opportunities for potential students to be made aware of the campus expectations for study in the open and distance learning environment or the collaboration, interaction and engagement required for successful learning outcomes, until they have enrolled in the programmes and begin participating in the online orientation activities.

Admission requirements are largely focused on the application process which details the programme requirements, but other skills required to effectively function in the online learning environment are not emphasised, namely computer skills and technology competencies and skills. However, enhancement of these skills and competencies occur during the orientation stage and students are exposed to a week long period of engagement with staff in the PDD, APAD, where they are expected to participate in self-paced activities and attend synchronous sessions. The orientation is not mandatory for students enrolled in undergraduate programmes, and although it is a requirement for post-graduate programmes, on average about 25 per cent of the new post-graduate students do not attend the orientation/induction course prior to the start of teaching (Programme Manager, PDD, 2018). In the recent re-accreditation survey, 71.0 per cent of online and 60.2 per cent of face-to-face students indicated attendance at orientation.

Given the less than 100 per cent attendance at the orientation, PDD staff have been working with the Recruitment, Admissions and Registration (RAR) Department of the Campus Registry to facilitate students' attendance, including accommodating late entry to students up to 6 weeks after the commencement of teaching. Additional support is provided to students, if needed during this period. This is an area of

weakness identified by APAD and QAU Review Team Reports which have recommended that orientation should be mandatory for all students. A new model was developed by the RAR, Registry, in collaboration with APAD, which included a Student Advising Plan, which was developed in the academic year 2017/2018 and approved in Semester 1, 2018/2019. Implementation of the activities in the Student Advising Plan is expected to lead to significant improvements in student preparedness. As a complement to the online activities, students are also expected to attend face-to-face orientation sessions at the local Sites where information is available on learner support services, including payment policies and other administrative matters related to communication with the local Site.

Campus Website

The UWI Open Campus website has dedicated space for programme information which can be accessed at http://www.open.uwi.edu/programmes. The website was redesigned in 2016 and continues to serve as the main tool for dissemination of information about the educational programmes offered at the Open Campus. On the website, potential and current students can find information in key areas related to a course of study. These include:

- Continuing and Professional Education
- Prior Learning Assessment
- The Academic Calendar and Academic Diary
- Student Handbook
- Programme Advising documents
- Programme Brochures
- Frequently Asked Questions
- Open Campus Country Site Locations

Additionally, once a programme is selected, the viewer is provided with the following information:

- Introduction
- Who is it for?

- Programme summary
- When will the programme start
- Entry requirements
- Academic preparation
- Course of study with clickable details on each course.

An example of this information can be seen at http://www.open.uwi.edu/programmes/asc-administrative-professional-office-management.

Social media advertising via Facebook and email marketing campaigns have driven the digital marketing thrust of the Campus over the period under review. In addition, the Campus Marketing and Communication Department works closely with APAD, OCCS, OCAS, and CSDR to prepare marketing materials that highlight the learning outcomes, objectives and relevance of the various programmes. Marketing materials are disseminated through the OCCS, in national newspapers, on local radio stations, television programmes, career fairs, business places, schools and colleges and during other promotional events. Institutional accreditation surveys of enrolled students found that 52.2 per cent and 31 per cent of respondents agreed and strongly agreed, respectively, that the programmes advertised and offered were relevant to the needs of the Caribbean Community.

The Programme Managers and Programme Officers have overall responsibility for ensuring the currency and availability of information on programmes. Monitoring of information made available for programmes, that is target audience, programme structure, start date, entry requirements, aims and objectives, course of study and description, is undertaken to ensure that learners and other stakeholders are kept abreast of new developments. The Office of the Campus Registrar liaises with relevant departments and units to ensure that the Student Handbook is updated each academic year. While such information is available electronically, printed brochures

for various Degree, Diploma and Certificate programmes may also be obtained from the OCCS Division.

The OCCS also communicate this information to potential students via email and Facebook posts as part of the Campus's marketing thrust. The redesigned website now features current promotions in the spotlight area and all online advertising has been linked to the website. An example of the current promotions is shown below.

Source: The UWI Open Campus (http://www.open.uwi.edu/)

Staff of the Marketing & Communications (M&C) Department work with assigned staff in the academic divisions of the Campus to discuss, develop and distribute relevant information in respect of academic programming via the Open Campus website. Through this collaborative process, specific marketing plans are formulated to ensure the accuracy and relevance of information that is provided to the targeted audiences.

When students were asked to comment on how effectively the learning outcomes were communicated to them, of the 1,280 online students completing the question, 19 per cent felt that the learning outcomes were communicated extremely clearly
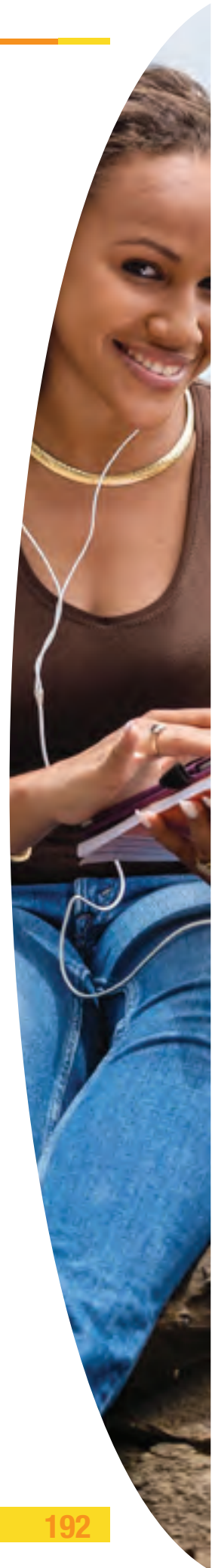
and 43.8 per cent felt that they were very clear. Of note is that 31.5 per cent felt that they were somewhat unclear. When the same question was asked of the face-to-face students, of the 204 responses, 27 per cent, 41.2 per cent and 30 per cent felt that the communication of the learning outcomes was extremely clear, very clear and somewhat clear, respectively. These findings suggest that although the Campus is using a multi-pronged approach, it may still need to reconsider the strategies as they may not be reaching a significant portion of its student body.

While the Open Campus Website remains the main source for publicising programme information, the Campus is cognizant of the need for, and has committed to utilising multiple marketing strategies to reach learners, potential applicants and all stakeholders. Such strategies include improved social media presence, news releases on key Campus events and activities, and an active presence at trade shows, to ensure that all audiences are reached. Enhancements to the website to facilitate interactivity with greater use of online technologies in creative ways and featuring more video content and 'clickable' resources that engage potential students on the features of the Campus programmes and courses, are among the areas for improvement.

Online and On Site Access to Student Services

The Campus provides a range of student services to support programmes. For the online programmes, the Campus website provides details about registration. Potential students can access information on the website, including those persons who are awaiting notice of acceptance (http://www.open.uwi.edu/future-students). Current students can access local Site staff to request information and services, as well as access information through their dashboard on the Student Portal, including course registration, fee information, electronic fee payments, online library resources through UWI*linC*, webmail, and the Campus Staff Directory. Academic resources such as the student handbook, regulations governing programmes and scholarship

opportunities are also available on the website at: http://www.open.uwi.edu/current-students.

Despite the enhancements to the website and the local Site support provided to potential students, the application process has continued to pose challenges for potential students. Careful review of the process over time has resulted in the PDD taking the initiative during Semester 2, 2017/2018 to introduce a new step in the application process for the new graduate programme, Teaching and Learning with Emerging Technologies (TLET). This step provides a means for the department to determine the technology-readiness of applicants for entering the programme, which relies on students having a foundational knowledge of technologies commonly used in online environments. This new process is being piloted with the first cohort of applicants, in preparation for the initial offering of the programme in January 2019.

As part of the application process, the prospective students must complete the TechQuest 1 assessment, which gauges their familiarity with computer terminology, the Internet, online communications tools, MS Office products, PDF files, and Google Drive. A second part of preparedness, TechQuest 2, which provides both tutorials and assessment of technology related to the learning environment (the Learning Exchange, Open Campus Mail, Turn-It-In, Mahara ePortfolio, and Blackboard Collaborate), is incorporated into the compulsory course for postgraduate students that must be completed prior to entry into the programme. The goal of these two tutorial/assessments is to ensure that students are prepared to actively utilise the technologies during their educational experience.

Opportunities for participation in PLA training and sensitisation sessions have been extended to Open Campus staff members. Recent re-accreditation survey data show that of the 180 persons completing this question, 15.6 per cent of general staff participated in the training provided and of the 29 persons completing this question, 44.8 per cent of academic staff have participated in PLA training during the review period. This suggests there is room for growth in encouraging attendance in training

geared at building a Campus-wide understanding of new categories and levels of programming.

Recommendations

1. The interactivity of the website must be enhanced.
2. The availability on the website of more videos and 'clickable' resources, would be beneficial.
3. The reduction in the number of clicks to access information would be valuable.
4. Staff should be encouraged to participate more fully in the training provided.
5. In keeping with The UWI QA for Online and Multimode Policy (2017), the Campus should introduce an online, website-based technology readiness assessment tool to assist potential online students to gauge their readiness for that modality.

Standard 3.3: *The institution values and promote effective teaching*

The UWI Open Campus continues to demonstrate a strong commitment to the promotion of effective teaching as embodied in one of its guiding principles that is, the adoption of teaching and learning experiences, pedagogic design, and research and community partnerships to deliver face-to-face, blended and online learning in innovative ways to the communities that the Campus serves. To this end, the Open Campus has implemented mechanisms and procedures to support, train, evaluate and reward teaching staff, in pursuit of effective and innovative instruction and ultimately, learning.

The Campus delivers its online and blended courses via the Modular Object-Oriented Dynamic Learning Environment (Moodle), known Campus-wide as the *Learning Exchange*. In this modality all course instruction and assessments are offered online in the Learning Exchange. All course materials and learning software/tools are also provided in the course space. Blended courses, a mix of face-to-face and online delivery, have their course spaces developed in the Learning Exchange. The blended modality in the Open Campus is configured to include:

a. Online delivery, inclusive of synchronous web conferencing sessions via the Blackboard Collaborate (BbC) Ultra web conferencing tool;

b. Face-to-face classes and/or field supervised instruction;

c. Face-to-face examinations; and

d. Study materials including online files, along with asynchronous teaching via online course forums in the Learning Exchange.

The blended learning courses require learners to regularly interact online in their course and to complete in-course assessments online. Interaction online includes discussion exercises on forums for development of critical thinking skills, journaling, reflective practice, use of tools for collaboration and cooperative learning and activities that promote development of leadership skills.

In addition to the online and the blended courses, as previously noted, the Campus offers face-to-face CPE programmes, some of which award CEUs, workshops and seminars. Many of the courses and programmes offered by the Campus are developed in response to particular local needs. To ensure that the local professional development and continuing education needs are supported, the Campus continues to deliver face-to-face programmes/courses. Some of the CPE programmes allow for matriculation and/or articulation into undergraduate degree programmes at the various campuses of the University.

In blended and fully online instruction, communication, collaboration and interaction are facilitated by different educational technologies and instructional strategies. Communication between the instructor and the learner is non-contiguous but interactive, employing various media - print, audio, video - and various delivery methods, including web conferencing, as well as email, rather than (but sometimes including) face-to-face methods. There are two types of delivery methods:

1. Asynchronous delivery, interaction and communication between participants that may happen at different times; and

2. Synchronous delivery, interaction and communication in real time, with learner and facilitator, in different geographical locations.

To effectively deliver online, blended and/or face-to-face programmes/courses, the Campus employs competent professionals. Unlike the traditional campuses, the Open Campus does not employ full-time faculty, that is, teaching staff. Instead, instructors are externally contracted on a short-term basis. Instead of faculties and departments focused on subject-specific programmatic areas, the Open Campus manages its online and blended functions through APAD and face-to-face through the CSDR and OCCS.

At the Open Campus, effective teaching starts at the course design phase. In 2015, the CDD, APAD re-evaluated its course design and development process and

replaced the content and support model of course design with the more agile, rapid development wrap-around model. The latter model, which puts greater emphasis on learning experiences through interactive, resource-based, multimedia-enhanced learning activities and less on the writing of content, is aimed at providing that foundation at the course design and development phase, for more effective teaching. In this new model, there is less reliance on the use of copyrighted materials which require copyright clearance for inclusion in course materials; more flexibility of design to facilitate diverse learning styles; more effective student engagement with the course content through the learning activities; and an increased focus on facilitating pedagogy that includes a variety of teaching and learning strategies that support critical thinking, learner engagement, reflective practice, and connections to authentic learning environments, while paying attention to gender sensitive and diversity considerations (Guiding Notes for Developing Wrap-Around Content in Courses, 2015 - See Appendix 5.14). At this stage, the curriculum development team in CDD supports course developers to create learning materials that are aimed at supporting course delivery personnel who are charged with learning facilitation and direct instruction.

Once learning materials are developed within the CDD, they are handed over to PDD for course delivery. Within the delivery department, a team approach is adopted to provide support to students and teaching staff. The team consists of the Programme Manager (PM), Course Delivery Assistant (CDA), Learning Support Specialist (LSS), Administrative Assistant (AA) and Clerical Assistant (CA). In addition, there is close collaboration with the Instructional Development Coordinator (IDC) and the Open and Distance Learning Instructional Specialist (ODLIS) whose primary responsibilities are overseeing curriculum and pedagogic/andragogic quality. To this end, the IDC and ODLIS work with Course facilitators, Coordinators and instructors/ (e-tutors) to promote teaching excellence in the online and distance environment.

Support Services to Promote Effective Teaching

Support services geared toward effective teaching and learning include:

- Tutoring;
- Academic monitoring;
- Continuous professional development for effective teaching
- Library support; and
- Technology tools and technical support.

Tutoring

In terms of tutoring, Course Coordinators (CC) and e-tutors are on the front line in support of online teaching and learning. The CC is the lead content expert responsible for the overall academic integrity of the course and is contracted to provide instructional leadership. As an instructional leader, the CC provides overall academic and pedagogic (andragogy/cybergogy) supervision for the delivery of the course. The CC is required to provide leadership, for example, through the use of technology introduced for the facilitation/teaching of the online/distance course. The CC is also responsible for monitoring the teaching/learning process, including the activity of e-tutors and/or group facilitators, to ensure that students are given appropriate guidance and support during their course of study. As the instructional leader, the CC takes responsibility for content delivery; although this does not include changing the approved content, they can recommend changes which will be implemented in accordance with the QA process for updating and amending courses/programmes.

The CC receives support primarily from the Programme Manager (PM). The PM provides guidance on departmental requirements, and assists the CC with the preparation of the course guide for students and tutors, and with the general supervision of course delivery. Along with the support of the PM, PDD takes, a "team approach" to assisting the CCs which involves the Clerical Assistant (CA) assigned to the programme; Course Delivery Assistant (CDA); Learning Support Specialist (LSS); and the Professional Development Team (PDT) - comprising the

Instructional Development Coordinator (IDC), and the Open and Distance Learning Specialist (ODLIS). This multi-layered approach is intended to assist the smooth delivery of the course.

The e-tutor/group facilitator, also a content expert, reports to the CC and together they maintain the standards of the course through agreed best practices established by PDD and current practices in the discipline. The tutor/group facilitator is the learner's first point of contact for academic-related matters and is responsible for the learning experiences provided to students. The e-tutor/group facilitator's duties include identifying the learning issues and concepts that require additional explanation/treatment. The e-tutor/group facilitator is expected to address the learning needs of students through the use of different strategies, for example, WhatsApp groups and Skype sessions.

The PDT works with a select group of CC and e-tutors/group facilitators to promote teaching excellence in the online and distance environments. This is achieved by ensuring that facilitators are prepared to teach in a distance-learning environment, equipped with the necessary tools, and supported in the ongoing development of their online teaching practice. The PDT also supports a culture of professional development (continuous learning) among full-time staff and contracted facilitators. The PDT acts as coach and mentor to new CCs during the delivery of their first CC assignment. Other courses, such as new or revised courses, may also be identified for coaching activities even though the CC may be experienced.

An LSS is assigned to each course. The LSS readies the course space for delivery by uploading content, utilising the prescribed template and ensuring that the online course layout is user friendly. The LSS also provides technical support to CCs and e-tutors in the use of the course delivery platform and instructional delivery tools such as the Moodle Wiki, Turnitin, the ePortfolio tool (Mahara), The UWI online library, the main web-conferencing tool Blackboard Collaborate, now Blackboard

Ultra. In the face-to-face environment, site technicians are available at the local Sites to troubleshoot students' technical challenges.

Academic Monitoring

In response to the accreditation SAR recommendations (2012), the role of CDA was redefined to improve the internal quality control process and to better serve and enhance the student experience. The CDA team now emphasises the importance of curriculum alignment, quality and timely feedback, tutor-student engagement/interaction and the orientation of all new students. The CDA monitors the facilitators' work on LE to ensure compliance with the Student Charter, thus strengthening the academic and student support services offered. The CDA is also responsible for improving student engagement with the PDD by:

- coordinating and delivering the online orientation for new students;
- hosting synchronous sessions with students each semester; and
- providing support and timely resolution to students' daily issues via the academic support email inbox and Skype account.

Continuous Professional Development for Effective Teaching

Online course Facilitators are supported through various professional development strategies, including:

- Training for Online Delivery: During the academic year 2015/2016, PDD introduced a training programme that assists in developing the instructional skills of facilitators and covers a wide range of pedagogical and course preparation skills (See Appendix 5.15 PD Framework Overview for an overview of PDD's current training programme for facilitators).
- Engagement in a Curriculum Review process as part of a course guide preparation workshop offered to all new and revised courses and for facilitators who are new to the CC role or are being given a new programme. See Appendix 5.16 list of CCs trained.

- Coaching during delivery - Selected facilitators are coached each semester by the PDT. This is done to assist with the application of training to the actual delivery process, as well as to orient and guide new staff, or to improve staff delivery based on issues identified through their performance evaluations. See list of coaching conducted at Appendix 5.17.

- Facilitator Engagement is enabled through the use of an online space called 'Collaborating as Professionals' (CAP), introduced in 2012. This is a self-paced course environment that provides resources for facilitators and allows for collaboration, interaction and discussion of best practices in courses and across programmes.

- Training in the use of Technology – Each semester, the Learning Support Team conducts a series of workshops to assist facilitators with the use of various technological tools for teaching. This training includes presentations on the tools in the Learning Exchange (such as quizzes, wikis and grade books), the use of Blackboard Collaborate, e-Portfolio, Turnitin, and UWI Online Library resources. See list of training conducted and attendees at Appendix 5.18.

- Facilitator Monitoring and Evaluation - During the semester, facilitators are monitored by the CDAs to ensure quality in the delivery process. An overall evaluation is done at the end of the semester to identify strengths and areas for improvement and intervention. Based on the evaluation, facilitators may be targeted for further training, or may be placed on probation for full monitoring by the team, or in the case of good performance, may be nominated to play an extended role in teaching or other departmental initiatives. See sample of CDA monitoring at Appendix 5.19.

In the case of full time staff, the Open Campus encourages staff members to participate in professional organisations relevant to their area of expertise or focus. According to the rules and regulations for Academic Staff, Senior Administrative

Staff and Professional Staff (August, 2011), there is provision for a grant for the purchase of books and other professional materials. Qualifying staff members are fully reimbursed for books, other professional materials purchased, subscriptions to professional organisations and/or journals and communication and IT equipment. Through this provision, eligible staff members are also encouraged to participate and present papers in international, regional and local conferences and workshops, and to contribute to university and public life.

Competency in Online Facilitation skills is the cornerstone of teaching and learning excellence at The UWI Open Campus. To adhere to The UWI student charter that promises qualified and experienced teachers, the Campus has moved to a management philosophy with its focus on supporting the development of effective online and distance learning practices for student success. The PDD has created professional development options through a delivery framework of training and support for facilitators who teach online. It is the department's position that good facilitation skills will enable the development of self-efficacy among existing facilitators and redound to the benefit of the students, our common capital in the Campus. A training framework has been developed for The UWI Open Campus which encompasses three phases of training:

1. foundational skills and knowledge,
2. mastery tracks for enhanced performance, and
3. peer-led programmes to encourage innovation.

This framework was established to develop and enhance the attributes of teaching staff as identified in The UWI Strategic Plan for 2012-17. The framework specifically addresses attributes associated with work-related knowledge and skills needed for online delivery:

- Organised and Professional Educator
- IT Skilled and Information Literate
- Student-Centred Mentor
- Effective Communicator

- Fair and Equitable Evaluator
- Reflective Leader
- Collaborative Scholar-Learner
- Scholar-Practitioner

The foundation courses have been established to ensure all facilitators (Course Coordinators -CCs, Course Instructors -CIs, E-tutors and Group Facilitators-GFs) have the same fundamental understanding of student-centred delivery and the technologies used in delivery of online courses. Two tracks of foundation courses were developed to address differences in the facilitator population:

1) Building on Foundations of Successful Online Facilitation (BFSOF) was designed for existing facilitators who had completed previous training in Managing and Facilitation Online Instruction (MFOI), and

2) Foundations of Successful Online Facilitation (FSOF) was designed for new or prospective facilitators who were under consideration for delivery of Open Campus courses.

To further the development of mastery, the professional development team is focused on the role- based competency development for all facilitators. This phase of professional development is focused on specific job- related skills and competencies such as reflective practice, assessment, coaching and leadership and communication. Facilitators are given opportunities to reinforce these competencies through peer-led webinars, workshops and implementation in their courses.

Library and Information Support

Students and Course Facilitators are supported by the Campus Library and Information Services (LIS) where liaison librarians host webinars periodically on areas such as copyright, plagiarism and 'how to' in terms of library usage and research.
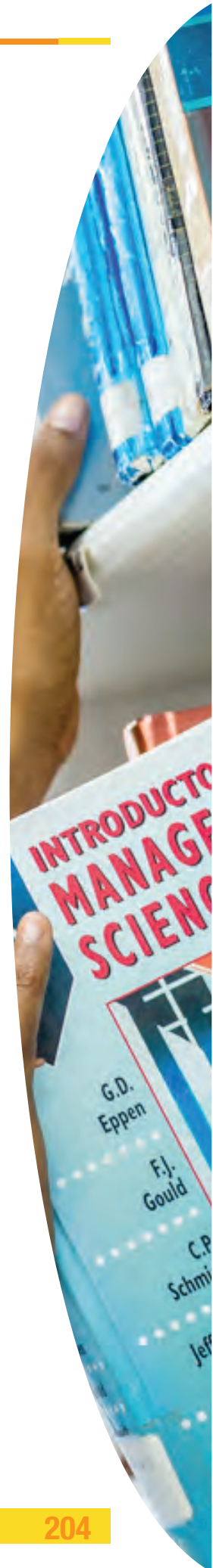
Technology Tools and Technical Support

During delivery of the respective programmes, a range of tools that support both synchronous and asynchronous methods of teaching are utilised. The synchronous methods employed include web conferencing via Blackboard Collaborate (BbC), Zoom and Skype. BbC is the tool used for synchronous instruction which includes mini lectures, student discussions, student presentations, student seminars, group or class debates, and guest lectures/presentations. The asynchronous methods of instruction are supported by online content (course units and readings), discussion forums, wikis and podcasts, book reports and journal entries. The teaching and learning strategies are generally aligned to the aims and objectives of the programme and the individual courses.

Evaluating and Rewarding Effective Teaching

As noted in 3.2 above, evaluation of teaching is critical to enhancing learner experiences, and improving learning quality and effective instructional practices. For both face-to-face and online instruction, evidence concerning teaching effectiveness is collected from multiple stakeholders. This evidence is gathered primarily through end of course evaluations.

In the case of face-to-face instruction at the local Sites (OCCS), students are administered an end of course evaluation questionnaire in order to assess tutors' teaching performance as well as the overall effectiveness of the course and course assessments. Similar evaluations take place for online instruction. At the end of each course offering, learners are given the opportunity to evaluate the effectiveness of online teaching and learning. Enrolled students are asked to complete an End of Semester Student Evaluation survey for each course completed in a given semester. The survey instrument used for this purpose was revised and implemented in the 2016/17 academic year. The revised questionnaire now includes students' satisfaction with the following broad areas:

1. Students' own performance in light of their responsibility as students;

2. E-tutors' performance;

3. Course Coordinators' performance;

4. Course content and design; and

5. Key skills development.

These five sections, which include open-ended questions, ask students to respond to the statements provided and to rate their satisfaction levels on a Likert-type scale with the following options: *unacceptable, needs improvement, average, good*, and *excellent*. Each semester, these results are collated and noted for exceptions to standard expectations for performance. These reports are disseminated to CCs and tutors for reflection on their individual results. Facilitators are encouraged to utilise these reports and seek support and advice from PMs and PDT for improvement. This type of feedback on teaching effectiveness, assists with improving subsequent course offerings in terms of course design and delivery. Appendix 5.20 shows the evaluation process for Facilitators. As part of the re-accreditation process, students were asked to reflect on their experiences with facilitators.

Student Evaluation of Facilitators

When students were asked to indicate whether their progress was regularly monitored by Facilitators, of the 205 face-to-face students completing this question, 31.7 per cent and 32.7 per cent, respectively, rated it as always and usually. When the same question was asked of the online students, of the 1,274 respondents, 24.6 per cent and 35.2 per cent respectively rated always and usually. Although collectively the positive responses for online students is just short of 50 per cent, there is a need to further investigate this student perception to ascertain whether it is justified or whether there is need for more effective communication of the facilitator monitoring system. See Graph 5.3.

Graph 5.3

Students' Perceptions of the Regularity of Monitoring by Facilitators
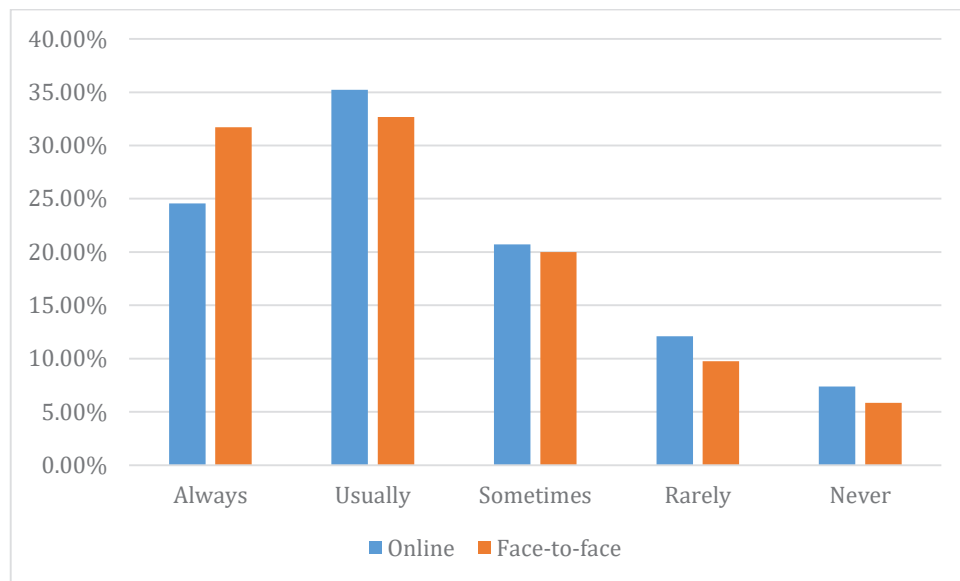
When Students were asked to rate the availability of facilitators to provide guidance, of the 1,285 online students who completed this statement, 24.7 per cent and 36.2 per cent, respectively said, always and usually. Of the 205 face-to-face students completing this statement, 49.8 per cent and 32.2 per cent respectively said, always and usually. These findings suggest that there is need for improvement in the availability of online facilitators to readily provide guidance to students learning in that modality. See Graph 5.4.

Graph 5.4

Availability of Facilitator: Guidance
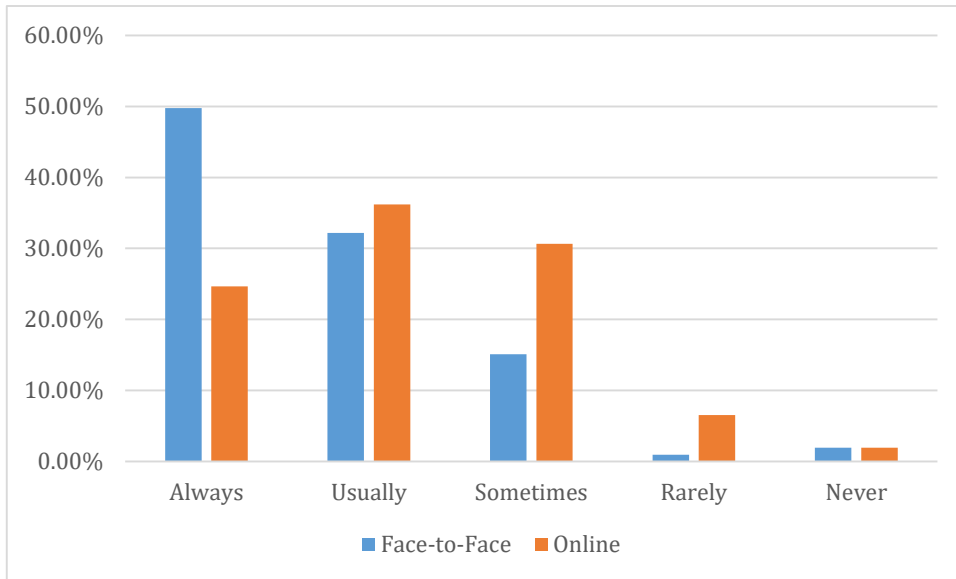
When students were asked to reflect on whether the facilitators took their needs into consideration during the teaching and learning process, of the 1,287 online students who completed this question, 18.4 per cent and 41.5 per cent respectively indicated that facilitated always and/or usually. When the same question was asked of the face-to-face students, of the 207 respondents, 34.3 per cent and 16.4 per cent indicated they always or usually took their needs into consideration. Graph 5.5 shows the full results.
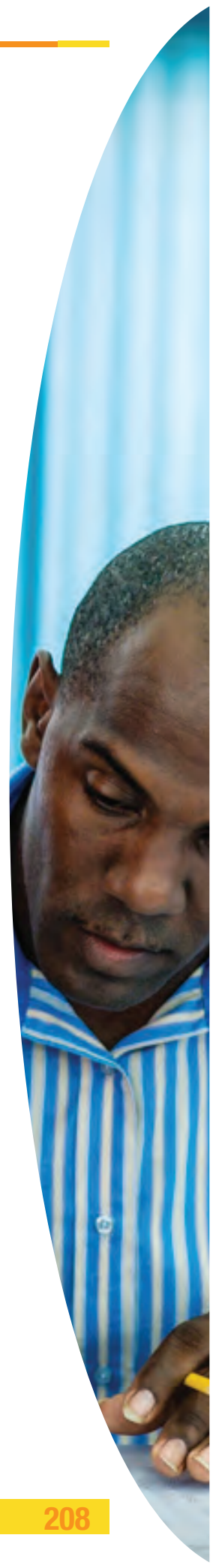
Graph 5.5

Facilitators and Student Needs
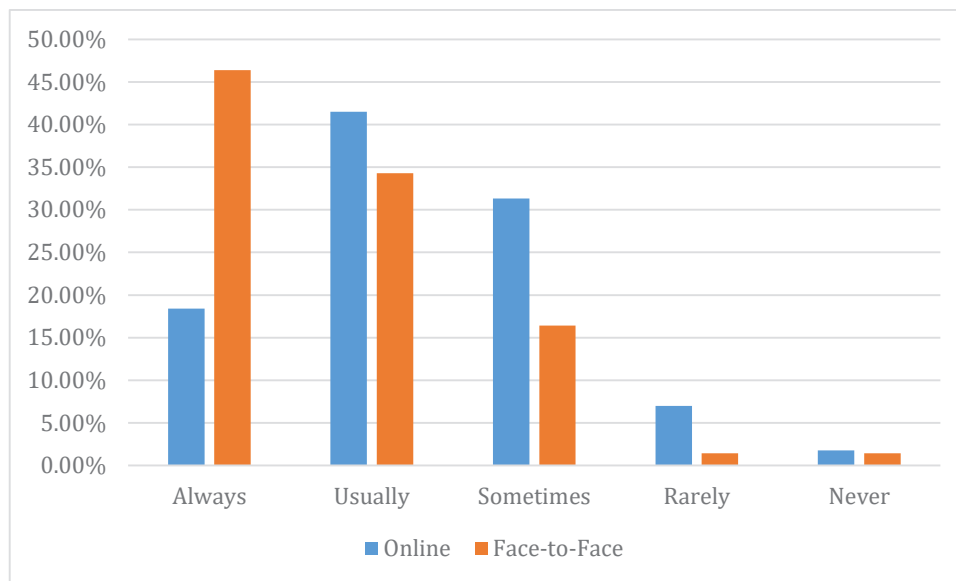
With respect to rewarding excellence, in APAD, since effective online teaching begins at the course design phase and continues on into course delivery, many categories of staff must be considered when discussing rewards for effective teaching. At the design phase, outstanding work of permanent Open Campus staff, such as Curriculum Development Specialists who are involved in the design and development process, is captured in annual employee performance appraisals. Such officers are usually considered for internal promotions or may be nominated for the Principal's Award for Excellence either individually or as a group, as occurred when the Course Development Department was awarded in 2016/2017.

For short-term external contractors, who may have demonstrated excellence in online course design, or online facilitation, there is presently no formal mechanism to reward excellence, except re-engagement. However, APAD uses a system of training incentives and recognition which documents facilitator training and development. As such, the training framework incorporates an approach to recognition and reward which:

- encourages facilitator participation in a collaborative learning environment,
- promotes continued excellence in job performance, and
- provides recognition incentives for individuals who complete identified training requirements.

At the end of each training cycle, the Cycle Lead records the final scores for all participants in the Training Results File, so that participants can be recognised for the achievement related to completion. The following forms of certification are included in the incentive process:

Recognition of Competency Achievement:
- A Competency badge is issued to a participant who completes a course with a score of 80% or higher.
- A Certificate of Achievement signed by the Director APAD is issued to a participant who has been awarded all the designated competency badges for an identified training track or programme.

Additionally, the renewal of short-term contracts is used as an incentive to contractor categories such as Instructional Designers, Course Coordinators and E-tutors, who consistently demonstrate above satisfactory levels of competence and/or expertise in online course development, teaching and coordination, and student comments via the Course Evaluation scores they assign and comments provided. Furthermore, online E-tutors who habitually receive positive evaluations are often considered for Course Coordinator roles in subsequent course offerings. The latter post involves a more supervisory role which commands a higher remuneration.

Diversity, Innovation and Research for Effective Teaching
There is a concerted effort to ensure that teaching approaches are suited to the diverse nature of learners, including those with special needs, such as visual and hearing impairments. During the 2017/2018 academic year, APAD staff accelerated its

efforts to research and identify tools for accessibility, responsive design and mobile learning to inform the technical and pedagogical requirements needed to allow greater access to a wider range of potential learners. An accessibility research group comprising staff across the APAD departments meet regularly to plan and research best practices and identify the most appropriate tools. The outcomes are expected to be consolidated into action items to inform implementation plans during the 2019/2020 academic year.

One of the ways in which innovation is evidenced is through Prior Learning Assessment (PLA). The PLA was introduced by the Campus for persons with relevant experiential learning, first for advanced placement only in 2014 and more recently (2016) for matriculation. The PLA Policy states that

> The University of the West Indies Open Campus recognises that learning takes place outside of the traditional setting and often through work and life experiences. It is mindful that there is on-going demand for university education by a very large and diverse group of potential students, many of whom have relevant experience and subsequent informal learning, but do not have the traditional, formal qualifications. Hence, it recognises the importance of interfacing the outcomes of relevant experiential learning with formal tertiary education and the need for Prior Learning Assessment (PLA) is an integral element of this. (The UWI Open Campus PLA Policy, 2013, p 1).

PLA, first offered in Semester 1, 2014/2015, is available through two online Prior Learning and Portfolio Development/Assessment courses developed by a PLA subject content specialist, under the guidance of APAD. PLA for Advanced Placement has been on offer since 2014 and is designed to allow applicants who matriculate into selected undergraduate programmes to advance in their programmes, if they have previously acquired relevant knowledge and skills from

experience. PLA for Matriculation was first offered in 2016 and targets potential applicants who need to satisfy the University's minimum entrance requirements. Applicants may use a combination of Caribbean Examinations Council's (CXC) Caribbean Secondary Education Certificate (CSEC) examinations or comparable qualifications and PLA to meet the University's matriculation requirements.

PLA students are taught how to develop a portfolio which identifies and documents relevant skills, knowledge and abilities acquired through formal or informal learning. The PLA Policy defines Prior Learning Credits as "academic credits earned through the presentation and successful assessment of the outcomes of relevant experiential learning. Prior Learning Credits can be applied to a specified course within a programme" (p 1).

Apart from issues of inclusion and diversity, partnerships and collaborations with local, regional and international institutions often propel the staff in APAD to explore innovative, alternative, and engaging ways of designing and delivering instruction. Two such examples include collaborations with the World Bank through its SEMCAR project and collaborations with the United Nations Development Programme (UNDP), Caribbean Development Bank (CDB) and Malaysia's Performance Management and Delivery Unit (PEMANDU) which utilised novel strategies to deliver the courses, including self-paced instruction and self-facilitated courses without the use of CCs and tutors. Samples of the course materials for the self-paced and self-facilitated courses may be accessed at:

1. http://media.open.uwi.edu/SEMCAR/prototypes/THE/noFrustration.htm
2. http://media.open.uwi.edu/MGMT201_UNSDG/media/m3/SDG_M3p0_menu/
3. https://2018.tle.courses.open.uwi.edu/course/view.php?idnumber=201810-11430

With respect to opportunities to engage in research, the Rules for Academic Staff, Senior Administrative Staff and Professional Staff (August, 2011) make provision for study leave "for the purpose of study or otherwise furthering the work on which he or she is engaged," (Source: Rules for Academic Staff, Senior Administrative Staff and Professional Staff. August, 2011. Clause 124. (a)). Academic and senior administrative staff are thereby afforded opportunities to engage in relevant research activities. Faculty led research and innovation have also been advanced by the academic divisions in other ways. The main activities are addressed below.

Research Forum – Programme Planning Department, APAD:

- The Research Forum was introduced in 2015 to provide a mechanism for APAD staff to present ongoing and completed research via Zoom meetings. Due to a change in the staffing arrangements for the department, the Research Forum was inactive during 2017. It was reactivated in January 2018 and APAD staff, students and other Open Campus staff have presented their research and received feedback from the audience comprising staff and students. In October 2018, the PPD introduced a discussant role which has realised improvement in the overall presentation format and focused the comments and discussions among participants.

CSDR research and innovations:

- The Units within CSDR have formed a number of partnerships through MOUs for research collaborations, workshops/training and/or student/faculty exchanges. Since 2013, the CSDR has partnered/collaborated with Rutgers University, USA; Caribbean Cement Company, Jamaica; Brock University; Bow Valley College, Canada; University of Illinois at Urbana-Champaign, USA; Barbados's Bureau of Gender Affairs; British High Commission - Eastern Caribbean; North York Community House; Ministry of Education, Youth & Information, Jamaica; University of North Texas, USA; Baylor University; Inter-American Development Bank; and USAID, to name a few. One of the key projects with a research component is the Transitional Living

Programme for Children in State Care institutions, a project delivered in collaboration with the Government of Jamaica, funded by United States Agency for International Development (USAID). An innovative aspect of the project is the development of a Standard Operating Procedure for Children Transitioning from State Care. This project is expected to be a model for the rest of the Caribbean.

The PDD has played a role in developing the contracted teaching staff as collaborative scholars. In APAD through peer-led webinars, teaching staff are encouraged to share best practices and consider publication opportunities to gain greater recognition for the academic practices utilized in delivery of online courses. In the academic year 2017/18, webinars presented included topics such as diversity, student engagement, and formative feedback and there will be more opportunities for growth in Semester 2, 2018/2019. Student testimonials attest that PLA can be a viable method of assessment, despite its relatively recent offering by the Campus. PLA allows the Campus to offer another pathway for persons with relevant experiential knowledge and skills to realise their educational goals.

Recommendations

1. As the demand for PLA increases, the Campus should build capacity through recruitment of additional human resources, particularly administrators and assessors and provide them with the relevant training in PLA.
2. In addition to utilising the PLA portfolio methodology, the Campus must consider implementing alternative models of PLA to allow for greater flexibility.
3. The Open Campus should institute, through the Principal's Award for Excellence, an award for the most outstanding CC and facilitator.

Standard 3.4: *Programmes and courses are designed with mechanisms and/or procedures for the assessment of student learning outcomes*

Assessment of learning outcomes plays a critical role in the teaching and learning process as it provides vital feedback about the effectiveness of teaching and learning to instructors, students, administrators and other stakeholders. It also serves as a quality assurance mechanism for higher education institutions which can use the cumulative assessment as validation for the award of certification. As such, the Campus embeds formative as well as summative continuous assessments and final examinations in curriculum design and delivery. Continuous assessments are varied, from online quizzes to projects, peer assessments, journal entries, and e-portfolios. The assessments are designed to assess stated subject related knowledge and competencies as well as to develop critical 21st Century skills required for today's global knowledge economy and regional workplaces.

In its efforts to fulfil The UWI mission, the Campus has implemented mechanisms and procedures for the assessment of student learning outcomes which are consistent with the University's core values: integrity, excellence, gender justice, diversity and student centeredness. The end goal is to produce students who, consistent with the University's articulated aim for an ideal graduate, are guided by strong ethical values and who are critical and creative thinkers, effective communicators, IT-skilled and information literate, innovative and entrepreneurial, and globally aware while being grounded in regional identity, and who are culturally and environmentally responsible. To ensure that these stated outcomes are realised, there are policies, guidelines, protocols and procedures involving the communication of expected learning outcomes, monitoring mechanisms to ensure the security and integrity of student work and personal information as well as systems for continuously evaluating the overall effectiveness of teaching and learning.

Curriculum Design and Assessment

The design and development of online programmes and courses at the Open Campus are guided by international quality standards such as the Standards from the Quality Matters (QM) Higher Education Rubric and the Commonwealth of Learning Review and Improvement Model (COL RIM). There are also internal processes and procedures set out by the AQAC and CCGSR to guide the design and development process.

Academically qualified and experienced, externally contracted subject matter experts assist with defining student learning outcomes and the development of curricula, and work towards a coherent curriculum design characterised by sufficient breadth, depth and sequential progression of content. The content is initially presented as a programme proposal or course proposal with concise programme/course specifications, including intended learning outcomes in terms of knowledge, skills and attitudes required; the teaching and learning methods that enable students to achieve the outcomes, and the assessment methods that are designed to measure the observed outcomes. These courses and programmes, in keeping with AQAC/CCGSR guidelines, are also designed to foster active learning and to cater to our diverse learner population. Where applicable, there is synthesis of learning and continuity by laddering certificate and/or diploma courses to bachelor and master degrees. An example of sequential courses in a programme is shown below as Table 5.3

Table 5.3

Example of Course Progression (BSc Youth Development Work)

Year	Course Code	Course Title
1	YDEW1000	Youth Development Work: Introduction to Theory and Practice
	YDEW1001	Sociology of Youth
2	YDEW2000	Youth Development Work: Personal and Professional Development
	YDEW2001	Contemporary Issues in Youth Development Work
	YDEW2003	Youth Governance and Participation
	YDWE2004	Management and Leadership Skills in Youth Development
	YDWE2005	Health, Safety and Well-Being Skills for Youth Development
	YDWE2006	Youth Entrepreneurial and Sustainable Livelihoods
	YDWE2007	Youth and Sustainable Development
	YDWE2008	Applied Social Research Youth Research Project (Part 1)
	YDWE2009	Applied Social Research Youth Research Project (Part 2)
3	YDWE3000	Youth Development Work: Networks, Partnerships and Resources
	YDWE3002	Youth Advocacy: Principles and Tools
	YDWE3003	Youth Advocacy: ICTs in Youth Development Work
	YDWE3004	Supporting Youth in Grief and Trauma

Year	Course Code	Course Title
	YDWE3005	Peace, Conflict Resolution and Meditation
	YDWE3006	Strategic Planning and Programme Management for Youth Development Work
	YDWE007	Working with Youth in Communities and Organisational Settings (Part 1)
	YDWE007	Working with Youth in Communities and Organisational Settings (Part 1)

Once approved, programmes and courses go through the development cycle, managed by members of the CDS team and Course Developers (Subject Matter Experts) within the CDD. The course outline undergoes further review to ensure alignment between the course objectives and the programme goals and objectives. Once the course outline is finalised, a course assessment plan (CAP) is drafted by the course developer under the guidance of the CDS. Course assessment plans provide details of the intended graded continuous and summative assessments for the first delivery of the course. To ensure internal validity, the CAP links learning outcomes with course assessment tasks and describes in detail the assessment for each course. Course Developers are required to use a wide variety of assessment strategies that are appropriate for the specified learning objectives and which cater to different learning styles/preferences.

The assessment strategies may include, but are not limited to, project reports, e-portfolios, case studies, quizzes, oral presentations, journal entries, self or peer assessments, or short answer assignments. The CAP provides a description of the tasks and includes instructions, weighting and the due date of each assignment, in accordance with the course delivery schedule which acts as a guide for student

submission and facilitator marking. To improve the reliability of assessments, each task is reviewed for clarity of questions and suitability for level. The pacing of assignments in the course is also examined to ensure that ample student time is provided for learning and task completion. Furthermore, each task is supported by a marking scheme or rubric which facilitates consistency and objectivity in the grading. These agreed upon criteria, supported or buttressed by the process of second marking, are aimed at minimising errors and enhancing reliability of the assessment process.

As previously mentioned in Chapter 2, in August 2014, The UWI commenced the implementation of a new undergraduate grade point average (GPA) system. All course facilitators were required to complete the compulsory GPA Training conducted in March to June 2014. Other Open Campus staff including CDS team members, Course Developers and Instructional Designers. Programme Officers and tutors were also invited to participate in the training. This online assessment workshop series was conducted by The UWI Centre for Excellence in Teaching and Learning (CETL) and the Instructional Development Coordinator (IDC), APAD. The training covered the following topic areas:

- Fundamental mechanisms for improved assessment practice;
- Course assessments in the context of assessment best practices;
- Valid and reliable assessment practices; and
- The revised UWI GPA framework

Participants were also exposed to a variety of assessment methods, guidelines and conventions for developing assessment questions, including the Table of Specifications (TOS) or test blueprint as well as how to design mark schemes and assessment rubrics. The TOS and test blueprints have been features of the Open Campus's online offerings since 2014.

Identification and Definition of Student Learning Outcomes

The identification and definition of student learning outcomes is covered in Standard 3.1: Programmes and Learning Outcomes.

Communication of Expected Learning Outcomes

Once registered and enrolled in an online programme or course, students are provided with assessment details. These assessment details are contained in student course guides and include assessment strategies to be used, assignment requirements with weighting, policies for assignment submission, GPA and grading criteria, rules and regulations for progression through the course and the requirements needed for the final award and classification. Explicit instructions for achieving expected learning outcomes are communicated in the course guides and are supported by marking schemes or assessment rubrics which detail student expectations. A sample of course guides is shown at Appendix 5.21.

Facilitators are given support on assessing student work and providing substantive feedback, using both formative and summative strategies. In the foundation course, Timely and Meaningful Assessment, (FSOF003), offered from 2016, facilitators are introduced to competency-based assessment and receive guidance on utilising rubrics to evaluate and provide meaningful feedback to students. This module reinforces the importance of providing timely and regular feedback to students as promised in the Student Charter. Consistent application of these practices supports effective communication of expected outcomes and allows students to assess and adjust their learning practices, based on the gaps identified through the facilitator's feedback.

In terms of assessment weighting for online courses, it is the Open Campus's policy that all courses have at least 10 per cent of total marks awarded for course participation. Course participation usually takes the form of active engagement and

participation in asynchronous online discussion forums or live/synchronous webinars via BbC. The 2018 institutional accreditation survey of Open Campus students revealed that the majority of students held favourable opinions with respect to the communication of assessment methods (online:81.2%, face-to-face: 69.6%/) and criteria, learning outcomes (online: 62.8%, face-to-face: 68.1%) and the timeliness of assessment feedback (online: 50.2%/, face-to-face: 71.2%).

Although these responses are generally favourable, the Campus needs to improve the timeliness of its responses, particularly to online students. Table 5.4 below shows only the favourable options. All responses are shown as Appendix 5.22.

Table 5.4

Students' Opinions on Assessments

Statement	Approximate % Online Students	Approximate % Face-to-face students
Assessment methods are clear (extremely clear & very clear)	59.5%	69.6%
Assessment methods are fair (yes)	81.2%	87.2%
Learning outcomes are clearly communicated to students (extremely clear & very clear)	62.8%	68.1%
Assessment feedback is provided in a timely manner (always & usually)	50.2%	71.2%
Assessment criteria are shared with students (always & usually)	84.5%	76.2%
Efforts are made to explain the assessment criteria to students	70.3%	76.9%

Source: 2018 Reaccreditation survey

Monitoring, Assessing and Improving Student Learning

All assessment information is available mostly electronically to stakeholders, including students and staff – both teaching and non-teaching. These persons have varying levels of access to the information, for example, some can view only, while others may upload, update and amend. Additionally, the ultimate evidence of students' achievement, graduation data, is annually published in the graduation

handbooks. These include the name of the graduand, the programme pursued and where applicable, the level of the award. See sample of graduation booklets for the review period at Appendix 5.23. In addition to the graduation booklets, graduation data are published in the Open Campus's Annual Reports. See sample of the Open Campus's annual reports at Appendix 5.24.

Throughout online course delivery, mechanisms are embedded to monitor student progress and assess and enhance student learning. A team approach to monitoring is used where course delivery support personnel such as LSS and CDAs, as well as course facilitators perform critical monitoring roles pertaining to both students and e-tutors.

Formative assessments such as ungraded discussions, self-assessment quizzes and mini assignments are designed to help students gauge their progress against intended learning outcomes and enhance learning. Course facilitators or SMEs may also serve as first examiners and are responsible for determining the extent to which learning outcomes are achieved.

The 2018 institutional accreditation survey of Open Campus facilitators revealed that the majority of facilitators responded favourably to the mechanisms and effectiveness of course monitoring of students. Table 5.5 show the responses to the favourable options. Appendix 5.25 shows all responses. However, in terms of having systems in place to monitor and evaluate student progress in our face-to-face settings, only about one third of respondents had very favourable opinions. Survey results revealed that the majority of respondents (roughly 60 per cent for online and 35.6 per cent for face-to-face) believed that the systems in place were just average. This is a matter that will require closer investigation with a view to implementing more effective monitoring strategies. Interestingly, when students were asked whether they felt that their feedback was considered in course reviews, see Table 5.4 above, 66.2 per cent and 61.6 per cent, online and face-to-face respectively selected

a great deal and/or a lot of the time. When the same question was posed to the course facilitators, the responses of the face-to-face facilitators was quite surprising as only 43.7 per cent rated it as a great deal or a lot of the time.   This disparity may be identifying a lack of knowledge of the use of student feedback by the Campus. Whichever is the case, it will require further investigation, training and mitigation, as necessary.

Table 5.5

Facilitators' Opinions re Monitoring

Statement	Approximate % Online Facilitators	Approximate % Face-to-face Facilitators
Systems are in place to evaluate student progress (Yes)	61.7%	81.5%
Facilitators are involved in the monitoring and evaluating of student progress (a great deal & a lot)	80.2%	67.0%
The systems in place to monitor student progress are effective (far above average & above average)	59.3%	35.6%
The systems in place to evaluate student progress are effective (far above average & above average)	55.4%	33.3%
Students are provided with opportunities to provide feedback on the quality of courses (Yes)	99.4%	95.5%
Student feedback is considered in the	62.1%	43.7%

Statement	Approximate % Online Facilitators	Approximate % Face-to-face Facilitators
course review process (a great deal & a lot)		
The Open Campus provides sufficient training for me to be an effective Facilitator (Yes)	91.7%	45.2%

Security of Personal Information and Integrity of Student Work

Online Assessment

Where assessments are administered online, from a distance, as with continuous summative assessments or course work, as well as those for face-to-face final examinations, the Open Campus has procedures to limit the possibility of fraud and puts in place safeguards to protect learner personal information, identity and original work.

In courses with only continuous assessment, that is, no face-to-face examinations, all course work counts as assessment material. For learners to access online instruction or assessments, they must log into the Learning Exchange using Single Sign-on facility (SSO). That is, using his/her unique student ID number and password. Students submitting assignments, for example, discussion posts, essays, presentations and so on, are urged to avoid plagiarism. In the Learning Exchange, there is a Quick Link to The UWI's Plagiarism Policy. Further, during course orientation, course facilitators engage students in learning exercises on what plagiarism is and how to avoid it. Information on plagiarism is also contained in the student Course Guide. The plagiarism detection software, Turnitin (TIN) is

available to students and facilitators on the Learning Exchange. Some instructors allow students to use TIN as a means to check originality for themselves - it is as much a learning tool as it is a verification tool.

In an effort to protect learners' personal information and identity, all students are required to attach their signed Coursework Accountability Statement form to their papers on submission of an assignment. The Coursework Accountability Statement, among other things, is signed by the student to indicate ownership of the coursework, that is, that they are the author and that they understand what plagiarism is and its associated penalties. This form is placed in the course spaces on the Learning Exchange for ease of access. Finally, students are instructed on how to submit their work electronically to facilitate the secure transfer of files to their assessors. Virtual assignment drop-boxes in the online course space provide for secure upload of course assignments. Once uploaded, the assignments are sent directly to course facilitators or assessors. Students submitting assignments in this way receive confirmation of successful submission. Students are advised to keep copies of uploaded assignments and confirmation slips. This method of document transfer has proven, over time, to be very reliable and secure.

Face-to-face Assessment

Currently, the Open Campus does not use electronic examination proctoring technology. Therefore, online students are required to write face-to-face examinations at Open Campus or other secure locations. While there are existing online solutions available, the cost has prohibited implementation.

During face-to-face examinations, learner identity is assured by close examination of the student ID card's photo and identification numbers. The student ID number is also matched to the numbers on examination scripts to ensure that the person taking the examination is the registered student, as well as that the work is attributed to the correct student. The Course Coordinator is responsible for the assessment

questions and the second examiner is required to review the test script for errors and/or omissions. The CC is responsible for ensuring that the assessment script reaches the Assessment, Awards and Records (AAR) section of the Registry. Assessment papers are delivered to locations in sealed envelopes to avoid tampering.

If there are any anticipated delays, the Course Coordinator is required to alert the PM. The number of invigilators during a face-to-face assessment is dependent on the number of students taking the assessment. If the CC is located close to an Assessment venue, he/she is required to be present for the first half an hour of the examination, to address corrections or clarifications of instructions. If any corrections are cited, the CC informs the Chief Invigilator who notifies all assessment locations. After the examination, the scripts are sealed in an envelope and delivered to the CC. Once the scripts have been assessed by the first and second examiners, electronic grade sheets are created in the online gradebook which is accessible to the AAR.

After grades are published, the University Assessment Regulation allows for remarking, where a new examiner will be deployed, and review of scripts for failed assessments will take place. There is a cost associated with both these processes. During the review process, the examiner is required to discuss the marks/grades with students. The AAR, Registry is responsible for remarks and reviews and examiners are not permitted to discuss students' performance, grade or marks, except on the official request from the Assessment, Awards and Records section of the Registry.

In Semester 1, 2018/2019, APAD piloted, in collaboration with the AAR, the use of a Committee for vetting examination papers. Although only18 examination papers were reviewed, the exercise highlighted a few issues that required immediate intervention. For example, issues pertaining to how examination questions are written with the inclusion of instructions, necessitated the implementation of a more robust system for vetting examination scripts and training of CCs. Training

workshops were convened for examiners and PMs. In addition, a secure online space is being created for the vetting of assessment scripts and should be operational from Semester 2, 2018/2019. The revised system will be supervised by four Assessment Coordinators, recruited from APAD.

Curriculum Design and Learner Alignment

As previously noted, the Open Campus offers pre-university, CPE, undergraduate and postgraduate certification, as well as its pre-university offering which includes workshops, seminars, workforce development and CPE certificate programme, with and without CEUs. Each level of Open Campus's offerings is designed to suit the target audience and to ensure the acquisition of stated learning outcomes. For example, the Certificate in Early Childhood Care and Development programme proposal states that:

Upon completion of the programme participants will be able to:
- provide general care to children from birth to eight years, based on child development theories which promote holistic development of the child
- prepare and carry out activities that stimulate and enhance children's learning experiences
- understand and apply the basic principles of operating an early childhood institution
- communicate effectively with children, families and communities
- develop the right attitude in caring for children
- provide a safe, healthy, comfortable and pleasant environment for children to learn, play and rest
- provide the basic needs to children in respect of the Articles of the Convention on the Rights of the Child
- demonstrate a professional attitude and strong work ethics in carrying out their responsibilities as early childhood practitioners (http://www.open.uwi.edu/programmes/certificate-early-childhood-education-care-and-development-ececd-0)
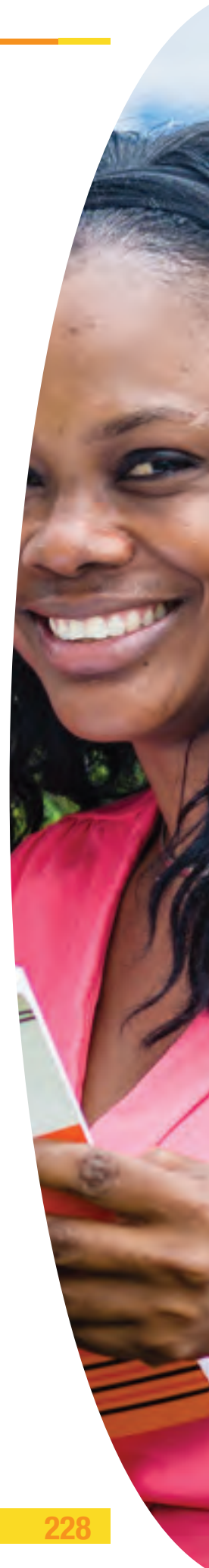
The programme targets:

- Individuals in the early childhood environment (pre-schools, day-care centres, etc.) with no formal training or are seeking to upgrade themselves in the field

- Untrained individuals with at least three years' experience working in an early childhood setting

- Individuals who have completed Caribbean Vocational Qualification (CVQ) Levels I and II or the equivalent training in Early Childhood Development

- Individuals who are desirous of embarking on a career in early childhood care and education but do not have the lower level entry requirements   to matriculate (http://www.open.uwi.edu/programmes/certificate-early-childhood-education-care-and-development-ececd-0).

The BEd Early Childhood Development and Family Studies which targets applicants who meet the University matriculations requirements is designed

> … to equip professionals within the Commonwealth Caribbean countries with the requisite knowledge and skills to work effectively with young children and their families from birth through eight years of age. These professionals will understand how to facilitate children's holistic development as well become agents for institutional and social change. The degree is based on an interdisciplinary approach designed to help students learn about the holistic needs of children, and to provide the skills and knowledge necessary for the planning, assessment and implementation of programmes that optimize the individual development of young children (BEd Early Childhood Development and Family Studies Programme Proposal, 2012, p. 1).

286

Opportunities for Improvement

1. There is need to improve the timeliness of responses to student queries, particularly for online students.

2. Some face-to-face facilitators appear not to be aware of how student feedback is used in programme/course review. This knowledge gap requires further investigation, training and mitigation, as necessary. This is important as the facilitators are in most cases the face and voice of the Open Campus and therefore should be well versed in the views and practices of the Open Campus.

3. The piloted Assessment Vetting Committee, although beneficial, should be formalised through the documentation of ToR, discussion at AQAC/CCGSR and approval by the Open Campus AB.

Standard 3.5: The institution's resources support student learning and effective teaching

During the period under review, the Open Campus has made significant investments to improve the resources that support teaching and learning. This section will consider the support provided through human resources, physical and technical resources, library resources and financial resources.

Human Resources

Teaching staff play a fundamental role in achieving an effective learning environment. See attached list of teaching staff for the academic 2017/2018 and their qualifications and experience at Appendix 5.26. In recognition of this, the Open Campus recruits adequate numbers of full-time senior administrative and professional staff to support the teaching and learning activities. The Open Campus also ensures that all staff involved in teaching and learning activities are qualified, experienced and have pedagogical skills. The staff recruitment process is guided by documented policies. See Appendix 5.27 for PDD Manual for PM and CDD protocols and Procedures on pages 6 to 10 and 39 respectively). The Open Campus continues to operate in a challenging financial environment and thus has continued to rationalise its recruitment, by prioritising positions and using internal advertisement for the filling of positions. Additionally, the Open Campus continued to maximize its use of technology, where possible, to facilitate teaching and learning.

While the ratio of 1:30 for face-to-face students continues to be in effect, in 2014 the online tutor/student ratio was increased from 1:25 to 1:34 for undergraduate courses and from 1:20 to 1:25 for graduate courses. To ensure that online students continue to be supported despite the higher tutor/student ratio, the CDAs have undertaken increased responsibility for providing online curriculum delivery services and online support to students and facilitators in the LE. In addition, the PDT has since 2016 expanded the training for Course Coordinators (CC) and E-tutor**s.** The following training must be completed prior to the issue of contracts:

- Understanding the LMS and content management,
- Course facilitation and active engagement,
- Assessment and feedback practices, and
- Online presence and student interaction.

The PDT is expected to further expand the online training in AY 2018/2019.

Physical and Technological Resources

The UWI Open Campus continues to serve all The UWI contributing and associate countries in the English-speaking Caribbean through its physical country Sites (OCCS) as well as at locations on the physical campuses in Jamaica, Trinidad and Tobago and Barbados.

There is some variance in the physical and technological resources available at each Open Campus Country Site but there has been significant improvement and upgrades during the period under review, largely enabled by the GAC/SDEC Project. These upgrades have facilitated greater parity among Sites, Departments and Units that support teaching and learning across the Open Campus. These improvements are consistent with and are assisting the Open Campus to meet its Business Development Plan 2012-2017, which states that:

> The Open Campus plans to reach out to the underserviced communities using state of the art distance learning technologies and best practices to ensure that the residents of those underserviced countries have equal and timely access to post-secondary education. (p. 59)

The GAC/SDEC Project enabled significant growth in the technological resources at the Open Campus during the period under review. Through this project, 393 student/instructor workstations and peripherals were installed at 39 Sites, including the OCCS Dominica. Unfortunately, due to significant damage and looting following the passage of Hurricane Maria in 2017, the OCCS Dominica lost its equipment. Hurricane Maria also significantly damaged OCCS locations in Anguilla, St. Kitts

and Nevis and Tortola (British Virgin Islands) with many of the islands losing access to electricity, internet connection and running water. As a result of these devastating experiences, the Open Campus has implemented strategies intended to quickly respond to student needs. These strategies include:

1. Flexible assignment submission dates for students with intermittent internet connectivity and approval of leave of absence without penalty
2. Alternate examinations facilitated, via the University practice of secondary examination paper. This served to accommodate those students in affected countries who could not sit the final examinations during the regular scheduled sitting.

The access to learning and information resources during the period under review was enhanced by the transition to the Banner Enterprise Resource Planning (ERP) System in the academic year 2016-2017. This transition automated many of the Campus's manual systems, thereby enabling a more seamless approach to course registration and student admissions. One significant inclusion was the launch of 'Tawk to Chat' feature, a free, live chat service which allowed for real time engagement with Registry and programming staff at the point of registration so that students could gain immediate advice on course selection and more readily resolve any technical issues they faced.

Library and Information Services Resources
The Libraries and Information Services (LIS) are an integral part of teaching and learning at the Open Campus. The LIS serves both students and staff throughout the seventeen territories of the Open Campus and beyond, by supporting and facilitating the pursuit of their academic goals of teaching, research and learning. The library resources of the Open Campus are both physical and electronic.

Students and staff, both teaching and non-teaching, with internet access can access the LIS resources through the The UWI's UWI*linC* e-information portal via the LMS. The Open Campus LIS portal comprises electronic databases and provides access to 126 online databases. Since 2012, the Open Campus has strengthened its ability to support the teaching and learning process through the recruitment of three Liaison Librarians (LL). The LLs assist with

1. identifying information resources for planning and development of courses,
2. sourcing print and electronic materials,
3. deep linking to e-resources,
4. obtaining copyright permissions,
5. ensuring that students understand how to search for appropriate resources, reference citations, and navigate specific databases.

In the academic year 2015, the LIS introduced the "Ask a Librarian" feature, a virtual reference service that allows students to email or live chat online with LIS staff at specified time on weekdays. This is a key service for students requiring assistance which has helped to improve their digital literacy skills. The LL team also participates in student orientation activities and conducts webinars on key issues, such as avoiding plagiarism and evaluation of online resources. Research assistance is also provided to graduate students, researchers and academic staff. The UWI LIS is also working to develop information literacy modules that will strengthen independent research and academic writing skills. In addition, the OCLIS works closely with APAD to identify and review Open Educational Resources (OER) for use as course materials.

Student responses to the institutional accreditation student surveys indicate that while access to resources via UWIlin*C* and the small collections at various OCCS locations are being utilised, there still remains areas for improvement in both services and resources.

Opportunities for Improvement

- Many students do not attend orientation and may therefore miss the initial training sessions. Although these sessions may be requested throughout the semester, there is some difficulty in allocating time from already crowded course sessions to devote to the development of information literacy skills and training.

- Services for Students with Disabilities (Universal Access). The LIS acknowledges the need for a more concerted effort to acquire resource materials and provide services for this group of the student population with auditory, visual or other forms of impairment, however small, to ensure that no student is disadvantaged. The acquisition of adaptive technologies to support the provision of LIS to students with disabilities is required.

- The LIS is part of the course planning, development and delivery process and reviews listed resources for availability and access. Like other areas of the Open Campus, the LIS is constrained by access to funding for the provision of resources and therefore as a matter of policy, does not provide required course texts. The LIS does however, seek to provide supplementary materials for additional reading on various topics through the provision of recommended texts and OERs in a variety of formats. Due to server limitations, the LIS cannot provide unlimited user access or, in some cases even multiple user access (that is, three persons at a time), to some resources. The aim is to provide as many resources as possible, for all the courses offered in any one semester. Pertinent information, such as the number of students registered for a particular course, may not be available at the time of course review and/or purchase request which also adversely affects provision of course resources. While some upgrades, additions to special collections and appointment of trained library staff have occurred at the physical library locations throughout the OCCS, there is still room for

improvement in the quality and quantity of physical resources at the local Sites.

- As part of The UWI, students of the Open Campus are allowed access to all the libraries upon presentation of a valid UWI Identification Card. However, each traditional Campus library, and individual OCCS location has its own individual user and/or loan policies, depending on a variety of variables, number of books available and their own student numbers. The LIS recognises need for better communication with students in this regard.

Financial Resources

The five-year period since 2013 has been challenging for the Open Campus in relation to financial operating resources, including resources required to support student teaching and learning. In the academic year 2016/2017, although the financial results were weaker than the previous year, the Open Campus "did realize a surplus before depreciation, provision for impairments and pension plan supplementation benefits" (The UWI, Open Campus Annual Report 2016-2017, p. 19). Given the realities of the financial challenges for regular operations, the Campus utilised special/project funding wherever possible to ensure that resources were available to maintain access to the learning tools required to support teaching and learning in both the online and face-to-face environments.

The SDEC Project provided the largest example of special funding, during the period under review, with a total investment of CAD $19,260,000 by the Government of Canada as well as significant investment in technical infrastructure upgrades to OCCS Jamaica by the Universal Service Fund (USF).

In 2017, the Open Campus acquired US$3,000,000 loan from the Caribbean Development Bank (CDB) which has been used to upgrade the Open Campus Site in St. Vincent and the Grenadines, as well as to support programme development

initiatives. Additionally, CSDR initiatives in the 2016/2017 academic year, resulted in the acquisition of approximately US$850,000 in project funding which was used for HSLSI workshops entitled 'The Little Leaders Programme', the CCDC, STEAM Early Childhood Curriculum and Training Programme and the 'Centre of Excellence' Laboratory School. (The UWI Open Campus, Annual Report 2016-2017, p.19). Over the review period, CSDR has received funding from local and international agencies, including the National Baking Company Foundation, The STEAM Early Childhood Curriculum Project, American Friends of Jamaica, USAID and the European Union. Such funding opportunities assisted in strengthening curriculum, improving facilities and updating teaching materials without recourse to the regular operational budget. Special projects facilitated through the BDU also provided a source of funding for programme development. Some of the related projects include the World Bank/SEMCAR (2016/2017), OAS/Cultural Heritage (2016), Caribbean Policy Development Centre (CPDC)/NGO Management (2017/2018).

Summary of Strengths Relating to Standard 3

The UWI Open Campus in its ten years has established a teaching and learning environment which strives for and expects excellence from its students and staff alike. Over, the review period, the Open Campus has enhanced the standard at which it was initially granted institutional accreditation. The Campus, through its four programme delivery divisions, has responded positively to the recommendations from the previous accreditation team report. Additionally, it has used its own self-reflections for QAU programme reviews and evaluations, as well as Divisional and Departmental reviews and analyses to continually enhance its services and provisions to students. There is much evidence to show that The UWI Open Campus produces excellent student learning outcomes and that it has the capacity to continuously improve.

Strengths

1. The UWI has well established policies and procedures for the planning, design, development and approval of all Senate recognised programmes.

2. The UWI has documented policies and procedures for the planning, design, development and approval of all its non-Senate approved offerings.

3. The UWI Open Campus employs a cadre of qualified, experienced and well-trained teaching and non-teaching staff.

4. The University has a well-established system for the evaluation and review of programmes.

5. The UWI Open Campus has well-established Committees that ensure among other things, that the requirements for programme and course outlines are continually met.

6. The UWI Open Campus has well-established policies, procedures and systems for the assessment, recording and certification of student learning.

7. The UWI Open Campus is creative in the acquisition and use of its resources and this creativity ensures that adequate resources are always available to

support effective and acceptable teaching and learning practices which foster student success.

8. As the demand for PLA increases, the Campus is increasing its capacity through recruitment of additional human resources, particularly administrators and assessors and providing them with the relevant training in PLA.

9. In addition to utilizing the PLA portfolio methodology, the Campus must consider implementing alternative models of PLA to allow for greater flexibility.

Summary of Recommendations Relating to Standard 3

1. The Campus must use the findings from the proposed research to better equip itself to meet the needs of under-represented groups.

2. The Campus should investigate the strategies used by other higher education institutions to communicate the uses made of student feedback.

3. The Campus should adapt strategies found at 2 above to the local and regional context.

4. The OCCS student end of course evaluation instrument must be operationalized and comparative analysis conducted annually with a view to continued programme enhancement.

5. The interactivity of the website must be enhanced.

6. The availability on the website of more videos and clickable resources would be beneficial.

7. The reduction in the number of clicks to access information would be valuable.

8. Staff should be encouraged to participate more fully in the training provided.

9. In keeping with The UWI QA for Online and Multimode Policy (2017), the Campus should introduce an online, website based technology readiness assessment tool to assist potential online students to gauge their readiness for that modality.

10. There is need to improve the timeliness of responses to student queries, particularly for online students.

11. The UWI Open Campus must rationalise its LIS human and financial resources with a view pursuing alternate funding models.

Conclusion

This Chapter has shown the UWI Open Campus's sustained commitment to the delivery of high quality programmes at the pre-university, undergraduate and post-graduate levels. Further, it has demonstrated the Campus' commitment to assisting the University to achieve its ideal graduate standards. In this Chapter, The UWI Open Campus has underscored its achievement of, adherence to and compliance with Standard 3 and Protocol 3, 4, 5, 6, and 7 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Opening
Doors to
Life Changing
Learning

CHAPTER 6

Standard 4: Readiness for Change

CHAPTER 6

Standard 4: Readiness for Change

Criterion Statement: The institution's human, physical and financial resources are strategically allocated and employed to respond to the social and economic needs of a rapidly changing global society.

Chapter 6 presents the evaluation of the Campus's adherence to and compliance with the following two institutional accreditation standards.

Standard 4.1: The institution has formal mechanisms and/or procedures to evaluate the achievement of its mission and objectives.

Standard 4.2: The institution has set mechanisms and/or procedures to strategically and equitably allocate resources for present and future use.

Introduction

The UWI Open Campus has, since its inception, been at the forefront of emerging trends in higher education at The UWI since it was created to lead the University in providing access through online programmes. The art of utilising new technologies to bridge physical barriers is second nature to the Campus, and it is on a continuous quest to improve the quality of its provisions to its stakeholders, especially students. Technology is never static, and since the majority of the Campus's operations are technology-dependent, the Campus is well-accustomed to adapting itself to change in response to emerging trends.

Such trends include, but are not limited to, declining public financial support for higher education at the regional and national levels, economic shifts, political divides at the national level, the growing disconnect between employer demands and university graduate experience, dwindling budgets for institutions, increased interconnectivity of universities, and the ever changing technological advances. Unfortunately, the Open Campus has not been immune from these challenges and has had to devise responses to such issues throughout the review period, which straddled two strategic planning periods.

Indeed, one of the greatest challenges affecting the Open Campus since its inception has been the lack of adequate funding. However, The UWI Open Campus has been and continues to be committed to allocating its resources to adequately pursuing the mission and plans for the future development. Hence the Campus uses its financial, human, physical, and technological resources to provide a high-quality educational experience and accomplish its strategic goals and objectives. Moreover, continuous and integrated resource planning for the future is connected explicitly to the strategic planning goals. Thus, the strategic plan's goals and performance objectives are carefully implemented and evaluated.

The Open Campus has traditionally been the campus of The University of the West Indies designated to respond to the international trend towards open and flexible learning. Its evolution as a Campus since 2008 has shown the increased attention placed on providing higher education to those in the region who may not otherwise have had the opportunity to further their education. Indeed, this is the enduring mandate of The UWI Open Campus, and one which it takes extreme pride in working tirelessly to fulfil.

This chapter focuses on how The UWI, through its mission, goals, objectives and strategic initiatives, has prepared the Open Campus to manage adequately its affairs in the face of the present and future internal and external changes in the higher education landscape. Further, the following discourse will present evidence of how the Open Campus has strategically allocated its resources to support its operations both efficiently and effectively.

Standard 4.1: *The institution has formal mechanisms and/or procedures to evaluate the achievement of its mission and objectives.*

The UWI Open Campus is well poised and ready to adapt to the tides of change within the higher education landscape as has been proven by its track record of achieving its set goals for the 2012-2017 Strategic Planning period. In view of this, the discussion to follow will highlight the need for change, the procedures and mechanisms utilised to realise change, and successes in the change process.

The 2012-2017 Strategic Planning Period: Achievement of goals and objectives

The 2012-2017 Strategic Plan of The University of the West Indies consisted of seven strategic perspectives: Financial; Employee Engagement and Development; Internal Operational Processes; Teaching, Learning and Student Development; Research and Innovation; and Outreach. The initiatives put forward by the Open Campus at that time were selected based on an understanding of the then Campus's capacity at that time, informed by the results of both the self-evaluation and other relevant assessment. Some examples of the specific strategic goals and initiatives put forward for that period included:

P1.A1.2   Develop new programmes specific to Country needs or in line with market demand to generate revenue

P3.A2.1   Open Campus ERP Project Implementation – to create an integrated and efficient environment that will raise the standard of support and services to students and staff

P3.A2.2   CIDA (now GAC) funded ICT Infrastructure Upgrade Project

P3.A2.3   Securing IT Infrastructure and Assets

P3.A4.1   Open Campus ERP Initiative – the new ERP system must facilitate improved services for students and staff

P4.C1.1   Design and develop new local and regional programmes for target group using new framework

P4.C2.1   Propose new undergraduate programmes for Academic Board/BUS approval

P5.B1.1   Increase the number of taught Masters (Open Campus Operational Plan Report 2012-2013) programmes.

Two critical areas of focus will be discussed here. First, the need to increase the programme offerings of the Campus to enhance the capacity of the University to deliver distance education (DE) in the Caribbean region. Second, the specific mandate of the Open Campus and the need to implement an Enterprise Resource Planning system to manage effectively current and future increased numbers of students. Both of these areas were necessary to propel The UWI's then mission: "To advance education and create knowledge through excellence in teaching, research, innovation, public services, intellectual leadership and outreach in order to support the inclusive development of the Caribbean region and beyond)" (The UWI STRIDE, 2007, p.2).

With limited funding and extensive work to be done, the Open Campus sought and ultimately secured funding from the Canadian International Development Agency, now known as Global Affairs Canada, the Government of Canada's lead agency for promoting international development, humanitarian assistance, international trade and diplomatic and consular relations. Funding was granted in the amount CAD$19.260M for the Strengthening Distance Education in the Caribbean (SDEC) Project. This capacity building initiative encompassed several of the approximately fifty initiatives, which the Open Campus had committed to during the 2012-2017 planning period (Achievements and Challenges of the 2012-2017 The UWI Open Campus Operational Plan 2017).

Before embarking on the SDEC Project, in 2013 the Campus undertook a baseline study to gather important information on the status of The UWI Open Campus prior to the start of the project. These baseline data could then be used to evaluate the project effectiveness and impact. Sources of data for the baseline study included various Open Campus stakeholders such as graduates, current students, the OCLT (then OCMC) and employers of graduates. Open Campus records, reports and databases, including the Business Plan, Annual reports from 2008 to 2012, the Accreditation Self-Study report, and the CIDA proposal were also consulted (SDEC Project Baseline Study Report, 2014). In addition, the Open Campus enrolment database and the official website were examined to determine student enrolment prior to the project and the number of programmes available at the time. This self-evaluation of the Campus was a key component of the SDEC Project.

Having secured funding, the Campus embarked upon various initiatives to build its capacity to expand access to higher education in the Caribbean region and beyond. Programme expansion, as mentioned earlier, was one of the key initiatives. The Campus set about selecting programmes to be developed, and the selection process was informed by both internal and external data sources, such as:

- existing documents with labour market projects (e.g. a range of individual country labour market needs reports, since no one regional document of this type exists);
- internally commissioned regional surveys (e.g. regional needs assessments, employer satisfaction surveys, a survey among community college students at the point of deciding what and where to continue their studies, as well as feasibility studies conducted by the Open Campus's Academic Programming and Delivery Division);
- consultation with internal and external stakeholders, such as Open Campus Heads of Sites, country governments, private sector organisations and other agencies;

- analysis of trends in Continuing and Professional Education at other higher education institutions; and

- examination of current Open Campus offerings and comparison with the results of the various surveys and consultations.

(*Rationale for selection of programmes for development under the DFATD-SDEC project*, Warrican, 2015)

The thrust to expand programme offerings and evaluate current programmes was also informed by the outcome of the 2012 Open Campus Institutional Accreditation Self Study Report, as these were among the recommendations made in this report after extensive self-evaluation. Twenty-five new online programmes (242 associated courses) were developed with the funding acquired from the -SDEC as well as an additional 37 new Continuing and Professional Education (CPE) programmes (120 associated courses) (SDEC-GAC Academic Programming Presentation, 2018).

The funding provided for the SDEC project was also used to finance the implementation of an Enterprise Resource Planning (ERP) system. An Enterprise Resource Planning system streamlines processes and information across an organisation, allowing seamless automated processes to replace time-consuming manual ones. The critical need for an ERP system was detailed in the Open Campus Business Development Plan (2012-2017) and was based on a needs assessment of the computer software and hardware needs and network requirements at the Open Campus sites (Ellucian Banner ERP System Evaluation Project, 2013).

To function in a coordinated manner, the Open Campus needed a system that would allow for cross-divisional and departmental communication and integration of functions. This would allow for detailed and comprehensive records for every student enrolled in the Open Campus to be stored and easily accessed by staff in the various divisions and departments. The Open Campus Management System (OCMS), which was built on open source software in early 2007, was adequate for

the short-term needs of the Campus but was not optimal for managing the information for the growing number of students in a dispersed environment. For example, students who were registered in the former School of Continuing Studies across the region were not accommodated on the OCMS, and the system had limitations in providing necessary interfaces to facilitate interdepartmental functions.

In 2013, the Campus engaged the consulting services of Collegiate Project Services to analyse the Ellucian Banner ERP system for the Open Campus as a good fit functionally and to determine whether to deploy the Banner ERP Suite across the Open Campus' network sites (The UWI Open Campus Annual Report 2016/2017, p. 29). After this review, the Banner Suite was recommended to allow the Open Campus to connect and streamline processes that support students, faculty, and administrators. To facilitate this process, the Open Campus hired an Implementation Director to lead the process. Additionally, a team consisting of existing human resources from key divisions within the Campus was assembled. Also, IT developers who possessed skills outside the Open Campus were contracted, as well as subject matter experts from The UWI sister campuses, who provided expertise where necessary.

The Banner Student implementation started in December 2014 and was scheduled to end 31 May 2016. However, due to human resource constraints and unforeseen delays, the timeline for implementation was extended to June 2017. The challenges encountered in the implementation process were viewed as learning opportunities, and were well worth the overall result, which transformed the student-related administrative processes that support the teaching and administrative functions of the campus. The improved processes and quality data that resulted from the implementation of the Banner ERP system allow administrators to provide exceptional customer service, putting the students' success at the forefront, and students benefit from the intuitive self-service capabilities of the system (The UWI

Open Campus Annual Report 2016/2017, p. 31). In addition, the technical and problem-solving expertise developed by Open Campus staff along the way will no doubt prove invaluable to the Campus, as it continues in its quest to provide excellent service and quality to all of its stakeholders.

The 2012-2017 UWI Strategic Plan, as mentioned earlier, consisted of seven strategic perspectives: *Financial; Employee Engagement and Development*; *Internal Operational Processes; Teaching, Learning and Student Development; Research and Innovation; and Outreach*. Many of the initiatives put forward by the Open Campus in its Operational Plans during the 2012-2017 period reflected the impact of changing/emerging trends on the institution in several ways. Since the Open Campus Operational Plan was the plan put in place to help advance the overall University's Strategic Plan, it reflected both the Campus's and the overall institution's changing needs and goals. For example, under the first perspective, Financial, Income Source Diversification was the first strategic goal, which was grounded in The UWI's need to reduce its reliance on government financial assistance and increase the contribution from other sources. As mentioned previously, one of the key ways in which the Open Campus set about this task was to develop new programmes for online and face-to-face delivery, using in large part funding acquired from the SDEC project. Other initiatives included grant-writing for fund raising and seeking strategic partnerships.

Under perspective three, Internal Operational Processes, initiatives relating to efficient resource utilisation and efficient and effective academic and administrative processes were devised. The key initiative relating to this perspective for the Open Campus was the implementation of an Enterprise Resource Planning system, discussed earlier, but initiatives relating to upgrading the general ICT infrastructure and implementing an electronic data records management system were also undertaken. In addition, also falling under this perspective, the Single Virtual University Space (P3, A3) was a University-wide initiative, which recognised the

direction in which higher education was heading due to technological advancements and international trends in higher education. The sixth perspective, Outreach, included an initiative to "Roll out a number of professional development short courses (inclusive of seminars and workshops) which may be delivered (i) directly to the conference rooms of clients by ICT, and (ii) face to face at the Open Campus Country Sites". This encompassed both the outreach and financial perspectives (The UWI Open Campus Operational Plan 2012/13 – 2013/14).

The focus placed in the Campus Operational Plans on implementing the Banner ERP system and significantly expanding the programme offerings of the Campus show that the Open Campus not only understood its capacity at the time, but also was clear on what action had to be taken to successfully achieve its goal of building human capital in the Caribbean region. Various self-assessments informed its choices, and the research-based approach continues to drive the Campus in all its endeavours.

Having accomplished the success of identified goals during the 2012-2017 strategic planning period, The UWI Open Campus, with its sister campuses, reflected on past successes, considered its current status, and charted a course to future sustainability. In so doing, The UWI, after examining the current mission and strategic objectives, coupled with the prevailing economic instability of the region and to some extent The UWI, set about to implement a strategic plan to counteract the changing times.

The 2017-2022 Strategic Planning Period: Undertaking change, maximizing Campus sustainability, regional development and global outreach

The UWI Mission Statement

The UWI's mission has evolved over the years to keep pace with the changing times to remain relevant, thereby maintaining a positive influence and contribution to tertiary education within the Caribbean and beyond. With reference to mission statements and change, Gordan & Pop (2013) note, "they [mission statements] can provide a clear direction to approach the future and any changes that may occur, and also the means to deal with these changes" (p. 659).

The change of The UWI's mission statement is therefore not surprising, given the fluctuating and unpredictable environment within the tertiary level education landscape, coupled with the recessionary economies of the Caribbean nation states. The UWI mission statement articulated in the 2012-2017 UWI strategic plan states:

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond (The UWI Strategic Plan 2012-2017, p.2).

Noting the need for change, The UWI reconsidered the above mission and its strategic objectives in response to a range of factors in the regional and international environments. More specifically, The UWI recognised the need to change its mission focus, based on two important factors, namely, (1) "the environment for higher education had become hyper-competitive at the national, regional and international level" and (2) the twin problems of high debt and anaemic growth in national output (Gross Domestic Product (GDP)) narrowed the fiscal space from which national governments can fund higher educational institutions" (The UWI Triple A Strategy 2017-2022: Revitalizing Caribbean Development, p.4).

Cognizant of these realities in May 2015, the newly elected Vice-Chancellor, Professor Sir Hilary Beckles redirected The UWI's focus and embraced a new strategy, the Triple A strategy which is geared "to propel the people of the region along a progressive and prosperous path [which] is both the University's intention and its salvation" (The UWI Triple 'A' Strategy 2017-2022, p.1).

A wide consultation ensued with multiple partners and stakeholders including "various Governments, Private Sector, Regional and Multilateral Institutions, International Academic Partners, The UWIs Executive Management Team (EMT), Campus Student bodies and Alumni, among others, to solicit their participation and support" (The UWI Triple 'A' Strategy 2017-2022: Revitalizing Caribbean Development, p.5). As a result of the consultation process a *revised mission statement* was conceptualised and reads, "To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world" (Strategic Plan, 2017-2022, p.6).

The UWI "Triple A" Strategy: Strategic Goals and Objectives

The strategic plan 2012-2017 focused on six core perspectives: *Financial, Employee Engagement and Development, Internal Operational Processes, Teaching, Learning and Student Development, Research and Innovation and Outreach.* However, to ensure the realization of The UWI revised mission, the three strategic goals of *Access, Alignment and Agility* were chosen as the bedrock of the UWI Strategic Plan 2017-2022. These strategic long-term goals are geared towards the transformation of The UWI.

As Vice-Chancellor, Professor Sir Hilary Beckles explained, "Wealth creation and reduction of social inequality through greater and more affordable *access*, efficient and effective *alignment* with society and economy, and enhanced *agility* in pursuit of opportunities are the strategic goals residing at the plan's core" (UWI "Triple A" Strategy 2017-2022, p.1). For each of the three goals there are twelve strategic objectives, which will be pursued over the five-year planning period.

Figure 6.1

The UWI Strategic Plan journey from 2012-2017 to 2017-2022

Source: The Open Campus Marketing and Communications Department, (2018).

The Planning Process: A Best Practice Approach for Strategic Planning Success
The revised mission and strategic objectives of the Triple A Strategy were all conceived as a result of a consultative strategic planning process which adhered to The UWI's embedded and established mechanisms and procedures aimed at evaluating the mission and strategic objectives. To this end, the Open Campus adopted tried and tested best practices to ensure that any changes made would reflect the impact of the changing and/ or emerging trends on the institution. These included but were not limited to environmental scanning and information gathering, analysis and dissemination.

In reference to strategic planning, Kathleen Paris (2013) noted, "some of the most important predictors of success include but are not limited to:
- Involving faculty, staff, and students in plan development;
- Holding meetings to get input before planning;

- Holding meetings to get input on draft strategic plans;
- Collectively reviewing data to identify measures of success;
- Setting short-term goals in "bite-size" pieces in addition to longer-term goals; and,
- Monitoring progress through periodic checks (p. 11).

Based on the best practices criteria set above, it is safe to say that The UWI Open Campus adopted best practices as part of the Triple A 2017-2022 Strategic Planning Process as will be explained here.

Involving faculty, staff, and students in plan development

From the very outset, a participatory approach was featured in the planning process. Myriad stakeholders were involved in the discussions and deliberations surrounding The UWI Triple 'A' Strategy. These included representatives from the Student Guild and trade unions, staff at all levels, students and alumni.

In keeping with the inclusive approach, student guild representatives were part of each of the three Open Campus committees (*Agility, Access and Alignment*), set up to critique the draft Triple 'A' Strategy. In addition, The UWI Open Campus staff from all levels and departments, were either part of the three committees, engaged in focus groups, completed online staff questionnaires or aired their views at the Open Campus Principal's Town Hall Meetings.

As previously noted, unlike the landed campuses, the Open Campus does not employ full-time faculty and in some instances, the hired part-time facilitators (E-tutors and Course Coordinators) are actually full-time faculty from the traditional landed campuses. These too were a part of the consultative process via the many focus group sessions. Also engaged in the process were students and alumni who participated in focus group sessions, served on the strategic planning committees and were represented at the 8-9 December, 2017 retreat.

Additionally, Trade Union Presidents also participated in the development of the Triple 'A' Strategy. The President of WIGUT Barbados, a member of Open Campus staff also played a pivotal role in the strategic plan development and represented the other WIGUT presidents at the 8-9 December, 2016 retreat.

Holding meetings to get input before planning

As part of the pre-planning process, The UWI Open Campus staff were engaged in a series of focus group sessions as part of The UWI SWOT analysis. This form of environmental scanning was used to determine the status of the Campus. Environmental scanning is integral to any strategic planning process as it prepares the institution for any future changes, which may occur because of external forces such as the social, political, economic and technological environments. As aptly described by Conway (2013), environmental scanning is "about recognising that the future is unlikely to be anything like the past, and that we therefore need to spend some time understanding the trends and likely influencers on the future of our organisations (p. iii).

Cognizant of the fact that the results of the environmental scan would better prepare for future change, the University of the West Indies, as a part of its planning process, conducted institutional scanning. This process took the form of a SWOT and threats, opportunities, weaknesses and strengths (TOWS) analysis, conducted during September 2016. The TOWS analysis compares the external opportunities and threats against the internal strengths and weaknesses and is considered to add more value to strategic planning process than would be had by the conduct of only the SWOT analysis.

The UWI Open Campus utilized the findings of the SWOT analysis commissioned by the Vice-Chancellor to inform decision making as part of the Strategic Planning process. The PAIR Unit conducted focus group sessions, administered an online staff survey including every level of staff, and then prepared "Report on Focus Groups and Survey for Vice-Chancellor's Task Force on The UWI Open Campus" (Appendix 6.1).

Eighty-three (83) staff members participated in the Focus Group sessions while fifteen (15) completed the online (Survey Monkey) questionnaire. The purpose of the focus groups and survey was to produce data and insights based on the perceptions of a representative sample of Open Campus staff members with respect to the following four questions:

1. What are the strengths, weaknesses, opportunities and threats related to the Open Campus as a provider of online, continuing and professional education in the Caribbean?

2. What are the strengths, weaknesses, opportunities and threats related to the governance of the Open Campus?

3. What are the strengths, weaknesses, opportunities and threats related to the relationship between the Open Campus and the sister campuses?

4. What are the strengths, weaknesses, opportunities and threats related to the funding model of the Open Campus and the allocation of funds?

The findings of these research questions informed the OCLT Team of the critical initiatives, which needed to be undertaken by the Campus to effectively prepare for future change.

Meetings to get input on draft strategic plans

The Open Campus established three teams to cover the three strategic goals, namely: (1) Access, (2) Alignment and (3) Agility. Each team comprised members of staff, student and union representatives as well as alumni. Each committee selected a team leader and scribe and was tasked with analysing their specific strategic goal as well as the entire draft one-page summary, which comprised the theme, mission, vision and core values of the Triple 'A' Strategic Plan 2017-2022. Committee meetings were held via Zoom and each committee's report was further collated to form the basis of the discussion at a pre-retreat meeting held on 7 December, 2016.

As a result of further scrutiny at the pre-retreat, a final document was created for discussion at the retreat held on 8-9 December, 2016. This retreat was another avenue for staff and other major stakeholders to give their input into the draft strategic plan. One hundred and fifteen University staff members from various departments and levels of the four campuses, the Vice-Chancellor, along with Student Guild and trade union representatives converged and deliberated for two days. The consulting firm, Free and Laughing Inc., facilitated the retreat and in attendance were the Vice-Chancellor, Professor Sir Hilary Beckles, Principals of the four UWI campuses, deputy principals, and Pro Vice-Chancellors (PVCs). Participants were placed in 'mixed groups' and deliberated on the following exercises:

- conceptualising the Triple 'A' Strategy: WI Vision and Mission Statements;

- conceptualising the Triple 'A' Strategy: Strategic Objectives: Access, Alignment and Agility;

- conceptualising the Triple 'A' Strategy: UWI Core Values; discussion on meaning, relevance to Triple 'A' Strategy;

- activating the Triple 'A' Strategy through the Key performance initiatives (KPIs); and

- implementing the Triple 'A' Strategy: Strategic Initiatives- Access, Alignment, Agility.

Yet another inclusive strategic planning activity, which engaged all staff, commenced in December 2016 when staff was given the opportunity via questionnaire, to evaluate The UWI core values presented in the draft "Triple A" Strategy one-pager (Appendix 6.2).

Setting short-term goals in "bite-size" pieces in addition to longer-term goals

After much consultation the draft 'Triple A Strategy' was adopted by all four campuses and the Vice-Chancellery (also known as 'Centre') and the operationalisation of the plan was the next stage. Each Campus and the Vice-Chancellery, being mindful of its strengths, weaknesses, opportunities and threats, sought to develop initiatives that would move their Campus/Centre forward, while being true to the mission and vision of the Triple 'A' strategy.

In keeping with the University's focus on *Access, Alignment* and *Agility*, the Open Campus put forward these five initiatives:

1. develop a robust workshop development thrust through a Continuing and Professional Education (CPE) Unit;
2. development of Flexible Teaching and Learning Programmes;
3. develop a Centre of Innovation and Entrepreneurship;
4. strengthen Student Support and Success; and
5. design Programmes for Staff Loyalty and Engagement.

These five initiatives reflect The University of the West Indies' areas of focus. Of significance, also, is that the emphasis on Continuing and Professional Education and the development of a centre for innovation and entrepreneurship encompass the three strategic goals of Access*, Alignment and Agility*. The development of flexible teaching and learning programmes and the move to strengthen student support and success contribute to *Access and Agility,* while the focus on designing programmes for staff loyalty and engagement ultimately aims to assist with *the Agility* of the campus and overall UWI institution.

Evident in The UWI Open Campus' choice of initiatives was the sound understanding of its capacity. They focus on critical areas, which affect the Campus's success, combining knowledge of our present capacity with goals for the Campus's development and continued contribution to the region. For example, expansion of the CPE Unit and development of flexible teaching and learning

programmes both centre on programme expansion and service delivery, both of which were recommendations arising from the 2012 Open Campus Institutional Accreditation Self Study Report. The initiative on strengthening student support and success speaks to several of the recommendations in the 2012 Open Campus Institutional Accreditation Self Study Report as well, and is also based on the outcomes of annual end of course evaluation reviews, which have shown overall improvement from 2011 to present, but which also provide data on specific areas which the students believe would benefit from improvement or further enhance their experience and success with the Campus.

Moreover, the development of a Centre for Innovation and Entrepreneurship reflects The UWI's aim to increase and improve academic-industry research partnerships, improve the quality, quantity and impact of research, innovation and publication, promote greater public advocacy, and foster the digital transformation of The UWI. Another of the five initiatives put forward by the Open Campus which reflect the changing and emerging trends of The UWI is the development of flexible teaching and learning programmes. This initiative aims to increase enrolment in online courses through collaborating with external institutions, which is increasingly a trend observed in higher education institutions around the world.

To ensure the success of the five initiatives, a committee was set up to manage and monitor their progress. Initiative owners comprise members of the OCLT as shown in Table 6.1:

Table 6.1

The UWI Open Campus initiatives and initiative owners

Open Campus Initiatives	Owners
Develop a robust workshop development thrust through a Continuing and Professional Education (CPE) Unit	Director, OCCS
Development of Flexible Teaching and Learning Programmes	Director, APAD Division
Develop a Centre of Innovation and Entrepreneurship	Chief Financial Officer (CFO)
Strengthen Student Support and Success	Campus Registrar
Design Programmes for Staff Loyalty and Engagement	Director, Human Resources Department (HRD)

In addition, a project leader along with committee members, who represent the various departments across the Campus, assisted each initiative owner as illustrated in Table 6.2 below:

Table 6.2

Composition of Open Campus Strategic Planning Initiative Teams

Initiative	Committee Composition
Develop a robust workshop development thrust through a Continuing and Professional Education (CPE) Unit	PAIR, OCSS, CSDR, APAD, ATSS, Finance, Library Services, Student Guild
Development of Flexible Teaching and Learning Programmes	APAD, ATSS, Library Services, CSDR, PAIR, Finance, Student Guild
Strengthen Student Support and Success	Registry, APAD, CATS, OCCS, OCLIS, PAIR, CSDR, Finance
Develop a Centre of Innovation and Entrepreneurship	OCLIS; BDU; Finance; PAIR; CATS; OCCS; CSDR
Design Programmes for Staff Loyalty and Engagement	HRD, OCCS, CSDR, PAIR, APAD

Each of these committees completed initiative planners for each of the initiatives. The initiative planners provided details on how each initiative would be undertaken with respect to purpose and objective(s), major activities, deliverables, milestones, targets, resources, cost, risks and mitigating factors and timelines. In short, the initiative planners provided a road map for the achievement of the initiatives and also allowed for monitoring their progress. Apart from the initiative planners, The UWI has established monitoring procedures and mechanisms to ensure success of the Strategic

Monitoring progress through periodic checks

A number of procedures were designed and introduced to guarantee optimum success of the mission and objectives of the Triple 'A' Strategy. These include the introduction of the Balanced Scorecard Monitoring and Evaluation System and its accountability framework; the implementation of The UWI Strategy Steering Committee (SSC); the role and responsibilities of initiative owners, and targeted training of key personnel.

The success of the 2017-2022 strategic plan required strong management inclusive of consistent oversight and timely monitoring and reporting. To this end, scorecards were built including an accountability framework. The principal monitoring and evaluation mechanism for the Triple 'A' Strategic Plan is the electronic integrated Balanced Scorecard Monitoring system designed by the University Office of Planning. Scorecards will be built at the Campus and wider university level and Planning Officers on each campus will be responsible for uploading data into the integrated system, which will be used to monitor performance on a quarterly basis (The Triple 'A' Strategy 2017-2022: Revitalizing Caribbean Development, p.11).

Each Campus Principal will be the overall owner of the campus-level scorecard. At the University-level, the Vice-Chancellor and the Executive Management Team will own the University scorecard. The Vice-Chancellor will also be the overall owner of the Regional Headquarters (RHQ) scorecard. The RHQ consists of the entities which make up the Vice-Chancellery (Centre-entities). At the campus level, although the Campus Principal is ultimately responsible for the scorecard, Deans/Directors have direct responsibility for faculty scorecards and heads of departments will have responsibility for departmental scorecards, which will all be aggregated to produce the campus scorecard. Below is a screenshot from an actual page of the Open Campus balanced scorecard.

Table 6.3:

Scorecard - Open Campus

Students & Alumni/Stakeholders

Strategic Goal	Objective	Initiative	Status
Access - AC1	To be a University for All.	Develop a robust workforce development thrust through a Continuing and Professional Education (CPE) Unit	
		Development of Flexible Teaching and Learning Programmes	
Alignment - AL2	Increase and Improve Academic/Industry Research Partnerships.	Develop a Centre for Innovation & Entrepreneurship (Open Campus)	

Finance

Strategic Goal	Objective	Initiative	Status
Agility - AG2	Restore Financial Health to The UWI.	Develop a Centre for Innovation & Entrepreneurship (Open Campus)	

Internal Operations

Strategic Goal	Objective	Initiative	Status
Access - AC3	Improving the Quality of Teaching and Learning and Student Development.	Development of Flexible Teaching and Learning Programmes	
		Strengthen Student Support and Success	
Access - AC4	Improving the quality, quantity and impact of Research, Innovation and Publication.	Develop a Centre for Innovation & Entrepreneurship (Open Campus)	

Strategic Goal	Objective	Initiative	Status
Agility - AG4	Foster a Creative, Caring, Accountable, Motivated, Professional (CAMP) Team.	Design Programmes for Staff Loyalty and Engagement	

Screen shot from the UWI Balanced Scorecard Monitoring and Evaluation System

In the case of the Open Campus, as illustrated in Table 6.1**,** Department Directors, the Chief Financial Officer and the Registrar, are responsible for certain initiatives and ultimately the department scorecard. Similarly, administrators such as Registrars, Bursars, Pro Vice-Chancellors, and so on will have scorecards, designed along the lines of their executive reporting relationships, which feed into campus-level and University-level scorecards. This overall accountability and ownership will be key to the effective implementation of the Triple 'A' Strategy. The University and Campus balanced scorecards will be reviewed annually but monitored quarterly. At the annual reviews, modification can be made to targets and indicators, where appropriate. For effective implementation, the scorecards will be linked to the annual performance reviews of the initiative owners. The University and Campus senior management teams will provide operational governance over the strategic plan to ensure its effectiveness. They will be supported by the various committees and work groups that will be established to execute various initiatives (The UWI Triple 'A' Strategy 2017-2022).

Further monitoring of the system is maintained through the Strategy Steering Committee SSC which meets fortnightly. This committee was endorsed and approved by The UWI, Executive Management Team (EMT) and Professor & PVC Densil Williams has oversight. The SSC is composed of Planning Officers, Key Strategic Officers (KSOs) and other staff deemed critical to the efficient execution of the strategic initiatives on the four campuses as well as the regional headquarters.

As noted in the Terms of Reference, August 9, 2017, "The UWI Strategy Steering Committee (SSC) will be the overarching body to oversee the implementation and monitoring of the "Triple A" Strategic Plan 2017-2022 and to ensure that initiatives are progressing according to plan. The Committee will highlight slippages and challenges so that corrective actions can be taken in a reasonable time before the Initiatives are derailed during the period". More specifically, the Terms of Reference for the SSC indicate the following:

1. the Committee will meet fortnightly to discuss the progress of each Campus and the Units in the Vice Chancellery are making towards the execution of the initiatives under their purview.

2. at the end of each quarter before each F&GCP and University Council meeting, each Key Strategy Officer or Campus Lead is to provide an update on the Balanced Score Card (BSC) for their Campus and the Vice Chancellery before the meeting. This should be done two (2) weeks before the respective University meeting.

3. the meetings will have a recording Secretary who will note the major decisions and action sheet for members to complete before the next meeting.

4. the Committee will be chaired by the PVC for University Planning or his/her nominee.

At the Campus level, the initiative owners have direct responsibility for their initiatives and report to the Campus Principal or designate. In the case of the Open Campus, initiative heads provide an update at the OCLT meetings. Decision-making regarding clarifications, timeline changes, budgetary considerations and their approvals are all discussed at the OCLT meetings.

Also important to the monitoring and evaluation process is the timely and accurate input of data into the system. To guarantee data input accuracy and frequency, the

UOP conducted a number of training sessions, which included members of the Open Campus. On July 14, relevant personnel from the Open and Cave Hill campuses received Balanced Score Card Information System Training at the Cave Hill Campus, Barbados. The objectives of the training were to:

- provide a detailed overview of The UWI Triple 'A' Strategic Plan 2017-2022.

- provide a detailed overview of the Balanced Scorecard Monitoring & Evaluation System, which will be used to monitor and track the performance of the Strategic Plan key initiatives.

- train participants to use the electronic version of the BSC system, so that they can carry-out a train-the-trainer workshop.

Personnel who benefitted from the training included:

- The Campus Planning Officers.
- The Campus IT representative.
- The Campus Key Strategy Officer.
- A representative from each Faculty who will liaise with the Campus Planning Officers.
- The Vice-Chancellery representatives, that is, a representative from the VC's Office and the University Registrar's Office.
- The UOP representatives who will service all the PVCs, the University CIO, University Directors and the University Bursar's Office.
- Others selected by the VC/PVC/Principal.

Key personnel were trained to manage the monitoring and evaluation system, to ensure success through staff 'buy in' However, the mission and objectives of the Triple A strategy still needed to be effectively communicated.
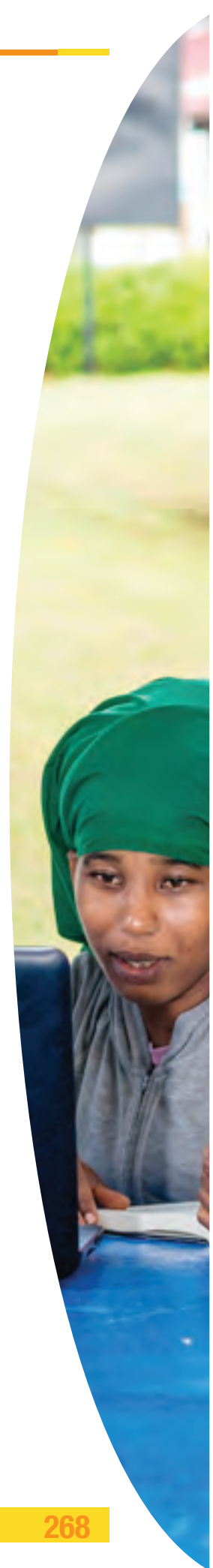
Systems Used to Communicate The UWI Mission and Purpose to Key Stakeholders
The success of the UWI mission is greatly dependent on an effective communication strategy. To this end, the wider UWI including the Open Campus embarked on a multi-pronged communication approach, utilising key personnel and media integrated platforms. This included the work of The UWI Marketing and Communications Office, the Open Campus Marketing and Communication Office, the Strategy Team Leaders, Key Strategy Officers, utilisation of The UWI-TV and the Principal's Town Hall meetings.

Central to the communication procedures was The UWI Marketing and Communications Office, which ensured that the mission and vision statements were featured prominently in The UWI website homepage, publications and other printed materials such as event programmes, banners and posters, as well as events where UWI is present. The University Marketing & Communications department was also instrumental in disseminating Strategic Plan 2017-2022 documents and undertook the following activities:

- Shared soft copies with the various Campus M&C Offices and Campus Planning Offices for local dissemination.
- Supported the dissemination of the plan and supporting documents with a robust communications strategy.
- Printed centrally limited quantities of the booklet, brochure and posters and shared cross campus.
- Shared print ready files with the M&C Offices to facilitate local print runs.
- Disseminated two versions of the full plan – one for internal use ONLY and one for external use.

One of the important communication mechanisms established by the wider UWI and the Open Campus was the establishment of Campus Leads and later Key Strategy Officers (KSOs). From the very beginning of the development of the "Triple A" Strategy, Campus Team Leaders were assigned to disseminate and collate

information between the University Office of Planning and their campuses. More specifically, Campus Leads were assigned the task of meeting with all Campus staff to sensitize and inform them of the Strategic Planning process and to discuss the UWI Core Values in the campus 'visioning exercise' in preparation for the 8-9 December, 2016 retreat.

The Key Strategic Officers *(KSO)*, working in conjunction with The University Office of Planning (UOP), and the campus's strategic planning teams, perform the following tasks:

- coordinate the completion of campus initiatives;

- provide assistance with the completion of initiative planners;

- providing clarification on key strategic plan concepts;

- report to UOP on the progress of the strategic planning teams;

- upload Open Campus data into the Balanced Scorecard and Monitoring System on a quarterly basis;

- provide fortnightly updates on the Campus' progress as a member of the Strategic Steering Committee;

- report to UOP and the Campus Principal on the status of each initiative;

- report on challenges faced and the assistance required from the UOP in helping to advance the Triple 'A' Strategic Plan and;

- sensitise the Campus/Centre Community about the Strategic Plan.

The KSO also assisted The Open Campus Marketing & Communications department by ensuring the display of and dissemination of relevant strategic planning documents to staff and relevant stakeholders.

At the Campus level, The UWI Open Campus displayed The UWI mission and vision statements on its websites and ensured the posting of framed and unframed copies in department offices. There is reference to the mission and vision in planning meetings, and the wide dissemination of the vision on UWI websites. In addition, the mission and vision are widely disseminated via public literature. Additionally, The Open Campus Marketing Office provided each staff member with soft copies of the strategic plan documents.

Yet another avenue for the dissemination of information was UWI-TV, a multi-platform channel owned and operated by The UWI. Its mission is to:

> use multi-platform media to serve the nations and peoples of the Caribbean region as well as the Caribbean diaspora communities in the USA, Canada, Britain and Europe through television, the Web, social media and mobile devices... Through this multimedia service, The UWI enhances its ongoing mission to inform, educate, inspire and express the rich cultural and intellectual diversity of Caribbean civilisation… In so doing, UWI-TV takes the University beyond the boundaries of its landed campuses into homes, offices and schools across the world. It expands UWI's contributions to strengthening democracy and development and to promoting deeper Caribbean regional integration and cooperation. https://www.uwitv.org/about.

Effectively communicating the mission to staff and gaining their 'buy in' is critical to the success of the mission. As Gordan & Pop (2013) noted, "the employees must be familiar with the mission, understand why it is important, and how it will be applied, in order to be able to embrace it and to implement it in their daily activities" (p.657). Recognizing this, the Open Campus Principal utilised the digital platform and hosted several staff Town Hall meetings via Zoom to discuss and give updates on the 2017-2022 strategic plan.

Also important, along with the dissemination of information and staff sensitization of the strategic plan, is its effective implementation. To this end, the Campus has evaluative mechanisms in place, which will be discussed next.

The UWI Open Campus Performance Management System

The UWI Open Campus has a robust performance management system through which members of staff are held accountable for the contribution they make to the overall strategic agenda of the campus. However, the processes for performance management vary according to staff category. Each year in accordance with rules and regulations, The HR Department circulates correspondence to Heads of Department (HODs) informing them of staff within their division who are eligible for promotion, renewal of contract etc. and reminding HODs of the annual appraisals process.

To meet the training needs of staff, the HR Department reviews the appraisal documents to determine the training and development needs of staff. Meetings of the Open Campus Leadership Team are held bi-monthly and provide a platform for Divisional Heads to report on strategic matters impacting their respective areas of responsibility. Decisions are also made at this level on resource allocation and any adjustments to strategic goals set for the Campus.

The intention of these bi-monthly meetings is to ensure that the leadership team is agile in response to developments in a dynamic higher education environment. Through constant reporting, the leadership team responds in a timely manner to institutional challenges. Periodic surveys are conducted among the student population on the performance of the Campus, and follow-up action is taken to remedy areas in need of improvement.

In recent years, the Campus carried out two employee engagement surveys which pointed out somewhat low morale and the need for continuous training and better communication throughout the organisation. The Campus developed initiatives to address the shortcomings based on the response to the survey findings. Through this
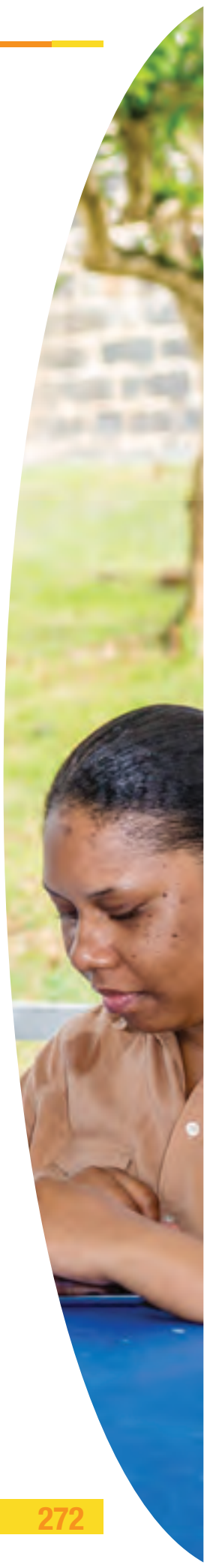
process, the unions have been kept abreast of the challenges and the Campus continues to work with them to strengthen the relationships with them.

The Open Campus also participates in annual strategic review sessions undertaken to determine whether the University as a whole is on course to achieving its strategic mandate. These sessions provide the Open Campus with the opportunity to evaluate its performance in relation to the University's overall agenda. Additionally, for transparency, all departments of the Campus provide updates on initiatives and objectives for the previous academic year and may provide its vision for the future. Through the hosting of leadership meetings on a frequent basis, the Campus is aware of the strengths, weaknesses, opportunities and threats (SWOT) and shape the appropriate policy to address.

At the University level, the performance of the Campus comes under scrutiny at the annual meeting of the Campus Council. The occasion of Council is where the Vice-Chancellor, Pro Vice-Chancellor and Principal highlight and discuss achievement of the Campus's mission and objectives to the Chairman of Council and other stakeholders. The last Campus Council meeting was held on 27 March 2018 in Antigua. At the University level, the University Council meets annually, under the chairpersonship of the Chancellor.

The discussions above in support of Standard 4.1 show that The UWI and the Open Campus have formal mechanisms and procedures to evaluate the achievement of its mission and objectives through a well-documented and articulated strategic planning, monitoring and review process.

Standard 4.2: *The institution has set mechanisms and/or procedures to strategically and equitably allocate resources for present and future use.*

This section of the chapter focuses on the Campus' equitable and strategic allocation and use of its resources within the context of challenging economic realities. As was previously mentioned, The UWI Open Campus was established in 2008, in a severe recessionary period, which adversely affected anticipated resources for the Campus. In 2008, the funding model, unlike that of the other UWI landed campuses, proposed government subventions of approximately 60 per cent and tuition fees of 40 per cent. However, owing to the financial difficulties faced by Caribbean governments, the full approved government allocations have never materialized. In fact, the total received from 2008 to 2017, indicates receivables of 66 per cent as illustrated in Table 6.4. This severely limiting economic situation significantly undermined the Campus's ability to fund its strategic objectives, but at the same time propelled the Campus to devise creative strategies to equitably distribute and utilise its resources.

Table 6.4

Governments' Financial Allocations to The UWI Open Campus

Year	Budgets approved by Governments (Million $US)	Amounts Actually Received (Million $US)	Percentage Received
2008-2009	29.3	14.5	49.5
2009-2010	31.5	12.8	40.6
2010-2011	23.9	15.3	64.0
2011-2012	23.9	18.6	77.8
2012-2013	23.6	16.3	69.1

Year	Budgets approved by Governments (Million $US)	Amounts Actually Received (Million $US)	Percentage Received
2013-2014	24.4	20.7	84.8
2014-2015	21.7	14.5	66.8
2015-2016	21.7	17.1	78.8
2016-2017	21.7	16.7	77.0
Total	221.7	146.5	66.1

Financial Resources: The University Budgetary Operational Planning Process

The University engages in a Strategic planning process that guides the forecasting for the acquisition of financial and human resources. The budgetary planning process of the University involves planning to meet the financial and human resources needs of the Campus. The Office of Finance is responsible for directing, coordinating and monitoring the financial aspect of the biennium budget process. The University Bursar issues a memorandum of Budget guidelines for the preparation of the budget for the Biennium. The Campus through the Office of Finance, coordinates the process with the various departments to compile the information relating to the financial needs of the Campus and this information is uploaded to the Banner Finance system at the beginning of Financial Year, which commences 1 August each year.

This annual process benefits the Open Campus by allowing the input of the various department Heads and staff, whereby they can assess their needs and income opportunities to meet these needs. The process is rigorous, extensive and time

consuming. The prolonged process means that the uploading of the budget into the Banner system may be delayed, therefore actual spending via the Banner procurement process is not matched in a timely manner to the budgeted amounts. Of note in the Banner system is a feature called Not Sufficient Funds (NSF), which though not in use currently, can be activated and utilised to guide whether departments are over their budgeted expenses.

The University's primary funding is via inputs from participating Governments, based on numbers of students, student tuition fees, research and project grants. Each Campus is allocated a portion of this funding, and the Open Campus, though a recipient of this allocation, which is done on a per student basis, finances approximately 60 per cent of its budget through student tuition fees. The current economic climate means that the Campus has to be extremely conscious of its spending in light of slow payments from contributing Governments

The University has a Financial Code (Revised February 2008) and Procedures which provide guidance for the conduct of the financial activities of the institution. The Campus adheres to the guidance provided in these documents. Specific to the system of acquiring resources there are topics relating to: Purchasing, procurement and contracts (chapter 5), Budgets and Procurements (chapter 7), Capital expenditure and Capital Assets (chapter 12). The University utilises the Banner system with its various functionalities designed to comprehensively assist individuals and departments to acquire and account for resources. This system is to be upgraded to version 9, which is the web version by December 2018. Recently (2017), the Campus completed an ERP (Enterprise Resource Planning) project which saw the implementation of the Student module which allows the Campus to efficiently account for all student registrations (online, face-to-face and CPE courses) and the related income. The student module has a self-service component which allows students to actively monitor their information.
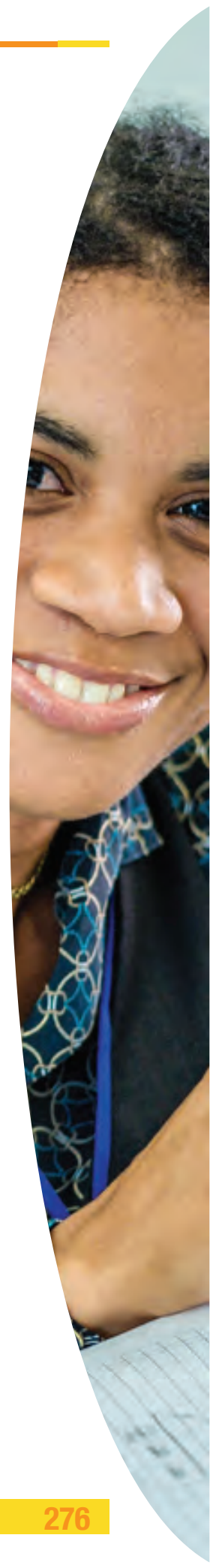
This Banner Student system is fully integrated with the Banner Finance system, which has been in use since the birth of the Open Campus in 2008. It allows for more timely and accurate access to information and reporting for decision-making as the Campus pursues its mission. However, there have been challenges whereby the student and other information have been less than timely and accurate due to problems in the processes relating to payment uploads from financial institutions Solutions are being implemented to rectify these challenges. With the cash constraints brought to bear by a challenging economic environment, it is essential that the system functions efficiently so that the accounts receivable component can be utilized to closely monitor and collect any outstanding funds due to the Campus.

Also in use by the Open Campus are the Banner modules for **r**equisition/procurement/purchasing/ accounts payable/fixed assets. The research/grant accounting module, though not currently in use, is also to be utilized to assist with the management of grants and projects and reporting to various donors. Whereas the Open Campus is currently dependent on its sister campuses for the management of its human resources, there are plans for the Campus to acquire the PeopleSoft HR Management system which is utilized University-wide.

As previously noted, The UWI Open Campus was established in 2008, at a time of deep financial crisis, which substantially and adversely affected the economies of the Caribbean region and consequently the operations of The UWI Open Campus. This financial reality has propelled the Open Campus to adhere closely to the University-wide financial control systems, facilitating a balanced and equitable approach to the acquisition and disbursement of resources. One such resource is technology, which is a major component of the Campus's operations.

Technology Updates and Upgrades

The Open Campus is dependent on several technologies to function due to the geographically dispersed nature of its stakeholders and the disparity in its stakeholders' access to resources. For stakeholders with limited resources, the Open

Campus provides equipment and technology at physical locations to facilitate access to its teaching and learning facilities. Whether access is via a physical location, home or work, the technology that forms the basis for facilitating the teaching/learning process can be divided into enabling technologies, and teaching and learning technologies.

The enabling technologies are those which play a direct role in the administration, management, and support the teaching and learning (and research) of the Open Campus. These include core infrastructure and software such as the student information system. Teaching and learning technologies play a direct role in the teaching and learning (and research) functions of the Open Campus. These include software used to create content, deliver courses, and engage the students, such as the Learning Management System. Bearing in mind the integral function of technology resources within the Open Campus, as far as possible, all efforts are made to regularly upgrade the infrastructure and software applications.

Core Technology: Infrastructure Pre-2016

Up until 2016, the Open Campus ran its administrative and teaching systems primarily from Flow Jamaica colocation facilities. The Flow facility was a Tier 3 data centre providing a secure location, able to withstand category 2 storms, while offering Broadband Internet with redundant paths, redundant power and cooling facilities that ensured service uptime of 99.9 per cent. The primary computer facilities were a mixture of stand -alone rack servers with individually managed Type 1 virtual machine monitors (hypervisor).

Core Technology: Infrastructure 2016 Update

The Open Campus has since 2016 migrated to Terramark colocation facilities which is a Tier 4 data centre, providing an even more secure location with the ability to withstand category 3 storms while providing increased and more efficient Internet bandwidth. This is the central connection point to a large majority of the Open Campus's member countries. Terramark also provided redundant power and cooling

facilities that ensured service uptime of 99.995 per cent. Additionally, the Open Campus's core compute moved to fully virtualised and centrally managed blade server systems connected to storage area networks and network attached systems.

Core Technology: Software Applications Pre-2017

The Open Campus ran its administrative and teaching systems primarily on open source software. This included Linux, Apache, MySQL, PHP, Drupal, Moodle. The OCMS was built using open source tools and frameworks. Microsoft Active Directory was deployed as the user account directory for the Campus.

Core Technology: Software Applications Update

With the availability of funding from the SDEC project, the Open Campus purchased and deployed the Ellucian Banner system to replace the OCMS. Also purchased were additional tools and systems to help match Banner to the Open Campus business processes, including eVisions and Campus EAI portal. An upgrade to the Moodle platform also ensured the doubling in capacity, through resource optimisation.

Updates and Upgrades: Post Initial Accreditation SAR (2012)

- 2015 Migration to a Tier IV data centre, and establishment of disaster recovery data centre. Improved connectivity and bandwidth.
- 2017 Migration from OCMS to Elucian Banner (and other supporting applications) as SIS
- Annual update of Moodle to most recent stable version, 2.0 to 3.4.2 (2011 to 2018). Development and deployment of MEDUSA (Moodle Enhanced Deployment Unified Service Architecture) (2014). Annual optimisation of LMS resource usage
- Deployment and annual update of Eportofolio platform, Mahara, 1.5 to 17 (2014 to 2018).

The UWI Open Campus is dependent on modern and efficient technology to provide quality student experiences. To a large extent, the SDEC project, undoubtedly provided the platform for the Campus' acquisition of technology to outfit both students and staff, regarding necessary updates and upgrades. Moreover, the SDEC project is largely responsible for a number of technological upgrades including those undertaken at the OCCS. Table 6.5, indicates the range of technology resources acquired for the OCCS under the SDEC project.

In keeping with the goal of improving the student experience, the majority of the equipment assigned in each territory were 'Student All-in-One Desktops' (n=260). Second, were UPS (n=159) and third, Student Laptops (n=78). The Site technology updates and upgrades also included the following:

- ISP connectivity, network router, switches and wireless APs used to aid in the distribution of Internet connectivity and connectivity to The UWI Open Campus wide area network.

- Computer Labs: Rooms equipped with personal computers installed with the requisite browsers, productivity suite (Microsoft Office) and Internet access.

- Classrooms: Rooms equipped with audio/video conferencing facilities and data projection equipment to facilitate the face-to-face delivery of instruction.

Table 6.5
GAC Funded Equipment assigned to OCCS

Equipment	Antigua	Bahamas	Barbados	Belize	Dominica	Grenada	Jamaica	Nevis	St. Lucia	St. Kitts	St. Vincent	Trinidad &Tobago	TOTAL
Student Laptops	2	2	6	2	3	3	4	2	3	3	2	46	78
ERP Laptops& monitored docking stations	1	1	8	1	2	1	18	0	1	1	2	19	55
External DVD Burner	1	1	2	1	1	1	2	1	1	1	1	16	29
Student All in One Desktops	10	5	20	7	8	10	20	8	9	8	10	145	260
IMacs	1	1	2	1	1	1	2	1	1	1	1	16	29
Scanners	1	1	2	1	1	1	2	1	1	1	1	16	29
MFPs	1	1	2	1	1	1	0	1	1	1	1	16	29
Projectors	1	1	4	1	1	1	0	1	1	1	1	16	29
UPS	1	4	12	5	5	7	6	5	6	5	6	97	159
TOTAL	19	17	58	20	23	26	56	20	24	22	25	387	697

The upgrades and updates to the network infrastructure, computer labs and classrooms have certainly made a significant impact on the quality of delivery at the various sites and have laid the foundation for future upgrades to meet the changing times, thereby facilitating student success. Another determinant of student success relates to the Campus' ability to offer appropriate learning support services. As such, evidence of learning support upgrades is discussed next.

Upgrade to Learning Support Services

The UWI 2017-2022 Strategic Plan SWOT Analysis and The UWI 2017-2022 TOWS Matrix Analysis (November 2016) both refer to 'inadequate student support systems and poor student services.' The UWI Open Campus, recognising this weakness, developed a strategic initiative to counteract the inefficiencies in its learning support services, titled 'Strengthen Student Support and Success'. The main objective of this initiative is to increase the number of students who successfully complete programmes by improving advising services.

One of the two deliverables for this initiative includes the development and implementation of a student-advising plan, comprising the following major activities.

1. Research Student Advising Plans and review of current advising initiatives at sister Campuses
2. Development of draft Student Advising Plan
3. Approval of the Student Advising Plan by Academic Board

Implementation of Student Advising Plan

The Plan was completed and approved at Academic Board in Semester 1, 2018-2019. Implementation is now being undertaken on a phased basis.

Other upgrades to the learning support services comprised the evaluation and integration of a single Web Conferencing solution and the integration from

Blackboard Collaborate Classic to Blackboard Collaborate Ultra. The Learning Exchange (the Open Campus' online classroom), was upgraded from version from 2.X to 3.X. The latter upgrade provided the following benefits:

1. drag and drop quiz question types;
2. streamlined course section editing;
3. better management of plugins; and
4. updates to the Moodle application (UWI Open Campus Annual Report 206/2017, p. 27).

Physical Resources

Several of The UWI Open Campus departments are located on the traditional campuses in Barbados, Trinidad and Jamaica. In 2014, the Director of OCCS presented a draft paper titled "*A Guideline for Establishing Country Sites'* to the OCLT. This document outlined the current categorisation of Sites; the context or justification for the establishment of a Site; and outlined the level of staffing that would be required based on size. The OCLT accepted in principle the draft paper.

As a multi-mode Campus, Open Campus is technology driven and relies heavily on computers, hardware and software, ICT resources, as well as other office equipment for the effective functioning of the organisation, The Open Campus has a centralised system for the acquisition of the technological resources through the Computing and Technology Services (CATS) division When a department requires these resources, CATS recommends and provides the technical knowledge and specification for the equipment. The department then puts in a requisition that is approved by the Office of Finance, based on availability of funds and other factors, then forwarded to CATS, which has the responsibility for ordering the equipment and ensuring that the processes are followed through until the equipment reaches the department.

For the acquisition of printers, scanners and other equipment, the department is required to source and get three comparable quotations for selection by CATS. Based on the budget allocation, approval is granted. A purchase order is generated,

the goods delivered and payment is made to the suppliers. Physical resources in the form of assets which were previously stored on Excel files were migrated to the Banner fixed asset module 1 April, 2014 which remains in use.

Although there is a well-articulated system for the acquisition of physical resources, it sometimes does not function as it ought to. The time period from the department's request to the actual delivery of the resource requested, takes months in some instances. CATS has a tracking system in place but the department has to follow up or else the resource will not reach them in a reasonable time period. Additionally, the financial constraints of the Open Campus affect the effective implementation of the system. The physical assets of the Campus are constantly reviewed and have undergone extensive modernisation during the past 10 years, in response to the institution's evolving needs.

Human Resources: Staff

Personnel in Jamaica, Trinidad and Tobago and Barbados use the PeopleSoft System, which is the primary human resource system for staff within The UWI. This electronic system stores easily retrievable personal and contractual information, only accessible to persons with the relevant passwords and protocols. These measures are in place to preserve and maintain confidentiality. The system is efficient, allowing reports to be easily generated through a number of queries. However, to date the Open Campus has only limited access to the PeopleSoft. In fact, other countries use manual systems to capture human resource information.

The Open Campus has two categories of staff and the recruitment process varies depending on the category of staff being recruited. For the Academic and the Senior Administrative and Professional staff in all countries, The UWI Charter, Statues, Ordinance, and the Blue Book documents all the systems to be used for the recruitment, selection, promotion and dismissal of staff in those categories. The West Indies Group of University Teachers (WIGUT) represents all staff in these categories.

For the other category of workers, the Administrative and Technical Service (ATS) staff, within the Open Campus there are 6 collective agreements which have similarities but contain variations on how staff in those categories are recruited, promoted and dismissed, depending on the country in which they reside.

The Human Resource Department has overall responsibility for staff at all levels. There are a number of committees which examine, approve or disapprove the recruitment, promotion or termination of staff at all levels. These are the Appointments (Administrative and Technical Staff) Committee; the Appointments Committee (which deals with Academic and Senior Administrative Staff; and the Evaluations and Promotions Committee, a sub-committee of the Appointments Committee. For professorial level staff, recommendations from the (Campus) Appointments Committee go to the University Appointments Committee for final approval.

These different levels of approvals strengthen the system as they provide the requisite checks and balances for staff matters. However, in some cases, delays occur in informing the potential employee in a timely manner. Of note also is the unavailability of the PeopleSoft system. A number of features not utilised by the Open Campus include the online submission and approval of leave; leave balances, and updating of personal information. Making these features available to staff would significantly improve the efficiency of the human resource system.

Human Resources: Students
Members of the CATS team built The Open Campus Management System (OCMS), before the establishment of the Open Campus in 2008, as a temporary system. The system became obsolete, due to the Campus's expansion and a critical need for an Enterprise Resource Planning (ERP) system was outlined in the Open Campus Business Development Plan (2012–2017). In 2013, the Campus engaged the consulting services of Collegiate Project Services to analyse the Banner ERP system for the Open Campus as a good fit functionally and to determine whether to deploy the Banner Student would be suitable for the needs of the Open Campus.

As previously noted, the SDEC project provided the Open Campus with the capacity to expand its technological structure through an ERP initiative. Thus, a new ERP system for the Open Campus was identified as one of the outcomes of this project, which the Open Campus determined was best delivered by an upgrade of the necessary components of the Student Information (legacy) System with the purchased modules from Banner Student. This implementation, coupled with the upgrade of the Open Campus computer network and the provision of ICT hardware to improve the student experience, have been recognised as the components of the SDEC project which met the objective of building the institutional capacity of the Open Campus. This was effected by improving change management through technical assistance, training and implementing ICT driven organizational structures, systems and processes.

The acquisition of these systems provided the Open Campus with a number of benefits. The implementation improved the student access to The UWI Open Campus and increased capabilities for administrative services, through implementing a single-vendor ERP solution that replaced several legacy administrative systems and paper processes. Furthermore, the migration of student data to a relational database led to better consolidation of data and improved technology for interfacing and integrating with other systems. Customers (students and staff) had easier access to data, improved access to information, and increased self-service for data needs, less reliance on CATS to meet requests, and an improved repository of information that was accessed for decision-making.

Financial Resources

Financial information is stored in Banner Finance. There is also software called Argos, which is used for reporting purposes. Although Open Campus locations have access to the Banner system, the OCCS do not have real time access to the payment processes. As a result, they enter their payment information in the Banner system after they have processed manual cheques and these entries are approved monthly. The only cheques that are processed in real time by the Banner system are those

prepared at the Finance offices located in the Campus based countries (Barbados, Jamaica and Trinidad). Even with an internal deadline to have the invoices/cheques approved in Banner by the 26th of the following month, there are some challenges/delays related both to human resources and cash flow constraints.

Financial reports are generated every four months for consolidation of The UWI financial statements, which are communicated and discussed at The UWI F&GPC meetings. For the Open Campus, this is also done at the monthly OCLT meetings and at annual Open Campus Council meetings. Heads of Units can access their financial performance against budget monthly in Banner Finance by generating the appropriate reports. This information is usually available by the 15th day of the following month. Information on cash resources is monitored through monthly, three months forecast for cash flows received from each unit in a standard format.

Notwithstanding the financial difficulties, The UWI Open Campus continues to forge ahead, using its resources strategically to deliver quality education. More specifically, the Open Campus has established and maintained tried and tested procedures and mechanisms for the acquisition and allocation of resources to meet future needs and in so doing has met the requirements for Standard 4.2.

Summary of strengths, weaknesses and opportunities for improvement

As with all institutions, The UWI Open Campus has areas of definite strength, some weaknesses and therefore opportunities for improvement. The following is a summary of the strengths, weaknesses and opportunities for improvement as highlighted from the discussions above.

Strengths

Finance

1. The acquisition of resources is a rigorous process, which requires the input of department Heads and allows them to plan for the requirements needed.
2. The procurement of goods and services has accountability mechanisms whereby such transactions must be approved by the Head of Department and the Chief Financial Officer (for some thresholds of expenditure).
3. The acquisition of fixed assets must be approved by the Chief Financial Officer.
4. The Leadership of the Open Campus shows commitment to the advancement of the Campus.

Administration

1. The agile nature of the Campus allows for the speedy resolution of student and staff matters.
2. Open Campus leadership team engages with staff through Town Hall meetings both online and face-to-face at least once per semester to provide updates on the Campus.

Staff Engagement

The commitment of staff at all levels has aided the development of the Campus in its short 10-year history.

ERP System

The newly implemented system provides:

1. Centralised integrated systems
2. Improved functionality
3. Improved access to data
4. Updated functional policies
5. Online payments
6. Improved reporting
7. Improved processes and quality data
8. The intuitive self service capabilities of the ERP Banner system

Weaknesses

Technology

Costs may affect the provision for current and future technology to adequately maintain educational programmes and support services.

Finance

1. The prolonged process means that the uploading of the budget into the Banner system can be delayed, therefore actual spending via the Banner procurement process is not matched in a timely manner to the budgeted amounts.

2. The Open Campus would benefit from a central procurement office to negotiate for more reasonable costs for goods and services.

3. There is a need for more staff to be trained in procurement and the attendant logistics.

4. Outside the Finance Office, there is some lack of general knowledge regarding University's financial codes, and as a result, sometimes items receive incorrect codes.

General

1. Strengthening the communication process to filter decisions made in OCLT meetings to all staff.
2. More intense marketing of the Strategic Plan to all members of staff to ensure greater buy-in.
3. There is need to strengthen further the communication processes among departments.

Opportunities for Improvement

Technology

1. Move to cloud based storage and computing.

2. Institute a more dynamic technology replacement process and plan.

3. The standardisation and consistent dissemination of surveys to determine staff/student feedback on whether the systems are meeting their needs.

4. Training of supervisors in the application of the strategic plan.

5. Cross functional meetings between departments with the intention to improve communications processes and working relations.

6. Staff in all departments should be informed about critical areas of the financial code and the importance of adhering to the stipulated code.

Conclusion

The UWI Open Campus is operating in a very diverse and dynamic economic and technological environment. The environs have meant that the Campus has had to be responsive to and manage change efficiently. This chapter has shown that the Open Campus is effectively navigating the diverse environment in which it operates. Moreover, the OCLT is working persistently to facilitate the necessary changes in the structures and operations of the Campus. Their efforts will ensure that the Open

Campus remains financially viable, student-centred and provides an enabling and accessible environment for its staff and students alike.

The UWI Open Campus is 'on track' to systematically adapt and adopt strategies to effectively manage the ever-changing higher education environment. With the Triple A strategy as the focus of both strategic and operational planning, the Open Campus is poised to confront any challenge resulting from the changing social, economic, education and global landscape and to circumvent the unexpected outcomes of such challenges.

In conclusion, this chapter demonstrates the effective use of our human, physical and technological resources despite crucial but limiting finances. Although there is limited financing, the chapter also presents the practical and judicious use of available finances. It also illustrates the systematic planning processes which is in place and its accompanying monitoring system, designed to provide key information on performance and afford opportunities for improvement. Based on the foregoing discourse and supporting evidence, The UWI Open Campus has met the stated requirements for Standard 4.

Opening
Doors to
Life Changing
Learning

CHAPTER 7

Standard 5: Quality Enhancement

CHAPTER 7

Standard 5: Quality Enhancement

Criterion Statement: The institution monitors, reviews and improves its Quality Management Systems through effective planning and evaluation, sustained effort and commitment to quality.

Chapter 6 presents the evaluation of the Campus's adherence to and compliance with the following two institutional accreditation standards and that relate to the Criterion Statement and Protocol 8 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education (BAC, 2012).

Standard 5.1: The institution allocates sufficient time and physical, human and financial resources to effectively plan, monitor and evaluate its efforts on a continuous basis.

Standard 5.2: The institution conducts environmental scanning and draws on the findings to enhance its effectiveness.

Introduction

The University of the West Indies (The UWI) has broken into the *Times Higher Education (THE) World University Rankings for the first time. The 2019 Times Higher Education World University Rankings* has ranked The UWI among the world's top institutions. The rankings show that The UWI is located among the 1,258 top universities in world for 2019. This puts The UWI in the elite band of the top 5% of universities worldwide based on data showing that there are over 25,000 recognised universities globally. Specifically, *Times Higher Education* ranked The UWI at 591 out of the 1,258 universities which made the list. The UWI is the only Caribbean institution on the world-wide list. It was also the only Caribbean university ranked earlier this year in *THE's 2018 Latin America University Rankings,* in the region that is home to over 100 universities contributing to sustainable development (http://www.uwi.edu/ranking/index.asp).

Against this recently published world-class ranking, The UWI and its Open Campus are not content to sit on their laurels but are committed to the continuous enhancement of operations and provisions to students and staff alike.

During the period under review, The UWI has formalised and documented its quality management system (QMS), approved a quality policy and operationalised a University Quality Management Team (QMT), and is in the process of operationalising Campus-based QMTs. The QMS follows the Plan: **Do, Check, Act** protocol and is intended to be inclusive of the administrative and academic arms of the University.

In this chapter, we will discuss the QMS and the QMT and how these structures are assisting the University and the Open Campus to effectively monitor, review and improve their academic, administrative and operational activities to achieve continuous quality enhancement.

Standard 5.1: *The institution allocates sufficient time and physical, human and financial resources to effectively plan, monitor and evaluate its efforts on a continuous basis.*

Allocation of Appropriate Resources

The achievement and maintenance of quality is at the core of The UWI's and by extension the Open Campus's mission. Planning, monitoring and evaluation of services offered are paramount to maintaining and improving the quality of offerings of the Campus. This level of attention to detail and focus on quality will not only set it apart as a regional educational institution in the truest form, but also as a Campus that is opening doors to life changing quality learning. In the 2012 SAR it was noted that the Open Campus used the University-wide quality assurance system, although it was slightly modified to suit the online nature of some of the offerings of the Campus. As previously noted, the Open Campus is unlike the three traditional campuses of the University, as its administrative offices are mainly based in three countries, Barbados, Trinidad and Tobago and Jamaica. In addition, there are 42 OCCS locations, dispersed across 16 English Speaking countries in the Caribbean, that mainly offer CPE via the face-to-face modality. APAD is responsible for the online offerings, and CSDR, the research arm, also offers some programmes. With such a diverse structure, the quality assurance systems at the Open Campus must be robust but flexible enough to accommodate the multi-dimensional nature of the Campus without compromising the quality of the offerings, or service to students and other constituents. As such the Quality Management System (QMS) implemented by the Quality Assurance Unit (QAU) becomes a very important resource for the Open Campus in ensuring that the efforts of the Campus are consistent with the quality standards of the University. The Open Campus's QMS is also pivotal to the effective planning, monitoring and evaluation of systems and processes within the Campus.

The QAU of The UWI was established in 2001 as part of the Board for

Undergraduate Studies (BUS), with a mandate to support the quality evaluation and review of all programmes. In 2008 that mandate was extended to the Board for Graduate Studies and Research (http://www.uwi.edu/qau/about-us.aspx, np). The QAU seeks to enhance the quality learning experiences of students, ensuring output standards and assurance to all stakeholders of the quality guarantee the University offers. The QAU is staffed by several officers and the "officers have quality assurance responsibility for the Campus where they are located" (http://www.uwi.edu/qau/about-us.aspx, np).

The QAU notes that its responsibilities include:

1. Guiding and supporting the continued development and implementation of The UWI's Quality Management System, which includes but is not limited to quality assurance programme reviews, quality evaluation exercises, provide support to regional and campus based undergraduate and postgraduate governance bodies, and support for campus based programme and institutional accreditation.

2. Deepening The UWI culture of quality through advocacy for the use of stakeholder feedback for quality enhancement, and

3. Ensuring the currency of The UWI quality assurance documentation.

In 2009, a Quality Assurance Officer (QAO) was recruited and assigned by the University to the Open Campus. The QAO and other QAU personnel assigned to the Open Campus are employed by the Vice-Chancellery and report to PVCs BUS and BGSR. This separation of the QA function from the Campus is intended to ensure the integrity, objectivity and effectiveness of the QA process.

The QAO's Office has been active in the planning, monitoring and evaluation efforts of entities and programmes in the Open Campus. It continues to support and encourage the quality requirements of The UWI, including the QA review of online and the QA evaluation of face-to- face programmes offered by the Campus. The QA

review is an intensive process that includes the Campus completing a SAR, providing supporting documentation and a site visit by an external team. Details of the review process are outlined further in this chapter.

The UWI Quality Management System

A proposal for an integrated Quality Management System (QMS) for academic and administrative quality assurance for The UWI was developed by the QAU. The QMS was approved by the Executive Management Committee of the University in April 2015 and UF&GPC in January 2016. The Quality Policy which was launched in February 2018 outlines the University's approach to quality management. The QMS outlines the University's definition of quality for its academic and non-academic arms and:

> 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 aspects of its educational provisions (quality assurance). It also explains how it enhances the quality of its academic and non-academic outputs and educational provisions (quality enhancement). The Quality Policy supports the achievement of the UWI'S Mission and Vision. It also facilitates continuing institutional and programme accreditation (The UWI Quality Policy, pg. 2).

The Policy uses the Plan, Do, Check, Act (PDCA) model and identifies four (4) areas of responsibility: Planning, Implementation, Evaluation and Improvement. It also shows how the various arms of the University are performing in each of the four areas of responsibility. To ensure the successful implementation of The UWI QMS and Quality Policy, the University has formed an Implementation Committee which consists of the Deputy Principals and Campus Registrars. This Committee is chaired by PVC BUS whose responsibilities include academic quality. The QAU for the Open Campus continues to support the QA activities of the Campus to ensure that the policies and practices are operationalised and, as much as is possible, standardised throughout the Open Campus.

Academic Quality Assurance

As part of the strategic planning exercise (2012-2017), the Campus proposed to promote continuous curriculum renewal to ensure that the programmes are relevant to 'develop the skill set necessary for success of graduates in the modern world, (The UWI Open Campus Operational Plan 2012-2017, p. 4). This was translated in the Campus' need to 'Develop and implement internal monitoring and curriculum review processes across all online, blended and face to face programmes." (The UWI Open Campus Operational Plan 2012-2017, p. 4). With the support of the QAU, the Campus commenced its review and evaluation of online programmes in 2013 and to date, five (5) undergraduate and two (2) graduate programmes have been reviewed.

The QAU QA review process was customised to suit the unique nature of online programmes. This customisation included adapting the QA review system from 3 or 4 reviews per semester, as is applicable on the landed Campuses, to one (1) per academic year for online programmes. This was necessary as APAD is responsible for all online programmes offered by the Open Campus. Therefore, if the same system were used for the Open Campus that applies to the landed-campuses, APAD would have had to prepare between 6 and 8 SARs per academic year. This would be untenable, as APAD would be devoted to preparing multiple reports and would have no time to adequately address the recommendations resulting from the reviews.

For the reviews done, APAD developed 7 self-assessment reports (SAR) for the disciplines to be reviewed. The process required the input from the staff from all three departments of APAD, as well as input from students, graduates, employers and course facilitators. The extensive SAR process provides comprehensive information on several areas relating to the discipline and the processes and policies that guide the work of the APAD Departments. The information on the Site visit, team report and the follow-up process is discussed later in this chapter.

For face-to-face programmes, the QAU, in collaboration with the Director of the Open Campus Country Sites (OCCS) and the Site Head or Designate, conducted the evaluation of 18 OCCS programmes across five (5) Sites in the Caribbean. The QAU initiates communication with the Head of Site or Designate to inform them of the evaluation process, purpose and scope, and following the initial contact, an evaluation instrument is sent to the Site to be completed and returned to the QAU. A site visit is organised by the QAU in collaboration with the Head of Site, following the submission of the completed evaluation instrument to confirm the information provided by the Site.

Following the site visit, a report is prepared by the QAU outlining the findings and recommendations and then sent to the Sites for comments before the final document is completed by the QAU. It is then sent to relevant Campus and University departments, AQAC and Academic Board for input and noting. To ensure the monitoring of quality standards, the QAU requires that the Site submit an action plan within two months of receipt of the evaluation report outlining "the recommendations, the action to be taken, the person (s) responsible for the action and the expected date for completion of each action." (Quality Assurance Unit Evaluation Report for Certificate in Public Relations, 2015, P 3). This is a standard requirement for all OCCS programmes and is outlined in every Evaluation Document prepared by the QAU for the OCCS programmes. One year following the submission of the action plan, Sites are required to submit a progress report outlining the status of the actions/achievements, based on the recommendations submitted by the QAU. All reports submitted to the QAU by the Sites are shared with the Campus Academic Quality Assurance Committees and Campus Academic Board.

Strengths

1. The quality of the Open Campus's QAU SARs has improved over the years becoming more critical and evaluative in nature.

2. The Open Campus uses the recommendations from the QAU QA Review Team Report to update its programmes and improve the processes and procedures that guide its operations.

3. There have been some significant improvements in the quality of the programmes reviewed as a result of the follow up actions from the recommendations made by the reports from the assessment teams and the QAU.

Opportunity for Improvement

1. The Open Campus needs to encourage greater compliance as it relates to the timely submission of action plans and submission of status reports by departments, units and Sites to the QAU.

Teaching and Learning

New Programmes

With the support of SDEC project funding, the Open Campus has been able to develop many new online, blended and face-to-face programmes. During the SDEC project, the Campus developed 24 online and 19 face-to-face programmes as the funding allowed for the hiring of key personnel including Subject Matter Experts and curriculum specialists to work along with The UWI staff. The outcome was increased quality programmes to respond to the needs of stakeholders (students, public and private entities). The two day showcase of the Strengthening Distance Education in the Caribbean (SDEC) project, in April 2018, highlighted not only the successful development of the programmes and courses, but also the response to the need to build "a robust regional labour force and new information technology driven business processes that provide support services for students, staff and the wider public."(http://www.open.uwi.edu/uwi-open-campus-hosts-two-day-showcase-strengthening-distance-education-caribbean-project. np).

Continuous Professional Development for Facilitators

A training framework was developed for the Open Campus teaching staff which encompasses three phases of training: 1) foundational skills and knowledge, 2) mastery tracks for enhanced performance, and 3) peer-led programmes to encourage innovation. This framework was established to develop and enhance the attributes of teaching staff as identified in The UWI Strategic Plan. The framework specifically addresses attributes associated with work-related knowledge and skills needed for online delivery. The Framework indicated that   the professional educator should be:

- IT Skilled and Information Literate

- Student-Centred Mentor

- Effective Communicator

- Fair and Equitable Evaluator

- Reflective Leader

- Collaborative Scholar-Learner

- Scholar-Practitioner

The Professional Development Team (PDT) in PDD has responsibility for implementing this framework, developing and delivering training courses and workshops that develop and enhance the attributes noted.

The foundation courses have been established to ensure all facilitators (Course Coordinators (CCs), Course Instructors (CIs), E-tutors and Group Facilitators (GFs) have the same fundamental understanding of student-centred delivery and the technologies used in delivery of online courses. Two tracks of foundation courses were developed to address differences in the facilitator population: 1) existing facilitators who had completed previous training in Managing and Facilitation

Online Instruction (MFOI), and 2) new or prospective facilitators who were under consideration for delivery of Open Campus courses.

Both tracks contain courses identified as Level 1 or Level 2, and facilitators are expected to have completed a minimum of two (2) Level 1 courses to receive a contract. Course completion ensures that facilitators are comfortable using the online teaching system and therefore ensures a greater level of efficiency when dealing with the system and relating to the students. All facilitators are required to complete the appropriate programme by the end of the academic year 2019/2020.

Existing facilitators who had completed MFOI are required to complete the BFSOF (Building on Foundations of Successful Online Facilitation) programme. This programme is made up of two levels, with one course in Level 1: Embracing Student-Centred Learning (BFSOF001), and two courses at Level 2: Timely and Meaningful Assessment (FSOF003), and Course Room Facilitation Techniques (FSOF004).

All new or potential facilitators are required to complete the FSOF (Foundations of Successful Online Facilitation) programme prior to receiving an engagement with the Open Campus. This programme is made up of two courses at Level 1: Orientation to Open Campus Online Learning (FSOF001) and Foundations of Facilitation (FSOF002), and two courses at Level 2: FSOF003 and FSOF004 (as required for existing facilitators). Both levels of facilitator training have been delivered since the Summer 2015, and they address the needs of both existing and new facilitators. As of this most recent cycle of training (2018), the following numbers of facilitators completed the training and received certificates of completion, as verification of their achievement:

- Total BFSOF Certificates Awarded: 268

- Total FSOF Certificates Awarded: 294

- Total completing Level 1 (BFSOF and FSOF combined): 680

The UWI Open Campus believes in the continued evaluation of efforts, as part of the quality enhancement and as such, training programmes are assessed to ensure the courses are achieving the intended purpose. As with students in the undergraduate, graduate and face-to-face programmes, the Open Campus allows facilitators to provide feedback on the training courses via end of course evaluations. The survey solicits feedback on the following areas:

- Course Design and Navigation
- Course Objectives
- Assignments
- Graded Forums
- Coach Performance
- Overall Course Rating

Feedback and recommendations are reviewed by the evaluation team and recommendations are addressed and implemented as appropriate. PDT has seen an increase in participant satisfaction with the training over the last three academic years (2015/2017-2017/2018). (See appendix 7.1 for details on Review and Improvement Process)

Review Mechanisms for Monitoring of Online Facilitators

The Campus as a teaching and learning institution has the responsibility of ensuring that the facilitators (all of whom are part-time), not only respond to the needs of the students through engagement and the provision of best practice learning experiences, but also interact with the Campus staff in such a way that there are seamless and meaningful relationships. To facilitate this process, the Campus routinely monitors the quality of teaching and learning provided to students.

Several facilitator monitoring mechanisms are employed by the Campus to ensure that facilitators provide the best teaching and learning environment for our students. Facilitators are monitored at the beginning of the semester when they are allowed to set up their teaching space on the Learning Exchange (before students are assigned); during the semester by staff from PDD including CDAs, Programme Managers and

PDTs; and at the end of the semester by students through the student evaluation instruments. CDAs are similar to first responders; they monitor the interaction of the facilitators and the students and will contact a facilitator, if they do not respond to questions or queries from students within a specified time. They also observe the teaching and learning experience and, where necessary, will communicate concerns and recommendations to the Programme Managers or PDT team for action.

CDAs use monitoring sheets to keep track of the activities in the Learning Exchange as they "work as part of a team in the planning, delivery and evaluation of Open Campus online programmes and courses to modify standard operating procedures and develop solutions to accommodate the needs of students." (Role of CDA in appendix 7.2). Evaluations from CDAs are considered when APAD meets to appraise facilitators and decide on whether to keep the facilitator or terminate their services. (p. X).

Programme Managers (PMs), are responsible for the delivery of programmes and are also involved in the monitoring and evaluation of facilitators. Their responsibilities include but are not limited to:

- coordinating initial arrangements for the delivery of new programmes;

- managing the delivery of programmes to students;

- recruiting and managing academic programme staffing needs;

- managing, monitoring and reporting on programme performance and quality;

- monitoring course processes and activities in the teaching and learning environment;

- taking necessary actions to solve problems and make improvements;

- providing academic advice to students, and

- providing support for students at risk - that is students with GPA below 2.0.

The PMs also maintain a checklist of facilitator responsibilities, including the things that should be in place before the start of each semester, as well as the expectations of the facilitator to provide the best service to students. The PM is responsible for monitoring how frequently facilitators access the online learning system - this is in an effort to ensure that the Campus is meeting its standard of responding to students within 24 hours of posting, the timely upload of course materials, the nature of and content of facilitators' responses to students and the frequency and quality of the interaction between them and students. The facilitator monitoring template includes a section for comments and observations of both positives attributes as well as areas requiring improvement and also a section for recommendations about their suitability to continue their part-time employment with the Open Campus (See Appendix 7.3, Section X p. 40 below for further information).

Prior Learning Assessment

The Open Campus, in keeping with its mission to increase access to students across the region, has expanded the pathway to pursuing higher education with the University through the adoption of a Prior Learning Assessment (PLA) policy. The PLA system allows for prior knowledge (knowledge and skills acquired on the job, job training, volunteerism and open source learning or other learning opportunities) to be assessed for academic credit. A PLA Unit, under the Office of the Deputy Principal, was established to plan, manage and implement the PLA regulations as well as provide the necessary guidance to students wishing to enter the University via PLA. The unit is supported by representatives from other departments within the Open Campus. There are two committees established to manage the PLA development and implementation, a PLA Steering Committee and a PLA Implementation Committee, both of which are chaired by the Deputy Principal (see appendix 7.4 for details on PLA teams) and PLA Programme Officer assigned to the

Unit is responsible for responding to and advising potential students, collating assessments, coordinating and managing the PLA processes, among other things.

A PLA policy (see Appendix 7.5) was developed by the PLA Unit outlining:

a) the basis of assessment of PLA for the Open Campus, which is by Portfolio preparation and assessment;
b) student eligibility for PLA;
c) credit exemptions and how it will be managed;
d) management of the PLA process;
e) quality assurance; and
f) standards for assessing learning.

The Unit also established:

a) How PLA would be offered: through courses PLPD0100 and PLPD001 developed by APAD and received approval from the Academic Quality Assurance Committee (AQAC), Academic Board and BUS.
b) Regulations for Advanced placement, which allow credit exemptions of up to 7 level 1 undergraduate courses. (See Appendix 7.6 for PLA regulations)
c) Regulations for Matriculation, which allow access to pursue a degree programmes but not exemptions with credit (See appendix 7.6 for PLA regulations)

The following undergraduate programmes may be accessed through PLA:

- BSc Accounting
- BSc Banking and Finance
- BSc Management Studies
- BSc Youth Development Work, and

- BEd Early Childhood Development and Family Studies (see PLA information to potential applicants, p 2)

The first pilot of the PLA for Advanced Placement was in Semester 1 2014/2015 with 3 students. During the academic years 2014/2015 to 2017/2018, 16 students enrolled in PLA for advanced placement with almost 80% of the students completing the course and submitting their portfolios for assessment.

With the approval from BUS to pilot the PLA for Matriculation for three (3 years), the Open Campus had the first pilot of the PLA for Matriculation in Semester 1 2017/2018 with 4 students, 3 of whom submitted a portfolio for assessment. (See Appendix 7.7 for PLA student numbers)

Strengths

1. The PLA Unit developed the PLA course with APAD and help from a PLA expert, and had courses peer reviewed by staff at SUNY University with vast experience in PLA. The expert support and peer review process assures students of the quality of PLA at the Open Campus.

2. Students can access scholarships to cover the full cost of the PLA courses.

3. PLA has received positive reviews from past students. Some students have taken the opportunity to share their experience and testify of the benefits of going the PLA access route for Advanced Placement or matriculation (See Appendix 7.8).

Opportunity for Improvement

1. As previously noted in Chapter 6, there is much scope to explore and offer other forms of PLA.

Effective Use of Technology

An evaluation of the Open Campus Management System (OCMS) showed that it was not fit to meet the increasing student numbers and the associated needs of an

expanding Campus. The OCMS was a student management system developed in-house that facilitated student admission, registration and assessment of online students. However, there was no capacity to accommodate the more than 15,000 face-to-face students and the increasing number of online students and programmes. Following this assessment, the Campus embarked on a process to identify the most reliable and cost effective enterprise planning resource for the management of its student and administrative platforms. The Campus leadership, acknowledging the limitations of the in-house original system, approached the Canadian Government for financial assistance to, amongst other things, identify, source and implement a new ERP solution. The funding was granted under the SDEC project. The Campus recruited external consultants to conduct needs assessment of its various entities to determine the most suitable system for the Campus.

Based on the requirements gathering and needs assessment by the consultants, the Banner Student Management System by Ellucian was selected as the most appropriate ERP system for the Campus. The Campus moved ahead with implementation plans which included creating the project charter (Appendix 7.9), deciding on the governance model and identifying the working groups for the project, identifying the specialised human resources required, and the human resource roles and responsibilities. (See Appendix 7.10)

The Campus hired an Implementation Director to mobilise the project resources (human and financial) and to ensure successful implementation of the project. On the functional side of the project, the project was supported by three functional analysts, two business analysts, several subject matter experts, and relevant departments across the Open Campus (Admissions, Registry including AAR, APAD, the OCCS and Finance). On the technical side of the project, CATS was reorganised to ensure that it was adequately structured to support the implementation requirements of the Banner student management system, manage the legacy system (OCMS) which was still being used by the Campus, as well as support student and staff needs during the project and transition. Additionally, the technical team

included a Database Administrator (DBA) and a Systems Developer. Two external developers were also hired on a short term basis to manage the implementation aspects, as well as to provide additional human resource support to the Open Campus technical team. Quality assurance mechanisms were also included to ensure quality measures were followed before the system was open to the Campus. (See Appendix 7.10 for information on implementation teams, roles and responsibilities).

The ERP implementation project was a very large and complex project and required the full involvement of assigned Open Campus staff members. To ensure a successful implementation, persons were seconded from various departments within the Campus and were required to travel for training, work during holidays and for longer than normal work hours.

The Campus achieved soft "go-live", that is, the ERP system was only accessible to administrative staff, for some modules of the system 12-17 October, 2016. Registration module go-live which allowed for student interaction in the system started 3 January, 2017 with the support of the ERP, Registry, Finance and Technical teams to provide support to the students. Other modules went live during 2017:

- Admissions Go-live 3-5 Feb, 2017
- Grades / Grading and Academic History Go Live 31 Mar-3 Apr, 2017
- Graduation Go live – 9-12 June, 2017

Implementation of the Banner Student Management system allowed for, among other things:
1. Online and face-to-face student records to be located in one student management system.
2. The assignment of UWI ID numbers to all Open Campus students including OCCS students.
3. The ability to track all Open Campus students from Admissions through to graduation.
4. Online fee payment system.
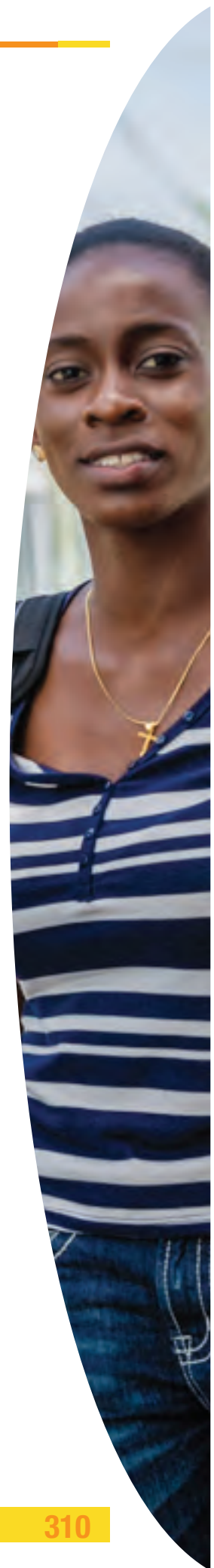
Following the successful implementation of the Banner system, the OCLT acknowledged the need for continued maintenance of the system (functional aspect) and a unit to be responsible for the maintenance of the system. The Enterprise Resource Planning Unit was set up to support staff and students with the Banner processes as well as to provide guidance to the Open Campus improving business processes and working with the technical team to identify the best suited systems to support the Open Campus requirements. The Unit falls under the Office of the Deputy Principal and has a Chief Process Manager as the lead. The structure is at Appendix 7.11.

With in-depth knowledge of the processes in Banner, the FAs test functionality and pair the requirements of IT business applications and systems, including the creation of test scripts and cases, identifying and communicating Banner system issues/defects and risks, coordinate application support with other interrelated systems to the needs of the end user. For example, with Moodle, troubleshoot application errors and issues with the aim of providing solutions, develop, document and maintain training materials/manuals of new processes and system procedures. They are key personnel for maintenance and upgrade work of the ERP Banner systems. FAs also work with the BAs to test and assess gaps in the system and provide recommendations for process improvements. BAs also provide support to staff and students as it relates to Banner, but not limited to the ERP system. BAs are also involved in process analysis and re-engineering to improve the efficiency of processes across the Open Campus. (See Appendix 7.11 for full documentation on ERP Unit including roles and responsibilities).

Additionally, there are three ERP Liaisons from the OCCS who are also trained in Banner who work with the ERP Unit to plan, monitor and manage the ERP system and provide support to OCCS staff and students particularly. The Liaisons are the first line response to queries or concerns for face-to-face students across the OCCS. They, along with CPE Office, manage student programme, course and academic data in the system and also facilitate training of Site staff in Banner processes across the

region. Additionally, they are key subject matter experts for the OCCS processes and work along with the technical team to provide requirements for new systems to be adopted by the Campus to improve the OCCS processes (See Appendix 7.11 for full documentation on Liaison roles and responsibilities).

Technical support for the Banner system is provided by the Application Support Unit, CATS with an Applications Support Manager as lead, Database Administrators, Security Administrator and Software Developers. The work of the Application Support Unit is not limited to Banner and the Unit has been working with the ERP unit and ERP Liaisons to look at other solutions to support the Open Campus processes. (See Appendix 7.11 for full information on Technical Support team roles and responsibilities).

In Moodle, the Learning Exchange platform, the reports section of the Administration block provides facilitators and the administrative staff (CDA, LSS, PM and OLSIS) access to tools that can be used to run reports on course activity at different levels. These reports are utilised by the CDAs and other administrators for monitoring learner participation. Moodle produces several kinds of reports, namely:

- **Logs** generates a filtered report showing information about a particular activity or student.
- **Activity report** generates a simple unfiltered report showing all activity in the course that can be sorted by column header.
- **Course participation** provides a sortable list showing all students in a course, with details about a particular resource or activity. It allows you to see who has viewed a resource or submitted an activity.
- **Activity completion** generates a list of all participants and displays whether they have completed activities.
- **Activity Completion reports** are only available if the Enable completion tracking is set to Yes in a course. Currently, The UWI Open Campus uses this report in the Training Courses for Facilitator. Activity completion is a feature that can be enabled in the Learning Exchange to provide a helpful

way for students to be able to track their progress in a course. This provides students with an easy way to see checklists of what they have done so far. It can also be linked to Course completion in order to allow both students and teachers to watch progress through a course. As each activity is checked off as "complete", the student moves further towards final completion of the course. It can also be linked to Conditional activities, in order to allow the facilitator to set criteria by which a student is allowed to progress through a course and access materials.

The CDA monitors the Learning Exchange (LE) to review online interactions of coordinators, tutors and students and will note issues of course design, course content, assignment problems, assessment problems and other issues being reported by the students, coordinators and/or tutors and pass the issues/problems on to the appropriate personnel for corrective action. The CDA establishes and maintains a record of interactions on the LE and identifies potential problems that should be brought to the attention of the Programme Manager (PM) and IDC/OLSIS. The CDA plays an important role in the retention of students by encouraging, supporting, mentoring and motivating students to achieve their academic goals.

The Course logs allow the CDAs to see which resources or activities have been accessed by students and facilitators and the date of access. The Learning Support Specialists are also able to   check the IP and the location of the participant that accessed the Learning Exchange. The system is set up to check to see if an individual student has viewed a specific resource or participated in a particular activity. There is also the capability to set a search to a specific day, or get results for a specified period of time. Via email, CDAs contact students who have been inactive in their courses for over three days. If inactive students do not reply to emails, CDAs will then contact students via telephone in most cases.

CDAs perform other tasks, including:

- Check the Learning Exchange participants list for students who are inactive for three (3) or more days.
- Enter the student's name in Banner and search for their ID number.
- Enter the student's ID number in Banner to search for their personal email address.
- Copy student's personal and student email addresses and send an email reminder to student, copied to CC, PM and CDA Supervisor.
- If there is no response from the student and the account is still inactive, write to Site Office to find out if the student applied for LOA.
- If the student did not apply for LOA and is still inactive for up to ten (10) days, then make a follow-up call to the student to find out what is happening.
- Depending on the response, advise the student to apply for LOA through their Site Office.

ICT Infrastructure upgrade

Along with the Campus-wide ERP system, another technology project was initiated to improve the general ICT infrastructure throughout the OCCS. The project was funded through the SDEC Project and allowed for network infrastructure upgrades across the OCCS including upgrade to the local-area network (LAN), wide-area network (WAN), voice/video capabilities and quality of wireless components (FUJITSU UWI Open Campus Network Infrastructure Upgrade High Level Design, 2016) to facilitate increased access to programmes and courses offered by the University, as well as to improve support to students.

The CATS played the lead role in the project and was responsible for organising the Open Campus resources as well as preparing the request for the proposal. FUJITSU Caribbean Limited was awarded the contract in 2016 and the project was completed in August of 2017 (See Appendix 7.12 FUJITSU Open Campus Upgrade High Level Design). The successful completion of the project in 2017 increased the capacity of
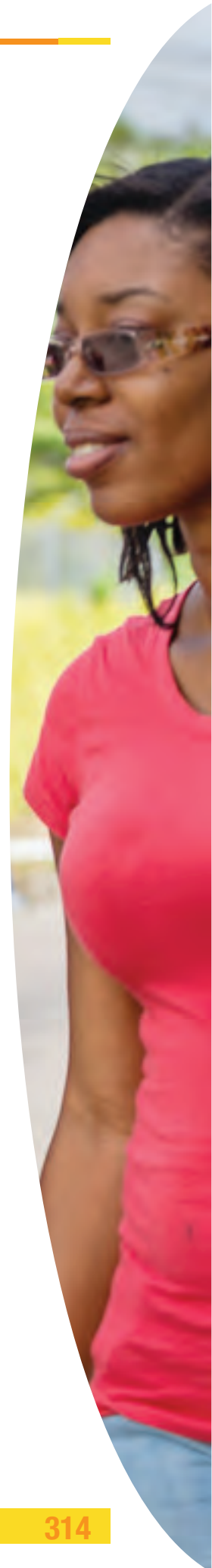
the OCCS to respond more effectively to the technological needs of the students, through the provision of advanced administrative systems. (See appendix 7.13 for list of network items provided to the sites under the project).

Strengths

1. The unwavering commitment of Open Campus staff to the achievement of quality is a marked strength of the Campus.

2. With the help of the QAU, the Open Campus was able to review 7 programmes in 6 years. Additionally, the APAD received many commendations from the reviewers for the quality of the programmes. Most of the recommendations from the review exercises were adopted by the Open Campus and have led to improvement of the quality of the programmes offered by the Campus.

3. Modification of the QAU QA review process was advantageous for the Campus as it was tailor-made to its unique structure which allowed the Open Campus to meet the University's quality standard without overwhelming the limited human resources in APAD.

4. Facilitator management has improved over the seven years with the development of new courses and also with the increased involvement of facilitators being trained in the rudiments of effective course assessment. This training has also provided useful recommendations which have been assessed by the APAD PDT team and have been implemented. This process continues to improve the quality of the courses and the participation of the facilitators in the courses.

5. The Open Campus ERP implementation, under the direction of the Implementation Director, was able to implement the Banner system in one year, something of a record for educational institutions. This speaks to the

enduring dedication and commitment of the Open Campus staff to improving the quality of service offered by the Campus.

Opportunities for Improvement

1. Many of the extended plans that would result in additional quality enhancement have been affected by the financial environment of the region and the Campus.

2. Limited human resources have meant that some members of staff carry more than one extensive portfolio, for example, being assigned to ERP project whilst having a regular workload.

3. The Open Campus has experienced tremendous developments in programme and ICT infrastructure over the last seven years, however the rate of improvements to the physical infrastructure of Sites across the region has been very low. Upgrades to some of the Sites across the Caribbean would enhance the quality products and services offered by the Campus.

Recommendations

1. There is need for the Open Campus to conduct an audit of its staff competencies to ensure that the most appropriate staff are assigned to specific projects.

2. Backfill should be provided for persons who are seconded to special projects. This would allow the persons engaged in projects to focus on the work related to the project and not be required to also manage the day to day activities of their substantive post.

Strategic Planning, Monitoring and Evaluation

The UWI Open Campus, as is the tradition of the University in general, produces an annual report of the Campus's overall operations and procedures. The annual report provides information related to the financial activity of the Campus, activities of employee engagement and development, internal operational processes, teaching,

learning and student development, research and innovation as well as outreach to the wider community. Each department, division and Site provides a report outlining the measures taken to enhance the service they provide to internal and external stakeholders. For example, with regard to teaching and learning, reports are provided by facilitators on the delivery of courses and reports of pass and failures rates are also produced to monitor and evaluate delivery and student performance. These types of reports feed into the overall Open Campus reports generated annually.

Apart from the annual report, the maintenance of the records is essential to maintain good working relations with sponsors and donors with whom the Open Campus partners. As such, the Open Campus keeps records of contracts of service, project management plans, interim reports, summative reports, reports of contributions in kind and financial reports, these are necessary for reporting to partners/donors and auditors.

Quality Assurance Review of Academic Programmes

QAU QA Review Process
The UWI has as its mission, inter alia, the advancement of education and the creation of knowledge. The UWI therefore has a quality assurance system which assesses programmes to determine 'fitness for and of purpose'. The QAU is charged with implementing and overseeing the academic QA system of The UWI. In an effort to ensure that programme quality (which is developed through a cross-campus peer review process) is maintained, the QAU requires that programmes and courses are reviewed every 5 to 7 years. The QAU provides documentation to guide and support this process. These documents include:

1. Preparing for a Review: Undertaking the Self-Assessment Report – Module 4;
2. Undertaking the Postgraduate & Research Programme Self-assessment – Module 4a;
3. Undertaking the Publications Section of Postgraduate & Research Self-assessment– Module 4b; and

4. Undertaking the Self-Assessment Review of Online and Multi-mode Programmes Module 4c.

The documents are attached as appendices 7.14 to 7.17. In addition, prior to the review of a programme, the QAU conducts an orientation session to prepare departments for quality assurance evaluations and reviews. In the case of the Open Campus, where adjunct staff is contracted to deliver the courses, the Self-Assessment Report (SAR) is completed by the staff in the APAD Division.

Self-Assessment Report (SAR)

The SAR is a comprehensive review of the programme over a three-year period and contains ten major sections, namely:

- Introduction
- Curriculum
- Teaching and Learning
- Student Profile, Assessment and Learning Outcomes
- Stakeholder Feedback
- Resources for Teaching, Learning and Research
- Quality Assurance and Enhancement
- Online and Multimode Delivery
- Research and Publications (Postgraduate reviews)
- Recommendations

As mentioned previously, the SARs are prepared by the staff of the APAD. The production of the SAR is a collaborative effort among the departments, as each department is responsible for the sections specifically related to its function. Once the QAU QA review visit has been completed and the Review Team report is received, PPD has lead responsibility for ensuring that the recommendations from the report are implemented.

The University's QA review process seeks to obtain as much information as possible from relevant stakeholders including students, graduates and employers of graduates. This information is obtained through the use of specialised questionnaires, and the data are used in the respective evaluation. In addition, the review team meets with various stakeholders to verify the findings in the SAR. In practice, the internal QA system of the University is consistent with best practice in external quality assurance which also seeks to obtain information from a cross-section of stakeholders, both internal and external. This level of scrutiny is important as it provides the review team with a wealth of information from which to assess the quality of the programme and to make recommendations for improvement. Additionally, a significant portion of the SAR discusses the findings from students' end-of-course evaluation instruments. and specialist QAU questionnaires. The student end-of-course evaluations are used to examine students' overall experience on the course; the quality and availability of course material and resources; course assignments; interaction and experience with peers, experience with course coordinators and other instructors; the quality and availability of technical support; and transferability of skills.

In relation to surveys sent to current students and graduates of the programme under review, the intent is to obtain information on the perceived strengths and weaknesses of the programme, to determine what they value most about the programme and to capture students' and graduates' suggestions on how the programme may be improved. Additionally, graduates are invited to comment on the usefulness of the programme in carrying out their roles in their places of employment. With regard to the employers' survey, the Open Campus is interested in determining employers' perceptions on the quality of graduate of the programme. Employers are therefore asked to rate the quality of the graduates in relation to work ethic, technical competence, leadership skills, critical thinking and analytical skills, creativity and taking initiative. These two forms of assessment allow the University to assess the fitness for purpose of its programmes.

Tutors and course coordinators are required to prepare an end of course report each semester. These facilitators are provided with guidelines which ensure that all course delivery reports provide the same type of information. This allows for cross analysis of the data and other forms of comparative analysis. The information requested includes course outcomes; issues (pedagogical matters, administrative matters, and technical matters); and recommendation for improvement of course delivery (pedagogical matters, administrative matters, technical). These facilitators' course reports, along with the students' end-of-course evaluation instruments are ideal mechanisms, once the recommendations are utilised, to ensure the continuous quality improvement and the quality of the Open Campus student experience.

The SAR provides tremendous scope for the staff of APAD to reflect on the programme under review in a holistic and in-depth manner. As APAD engages in this self-evaluative exercise, it is able to identify challenges which were or are being encountered in the programme. Therefore, the SAR usually contains a number of recommendations and strategies for improvement.

Site Visit

The SAR is prepared by the QAU for submission to the QAU QA Review Team. The review team usually consists of an expert in the discipline from a UWI sister Campus, an expert in online teaching, a practitioner in the discipline and an expert in the discipline from an external university. The external expert is the team leader. The QAU usually gives the Review Team at least four weeks to review the SAR in preparation for the review process. The QAU undertakes a week-long review during which there is a series of meetings between various Open Campus stakeholders, internal and external, including Principal, Deputy Principal and Director of APAD, students, graduates, facilitators and employers of graduates. The meetings are intended to provide opportunities for the Review Team to clarify and verify aspects of the SAR.

The Action Plan

Following the dissemination of the QAU QA Review Team report, APAD is required to complete an Action Plan within three months of receipt of the report. The Action Plan is submitted to the Academic Quality Assurance Committee (AQAC), undergraduate and CPE programmes or the Campus Committee for Graduate Studies and Research (graduate programmes) via the QAU Office. The usual process for the preparation of the Action Plan is for the Division to meet, review the team report and its recommendations, and formulate a response to each recommendation. The respondent has the option of accepting or declining a recommendation. However, if a recommendation is declined, the entity must clearly outline why it has been declined and what it intends to do instead, to fulfil the intended outcome. The Action Plan template requires an outline of the strategy that will be used, to name the responsible person, and provide timelines for starting and completing the process. One year after submission of the Action Plan, an Implementation Report is required outlining the achievements of the Action Plan items. Appendix 7.18 are samples of Action Plans and Implementation Reports submitted for programmes reviewed at the Open Campus. The list of reviews conducted since the 2012 SAR is covered in Chapter 5.

Of these six disciplines reviewed, only two were revised - BSc. Management Studies and BSc. Accounting. This was mainly due to a lack of human resource capacity in the Programme Planning Department to complete the annual SAR as well as to implement the action plan resulting from the previous reviews in a timely manner. However, where revisions of programmes were necessary, these remain a priority of the APAD.

The above discussions have clearly shown that The UWI Open Campus has effective QMS and QA systems to plan, monitor and evaluate effectively the use of its time as well as the physical, human and financial resources to achieve its mission and, by extension, to meet the requirements for Standard 5.1.

Standard 5.2 *The institution conducts environmental scanning and draws on the findings to enhance its effectiveness.*

Environmental scanning is the best way to provide an early warning system to prevent threats or to develop strategies which can turn threats into opportunities. As previously noted, The UWI Office of Planning (UOP) continues to conduct environmental scanning and analyses to diversify the institution's portfolio and to keep the operations dynamic. Therefore, the University uses external environmental scanning and forecasting techniques to anticipate and respond to changes in the external environment. Every academic year, the UOP conducts environmental analysis research to understand current and probable changes in the environment. These research activities include:

- undergraduate students' end of first year experience surveys;
- graduate and research students' experience surveys;
- Employers of UWI graduates surveys; and
- analysis of retention and attrition rates and contributing factors.

Strategic Planning Through Timely Self-Studies

The needs of our stakeholders change rapidly and with environmental scanning, the institution has adapted to the market as necessary. Through the various environmental scanning activities conducted by the UOP, new strategies are formulated in an effort to maximize the University's success rate in the marketplace. UOP understands the importance of external environmental scanning and forecasting to identify core trends in the environment. The UWI's strategic plan for the period 2017-2022 addresses these forces of change.

SWOT Analysis

Over the years, the UOP has conducted an extensive examination of the external and internal environment in which the University operates. A comprehensive view of the University's strengths, weaknesses, opportunities, and threats (SWOT) was also

looked at. While this list is not exhaustive, it does provide a useful context for the development of the strategic planning framework.

The UWI Open Campus uses several mechanisms to conduct environmental scanning which reveals findings to enhance the effectiveness of the Campus. As noted in the SAR (2012), the UOP formerly known as The University Office of Planning and Development (UOP&D) is the office largely responsible for conducting environmental scanning and analysis. However, at the Campus level, other mechanisms are also responsible for environmental scanning and analysis such as PAIR formerly known as the Institutional Research Unit (IRU), APAD, QAU QA Reviews and Evaluations, Continuing and Professional Education (CPE) Unit, and the Business Development Unit (BDU).

The UWI Office of Planning

The UOP is the entity of the Vice-Chancellery responsible for 4 key portfolios: strategic planning, institutional research, industry engagement and project management. (www.uwi.edu, 2018) Under its strategic planning mandate, the UOP is responsible for the preparation, implementation, monitoring and assessment of the University's strategic planning. To achieve this objective, it coordinates a number of efficiency studies and productivity reports to inform the operational and strategic planning efforts.

Under the institutional research remit, the UOP develops, maintains and disseminates strategic information on undergraduate and post-graduate students, graduates, peer institutions and employers. It also provides information for planning, internal decision-making, and external accountability, and supports strategic development, analysis and evaluation of policies and plans for the University. While the University Project Management Office (UPMO) is responsible for research, it is also involved in drafting the University's strategic plan and monitoring the implementation of strategic initiatives (http://www.uwi.edu/uop/about-uop last accessed on July, 2018).

Monitoring and Assessing Strategic Plan

Under the monitoring and assessment of the University Strategic Plan, the UOP conducts yearly reviews where the wider University Leadership assesses progress on the planned implementation activities for the year under review. As noted in the SAR (2012), the UOP published several reports related to the monitoring and evaluation of the 2007-2012 strategic plan, and this was also done for Strategic Plan 2012-2017. These reports include:

- Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence (STRIDE), 2007.
- A review of World University Ranking Methodologies (2011).
- The University of the West Indies Progress Report on Implementation of Strategic Plan 2007-2012.
- The use of ICT Systems to Transform teaching and Open Learning in the University of the West Indies (November 2013).
- Higher Education and Statistical Review 2013: Issues and Trends in Higher Education as it relates to The UWI.
- Impact of changes to G.A.T.E on The UWI: Considerations for Employee Engagement (February 2014).
- Employee Engagement (February 2014).
- MOCCs: The Promise and the Realities (February 2014).
- Higher Education and Statistical Review 2016: Productivity and Performance at the University of the West Indies: An Exploratory Study.
- Value and Benefits of the Sports Industry (Mar 2017).
- Predictors of Degree Performance at the University of the West Indies (undated).

Apart from the above studies, the UOP also conducts a number of surveys in relation to the University's main stakeholders, namely students, graduates and employers of graduates. In 2018, the UOP conducted a Graduate Tracer Study which sought to analyse The UWI first time Graduate experience in the Caribbean Labour Market. The survey examined:

- The UWI First Time Degree Graduate employment rate;

- The incidence of underemployment;

- Employment by sector;

- Median income levels (nominal and real);

- Gender differentials in graduates' income; and

- Main areas of employment.

Most importantly, the study sought to determine whether the seven key attributes of The UWI graduate prepared the graduates for the labour market (UOP, 2018). Several other surveys are prepared by the UOP which scan the environment, some of these are listed below and can be located at: :(http://www.uwi.edu/uop/surveys-and-reports)

- Institutional Data Needs Assessment of UWI: Highlights of Survey Results and Some Suggestions for Resolving the Challenges (August, 2014);
- First Year Attrition Survey 2010-11 (May 2015);
- Speak Your Mind-Undergraduate Student Survey (November 2015);
- Post Graduate Student Experience Survey (November 2015);
- Graduate Tracer Survey 2009-2013 (September 2015); and
- Predictors of Degree Performance (December 2015).

PAIR

At the Campus level, PAIR is the department which is responsible for the monitoring of the progress of implementation of the Open Campus's strategic objectives and operational plan. PAIR also conducts institutional research which entails interacting with both internal and external stakeholders. Some of these studies included the Baseline Study for the SDEC Project. This project was designed to assess the status of Open Campus prior to the SDEC project using the indicators outlined in the

Performance Management Framework (PMF). As noted in Chapter 7, the aim of the study was to:

- Gather relevant data to determine the status of The UWI Open Campus prior to the start of the project.
- Use the baseline data to determine the development and progress of the project in terms of its impact on The UWI Open Campus at the end of the project.
- Establish a data baseline for the project that will become the point of reference for ongoing assessment of progress against expected achievements.

The data collection tools were:

- The 2013 Graduate Tracer Survey;

- The Employers Satisfaction Survey (2015/2016);

- Needs Assessment Survey, 2013; and

- Findings from the SAR for Institutional Accreditation, 2012.

The above studies all resulted in institutional improvement through the use of evidence-based decision-making. Below are some of the studies conducted and how they assisted in improving the operations and practices of the Campus. These studies include but are not limited to Pass and Failure Rates Analysis, First Year Retention Analysis, Student End of Course Evaluations and Process Re-Engineering in conjunction with the Open Campus ERP Project (See Appendix 7.19: Mid-Cycle Review Report, 2016).

The QAU Quality Assurance Reviews and Evaluations

As discussed earlier in this chapter, the QAU conducts quality assurance reviews and evaluations of all UWI teaching programmes. The QAU QA review process follows the cycle shown below:

Figure 7.1

QAU QA Cycle for Programme Reviews
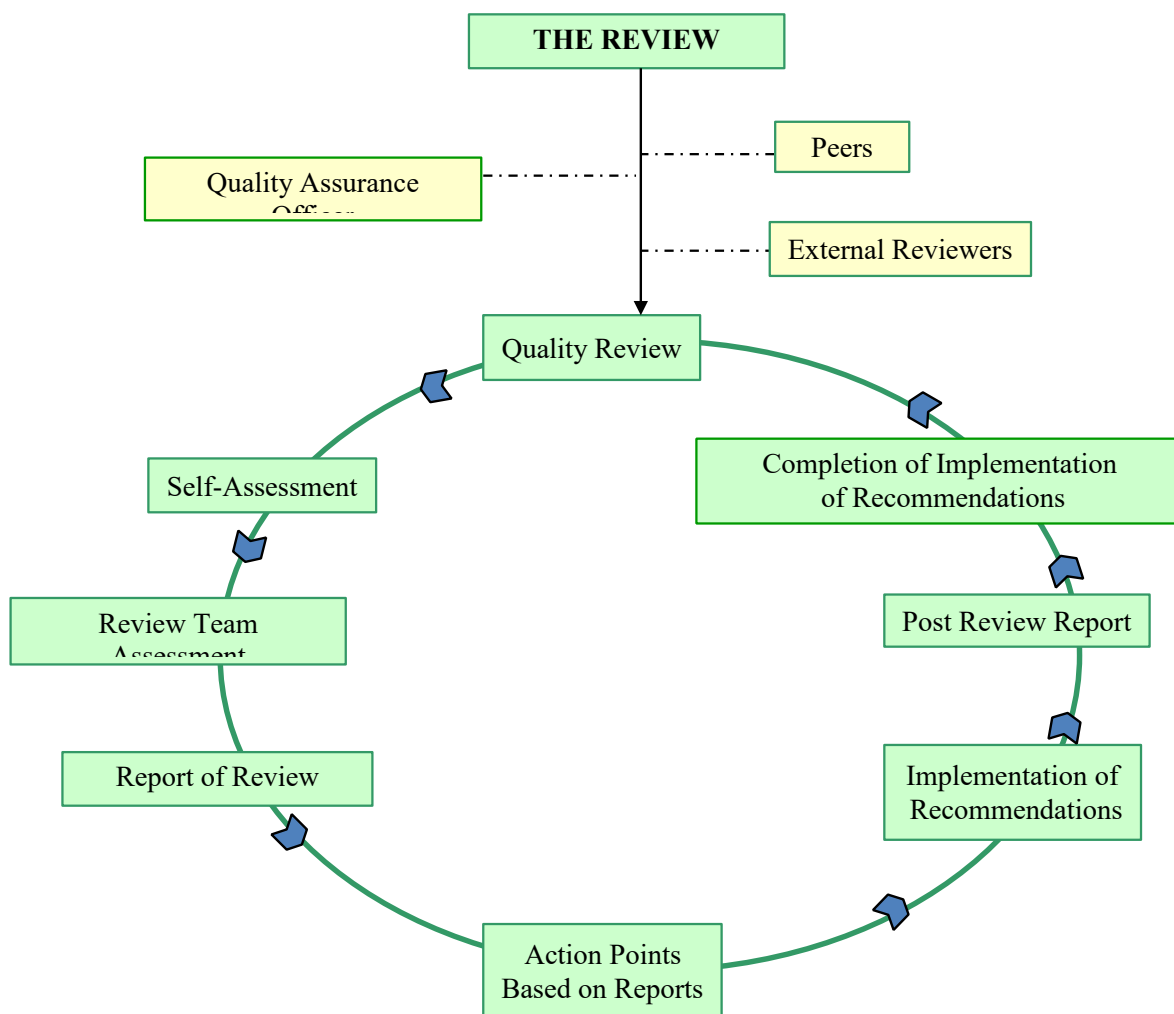
Quality Assurance Review and Environmental Scanning

The Quality Assurance Review process shown in Figure 7.1 is a form of environmental scanning and is conducted via the preparation of the SAR. The aim of the SAR is to determine whether the aims and objectives of the programme are being met, and to highlight areas requiring improvement and future initiatives for the development of the programme (QAU Module 3, 2010 p.2) The SAR requires that stakeholder feedback is obtained. This takes the form of student end-of-course evaluations, Course Facilitators Reports, Current Students Feedback, Graduate Feedback, if the course has a graduate component, and Employer Feedback. This feedback is used to identify stakeholder views on the perceived strengths, areas requiring improvement and recommendations. See appendix 7.20 for a sample of SARs.

Apart from the stakeholder feedback obtained in the SAR, the QA Review Team visit is also another mechanism where stakeholder feedback is received. The Review Team visits the Campus to determine the validity of the SAR as well as to gather further evidence to ascertain whether the programme has met its stated learning objectives (QAU Module 5, 2010). During the visit the team meets with a cross-section of stakeholders including APAD staff, graduates and students. See sample QA review visit schedule as Appendix 7.21.

The information collected from the interviews and data requests are used by the review team to formulate the Review Team Report which highlights areas of commendation, good/best and promising practice, areas requiring improvement and recommendations for improvement. Following the review process outlined, the Draft Review Team Report is submitted to APAD to determine its factual inaccuracies. Once this is completed, the report is finalised and distributed across the Campus and University communities.

Quality Assurance Evaluations and Environmental Scanning

The Quality Evaluation, like Quality Reviews, commenced in the academic year 2013/2014. As previously noted in Chapter 5, the QAU has conducted over twenty

QA evaluations across the OCCS namely St. Lucia, Barbados, Antigua, Trinidad and Tobago, Barbados, Jamaica, Grenada and Dominica.

Continuing and Professional Education (CPE)

As previously noted in Chapter 4, the Office of the Deputy Director Continuing and Professional Education was created in the OCCS with the responsibility for managing the face-to-face programmes of the Campus. It was part of a restructuring of the Continuing and Pre-University Education in the OCCS (Open Campus Annual Report, 2014). It was important for the Campus to streamline the CPE and better manage these programmes, as they held great revenue generation potential for the Campus.

The Office of the Deputy Director, CPE conducted a Market Needs Survey in 2015 to determine the demand for 44 specific programme across the region. The 44 programmes were identified through consultations with OCCS Heads of Sites and Programme Officers. The survey asked respondents to rank the relevance and demand for each programme based on their current workforce training needs. The Survey results showed that Information Technology received the highest relevancy score of 4.61, with other programmes such as Business Writing and Communications (4.43), ICT (4.25) and Accounting for Information Systems (4.19) also receiving favourable ratings (CPE Market Needs Survey, 2015). The survey also highlighted the need for new CPE programmes in areas such as Immigration Studies. Later discussions with immigration officials confirmed the need for continuing education in that field across the OCCS. Several of the courses in the survey have already been developed, approved and are currently being offered across the OCCS (See Chapter 5 for list of new CPE programmes) The full survey results can be found in Appendix 7.22.   Apart from the Market Needs Survey conducted in 2015, the CPE is also involved in continuous scanning of markets through discussions via the establishment of the Programme Advisory Committees (PAC). The PAC and its role are discussed in Chapter 6.

Business Development Unit

The Business Development Unit (BDU) was established in 2015 within the Office of the Pro Vice-Chancellor and Principal of The UWI Open Campus, with the aim of increasing revenue generation and achieving financial viability by maximising its academic and administrative resources to form partnerships with stakeholders across The UWI campuses, the private and public sectors, both regionally and internationally (Proposal for a Business Development Office, nd).

The BDU scans the environment with a view to establishing partnerships and to date, it has established several, including the SEMCAR World Bank Project to design, develop and deliver a pilot for a web-based learning module on State-Owned Enterprises Projects. This project was successfully completed in 2016/2017. The details of the SEMCAR Course are shown as Appendix 7.23.

Opportunity for Improvement

1.   The BDU is a small unit and would benefit from an expansion in its personnel as that would better equip it to fulfil its mandate.

Use of Data to Inform Training

The institution uses all relevant data collected from the several sources to inform the Strategic and Training Plans of the Open Campus. At the end of each training course, student evaluations are collected and examined by the Course Lead (a member of PDT). Participants evaluate all aspects of the training course and can suggest future topics for additional training in the evaluation. Strengths and weaknesses of the coverage of topics and course objectives are reviewed, and the course lead will make recommendations in their report for any changes or development efforts required related to the course. At the end of a cycle of training, the Training Lead (a member of PDT) will compile the recommendations and schedule improvements as needed. New topics are evaluated with respect to coverage in a Workshop, Webinar, or an additional training course.

At the start of each semester (including summer session), coaching assignments are arranged based on the participation of a CC in the CTCC001 course. During this course, CCs identify potential challenges related to delivery of a course, and the PDT member assigned will address such challenges through coaching or tutorial sessions/materials. Depending on the topics, these tutorials may be recorded and distributed to other PDT members and PMS for delivery to other facilitators outside of the coached courses.

Coaching sessions during delivery of a course provide tutors and CCs an informal setting to raise concerns or challenges that can be addressed through mentorship or tutorial sessions. Responses to these needs are addressed in small groups or on an individual basis, depending on the challenge. After each semester, a thorough facilitator evaluation is conducted in which all members of the PDD team review and identify strengths and weaknesses of those involved in the delivery of courses (CCs and tutors/GFs). During this review, PDT will note themes generated related to skills, knowledge or competencies that are affecting performance, and will review these as a team for consideration as areas for expansion in training plans. Relevant data are also collected from the Course Coordinator/Instructor and tutors' reports to assist with the evaluation exercise and to provide data to support the facilitators' training needs.

In the recruitment and selection process, pertinent data are also collected through questionnaires which inform training needs. New and existing facilitators are required to participate in Technology Training (Tech Quest 1 and 2) designed to ascertain facilitators technology skills and development needs, before the start of teaching and during the teaching process. Facilitators are provided with ongoing training in this area by our Learning Support Specialists to ongoing development of their technology skills to engage students and improve instruction via the use of various technology tools. At the end of each semester, data are also collected from the Pass/Fail results by reviewing the results for each course from Exam Department and the facilitators' end-of-semester reports. Information collected by PDD is used

by the trainers to update their training materials, courses/modules as needed, and inform their pre-training planning activities.

Review and Improvement Process

At the end of each facilitator training course, student feedback is solicited through end-of-course evaluations. The questions posed in the evaluations provide information on the following areas:

- Course Design and Navigation
- Course Objectives
- Assignments
- Graded Forums
- Coach Performance
- Overall Course Rating

At the end of each course, the course lead instructor reviews the student feedback and produces a report on the delivery of the course, making specific recommendations for each course. At the end of each training cycle, the Cycle Lead then summarises the results and recommendations, producing a summary report or overview. In the first year of delivery (AY 2015/2016), only Cycle Reports were produced. Starting in AY 2016/2017, an annual report was produced by the Cycle Lead, providing comparative data between the years. The following table identifies the recommendations for improvement recorded in the reports:

Table 7.1

Course Recommendations

Academic Year	Course	Recommendation
AY 2015/16 (CY1)	All	Reduce the number of assignments for the one week courses, eliminate quizzes, apply greater weight on practical exercises
	All	Develop rubrics to improve clarity of expectations and to ensure consistency in marking among coaches
	FSOF001	Extend course to two weeks to accommodate content and assignment expectations
AY 2015/16 (CY2)	All	Improve quality of assignment descriptions, provide technical tutorials where applicable
	FSOF002	Include content related to developing critical thinking in discussion forums
	BFSOF001	Extend course to three weeks to accommodate content, synchronize assignments and rubrics with FSOF001/FSOF002 to standardise assessments

Academic Year	Course	Recommendation
	FSOF003	Extend course to two weeks to accommodate addition of assessment activity related to formative feedback
	FSOF004	Extend to two weeks to overlap with orientation week in semester, to support coaching activities
	All	Restructure content units to align with course calendar, standardize visual display of information in courses
AY 2016/17	All	No substantive changes recommended due to implementation of restructured course content
AY 2017/18	All	No substantive changes recommended other than ensuring currency of course content
	All	Recommended alignment of delivery cycle for training within an academic semester calendar (Semester 2) to accommodate participants engaged in a facilitator role
	General	Begin review and development of Mastery Level training tracks to continue upward development of skills and competencies associated with roles

The recommendations suggested in the cycle report were addressed prior to the next cycle of delivery. The results of these changes were reflected in the increasing ratings students assigned in the end of course evaluations. Ratings are made against a scale of 1 – 10, with 1 = Poor, and 10 = Exceptional. The Graph 7.1 below provides the average rating on "Overall Course Rating" for each course during each academic year as well as an average score for the year. Note, however, the high ratings from academic year 2015/2016 which have mostly improved over the following 2 years.

Graph 7.1

Average Overall Course Rating by Academic Year
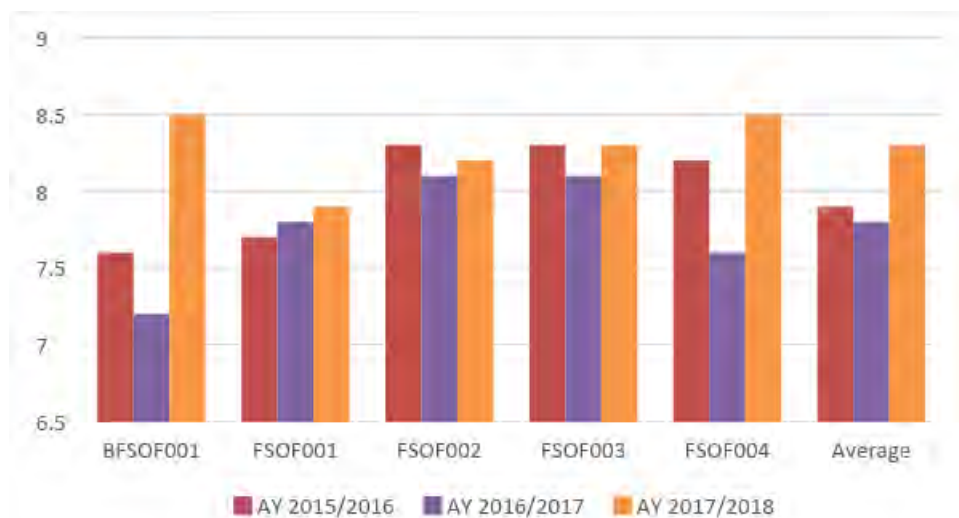
Opportunity for Improvement

1. There is need for additional human resources to facilitate the continuous facilitator training model.

Commitment to Teaching and Learning Quality

It is the desire of the Open Campus to provide an accessible, interactive, and collaborative educational environment that strengthens learning and facilitates the development of critical thinking and problem solving skills. The facilitators would be instrumental in achieving that goal.

Facilitators (Course Coordinators, Course Instructors, eTutors, and Graduate Group Facilitators) are critical in shaping, defining, and perpetuating the University's culture. The collegial atmosphere and culture of success that is embodied in the University staff and institutional goals are supported through the willingness of facilitators to encourage and accept students into the scholarly community. This collaborative environment has a major impact on student attitudes and feelings of "community", with positive effects on student retention and development. Working adults expect to be active participants online, not simply recipients of content and information. Strong participation is perceived as part of their commitment to the learning process.

However, involvement with the learner is more than just the interaction that takes place in discussion threads or chat rooms. It also includes the utilisation of other technologies to be responsive and engaged with the students in the course, such as responding to enquiries via email and providing formative and substantive feedback through the electronic gradebook. Awareness of the institutional culture and attributes of students attracted to the programmes offered by the Open Campus is important for professionals interested in becoming facilitators. It is also important for the institution to build an understanding of the expectations for student-centred performance and the commitment to the student population and allow the prospective facilitators and existing facilitators to learn reflective practices in assessing their strengths and abilities for fulfilling those requirements, as well as to understand what development needs may need to be addresses in order to make them successful in their role.

Facilitator Training

The twenty-first century demands new skills not only from online students but also from their facilitators. Teachers should lead classes with more effective and innovative teaching methods (Schleicher, 2012; Benavides, 2010). Improving the quality of teaching continues to be one of the major priorities and objectives of the Open Campus. The old adage "you get out of it what you put into it" is often repeated for good reason.

Facilitators at the Open Campus were historically required to complete a course, Managing and Facilitating Online Interaction (MFOI), as a prerequisite to being contracted in a CC or tutor role. In June 2015, the Open Campus launched a new training programme to build upon and replace the MFOI course. The initial offering of the training for facilitators was separated into two tracks of courses which mirrored each other in content, but addressed the different populations of facilitators. The Foundations for Successful Online Facilitation (FSOF) Programme addressed the needs of the new facilitators or prospective facilitators, newly recruited to the Open Campus. The Building on Foundations of Successful Online Facilitation (BFSOF) Programme addressed the requirements of existing facilitators who completed previous training via the course, Managing and Facilitating Online Instruction (MFOI).

The goals of this training programme are to:

- Ensure competency alignment with the attributes of successful academic professionals as described in the UWI strategic plan;
- Acclimate new instructors to the culture and teaching philosophy of The UWI Open Campus;
- Develop an appreciation for learner-centred philosophies in teaching;
- Inspire utilisation of practical yet innovative pedagogical practices in creating successful learning environments for adult students;
- Ensure competency in utilizing the Learning Exchange technology platform;

- Inform facilitators of new technologies and opportunities for application of such in the virtual classroom;

- Provide responsive and supportive structures that enable successful fulfilment of teaching responsibilities;

- Create opportunities for reflective-reflexive practice in self-assessment of performance and professional development; and

- Engage facilitators in research opportunities in the field of distance education that advance the academic stature of the individual and the University.

The number of facilitators trained was discussed earlier in this Chapter under the section entitled 'Continuous Professional Development for Facilitators'.

Monitoring and Assessment

The quality of teaching and learning is continuously assessed by the Open Campus at key times during the academic year:

1. during programme/course development;
2. prior to first offering;
3. during delivery of the course; and
4. after the delivery of a course.

During Programme/Course Development

Concern for quality of teaching and learning begins with programme development. When a new programme has been identified for offer within the Open Campus, the Programme Planning Department (PPD) produces a proposal for the programme which includes a comprehensive evaluation of the rationale for the programme, the curriculum requirements, and the approach to delivery. Within that proposal, a section is dedicated to Quality Assurance, where procedures related to ensuring that academic quality is attained and maintained are described. The proposal is circulated to the appropriate academic faculties within the University to ensure that academic standards are addressed, and feedback from these reviewers are included as an appendix, prior to submission for approval from the appropriate academic board.

Once a proposal has been approved, the responsibility for development shifts to the Course Development Department (CDD in APAD).

The Course Development Department (CDD) within APAD oversees the development and quality of the course offerings within the Open Campus. This department is responsible for developing a course in alignment with the approved Course Outline. Subject matter experts (SMEs) are contracted for the development of courses, working under the guidance of Course Development Specialists (CDS), to ensure that academic standards are maintained throughout the development process. During this process, the SME will produce a detailed course outline, an assessment plan, and course content to be used in delivery. CDD engages an external reviewer (peer reviewer) to evaluate the curriculum design and course delivery plans. Recommendations resulting from this external review are incorporated into course modifications or delivery plans to ensure improvement in quality is achieved.

Prior to First Offering

Prior to the first offering of a course, the Course Coordinator (CC) or Course Instructor (CI) assigned to serve as academic lead participates in a professional development course, Course Guide Preparation (CTCC001). This course has been designed by the PDD professional development team (PDT) to ensure that the course is delivered within the online context, consistent with the course developer's intentions. During the CTCC001 course, the CC/CI is familiarised with key course documents produced by the CDD team – the approved Course Outline, the Assessment Plan, and any curriculum implementation notes provided by the course developer. The CC/CI then conducts an alignment review to ensure that all learning objectives, content and assessment activities are in alignment and fully covered within the course plan.

During the course, the CC/CI also estimates the anticipated workload of the course to ensure that the course meets academic standards associated with the academic credit that is awarded for completion of the course. Lastly, the CC/CI develops the Course Guide which is a detailed explanation for students of the course: its content,

assignments, assessment rubrics, course schedule and the expectations of performance. This document also provides student information related to accessibility of the CC/CI and any assigned tutors or group facilitators, to ensure that support during the learning process is available. The Course Guide is reviewed by the Programme Manager (PM) who has oversight of the programme under which the course is delivered. In addition, the other course activities are reviewed by a member of PDT who facilitates the course and is assigned as a coach to the CC/CI, during the semester during which the course is delivered.

During Delivery of the Course

During the delivery of a course, the PDD staff are actively engaged in monitoring and supporting the teaching and learning experience. Each course is assigned to a team of PDD members who monitor the following areas:

- Programme Manager (PM) – administrative processes
- Course Delivery Assistant (CDA) – curriculum quality and student engagement
- Learning Support Specialist (LSS) – technology literacy and utilisation
- Professional Development Coach (ODLIS or IDC) – application of pedagogical approaches

Protocols and procedures have been developed to ensure that a consistent level of quality is maintained across course offerings. These procedures apply to all courses:

- Marking of main assessments by a first and a second examiner.
- Course evaluations analysed to inform improvements
- Submission of end of course delivery report by course coordinators and facilitators
- The Board of Examiners, comprising the Director APAD, Senior Assistant Registrar (Examinations), the Head of the Programme Delivery Department, the relevant Programme Manager, Course Coordinators and

group facilitators, meet at the end of each term, to verify and analyse the examination results.

- The Research Ethics Committee is composed of selected individuals appointed by the Pr Vice Chancellor, Graduate Studies and Research in consultation with the Principal. The Committee meets at appointed times during the academic year to review the ethical implications of research proposals associated with the EdD programme, and other student research utilizing human subjects or data (See Appendix 7.24 University Research Ethics Policy).

Specific attention is given to CCs/CIs who are new to the role, or when a course is delivered for the first time. During this semester, the coaching relationship assigned during the CTCC001 course is extended with the intention of providing guidance and support to ensure quality of teaching and learning. Some specific actions taken by the coach within the semester include:

- Conducts three coaching sessions during each active semester to review and consult on issues relating to pedagogical practices.
- Reviews student and facilitator feedback in mid-term evaluation, recommending mid-course corrections to ensure student engagement.
- Develops or provides access to resources to support facilitators regarding topics raised in coaching sessions.

After Delivery of the Course

Students are requested to complete an end-of-course evaluation. This evaluation contains qualitative reviews of student satisfaction with components related to the course, the CC or CI, and where applicable, tutors involved in delivery. The PDD clerical assistants collect the data generated from these evaluations and distribute reports for each course to the CC/CI, PM, and the PD team. Individual reports for each tutor are also generated and distributed so that individual reflection and action can be taken. Coaches review the course level and individual reports to determine if

any specific coaching or tutorial activities should be conducted to address student-identified issues with delivery.

At the end of each semester, a facilitator evaluation is conducted. To aid in this evaluation, a spreadsheet is created, and information is gathered by the team (PM, CDA, LS, PDT) on each facilitator's performance for that semester. The HOD appoints a member of the PDT as co-chair for the evaluation process along with the CDA supervisor. The summative review is conducted for each programme over a period of one week. Each Programme Manager, who has responsibility for programme performance and delivery, has responsibility for facilitating the sessions associated with their assigned programmes. The PM discusses the selection criteria for the facilitators. Each team member, speaks on the performance of selected facilitators. An evaluation is done and a decision is taken and documented for each facilitator. A conclusion is reached on whether the facilitator requires additional training, *and the type of training recommended*, or if a facilitator should be given a break from teaching for a semester or be removed from the course/programme.

Student Course Exemptions

In an effort to provide access whilst protecting the quality of its certification, The UWI has articulated two (2) separate processes for students' exemptions at the undergraduate level.

1. Exemption with credit: the student is granted an exemption and is awarded the credits for the course, as if the course were taken at The UWI.

2. Exemption without credit: the student is granted an exemption but no credits are awarded. Therefore, the student has to take another course to make up the required credits.

The student exemption process is somewhat automated. Students submit an online application form that is available on their student portal and email supporting documents to course.exemption@open.uwi.edu or exemption.assessment@open.uwi.edu for those that require evaluation.

At the undergraduate level, a student may be granted exemptions with credit for a maximum of 30 level 1 credits. Additional exemptions at levels 2 and 3 must be approved by BUS. In practice, this means that students from another University must complete at minimum of 60 credits of the 90 credit undergraduate degree at The UWI.

Following the above discussions, it is clear that The UWI QMS is focused from entry to exit on quality, its maintenance and enhancement and as such, the University has articulated Regulations, procedures and processes to support its quality focused agenda. The Campus meets and supersedes the requirements for Standard 5.2 and Protocol 8.

Summary of Strengths, Weaknesses and Opportunities for improvement

Strengths

1. Well established and operationalised academic QA review and evaluation process.

2. The quality of the Open Campus's QAU SARs has improved over the years becoming more critical and evaluative in nature.

3. The Open Campus uses the recommendations from the QAU QA Review Team Report to update its programmes and improve the processes and procedures that guide its operations.

4. There have been some significant improvements in the quality of the programmes reviewed, as a result of the follow up actions from the recommendations made by the reports from the assessment teams and the QAU.

5. PLA has received positive reviews from past students. Some students have taken the opportunity to share their experience and testify of the benefits of going the PLA access route for Advanced Placement or matriculation.

6. Communication, information and materials are available online on a twenty-four-hour basis.

7. There are robust processes in place to manage every aspect of academic programmes. A student-centred approach is utilised by allowing students to be active and leading participants in their own development.

8. Robust student services contribute to the overall quality of the student experience, including the small faculty to student ratio and the personal attention that students receive in our programmes.

9. All our facilitators are fully trained for teaching online as it takes special skills to assist students to operate online.

10. Modification of the QAU QA review process was advantageous for the Campus as it was tailor made to its unique structure which allowed the Open Campus to meet the University's quality standard within the limited human resources constraints of APAD.

11. Facilitator management has improved over the seven years with the development of new training courses and also the increased involvement of facilitators through their assessment of the courses. This training has also provided useful recommendations which have been considered by the APAD PDT team and much has been implemented. This process continues to improve the quality of the courses and the participation of the facilitators in the courses.

12. The Open Campus ERP implementation, under the direction of the Implementation Unit, was able to implement the Banner system in one year, setting a record among other educational institution. This speaks to the enduring dedication and commitment of the Open Campus staff to improving the quality of service offered by the Campus.

Opportunities for Improvement

1. Older buildings require funding to maintain and restore. Some facilities need updating to cater to the number of staff housed. Lack of infrastructure – including physical, and human resources; inadequate capital funds to support needed growth. Capital funding is needed for refurbishment of older buildings and expansion of physical plant to accommodate growing staff.

2. The Open Campus needs to encourage greater compliance as it relates to the timely submission of action plans and submission of status reports by departments, units and Sites to QAU.

3. The day-to-day activities of the PLA unit are managed by one person. Additional staff is required for expansion and efficiency of the programme.

4. As previously noted in Chapter 6, there is much scope to explore and offer other forms of PLA.

5. The BDU is a small unit and would benefit from an expansion in its personnel to better equip it to fulfil its mandate.

6. There are opportunities for fresh perspectives, programmes, and partnerships locally and internationally.

7. The development and implementation of a Student Enrolment Management Plan (SEM) and a refocus on recruitment and retention

Recommendations

1. The Open Campus should conduct an audit of its staff competencies to ensure that the most appropriate staff are assigned to specific projects.

2. Backfill should be provided for persons who are seconded to special projects. This would allow the persons engaged in projects to focus on the work related to the project and not be required to also manage the day to day activities of their substantive post.

3. The post of Facilities Manager should be filled to enable the Open Campus to assess and address the condition of the physical plant at the OCCS.

The discussion has highlighted the presence of effective and efficient environmental scanning practices within The UWI and the Open Campus. It has also shown the Campus's enduring commitment to quality and quality enhancement, including its openness to scrutiny which supports its quest for excellence. This Chapter has substantiated the Campus's achievement of Standard 5 and Protocol 8. Additionally, it is clear that i did not just achieve the baseline standards/protocol but exceeded them, in most instances.
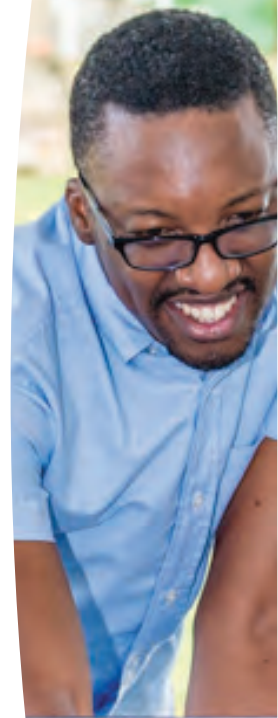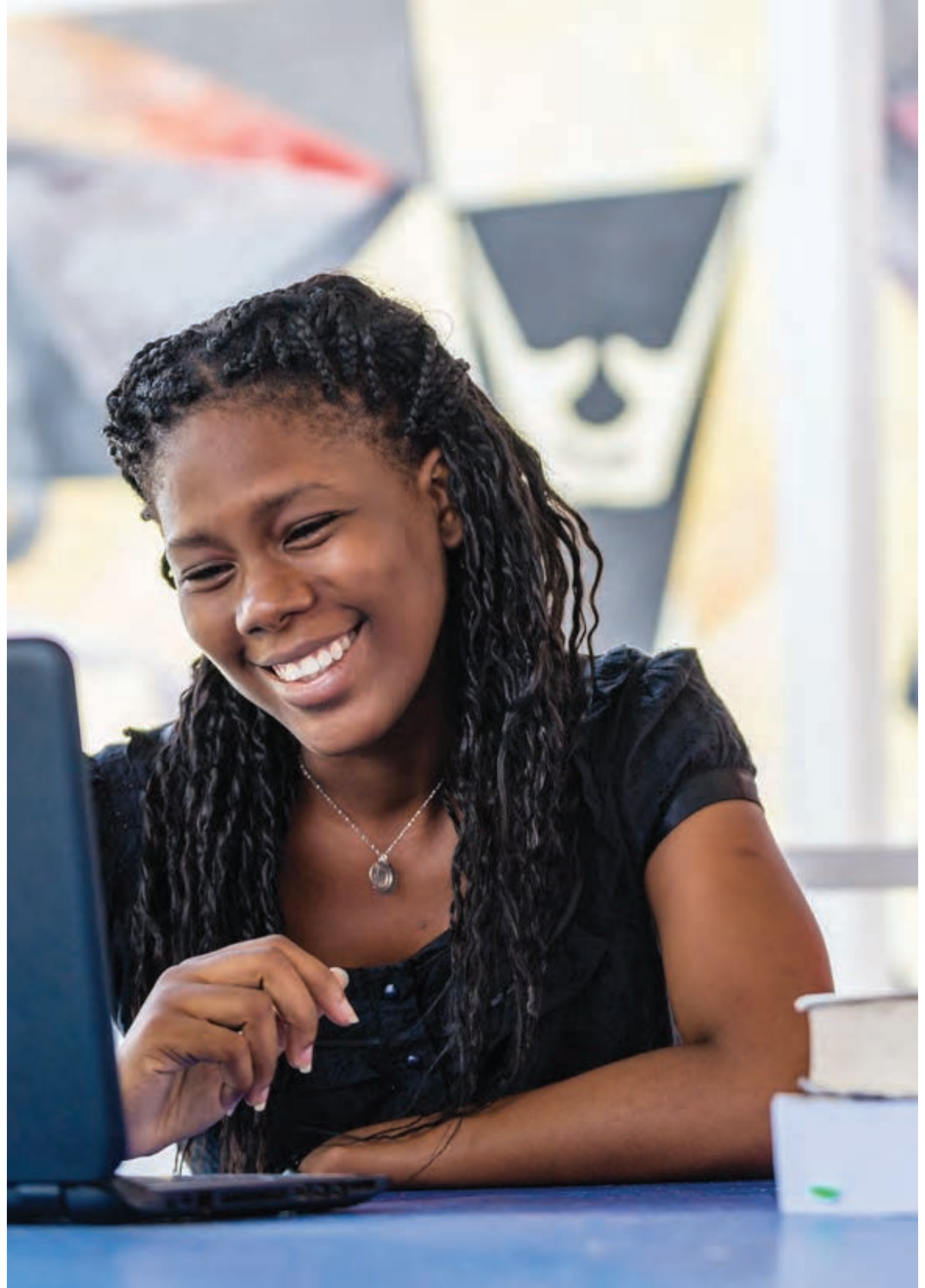
Opening
Doors to
Life Changing
Learning

CHAPTER 8

The UWI Open Campus: Opening Doors to Life Changing Learning

CHAPTER 8

The UWI Open Campus: Opening Doors to Life Changing Learning

In April, 2017 when the first terms and conditions for the institutional re-accreditation process were drafted and The Open Campus contemplated the self-assessment process, we did so with a sense of expectancy and confidence but also with a measured state of trepidation, as we recognised the importance of achieving re-accreditation. Even more, we were aware of the tremendous value and benefit that we would derive from the self-evaluation exercise itself. We accepted also that the self-assessment process needed to include inputs from our varied stakeholders, especially our staff and students.

As we considered a possible theme for our self-study, we reflected on the core values of the Campus: what we stood for, what was important to us, and our rallying call. We were clear that what we do daily is "***[Open] Doors to Life-Changing Learning***" for persons at different stages of their educational journey. As a Campus, we provide opportunities for a wide range of learners seeking:

- 'second chances' through continuing education;

- workforce development through our workshops and seminars;

- first level higher education through our undergraduate offerings;

- graduate education to expand knowledge through our graduate offerings; and

- self-actualisation and high level learning through our doctoral offerings.

In this way, the Open Campus embodies our theme '*Opening Doors to Life Changing Learning'* wherever you are and whoever you are. Like the other campuses of the university, we are indeed "A Light rising from the West[6]": the youngest prodigy of a 70-year old University, heralding its proud future and widening its gateway to the world.

In this chapter, firstly, we show how we have been opening doors to life changing learning. Secondly, we summarise our achievements, the areas requiring improvement and our intended actions to realise these improvements. Finally, we will look to the future and describe our plans to continue to meet and exceed the institutional accreditation standards and the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education.

How we Open Doors for Life Changing Learning

During the period under review, the Open Campus has used various mechanisms to open doors for life changing learning. Below we summary some of these ways.

Creation of Learning Pathways

The creation of learning pathways is at the root of what The Open Campus is, as an institution. The 2007 - 12 Strategic Plan, which conceptualised the establishment of the Open Campus, noted that it was creating an Open Campus "… to greatly increase opportunities for access to higher education…" (p.21).

---

[6] The UWI Motto

Diagram 8.1

Learning Pathways at the Open Campus

Taught and Research Doctorates

Access to Prior Learning Assessement for Matriculation and Advanced Placement

Taught and Research Masters

CPE, Workshops and Seminars

Undergraduate Certificates, Diplomas and Degrees

CPE Certificates, with and without CEUs
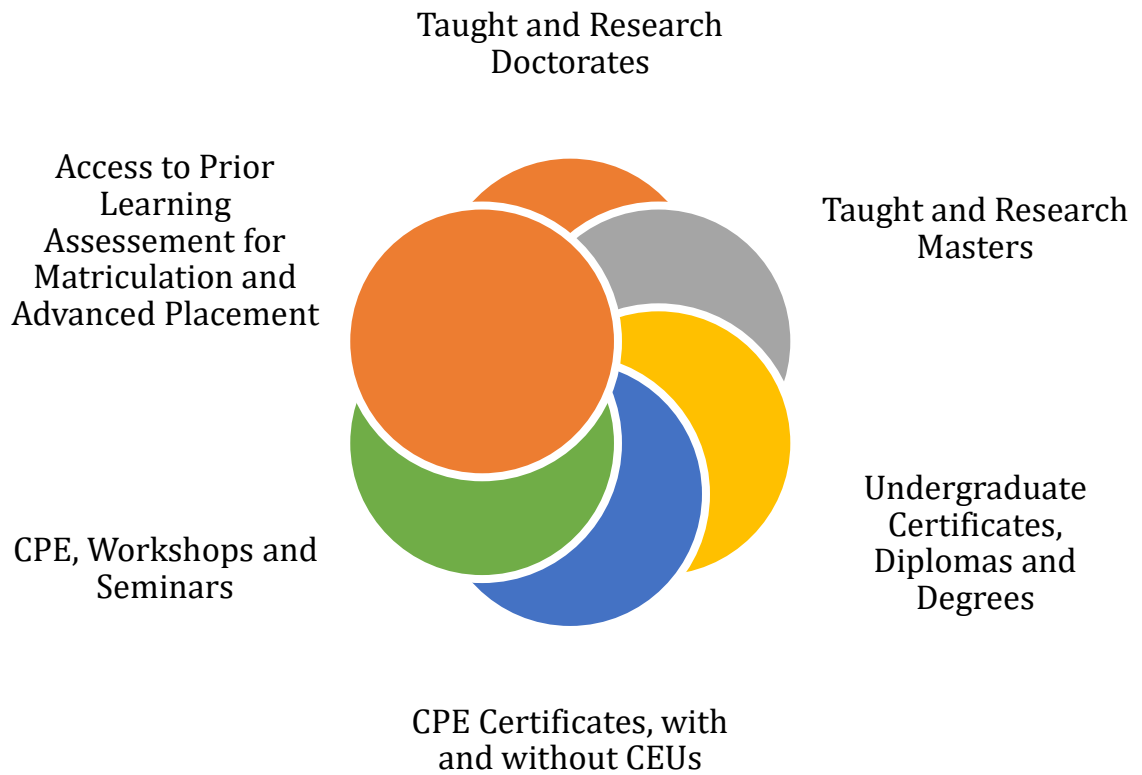
Continuing Education

The CPE policy defined continuing education as focusing:

> … on pre-university basic and vocational education, is designed for adults with no higher education qualifications, caters for university certified individuals who are seeking to enhance their knowledge in a particular area, and fulfils workforce development needs. (p. 2).

The Policy further defines continuing education as including:

- Programmes and courses designed for individuals who did not complete secondary education and who are sometimes referred to as 'second-chancers'.

- Short programmes and courses below the undergraduate level for which individuals earn a certificate that may be used for matriculation into an undergraduate degree and in some cases may earn them course exemptions.

- Short programmes and courses that prepare individuals who do not have university degrees to enter into some professional fields at a very junior level; for example, Social Workers or Accounting Clerks. These programmes may in some instances carry university credits.

- Access courses designed to assist adults to meet the admission requirements for undergraduate education.

- Customised workforce solutions geared towards providing a specific type of training to employees of a particular organization.

- General workforce training that offers a broad set of generic skills and competencies needed to function in the knowledge economy.

- Programmes designed to fulfil people's personal enrichment needs; for example, Flower Arranging or Basic Computer Awareness.

- Programmes geared towards building community engagement and enhancing university outreach (p. 2).

The CPE framework makes a distinction between Continuing Education and Continuing Professional Education. It notes that continuing professional education is:

… the second strand in the continuing education paradigm. It constitutes a systematized and codified set of activities that are directly related to the continuing professional development of members of a community of practice…. (p. 2).

As such, CPE at the Open Campus, "… includes Continuing Education and Continuing Professional Education and in so doing responds to the training needs…" (p. 3) of the region. Therefore, this extensive definition of CPE which includes continuing education and continuing professional education is inclusive and addresses a cross-section of potential leaders with varying academic achievements and requirements.

Prior Learning Assessment

The UWI has traditionally practised different forms of recognition of prior learning including challenge examinations, where learners would take an examination without being part of the traditional teaching and learning process. Once successful, the learners gained credit for the course. However, in an effort to formalise and standardise the PLA process, the Open Campus proposed and the Board for Undergraduate Studies approved a PLA Policy which provided opportunities for advanced placement and matriculation in The UWI. Through this foresight by the Open Campus, greater access has been created for potential learners to acquire a university degree, as well as to fast-track their completion time. Additionally, through the mandatory PLA course, learners are exposed to the rudiments of portfolio creation, a skill that they can use outside of the academy. The Campus is currently reviewing alternative PLA models with a view to enhancing its offerings and extending its reach to potential learners.

Streamlining the Operations

In the 2012 SAR, the Open Campus noted that it was:

"… actively pursuing … [a] transformation agenda and envisages that in another five to ten years it will be a Campus which is more streamlined in structure and better aligned in its processes, more integrated in its functions

with more effective internal and external communication aided by information and communication technology; more networked with other campuses; more responsive and more efficient in its production and delivery of a wider range of relevant high quality online programmes and courses; closer to the achievement of its mandate of expanding scope and improving the services offered by the University to the region and beyond" (pp 230-231).

Continuing and Professional Education

During the review period, the Open Campus has taken incremental steps towards the achievement of the above goals. To date, it has streamlined its CPE operations through the establishment of a Deputy Director, CPE position in the OCCS. Most recently, the Campus has in the process of establishing the Continuing and Professional Education Centre and has recently advertised internally for a candidate to fill the vacant post of Director. The creation of the CPE Centre in January 2019, which sits outside of the OCCS, should lead to the development of policy and regulations for CPE, and the creation of CPE offerings across the academic divisions, that is, OCCS, CSDR, APAD and OCAS. Therefore, the CPE Centre will be responsible for leading the development of CPE in the Campus and not just at the OCCS level. This form of streamlining should result in greater efficiencies and faster growth in this area.

British Overseas Territories

The creation of Manager for the British Overseas Territories, in 2014, has led to greater economies of scale. Before the establishment of this position there were different leadership structures for the OCCS in six countries, namely Anguilla, The British Virgin Islands, Cayman Islands, Montserrat, Turks and Caicos Islands and Bermuda. Two, Cayman Islands and Montserrat had Heads of Site, with the intention being to phase out the Head in Cayman Islands. There was an Officer-in-Charge of the location in the British Virgin Islands, and in Anguilla the administrative staff were responsible for the day-to-day operations with oversight

being provided by the Head of Site of St. Kitts and Nevis. The appointment of the Manager meant that these countries had appropriate leadership which led to the creation of strategic and operational frameworks that were in keeping with their unique status in the region. Further, it was envisioned that the filling of that post would lead to profitability and efficiencies in the operations of those countries. Since the creation of the position there have been modest increases in the number of face-to-face students. For example, Anguilla's numbers have gone from 56 in 2014/2015 to 86 in 2016/2017, and in The Cayman Islands, they increased from 81 to 271 in the academic years 2014/2015 and 2016/2017 respectively.

Open Campus Trinidad and Tobago

In Trinidad and Tobago, the Open Campus currently has thirteen locations, previously fourteen, and approximately 5,238 face-to-face students in the academic year 2016/2017. In 2016, the Campus appointed a Country Manager to oversee the operations in the twin-islands. It was envisioned at the time, that the Country Manager would also oversee two Heads, Northern and Southern Regions. The Country Manager position was created to provide leadership "…in the community with regard to the development of adult education, technical and vocational training and continuing education and related activities, such as the identification of adult education needs and assisting in the training and education of educators and community leaders" (p.1). Additionally, the role was viewed as vital to rationalisation of the OCCSTT operations, including closing Sites at Sandre Grande and Belmont and opening a Site in Port-of-Spain. The OCCSTT is in the process of reconceptualising and updating the programme offerings. These strategic foci should result in revitalisation of the OCCSTT and an increase in student enrolment over the coming years.

Open Campus Jamaica

There was a strategic review of the Open Campus Jamaica led by the Director of OCCS. The recommendations have been accepted in principle, and will see the

Montego Bay Site integrated into the Western Jamaica zone, as it is currently a stand-alone Site. This will be phased in over the next academic year.

Coming out of the Open Campus Governance Task Force report, the Open Campus has been actively seeking ways to utilise shared resources in order to streamline its operations. The "One UWI" thrust since 2015 has led to the ONE UWI ICT project in which the Open Campus has taken a leadership role which has been commended by our Vice-Chancellor. This will mean that the Open Campus will participate in a UWI-wide streamlining of the ICT operations leading to improved efficiencies. There is also a UWI-wide plan to eventually share services among Centre and all campuses in the area of Human Resource Management, Finance and Registrarial matters. There is currently a Business Process Review that the Campus is participating in.

For the online environment, The UWI is moving the Open Campus to the centre of its global thrust and sees the Open Campus as the primary vehicle for expansion of student enrolment. In a Press Briefing at Cave Hill, the Vice Chancellor indicated the following:

> We imagine then that the Open Campus is where the largest growth is going to happen…with persons going online to enroll, but more importantly, students globally (Sunday Sun, Barbados, 14 October, 2018)

 The Open Campus will be reviewing its operational structure in order to meet the new global demands and to further streamline its operational model to work more closely with physical campuses in the development of online programmes. The streamlining exercise is ongoing and inclusive, as the Campus understands that staff member involvement in this process is important for its success.

The Self-Assessment Process

From the commencement of the self-assessment process in 2017, channels of communication were open to all our staff, as they needed to understand the process and its importance. We understood that as a Campus-inclusive process, we needed
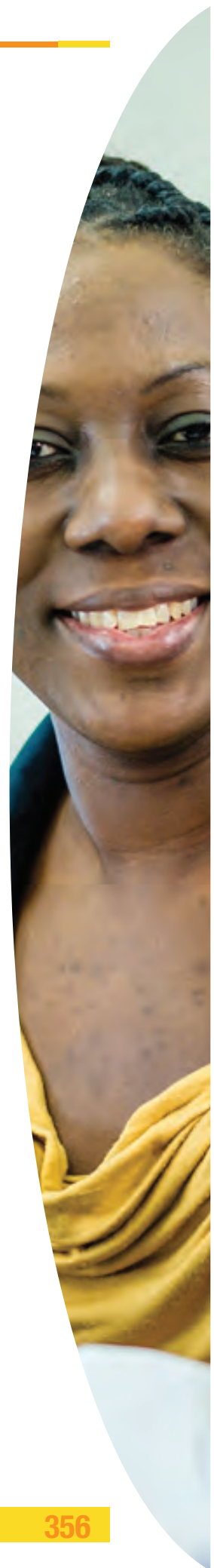
everyone to be engaged. We met with staff via a Town Hall meeting and in smaller groups through departmental meetings where timely updates were provided. We also communicated with our highly valued stakeholders, our students, and ensured that they were adequately represented on the Re-Accreditation Steering Committee.

Aside from the formal and sometimes informal communication avenues, we surveyed our staff, (tutors, adjunct staff), students and alumni, to obtain as much feedback as possible, and prepared an evidence driven SAR. We were not satisfied with just the perceptions of staff, but triangulated the data, to get a clear picture of the effectiveness of our processes and offerings. We asked many of the same questions to our various stakeholder groups, and examined trends and variations to create a SAR that would help us to enhance and develop as a Campus.

What did we Find?

Firstly, we were comforted by the demonstrated commitment of our staff, their understanding and alignment with the ideals of the Campus. Richard Branson in a 2018 interview with *Inc.* magazine told the president and editor-in-chief, Eric Schurenberg, that:

> It should go without saying, if the person who works at your company is 100 percent proud of the brand and you give them the tools to do a good job and they are treated well, they're going to be happy, [however] … If the person who works at your company is not appreciated, they are not going to do things with a smile… (np)

Branson went on to say that his company, Virgin International, prioritises employees first, customers second, and shareholders third. Like Branson with Virgin, The UWI Open Campus is committed to ensuring that our staff members are fully engaged in order to guarantee excellent service to our students. This is a work-in-progress, but the OCLT and managers at all levels are committed to this ideal. Therefore, the responses from our staff and the recommendations that they made for improvement were testimony to the changing and improving morale of our staff.

Secondly, we were gratified with the responses from our students and our alumni, who provided much valuable feedback. There was too much to be included in the SAR, but the data will be used outside of this process to improve our operations.

Summary of Key Strengths from the SAR

The SAR has highlighted many strengths, worthy achievements, and successes, some of which have been externally acknowledged.

Standard 1

1. The University has a well-articulated mission statement that is supported by a Strategic Plan which clearly outlines the University's objectives and goals.

2. The University's Mission Statement is well defined and is consistent with the UNESCO (1998) Higher Education in the 21st Century Vision and Action Goals, CARICOM HRD 2030 Strategy and UNESCO (2016) 2030 Framework for Action. In addition, the mission statement is comparable to regional and international tertiary education institutions' mission statements.

3. The mission statement and strategic plan were developed using a consultative process which included all stakeholder groups. This process provided stakeholders with an opportunity to provide input at each stage of its development. The process also ensured that the stakeholder needs were reflected in the completed strategic plan and mission statement.

4. The University and the Open Campus use a variety of methods to communicate the mission statement and the strategic plan, including its website and posters in all public offices and most other offices.

Standard 2

1. The Campus has sound governance and administrative structures that support and promote ethical and effective leadership.

2. The Campus has a cadre of well qualified, trained and experienced staff that support its teaching and learning processes.

3. The Campus has a well-documented selection and appraisal process for recruiting and maintaining its staff.

4. The Campus has well-articulated and operationalised procedures for the approval and review of its programme offerings.

Standard 3

1. The UWI has well established policies and procedures for the planning, design, development and approval of all Senate and non-Senate offerings.

2. The University has a well-established system for the evaluation and review of programmes.

3. The UWI Open Campus has well-established Committees that set, among other things, the requirements for programme and course outlines

4. The UWI Open Campus has well-established policies, procedures and systems for the assessment, recording and certification of student learning.

5. The UWI Open Campus is creative in the acquisition and use of its resources and this creativity ensures that adequate resources are well managed to support effective and acceptable teaching and learning practices which foster student success.

Standard 4

1. The OCLT engages with staff through "Town Hall" meetings both online and face-to-face at least once each semester to provide updates on the Campus

2. The acquisition of resources is a rigorous and extensive process which requires the input of department Heads and allows them to carefully think through the resources needed.

3. The procurement of goods and services has accountability mechanisms whereby such transactions must be approved by the Head of Department and transactions above a pre-determined amount require additional approvals.

4. The agile nature of the Campus allows for the speedy resolution of most student and staff matters.

Standard 5

1. The Open Campus uses the recommendations from the QAU QA Review Team Report to update its programmes and improve the processes and procedures that guide its operations.

2. There have been significant improvements in the quality of the programmes reviewed as a result of the follow-up actions from the recommendations in the reports from the assessment teams and the QAU

3. There are robust processes in place to manage every aspect of our programmes from proposal through delivery. A student-centred approach is utilised by allowing students to be active and leading participants in their own development.

4. There are strong student services which contribute to the overall quality of the student experience, including the low faculty to student ratio and the personal attention that students receive in our programmes.

5. All facilitators are fully trained for teaching in the online environment, as we recognise that it takes special skills to assist traditional students to effectively learn and function online.

6. Facilitator management has improved over the last seven years with the development of new training courses and increased involvement of facilitators in the training course through their assessment of the courses. This training has provided useful recommendations which have been

assessed by the APAD Programme Development Team and have been implemented. The process continues to improve the quality of the courses and the participation of the facilitators in the courses.

Summary of Recommendations from the SAR

The study has highlighted five broad areas requiring improvement. Interestingly, although there has been marked improvement in the channels of communication across the Campus, with Town Hall meetings at least once per semester, increased departmental meetings and frequent marketing bursts, as reported in the SAR (2012), communication still remains an area requiring improvement. Not to under-value the findings, the geographically dispersed nature of the Campus does lend itself to communication difficulties. One of the current Strategic Plan initiatives for the period ended 2019 is increasing staff engagement and mechanisms are being put in place that will assist in enhancing the effectiveness of our communication channels among staff at the one-to-one, departmental, and divisional levels, as well as with our students and external stakeholders.

The other broad areas of concern are:

1. student feedback mechanisms, particularly for face-to-face students, and feed forward loops for all students, including a complaints policy;

2. continuous professional development and training of staff, including focus on the University's financial policies and the Strategic Plan;

3. articulation of standards for operations, including a Service Level Agreement for the Helpdesk; and,

4. Expanding the financial capabilities of the Campus through tuition and user fees from more diverse programme offerings and activities.

Standard 1

1. The Mission Statement should consistently be included in all relevant student communication, for example, student handbooks.

2. The effectiveness of the inclusion of the Mission Statement in strategic student documentation should be evaluated regularly.

3. A Communication Strategy should be articulated for the communication of the mission statement and the strategic plan.

Standard 2

1. Currently the Helpdesk does not have a Service Level Agreement (SLA) which articulates the standard for resolution of queries. This means that the Helpdesk cannot adequately assess its operations against a set standard and as such is an area requiring improvement.

2. The UWI Open Campus should explore the possibility of establishing its own Campus Audit Committee as this would provide it with the relevant autonomy, as is the practice with the other Campuses of The UWI.

3. The Campus can further improve its responsibility to ensure continued sound systems of financial management through training and education across all levels of staff, particularly for new members of staff. Training is especially needed in the area of the importance of Internal Controls.

Standard 3

1. The Campus should investigate the strategies used by other higher education institutions to communicate how student feedback is incorporated into planning.

2. The OCCS standardised student end-of-course evaluation instrument must be operationalised and comparative analysis conducted annually with a view to continuing programme enhancement.

3. The interactivity of the Open Campus website must be enhanced.

4. Staff should be encouraged to participate more fully in the training available through the Human Resource Department.

5. In keeping with The UWI QA for Online and Multimode Policy (2017), the Campus should introduce an online, website-based technology-readiness assessment tool to assist potential online students to gauge their readiness for that modality.

6. There is need to improve the timeliness of responses to student queries, particularly for online students.

7. The UWI Open Campus must rationalise the LIS human and financial resources with a view to pursuing alternate funding models and expanding capacity.

Standard 4

1. The Open Campus would benefit from a central procurement office to negotiate for more reasonable prices for goods and services.

2. There is a need for more staff to be trained in procurement procedures.

3. Communication of decisions from all Campus and University committees needs to be more effectively managed to all staff.

Standard 5

1. There is need for the Open Campus to operationalise the decision to audit its staff qualifications and competencies to facilitate staff rationalisation, including ensuring that Campus needs are adequately matched with staff competencies, that is, that the most appropriate staff are assigned to projects/jobs.

2. Backfilling should be provided for persons who are seconded to special projects. This would allow the persons engaged in projects to focus on the work related to the project and not be required to also manage the day to day activities of their substantive post.

3. The Open Campus should consider filling the vacant post of Facilities Manager, as there is a need for an assessment of Campus locations to identify deficiencies and make short and long term recommendations to help to alleviate some of the challenges of the physical locations.

4. The development and implementation of a Student Enrolment Management Plan (SEM) and a refocus on student recruitment and retention is underway.

Summary of Key SAR Findings

Standard 1: Mission and Objectives and Protocol 1

The University of the West Indies has a clear, well-articulated mission statement which is congruent with other mission statements in higher education. In addition, The UWI has a well-developed strategic planning process which seeks to capture the views and inputs from its various stakeholders, both internal and external. The policies, procedures and practices that guide the University's operations and by extension the Open Campus are consistent with and guided by the Strategic Plan and the mission statement. The Campus has met and surpassed the requirements for Standard 1 and for Protocol 1 of the Code of Practice for the Assurance of Educational Quality and Standards in Distance Education.

Standard 2: Governance and Administration and Protocol 2

The governance and administrative structure of The UWI is two-tiered with a separate system of governance and administration for programmes and another for operations. This administrative structure is not unique to the University but is consistent with what typically applies in higher education. At the University level, there are several key boards and committees which govern the academic and administrative functions. For example, the University Senate through the Boards for Graduate Studies and Research and Undergraduate Studies are responsible for the approval and quality of graduate, research and undergraduate offerings, respectively. At the Campus level, the Principal and Pro Vice-Chancellor has ultimate responsibility for the good governance of the Campus. In addition, the Campus has

developed policies, procedures and guidelines to govern its many functions, including AQAC Guidelines, Terms of Reference for the Open Campus Leadership Team, and many others.

The analysis of the governance and administrative structures at the University and Campus levels has shown that there is a comprehensive, coherent and agile system that supports sound, ethical leadership and governance. This leadership and governance structure has enabled the Campus to successfully navigate the difficult economic environment in which it has had to operate. Therefore, the Campus has satisfied the requirements for Standard 2 and Protocol 2.

Standard 3: Teaching and Learning and Protocol 3, 4, 5, 6, and 7
The pursuit of excellence in teaching and learning is the lofty goal of every tertiary education institution. For The UWI Open Campus, the delivery of high quality teaching and learning is more than just an ideal as in most cases, our review shows that it a reality. Just as importantly, there is a sustained commitment from the academic departments to continually improving programmes and the teaching strategies employed for the enhancement of the teaching and learning process. This commitment can only redound to continued advancement in this area for the Campus.

The UWI Open Campus with its varied learning pathways: CPE, workshops, seminars, undergraduate certificates, diplomas and degrees, postgraduate diplomas, postgraduate research and taught degrees, and doctoral taught and research degrees, makes it an ideal conduit to spearhead the University's Access objective which outlines the intention as:

> …. increasing participation in tertiary and higher education for all with the capacity and desire to learn. This will involve, among other things, ensuring that The UWI offerings (e.g. teaching and learning, student development, consulting, research and public advocacy programmes) reach the

underserved and diaspora Caribbean populations and all others with an interest in higher education on all continents (p. 9).

The Campus has already seized on this strategic objective and is focused on the development of flexible teaching and learning programmes; extending its continuing and professional education offerings and strengthening student support and success. Based on the findings, the Campus has met the requirements for Standard 3 and Protocol 3, 4, 5, 6 and 7.

Standard 4: Readiness for Change

As a campus which was established during the calamitous global economic downturn in 2008, The UWI Open Campus has had to be proactive from its inception to ensure its survival. Over the review period, the Campus has used several different mechanisms to manage and control change, including OCLT and departmental retreats, HR-sponsored training sessions, conduct of research, and diversifying programme offerings to meet local, regional and global needs. The review has highlighted several strengths, including an inclusive strategic planning process, the effective implementation of the University's strategic planning monitoring processes, the equitable distribution of limited resources, particularly financial, to ensure effective and sustained support for its students and staff; and the enduring commitment of staff members towards the success of the Campus. As such the Campus has satisfied the requirements for Standard 4.

Standard 5: Quality Enhancement

An enduring strength of the Open Campus is its commitment to the pursuit of quality; its enhancement is focal to the Open Campus's operations and its pursuit guides the Campus's plans, processes, reviews, and actions. During the review period, The UWI articulated a Quality Management System (QMS) and Quality Policy to govern its administrative and academic processes and procedures. There is still much to be done to operationalise the QMS but the University is committed to the task. The Open Campus, as noted in its 2012 SAR, has a QMS which "permeates each

functional area and is based on an inter-relationship among the varying functional areas…" (p. 229). The review period has highlighted a greater dependence on the inter-relationship, particularly among the (now) four academic divisions. This increased inter-relationship has led to the development of synergies and enhanced quality.

The evaluation of the monitoring, reviewing and improvement strategies used by the Open Campus has provided evidence of a well-organised, structured and implemented quality assurance and enhancement system. Further, the Open Campus is very responsive to the recommendations for improvement from its stakeholders, including those from QAU reviews and the 2012 accreditation evaluators. The Campus has met the requirements for Standard 5.

Conclusion

The UWI's Strategic Plan (2017-2022), the Triple 'A' Strategy, has articulated three strategic goals of Access, Alignment, and Agility. In pursuit of The UWI's mission statement, The UWI Open Campus is well-placed to expand access to tertiary and CPE education to a cross section of learners across the Anglophone Caribbean, particularly the underserved, the diaspora of Caribbean populations and all others with an interest in higher education on all continents.

The self-assessment process has provided the Open Campus with a wealth of data which it will use to improve its operations and student offerings. The multimodal, diverse offerings of the Campus create several pathways that persons in the region (and beyond) can access in order to achieve their educational and workforce skill goals. The Open Campus is both an integrated Campus within which students can move from pre-university through undergraduate, graduate and even to doctoral programmes, as well as one which can prepare students for access to other opportunities for tertiary education both within and outside of the region. To a large extent, the Open Campus' strategy, more than that of any other Campus, fulfils the first objective of the 2017-2022 Strategic Plan, "To be a university for all"

Our commitment to continued improvement of our processes and programmes is demonstrated within the SAR. We, like our colleagues in our traditional Campuses, hold ourselves to high quality standards and to our ultimate goal of "revitalizing Caribbean Development" through being an excellent Campus of an excellent global University rooted in the Caribbean" (Strategic Plan, 2017-2022).

List of Appendices

Appendix	Title
2.1	Staff Changes 2012/2013
2.2	Staff Changes 2013/2014
2.3	Staff Changes 2014/2015
2.4	Staff Changes 2015/2016
2.5	Staff Changes 2016/2017
2.6	Staff Changes 2017/2018
2.7	Programme Approval BSc Youth Development Work
2.8	Programme Approval BEd Early Childhood Development and Family Studies
2.9	Programme Approval Diploma in Health and Family Life Education Instruction
2.10	Programme Approval Certificate in Social Work, Dip in Social Work, Bachelor of Science in Social Work
2.11	Programmes Approval Foundation Pre-Engineering
2.12	Programmes Approval Associate degree in Social Work
2.13	Programmes Approval BSc Banking and Finance
2.14	Programmes Approval BSc Psychology, Sociology, Accounts, Political science and Management Studies
2.15	Programme Approval BSc Youth Development Work with minor in Management studies, et al
2.16	Programme Approval MA English Language
2.17	Programme Approval Doctoral Studies Programme
2.18	Programme Approval MSc Management Studies
2.19	Programme Approval Teaching and Learning with Emerging Technologies
2.20	Programme Approval Certificate in Leadership for Sustainable Development
2.21	Programme Approval MPhil and PhD in Child, Adolescent and Youth Studies
2.22	Review Mechanisms for Monitoring of Online Tutors
2.23	Student Retention Report 2016/2017 and 2017/2018

Appendix	Title
2.24	Call for Interest to conduct Organisational Audit
2.25	Records and Information Management Needs Analysis: Executive Summary
2.26	Global Affairs Canada: Banner Implementation Report
2.27	Sample of Staff Appraisal Communication
2.28	Sample of training provided by the Human Resource Department
2.29	Table: Number of persons trained during review period
2.30	Sample of Minutes of Open Campus Leadership Team (OCLT)
2.31	Organisational Structure of the ERP Unit
2.32	Customer Service Manual
2.33	List of training activities offered during the review period
2.34	BUS Paper: Credit Hours
2.35	Selection of Minutes of Meetings (PMs and POs)
2.36	Schedule of Student Cross-Campus Orientation
2.37	Proposal for Amendment to Synchronous Sessions
2.38	Sample of Minutes of Academic Board Meeting
2.39	List of Trained Facilitators
2.40	FAQ flyer for the Institutional Re-accreditation
2.41	Priority List of Programmes
2.42	List of Current Programmes
2.43	Sample of Regional Marketing Taskforce Agenda and Minutes
3.1	Student Handbook 2018/2019
3.2	The Caribbean Human Resource Needs Analysis: Stakeholders Perception by Whittington 2007
3.3	The UWI Open Campus Needs Assessment Report 2011
3.4	Terms of Reference: AQAC Membership
3.5	Terms of Reference: Academic Board Membership
3.6	Selection of Minutes of Finance Sub-Committee
3.7	Institutional Re-Accreditation: Survey Instruments

Appendix	Title
4.1	The UWI Senate
4.2	The UWI Council
4.3	The Countries and Status
4.4	The UWI Open Campus Council
4.5	Terms of Reference: Finance Sub-Committee
4.6	The UWI Open Campus: BUS Reports on CPE Programmes Approved
4.7	The UWI Open Campus Research Ethics Sample Minutes
4.8	The UWI Open Campus Policy and Procedures for Research Ethics 2011
4.9	The UWI Ordinance 54 Structure and Power of The UWI Open Campus Academic Board
4.10	University Task Force on the Open Campus Report to Council 2016
4.11	The UWI Ordinance 8: Power of Appointment, Promotion and Dismissal
4.12	The UWI Open Campus Assessment Guidelines
4.13	The UWI Assessment Regulations
4.14	Sample of OCLT Retreat Reports
4.15	The UWI Open Campus: Sample of SDEC Reports
4.16	The UWI Open Campus: Institutional Accreditation Annual Report 2017
4.17	The UWI Open Campus: Helpdesk Report
4.18	The UWI OCCS ERP Transition Planning Team Draft Report
4.19	The UWI Open Campus Staff Directory
4.20	The UWI Open Campus: Terms of Reference Programme Development Committee
4.21	The UWI Open Campus Audited Financial Statements 2015
4.22	The UWI Open Campus Audited Financial statements 2016
4.23	The UWI Open Campus Audited Financial Statements 2017
4.24	The UWI Open Campus Sample GAC Reports (Appendix 4.15)
4.25	The UWI Open Campus Tuition fee schedule
4.26	The UWI Financial Codes
4.27	The UWI Financial Procedures and Guidelines

Appendix	Title
4.28	The UWI Open Campus Procurement Process
4.29	Sample Minutes of OCLT Meetings
4.30	Sample Minutes of The UWI Open Campus Finance Sub-Committee
4.31	Sample of Management Audit Reports for Open Campus Entities
4.32	
4.33	The UWI Open Campus Student Handbook
4.34	The UWI Open Campus 'Student' Refund Policy
4.35	The UWI Open Campus 'Student' Refund Request Form
4.36	List of Gifts of Land and Other Contributions to The UWI Open Campus
4.37	The UWI Open Campus Guild Constitution
4.38	The UWI Postgraduate Experience Survey 2018
5.1	The UWI Open Campus Strategic Initiatives and Related Activities
5.2	The UWI Open Campus Programme Planning Processes
5.3	CDD Protocol and Procedures Handbook
5.4	Supporting Documentation to CDD Protocols and Procedures Handbook
5.5	Sample Memoranda of Understanding
5.6	The UWI Open Campus Value Based Heritage Site Management Programme Proposal
5.7	The UWI Open Campus Museum Conservation Skills Programme Proposal
5.8	The UWI Open Campus State Owned Enterprises: Understanding the Basic Concepts Programme Proposal
5.9	The UWI Open Campus Transformational Leadership to achieve the SDGs in developing States Programme Proposal
5.10	The UWI Open Campus Essentials of NGO Management Programme Proposal
5.11	Sample of Contracts for Employment
5.12	CHEYWC Agreement
5.13	Sample of CPE Programme Proposals
5.14	Guiding Notes for Developing Wrap-Around Content in Courses, 2015

Appendix	Title
5.15	List of CCs Trained
5.16	List of Facilitator Coaching
5.17	List of Training Facilitated by HR Department
5.18	List of Conducted by the Training Coordinator
5.19	Sample of CDA Monitoring Documentation
5.20	Evaluation Process for Facilitators
5.21	Sample of Course Guides
5.22	Students Opinion on Assessments
5.23	Sample of Graduation Booklets
5.24	Sample of OC Annual Reports
5.25	Facilitators Opinion Re: Monitoring
5.26	List of Facilitators and Qualifications, 2017/2018
5.27	Manual for Programme Managers
6.1	Report of Vice-Chancellor's Task Force on The UWI Open Campus
6.2	Triple 'A' Strategy One pager
6.3	The UWI Open Campus Council Meeting Agenda: 27 March, 2018
7.1	Review and Improvement Process
7.2	Role of CDAs
7.3	Facilitators' Monitoring Template
7.4	Terms of Reference for Prior Learning Assessment Committee
7.5	PLA Policy
7.6	PLA Regulations
7.7	PLA Student Numbers
7.8	Student Feedback on PLA
7.9	Banner Project Charter
7.10	Roles and Responsibilities Banner Implementation Unit
7.11	ERP Unit Role and Structure
7.12	Fujitsu UWI Open Campus Network Infrastructure Upgrade High Level Design

Appendix	Title
7.13	List of OCCS Network Upgrades
7.14	QAU Module 4: Preparing for a Review: Undertaking the Self-Assessment
7.15	QAU Module 4a: Undertaking the Postgraduate and Research Self-Assessment
7.16	QAU Module 4b: Undertaking the Publications Section of the Postgraduate and Research Self-Assessment
7.17	QAU Module 4c: Standards for Review of Online and Multimode Programmes
7.18	Sample of QAU Programme Review Action Plans and Implementation Reports
7.19	The UWI Open Campus Institutional Accreditation Mid-Cycle Review Report, 2016
7.20	Sample of Self-Assessment Reports prepared for QAU Reviews
7.21	Sample of QAU Quality Assurance Review Schedules
7.22	CPE Market Needs Survey 2015
7.23	Details of SEMCAR Course
7.24	The University Research Ethics Policy

Opening
Doors to
Life Changing
Learning

REFERENCES

References

CARICOM (2010). Communiqué Issued at the Conclusion of the Nineteenth Meeting of the Council for Human and Social Development (COHSOD) of the Caribbean Community, in Collaboration with the Seventh ILO Meeting of Caribbean Labour Ministers, 14-16 April 2010, Georgetown, Guyana. Georgetown, Guyana: CARICOM Secretariat.

CARICOM Secretariat. (2017). CARICOM Human Resource Development 2030-Unlocking Caribbean Potential. Georgetown, Guyana: CARICOM Secretariat.

Conaway, C., & Goldhaber, D. (2018). Policy-relevant confidence intervals and the standard of evidence for education policy decision-making. CEDR Policy Brief No. 04032018-1-1. University of Washington, Seattle, WA.

Conway, M. (2013). Environmental Scanning: What it is and how to do it… A step-by-step guide to setting up and running an environmental scanning process in your organisation, (p.iii).

Fields, A. (2005). Discovering Statistics Using SPSS. 2nd Edn, Sage, London.

Gordan, C. & Pop. M. (2013). Mission Statements in Higher Education: Context Analysis and Research Propositions. Marketing Department, Faculty of Economics and Business Administration, 'Babeș-Bolyai'. University, Cluj-Napoca, Romania, (p.659).

Government of Jamaica (2012). Labour Market and Productivity Sector Plan 2009-2030.

Nair, C. S &n Fisher, D. L. (2001). Learning environments and students' attitudes to
science at senior secondary and tertiary levels. Issues on Educational
Research, 11(2), pp. 12-31.

Paris, K.A. (2013). Strategic Planning in Higher Education – Best Practices and
Benchmarking. Hanover Research, Academy Administration Practice,
Washington, DC. http://www.hartnell.edu/sites/default/files/u770/strategic-
planning-in-higher-education-best-practices-and-benchmarking-2013.pdf.
Last accessed 10 July, 2018.

Principles of Business (2015). http://open.lib.umn.edu/principlesmanagement/. Last
accessed on 4 August, 2018.

Sookram, S. (2012). Economic Priority Areas, Jobs and Skills for Growth in Trinidad
and Tobago. Port-of-Spain: NIHERST.

The University of the South Pacific. Vision, Mission and Values.
https://www.usp.ac.fj/index.php?id=usp_mission. Last accessed 26
December, 2018.

The University of Trinidad and Tobago. Vision and Mission.
https://utt.edu.tt/?page_key=23. Last accessed 26 December, 2018.

The University of the West Indies (2014). 'Undergraduate' Grading Policy 2014-
2015. http://www.uwi.edu/gradingpolicy/index.html. Last accessed 26
December, 2016.

The University of the West Indies (2010). The Financial Procedures and Guidelines.

OPENING

DOORS TO

LIFE

CHANGING

LEARNING

The University of the West Indies. Finance Reports: Financial Reports and
    Consolidated Accounts.   http://www.uwi.edu/finance/Financial_Reports.
    Last accessed 26 December, 2018.

The University of the West Indies. History. http://www.uwi.edu/history.asp. Last
    accessed 26 December, 2018.

The University of the West Indies (2017). The UWI Launches First Faculty in 40
    Years. http://www.open.uwi.edu/uwi-launches-first-faculty-40-years. Last
    accessed 26 December, 2018.

The University of the West Indies, Management Audit Department (2016). Final
    Audit Report Recruitment, Admissions and Registration, UMAD: Author.

The University of the West Indies. Mission and Vision Statements.
    http://www.open.uwi.edu/about/uwi-mission-vision.   Last accessed 1
    November, 2018.

The University of the West Indies. The UWI Ranked 501-600.
    http://www.uwi.edu/ranking/index.asp. Last accessed 26 December, 2018.

The University of the West Indies, Quality Assurance Unit (2010). Quality
    Assurance Unit Module 3: The Quality Assurance Review Process.

The University of the West Indies, Quality Assurance Unit (2010) Quality Assurance
    Unit Module 5: Guidance Notes for the Review Team.

The University of the West Indies. Quality Policy (2017).
    https://www.open.uwi.edu/sites/default/files/docs/The%20UWI%20Quality
    %20Policy%20Document.pdf. Last accessed 26 December, 2018.

The University of the West Indies Strategic Plan 2007-2012, STRIDE.
https://www.mona.uwi.edu/socsci/sites/default/files/socsci/uploads/uwi-
strategic-plan-full-version-bl.pdf. Last accessed 26 December, 2018.

The University of the West Indies Strategic Plan 2017-2022, The Triple 'A' Strategy.
http://uwi.edu/uop/uwi-strategic-plan) Accessed 18 July, 2018.

The UWI Triple 'A' Strategy – Strategic Framework.
http://uwi.edu/uop/strategic-plan-strategic-framework. Last accessed 18
June, 2018.

The University of the West Indies, Office of Planning. About the UOP.

http://www.uwi.edu/uop/about-uop. Last accessed 26 December, 2018.

The University of the West Indies, Office of Planning. Policy Briefs and
Commentaries,   Statistical   Digests   and   Surveys.
http://www.uwi.edu/uop/surveys-and-reports. Last accessed 26 December,
2018.

The University of the West Indies, Open Campus (2014). Academic Quality
Assurance Committee Guidelines. Open Campus: Author.

The University of the West Indies, Open Campus (2014). Annual report 2013-2014,
Open Campus: Author.

The University of the West Indies, Open Campus. Associate Degree in

Administrative Professional Office Management. http://www.open.uwi.edu/programmes/asc-administrative-professional-office-management. Last accessed 26 December, 2018.

The University of the West Indies, Open Campus (2010). Banking and Finance Programme Proposal. The UWI Open Campus: Author.

The University of the West Indies, Open Campus. Certificate in Early Childhood Education Care and Development. http://www.open.uwi.edu/programmes/certificate-early-childhood-education-care-and-development-ececd-0. Last accessed 26 December, 2018.

The University of the West Indies, Open Campus. Frequently Asked Questions. http://www.open.uwi.edu/search/node/frequently%20asked%20questions. Last accessed 26 December, 2018.

The University of the West Indies, Open Campus (2018). Fundamentals of Business Administration Programme Proposal. The UWI Open Campus: Author.

The University of the West Indies, Open Campus, Institutional Research and Development Unit (December 2011). The UWI Open Campus Needs Assessment Report. The UWI Open Campus, Office of the Pro Vice-Chancellor and Principal.

The University of the West Indies, Open Campus. Programmes. http://www.open.uwi.edu/programmes. Last accessed 27 June, 2018.

The University of the West Indies, Open Campus. Student Handbook, 2017-2018.

http://www.open.uwi.edu/sites/default/files/docs/Final-
Student_Handbook_2017-2018.pdf. Last accessed 26 December, 2018.

The University of the West Indies, Open Campus. Two-Day Showcase of
Strengthening   Distance   Education   in   the   Caribbean   Project.
http://www.open.uwi.edu/uwi-open-campus-hosts-two-day-showcase-
strengthening-distance-education-caribbean-project.   Last   accessed   26
December, 2018.

The University of the West Indies, Open Campus (2012). Institutional Accreditation
Self-Assessment Report 2012, Open Campus: Author.

The University of the West Indies, Open Campus. 'Student' Refund Policy.
http://www.open.uwi.edu/sites/default/files/docs/Refund_policy.pdf.   Last
accessed 26 December, 2018.

The University of the West Indies, the Statutes and Ordinances, 2008, vol. 1.

Transformational Leadership for Achieving the SDGs in Developing States, Module
3: Leading Transformation Processes. The UWI, Caribbean Development
Bank,   Permandu   Association   and   UNDP.
http://media.open.uwi.edu/MGMT201_UNSDG/media/m3/SDG_M3p0_me
nu. Last accessed 1 November, 2018.

UNESCO. (1998). Higher Education in the twenty-first century: Vision and Action,
V1: Final Report. In World Conference on higher education in the twenty-
first   century.   Vision   and   Action.   Paris.   Retrieved   from
https://unesdoc.unesco.org/ark:/48223/pf0000116345.   Last   accessed   26
December, 2018.

UNESCO (2016). UNESCO's Incheon Declaration and Framework for Action for the Implementation of Sustainable Goal 4 (Education 2030). http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf. Last accessed 26 December, 2018.

University of Technology, Jamaica. Mission and Vision. https://www.utech.edu.jm/about-utech/vision. Last accessed 26 December, 2018.

Warrican, S. J. (2015). Rationale for selection of programmes for development under the DFATD-SDEC Project. Internal Open Campus Report.

Whittington, L. (2007). Caribbean Human Resource Needs Analysis: Stakeholders' Perception. The UWI.