1200 days to Beijing:
lessons learnt from the HEQC pilot audit

Monica Hammes
University of Pretoria : Academic Information Service
28 October 2004

Getting Beyond the Starting Blocks:
Quality Assurance Issues at Academic Libraries
Building on our strengths
What was in place that could be used?

- Strong client focus
- Strategic vision and long history of planning and innovation
- Inherent sense of quality
- PMT and the new measurement system
- Staff performance management since 2000
You cannot even compete with yourself without knowing the rules.

Are there rules and standards?
What the HEQC is looking for

Q HEQC’s working definition of quality
   *Fit for Purpose*
   *Value for money*
   *Transformation*

Q Investigating the quality of our quality programmes and auditing our ability to do self-evaluation

Q A good report and supporting documentation

Q They concentrate on the university’s main processes and expect to find our contribution there
Training for more gold

What needed urgent attention?
Creating a quality agenda

- QM knowledge and skills
- Reflection
- Performance indicators taken seriously
- Client and stakeholder perceptions
- Benchmarking and self-evaluation
Q So what!

Q What’s measured gets managed

Q PMT team started a new process of data collection and analysis

Q MI Roundtables
Performance indicators taken seriously

Q Not just “statistics with attitude”

Q PI Relay Sept 2003: 18 staff members in 3 teams

Q Performance indicators for some of the 2004 strategic goals

Q Plotted against the Balanced Scorecard
*UP success defined as…

The University of Pretoria strives to be
- a leader in higher education that is recognized internationally for academic excellence
- a university that is known for international competitiveness and local relevance
- a university of choice for students, staff, employers
- a university with an enabling, value-driven culture
- the premier university in South Africa

To deliver an indispensable service to doctoral students and their supervisors
- To ensure that UP students become information literate and are able to function optimally in the information/knowledge society

**Requirements for PI's**
- Relate to goals and objectives
- Easily understandable
- Interpreted uniformly over the institution
- Demonstrate the extent of the institution's effectiveness
- Indicate trends over time: need for consistency
- Developed cooperatively
- Consensus over their acceptability and reliability
- Relevant data must be readily available and accurate
- Should be developed as a set rather than as single units

**PERFORMANCE INDICATORS**

**Doctoral students**
- Benchmarking our product/service package for doctoral students against selected local and overseas universities
- Number of D students per information specialist
- Market penetration: % D-students who are registered AIS clients
- Client satisfaction determined by a survey
- Electronic articles downloaded per potential and registered client
- Interlending requests per AIS "research client"
- Survey of usage of information organization packages such as Reference Manager: students and information specialists
- Staff readiness: survey of attendance of research methodology courses.
- Theses on UPeTD

**Information literacy**
- Training sessions, numbers of students
- Market penetration: % undergraduates who are registered AIS clients
- Number of library visits per potential client
- Books loaned per registered client
- Client satisfaction determined by a survey

**AIS Performance Indicators: Clients 2004**

**AIS contribution to UP success**

**Clients**
Client and stakeholder expectations and perceptions

Q Previous comprehensive survey in 2001

Q Meetings with our best researchers

Q “An hour in the life of the AIS”

Q Postgraduate students survey

Q Teaching and research staff survey
How did they rate us [1-5]?

*RATING:  1 = Poor  -  5 = Excellent  
(Average: 3.87)  

An hour in the life of the AIS, 21 April 2004
Benchmarking and self-evaluation

- Planned benchmarking of Inputs with US, UCT and WITS
- Australian visit: Monash, NLA
- Self evaluation and limited audit: Oct 2004
Our real challenge lies within our university.
Five focus areas

Q Quality as excellence

[1] Information for learning
[2] Information for research

Q Quality as value

[3] Lean-and mean (Meermin)
[4] Information to the community

Q eQuality for Equality

[5] eInformation Service
Quality as Value

Q Sustainability

Budgetary constraints
Bypassing libraries
Affordable quality

Q Return on investment

The British Library value exercise
Campus initiative
Community of interest with UNISA, RAU and WITS
Will Oscar run in Beijing?

Quality as
Fit for Future
Fit for Future

Open access and digital curation

eResearch

Cultivating a quality culture

Quality Management and Strategic planning in tandem
QM and Planning in tandem

The Quality Cycle

Plan

Act

Evaluate

Improve

http://www-library.uow.edu.au/about/planning/qjourney.html
Thank you!

Please contact me if you would like to discuss these issues

monica.hamme@up.ac.za