



Vaal University of Technology

(Formerly Vaal Triangle Technikon)

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TITLE OF PRESENTATION

Reflections of a Pilot Quality Audit at the Vaal University of Technology Library: Implications for Higher Education Libraries in South Africa





INTRODUCTION

- **Background of HEQC Audits**
- **Preparation for the Pilot Audit**
- **The Library Audit**
- **Lessons learnt**



INTRODUCTION

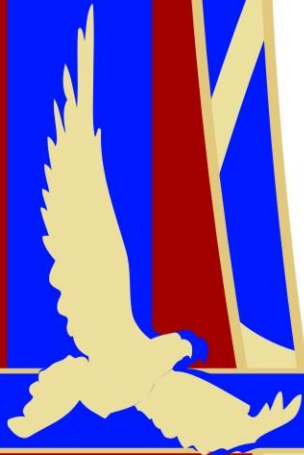
- Implications for SA higher education libraries
- Role of CHELSA
- Lessons from other higher education library bodies
- Conclusion





BACKGROUND OF HEQC AUDITS

- Evaluation of internal quality management systems
 - Reviewing self-evaluation reports
 - Site visits
- Main focus is on the core functions of HE institutions
 - Support Services looked at in less detail
- Focus on Improvement not judgment oriented



PREPARATION FOR THE PILOT AUDIT

- VUT Quality Assurance System based on Total Quality Management (TQM) philosophy
 - Emphasis on customer satisfaction
 - Management of processes to enhance quality
 - Continuous improvement
 - The key components of the system
 - Self evaluation (cycle 1)
 - External monitoring (cycle 2)



DEFINITIONS

- TQM is “a comprehensive and integrated way of managing any organisation in order to meet the needs of the customers consistently and achieve continuous improvement in every aspect of the organisation’s activities” (Jeffries 1996)
- QUALITY ASSURANCE- refers to the processes of ensuring that specified standards or requirements have been achieved



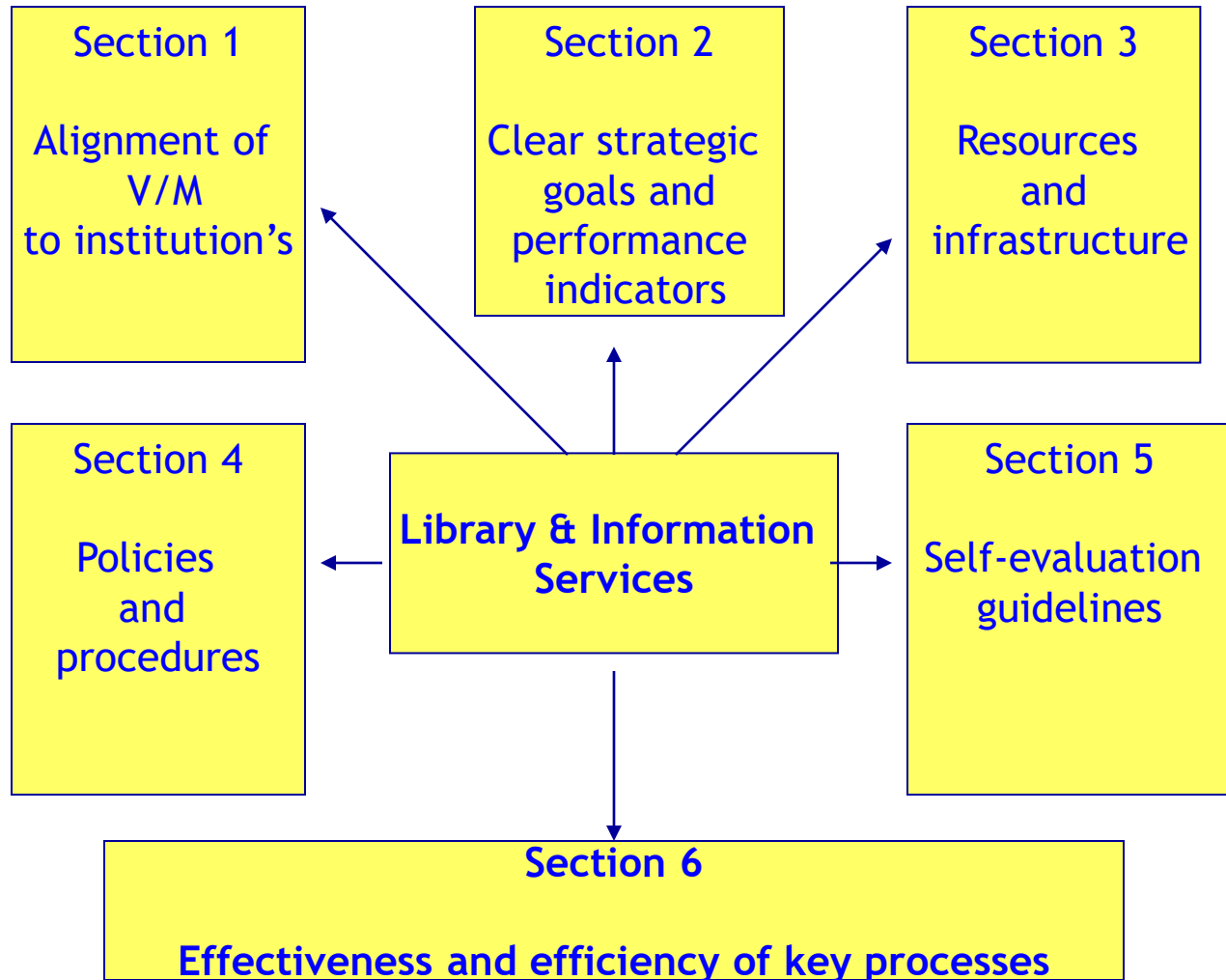
SELF-EVALUATION (CYCLE 1)

- **Library Committee set up for this purpose**
- **Self-evaluation conducted according to a set of “minimum standards” formulated in question form**
- **Planning documents**
- **Surveys**
 - **Satisfaction surveys**
 - **INNOPAC online survey**
 - **Ongoing customer satisfaction survey**
 - **Focus Group interviews**





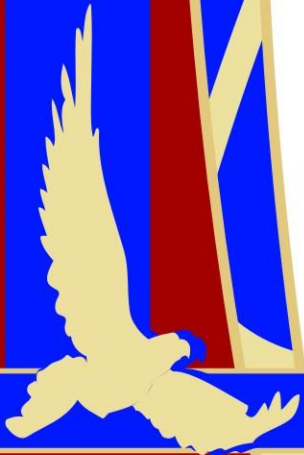
QA QUESTION FORMATION GRID



Section 3

3. Does the library have adequate resources and funding in terms of:

- 3.1 Available budgets**
- 3.2 Information systems and technology**
- 3.3 Suitably qualified and experienced staff**
- 3.4 Office space, workstations and facilities**
- 3.5 Staff development**





RATING SCALE

- Ranges from quality level 1 -no formal approach to level 5 best-in-class performance



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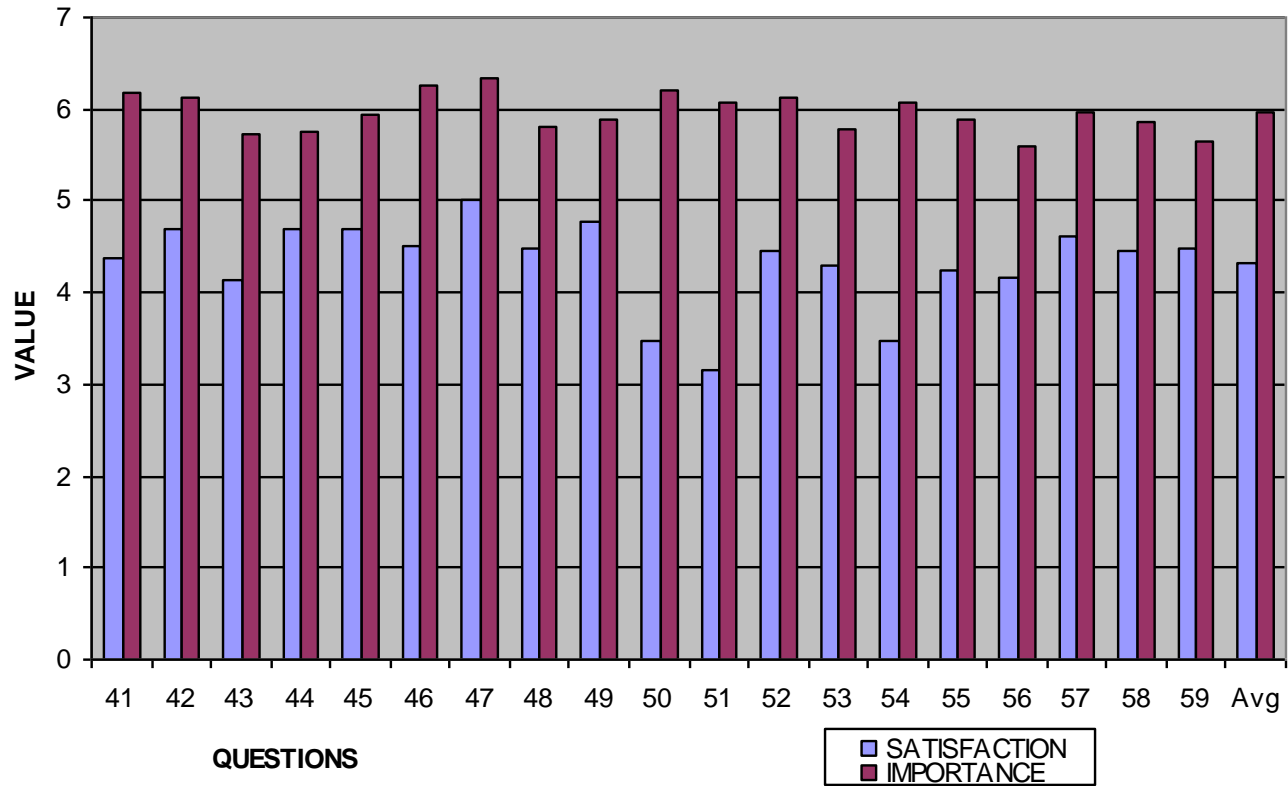
SATISFACTION SURVEY

- “Up-to-datedness” of books
- Availability of recommended course material
- Helpfulness of library staff
- Opening hours



SATISFACTION SURVEY

INFORMATION SERVICES- LIBRARY





AUDIT PORTFOLIO

Report submitted to TQM office included:

- **Documentation to provide evidence of how quality is managed**
- **Results from all the surveys**
- **Focus Group Interviews**
- **Results from self-evaluation**
- **Remedial action plan**



THE LIBRARY AUDIT

- Tour of the library
- Meeting with the library management team
- Meeting between the library Quality Committee and the whole audit panel
 - Discussions were based on our submissions and what the Audit team had gathered from their meetings with various stakeholders

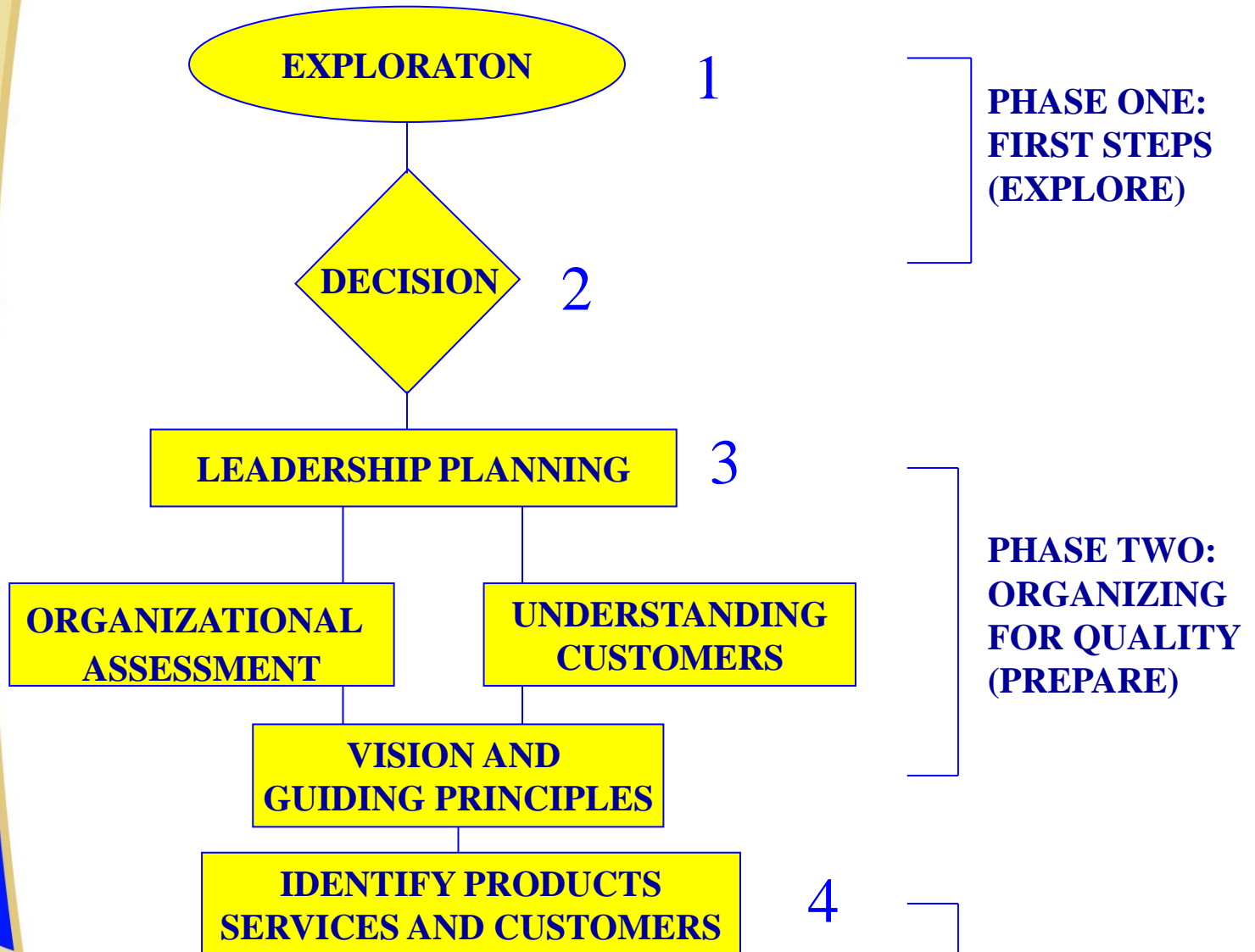


LESSONS LEARNT

- Need to improve our quality management system in the Library
- Need to take a holistic approach in adopting TQM principles and practices
- TQM implementation model (Barnard)



TQM IMPLEMENTATION MODEL





TQM MODEL CTD

5

**ASSESS CUSTOMER
NEEDS**

6

**IDENTIFY
CRITICAL PROCESSES**

PILOT PROJECTS

7

SKILL DEVELOPMENT

8

STRATEGIC PLAN

9

DIVISIONAL PLANNING

10

**PHASE THREE:
NEXT STEPS
(START UP)**

**PHASE FOUR:
EXPANSION &
EVALUATION**



IMPLICATIONS FOR SA HIGHER EDUCATION LIBRARIES

- Generating data/information nationally for benchmarking
- Common general satisfaction survey
- Capacity development for staff to meaningfully contribute to quality in libraries



ROLE OF CHELSA

- Working with HEQC for further input regarding quality management in libraries
- Peer evaluation
- Capacity development
- Best Practice Guidelines



LESSONS FROM OTHER HE LIBRARY BODIES

- Standing Conference of University Libraries (SCONUL)
- Council of Australian University Librarians (CAUL)
 - Both facilitate implementation of best practice initiatives



CONCLUSION

- Mind shift from traditional management approach“ if it ain’t broke, don’t fix it “to a TQM approach, “ Continue to improve it even if ain’t broke.” Jurow & Barnard
- Emphasis is on continuous improvement (CI)
- Benchmarking necessary to enable CI
- Challenge of gathering information for benchmarking



CONCLUSION

- Working with HEQC through CHELSA will make a significant contribution to the position of libraries in higher education and development of QA procedures
- Importance of Capacity development on all levels
- CHELSA has a challenge of facilitating implementation of best practice initiatives in South African academic libraries