THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

ACTT
The Accreditation Council of Trinidad and Tobago
Established by Chapter 39:06
Quality is the Key

1ST INTERNATIONAL CONFERENCE ON QUALITY ASSURANCE IN HIGHER EDUCATION

The Ministry of Tertiary Education and Skills Training
TEST

QUALITY IN HIGHER EDUCATION: FROM BEST PRACTICE TO NEXT PRACTICE

NATIONAL ACADEMY FOR THE PERFORMING ARTS (NAPA)
Port of Spain, Trinidad and Tobago, West Indies

CONFERENCE BOOKLET

PRE-CONFERENCE WORKSHOP
Tuesday April 30, 2013
CONFERENCE
Wednesday May 1 – Friday May 3, 2013

ACTT
The Accreditation Council of Trinidad and Tobago
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Quality is the Key

The Ministry of Tertiary Education and Skills Training
TEST

Journal of Quality Assurance in Higher Education

Higher educational professionals, educators, administrative personnel, quality assurance practitioners, students and all interested persons, this publication is for you!

ACTT's Journal of Quality Assurance in Higher Education (JQAHE)

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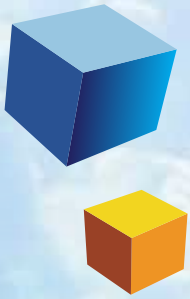
THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

1st International Conference on Quality Assurance in Higher Education

PRE-CONFERENCE WORKSHOP
TUESDAY APRIL 30, 2013

CONFERENCE
WEDNESDAY MAY 1 – FRIDAY MAY 3, 2013

National Academy For The Performing Arts (NAPA)
Port Of Spain
Trinidad And Tobago
West Indies



Quality in Higher Education: From Best Practice to Next Practice

CONFERENCE BOOKLET

CONFERENCE EVENTS

OPENING CEREMONY – Wednesday May 1, 2013
WELCOME RECEPTION – Wednesday May 1, 2013
CULTURAL SHOW – Thursday May 2, 2013
CITY TOUR – Friday May 3, 2013
DINNER AND CLOSING CEREMONY – Friday May 3, 2013

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Location of Sessions

Conference Location And Facilities

The Pre-Conference Workshop will be held at the John S. Donaldson Technical Institute, The Creativity Campus, located at Wrightson Road, Port of Spain, Trinidad, West Indies.

The Conference will be held at the National Academy for the Performing Arts (NAPA), Port of Spain, Trinidad - Theatre 1, Theatre 2 and Classroom 1.

Secretariat

The Secretariat is located on the first floor of NAPA. There is wireless internet on the campus

Dress Code

Conference: Business Attire

Cultural Presentation: Traditional/Cocktail Attire

Closing Ceremony and Dinner: Lounge Suit/Traditional Attire

Please walk with a jacket/sweater as NAPA is air-conditioned and the venue settings cannot be adjusted.

Registration

Registration begins at 7:30 a.m. on the days of the Pre-Conference Workshop and Conference.

Daily Transportation

Transportation will be provided from designated hotels and guest houses to the Conference location courtesy the Public Transport Service Corporation, Ministry of Transport.

ATM/Bank Facilities

Participants will be able to change currency at their hotel and/or use their Master Card or Visa at retailers. Most retailers also accept US currency.

Certificates of Participation

Certificates of Participation will be presented to persons after the Pre-Conference Workshop and the Conference.

ABOUT ACTT

The Accreditation Council of Trinidad and Tobago (ACTT)

The Accreditation Council of Trinidad and Tobago (ACTT) was established by Chapter 39:06 as the principal body in Trinidad and Tobago responsible for the quality assurance of higher education institutions, programmes and awards. The primary services offered by ACTT are conferment of institutional title, registration of higher education institutions, accreditation of higher education institutions and programmes, recognition of foreign qualifications and awards, recognition of transnational programmes, programme approval and quality enhancement support for institutions. The work of ACTT complements the commitment by the Government of the Republic of Trinidad and Tobago to improve quality in the tertiary education sector. It ensures that stakeholders obtain value for their investment and, by extension, also facilitates increased economic, social and cultural development as quality assured institutions produce world class graduates who are committed to the task of national and regional development.

Vision

ACTT will be the principal authority in Trinidad and Tobago for quality assurance and continuous improvement in higher education and a leader in innovation and best practice.

Mission

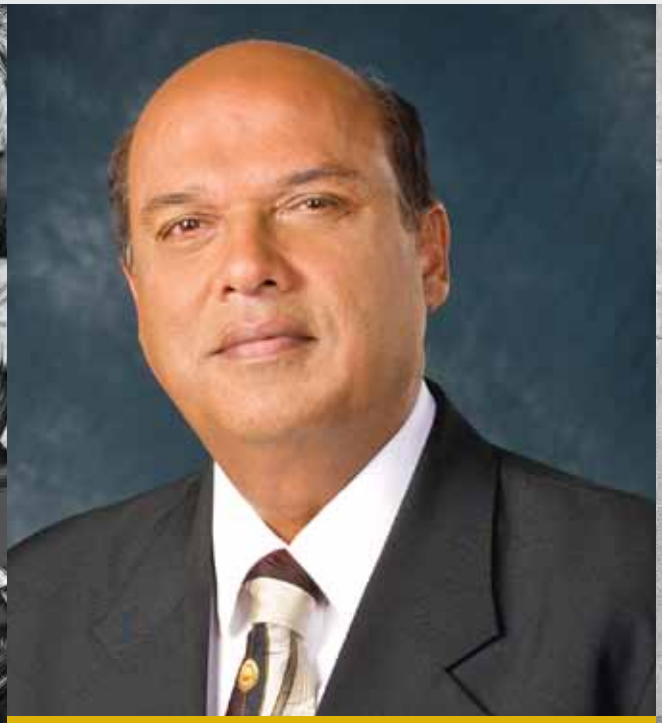
To assure the quality and integrity of higher education primarily through recognition, registration and accreditation as well as public education and related activities, while ensuring the efficiency and transparency of our operations and demonstrating commitment to national development and global competitiveness.

ACTT's Core Values

In pursuit of its vision and mission, ACTT will be guided by its core values which outline the types of behaviours and attitudes that will be crucial for its success. These values are:

- Accountability
- Commitment to quality work/products/services
- Customer Focus
- Integrity
- Teamwork
- Trust
- Results Orientation

These values form the foundation that guides the behaviours necessary to achieve ACTT's goals and objectives and are consistently communicated to all staff to elicit their commitment in executing ACTT's mandate.



Message from the Minister of Tertiary Education and Skills Training

I am pleased that Trinidad and Tobago is the host for this International Conference on Quality Assurance in Higher Education and wholeheartedly welcome all international and regional delegates to our warm and friendly isles. It is my sincere hope that this event will afford you professional development and networking opportunities of the highest value.

The theme of this conference, "Quality in Higher Education: From Best Practice to Next Practice", is in alignment with the Trinidad and Tobago government's commitment to high standards in tertiary education and learning.

We continue to create policies and procedures to ensure the quality and integrity within our higher learning institutes. It is important that our graduates be able to compete with their educated rivals in international job markets.

I must congratulate the Accreditation Council of Trinidad and Tobago (ACTT) for hosting this event. This fulfills the organisation's mandate to support the continuous improvement of standards within our institutions. ACTT continues to facilitate the learning and sharing of international best practice among local, regional and international stakeholders.

I believe this conference will stimulate discussion on how we can improve and develop quality assurance systems that effectively anticipate the changes within the higher education sector.

Regards

SENATOR THE HON. FAZAL KARIM

Message from the Minister of Tourism

It is a privilege and an honour to welcome you to Trinidad and Tobago on the occasion of the Accreditation Council's First International Conference on Quality Assurance in Higher Education which will take place from April 30 to May 03, 2013. You have come from far and wide to one of the Caribbean's most culturally rich and bio-diverse tourist destinations.

There are endless attractions that Trinidad and Tobago can offer to any visitor. We are proud that we have created the only acoustic instrument invented in the 20th century, the steelpan, as well as Carnival, calypso, soca and chutney.

Within the Caribbean region, Trinidad and Tobago stands out as a destination with a unique ecology. We are a land blessed with abundance, or what biologists describe as a "high species to area ratio". Here you will find more than 400 species of birds, 100 classes of mammals, 85 types of reptiles, 30 species of amphibians, 617 butterfly varieties and 2,200 kinds of flowering plants, all presenting a veritable continuing festival of biodiversity.

Tobago is also home to one of the highest densities of bird species in the world. Little wonder that the sister isle continues to win prestigious awards and accolades as an eco-destination, from the World Travel Awards' "Best Eco Destination in the World" to the Caribbean Travel Awards Committee "Number One Eco Destination in the Caribbean".

Our meetings, incentives, conference, exhibitions niche offers state-of-the-art conference facilities and services. With our unique and exotic attractions, Trinidad and Tobago is the ultimate meeting place for business and pleasure!

We are glad that you are able to join us and hope your stay throughout this event will be a fruitful and insightful experience.

I wish all the delegates a very productive and enjoyable conference.

With warmest regards

The Honourable Stephen J. Cadiz

Message from the Chairman, ACTT

On behalf of the Board of Directors of the Accreditation Council of Trinidad and Tobago (ACTT) I welcome you to ACTT's 1st International Conference on Quality Assurance in Higher Education. The theme of this conference, 'Quality in Higher Education: From Best Practice to Next Practice', highlights the growing realisation that 'a one size fits all' approach is no longer able to keep pace with constant changes in the higher education environment.

The present higher education environment is characterised by new and emerging features, including a shift towards a knowledge-based economy; service oriented jobs; the need for continual learning and re-skilling; advances in technology; greater accountability and transparency and changing stakeholder demographics. Maintaining quality requires meeting the challenges associated with change by moving beyond best practice and promoting next practice.

Meeting the growing diversity of today's students and market place requires a variety of higher education providers, each with a unique vision and mission and varied teaching and learning modalities. Next practice should be shaped by developments in the social, economic and cultural spheres at the local and global levels. However, any potential negative impact on the sector, as well as on individual stakeholders, should also be assessed before introducing next practice.

In designing a more relevant and harmonious higher education sector that meets the needs of all stakeholders, institutions and agencies must act in an increasingly coordinated manner. Key stakeholders involved in the delivery and quality assurance of higher education must consider their own uniqueness, the context within which they operate and the potential risks to stakeholders.

I hope that through this conference you gain a better understanding of the challenges facing higher education, learn from next practice and are motivated to introduce initiatives within your respective organisations.

DR MICHAEL R. DOWLATH

Message from the Executive Director, ACTT

It is with pleasure that I welcome all our delegates to the 1st International Conference on Quality in Higher Education: From Best Practice to Next Practice, hosted by the Accreditation Council of Trinidad and Tobago (ACTT). I especially welcome our overseas visitors attending this premier conference on higher education.

Understanding the implications of the 21st century education towards global competitive advantage is an important component in the contemporary world of learning and teaching. This international conference provides a platform for participants to benefit from the experiences of historical, current, and emerging higher education systems. In such an environment, the conference will be a key agent in assembling in one place educators, students and leading higher education agencies from around the world to channel their energies and work towards a common goal of spreading knowledge and learning.

ACTT's views the conference as an important forum for articulating the key issues facing higher education around the world, discussing solutions, and developing partnerships. However, the true test of whether the conference will have a real impact will hinge upon what happens after the conference. ACTT advocates that participants not only learn but also put into action the ideas, findings and strategies that will be learnt at this conference.

To all our foreign delegates, I invite you to take back the information you receive during the many sessions, and to enjoy the social activities that have been organised. Enjoy the richness of the culture of Trinidad and Tobago and may you have a productive conference.

MICHAEL BRADSHAW

STEERING COMMITTEE

Conference Chairperson

Michael Bradshaw – Executive Director, ACTT

Committee Members

Angela Sinaswee-Gervais – Permanent Secretary, Ministry of Tertiary Education and Skills Training

Rodney Amar – Education Projects Specialist, Ministry of Tertiary Education and Skills Training and Member, Board of Directors, ACTT

Ronald Brunton, Ph.D. – Director, Qualifications and Recognition, ACTT

Curtis Floyd – Director, Accreditation and Quality Enhancement, ACTT

Emily Pascal – Director, Finance and Administration, ACTT

Karel Stephen – Corporate Communications Specialist, ACTT

Jennifer Doyle – Manager, Registration, ACTT

Marsha Vincent – Executive Assistant, ACTT

Pauline Whiteman – Manager, Programme Development, National Training Agency (NTA)

Heather John – Marketing and Customer Service Manager, Trinidad and Tobago Hospitality and Tourism Institute (TTHTI)

Nyla Kalliecharan – Convention Specialist, Tourism Trinidad Convention Bureau, Tourism Development Company (TDC)

Arveon Mills – Sales Manager, Tourism Trinidad Convention Bureau, Tourism Development Company (TDC)

PAPERS AND PRESENTATIONS COMMITTEE

Chairperson

Ronald Brunton, Ph.D. – Director, Qualifications and Recognition, ACTT

Committee Members

Joycelyn Rampersad, Ph.D. – Member, Board of Directors, ACTT

Jennifer Doyle – Manager Registration, ACTT

Sherma Joseph, – Accreditation Officer, ACTT

Lesley-Ann Brathwaite – Senior Assessment Officer, Qualifications and Recognition, ACTT

Sharon Delochan – Assessment Officer, Qualifications and Recognition, ACTT

Stephen Joseph, Ph.D. – Assistant Professor and Academic Administrator, The University of Trinidad and Tobago

Vernon Andrews, Ph.D. – External Evaluator, ACTT

PROMOTIONS AND PUBLIC RELATIONS COMMITTEE

Chairperson

Karel Stephen – Corporate Communications Specialist, ACTT

Committee Members

Lennon Ballah-Lashley – Member, Board of Directors, ACTT

Dineil Ignatius – Assistant to the Corporate Communications Specialist, ACTT

Kereen McPherson – Senior Quality Assurance Officer, ACTT

Marsha Vincent – Executive Assistant, ACTT

Heather John – Marketing and Customer Service Manager, TTHTI

Nyla Kalliecharan – Convention Specialist, Tourism Trinidad Convention Bureau, TDC

Arveon Mills – Sales Manager, Tourism Trinidad Convention Bureau, TDC

LOGISTICS AND RISK MANAGEMENT COMMITTEE

Chairperson

Curtis Floyd – Director, Accreditation and Quality Enhancement, ACTT

Committee Members

Azim Ali – Member, Board of Directors, ACTT

Dionne Smith – Quality Assurance Officer, Accreditation and Quality Enhancement, ACTT

Peter Thomas – Accreditation Officer, Accreditation and Quality Enhancement, ACTT

Andrea Flocker – Charter Officer, Public Transport Service Company, Ministry of Transport

Kenneth Campbell – Manager (Ag), Airport Operations, Airports Authority of Trinidad and Tobago (AATT)

PRE-CONFERENCE WORKSHOP

Developing Indigenous Programmes to Facilitate National Development

John S. Donaldson Technical Institute
The Creativity Campus
The University of Trinidad and Tobago
April 30, 2013
8:30 a.m. - 4:30 p.m.

Patricia Worrel

Patricia Worrel is now a curriculum consultant who provides technical advice on curriculum projects and also facilitates workshops intended to build capacity in the field of curriculum planning and implementation.

She was a lecturer at the School of Education, UWI, until July 31, 2012 and, at that time, was also Deputy Dean with responsibility for Planning and Programming with the Faculty of Humanities and Education at The University of the West Indies.

Before coming to UWI in 1996, Ms Worrel worked as an Assistant Registrar, Syllabus Development, at the Western Zone Office of the Caribbean Examinations Council (CXC) in Jamaica. In that capacity, she was responsible for collaborating with the project consultant in developing the framework for the Caribbean Advanced Proficiency Examinations (CAPE) and in establishing and providing technical advice to the committees established to develop the initial CAPE syllabi.

CONFERENCE – DAY 1

Keynote Speaker:

"A Decade of Quality Assurance:
Trends, Developments and Lessons Drawn"

Professor Madhulika Kaushik

Professor Madhulika Kaushik holds an MBA and Ph.D. in Marketing, and has teaching and research experience of over 35 years spread over different distinguished institutions. Having started her career as a research fellow in 1978 at the University of Jodhpur, she joined the world of Open and Distance Learning in 1988 as a Reader in Management Studies at Indira Ghandi National Open University (IGNOU). She was later selected as a Professor of Management at IGNOU in March 1996 and continued to hold that position until January 2011.

Besides being actively involved in the design and development of the Management programme at IGNOU since its formative years, she also served the University as Director, School of Management Studies, Director, Electronic Media Production Division, Director, Planning, and the first Director of the National Centre for Innovations in Distance Learning.

She has been involved in the design and development of the CEMBA/PA programmes, from their initial planning stage and has been the member of the Commonwealth of Learning (COL) Academic Board since 1998. She coordinated the CEMBA/PA programmes at WOU from January 2007 to July 2009 first as a professor in the School of Business and Administration and then as the Director, Centre for Graduate Studies.

Research and Publications
Dr Kaushik has published extensively in the areas of Consumer Behaviour and Marketing. She has also extended her research into different aspects of distance education and online delivery of education. To date she has published numerous journal papers, conference proceedings and edited one textbook.

In the area of online and distance learning (ODL) she has written numerous course modules, developed video and audio tape based teaching materials, as well as overseen the development of online teaching materials.

Consultancy
Dr Kaushik has conducted numerous consultancy projects funded by international agencies such as UNDP, UNESCO, FAO, COL, ILO and ADB, as well as the Government of India. She recently contributed a report commissioned on ICT in Higher Education in India as part of an ADB project. Based on her distinguished academic publications, teaching excellence and extensive professional contributions to the community and her contribution to the field of Education, she was also awarded the Indira Gandhi Priyadarshini award in year 1998.

While at WOU, she conducted a highly successful, strategic leadership programme for 25 senior managers of Intel Malaysia, over a six month period. Her current research interests include application of ICT in higher education, use of OER and issues of quality and governance in open learning, as well as leadership development for higher education institutions.

PLENARY SESSION 1:
Keynote Speaker:

"Aligning Higher Education with Labour Market Demands"

Joel Simon – Vice President, Council for Adult and Experiential Learning (CAEL)

Joel Simon is the Vice President for Public Sector Services for the Council for Adult and Experiential Learning (CAEL). Mr Simon brings 14 years of experience developing new programme and funding initiatives to help ensure that individuals can develop the skills needed in the rapidly changing labour market, and to ensure that communities' education and training programmes are prepared to meet the changing needs of existing and emerging industries. He has facilitated collaborative skills development efforts with local, regional and national partnerships of educators, economic developers, civic leaders, corporations and associations.

He has provided consulting to multi-stakeholder initiatives in 30 US states, and has worked with public and private partnerships to understand and address skills needs in a variety of existing and emerging sectors, including aerospace, aviation, energy, life sciences, transportation, manufacturing, information technology, healthcare, as well as foundational skill efforts and regional collaboration initiatives that cut across sectors. He has served as faculty for the Institute for Sustainable Communities and the International Economic Development Council.

Prior to joining CAEL he developed 21st Century Apprenticeship models for the Computing Technology Industry Association (CompTIA) and served as the Assistant Director of Workforce Solutions – the business services arm of Chicago's Mayor's Office of Workforce Development. He earned a Bachelor of Science degree from Northwestern University in Evanston, Illinois and a Master of Arts from the University of Chicago.

PLENARY SESSION 2:
Keynote Speaker:

"Recognition in the Modern World:
Future Best Practice"

Tim Buttress – National Recognition Information Centre (United Kingdom)

Tim Buttress is Deputy Director, Marketing and Communications for the United Kingdom National Recognition Information Centre (UK NARIC). He has been at UK NARIC since 2006 and in that time has overseen some of the biggest changes within the service; the redevelopment of the International Comparisons database; the introduction of the package system of membership and the redesign of the main UK NARIC website.

A regular on the conference circuit, he has spoken at numerous further and higher education events on subjects as diverse as marketing in further education/higher education (FE/HE), combating education fraud and credential evaluation.

A Chemistry graduate from the University of Sheffield with an M.Sc. in Organisation Development and the Management of Change from Sheffield Hallam University, he also completed his Postgraduate Diploma in Marketing at the University of Gloucestershire as a member of the Chartered Institute of Marketing in 2003. He also holds a Practitioner PRINCE2 qualification. His background is within the education sector. He worked at the Universities and Colleges Admissions Service (UCAS) for eight years in a range of roles from Business Development to Project Manager.

CONFERENCE - DAY 1

May 1, 2013

Time	Activity
7:30 a.m. – 8:30 a.m. **NAPA Lobby**	REGISTRATION
8:30 a.m. – 10:00 a.m.	OPENING CEREMONY
Theatre 1	Keynote address: Prof. Madhulika Kaushik, Commonwealth of Learning *"A Decade of Quality Assurance: Trends, Developments and Lessons Drawn"*
10:00 a.m. – 10:20 a.m. **Restaurant Lobby**	COFFEE BREAK
10:20 a.m. – 11:05 a.m.	PLENARY SESSION:
Theatre 1	Joel Simon – Vice President, CAEL *"Aligning Higher Education with Labour Market Demands"*
11:05 a.m. – 11:40 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: The Student Experience in Higher Education *University of London's Global Community: Assuring and Enhancing the Student Experience at a Distance* Reetu Kansal & Michael Davis, University of London
Theatre 2	Strand: Information Communication Technology in Higher Education *The Structure of an Industry-Mentored Group-based Software Development Project* Akash Pooransingh and Azim Abdool, The University of the West Indies
Classroom 1	Strand: Higher Education Offerings and Labour Market Trends *Towards a Model for incorporating Social and Emotional Learning in Higher Education* Jennifer Doyle, the Accreditation Council of Trinidad and Tobago and Jocelyn Rampersad, Ph.D., Education Consultant

CONFERENCE - DAY 1

May 1, 2013

Time	Activity
11:50 a.m. – 1:00 p.m. **Chinese Restaurant**	LUNCH BREAK
1:00 p.m. – 1: 30 p.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Higher Education Offerings and Labour Market Trends *Soundings from the Sagicor West Indies Cricket High Performance Centre: An Analysis of Educating Cricket Professionals in the Commonwealth Caribbean* Marsha Hinds-Layne, Sagicor West Indies Cricket High Performance Centre
Theatre 2	Strand: Information Communication Technology in Higher Education *From Baby Steps to Giant Leaps: Towards the Establishment of a Quality Driven eLearning Programme at the University of the Southern Caribbean* Gersha Pierre, University of the Southern Caribbean
Classroom 1	*An Action Research and Action Learning Approach to Quality Assurance, with Reference to the Australian Institute of Business* Param Abraham, Chief Executive, Australian Institute of Business
1:35 p.m. – 2:05 p.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Innovative Teaching, Learning and Assessment Strategies *Massive Open Online Courses (MOOC) and their Impact on Global Education Innovation* Charlene Talbot-Paul and K. David Weidner, American Council on Education
Theatre 2	Strand: Ethics and Integrity in Higher Education *Trust, Risk and the Public Interest* Roger Gopaul, ACCA Caribbean
Classroom 1	Strand: The Student Experience in Higher Education *Not Too Old for School* Jada-Lee Condappa Lewis, College of Science, Technology and Applied Arts of Trinidad and Tobago

CONFERENCE - DAY 1

May 1, 2013

Time	Activity
2:10 p.m. – 2:40 p.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Innovative Teaching, Learning and Assessment Strategies *Improving Access to Higher Education for Deaf Students* Ben Braithwaite, The University of the West Indies
Theatre 2	Strand: The Student Experience in Higher Education *Higher Education Management Systems for Improved Student Engagement in Trinidad and Tobago* Tony Edwards, Opus Limited, Trinidad and Tobago
2:40 p.m. – 2:50 p.m. **Restaurant Lobby**	COFFEE BREAK
2:50 p.m. – 3:40 p.m.	PLENARY SESSION:
Theatre 2	Tim Buttress – National Recognition Information Centre, United Kingdom *"Recognition in the Modern World: Future Best Practice"*
7:00 p.m. – 9:00 p.m. **Hotel Lobby, NAPA**	WELCOME RECEPTION

CONFERENCE – DAY 2

Plenary Session 1:

"Ethics and Integrity in Higher Education: Conundrums Faced by Accreditors."

Sylvia Manning Ph.D. – President, Higher Learning Commission of the North Central Association of Colleges and Schools

Sylvia Manning has served as President of The Higher Learning Commission of the North Central Association of Colleges and Schools since July 1, 2008. She came to the HLC from eight years as Chancellor at the University of Illinois at Chicago, where she focused on advancing the education of 25,000 extraordinarily diverse students, a rapidly expanding research portfolio, a full-spectrum healthcare enterprise, and extensive urban engagement.

During that period the campus developed 50 acres of student residences, retail establishments and private housing and doubled its research expenditures. Prior to that, as Vice President for Academic Affairs for the University of Illinois, she prepared the University budget, fostered inter-campus collaborations, and created the University of Illinois Online. From 1975 to 1994 she served as Associate Director of the Center for the Humanities, Director of Freshman Writing, Chair of the English Department, Vice Provost for Undergraduate Studies, and Executive Vice Provost at the University of Southern California. She began her academic career as a teacher and scholar of British Victorian Literature at what is today the California State University, East Bay.

Her recent public service positions include membership on the Board of Directors for the Noble Network of Charter Schools in Chicago, co-chair of the Mayor's Chicago Green Ribbon Committee, and trustee of The Poetry Foundation. Manning holds a B. A. from McGill University, an M.A. and Ph.D. in English Language and Literature from Yale University, and an honorary Doctor of Humane Letters from Northeastern University.

PLENARY SESSION 2:
Keynote Speaker:

"Higher Education Offerings and Labour Market Trends"

Franz Gertze-Chief Executive Officer Namibia Qualifications Authority

Franz Gertze is the Chief Executive Officer (CEO) of the Namibia Qualifications Authority (NQA) where he gained extensive experience in the fields of qualifications, standards setting, accreditation, assessment and National Qualifications Framework (NQF). He first qualified as a teacher before he studied Business Administration and Quality Management.

Mr Gertze has over 20 years of experience in education and training of which a decade was served in various technical and leadership capacities. After 10 years in the classroom as an English teacher and Head of Department, he joined the NQA as a Quality Officer. He grew through the ranks until his appointment as the CEO. Under his leadership the NQF was established and firmly entrenched in the education system of Namibia. He has established himself as a thought leader in education reform, especially the NQF, which is globally seen as a transformative tool for enhancing the quality of education towards the full personal development of learners and nations. Being an expert in quality and education, Franz is regularly invited to attend and contribute to conferences both in Namibia and internationally.

Mr Gertze has been involved with the conceptualisation of the Regional Qualifications Framework for Southern Africa (SADCQF), the Transnational Qualifications Framework (TQF) for the Commonwealth of Learning, as well as the UNESCO/OECD Guidelines on Quality Provision in Cross-border Higher Education. In the field of quality he is registered with the International Register of Certificated Auditors (IRCA) as a qualified ISO 9001 Assessor and is an European Foundation for Quality Management (EFQM) Assessor as well. Mr Gertze is a member of numerous boards and bodies such as:

- Namibia Training Authority Board
- Namibia Institute of Public Administration and Management
- South African Development Community (SADC) Technical Commissions
- Trans National Qualifications Framework
- The International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Quality is his Forte and Passion.

CONFERENCE - DAY 2

May 2, 2013

Time	Activity
7:30 a.m. – 8:30 a.m. **Lobby**	REGISTRATION
8:30 a.m. – 9:15 a.m.	PLENARY SESSION:
Theatre 1	Sylvia Manning – President, Higher Learning Commission of the North Central Association *"Ethics and Integrity in Higher Education: Conundrums Faced by Accreditors."*
9:20 a.m. – 9:50 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Higher Education Offerings and Labour Market Trends *Resilience through Strategic Planning: Experience of a Community College Towards Meeting Labour Market Needs* Zaria T. Malcolm, Ph.D. and Philmore A. McCarthy Excelsior Community College, Jamaica
Theatre 2	Strand: Innovative Teaching, Learning and Assessment Strategies *Storyboard Planning for Teaching and Learning: Challenges and Possibilities* Gelien Matthews, Ph.D., The University of the West Indies
Classroom 1	Strand: The Student Experience in Higher Education *Strategies for Enhancing Student Learning Experiences in Higher Education* Stephen Joseph, Ph.D., The University of Trinidad & Tobago
9:50 a.m. – 10: 10 a.m. **Restaurant Lobby**	COFFEE BREAK

CONFERENCE - DAY 2

May 2, 2013

Time	Activity
10:10 a.m. – 10:40 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Higher Education Offerings and Labour Market Trends *Linking Education to Employment: Employer Insights and International Good Practice* Joe Shamash, City & Guilds Centre for Skills Development, England
Theatre 2	Strand: Ethics and Integrity in Higher Education *The Impact of Ethics and Integrity on Quality in Higher Education: An Explorative Study* Denise DM Brown, Director of Quality Management and Assessment, Northern Caribbean University, Jamaica
Classroom 1	Strand: The Student Experience in Higher Education *The Role of Quality Management in Improving the Student Experience: The University of the Southern Caribbean Perspective* Denise Dennis-Horsford and Nordian Swaby-Robinson, University of the Southern Caribbean
10:45 a.m. – 11:15 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: The Student Experience in Higher Education *Value is in the Eyes of the Consumer: Arguments for a Consumer-oriented Approach to Evaluating Teacher Preparation Programmes in Trinidad and Tobago Higher Education* Jerome De Lisle, Ph.D., School of Education, The University of the West Indies, St Augustine; Cheryl Bowrin Williams, The University of Trinidad & Tobago; Sherma Joseph-Hyland, the Accreditation Council of Trinidad and Tobago

CONFERENCE - DAY 2

May 2, 2013

Time	Activity
Theatre 2	Strand: Information Communication Technology in Higher Education *From the Classroom to the Cloud: Maintaining the Teacher – Student Relationship in the Trending Online Course Environment* Andre Cadogan and Danelle Lezama, College of Science, Technology and Applied Arts of Trinidad and Tobago
Classroom 1	Strand: Funding Higher Education *Making a Case for Investment in Quality Assurance at Higher Education* Ronald Brunton, Ph.D., the Accreditation Council of Trinidad and Tobago
11:20 a.m. – 11:50 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Redefining the Role of Research in Higher Education *Addressing the Research and Teaching Nexus in Higher Education* Joy Francis and Daryl Steele, the Accreditation Council of Trinidad and Tobago
Theatre 2	Strand: Innovative Teaching, Learning and Assessment Strategies *So Much Reading Miss! ... Embracing Epistemic Virtues for Critical Practice in Higher Education* Jennifer Lavia, Ph.D., UWI School of Business and Applied Studies Limited (trading as ROYTEC)
Classroom 1	Strand: The Student Experience in Higher Education *Assessing the Relationship between Service Quality as Perceived by Students and Students' Overall Satisfaction with Student Support Services at Universities in Trinidad: An Argument for Soft Skills* Deirdre Charles, Ph.D., The University of the West Indies

CONFERENCE - DAY 2

May 2, 2013

Time	Activity
12:00 noon – 1:00 p.m. **Chinese Restaurant**	LUNCH BREAK
1:05 p.m. – 1:50 p.m.	PLENARY SESSION:
Theatre 1	Franz Gertze, Chief Executive Officer of the Namibia Qualifications Authority *"Higher Education Offerings and Labour Market Trends"*
1:55 p.m. – 2:25 p.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Ethics and Integrity in Higher Education *Ethical Issues of Doctoral Research and Publication* Paula Sellier, College of Science, Technology and Applied Arts of Trinidad and Tobago
Theatre 2	Strand: Redefining the Role of Research in Higher Education *The Role and Impact of Research in Higher Education: A Trinidad and Tobago Perspective Critically Examining Labour Market Data, 'Big' Government Funding of the Tertiary Education Sector and Distance Learning Education.* Nievel Niles, Brian-Anthony David and Rea Raghunanan, Funding and Grants Administration Division, Ministry of Tertiary Education and Skills Training
Classroom 1	Strand: Information Communication Technology in Higher Education *Justification for Increasing Use of PowerPoint in Education Delivery Processes* Anthony Brumble, University of the Southern Caribbean
2:25 p.m. – 2:35 p.m. **Restaurant Lobby**	COFFEE BREAK

CONFERENCE - DAY 2

May 2, 2013

Time	Activity
2:40 p.m. – 3:15 p.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Innovative Teaching, Learning and Assessment Strategies *In Praise of Presence: the Art of Lecturing in the Age of Virtual Replication* Ulrich Rauch, Ph.D., The University of Trinidad and Tobago
Theatre 2	Strand: The Student Experience in Higher Education *Expectations vs Experience – The Experience of Students Entering a Graduate School in Trinidad and Tobago versus their Expectations upon Entry to a Graduate Programme* Jaidath Maharaj, Arthur Lok Jack Graduate School of Business
Classroom 1	Strand: Funding Higher Education *Meeting the Challenges for Financing Tertiary Education and Training for Caribbean Countries* Rodney Amar, Ministry of Tertiary Education and Skills Training
3:20 p.m. – 3:50 p.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: Funding Higher Education *Efficient Use of Economic Rents: Restoring GATE* Martin Franklin, Roger Hosein, Ph.D., and Elizabeth Ince, The University of the West Indies
Theatre 2	Strand: Ethics and Integrity in Higher Education *Ethics and Integrity in Higher Education* Balchan D. Rampaul, Ph.D.
Classroom 1	Strand: The Student Experience in Higher Education *Factors Determining Students' Emotions, Engagement and Achievement at Tertiary Level* W. Marc Jackman, Ph.D., The University Trinidad and Tobago

CONFERENCE - DAY 2

May 2, 2013

Time	Activity
7:00 p.m. – 9:00 p.m. **Chinese Restaurant**	CULTURAL PRESENTATION FOLLOWED BY COCKTAIL RECEPTION

CONFERENCE – DAY 3

Plenary Session:

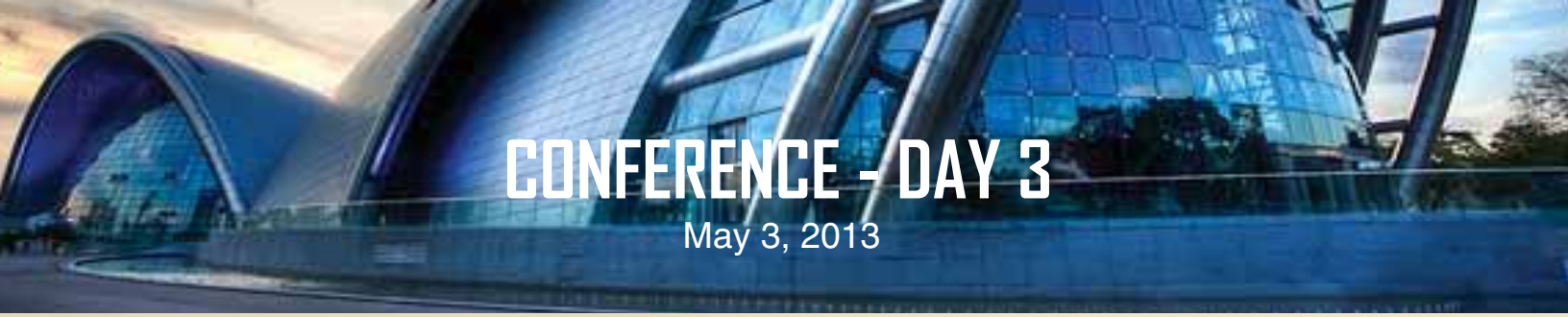
"Innovative Strategies for Improving Student Retention: A Question of Quality."

Ruby S. Alleyne Ph.D. – Vice-President, Quality Assurance & Institutional Effectiveness, The University of Trinidad & Tobago

Dr Ruby S. Alleyne holds the degree of Doctor of Philosophy in Education from The University of the West Indies. She has been the Vice-President, Quality Assurance and Institutional Effectiveness at The University of Trinidad and Tobago since 2009. Prior to this, she served as Executive Director of the Accreditation Council of Trinidad and Tobago (ACTT) from its inception in 2005 to March 2009.

She has also lectured at the School of Education, The University of the West Indies, St Augustine. Dr Alleyne has served as a consultant providing technical support and training for national accreditation bodies throughout the CARICOM region. At the national level, she served on several Cabinet-appointed committees. She was the Chairperson of the Implementation Team for the establishment of the Accreditation Council of Trinidad and Tobago and Deputy Chairperson of the committee to design a seamless education and training system for Trinidad and Tobago.

In July 2010 she served as a member of the Technical Committee to develop the White Paper on Tertiary Education, Technical and Vocational Education & Training (TVET) and Lifelong Learning for Trinidad and Tobago. She has also served as Chairman of the Board of the College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT). Dr Alleyne is the current Vice-President, Accreditation Activities of the Caribbean Accreditation Council for Engineering and Technology (CACET).



CONFERENCE - DAY 3

May 3, 2013

Time	Activity
7:30 a.m. – 8:30 a.m. **Lobby**	REGISTRATION
8:30 a.m. – 9:15 a.m.	PLENARY SESSION:
Theatre 1	Ruby S. Alleyne Ph.D., Vice-President, Quality Assurance & Institutional Effectiveness, The University of Trinidad & Tobago *"Innovative Strategies For Improving Student Retention: A Question Of Quality"*
9:20 a.m. – 9:50 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: The Student Experience in Higher Education *The Challenge of Constructing Meaningful Research Performance Indicators when Evaluating Higher Education Institutions in the Caribbean* Jerome De Lisle, Ph.D., The University of the West Indies
Theatre 2	Strand: Higher Education Offerings and Labour Market Trends *A Study of the Higher Education Offerings and Labour Market Realities in Jamaica* Denise DM Brown, Northern Caribbean University, Jamaica
Classroom 1	Strand: Funding Higher Education *Assuring Value for Money and Improved Global Competitiveness through Performance-based Higher Education Financing, Market Alignment and Quality Assurance* Christopher Chinapoo, Langdons Language Institute and Brian-Anthony David, Funding and Grants Administration Division, Ministry of Tertiary Education and Skills Training
9:50 a.m. – 10:10 a.m. **Restaurant Lobby**	COFFEE BREAK

CONFERENCE - DAY 3

May 3, 2013

Time	Activity
10:10 a.m. – 10:40 a.m.	CONCURRENT SESSIONS:
Theatre 1	Strand: The Student Experience in Higher Education *Factors Affecting Retention in Online Higher Education* Pamela Dottin, Quality Assurance Unit, Office of the Board for Undergraduate Studies and Office of the Board for Graduate Studies and Research, The University of the West Indies, Barbados
Theatre 2	Strand: Innovative Teaching, Learning and Assessment Strategies *A Three Level Approach for Teaching Programming to Undergraduate Engineering Students* Akash Pooransingh, The University of the West Indies
Classroom 1	Strand: Funding Higher Education *Funding Higher Education in Tobago: An Examination of Its Historical Context and Current Situation to Chart the Way Forward* Nikisha Daly and Marissia Alexander-Wilkinson, the Accreditation Council of Trinidad and Tobago
10:50 a.m. – 11:50 p.m.	PANEL DISCUSSION
Theatre 1	Conversation on Higher Education
12:00 noon	END OF CONFERENCE
12:00 noon – 4:00 p.m.	CITY TOUR Port of Spain and Angostura House
7:00 p.m. – 10:00 p.m.	CLOSING CEREMONY & DINNER Hyatt Regency Trinidad

ABSTRACTS

INNOVATIVE TEACHING LEARNING AND ASSESSMENT STRATEGIES

A Three Level Approach for Teaching Programming to Undergraduate Engineering Students

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There is a difficulty level associated with students' motivation and ability to learning programming. This is not a new problem (Bonar and Soloway, 1983). Traditional methods of teaching are inappropriately suited for teaching programming. Conventional methods may lead to copying of code, assignments, and lead to failure. Most critically, this may lead to an inability to problem solve – a key requirement of a graduate engineer. Cognitive factors (such as learning styles and motivation) (Jenkins, 2002) must be considered to effectively change the way in which students learn programming material. Methods such as providing unique online learning tools (Adamchik and Gunawardena, 2003) contribute toward an alternate learning style, while providing out-of-classroom support (Stamouli, Doyle and Huggard, 2004) contributes toward student motivation.

This paper targets students' learning style and motivation in a unique manner. A three level approach to teaching programming concepts is proposed as part of the delivery mechanism for an undergraduate Electrical and Computer Engineering programming course at The University of the West Indies. The first level involves the traditional method of teaching – "chalk and talk" type. This method is the initial method to introduce new material to students. The second level involves group-based assignments. This is an effective way of learning as cognitive skills are developed in a peer-based environment (Newman, Webb and Cochrane, 1995). This is administered by an assignment based on the learning outcomes set by level one.

The third level involves individual practical/oral examination. In a non-intimidating manner, the learning outcomes based on level one "chalk and talk", and level two group assignments are assessed in an examination setting. This examination tests the students' individual competence in the assessed learning objective.

Formative type and summative type assessments are critical in determining the effectiveness of a learning strategy. Follow up work will assess this approach with formative type assessments (Yorke 2003).

Improving Access to Higher Education for Deaf Students

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Deaf communities constitute important linguistic and cultural minorities, with their own unique languages, histories and cultural values. In the Caribbean, as in many other parts of the world, members of deaf communities have been systematically disadvantaged by limited access to high quality education. For most deaf people in the region, higher education has been completely inaccessible.

This paper provides a brief overview of the deaf community in Trinidad and Tobago and the history of deaf education, and reports on research into the experiences and views of deaf Trinbagonians relating the higher education. Major current issues include: a chronic shortage of trained, certified sign language interpreters for educational settings, a lack of educational and training opportunities for deaf students after secondary school and a general lack of deaf awareness among educators and the wider community, which tends to result in very low expectations.

In order to improve the current situation, it is crucial to understand the linguistic needs of deaf students – especially due to the fact that they are second language learners of written languages. This will allow us to address the previous failure to put in place appropriate measures to address these needs.

The paper concludes with descriptions of some recent work towards widening access for deaf students, including enrolment of several students at The University of Trinidad and Tobago, and the launch of a Diploma in Caribbean Sign Language Interpreting, currently offered at both Mona and St Augustine campuses of The University of the West Indies. It also makes some recommendations on what to do next.

Massive Open Online Courses (MOOC) and their Impact on Global Education Innovation

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Participants attending this session will walk-away with a comprehensive knowledge on the "Next Practice" of educational reform and delivery: MOOCs (Massive Open Online Course), a type of online course aimed at mass distribution using the power of the Web to provide equal access to learners in multi-national settings. The traditional online learning approach is transformed into an entirely new collaborative learning environment. MOOCs generally consist of two elements: delivery of the content to scale; and open-access to all without charge.

Participants will experience how the American Council on Education's (ACE) Center for Education Attainment and Innovation is conducting research on MOOCs and working with MOOC providers to determine their role in education attainment. The American Council on Education's College Credit Recommendation Service is leading on MOOC research with a view to aligning MOOC courses with existing college and university degree programmes. Participants will also learn how MOOC courses are benchmarked against current campus-based courses. Presenters will illustrate the potential impact on the changing landscape of education. Topics in content delivery and technology, assessment, teaching in a multi-cultural setting and how MOOC courses are being evaluated, will be reviewed during this session.

As an educational innovation, MOOCs are quickly becoming the best and next practice of instructional content and course delivery. As the largest higher education organisation in the United States, ACE is at the forefront of the major issues affecting post-secondary education.

ACE addresses the rapidly changing needs of America's colleges and universities by providing research and identifying innovative practices.

Storyboard Planning for Teaching and Learning: Challenges and Possibilities

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From about the year 2008, The University of the West Indies, St Augustine Campus, expanded its programme of teacher training by offering the post graduate course for lecturers entitled Certificate in University Teaching and Learning (CUTL). The Instructional Development Unit (IDU) directed by Dr Anna-May Edwards-Henry facilitates the course. One of the four major components of the programme includes assisting university teachers to become competent in using modern technology to deliver curriculum. Dr Diane Thurab Nkosi is the IDU expert in this field. Chief among the learning objectives in the teaching with technology module is the lecturer's ability to prepare and present a storyboard using any one of the courses from the discipline in which the lecturer specialises.

Storyboards were first used in the United States of America in the 1930s when the famous Walt Disney used graphic sketches to layout and sequence beforehand the films he produced for his viewers. Today storyboards are commonly used to tell stories to children using visual images and to plan and present a variety of projects. In UWI St Augustine's CUTL programme, lecturers are encouraged to plan the semester courses that they intend to deliver fully or partly online using storyboards. The challenges of this task can be overwhelming. It is painstakingly time consuming, and requires the lecturer to have a thorough working knowledge of his or her subject area and of the resources and services available. On the other hand, a well prepared storyboard offers endless possibilities, not least among which is the guarantee of a smooth coverage of teaching and learning tasks in the given semester.

It is the intention of this paper to examine both the difficulties and the benefits involved in using storyboards and by so doing determine whether indeed this is the way forward with regard to course planning at the university level.

"So much reading, Miss!"... Embracing Epistemic Virtues for Critical Practice in Higher Education

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What would it be like if our education system drew more on the experiences and strengths of the wider community relying on their everyday experiences, their histories and biographies, rather than persisting in regurgitating neo-colonial perspectives, mired in dominant cultures that have always referred to local peoples as 'Other'? The focus of this paper is a response to this proposition to create a sociological imagination for Caribbean education. The central tenet of this paper is for Caribbean educators to pay some attention to developing a critical practice. In developing the argument for a critical practice, emphasis will be placed on creating and claiming new spaces for academic endeavours.

The underlying theory resides in postcolonial perspectives which argue for practices to be decolonising in intent and action. This means that the paper acknowledges the residues of colonial encounter as persistent in contemporary education systems. Evidently, political independence for new nations does not necessarily mean decolonizing minds and the structural legacies of the discriminatory and differentiating colonial state. Through this paper the opportunity is also taken to explore the epistemic virtues associated with developing a critical practice; these being – historicism; criticality; subjectivity; positionality; relationality; reflexivity. Examples of B.Ed, M.Ed, and Ed.D curricula will be used to explore how academics who have chosen to adopt a decolonising approach to their practice have negotiated this practice in light of integrating these epistemic virtues.

In Praise of Presence: the Art of Lecturing in the Age of Virtual Replication

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When we are scrambling to invert the classroom or when we capture lectures for streaming or asynchronous use, are we losing the magic and tension of the great orator - the chemistry of a live performance? Is the perfect lecture a performance, a work of art, and does it lose its appeal once it is captured and reproduced? Conversely, are learning technologies just an attempt to emulate the 'presence' of a lecturer while ignoring how distracted the audience really is? When students doodle with their mobile devices are they dreaming of electric sheep?

Maybe we should rephrase the question: are we losing sight of the fact that it is 'presence' that matters in good teaching? And following: what constitutes 'presence' versus distraction in a learning environment?

Point: the attraction of a well delivered lecture goes well beyond an intellectual understanding. It engulfs all our senses and activates all synapses. Most of us had moments of total immersion in the performance of a lecturer, and if it was in the context of our academic trajectory, these moments may have amounted to a cornerstone in pursuing a career in that very subject matter.

Counterpoint: the genuine great lecture as an experience is a myth that is less grounded in the orator, and more in our ability to attach meaning to an orator's performance. Of course, there are brilliant deliveries by great orators, but a truly great lecture is to be sustained by the value of the information it transposes. Most often we remember the charismatic lecturer, but not the content of the lecture.

In my discussion I propose a mode of designing a learning process that counterbalances the distractions experienced in an excellent lecture as well as those encountered by learners in a virtual and digital environment.

Assessing the Relationship between Service Quality as Perceived by Students and Students' Overall Satisfaction with Student Support Services at Universities in Trinidad: An Argument for Soft Skills

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This study is about the relationship between service quality of selected student support services and students' overall satisfaction with these services at universities in Trinidad. It examines three student support services departments, namely career services, health services and sports services. It also attempts to show that soft skills, a service quality dimension, are an important contributing factor to bring about effective and satisfying student support services. The study draws on a customer satisfaction theoretical framework to guide the investigation between the variables. An adaptation of SERVQUAL, a service quality survey designed by Parasuraman, Zeithaml and Berry (1985), was used to assess student satisfaction with the above-named areas of student support services.

The survey was used to collect data from 502 students in the three universities in Trinidad, The University of the West Indies, the University of the Southern Caribbean and The University of Trinidad and Tobago. The data were analysed using analysis of variance, t-test, Pearson's correlation, and multiple stepwise regression. The study shows that soft skills have the strongest correlation to students' overall satisfaction with student support services. It further showed that 'reliability', 'hard' skills', 'responsiveness' and the three service departments under review all have moderate relationships with students' overall satisfaction with student support services. There is no relationship between 'tangibles' and students' overall satisfaction with student services.

Keywords: Deirdre Esther Charles; student satisfaction; student support services; service quality; soft skills; disconfirmation theory; Trinidad

The Role of Quality Management in Improving the Student Experience: The University of the Southern Caribbean Perspective

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Universities the world over are aware of the close relationship between student satisfaction and student retention. Although student satisfaction depends on many factors, this paper aims to demonstrate the role that student feedback can play in enhancing the quality of services offered.

From the University of the Southern Caribbean (USC) perspective, results from a recent Graduate Exit Survey were used to determine whether the existing policies and practices were sufficient to achieve a high level of student satisfaction.

Based on the results of the Graduate Exit Survey, it was found that advising, financial services and food services were some of the areas requiring more careful attention. Findings were forwarded to the University's administration to inform continuous improvement decisions.

In order to remain competitive, USC plans to engage in consistent evaluation of constantly changing student needs, as one of the approaches to maintaining high standards of service to students. Effective student engagement at various fora will also produce feedback that can be used to cater to the needs of a more diverse student population.

Not Too Old for School

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At present COSTAATT has over 10,000 students registered across all its campuses. Of that number, more than two thirds access Government Assistance for Tuition Expenses (GATE). The classroom demographic is therefore changing with funding through GATE providing increased access to citizens who would not normally have afforded tertiary studies. Investigation at COSTAATT has revealed that retirees are now actively pursuing either a first or second degree, changing the student demographic from the stereotypical eighteen year old to include retirees, and it is the latter group which will be the focus of this paper.

This presentation will explore the premise that it is critical in planning and implementing lesson plans for this diverse classroom to take into account the physical, cognitive, and emotional (dis)abilities of older adults in the learning environment.

The presentation will be twofold:

1. A video case study of students over sixty-five years of age currently enrolled in the various programmes at COSTAATT, speaking candidly about their motivations, challenges and academic/technological concerns.

2. A paper which explores possible learning solutions to meet the changing demographic based on current best practice both regionally and internationally.

Expectations vs Experience – The Experience of Students Entering a Graduate School in Trinidad and Tobago versus their Expectations Upon Entry to a Graduate Programme

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Globally the issue of student dissatisfaction in higher education has become an issue of great importance given that higher education is the fastest growing service industry in the globe according to Hussain (2001). Because of this reality, Hussain (2001) states that institutions of higher education need appropriate methods and strategies to meet the current students' needs, keep them happy and increase recruitment. The research has found overall that schools are moving towards better service quality in light of the view that students are customers and because of the globalisation of education. According to Quinn (2009) the student is a customer and therefore their service expectations must be met in order to retain them.

Also, according to Quinn (2009), the increased competition for students in the context of increased competition for operational funding and greater selection in the awarding of funding by non-governmental agencies has driven educational institutions to focus on better quality and customer satisfaction.

The paper is based on a qualitative study conducted at a graduate school in Trinidad and Tobago. The paper presents the findings of three in-depth interviews that sought to gain deep insights into the experiences and expectations of students at the educational institution in Trinidad and Tobago. Factors that contribute to the creation of expectations and actual experiences of students will be presented. The paper presents the gaps that exist between the expectations and the experiences of the students interviewed. The findings of the research are couched within the SERVQUAL model as developed by Zeithaml, Parasuraman & Berry (1980). The paper considers the current practices of the school in meeting students' expectations and thus the closing of gaps between experience and expectations through best and next practices.

The research presented adds to the body of knowledge that exists in the field of quality in higher education. Given the movement to higher standards with the advent of local and international accreditation, schools can be guided by the findings of the research.

The Challenge of Constructing Meaningful Research Performance Indicators when Evaluating Higher Education Institutions in the Caribbean

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Performance indicators in research are metrics that provide information on institutional research performance. These indicators are commonly used in quality assurance and accreditation for formative and summative evaluations of research quality and output. Research performance indicators are typically highly valued by university-type institutions, which supposedly are involved in knowledge creation. In this paper, I argue that, in the Caribbean context, research performance indicators must be used with extreme caution because of the realities of deficient, improvised research environment. From a measurement perspective, research performance indicators are simply metrics; however, they are imbued with specific values and, if used improperly, they can have negative and unpredictable side effects. Following Messick (1988), the criteria for judging any performance indicator are the appropriateness, utility and meaningfulness of inferences made.

Therefore, with the system-wide absence of thriving structures, processes and products of research, some indicators such as the "number of peer-reviewed articles in highly ranked international journals" might have limited utility. Some popular indicators also naively assume meritocracy and neutrality in international publishing and anticipate a free flow of ideas in the academic communities of a discipline. Thus, Caribbean evaluators must use good judgment and triangulate using multiple measures when evaluating the research performance of institutions, keeping an eye always on developmental issues. This might require privileging indicators of developing research capacity and evidence for the planned provision of resources, support, and training in research.

Value is in the Eyes of the Consumer: Arguments for a Consumer-Oriented Approach to Evaluating Teacher Preparation Programmes in Trinidad and Tobago Higher Education

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The scope of teacher preparation and formal professional training in Trinidad and Tobago has been permanently altered by the emergence of multiple service providers, including multiple private sector and transnational offerings. Although some aspects of quality are already assured through the processes of institutional registration and accreditation, without a formal licensing system in place to ensure minimum competence, issues related to differential standards remain. These issues impact greatly upon the consumer, including prospective students.

In this paper, we argue for an explicit consumer-oriented approach to programme evaluation in order to capture the worth of products and services offered by various teacher preparation programmes. We reason that a compressed metaevaluation following this model will help taxpayers, practitioners, and all potential beneficiaries make informed choices given the variety of alternatives that exist. We consider in detail issues of implementing this evaluation protocol, including the adoption of mental models and selection from multiple approaches to data collection, including the latest version of Scriven's Key Evaluation Checklist. Within this focus upon consumers, we inform our analysis with evidence derived from a focus group study of graduates from selected programmes. Informed by a constructivist-interpretive mental model we explore the meanings, experiences, and perceived impact of training through the voices of the student as consumer.

Funding in Higher Education

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This paper reviews the Government Assistance for Tuition Expenses Programme (GATE) in a small petroleum exporting economy. The GATE Programme was launched in 2004 to facilitate the expansion of Trinidad and Tobago's knowledge base through the provision of financial assistance to citizens for studies undertaken within specified institutions. The programme came out of the Dollar for Dollar programme which commenced in 2001 and allowed for the provision of 50% of funding for tuition expenses. Initially, the GATE Programme made a further provision for students to apply for up to 100% of tuition expenses based on the results of a means testing questionnaire.

The Programme, however, was modified in 2006 to allow access to funding for tertiary level education (TLE) to all citizens of Trinidad and Tobago, removing the need to qualify for same according to students' financial capabilities. Between fiscal years 2004/2005 and 2010/2011, expenditure on GATE increased from TT$102 million to TT$625 million. Persons who have taken advantage of the GATE Programme are required to serve a period of national service. However, no systems have been established to ensure the fulfilment of the required service period after the study period has been completed. The universal implementation of the GATE Programme, however, has led to concerns about vertical inefficiency and wasting of the economic rents from the petroleum sector.

The paper revisits the economics of subsidising TLE in small economies, investigates the extent of vertical inefficiency associated with the GATE Programme and analyses the sustainability of the GATE Programme. It also introduces three options which facilitate access to TLE for all persons who meet the minimum entry requirements of tertiary level institutions (TLIs) while ensuring horizontal and vertical efficiency of funding.

Factors Affecting Retention in Online Higher Education

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This paper uses the initial findings from my Ph.D. research to evaluate the critical success factors which affect student retention in the online BSc Management Studies programme at The University of the West Indies Open Campus. The UWI is a four campus institution with three physical campuses and the Open Campus, which offers traditional and online distance education. In the study, I analyse the factors identified by former BSc Management Studies students of the Campus over the period 2008 to 2011. The study seeks to understand what factors affect student success in online learning in the Caribbean.

Although online education is a relatively new concept in educational terms, there has been much research into its contributions to students' learning, comparison between it and traditional face-to-face learning and the types of technologies which better enhance its effectiveness in the teaching and learning environment. In addition, there has been much research and debate relating to the efficacy of online instruction (Lezberg, 1998; Okula, 1999; Bowman, 2003; Worly & Dyrid, 2003; Fortune, Shifflett, & Sibley, 2006 Terry, 2007). Theories suggest that there are two significant factors which determine whether a student is successful or not in higher education: (1) individual characteristics; and (2) the level of interaction experienced by the student in the learning environment (Baker & Siryk, 1984).

There are many factors that may be used to determine quality in an institution. These include student retention, student course success and time taken between enrolment and graduation. In this study, quality is defined as student persistence. This study is investigating the factors that contribute to students dropping out of online BSc Management Studies programme with the Open Campus. To achieve this, there is a literature review in which I explore some of the literature to ascertain what the literature purports. This is followed by a description of the methodology of the study, the initial findings and initial conclusions.

University of London's Global Community: Assuring and Enhancing the Student Experience at a Distance

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The University of London operates a model of distance learning known as the University of London International Programmes, which, through collaboration with the renowned Colleges of the University Federation, has been offering flexible study programmes globally since 1858. Around 2,700 students in Trinidad and Tobago join a community of over 50,000 students worldwide studying through the International Programmes towards a prestigious degree from the University of London.

Evaluating the quality of the holistic student experience of distance learners presents a challenge. This paper discusses the approaches that the University of London has applied to assess and enhance its students' experience. Also discussed is the University of London's longstanding and unique track record of engagement with teaching institutions around the world, both historically and, more recently, through its scheme of formal recognition – the Institutions Policy Framework (IPF). Six local teaching institutions in Trinidad are recognised by the University of London under the IPF, which employs robust quality assurance tools and processes to assess and identify potential areas of enhancement for the student experience.

Using an embedded case study of the Undergraduate Laws Programme (ULP), this paper highlights how the University assesses and enhances the experience of its distance learners in practice and works to reinforce competence and capacity within institutions. Given the unique nature of the Laws programme, development of the student experience is informed by a wide range of factors. Aligning the University's access mission with the provision of a world class legal education is a significant challenge. However, advances in technology, communications and 'blended' approaches to learning and teaching and student engagement all provide the programme with opportunities to be explored. The ULP continues to steer towards new generations of supportive learning resources while remaining engaged in an ongoing process of evidence-based change and enhancement.

Trust, Risk and the Public Interest - The Relative Importance of Affective Competence in Professional Education and Training

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This paper examines trust and risk in the professional relationship. It also explains how the collective perception of, and confidence in the ability and behaviour of professionals from every sector, and at all levels, is crucial to promoting a well functioning and stable society. The findings from this paper have clear implications for the education of professionals in general and for accountants in particular.

The paper begins by exploring trust, the public interest and the special nature of 'fiduciary duty' and the related concept of 'agency' around which the professional relationship is based. The main argument contained within this paper focusses on which aspects of professional competence seem to be most important in the conduct of successful professional relationships and their outcomes. The paper makes a clear distinction between cognitive and affective competence and how professional education and training has a crucial role in developing professionals who are not only technically proficient, but also possess high levels of emotional intelligence and a fully developed sense of morality and social responsibility at work.

Keywords: trust, risk, public interest, fiduciary duty, professional competence, agency, ethical values, morality.

Making the Case for Funding Quality Assurance Systems at Higher Education

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Higher education institutions in the Caribbean and among many small island developing states face an increasingly globalised environment where quality is critical in maintaining international recognition and competitive advantage. Growing competition from cross border education, distance learning and 'borderless' education poses a significant threat to the sustainability of local and regional institutions that must be able to produce internationally competitive programmes. To face these challenges, higher education institutions need robust quality assurance systems and personnel that can contribute towards institutional effectiveness.

However, implementing and maintaining quality assurance systems can be expensive, requiring the time and commitment of highly-skilled individuals and can call for significant administrative support and coordination. This paper utilises a cost benefit analysis approach in making the case for greater funding of quality assurance systems, as critical to the success of emerging higher education systems and individual higher education institutions. The level and sources of funding required vary across systems and should be considered within the broadest context. The paper further argues that public funding of quality assurance systems at some higher institutions may be necessary to ensure the overall improvement of the higher education system. However, such funding must lead to observable improvements in quality, outputs and processes, have long term benefits and be sustainable.

Strategies for Enhancing Student Learning Experiences in Higher Education

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Recent research suggests a growing dissatisfaction among some students regarding the quality of instruction they receive at institutions of higher education. Student responses to a survey questionnaire indicated that "lecturers need to improve their teaching strategies," and that "different learning styles should be considered." Consequently, this study examined the impact of using a differentiated instructional approach to teaching second year students pursuing an undergraduate course in curriculum studies at a tertiary institution. These students varied in terms of their interests, experiences, personal circumstances, and learning preferences. Approximately four hundred students in two education campuses took the course over a period of one semester. Half of the student body experienced differentiated instruction, while the other half was exposed to the whole class instructional approach.

The purpose of this study, therefore, was to determine the extent to which differentiated instruction had a positive impact on student learning experiences during the semester. Two research questions served to focus this investigation:

1. What are the strategies used for differentiating content, process and product in a curriculum studies course for second year undergraduate students?

2. What is the impact of differentiated instruction on student learning experiences during the semester?

Higher Education Management Systems for Improved Student Engagement in Trinidad and Tobago

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Dysfunctional higher education management systems in Trinidad and Tobago generate poor environments for innovation by deterring creativity and confining the learning experience for tertiary level students to conventional education practices. Common gaps in higher education management systems across Trinidad and Tobago include: a lack of focus on building student and trainee competencies and capabilities; poor learning environments for student creativity and innovation; and weak mechanisms for student engagement.

Policies and overall system designs are not focussed on building competency and capability for all students. Emphasis is on the level of prestige associated with qualifications and degrees, resulting in a general lack of value for practical skills development. Goals and strategies are not aligned to the drivers of performance required to build Trinidad and Tobago's new knowledge economy and enhance national capability.

Programmes and curricula often lack practical and internship components; learning environments are not designed to promote innovation. The majority of tertiary level institutions provide few opportunities for experiential learning, community service, extra-curricular activities, social engagement, career services and professional networking. Opportunities for participating in university or college decision-making processes are scarce, as are systems for the comprehensive assessment of lecturers and instructors by students.

Mechanisms for student-centered learning in the classroom are weak, limiting the exploration of new ideas and concepts. Student environments lack safe spaces for discussions about subject material, which deters active participation and student engagement. Teachers and instructors maintain a "grade-focused" pedagogy driven by rote learning and standardised testing – there is limited emphasis on challenging students to think critically and to develop new solutions to problems.

In this study, we analyse the current state of higher education management systems in Trinidad and Tobago at three levels – Level 3 (Senior Leaders – Legislators, Policy Makers and Principals), Level 2 (Middle Management – Programme Managers and Curriculum Developers), and Level 1 (Frontline – Educators and Instructors) – to ascertain their impact on the student experience. We assert that quality assurance must play an increasing role in ensuring robust management systems at all three levels to drive improved student outcomes across the country.

Factors Determining Students' Emotions, Engagement and Achievement at Tertiary Level

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This study examined the individual and collective influences of academic motivation, course-related emotions and student collaboration on engagement and achievement outcomes at tertiary level. Three hundred and ninety-seven (397) first year B.Ed. students enrolled in an educational psychology course participated in the study. The main aims of the study were to determine the extent to which personal and classroom motivation factors influenced students' achievement-related emotions; to explore the links between academic motivation, course-related emotions, student collaboration and academic engagement factors; and to ascertain the principal factors undergirding achievement in the particular course of study. Personal and classroom motivation were measured using the Patterns of Adaptive Learning Scales (PALS) 2000 version. Positive and negative course-related emotions, student collaboration, and academic engagement were measured using the Measure of Collaboration, Engagement & Affect in Academics (MCEA) - an instrument specifically designed for the study. Course grades were used as the measure of achievement outcomes in the study. Multiple regression and one-way analysis of variance analyses (ANOVAs) were used to analyse the data.

The results of these analyses revealed that personal mastery motivation and self-efficacy predicted positive course-related emotions, while classroom-avoidance motivation and low self-efficacy predicted negative course-related emotions. Relatedly, personal mastery motivation, high self-efficacy, and positive course-related emotions predicated academic engagement which in turn predicted achievement outcomes in the course. The results also showed that higher levels of student collaboration led to better achievement outcomes in the course. In sum, these findings indicate the importance and benefits of examining academic motivation (already established in education literature), course-related emotions (a new field of exploration in education) and student collaboration as critical factors, individually and synergistically, in tertiary level engagement and achievement.

Meeting the Challenges for Financing Tertiary Education and Training for Caribbean Countries

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The challenges associated with sustaining and maintaining viability and astute management of financial resources for carrying on the work of post secondary and tertiary (higher) education have been diverse and widespread. In order to meet the demands of stakeholders, locally, regionally and internationally, "…a major challenge faced by governments everywhere is the reform of finance of higher education (HE) in response to pressures of rising private demand for higher education and heavily constrained public budgets…"(Woodhall, 2007). This has been a perennial issue for many governments, and small states such as the Caribbean are no exception, when compared with the global environment.

The several approaches and strategies adopted by institutions and governments have created, to some degree, varying forms of anxiety and uncertainty for their publics, as funding issues become critical to educational development. To a large extent, these challenges impact on the capacity to manage and sustain the Quality Management System as required by quality assurance agencies worldwide.

This paper examines the approaches employed in Trinidad and Tobago in seeking to meet the challenges of the local, regional and international communities for sustaining the funding of higher education as the global demand for 'quality assurance' remains a universal issue.

Assuring Value for Money and Improved Global Competitiveness through Performance Based Higher Education Financing, Market Alignment and Quality Assurance

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Today's fiscal environment has forced countries to carefully consider how limited finances are used and managed. Higher education is not immune to the impact of the global financial crisis, in spite of increasing demands for quality, accountability and relevance as institutions compete in a borderless world.

As higher education spending continues to decline, nations are facing growing pressure to demonstrate that they are fully invested in the long-term success of their students. It is time to rethink the current post secondary funding models to ensure that taxpayer investments yield the best possible returns, and the benefits of increased access contribute to real growth and development. When we think of financing higher education we must consider both financing institutions and students that access financing. In all instances, the major question facing policy makers is how can we assure value for money? As such, the definition of quality most applicable for financing policy makers is quality as value for money.

Moving forward, it is imperative that government continues to advance performance-based funding options, particularly in the context of a series of outcomes-focused higher education reforms. Performance-based funding is a system based on allocating a portion of a nation's higher education budget according to specific performance measures such as course completion, credit attainment, and degree completion, instead of allocating funding based entirely on enrolment. Furthermore, this funding structure incorporates both enrolment and performance metrics as incentives for colleges to continue to make progress on these important objectives.

Though many new performance-based funding policies have yet to produce meaningful data, several best practices have emerged in the policy discussion. The conventional systems for funding higher education have emerged out of a welfare model, which, while noble in objectives, may not provide the best value and sustainability for a system of financing higher education.

This paper will advance seven critical ideas for making the financing regime more efficient and effective.

Funding Higher Education in Tobago: An Examination of its Historical Context and Current Situation to Chart the Way Forward.

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Trinidad and Tobago is a twin island state, however this paper draws focus on the funding of higher education in Tobago. There are several tertiary education institutions in Tobago but most are satellite campuses of institutions found in Trinidad while there are only three indigenous to Tobago. We intend to look specifically at Tobago institutions, both satellite campuses and the indigenous institutions, to evaluate how the government funding is accessed and evaluate the effectiveness, method and policies surrounding funding of higher education in Tobago. In particular, encouraging the establishment of other indigenous institutions and programmes geared towards the niche markets in Tobago. The funding higher education model of Tobago originates from the macro approach of government funding to improve access.

This paper will examine the state funding through Government Assistance for Tuition Expenses (GATE) and Higher Education Loan Programme (HELP) and the assistance given through the Tobago House of Assembly Financial Assistance Unit (THA FAU) through grants, scholarships, bursaries and other measures. The funding of higher education plays a crucial developmental role in the advancement of Tobago, but in order to ensure this sustainable development one needs to critically assess the effectiveness of this existing model, measures and policy of funding. Funding higher education especially with increasing aggregate student numbers must ensure quality is assured including meaningful return on investment for the student, the institution and the state. It is recognised that innovative strategies for long term diversified sustainable funding are needed for development as well as an improvement in the marketing of Tobago institutions especially in the face of existing global and economic challenges/threats over the past few years. In forging the way forward, Tobago must review its funding mechanisms by conducting a comparative analysis with the model of funding in other small states within the Caribbean.

The Structure of an Industry-Mentored Group-Based Software Development Project

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Applying the software design lifecycle to a real world project is a critical skill required by the undergraduate Computer Engineering student. It is equally important to provide an opportunity for students to interact with the local, professional software development community. This ensures that proper standards and practices are adhered to in providing quality software solutions for customers. This paper presents the structure of an industry-mentored group-based software development project administered to level two Electrical and Computer Engineering students at The University of the West Indies. This project provides a key avenue for teaching, learning, and assessment that would not be achieved in a typical classroom environment.

The purpose of the project is to introduce the students to a small-scale software project. They are able to apply a structured engineering design process and carry the system from an initial conceptual model to a finished product within a project-based learning environment. The students are required to meet with industry personnel to acquire the initial customer specification and experienced direction on the processes involved in software design. The project also allows for two-way feedback between industry and future engineers. Industry liaisons are given a forum to elucidate some of the industry's requirements of students (in terms of knowledge of software design and industrial standards) who may graduate into industry; students gain better understanding of some of the processes which take place in an actual industrial setting. This project is uniquely assessed using a mixed peer, teacher and industry mentor marking that hinges on both norm and criterion-referencing.

The knowledge gained in this project provides an invaluable asset to introduce the students' into the engineering world. Further steps are to be taken to assess the effectiveness of this approach with the use of formative type assessments on students and industry mentors.

From the Classroom to the Cloud: Maintaining the Teacher-Student Relationship in the Trending Online Course Environment

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Over the past decade, there has been a significant increase in the number of students accessing online courses at the tertiary level. These courses take advantage of the new technological data access paradigm of cloud computing. In order to remain competitive, higher education institutions must formulate their instructional and support services strategies to meet the needs of a diversified student population, including the adult, working, single parent, self-motivated, and technologically savvy student. However, one of the growing concerns is that students may not be very good evaluators of their own strengths and weaknesses and, therefore, may not be able to effectively capitalise on strengths and develop weaknesses in the absence of a traditional classroom environment.

The challenge is to preserve the teacher-student relationship, which is the cornerstone of traditional classroom instruction, to ensure that the largest numbers of students have the opportunity for success, while simultaneously taking advantage of the conveniences and opportunities offered by the online classroom environment. This paper seeks to explore how to meet this challenge by integrating proven pedagogical methodology and advanced computing technology to form a framework to ensure student success in the online classroom environment.

Keywords: higher education, student experience, teacher-student relationship, web-based instruction, cloud computing, collective learning

Justification for Increasing Use of PowerPoint in Education Delivery Processes

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The use of PowerPoint in the educational delivery processes is becoming increasingly vogue in many educational circles. Increasingly, instructors are incorporating PowerPoint presentations into their lectures with varying success rates and effectiveness, which depend on several factors including: the design of the PowerPoint presentation, the degree to which it lends clarification to the subject matter, and the skill of the instructor in balancing student interest while at the same maintaining quality content. This study analyses students' self-reporting as they evaluate their courses and instructors on a semester basis as a function of the use and/or non-use of PowerPoint, and draws conclusions as to the use and implications of PowerPoint presentations across several disciplines.

The analysis correlates student ratings of course and instructor factors, and the extent of their appreciation for this method of instruction in the educational delivery processes in higher education.

Towards a Model for Incorporating Social and Emotional Learning in Higher Education: Bridging the Gap between Higher Education and the Workplace

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What is the labour market demanding from higher education institutions (HEIs) in terms of the quality of employees? Harvey (2000) posits that the primary role of higher education is to "transform students by enhancing their knowledge, skills, attitudes and abilities while simultaneously empowering them as lifelong critical, reflective learners". Criticisms have been made about the failure of higher education institutions to adequately prepare students for roles and responsibilities in the work place. A recent report published by the Trinidad and Tobago Chamber of Commerce stated, "it is undeniable that there are many employees in today's workforce who enter an organisation lacking an individual sense of responsibility and self-discipline, while saddled with under-developed social skills and low self-esteem."

Recent empirical research suggests several companies have determined that emotional intelligence training for their managers and employees is key to organisational success. Proponents of Social and Emotional Development (SED) (Kuh, 2010; Elias , 2008; & Gardner, 2008) proclaim that Social and Emotional Learning (SEL) is the missing piece that links academic knowledge with a specific set of skills and the five minds that are needed to master not only the higher responsibilities in the workplace, but citizenship and the fast paced future.

As the Caribbean region and the Accreditation Council of Trinidad and Tobago are both currently engaged in developing Regional and National Qualifications Frameworks, this 1st International Education Conference on Quality Assurance in Higher Education provides a forum for SEL to occupy an important place in the discourse on new approaches to higher education teaching and learning and its critical role in providing the type of worker demanded in the work place - workers who are socially and emotionally competent, possess a positive work ethic and who can create an environment conducive to high productivity and national development.

This paper proposes a theoretical framework for exploring SEL and presents a strong argument for a Social and Emotional Development Model that can be incorporated in the curricula offerings of higher education institutions. The proposed model is based on an eclectic approach grounded in the theories of Gardner, 2008; Bar-On 1995, and Goleman, 1995.

From Baby Steps to Giant Leaps: Toward the Establishment of a Quality Driven eLearning Programme at the University of the Southern Caribbean

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Within the last few decades the higher education sector has experienced several phenomenal changes, both internationally and within the Caribbean region. The exponential growth and development of the eLearning format for teaching and learning is perhaps one of the most significant developments within recent times. Information and communications technology (ICT) is playing an important role in recent educational evolution by providing a more flexible yet efficient, effective and comprehensive response to twenty-first century student demands for courses and programmes that fit into their lifestyles, as well as their geographic, time, budget and family constraints. As the number of online programme offerings continues to grow, however, new challenges arise. A major challenge facing those participating in and offering online learning is the issue of assuring quality in the course offerings, as well as the teaching, learning and assessment processes. This paper examines the process of designing and establishing an eLearning unit at a private university in Trinidad and Tobago, the University of the Southern Caribbean, and the processes used by this institution to evaluate the students' level of satisfaction with the quality of the courses offered through the blended modality. Using a combination of best practice from such models as the Quality Matters Rubric, the Sloan-C Pillars of Quality and other locally developed systems, the university has sought to establish and maintain a robust and complete quality assured eLearning programme. How appropriate are these systems? Is the eLearning programme quality assured? These are the questions that will be addressed.

HIGHER EDUCATION OFFERINGS AND LABOUR MARKET TRENDS

A Study of the Higher Education Offerings and Labour Market Realities in Jamaica

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Despite the increase in access to tertiary level education and significant increase in the number of higher education institutions, data indicate that graduates from post-secondary institutions are increasing but there remains a gap in the labour market. Consequently, there is a disparity between the labour market demand and the output of trained individuals to fill these posts.

Comparative studies conducted show that there continues to be a steady increase in the tertiary gross enrolment rate, while the economy has experienced no economic growth, except for a 1.5% growth in GDP recorded in 2011. It is possible that the economy simply cannot absorb such an increase in highly skilled labour at this time, resulting in the rising unemployment rate; the possibility also exists that persons are not being trained in some of the highly specialised fields that are now in demand.

While most tertiary graduates are now leaving school qualified to work as teachers, accountants, vocational managers, computer operators (not technicians), engineers and nurses, research is showing that many of the jobs now available require only secondary-level qualifications with little to a few years of experience. These include security officers, agricultural workers (farm hands), office clerks, call centre workers and hospitality and tourism workers. There are also others who require tertiary graduates who have been trained as mechanics, shift supervisors and mechanical engineers. Other jobs do, however, seem to demand tertiary graduates in highly specialised, non-traditional fields such as surgical technologists, special needs educators, speech therapists, audiologists, engineers, computer technicians and psychologists.

In some cases, there is a distinct shortfall in supply relative to the demand from the labour market, but in other cases, the shortfall does not necessarily mean that individuals are not qualified in a specific field but could be explained by the low experience compared with mark demands.

The general field might be appropriate but the level of qualifications of the graduates and their specialisation versus what is required by the market is significantly different. There is also the reality that while many students are qualified to work in a particular field, the initial inability to find an occupation in that field has led to them taking other jobs, resulting in the "labour market mismatch."

Curriculum planners from education and training institutions have indicated that they take the needs of the local and global labour market as well as their students when they are designing and implementing programmes. A major factor which prevented them from doing even more was the unavailability of resources to implement certain programmes. Institutions also note that they have to consider competition from other institutions when designing their programmes.

This paper will explore the programmes being offered by institutions of higher education compared to the labour market demand while looking at the current economic climate. The writer will employ a longitudinal study over a ten-period while examining several variables in employment trends.

Keywords: labour market demand, labour market, unemployment, underemployment.

Linking Education to Employment: Employer Insights and International Good Practice

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Ensuring education and training systems are able to meet the needs of labour markets is a major challenge faced across the world. As technical skills requirements shift with technological advances, and as employer expectations for 'soft' skills continue to rise, continued research and engagement between educators and employers are key.

Drawing on the preliminary findings of a national survey of employers in the energy and engineering, health and care, and education and teacher training sectors, this paper will discuss:

1. Employers' experiences and perceptions of education and training in Trinidad & Tobago

2. Trends in employers' current and anticipated skills needs

3. Employers' priorities for education and training in Trinidad & Tobago

4. Insights and potential lessons from international approaches to improving the quality and relevance of education and training to meet labour market needs.

Conclusions will consider potential areas for further inquiry, and implications for education and training policy and practice in Trinidad & Tobago.

Soundings from the Sagicor West Indies Cricket High Performance Centre: An Analysis of Educating Cricket Professionals in the Commonwealth Caribbean

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This paper examines the model of the Sagicor West Indies Cricket High Performance Centre. The Centre, which is located in Barbados, is the first of its kind in the Commonwealth region. The model is important from three major perspectives:

• Its design in terms of curriculum and professional training

• Its structure in terms of private/quasi governmental partnership

• Future expansion and growth

The paper also examines the findings of a tracer survey completed with the two initial cohorts of the Centre. The survey is revealing in terms of flaws in the current educational system in the Commonwealth Caribbean and the gaps which must be filled by post secondary professional training. The findings of the survey are being used by the Sagicor West Indies Cricket High Performance Centre to develop its suite of training and educational programmes.

Resilience through Strategic Planning: Experience of a Community College towards Meeting Labour Market Needs

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Community colleges have long been heralded for their culture of quality education, open access and responsiveness to community and labour market needs (Leigh & Gill, 2009; Mellow & Talmade, 2005; Pennington, Pittman & Hurley, 2001). The contemporary higher education market is riddled by a globally competitive market (Dellow, 2007; Hickman & Olney 2011; Milliron, 2007; Romano & Dellow, 2009), austerity measures and financial downturns (Coneely, 2010; Israel &Kihl, 2005) and a reconceptualisation of college student populations (Hickman & Olney, 2011; Mellow & Talmade, 2005). Community colleges, as defined by their responsiveness to changing market realities, are therefore compelled to utilise creative and diverse strategies whilst maintaining quality education and training. his paper highlights the strategies utilised by one such institution, Excelsior Community College, Jamaica. In the last four years, the institution has been guided by a five-year strategic plan (2009 to 2014). This plan has been central to the organisation's ability to consistently assess institutional progress and respond accordingly with appropriate quality assurance mechanisms.

As the current plan approaches its latter years, administrators have used this plan to reflect on their strategies for continuous assessment and recording of lessons learned, thereby plotting a new path ahead and refocussing on the development of new strategies. Hamel and Valikanga's (2003) article on organisational resilience is used as the foundation for such assessment and reflection. The paper uses Hamel and Valikanga's six strategies to highlight changes in programme offerings in keeping with market responsiveness. Such institutional shifts included increased accredited baccalaureate degree options and wide scale organisational restructuring in the initial years. The paper also highlights more recent decisions to focus on vocational certification and workforce development partnerships in response to the labour market, a shift recognised through the institutional assessment process.

Addressing the Nexus between Research and Teaching in Higher Education

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It has become increasingly prominent over the past decade that the question of a relationship between research and teaching has no simple answer as there are those who argue there is no connection while others argue that there is indeed a deep correlation between the two concepts. Indeed, those who argue that there is a nexus often indicate the perceived benefits of the integration between teaching and research such as being taught by zealous staff, improved staff credibility, and the fame of being taught by well-known researchers. However, the bridge between teaching and research becomes blurred by various factors according to the context of the evaluator.

This paper reviews the literature on the nexus between teaching and research. The literature review will be based on the growing body on this topic. For example, authors such as Barnett, 2005; Brew, 2001; 2006; Jenkins et al., 2003; Kreber, 2006 have all addressed this topic. Within this context, the authors of this paper argue that there is a relationship between the two concepts that is beneficial to both students and staff of an institution and therefore, the nexus needs to be encouraged. The authors' perspectives of ways to improve the connection will also be addressed in the paper.

Keywords: research-teaching nexus; research and teaching links, examples, learning

An Action Research and Action Learning Approach to Quality Assurance, with Reference to the Australian Institute of Business

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This paper addresses the central conference theme of 'Quality Assurance in Higher Education'. The theme now has a global dimension, with comparable characteristics in different countries. In an attempt to identify good practice, the paper will, firstly, review seven models of quality assurance, highlighting the main elements of each and also showing how they differ. Reference will be made to the Baldridge National Quality Program, the European Foundation for Quality Management, ISO 9000, the Balanced Scorecard, Six Sigma, Total Quality Management and the Australian Business Excellence Framework.

Following this theoretical overview, the focus will then turn to Australia, where there is a national body, Tertiary Education Quality and Standards Agency (TEQSA), responsible for quality assurance in higher education. Prior to the formation of TEQSA in 2012, quality assurance was organised on a state-by-state basis. Because it is a new organisation, expectations are high that TEQSA will provide a 'state of the art' demonstration of an effective quality assurance system. Thus, the main requirements of TEQSA will be explained and innovative aspects will be highlighted.

This national survey will, in turn, provide a framework for then drilling down to a particular institution, the Australian Institute of Business (AIB), which is distinguished by its commitment to applied business and management education and, especially, the value of work-applied learning. While responding to the mandatory requirements of TEQSA, AIB has developed a novel approach to quality assurance, using action research and action learning. The approach is based on the cyclical approach of 'plan', 'act', monitor and review' and 'improve', and is applied to all aspects of the work of AIB (within Australia and in its international activities). In order to achieve objectivity, quality assurance at AIB is organised outside the day-to-day operational system, through an independent unit. How this works in practice, and how quality assurance can also be linked to ongoing research, will be explored in this paper.

The Role and Impact of Research in Higher Education: A Trinidad and Tobago Perspective Critically Examining Labour Market Data, 'Big' Government Funding of the Tertiary Education Sector and Distance Learning Education

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Research is undoubtedly a critical component of higher education in and amongst the major stakeholders in the tertiary education sector. Research, alongside innovation, is viewed as the driving force behind new programmes and policies being developed, alongside existing ones being restructured to address and embrace key societal, economic, political, and technological developments.

This paper seeks to evaluate the role of research as it relates to higher education in the context of Trinidad and Tobago's burgeoning tertiary education sector by focusing on the following areas:

1. Linking research to the development of the higher educator sector and discussion on how it has added value to the product and service outputs

2. Incorporating research to actively compensate for the time lag between training and meeting the demands of the labour market

3. Tertiary education and 'Big Government' funding, global models, strengths, weaknesses, and the pivotal role of research in the sector

4. Addressing the paucity of research regarding the absence of robust criteria, standards and structural framework for online education. This segment of education has taken off to an exponential degree. The spotlight will be on the urgent need for rigorous and prudent research to actively inform the key decision makers in the regulation of the sector to assure delivery of quality education to the public.

In this context, we note that the need for government funding of higher education, as obtains in Trinidad and Tobago, is a decision informed by concerns with equity, sustainability, improved competitiveness and social and economic stability. This paper explores how we can use robust research methodology to improve the areas outlined above, so as to ensure and assure programme and policy quality and delivery, encourage a 'quality culture' and improve the outcomes of the tertiary education sector.

Ethics and Integrity in Higher Education

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The position taken in this paper is that there exists a centrality of ethics (inclusive of integrity) embedded in every level of education, including higher education. This centrality cannot be avoided. Further, any attempt to trivialise that centrality, intentionally or otherwise, undermines the all-round development of clients, which education is expected to foster. The justifications for these positions require some initial analysis, and expansion, of the two main concepts, namely "higher education" and "ethics".

Higher education will be treated under the following sub-headings, with special reference to its development in the local setting. These include (a) the traditional and current notions of higher education, (b) the foundations of the sector, (c) the effects of the trend towards the "massification" of education on curriculum design and programming, learning and teaching, assessment and evaluation and (d) the issue of excellence and quality.

Ethics, and its sub-component, integrity, will be defined very briefly and generally. The centrality of ethics as a component integral to the holistic development of learners at all levels of education will be emphasised. The influence that ethically-friendly institutions have on vision and mission, curricula planning, the quality of the transactions in the teaching-learning process, and on the run-over effects of teachers modeling appropriate behaviours on students' personal, social and other coping skills will be highlighted. The place of ethics in evaluation and assessment will also be considered.

Consideration of the areas above will lead logically into the subject of teacher preparation. The emphasis in this paper will not be merely on initial training but on continuous professional development (CPD) as a priority. This will need to be defined and adequately justified, given the accelerated pace of change, e.g. new technologies, new knowledge, a widening diversity of learners and the call for critical thinking at all levels. Notions of excellence and quality in education will also be explored.

The Impact of Ethics and Integrity on Quality in Higher Education: An Explorative Study

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The business of higher education is a great responsibility and not only is there an expectation that stakeholders are responsible for advancing learning; there is the expectation that they should be the trendsetters in providing leadership in the areas of ethics and integrity in general. It is widely agreed that historically importance was placed on school leaders to possess and adhere to high ethical standards. School leaders who demonstrate ethical standards inspire trust within students, parents and the wider community. This has a boomerang effect as support for the school is intensified while a learning environment is created that is conducive to success. In recent times, there has been intense pressure on schools (of all levels) to improve and accelerate student achievement. The fast-paced global environment has created an insatiable thirst for well-rounded human capital. As a result, the need for ethical leadership in schools has never been greater. But even in the operations of schools of higher learning, the matter of integrity and ethics continue to be forefront as schools tackle with unethical behaviours and practices such as bribes, plagiarism, and competition for tenure as well as competition for student enrolment and funding.

Like their North American counterparts, Caribbean institutions of higher learning are in the mainstream of universities that have strict plagiarism and intellectual property policies but the matter of ethics and integrity transcends these issues and must be addressed. This is of great concern since these institutions operate in an economic climate with limited funding and resources, thus resulting in competition for funding as well as enrolment. Research in North America indicates that there is an accretion in the number of cases of student and faculty plagiarism and cheating on examinations. Other areas of concern of breaches in institutional ethics include the misconduct of research, admissions and academic governance, as well as classroom improprieties.

It is not implausible that these matters of integrity and ethics are our realities in higher education in the Caribbean and should be addressed as corruption on a whole will affect the quality of education and service offered by institutions.

This paper will explore these issues and will identify how schools can mitigate corruption in the classroom and by extension the wider society.

Keywords: ethics, integrity, corruption

Ethical Issues of Doctoral Research and Publication

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Ethics and ethical dilemmas in research and publication have always existed, but exploring and discussing these dilemmas have only recently become commonplace. Today, with the demand for transparency in all areas of academia and research, the need for moral and intellectual integrity has become increasingly important to ensure the safety and privacy of subjects, as well as to ensure the protection of work done by earlier writers and researchers.

The paper focuses on ethical practices within the doctoral research process; from the literature review, to the conducting of research, to writing the dissertation manuscript. Specifically, it will highlight the application of ethical guidelines to research areas such as plagiarism, risk assessment, informed consent, privacy and confidentiality, data handling and reporting, mistakes and negligence, and the nuances of working with a mentor.

EVENTS

OPENING CEREMONY

This function will officially open the three (3) day conference. The Minister of Tertiary Education and Skills Training, Senator the Honourable Fazal Karim, will present the keynote address entitled 'Building the Brains: An Imperative for Sustainable Economic and Social Development'.

WELCOME RECEPTION

ACTT, in collaboration with Metal Industries Company Limited (MIC), will host a Welcome Reception at NAPA.

CULTURAL SHOW

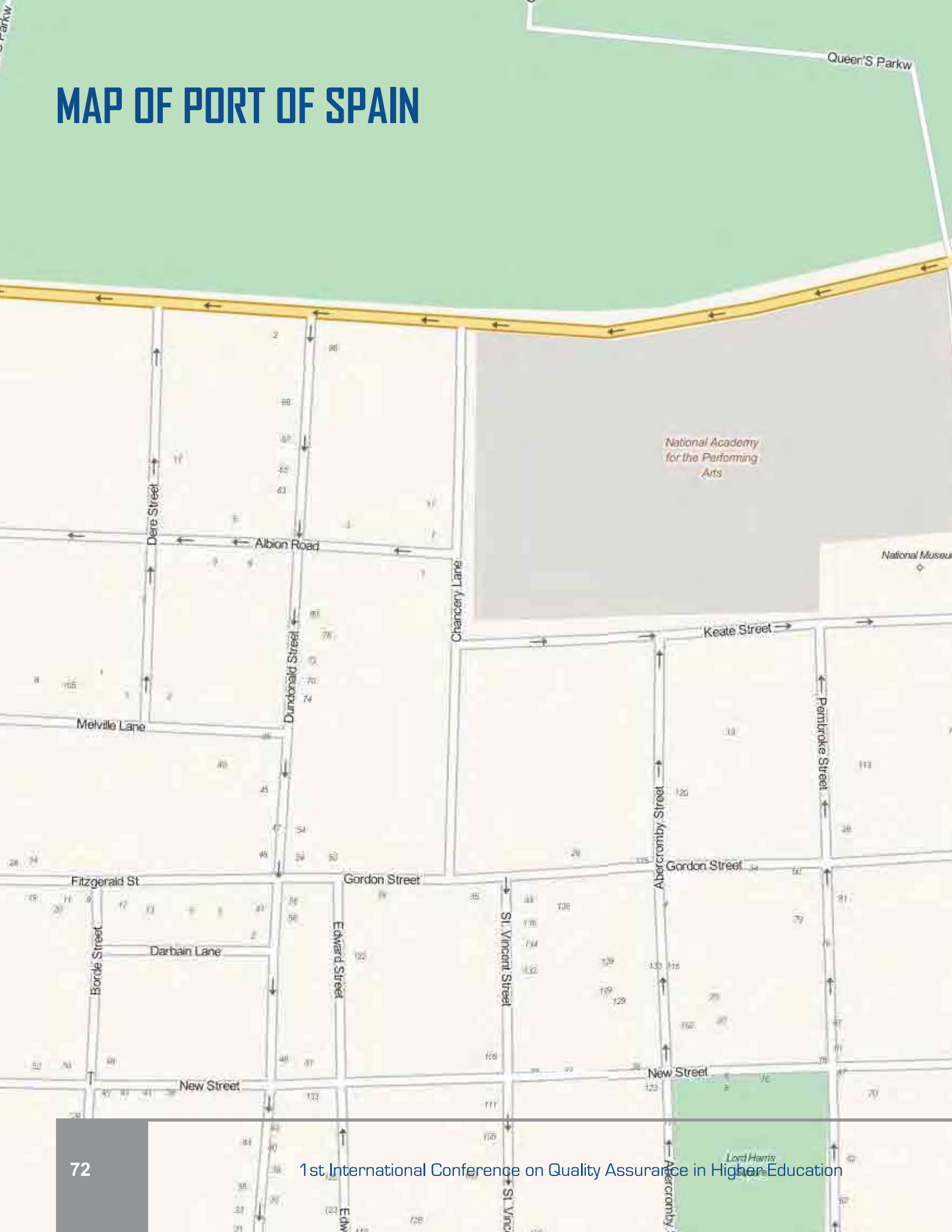
ACTT, in collaboration with Metal Industries Company Limited (MIC), will host a Cultural Show at NAPA.

The dress code for the Cultural Show is cocktail or traditional attire.

CLOSING CEREMONY AND DINNER

ACTT, in collaboration with Metal Industries Company Limited (MIC), will host participants of their respective conferences at the Hyatt Regency Trinidad located at the Waterfront Centre in Port of Spain. The Hyatt Regency is described as 'the most expansive and contemporary conference centre in the Caribbean'.

MAP OF PORT OF SPAIN



CITY TOUR INFORMATION

A GUIDED TOUR OF THE CITY OF PORT OF SPAIN, THE CAPITAL OF TRINIDAD AND TOBAGO

A City Tour will be conducted on Friday May 3, 2013 from 12:00 noon - 4:15 p.m. This tour will provide conference delegates with the opportunity to visit the city of Port of Spain and to do some shopping in the nation's capital city.

Starting from the lighthouse and Fort San Andreas at South Quay and continuing, we touch on all the main points of interest, including historical landmarks, cathedrals, and government buildings.

Discover the wonderful architecture of the "Magnificent Seven", the beauty of the Queen's Park Savannah and the Botanical Gardens.

THE HOUSE OF ANGOSTURA

The Angostura tram takes you on an exciting and informative journey through the Angostura Bitters and Rum Factory, the Home of Angostura, established in 1824. Included is a visit to the Angostura Art Gallery, Butterfly Collection, Angostura Gift Shop (for a wide selection of local crafts and souvenirs) and we conclude with a ***rum tasting session - the highlight of the tour!***

Angostura Art Gallery, Butterfly Collection Angostura House

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Government of the Republic of Trinidad and Tobago

Ministry of Tertiary Education and Skills Training

Members of ACTT's Board of Directors

Members of the Steering Committee

Ministry of Tourism

Tourism Development Company Limited

Ministry of Arts and Multiculturalism

Ministry of National Security-Customs and Immigration Division

Ministry of Transport

Public Transport Services Company

The University of Trinidad and Tobago

Arthur Lok Jack Graduate School of Business

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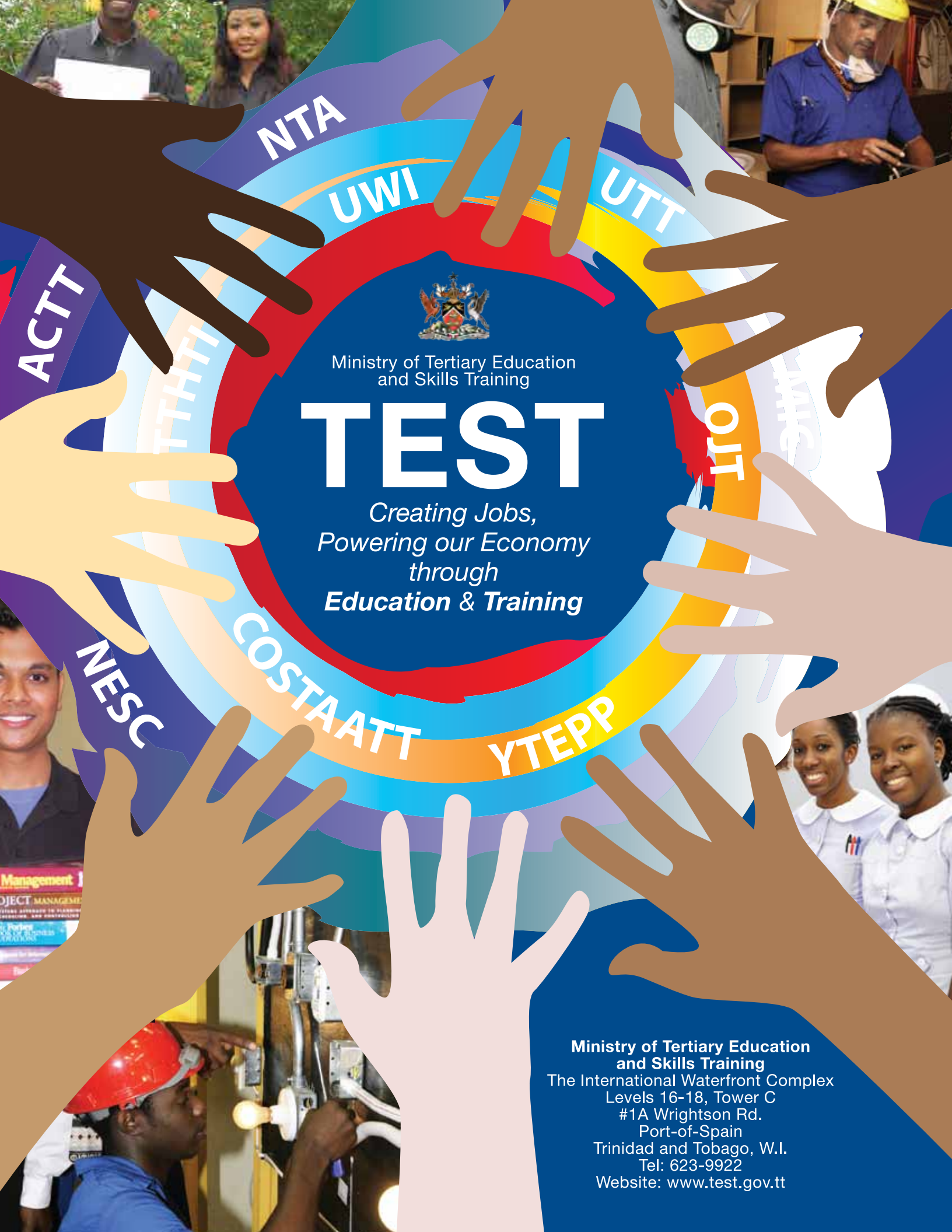

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