

2ND INTERNATIONAL CONFERENCE 2015

on Higher Education and Training ►

➔ **THINKING Global, ACTING Local: The Changing Realities of Higher Education and Training**

The Ministry of Tertiary Education
and Skills Training

TEST



April 15-17, 2015
at the **Hyatt Regency Trinidad**

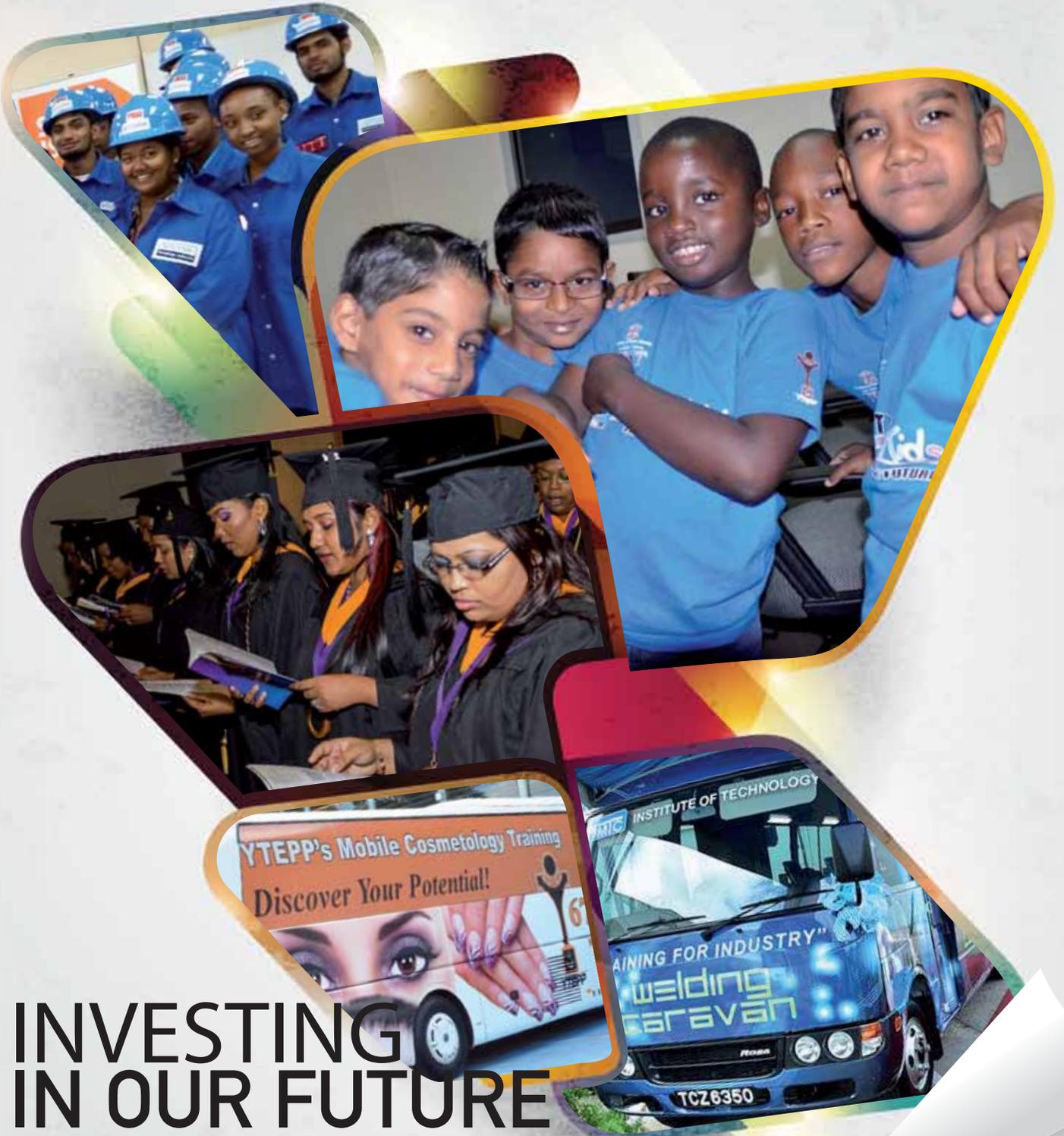


Think Ahead





Government of the Republic of Trinidad and Tobago
Ministry of Tertiary Education and Skills Training



INVESTING IN OUR FUTURE THROUGH HUMAN DEVELOPMENT



The Ministry of Tertiary Education
and Skills Training

TEST

The Ministry of Tertiary Education
and Skills Training

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THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

2nd INTERNATIONAL CONFERENCE ON HIGHER EDUCATION AND TRAINING

Pre-Conference Workshop

Tuesday April 14, 2015

NATIONAL ACADEMY FOR THE PERFORMING ARTS
(NAPA)

Conference

Wednesday April 15– Friday April 17, 2015

HYATT REGENCY TRINIDAD

Wrightson Road, Port of Spain

TRINIDAD AND TOBAGO

WEST INDIES

Thinking Global, Acting Local:

The Changing Realities of Higher Education and
Training

THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

CONFERENCE BOOK

CONFERENCE EVENTS

OPENING CEREMONY – Wednesday April 15, 2015

WELCOME RECEPTION – Wednesday April 15, 2015

TOUR – Friday April 17, 2015

DINNER AND CLOSING CEREMONY – Friday April 17, 2015



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NOTES TO DELEGATES

LOCATION OF SESSIONS

Conference Location and Facilities



Pre-Conference Workshop will be held at the National Academy for the Performing Arts (NAPA), Port of Spain Trinidad, West Indies,



The Conference Sessions will be held at the HYATT Regency Trinidad, Wrightson Road, Port of Spain, Trinidad – Regency I, II, III, and IV

Registration

> Registration begins at 7:00 am on the day of the Pre-Conference Workshop and Conference Session

Secretariat

> The Secretariat is located on Level 1 - Diamond and Topaz room, Hyatt Regency Trinidad

Dress Code

> Conference: Business Attire
Welcome Reception: Traditional Wear/Elegantly Casual
Closing Ceremony and Gala Dinner: Lounge Suit/Traditional Attire

Daily Transportation

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

ATM/ Bank Facilities

> Participants would be able to change currency at their hotel and /or use their Master Card or Visa Card at retailers. Most retailers are also willing to accept US Dollars.

Certificates of Participation

> Certificates of Participation would be presented to persons after the Pre-Conference Workshop and Conference Sessions.

ABOUT ACTT

THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

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, programme approval and quality enhancement support for institutions. The work of ACTT mirrors the commitment by the Government 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.

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.

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.

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 Personal Growth and Development
- Customer Focus
- Integrity
- Teamwork
- Trust

These values form the foundation that guides the behaviours necessary to achieve ACTT's goals and objectives and will therefore be 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 this year, The Accreditation Council of Trinidad and Tobago (ACTT) is hosting its 2nd International Conference on Higher Education and Training. This Conference takes place at a crucial time, when countries continue to rapidly expand and diversify their economies. Information and knowledge continue to replace physical and financial assets as the major global competitive advantage in business, making higher education an essential driving force of capital development.

This trend is reflected in the Ministry of Tertiary Education and Skills Training's thrust to broaden education opportunities, thus preparing our citizens to take full advantage of trade liberalisation and technological advances. Through the Ministry's continued efforts to align programmes with the developmental priorities of Trinidad and Tobago, graduates will be equipped to service burgeoning worldwide industries like animation, maritime operations, drilling, medical

and allied health services, financial services and, soon, aviation, through the establishment of our nation's first Aviation College.

With increased opportunities for locally trained professionals to access jobs internationally comes the need for global recognition of the national university and college certifications they have earned. It is critical that quality assurance has an international dimension so that our graduates are able to compete with their educated rivals in international job markets. It is important that there is an increased transfer of knowledge, mobility of teachers and students, more international joint research projects, and interactive networking balanced with keen consideration for national cultural values and circumstances. Therefore, I am happy to welcome all distinguished guests to this year's ACTT International Conference on Higher Education and Training – 'Thinking Global, Acting Local: The Changing Realities of Higher Education and Training'.

With your experiences and collective wisdom, the Conference will definitely stimulate meaningful discussion and generate outcomes to assure superior quality of higher education for "people-centred," socio-economic development in the region, as well as at an international level. Once again, I thank you all for your participation and wish all the delegates a very productive and enjoyable conference.

With warmest regards
The Honourable Fazal Karim

M E S S A G E F R O M
DR MICHAEL R. DOWLATH
CHAIRMAN, ACTT



On behalf of the Board of Directors of The Accreditation Council of Trinidad and Tobago (ACTT) I am happy to welcome you to ACTT's 2nd International Conference on Thinking Global, Acting Local: The Changing Realities of Higher Education. The aim of this year's Conference is to provide a forum to share internationally accepted best practices, present research findings and review recent developments impacting on higher education, including skills development.

Interspersed among numerous international presenters and pertinent plenary sessions, this year's Conference will offer opportunities to review and engage in discussions on national, regional and international developments in higher education. The papers being delivered at this Conference will identify the challenges facing higher education internationally, share international best practice in higher education and propose sustainable solutions.

In reflecting on this year's theme, it is therefore imperative that as providers of higher education, stakeholders and responsible professionals, we take into consideration the changing dynamics of the rapidly progressing education system by thinking globally to meet our local needs.

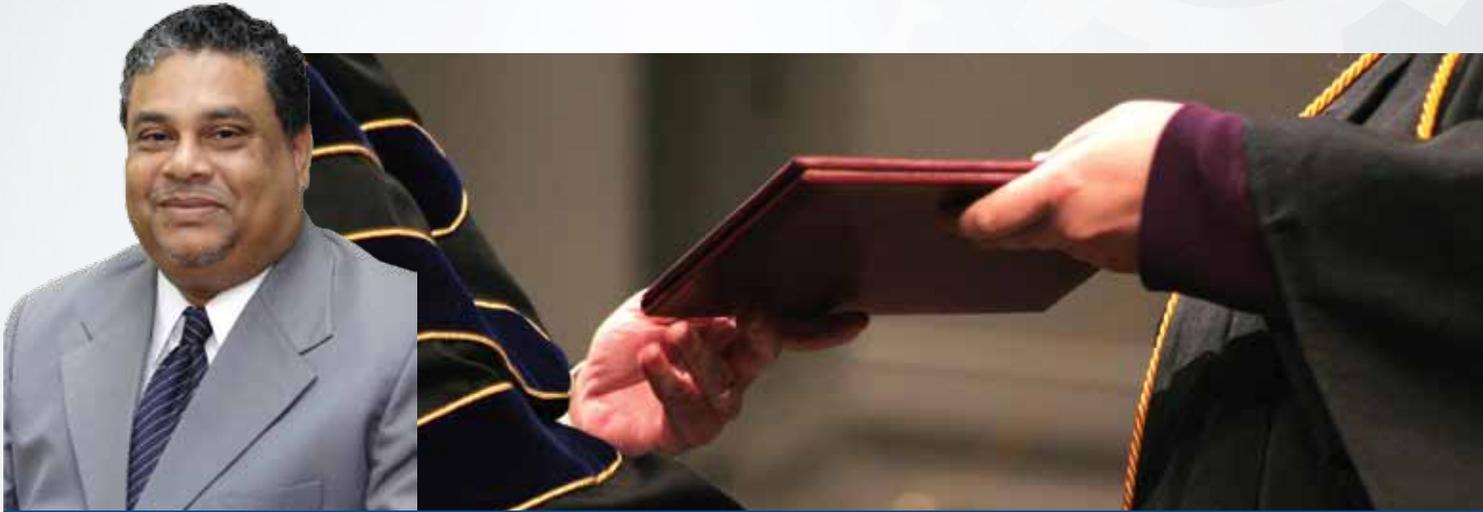
Achieving the stated objectives of this year's Conference requires an extra commitment from each participant to put your well researched thoughts into action. This will empower us to capture, create and deliver more effective approaches to achieving quality higher education that benefits the needs of the modern world.

It is therefore my hope that through this Conference you will acquire a better understanding of the challenges facing higher education, and through that, find viable remedies to address those challenges. I hope that this year's Conference will serve as the catalyst for 'dynamic change' in higher education.

Best Wishes for a successful Conference.

Dr Michael R. Dowlath

M E S S A G E F R O M
MICHAEL BRADSHAW
EXECUTIVE DIRECTOR, ACTT



It is with great pleasure that I welcome all our delegates to the 2nd International Conference on Higher Education and Training the theme of which is "Thinking Global, Acting Local: The Changing Realities of Higher Education and Training". I would especially like to welcome our overseas visitors.

The advent of globalisation generates a number of challenges in the ever changing higher education and training sectors. Globalisation breaks down barriers and connects institutions and people across the world, facilitating exchange of knowledge. It is important for local institutions to respond to changes in the higher education environment in order to maintain a competitive advantage. The 2nd international conference will offer a platform for academics, teachers, educational administrators, training coordinators, quality assurance professionals, government officials and industry personnel from the local, regional and global communities to share best practices, present

research papers and review recent developments in higher education and training. In this regard, the conference will be critical to assembling local, regional and international agencies in one venue to channel their energies and pursue a common goal of a collective consciousness of the way forward drawing on lessons learnt.

ACTT views the conference as an important forum for articulation of major issues facing higher education and training worldwide, discussing possible solutions and building strategic partnerships and linkages. The real impact of this conference however, will hinge upon whether ideas and experiences gained from attendance can be translated into quality initiatives and improvements in the various institutions and/or organisations.

To all our foreign delegates, I invite you to take back not only the information you receive during the many enlightening sessions, but to take advantage of the social activities that have been organised. I invite you to enjoy the richness of the culture of Trinidad and Tobago and may you have an enjoyable and productive experience.

Best Wishes for a successful Conference.

Michael Bradshaw

STEERING COMMITTEE

Conference Chairperson

Michael Bradshaw - Executive Director, ACTT

Committee Members

- Angela Sinaswee-Gervais – Permanent Secretary, MTEST (Deputy Chairperson)
- Jasmine Pascal – Deputy Permanent Secretary, MTEST
- Emily Pascal – Director, Finance and Administration, ACTT
- Ronald Brunton – Director, Qualifications and Recognition, ACTT
- Curtis Floyd – Director, Accreditation and Quality Enhancement, ACTT
- Jennifer Doyle - Manager, Registration, ACTT
- Karel Stephen – Corporate Communications Specialist, ACTT
- Dr Gillian Paul – President Ag, COSTAATT
- Deenish Maharaj – Manager, Quality Assurance and Accreditation Department, National Training Agency
- Rohna Durgah – Quality Assurance Officer, Quality Assurance & Accreditation Department, National Training Agency
- Arveon Mills - Sales Manager, Trinidad Convention Bureau
- Heather S. M. John – Manager, New Business Development, ROYTEC
- Gersha Pierre –University Administrator, University of the Southern Caribbean
- Dr Ruby S. Alleyne – Vice-President, Quality Assurance & Institutional Effectiveness, The University of Trinidad and Tobago
- Dr Eduardo Ali – Programme Manager-Institutional Effectiveness Unit, The University of The West Indies
- Rafael Mohammed – Registrar, National Energy Skills Center, NESC

Secretarial Support:

- Nikeisha Brathwaite – Senior Operations Assistant, ACTT
- Kelsey Badall – Operations Assistant, ACTT

PAPERS AND PRESENTATION COMMITTEE

- Ronald Brunton – Director, Qualifications and Recognition, ACTT (Co-Chairperson)
- Dr Ruby S. Alleyne – Vice-President, Quality Assurance & Institutional Effectiveness, The University of Trinidad and Tobago (Co-Chairperson)
- Dr Eduardo Ali – Programme Manager-Institutional Effectiveness Unit, The University of The West Indies
- Rafael Mohammed – Registrar, National Energy Skills Center, NESCC
- Stephen Joseph - External Evaluator
- Sherma Joseph – Accreditation Officer, ACTT

Secretarial Support:

- Nikeisha Braithwaite – Senior Operations Assistant, ACTT

PROMOTION AND PUBLIC RELATIONS COMMITTEE

- Heather S. M. John – Manager, New Business Development, ROYTEC (Co-Chairperson)
- Karel Stephen – Corporate Communications Specialist, ACTT (Co-Chairperson)
- Dineil Ignatius – Assistant to the Corporate Communications Specialist, ACTT
- Arveon Mills - Sales Manager, Trinidad Convention Bureau
- Lennon Ballah-Lashley – Board member, ACTT

Secretarial Support:

- Mariyah Rahman – Communications Assistant, ACTT
- Kerry-Ann Ambrose-Wilson – Operations Assistant, ACTT

LOGISTICS AND RISK MANAGEMENT COMMITTEE

- Curtis Floyd – Director, Accreditation and Quality Enhancement, ACTT (Chairperson)
- Le Shorn, Benjamin - Assessment Officer, ACTT (Deputy Chairperson)
- Khadene Forde – Assistant to the Corporate Communications Specialist, ACTT
- Daryl Steele - Research Officer, ACTT
- Azim Ali – Board Member, ACTT
- Andrea Flocker – Charter Officer, Public Transport Service Company, Ministry of Transport
- Renee Deane – Quality Assurance Specialist, Airports Authority of Trinidad and Tobago

Secretarial Support:

- Nekeisha Nelson – Operations Assistant, ACTT

National Academy for the Performing Arts (NAPA)

April 14, 2015

8:30 am – 12noon



Professor Compton Bourne

Higher Education Governance in a Global Context

Professor Compton Bourne graduated from the Universities of London, Birmingham and the West Indies. He was President of the Caribbean Development Bank and is currently the Executive Director of the Caribbean Centre for Money and Finance. He was a Principal of the St Augustine Campus of The University of the West Indies from 1996-2001, Pro Vice-Chancellor for Planning and Development 1990-1996 and Deputy Principal of the St Augustine Campus from 1990-1993. He also held the title of Professor of Economics for several years, both here and abroad (Ohio, Guyana and Jamaica) and also holds the titles Professor Emeritus of Economics as well as Senior Lecturer at the University of Guyana.

Professor Bourne served as a Director of the National Savings Commission of Jamaica; Commissioner of the Port Authority of Trinidad and Tobago; Vice-Chairman, UNESCO Institute for Higher Education in Latin America and the Caribbean; Director of the Central Bank of Trinidad and Tobago; Director, Trinidad Publishing Company; and Chancellor, University of Guyana. He is a Fellow of the Caribbean Academy of Sciences, past President of the Caribbean Studies Association, and past Vice-President of the Caribbean Agro-Economic Society.

He is a Member of the Order of Excellence, the highest honour of the Republic of Guyana, and is a recipient of the Caribbean Studies Distinguished Service Award (1989), The American Foundation for The University of the West Indies Award for Outstanding Contribution to the Caribbean and the National Coalition on Caribbean Affairs International Service Award (2005). In October 2011, he was awarded the honorary Doctor of Laws (LLD) by The University of the West Indies and in November 2012 was awarded the Lifetime Achievement Award for Excellence in Higher Education by The Accreditation Council of Trinidad and Tobago.

Professor Bourne is the author or editor of 11 books and the author of 60 scholarly papers in addition to more than 50 research reports and advisory memoranda for Caribbean Governments, foreign governments and international development institutions and organisations.

National Academy for the Performing Arts (NAPA)

April 14, 2015

1:00pm – 4:00pm



Dorothy Wax

Essential for Advising Learners Accessing Higher Education and Training

Dorothy Wax is the Associate Vice President for Operations for the Council for Adult and Experiential Learning (CAEL). She oversees CAEL human resources and internal training functions, as well as office management and budgeting. In addition, she provides training to clients on a variety of advising-related topics, including PLA and competency-based education. For 12 years, Dorothy worked in CAEL's Career Services area, overseeing career and education advising programs for corporate and academic clients.

Dorothy is managing CAEL's CBE Jumpstart program in which CAEL will work with 20 institutions over three years to assist them in beginning planning for competency-based programs.

She holds a Bachelor's degree in Journalism from Moravian College, a Master's degree in Human Resource Administration from Temple University.

Key Note Speaker:

Beyond participation: Building the global citizen



**Senator the Honourable
Fazal Karim**

Senator the Hon. Fazal Karim has served as Minister with responsibility for developing tertiary education and skills training in Trinidad and Tobago since 2010. He has devoted his life to national service and his transformational leadership impact spans over twenty years in the fields of education, training and experiential learning.

Prior to his tenure as Minister, he served as Business Development Manager at The University of the West Indies, St. Augustine Campus; Chief Executive Officer at the National Training Agency (NTA); Chief Executive Officer at the Youth Training and Employment Partnership Programme (YTEPP) and Senior Coordinator and Deputy Director of The UWI School of Continuing Studies (now The UWI-Open Campus).

At the regional level, he has provided strategic and technical advice to policy makers resulting in systems development and human capital formation. He initiated the development and acceptance of a TVET operating Model for CARICOM and supported the implementation of the Caribbean Vocational Qualifications (CVQs) jointly with CANTA, ILO and CARICOM.

At the national level, he held senior executive corporate responsibilities through Directorships on the former BWIA West Indies Airways Ltd., Caroni 1975 Ltd. and the Trinidad and Tobago Development Finance Company Ltd. He has also held the Chairmanship of multiple Cabinet-appointed committees with responsibility for the establishment of the Multi-sector Skills Training (MuST) programme in 2004, the National Apprenticeship System (On-the-Job Training programme) in 2002 and the Employment Training Programme (ETP) in 2001.

Serving as Minister, he has overseen the catalytic development of the national higher education system, which progressed from a 42% participation rate in 2010 to over 65% at present. He has successfully pioneered major developmental projects including the Drilling Academy, Nursing and Allied Health Academy and Aviation Academy. He has introduced the innovative Workforce Assessment Centres and multiple technology centres across the nation. He continues to advocate for robust Labour Market Information Systems, Quality Assurance and Accreditation, National Apprenticeships and Open and Flexible Learning.



Dorothy Wax

Competency-Based Education: Promises and Challenges
(for Bio refer to page 13)

Plenary Session 1



Professor Asha Singh Kanwar

The Impact of Online and Distance Education on the Development of Higher Education and Training

Plenary Session 2

Professor Asha Singh Kanwar became President and Chief Executive Officer of the Commonwealth of Learning (COL) on 1 June 2012. She has served COL for 11 years, first as an Education Specialist – Higher Education and Policy and then as its Vice President for six years. Before joining COL, Professor Kanwar was a consultant in open and distance learning at UNESCO's Regional Office for Education in Africa (BREDA) in Dakar, Senegal. She has over 30 years of experience in teaching, research and administration. Professor Kanwar received the International Council for Open and Distance Education (ICDE) Prize of Excellence in 2009. In 2014, she received the AAOU Meritorious Service Award for outstanding contributions in the areas of open and distance education. She has been awarded honorary doctorates by two universities.



Dr Stephen Jackson

Review of U.K. TNE in the Caribbean

Plenary Session 3

Dr Stephen Jackson is 'Associate Director – International' within QAA, and was previously in the role of Director of Quality Assurance, with overall responsibility for the management and delivery of review activity. This included universities and other higher education providers, the review of higher education in further education colleges and the review of private higher education colleges.

He joined QAA in October 2002 from Liverpool John Moores University, where he was Director for Partnerships and Widening Participation. Previously, Stephen held the post of Assistant Provost with responsibility for learning and teaching. He taught Human Geography for many years at the City of Liverpool College of Higher Education and at Liverpool Polytechnic. Before joining QAA, Stephen worked for both the Higher Education Quality Committee and QAA as an auditor and review coordinator.

Day 1 - Wednesday April 15, 2015

TIME & VENUE	ACTIVITY
7:30 am Hotel Lobby 7:00 am – 8:30 am Level 1	BUSES DEPART FROM CONFERENCE HOTELS REGISTRATION
8:30 am - 10:00 am	OPENING CEREMONY
Regency III & IV	Keynote Address: Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training Beyond Participation: Building the Global Citizen
10:00 am – 10:20 am Level 1	COFFEE BREAK
10:20 am - 11:05 am	PLENARY 1
Regency III & IV	Title: Competency-Based Education: Promises and Challenges Dorothy M Wax, PHR, CPLP, Vice President for Operations; Council for Adult and Experiential Learning (CAEL)
11:10 am – 11:40 am	CONCURRENT SESSION 1
Regency III & IV	Strand: Designing Curricula in Higher Education and Training: Focus on National Development Title: Curriculum Politics in Higher Education: What Educators Need to Do to Survive Stephen Joseph, The University of Trinidad and Tobago
Regency I	Strand: Designing Curricula in Higher Education and Training: Focus on National Development Title: ICT Knowledge, Skill and Competence for Equity and Justice: Curricular Reform and Practice at Cipriani College of Labour and Cooperative Studies Nigel Bhagwatsaran, Nyasha Pierre, Denise-Margaret Thompson; Cipriani College of Labour and Cooperative Studies
Regency II	Strand: Effective Student Support Services: Implications for Student Retention and Success Title: Developmental Advising as Promoting Student Success Permillia Farrel, Trisha Joseph and Adana Warner; College of Science, Technology and Applied Arts of Trinidad and Tobago

Day 1 - Wednesday April 15, 2015

TIME & VENUE	ACTIVITY
11:50 am – 1:00 pm Regency III & IV	LUNCH BREAK
1:00 pm – 1:45 pm	PLENARY 2
Regency III & IV	Title: <i>The Impact of Online and Distance Education Learning on the Development of Higher Education and Training (Video Conference)</i> Professor Asha Kanwar, President and CEO; Commonwealth of Learning
1: 50 pm – 2: 20 pm	CONCURRENT SESSION 2
Regency III & IV	Strand: <i>Traditional vs Non-traditional Institutions : Finding the Right Balance</i> Title: <i>A Brave New World: Establishing a System to Quality Assure Online Courses and Programmes at the University of the Southern Caribbean</i> Gersha Pierre; University of the Southern Caribbean
Regency I	Strand: <i>Traditional vs Non-traditional Institutions: Finding the Right Balance</i> Title: <i>The Principles and Mechanics of Switching from Traditional to Blended Learning at University Level: Students’ and Lecturers’ Experiences</i> W. Marc Jackman; The University of Trinidad and Tobago
Regency II	Strand: <i>Effective Student Support Services: Implications for Student Retention and Success</i> Title: <i>Towards the Development of a Student Satisfaction Index for the Tertiary Education Sector of Trinidad and Tobago</i> Nyron Seaton, Accreditation Officer; The Accreditation Council of Trinidad and Tobago
2:25 pm – 2:55 pm	CONCURRENT SESSION 3
Regency III & IV	Strand: <i>Traditional vs Non-traditional Institutions: Finding the Right Balance</i> Title: <i>Can You Hear Me Now? Opportunities and Challenges in Online and Blended Learning Programmes at the Open Campus, University of the West Indies</i> Cecilia Hall, Myrna Ransome; The University of Trinidad and Tobago
Regency I	Strand: <i>Effective Student Support Services: Implications for Student Retention and Success</i> Title: <i>We Want to Be Heard: Lessons in Student Support from a Blended Learning Pilot Programme</i> Dianne Thurab- Nkhosi; Faculty Development Specialist, Centre for Excellence in Teaching and Learning
Regency II	Strand: <i>Traditional vs Non-traditional Institutions: Finding the Right Balance</i> Title: <i>Effective Sports Programmes Can Change the Realities of Higher Education in Jamaica (Poster Presentation)</i> Olivia Rose; Excelsior Community College
	Strand: <i>Designing Curricula in Higher Education and Training: Focus on National Development</i> Title: <i>Biomedical Engineering- Narrowing the Gap Between Medicine and Engineering (Poster Presentation)</i> Natasha Ramroop Singh, Nalini Singh, Maria Boneo; The University of Trinidad and Tobago, Biomedical Engineering Unit

Day 1 - Wednesday April 15, 2015

TIME & VENUE	ACTIVITY
2:25 pm – 2:55 pm	CONCURRENT SESSION 3
Regency II	<p>Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: Am I getting what I paid for? A perspective of Civil Engineering recent graduates and employers. (Poster Presentation) Leighton A. Ellis, Esther Joy Ochieng; Department of Civil and Environmental Engineering; The University of West Indies, St Augustine</p>
3:00pm – 3:15 pm Level 1	COFFEE BREAK
3:20 pm – 4:00 pm	PLENARY 3
Regency III & IV	<p>Title: Review of U.K. Transnational Education in the Caribbean Stephen Jackson, Director of Quality Assurance, Quality Assurance Agency for Higher Education</p>
4:05 pm – 4:35 pm	CONCURRENT SESSION 4
Regency III & IV	<p>Strand: Creating the Nexus Between Quality Assurance and Building World-Class Higher Education and Training Institutions Title: Improving HSE through Accreditation Avril Mohammed; Petrotrin</p>
Regency I	<p>Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: Bridging the Gap: Industry Needs vs Educational Reality Yolanda Henry, Excelsior Community College</p>
Regency II	<p>Strand: Educational Leadership in a Time of Change: Issues of Institutional Governance and Administration Title: The Use of Visual and Business Intelligence Software to Support Research, Reporting and Decision Making Within UTT Troy Horsford; The University of Trinidad and Tobago</p>
4: 45 pm Hotel Lobby	<p>END OF DAY 1 BUS DEPARTS TO CONFERENCE HOTELS</p>
6:00 pm – 8:30 pm	WELCOME RECEPTION
9:00 pm Hotel Lobby	BUS DEPARTS TO CONFERENCE HOTELS

Day 2 – Thursday April 16, 2015

TIME & VENUE	ACTIVITY
7:30 am Hotel Lobby	BUSES DEPART FROM CONFERENCE HOTELS
7:00 am – 8:30 am Level 1	REGISTRATION
8:30 am – 9:15 am	PLENARY 4
Regency III & IV	Title: Aligning Programmes with Labour Market Needs Professor Nicole Smith, Research Professor and Senior Economist Center on Education and the Workforce, Georgetown University
9:20 am – 9:50 am	CONCURRENT SESSION 5
Regency III & IV	Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: Work-based Learning Programmes for Young People in the Caribbean Kanae Tada, International Labour Organisation
Regency I	Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: How TVET Institutions Respond to Challenges in Collecting Labour Market Information Ava Billy-Jackman, Research Department; Youth Training and Employment Partnership Programme (YTEPP) Limited
Regency II	Strand: Effective Student Support Services: Implications for Student Retention and Success Title: Student Support? Who Me? Sherma Joseph, The Accreditation Council of Trinidad and Tobago and Cheryl M. Bowrin; The University of Trinidad and Tobago
9:50 am – 10:10 am Level 1	COFFEE BREAK
10:10 am – 10:40 am	CONCURRENT SESSION 6
Regency III & IV	Strand: Educational Leadership in a Time of Change: Issues of Institutional Governance and Administration Title: Accrediting the Accreditors: Exploring issues and approaches to the recognition of External Quality Assurance Agencies in the Caribbean Community Ruby S. Alleyne; The University of Trinidad and Tobago
Regency I	Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: Curriculum Planning and Development in Labour Studies: An Intervention to Secure a Sustainable Market for the Industrial Relations Sector in the Caribbean Lesmore Frederick and Cecilia Andrews; Cipriani College of Labour and Co-operative Studies

Day 2 – Thursday April 16, 2015

TIME & VENUE	ACTIVITY
Regency II	<p>Strand: Effective Student Support Services: Implications for Student Retention and Success Title: The Impact of Student Support Services on Student Retention and Completion Rates in the International MBA at the UWI-ALJGSB during the period 2011-2014 Jaidath Maharaj and Narisha Khan; The University of the West Indies - Arthur Lok Jack Graduate School of Business</p>
10:45 am – 11:15 am	CONCURRENT SESSION 7
Regency III & IV	<p>Strand: Educational Leadership in a Time of Change: Issues of Institutional Governance and Administration Title: Leading Pedagogical Innovation in Higher Education: Promoting Adoption Kamla Mungal and Gour Saha; The University of the West Indies - Arthur Lok Jack Graduate School of Business</p>
Regency I	<p>Strand: Creating the Nexus between Quality Assurance and Building World Class Higher Education and Training Institutions Increasing Relevance in Education and Training Title: Quality Assurance: Analysing its Impact and Integral role on Both the Academic Affairs and Student Services Divisions of Cipriani College of Labour and Co-operative Studies in its Bid to Becoming a World Class Higher Education Institution Brian-Anthony David and Ingrid Pilgrim; Cipriani College of Labour and Co-operative Studies</p>
Regency II	<p>Strand: Effective Student Support Services: Implications for Student Retention and Success Title: Customer Service for Sustainable Tourism in a Post- Petroleum- Based Economy: Implications for Education and Training Leslie-Anne Samuel; The University of the West Indies; Cowen Hamilton Secondary School</p>
11: 20 am – 12: 00 noon	PLENARY 5
Regency III & IV	<p>Title: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Julio Eduardo Orozco Perez, Director of Sustainable Tourism; Association of Caribbean States</p>
12:00 noon – 1:00 pm Regency III & IV	LUNCH BREAK

Day 2 – Thursday April 16, 2015

TIME & VENUE	ACTIVITY
1:05 pm – 1:50 pm	PLENARY 6
Regency III & IV	<p>Title: The Changing Realities of Higher Education: Perspectives from the World Bank (Video Conference) Francisco Marmolejo, Tertiary Education Coordinator Human Development Network; World Bank</p>
1:55 pm – 2:25 pm	CONCURRENT SESSION 8
Regency III & IV	<p>Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: The practices and challenges of producing work-ready graduates: A Jamaican Community College Perspective Lela Faulkner-Douglas; Excelsior Community College</p>
Regency I	<p>Strand: Meeting the Labour Market Demands: Increasing Relevance in Education and Training Title: Enhancing Experiential and Prior Learning Practices to Meet Workplace Learning Competencies Mervyn Extavour, Board Member; The Accreditation Council of Trinidad and Tobago</p>
Regency II	<p>Strand: Creating the Nexus between Quality Assurance and Building World-Class Higher Education and Training Institutions : Increasing Relevance in Education and Training Title: An Investigation into the Quality of Teaching and Learning at COSTAATT: A Continuous Improvement Approach Naseem Koylass, Carla Alonzo, Permillia Farrell and Doodnath Persad; College of Science, Technology and Applied Arts of Trinidad and Tobago</p>
2:25 pm – 2:40 pm Level 1	COFFEE BREAK
2:45 pm – 3:15 pm	CONCURRENT SESSION 9
Regency III & IV	<p>Strand: Educational Leadership in a Time of Change: Issues of Institutional Governance and Administration Title: Leadership and Creating World Class Institutions: Innovation Unleashed through Leadership that builds a Community of Practice Varsha Seeram Maharaj, UWI School of Business and Applied Studies Limited (ROYTEC)</p>
Regency II	<p>Strand: Effective Student Support Services: Implications for Student Retention and Success Title: Student Support Services in the 21st Century Marsha John, The Institute of Banking and Finance of Trinidad and Tobago</p>

Day 2 – Thursday April 16, 2015

TIME & VENUE

ACTIVITY

Regency II

**Strand: Effective Student Support Services:
Implications for Student Retention and Success**
**Title: Mediasite as an Asynchronous Student Support Tool:
Using Lecture Capture Systems such as SonicFoundry's Mediasite to
Support Student Learning Outside of the Classroom**
 Lyn R. Keith, College of Science, Technology and Applied Arts of Trinidad and Tobago
 and Lisle Waldron, The University of Trinidad and Tobago

3:20 pm –3:50 pm

CONCURRENT SESSION 10

Regency III & IV

**Strand: Effective Student Support Services:
Implications for Student Retention and Success**
**Title: Justice and Equity: Developmental Education Democratizing Access to
Higher Education for Sustainable Growth and Development for the Working Class**
 Michelle Clavery and Denise-Margaret Thompson; Cipriani College of Labour and
 Co-operative Studies

Regency I

**Strand: Educational Leadership in a Time of Change:
Issues of Institutional Governance and Administration**
**Title: Modelling TVET Institutions for Relevance and Sustainability:
The Evolution of ETITT Quality Assurance Framework as a Model for 21st Century
Allied Health Professional Training (EMTs) in Latin America and the Caribbean**
 Christopher Chinapoo and Karla Pierre; Emergency Training Institute of Trinidad and Tobago

Regency II

**Strand: Effective Student Support Services:
Implications for Student Retention and Success**
Title: Changing Trends in Student Support Services
 Marie-Ella Williams, Human Resource Management Association of Trinidad and Tobago

4:00 pm
Hotel Lobby

END OF DAY 2
BUS DEPARTS TO CONFERENCE HOTELS

Day 3- Friday April 17, 2015

TIME & VENUE	ACTIVITY
7:30 am Hotel Lobby	BUSES DEPART FROM CONFERENCE HOTELS
7:00 am – 8:30 am Level 1	REGISTRATION
8:30 am – 9:15 am	PLENARY 7
Regency III & IV	Title: Learning Analytics: From Buzzword to Implementation Ulrich Rauch, Professor, The Learning Centre, The University of Trinidad and Tobago
9:20 am – 9:50 am	CONCURRENT SESSION 11
Regency III & IV	Strand: Traditional vs Non-traditional Institutions: Finding the Right Balance Title: Blended Learning Clinics: An Alternative to Training Workshops Justin Zephyrine, The University of Trinidad and Tobago
Regency I	Strand: Creating the Nexus Between Quality Assurance and Building World Class Higher Education and Training Institutions Title: A Model for Quality Assurance in Pharmacy Education for the Caribbean - Challenges and Opportunities Sandeep Maharaj, Faculty of Medical Sciences, Shrinivas Kulkarni- School of Pharmacy, Samuel Ramsewak, Dean's Office, The University of the West Indies
Regency II	Strand: Effective Student Support Services: Implications for Student Retention and Success Title: Boosting Student Retention at a Private Tertiary Level Institution through Enhanced, Quality Driven Student Support Services Gersha Pierre, University of the Southern Caribbean
9:50 am- 10:10 am Level 1	COFFEE BREAK
10:10 am – 10: 40 am	CONCURRENT SESSION 12
Regency III & IV	Strand: Traditional vs Non-traditional Institutions: Finding the Right Balance Title: From Formal Classrooms to Distance Education and Online Learning: Whither Shall They Co-exist? Kerry-Anne Roberts-Kasmally, The West Indies School of Theology (Maracas Campus)
Regency I	Strand: Traditional vs Non-traditional Institutions: Finding the Right Balance Title: Expanding Learning Opportunities to Develop the Accounting Profession Haimchan Ramdeo, Association of Chartered Certified Accountants Caribbean
Regency II	Strand: Educational Leadership in a Time of Change: Issues of Institutional Governance and Leadership Title: Mermaids in a Sea of Sharks: A Field Study on the Perceptions of Women in Governance and Leadership Positions in Higher Education Institutions registered with The Accreditation Council of Trinidad and Tobago Jennifer Doyle, Shevon Duntin, Sarah Bullen, and Janelle Phillip, The Accreditation Council of Trinidad and Tobago

Day 3- Friday April 17, 2015

TIME & VENUE	ACTIVITY
10:50 am – 12:20 pm Regency III & IV	PANEL DISCUSSION - 'A Conversation on the Changing Realities of Higher Education and Training'
12:30 pm	END OF CONFERENCE 2015
12:45 pm Hotel Lobby	BUS DEPARTS TO CONFERENCE HOTELS
12:45 pm – 4:15 pm Hotel Lobby	CITY TOUR BUSES DEPART
6:30 pm – 10:00 pm HYATT Regency Hotel Port of Spain Ballroom	CLOSING CEREMONY & DINNER
10:00 pm Hotel Lobby	BUS DEPARTS TO CONFERENCE HOTELS

PANEL DISCUSSION

A Conversation

on the
Changing Realities
of Higher Education
and Training

Panellists

Dr Sandra Gift
Head of Quality Assurance Unit,
UWI St Augustine

Creating the nexus between quality assurance and building world class higher education and training institutions

Michael R. Dowlath
Chairman, ACTT

Designing curricula in higher education and training: Focus on national development

Dr Gillian Paul
President (Ag.),
College of Science,
Technology and
Applied Arts of
Trinidad and Tobago
(COSTAATT)

Applied research, innovation and entrepreneurship

Professor Compton Bourne
Educational Consultant

Educational leadership in a time of change: Issues of institutional governance and administration

Nicole Smith
Research Professor and Senior Economist
Center on Education and the Workforce
Georgetown University,
Washington

Traditional vs non-traditional institutions: Finding the right balance

Suzetta Ali
Chairperson, ECA

Meeting the labour market demands: Increasing relevance in education and training

Rafael Mohammed
Registrar
National Energy Skills
Centre

Consuming vs Pioneering: Challenges of localising programme offerings



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Professor Nicole Smith

Aligning Programmes with Labour Market Needs

Dr Nicole Smith - Research Professor and Senior Economist at the Georgetown University Center on Education

Nicole Smith is a Research Professor and Senior Economist at the Georgetown University Center on Education and the Workforce where she leads the Center's econometric and methodological work. Dr Smith has developed a framework for restructuring long-term occupational and educational projections. This framework forms the underlying methodology for Help Wanted, a report that projects education demand for occupations in the U.S. economy through 2020. She is part of a team of economists working on a project to map, forecast and monitor human capital development and career pathways.

Dr Smith was born in Trinidad and Tobago and graduated with honors in Economics and Mathematics from the University of the West Indies (U.W.I.), St. Augustine campus. She was the recipient of the Sir Arthur Lewis Memorial Prize for outstanding research at the Master's level at the U.W.I. and is co-recipient of the 2007 Arrow Prize for Junior Economists for educational mobility research. She received her Ph.D. in Economics from American University in Washington, D.C.

Prior to joining the Center, Dr Smith was a faculty member in Economics at Gettysburg College in Pennsylvania, and the University of the West Indies, St. Augustine Campus. Dr. Smith taught Classical and Modern Econometrics, introductory and advanced level courses in Microeconomics, Macroeconomics, Statistics, Mathematics for Economists, and Latin American Economic Development.

Her previous macroeconomic research focused on the political economy of exchange rates and exchange rate volatility in the Commonwealth Caribbean, the motivation for her M.S. thesis and a joint-publication at the Inter-American Development Bank. Her current research investigates the role of education and socioeconomic factors in intergenerational mobility. She is a co-author of "The Inheritance of Educational Inequality: International Comparisons and Fifty-Year Trends," published in 2007 by the B.E. Journal of Economic Analysis & Policy.

Plenary Session 1 :



JULIO EDUARDO OROZCO PEREZ

Meeting the Labour Market Demands: Increasing Relevance in Education and Training

Mr Julio Eduardo Orozco Pérez, from the Republic of Guatemala is the Director of Sustainable Tourism, of the Association of Caribbean States (ACS).

Mr Orozco has a wealth of experience in Tourism and International Trade, having worked as the Director of Trade, Investment and Tourism of his country, coordinating eight (8) trade, investment and tourism offices in diverse locations around the world. He also previously worked as the Commercial Attaché of Guatemala in Miami.

In 2008, he was appointed Minister of Tourism and after his service, he coordinated the Competitive Development of Tourism for Mayan Communities in his country, a public-private partnership funded by the Inter-American Development Bank (IDB).

Since assuming the office of Director, due to his vision and strategic leadership the ACS achieved the ratification of the Sustainable Tourism Zone of the Greater Caribbean (STZC), which came into force on November 6th, 2013, establishing the Region as the first Sustainable Tourism Zone in the World. His efforts have also been focused on advancing the issue of connectivity in the region. Director Orozco is committed to working closely with regional and international organizations for the development and growth of Tourism in the Region.

Plenary Session 2:



FRANCISCO MARMOLEJO

The Changing Realities of Higher Education: Perspectives from the World Bank

Plenary Session 3:

Francisco Marmolejo is the World Bank Group's Lead Tertiary Education Specialist and Coordinator of its Network of Tertiary Education Specialists. He serves as the World Bank's focal point on the topic of tertiary education, and provides advice and support to country-level related projects that the Bank has in more than 60 countries. As part of his activities, he serves as coordinator of the internal thematic group on tertiary education, which helps facilitate exchange of ideas among the Bank's more than 90 staff members and consultants involved in tertiary education initiatives across the globe.

Before joining the World Bank Group, from 1995 to 2012, he served as founding Executive Director of the Consortium for North American Higher Education Collaboration (CONAHEC) as well as Assistant Vice President for Western Hemispheric Programs at the University of Arizona. Previously, he was an American Council on Education Fellow at the University of Massachusetts-Amherst; and both Vice President for Administration and Finance and Academic Vice President at the Universidad de las Américas in Mexico.

Marmolejo holds an M.A. in Organisational Administration from the Universidad Autónoma de San Luis Potosí (UASLP) in Mexico; has received public administration training at the JFK School of Government, Harvard University; and has conducted doctoral work at the Universidad Nacional Autónoma de México. He regularly speaks and writes on a wide range of tertiary education issues. His international education experience has taken him to more than 60 countries around the world, where he has worked with universities, governments and international associations on international education projects over more than 30 years. Currently, he serves on advisory boards at World Education Services (WES), The Lumina Foundation for Education, and the Centre for Higher Education Internationalisation at UNICATT in Milan, among others.



Professor Ulrich Rauch

Learning Analytics: From Buzzword to Implementation

Professor Ulrich Rauch is the founding head of The Learning Centre at The University of Trinidad and Tobago, where he and his team support professional development of instructors, the conceptualising of new physical and virtual learning spaces and, most importantly, technology-supported teaching, learning and course development.

In the past, Ulrich spearheaded the development of online 3D collaboration learning spaces and the use of virtual worlds for learning and teaching, as Director of ARTS ISIT at the University of British Columbia, Canada. He was recognised for his contributions to online learning with the prestigious New Media Consortium's "Centre of Excellence Award" (2007) and the UBC Spencer Award (2008).

He is a Fellow of the Frye Leadership Institute, has acted as co-Chair of the New Media Consortium Annual Conference and has also served on conference programme committees for both EDUCAUSE and the New Media Consortium.

Over the last twenty years, Ulrich has presented at numerous national and international conferences on educational technologies and the impact of technologies on teaching and learning. He has published extensively on the future of Course Management Systems and on information technologies in higher education.

He holds an M.Phil. from the Albert Ludwigs Universitaet in Freiburg, Germany and Ph.D. in Sociology from the University of British Columbia, Canada.

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Plenary Session 1 :

CONFERENCE – DAY 3

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ABSTRACTS

STRAND 1

Creating the nexus between quality assurance and building world class higher education and training institutions



Avryl Mohammed

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Improving HSE through Accreditation

The role of The Accreditation Council of Trinidad and Tobago (ACTT) is to ensure the standard of postsecondary and tertiary education is maintained at a high level and to encourage continuous quality improvement. As we think of continuous improvement, we are sometimes challenged to devise new and innovative ways to propel us in a direction of unique and wholesome change. One such way would be the focus on Health, Safety and Environment (HSE) considerations in the daily operations of our education institutions on a journey toward HSE culture change.

The passing of OSH legislation and the implementation of the OSH Agency means that employers are mandated to comply with safety regulations. Merely fulfilling the bare minimum HSE requirements over a long period of time can lead to complacency, as it is quite easy to settle and not attempt to improve. The health and safety of persons cannot and must not remain the same. As our lifestyles adjust, as our operations become more technological and high output demands impact our physical being, new and appropriate HSE measures must be designed and implemented to safeguard us. Therefore, the sooner we can adjust organizational culture to one of HSE orientation, the safer and more efficient we will be.

ACTT is a powerful vehicle to assist us in moving towards HSE excellence nationally. This paper will discuss the limitations of the present level of HSE consideration and propose additional ways to ensure continuous improvement. When the culture of minimal HSE requirements for accreditation is replaced by the proposed ways, institutions will both meet the requirements and continue to ensure continuous HSE quality improvement.



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Quality Assurance: Analysing its Impact on and Integral Role in both the Academic Affairs and Student Services Divisions of Cipriani College of Labour and Co-operative Studies in its Bid to become a World-class Higher Education Institution (HEI)

Students are viewed as the lifeblood of any serious higher education institution (HEI). Cipriani College of Labour & Co-operative Studies (CCLCS) is no different. Our students who encompass the trade unions, credit unions, cooperatives, manufacturing and national security sectors, to identify a few, are the reason we exist. To ignore such a profound fact regarding their importance is to court negative feedback and risk closure of the institution which has acquired a rich history. The quality assurance thrust has sought to improve the overall processes, systems and policies to make the College a more competitive and viable offering at the higher education level.

This research paper will encompass the following key components:

1. Importance of the Academic and Student Services Departments and the evolving role of quality assurance will be evaluated. A specific focus on intensive training, monitoring and evaluation to maintain departments at optimal functioning level will be looked at.
2. The robustness of the academic and support systems will also be highlighted and examined regarding the specific impact quality has engineered. A specific look at Cipriani's various programme delivery modes and access to clinical and psychological support systems.
3. The College's mechanisms to improve overall academic and student services delivery by first acknowledging areas of deficiency and aiming to improve efficiency will be examined.
4. The systems in place at this accredited institution to aid students in their education management leading to successful graduation will be examined.
5. Strategic linkage between the CCLCS's Quality Assurance Unit and its impact on the student services portfolio will also be addressed as we seek to determine the best means of strengthening these systems. The critical roles of Institutional Strengthening and Institutional Effectiveness will be addressed.

Recommendations for improving and strengthening the quality assurance outlook and impetus in both the Academic and Student Services departments will be articulated. This pivotal role of both divisions and their strategic relationship with the QA unit, especially as the College seeks to build on its attainment of Institutional Accreditation by maintaining, sustaining and developing its QA ethos, will be articulated.

Creating the nexus between quality assurance and creating world class higher education and training institutions: A continuous learning approach to teaching, learning and support services.

Quality assurance in higher education is essential to student success and sustainable development. Mindful of its role in the national higher education sector and its commitment to balancing access and quality imperatives, the College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT) recently completed a comprehensive exploratory investigation into indicators of quality in teaching and learning at the institution. Quantitative and qualitative data for the period 2009-2012 were analysed, including data from standard institutional surveys and indicators such as student enrolment and attrition, academic performance in programmes and at graduation, and time-to-completion. This paper seeks to highlight key aspects of the approach undertaken, some findings and lessons learnt during the process and, in addition, signals possible steps for the future.



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Professor Shrinivas Kulkarni

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A Model for Quality Assurance in Pharmacy Education for the Caribbean – Challenges and Opportunities

Across CARICOM, there are currently seven (7) pharmacy schools, five (5) within the Caribbean archipelago, one in Guyana and one in Belize in Central America. There have been great variations in the curricula, duration of training and the practice outcomes in these schools and in the demographic and economic conditions. Unlike in the case of Medicine, Dentistry and Veterinary Medicine, or even in the case of tertiary institutions where accreditation exists in the islands, no attempt has been made to establish accreditation guidelines for streamlining pharmacy education in the region. With healthcare costs and its delivery having become important indices for the quality of life across the globe, it is imperative to recognise that pharmaceutical care depends on the quality of pharmacy graduates of these institutions in the region. This paper seeks to define the challenges in developing a common model for assessing, developing and accrediting pharmacy programmes in the CARICOM region. Bearing this in mind, schools offer a variety of programmes leading to associate degrees, the 4-year B.Sc., as well as the PharmD. There are also persons in a transition phase, who are upgrading their qualifications from a diploma and certificate to a B.Sc. or to the PharmD. Therefore, any model developed would need to be globally responsive but locally sensitive. In this endeavour, various accreditation manuals and guidelines developed by global agencies and councils have been reviewed in the context of the Caribbean region and a suitable working model will be proposed for the accreditation of schools of pharmacy in CARICOM.

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STRAND 2

Effective Student Support Services: Implications for Student Retention and Success



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Developmental Advising as Promoting Student Success

The scope and type of student support services available to non-traditional college students are critical to their academic success and retention. Research supports the view that these students are challenged in completing their programme; many of these students attempt tertiary education without having had the opportunity to resolve the inhibitions that may have crippled their educational and personal progress in earlier years. They may also lack access to requisite social and familial support. These factors individually and combined may fuel students' actual and perceived under-preparedness for tertiary level pursuit. The provision of a learner-centred environment focusing on needs, expectations and goals of students would redound through the provision of such services as tutorial support, financial aid, psychological and health-related services, and career guidance. This paper focuses on the role of developmental advising as one such student support service which promotes student success and retention.

Developmental advising is a collaborative process which seeks to enable students' charting and attaining their life, career and educational goals via the availability of dedicated administrative support and, institutional and community resources. This paper examines the elements and benefits of developmental advising; it also explores the impact of such a service on non-traditional students attending the only national community college in Trinidad and Tobago.

Keywords: Academic Advising, developmental advising, academic support, student development, non-traditional students, academic success, retention.



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We want to be heard: lessons in student support from a blended learning pilot programme

In January 2010 the UWI, St Augustine campus, introduced a Post-graduate Diploma in Sports Management, in collaboration with the Centre International D' Etude Du Sport (CIES) and under the auspices of the FIFA. The programme aimed at meeting the need for formal management training for those involved in sport administration. In order to facilitate greater access, the programme was offered in a blended or hybrid format from the 2013/14 academic year. This meant that courses were offered using a combination of face-to-face teaching and online course delivery. Challenges in any blended programme involve the creation of a community of learners. This paper applies level 1 of Donald Kirkpatrick's four (4) level model of evaluation, and focusses on reaction of students to the programme.

The experiences and perceptions of the students in the UWI/FIFA/CIES Post-graduate Diploma in Sports Management for Semester 1 of the 2012/13 academic year were solicited using a survey and focus group session. One of the main findings of the evaluation was the validation of the need for strong student support at the academic and administrative levels. Findings indicated that while students felt the programme was a worthwhile one, based on the profile of the lecturers and the support by an international organisation, they felt that student support was not sufficiently strong. Their voices were not heard in a timely fashion. Students were critical of the lack of timeliness of feedback in specific courses but felt that others were sufficiently engaging, with timely feedback. The study is of significance since it highlights quality assurance issues for consideration and it can inform the development of a successful model of blended or online training for sport administrators in the future by highlighting the good practices identified by the students.



Gersha Pierre

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Boosting Student Retention at a Private Tertiary Level Institution through enhanced, quality driven Student Support Services

Higher education institutions all strive to be known for the high quality of both the programmes and non-academic experiences they offer. Their main stakeholder, their students, are complex beings with a plethora of needs. Tertiary education should address the education of the whole person, not just his or her intellect. In educating the whole person, institutions must recognise that the physical and social environments of an institution have significant influences on students' behaviour and training. How an institution goes about addressing the multitude of goals and needs of students must rest on a system of well-conceptualised and integrated student academic services.

In an era of competition among tertiary education institutions (TLIs), the highest performing institutions that are able to retain their students and maintain high graduation rates are more sought after, have greater access to external funding and increased opportunities for continued growth and development. How do quality TLIs ensure high rates of student retention? It has been widely recognised that a major role is played by student support services in student retention and success. In fact, a strong link has been recognised between campuses that reflect a student-centred approach to addressing student needs and the level of student retention and success (Kramer 2003).

Student Support Services are central to the mission of tertiary level institutions. They include the facilities and amenities offered from the institution's initial point of contact with students, to enrolment, to graduation, as well as all of the non-academic student support students receive. When effectively managed and monitored, these pillars of support can come together as an interconnected collaborative system that can sustain student development and success while maintaining appropriate quality standards.

The focus of this paper will be an evaluation of the attempts by one private Caribbean-based TLI to provide an enhanced, student-centred environment that caters to the diverse needs of its students through the development of a holistic student support services system, thus assisting in the reduction of student attrition and the boosting of student retention. The issue of the infusion of quality practices into the system of student support services will also be addressed. The research paper will therefore focus on providing answers to the following question:

- What types of models work best for the delivery of a collaborative, student-centred academic services system in the Caribbean setting?
- What quality standards should be applied to the Student Support Services system to ensure fitness for purpose and continuous improvement? and
- What should be done to ensure that the institution's unique philosophy and culture are maintained, but that best practices and international standards are applied?



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The impact of student support services on student retention and completion rates in the International MBA at the UWI-ALJGSB during the period 2011 – 2014

Research has shown that effective student support services positively impact upon student retention and completion rates. The paper explores the link between student support services and retention rates and completion rates in the International MBA (IMBA) at the Arthur Lok Jack Graduate School of Business, The University of the West Indies (UWI-ALJGSB) over the period 2011 – 2014. Current research on the topic was explored and used as a grounding for the institutional research in the setting. The paper examines the IMBA where impact can be most readily discerned. The UWI-ALJGSB has taken deliberate action to support student services and improve the retention rate and completion rates of students in the IMBA

The paper uses a mixed methods approach where quantitative and qualitative methods are employed to capture and analyse data. Descriptive statistics were used to manipulate pre-existing data to show the status of student attrition and completion rates from 2011 – 2013 and then the status of student attrition and completion rates from 2013 – 2014. Document analysis and interviews were used to gauge the impact of student support services on the academic life of the students.



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Boosting Student Retention at a Private Tertiary Level Institution through enhanced, quality driven Student Support Services

Higher education institutions all strive to be known for the high quality of both the programmes and non-academic experiences they offer. Their main stakeholder, their students, are complex beings with a plethora of needs. Tertiary education should address the education of the whole person, not just his or her intellect. In educating the whole person, institutions must recognise that the physical and social environments of an institution have significant influences on students' behaviour and training. How an institution goes about addressing the multitude of goals and needs of students must rest on a system of well-conceptualised and integrated student academic services. In an era of competition among tertiary education institutions (TLIs), the highest performing institutions that are able to retain their students and maintain high graduation rates are more sought after, have greater access to external funding and increased opportunities for continued growth and development. How do quality TLIs ensure high rates of student retention? It has been widely recognised that a major role is played by student support services in student retention and success. In fact, a strong link has been recognised between campuses that reflect a student-centred approach to addressing student needs and the level of student retention and success (Kramer 2003). Student Support Services are central to the mission of tertiary level institutions. They include the facilities and amenities offered from the institution's initial point of contact with students, to enrolment, to graduation, as well as all of the non-academic student support students receive. When effectively managed and monitored, these pillars of support can come together as an interconnected collaborative system that can sustain student development and success while maintaining appropriate quality standards.

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- What should be done to ensure that the institution's unique philosophy and culture are maintained, but that best practices and international standards are applied?



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Changing trends in Student Support Services

Educational researchers agree that students who fail in schools are more likely to be ones who do not have a strong support network to navigate the many exigencies of student life. The changing demographics of student populations have caused many tertiary institutions to rethink their approach to Student Support Services as an impetus for student success. Leading education proponents like William Sedlacek's studies (*Beyond the Big Test, 2004*) in non-cognitive factors that impact student achievement, have strengthened the argument for institutions to re-assess traditional support methods that focus on academic admission requirements and adopt a more multi-dimensional approach for student support services.

This paper will address some of the changing needs of today's students studying at home and abroad in different socio-cultural environments and explore options for resources that accommodate new realities. These include: a) an admissions policy and curriculum that recognise non-cognitive assessments as valid success indicators i.e. assessments based on contextual intelligence to handle issues around differentness and self-efficacy; b) diversity training for faculty and staff; c) technology-driven learning that supports mobile and e-learning components. The paper will also review some of the more traditional methods, including the need for: a) strong network of mentors and counsellors (including parents and peers) that guide student through managing the complexities of 'the dream' (for success) versus 'the reality' (lack of student funding, etc) and developing life skills such as time management and emotional intelligence as imperatives for their success and b) business partnerships that recognise the value of internships and apprenticeships that lend support to labour market demands that require work-ready graduates to support business needs.



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Student Support Services in the 21st Century

Student population statistics have evolved to reflect many changes including gender, age, income and level of education, along with several other factors, which change the profile of the average student. The 21st century has also brought with it vast technological advancement in the forms of sophisticated computer hardware and software, as well as the internet. Consequently, the average student has a higher degree of computer literacy and general access to educational offerings both locally and internationally. This in effect drives demand for educational services, with increased student enrolment numbers which many competitors seek to satisfy through a number of media. In many educational institutions, all of these factors serve as catalysts for continuous improvement in student support services offerings.

This paper will explore in detail the changing student population, needs and educational environment. We will make a clear connection between student needs and its repercussion on the administration, provision and evolution of student support services for educational providers. The nexus between global competition and its effect on support services will be discussed with specific attention paid to the implications on student retention and success. The main forms of student services that are currently used will be discussed with particular focus on distribution and accessibility to students.

The use of technology to drive support in the forms of communication, engagement and knowledge transfer will be of particular interest in this paper. We will draw references to our own experiences as an educational provider and the ways in which we approach student support services. This paper will be written from the perspective of a local awarding body, The Institute of Banking and Finance of Trinidad and Tobago (IBF), competing with other local and international counterparts to fulfil the needs of students.

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Justice and Equity: Developmental Education democratizing Access to Higher Education for Sustainable Growth and Development for the Working Class

Access is often denied to prospective college candidates who are underprepared for the rigours of study at the tertiary level. Developmental Education, the integration of academic courses and support services guided by the principles of adult learning and development (Boylan, 1999), supports the academic and personal growth of underprepared college students through instruction, counselling, advising, and tutoring. Students enrolling in developmental education programmes are generally assessed as needing to develop particular skills in order to successfully matriculate in and through college.

This study uses a justice and equity framework in highlighting the instrumental and intentional role Developmental Education plays at the Cipriani College of Labour and Co-Operative Studies (CCLCS) in democratising access to higher education. In its mission to empower present and future working people, CCLCS transitioned over the past 50 years from a postsecondary institute to a fully-accredited, degree-granting, tertiary level institution of higher education, learning and research under the Ministry of Labour and Small and Micro-Enterprise Development.

Working class communities worldwide face chronic problems and political isolation from a lack of “regional equity” in policies that do not consider all class levels. This underlying inequity affecting poor and middle class communities often permanently limits opportunity for generations. Troutt (2014) explores “structural flaws” in how we organise communities to create or deny opportunity with multi-layered legal, economic and cultural forces squeezing the working class and resulting in growing income and wealth inequality, and environmentally unsustainable growth and consumption patterns.

Harkavy (2006) suggests that one of the goals for colleges and universities in the 21st century should be to develop and sustain democratic communities and societies, educating students to be creative, caring, constructive citizens playing a critical role in advancing citizenship and social justice. Castro (2013) used a critical race theory framework to suggest that an Equity-Grounded Social Science of Intervention Programming methodologies for college and career readiness must be situated within a larger context of racialised readiness for college and career with conceptual and practical recommendations for college developmental education practitioners and policymakers.

Democracies depend on an informed citizenry and opportunity for all to advance economically. Casazza and Silverman (2013) call for colleges, universities and higher education policymakers to provide meaningful access to postsecondary education with related academic support for all students as essential and imperative for strong economies and global competitiveness.

The objectives of this study are fourfold. In the first instance, the study explores Developmental Education from the global imperatives of justice and equity. Secondly, the study identifies the significant challenges the Cipriani College of Labour and Cooperative Studies has addressed surrounding college readiness and remediation in its historical efforts to serve the working classes of the country and region. The third aim of the study is to raise awareness of Cipriani’s intentional approach to Developmental Education in its continuing attempt to mobilise increased support for its successful actions and interventions. The final aim is to contribute to the discourse on Developmental Education and present possible directions for its future in democratising access to higher education for strengthening the economy and competing globally.

Key findings indicate that though over half of all community college students are judged to need developmental (or remedial) reading, composition, and/or mathematics classes, these courses...typically present major roadblocks to student progress (Quint et al, 2013).

Key Words: developmental education • college and career readiness • educational policy • educational equalisation • educational equity • educational justice



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Towards the development of a Student Satisfaction Index for the Tertiary Education Sector of Trinidad and Tobago

Traditionally, the evaluation of customer satisfaction has been the remit of private sector enterprises. However, increasingly tertiary level institutions are operating like businesses pursuant to exceeding the expectation of students. This study investigates students' satisfaction with the quality of services offered by registered tertiary level education institutions within Trinidad and Tobago. A nationwide student satisfaction survey will be conducted targeting both public and private tertiary level institutions in the tertiary education sector thus establishing a baseline for future studies. The national student satisfaction survey will be used to inform the national Student Satisfaction Index of Trinidad and Tobago (SSI). The SSI is a summary measure that seeks to capture tertiary education students' satisfaction within eight (8) selected services offered by the tertiary level institutions within Trinidad and Tobago. As such, the SSI will capture eight (8) quality dimensions of student satisfaction: (i) teaching staff (ii) teaching (iii) learning resources (iv) course delivery (v) the physical environment (vi) academic support (vii) assessment and (viii) career development. Changes in the Student Satisfaction Index will reflect students' overall satisfaction of the state of the selected services offered by tertiary level institutions and inform policy recommendations at the macro-level.



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Student support? Who me?

The postsecondary and tertiary education sector in Trinidad and Tobago has seen a rapid increase in participants over the last decade. From a rate of 7% in 2001 to 40% seven (7) years later and the present calculation of 57%, this state has encouraged student enrolment in all higher education sectors. With the projection for a 3% rise in 2015 from the last estimates, it can be understood that catering to the needs of the large volume of students engaging in higher education is an integral factor in maximising on investment as well as assuring student success.

This increased provision of education resulted in the enrolment in evening universities. This concept of adult education allows members of the workforce to engage in higher education. The schedules are set to negate negative work-related affect. Therefore, these students are more likely to be over twenty-five (25) years old, possess some work-based learning and have competing personal commitments. These students would visit the campus for fewer hours than a younger student who gained entry immediately following the completion of his secondary education. Typically, they may not be able to make contact with an institution's student support department. Instead, full-time and part-time faculty will be their first contact with student support.



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Student support has been largely defined as providing support to ensure students meet the educational targets set by an institution. Dhillon, McGowan and Wang (2006) asserted that in diverse student bodies in higher education there are "discrepancies between the officially declared provision of student support services and the accessibility and use of these services in practice" (p.1). This statement pointed to the ways in which student support is provided to diverse student bodies.

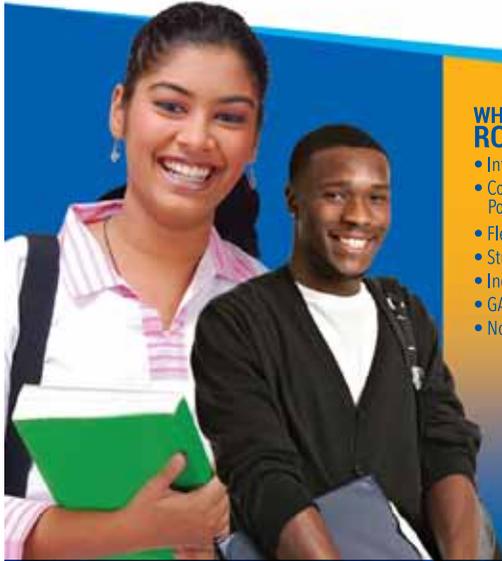
At the schools for education at The University of the West Indies and The University of Trinidad and Tobago, programmes are delivered by both full-time and part-time faculty. The student bodies are diverse in that the students may enter the institutions using traditional or mature entry routes. Therefore, mature part-time student teachers frequently engage with these faculty members for advice on academic and non-academic concerns. This paper explored the conception of student support from the perspective of faculty. It sought to elucidate this role through their lenses.

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STRAND 3

Meeting the labour market demands increasing relevance in education and training



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Work-based learning programmes for young people in the Caribbean

Today, young people are experiencing more serious unemployment and underemployment than ever before. Affected by the 2008 global financial crisis, Caribbean countries are no exception to high global youth unemployment, especially the lack of access to decent work.

While there are many variables that determine youth employability, quality education with the necessary skills required by employers is considered an essential measure to achieve better chances for youth employment. For young people to acquire the work experience needed by employers, their education must be connected to the workplace as an integral part of their learning process.

The inclusion of work-based learning programmes has been identified as more effective in improving employability and earnings. Providing students with actual work experience contributes to a smooth transition from education to employment. While different types of work-based learning programmes (e.g. apprenticeships, internships, and cooperative education) have been introduced to complement skills development, what they all have in common is the link to the workplace.

It is, therefore, important to understand critical issues surrounding the design, implementation, and success of these programmes. To what extent have the work-based learning programmes in Caribbean countries been effective in facilitating the transition from education to work? Do the work-based learning programmes in the region need to be improved? If so, how can these programmes be improved? Analysing selected work-based programmes in Caribbean countries, this study, which introduces ongoing research and tentative analysis, answers these questions. It explores if and to what extent work-based training programmes in the region are having an impact on the transition to employment as well as possible obstacles and ways of improving the design and implementation of the programmes.



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The practices and challenges of producing work-ready graduates: A Jamaican Community College Perspective

The concept of globalisation has resulted in an increasingly competitive job market. Graduates seeking employment need to be equipped with the twenty-first century skill set and not just a degree from an institution. As such, it becomes incumbent on higher education institutions to provide training relevant to the demands of the job market. To accomplish this, institutions will have to be flexible and adaptable as they collaborate with industry personnel. The purpose of this paper is to explore the practices of educators in a community college in ensuring that graduates are adequately prepared for the workforce. The study will explore teaching and learning processes, curriculum development and delivery practices, administrative policies and practices and industry participation and collaboration. The paper will also examine the challenges faced by educators in getting graduates ready for work. A sequential explanatory mixed method design will be employed to provide answers to four (4) research questions. Data will be collected using questionnaires and individual interviews. Analysis of data collected will be done using quantitative and qualitative methods. The paper will end with recommendations on how to deal with some of the challenges faced by educators in preparing graduates for work.

Keywords: relevant training, twenty-first century skills, work-ready graduates



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An intervention to secure a sustainable market for the industrial relations sector in the Caribbean

An increasing demand for workers justifies the need for an expanded education and training programme to ensure the existence of an active labour market. The demand for qualified industrial relations practitioners in the Caribbean has exceeded the available labour supply. The shortage of qualified labour practitioners may have resulted because labour studies as a discipline is not viewed as a popular career for secondary school graduates. The tertiary institutions in the Caribbean, with the exceptions of the labour colleges, do not offer labour studies as a career. In some limited cases, a single labour studies course is offered as an option in a given programme. There is a mistaken belief that lawyers/attorneys and human management resource functionaries are capable of supplying the labour market with industrial relations services. There is also a mistaken belief that functionaries with practical experience in trade union education are competent to supply industrial relations services to the labour market.

The implication of the issues raised is that universities and labour colleges in the Caribbean establish a labour studies department to facilitate graduates with degrees at the bachelor's and master's levels. A labour studies curriculum should focus on three (3) levels of Bloom's Taxonomy of Learning. A justification must be provided for the contents of the programme specification and the modules in each of the course offerings. It would be an excellent intervention to engage in a series of focus group meetings with all the stakeholders in the field of labour management relations. The curriculum design and implementation should not overlook the importance of International Labour Standards with specific reference to the International Labour Organisation (ILO) Decent Work Agenda. Students in a labour studies programme should engage in an authentic practicum exercise with the users of industrial relations services during a five-month period in order to get hands-on experience in industrial relations practice.

It is recommended that work experience should be a prerequisite for enrolment in a labour studies master's degree programme, with internship being mandatory for students completing the bachelor's in labour studies. The labour studies education institutions should expose students to a balanced curriculum which should reflect the principles of industrial relations, employment law, human resource management, occupational safety and health and economics to meet the demands of the industrial relations sector in the Caribbean.



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Enhancing Experiential and Prior Learning practices to meet Workplace Learning Competencies

Previous and current research in teaching and learning environment has contributed toward a deeper focus on the 'learner' and the learning environment, particularly as it relates to the use of additional technological mechanisms and opportunities, as well as advanced technical and vocational education and training (TVET) to meet workplace demands.

Research has shown, with particular reference to the European Union (Commission), that the impact and thrust for creating closer collaboration and closing the divide between academic environments of the traditional nature and the dynamics of the workplace, through such initiatives as 'the Tempus Project' and other laudable ventures, has reaped tremendous benefits. Educators are faced with the task to develop creative and innovative strategies for assessing and evaluating assimilation and human development activities to meet the demands of the workplace. Therefore, 'Prior Learning' – 'Experiential Education and Training' as a result, draws trainers and educators, as well as human resource practitioners, as a matter of course, to create opportunities, strategies and procedures inside and outside the classroom to achieve the much-desired 'demand-led education and training requirements'. The main focus here is to apply more attention and strategies to evaluating and assessing 'independent learning facilities and strategies', towards granting awards for academic and technical and vocational education and training excellence to serve stakeholders.

Towards this end, and to ensure mobility across borders and within industries, the training environment must embrace the concept of 'Independent Learning' both on the part of the learner, as well as the learning provider to complement and reward the individual and the organisation.

Extensive works have been commissioned with respect to other levels of the educational strata. Therefore, the work of Harvey, Wolfe (2007) et al, as well as www.Penfoster Global University of Wisconsin, and the Independent Learning Centre of Canada (www.ilc.org) need to be applied to technical and vocational education and training worldwide.



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Bridging the gap: Industry needs vs. educational reality

In the Caribbean, there is an increasing disconnect between the qualification of the graduates of tertiary institutions and the needs of industry or the job market. While some areas are flooded, others are undersubscribed within the context of the training offered by tertiary institutions. In addition, employers point out that even when they employ graduates with the requisite qualifications, many are still unable to function effectively in the work place. Graduates may be theoretically sound but they lack the requisite competencies to function effectively on the job without additional training.

Many attribute this reality to the fact that most tertiary institutions still employ the more traditional methods in developing curricula and in delivering instructional material. To a large extent, the methods of testing the readiness of students for the job market are through traditional methods which have become outdated and irrelevant. This research seeks to identify the areas of greatest needs within the job market in Jamaica and look at the extent to which community colleges are preparing graduates to fill these needs. Generalisation will then be made to the Caribbean context since the concerns are similar.

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How TVET institutions respond to challenges in collecting labour market information

Labour Market Information (LMI) is considered an essential component in the development of curricula in education and training, and a superior forecasting tool. Technical and vocational education and training (TVET) will be enhanced when accurate forecasting of the labour needs can deliver demand-driven curricula. The effective use of labour market information thus stimulates economic growth through the contribution of a skilled workforce that is synchronised with industry needs. Even with the evolution of technology several challenges are encountered in the collection of the LMI. Researchers are confronted with difficulties in sourcing accurate and relevant material, coupled with cost and time constraints to deliver the relevant results. Conversely, there are several techniques which can be utilised to improve the collection of data and support the development of a comprehensive labour market report. To guarantee some measurement of accuracy, several variables must be considered to satisfy the demands of training and education. In any environment, key factors such as the demographics of the population, the economic challenges of the country and changes in demands of skilled labour can impact the availability of a skilled workforce. Varied methods of data collection can be utilised to advance the process and provide a level of accuracy. A 'Just-in-Time' method in the collection of data can be utilised where organisations involved in LMI collect data for pertinent sectors at any given time. This methodology will involve the introduction and development of sector advisory councils, steering committees and improved structured relationships with employers both in the public and private sectors. These findings will be advantageous to TVET institutions in the continuous monitoring and evaluation of their current offerings.

Key Words: Labour Market Information, TVET, institutions, education, training, challenges, collection, demand-driven curricula.

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Am I getting what I paid for? A perspective of Civil Engineering recent graduates and employers.

The purpose of education is to enable those who receive it become competent professionals in their chosen field and thus contribute positively to the society in which they live. This task falls largely on the shoulders of higher education and training institutions. However, research has shown that, often times, the graduates of such institutions do not possess all of the components necessary to be deemed capable employees. Furthermore, the dynamic nature of many industries within the labour market makes the goal of producing 'up-to-date' graduates all the more difficult. Therefore, it is the constant challenge of higher education and training institutions to develop and continuously reform programmes that will enable students to attain skills relevant to their profession.

This paper evaluates the recent graduates' and employers' perspective on the quality of the Civil Engineering programme at The University of the West Indies with respect to producing effective graduates. The research utilised questionnaires which were administered to undergraduate and recently-graduated students, as well as to five (5) companies that employed graduates of the programme. The results show that the majority of students are generally appreciative of the programme but also have some major concerns, especially regarding the lack of practical content that relates what is taught in the classroom to what is implemented in the field. The majority of the employers agreed that, although graduates had a positive work ethic, they were found to be lacking critical work-place skills and, to a lesser extent, technical skills. Notably, they also indicated that graduates seemed to not be familiar with current industry trends. This research can be used to highlight some of the challenges that educational institutions face in producing graduates who are relevant to their profession and who have the skills to continue to remain relevant.



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STRAND 4

Designing curricula in higher education and training focus on national development

Customer Service for Sustainable tourism in a post-petroleum-based economy: Implications for education and training



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The Government of Trinidad and Tobago (a country often reputed with a dismal record of customer service), in its increased emphasis of economic diversification away from its traditional petroleum/natural gas/energy-based economy, has identified tourism as one of the focal sectors for generating sustainable employment, growth and development. Any focus on the development of the tourism sector requires an accompanying focus on significantly improving the levels of customer service quality and delivery (Chamber.org.tt, 2015) given the largely negative anecdotal evidence cited by international travel websites, for example Trip Advisor, 2015. A review of the literature, however, reveals limited research data on customer service and service quality in energy-based economies like Trinidad's. Of the limited information available, the premise suggests that superior and excellent customer service is the product of satisfied and well-trained employees. (Erhart, Witt, Schneider, and Perry, 2011). Having worked for over twenty-five (25) years in both the private and public sectors of Trinidad and Tobago, and having been a customer for almost forty (40) years, I have heard countless complaints and anecdotes of the unacceptable quality of service received at various organisations. This has confirmed the belief that research is needed to find out why, despite being a very friendly people, the country scores poorly where customer service is concerned. This research study proposes to employ a mixed methodological approach to first conduct a literature review examining issues of the pre-conceptions, perceptions and beliefs about customer service quality and service delivery from the perspective of both managerial and non-managerial staff and then to conduct comparative field research of the same issues at two (2) food establishments, one indigenous and the other foreign-owned.

The objective of the research is to determine whether and in what way these perceptions may affect customer service quality and service delivery and, by extension, the national objective of economic diversification through tourism. The researcher also proposes to make recommendations for education and training in customer service.

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ICT Knowledge, Skill and Competence for Equity and Justice: Curricular Reform and Practice at CCLCS

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The internet has created tremendous potential to achieve greater social equity, empowerment and improvement of everyday life for those on the margins of society (Mehra, Merkel, Bishop, 2004). Modern information and communication technologies (ICTs), seen not only as facilitating global economic activity and the sharing of knowledge, but also favouring transparency and democracy with the internet and in particular the worldwide web proving a powerful tool in both the manipulation of economic activities and the mobilization of civil society (Lor and Britz, 2007). Britz (2004) earlier reflected that information poverty, a situation in which individuals and communities do not have the requisite skills, abilities or material means to efficiently access and apply information, is a serious moral concern and should be a matter of social justice for researchers in contributing to closing the digital divide from a social, economic and political point of view. Virginia Eubanks' Digital Dead End (2007) and adult education project with a population of working-class women pointedly addresses social justice issues involving information technology and the notion that technological distribution, skills and capacity are fundamental issues of the digital divide. Bridging the digital divide for the working class of any country thus becomes a key objective, playing an important role in education, employment and economic growth (Kaba and Said, 2014). This study reports on the rationale, process and outcomes of the review and revision of the first year introductory ICT curriculum at the Cipriani College of Labour and Co-operative Studies (CCLCS) to provide for information and communication technology (ICT) competence and discusses how and why this tertiary level academic institution, with a mission to build the capacity and consciousness of the working classes, reviewed and revised its introductory curriculum to actually provide for such ICT skill and competence, rather than just mere knowledge. The results confirm that the goal of ICT competence could and should indeed be included in tertiary level introductory curricula and that institutions of higher education for the working class, specifically in the global South, should assess their undergraduate curricula for these curriculum requirements.

Both the context within which developing economies work and the required vocational and professional characteristics shown to support the acquisition of ICT competence support national educational and development goals of a knowledge-based, creative and innovative society. This successful, contextually relevant CCLCS curriculum review and revision experience supports Lohr and Britz's (2007) position that an information society and, more critically, the more multi-dimensional knowledge society cannot develop in the absence of freedom of access to information and freedom to access the digital economy through the four (4) pillars of a knowledge society: (a) connectivity, (b) content and usability, (c) infrastructure and (d) human capacity. The premise of the direct relevance of tertiary level curricula to the information and communication technology (ICT) requirements of vocations and careers supporting development while meeting the professional and vocational requirements of developing economies is supported.

Key words: ICT skill and competence • information poverty • digital divide • information society • access to information • access to technology • social justice • curriculum review and revision • ICT for development • ICT curriculum

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Biomedical Engineering – Narrowing the Gap between Medicine and Engineering

Engineers play a vital role in maintaining our standard of living and protecting the environment. Traditional engineering fields are being reformed and refined in order to better provide for the changing needs of society. Alongside this, human resource requirements of many institutions are becoming more and more sophisticated.

As tertiary level institutions play a very important role in the transmission of knowledge to ready graduates for the working world, there must be a smooth transition between theory delivered and practical skills to be applied. Safety and ethics should also form an integral part of engineering curricula.

The Biomedical Engineering [BME] Unit of The University of Trinidad and Tobago is seeking to provide suitably-qualified professionals for the health sector of Trinidad and Tobago and the wider Caribbean. The field of BME, being a well-established engineering field worldwide, is still a fairly new area of both study and employment here in Trinidad and Tobago. BME encompasses the use of engineering principles to solve medical problems. It spans areas such as medical devices and implants, imaging equipment, prosthetics design and tissue engineering.

Curricula design at both the diploma and bachelor's levels, and even research routes at the postgraduate level, must be carefully considered – international certification and accreditation being very important aspects of this. The Ministry of Health of Trinidad and Tobago has been working closely with the UTT BME Unit to ensure that graduates possess the necessary tools to enhance the hospital and health care environments in our country.

A well-structured curriculum is an essential part of the foundation of higher education and training, and it must be suited to the demands of the labour force of the nation to promote best practices, increase productivity and enhance quality of life for citizens.

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Curriculum Politics in Higher Education: What Educators Need to do to Survive?

Higher education institutions are increasingly experiencing pressure regarding their expected role in addressing immediate and long-term sustainable development challenges. Decisions about what should be taught are heavily influenced by socio-political needs and aspirations. The push towards entrepreneurial education is, perhaps, one example where some governments expect higher education institutions to encourage entrepreneurial development and awareness among students of the institutions. Indeed, political action has become a well-known force in education systems throughout the world. This paper examines the view that, while unchecked political intervention from non-education sources may threaten the quality of higher education programmes, educationists must come to terms with the reality of curriculum politics and find ways to function optimally in any given political context.

The purpose of this study, therefore, is to examine the theory of curriculum politics and explore various ways in which educationists can survive the perceived threat of political interference in curriculum decision making.



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The Use of Visualisation and Business Intelligence Software to Support, Research, Reporting and Decision Making Within UTT
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STRAND 5

Educational leadership in a time of change issues of institutional governance and administration

The Use of Visualisation and Business Intelligence Software to Support, Research, Reporting and Decision Making at UTT

Business Intelligence (BI) is defined as a broad category of applications and technologies for gathering, storing, analyzing, and providing access to data to help enterprise users make better business decisions (Terzić, 2008). Before the Information Age of the late 20th century, companies had to collect their information from non-automated sources. Thus, organisations made vital business decisions based purely on instinct, which proved to be detrimental to their well-being or livelihood. This gave rise to Business Intelligence Systems. In light of the proliferation of tertiary education institutions in Trinidad and Tobago within the last ten (10) years and the intense competition for students, human resources and sound data within the sector, colleges can no longer rely only on brand name, status, and tenure to attract students seeking to further their studies. They must adopt and embrace different approaches to analysing, stratifying and segmenting the diverse tertiary education market in order to stay competitive.

UTT has procured the TABLEAU business intelligence solution for the analysis and forecasting of student statistics (i.e. recruitment, enrolment, performance) and surveys. This paper will discuss the means by which UTT has utilised Tableau to support, research, reporting and decision making and the challenges, successes and lessons learned.



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Mermaids in a Sea of Sharks: A Field Study on the Perceptions of Women in Governance and Leadership Positions in Higher Education Institutions Registered with The Accreditation Council of Trinidad and Tobago

As the world celebrates International Women's Day on March 08, 2015, one would hope that in Trinidad and Tobago there could be celebration of more Jennifers, Patricias, and Sorayas as leaders of institutions and as Boards of Directors of our higher education institutions (HEIs) registered by The Accreditation Council of Trinidad and Tobago (ACTT). Data at ACTT indicate we are a long way from where we need to be in terms of the country's National Policy on Gender, women empowerment as cited in the Millennium Development Goals and women's participation in decision making. Leadership at primary and secondary institutions in Trinidad and Tobago indicates a predominance of women as leaders and, despite the fact that females constitute the majority enrolled in tertiary level institutions, this predominance is not mirrored in leadership and governance at registered HEIs. Figures at ACTT reveal that less than 30% of the registered institutions are headed by women and the majority of Board of Directors' seats are dominated by males who hold influential positions.



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Disclosure in labour market reports points to an increase in women as leaders of organisations in other industrial fields. However, within our registered higher education institutions, the "ideal of a leader still conforms to the image of a male". Research conducted in the USA (2011) and Latin America (6 countries) 2013 concludes that there is a relationship between Board Diversity and organisational value and firms with women on their executive committees and Boards had higher returns on equity. The higher education environment is facing turbulent times with new trends and challenges, thus making it imperative that our leaders be catalysts for change, possessing new leadership skills, values and attitudes. Utilising a descriptive and qualitative approach, this paper is intended to capture the perceptions of women leaders of HEIs registered by ACTT to ascertain their potential to provide the type of educational leadership required in a time of change. It is designed to increase an interest in research about women as leaders and facilitate reflective practice among all educators.

STRAND 6

Educational leadership in a time of change: Issues of institutional governance and administration

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Modelling TVET Institutions for Relevance and Sustainability: The Evolution of ETITT Quality Assurance Framework as a Model for 21st Century Allied Health Professional Training (EMTs) in Latin America and the Caribbean

Emergency Training Institute of Trinidad and Tobago (ETITT) has become a benchmark for quality allied health professional training and education, due mainly to a commitment to quality that goes beyond compliance to standard. Focusing our market interest based on our mission, vision and stated purposes and maintaining a dynamic quality assurance framework that is responsive to current and future need, help to maintain consistency while being responsive to change. ETITT's programmes remain relevant due to strong alignment and links with market needs in recognition of the dynamic service function of allied health training and education to the labour market and its development. Essentially, ETITT maintains an industry-led curriculum and conducts periodic systemic programme reviews to ensure that teaching and learning at our institution addresses specific questions and changing demand of the labour market. This paper will discuss how the evolution of The Accreditation Council of Trinidad and Tobago's Registration process has led to the evolution and modeling of our quality assurance framework that can be replicated to ensure relevance and sustainability by Technical and Vocational Education and Training (TVET) providers. ETITT's Quality Assurance Framework is an integrated systems model, focussed on achieving the mission, vision and stated purposes of providing competent allied health professionals, EMS and medical disaster care providers locally and regionally. The system is based on an integrated system of planning, implementing, monitoring and improving.

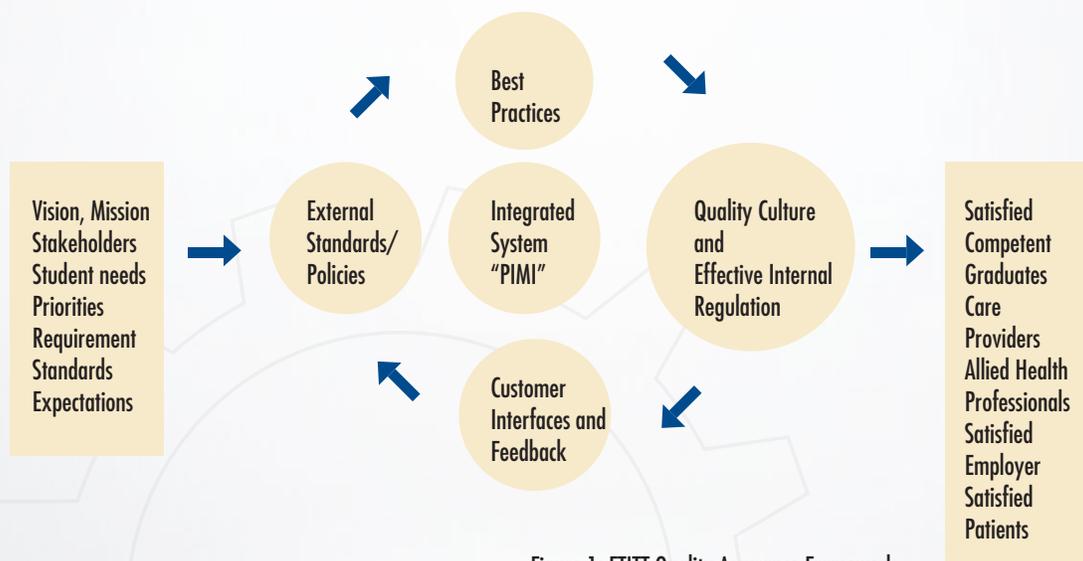


Figure 1: ETITT Quality Assurance Framework

Our system has four (4) critical components all of which are incorporated in our quality policy and framework:

1. Commitment to External Quality Assurance Standards and Policies. ETITT is committed to meeting and exceeding the standards and requirements of ACTT, the National Training Agency (NTA), Creighton University and other strategic partners, the hospitals and clinical sites and all applicable laws of Trinidad and Tobago.

2. Application of Best Practices in the provision of Allied Health Care Education and Training. ETITT's provision incorporates all the following principles: assessing actual learning needs (diagnostic testing and assessment), enhancing and building on the intrinsic ability, capacity and motivation of the learner, competency-based interventions and opportunities, skill training with direct practice, increasing positive reinforcement, maintaining an open, positive learning environment and providing developmental opportunities when correction is required, providing ongoing support and feedback, mentoring and coaching, monitoring and measuring teaching and learning effectiveness, and providing and receiving constant feedback from stakeholders.

3. Assuring Quality Culture and Effective Internal regulation: ETITT is committed to going beyond compliance with external quality standards. ETITT's leadership engrains the concept of quality into every activity at the institute.

4. Customer Interface and Feedback. ETITT is focussed on meeting and exceeding the needs, priorities and expectations of internal and external customers. Feedback for improvement action is pursued and action taken based on feedback of learners, employers, peers, professional associations, strategic partners, employees, reviews of external quality assurance agencies and review of results from external standardised testing. ETITT's quality is also reinforced by its meaningful strategic partnerships with international professional institutions and associations. ETITT has an established network with some technical institutions abroad that were successful in terms of tremendous achievement with their contribution to their respective countries' Allied Health Professional Training and Education. These institutions are recognised by the Ministry of Health, NTA and ACTT, and as such they were identified as suitable for the collaboration.

The paper will also discuss some of the challenges as a TVET institution meeting the standards of ACTT. Leadership had to be totally committed to developing our quality concept and separating the governance and administration to improve institutional credibility, image and to position the institution for increasing success and student satisfaction. As such, it hoped that the paper will open a dialogue towards a more focussed regulatory quality assurance framework for TVET institutions whose scope can be just above the current NTA scope of works. The authors are suggesting a more integrated and coordinated approach in respect to evaluating Competency-Based Education and Training (CBET)/TVET programmes that cut across the scope of both ACTT and NTA for improved regulation and focus on value adding activities.

Our system has four critical components all of which are incorporated in our quality policy and framework:

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Leading Pedagogical Innovation in Higher Education: Promoting Adoption

The literature on the implementation of pedagogical innovation indicates that the process of adoption is enhanced by addressing teachers' concerns. While the importance of the linkage between adoption and the concerns of teachers is well recognised by institutions, the factors that drive the concerns of teachers are less clear. Some institutions use mainstream administrative practices such as pedagogical training, use of learning communities and student activism to promote the adoption process without directly addressing concerns of teachers and thereby achieving only a suboptimal level of adoption. This paper presents the relationship amongst the factors that influence adoption and the actual adoption level which is mediated by the concerns of teachers. The study is conducted at the Arthur Lok Jack Graduate School of Business, The University of the West Indies with faculty members at the business school. A total of ninety (90) questionnaires were distributed to full-time and part-time faculty members and thirty (30) usable completed instruments were returned. The relationships were examined using a mixed methods approach that included hierarchical regression analysis and qualitative patterns determined from interviews. The study found that faculty development initiatives, along with monitoring tools, address the lower levels of concern of faculty. The research provides a basis for the ongoing assessment of adoption and guidance in the development of appropriate administrative practices to promote higher adoption levels.



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Leadership and Creating World Class Institutions: Innovation Unleashed through Leadership that builds a Community of Practice.

Today, higher educational leaders are required to adjust and handle environmental velocity, volatility, uncertainty, speed and complexity. The nature of leadership in the tertiary sector is ever changing. More than ever before, leaders today benefit from abandoning old mind sets, assumptions and rules of thumb in an effort to adapt to the pressures of unstoppable global forces. As such, The University of the West Indies' Strategic Plan (2012-2017) encapsulates a vision that, by 2017, "the University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond" (p.41). This research paper references international literature by discussing the role of leadership within this ever changing global economic climate of uncertainty. The paper draws upon the proposed University of the West Indies' (UWI) Strategic Plan (2012-2017). This paper is ultimately positioned in achieving this noble vision of UWI. This discussion, though it is in a regional context, also explores the importance of leading a tertiary organisation through a great economic power shift and ultimately becoming an institution that is a powerful world-class higher educational learning institution, by embracing a community of practice.



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Assessing the Accreditors: Exploring current issues and approaches to the recognition of External Quality Assurance Agencies in the Caribbean Community

A decade after CARICOM, through the Council for Human and Social Development (COHSOD), requested that member states give priority to the establishment of autonomous national accreditation bodies in furtherance of the objectives of the Caribbean Single Market and Economy (CSME), ten (10) agencies have been established. Many of these national bodies have a multiplicity of roles which include not just accreditation but the registration of institutions, recognition of foreign and transnational qualifications, conferment of institutional titles and other related functions. Statistics from the national bodies reveal that they provide services to a growing number of institutions and individuals. They play an important role as external quality assurance agencies (EQAAs) and their position is strengthened by the authority which resides in their respective Acts of Parliament.

Globally, the increasing incidence of credential fraud, facilitated by an increase not only in diploma mills but also accreditation mills, has fostered a deeper awareness of the need for greater scrutiny over accrediting bodies. In the United States of America accrediting bodies seek to legitimise their operations through recognition by the United States Department of Education (USDE) and/or the Council for Higher Education Accreditation (CHEA). The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) has also published Guidelines of Good Practice (GGP) which provide a framework within which new or established accrediting bodies can align their policies and procedures to internationally recognised standards of professional practice.

Among CARICOM member states one issue that arises is the lack of a mechanism, at either the national or regional level, for the independent assessment or regulation of the operations of accrediting bodies. This paper examines the value of having a recognition process for accrediting bodies in the Caribbean and explores options for conducting independent reviews of their operations in the current context.

National Qualifications and Credit Framework for Trinidad and Tobago

Coming in 2015



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STRAND 6

Traditional vs nontraditional institutions finding the right balance

Can You Hear Me Now? Opportunities and Challenges in Online and Blended Learning Programmes at the Open Campus, The University of the West Indies

Distance education is not a recent phenomenon; globally, its origins can be traced to the 1720s. However, distance education in the Caribbean began in the 1940s with correspondence courses mainly from the United Kingdom. In keeping with global trends, The University of the West (UWI) from inception provided distance education to the Caribbean community. UWI's progress in distance education extended from the Extra Mural Department in 1948, which later matured into the School of Continuing Studies (SCS). Expansion took place through the University Distance Teaching Enterprise (UWIDITE), which developed into the University Distance Teaching Centre (UWIDEC) in 1996. Also, there was collaboration with the regional Tertiary Level Institutions Unit (TLIU), one of the arms of the Office of the Board for Non-Campus Countries & Distance Education (BNNCDE) established in 1996. Against this background, the UWI Open Campus was created in 2008. These developments established major opportunities and advantages in non-traditional education.

This paper examines the views of students, faculty and administrators who participated in distance education (online and blended) courses at UWI. Participants responded to the Surveys for Online and Blended Instruction based on their opinions of distance education at the UWI Open Campus. Questions were directed to opportunities and challenges related to administration, faculty competence, students' and teachers' attitudes, technology, ability, accessibility and support, course format, class size and costs. Results supported the related literature and indicated that while the online and blended education provided invaluable advantages in terms of teaching, learning and costs, students, administration and faculty also expressed some concerns about persistent challenges in distance education.

Key Words: distance education, blended learning, online learning, hybrid learning



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Effective sports programs can change the realities of higher education in Jamaica

Effective student support services are beneficial for student retention and success. Research has shown that involvement in sports can have a positive impact on employability of students at the community college level in Jamaica. Involvement in sports allows students to develop key skills and behaviours like teamwork, leadership, collaboration and communication. Active participation in sports at the collegiate level creates opportunities for students to garner these skills and more, which will provide them with the winning edge essential for life. Properly developed and administered sport programmes can aid in student development and provide several benefits in the ever changing realities of higher education in Jamaica. Qualitative data from student athletes and sports administrators of five (5) community colleges in Jamaica will be collected to find out what are the characteristics of an effective sports program. Data will be analysed and main themes found will be presented.

Key words: student development, sports, higher education

Association of Chartered Certified Accountants

Expanding Learning Opportunities to Develop the Accounting Profession

Generation Z (youngsters born after 1995), today's new learners, are the most technologically literate and socially empowered generation. They are highly intuitive and confident unaided users of digital technology and are too young to remember its arrival. Today more than ever, the accounting profession requires students to stay competitive by moving up the thinking hierarchy. Consequently, learning must be developed in the classroom by allowing the student to participate in higher level and critical thinking activities.

While educators today face challenges of keeping up with the rapid developments of information technology they need to be able to take advantage of available resources and technology to widen access to learning. The question is 'How can educators cope and strategically manage these drivers of change?' The response to this challenge will therefore be the key differentiators between success and failure.



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TEST



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A Brave New World: Establishing a system to quality assure Online courses and Programmes at the University of the Southern Caribbean

This project reports on the results of an evaluation of online courses offered by USC with respect to course structure, course goals, alignment with the Strategic vision of the university and how well these courses meet their learning intentions. The aims of the evaluation are to:

- To classify and categorize the online courses offered at the institution
- To strengthen the established standards for developing and implementing effective online courses
- To establish a monitoring mechanism for online course design, development and implementation by focusing on data generated from stakeholder satisfaction surveys

The evaluation will include a number of components, one of which will be

1. a survey of online course offerings aimed at classifying the courses, as they exist. This baseline survey aims to collect data on course activity/inactivity, learning management system used, faculty, programme, level of course and delivery mix
2. a detailed analysis of representative samples of courses to determine fitness for their stated purposes.
3. An analysis of the responses generated and trends emerging on major issues from surveys conducted among the students who have completed at least one online course

This project will focus on the survey of existing online courses. For this study, we interpret an online course as any course, which includes more than 50% web-based component.

An eclectic approach to the evaluation of online courses will be followed utilizing pertinent elements of various internationally recognised models including the following:

1. The Institute for Higher Education Policy (IHEP 2000), which has identified seven quality indicators for online learning
2. The Quality Matters Rubric for course design quality standards
3. The Community of Inquiry Model for quality in teacher development and involvement and
4. The Sloan C Five Pillars for quality in online programme development at the institutional Level.



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Blended Learning Clinics: An Alternative to Training Workshops

With the emergence of Web 2.0 tools, social networks and mobile applications, technology has provided more efficient and perhaps more effective alternatives to traditional teaching and learning. Thus, most students/digital natives have been able to evolve with the fluid nature of technology, referring to Google, YouTube and Wikipedia as immediate sources of information and independent research. However, it seems that most educators, even at the tertiary level, have not been quite effective in staying ahead/keeping up with the new landscape technology has created in 21st century education. Salmon and Bates stress the necessity for teacher training, as well as support in order for blended learning to be successful. This research paper therefore focusses on the integration of technology in higher education through teacher training. Though contextualised at UWI, St Augustine, it nevertheless proposes Blended Learning Clinics (BLCs) as an effective alternative to conventional teacher training workshops. Traditionally, such workshops have been large-scale, generic, and costly with minimal impact on educators' subsequent ICT use in their courses. In light of this, BLCs emerged as a new initiative. BLCs are one-on-one consultations in which educators are provided with hands-on experience in a myriad of technology tools under the personal supervision of a training specialist who also provides guidance in the use of these tools to the specific contexts and conceptual frameworks of the educator's course curriculum. Together with an analysis of data from the UWI Students' Evaluation of Courses and Lecturers (SECL) and activity reports on the Learning Management System, non-participant observation and interviews, this research investigates: What were Lecturers' course experiences before and after completing a series of BLCs? In what way has technology been integrated into courses before and after BLCs? What were students' experiences in courses taught by lecturers who were (not) exposed to BLCs? Expounding on Svinicki and McKeachie's systems approach, this paper proposes BLCs as a more contemporary alternative regarding effective training for effective teaching with technology.

Key Words: Blended Learning Clinics (BLCs), teaching with technology, teacher training



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From formal classrooms, to distance education and online learning: Whither shall they co-exist?

Throughout the world 'the higher education sector is undergoing a fundamental transformation in terms of its role in society, mode of operation, economic structure and value' (Ernst & Young, 2012). This transformation is fuelled by a number of drivers, technological changes being one of the most obvious. Technology is therefore impacting the way in which education is delivered, managed, negotiated and practiced (Telesianos, 2010).

A study conducted by UNESCO in 2009 predicted that an additional one hundred million postsecondary learners will be entering into tertiary education system over the next fifteen (15) years. This population explosion necessitates that both traditional and non-traditional providers of higher education meet the demand. In some regard, limited spaces at traditional institutions have created a competitive environment for prospective learners. Therefore, providing higher education to all those who require it means confronting some barriers which exist within the traditional institutions.

This paper therefore seeks to examine the theoretical underpinning of both institutions while considering the evolution of higher education. The author advances two (2) points through which both institutions are seen to converge within one of the newest trend in higher education – Open Education Resources University (OERu). The author contends that the creation of the OERu in 2013 acts not only as a 'parallel learning universe' but also enshrines the notion of usability, quality assurance and institutional accreditation found in traditional institutions.

Key Words: OERu, usability, accreditation and quality assurance.

Reference

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The Principles and Mechanics of Switching From Traditional To Blended Learning At University Level: Students' and Lecturers' Experiences

The development of digital technologies has created many opportunities for pedagogical change at the university level. Traditional teaching facilitated face-to-face interactions with students in lecture and tutorial sessions. Today, digital technology has influenced a paradigm shift in education at university level. Blended learning, which combines both traditional and new technologies in curricula delivery, is the new and emerging trend. This new approach was recently attempted for psychology and other courses at a university in Trinidad. This research paper is a reflective account of the implementation of this new approach in terms of the principles and mechanics employed to implement the strategy and what it meant for lecturers, as well as students. The process included gathering research evidence, seeking departmental approval, changing curricula, experimenting with new media, specifically, voiceovers and video technology, integrating student feedback and interaction and monitoring student learning and accessibility. From the student perspective, there was need for greater self-regulation and accountability for covering online material and utilising online resources in meaningful ways. The research also examined the patterns of access that students utilised (re: the days, times and duration with online content, the methods they employed, etc.).

The findings revealed that lecturers developed many creative approaches to facilitate online learning using various media. There was also need for much reflective thought and critical thinking in developing the online content which included, but was not limited to, anticipating student questions. Additionally, there was a need to facilitate post-online dialogue in the face-to-face environment. This first foray into blended learning at this university department revealed critical principles and mechanics which were critical to the success of the new strategy. The implications of these findings were further explicated.



EVENTS

OPENING CEREMONY

This function will officially open the three (3) day conference.

Time 8:30 am
to 10:00 am



WELCOME RECEPTION

ACTT will host a Welcome Reception at CAL Invaders Steel Orchestra Pan yard from 6:30 pm – 8:30 pm
Dress code: Traditional Attire/
Elegantly Casual

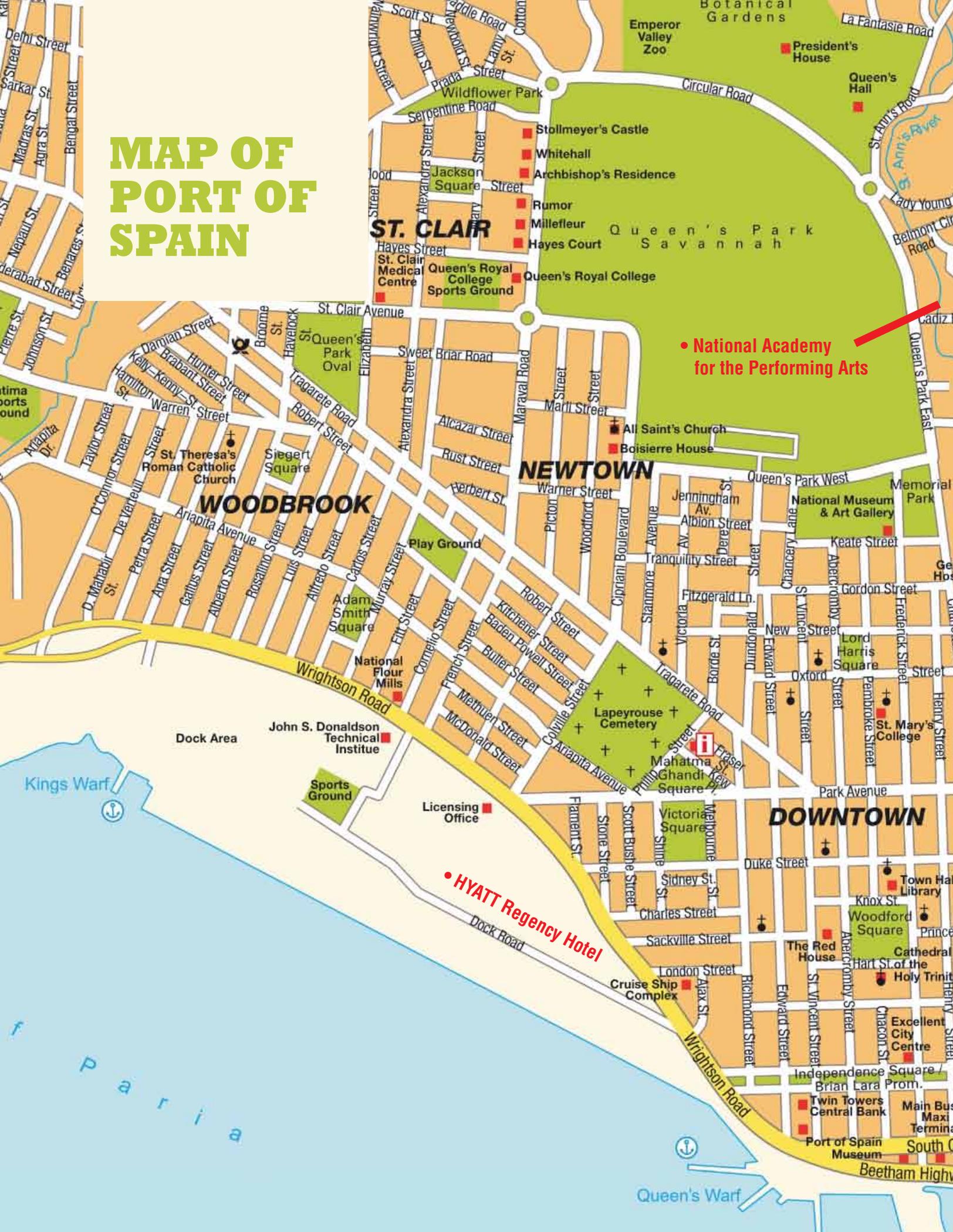
CLOSING CEREMONY AND DINNER

Dress Code: Lounge Suit

ACTT will host a Closing Ceremony and Dinner at the HYATT Regency Trinidad, POS Ballroom from 6:30 pm – 10:00 pm



MAP OF PORT OF SPAIN



TOUR INFORMATION

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. Add to this a visit to the Angostura Art gallery, Butterfly Collection, the Angostura Gift Shop (for a wide selection of local crafts and souvenirs) and conclude with a rum tasting session - the highlight of the tour!



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ANGOSTURA aromatic bitters was first made in 1824 in the town of Angostura, Venezuela. ANGOSTURA aromatic bitters may be distinguished from all other aromatic bitters by its flavor and aromatic color. As the principal International Exhibition it has received the highest recognition. Because of its delightful flavor and aroma it has become extremely popular for use in soft drinks, cocktails and other alcoholic beverages. It also imparts an exquisite flavor to soups, salads, vegetables, gravies, fish, soup, fresh juices, grapefruit, assad cut-fish, creamed peas, assad figs, preserved fruits, jellies, sherbets, waxes, ice-cream, savors for puddings, hard sauces, plum pudding, sauce and fruit pie, apple sauce and all similar flavors, regulating the quantity according to taste.



ANGOSTURA® aromatic bitters

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44.7% alc./vol. alc. 44.7% vol.

200 ml

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Para obtener una meure garantida de l'authenticitat de vostre mescle aromatisat, l'etiqueta de cada botella porta la signatura de Dr. J.G.B. Siegert. No hi ha altres bitters aromatisats sinó un sol ANGOSTURA, el nom sota el qual Dr. J.G.B. Siegert i els seus successors han venut el seu producte a tot el món des de 1824. No és d'Angostura sinó que deriva el seu nom del fet que es va crear a Angostura, que després es va reanomenar a Ciudad Bolívar el 1846.

ANGOSTURA aromatic bitters was first made in 1824 in the town of Angostura, Venezuela. ANGOSTURA aromatic bitters may be distinguished from all other aromatic bitters by its flavor and aromatic color. As the principal International Exhibition it has received the highest recognition. Because of its delightful flavor and aroma it has become extremely popular for use in soft drinks, cocktails and other alcoholic beverages. It also imparts an exquisite flavor to soups, salads, vegetables, gravies, fish, soup, fresh juices, grapefruit, assad cut-fish, creamed peas, assad figs, preserved fruits, jellies, sherbets, waxes, ice-cream, savors for puddings, hard sauces, plum pudding, sauce and fruit pie, apple sauce and all similar flavors, regulating the quantity according to taste.



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COSTAATT

College of Science, Technology &
Applied Arts of Trinidad & Tobago

INSTITUTIONAL PROFILE

The College of Science, Technology and Applied Arts of Trinidad & Tobago (COSTAATT), through its pioneering initiatives in curriculum design and delivery, as well as its commitment to providing educational opportunities for the traditionally underserved, has led the way in the transformation and diversification of the national tertiary education sector.

Increasingly viewed as a first option to prospective students, the College has a current enrolment of more than 10,500 students, and eight (8) existing campuses and learning centres in communities throughout Trinidad and Tobago, with immediate plans for the establishment of its Main Campus in Chaguanas. The College has become a major catalyst for new thinking in tertiary education, designing programmes to meet the needs of the developing national workforce. COSTAATT's graduates are, therefore, recognised by both public- and private-sector employers as work ready, knowledgeable and competent.

Our Vision

To be a student-centred, dynamic and innovative, world-class multi-campus college, promoting excellence in teaching and learning, serving diverse communities and producing lifelong learners who can compete globally.

Our Vision

To be the premier educational institution in providing high quality, affordable and accessible educational programmes, serving the needs of business, industry and the diverse campus communities and facilitating the personal and professional development of its students, faculty and staff.

Campus Locations

CITY CAMPUS
Bretton Hall Building,
9-11 Melville Lane, POS

**KEN GORDON SCHOOL OF JOURNALISM
& COMMUNICATION STUDIES
(NORTH LEARNING CENTRE)**
6 Alcazar Street, St. Clair, POS

TRINCITY LEARNING CENTRE
Bishop Anstey/Trinity College East
1 College Avenue, Trincity

SOUTH CAMPUS
40-44 Sutton Street, San Fernando
SANGRE GRANDE CAMPUS
121 Eastern Main Road,
Sangre Grande

TOBAGO CAMPUS
Glen Road #1 Wilson Road
Scarborough, Tobago

ACADEMY OF NURSING AND ALLIED HEALTH, EL DORADO
Corner College and St. Cecelia Roads, El Dorado

Website: www.costaatt.edu.tt
Phone: Tel: (868) 625-5030



THE UNIVERSITY OF TRINIDAD AND TOBAGO

THE NATIONAL UNIVERSITY

The University of Trinidad and Tobago (UTT) is a dynamic student-oriented institution providing a broad spectrum of high-quality, career-oriented diploma, bachelor's, master's and doctoral programmes, in areas ranging from Science, Engineering and Technology to Aviation, Education, The Arts, Sport and Security. UTT, the only National University, was established in 2004 with a mandate to educate and train nationals, and today, the University has become a fast-growing community of scholars which now serves a culturally diverse population of students in technical and other programme areas, ably guided by internationally respected professors.

empower nationals to work together to build a stronger country and increase the human capital in critical areas of national development.

UTT received Institutional Accreditation from the Accreditation Council of Trinidad and Tobago (ACTT) in December 2010. As an entrepreneurial University dedicated to providing quality tertiary education and training at its thirteen (13) campuses throughout Trinidad and Tobago, UTT continues to

empower nationals to work together to build a stronger country and increase the human capital in critical areas of national development.

UTT has distinguished itself from other tertiary education providers by incorporating a unique portfolio of knowledge products. The University produces work-ready graduates who are aligned to industry expectations and, since its first graduation ceremony in 2006, UTT has graduated over eight thousand (8000) graduates.

With its genesis in the Trinidad and Tobago Institute of Technology (TTIT), UTT's primary focus is on the development of Trinidad and Tobago. Today, the University offers more than fifty (50) programmes which go far beyond engineering and technology while answering the diverse need for educational opportunities existing within Trinidad and Tobago.

The University of Trinidad and Tobago
Valsayn Campus
Old Southern Main Road, Graver Road, Valsayn, Trinidad
Tel: (868)642-8888/223-4888 / Fax:662-2417

The University of Trinidad and Tobago
Corinth Campus, Corinth Road via San Fernando, Trinidad
Tel: (868)642-8888/223-4888
Fax: 652-4445

The University of Trinidad and Tobago
UTT Campus @ NAPA
Keate Street (Walk-in Entrance), Port-of-Spain, Trinidad
Tel: (868)642-8888/223-4888

The University of Trinidad and Tobago
John S. Donaldson Port of Spain
The Creativity Campus, Wrightson Road, Port-of-Spain, Trinidad
Tel: (868)642-8888/223-4888 / Fax: 627-0540

The University of Trinidad and Tobago
San Fernando Campus
Southern End, off the Solomon Hochoy Highway,
Toruba Link Road West, Toruba, Trinidad
Tel: (868)642-8888/223-4888

The University of Trinidad and Tobago
O'Meara Campus
Lots 74-98 O'Meara Industrial Park, Arima, Trinidad
Tel: (868)642-8888/223-4888 / Fax: 643-1617

The University of Trinidad and Tobago
Chaguaramas Campus
2nd Avenue North Western Main Road, Chaguaramas, Trinidad
Tel: (868)642-8888/223-4888 / Fax: 634-3007/8

The University of Trinidad and Tobago
Point Lisas- The Energy Campus
Esperanza Road, Brechin Castle, Couva, Trinidad
Tel: (868)642-8888/223-4888 / Fax: 636-3339

The University of Trinidad and Tobago
Eastern Caribbean Institute of Agriculture
and Forestry (E.C.I.A.F) Campus
Caroni North Bank Road, Centeno via Arima, Mautica, Trinidad
Tel: (868)642-8888/223-4888 / Fax: 646-3864

The University of Trinidad and Tobago
Scarborough- The Education Campus
TLH Building
LP 9 Milford Road, Scarborough, Tobago
Tel: (868)642-8888/223-4888

The University of Trinidad and Tobago
Chaguanas Campus Agora,
Lot No.1, Off Munroe Road Ext, Charleiville, Chaguanas, Trinidad
Tel: (868)642-8888/223-4888

The University of Trinidad and Tobago
UTT Campus @ SAPA
Corner Todd Street & Reinzi Kirton Highway, San Fernando, Trinidad
Tel: (868)642-8888/223-4888

The University of Trinidad and Tobago
Caroni Research Station, Waterloo Estate, Waterloo
Tel: (868)642-8888/223-4888



TTHTI

Trinidad and Tobago
Hospitality and Tourism Institute

History of TTHTI

The Trinidad and Tobago Hospitality and Tourism Institute (Trinidad Campus) is located in the peninsular community of Chaguaramas, the north-westernmost tip of the island of Trinidad. The view from the Institute is that of the Gulf of Paria, a large body water and peaceful host to all manner of maritime traffic. The Institute's early history did not mirror this peaceful view, beginning as it did as a hospital for the Americans during their occupation of a military base here during World War II.

The location came into the possession of the Americans in 1941 when the British Government, our colonial overseers at the time, traded the strategically located base in Chaguaramas for American war ships. The entire base became host to a garrison of 20, 000 troops, making it the largest military base outside of American soil and the largest base of the 225 scattered around the island. All in all, the Americans stationed 130,000 men here during and after the war years, up to 1967. Commander Kelshall, curator of the Military Museum in Chaguaramas further emphasized the strategic importance of the base, stating that, "the lifeblood of the war, flowed from the Gulf of Paria".

The location in its early manifestation as a military hospital boasted 200 beds. It was decommissioned in 1967 when – upon their departure – the Americans handed the entire base, hospital and all, to the independent government of Trinidad and Tobago (GOTT).

For four years, the former base slumbered until 1971 when GOTT modified the facility in preparation for its new identity as a hotel school. The school was formally established by an Act of Parliament on May 31st, 1972 and operated under a joint venture arrangement with the Canadian Government through association with their Ryerson Technical Institute. By 1975, this association had come to an end and GOTT assumed total responsibility, under the umbrella of the Industrial Development Corporation (IDC). The hotel school was now called the Trinidad and Tobago Hotel School.

By 1993, the IDC had disbanded and the school was placed under the auspices of the Ministry of Education. The then Minister of Education -through the Cabinet- appointed a Board of Directors to govern daily operations. This structural change inspired the name change of the school to the Trinidad and Tobago Hospitality Training Institute.

In 1996, the name underwent another change to the Trinidad and Tobago Hospitality and Tourism Institute – a name that more fully reflected the scope of the Institute's products and services and its place within the hospitality and tourism industry.

Today, TTHTI is a quasi private institution. It has expanded its facilities, its faculty, its curriculum, its services and its support staff. Financial and technical support has been provided by the Government of Trinidad and Tobago (GOTT) and the Inter-American Development Bank (IADB). The Institute is headed by an Executive Director, who reports to a Board of Governors, comprising members of the Trinidad Hotels Restaurants and Tourism Association (THRTA).



PHOENIX PARK GAS PROCESSORS LIMITED CORPORATE PROFILE



Phoenix Park Gas Processors Limited (PPGPL) is a Trinidad and Tobago company, which was formed in May 1989. PPGPL operates Trinidad and Tobago's only natural gas processing and NGLs fractionation facilities, and is the largest producer and marketer of propane, butane and natural gasoline in the Caribbean. The company's cryogenic gas processing plants and associated infrastructure (including its own loading terminal) are located on the Point Lisas Industrial Estate, Trinidad which is on the west coast of the island, where the majority of major natural gas consumers are located.



The company's facility is designed to process raw natural gas, received via the existing natural gas pipeline system, and to extract the natural gas liquids (NGLs) contained in the gas stream. This allows PPGPL to deliver natural gas which is free of heavy hydrocarbons, which could negatively affect equipment on downstream petrochemical plants. The natural gas liquids are fractionated into three components-propane, butane (together referred to as LPG) and natural gasoline. PPGPL's LPGs are marketed to the Caribbean and Central America, and natural gasoline is marketed further afield.



Phoenix Park Gas Processors Limited (PPGPL) seeks to maximize the value of its NGLs production by pursuing specific product differentiation strategies including delivering competitively priced, high quality products and services, and operating its physical assets in a safe, reliable, flexible and efficient manner that preserves the environment. PPGPL is expanding its reach into the global market by offering its expertise in the areas of project development and implementation and marketing for NGLs and micro LNG projects internationally.

PPGPL is an excellence driven company, focused on continuously improving its people and its business. It places a high priority on safety as is demonstrated by its sterling safety record of over 20 years without a lost workday case. The company embraces its social responsibility by ensuring that its operations bring social, economic and environmental benefits to its internal and external stakeholders.





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Since we started production in 1991, Phoenix Park Gas Processors Limited has grown to become one of the largest gas processing facilities in the Americas, playing a key role in netting economic benefits for Trinidad and Tobago from NGLs exports. For over two decades, we have amassed a wealth of experience in natural gas processing, aggregation, fractionation and marketing. We are also a safety leader consistently setting standards and earning top international safety awards from the Gas Processors Association.

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YTEPP Limited is a training organization with a focus on Technical Vocational Education and Training (TVET) throughout Trinidad and Tobago. Established in 1988, through World Bank funding, and with the Ministry of Tertiary Education and Skills Training's oversight and national policy direction on TVET, YTEPP has evolved into an organization that meets the labour market demands of industry. The organization target unemployed youth, retrenched employees and displaced citizens between 15 and 60 years. YTEPP Limited is a limited liability company and is governed by a Board of Directors, and executive operations are headed by the Chief Executive Officer.

Skills training are available throughout the country at YTEPP's full time training centres, part-time centres and through its community based projects.

Vision Statement:

To be a performance leader in building human capacity for a competitive economy

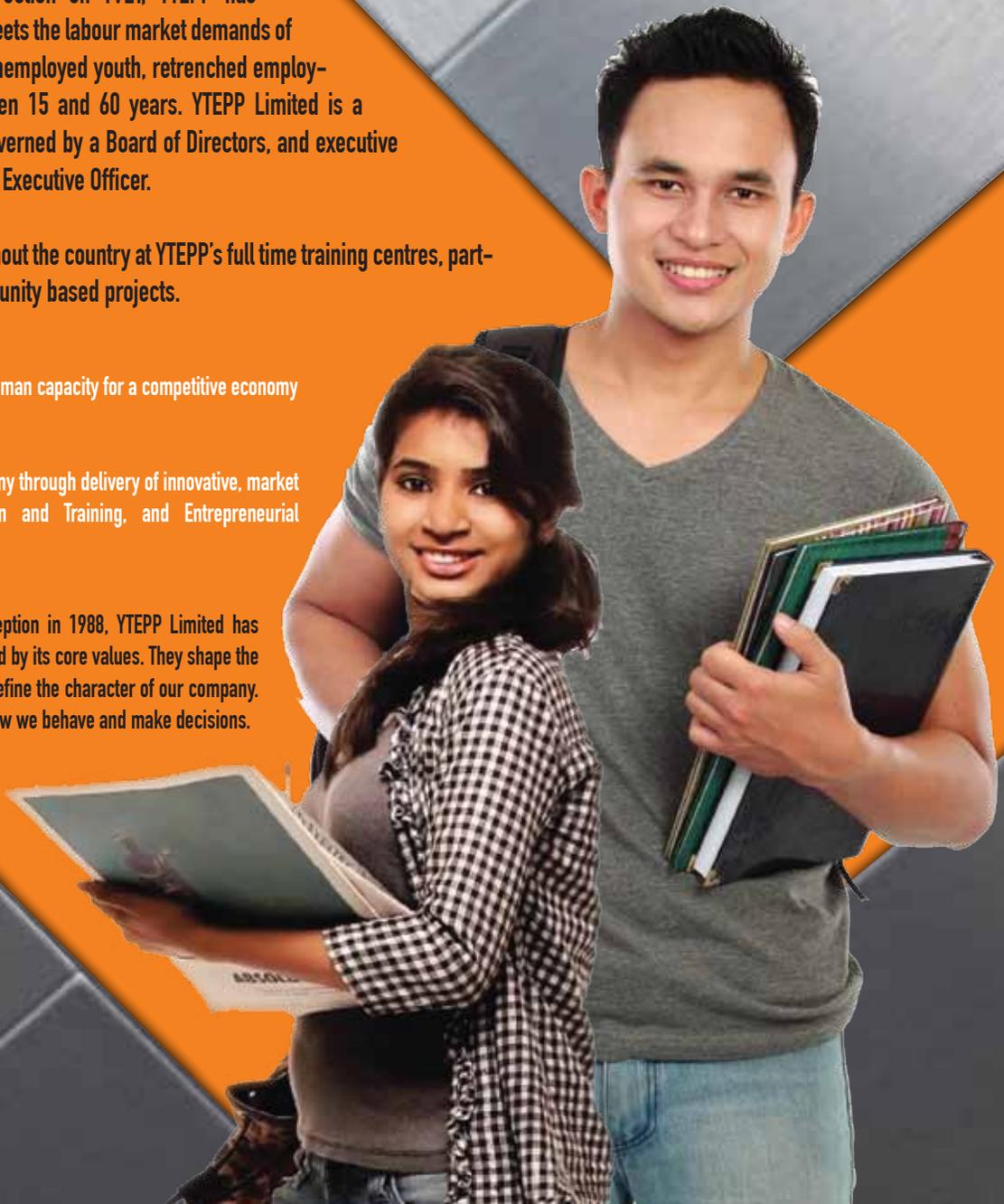
Mission Statement:

To prepare citizens for a changing economy through delivery of innovative, market driven, Technical Vocational Education and Training, and Entrepreneurial Development.

Core Values:

Since its inception in 1988, YTEPP Limited has been governed by its core values. They shape the culture and define the character of our company. They guide how we behave and make decisions.

- HIGH PERFORMANCE STANDARDS
- CUSTOMER SATISFACTION
- PARTNERSHIPS
- TEAMWORK
- INNOVATION
- ETHICAL CONDUCT
- FLEXIBILITY





Acknowledgements

We wish to thank all persons and organisations for their invaluable contribution to the success of the AATT's 2nd International Conference. A special thank you is extended to the following:

Ministry of Tertiary Education and Skills Training

Ministry of Agriculture and Food Production

Ministry of Tourism

Airports Authority of Trinidad and Tobago

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Disclaimer

Due to space constraints some biographies have been shortened.

CANQATE

Promoting Quality Assurance in Tertiary Education



WHAT IS CANQATE ?

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE), established in 2004, is a professional body established as a regional network of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Its mandate is to "enable members to share information about the maintenance, evaluation, accreditation and improvement of higher education and to disseminate good practices in the field of Quality Assurance", and its aims and objectives are compatible with the purposes of INQAAHE.

MEMBERS OF THE BOARD



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MEMBERS

Members of CANQATE include:

- Antigua and Barbuda National Accreditation Board
- Barbados Accreditation Council
- National Accreditation Board of the Commonwealth of Dominica
- Guyana National Accreditation Council
- Grenada National Accreditation Board
- University Council of Jamaica
- St Kitts and Nevis Accreditation Board
- St Vincent and the Grenadines Accreditation Board
- Suriname Accreditation Board (NOVA)
- Accreditation Council of Trinidad and Tobago

OBJECTIVES OF CANQATE

- Promote and assist in the implementation of best practices in quality assurance (QA) in tertiary education
- Provide up-to-date information on QA issues for Caribbean agencies/networks/tertiary institutions and organisations
- Ensure mutual recognition among QA agencies in the Caribbean
- Support QA agencies in identifying funding to assist in their activities
- Advocate for regional bodies in regional and international fora
- Work with other professional bodies on matters of QA and accreditation
- Support and advise CARICOM and other Caribbean regional bodies on matters pertaining to a regional framework for QA
- Develop a cadre of professionals in the field of QA
- Encourage and support research in the field of QA
- Network regionally and internationally with similar organisations

CONFERENCE 2014

11th Annual Conference and AGM

Theme: "Quality Assurance as a Regional Priority – Partnering to Improve Educational Outcomes in the Caribbean"

Date: November 12-14, 2014

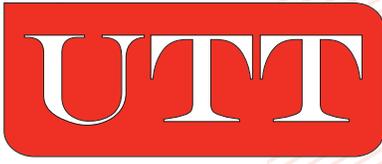
Venue: The Radisson Fort George Hotel and Marina, Belize City, Belize.

For further details visit :

<http://canqate.org/NewsandEvents/NewsandEvents.aspx>

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UTT - the NATIONAL University of Trinidad and Tobago with International Reach... preparing a new generation of scholars to be future global leaders

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