



ACTT

The Accreditation Council
of Trinidad and Tobago

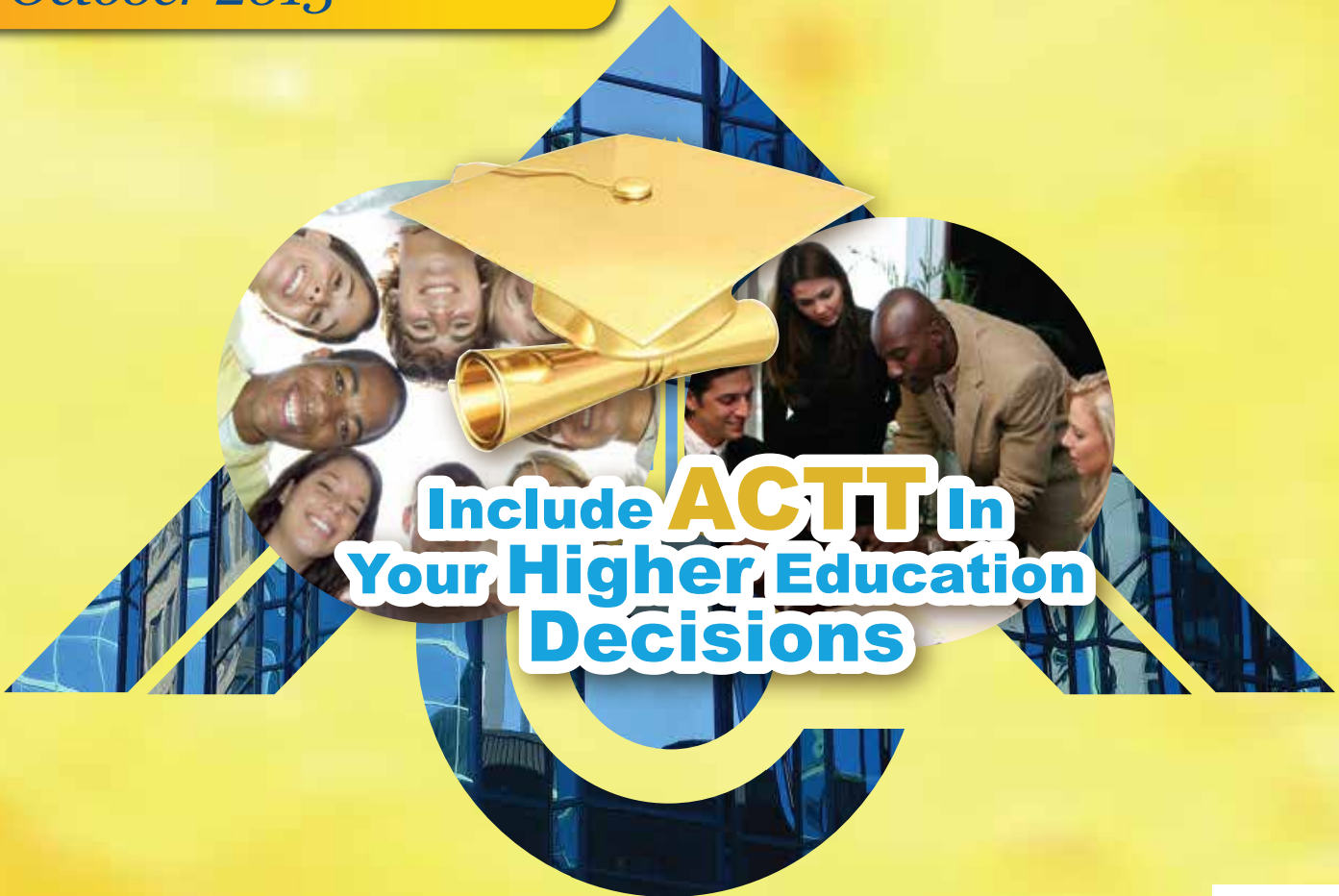
Established by Chapter 39:06

Quality is the Key

QUALITY ASSURANCE MONTH

Sustaining Quality in Higher Education: Turning Challenges into Opportunities

October 2013



Include **ACTT** In
Your Higher Education
Decisions

**ACTT's Services: Conferment of institutional titles • Registration of higher education institutions
Accreditation of higher education institutions • Recognition of foreign programmes and awards
Programme approval • Equivalence assessment**



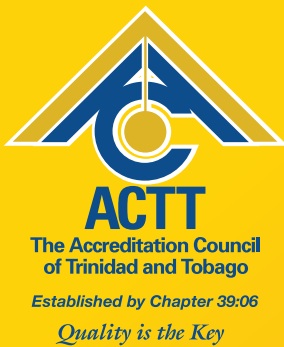
<http://m.actt.org.tt>

The Accreditation Council of Trinidad & Tobago (ACTT)

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QUALITY ASSURANCE MONTH

Sustaining Quality in Higher Education:
Turning Challenges into Opportunities

October 2013

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Quality Assurance Month Schedule of Activities

OCTOBER 2013

TUESDAY 1

1st NATIONAL QUIZ (¼ finals)

Cipriani College of Labour and Co-operative Studies

FRIDAY 11

NATIONAL QUALIFICATIONS AND CREDIT FRAMEWORK (NQCF) CONSULTATION (South Trinidad)

Little Theatre, National Academy of the Performing Arts, San Fernando
8:00 a.m. - 12:00 noon

MONDAY 14 - WEDNESDAY 16

EVALUATOR TRAINING WORKSHOP

Arthur Lok Jack Graduate School of Business, Mt. Hope
8:00 a.m. - 4:00 p.m.

WEDNESDAY 16

PANEL DISCUSSION (North Trinidad)

Yara Auditorium, Arthur Lok Jack Graduate, School of Business,
Mt. Hope 5:30 p.m.

THURSDAY 17

PANEL DISCUSSION (Tobago)

Lecture Room, Division of Infrastructure and Public Utilities (Works),
Old Farm Road, Shaw Park 10:00 a.m. - 12:00 noon

THURSDAY 17

NATIONAL QUALIFICATIONS AND CREDIT FRAMEWORK (NQCF) CONSULTATION (Tobago)

Lecture Room, Division of Infrastructure and Public Utilities (Works),
Old Farm Road, Shaw Park 1:30 p.m. - 4:00 p.m.

THURSDAY 17

NATIONAL QUALIFICATIONS AND CREDIT FRAMEWORK (NQCF) CONSULTATION (Tobago)

Lecture Room, Division of Infrastructure and Public Utilities (Works),
Old Farm Road, Shaw Park 1:30 p.m. - 4:00 p.m.

TUESDAY 22

PANEL DISCUSSION (South Trinidad)

Little Theatre, National Academy of the Performing Arts
San Fernando 5:00 p.m.

FRIDAY 25

NATIONAL QUALIFICATIONS AND CREDIT FRAMEWORK (NQCF) CONSULTATION (North Trinidad)

Yara Auditorium, Arthur Lok Jack Graduate School of Business, Mt. Hope
8:00 a.m. - 12:00 noon

THURSDAY 31

DEGREES OF DECEPTION: FIGHTING CREDENTIAL AND CV FRAUD WORKSHOP

Regency Ballroom - I and II, Hyatt Regency Hotel, Port of Spain
8:00 - 4:00 p.m.

THURSDAY 31

EXCELLENCE IN HIGHER EDUCATION AWARDS CEREMONY AND DINNER

Greetings from the Minister of Tertiary Education and Skills Training

Senator the Honourable Fazal Karim

The Ministry of Tertiary Education
and Skills Training

TEST

There is a great debate raging internationally, the outcome of which will be the basis of the next evolution in higher education. On August 22, 2013 this debate reached Washington D.C. prompting President Obama to challenge the American educational system to ensure taxpayers get "value for money". This is now the international focus of the global educational sector and it is also where the Ministry of Tertiary Education and Skills Training will be placing its attention in the coming year. The theme for The Accreditation Council of Trinidad and Tobago's Quality Assurance Month, "*Sustaining Quality in Higher Education - Turning Challenges into Opportunities*" is in perfect alignment with our Ministry's vision.

Internationally governments are examining the high cost of education and its connection to government aid. Throughout Trinidad and Tobago we need to continue to explore and rationalise the varying costs of tuition being charged for the same programme at different institutions to bring greater commonality and parity to particular levels of study and their costs. We will also be investigating the length of time it takes for graduates to complete their programme of study, bringing more regularity to the higher educational system.

We are the 'gatekeepers' who need to ensure there is a positive correlation between investment of taxpayer dollars and the relevance of such education and training to our economy.

Such challenges give seed to opportunities that develop more robust quality assurance systems and inspire the development of programmes that are applicable to local industry, both of which can be facilitated by The Accreditation Council of Trinidad and Tobago. They are also developing more rigorous "pay-for-performance policies" to guarantee value for money spent and greater accountability on the part of the institutions that are engaged in the GATE programme.

Through ACTT's core services, (registration, accreditation, recognition of qualifications and equivalence assessment) ACTT has been able to assist in the improvement of the regulatory framework. Today, in order to be qualified for GATE funding, institutions must meet the following requirements: (1) registration by ACTT/National Training Agency (NTA); (2) letter of recognition and/or approval by ACTT/NTA for programmes for which funding is being sought and (3) where applicable, approval from awarding bodies, with which they are partnered to deliver programme(s).

The recent launch of the Jobs Report by the NTA supports the regulatory partnership between the NTA and ACTT. This partnership provides for a closer working relationship with



Senator the Honourable Fazal Karim,
Minister of Tertiary Education and Skills Training

both the private sector and the government's strategic planners. This initiative ensures that provision of education and training is in sync with industry's needs and requirements.

As we embark on Quality Assurance month, I would like to express my sincere appreciation to the Board of Directors, management and staff of ACTT as they seek to educate members of the public and other stakeholders of the vision to ensure that the future workforce is fully equipped for the opportunities of a globalised world economy. I would also like to thank them for their hard work and steadfast commitment to evolving the level of quality expected from our tertiary education providers.

The Ministry of Tertiary Education
and Skills Training

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For more information visit - www.test.gov.tt

Message from the Chairman of The Accreditation Council of Trinidad and Tobago

Dr. Michael R. Dowlath

The Board of Directors of the Accreditation Council of Trinidad and Tobago (the Council) continues to work to ensure that it enforces the mandate given by The Accreditation Council of Trinidad and Tobago Act, Chapter 39:06, in advancing the socio-economic development of Trinidad and Tobago through higher education. In order to achieve this objective, the Council continues to successfully advance its standing as an international leader in quality assurance in higher education.

Recognising that higher education has become the catalyst of sustainable economic development globally, the Council actively furthers its already existing collaborations with stakeholders locally, regionally and internationally.

Through the Council's awareness campaigns, indigenous higher education providers have recognised the need for accreditation. Through this process, the Council serves as a vital medium in improving the quality of Trinidad and Tobago's local higher education offering. This is so, as institutions desirous of obtaining the esteemed status of "Accredited Institution" must undergo a most rigorous process with the Council to ensure that their academic offerings meet the Council's standards, which are based on international best practice.

This thrust towards institutional accreditation of local higher education providers runs concurrently with the Council's enforcement of its statutory mandate to ensure that no institution intending to offer higher education services to the citizens of Trinidad and Tobago can do so without first meeting the Council's standards for "Registration/Continuing Registration" and further, that no foreign programmes are offered to nationals of Trinidad and Tobago without firstly meeting equivalently rigorous standards for "Recognition". These

standards have been designed to ensure that the graduates of Trinidad and Tobago are attributed the same or higher esteem as any of their international counterparts.

Towards this end, the Council is able to announce that, to date, eight institutions have gained Accredited Institution status. The list of distinguished institutions is as follows: the College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT), The University of Trinidad and Tobago (UTT), The University of the West Indies St Augustine (UWI), the Arthur Lok Jack Graduate School of Business (ALJGSB) and the University of the Southern Caribbean (USC), and, more recently, the Cipriani College of Labour and Co-operative Studies, Caribbean Nazarene College (CNC) and St. Andrew's Theological College (SATC).

Further, Trinidad and Tobago's first local awarding body, the Institute of Banking and Finance (IBAF) has achieved 'continuing registration' status.

May 1, 2013 was a defining occasion for the Council as it signed Memoranda of Co-operation with the Council for Adult and Experiential Learning (CAEL) and the UK National Recognition Information Centre (UK NARIC). These Memoranda of Co-operation established collaborative frameworks between ACTT and CAEL and ACTT and UK NARIC in matters related to quality assurance, recognition of qualifications and information sharing in higher education. All parties embraced this opportunity as the potential mutual benefits to be derived from a common approach to the assessment of international qualifications, in the pursuit of each party's sustainable development objectives, can only be described as immeasurable.

Looking to the future, the Council looks forward to the preparation and implementation of a National Qualifications and



Dr Michael R. Dowlath, Chairman, ACTT

Credit Framework (NQCF). This framework is designed to interface with other education systems or frameworks regionally and internationally.

One of the main purposes of such a national framework is the establishment of national standards of knowledge, skills and competences. The framework will include descriptors of learning outcomes, guidelines for assessment, the classification of programmes and rules for calculating credit value and the level of programmes, and units of learning.

ACTT will be the driver of this project but will seek the input of the National Training Agency which is responsible for the regulation of Technical Vocational Education and Training (TVET) and the Ministry of Education, which has responsibility for Early Childhood Care and Education (ECCE), Primary and Secondary Education. Representatives of public and private institutions, as well as employers and other key stakeholders will also be engaged in the design and development process.

The implementation of the NQCF will result in a number of benefits to key stakeholders as it will allow access by students at all levels of the education and training system to information on academic, vocational and professional qualifications to make informed decisions. It will allow access by employers to accurate and

ACTT is Committed to Elevating the Quality of Higher Education in Trinidad and Tobago

Sustaining Quality in Higher Education:
Turning Challenges into Opportunities

comprehensive information on the expected knowledge and competencies of the graduates of regulated academic, vocational and professional programmes. It will provide clear guidelines for education and training providers involved in developing indigenous qualifications. It will provide instruments for Prior Learning Assessment and Recognition (PLAR) and student credit transfer across institutions in the system.

The Council is also spearheading a drive to enter into collaborative efforts with all Professional, Statutory and Regulatory Bodies charged with regulating entry into and standards of performance for various specialist professions in Trinidad and Tobago. This will ensure that the education, training and programmes for continued professional development of such specialist professions continue to meet the highest standards of quality in the interest of the people of Trinidad and Tobago.

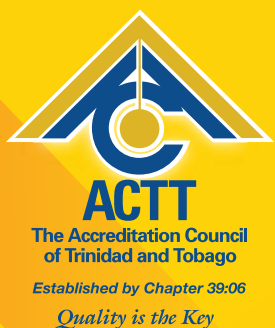
As the Council continues to implement its mandate of assuring quality in higher education, the Board of Directors looks to the future with renewed enthusiasm and vigilance, ever conscious of quality. The infusion of international standards of quality into our ever advancing higher education sector is a key factor in sustaining quality in higher education so that challenges can be turned into opportunities to the advantage of citizens.



ACTT's BOARD OF DIRECTORS:

Front Row (l-r): Lennon Ballah-Lashley - Board Member, Michael Bradshaw - Executive Director, Dr Michael Dowlath - Chairman, Azim Ali - Deputy Chairman and Jane Murray - Corporate Secretary/Legal Officer.

Back Row - Board Members (l-r): Dr Bheshem Ramlal, Mervyn Extavour, Veena Badrie-Maharaj, Dr Joycelyn Rampersad, Rodney Amar and Hatim Gardner.



Panel Discussions

MT. HOPE

Theme: Challenges Facing Local Higher Education Institutions in a Globalised Environment

- Wednesday October 16, 2013
- Yara Auditorium, Arthur Lok Jack Graduate School of Business, Max Richards Drive, Uriah Butler Highway, North West Mt. Hope
- 5:30 p.m. - 7:30 p.m.

To RSVP, call 623-2500

SAN FERNANDO

Theme: Aligning Higher Education and Training with Labour Market Needs

- Tuesday October 22, 2013
- Little Theatre, National Academy for the Performing Arts, South Campus, Corner Todd Street and Rienzi Kirton Highway, San Fernando
- Time: 5:00 p.m. - 7:30 p.m.

To RSVP, call 652-0729

Email: customerservice@actt.org

Website: www.actt.org.tt



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FREE AND OPEN TO THE PUBLIC

From the Desk of the Executive Director

Michael Bradshaw, Executive Director, ACTT

This year, The Accreditation Council of Trinidad and Tobago (ACTT) adopted the theme "Sustaining Quality in Higher Education - Turning Challenges into Opportunities". ACTT's mandate is to promote and sustain quality assurance in higher education, and to tackle the challenges impacting the higher education sector. Today, while these challenges reveal inefficiencies in our higher education system, they also present an opportunity for the development of strategies to improve our higher education system.

Perhaps the greatest of these challenges, is the apparent disconnect between higher education outputs and labour market requirements which we may attribute to the fact that our higher education sector tends to be supply driven rather than demand driven. The higher education system is producing increased numbers of graduates with qualifications that may or may not meet industry needs; and as a result, a widening gap between higher education offerings and labour market requirements persists as well as unacceptable levels of unemployment or underemployment amongst recent graduates. The Government of the Republic of Trinidad and Tobago (GORTT) relies on ACTT to assist in making that shift to demand driven higher education through our stringent programme approval process which requires that new programmes are aligned with labour requirement needs in order to further develop our national economy.

In addition, Trinidad and Tobago's higher education sector is growing rapidly with the proliferation of qualifications which are increasingly diverse in terms of levels, duration and discipline. Citizens may therefore be faced with an overwhelmingly wide range of choices. Another consequence of this expansion of the sector is the emergent need for greater clarification on opportunities for transfer and progression from one programme to another. Herein lies an opportunity for institutions to develop strategies that are quality driven with the support and guidance of ACTT as the regulatory body for higher education in Trinidad and Tobago. One of the mechanisms through which ACTT will provide such support is the National Qualifications and Credit Frame-

work which is currently being developed, and on which consultation with stakeholders is ongoing.

The activities of Quality Assurance Month 2013 were planned in this context, and include panel discussions, national consultations on the Draft National Qualifications and Credit Framework, our 1st National Quiz on Quality Assurance in Higher Education for secondary school students, the Quality in Tertiary Education (QuITE) Awards and the "Degrees of Deception: Fighting Credential and CV Fraud" workshop. I express gratitude to the Minister of Tertiary Education and Skills Training, Senator the Honourable, Fazal Karim, for his continued support and guidance in this and other initiatives of ACTT. Additionally, I thank ACTT's Board



Michael Bradshaw - Executive Director, ACTT

of Directors, Executive Leadership Team and staff members for their contributions towards making ACTT's Quality Assurance month a resounding success. I look forward to rich dialogue as you, our valued stakeholders, participate in the month's events.

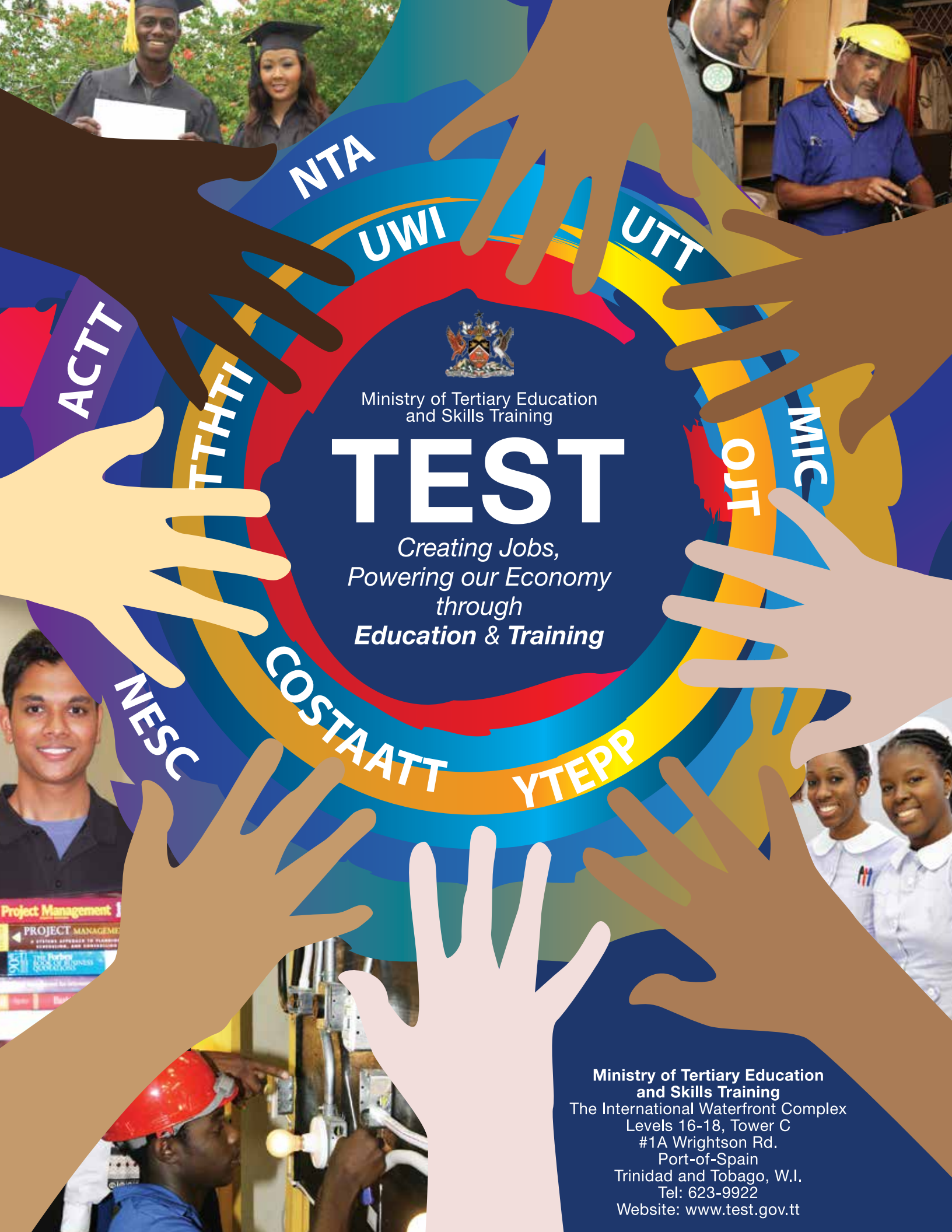


ACTT's Executive Leadership Team (ELT)

Back row (l-r): Michael Bradshaw - Executive Director, Emily Pascal - Director, Finance and Administration and Dr Ronald Brunton - Director, Qualifications and Recognition

Front row (l-r):

Karel Stephen - Corporate Communications Specialist, Curtis Floyd - Director, Accreditation and Quality Enhancement and Jane Murray - Corporate Secretary/ Legal Officer



Ministry of Tertiary Education
and Skills Training

TEST

*Creating Jobs,
Powering our Economy
through
Education & Training*

NTA

UWI

UTT

ACTT

TTHHTI

JO

MIC

NESC

COSTAATT

YTEPP



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and Skills Training**
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Achieving The Diamond Standard: The Experience of the Scholarships and Advanced Training Division

The Diamond Standard

The 'Trinidad and Tobago Diamond Standard', also known as the 'Citizen Service Certification Programme', provides national certification of services within the Public Service. It is part of the public service transformation process known as the "Gold to Diamond Journey" that will result in a citizen-centric public service by 2022, the Diamond Jubilee of Independence.

The Ministry of Public Administration considers the Diamond Standard the lever to lift the public service to the highest levels of service delivery.

Information on the Diamond Standard Certification Programme is available at the Ministry of Public Administration's website www.mpa.gov.tt.

Achieving the Diamond Standard: The Scholarships and Advanced Training Division's Journey

The Scholarships and Advanced Training Division (SATD) manages all scholarships offered by and through the Government of Trinidad and Tobago. SATD was one of the first agencies to adopt the

diamond initiative to gain certification. So far the SATD has completed the following activities towards certification:

1. A Readiness Checklist or snapshot of performance to date and what else is required to meet the Diamond Standard. This revealed that the SATD had the minimum points to register for Diamond Certification;
2. Registration as a candidate agency to attain the Diamond Standard, the certification awarded to agencies that meet high standards in the quality of service delivery;
3. A process review exercise and the development of a Customer Service Charter that outlines the standards and quality of service the customer can expect;
4. A Service Improvement Plan and the Customer Service Recovery Plan for all stakeholders, especially scholars. These Plans:
 - identify barriers to providing excellent service;
 - identify potential solutions;
 - hold our staff accountable for their actions;
 - identify ways to regain the trust of dissatisfied customers;
 - identify priorities and use customer

feedback for service improvement.

5. A review of potential solutions for issues already identified;
6. A Service Improvement Panel comprising key stakeholders, including scholars, to activate and energize the Service Charter and Plans;
7. Engaged in continuous service training for all staff to ensure the adoption of clear standards of service delivery leading to attaining the Diamond Standard; and
8. Explore options for continuous improvement and innovation in service quality.

There are other key criteria for certification that must be satisfied, including:

- developing a quality service mentality among staff;
- continuously seeking customer feedback on their satisfaction levels;
- using a mix of media and outreach activities for customer information;
- promoting a customer service culture;
- developing a responsive attitude to the needs of customers;
- espousing creativity, innovation and other options to add value to our services; and
- enhancing our physical service delivery environment.

We still have a long way to go and a short time in which to do so. With the support of the Permanent Secretary, Deputy Permanent Secretaries, the staff, key stakeholders and the scholars, we feel certain that we will achieve the Diamond Standard within the designated period.



GOVERNMENT OF THE REPUBLIC OF TRINIDAD & TOBAGO
MINISTRY OF PUBLIC ADMINISTRATION

SCHOLARSHIPS

For further information on how to apply for scholarships please visit our website at www.scholarships.gov.tt

Government scholarships enable citizens to acquire skills and training in areas that are critical to the development of the country. Preference is given to study in those areas or sectors which have been identified as priority and critical for the development of the country.

Scholarships are intended for citizens of Trinidad and Tobago unless otherwise stated.

SCHOLARSHIPS OFFERED

- Post Graduate Scholarships for citizens with a First Class Honours degree
- Allied Health Scholarships
- Development Needs Scholarships
- Scholarships for Persons with Disabilities
- Social Services & Related Fields Scholarships
- Commonwealth Scholarship offered by the United Kingdom, New Zealand, and Malaysia.

- Organization of American States Scholarships
- Library and Information Science Scholarships
- Valuation Surveying
- Scholarships based on the Advanced Level Examinations (Selection done by the Ministry of Education)
- Scholarships from International Agencies
- Other scholarships offered by Foreign Countries including India, Cuba, China, Mexico

The Scholarships and Advanced Training Division is responsible for the administration of Scholarships offered by or through the Government of the Republic of Trinidad and Tobago.

CORE FUNCTIONS

- Processing the offer of scholarships to citizens
- Serving as the Secretariat of the Scholarship Selection Committee and Scholarship Advisory Committee
- Implementing procedures to enable successful candidates to take up their scholarships
- Servicing scholars, monitoring their academic progress and ensuring that they make themselves available to fulfill their obligations to the country
- Facilitating the placement and employment of scholars who have completed their studies
- Ensuring the recovery of monies spent on scholarships in the case of defaulting scholars



The Government of The Republic of Trinidad and Tobago

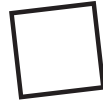
University acceptance letter in hand?



Feeling ecstatic?



Funding...?



Not to worry. There's **GATE!**

GATE – The Government Assistance for Tuition Expenses programme opens a way for you to realize your tertiary education and technical vocational education training dreams.

Join thousands of successful graduates who have benefited from this grant facility. You can also get tuition coverage for technical vocational areas that are high in demand! From the social sciences to welding technology, become the sophisticated professional you've always wanted to be!

At the Ministry of Tertiary Education and Skills Training we give you everything you **need** for complete **success!**



The Ministry of Tertiary Education and Skills Training

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For more information visit - www.test.gov.tt



A Regional Initiative

The National Training Agency (NTA) was established in 1999 and is the awarding body for the Caribbean Vocational Qualification (CVQ), a CARICOM approved award that represents the achievement of a set of competencies that define the core work practices of an occupational area. The qualification is a part of the region's initiative to change our approach to education and training for the workforce in member states. The initiative was launched in October 2007 to signal the growing awareness that "...skill development through TVET and the portability of qualifications have assumed renewed importance in positioning the region for competitive participation in the New (21st Century knowledge-based) economy." (CARICOM 2007).

To be awarded the CVQ, candidates must demonstrate competence in the Occupational Standards (OS) developed by practitioners and employers, and approved by CARICOM. These standards are organised in units and candidates may earn unit awards upon completion of single units, or a complete CVQ when all the mandatory units are earned.

Today, the Caribbean Examination Council (CXC), the National Training Agency and the Ministry of Education (MOE) provide students with access to the CVQ in schools. Employed persons, students enrolled in public and private tertiary level institutions, and students in secondary schools in Trinidad and across the region can obtain a CVQ.

Additionally, the CVQ is offered by training providers in the private and public sectors (including state-sponsored social programmes), where providers are encouraged to develop programmes that combine workplace learning with classroom/laboratory sessions as methods of delivery. In other instances, training providers enter into arrangements with industry/employers to facilitate access to equipment, machinery and tools in support of assessment process leading to award of a Trinidad and Tobago National Vocational Qualification (TTNVQ) and the CVQ.

With help from the NTA, employed persons also have access to certification through Workforce Assessment Centres (WAC). These centres offer efficient and effective assessment and certification via the Prior Learning Assessment and Recognition (PLAR) process, to enable access into the existing education and training system.

Fundamentally, the NTA continues to uphold its core values of integrity, customer focus, partnership, innovation, quality, teamwork, respect and employee well-being. The Agency also maintains its commitment to the development of our country's workforce, providing initiatives like the CVQ and WAC, giving all citizens equal opportunities to progress and further contribute to economic and social development.

Type/Level of Programme	Orientation and Purpose	Credits	Entry Requirements	Occupational Competence	Academic Competence
Level 1/ Certificate	Completion of a preparatory programme leading to further study in a given academic or vocational area, or entry qualification for a particular occupation.	Minimum 10 Credits	To be determined by the local training institution	Semi-skilled, entry level Supervised worker	Grade 10
Level 2/ Certificate	To prepare a skilled, independent worker who is capable of study at the next level (post-secondary).	Minimum 20 Credits	Grade 10 or Equivalent	Skilled worker Unsupervised worker	Grade 11
Level 3/ Diploma and Associate Degree	A post-secondary qualification emphasising the acquisition of knowledge, skills and attitudes (behavioural competencies) to function at the technician /supervisory level and pursue studies at a higher level.	Diploma: Minimum 50 Credits Associate Degree: Minimum 60 Credits	4 CXC's, Level 2 Certification or Equivalent	Technician, Supervisory	Associate Degree Entry to Bachelor's Degree programme with or without advanced standing
Level 4/ Bachelor's Degree	Denoting the acquisition of an academic, vocational, professional qualification and can create, design and maintain systems based on professional expertise.	Minimum 120 Credits	5 CXC's, Level 3 Certification or Equivalent	Competence which involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a wide range of contexts. This includes Master Craftsman, Technologists, Advanced Instructor, Manager, Entrepreneur.	
Level 5/ Post Graduate/Advanced Professional	Denoting the acquisition of advanced professional post-graduate competence in specialized field of study or occupation.		Level 4 Certification or Equivalent	Competence which involves the application of a range of fundamental principles at the level of chartered, advanced professional and senior Management occupations.	



Preparing Tomorrow's Workforce Today

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Fax: 868-635-0820

Massification of Higher Education: Trends, Challenges and Opportunities

Michael Bradshaw, Executive Director, ACTT

Sustaining Quality in Higher Education:
Turning Challenges into Opportunities

The concept of “massification” has become a major buzzword in higher education. Questions such as what are the key elements in massification and what are the effects, are constantly being raised. These questions provide the opportunity to explore this phenomenon.

Zhang (2010) defines massification “in the context of gross higher education enrolment ratio of a country; more specifically a ratio approaching 50% of eligible population being considered as ‘mass’ enrolment” and Solonda (2012) stated that “massification is the opening up of higher education to mass access instead of just the elite.”

Emerging trends of massification may be identified by increased participation rates in tertiary education systems, the influx of distance education institutions and open universities and the development of non-traditional routes to higher education. These trends are not far removed from the Trinidad and Tobago experience. The Ministry of Tertiary Education and Skills Training (MTEST) has reported that, from the inception of the Government Assistance for Tuition Expenses (GATE) programme, there has been an increased enrolment of individuals in tertiary level institutions.

While the GATE initiative has brought

benefits such as increased access to higher education, it has also brought challenges for Trinidad and Tobago. One clear issue is the “programme hopping” phenomenon where students are continuously changing their degree programmes that may not be aligned to industry requirements. This may contribute to the persistent mismatch between labour demand and supply. In other situations, students are accessing GATE and then abandoning the courses midway.

The current labour market of Trinidad and Tobago has been perceived as having become supply-driven rather than demand-led due to the plethora of providers offering excess programmes. The increased participation rate in tertiary education has not led necessarily to a workforce that is in sync with industry’s needs or requirements. The Government of Trinidad and Tobago, in its attempt to treat with ‘programme hopping’, is considering policies geared toward preventing persons from accessing funds for multiple programmes at the same level, as well as policies to ensure the relevance of programmes.

A review of the Singaporean model of development reveals the opportunities associated with massification of higher education. The government of Singapore

developed a demand-led model that details areas of competitive advantage for human capital development before inviting multi-national corporations to enter their country to conduct business. The result was the effective use of an enrolment plan to cater for the required human resource needs.

It is clear that massification is inevitable. Regulation is required to address the many effects of massification. Increasing enrolment through policy measures, without proper guidance and preparation of the labour market and the economy, can lead to a situation where graduates are not meeting the country’s labour and economic needs. The result of this could be poor economic development for the level of investment. Conversely, proper planning, prior to and during massification, can result in economic benefits for any country.

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THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO (ACTT)
IN COLLABORATION WITH
THE NATIONAL RECOGNITION INFORMATION CENTRE (UK NARIC)
FOR THE UNITED KINGDOM
p r e s e n t s

DEGREES OF DECEPTION: FIGHTING CREDENTIAL AND CV FRAUD

A one day workshop on techniques for detecting counterfeit certificates, fraudulent credentials, curriculum vitae misrepresentation and diploma mills for human resource professionals, academic administrators and fraud detection professionals.

DATE OF EVENT: Thursday October 31, 2013
LOCATION: HYATT Regency Trinidad, #1 Wrightson Road, Port of Spain
TIME: 8:00 a.m. – 4:00 p.m.
REGISTRATION DEADLINE: Friday October 18, 2013

FOR FURTHER INFORMATION PLEASE CONTACT:
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FACILITATORS:

Monika Krzebietke is a UK NARIC Training Co-ordinator and credential evaluation expert. She specialises in combating Education Fraud and Region-Specific Verification Techniques.

Elizabeth Evans is a credential evaluation expert and Asian education specialist. She develops and conducts training on education fraud and the changing nature of Asian higher and vocational education.



Complexities in Recognising Foreign Qualifications

by Lesley-Ann Brathwaite, Senior Assessment Officer, ACTT and Esther Ward, Assessment Officer, ACTT

A growing diversity of persons, including members of the public, state agencies, private organisations and educational institutions, come to The Accreditation Council of Trinidad and Tobago (ACTT) seeking a Statement on Recognition. There is an increasing awareness of the importance of pursuing programmes at institutions that have been quality assured, which accounts for the growing numbers of applicants for Statements on Recognition. Persons who have completed studies abroad, those interested in studying abroad and even persons considering distance learning all want to know if their qualification will be recognised in Trinidad and Tobago. In addition, persons seeking scholarships, employment or promotion apply to ACTT for Statements on Recognition. A Statement on Recognition is required when applying for a CARICOM Single Market and Economy (CSME) Skills Certificate, and will soon be a requirement to register as a doctor, pharmacist, engineer and as a practitioner in other professions. Employers have also begun requesting that all new employees and even some existing employees produce a Statement on Recognition to verify the authenticity of their qualifications.

A Statement on Recognition provides information on whether an identified post secondary or tertiary level institution is quality assured and/or accredited, and whether the programme(s) of study would be recognised in Trinidad and Tobago. Statements on Recognition also provide information on specialised accreditation of programmes that lead to a licence to practise in a specialised profession. Processing of applications for Statements on Recognition is usually completed in a minimum of ten (10) working days and cost one hundred dollars (TT \$100.00). ACTT also offers this service within forty-eight (48) hours at a cost of three hundred dollars (TT \$300.00).

Before a Statement on Recognition can be issued by ACTT, a significant amount of research must be conducted on the status of the educational institution and programme. Firstly, ACTT must verify that the institution has been quality assured by the recognised quality assurance agency in the country in which the institution is located. While 'accredited' status is most commonly granted to an

institution that has met the quality standards of the quality assurance agency, the actual system or framework for quality assurance varies significantly from one country to the next.

In Europe, Latin America, the United States of America, Canada and many other countries, accreditation is usually done by national quality assurance agencies established or recognised by government. Accrediting agencies in these countries regularly share information on the accreditation status of colleges and universities with other quality assurance agencies such as ACTT. Technical staff at these agencies is generally willing to provide information on institutions and their programmes, as well as specific restrictions, limitations or conditions of accreditation.

It is important to note that accreditation is never a permanent status, and may be associated with specific 'conditions'. This means that universities and their programmes have to be continually evaluated by the respective quality assurance agency. In some instances, ACTT is unable to issue a Statement on Recognition within the specified time period as the university and/or the programme may be undergoing the accreditation process. In such cases, ACTT must wait on a response from the accrediting agency before a Statement on Recognition can be issued.

Acquiring updated information on accredited universities and programmes in countries such as Cuba, India, Nigeria, Philippines and Venezuela may take a very long time. Lists of accredited universities and programmes in some countries are not always current and it may not be immediately evident which is the appropriate accrediting agency in the country. When this occurs, the technical officers at ACTT are required to do more in-depth research on the higher education system to identify the appropriate accrediting agency. Contacting the accrediting agency in such countries is hardly ever a simple matter of establishing e-mail correspondence. In many cases, ACTT's technical officers need to follow up several times and correspond formally before receiving an answer.

Gathering accurate information from non-English speaking countries can also present challenges. Translations services may be requested as ACTT must ensure

that information communicated is accurately interpreted. These and other challenges can add significantly to the complexity of research required before ACTT can issue a Statement on Recognition.

Qualifications awarded a long time ago also present difficulties in research and verification. It may be that the institution that awarded the qualification no longer exists, or that the accrediting agency is no longer operating. In such cases, historical evidence would need to be sought, often from more than one agency. Again, ACTT's broad network of partner agencies and colleagues are often able to provide ACTT with valuable information and other contacts that allow ACTT to issue accurate Statements on Recognition for even the most complex cases.

These and other challenges allow ACTT's technical officers to learn more about the educational and quality assurance systems from various parts of the world, and to establish professional networks with other quality assurance professionals globally. ACTT's technical officers have also developed specialised expertise that is shared with representatives from national accrediting agencies within the CARICOM region and internationally.

Much of the knowledge gained from researching diverse educational and quality assurance systems is used to improve ACTT's policies and procedures for recognition, which is one of ACTT's core services. While there are many challenges in the recognition process, ACTT has been able to transform these challenges into opportunities for the Council and its stakeholders.





Fraudulent qualifications produced by diploma mills are more prevalent today than ever before. A *diploma mill* is an institution that grants certificates without ensuring that students are properly qualified. Diploma mills 'sell qualifications' with very little or no quality assurance.

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Quality is the Key

Highlights of 2013



Tim Buttress, Deputy Director (Marketing and Communications) UK NARIC signs the Memorandum of Cooperation with ACTT. Looking on: Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training, Joel Simon, Vice President (Public Sector Services) CAEL, Dr Michael Dowlath, Chairman, ACTT, Roshan Harracksingh, Research Officer, (Legal) ACTT and Michael Bradshaw, Executive Director, ACTT.



Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training looks on as Angela Sinaswee-Gervais, Permanent Secretary, Ministry of Tertiary Education and Skills Training authenticates the Memorandum of Cooperation with the Council for Adult and Experiential Learning (CAEL). Also in picture: Joel Simon, Vice President (Public Sector Services) CAEL, Tim Buttress, Deputy Director (Marketing and Communications) UK NARIC, Dr Michael Dowlath, Chairman ACTT and Michael Bradshaw, Executive Director, ACTT. This signing took place at ACTT's First International Conference on Quality Assurance in Higher Education held in May.



Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training presents the Certificate of Institutional Accreditation to Reverend Elvis Elahie Principal of the of the St Andrews Theological College (SATC), in September. Also in picture: Dr Michael Dowlath, Chairman, ACTT and Michael Bradshaw, Executive Director, ACTT.



Senator the Honourable Fazal Karim, Minister of Tertiary Education and Skills Training presents the Certificate of Institutional Accreditation to Dr Scoffield Eversley, President of the Caribbean Nazarene College (CNC). Also in picture: Dr Michael Dowlath, Chairman, ACTT and Michael Bradshaw, Executive Director, ACTT.



Members of ACTT's Staff clean parts of Manzanilla Beach in keeping with the Ministry of Tertiary Education and Skills Training's Service Learning and Community Engagement initiative on March 15, 2013.



Dr Michael Dowlath, Chairman, ACTT presents the Ideal Citizen Award to Ms Brenda Chin, Office Attendant, ACTT at the annual Celebration of Nationhood event in September.

Reflections on the First International Conference on Quality Assurance in Higher Education

Michael Bradshaw, Executive Director, ACTT

QUALITY
ASSURANCE
MONTH October 2013

Sustaining Quality in Higher Education:
Turning Challenges into Opportunities



The Accreditation Council of Trinidad and Tobago (ACTT) is proud to have hosted its 1st International Conference on Quality Assurance in Higher Education. The conference presented an opportunity for a wide cross section of quality assurance and higher education practitioners to critically assess recent developments in the tertiary level landscape under the theme Quality in Higher Education: From Best Practice to Next Practice. Participants engaged in healthy dialogue and exchange of ideas on the many issues that affect higher education.

The conference began with a Pre-Conference workshop, entitled Developing Indigenous Programmes to Facilitate National Development, facilitated by Dr Patricia Worrell, a curriculum specialist in the local higher education sector. The overall objective of the workshop was to introduce participants to programme development and frameworks that ultimately will produce programmes which are responsive to societal goals and educational objectives. Participants were introduced to several topics, including characteristics of programmes that meet national developmental goals, frameworks to guide programme planning, effective learning opportunities and approaches to assessment and programme evaluation.

Featured at the conference were presentations under seven (7) strands:

- Higher Education Offerings and Labour Market Trends
- The Student Experience in Higher Education
- Ethics and Integrity in Higher Education
- Information and Communication Technologies (ICT) in Higher Education
- Innovative Teaching, Learning and Assessment Strategies
- Redefining the Role of Research in Higher

Education

- Funding Higher Education

Presentations addressed a wide range of topics, such as the possibility of incorporating social and emotional learning in higher education, enhancing student learning experiences and the introduction of innovative strategies to improve student retention. Perspectives on financing tertiary education and training, the education of cricket professionals in the Commonwealth Caribbean and the nexus between research and teaching in higher education were also shared. Other areas of interest included Massive Online Open Courses (MOOCs), the link between labour market trends and higher education offerings and the art of lecturing in the age of virtual replication.

Keynote speakers, such as Professor Madhulika Kaushik of the Commonwealth of Learning, Joel Simon from Council for Adult and Experiential Learning (CAEL), Dr Sylvia Manning from Higher Learning Commission and Franz Gertze from the Namibia Qualifications Authority, lent an international perspective to the discussions. Also represented were academics and professionals from the United States of America, United Kingdom, Canada, Namibia, India and Australia, as well as countries from the Caribbean region, including Jamaica, Barbados, Saint Vincent, Guyana and Suriname.

A defining moment at the conference was the signing of Memoranda of Co-operation between ACTT and two of its most valued international partners, The Council for Adult and Experimental Learning (CAEL) and the UK National Recognition Information Centre UK NARIC). These Memoranda served to

codify the relationships which had long been forged between ACTT and CAEL and ACTT and the UK NARIC and set parameters for future collaborative efforts between the Council and these vital international partners, with particular emphasis on joint efforts in matters related to quality assurance, recognition of qualification and information sharing in higher education. Moreover, these agreements symbolise an appreciation of the potential mutual benefits to be derived.

The conference ended with a lively and thought-provoking roundtable discussion amongst the plenary speakers and other distinguished practitioners in higher education. The commonalities among different higher education systems were discussed, highlighting the need for more partnerships amongst quality assurance agencies to facilitate cross-border education and mutual recognition.

Participants also attended several social events, some of which were hosted in collaboration with Metal Industries Company Limited (MIC). These included a cultural show, a city tour organised especially for the international participants and a closing ceremony and dinner, which showcased the diversity and richness of Trinidad and Tobago's culture.

Indeed, this was a successful conference, which in part may be attributed to alliances that ACTT has built over the years with key international higher education agencies and professionals. The presence of such an esteemed group is testimony to the regard and respect for ACTT as a quality assurance body.

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ACTT - Committed to Providing Quality Service in Tobago

by Nikisha Daly, Assessment Officer, ACTT

The Accreditation Council of Trinidad and Tobago is the gatekeeper of higher education in Trinidad and Tobago and one of its goals is to make ACTT a household name regarding higher education. The government remains committed to improving the higher education sector and the local knowledge economy of Trinidad and Tobago. ACTT therefore expanded its services in 2012 to further meet the needs of Tobagonians and to ensure the development of the higher education sector.

ACTT is fully committed to providing quality service to Tobagonians, whether at its office in Canaan, at career fairs or other events. Since the re-commissioning of the Tobago office in June 2012, ACTT can attest to its involvement in several partnerships geared to reaching out to communities in Tobago. Tobagonians now have the opportunity to meet with ACTT's staff in their own communities instead of at the office.

Between February and May of this year, the ACTT arm in Tobago partnered with the Citizen Security Programme (CSP) in its 'Street Education Initiative' in 3 communities- Bethel, Bon Accord, and Glen Road/Darrel Spring. This initiative entailed walkabouts, display booths and sporting activities, educating Tobagonians on the importance of making informed decisions about their tertiary education.

Another significant and successful partnership was the joint community outreach services of TICONNECT's Express Bus service with ACTT's Tobago Student Caravan visiting communities throughout the island. The Caravan provides the physical resources for ACTT's staff to attend career fairs, community events and workshops. It is an integral aspect of promoting ACTT's services and their benefits to students and stakeholders in Tobago. ACTT has also collaborated with the Division of Education, Youth Affairs and Sport (DEYAS) on its Carnival Caravan visiting schools in Tobago.

ACTT's annual 'What's Next Campaign' targets secondary school students who have completed CSEC and CAPE to provide them with information on choosing quality higher education programmes. Students are also afforded

opportunities to access ACTT's services through its representation at career fairs such as Bishop's High School, Speyside High School, E2 EXPO, Ministry of Tertiary Education and Skills Training (MTEST) National Career fair and the National Training Agency (NTA) OJT week 2013. Other important stakeholders, such as the Division of Health and Social Services (DHSS) and the Glen Road Community, benefitted from a seminar entitled 'Journey to Higher Education' hosted by the CSP.

As a corporate entity ACTT recognises

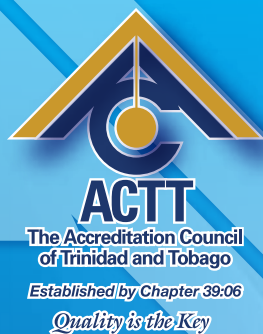
its corporate social responsibility. Earlier this year staff made a donation to a family that lost its home in a fire. Further, ACTT's Board of Directors and Tobago staff engaged in a tree planting exercise at Shirvan Road to beautify the area. This initiative was in keeping with the Ministry of Tertiary Education and Skills Training, Service Learning and Community Engagement initiative.

The Council's engagement in these activities is testament to the commitment of ACTT to the people of Tobago.



CAPTIONS:

1. Dr. Michael Dowlat - Chairman (right) and Michael Bradshaw - Executive Director (left) plant the first poui tree on Shirvan Road as part of its Community Engagement initiative.
2. Ivalyn Baptiste and her son, Che Pope, whose house was destroyed by fire, receive a cheque from Nikisha Daly, Assessment Officer, ACTT.
3. Members of the public visit ACTT's booth at the TICONNECT community outreach initiative on the Scarborough Esplanade.
4. Shoma Rampersad-Clarke, Senior Operations Assistant, speaks to students at Bishop's High School career fair March 05, 2013 about ACTT's services.



The Ministry of Tertiary Education
and Skills Training

TEST

The Accreditation Council of Trinidad and Tobago
in observance of its Quality Assurance Month, October 2013 presents

A PANEL DISCUSSION

Aligning Higher Education and Training with Labour Market Needs

Thursday October 17, 2013

10:00 a.m. – 12 noon

A NATIONAL QUALIFICATIONS AND CREDIT FRAMEWORK (NQCF) CONSULTATION

ACTT will be hosting a Public Consultation to obtain contributions
from members of the public on the NQCF.

Thursday October 17, 2013

1:30 p.m.

Venue (both events):

Lecture Room of the Division of Infrastructure and Public Utilities (Works),
Old Government Farm Road, Shaw Park, Tobago.

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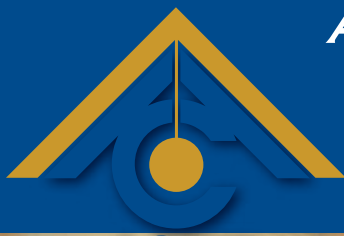
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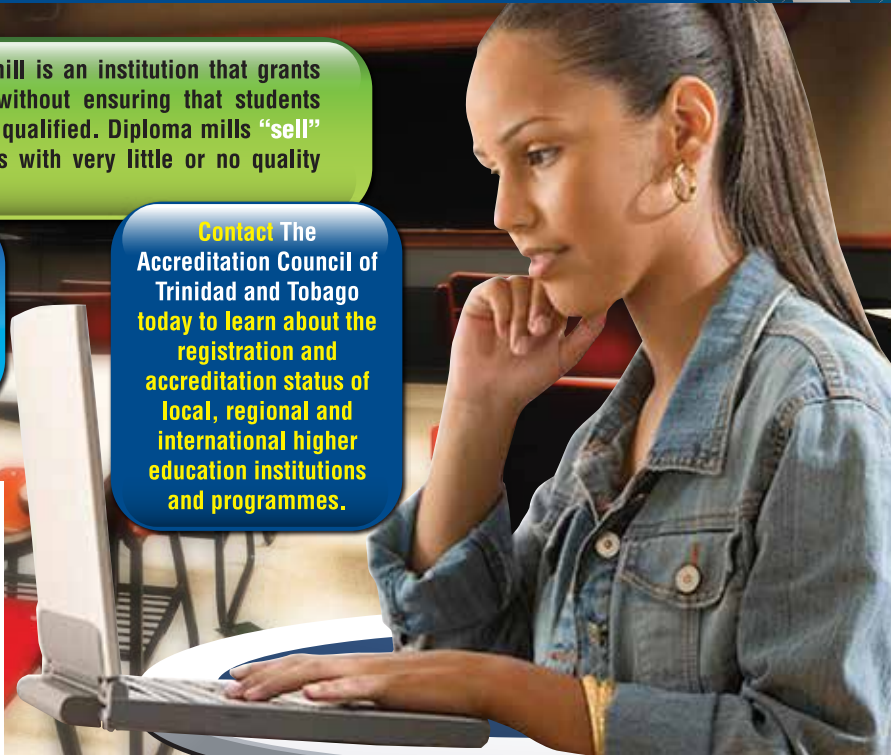
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What to do?

Protect yourself and your investment by finding out whether the institution is a legitimate provider of higher education programmes.

A diploma mill is an institution that grants certificates without ensuring that students are properly qualified. Diploma mills "sell" qualifications with very little or no quality assurance.

Contact The Accreditation Council of Trinidad and Tobago today to learn about the registration and accreditation status of local, regional and international higher education institutions and programmes.



The National Energy Skills Center (NESC) is a training provider under the purview of the Ministry of Tertiary Education and Skills Training (TEST) with over fifteen (15) years experience. The NESC has trained over 12,000 men and women in a variety of trades ultimately leading to sustainable employment across all segments of the nation's economy.

In addition to delivering training to the public at its skills and technology centres throughout Trinidad and Tobago, the NESC also conducts customized training for both local and international clients. The NESC's client listing locally, includes organizations primarily in the energy and manufacturing sectors. Internationally, the NESC has pioneered the training of Nigerian Nationals in a variety of skill areas and is engaged in negotiations and discussions with other entities from the African Continent.

In 2011, the NESC became one of the few TVET providers to have attained ISO 9001:2008 Certification. The NESC takes pride in this distinction and strives to ensure that these standards of excellence in service delivery are maintained.

The NESC continues to work toward fulfilling its mandate of 'developing our nation skill by skill' even as it expands into the global market.



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- Heavy Equipment Technician
- Instrumentation
- Industrial Mechanical Maintenance (IMM)

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- Autotronics
- Construction Craft
 - Carpentry
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 - Masonry
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- Microsoft Office Specialist (MS Office Suite)
 - MS Word 2010
 - MS Excel 2010
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 - MS Outlook 2010
- Information Technology Specialist

CERTIFICATION

- *Apprenticeship and Industry Training Board of Alberta (AIT)
- *Caribbean Vocational Qualification (CVQ)
- *National Energy Skills Certification (NESC)



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The Role of the Centre for Excellence in Teaching and Learning (CETL)

by Dr. Anna-May Edwards-Henry, Director, CETL

Sustaining Quality in Higher Education: Turning Challenges into Opportunities

The Centre for Excellence in Teaching and Learning (CETL), The University of the West Indies, St. Augustine Campus, formerly known as the Instructional Development Unit, is mandated to enhance and improve teaching and learning on the Campus. In operation since 1996, the Centre aims to promote The University of the West Indies as the vanguard for excellence in tertiary level teaching, learning and research. To this aim, CETL offers a range of services and programmes that directly and indirectly support the teaching and learning functions, including workshop and certification training programmes, production of teaching/learning materials, and quality assurance processes among its numerous activities.

The CETL views teaching and learning as deeply professional work in which teaching effectiveness is tied to learning accomplishment, teaching skill development, professionalism and practice grounded in research and reflection. The Centre believes that the effectiveness of lecturers depends on their knowledge of teaching and learning as a discipline and the skills developed, congruent with that knowledge. For this reason, the CETL's training programmes go beyond the development of teaching skills to also include the attainment of pertinent knowledge in the discipline through the Scholarship of Teaching and Learning (SoTL). Over the years, the Centre's programmes, training workshops, seminars and special events have included an emphasis on scholarship and research evident



Training in action at The UWI's Centre for Excellence in Teaching and Learning (CETL).

in a number of initiatives, such as the SoTL seminars, Teaching and Learning Research Day, Action Research workshops, the UWI/Guardian Life Premium Teaching Award/Open Lecture, and the online, peer-reviewed Caribbean Teaching Scholar journal (journals.sta.uwi.edu/cts/index.asp).

To find out more about The UWI's Centre for Excellence in Teaching and Learning, contact Dr. Anna-May Edwards-Henry, Director, at (868)-662-2002 ext. 82214 or Anna-May.Edwards-Henry@sta.uwi.edu.



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Sustaining Quality in Higher Education:
Turning Challenges into Opportunities

Integrity and Communication Skills Identified as 'Must Have' Skills for Future Leaders

Contributed by ACCA

Robert Half asked more than 1,400 CFOs what they look for most when grooming future leaders, besides technical and functional expertise. By a wide margin, the top survey responses were integrity (33%) and interpersonal or communication skills (28%). Initiative came in third at 15%.

Integrity and Communication Skills

The plethora of news reports over the last few years highlighting ethics violations within Wall Street firms and other organisations underscores the importance of leaders possessing a strong moral compass. Just one lapse in judgment can significantly damage a company's reputation and bottom line. Understanding this well, Executives are searching for up-and-coming accounting and finance professionals who are highly principled and forthright, and whom they can groom for leadership positions.

Andrew Morris, Managing Director, Greater China, Robert Half, offers guidance on how to enhance your communication skills with your staff which can prepare you for more senior leadership roles.

Be as Transparent as Possible

Treat your team as valued stakeholders by sharing information freely and frequently. Keep them apprised of what you're doing to keep your company or department strong, stable and on track. Share your thought processes so employees understand the logic behind key decisions and how staff members will be impacted.

Listen Up

Effective communication involves more than just speaking and writing skills. If you're only delivering information and not inviting contributions, you're not making a real connection with your staff. First, make sure team members know it's safe to voice their opinions, and then make it a habit of practising active listening - truly paying attention to what someone is saying. Far too often, professionals at all levels are guilty of interrupting others while impatiently waiting for their turn to speak. Establish trust and goodwill by giving each employee you are talking with your undivided attention.

Don't Leave People Guessing

Providing crystal-clear communication on the front end goes a long way towards preventing costly misunderstandings later on. With this in mind, be as specific as possible, particularly with new members of your team who are trying to get a handle on how you operate. Help your employees to help you by making your communication preferences known.

In conclusion, if you're a new or mid-level manager looking to advance in your career and move up the corporate ladder, you'll need to make integrity a core value, while also establishing honest and open two-way communication with employees. After all integrity is not something that can be learned, only practised.





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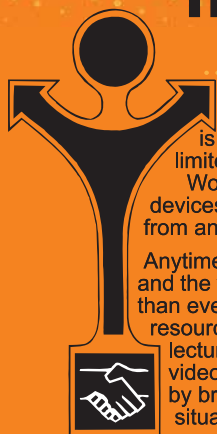
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FLEXIBLE INTEGRATION OF GENERAL ICT SKILLS IN TVET

– By Stephan J Alexander MBA, B.Sc.(Hons), Manager, Information Technology, YTEPP



With the plethora of mobile devices like tablets and smart phones in the market place, a new stage of hyper mobility is upon us in this Information age. Gone are the days of being limited to our homes, workplaces or internet cafes to access the World Wide Web. High-speed networks available on these new devices have given us access to the World Wide Web, anytime and from anywhere.

Anytime, anywhere access has had a profound effect on education and the way we learn by making education and learning more flexible than ever before. For example students can access online learning resources at anytime and from anywhere to supplement classroom lectures or reinforce important concepts at their own pace. Also video conferencing solutions help create opportunities for learning by bringing educators and students together like never before. In situations where traditionally geography and time would have been hindrances, trainees can be in class without necessarily being in the classroom. Singapore and Australia have

already begun using flexible learning models. Singapore has its Polytechnic Virtual College and the Australian equivalent to the NTA has launched its Vocational Education Training (VET) E-Learning Strategy for 2012 – 2015.

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YTEPP Limited is taking advantage of this opportunity!

As an organisation we have embraced the reality that in this new economy, ICT is the driver and any trainee completing a YTEPP course will possess the requisite ICT proficiencies in addition to their core skill. Generally the course content required to teach general ICT skills is amenable to online computer assisted instruction and therefore is an excellent place to start the introduction of online content and flexible learning modules.

Office 365 for Education is a fantastic FREE cloud-based service offered by Microsoft, which YTEPP has taken advantage of, to facilitate this flexible learning initiative. We have begun piloting this project which will allow us to:

1. Create online reference libraries for trainees
2. Conduct live instructor-led classes online
3. Give each trainee a ytepp.edu.tt email account that can be used for online YTEPP communities and alumni networks.

On a phased basis, once the pilot is successful, tutors will be adequately oriented with the new technology using online pedagogies to ensure that this platform is effective.

There are many other ways ICT can be leveraged in TVET, too many to detail in this article however; the method here is simple and affordable, though massive in scope and impact, all the more reason to grab it with both hands.

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A Closer Look at The Accreditation Council's Programme Approval Process

Curtis Floyd - Director, Accreditation and Quality Enhancement

The Accreditation Council of Trinidad and Tobago (ACTT) has the responsibility and jurisdiction for the quality assurance of post secondary and tertiary institutions and programmes in Trinidad and Tobago. According to Section 8(2) of Chapter 39:06, ACTT was established:

- to determine the equivalency of programmes and awards
- to develop and advise on a unified credit-based system for the post secondary and tertiary education sector
- to provide for the advancement in Trinidad and Tobago of education and training
- to protect the interests of students and other stakeholders.

One of the quality assurance services offered by ACTT is Programme Approval. This involves the approval of locally developed programmes offered by local institutions holding registered status with ACTT. This service is important since the process ensures that programmes offered by post secondary and tertiary level institutions within Trinidad and Tobago meet the established requirements identified for the field of study or for practice. In this regard, ACTT has encouraged local providers to develop programmes that are more contextually and socially relevant and suited to our local labour market needs. In conducting this quality assurance activity, certain issues have arisen. Some of these include but are not limited to:

- inappropriate nomenclature of programmes;
- substandard or inadequate content material;
- misalignment of content, objectives and assessment;
- improper assignment of credits in relation to the relevance and the associated number of credit hours; and,

- inadequate information regarding a market case for the programme.

ACTT, in recognising the importance of indigenous programme development to society, continues to make attempts to assist the institutions in addressing the issues identified above by conducting various workshops, and through its quality enhancement services.

Further, ACTT is in the process of developing a National Qualifications and Credit Framework (NQCF) which will inform the development of indigenous programmes. A qualifications framework is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved (OECD, 2006). It aims to integrate and coordinate qualifications subsystems and improve the transparency, access, progression, comparability and quality of qualifications in relation to the labour market and civil society. The information provided from a qualifications framework such as level descriptors and learning outcomes can be utilised for the development of programme specifications and offerings.

The development of a NQCF is currently at the forefront of ACTT's activities. Therefore, upon implementation of the NQCF, it is anticipated that there will be uniformity and standardisation of indigenous programmes.

In conclusion, programme approval is an important service of ACTT since it is a quality assurance process which ensures that a programme is appropriately designed for the level of qualification to be awarded. ACTT encourages institutions to develop programmes that are based on the needs of society.



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Established by Chapter 39:06
Quality is the Key

I KNOW that my
qualification is
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because I checked
ACTT first.

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 post secondary and tertiary level institutions, programmes and awards.

If you are thinking of pursuing or have completed a programme at a local or foreign higher education and training institution, contact ACTT to verify the registration, recognition and accreditation status of the institution and programme of choice.

For further information please contact:

PORT OF SPAIN:
Level 3, Building B, Pan American Life Plaza,
91-93 St Vincent Street, Port of Spain
Telephone: 623-2500/5282/7340/8389/8620
Fax: 624-5711

SAN FERNANDO:
108 Independence Avenue, San Fernando
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Date: Sep 28th 2013
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The Nurse Education Program at USC is one of the most attractive in the USC portfolio of course offerings. It is committed to providing quality nurse education and caring, skilled nurses to serve the needs in the Health Care sector in Trinidad and Tobago.

From its inception in 2006, with an enrollment of 25 to the current enrollment of 280, this program provides students with a full spectrum of care, from prevention through to disease management.

Upon completion, students are fully equipped to function as knowledgeable, competent, compassionate, accountable, nursing professionals who are able to adapt to the changing needs of health care and will be capable of responding proactively to the changing needs of their patients.

Program Offerings in Nursing

- BSc Nursing (for students with 5 O'level passes; 3 CSEC plus 2 CAPE passes)
- Associate to BSc Nursing – (for registered nurses who already have an associate degree; administered in blended format – a combination of online and classroom sessions)

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Are you applying for a Scholarship or Funding from the Government of Trinidad and Tobago to pursue a Higher Education qualification?

Did you know that in Trinidad and Tobago qualifications awarded by local and foreign institutions MUST be recognised by the Accreditation Council of Trinidad and Tobago (ACTT)?

Contact ACTT at:
623-2500 (Port of Spain)
652-0729 (San Fernando)
639-1333 (Tobago)

E-mail: info@actt.org.tt
Website: www.actt.org.tt

All applications for scholarships and financial assistance from the Government of the Republic of Trinidad and Tobago must be accompanied by a statement from ACTT on the status of the institution and programme of choice.

Make an informed decision; contact the Accreditation Council of Trinidad and Tobago to learn about the accreditation and recognition status of local, regional and international higher education institutions and programmes.



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Committed to a Vision of Sophisticated Healthcare

The Institute of Medical Education, [IME], is a post-secondary/tertiary institution, which caters mainly to the greater expectancies and demands for professional allied health care practitioners within the health and medical sectors.

The IME research and development exercises revealed the potential of the opportunities being created by government and private enterprise projects, with respect to the upgrade and enhancement of the local healthcare systems. To assist in these undertakings, the IME major objective and core services include the tuition, training and certification of existing and aspiring allied health personnel.

In order to achieve this challenging goal, our programme committee has designed courses of study covering several areas of health/medical expertise, such as, administration, renal failure, cardiac problems, surgery, blood work, pharmaceutical, massage and basic nursing.

Presently, the IME is offering the following ACTT and GATE approved diploma programmes: Massage Therapy and Dialysis Technician.

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ACTT's Services

Conferment of Institutional Title

Protected titles such as 'university' or 'college' are granted to institutions by ACTT when the institution has met the requirements to offer the programmes typically offered by institutions bearing these titles.

Specialised Programme Accreditation

Specialised programme accreditation typically applies to programmes where graduates require a license to practice e.g. medicine, engineering, law, teaching and nursing. The programme is evaluated against the standards set by professional bodies in the particular field, as well as ACTT. Specialised programme accreditation is usually a joint activity with registration or institutional accreditation.

Community Outreach

ACTT's Community Outreach programme is an initiative which targets secondary school students and the public to provide information about the quality and recognition of higher education programmes and institutions. Schools or community groups can contact ACTT to schedule a visit by the Student Caravan.

Registration

Registration with ACTT means that an institution has been quality assured and it has met the requirements as set out by ACTT for the delivery of higher education programmes locally. Registration is mandatory for all post secondary and tertiary level institutions operating in Trinidad and Tobago.

Programme Approval

Programme approval is a service provided to post secondary and tertiary level institutions to quality assure locally developed programmes. Programme approval ensures that indigenous programmes are evaluated by experts in the programme disciplines to ensure that these programmes meet set internationally benchmarked standards.

Statement on Recognition

A Statement on Recognition from ACTT provides information on the quality assured status of higher education institutions and programmes. It is a requirement for completing applications for scholarships and financial aid applications from the Government of Trinidad and Tobago as well as articulation from one programme to another between post secondary and tertiary level institutions.

Institutional Accreditation

Whilst it is mandatory for all post secondary and tertiary institutions to be registered, institutional accreditation is a voluntary quality assurance process. Institutions which choose to apply for institutional accreditation are evaluated against criteria set by ACTT. These evaluations are comparable to international standards in higher education.

Equivalence Assessment

An Equivalence Assessment is an evaluation of a foreign qualification to determine its comparative level and value relative to a similar qualification awarded by an institution in Trinidad and Tobago.

Recognition of Transnational Programmes and Foreign Awarding Bodies/Institutions

Transnational programmes are those that originate in one country and are delivered in another. In Trinidad and Tobago, transnational programmes must either be individually quality assured or recognised through a quality assurance process applied to the operations of the foreign awarding body/institution.



For more information
visit www.actt.org.tt

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