



**The Accreditation Council
of Trinidad and Tobago**

Established by Chapter 39:06

Quality is the Key

THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

Quality Assurance Month

The Role of Higher Education and Training
in a Changing Socio-Economic Environment

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Event Calendar

October 13 - November 11, 2016

4th National Quiz

October 17-19, 2016

External Evaluator Training

October 25-26, 2016

Report Writing for Team Chairs

November 2, 2016

*Excellence in Higher Education
Awards Ceremony*

2016





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Open to Forms 5, 6 and undergraduate students

The Accreditation Council of Trinidad and Tobago's National Essay Competition intends to foster an appreciation for issues related to quality assurance in higher education and its impact on and benefit to students, institutions, society and the economy.

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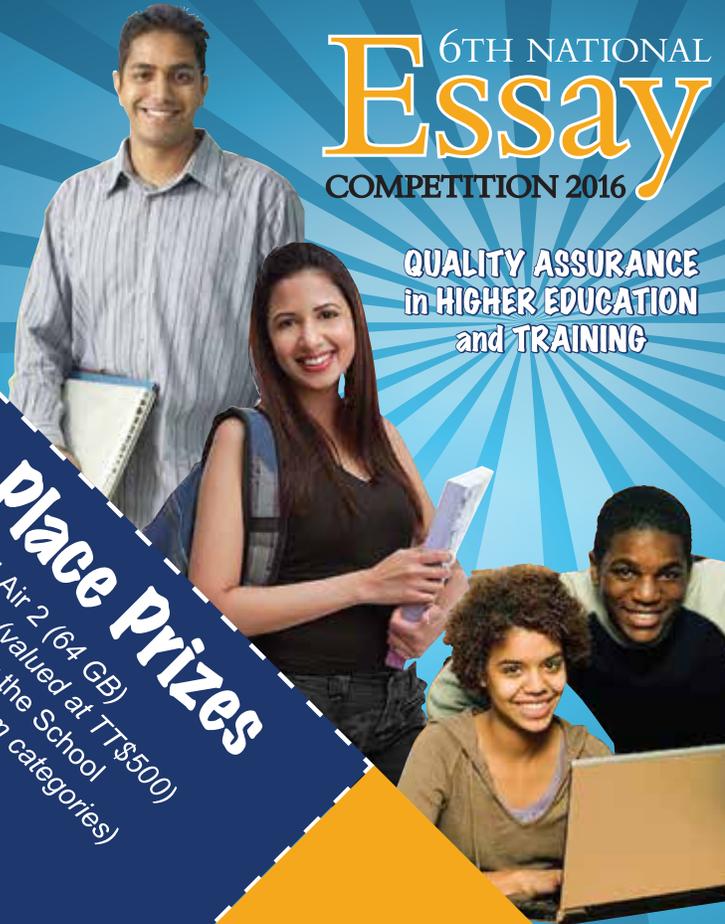
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THIS COMPETITION HAS BEEN APPROVED BY THE NLCB.

Start date: Monday, July 25, 2016
Submission Deadline: Friday, October 07, 2016
Judges' Decision: Wednesday, November 09, 2016

ACTT thanks Atlantic for their contribution.



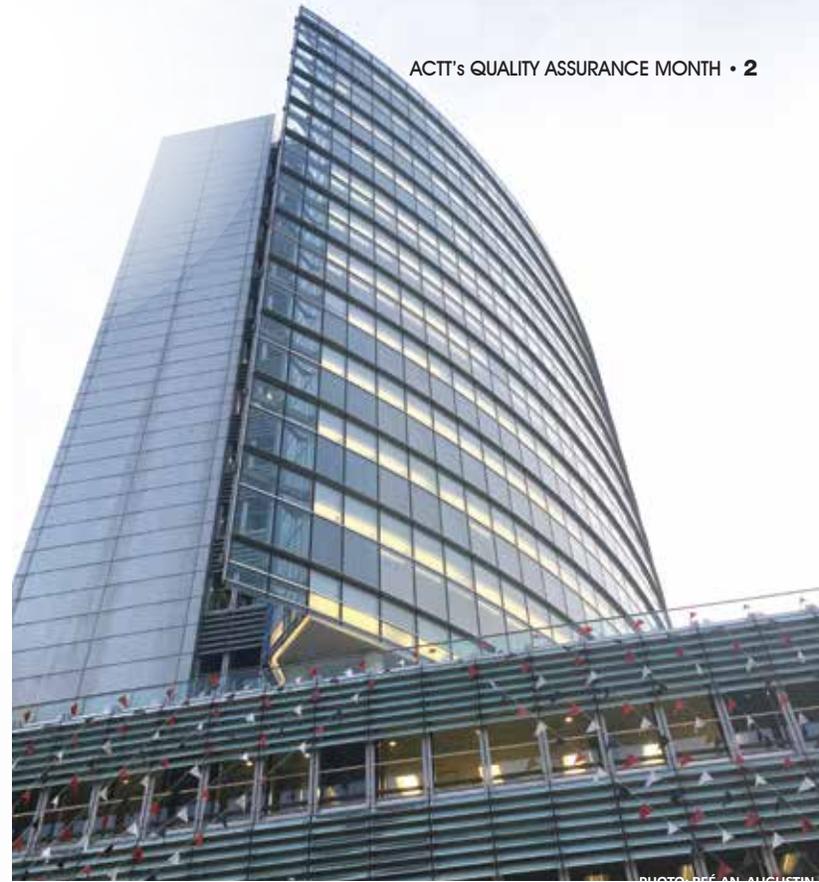
Message from the Honourable Anthony Garcia, Minister of Education

The Ministry of Education joins The Accreditation Council of Trinidad and Tobago (ACTT) in observing its 9th Annual Quality Assurance Month in October. As the Ministry continues on its mandate to deliver quality education for all, it recognises the pivotal role that education plays in the transformation of the current socio-economic climate in Trinidad and Tobago from negative to positive. Trinidad and Tobago faces daunting economic challenges and the Ministry understands that there needs to be a paradigm shift in the delivery of tertiary education.

Education plays a prominent role in the development of any society and the theme for this publication, *The Role of Higher Education and Training in a Changing Socio-Economic Environment*, is only fitting as it is in keeping with the Ministry's mission in ensuring that higher education remains relevant and accessible to all, despite the present economic situation.

Education is a powerful tool needed to elevate economic growth. It contributes significantly to the infrastructural growth and social progress of a society. The Ministry continues to invest into this valuable sector and our commitment is demonstrated by our recent move into the Education Towers, which is located at No. 5 St Vincent Street, Port of Spain. The relocation of the Ministry of Education enables us to better serve our stakeholders, in an environment that is representative of the revolutionary education goals set by the Ministry of Education.

The current socio-economic climate in Trinidad and Tobago has directed the Ministry of Education to realign the Government Assistance for Tuition Expenses (GATE) programme, in an effort to ensure that wastage is mini-



mismed and quality tertiary education and training remain a high priority and accessible to all. On the road to providing quality education for all, steps are also being made to access increased funding for the Scholarship Programme. This would seek to address issues of late payments of scholarship grants, inadequate funding and insufficient employment opportunities when students return home.

Ancient Greek philosopher Aristotle once said, "The fate of empires depends on the education of the youth," and we at the Ministry of Education continue to implement steps from the foundation level all the way to the tertiary level. It is understood that to provide high quality tertiary level education and training, we must ensure that our tertiary level institutions are on par with the Ministry's vision. The Ministry of Education recognises that The Accreditation Council of Trinidad and Tobago plays a significant role in the quality assurance of the tertiary level institutions in Trinidad and Tobago. The ACTT ensures that the various programmes being offered at tertiary level institutions are of high quality and also monitors the environment in which these institutions offer these courses.

As the Ministry of Education continues to place emphasis on tertiary education, we look forward to continued support from our major stakeholders like The Accreditation Council of Trinidad and Tobago, as we continue on our journey to provide quality education for all.





Message from the Minister of State in the Ministry of Education

Dr. the Honourable Lovell Francis



ease its financial costs – is paradigmatic and misunderstood. The main focus of the public discourse in its wake has been the nuts and bolts of the changes made and this has helped to obscure the larger symbolism of the intervention. Notably, the Government has upheld the egalitarian ethos envisioned by the original crafters of GATE, while conversely seeking to implement the checks and balances needed to guide the use of scarce public funding by institutions and students that have, arguably, long been lacking in this scheme.

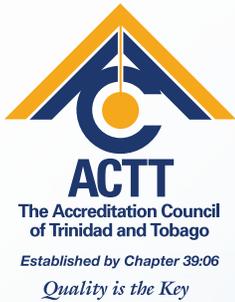
Already rendered significant by its purposes and mandate, centred on an assurance of quality in the tertiary education sector in areas that run the gamut from programme and course offerings to the aesthetics of educational facilities, ACTT is poised to play an even more critical role in the continued development of the nation's tertiary education sector. Its legal status as the guarantor of quality tertiary schooling has heightened significance in the prevailing socio-economic climate. In fact, ACTT will be called upon more fervently to increase its regulation and direction of the framework for the provision of what we call the "quality student" required to chart a way forward for our young nation. In stressing quality over quantity, we would ensure that the valuable state resources spent on tertiary education at our public and private institutions redound to the nation's benefit.

Times are tough, but the nation that fails to educate its citizens ceases to progress. This is not an option for Trinidad and Tobago. Both the Government and the Ministry of Education understand the critical part played by tertiary education in our growth and development and both also look to ACTT to be that bastion of quality that ensures that this sector and its ethos and ideals are aligned with the overarching needs of the nation.

Trinidad and Tobago is at an important and interesting crossroad: its post-Independence development, with clear and significant implications for the continued development of its burgeoning tertiary education sector. More than anything else, the last twelve months have established that this extant period, which some still euphemistically label a recession, is more accurately a period of structural adjustment, with all of the attendant economic and other complexities. Plunging international oil and natural gas prices have left the nation bereft of sources of largesse, forcing the government and the local private sector into cost-cutting and money-saving modus operandi that has inevitably affected the funding, development and growth of the local tertiary education sector.

Interestingly, however, the sky has not fallen; it is no mere salve to the fears of the stakeholders of this sector to suggest that, in the midst of difficult periods, there are often golden opportunities for new pathways to be examined and new and innovative structures to be accessed and strengthened. A clear signal has already been relayed to both our tertiary education stakeholders and the wider public. The government's opening directive in relation to the restructuring of the Government Assistance for Tuition Expenses (GATE) Programme – though primarily centred on the need to





Message from the Executive Director, ACTT

Michael Bradshaw



The Accreditation Council of Trinidad and Tobago (ACTT) has hosted a month of quality assurance-related activities annually since 2008, in an attempt to build a culture of quality within the sector. ACTT's relevance within the higher education and training sector is clear and unquestionable. Indeed, ACTT has proven itself to be an important stakeholder within the higher education and training sector and quality assurance in the region. The Council continues to offer advice, technical assistance, training and support in quality assurance, to stakeholders nationally, regionally and internationally, as well as to provide a forum for 'conversations' to take place. It also continues to challenge itself and the status quo through its various endeavours. Using thematic focal points related to quality assurance each year, ACTT ensures that various areas of concern could be addressed and opportunities to share best practice or to "develop next practices" are created. This year's theme, 'The Role of Higher Education and Training in Changing Socio-Economic Environment', is indeed a very topical if not controversial one, given the country's economic situation.

As Greek philosopher Heraclitus stated, "change is the only constant in life." Currently, within a national context, the adage is applicable. The higher education and training sector is yet again facing challenges as a result of external stimuli. These changes not only highlight the role that higher education institutions have previously played, but also creates a starting point for a "conversation" on what actions could be taken to develop strategies to impact the environment in a global context.

Historically, higher education institutions were the centres of learning and the main proponents for many of the sociological, economic and political changes experienced in society. According to Allan Cochrane and Ruth Williams (2010), "many universities have their foundations grounded in a wider civic and social role. For example, the [UK] universities founded in the nineteenth century emerged from the demands of a rapidly industrialising society and the new social relations associated with it." This is, in itself, evidence of the roles higher education played in those changing socio-economic times.

The role of universities and, by extension, higher education has recently been the subject of national debate. Academics and university administrators have been criticised for making self-satisfied assumptions about their role as carriers of liberal values and generators of human well-being, according to Cochrane and Williams (2010). In his discussion on the university and the public good, Calhoun (2006) powerfully questions the way in which the

private role of universities (that is, their role in benefiting their staff, students, alumni, or even business) has too often been reframed as a public good. Calhoun argues that the contribution universities may make to the public good is rooted in their ability to develop spaces of communication, spaces in which individuals and groups may interact to generate political progress.

Increasingly, however, universities have been called upon to play a more active and interventionist role, related to the delivery of wider social goals and even to the transformation of society. Their contribution to the development of transitional societies has been explored in work by Brennan et al. (2004). Here, the expansion of higher education has been fostered, not "because of a belief in the intrinsic good of education [but for] more instrumental purposes to do with economic development, social cohesion, national identity and so on" (Brennan et al., 2004).

There is an expectation (from Government, especially) that higher education should fulfil a number of purposes:

- *be a major contributor to economic success;*
- *produce, exchange and transfer cutting edge knowledge from research;*
- *produce graduates with appropriate skills and knowledge to develop society; and*
- *contribute to the creation of a more socially inclusive society.*

Debate in Trinidad and Tobago wages on, as regards the higher education sector achieving these goals. While the nation has surpassed its goal for participation in higher education, it is argued that there is still not the expected return on investment in achieving that goal and this has become cause for concern. Especially when taken in the context of whether higher education and training institutions are producing graduates capable of meeting the changing needs of society, that is to say, 'fitness for purpose.'

The Role of The Accreditation Council of Trinidad and Tobago

The Accreditation Council of Trinidad and Tobago (ACTT) was established in 2004 by an Act of Parliament, Chapter 39:06 (the Act). The Act states, "...the Council shall be the principal body in Trinidad and Tobago for conducting and advising on the accreditation and recognition of post secondary and tertiary educational and training institutions, programmes and awards, whether local or foreign..." ACTT is governed by a Board of Directors appointed by the President of the Republic of Trinidad and Tobago. Members of the Board include representatives from tertiary and vocational education and training institutions, professional associations involved in education accreditation, the Ministry of Education, organisations that represent employers and trade unions and the general public, as well as quality assurance experts.

There are several mechanisms through which ACTT evaluates and monitors the quality of institutions and educational programmes including:

1. Conferment of Institutional Title is an evaluation of an institution's systems and capacity to deliver educational programmes that are consistent with its title. An institution that wishes to use any of the titles protected by law must seek approval from ACTT. These titles are: University, College, Tertiary College, Polytechnic, Community College and Technical Institute, Technical College, Technical University.

2. Registration is a process mandated by law to determine whether an institution has met

the standards for delivery of post secondary or tertiary education in Trinidad and Tobago. The evaluation focuses on an institution's structures for governance and administration, quality management system, resource management, teaching and learning processes and student support. Before an institution can begin its operations it must be registered by ACTT.

3. Institutional Accreditation is a comprehensive evaluation of an institution's capacity to develop and deliver quality programmes that meet the needs of students and society. Accreditation focuses on an institution's governance structure, academic policies and procedures, quality of faculty, physical facilities, financial stability and graduate performance. Accreditation is only available to registered institutions that offer programmes developed in-house. Unlike Registration, Accreditation is voluntary.

4. Programme Approval is the process whereby the quality of a locally-developed programme is evaluated to ensure that the content is relevant, consistent with the institution's mission and has stated learning outcomes that are at an appropriate level.

5. Recognition of Foreign Programmes offered in Trinidad and Tobago is the process through which foreign programmes offered by local tertiary institutions in collaboration with overseas universities or awarding bodies are evaluated by ACTT. This service ensures that foreign programmes delivered in Trinidad and Tobago meet the highest standards and is

comparable in quality to the delivery in the country of origin.

Through these five (5) core services, ACTT evaluates post secondary and tertiary institutions and programmes against international educational standards that have been adapted to the local context. Similarly, the processes adopted by ACTT are informed by best practice and continually revised following consultation with local institutions, as well as regional and international agencies. ACTT has therefore established partnerships with quality assurance bodies throughout the region, such as the Barbados Accreditation Council, the University Council of Jamaica and the National Accreditation Council of Guyana, and with extra-regional bodies such as the Higher Learning Commission (HLC) and Council of Higher Education Accreditation (CHEA), USA, the Quality Assurance Agency for Higher Education (QAA), United Kingdom, and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Closer to home, ACTT has signed a Memorandum of Agreement with the National Training Agency (NTA) to assure the quality of technical and vocational education in Trinidad and Tobago. ACTT has also established partnerships with Professional, Statutory and Regulatory Bodies in various specialist professions ranging from medicine and engineering, to surveying and accounting.

The National Energy Skills Center (NESCC) was established in 1997 out of a Trust Deed between the Government of Trinidad and Tobago and Atlantic (formerly known as Atlantic LNG). The objective was to create a skills-development centre which would produce skilled labour consistent with the industrial needs of the country. The NESCC has 11 Campuses across Trinidad and Tobago, providing training to over 1700 students annually in various occupational areas.

In developing our course offerings we continue to be responsive to the needs of Industry and have significant assistance from industry experts. Apart from training for the general public, the NESCC also provides customised corporate training solutions through its Business Development Department. The NESCC has within recent years developed a reputation at the international level with ongoing training for Nigerian Nationals and Training Agreements signed with Public and Private Sector Companies in other parts of the world.



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- Diploma Refrigeration and Air Condition
- Diploma Fabricator- Boilermaker
- Diploma Information Technology Network Specialist

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Holistic Development: an integral part of higher education in a changing socio-economic environment

Wendy A. Ali, Principal/Director of Academic Studies
Academy of Tertiary Studies

The successful completion of a tertiary level programme without the attendant holistic development of the individual is analogous to giving a person a tool without the full appreciation of its use and importance. The availability of tertiary programmes that are offered off site in a non-traditional campus environment has inevitably led to less interaction among students in a wider and more diverse setting. The challenge therefore is for Institutions who offer these programmes and universities that no longer enroll a wider cross-section of the region, to entrench in the mind of the student the relevance of the course of study in advancing the socio-economic objectives of the country.

It makes little sense having a highly educated population if they are unaware of

the role they must play in the use of their knowledge and training for the advancement of the country. Thus in addition to educating students in their specific areas of academia, those who are administering the programmes must ensure that there is a social component that is part of the foundation of the programme. Tertiary level students must leave our institutions with an appreciation that education is a tool being given to them for the specific purpose of addressing the needs of our country and that they must ensure that wherever there are areas of deficiency they will use their respective tools to restore our competitive advantage on the global market.

In a changing socio-economic environment, productivity is the litmus test to determine the viability of a country's ability to compete in the global market. The state

having invested a large amount of the public purse in tertiary level education has to be assured that there has been a positive impact on the quality of the workforce being produced and on the economy. As such a law student who enrolls in a law programme must be made to understand from inception that he can no longer think in generic terms that his goal is to simply be an attorney-at-law but that his role extends to the development of the legal systems and jurisprudence of the Caribbean.

In a much more competitive environment and an ever changing global market, where tertiary education has become more accessible, students have to be more relevant in terms of their ability to make a contribution to our society and move our country forward.



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THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO
**Recognised Awarding Bodies and
 Institutions in Trinidad and Tobago**

The Accreditation Council of Trinidad and Tobago (ACTT) is the principal body in law to recognise accredited programmes and awards of foreign institutions operating in Trinidad and Tobago. The following is a list of recognised awarding bodies and institutions that have been quality assured by ACTT as at October 7, 2016:

Local Awarding Bodies

Institute of Banking and Finance of Trinidad and Tobago

Foreign Awarding Bodies and Institutions

Anglia Ruskin University
 Association of Business Executives (ABE)
 ABMA Education Limited
 Association of Chartered Certified Accountants (ACCA)
 Australian Institute of Business (AIB)
 BPP University
 Chartered Institute for Securities and Investment (CISI)
 Chartered Institute of Procurement and Supply (CIPS)
 City and Guilds of London Institute
 Heriot-Watt University
 Pearson Education Limited
 University of Greenwich
 University of London International Programmes
 University of New Brunswick
 University of Reading – Henley Business School
 University of Sunderland

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Rethinking Learning Challenges for Higher Education and Training in a Changing Socio Economic Environment

Robin Maraj, Executive Director, SBCS



"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." - Alvin Toffler. According to the World Bank, the knowledge economy relies primarily on the use of ideas rather than physical abilities and on the application of technology rather than the transformation of raw materials or the exploitation of cheap labour. This economy demands 21st century skills, including broader literacies, life and career skills, technology, and learning and innovation.

We believe learning and innovation provide the core challenge. 21st century education is dynamic, pervasive and continuous. *How* we learn is as essential as *what*. Only a society that can learn, unlearn and relearn can function in this economy. SBCS now includes a postgraduate certificate in higher education for faculty, employability and life skills for undergraduates, and deeper engagement with alumni and the community.

Collectively, the sector must do more. We need to learn from local data so we can sustainably broaden access without being insular and closed to external innovation. Providers must accept that collaboration and competition are both essential for innovation. By rethinking how we learn, society can thrive and compete globally.



GLOBAL LEARNING INSTITUTE

Rethinking LEARNING

At SBCS, we recognise that adding real value in Higher Education and Training requires consistent focus on collaboration; employability; and alumni and industry engagement. We are pleased to continue our association with the Accreditation Council of Trinidad and Tobago especially during this **Quality Assurance Month 2016**.

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- ALL UTT PROGRAMMES

Energy Institute (EI), United Kingdom

(UTT Petroleum Engineering programmes):

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- Master of Science in Petroleum Engineering
- Bachelor of Applied Science in Petroleum Engineering
- Master of Engineering in Petroleum Engineering (accredited for Chartered Engineer status)

Institute of Marine Engineering, Science and Technology (IMarEST), United Kingdom

(UTT Maritime Studies programmes):

- Master of Science in Operational Maritime Management
- Bachelor of Science in Nautical Science
- Diploma in Maritime Operations – Engineering Option
- Diploma in Maritime Operations – Navigation Option

The Institution of Engineering and Technology (IET), United Kingdom

(UTT ICT programmes):

- Diploma in Software Engineering
- Diploma in Computer, Networking and Telecommunication Engineering
- Bachelor of Applied Science in Computer Engineering – General
- Bachelor of Applied Science in Computer Engineering – Software Engineering
- Bachelor of Applied Science in Computer Engineering – Network and Telecommunication Engineering
- Master of Science in Information and Communication Technology

The Institution of Chemical Engineers (IChemE), United Kingdom

(UTT Process Engineering programmes):

- National Engineering Technician Diploma in Chemical Engineering
- Bachelor of Applied Science in Process Engineering
- Master of Engineering in Process Engineering





Accreditation of Engineering Programmes

Dr. Marian Watson, Associate Professor, Process Engineering
The University of Trinidad and Tobago (UTT)



International Accreditation

External accreditation of locally taught engineering programmes provides Trinidad and Tobago's students with confirmation that local engineering education standards match international benchmarks for quality education. The process of accreditation looks not only at content and learning outcomes but also reviews the entry requirements for the programme, the competencies of the academic staff that deliver the programme, the resources allocated to the programme, and the quality of the graduates it produces.

In the current local climate of financial stringency, the need for optimised spending is heightened. As such, the increasing number of internationally accredited engineering programmes offered at The University of Trinidad and Tobago (UTT), augurs well for anyone considering engineering certification. Persons interested in technical education whether at the operator, technician, or engineer level have the added bonus of a

choice of accredited programmes. An accredited programme assures students that the university is committed to delivering the best quality education, that the teaching will be of a high standard and that, upon graduation, students are more likely to meet the needs of industry; both locally and internationally. All of these attributes translate to enhanced employment opportunities. For industry, an accredited programme ensures that graduates have experience in design, work-safety, ethics, teamwork and effective communication.

Accredited status also certifies that engineering programmes are continually evolving to match developments in industry and assures the longevity and sustainability of the programme. For the wider society, the declaration of accredited programmes by any university demonstrates its commitment to continuous improvement and guarantees optimal use of its precious financial resources.

Master of Engineering

In terms of continuously evolving curricula and maintaining international standards, UTT's Bachelor of Applied Science (BAsc.)/-Master of Engineering (MEng.) is the most progressive engineering qualification available locally. CAPE or Advanced Diploma graduates can choose to exit after three (3) years of full-time study with a BAsc. qualification and seek employment as an engineer. Alternately, students can choose to stay on and complete a fourth (4th) year of Master's-level learning and graduate with an MEng. qualification. The MEng. is the preferred educational base qualification by which to acquire Chartered Engineer (C.Eng.) status with the Engineering Council in the United Kingdom. C.Eng., which is an internationally recognised professional engineering qualification, facilitates the mobility of professionals, including those who are considering international careers.





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- Jean Luke Atwell
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Tertiary Education as the Fundamental Enabler of Sustainable Development

The Board of Management, INQAAHE

The debate over the role of tertiary education in a changing socio-economic environment has moved to a new level with trends of increased globalisation. With the 17 Sustainable Development Goals and 169 targets in the United Nations 2030 Agenda for Sustainable Development (2015), tertiary education and training providers, amongst others, are now called upon to share the vision of the United Nations (UN); in particular, its agenda related to education and employment- to contribute towards shaping 'a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all'.

In line with Goal 4 of the new UN Agenda, which is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', higher education and training providers have the responsibility to nurture a generation of ethical, environmentally-conscious, culturally-sensitive graduates, equipped with the necessary core and soft skills to seek and secure employment in the competitive labour market, nationally or internationally.

To facilitate the successful implementation of the UN's noble vision, it is of utmost importance for tertiary education and training providers to join their efforts in establishing a Global Partnership to embrace the following:

- **To value** the constructive input from the community and the industry, to be au fait with the current global education and training trends and to have the foresight to anticipate future labour market demands to design, develop and deliver programmes that would enhance graduate employability in the competitive labour market.

- **To focus**, not only on the development of the students' academic prowess, but also on life-skills that are necessary for them to function as creative, innovative and productive contributors to the industry and society at large (the all-rounder principle).



INQAAHE Board of Directors

Front row (L-R): Anthony McClaran, Jawaher Al-Mudhahki, Susanna Karakhanyan, Jagannath Patil, Yvonne Marshall, Carol Bobby, Marti Cassdesús, Erika Soboleva. Back row: Eddy Chong, Martin Strah, Maike Udarm, Pauline Tang and Tashmin Khamis (not in photo)

- **To ensure** that students will learn not just the theories and principles in their specified fields, but also their practical application. Employability of graduates would depend on how well graduates perform in the 'real world' and how competent they are in resolving day-to-day workplace challenges with analytical and critical thinking.

- **To appreciate** the importance of 'mobility of employment' by designing and developing curricula that meet international Quality Assurance (QA) standards/ benchmarks, offering graduates the potential to have a passport to global employment'. This can be achieved either through student/staff exchange programmes or actively pursuing strategic partnerships with global peer institutions for recognition of qualifications beyond the regional confine.

- **To support** the life-long learning

requirement of individuals from the workforce by offering sector-specific upskilling/professional development programmes, and/or re-training of the unemployed and/or the returning 'aging workforce'.

Developing policies and procedures for the above is not for the faint of heart. The tertiary education and training providers, however, are not alone in the process. INQAAHE, as an international umbrella network for QA in higher education, works in close collaboration with other leading QA networks to offer solutions and address the challenges of the educational and social structures in a diversity of contexts. Together with its peers, INQAAHE would welcome the opportunity to cooperate and collaborate as trusted global partners with tertiary education and training providers to achieve the UN's noble vision.

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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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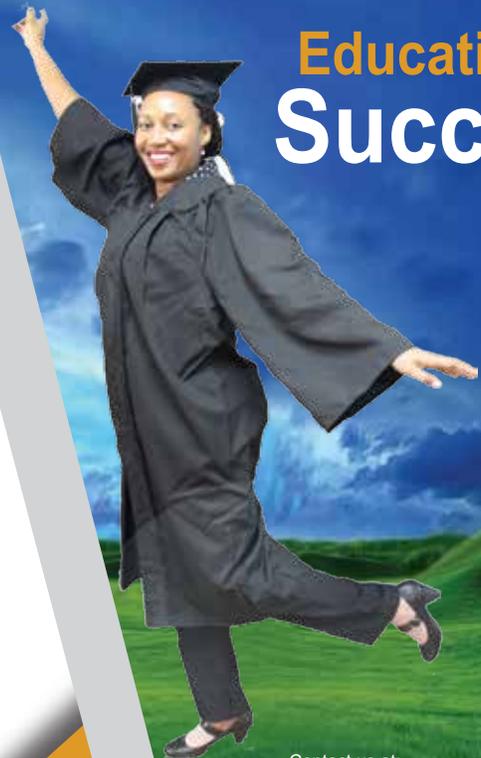
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Professional Accountants: The Future

Haimchan Ramdeo, ACCA Education Manager

Think Ahead **ACCA**

Introduction

An understanding of the ever changing global business environment is essential in terms of developing the skills required to improve your chances of success. Employers need skills that add value to their organisations, students need careers that improve their socioeconomic status and there is widespread opinion that an individual's socioeconomic status generally shapes their beliefs and attitudes, which in turn influence the overall socio-economic environment.

In the Caribbean, transnational programs have enabled students to have greater access to tertiary education despite the challenging market, as the region works towards steady economic growth. It is important that both Higher Education training institutions and current and prospective students alike are aware of the skills required for their future careers and how these may impact their employment opportunities.

What will be the key future skills?

During 2014 and 2015, ACCA surveyed over 2,000 professional accountants and

engaged with over 300 workshop participants to distil what the future could look like and how the profession will need to respond.

The ensuing report, Professional accountants – the future identifies the drivers for change that will have the greatest impact on the profession, plus the technical, ethical and interpersonal skills and competencies that will be essential for future success.

The study revealed that future accountants will need an optimum mix of technical skills, professional competencies and abilities, combined with interpersonal behaviours and qualities if they are to meet the fast pace of change in their industry and continue to add value to employers, clients and the wider society.

Intellect, creativity, emotional intelligence, vision, experience, mastery of the digital world and technical skills make up these 'magnificent seven' sought after skills and qualities. And perhaps most crucially, they must all be underpinned by a strong ethical compass.

Notably, these are the very same skills with which educators will need to prepare

their students for the future business world. Higher education institutions and awarding bodies alike must continuously evolve to meet the demands of the workplace.

We're doing our part to develop the forward-thinking, strategic, professional accountants the world needs. Businesses and economies across the globe are recognising the importance of accountants. Issues which accountants are supremely well-placed to tackle – whether it's accounting for carbon usage; the bottom line; or maximising business profitability – have risen to the top of the agenda.

Over the past two years, we've been evolving the ACCA Qualification by pushing the boundaries of digital exam technology and qualification design - so we maintain the most rigorous and high quality standards delivered through the best technology and real-world scenarios. Our members are already ahead of the curve, in touch with the emerging trends and continually evolving their skills to meet modern challenges and opportunities.



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On October 12, 1960, the foundation of the St. Augustine Campus of The University of the West Indies was created from an earlier institution - the Imperial College of Tropical Agriculture, a renowned teaching and research institution of the British Empire.

The Imperial College, which was primarily attended by British students, became the Faculty of Agriculture for the newly emerging University of the West Indies, established to meet the tertiary education needs of citizens of the Commonwealth Caribbean. Within a few short years, the St. Augustine Campus had expanded from its initial cohort of 67 students in agriculture to a multi-disciplinary campus serving more than 19,000 students.

Today, St. Augustine, the largest of The UWI's four campuses, serves the region's needs through teaching, research, consultancy, and policy development. Men and women of the Caribbean have gone on to become leaders of industry and government, helping to chart a path of regional identity.



www.sta.uwi.edu



UWI – A Future Rooted in Research

Reanti Singh

Head, Campus Office of Planning & Institutional Research

The University of the West Indies, St. Augustine

The St. Augustine Campus of The University of the West Indies has long been recognized for the quality of its academic research, but it is the quality of its institutional research that will guide its future development and determine the nature of its service to the community.

At the UWI St. Augustine Campus, the institutional research effort is led by the Campus Office of Planning and Institutional Research (COPIR). Information gathered over the years has helped identify trends and patterns in areas such as programme demand, enrolment, student progression and performance and graduate output. This provides a basis for assessing and benchmarking the Campus against industry

standards of performance and supports evidenced-based decision-making and policy formulation.

For example, feedback collected from the annual *Student Experience Survey* influenced changes in academic advising and the policies governing the exercise. Programmes have been restructured based on information collected in the annual Graduate Tracer Survey and the *Employer Survey* completed in 2009/10. Other studies helped identify the measures needed to improve the completion rate among graduate students, and the market demand for particular courses compared with the capacity of the institution to supply places.

The analysis of the data and information derived from and about our students and graduates is driving efforts to improve institutional effectiveness, performance and by extension, institutional quality. It guides governance, planning and policy making on the Campus, particularly on matters such as enrolment management, curriculum development, and efficiency led initiatives. This reflects the institution's commitment to continuous assessment and measurement of institutional quality within its core business of teaching, learning and research; and our commitment to keeping the needs of the community at the heart of what we do.

For more on the institutional research being undertaken by the UWI, St. Augustine, visit <http://sta.uwi.edu/copir/>



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Quality Management and Impact in Business Schools

Jaidath Maharaj, Manager, Quality Assurance, ALJGSB



Business schools are currently being encouraged to demonstrate their impact on local and global society. Traditional Quality Management Systems focus on compliance and enhancement which contribute to the efficient operations of the business school as an organisation but does not adequately address the matter of social impact.

The UWI-Arthur Lok Jack Graduate School of Business is currently extending its Quality Management System to include the definition of impact zones and the indicators of impact in each zone. The Impact-Based Quality Management System (IBQMS) proposed is built using a systems model and adopts an outside-in strategic approach which considers at the interface, the macro-level variables to be addressed and the indicators of success at this level. Impact indicators at this level then influence the school's activities and interac-

tions, including the configuration of the school's curriculum.

Through environmental scanning, the UWI-ALJGSB has identified the following variables within the macrosystem as zones of critical evidence of business school success:

1. Social Progress: Impact in this area is assessed by the extent to which the School contributes to meeting basic needs, providing opportunities for all and ensuring the well-being of the population.

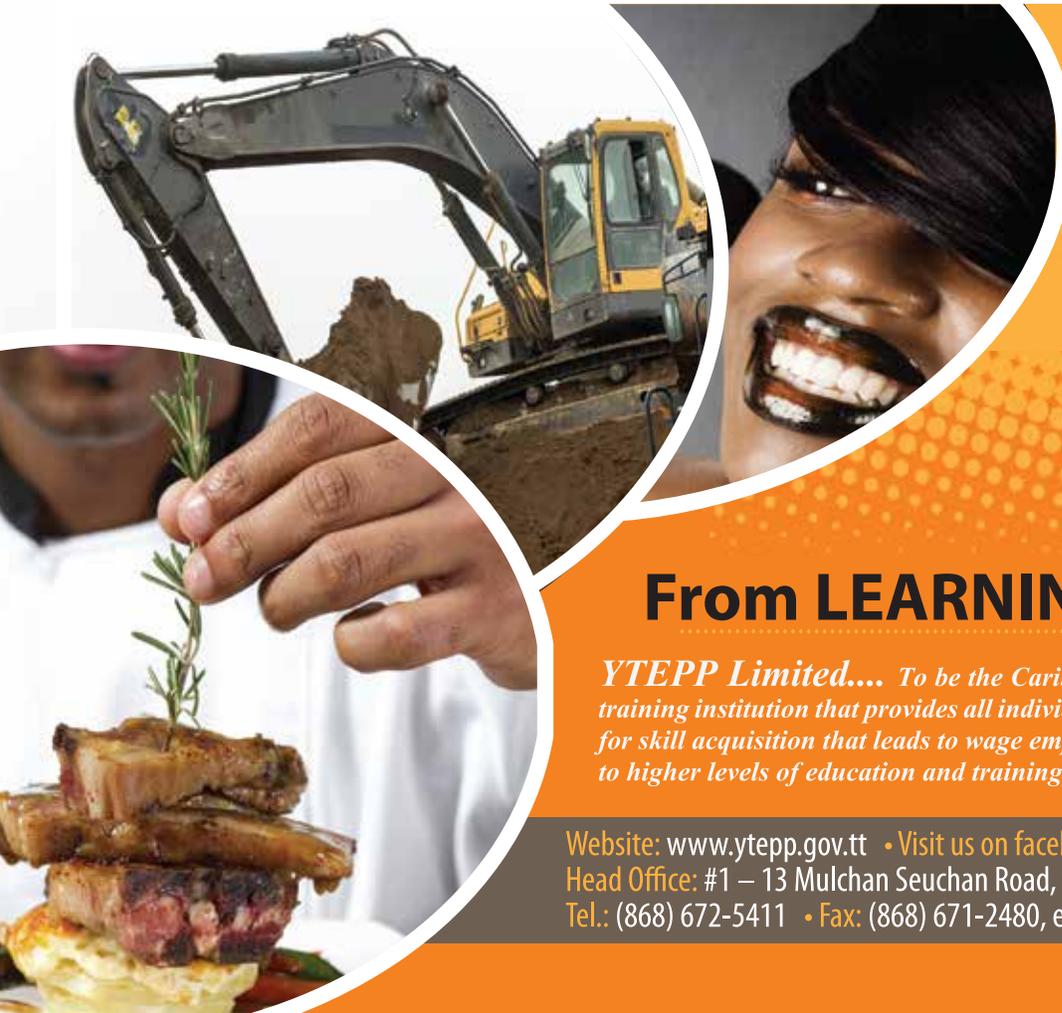
2. Economic Growth: The School must contribute to the diversification of the country's economic base and the promotion of a value-adding culture.

3. Environmental Sustainability: The elements of a cyclical economy and integrated planning must be present to achieve environmental sustainability in small countries.

4. Cultural Evolution: In order to move from a culture of dependence to one of innovation, the School must promote values of patriotism and personal responsibility as well as moral and ethical conduct.

5. Global Insertion: The population must move towards a global frame of reference and global standards of success.

The establishment of an IBQMS is a highly collaborative and consultative process involving all stakeholders at all levels of the system. Ultimately, buy-in must be achieved from the School's faculty and researchers who will enact the experiences that promote achievement of the macro level indicators. It is an exercise that would assure the relevance of the School to society and provide a framework for the contribution of multiple stakeholders.



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The Changing Economic Context and Accreditation of Institutions and Programmes

Curtis Floyd – Director, Accreditation and Quality Enhancement, ACTT
Sherma Joseph – Accreditation Officer, ACTT



In our context, post-secondary and tertiary education comprises programmes which lead to qualifications ranging from Certificates to Higher National Diplomas, foundation degrees to honours degrees and postgraduate programmes such as Master's Degrees and Doctorates. These qualifications represent expertise acquired as evidenced by a range of skills that employers and entrepreneurs find useful.

The global economic downturn was of concern as early as the late 1990s. Marco Antonio Rodrigues Dias, Director of the Division of Higher Education at the World Conference on Higher Education: Vision and Action in Paris posited on October 5, 1998:

"... the economic crisis. ...affects everybody and... the finance ministers of the world's richest countries are meeting to try to identify measures to curb the crisis, measures intended to prevent the "domino" effect spreading... the crises produce chain reactions that go beyond national borders."

During periods of economic downturn, there may be an upsurge in negative social impacts. One viable alternative is for individuals to retool and upgrade their knowledge and skills which would make them more marketable, and develop their entrepreneurial skills. According to Brown and Hoxby, 2015, when the employment sector is experiencing negative growth, the education sector conversely benefits from increased participation of individuals pursuing education and training programmes.

However, it begs the question, if funds are limited, what would instil confidence in someone to invest in his/her educational advancement? In such an instance, consumers need to be assured of 'value for money'. One of the buffers for this is confidence in the quality and comparability

of the education and training in which they are about to invest.

Quality assurance in higher education more specifically, the institutional accreditation process, can mitigate against some of the negative impacts of the socio-economic context and restore confidence among stakeholders.

To assure the validity of qualifications proffered by technical and professional officers, Trinidad and Tobago developed a system to recognise qualifications. Over time, this initiative evolved into quality assuring, not only programmes, but also the institutions that offer education and training. Charged with this responsibility as documented in Chapter 39:06, The Accreditation Council of Trinidad and Tobago offers five (5) core services, one being Institutional Accreditation.

While registration is mandatory, institutional accreditation is a voluntary activity in keeping with international best practices. Locally, as it obtains in most countries, government funding is being predicated on an institution's or its programme's accredited status. Accrediting an institution or its programmes involves determining whether it has effectively acquired, continually improved and allocated the optimal resources to ensure that all students equally receive quality education.

ACTT's Institutional Accreditation process assures the quality and comparability of the education and training provided at local institutions. The model adopted, closely mirrors that of the North Central Association-Higher Learning Commission in the United States of America (US), which is one of the oldest quality assurance bodies in existence in the US. ACTT's policies, procedures and practices thereby adhere to international best practice. As such, institutions engaging in ACTT's accreditation process are giving public testimony to the

quality of the institution and its graduates. Institutions provide education and training that bolster the human resource capital and socioeconomic status. As such, they are obligated to assure the quality of their product and live up to the expectations of their customers.

Given the evolving dynamics of the economy and the education system, investment in the higher education and training sector is necessary as this will continue to serve as a buffer for the negative socioeconomic effects on the country. The resulting impact is that students will be equipped with knowledge that is current and relevant to the needs of the labour market locally and internationally.

It is imperative that local higher education providers engage in stakeholder sensitisation which inform them of education and training opportunities available that are relevant to their needs and the developmental needs of society. There are direct financial benefits to be derived by these institutions in the short term, but, equally important, the country will benefit from individuals who are well-rounded, fully-functional, contributing members of the local, regional and global community.

This is articulated by Andrés Fortino in his 2012 article The Purpose of Higher Education: To Create Prepared Minds,

"... the primary mission of higher education is to create prepared minds. ... After graduation those prepared individuals will create and capitalise on innovations and go on to create new businesses and more jobs. ... It is prepared entrepreneurial minds that will convert the innovations ... into economic prosperity."

Source: Brown, J. R. & Hoxby, C. M. (eds). (2015). *How the Financial Crisis and Great Recession Affected Higher Education*. National Bureau of Economic Research Conference Report.

Quality Assuring Technical and Vocational Education and Training in Trinidad and Tobago



A knowledgeable and skilled workforce is one of the driving factors towards ensuring a country's competitive advantage. Given the dynamics of the global environment and the need for competitiveness, it became imperative to establish an institution to oversee the development of the labour force in order to meet the demands of the job market. Of even greater importance was the need to develop mechanisms to ensure that industries do not suffer from a shortage of adequate skilled labour.



With this in mind the government established the National Training Agency (NTA), entrusted with the responsibility and legal authority for planning, coordinating and administering the National Training System, as well as the promotion and facilitation of a comprehensive system of quality Technical and Vocational Education and Training (TVET).



The NTA therefore, is the central coordinating agency for all TVET in Trinidad and Tobago, and the authorized awarding body for the Trinidad and Tobago National Vocational Qualification (TTNVQ) and the Caribbean Vocational Qualification (CVQ), with units or full certificates to competent citizens. The work of our Agency extends nationally, regionally and internationally and is people-centered, recognizing the significance of TVET in workforce development, competitiveness and sustainability in a developing country.



Quality Assurance (QA) is at the core of our operations, through which the TVET certification system was developed. Sustaining an effective quality assurance process in TVET is a challenging and considerable task, but it is vital for productivity, efficiency and effectiveness in the manufacturing and service industries. Therefore, our aim is to develop a customized quality assurance process that is relevant, feasible and suitable to the needs of each organization, with clear standards for high quality achievement in Technical and Vocational Education and Training. Moreover, we endeavour to assist the labour market, by facilitating an industry-led skills development system to build a strong and sustainable workforce. In this way, Trinidad and Tobago can achieve increased productivity and success, with fairness and gratification of stakeholders in TVET, now and in the future.





Higher Education: Leading the Revolution

Natasha Subero, Chairperson of the Employment and Labour Relations Committee, Trinidad and Chamber of Industry & Commerce



Not so long ago education was almost exclusively viewed as a privilege of the aristocratic class. Higher university education especially was only for the crème de la crème of society. Perhaps there has always been an understanding of the power of education to drive change and this understanding may have been a part of the reason for keeping higher education exclusive in many societies.

With Industrialisation, technology and political revolutions, times have changed and higher education is now accessible to everyone in most parts of the world, including Trinidad and Tobago. This accessibility to education is a cornerstone of modern democracy and capitalism.

Unfortunately, we have a society today where, although higher education is accessible, our socio-economic environment is characterised by lower national income, stagnant economic growth, global recessions, growing income inequality, migration, nationalism and global unrest. So how did we get here? The old and wise say that the more things change, the more they remain the same. The big difference today is the pace of change. Individuals, businesses and nations

can barely keep up with changing technology, tastes, climate and competition. There are places however where change is welcome and celebrated – at institutions of higher learning where the operating ethos was productive disruption before disruption became a popular catch phrase. At esteemed colleges and universities, designing new models, developing new theories and breakthrough discoveries are the *raison d'être*.

How does this learning philosophy translate into practical reality of work and life? Higher education is education beyond that basic level needed for functional participation in the workforce, where the current minimum entry requirements for an average job are at the secondary level. Prior to becoming a requirement for a good job, higher education was more often undertaken for the love of knowledge. In the pursuit of higher education, universities become the source of knowledge creation and innovation. In fact, many of the most successful and innovative companies have built major new product roll-outs based upon the discoveries of researchers at universities.

The innovation platform is one of two perspectives of the impact and role of higher learning.

On the one hand, education is a great equaliser in terms of opportunities for advancement for individuals with the capacity, desire and discipline. Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world." For this reason, higher education is often seen as a public good and a sound government investment to facilitate the optimisation of a nation's human resource potential. There is an added benefit of higher education having the effect of moderating the widening income inequality gap. Research has shown that widening income inequality is linked to higher levels of crime and unrest in societies. On the other hand, networking and research and development at universities have often led to revolutionary technological change.

In this time of low energy prices, attention returns to diversification and innovation. Our nation's commitment to increasing human resource productivity and reducing crime re-emphasises the importance of leveraging relevant and quality higher education which continues to be an effective tool for national development, especially within a rapidly changing environment.



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Student Data Transfer in the 21st Century

Margaret Wenger, Senior Director of Evaluation
Educational Credential Evaluators, Inc.



The field of international credential evaluation has been guided by the same basic principles since people with academic credentials have gone from one country to another for further education, employment, and other goals for which academic preparation has been a requirement or an asset. While the basic principles have not changed, the documentation and tools used to evaluate that documentation would be unrecognisable to the early practitioners of the profession.

Traditionally, original documents from the issuing institution, in an envelope sealed by the institution, were the standard for documentation. The verification process often included sending, first via mail, then via fax or email, copies of the documents to the institution that supposedly issued them, asking that college, university, ministry, or examination board, to verify the authenticity of the documents. This can be a time-consuming and unreliable process.

In addition to the need for convenience, accuracy and authenticity, recent events have brought urgency to this issue. The

migration of people who have earned academic credentials is at a high point, and many of these migrants and refugees have relocated without paper academic credentials. Electronic data, in theory, makes possible the continued use and benefit of academic credentials without the paper. Documents stored in "the cloud" or other depositories allow for retrieval and continued use even if the original documents have been destroyed or lost.

In 2012, a small group of stakeholders launched the Groningen Declaration Network (GDN). The idea behind the network was that digital data could function to promote student mobility to benefit students themselves, HEIs, employers, recognition authorities, funding authorities and others. The founding members came from European and US organisations, and early signatories and supporters included the Russian Ministry of Education, the China Higher Education Student Information and Career Center (CHESICC), the Indian Central Depository Service (CDSL), the South African National Learners Records Database, the Norwegian FS system, and others.

If electronic data transfer is to become the future of credential evaluation, a number of challenges will need to be overcome. Among them are the various levels of adaptation of technology and acceptance of digital data rather than paper documentation, the differing technical standards applied around the world, and the ongoing data security challenges faced by organisations. Work is being done to standardise technology and develop best practices in verification processes. In addition to the standardisation and acceptance of data, the credential evaluator of the future will not only need to have an expertise in formal academic credentials, but also be familiar with Open Badges, MOOCs, competency-based credentials and other non-traditional ways of representing knowledge, experience, or other achievements.

In a world of political, economic and social upheaval caused by wars and natural disasters, the opportunity and motivation to falsify credentials become great. As a profession, we must be open to changes in the way we practice our profession and work with other stakeholders in educational mobility.

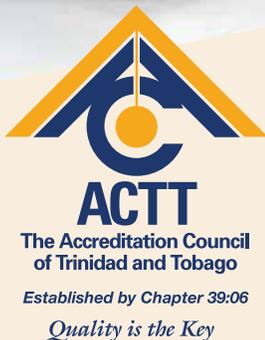


FIRST IMPRESSIONS?

The incidence of persons presenting fraudulent qualifications to prospective employers is on the rise. As the agency responsible for the quality and integrity of higher education and training in Trinidad and Tobago, **The Accreditation Council of Trinidad and Tobago (ACTT) provides authoritative advice on the authenticity and recognition of qualifications and awards.**

Employees are your most important assets. Protect your investment. Apply for a 'Statement on Recognition' from ACTT for information on the status of institutions and programmes. ACTT can also help you to acquire the skills and knowledge to detect fraudulent qualifications and curriculum vitae misrepresentation through our Forensics of Academic Credential and CV Fraud workshop. Email your request for this workshop to thequalityinstitute@actt.org.tt.

DON'T BE FOOLED, EMPLOYERS!





The Role of Caribbean Higher Education Institutions in a Changing Socio-Economic Environment

Dr. Linda Steele, President
Association of Caribbean Higher Education Administrators (ACHEA)



The current socio-economic environment which most of the countries of the Caribbean are facing at this time can be looked at in a positive light by Caribbean Higher Education Institutions (HEIs). It is the time for these institutions to come up with creative ways to keep their respective ships afloat, to earn a substantial part of their operating costs and to also map out equally creative ways for their students to be able to not only access but pay for the education and training which are available at these institutions. Additionally, the Caribbean HEIs will now, more than likely, have enrolments of students who really want to pursue a particular course of study or training and will not be filled with students who are there simply because it is free.

Maybe, Caribbean HEIs need to come around to the view that students are customers and customers will gravitate to where they get the best value for their money. The emphasis therefore should not only be on providing an education in particular areas for students but the provision of the necessary support systems within the institutions.

From the students' point of view, since a "job" will be required after graduation, then embedded in the curriculum should be the knowledge and entrepreneurial skills needed to create one's own organisation or to carve out one's work, rather than seeking a job.

That could be the difference between the HEI graduate and the non-graduates who were not so fortunate to attend a higher education institution. These newly created organisations must set out to not only use less foreign exchange in the conduct of their business but must be able to gain more foreign exchange for the respective Caribbean countries.

A potential market for HEIs is that group

of persons who would want to change focus because of the changing socio-economical environment. The HEIs must therefore place greater emphasis on on-line and distance learning in the Caribbean. The HEIs in larger, more developed countries have increased not only their visibility but their income by providing on-line and distance learning to students (customers) right here in the Caribbean. We must therefore use this particular method to capture not only new students but graduates who are interested in changing focus by pursuing a completely different area of study from which they had pursued when they first attended an HEI.

While initially things seem difficult, benefits abound. It is therefore important for Higher Education Institutions in the Caribbean to spend some time identifying the pluses that can be derived because of the present socio-economic environment and quickly roll out plans that will be beneficial to both the institution and the student.



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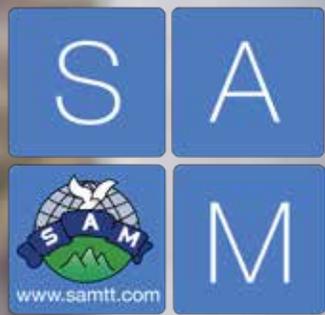
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The Role of Higher Education in a Changing Socio-Economic Environment

Nievel Niles-Rolingson, Education Research Specialist,
Funding and Grants Administration Division, Ministry of Education



What is Socio-Economic Change?

Together, macro social and economic indicators are usually captured in variables such as crime, GDP¹ per capita, unemployment, education and health. It is generally agreed that changing the behavioural patterns of people affect alterations in both the economic and social landscapes.

Given the benefits of education in general, we understand that effective education of a people should naturally have an impact on behavioural patterns, their output and in turn on the social and economic (socio-economic) environment. We also understand that responding to socio-economic change is an effort toward 'development', as elusive as both the concept and its attainment may be.

The Role of Higher Education

While some writers have observed the dearth of empirical evidence showing education (let alone, higher education) as the single most effective variable in propelling development, others advance the argument that education may be used to change behavioural patterns and in turn, respond to socio-economic realities.

Many have advanced a human capital argument, stating that the very attainment of higher education bears benefit to a changing socio-economic environment. The more educated the population at higher levels, the smaller the working class, the greater the middle class, its skills set, purchasing power and the resultant generation and distribution of wealth. This is one way to respond to undesirable socio-economic change.

However, this is challenged by the reality that in some places, holders of Bachelor and PhD degrees resort to unskilled tasks to attain bare income. The massification of

higher education therefore appears to have a reverse effect in this human capital argument, by devaluing higher education². Still, very few could dispute the increased potential for innovation and the positive impact that knowledge sharing will have via the massification of higher education.

Andrew Thomson explores the relationship between higher education and development and adds to the discussion by stating that learning, research and service at Higher Education Institutions (HEIs) are often at the forefront of knowledge generation and dissemination and are thus important contributors to forces of social change. Many HEIs, studied in his report, embodied a commitment to development in some way as part of their missions in teaching, research and service. The educational programmes and curricula, action research and outreach projects reflected this commitment. They also instituted methods to improve the influence of the institution and its graduates on the processes of development and social change³.

The significance of Thompson's writing is that it suggests that, not only is higher education and training important for human capital, but training institutions play perhaps an even greater role in this regard by ensuring quality, relevance and targeted outcomes. One can go further to suggest that in so doing, the adverse effects of massification may be abated.

Other writers, such as McGrath, support this position and suggest further that institutions and other stakeholders should be focussed in their approach to education and training and not broad-sweeping. In his research on developing African countries, McGrath explains: *"Of course investing in*

*education leads to improved incomes, but that's just too simple a model to account for real development in the real world... Development is actually deeply contextualized, it's deeply based in particular sectors, in particular skillsets, in particular firms, in particular countries... There's got to be a focus on how you build the capability in those spaces to do those things, not just thinking it's a simple case of investing in education and leaving it to the markets. That will only do so much."*⁴

Since the 2008/2009 international financial challenge, our local economy⁵ continues to grapple with re-establishing our developmental agenda⁶. Most socio-economic indicators are at risk. While the role of higher education and training in society and academia is diverse, its role in our ever-changing socio-economic environment, as seen here, is more critical than ever.

¹ GPD- Gross Domestic Product per capita

² In industrialised countries, massification is defined in terms of the gross higher education enrolment ratio of a country, a ratio approaching 50% being considered as 'mass' enrolment. The Effects Of Massification On Higher Education In Africa, Goolam Mohamedbhai, February 2008
<http://ahero.uwc.ac.za/index.php?module=csh&action=downloadfile&fileid=18409092513202791624126> (Accessed: 23rd September, 2016)

³ Andrew Thompson, Exploring the Relationship Between Higher Education and Development: A Review and Report (September, 2008), Guerrand-Hermes Foundation for Peace - http://www.ghfp.org/Portals/ghfp/publications/thomson_hei_ole_dev.pdf (Accessed: 16th September, 2016)

⁴ Dr. Simon McGrath, Professor of International Education and Development at the University of Nottingham and one of the authors of the study, which is published in the International Journal of Educational Development - Higher education and economic development: The importance of building technological capabilities - <https://www.elsevier.com/atlas/story/people/higher-education-is-key-to-economic-development> (Accessed 23rd September, 2016)
<http://www.sciencedirect.com/science/article/pii/S0738059315000528> (Accessed 23rd September, 2016)

⁵ The Republic of Trinidad and Tobago

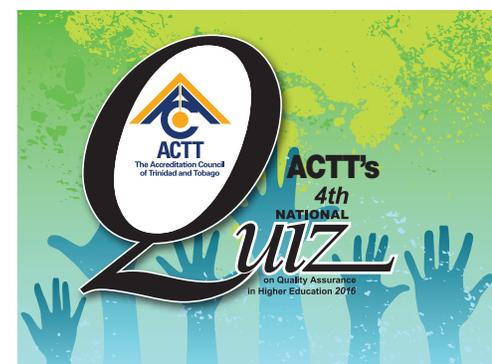
⁶ An Official Website of the Government of the Republic of Trinidad & Tobago - <http://www.tnt50.gov.tt/about/socio-economic-status> (Accessed: 26th September, 2016)

Top 4 Teams of 2015:

Cowen Hamilton Secondary
Bishop's High School, Tobago
St. Joseph's Convent (S/Fdo)
Fyzabad Anglican Secondary



A NEW BATTLE BEGINS:
OCTOBER 2016





The Role of Higher Education and Training in a changing Socio-Economic Environment: Employers' Perspective

Leontiena Jones, Senior Research Officer (Ag.), Employers' Consultative Association

The role of higher education and training is a vital element to Trinidad and Tobago's social, political and economic development. A combination of lower energy prices and dwindling natural resources have given credence to the clarion call for diversification of the nation's economy, and we are left with no alternative but to respond to these challenges in a prompt and strategic manner. This response should therefore encourage investments in research, innovation, policy formation and the enabling of a new generation of scholars, which would provide us with the opportunity to plug our capacity gaps and ensure the creation of a sustainable future.

In a very real sense, we are in a new age, an age of knowledge, in which the key strategic resource necessary for prosperity has become knowledge itself, that is, educated people and their ideas (Bloch, 1998). According to the American Psychology Association, an individual's socio-economic status is measured by a combination of education, income and occupation. As a result, economic inequalities are sometimes reinforced by social barriers that make it especially difficult for impoverished individuals to move out of

poverty. It is doubtful whether this viewpoint is applicable to Trinidad and Tobago's education landscape especially since our education system is designed to encourage persons to pursue higher levels of education and training, through the provision of scholarships, the reduction of tuition fees and/or the provision of free tertiary level education in accordance with the set criteria. Such criteria have recently become much more restrictive based on Government's efforts to reduce costs in the face of reduced revenue from the oil and gas sector.

A recent survey conducted by the ECA has revealed that sixty-two percent (62%) of employers agree with the Government's intention to establish an education savings plan and sixty-six percent (66%) agree that the Government should offer tax incentives to employers for their contributions towards such a plan.

Employers are therefore of the view that the country's achievements of advanced higher education and training levels amongst its citizenry will facilitate our nation's strategic direction and increased productivity. Increased profitability and competitiveness will result in improvement in employee

competency levels and analytical predisposition which drives innovation, productivity and efficiency.

The current educational system is proving to be ineffective in meeting the needs of the world of work today and therefore presents a frightening possibility for the future of work in Trinidad and Tobago. It is being masked by the dysfunctional nature of our schools and a fundamental disconnect between tertiary intuitions, employers and Government's development objectives. In order for us to overcome these deficiencies, there is a need to have a system of manpower planning designed to promote continuous synergies in the links between education, training and the future world of work.

It is therefore incumbent on academic, training and accreditation institutions alike to design and promote programmes and systems which will enable students to pursue higher standards of education and training, while assuring them that their courses of study are both at an appropriate standard and recognised by employment agencies and higher education institutions.



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THE ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO

ACCREDITED AND REGISTERED POST SECONDARY AND TERTIARY LEVEL INSTITUTIONS IN TRINIDAD AND TOBAGO

The Accreditation Council of Trinidad and Tobago (ACTT) is the principal body in law to accredit and register post secondary and tertiary institutions operating in Trinidad and Tobago. The following is a list of accredited and registered institutions that have been quality assured by ACTT as at **October 07, 2016**:

Accredited Institutions (12)

Arthur Lok Jack Graduate School of Business – UWI
Caribbean Nazarene College
Cipriani College of Labour and Co-operative Studies
College of Science, Technology and Applied Arts of Trinidad and Tobago
MIC Institute of Technology
St Andrew's Theological College
The University of Trinidad and Tobago
The University of the West Indies (UWI), St Augustine
Tobago Hospitality and Tourism Institute
Trinidad and Tobago Hospitality and Tourism Institute
University of the Southern Caribbean
West Indies School of Theology

Dawill Law Academy and Consultancy Services Limited
Emergency Training Institute of Trinidad and Tobago Company Limited
Employers Solution Centre Limited
ENSAFE: Institute for Health, Safety & Counselling Training Limited
Experts Fire and Safety Limited
Institute of Law and Academic Studies Ltd
Institute of Tertiary Tutors Limited
International Forensics & Business Institute Ltd
International Institute of Cosmetology and Aesthetics Limited
K. Beckles and Associates Law Tutors Limited
Kenson School of Production Technology Limited
Madonna Doyle & Associates Ltd
National Energy Skills Centre
Occupational Safety and Health and Environmental Services Ltd
Omega Advanced School of Interdisciplinary Studies (OASIS)
Open Bible Institute of Theology
Premier Accountancy Specialist School Limited
Professional School of Accountancy Limited
SAM Caribbean Limited
School of Business and Computer Science Ltd
School of Higher Education Limited
School of Practical Accounting and Accounting Services Ltd
SERVOL Limited
Shadrack Safety Institute Company Limited
SHEQ Institute Limited
SITAL College of Tertiary Education Ltd
Streamline Management & Engineering Solutions Limited
Students Accountancy Centre Limited
Summa Cum Laude Educational Institution (SCL) Limited
Technical Institute for Learning Limited
Techsafe Training and Consulting Limited
The Institute of Medical Education Ltd
The Trinidad and Tobago Association of Insurance and Financial Advisers (T.T.A.I.F.A.) Limited

The Trinidad and Tobago Civil Aviation Authority
Tobago Technical School
Total Counselling and Management Institute Limited
Trinidad and Tobago Bible College
Trinidad and Tobago College of Therapeutic Massage and Beauty Culture Ltd (TTCOTM&BCL)
Trinzuela Technical and Vocational College
UWI School of Business and Applied Studies Limited (Trading as ROYTEC)
West Indies Theological College (WITC)

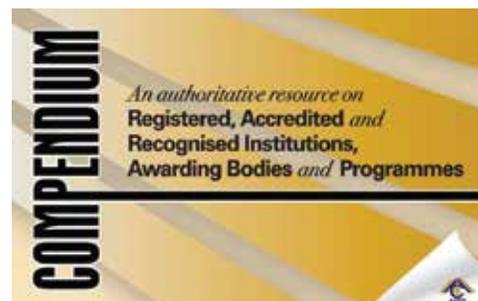
Pending

Conferment of *Continuing Registration* status is pending for the following institutions:

Omardeen School of Accountancy Limited
Professional Institute of Marketing and Business Studies Ltd

Registered Institutions (57)

Academy of Tertiary Studies (ATS) Limited
Advanced Solutions Technical Institute Limited (ASTI)
Aerial World Services Limited
ARIA Technical Institute Limited
Automation Technology College Limited
Briko Air Services Limited
Caribbean College of the Bible International Limited
Caribbean Corporate Governance Institute
Caribbean Institute for Security and Public Safety Ltd
Catholic Religious Education Development Institute (CREDI)
College of Health Environmental & Safety Studies Limited
College of Legal Studies Limited
College of Ultrasound Sciences Ltd
Council of Legal Education (Hugh Wooding Law School)
CTS College of Business and Computer Science Ltd
Darul Uloom Trinidad and Tobago Limited



For approved programmes, visit ACTT's *Compendium of Registered, Accredited and Recognised Institutions, Awarding Bodies and Programmes* on www.actt.org.tt.

The public is advised that ACTT is in receipt of applications for registration, continuing registration and accreditation from institutions. Further details on these institutions can be obtained from ACTT.

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