

NOTES TO DELEGATES

Location of Sessions

Please note, unless otherwise indicated, all events take place at the Lloyd Erskine Sandiford Centre (LESC), Two Mile Hill, St. Michael, Barbados.

Concurrent Sessions rooms are all located on the Ground and First Floors, in the Flamboyant North, Marigold Annex and Poinsettia Room.

Dress Code

The dress code for all sessions is business attire or national dress.

~ *Exception:* Tuesday evening's Opening Ceremony & Cocktail Reception is formal wear or national dress ~

Thursday evening's Gala Dinner is lounge suit/elegantly dressed ~

Daily Transportation*

Transportation is provided between the LESG and the Conference hotels, and to and from the Learning Journey (island tour) and the Gala Dinner ONLY.

*See programme for departure times

ATM/Banking Facilities

An ATM machine is located in the Foyer of LESG. The nearest bank to the Conference is The Bank of Nova Scotia, Mall Internationale (approx. 7 minutes walk from the Conference location).

Certificates of Attendance - Pre Conference

The Certificates will be distributed immediately after the Workshop.

Certificates of Attendance - Conference

The Certificates will be available at the Registration Desk after Lunch on **Thursday, 8th October.**

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THE CARIBBEAN AREA NETWORK FOR QUALITY ASSURANCE IN TERTIARY EDUCATION (CANQATE)

Brief History

CANQATE had its genesis at an International Network for Quality Assurance Agency in Higher Education (INQAAHE) workshop held in Montego Bay in May 2002. At this workshop which was hosted by the University Council of Jamaica (UCJ), the Caribbean participants decided to form a regional quality assurance sub-network in keeping with the policy of INQAAHE with regard to regional groupings. Similar sub-networks have been formed in the Asia-Pacific region and Europe and South America. A steering committee consisting of members from different Caribbean countries was established to bring CANQATE into operation.

Aims & Objectives

The aims and objectives of CANQATE are as follows:

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

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) is a professional body established as a sub-network of the worldwide organization, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). It is a new initiative in the field of Quality Assurance pertinent to tertiary education in the Caribbean.

The principal purpose of the worldwide network is to "*enable members to share information about the maintenance, evaluation, accreditation and improvement of higher education, and to disseminate good practices in the field of Quality Assurance*". The aims of CANQATE are compatible with those of INQAAHE. At the regional level, CANQATE will set up a framework for communication, and for academic, professional, and collegial support in quality assurance.

CANQATE BOARD OF MANAGEMENT, 2007-2009

President

Dr. Ethley London
Executive Director, University Council of Jamaica, Jamaica

Vice President

Dr. Ruby Alleyne
Vice-President, Quality Assurance & Institutional Advancement, University of Trinidad and Tobago, Trinidad and Tobago

Secretary

Ms. Valda Alleyne
Executive Director, Barbados Accreditation Council, Barbados

Treasurer

Ms. Jennifer Walker
Director, Quality Assurance, National Council of Technical Vocational Education and Training, Jamaica

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Mr. Adrian Leiva
Dean, Muffles Junior College, Belize

Dr. Larita Alford

Vice President and Chief Academic Officer, Bermuda College, Bermuda

Mr. Eduardo Ali

Campus Quality Officer to the Office of the Principal, UWI Cave Hill Campus, Barbados

THE BARBADOS ACCREDITATION COUNCIL (BAC)

In November 2004, the Barbados Accreditation Council was established by an Act of Parliament, the Barbados Accreditation Council Act 2004-11 with two (2) broad roles:

Firstly, the registration and re-registration of institutions offering post-secondary or tertiary education and training, the accreditation and re-accreditation of programmes and institutions in Barbados and related functions, such as recognition and equivalency of local and foreign-based qualifications, articulation and conferral of institutional titles.

Secondly, the granting of Certificates of Recognition of CARICOM Skills Qualification to applicants who satisfy the requirements for recognition as skilled CARICOM nationals and examining and verifying of Certificates of Recognition of Caribbean Community Skills granted to community nationals by Member States.

Mission Statement

To be a high quality provider of registration, accreditation and related services in post - secondary or tertiary education and training in Barbados and beyond.

Vision

A coherent system of post-secondary or tertiary education and training which assures excellence and integrity to all its stakeholders.

BOARD OF DIRECTORS, 2008-2010

Chairperson

Ms. Yvonne Walkes

Deputy Chairman

Mr. Kenneth Walters

Board Secretary

Ms. Maria Phillips

Members

Mrs. Wendy Griffith-Watson

Ministry of Education

Mr. Laurie King
Ministry of Education

Mr. Michael Best
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Mr. Herbert Gittens
Congress of Trade Unions and Staff Associations of Barbados (CTUSAB) Representative

Ex Officio Members

Mrs. Avril Gollop
Head of the Civil Service

Ms. Valda Alleyne
Executive Director, BAC

BIOGRAPHY OF THE PRIME MINISTER OF BARBADOS THE HON. DAVID JOHN HOWARD THOMPSON, Q.C., M.P.



Born on Christmas Day 1961, the same year that the **Rt. Excellent Errol Walton Barrow**, many years later his mentor, became the Premier of Barbados, it was as if **David Thompson** was destined for great things and high office.

The third child of Barbadians, **Margaret and Charles Thompson**, his early childhood spanned metropolitan London in Britain, where he was born, and idyllic Barbados where he was nurtured and schooled.

He received his primary teaching at the **St. Gabriel's Junior School** before proceeding to **Combermere School** for his secondary education. It was while at Combermere that he developed and displayed his considerable intellectual capacity and prowess. It was also there that he excelled in the cut and thrust of debate and public speaking.

Indeed, he came to prominence and public attention as the leading panelist for his alma mater, in the then popular secondary schools' television debates – **Understanding**. On that programme, he evinced much wit, erudition and sagacity, as he made his mark as one well versed and knowledgeable; often exuding a degree of confidence, a level of maturity and a grasp of topical issues that belied his youthfulness.

That forum, and his active membership of the youth arm of the **Democratic Labour Party** (DLP) of Mr. Barrow, the Young Democrats, (he was the President between 1980 and 1982) virtually catapulted the then precocious youth into the national limelight and he was seen as a future leader bequeathed to Barbados by Mr. Barrow.

David Thompson completed his secondary schooling at Combermere, securing a Barbados Exhibition in 1979. He returned and taught at his alma mater for a year before entering the Law Faculty of the University of the West Indies where he read for a degree, graduating with honours in 1984.

He then pursued the Legal Education Certificate at the Hugh Wooding Law School of the University of the West Indies in Trinidad. That prepared him for his chosen and natural profession. He further honed his legal and oratorical skills at the feet of Errol Barrow Q. C. whose law firm, Trident Chambers, he joined in 1986. There, he rubbed shoulders with some of the other legal luminaries of the day: Asquith Phillips Q.C., George Moe Q.C., Carol Fields Q.C. and Philip Greaves Q. C.

Between 1986 and 1988, he served as a part-time tutor in law at the University of the West Indies. Following Mr. Barrow's untimely death in 1987, he successfully contested the by-election in the constituency of St. John which he has represented ever since

Mr. Thompson's first Cabinet appointment was in 1991 when he was made Minister of Community Development and Culture. His passion for and commitment to meaningful youth development, as well as his interest in culture, saw him in the vanguard in the establishment of the Barbados Youth Service and the Youth in Business Programme, as well as in the restructuring of the National Youth Orchestra.

From 1992 to 1993, he was switched to the Ministry of Finance as Minister of State, and between 1993 and 1994 he assumed full responsibility for that Ministry. During that time, he was responsible for restructuring the sugar industry and the offshore sector, monitoring the government's successful stabilisation programme with the International Monetary Fund and the structural adjustment programme that was implemented in 1993.

Despite his demanding and weighty schedule over that crucial period, the energetic and industrious David Thompson still found time to be an effective General Secretary of the DLP from 1987 to 1994.

Often described as the consummate politician by his peers, **David Thompson** has also experienced the vicissitudes of electoral politics over 20 years. Always handsomely winning his own riding, and by overwhelming margins in all six attempts, he was, however, the leader of the Democratic Labour Party when it lost the general elections of 1994 and 1999.

Never one to be daunted by transient setbacks, he relinquished both positions of Leader of the Opposition (which he held from 1994) and the leadership of the DLP in 2003; but came back in 2006 as Opposition Leader and DLP President.

During the interregnum, he turned to his law practice, specialising in corporate, insurance, international business and property law. Prior to this, he had also established a law partnership that lasted from 1994 to 2000.

In short time, following his re-appointment as Leader of the Opposition in 2006, he set about putting his stamp on the DLP. The party regrouped, as he reinvigorated its rank and file and went on a relentless two-year campaign to restore the DLP as the political party of choice for the majority of Barbadians. His efforts turned around the fortunes of the DLP and saw it regaining the reigns of power in January 2008 when it won 20 of the 30 parliamentary seats.

Little wonder that at age 46, **Prime Minister David Thompson**, Mr. Barrow's protégé, is the sixth holder of the office since Independence. He also has ministerial responsibility for the portfolios of Finance, Economic Affairs and Development, Labour, the Civil Service and Energy.

Over the years, **David Thompson** has provided consultancy services to a number of regional and international organisations, including: the Commonwealth Secretariat, the Commonwealth Parliamentary Association, the Caribbean Law Institute, the Caribbean Policy Development Centre and the CARICOM Secretariat.

In addition, he is involved at the local community level in several cultural and sporting organisations. Among his many affiliations are: PAREDOS, Barbados National Trust, Barbados Museum and Historical Society, Barbados Cricket Association, the UWI Guild of Graduates, Combermere School Old Scholars' Association, Rontana Dance Movement, St. John's Cultural Cricket Club, Sussex Cricket Club and Sonnets Football Club.

His bold and much acclaimed **Families First** programme, in his beloved St. John, is a pioneering initiative that aims to re-establish and re-assert the family unit as the paramount and core constituent in the overall development of communities.

An avid reader, with a near insatiable appetite for literature on people, politics and international affairs, he lists cricket, football, music and community activities as his hobbies, whenever time permits.

Prime Minister David Thompson is married to Marie-Josphine Mara, nee Giraudy, and they are the parents of three daughters - Misha, Oya and Osa-Marie.

MESSAGE FROM
THE HON. RONALD D. JONES, M.P.
MINISTER OF EDUCATION AND HUMAN RESOURCE
DEVELOPMENT



I am honoured and delighted to welcome you, on behalf of my Government and my Ministry, to Barbados and to the 6th Annual Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) Conference.

We welcome the delegates from around the Caribbean and the rest of the world to a country which is committed to the development and enhancement of quality tertiary education and training. Over the next three days, this conference will provide ideal opportunities for you, the delegates to exchange ideas and experiences, share best practices on how to increase access whilst maintaining or indeed enhancing quality.

The theme for this Conference, **“Balancing Quality and Quantity: the Global Challenge for Tertiary Education”** is relevant and timely in light of the current realities which face the sector. These include the increasing prevalence of cross border education with and/or without presence in our respective countries. As a people generally, and a Caribbean people specifically, we have to ensure that we have appropriate systems in place to effectively safeguard the ‘standard’ of our education and training product.

I wish to extend my sincere thanks and appreciation to all who have assisted in the organisation of this conference and specifically the Barbados Accreditation Council, the host of this year’s conference. I further extend thanks to the organisations that assisted with sponsorship of the conference.

I look forward to candid and enlivening discussions as we recommit ourselves to the quality ideal. I know that this experience will be beneficial to the continued development of your respective quality assurance processes. I am confident that by the end of this conference, friendships would be renewed and new productive networks forged.

Best wishes in your deliberations!

MESSAGE FROM
DR. ETHLEY LONDON, O.D.
PRESIDENT, CANQATE



It is with such pleasure that I welcome your participation in the 6th Annual Conference of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE). Providing greater access to quality tertiary education is the driving force behind this year's conference. The theme of *"Balancing Quality and Quantity: The Global Challenge for Tertiary Education"* will allow us to critically look at our transformation processes in the institutions in our Region.

All around the world there is the need for more and better quality assurance systems in Tertiary Education. The Communiqué adopted by participants at the recent UNESCO World Conference on Higher Education (WCHE) emphasized the importance of quality and quality assurance when addressing issues in Tertiary Education such as access, equity and research. The Communiqué also stressed the importance of establishing the standards, processes and structures necessary to assuring and improving quality at national, regional and international levels and urged Member States to put in place and strengthen appropriate quality assurance systems and regulatory frameworks with the involvement of all stakeholders. In this Conference we hope to further explore some of these issues as we seek to chart a path for the Caribbean.

I wish to thank the Barbados Accreditation Council for hosting this year's conference and to congratulate them for a job well done. I expect that all participants will benefit from this exciting networking and professional development opportunity.

MESSAGE FROM
MS. YVONNE WALKES
CHAIRPERSON, BOARD OF DIRECTORS
BARBADOS ACCREDITATION COUNCIL



On behalf of the Board of Directors and staff of the Barbados Accreditation Council, I wish to extend a warm welcome to you at this, the 6th Annual Conference of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE).

The Council is honoured to host this important forum, under the auspices of the Government of Barbados. We anticipate that the theme of the Conference: *“Balancing Quality and Quantity: The Global Challenge for Tertiary Education”* will result in rich discourses and strategies for charting the way forward. We therefore encourage you, the participants, to share and learn more about the common challenges and opportunities which you face in your respective countries.

I wish to commend the Conference Planning Committee which has worked vigorously over the past year to organize this major event. Despite the challenging global economic climate, we are happy that you have been able to join us here in Barbados.

As part of your total learning experience, we also urge you to find the time to seek out the warmth, hospitality and culture which this small island offers visitors to our shores.

Once again, welcome!

THE 2009 CANQATE CONFERENCE PLANNING COMMITTEE



Pictured from left: Mrs. Sharon Thomas-Alleyne, Accreditation Officer, Barbados Accreditation Council (BAC); Mrs. Mary Bruce, Administrative Officer I, BAC; Mr. Mark Alleyne, Assistant Accountant, BAC; Mrs. Lana Yarde, Chief Liaison Officer, Barbados Association of Liaison Officers; Mr. John Haynes, Registering Officer, Electoral Department; Ms. Yvonne Walkes, Chairperson, Board of Directors, BAC; Ms. Juanita Bovell, Executive Secretary, BAC; Ms. Valda Alleyne (Chairperson of Planning Committee), Executive Director, BAC; Ms. Katrina Ifill, Information Officer, BAC; Ms. Pamela Dottin, Accreditation Officer, BAC and Ms. Sarah Brathwaite, Senior Administrative Officer, Ministry of Education and Human Resource Development

SCHEDULE OF EVENTS

TUESDAY, OCTOBER 6, 2009

- 7:30 a.m. Buses depart from Conference hotels to the Lloyd Erskine Sandiford Centre (LESC)
- 8:30 a.m. REGISTRATION (*Pre Conference Workshop*) – Flamboyant North
- 9:00 a.m. PRE-CONFERENCE WORKSHOP
- THEME: “Preparing an Evaluative Self Study Report”
Prof. Donald Hanna, Educational Communications (Distance Education), University of Wisconsin – Extension, USA
- 10:30 a.m. BREAK – Western Foyer
- 11:00 a.m. PRE-CONFERENCE WORKSHOP (cont’d)
- 12:00 p.m. LUNCH – Tiffany Dining Room
- 1:00 p.m. PRE-CONFERENCE WORKSHOP (cont’d)
- 2:00 p.m. BREAK – Western Foyer
- 2:15 p.m. PRE-CONFERENCE WORKSHOP (cont’d)
- 3:15 p.m. END OF PRE-CONFERENCE WORKSHOP
- 3:30 p.m. Buses depart from LESC to Conference hotels
- 6:00 p.m. Buses depart from Conference hotels to LESC
- 7:00 p.m. – 10:00 p.m. OFFICIAL OPENING & COCKTAIL RECEPTION - Flamboyant South Room, LESC
- 10:15 p.m. Buses depart from LESC to Conference hotels

WEDNESDAY, OCTOBER 7, 2009

7:15 a.m. Buses depart from Conference hotels to LESC

8:00 a.m. REGISTRATION

8:30 a.m. PLENARY SESSION 1 - Flamboyant North

THEME: "Balancing Quality and Quantity: The Global Challenge for Tertiary Education"

Dr. Richard Lewis, Immediate Past President of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

9:20 a.m. BREAK - Western Foyer

9:35 a.m. CHANGEOVER

9:40 a.m. CONCURRENT SESSION 1

STRAND: STRATEGIC APPROACH TO QUALITY TERTIARY EDUCATION AND TRAINING IN THE CARIBBEAN
Flamboyant North

"Leadership for Quality-Change"

Mr. Michael Bradshaw, Executive Director, Accreditation Council of Trinidad and Tobago

Mr. Lyndon Abdool, Assessment Officer, Accreditation Council of Trinidad and Tobago

"Developing Leadership and Managerial Competencies for Building Effective Quality Systems in Higher Education Institutions: The Case of the University of the West Indies"

Mr. Eduardo Ali, University of the West Indies, Cave Hill Campus, Barbados

STRAND: QUALITY TERTIARY EDUCATION AND TRAINING AND THE LABOUR MARKET
Marigold Annex

"The Influence of the Trinidad and Tobago Labour Market on Quality Technical/Vocational Education and Training (TVET) - The MIC Perspective"

Reynold John Manager, Training Administration, Metal Industries Company Ltd.

Donna Bachoo, Senior Coordinator Pleasantville Technology Centre, Metal Industries Company Ltd.

Gwenyth Bleasdel, Coordinator EDF Projects Unit, Metal Industries Company Ltd.

“The Design, Development and Acknowledgement of Workplace Learning as a Mechanism for Certification, Assessment and Academic Mobility”

Mr. Mervyn Extavour, National Association of Technical Tertiary and Professional Educators of Trinidad and Tobago

STRAND: DEVELOPING INTERNAL AND EXTERNAL QUALITY ASSURANCE MECHANISMS
Poinsettia Room

“The Role of Research in the Development and Maintenance of Internal and External Quality Assurance Mechanisms in Tertiary Education in Jamaica - A Proposal”

Dr. Gosnell L. Yorke, Northern Caribbean University, Jamaica

11:10 a.m. CHANGEOVER

11:15 a.m. CONCURRENT SESSION 2 (1 presentation per room)

STRAND: QUALITY ASSURANCE TRENDS FOR THE FUTURE
Flamboyant North

“Readiness of Tertiary Institutions/Providers for External Quality Assurance in Barbados”

Ms. Pamela Dottin, Barbados Accreditation Council

STRAND: DEVELOPING INTERNAL AND EXTERNAL QUALITY ASSURANCE MECHANISMS
Poinsettia Room

“Enhancing the Effectiveness of Tertiary Education through the Involvement of Stakeholder Groups”

Dr. Audrey Thomas, University of Technology, Jamaica

STRAND: STRATEGIC APPROACH TO QUALITY TERTIARY EDUCATION THE CARIBBEAN
Marigold Annex

“Assessing the critical demand, supply and quality assurance needs of higher education providers in Trinidad and Tobago”

Meagan Sylvester, Ph.D. candidate, University of the West Indies, St. Augustine Campus, Trinidad and Tobago

12:00 p.m. LUNCH - Tiffany Dining Room

1:05 p.m.

PLENARY SESSION 2 - Flamboyant North

THEME: "Perceptions of Tertiary Educational Providers on the Barbados Accreditation Council's Registration Process"

Ms. Valda Alleyne and Mrs. Sharon Thomas-Alleyne, Barbados Accreditation Council

1:50 p.m.

CHANGEOVER

1:55 p.m.

CONCURRENT SESSION 3 (2 presentations per room)

STRAND:

Flamboyant North

E-LIBRARIES, E-LEARNING RESOURCES AND DISTANCE EDUCATION

"Tooling for Success in Distance Education"

Ms. Lynette Woods, Bermuda College

"Innovative Tools for Enhancing E-Libraries and the E-Learning Community"

Ms. Kumaree Ramtahal, University of the West Indies, St. Augustine, Trinidad & Tobago

STRAND:

Marigold Annex

DEVELOPING MEANINGFUL AND STRONG PARTNERSHIPS

"International Collaboration in Student Library"

Ms. Jiselle Alleyne and Ms. Denyse Rodrigues, Bermuda College

"Quality Assurance through collaboration and learning: Creating strong internal and external mechanisms"

Dr. Ian O'B. Austin, University of the West Indies Open Campus

STRAND:

Poinsettia Room

QUALITY ASSURANCE TRENDS FOR THE FUTURE

"An Emerging Model for External Quality Assurance of Higher Education in Small States: Increasing Access and Improving Quality in the Caribbean Community (CARICOM)"

Dr. Ruby Alleyne and Mr. Jason Stafford, University of Trinidad and Tobago

“Integrating the Quality Management System in Academic Institutions using the Smart ISO Coordinated Management Approach”

Mr. Chris Chinapoo, Ministry of National Security, Trinidad and Tobago

Mr. John Moffat, CEO of Smart-ISO Limited and Executive Director, QSHI Canada Inc.

3:30 p.m.

LEARNING JOURNEY (Optional) *Transportation departs at 3:30 p.m. and is scheduled to return to the Conference hotels at approximately 7:30 p.m.*

3:30 p.m.

EXHIBITION VIEWING

4:00 p.m.

Buses depart from LESC to Conference Hotels

THURSDAY, 8TH OCTOBER, 2009

- 7:15 a.m. Buses depart from Conference hotels to LESC
- 8:00 a.m. ANNUAL GENERAL MEETING – Flamboyant North
- 10:05 a.m. BREAK - Western Foyer
- 10:20 a.m. CHANGEOVER
- 10:25 a.m. PLENARY SESSION 3 - Flamboyant North
- "Balancing Quality and Quantity in Tertiary Education: The Caribbean Challenge."
Prof. Vivienne Roberts, Deputy Principal, University of the West Indies, Open Campus, Cave Hill, Barbados
- 11:10 a.m. CHANGEOVER
- 11:15 a.m. CONCURRENT SESSION 4 (*2 Papers per room*)

STRAND: STRATEGIC APPROACH TO QUALITY TERTIARY EDUCATION AND TRAINING IN THE CARIBBEAN
Flamboyant North

Developing an Integrated Interface for Addressing the Mismatch between Tertiary Education and the Labour Market in Barbados"
Ms. Valda Alleyne, Barbados Accreditation Council

"The Application of Quality Assurance Principles to Vocational Legal Education in the Caribbean with Special Emphasis on Governance and Administrative Structures"
Mr. Michael Theodore, Course Director Tutor, Hugh Wooding Law School

STRAND: QUALITY ASSURANCE TRENDS FOR THE FUTURE
Marigold Annex

"Medical Education in the Caribbean: Accreditation by the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)"
Mrs. Lorna Parkins, Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)

“Perspectives of Assessors on the Accreditation Process”

Dr. Ethley London, Executive Director, University Council of Jamaica

Dr. Barrett Adams, University Council of Jamaica

STRAND:

Poinsettia Room

E-LIBRARIES, E-LEARNING RESOURCES AND DISTANCE EDUCATION

“Managing E-Resources and Services in Academic Libraries in the Caribbean”

Ms. Dorothy Palmer, University of the West Indies, Mona, Jamaica

“Providing Quality E-Learning Resources in an Academic Library: Challenges and Opportunities - The Case of the Northern Caribbean University”

Ms. Grace Carr-Benjamin, Northern Caribbean University, Jamaica

12:45 p.m.

LUNCH - Tiffany Dining Room

1:50 p.m.

Concurrent Information Sessions - Flamboyant North

How E-Libraries Can Affect Education

Gale®, part of Cengage Learning, is a world leader in e-research and educational publishing for libraries, schools and businesses. Best known for its accurate and authoritative reference content as well as its intelligent organization of full-text magazine and newspaper articles, the company creates and maintains more than 600 databases that are published online, in print, as eBooks and in microform.

Technical and Vocational Education and Training (TVET) Council

The future economic growth and competitiveness in Barbados in this age of globalisation, hinges upon the training of a highly skilled, innovative, motivated and critical thinking workforce, which can be produced by a relevant and dynamic system of Vocational Education and Training. Recognising this, the Government of Barbados established the **Technical and Vocational Education and Training (TVET) Council** with the Technical and Vocational Education and Training Act in 1993.

2:10 p.m.

CHANGEOVER

2:15 p.m.

EXHIBITION VIEWING

2:40 p.m.

BREAK - Western Foyer

3:00 p.m.	CLOSING PLENARY - Flamboyant North
	<p>“Assuring Quality Tertiary Educational Provision in the Caribbean: The Way Forward” Dr. Ethley London, President of CANQATE and Executive Director of the University Council of Jamaica</p>
3:45 p.m.	CLOSING SESSION - Flamboyant North
	<ul style="list-style-type: none"> • Presentation - Host Country for 2010 Conference • Vote of Thanks - Dr. Larita Alford, Vice President & Chief Academic Officer, Bermuda College and Member of CANQATE Board of Management
4:00 p.m.	END OF CANQATE CONFERENCE 2009
4:15 p.m.	Buses depart from LESC to Conference hotels
7:00 p.m.	Buses depart from Conference hotels to Gala Dinner
7:30 p.m.	GALA DINNER & CULTURAL SHOW Plantation Theatre, St. Lawrence Gap, Christ Church
11:00 p.m.	Buses depart from Gala Dinner to Conference hotels

PRE CONFERENCE FACILITATOR

Dr. Richard Lewis, is the immediate past President of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE)



Dr. Donald Hanna is Professor of Educational Communications with the University of Wisconsin-Extension. Previously he served as Chancellor of the University of Wisconsin-Extension. Prof. Hanna is a Chair-Evaluator on the Programme to Evaluate and Advance Quality (PEAQ) with the Higher Learning Commission (HLC) of the North Central Association. He has served on many visiting institutional accreditation teams and also on the Institutional Review Committee, which reviews team reports and institutional self-studies prior to final action by the NCA Board. The HLC is the regional institutional accrediting body for the north central region of the United States, which encompasses 19 states.

As a Chair-Evaluator on PEAQ, Prof. Hanna has to read the self-studies prepared by institutions, lead the evaluation team and prepare the team report on behalf of HLC. Therefore, Prof. Hanna has extensive experience with analyzing and writing evaluative reports.

Prof. Hanna has worked extensively with adult and continuing education at three universities, the University of Illinois at Urbana-Champaign, Washington State University and the University of Wisconsin. Dr. Hanna received his PhD in Adult and Continuing Education from Michigan State University in 1978. His wealth of experience of working with adults, his knowledge of effective communications and his work with the Higher Learning Commission makes Prof. Hanna an ideal facilitator for this CANQATE pre-conference workshop on 6th October, 2009.

The pre-conference workshop will focus on equipping institutions and training providers with the necessary skills and knowledge to effectively analyse and report on their educational operations against the standards and/or criteria established by external quality assurance agencies. Specifically, the workshop will provide institutions/training providers with:

1. The underlying principles and justification for undertaking a critical self-evaluation;
2. The requisite competencies to undertake a critical self-evaluation; and
3. The type of information that the external quality assurance agency and the visiting team would require.

ABSTRACTS

Plenary Presenters



“Balancing Quality and Quantity: The Global Challenge for Tertiary Education”

Dr. Richard Lewis, immediate past President of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE)

Is there necessarily a conflict between quality and quantity? And if there is, what are the particular aspects of quality that are put at risk by increased rates of participation? And if there is a conflict is one of the competitors not expansion of itself but expansion “on the cheap” – is it, as is so often the case,

a matter of money?

There has in the past been a conflict between expansion and the process of quality assurance caused not by the growth in student numbers of itself but by the increased diversity in the ways in which tertiary education is provided and the institutions and other entities that provide it.

The paper will reflect on the greater diversity of provision and its potential impact on quality and on the ways in which governments and quality assurance agencies have responded to the changes. The paper will explore two possible interpretations of government control; the first the desire to exercise greater control over the tertiary education sector and the second to act as an accountability body on behalf of the wider community.

One aspect of the move to greater accountability is the growing adoption across the world of qualification frameworks that seek to provide more information to the wider community about the competences of graduates and the paper will discuss the impact of this and similar developments on quality and quality assurance.

While the notion of quality assurance for enhancement is increasingly taking hold the paper will argue that, especially in the light of the increased diversity of providers, there remains a great need for quality assurance agencies to ensure that the worse programmes and institutions within their remit operate at acceptable standards but that the agencies should also, along with the institutions, seek to raise the levels of what are regarded as the minimum acceptable standards.



“Balancing Quality and Quantity in Tertiary Education: The Caribbean Challenge”

Prof. Vivienne Roberts, Deputy Principal, U.W.I Open Campus

Over the past fifty years, rapid expansion has been a feature of tertiary education worldwide. It has been generally recognized that expansion, inclusion and excellence in tertiary education are necessary not only for the creation of knowledge societies but also for sustained and sustainable socio-economic development of nations and regions as well as for the well being of their people. The paper accepts that there is a complex, even problematic relationship between quality and quantity, however defined. It acknowledges also that in order to meet development challenges, both must increase and that in order to achieve optimal benefits, the relationship has to be carefully managed. Internationally, the global quantity challenge has included widening access, increasing enrolment, accommodating lifelong learners, embracing diversity, and inclusion of the disadvantaged balanced against the quality levers of adjusting delivery modes, on-going curricular revisions, assessment strategies, recruitment and retention, internal assessment linked with external accreditation and student centredness. In the Caribbean, the challenge is exacerbated by the small size of member states, diversity of institutions with diverging missions, technology limitations, infancy of the tertiary education system, limited research and its application, lack of coordination and harmonization of the tertiary system, growing internal and external competition, on - going financial constraints and only emerging accreditation systems. The paper concludes by pointing to innovative and creative strategies which can be employed to balance more effectively this quality and quantity equation.



“Perceptions of Tertiary Educational Providers on the Barbados Accreditation Council’s Registration Process”

Ms. Valda Alleyne, Executive Director, Barbados Accreditation Council

Mrs. Sharon Thomas-Alleyne, Accreditation Officer, Barbados Accreditation Council



With the continued growth in the number of entrants into the global postsecondary/tertiary education and training sector, quality assurance of the resultant educational provisions continues to be a major topic of discussion at the national and international levels. Barbados, like many other countries, has established systems geared towards ensuring minimum quality standards in the provision of educational programme offerings nationally. Although the levels of maturity of quality assurances systems vary worldwide, there is a tacit agreement for the need of effective and efficient quality assurance systems/mechanisms.

Barbados' quality assurance system is designed around a mandatory registration-voluntary accreditation model. Traditionally, the Ministry of Education, through the Education Act, Cap. 41 Part III was responsible for the registration of postsecondary/tertiary institutions and providers of education and training programmes. This function was transferred to the Barbados Accreditation Council (BAC) through the BAC Act 2004. The aim of registration is to certify that postsecondary/tertiary education and training institutions/providers meet or exceed established criteria required to legally operate in Barbados.

This paper will examine and report on the findings of a study on the overall impact of the BAC's registration process on the diverse institutions and providers engaged in the registration process. The study uses key service areas and characteristics related to the people, processes, services and quality assurance focus to explore institutional perceptions, challenges, benefits, and lessons learnt. These reflections should provide a useful basis for benchmarking practices of the BAC, as it seeks to facilitate an enabling environment in which the BAC and institutions can move towards quality enhancement, sustenance and excellence in the postsecondary/tertiary education and training sector in Barbados.



“Assuring Quality Tertiary Educational Provision in the Caribbean: The Way Forward”

Dr. Etherly London, President, CANQATE

In recent times, our region has experienced sharp increases in enrolment in tertiary education alongside other changes in the features of tertiary education in the globalized world. This has introduced challenges for governments and quality assurance agencies to implement systems for quality assurance, which incorporate setting standards, accreditation, and assuring quality for the recognition of qualifications awarded nationally and regionally.

There are several factors influencing tertiary education in the region and which have implications for quality assurance. These factors include:

- Emergence and diversification of new private providers
- Increase in cross-border education
- Assuring quality in distance education including online programmes
- Developing professionals for quality assurance
- Need for research in quality assurance

Having recognized the importance of quality tertiary education to the growth and competitiveness of the region in the global marketplace, we must rethink our model for assuring quality and upholding standards by facilitating greater collaboration at the institutional, national, and regional levels. Ideally, we must begin to exchange innovative ideas and best practices, and focus more on continuous quality improvement within institutions, while keeping abreast of global changes and practices. CANQATE can be a catalyst for effecting changes in tertiary education for the benefit of our people in the Caribbean.

ABSTRACTS

Presenters

“Closing the Loop on Regulatory Authority vs. Institutional Autonomy in an Age of Accountability: The Government’s Role in Accreditation”

Dr. Curtis Charles, Associate Vice Chancellor for Academic Affairs, Fayette State University, U.S.A

Dr. Kelly Jackson Charles, Professor and the Assessment Coordinator for the School of Education, Fayette State University, U.S.A

The guiding theme that has given impetus to the federal government’s continued involvement in issues of accreditation has been that the government has sought to increase its control of higher education through accreditation. As Pedersen (2005) surmises, “...the federal government has chosen to use the regional associations as a "Trojan horse" to exert greater influence on accreditation.” However, if representatives of US Department of Education are asked, they will claim that the department has been motivated by an honest desire to ensure that the public is not misled by false claims of quality and value made by colleges and universities. On the contrary, most colleges and universities would disagree, claiming that the government has been simply attempting to use accreditation to force higher education to adopt policies and practices that advance a political ideology.

“Developing Leadership and Managerial Competencies for Building Effective Quality Systems in Higher Education Institutions: The Case of the University of the West Indies”

Mr. Eduardo Ali, Campus Quality Assurance Officer and Head, Campus Quality Assurance Programme, University of the West Indies, Cave Hill Campus, Barbados

Developing quality assurance leadership and managerial competencies among senior and middle managers in higher education institutions is critically important for building and maintaining effective quality assurance systems. At the University of the West Indies, Cave Hill Campus a pilot project was launched which entailed training quality assurance leaders and managers across all academic and professional units on the campus. This project also seeks to establish a cadre of quality enhancement leaders who support further training and development of other leaders across the entire university system.

To firmly establish the quality enhancement leadership programme, a preliminary workshop was held with 26 professionals and senior and middle managers on campus who were consulted about what leadership and management competencies would be applicable for quality assurance and enhancement leaders within the campus. Arising out of this a campus-wide faculty and staff survey was conducted to solicit feedback on the competencies. This paper presents the case of the Cave Hill campus within the University of the West Indies system for establishing a quality assurance leadership and management programme. It shows how the findings of the survey are applicable to development of the UWI system and higher education institutions across the Caribbean region.

“Assessing the critical demand, supply and quality assurance needs of higher education providers in Trinidad and Tobago”

Meagan Sylvester, Ph.D. candidate, Faculty of Social Sciences, The University of the West Indies, St. Augustine Campus, Trinidad and Tobago

This paper seeks to address the critical needs of tertiary education in this new global hour to embrace quality standards in tertiary education. A focus will be placed on the varying standards of higher education delivery of providers in Trinidad and Tobago. Societal changes and changing and varying market demands necessitate different approaches to the provision of tertiary education. This paper seeks to describe and critically analyse the nexus between demands placed upon higher education institutions and their subsequent delivery and supply to cater to the demand. Attention will be placed on the measurement of quality assurance practices at these institutions and an examination will be undertaken of the nature and scope of the quality assurance indicators employed by the varying institutions. In sum, the paper will argue for the critical importance of the commitment of quality assurance systems to co-ordination, self critique, transparency and flexibility.

“The Design, Development and Acknowledgement of ‘Workplace Learning’ as a Mechanism for Certification, Assessment and Academic Mobility”

Mr. Mervyn Extravour, President - Valsayn Campus, Cipriani College, Valsayn, Trinidad

Through observation, and within recent times, through guided research, the structure and logistics of the working environment in the Caribbean, have developed and maintained a large cadre of practitioners and professionals who have over several decades provided continuous support, expertise and skills to the enhancement and development of their respective industries, communities, working environment and their nations.

In many cases there are those workers or workplace practitioners, who either individually or collectively seek advancement on the work-place are faced with the reality of seeking out and attaining the required academic enhancement to facilitate the demand of the educational institutions and at the same time meeting the needs of the employers. They are in the main, unable to gain the much needed ‘workplace mobility’ because of the challenges of academic rigour and the requirements of the work environment to attain quality tertiary education while maintaining and responding demands of the tertiary and higher education sectors.

The quest and desire for ‘quality tertiary education’ and the need for balancing ‘quality and quantity, as a mechanism for meeting the global challenges of the tertiary education sector, against the background of the academic configuration of the Caribbean tertiary and higher education environment – raises the question of defining and ensuring the consistent delivery and maintenance of a ‘quality product’ to this large group of practitioners in the labour market who require academic enhancement to facilitate workplace mobility among their peers in the workforce.

“The Influence of Trinidad and Tobago Labour Market on Quality Technical/Vocational Education and Training (TVET) – The MIC Perspective”

Reynold John Manager, Training Administration, Metal Industries Company Ltd.

Donna Bachoo, Senior Coordinator Pleasantville Technology Centre, Metal Industries Company Ltd.

Gwenyth Bleasdel, Coordinator EDF Projects Unit, Metal Industries Company Ltd.

The Metal Industries Company Limited (MIC) has been established from its inception to combine training and real work. Therefore, MIC adapted the ‘Training Factory Concept’ as its preferred mode of delivering Technical Vocational Education and Training (TVET). This mode of training influenced the mission statement of the Training Division “Training for Industry” since this was a demand led model of TVET. This paper seeks to explore the best practices and some of the challenges experienced by MIC in fulfilling its mandate. Additionally the paper will examine the rigors required to maintain an adjustment with the quality requirement of industry and consequently influence the content of our curricula.

“The Role of Research in the Development and Maintenance of Internal and External Quality Assurance Mechanisms in Tertiary Education in Jamaica: A Proposal”

Dr. Gosnell L. Yorke (Ph.D.), Dean of the School of Graduate Studies, Northern Caribbean University, Mandeville, Jamaica

In keeping with the need to emulate international best practice in tertiary education worldwide, an attempt will be made in this presentation to draw some lessons which might be applied to tertiary education in Jamaica based on my experience of having coordinated an important South African Government-initiated and development-driven research programme at the University of South Africa under the auspices of the National Research Foundation (NRF). The NRF, established as a creature of statute in 1999, functions in academic and economic partnership with all the tertiary institutions in the country and, in so doing, seeks to improve, in a nationally competitive way, both the quantity and quality of the research output of such tertiary institutions and, eventually, contribute meaningfully to ongoing national development. That is, such a nationally competitive NRF arrangement has both internal and external quality assurance mechanisms firmly in place in that each university-generated research proposal is carefully vetted internally and then later vetted externally by the NRF itself by drawing on various panels of experts--both nationally and internationally. All the internally vetted research proposals submitted to the NRF by the various universities are then “graded” ranging from excellent to fair with the different notches attracting the requisite amount of funding for a set period of time.

The ultimate objective of this presentation is to explore how best such a well-organized, development-driven and incentivized research programme can be adopted and adapted to fit the Jamaican tertiary education context and, ultimately, it is hoped, the entire Anglophone Caribbean region as a whole. In this regard, Northern Caribbean University, a private tertiary institution, will be used as a test case in terms of how to develop an internal quality assurance mechanism mirroring the South African situation and the potential role which an

external quality assurance and national institution like the Government-created University Council of Jamaica can and should play in all of this.

“Tooling for Success in Distance Education”

Ms. Lynette Woods, Assistant to the President for Special Projects, Bermuda College, Bermuda

In January 2005, Bermuda College hosted a group of 200 individuals + from various sectors of the community to chart a future direction for the institution. These discussions led to the development of the 2005 Bermuda College Strategic Direction Initiative: Charting our Course for the Future which included several action steps relating to distance education. As a result, in September 2005 an ad hoc committee was established, charged with investigating distance education for Bermuda College.

A pilot programme was launched in fall 2007 offering five hybrid courses. Adequate technology, support services from various departments were required in order to have success with this initiative. The number of online courses has increased since the pilot.

In order to have success, Bermuda College had to ensure that lecturers and students had the necessary tools to adequately support them. Additionally, policies and procedures have been established.

Students are required to do a Readiness Quiz, attend a general and class orientations, and have IT help available. Lecturers attend conferences, watch webinars, attend meetings, have their courses evaluated, and take courses toward certification.

The distance education initiative has been successful thus far because the required steps are in place to ensure that the College goals are realized.

“Innovative Tools for Enhancing E-Libraries and the E-Learning Community”

Ms. Kumaree Ramtahal, Librarian II, Main Library, University of the West Indies, St. Augustine, Trinidad and Tobago

Technological advancements have improved the way in which information and instruction is organized and delivered in libraries and academic institutions. New innovative services are providing opportunities for building interactive web communities and creating an environment for sharing and learning.

The popularity of a wide range of Web 2.0 tools and social software, particularly with the younger generation, has led many educators and librarians to think that this practice and enthusiasm could be translated into the educational setting. These innovative tools are being integrated into course design and are also gaining popularity in academic libraries simply because the profile of our students and library users are changing. They are being

referred to as the “net generation”, “millenials” or “digital natives”. G.R. Roberts (2005) describes the net generation’s relationship with technology as follows:

“I am a member of the Net Generation. The internet and related technologies have had a major influence on my generation’s culture and development. Many, if not most, Net Generation students have never known a world without computers, the World Wide Web, highly interactive video games, and cellular phones. For a significant number, instant messaging has surpassed the telephone and electronic mail as the primary form of communication. It is not unusual for the Net Geners to multitask using all three communication methods at once, while still surfing the Web and watching television”

This paper will introduce the concept of Web 2.0 and highlight how it is being used in libraries and educational settings to enhance e-learning. Although these tools are wide ranging, this paper will focus on Weblogs, Wikis, RSS feeds and Podcasts. It will present some of the educational challenges as well as the respective strengths and weaknesses of using these tools. Some examples of how they work in practice and effective ways that they can be used in libraries and education will also be presented.

“International Collaboration in Student Library Instruction”

Ms. Jiselle Maria Alleyne, Bermuda College, College Rise, Bermuda
Ms. Denyse Rodrigues, Mount Saint Vincent University, 166 Bedford Highway,
Halifax, Nova Scotia, Canada, B3M 2J6

The core values of co-operation and resource sharing between libraries has increased exponentially as libraries, impeded by distance, seek to better serve their students. This has become a mandate as a result of the change in education systems from soley campus restricted to education by distance. This phenomenon has opened up challenges as well as significant opportunity for developing partnerships between Librarians, making resources and services available to their students and serving students enrolled in international joint programs.

Libraries have since grappled with the concepts of remote access, the remote user and creating synergy between partnering institutions. Remote access can be defined as “any non-traditional access to library resources and services from outside the physical confines of the library building.” (Graham et al., 2001) Graham continues that “because of this librarians have had to intensify their use of remote access technologies, to provide instruction in database selection, searching techniques, and information evaluation to this invisible user”. (Graham et al., 2001) In this new service environment however, librarians are met with numerous hurdles, for example, failure of the remote access technology to meet the demands of users, and the impersonal nature of this instructional method.

This paper will examine collaboration amongst librarians, focusing on a collaborative project between Mount Saint Vincent University Library and Bermuda College Library to introduce students to services and resources at the libraries of the partner institution.

Issues relating to both the home library at Bermuda College and the remote library at Mount Saint Vincent University in Nova Scotia will be discussed. Strategies, activities and tools used to implement the initiative will be presented.

“Enhancing the Effectiveness of Tertiary Education through the Involvement of Stakeholder Groups”

Dr. Aubrey Thomas, University of Technology, Jamaica

The paper will examine the contribution of stakeholder groups to the achievement of sustainable and effective tertiary education. Thus with reference to at least two Jamaican higher education institutions, the paper seeks to:

- Assess the level of importance that the institutions place on the feedback obtained from their students, employers of their graduates, and the professional bodies that are affiliated to the academic programmes.
- Determine the levels of satisfaction among the stakeholder groups with respect to the institutions’ use of the feedback obtained from them.
- Highlight how the institutions have used the feedback obtained from the three groups.
- Assess the impact of the use of such feedback on the quality of education delivered by the institutions.
- Recommend for adoption, practices that have proven successful at the institutions.

The presentation will report on the avenues made available by institutions for each of three stakeholder groups to provide information about quality issues, how institutions have used feedback from the groups to impact positively on the quality of education. For example, how feedback from students may have been used to revise the curriculum, amend policies with respect to staffing. How feedback from employers may have been used to review entry level qualifications, or revise curriculum content or expected learning outcomes or to ensure balance in the technical and soft skills of graduates. The paper presentation will also highlight the role of professional bodies in curriculum design and curriculum reviews.

“An Emerging Model for External Quality Assurance of Higher Education in Small States: Increasing Access and Improving Quality in the Caribbean Community (CARICOM)”

Ruby S. Alleyne, Ph.D, University of Trinidad and Tobago, Trinidad and Tobago

Jason K. Stafford, M.A., University of Trinidad and Tobago, Trinidad and Tobago

Distinct social, cultural, economic and political differences among geographical regions and countries account for wide diversity in the nature of their higher education systems. The increasing internationalization of higher education over the past two decades has brought pressure to bear on many countries in terms of the need to develop and maintain effective quality assurance systems.

This paper presents a comparative analysis of emerging frameworks for external quality assurance in member states of the Caribbean Community (CARICOM). It examines key characteristics of their higher education systems and the role and functions of regional and national bodies. The unique circumstances surrounding the development of these systems have given rise to external quality assurance agencies (EQAAs) that have a multiplicity of functions and complex structures.

The authors explore this complexity and the implications for resource requirements, efficiency and sustainability. The paper puts forward a model for external quality assurance in small states.

“Medical Education in the Caribbean: Accreditation by the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)”

Ms. Lorna Parkins, Executive Director, Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)

Over the last thirty years the Caribbean region has witnessed significant change and growth in medical education. In addition to the traditional schools, there has been an influx of for profit off shore schools aimed primarily at international students.

The existence of quality-control oversight measures by an external body, a rigorous review process, transparency of the process and standards used have varied significantly throughout the region. As the World Federation for Medical Education (WFME) itself has recognised, achieving reliable accreditation in countries with only one or a few medical schools and without independent experts, is particularly difficult. This absence of external evaluation and accreditation procedures is cause for concern particularly in the light of the rapid increase in the number of new medical schools.

The increasing international interest in assuring and recognising quality in medical education has called for a number of initiatives, including promotion of national/regional accreditation systems, establishment of international partnerships, collaboration in forums and conventions, publication of global databases and recognition of accredited institutions and programmes.

In response to these developments and the regional thrust to ensure quality education and training in the context of the CARICOM Single Market and Economy (CSME), a regional accreditation system, The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP) was established under the *aegis* of the Caribbean

Community (CARICOM) in July 2004 to accredit undergraduate education programmes leading to qualifications in medicine, dentistry, veterinary medicine and other health professions offered in member states of the Caribbean Community (CARICOM).

Accreditation based on pre-set medical-education specific standards is an important incentive for improvement and for raising the quality of medical education both when reorientation and reform are pursued as well as to promote continuous improvement and development.

Standards are also instrumental in safeguarding internationalization of medical doctors by establishing a system of regional and/or international evaluation and recognition of medical educational institutions and programmes to ensure minimum quality standards.

By judging the compliance of medical education programmes with national and internationally accepted standards of educational quality, this accrediting authority serves the interests of the general public in CARICOM countries and the interests of the students enrolled in the programmes of the schools.

“Leadership for Quality-Led Change”

Michael Bradshaw, Executive Director, Accreditation Council of Trinidad & Tobago
Lyndon Abdool, Assessment Officer, Accreditation Council of Trinidad & Tobago

The primary focus of this paper will be on the leadership qualities necessary to achieve quality-led strategic change via one of the mechanisms employed by the Accreditation Council of Trinidad and Tobago (ACTT) to promulgate quality assurance amongst tertiary level institutions in Trinidad and Tobago. The Registration Process, mandated by the Government of the Republic of Trinidad and Tobago on post secondary and tertiary levels institutions, would serve as the stimulus for change. The Tertiary Education sector in Trinidad and Tobago was for the most part unregulated until 2004, when the Act to establish the Accreditation Council of Trinidad and Tobago was proclaimed. Subsequently, all post secondary and tertiary institutions were mandated to conform to changes brought about by the establishment of criteria and standards for registration. The deadline for registration of all post secondary and tertiary level institutions was 8th July, 2009. The registration process was a quality-led strategic change for many institutions as well as ACTT, since the industry was previously unregulated. For successful change management initiatives strong leadership is required, this paper will focus on the qualities required for success. In this regard this paper is intended to:

- identify the necessary leadership qualities, styles and skills required in ACTT and the registered institutions for the quality-led strategic change of registration;
- identify and analyse challenges/obstacles to change in introducing the registration process, from ACTT's and the institutions' perspectives;

- identify and analyse the various change management interventions developed and implemented by ACTT and the institutions for overcoming obstacles to change

Data would be collected from both primary and secondary sources. To collect primary data interviews and questionnaires with Executive Bodies and Management of ACTT and registered institutions will be utilised.

“The Application of Quality Assurance Principles to Vocational Legal Education in the Caribbean with Special Emphasis on Governance and Administrative Structures”

Michael Theodore, Course Director Tutor, Hugh Wooding Law School

In the Commonwealth Caribbean legal education has been developed primarily through an indigenous system of training agreed to by participating states of the region. It consists of a university course of academic training at the Faculty of Law, UWI, designed to give academic competence in legal subjects from a Caribbean perspective; followed by a period of vocational, skills-based legal education having a practical content and emphasis. This latter programme is administered by the Council of Legal Education (the Council).

This paper quickly reviews the challenges facing legal education in light of globalization and the increasing demands for tertiary education and particularly vocational tertiary education. It adopts the thesis advanced elsewhere that the Council’s monopoly is not sustainable. Consequently, it will look at the governance and administrative structure of the Council in light of its vision and mission and seek to enquire whether this structure is relevant to demands of governance in tertiary education – in other words, whether it is ‘fit for purpose’, the standard that the Council itself has articulated as its standard for quality assurance.

In this enquiry, it will draw from the experiences of other bodies throughout the Commonwealth charged with the administration of vocational legal education as it seeks to advance a practical strategy for the Council to deal with the growing demand for places and complexity of vocational legal education. It will do so by drawing a distinction between the role of the Council to regulate the practical training, assessment and certification of persons seeking vocational legal education and the additional function it current performs of administering three law schools which provide this type of training.

Finally, it will suggest ways in which the Council’s basic mission and vision can be achieved through a more efficient and relevant governance system which will take it closer to achieving its core function, vision and mission.

“Integrating the Quality Management System in Academic Institutions using the Smart-ISOTM Coordinated Management Approach”

Mr. Chris Chinapoo, Ministry of National Security, Trinidad and Tobago

Mr. John Moffat, CEO of Smart-ISO Limited and Executive Director, QShI Canada Inc.

Historically the management of quality, environment, safety, security and finance have been organised as isolated/separate management systems as reflected in attempts to comply with both standards and business principles. Within the past 8 years the trend has been to move away from isolated management systems to coordinated approaches in the business, industry and education sectors. This new coordinated, systemic and systematic approach to management systems is supported by developments within the new ISO 9000 series - ISO 9001 (2008), and other quality and excellence models used worldwide inclusive of the accreditation systems for higher education.

With greater demands being made by students, parents, employers, society, governments and accreditation bodies for quality, relevance, work ready graduates, value for money, mobility of people and their qualifications, and national, regional, and international recognition of qualifications, higher education institutions are constantly faced with the need to improve their management systems. Improvement strategies have included better understanding of quality concepts, application of quality principles and tools and utilisation of more coordinated approaches to management of quality, as quite often institutions are required to meet the criteria and standards of more than one external evaluator.

This paper will discuss how a “Coordinated” Management System (CMS) approach originally designed for the “business” sector can also be beneficial to the educational system. The paper will show how **smart-ISO™**, a proven software technology, facilitates the integration, management and control of all aspects of a management system not only as it applies to the ISO standards but to any set of standards. The paper will further demonstrate how this software application through the CMS approach can assist in bringing about a change in culture, effectiveness, efficiency, and give institutions more visibility in the global arena. The paper will also address the challenges of integrating the software and technology application into the daily operations of educational institutions while at the same time facilitate compliance to standards of accrediting organisations and enhance the institutional quality system.

“Perspectives of Assessors on the Accreditation Process”

Dr. Ethley London, University Council of Jamaica (UCJ)

Dr. Barrett Adams

The credibility of the entire accreditation process depends to a large extent on the credibility of the visiting team (assessors). Recognizing that the quality of assessors significantly impacts the accreditation experience of an institution, the University Council of Jamaica (UCJ) carefully selects educators and practicing professionals in the relevant fields drawn from the private and

public sectors, to serve as assessors in the accreditation process. As part of the process, assessors review the relevant documentation submitted by the institution and UCJ, and participate in a site visit to the institution. The decision of the UCJ on whether to grant accreditation is based largely on the assessors' report of their findings.

Given the central role that assessors play in the accreditation process, a study was conducted to obtain their perspective of UCJ's accreditation process with a view to improving the process. The study was carried out among thirty five (35) local and overseas assessors who have participated in two or more UCJ's accreditation visits. The methodology employed involved the administering of a fifteen-point questionnaire and the subsequent analysis.

The results show that the assessors were of the view that they were adequately prepared by the UCJ for the accreditation experience. However, they cited challenges with respect to the volume of information to be reviewed, the processing of the information in such a short period and integrating the information. The skills/attributes identified as being essential to function as an effective assessor were also delineated from the study. These findings will form the basis for the improvement of the accreditation process as the Council remains firm in its commitment to enhancing the quality of tertiary education in Jamaica.

"E- Libraries: Managing E-Resources and Services in Academic Libraries in the Caribbean"

Ms. Dorothy M. Palmer, Librarian, University of the West Indies, Mona, Jamaica

The landscape in which we live has been influenced by many changes which impact tremendously on the ways in which we all operate, whether it is our homes, schools, communities businesses or the various institutions through which we are all interconnected. Within this knowledge-based society information and communication technologies have influenced greatly and contributed to these ever increasing changes.

Universities and other tertiary institutions have over the past decades restructured and reengineered their operations and processes so as to be more efficient and relevant to meet the diverse demands of the various stakeholders. Libraries are critical to the effective operations of these universities and therefore have to adapt to these changes so as to meet the needs of students and faculty. Many libraries have experienced the emergence of new services especially in the areas of information access and delivery to patrons. Students and other information seekers welcome this new mode of access but there is also the cause for concern especially as this relates to quality and use of the information. The paper will identify and discuss the various related issues and will analyse the findings of a survey administered to students at the UWI School of Education on the use of the various databases and other web resources.

"Providing Quality E-Learning Resources in an Academic Library: Challenges and Opportunities - the Case of Northern Caribbean University"

Grace Carr-Benjamin, Director of Library Services, Northern Caribbean University,
Jamaica

The impact of emerging Information Communication Technologies on libraries has been explosive and dynamic over the years, and academic libraries have been at the very center of this deluge. The increased demand for quality higher education by diverse groups poses a challenge for tertiary institutions. The library being the “heart” of the institution is expected to meet the needs of its varied clientele. Essentially, academic libraries exist on a university campus for the main purpose of supporting the research, teaching and instruction agenda of the institution. Today’s academic library cannot survive in a competitive information environment without e-learning resources and e-technology. The dilemma facing academic libraries, especially those in developing countries, is the provision of adequate high-quality e-resources and e-technology without their overwhelming strain on the budgets of libraries. The challenge is, how best to take advantage of opportunities to acquire e-resources and to implement e-technology without driving your library, and ultimately, your tertiary institution into bankruptcy.

Northern Caribbean University is the oldest and probably the only Liberal Arts University in Jamaica. Serving the intellectual needs of the populace of central Jamaica and adjacent parishes, the university strives to ensure that the library is equipped to support its mission of “quality Christ-centered education, achieved through academic excellence...”

This paper therefore presents the experience of the Hiram S. Walters Resource Centre at Northern Caribbean University in its bid to offer quality e-learning resources. It also explores the impact of ITCs on providing e-resources, the impact on library usage by faculty and students, selecting quality, value added e-resources, and the opportunities that are available for increased usage of e-resources. Finally the paper will inform how the various tools have impacted student learning outcomes and show how the learning environment at Northern Caribbean University has been enhanced while contributing to the provision of adequate and quality tertiary education in Jamaica.

“The Consequences of Benchmarking Student-Learning Outcomes in an Age of Accountability”

Dr. Curtis Charles, Associate Vice Chancellor for Academic Affairs, Fayette State University, U.S.A

Dr. Kelly Jackson Charles, Professor and the Assessment Coordinator for the School of Education, Fayette State University, U.S.A

With a 4-year graduation rate of 18%, and trend data that showed the potential for further declines, Fayetteville State University was presented with accountability mandates to benchmark student learning outcomes. Beginning with the 2008 cohort FSU was charged with further accountability mandates, to graduate 30% of its students in 4 years; 50% in 6 years; and show evidence of a 80% retention rate by 2012. Such external forces gave birth to the FSU Assessment Initiative to conduct a comprehensive and thorough analysis of the

effectiveness of the learning environment for supporting student learning that contributes to institutional quality.

“Developing an Integrated Interface for Addressing the Mismatch between the Tertiary Education and Training and the Labour Market in Barbados”

Ms. Valda Alleyne, Executive Director, Barbados Accreditation Council

In Barbados, despite the increased access to tertiary educational provision, significant curriculum reform and abundant supply of “qualified” human resources, employers are constantly complaining that graduates leaving tertiary educational institutions lack critical skills such as leadership, communications (oral and written), team-working, comprehension, negotiation and conflict resolution, numeracy, information technology, analytical and problem solving. From time to time, they have voiced their concerns about the quality of tertiary education and training as in their opinion, graduates do not possess the competencies required for the world of work. The problem seems to be that the tertiary education and training system is not producing quality graduates to meet the needs of the labour market.

What is meant by the concept “quality”? It is a relative and multi-dimensional concept as it depends on the experiences, beliefs and values of people. Since the 1950s and into the 1960s, the debate on quality in education emerged given the focus on the quality of human capital which informed discussion on quality in education during that era. From the 1970s and onwards, concepts such as “basic skills”, “minimum levels”, and “standards” have found prominence globally. Since the 1980s, interest has been shown by the higher educational community in Total Quality Management (TQM) as an alternative methodology for assuring quality outcomes in the tertiary education and training sector.

This paper will present an analytical framework of the issue(s) and propose sustainable policies and strategies which could address the mismatch between the tertiary education and training system and the labour market in Barbados.

“Indicators of Quality in Post-Secondary/Tertiary Educational Institutions in Barbados”

Ms. Pamela Dottin, Accreditation Officer, Barbados Accreditation Council

The intent of this paper is to assess the readiness of tertiary institutions’ policies, procedures and systems for external quality assurance in Barbados. The study encapsulates the views of the 90 institutions known to the Council. It is envisioned that the Council may use the information received to analyse its own internal practices with a view to determining its own readiness to meet the needs of the institutions.

It is anticipated that this research will enable the Council to better understand the varying needs of its institutions, knowledge which it can use to offer specialist training. For example, the study may indicate that providers operating in a particular discipline may require more

assistance in the development of curriculum and assessment materials than other providers in another discipline. The Council would then be able to utilise this data to target training to specific sectors of its providers.

The underlying premise of the research is that the success of external quality assurance is dependent on its understanding and satisfying the developmental needs of its institutions. Additionally, as most institutions in Barbados are not accustomed to an external quality assurance presence, it is important that the Council add value to their operations. Further, this study will provide the Council with information which it may use tools in its quest to enhance the quality of tertiary education and training in Barbados.

“Quality Assurance through collaboration and learning: Creating strong internal and external mechanisms”

Dr. Ian O’B. Austin, University of the West Indies Open Campus

Universities and colleges are organizations functioning in societies and impacted by external environmental forces that are national, regional, and global. At the national level, governments are insisting on more explicit assurances about quality in higher education and a shift away from traditional academic controls. At the regional and global level, there are the needs for the recognition of national institutions’ qualifications and to ensure that the education attained by individuals is of the quality that prepares the nation-state to compete globally. The important question is how can quality in higher education be assured by the national leadership and at the organizational/ university level?

This paper constructs a conceptual framework for improving internal and external QA mechanisms in higher education. Using an input-process-output (IPO) model and systems thinking, I demonstrate how organizational learning as an institutional goal and how collaboration with external quality assurance agencies converge to create stronger internal and external QA mechanisms.

I argue that convergence occurs through the forces for collaboration and learning and it can best be understood using the I-P-O model. The Inputs to the organization emerge from the internal and external environments and are captured by the institution and processed to create a trigger for learning. In the Processing phase, the structural dimensions must be established and functioning to create learning as an organization. This learning in turn manifests as quality assurance Outcomes. These Outcomes form the basis for feedback that signal whether quality is assured at an acceptable level.

Systems thinking is based on the premise that external and internal environmental forces impact and shape organization and the organization itself shapes its environment. From a systems perspective, inputs are received from and feedback is given back to the environment. The feedback helps the college or university determine whether changes should be made at the organizational level and also what changes must be made at the macro-national level. Thus, the

convergence of external and internal forces and a desire for collaboration for assuring quality in education can result in a college or university learning how to improve and foster quality in higher education.

The paper concludes with and expands on two important structural recommendations to ensure that quality is assured institutionally: (a) the governance of the university is paramount to the achievement of the quality assurance using the I-P-O and systems framework; and (b) the learning that occurs and the quality assurance derived from it must be structured institutionally.

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