

# Administrative Report 2021-2022



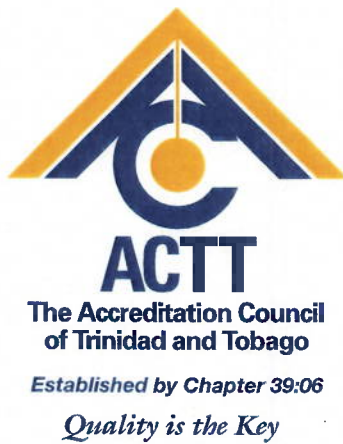
*A Look Back at ACTT's Fiscal Year*



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This Administrative Report  
summarises the activities of The  
Accreditation Council of Trinidad  
and Tobago for the period October  
01, 2021 to September 30, 2022.

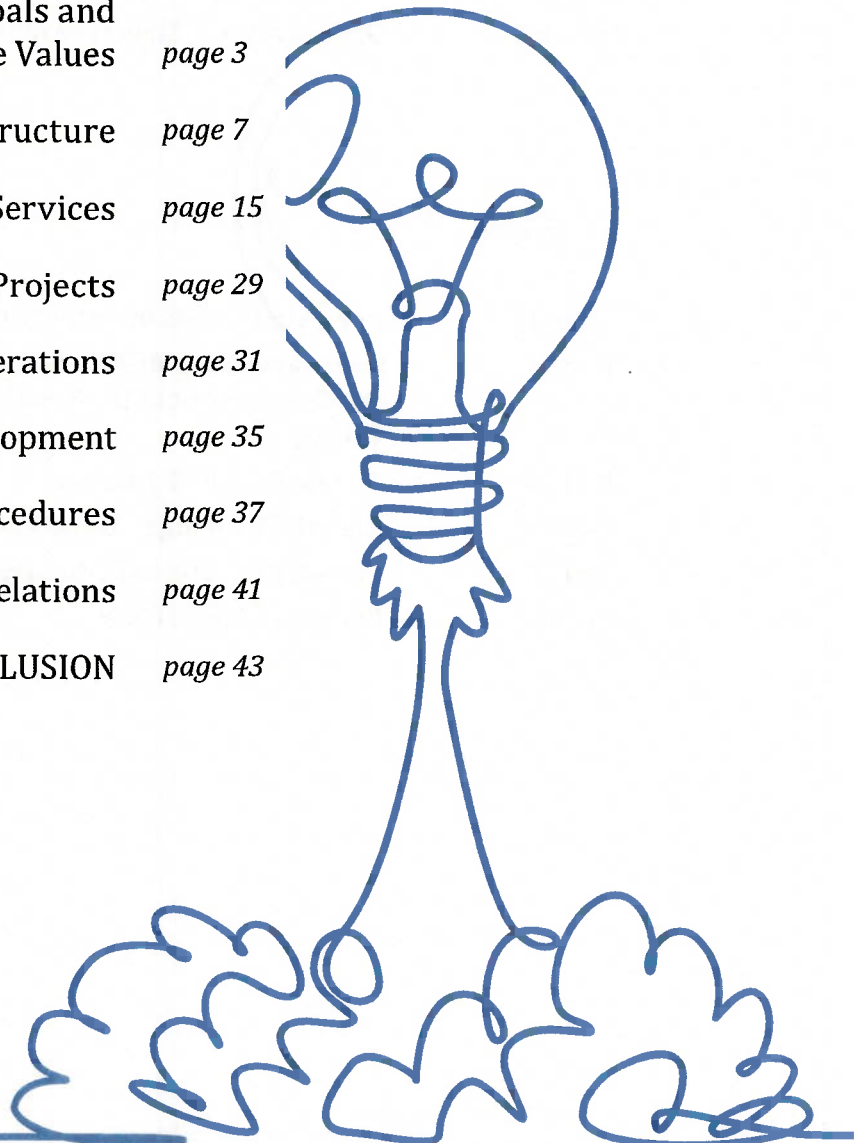
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## List of Acronyms

ABE	Association of Business Executives
ACTT	Accreditation Council of Trinidad and Tobago
CARICOM	Caribbean Community
NQF-TT	National Qualifications Framework of Trinidad and Tobago
UWI	The University of the West Indies

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# EXECUTIVE Summary

From October 01, 2021, through September 30, 2022, the Accreditation Council of Trinidad and Tobago (ACTT) continued to fulfil its mandate through its quality assurance services, as well as a number of related initiatives.

The ACTT is the principal body for conducting and advising on the accreditation and recognition of higher education and training institutions, programmes and awards in Trinidad and Tobago. In 2004, the ACTT was established as a statutory body by Act Chapter 39:06 of the Laws of the Republic of Trinidad and Tobago and the organisation was launched in November 2005. The ACTT is responsible for quality assurance through the services of Conferment of Institutional Title, Registration, Accreditation, Programme Approval and Recognition of Transnational Programmes, Foreign Awarding Bodies and Institutions. At the end of the reporting period, the ACTT had on its Register twenty-eight registered institutions, twelve accredited institutions, sixteen recognised foreign awarding bodies and institutions and one registered local awarding body.

During the reporting period, the ACTT obtained Cabinet approval for the National Qualifications Framework of Trinidad and Tobago (NQF-TT). The NQF-TT, which was aligned to the CARCIOM Qualifications Framework, will be implemented in Trinidad and Tobago subsequently. The Council also hosted two consultations with stakeholders to discuss its proposal for the accreditation of Micro-Credentials.







## 1.1 VISION

ACTT is to be the *vanguard* and *catalyst* of a quality post-secondary and tertiary education sector which is *globally relevant, responsive* and *supportive of the development* of a qualified workforce and society in Trinidad and Tobago and the wider Caribbean.

## 1.2 MISSION

ACTT assures and enhances the quality of post-secondary and tertiary education nationally and abroad through innovative business, globally-benchmarked standards and service excellence.

## 1.3 THE VISION AND MISSION KEYWORDS

The Keywords used in the Vision and Mission of the ACTT are described as follows:

*Vanguard:* ACTT is leading and paving the pathway for a quality post secondary and tertiary education sector.

*Catalyst:* ACTT stimulates and challenges post secondary and tertiary education institutions to meet its standards.

*Globally relevant:* ACTT embraces and adapts international models, best practices and standards in the design of its systems and services.

*Responsive:* ACTT understands that it operates in an environment of constant change, is nimble and responds to needs.

*Supports the Development:* ACTT ensures that post secondary and tertiary education institutions contribute to the development of a knowledgeable and skilled workforce and society.

*Assures and enhances:* ACTT applies its policies, standards and processes for external quality assurance of post secondary and tertiary education institutions and qualifications.

## 1.0 VISION, MISSION, STRATEGIC GOALS AND OBJECTIVES AND CORE VALUES

1.1 – Vision, page 3

1.2 – Mission, page 3

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Keywords, page 3

1.4 – Strategic Goals and  
Objectives, page 4

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*Nationally and abroad:* ACTT engages and supports post secondary and tertiary education institutions and awarding bodies located in Trinidad and Tobago and overseas institutions and awarding bodies offering in-country or education abroad programmes via distance and online learning.

*Innovative business:* ACTT establishes new business models and approaches that have been adopted or modelled after its own best practices.

*Globally benchmarked standards:* ACTT contextualises and adapts global external quality standards to design its own.

*Service excellence:* ACTT establishes standards for providing efficient and effective service to stakeholders.

## 1.4

### STRATEGIC GOALS AND OBJECTIVES

As outlined in the Strategic Plan 2020 to 2025, the four priority areas are as follows:

- Organisational Transformation;
- Financial Sustainability;
- Post Secondary and Tertiary Education Sector Quality and Performance; and
- Post Secondary and Tertiary Education Qualifications Recognition.

**Figure 1** shows the strategy map for the ACTT outlining the four priority areas, four strategic goals and strategic objectives, together with the Vision, Mission and Core Values.

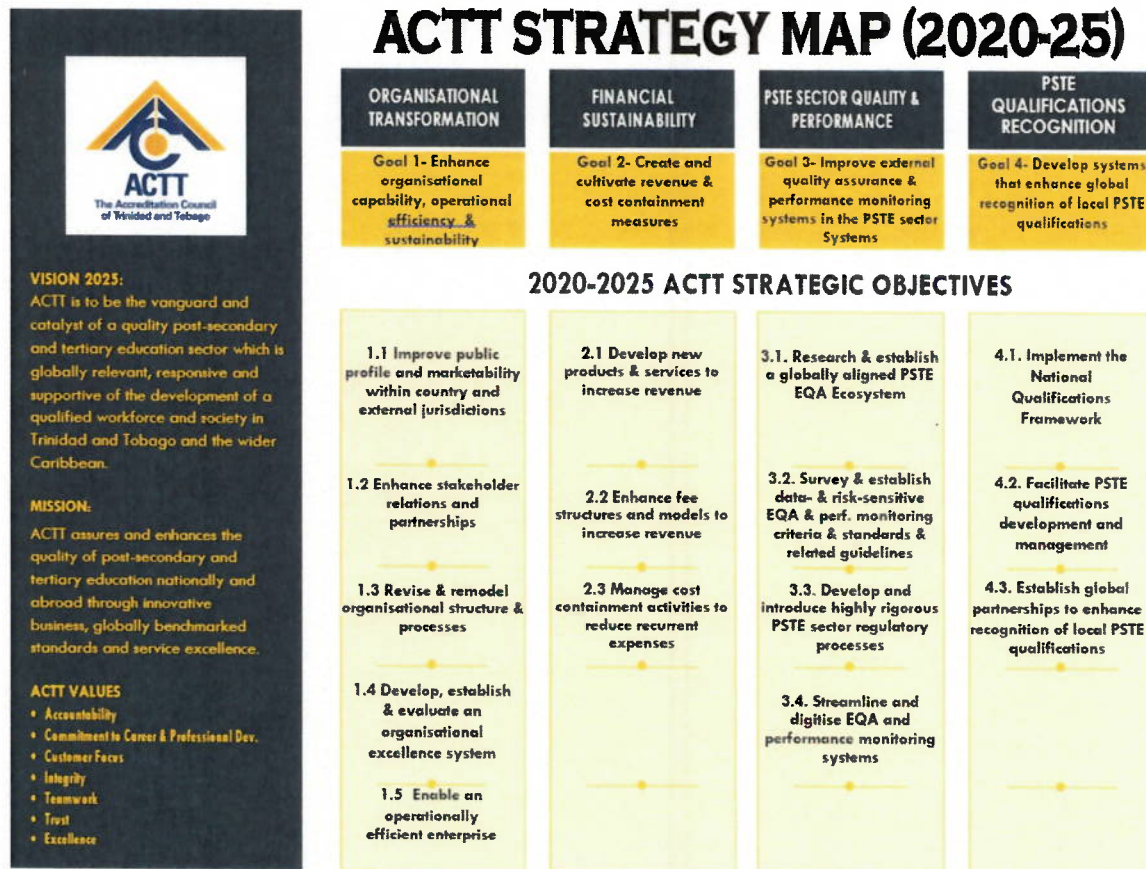
## 1.5

### CORE VALUES

The Core Values of the ACTT are described as follows:

- *Accountability:* we answer to our governing authorities and ensure that our stakeholders do the same.
- *Commitment to Career and Professional Development:* we support the career and professional development of our employees.
- *Customer Focus:* we listen to and consider our customers' needs when making decisions and taking action.
- *Integrity:* we embrace, comply with and administer national laws, Government policy, organisational policies and best-in-class post secondary and tertiary education quality practices. We are above reproach in our actions.
- *Teamwork:* we perform better together while seeking our stakeholders' interests instead of attempting to work individually.

- **Trust:** we speak the truth and support and respect each other. We guarantee honest business when we engage our stakeholders.
- **Excellence:** we model innovations and best practices, going beyond what our customers expect of us.



**Figure 1: ACTT Strategy Map (2020-2025)**

Source: ACTT Strategic Plan, 2020



## 2.1 THE ACTT'S ORGANISATIONAL PROFILE

A thirteen-member Council (twelve Executive Members and one Non-Executive Member), which is responsible for charting the overall direction of the ACTT, governs the ACTT's corporate structure. The Council composition and term of office are contained in Section 4 of Chapter 39:06 (GORTT, 2004). All appointments to the Council are required to be published in the Trinidad and Tobago Gazette.

The Members of the Council for the period were:

- Dr. Ruby S. Alleyne – Chairman
- Ms. Delamae Wilson– Deputy Chairman
- Dr. Anne-Marie Mohammed
- Mr. Archibald Prime
- Mr. David Murphy
- Dr. Gersha Pierre
- Mrs. Jane Murray
- Mrs. Lennon Ballah-Lashley
- Mrs. Pramatee Gajadhar
- Mrs. Shalene Suchit-Dwarika
- Mrs. Wafaa Mohamed-Ghanny
- Professor Emeritus Winston Mellowes

The Executive Director (Ag.) during the period July 01, 2021 – September 30, 2022, was Mr. Curtis Floyd.

A staff of forty-one, divided into three departments and three units, performs the operations of the organisation. These departments/units are listed as follows:

- Office of the Executive Director;
- Accreditation and Quality Enhancement Department;
- Qualifications and Recognition Department;
- Finance and Administration Department;
- Corporate Secretary/Legal Unit;
- Corporate Communications Unit (reporting to the Office of the Executive Director); and
- Information Technology Unit (reporting to the Director of Finance and Administration).

## 2.0 ORGANISATIONAL STRUCTURE

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2.2 – Legislative and Regulatory Framework, *page 9*

2.3 – Delegated Levels of Authority, *page 9*

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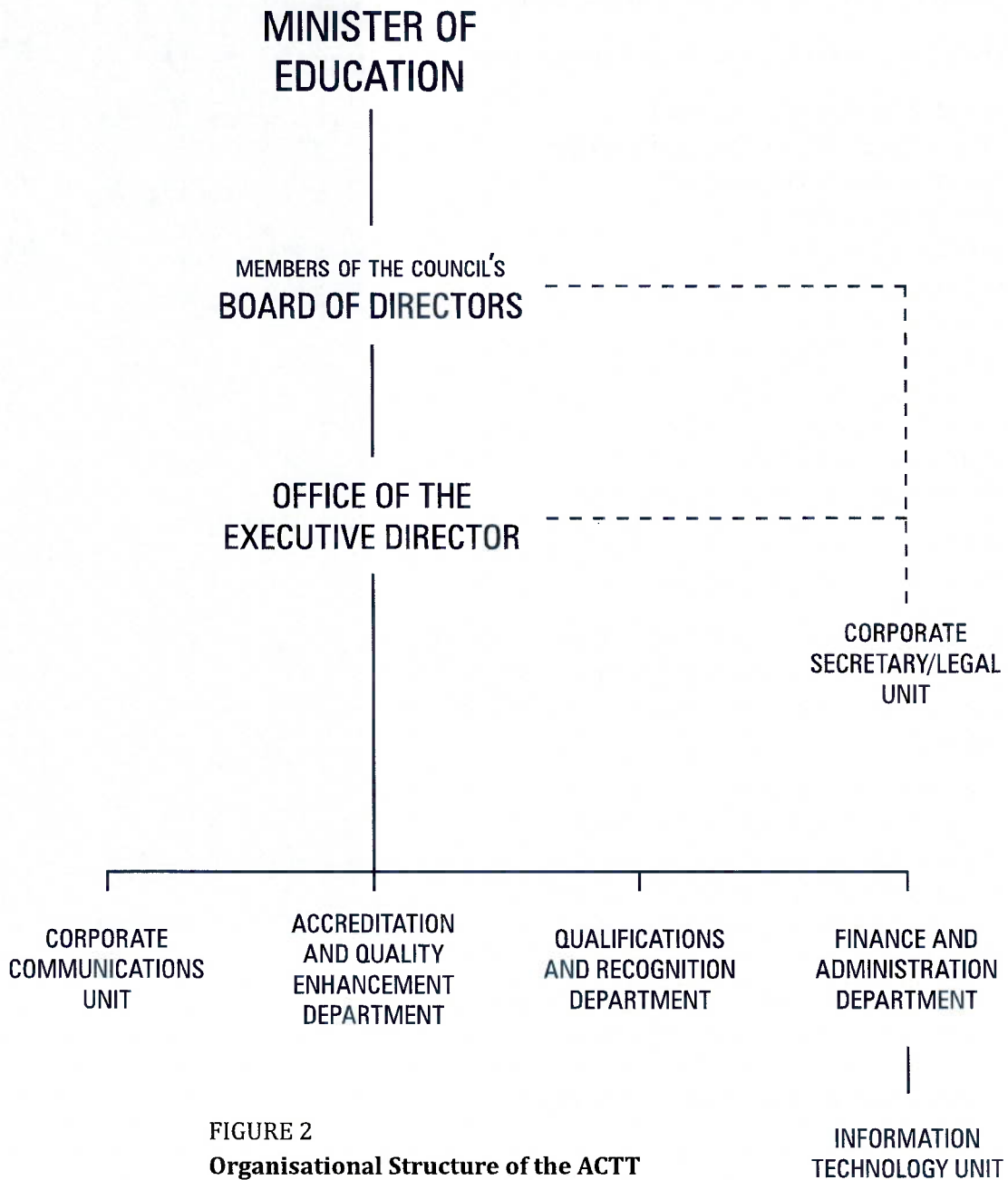
2.6 – The ACTT SWOT Analysis, *page 12*



Contract workers in these three subgroups are:

- Management Team – four members;
- Technical staff – twenty members; and
- Administrative Staff – seventeen members

In the organisational structure, all departments report to the Office of the Executive Director. The Organisational Structure of the ACTT is shown in **Figure 2**.



**FIGURE 2**  
**Organisational Structure of the ACTT**

## 2.2 LEGISLATIVE AND REGULATORY FRAMEWORK

The ACTT has the overarching responsibility for and jurisdiction over the registration and accreditation of post secondary and tertiary education institutions and programmes in Trinidad and Tobago. By virtue of the Act, the ACTT is empowered, *inter alia*, to:

- develop, implement and monitor national quality standards for the higher education sector;
- confer institutional titles;
- register post secondary and tertiary level institutions;
- accredit institutions and programmes;
- recognise qualifications awarded by foreign institutions;
- grant approval for locally developed programmes; and
- collaborate with recognised accrediting and professional bodies in the fulfilment of its mission.

In the execution of its functions, and in accordance with Section 66D of the Constitution of the Republic of Trinidad and Tobago, the ACTT is required to report to the public on its performance annually. In this regard, the ACTT submits an annual Administrative Report to its line Minister detailing the Council's activities and containing financial statements and other information relating to the operations and policies of the Council.

## 2.3 DELEGATED LEVELS OF AUTHORITY

**Table 1** summarises the levels of authority for the approval of expenditure for the purchase of articles/works/services that have been procured in keeping with the Council's Policy and Procedures.

VALUE OF PURCHASE/TENDERS	Authority
Up to TT\$30,000	Director, Finance and Administration
TT\$30,001 – TT\$100,000	Executive Director
TT\$100,001 – TT\$5,000,000	The Council members, on the recommendation of the Tenders Committee

TABLE 1  
Delegated Levels of Authority

## 2.4 REPORTING FUNCTIONS

**Table 2** summarises the ACTT's reporting functions and responsibilities, in relation to the Council's operations.

REPORTS	Line Minister	Ministry of Planning	Ministry of Finance	Auditor General	Parliament	Office of Procurement
Annual Operating Budgets	✓	✓	✓			
Strategic Plan	✓	✓				
Monthly/Annual Financial Reports	✓		✓			
Annual Financial Statements	✓		✓	✓	✓	
Monthly/Annual Performance Reports	✓	✓	✓			
Annual Audit Report	✓			✓	✓	
Annual Administrative Report	✓				✓	
Public Sector Investment Programme: Monthly, Quarterly, Bi-annual and Annual Reports	✓	✓	✓			
Contribution to the Ministry of Education's Budget Presentation/Achievement Reports	✓	✓	✓			
Confirmed Minutes of Board Meetings	✓					
Performance Monitoring Reports	✓	✓				
Quarterly Reports on 1-year Action Plan	✓	✓				
Litigation Quarterly Reports	✓					
Annual Procurement Plan	✓					✓
Quarterly Return of Award of Contracts Report	✓					✓

TABLE 2  
**Summary of the ACTT's Reporting Functions to the Government of the Republic of Trinidad and Tobago**



## 2.5 POLICY AND DEVELOPMENT INITIATIVES

### 2.5.1 Technical Policies

The Council's core services, as mandated by the Act, are governed by its technical policies on Conferment of Institutional Title, Registration of Post Secondary and Tertiary Institutions, Accreditation of Institutions, Programme Approval, Recognition of Foreign Awarding Bodies and Institutions, Recognition of Transnational Programmes, Statements on Recognition and Equivalence Assessments.

### 2.5.2 Financial Policies

The Council's financial policies are guided by the public service regulations and are in compliance with the following:

- The Exchequer and Audit Act, Chapter 69:01;
- The Statutory Authorities Act, Chapter 24:01;
- Guidelines for Contract Employment in Government Ministries, Departments and Statutory Authorities subject to the Statutory Authorities Act, Chapter 24:01;
- Circulars from the Chief Personnel Officer, Ministry of Finance, Comptroller of Accounts and the Director of Personnel Administration;
- Public Procurement and Disposal of Public Property Act No. 1 of 2015; and
- State Enterprises Performance Monitoring Manual.

### 2.5.3 Administrative Policies

The Council maintains an Administrative and Personnel Policies Manual that provides information and procedures to all staff. This equips them with clear, specific and systematic approaches to executing their duties and to developing and maintaining the ACTT's relationships with various stakeholders. It is a fundamental communication tool containing information and instructions pertinent to the duties, responsibilities and functions of staff.

The Administrative and Personnel Policies are currently being revised in accordance with Public Service guidelines and best practice related to contract employment in the Government service.

## 2.6 THE ACTT SWOT ANALYSIS

An analysis of the Strengths, Weaknesses, Opportunities and Threats of the ACTT as adapted from the ACTT's Strategic Plan 2020-2025 is presented in **Table 3**.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• First port of call in the country for registration, programme approval, institutional accreditation, transnational programme recognition and recognition of qualifications</li> <li>• Specialised technical staff performing roles that support regulation of tertiary education institutions</li> <li>• Receives income from clients and customers for services offered</li> <li>• Stable/permanent location of headquarters</li> <li>• Positive reputation among students, graduates, CARICOM nationals and employers for Statements on Recognition</li> <li>• Qualified Board members representing different sectors impacting higher education governance</li> <li>• Quality assurance standards, policies and processes regularly utilised by institutions</li> <li>• Frequently consulted and utilised evaluators and Team Chairs to support the evaluation process</li> <li>• A Cabinet-approved National Qualifications Framework for Trinidad and Tobago</li> <li>• Potential for systems and structures to be developed to meet the requirements for external review</li> </ul>	<ul style="list-style-type: none"> <li>• Varied response times for services create frustration</li> <li>• Insufficient coordination between the ACTT and National Training Agency as it pertains to regulation of programmes</li> <li>• Staff qualifications, compensation, knowledge, skills and competencies are not at a comparable level to other international accreditation agencies in most instances</li> <li>• Volume of income streams is inadequate and fees are not at desired rates as compared to other accreditation agencies</li> <li>• Lack of online payment platform to receive payment from stakeholders</li> <li>• Absence of Boards for prolonged periods negatively impacting workflows and approvals</li> <li>• Standards, policies and processes have not been sufficiently revised or updated since inception</li> <li>• Inadequate number of qualified, competent and experienced locally-based evaluators in certain areas or fields</li> <li>• Delay in implementation of the National Qualifications Framework for Trinidad and Tobago</li> <li>• Lack of readiness to undergo external review</li> </ul>

TABLE 3  
The ACTT SWOT Analysis

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> <li>• Market position can be maintained given that there are no competing entities except for specialised accreditation</li> <li>• Channels for expansion of the ACTT's services to stakeholders online with a special emphasis on Tobago</li> <li>• Technical staff to be trained and compensated to provide higher level value-added services to support sector accountability and quality assurance</li> <li>• Revenue generation through the provision of traditional as well as diversified services</li> <li>• Several local providers available for processing online payments at low cost</li> <li>• Market available for additional accreditation services in countries with no accrediting bodies</li> <li>• Alternative cost-effective facilities available on the market to relocate headquarters</li> <li>• Available online and mobile-friendly application solutions to automate workflows</li> <li>• Readily available international best practices in higher education quality assurance, which can be used for benchmarking</li> <li>• Available highly qualified and experienced evaluators/experts documented on database from national and international jurisdictions</li> <li>• CARICOM Quality Assurance Register recently established by CARICOM to facilitate regional external review</li> </ul>	<ul style="list-style-type: none"> <li>• International accreditation agencies offering transnational and international accreditation services</li> <li>• Existing technical staff attrition due to resignations or poaching by institutions</li> <li>• Institutions with declining revenues may not be in a financial position to remit fees</li> <li>• Loss in income when moving to new facility; adjustment period for stakeholders</li> <li>• Workflow automation solutions are unavailable or customers not using applications</li> <li>• Inadequate budgetary allocations for automated services</li> <li>• Board does not sanction revised corporate governance processes, policies and regulations to ensure that decisions can be made in the absence of Board</li> <li>• Absence of Board could lead to greater Ministry involvement in Council affairs</li> <li>• Absence of budget and personnel to facilitate revisions of standards, policies and processes</li> <li>• Inability to source and recruit potential evaluators</li> <li>• Cabinet does not approve the NQF-TT<sup>1</sup></li> <li>• Funding unavailable for research-based project for implementation of the NQF-TT</li> <li>• Lack of funding and personnel to facilitate external review</li> </ul>

<sup>1</sup>It should be noted that the NQF was approved by Cabinet in May 2022, after the development of the SWOT Analysis.





### 3.1 CONFERMENT OF INSTITUTIONAL TITLE

Conferment of Institutional Title is the granting of permission to institutions to use any of the titles protected by law. These titles are as follows:

- *Community College*: a post secondary or tertiary institution that offers a variety of programmes primarily at the sub-baccalaureate level geared to meet the needs of the community in which it exists;
- *Polytechnic or Technical College or Technical Institute*: a post secondary institution that offers programmes that prepare graduates for technical occupations and grants sub-baccalaureate awards in applied disciplines;
- *Technical University*: a tertiary institution that has as its major emphasis the preparation of graduates for technological occupations through the award of baccalaureate and post-baccalaureate awards and also conducts research of an applied nature;
- *Tertiary College or College*: a tertiary institution that offers a range of programmes and grants awards mainly at the sub-baccalaureate level; and
- *University*: a tertiary institution that offers programmes leading to awards at the baccalaureate and post-baccalaureate levels and is characterised as well by a commitment to research that maintains, advances, disseminates and assists the application of knowledge.

In accordance with Chapter 39:06, the ACTT has the authority to confer institutional titles on post secondary and tertiary level institutions in Trinidad and Tobago. This applies to institutions established subsequent to the proclamation of the Act in 2004, as well as to institutions that wish to change their names. In Trinidad and Tobago, an institution must apply for Conferment of Institutional Title if it wishes to carry any of the protected titles.

Conferment of Institutional Title is the only service offered by the ACTT prior to Registration. All other services of the ACTT are accessible after Registration.

During this period, there were no institutions requiring Conferment of Institutional Title.

## 3.0 CORE FUNCTIONS / SERVICES

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## 3.2 REGISTRATION OF POST SECONDARY AND TERTIARY INSTITUTIONS

Section 8(2)(c) of the Act requires that local and foreign post secondary and tertiary level institutions desirous of operating in Trinidad and Tobago be registered by the ACTT. Registration is mandatory and is the process through which an institution is evaluated to determine if it has met the requirements to offer post secondary and tertiary education and training to the public. Registration provides the legal status to do so.

An institution must be registered before it can access any of the other quality assurance services offered by the ACTT, with the exception of Conferment of Institutional Title. There are seven criteria and twenty-two standards that cover a wide scope of institutional activities, such as:

- Legal, Policy and Regulatory Requirements;
- Governance and Administration;
- Quality Management System;
- Resource Management;
- Teaching-Learning Process;
- Review; and
- Continuous Improvement.

An institution must provide relevant narrative and evidence, demonstrating how it has met or surpassed the requirements of the standards for Registration.

As part of the evaluation process, a site visit is conducted to verify the evidence through interviews with key stakeholders and examination of documents and resources. The evaluation is conducted by a team of external evaluators who are education and subject matter experts in fields relevant to the programmes to be offered by the institution. An institution may be registered for a maximum period of three years. From October 01, 2021, to September 30, 2022, the ACTT received twenty-four Letters of Intent from institutions seeking to be registered.

### 3.2.1 Achievements

During the reporting period, the ACTT:

- conferred registered status (Initial) on zero new institutions;
- conferred registered status (Continuing) on twenty institutions;
- reviewed nine Registered Institution Annual Reports for the following institutions:
  - Emergency Training Institute of Trinidad and Tobago Company Limited;
  - Kenson School of Production Technology Limited;

- Open Bible Institute of Theology;
- SBCS Global Learning Institute Ltd (submitted two reports);
- Score Valves (Trinidad and Tobago) Limited;
- Students Accountancy Centre Limited; and
- Trinidad and Tobago Business Etiquette and Protocol Specialist Limited (submitted two reports).

The number of registered institutions as at September 30, 2022 was twenty-eight.

### **3.3**

## **ACCREDITATION OF POST SECONDARY AND TERTIARY INSTITUTIONS AND PROGRAMMES**

The ACTT is the official body responsible for accrediting post secondary and tertiary institutions operating in Trinidad and Tobago, as well as programmes offered by these institutions. Accreditation is a voluntary process through which the ACTT, as the external quality assurance body, evaluates registered institutions in order to assure academic quality, improve accountability and support continual institutional development. While Registration ensures that institutions have the basic systems to operate, Institutional Accreditation examines the effectiveness of the systems. The evidence to be provided and the comprehensive site visit for Institutional Accreditation are greater in scope and depth than that of Registration. Institutional Accreditation is a status granted to an educational institution that has been evaluated and found to have met or exceeded stated criteria of educational quality. An institution may be accredited for a maximum period of seven years.

The purpose of accreditation is to:

- evaluate the standard of education to assure its quality;
- encourage institutions to improve the quality of their offerings;
- ensure that institutions are accountable for their educational offerings; and
- foster public confidence in educational institutions.

The benefits of accreditation include:

- acceptance of qualifications internationally from graduates of accredited institutions and programmes;
- easier access to programmes and scholarships;
- smoother transfer of students and credits between institutions; and
- increased confidence that graduates from accredited institutions have the requisite knowledge, skills and attitudes for the workplace.

Specialised Programme Accreditation examines programmes offered at an accredited institution, focussing on programmes that require a licence to practise, such as Medicine, Engineering and Law. These specialised programmes are evaluated in collaboration with relevant national, regional or international statutory and regulatory bodies such as the Nursing Council of Trinidad and Tobago for programmes in Nursing and the Caribbean Accreditation Authority for Education in Medicine and other Health Professions for programmes in Medicine and Allied Health. A close working relationship between the ACTT and recognised professional associations helps to ensure that the requirements for accreditation are related to the current requirements for professional practice.

Programme Accreditation evaluates programmes using criteria that include, but are not limited to, the quality of teaching and the support of learning; design and planning of programmes of study; assessment and feedback to learners; learning environments and learner support systems; programme evaluation and quality assurance systems.

### 3.3.1 Achievements

By the end of the reporting period, the total number of accredited institutions was twelve, as follows:

- Arthur Lok Jack Global School of Business, The University of the West Indies;
- 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;
- National Energy Skills Center;
- The UWI, St Augustine Campus;
- The University of Trinidad and Tobago;
- Tobago Hospitality and Tourism Institute;
- University of the Southern Caribbean;
- UWI School of Business and Applied Studies Limited; and
- West Indies School of Theology.

During the period, the ACTT reviewed three Annual Accredited Institution Reports for the following institutions:

- The University of Trinidad and Tobago; and
- UWI School of Business and Applied Studies Limited (submitted two reports).



## 3.4 PROGRAMME APPROVAL

This quality assurance process ensures that local programmes are consistent with the institution's mission, are appropriately designed and structured, have stated learning outcomes and assessment strategies appropriate to the level of the qualification to be awarded and are adequately resourced for delivery. It ensures that programmes developed locally are aligned or referenced to other countries. It is a mandatory activity that registered post secondary and tertiary institutions access as a means of validating the quality of their locally developed programmes.

Programmes submitted by institutions for approval are evaluated by an external evaluator who is an expert in the relevant field. Programmes, once evaluated and found to have met the standards, are approved for a maximum period of three years or for a period that coincides with the institution's period of registration. Prior to the expiration of the period of approval, programmes must be submitted for re-evaluation. Further, any substantive changes to programmes must be approved by the ACTT before being implemented.

### 3.4.1 Achievements

During the reporting period, the ACTT:

- approved thirty-one programmes from accredited institutions; and
- approved zero programmes from registered institutions.

## 3.5 RECOGNITION

The Qualifications and Recognition Department is responsible for the execution of four main areas of responsibility of the ACTT Act, as dictated by Section 8 of Chapter 39:06. The areas of the Act executed by the Department are:

- “to recognise accredited programmes and awards of foreign institutions operating in Trinidad and Tobago” [Section 8(2) (d)];
- “to determine the equivalency of programmes and awards” [Section 8(2) (f)];
- “to develop and advise on a unified credit-based system for the post secondary and tertiary education sector” [Section 8(2) (g)]
- “to facilitate the free movement of skills and knowledge within the Caribbean Community” [Section 8(2) (v)]

## 3.6 RECOGNITION OF FOREIGN AWARDING BODIES AND INSTITUTIONS

Foreign universities and awarding bodies are accredited or quality assured in their country of origin and, as such, are only recognised by the ACTT. The aim of recognition is to verify that requirements are met for the delivery of foreign post secondary and tertiary education and training programmes through partnership arrangements with institutions registered or accredited by the ACTT. While local institutions may apply for recognition of individual transnational programmes, a foreign awarding body/institution may, alternatively, seek recognition by the ACTT. A transnational institution is one that has its origin and main establishment in a foreign territory and is offering programmes in collaboration with a registered or accredited institution in Trinidad and Tobago.

Through this process, foreign awarding bodies and institutions must meet the ACTT's published criteria and standards. The requirements include ensuring that the transnational qualifications offered locally are equivalent and comparable to qualifications that carry the same or similar titles in the country of the awarding institutions. The foreign awarding bodies/institutions must also ensure that the local context is considered in the design and/or delivery of the programmes.

Foreign awarding bodies/institutions must also implement reliable and tested systems to avoid credential fraud and maintain the highest integrity of the qualification. Enrolled students should also have the same rights of access to information regarding changes in fees, policy, examination results and other information available to students at the awarding institutions.

The recognition process includes an application by the foreign awarding body or institution for recognition by the ACTT, submission of a self-study report and, finally, the conduct of a site visit by a team of external evaluators.

### 3.6.1 Achievements

During the reporting period, the ACTT conducted:

- one virtual site visit for continuing Recognition of the following transnational programmes at SAM Caribbean Limited:
  - Diploma in Computing (Levels 4 and 5) offered in collaboration with NCC Education Limited; and
  - Diploma in Computing with Business Management (Levels 4 and 5) offered in collaboration with NCC Education Limited.

- six virtual site visits for continuing Recognition of the following foreign awarding bodies:
  - Association of Business Executives (ABE) Global Limited;
  - ABMA Education Limited;
  - Association of Chartered Certified Accountants;
  - Chartered Institute of Procurement and Supply;
  - City and Guilds of London Institute; and
  - Pearson Education Limited.
- four virtual site visits for continuing Recognition of the following foreign awarding institutions:
  - University of Greenwich;
  - University of London Worldwide;
  - Anglia Ruskin University; and
  - University of Sunderland.
- one virtual site visit for accreditation of the following awarding body qualifications awarded by ABMA Education Limited:
  - Professional Computing and Information Systems (Levels 4-6);
  - Professional Public Health Management (Levels 4-6); and
  - Professional Shipping and Logistics (Levels 4-6).
- a review of fourteen Annual Reports from the following ACTT-recognised foreign awarding bodies/institutions and their local partner institutions:
  - ABE Global;
  - Association of Chartered Certified Accountants;
  - Chartered Institute of Procurement and Supply;
  - CTS College of Business and Computer Science Limited for programmes awarded by the University of Bedfordshire;
  - CTS College of Business and Computer Science Limited for programmes awarded by the University of Hertfordshire;
  - Heriot-Watt University;
  - School of Higher Education Limited for programmes awarded by the University of Bedfordshire;
  - SITAL College of Tertiary Education for programmes awarded by the University of Bedfordshire;
  - SITAL College of Tertiary Education for programmes awarded by the University of Hertfordshire;
  - University of London;
  - Dawil Law Academy for programmes awarded by the University of London;
  - SBCS Global Learning Institute Ltd for programmes awarded by the University of Sunderland;
  - University of Greenwich; and
  - University of Sunderland.

- a review of Annual Reports for the following three recognised transnational programmes:
  - Arthur Lok Jack Global School of Business, The UWI for the International Diploma in Supply Chain Management awarded by the International Trade Centre;
  - UWI School of Business and Applied Studies Limited for the Bachelor of Science in Business Psychology awarded by Franklin University; and
  - SAM Caribbean Limited for the following programmes awarded by NCC Education Limited:
    - i) Levels 4 and 5 Diplomas in Computing; and
    - ii) Levels 4 and 5 Diplomas in Business Information Technology.

### **3.7**

#### **REGISTRATION OF LOCAL AWARDING BODIES**

Organisations that develop content and/or standards for educational programmes leading to the award of qualifications in their name are known as awarding bodies. Awarding bodies are not directly involved in the delivery of the tuition for the programme. Awarding bodies, both local and foreign, are also subject to Section 8(2)(c). While the ACTT registers local awarding bodies, it recognises those that are foreign. To determine whether an awarding body meets the criteria and standards for registration, it is required to submit to an evaluation by the ACTT.

##### **3.7.1 Achievements**

During the reporting period, the ACTT reviewed an Annual Report for one local awarding body registered by the ACTT: the Institute of Banking and Finance of Trinidad and Tobago.

### **3.8**

#### **RECOGNITION OF PROGRAMMES AND AWARDS**

Employers, higher education institutions and other entities (e.g., those responsible for awarding scholarships) require that foreign institutions and programmes be recognised. The ACTT provides authoritative advice and guidance on the recognition of local and foreign qualifications through Statements on Recognition. A Statement on Recognition confirms the status of qualifications from local and foreign institutions/awarding bodies.

### 3.8.1 Achievements

During the reporting period, the ACTT processed nine hundred and twenty-eight (928) applications for Statements on Recognition. From the start of its operations to the end of the reporting period, the ACTT has issued twenty thousand, three hundred and sixty-two (20,362) Statements on Recognition.

## 3.9

### NATIONAL QUALIFICATIONS FRAMEWORK

Section 8(2)(g) of Chapter 39:06 mandates the ACTT to “develop and advise on a unified credit-based system for the post secondary and tertiary education sector”. On June 01, 2022, the ACTT was informed by the Ministry of Education that the Cabinet of Trinidad and Tobago approved the NQF-TT. This initial version of the NQF-TT identifies the ten levels of the framework but does not include credits. The NQF-TT is aligned with the CARICOM Qualifications Framework, which has been adopted by the Government of the Republic of Trinidad and Tobago and, as such, will simplify the process of comparing and establishing equivalence among qualifications issued throughout the region.

#### 3.9.1 Achievements

During the reporting period, the ACTT developed the Cabinet Note and obtained Cabinet approval for the NQF-TT.

## 3.10

### FREE MOVEMENT OF SKILLS

Section 8(2)(v) of Chapter 39:06 empowers the ACTT “to facilitate the free movement of skills and knowledge within the Caribbean Community”. To this end, the ACTT also collaborated with the Ministry of Foreign and CARICOM Affairs on the assessment of four hundred and two (402) qualifications for issuing CARICOM Skills Certificates.

## 3.11

### EQUIVALENCE ASSESSMENT

Section 8(2)(f) of Chapter 39:06 mandates the ACTT “to determine the equivalency of programmes and awards”. The Equivalence Assessment service involves evaluation of a foreign qualification to determine the comparable academic value of the foreign qualification with a similar qualification awarded in Trinidad and Tobago. The ACTT conducts assessments of foreign post secondary and tertiary level qualifications

and issues statements to applicants on the equivalence of these qualifications. A Statement on Equivalence also provides information on the accreditation/recognition status of the institutions and programmes of study, which may:

- assist a student to gain access to further study in Trinidad and Tobago; and
- facilitate credit exemptions.

However, in the case of further study, the institution receiving the student makes the final decision on the acceptability and value of credits towards completion of its programmes.

### 3.11.1 Achievements

During the reporting period, the ACTT completed eighteen Equivalence Assessments. The total number of Equivalence Assessments processed from June 26, 2009, to September 30, 2022, was three hundred and sixty-one (361).

## 3.12

### QUALITY ENHANCEMENT / INSTITUTIONAL DEVELOPMENT

Quality enhancement support is afforded to institutions to provide guidance on meeting the requirements of the ACTT's criteria and standards for the various services offered. Quality enhancement is achieved through one-on-one preparatory meetings, workshops, seminars, training and technical support.

Quality enhancement support is also provided to registered and accredited institutions to strengthen an institution's ability to deliver quality education and training. The ACTT also extends its services to quality assurance bodies in the wider CARICOM region, facilitating attachments to the ACTT and observation at site visits for registration and accreditation.

Monitoring of registered or accredited institutions is also under the remit of quality enhancement support. This monitoring is achieved through the evaluation of progress reports, annual reports, mid-term reviews, scheduled focussed site visits and unscheduled site visits.

### 3.12.1 Achievements

During the reporting period, the ACTT conducted:

- zero Focussed Site Visits; and
- Mid-Term Reviews for the following four accredited institutions:
  - Caribbean Nazarene College;



- College of Science, Technology and Applied Arts of Trinidad and Tobago;
- MIC Institute of Technology; and
- The UWI, St Augustine Campus.

No 'Guiding the Self Study Process' Workshops were hosted during the reporting period.

### 3.13 COMPARISON OF MAJOR ACHIEVEMENTS BETWEEN OCTOBER 01, 2020 – SEPTEMBER 30, 2021 AND OCTOBER 01, 2021 – SEPTEMBER 30, 2022

DESCRIPTION	October 01, 2020 – September 30, 2021	October 01, 2021 – September 30, 2022
Conferment of Institutional Title	None	None
Registration	<ul style="list-style-type: none"> <li>• registered zero new institutions</li> <li>• re-registered zero institutions</li> <li>• number of registered institutions as at September 30, 2021 was thirty-three</li> </ul>	<ul style="list-style-type: none"> <li>• registered zero new institutions</li> <li>• re-registered twenty institutions</li> <li>• number of registered institutions as at September 30, 2022 was twenty-eight</li> </ul>
Institutional Accreditation	<ul style="list-style-type: none"> <li>• Zero institutions received initial institutional accredited status</li> <li>• Zero institutions received continuing institutional accredited status</li> <li>• number of accredited institutions as at September 30, 2021 was twelve: <ul style="list-style-type: none"> <li>- Arthur Lok Jack Global School of Business, The UWI</li> <li>- Caribbean Nazarene College</li> <li>- Cipriani College of Labour and Co-operative Studies</li> <li>- College of Science, Technology and Applied Arts of Trinidad and Tobago</li> <li>- MIC Institute of Technology</li> <li>- National Energy Skills Center</li> <li>- The UWI, St Augustine Campus</li> <li>- The University of Trinidad and Tobago</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Zero institutions received initial institutional accredited status</li> <li>• Zero (0) institutions received continuing institutional accredited status</li> <li>• number of accredited institutions as at September 30, 2022 was twelve: <ul style="list-style-type: none"> <li>- Arthur Lok Jack Global School of Business, The UWI</li> <li>- Caribbean Nazarene College</li> <li>- Cipriani College of Labour and Co-operative Studies</li> <li>- College of Science, Technology and Applied Arts of Trinidad and Tobago</li> <li>- MIC Institute of Technology</li> <li>- National Energy Skills Center</li> <li>- The UWI, St Augustine Campus</li> <li>- The University of Trinidad and Tobago</li> </ul> </li> </ul>

DESCRIPTION	October 01, 2020 – September 30, 2021	October 01, 2021 – September 30, 2022
Institutional Accreditation (cont'd)	<ul style="list-style-type: none"> <li>- Tobago Hospitality and Tourism Institute</li> <li>- University of the Southern Caribbean</li> <li>- UWI School of Business and Applied Studies Limited</li> <li>- West Indies School of Theology</li> </ul>	<ul style="list-style-type: none"> <li>- Tobago Hospitality and Tourism Institute</li> <li>- University of the Southern Caribbean</li> <li>- UWI School of Business and Applied Studies Limited</li> <li>- West Indies School of Theology</li> </ul>
Recognition of Foreign Awarding Bodies/ Institutions	<ul style="list-style-type: none"> <li>• zero foreign awarding bodies/ institutions received initial recognised status</li> <li>• number of recognised foreign awarding bodies/institutions as at September 30, 2021 was eighteen: <ul style="list-style-type: none"> <li>- ABMA Education Limited</li> <li>- Anglia Ruskin University</li> <li>- ABE Global Limited</li> <li>- Association of Chartered Certified Accountants</li> <li>- Australian Institute of Business</li> <li>- BPP University</li> <li>- Chartered Institute for Securities and Investment</li> <li>- Chartered Institute of Procurement and Supply</li> <li>- Chartered Professional Accountants of Canada</li> <li>- City and Guilds of London Institute</li> <li>- Heriot-Watt University</li> <li>- Pearson Education Ltd</li> <li>- University of Bedfordshire</li> <li>- University of Greenwich</li> <li>- University of Hertfordshire</li> <li>- University of London International Programmes</li> <li>- University of New Brunswick</li> <li>- University of Sunderland</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• zero foreign awarding bodies/ institutions received initial recognised status</li> <li>• number of recognised foreign awarding bodies/institutions as at September 30, 2022 was sixteen: <ul style="list-style-type: none"> <li>- ABMA Education Limited</li> <li>- Anglia Ruskin University</li> <li>- ABE Global Limited</li> <li>- Association of Chartered Certified Accountants</li> <li>- Australian Institute of Business</li> <li>- Chartered Institute of Procurement and Supply</li> <li>- Chartered Professional Accountants of Canada</li> <li>- City and Guilds of London Institute</li> <li>- Heriot-Watt University</li> <li>- Pearson Education Ltd</li> <li>- University of Bedfordshire</li> <li>- University of Greenwich</li> <li>- University of Hertfordshire</li> <li>- University of London Worldwide</li> <li>- University of New Brunswick</li> <li>- University of Sunderland</li> </ul> </li> </ul>



DESCRIPTION	October 01, 2020 – September 30, 2021	October 01, 2021 – September 30, 2022
Registration of Local Awarding Bodies	<ul style="list-style-type: none"> <li>• zero local awarding bodies received initial registered status</li> <li>• number of registered local awarding bodies as at September 30, 2021 was two:               <ul style="list-style-type: none"> <li>– Institute of Banking and Finance of Trinidad and Tobago</li> <li>– Trinidad and Tobago Insurance Institute</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• zero local awarding bodies received initial registered status</li> <li>• number of registered local awarding bodies as at September 30, 2022 was one:               <ul style="list-style-type: none"> <li>– Institute of Banking and Finance of Trinidad and Tobago</li> </ul> </li> </ul>
Programme Approval	<ul style="list-style-type: none"> <li>• approved ten programmes from accredited institutions</li> <li>• approved zero programmes from registered institutions</li> </ul>	<ul style="list-style-type: none"> <li>• approved thirty-one programmes from accredited institutions</li> <li>• approved zero programmes from registered institutions</li> </ul>
Statements on Recognition	<ul style="list-style-type: none"> <li>• processed nine hundred and forty-four (944) applications for Statements on Recognition</li> <li>• number of Statements processed as at September 30, 2021 was nineteen thousand, two hundred and thirty-seven (19,237)</li> </ul>	<ul style="list-style-type: none"> <li>• processed nine hundred and twenty-eight (928) applications for Statements on Recognition</li> <li>• number of Statements processed as at September 30, 2022 was twenty thousand, three hundred and sixty-two (20,362)</li> </ul>
Equivalence Assessments	<ul style="list-style-type: none"> <li>• processed ten Equivalence Assessments</li> <li>• number of Equivalence Assessments processed as at September 30, 2021 was three hundred and forty-three</li> </ul>	<ul style="list-style-type: none"> <li>• processed eighteen Equivalence Assessments</li> <li>• number of Equivalence Assessments processed as at September 30, 2022 was three hundred and sixty-one (361)</li> </ul>
Workshops	<ul style="list-style-type: none"> <li>• hosted one ‘Guiding the Self Study Process’ workshop for Cipriani College of Labour and Co-operative Studies</li> </ul>	<ul style="list-style-type: none"> <li>• hosted one online Evaluator Training Workshop</li> </ul>

DESCRIPTION	October 01, 2020 – September 30, 2021	October 01, 2021 – September 30, 2022
Special activities/ projects	<ul style="list-style-type: none"> <li>• Hosted two Annual Business Meetings with stakeholders from registered institutions and accredited institutions on April 14 and 15, 2021</li> <li>• Hosted an online conference entitled 'Future of Online Learning Quality: Best Practices in Artificial Intelligence and Competency-Based Credentialing' on November 05, 2020</li> <li>• Hosted two panel discussions entitled 'Leading Tertiary Education Institutional Capacity-Building through a Time of Crisis' and 'Strategies for Student Recruitment and Retention during a Pandemic' on January 08 and March 26, 2021, respectively</li> </ul>	<ul style="list-style-type: none"> <li>• Hosted two consultations on Micro-Credentials in May 2022</li> </ul>
Staff Count	<ul style="list-style-type: none"> <li>• Management team: three</li> <li>• Technical staff: twenty-one</li> <li>• Administrative staff: nineteen</li> </ul>	<ul style="list-style-type: none"> <li>• Management team: four</li> <li>• Technical staff: twenty</li> <li>• Administrative staff: seventeen</li> </ul>

## **4.1 WORLD QUALITY WEEK (NOVEMBER 08-12, 2021)**

In alignment with the theme for World Quality Week, 'Sustainability: improving our products, people and planet', the ACTT introduced an in-house recycling initiative. Staff members willingly jumped on board and have been diligently gathering plastic bottles for eco-friendly disposal. As a quality-conscious organisation, the ACTT is dedicated to ensuring that this initiative continues, for the benefit of not just the company but the environment.

## **4.2 ONLINE WORKSHOP FOR EXTERNAL EVALUATORS (APRIL 07 AND 12, 2022)**

To further equip its External Evaluators to evaluate tertiary-level education institutions and programmes locally, the ACTT conducted a two-day online workshop. It facilitated the sharing of ideas, best practices and experiences from seasoned Team Chairs and the ACTT's technical staff in key areas. The intended outcome was to develop evaluators' competencies in conducting blended and virtual site visits, writing External Evaluator Reports and understanding the challenges that may arise and how best to manage such.

## **4.3 REGULATION OF MICRO-CREDENTIALS IN TRINIDAD AND TOBAGO (MAY 20 AND 26, 2022)**

Recognising the growing importance of micro-credentials globally, the ACTT held consultations with stakeholders on the proposed provision of micro-credentials in Trinidad and Tobago. Draft standards were developed in consultation with representatives from the UWI Open Campus, the University of Trinidad and Tobago and UWI School of Business and Applied Studies Limited. These standards were disseminated to heads of institutions, quality assurance officers,

# **4.0 SPECIAL ACTIVITIES AND PROJECTS**

**4.1 – World Quality Week**  
(November 08-12, 2021),  
*page 29*

**4.2 – Online Workshop for**  
External Evaluators  
(April 07 and 12, 2022),  
*page 29*

**4.3 – Regulation of**  
Micro-credentials in  
Trinidad and Tobago  
(May 20 and 26, 2022),  
*page 29*

**4.4 – Launch of the National**  
Qualifications Framework,  
*page 30*

external evaluators, employers and various ministries to solicit feedback before and during the process. The consultations were a success; stakeholders' feedback will be incorporated into the formalisation of the regulation and the type of micro-credentials that may be offered by institutions and employers, to ensure quality educational offerings.

## **4.4**

### **LAUNCH OF THE NATIONAL QUALIFICATIONS FRAMEWORK**

On June 29, 2022, the ACTT and the National Training Agency announced the establishment of the NQF-TT. The NQF-TT is a ten-level classification of all academic and technical/vocational qualifications, on the basis of what graduates at each level are expected to know and be able to do as a result of learning. The NQF-TT is aligned to the CARICOM Qualifications Framework and, together, they would enable students, education and training providers, employers and the public to better understand and compare qualifications awarded at different levels in Trinidad and Tobago and across the region.

The NQF-TT will:

- ensure greater articulation between programmes offered by institutions and training providers;
- assist in determining the equivalence between qualifications, both local and foreign;
- ensure seamless movement through the education and training sector in Trinidad and Tobago; and
- facilitate the mobility of skilled persons throughout the region.

The ACTT and the National Training Agency will be implementing the NQF-TT jointly, as all academic and technical/vocational qualifications, local and foreign, must be mapped to the Framework. This will be executed on a phased basis.



## 5.1 BUDGET FORMULATION

The ACTT is funded through subventions from the Government of Trinidad and Tobago for recurrent expenditure. Based on the ACTT's projected activities for the fiscal year, and in accordance with its strategic direction, a budget request of \$13,906,344 for Recurrent Expenditure was submitted to the line Ministry. Arising from the budget presentation for fiscal 2021/2022, the ACTT was advised that its allocation of funds under Estimates of Recurrent Expenditure for fiscal year 2021/2022 was \$10,000,000 in the first instance.

## 5.2 RECURRENT EXPENDITURE

For the financial year ended September 30, 2022, the ACTT was allocated \$10,000,000 to fund its recurrent expenditure, and as at September 30, 2022, total releases received from the Ministry of Education amounted to \$13,218,457. The ACTT had incurred total recurrent expenditure of \$12,166,493.33 for the fiscal year. **Table 4** summarises the ACTT's recurrent expenditure for the period October 01, 2021 to September 30, 2022.

# 5.0 FINANCIAL OPERATIONS

- 5.1 – Budget Formulation, *page 31*
- 5.2 – Recurrent Expenditure, *page 31*
- 5.3 – Internally Generated Revenue, *page 32*
- 5.4 – Financial Comparisons, *page 33*
- 5.5 – Public Sector Investment Programme, *page 34*
- 5.6 – Debt Policy, *page 34*
- 5.7 – Investment Policy, *page 34*

SUB-HEAD	Budget Releases \$	Actual Expenditure \$	Variances \$
Personnel Expenditure	675,000	633,830	41,170
Goods and Services	2,341,332	2,399,679	(58,347)
Contract Employment	8,766,245	7,944,712	821,533
Minor Equipment	5,000	40,000	(35,000)
Current Transfers and Subsidies	1,430,880	1,148,272	282,608
<b>Total Recurrent Expenditure</b>	<b>13,218,457</b>	<b>12,166,493</b>	<b>1,051,964</b>

TABLE 4  
**The ACTT's Budget Releases / Actual Expenditure**  
*October 01, 2021 to September 30, 2022*

The ACTT's unavoidable expenditure on salaries (\$7,944,712), gratuity (\$1,148,272) and rent (\$1,653,600) amounted to \$10,746,584. These three items of expenditure were below the ACTT's total 2022 subventions of \$13,218,457 by \$2,471,873. It should be noted that all the ACTT's staff members are employed on contract and a gratuity becomes payable upon successful completion of each employment contract.

There was a lower budgetary allocation for minor equipment expenses, resulting in a negative variance of \$35,000. Throughout fiscal 2021/2022, the ACTT employed stringent cost-cutting measures and opted to repair rather than replace its equipment to better manage its finances. Due to these measures, the ACTT incurred a surplus of \$1,051,964.

### 5.3 INTERNALLY GENERATED REVENUE

A breakdown of revenues generated from Evaluation/Registration/Certification Fees and Interest earned for the period under review is shown in **Table 5**.

REVENUE/EXPENDITURE	Actual Amounts \$
Fee Income	1,124,114
Interest Income	141,667
Less: Expenses	(503,129)
<b>Net Internal Revenue</b>	<b>762,652</b>

TABLE 5  
**The ACTT's Internally Generated Revenues**  
*October 01, 2021 to September 30, 2022*

## 5.4 FINANCIAL COMPARISONS

**Table 6** presents a comparison of the ACTT's financials for the fiscal years ended September 30, 2021, and September 30, 2022. It can be observed that the ACTT was able to reduce its Total Recurrent Expenditure by 12%. This, coupled with a 32% increase in Government Subventions and an 88% increase in Income generated from Evaluation/Registration/Certification Fees, enabled the ACTT to earn a surplus of \$1,700,000 in the 2021/2022 fiscal year. A comparison of the financials for fiscal years 2020/2021 and 2021/2022 is shown in Table 6.

ITEM	2020/2021	2021/2022	Percentage change
<b>INCOME</b>			
Government Subventions	10,000,000	13,218,457	32%
Evaluation/Registration/ Certification Fees	227,836	427,578	88%
Statements on Recognition Fees	244,445	193,407	-21%
<b>Total Recurrent Income</b>	<b>10,472,281</b>	<b>13,839,442</b>	<b>32%</b>
<b>EXPENDITURE</b>			
Personnel Expenditure	724,952	633,830	-13%
Goods and Services	3,528,125	2,399,679	-32%
Contract Employment	8,303,715	7,944,712	-4%
Vehicles, Furniture, Fixtures & Equipment	9,301	40,000	330%
Current Transfers and Subsidies	1,284,933	1,148,272	-11%
<b>Total Recurrent Expenditure</b>	<b>13,851,026</b>	<b>12,166,493</b>	<b>-12%</b>
<b>(Deficit)/Surplus</b>	<b>(3,378,745)</b>	<b>1,672,949</b>	<b>-150%</b>

TABLE 6  
**Financial Comparison**  
*of fiscal years 2020/2021 and 2021/2022*

## **5.5 PUBLIC SECTOR INVESTMENT PROGRAMME**

The ACTT did not receive any allocations under the Public Sector Investment Programme for fiscal year ended September 30, 2022.

## **5.6 DEBT POLICY**

Section 19 of the Act gives the ACTT the power to borrow for the purpose of discharging its functions, subject to the approval of the Minister of Finance. To date, the Council has never sought to exercise this power.

## **5.7 INVESTMENT POLICY**

Under Section 18 of the Act, the Council may “... *accumulate reserves and such reserves and all other funds of the Council not immediately required to be spent in meeting the obligations of the Council or the discharge of any of its functions may be invested, from time to time, in such securities as the Council may with the approval of the Minister with responsibility for finance deem fit.*” The ACTT currently maintains an interest-bearing account with its bankers, First Citizens Bank, under this proviso. Revenues generated by the ACTT are held in this account. The Council follows guidelines set out in the State Enterprises Performance Monitoring Manual, outlined by the Ministry of Finance.



## **6.1 ORGANISATIONAL ESTABLISHMENT**

For the development of the organisation and its personnel and the effective and efficient execution of its operations, the ACTT places emphasis on planning its human resource needs in order to achieve its strategic goals and objectives.

## **6.2 CATEGORIES OF EMPLOYEES**

The ACTT employed the following categories of employees during the fiscal year:

- Management team: four;
- Technical staff: twenty; and
- Administrative Staff: seventeen.

## **6.3 CAREER PATH SYSTEMS**

The employees of the ACTT are contract employees. When positions become vacant, eligible officers may apply for higher positions when advertised.

## **6.4 PERFORMANCE ASSESSMENT / MANAGEMENT STRATEGIES**

The ACTT utilises a Performance Management Appraisal System as detailed in Policy 4:09 of its Administrative and Personnel Policies Manual. Position descriptions have been developed for all officers. Periodic reviews, as well as annual Performance Appraisals, are completed to evaluate officers' performance. These annual Performance Appraisals are usually completed at the end of the performance period.

# **6.0 HUMAN RESOURCE DEVELOPMENT**

**6.1 – Organisational  
Establishment, page 35**

**6.2 – Categories of Employees,  
page 35**

**6.3 – Career Path Systems,  
page 35**

**6.4 – Performance Assessment/  
Management Strategies,  
page 35**

**6.5 – Selection Procedures,  
page 36**

**6.6 – Employee Support Services,  
page 36**

## **6.5 SELECTION PROCEDURES**

The Council recruits persons on contract in accordance with terms and conditions approved by the Chief Personnel Officer.

## **6.6 EMPLOYEE SUPPORT SERVICES**

The ACTT offers employee support as follows:

- Professional development workshops;
- Access to learning resources;
- Examination leave;
- No pay study leave; and
- Employee recognition.

During the fiscal year, three employees accessed support services.

The ACTT adopted the Office of Procurement Regulators' Guidelines for Procurement, Retention and Disposal of Public Property Handbook in February 2022. The ACTT is guided by its Procedures for Procurement and Disposal of Assets to ensure that all its procurement activities are in keeping with the provisions of the Public Procurement and Disposal of Public Property Act No. 1 of 2015 as amended by the Public Procurement and Disposal of Public Property (Amendment) Act, 2016 and 2017. Section 7 of the ACTT's Procurement policy prescribes the forms of procurement used.

## **7.1 OPEN TENDERING**

This is a process where tenders and/or bids are invited through advertisements or other forms of public notice. Open tendering is used in the following instances:

- When the Council's list of approved Vendors does not cater or adequately cater for particular types of articles/works/services;
- Where it is competitively more advantageous; and
- Where the terms and conditions of the Council's borrowings so require.

## **7.2 SELECTIVE TENDERING**

Tenders and/or bids are invited from the Council's list of approved suppliers. A minimum number of invitees is set so as to allow adequate competition in the procurement process. The invitees selected are the top ten ranked suppliers registered to provide the particular articles/works/services. In cases where there are less than ten registered suppliers, all the suppliers registered to provide the particular articles/works/services are invited.

# **7.0 PROCUREMENT PROCEDURES**

7.1 – Open Tendering, *page 37*

7.2 – Selective Tendering, *page 37*

7.3 – Sole Tendering, *page 38*

7.4 – Consultancy Services,  
*page 38*

7.5 – Emergencies, *page 39*

### 7.3 SOLE TENDERING

Where the circumstances so require, Merit Awards for purchase of materials/works/services are issued without inviting competitive bids.

### 7.4 CONSULTANCY SERVICES

The Council recognises that, due to the specialist nature of certain types of professional and technical services classified as Consultancy Services, it may not be viable to engage in open or selective tendering. Once a determination is made by the office of the Corporate Secretary/ Legal Officer that the Services are classified according to Tenders and Procurement Policies, Rules and Procedures as Consultancy Services, and suitable consultants/service providers with a proven record/reputation of efficiently providing services of the kind required have been identified, the following procedure shall apply:

- *Consultancy Firms:* Except for Merit Consultancy contracts, all consulting services shall be competitively tendered out either using open tendering or selective tendering as appropriate.
- *Individual Consultants:* Individual consultants are normally hired to carry out assignments for which the experience and qualifications of the individual are crucial to the task. They are selected on the basis of their qualifications and relevant experience for the assignment. An advertisement may not be required and consultants do not need to submit proposals. Consultants shall be selected through comparison of qualifications and relevant experience of at least three candidates among those who have expressed interest in the assignment or who have been approached directly by the Council. Individuals considered for comparison of qualifications and relevant experience shall meet the minimum qualifications deemed relevant for the assignment and those selected by the Council shall be the best qualified and fully capable of carrying out the assignment. Capability is judged on the basis of academic/professional competence, as well as experience. Where appropriate, knowledge of the local conditions (such as local language, culture and administrative system), as well as the capacity to deliver on the proposed products or service within the prescribed timeframe required by the Council, may also be considered.

## **7.5 EMERGENCIES**

In cases of emergency where the safety of people, property, plant and equipment is in jeopardy, the most senior official responsible for that operation, if unable to contact the Executive Director or the Chairman of the Tenders Committee, may award contracts for Articles, Works or Services necessary to avert the danger or to bring the situation under control. These contracts will then be brought to the attention of the relevant authority in the ACTT for subsequent ratification.





## **8.1 CLIENT AND PUBLIC ACCESS TO SERVICES / SERVICE DELIVERY SYSTEMS**

The ACTT continued to operate its office, located at Level 1, Maritime Centre, 29 Tenth Avenue, Barataria, San Juan. As most of the ACTT's services could be accessed online, stakeholders were encouraged to do so via its website ([www.actt.org.tt](http://www.actt.org.tt)), or to call and make an appointment where necessary.

The public was also able to keep abreast of the ACTT and the local post secondary and tertiary education sector via its social media channels:

- [www.facebook.com/ACTTNews](http://www.facebook.com/ACTTNews);
- [www.twitter.com/ACTTNews](http://www.twitter.com/ACTTNews); and
- [www.linkedin.com/company/ACTTNews/](http://www.linkedin.com/company/ACTTNews/).

## **8.2 STRATEGIC PARTNERSHIPS**

This organisation recognises the importance of establishing and maintaining good relations with its stakeholders, which ensures the longevity of its operations. The ACTT continually seeks new ways to establish strong relationships with new stakeholders. The ACTT's partners during the fiscal year were as follows:

- Local:
  - The Association of Professional Engineers of Trinidad and Tobago;
  - The Institute of Chartered Accountants of Trinidad and Tobago;
  - The Medical Board of Trinidad and Tobago;
  - The National Training Agency of Trinidad and Tobago;
  - The Nursing Council of Trinidad and Tobago;
  - The Trinidad and Tobago Association of Psychologists; and
  - The Trinidad and Tobago Group of Professionals Association.

## **8.0 PUBLIC AND COMMUNITY RELATIONS**

**8.1 – Client and Public Access to Services/Service Delivery Systems, page 41**

**8.2 – Strategic Partnerships, page 41**

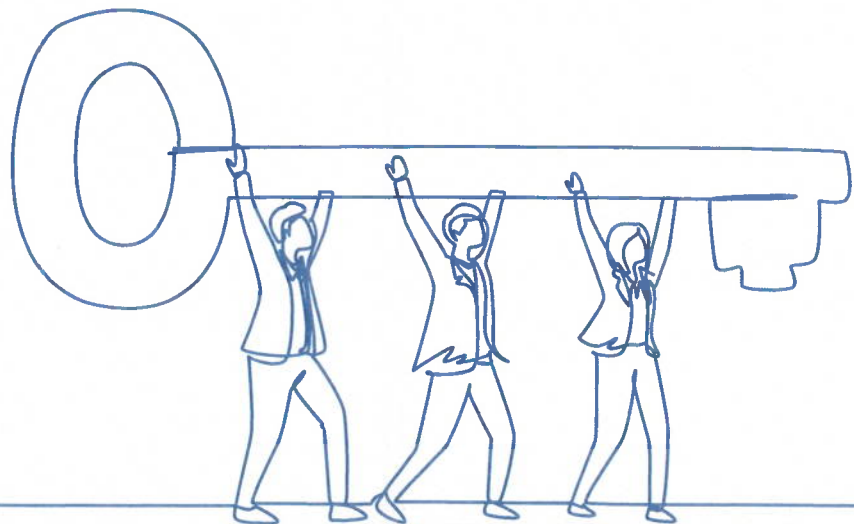
- **Regional:**
  - Caribbean Evangelical Theological Association.
- **International:**
  - The Council for Adult and Experiential Learning, United States; and
  - UK National Information Centre.

# Conclusion

With continuous changes in the post secondary and tertiary education sector post-pandemic, the ACTT continues to ensure it remains updated with information on emerging trends and best practices to support the sector.

The ACTT remains cognisant of its responsibilities to higher education regulation and development and, thus, proposes the following initiatives for the upcoming year:

- External Evaluator Workshop;
- Webinar for Human Resource Units of Government Agencies and Private Sector Companies;
- 19th Annual CANQATE Conference and Annual General Meeting (a collaborative effort);
- World Quality Week; and
- Quality Assurance of Open and Distance Learning.









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