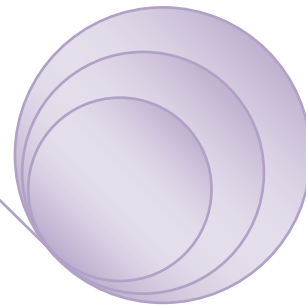
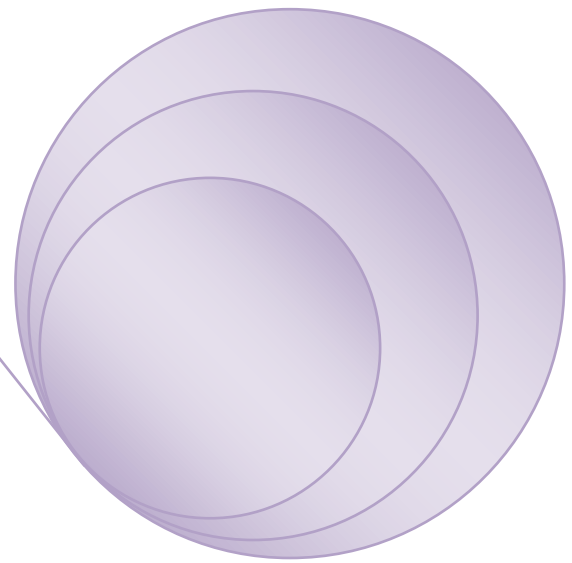




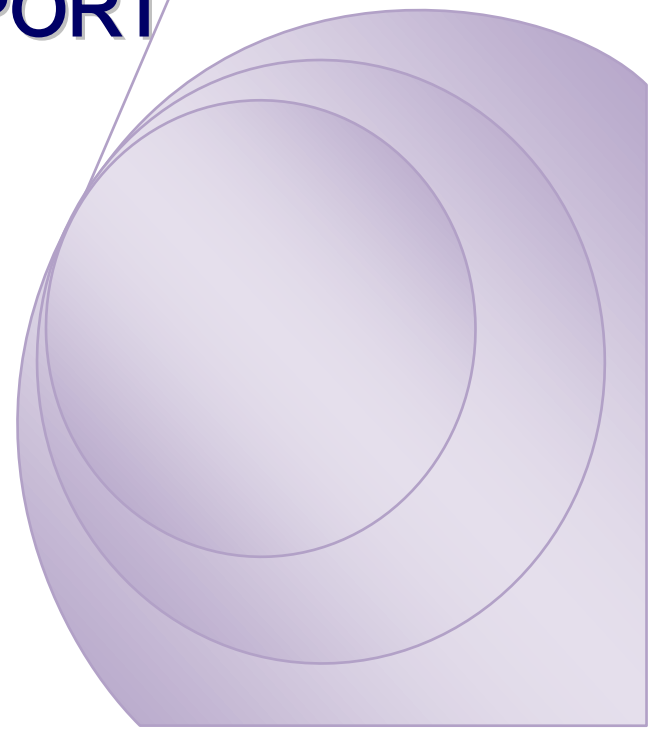
COSTAATT

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



ADMINISTRATIVE REPORT

2012 - 2013



MISSION

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

VISION

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

CORE VALUES

Student-Centredness and Success
Transformation
Academic Excellence
Academic Freedom
Professionalism
Respect for Diversity, Self and
Others
Continuous Improvement
Lifelong Learning

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1.0 Philosophy and Strategic Direction

1.1 Institutional Philosophy

Context - The link between higher education and national development is now well-established globally. The most advanced countries in the world are those in which primary, secondary and tertiary education systems afford students equitable access to adequate resources to facilitate their success. These systems are also well integrated from one level to the other, culminating in efficient absorption into and meaningful participation in the work force. In these countries, education functions as a major driver of social and occupational mobility, and contributes to the growth of a robust middle class, a *sine qua non* for sustainable socio-economic growth and development.

In Trinidad and Tobago, our colonial past has left us with an education system that maintains structural inequality from primary to tertiary level. The provisions of the Concordat continue to reinforce patterns of educational opportunity that, for the most part, reward those students who already enjoy advantages in respect of social and economic capital, while those who are less fortunate struggle to overcome the challenges of inadequate support both within and outside the school system.

While the Ministry of Education works assiduously to bridge the performance divide between denominational and government schools so as to facilitate greater equity in learning outcomes, each year, the Caribbean Examinations Council (CXC) reports that a little more than half the secondary school students in Trinidad and Tobago achieve a full certificate of five passes at the CSEC examinations. That is to say, each year, at least nine thousand (9,000) students fail to secure the minimum requirements for a clerical or low skills job in a country which has articulated a goal of becoming a knowledge-based, high-skills, globally competitive economy in the 21st century.

In the above scenario, the role played by the College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT), in national human capital development is extremely important. With its distinctive access mandate for underserved groups and academically underprepared students, the College plays a major role in fostering social equity and poverty reduction, especially for communities that are facing the prospect of persistent underdevelopment due to weak performance at the secondary education level.

At COSTAATT, we do not believe that the annual CXC results are indicative of students' capacity to learn and pursue college-level studies. Such an assumption would be statistically untenable and indefensible. Our philosophy is therefore informed by our deeply held belief that many secondary students and working adults in Trinidad and Tobago who would not traditionally be considered mainstream "higher education" students do indeed have the aptitude to pursue higher levels of education, and *do* have the capacity to succeed when their needs are met in the right type of teaching and learning environment. Our students understand that for COSTAATT's faculty and staff, it is "not where you start", but "where you finish", and our purpose is to ensure that the College has the ability to offer its students the highest quality of instruction and academic support services so that they can realize their full potential. Our mandate to facilitate student access is therefore buttressed by our even stronger commitment to creating the conditions for student success, not simply with regard to programme completion, but more importantly in respect of securing meaningful employment or career advancement upon graduation.

With a comprehensive range of programmes touching on almost every sector of the national economy, the College also has as a priority focus the goal of "producing" work-ready graduates who are socially responsible and civically engaged. Such graduates not only add value to national productivity outcomes, but also contribute to enhanced capacity for social cohesion and improved quality of life for all our citizens.

1.2 Strategic Objectives

1.2.1 Background - The Government of Trinidad and Tobago's sustainable development framework identifies tertiary education as a key input in its plans for the formation of a diversified and knowledge-based economy. The national target for participation in tertiary level education is set at a challenging sixty (60) percent of the relevant age cohort. COSTAATT, as the largest national public provider of tertiary education, has been entrusted with a mandate to broaden access and to provide relevant and accessible programmes to support workforce development.

Since its establishment in October 2000, COSTAATT has graduated over ten thousand (10,000) students into the national workforce. Over the period 2008 to 2012, in furtherance of its mandate to broaden access, the College underwent a period of rapid expansion characterized by steep increases in enrolment, upgrade of existing campuses

and the establishment of new campuses in underserved areas, and the expansion of programmes and services to support academically underprepared students.

Following upon the period of rapid expansion above, the College sought in mid 2012, to reassess its strategic direction with a view to consolidating achievements and establishing an even stronger platform for its sustained development into the future. The College's goal to transform the lives of its students and by extension, the communities that it serves and the nation at large, continues to be a significant organizing principle for its strategic planning and operations.

1.2.2 The Objectives

As COSTAATT approaches its fifteenth anniversary in October 2015, the Board and Management of the College have embraced the challenge of creating an innovative and robust platform for the transformation of COSTAATT into a national centre of excellence in teaching, service and research, as envisioned in its enabling legislation. In this regard, management and staff are transitioning from a concept of quality as "fit for purpose" to that of quality as driving a culture of excellence which will pervade the institution and be realized through its people, systems, policies, programmes and outputs.

The thrust of the College's strategic direction for the 2015-2020 period is expressed in the theme '**Towards a Culture of Excellence**' which is further articulated into four (4) organizing principles as follows:

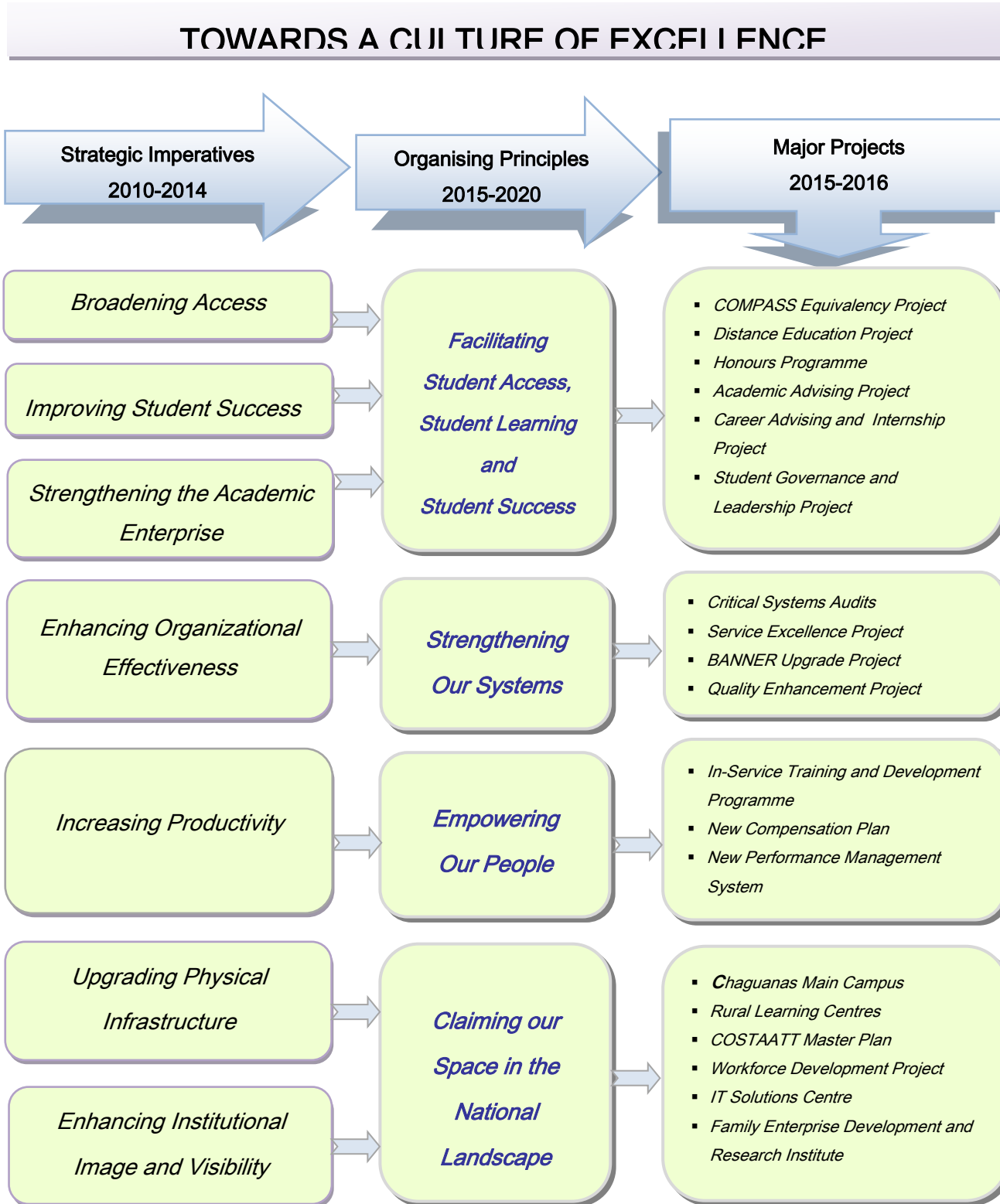
- *Facilitating Student Access, Learning and Success;*
- *Strengthening Our Systems;*
- *Empowering Our People; and*
- *Claiming Our Space in the National Landscape.*

These principles aim to consolidate past achievements while at the same time providing the impetus for the College to forge ahead with key projects targeted at cementing its profile among employers as the provider of choice for its flagship, professional and niche programmes and services.

1.2.3 Major Projects

Critical major projects in alignment with the strategic vision of the College are summarised in Figure 1 overleaf:

Figure 1: MAJOR PROJECTS 2015-2016



2.0 Organisational Structure

2.1 Organisational Profile

Mandate - The College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT) is the largest national public provider of tertiary education in Trinidad and Tobago. The institution, established by Act of Parliament No 77 in October 2000, brought together six tertiary level institutions (TLIs) with the objective of broadening access to tertiary education for previously underserved groups, supporting national development through labour-market driven education and training initiatives, and facilitating the establishment of a seamless education system by serving as the primary bridging institution between secondary, technical-vocational and university education. The architects of the new institution patterned COSTAATT after the North American community college model which played a critical role in the latter half of the 21st century in democratizing access to higher education in the United States and in transforming the US economy into the largest and most diversified in the world. In keeping with the community college model, the College broke with the traditional British-based approach to education which obtained at both secondary and tertiary level, and became the first institution locally to offer associate degrees and a credit-based system of instruction which would eventually have system-wide impact nationally.

In 2005-2006, further efforts at the rationalisation of the national tertiary education sector led to the transfer of a number of the College's constituent institutions to the University of Trinidad and Tobago (UTT). This resulted in a sudden narrowing in the span of programme offerings, and consequently, a reduction in student enrolment. This change in fortune notwithstanding, the College was able to re-orient itself, and substantially increased its enrolment from 5,014 in 2008 to over 10,300 students by September 2013.

Quality Assurance - In 2007, the implementation of legislative requirements for the regulation of tertiary education institutions by the Accreditation Council of Trinidad and Tobago (ACTT), led to the College's submission of an application for institutional registration, the mandatory mechanism through which all tertiary education institutions in Trinidad and Tobago obtain approval to operate. Further to its success in securing institutional registration, the College embarked on a comprehensive self-study exercise as a pre-requisite for its candidacy for full institutional accreditation with ACTT. In

November 2010, COSTAATT became the first tertiary level institution in Trinidad and Tobago to be granted accredited status for the maximum period of seven years, an achievement which served to strengthen its position in both local and external markets.

Institutional Expansion - Throughout the almost 14 years of its existence, COSTAATT has operated from leased facilities, reconfigured and retrofitted for educational purposes with the exception of one small site at Alcazar Street in Port of Spain. The absence of purpose-built facilities has been a limiting factor keenly affecting both staff and students, and one for which the College had long agitated for a solution.

When the Government of Trinidad and Tobago granted lands for the construction of a purpose-built campus in Chaguanas in March 2011, COSTAATT marked a watershed moment in its history. Phase 1 construction works are expected to commence in 2014.

Similarly, in October 2011, when the Ministry of Tertiary Education and Skills Training undertook to refurbish the former El Dorado Youth Camp for Girls and establish in its stead an Academy of Nursing and Allied Health with new state-of-the-art laboratory classroom facilities, the students and faculty of the College's nursing and allied health programmes who were relocated to this site were the direct beneficiaries.

In January 2012, the College also commissioned a new campus in a leased facility in Sangre Grande in order to serve populations in the eastern region of the country where there was no public tertiary provider, in fulfillment of its mandate to broaden access.

Funding for the implementation of these critically needed infrastructural projects has enabled the College to achieve a better balance between its goals of facilitating student access and student success, and has strengthened its capacity to achieve its transformative mission and serve the best interests of the national community for many years to come.

2.2 Corporate Structure - Departments, Divisions, Units

The College comprises central administrative functions which provide strategic direction, guidance in policies and procedures, and budgetary oversight for campus-based operations, and five campuses which are the primary sites for programme and service delivery.

Following upon the re-assignment of the vast majority of its constituent institutions to UTT in 2006, the College functioned for the most part as a single campus in Port of Spain with satellite learning centres at other sites. This is reflected in the last two approved organizational structures for the College. (See pages 18 and 19)

However, in 2012, within the context of the development of the COSTAATT Master Plan 2015-2025, the Board of Trustees agreed to return to the College's original intention to function as a multi-campus college, in which individual campuses would have greater flexibility, responsibility and autonomy to respond to the education and training needs of the communities within which they are located. A new corporate structure for the College is currently being finalized for the COSTAATT Master Plan, informed by programme and enrolment projections to 2025 and financial sustainability considerations. At the present time, however, the major units of the College's existing corporate structure are as follows:

1. Board of Trustees

- Office of the Corporate Secretary
- Internal Audit Department

2. Office of the President

- Quality Assurance and Institutional Research Department

3. Division of Academic Affairs

- **Office of the Vice President, Academic Affairs**
 - Library Services Department
 - Distance Education and Educational Technologies Department
- **School of Nursing, Health and Environmental Sciences**
 - Department of Nursing
 - Department of Natural and Life Sciences
 - Department of Health Science Technologies
 - Department of Environmental Studies
- **School of Business and Information Technology**
 - Department of Management and Entrepreneurship
 - Department of Information Science and Technology
- **School of Liberal Arts and Human Services**

- Department of Social and Behavioral Sciences
- Department of Language, Literature and Caribbean Studies
- Department of Mathematics
- Department of Fine and Performing Arts
- Department of Criminal Justice and Legal Studies

- **Ken Gordon School of Journalism and Communication Studies**
 - Department of Journalism and Media Studies
 - Department of Communication Studies

- **School of Continuing Education and Lifelong Learning**
 - COMPASS Centre
 - Translation and Interpretation Unit

- **City Campus**
- **South Campus**
- **Tobago Campus**
- **Sangre Grande Campus**
- **El Dorado Campus**

4. Division of Student Affairs

- Office of the Registrar
- Enrolment Management Department
- Health and Counselling Services Department
- Student Life and Athletics Department
- Career Services Department

5. Division of Finance and Administration

- Finance Department
- Procurement Department
- Human Resources Department
- Safety and Security Services Department
- Facilities Management Department
- Technology Services Department

6. Division of Institutional Advancement

- Marketing and Public Relations Department
- Corporate Communications Unit
- Event Management Unit
- Alumni Affairs Unit

2.3 Legislative and Regulatory Framework

The College of Science, Technology and Applied Arts of Trinidad and Tobago was established as a body corporate by Act of Parliament No. 77 of 2000. This legislation sets out the College's mandates, objectives and broad governance arrangements, including provision for a Board of Trustees and relevant sub-committees, a president, vice-presidents, deans and chairs. Critically, the COSTAATT Act provides for student representation at the level of the Board of Trustees, to ensure that account is taken of student perspectives at the highest levels of decision making. While the Board of Trustees retains responsibility for general oversight of strategic direction, policy approval and proper governance and accountability mechanisms, COSTAATT's chief accounting officer is the President of the College who establishes the strategic vision for the institution and delegates authority as required to the College's executive management which has oversight of day-to-day operations of the institution. *(See Appendix I – The COSTAATT Act)*

2.4 Delegated Levels of Authority

The College's current governance arrangements provides for the authority invested in the Board of Trustees, through Act 77 of 2000, to be delegated to the President of the College. The President of the College works with the Executive Management team comprising the Vice Presidents of the College and Deans of the Schools, to ensure that day-to-day operational activities and special projects and initiatives are aligned to the goals and objectives of the strategic plan.

In respect of levels of authority for expenditure, the Board of Trustees must approve the acquisition of any goods or service(s) with a dollar value above TT\$1,000,000.00. The Tenders Committee of the Board of Trustees must approve the acquisition of any goods or service(s) with a dollar value above TT\$250,000.00 and the President of the College can approve up to TT\$250,000.00. Within the context of the planned return to governance arrangements for the operations of a multi-campus college, the Board of Trustees is reviewing management's proposals for modifications of delegation of authority to other levels of the College's management team.

2.5 Reporting Functions - Departmental Reports, Reports to Ministries, President / Parliament

Table 1: List of COSTAATT's Key Reports

	Reports	COSTAATT Board of Trustees	Ministry of Tertiary Education and Skills Training	Ministry of Finance	Ministry of Planning and Sustainable Development	ACTT	UNESCO	Central Bank	Public Service Commission	Parliament	COSTAATT's Management Team and Deans of Schools
1.	Quarterly Report	√									√
2.	National Performance Framework Biannual Report				√						
3.	Annual Administrative Report									√	
4.	Monthly Deliverables		√								√
5.	MTEST Annual Report and Budget Debate		√								
6.	Monthly Financial Reports / Agencies Annual Financial Statements		√	√							
7.	Questionnaire on Statistics of Tertiary Education						√				
8.	Balance of Payments Survey							√			
9.	Freedom of Information Act								√		
10.	Report for ACTT Compendium of Accredited, Registered, Awarding and Examination Bodies					√					
11.	Institutional Accreditation Mid-term Progress Report					√					
12.	New Student Survey										√
13.	Graduate Exit Survey										√
14.	Student Course Evaluations										√
15.	Employer Survey										√
16.	Graduate Tracer Survey										√
17.	Student Attrition Report										√
18.	Staff Climate Survey										√

2.6 Services / Products Provided and 'Special Projects' Embarked Upon

2.6.1 Compensatory Programmes and Academic Support Services (COMPASS)

Background - The Compensatory Programmes and Academic Support Services (COMPASS) initiative builds on COSTAATT's early work in developmental education which utilised new methodologies and academic support services to assist academically underprepared students to strengthen their academic foundations, thus enabling them to pursue college-level studies. In September 2009, the College was awarded a TT\$12,000,000 multi-year grant from the European Development Fund (EDF) for its proposal to scale up its college-prep services using international benchmarks for excellence in developmental education, to build teaching capacity through specialized faculty training, to increase learning resources, and to institutionalize the programme on a wider scale across all campus sites.

The first of its kind in Trinidad and Tobago, the COMPASS programme now provides developmental support for a large number of underprepared students seeking to access tertiary level education. It offers academic support in the form of foundation courses in mathematics, English, physics, chemistry and biology, as well as computer literacy training and life skills. Support is not limited, however, to academic subjects alone, as developmental advisors and a trained guidance counselor are available to attend to students' psychosocial needs.

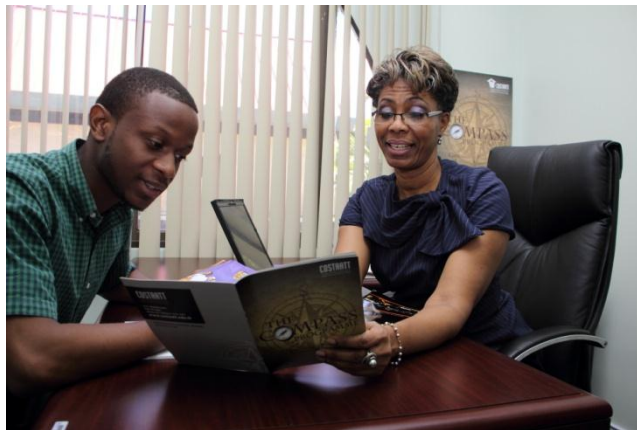
As a key strategy in the College's efforts to broaden access, COMPASS is now an integral input into Government's achievement of its target of 60% participation in tertiary education. Student enrolment in the programme increased steadily from 723 in September 2009 to 2,034 in September 2011. In the academic year 2012 to 2013, 546 new students were enrolled in the programme.

Evaluation - The College has also initiated a number of studies to evaluate programme effectiveness with a view to introducing measures to increase student retention and successful progression to college-level studies. Findings of these studies reveal that attrition and progression rates of COMPASS students are on par with international benchmarks. Additionally, management now has sufficient trend data to enable it to make more targeted interventions which will improve programme effectiveness and student learning outcomes. Plans are also in train to partner with the Caribbean Examinations Council (CXC) and the American Council of Education which administers

the GED programme to improve assessment and recognition of COMPASS learning outcomes over the next two years. Such a move will enable the programme to achieve higher levels of legitimacy in both national and international education and labour markets.

Impact - In summary, the COMPASS Programme has increased opportunities for many citizens of Trinidad and Tobago previously excluded from tertiary education to earn a higher income, enjoy improved standards of living, make a meaningful contribution to economic growth, and ultimately, contribute to the development of a knowledge-based economy, so critical for competitiveness in the global arena. By broadening access to tertiary education for previously marginalized students, COSTAATT has become a significant contributor to the development of human capital and a sustainable future for all citizens of Trinidad and Tobago.

Figure 2: COMPASS Tutorial Advisement



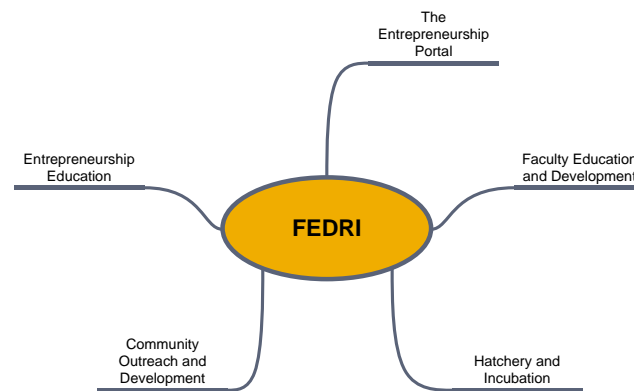
2.6.2 Family Enterprise Development and Research Institute (FEDRI)

Context - Entrepreneurial activity has been identified as a significant catalyst for advancing the development of modern economies. While strides have been made nationally in promoting entrepreneurship locally, the Trinidad and Tobago economy is not currently structured to adequately support what might be termed an entrepreneurship ecosystem. A dearth of current local research on enabling environments and opportunities for local entrepreneurs--including finance for start-ups and the growth of businesses--and on the status of entrepreneurial activities also makes it difficult to adequately promote an entrepreneurial mindset. This is particularly concerning, given that research findings indicate that the propagation and growth of

entrepreneurial thinking and action depend on both cultural and educational factors. From an educational perspective, the development of entrepreneurial capacity hinges, in part, on the preparation of a sufficient number of persons possessed of the appropriate knowledge, skills, attitudes and determination to undertake and sustain entrepreneurial activity.

It is against this backdrop that COSTAATT secured funding under the European Development Fund (EDF) to establish a Family Enterprise Development and Research Institute (FEDRI), with a mandate to contribute to building national entrepreneurial capacity and the rise of a robust entrepreneurial culture through a specific focus on entrepreneurship education, research and mentoring. The following are brief descriptions of the major projects undertaken under the auspices of FEDRI during the period of this report.

Figure 3: Diagrammatic Representation of the Branches to be Developed in Trinidad’s Economy



Capacity and Sustainability: Training from Babson College - As a critical first step in strengthening capacity in programme design and delivery at the College, COSTAATT engaged the services of Babson College of Massachusetts, USA--renowned leaders in entrepreneurship education--to deliver training and technical assistance in the form of a series of workshops which were also open to public stakeholders. Fifty (50) members of COSTAATT’s faculty from diverse disciplines as well as members of the public were able to benefit from four (4) workshops which were held between October 2012 and June 2013. Feedback from faculty members was extremely positive and they are currently engaged in efforts to infuse this learning in programme design, course development and assessment and teaching practice at the College.

Table 2: Entrepreneurship Workshops Offered by Babson College, Boston

Date	Activities
October 2012	Babson Workshop I and Project Launch <i>Entrepreneurial Thought and Action</i>
November 2012	Babson Workshop II – <i>Opportunity Evaluation and Business Planning</i>
March 2013	Babson Workshop III – <i>Curriculum Design and Development with Case Writing and Teaching</i>
June 2013	Babson Workshop IV <i>Technology Entrepreneurship</i>

Figure 4: Babson College representative Andrew Zacharakis at Entrepreneurship Education Workshop for faculty development held on October 6th 2012, at the Trinidad and Tobago Hyatt.



Community Engagement - Under the auspices of FEDRI and in alignment with the Babson training previously outlined, the College sought to encourage community engagement with entrepreneurship through the work of the 'Boston Pledge'. Through this important initiative, local entrepreneurs were able to receive expert advice and initial mentorship from MIT graduates, in some three sessions for the public, held in February 2013 at locations in San Fernando, Port of Spain and Tobago. Approximately 288 budding entrepreneurs attended the events.

Figure 5: Boston Pledge Second Workshop at the Queen's Hall, March 4th, 2013

L-R Clinton Benjamin - Director South Campus, COSTAATT, June Alexis-Matthew - VP Institutional Advancement COSTAATT, Sarojit Malik - The Boston Pledge, Dr Rex du Pont- The Boston Pledge, Dr. Gillian Paul- President of COSTAATT (Ag), Thomas Smitham - Chargé d'Affaires, U.S Embassy to Trinidad and Tobago, Lyndira Oudit- Director Business Development COSTAATT, Partha Ghosh - The Boston Pledge, Dr. Arthur Potts - Vice Chairman COSTAATT Board of Trustees, Prasheel Vissapragada - The Boston Pledge



Local Research - From a pedagogical perspective, there is limited knowledge of how entrepreneurs emerge, are sustained and survive in the local context, especially among small and family enterprises. This is a serious stumbling block to the formation of entrepreneurial capacity. Through the work of FEDRI, COSTAATT embarked on a project to undertake a series of case studies of local entrepreneurs which would serve as a significant teaching resource, and also, possible blueprints for success for budding student entrepreneurs. A total of twelve (12) case studies were completed and are currently being edited and reviewed for publication. Cases chosen highlight individual and family businesses, as well as examples of social entrepreneurship, and reflect as well, areas of strategic importance to government, such as agricultural processing, tourism, entertainment, manufacturing and distribution.

Strategic Partnerships - In an effort to create a sustainable entrepreneurship ecosystem at its campuses, the College, through FEDRI, has begun work on identifying major strategic partners to assist in capacity building for the delivery of entrepreneurship education. In this regard, several organisations, including NEDCO, Babson College, the

American Chamber of Commerce, and the Trinidad and Tobago Chamber of Commerce have been identified and a prototype memorandum of understanding developed. The formal launch of FEDRI and signing of the memoranda of understanding are tentatively targeted for August 2014.

2.6.3 National Academy of Nursing and Allied Health at El Dorado

The National Academy of Nursing and Allied Health (ANAH) at El Dorado is a centre for the education and training of nursing and allied health practitioners. The Academy, a project of the Ministry of Tertiary Education and Skills Training, was established with the aim of addressing critical shortages in the supply of nurses and allied health workers for the national health sector.

This facility, which maximizes the potential of the formerly under-utilized Girls' Youth Camp at El Dorado, has been refurbished to serve as a model, state-of-the-art teaching facility, housing programmes from certificate to baccalaureate and post-baccalaureate levels in a unified space to encourage seamless progression from one level of education and training to another. The public tertiary providers targeted to share the space by virtue of their role in the education and training of health care practitioners were COSTAATT and UWI.

Phase I of the ANAH project, opened with the COSTAATT facility, in September 2013 and boasts 13 fully equipped classrooms, 2 state-of-the-art nursing simulation labs (midwifery and general nursing), 2 multi-science labs, and 1 computer lab. Currently, there are approximately 1200 nursing and 500 allied health students from COSTAATT at El Dorado. Programmes offered by the College at this facility include associate and/or bachelor degree programmes in basic general and psychiatric nursing, radiography, and medical laboratory technology, as well as core curriculum courses, designed to expand intellectual development beyond disciplinary boundaries and promote holistic student development.

Figure 6: Academy of Nursing and Allied Health at El Dorado



Figure 7: Prime Minister of the Republic of Trinidad and Tobago the Honourable Kamla Persad-Bissessar, SC at the Opening Ceremony of the Academy of Nursing and Allied Health at El Dorado



Following upon a successful mandatory assessment by the Accreditation Council of Trinidad and Tobago (ACTT) in August 2013, the College received formal notification that its operations at the ANAH site had been accredited. Work is now underway in respect of planning for Phase II construction works.

3.0 Policies and Development Initiatives

3.1 Short, Medium and Long-Term Plans

Introduction - Government's seven pillars for sustainable development and policies on access to tertiary education provide the macro-level framework for COSTAATT's strategic planning. Plans and objectives identified against this backdrop also satisfy the institution's vision, mission and mandate as established in its enabling legislation.

Below is a synopsis of major projects and initiatives which will allow the College to harness organizational, intellectual, human and physical resources to meet national and regional needs based on specialized programmes and its tenacity to provide higher levels of quality and wider access to tertiary education for all members of society.

3.1.1 Short-Term Plans (2012 – 2014)

Comprehensive Assessment and Audits of College Operations – Institutional audits commissioned by the Board of Trustees to assess the status of college operations in the HR, procurement and quality assurance functions were completed in November 2012. Based on the findings of the institutional audits and feedback from internal stakeholders in February 2013, priority focus was given to addressing HR issues and to undertaking a comprehensive assessment of the College's core business, that is, the quality of teaching and of student learning outcomes.

Inaugural Quality Report – In December 2012, the College undertook to prepare its first ever comprehensive report on academic programmes and services quality in an effort to gather baseline data on internal and external stakeholder perceptions of academic administration, programme quality, student achievement and graduate competencies. The preliminary report, which mainly comprised data on student input and output indicators, was presented to the Board of Trustees in February 2013. The full report looked in greater depth at throughput data (*that is, student achievement in the fourteen (14) highest enrolling programmes in the College*) and was presented to the Student Affairs, Academics and Quality Committee of the Board in January 2014. This report will serve as the basis for implementation of continuous improvement initiatives in both academic and support services, and will provide critical data to empower the College's academic community to establish COSTAATT as a centre of excellence by 2015.

The COSTAATT Master Plan – Through the Ministry of Tertiary Education and Skills Training, preliminary discussions were held with the Caribbean Development Bank (CDB)

with a view to securing assistance for the development and funding for a COSTAATT Master Plan. To this end, the College began work on the review of its strategic direction, and redesign of its organizational structure and governance arrangements in March 2012, following upon board approval to return to its multi-campus operational model. External stakeholder consultations and audits of key operational areas such as human resources, health, safety and the environment (HSE), technology services, security services, facilities maintenance services were initiated in 2013 and will be completed by the second quarter of 2014. The findings of these functional assessments are critical to the preparation of key elements of the COSTAATT Master Plan which must cater not only for infrastructural development of new or refurbished facilities, but must also for (a) the utilization of appropriate technology solutions to deliver and maintain high-quality programmes and services, and (b) the ability to attract and retain highly competent faculty and managerial staff who are equipped by virtue of their education and work experience to lead the major transformational effort which the College has set for itself. The COSTAATT Master Plan will be completed by May 2014 and will form the basis for the College's medium-term projects and initiatives.

Job Evaluation Exercise and New Compensation Proposal (2013-2015) – With a revised organizational structure aligned to multi-campus operations, the College will secure consultancy services for the development of a new compensation proposal which will incorporate the expansion of the College's permanent establishment to include tenured academic rank positions. The latter measure is critical to achieving the College's vision of becoming a centre of excellence in teaching and research by 2025.

3.1.2 Medium-term Plans (2015-2018)

Infrastructural Development Projects – Further to Government's grant of 30 acres of land at Pierre Connector Road, Chaguanas for the establishment of COSTAATT's main campus in Chaguanas in March 2011, statutory approvals for the development of the land are being pursued with the Environmental Management Authority (EMA), the Town and Country Planning Division (TCPD) and the Commissioner of State Lands. Approximately 16 acres of the full 30 acre allocation have been cleared in anticipation of the commencement of construction works. In May 2013, Cabinet approved the sum of TT\$137m for Phase I construction works at the site. Additionally, Cabinet appointed the National Insurance Property Development Company Limited (NIPDEC) to provide project management and implementation services for Phase I of this project. Requests for proposals for design-build services were issued in September 2013 and it is anticipated that the tender for Phase I works will be awarded in the second quarter of 2014 and that

an RFP for Phase II works will be issued and a tender awarded by 2017 with Phase II works being completed by 2018.

While work progresses at the main campus site at Chaguanas, the College will also seek during this period to secure state lands for the South Campus, the Sangre Grande Campus and the City Campus, and to develop the relevant user briefs to inform the start of construction works at these sites by 2018.

Figure 8: The Dedication of Land at Chaguanas for the Construction of the COSTAATT Main Campus



The Board of Trustees has also approved management's recommendation to establish learning centres in those communities where poor performance at the secondary level and limited or no tertiary education provision places the residents at risk for disenfranchisement from the national development agenda. In this regard, the College proposes to establish a learning centre in Rio Claro-Mayaro and is exploring opportunities to establish a learning centre in Fyzabad.

Upgrade of ICT Infrastructure – The College's ICT infrastructure (software, hardware and system design) is in critical need of a major upgrade, especially in view of the management's plans to expand its online education services. The ICT systems audit is expected to be completed by the third quarter in 2014, and will serve as a key input into the development of a comprehensive technology plan which will be implemented over a three-year period commencing January 2015.

Distance Education Project - The College was successful in its bid to obtain grant funding under the 9th EDF Programme to implement a two-way audio-video interactive

distance education system to link between its City Campus in Port of Spain and Tobago campus in Scarborough. This is a critical project which will significantly expand the College's capacity to serve the tertiary education needs of the island of Tobago.

3.1.3 Long-Term Plans (2019-2025)

Infrastructural Development Projects – It is envisaged that construction works for the City Campus, Sangre Grande Campus, South Campus and Tobago Campus will be the priority focus for the above-mentioned period. The College will rely on managed approach to enrollment growth, combining face-to-face, blended and fully online programme deliver to address its current and continuing space constraints at various sites.

4.0 Financial Operations

4.1 Budget Formulation

The College is funded through a system of parliamentary appropriation where approved funds identified under various sub-heads are disbursed in the form of releases and warrants by the Ministry of Finance.

The Finance Department of the College provides for the effective management of financial and accounting operations. At the beginning of the budgetary cycle, draft estimates of income and recurrent expenditure aligned to the College's strategic plan are prepared in accordance with the format outlined in the Ministry of Finance and the Economy's Call Circular document. Such estimates take account of the College's core functions, projects/programmes, infrastructure and human resources needs as these relate to short, medium and long-term goals. Estimates are forwarded through the President for the approval of the Board of Trustees, subsequent to which they are duly transmitted to the Permanent Secretary, Ministry of Tertiary Education and Skills Training. The Ministry reviews estimates in collaboration with the College in advance of forwarding same for the consideration of the Ministry of Finance (Budget Division) and the Ministry of Planning and Sustainable Development. Further to the receipt of budgetary allocations, the College is normally required to re-prioritize projects/programmes, in accordance with specified allocations.

4.1.1 Public Sector Investment Programme

With regard to projects under the Public Sector Investment Programme (PSIP), the College is again guided by the Call Circular document whereby projects and programmes are prioritized and aligned with national development objectives. Estimates of PSIP expenditure undergo similar processes of approval at the level of the College's board and line ministry, before being forwarded to the Permanent Secretary, Ministry of Tertiary Education and Skills Training, and thence to the Ministry of Planning and Sustainable Development. Once again, upon receipt of allocations, where necessary, the College will re-prioritize projects/programmes, in accordance with levels of allocations received.

4.1.2 Expenditure vs. Budget

For the financial year beginning October 01, 2012, the College of Science, Technology and Applied Arts of Trinidad and Tobago was allocated two hundred and fifty-four million, seven hundred and thirteen thousand, and five hundred dollars (\$254,713,500.00) for both recurrent and capital expenditure. Actual expenditure was two hundred and forty-six million, seven hundred and ninety five thousand, two hundred and eighty seven dollars (\$246,795,287.00) which comprises of two hundred and nine million, seventy-six thousand, one hundred and eighty-one dollars (\$209,076,181.00) in recurrent expenditure and thirty-seven million, seven hundred and nineteen thousand, one hundred and six dollars (\$37,719,106.00) in capital expenditure. These figures are disaggregated for recurrent expenditure in Table 3 below and capital expenditure in Table 4 on page 24:

Table 3: COSTAATT Recurrent Budget Estimates versus Actual

Sub-Head		Budget Estimates	Actual	Variances
		\$	\$	\$
Income				
1	Government Subvention	137,321,000	137,321,000	0
2	Examination Fee	66,000,000	73,673,050	7,673,050
3	Miscellaneous	9,000,000	20,525,270	11,525,270
Total Recurrent Income		212,321,000	231,519,320	19,198,320
Expenditure				
01	Personnel Expenditure	4,370,000	4,600,733	-230,733
02	Goods and Services	173,851,000	173,331,338	519,662
03	Minor Equipment	4,500,000	817,026	3,682,974
04	Current Transfers and			
Subsidies		29,600,000	30,327,084	-727,084
Total Recurrent Expenditure		212,321,000	209,076,181	3,244,819

Explanation for Variances - Recurrent Budget

➤ **Income:**

- Examination Fees: Actual revenue received from the GATE Programme exceeded the projected/allocated revenue by \$7,673,050. This amount included payment of outstanding claims, rectified during the period.
- Miscellaneous Income: Measures implemented by the College to collect outstanding student "College Fees" resulted in actual income exceeding the projected budgeted income.

➤ **Expenditure:**

- **Personnel Expenditure:** An over expenditure of \$230,733 was recorded for the period 2012/2013. This resulted from the payment of retroactive salaries to staff of the College's "Permanent Establishment", after an additional successful negotiation between the P.S.A. and the C.P.O. No additional funding was provided by the Ministry of Finance to cover this cost.

- **Goods and Services:** A savings of \$519,662 was realized in this financial year after making allowances for both over and under expenditure in several line items. Overall, actual expenditure was less than projected expenditure during the period, resulting in a savings under this sub-head.
- **Minor Equipment:** A savings of \$3,682,974 was realized in this period. The College embarked on several major projects during the 2012/2013 financial year, consuming most of the human resource capacity of the Procurement and other key Departments. This contributed to delays in the Procurement/Tendering/Approval processes, required for the purchasing of minor equipment.
- **Current Transfers and Subsidies:** An over expenditure of \$727,084 was recorded for the period 2012/2013 after making allowances for both over and under expenditure in the line items that fall under this sub-head. Actual expenditure under the line item "School of Nursing" (a new line item transferred to the College in 2012/2103) exceeded the under budgeted allocation for the period, contributing to the net over expenditure under this sub-head.

Table 4. COSTAATT PSIP Budget Estimates versus Actual

Project		Budget Estimates \$	Actual Releases \$	Actual Expenditure \$	Variances \$
1	Establishment of a National Community College	12,000,000.	5,000,000.	4,074,119.	925,881.
2	Development of a Masterplan for COSTAATT	5,000,000.	1,200,000.	159,010.	1,040,990.
3	Faculty and Administrative Staff Training & Dev. COSTAATT	1,700,000.	1,700,000.	145,937.	1,554,063.
51	Establishment of a COSTAATT Campus in Chaguanas	6,000,000.	28,352,500.		28,352,500.
53	Establishment of a Training Facility for Nurses at El Dorado	6,000,000.	6,000,000.	33,340,040.	-27,340,040.
61 & 65	Establishment of 2 COSTAATT Learning Centres in Siparia and Princess Town	2,000,000.	140,000.		140,000.
Total Development Expenditure		32,700,000.	42,392,500.	37,719,106.	4,673,394.

Explanation for Variances - PSIP Budget

The College's record shows a significant increase in expenditure under Project 53 "Establishment of a Training Facility for Nurses at El Dorado when compared to the budgeted allocation of \$6,000,000. Although some of this over-expenditure was covered by unspent balances from the previous period, this project was significantly under-scoped, the results of which are shown in the figures listed above. In addition, a Steering Committee with team members from MTEST, UWI and COSTAATT was formed to manage this project with direct oversight provided by the MTEST. All decisions were therefore made through this Committee, with a commitment provided then, to seek additional funding in support of the project. This commitment has not yet materialized.

4.2 Debt Policy

The College's policy on debt accumulation is in keeping with that of the Government Service of Trinidad and Tobago, which indicates that expenditure plus commitments should not exceed the allocations and releases of the Ministry of Finance to the respective agency.

4.3 Investment Policy

The College does not have an investment policy at the present time. However, within the context of plans to strengthen its capacity to diversify its income streams, the Board of Trustees has directed management to prepare a draft investment policy for its consideration in 2014, said policy to be informed by all relevant financial regulations governing a public entity in Trinidad and Tobago.

4.4 Internal Audit Functions

The College has experienced significant difficulty in attracting highly experienced personnel to staff its internal audit function because of the uncompetitive nature of its current compensation package which was approved for the period 2006-2009. During the period under review, the College, at the request of the Board of Trustees, secured the external audit services to undertake institutional audits in critical areas such as finance, procurement, human resources and quality assurance. PriceWaterhouseCoopers (PWC), the firm which was selected to conduct the audits prepared comprehensive reports on all areas investigated. At the same time, the audit firm Pannell Kerr Foster (PKP) was awarded the tender to complete the financial audits for FY 2011-2012.

The reports of the external audit firms are being used by the management to strengthen internal controls at the College, while efforts continue to recruit a suitable qualified Chief Internal Auditor to assume responsibility for staffing and management of COSTAATT's internal audit function. If its recruitment efforts are unsuccessful yet again, the College will revisit its proposal to co-source or outsource the internal audit function, until it is better positioned to recruit the appropriate profile of internal audit staff.

5.0 Human Resource Development Plan

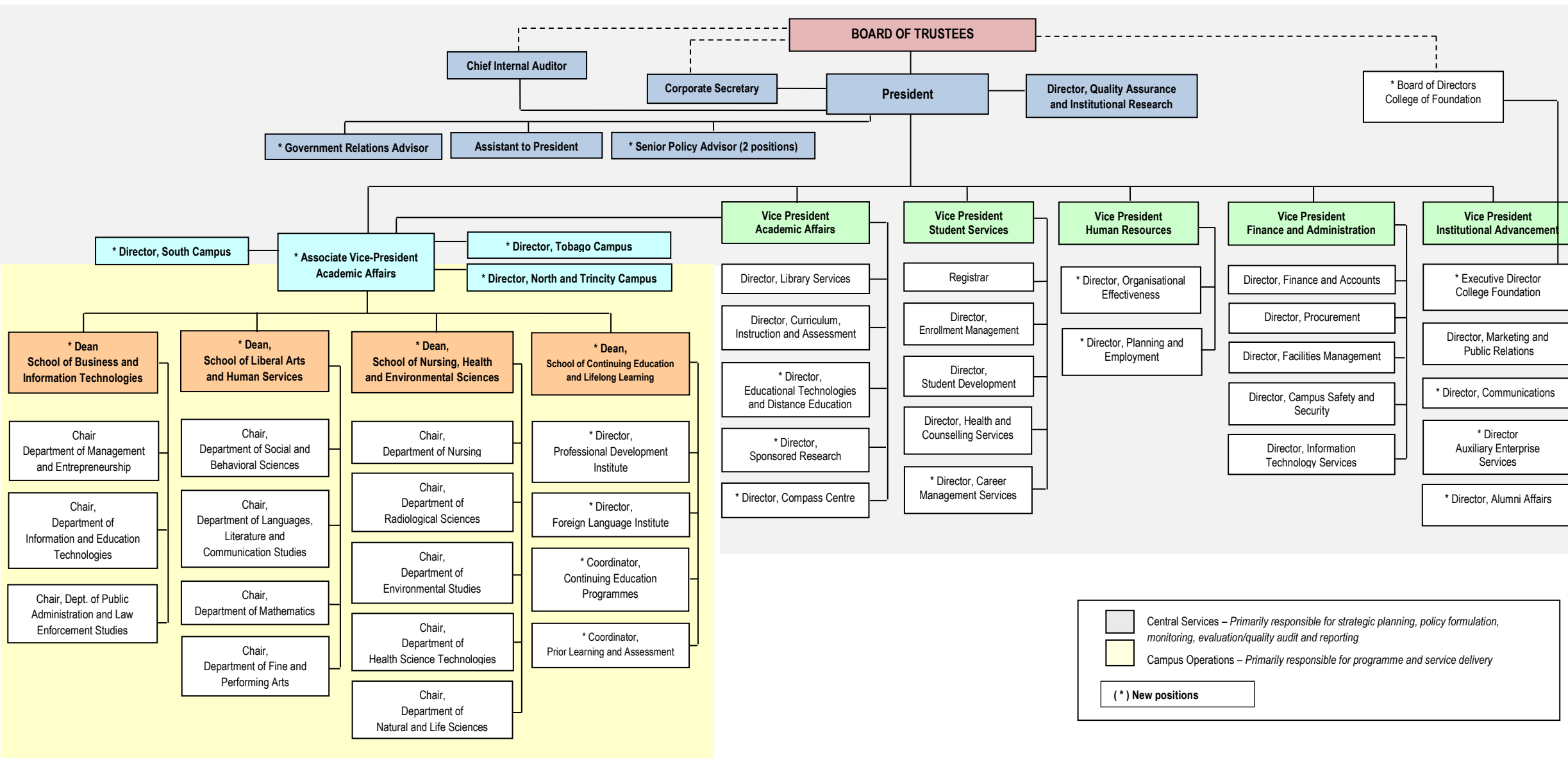
5.1 Organisational Establishment

A new organizational structure was approved for the College by the 2nd Board of Trustees in 2009 (*See Figure 3 overleaf*). However, in accordance with a decision of the 4th Board of Trustees and the advice of the Chief Personnel, the College reverted to the 2006 approved organisational structure (*See Figure 2 overleaf*). However, both structures are expected to change with the approval of a COSTAATT master plan, which is intended to institute a more decentralized administrative and governance structure in alignment with a multi-campus college model.

5.2 Training and Development

During the period under review, the College undertook a critical review of the impact of its training and development activities on the achievement of the College's strategic goals and objectives. In this regard, it was noted that because its compensation package did not facilitate the recruitment of highly experienced and expert staff in critical areas of both academic and administrative operations, the College had to commit to strengthening internal capacity to enhance the competencies of all categories and levels of its staff. To this end, management was directed to develop a comprehensive in-service training and development plan which would be informed by performance assessments of both faculty and staff and by a new focus on succession planning at the College and to submit this plan for the consideration of the Board of Trustees in the 1st quarter of FY 2013-2014.

Figure 10: REVISED ORGANIZATIONAL STRUCTURE 2009-2012 – APPROVED BY 2ND BOARD OF TRUSTEES



5.3 Category of Employees

The College has twenty-three (23) permanent employees and five hundred and sixteen (516) contract staff in the following categories:

Table 4: Classification of Employees

Employee Class	Number of Employees
Executive	45
Professional	60
Faculty	178
Administrative	42
Technical	67
Clerical	74
General Labour	71
Temporary	4
TOTAL	541

5.4 Performance Assessment / Management Strategies

The College's performance management system was approved by the Board of Trustees in March 2007. Position descriptions have been developed for all jobs, and periodic, as well as annual reviews are completed to evaluate employees' performance. As part of its effort to improve performance outcomes, the College will be reviewing and upgrading its performance management system in 2014.

5.5 Promotion - Selection Procedures

While opportunities for upward mobility are available at the College these are constrained by the existence of what is mainly a contract environment (approximately 99.5% of workforce). Employees who wish to be considered for higher posts within the institution must apply via a competitive recruitment process, which includes assessment via panel interviews and other appropriate measures including tests, portfolio submissions, or completion of interactive / individual tasks.

5.6 Employee Support Services

5.6.1 Counselling Services

Given the level of demand for EAP services relevant to its staff complement (one (1) in every forty-five (45) employees), the College has made provision for the supply of such services through an arrangement with the Petrotrin EAP Services Ltd (PEAPSL). The College is in the process of restructuring this support to offer a more comprehensive mechanism to cater to the health and wellness of all employees.

5.6.2 Health and Other Insurance

The College has a group health and life plan which was implemented in 2011 to strengthen the institution's employee benefits package. The plan is non-contributory for employee-only coverage, however, partial contributions are required for combination coverage of employees as well as their families.

6.0 Procurement Procedures

6.1 Introduction and Background

Procurement procedures in use at COSTAATT are designed to support and facilitate the educational, research and service mission of the College, in accordance with Generally Accepted Accounting Practices (GAAP) and Government's Standard Procurement Procedures for the acquisition of goods, services and works. Central Tenders Board (CTB) Act Chapter 71:91, the Central Tenders Board Regulations, 1965 and their amendments and subsidiary legislation; and the relevant regulations in the Exchequer and Audit Act Chapter 69:01 also inform procurement procedures at the College.

Persons authorized to perform the College's procurement activities are mandated to ensure that each transaction follow approved procedures and be conducted in a manner expeditious and economical within the parameters of value for money, fair-trading principles, probity, transparency, and accountability.

6.2 Code of Conduct

The College's procedures include various types, methods and authorities for procuring goods, services and works, and apply to all purchases, and contracts in the name of

COSTAATT. Procedures are governed by a Code of Conduct that addresses ethical behaviour, conflict of interest and requirements for the separation of duties.

6.3 Procurement Methods

Procurement methods employed are primarily informed by the estimated value of proposed expenditure. This determines whether competitive or non-competitive sourcing is used and whether the tendering process is formal (sealed bid) or informal.

6.4 Low Value or Non-Competitive Purchases

Purchases of property or services costing less than \$5,000 are considered to be “low value purchases” and are purchased or procured utilizing informal quotation methods. The splitting of requirements in a single transaction to avoid bidding procedures is not permitted. For these purchases (which are expected to cost less than \$5,000) no competitive bidding is required. Departments may make purchases as they see fit, in accordance with good business practice and in the best interests of the College.

6.5 Competitive Purchases <5K to 500K

For purchases more than \$5,000 and up to \$500,000 some form of competitive bidding is required. Consideration must be given to such factors as the availability of vendors, dollar value of the procurement, cost of administering the procurement, delivery time, and sound business judgment and practices. At least three quotes must be obtained and included in the documentation submitted to the approving officer with delegation to approve the purchase. Sole source, single bids or proposals, and emergency orders are notable exceptions.

6.6 Formal Procurement >500K

Orders that are reasonably expected to exceed \$500,000 require a formal procurement process in the form of sealed bids or competitive sealed proposals.

Tenders are formal offers, detailed in writing and meeting predetermined criteria, to perform certain work or supply certain goods at a given cost. For procurement of goods and services with a value in excess of \$500,000 per item or contract, formal tenders must be called.

6.7 Selective Tenders

Selective tendering is generally applied in conjunction with the register of contractors and suppliers that have an established track record with the College and have been screened by appropriate selection criteria. The Procurement Department maintains a register of contractors satisfying college requirements as to financial and managerial capabilities, technical skills and resources in relation to capital works and services.

6.8 Open (Public) Tenders

Where a fully open tendering process is used, contributors are invited to tender whether or not they have previously worked for the College and no restrictions are placed on the number of tenderers allowed to bid. As an alternative, Expressions of Interest may be called resulting in an assessed list of suitable tenderers. Contractors will be invited to make an initial submission in response to a range of assessment criteria for the work involved.

6.9 Sole Source Basis

COSTAATT reserves the right to award purchase orders, consultant agreements, or project contracts on a sole source basis when there is a predominate capability, significant prior knowledge of COSTAATT's operations and philosophy, and a prior history of fulfilling similar assignments successfully and in a timely manner. A written justification is prepared and kept on file for any sole source procurement.

6.10 Tenders Committee of the Board of Trustees

Procurement activity within defined financial limits automatically engages the attention of a Tenders Committee and is subject to periodic review and revision.

7.0 Public and Community Relations

7.1 Client and Public Access to Services / Service Delivery Systems

COSTAATT is committed to the achievement of its mission and mandate to:

- *improve the quality and relevance of tertiary education provision in Trinidad and Tobago;*
- *broaden access to tertiary education for previously underserved groups;*
and

- *support the national thrust to achieve a 60% participation rate in tertiary education by increasing enrolment in key programme areas.*

In this regard, COSTAATT offers approximately 109 bachelor's and associate degrees, as well as diploma and certificate programmes in a wide range of disciplines. In furtherance of its mandate to broaden access and serve diverse national communities, the College operates campuses and learning centres in the following locations:

- *City Campus, 9-11 Melville Lane, Port of Spain (including Central Administrative Services)*
- *North Learning Centre, Alcazar Street, Port of Spain (site of the Ken Gordon School of Journalism and Communication Studies)*
- *The Academy of Nursing and Allied Health at El Dorado (site of the School of Nursing, Health and Environmental Studies)*
- *Sangre Grande Campus, Corner Cooperative Street and Eastern Main Road, Sangre Grande*
- *South Campus, Sutton Street, San Fernando*
- *Trincity Learning Centre, Bishop's Trinity College, Trincity*
- *Tobago Campus, #1 Wilson Road, Scarborough*

Where public transportation services to campuses are inadequate or uneven, the College provides shuttle services to these sites to facilitate students' safety and easy access.

7.2 Academic Programmes

Consonant with its mission and mandate, academic programmes are aligned to labour-market and workforce development needs. In addition, curricula are informed by industry, professional and other stakeholders, and meet internationally bench-marked standards.

7.3 Service Delivery

Academics - The College strives to ensure that delivery of academic programmes and services is informed by the principle of 'student-centredness,' a key institutional core value. Evidence of this approach in programme delivery, in particular, can be observed in a number of ways, including:

- Smaller class sizes to optimize learning
- Flexible scheduling of classes

- Use of on-line and blended (i.e., combination face-to-face and online) modes of course delivery
- Infusion of assistive technologies in teaching practice

Service Delivery (Support Services) - The College recognizes the importance of providing the necessary support services to create the best conditions for student learning and preparation for transition to the world of work. As such, the following vocational, psycho-social, IT and other services are made available to support students:

Career Management Services - Career services seek to provide the necessary guidance and tools to ensure sound career / employment preparation and planning, including internships and job placement services. In this regard, the College also hosts an annual career fair at which many employers are in attendance and workshops on résumé writing and interview techniques are held. Graduating students have the opportunity to gather information on jobs, sharpen job seeking skills, and benefit from direct feedback from employers.

Figure 11: Illuminat booth at the COSTAATT Career Fair 2013 at NAPA



Figure 12: Interactive Session at the Regiment Booth at the COSTAATT Career Fair 2013 at NAPA



Health and Counselling Services - Trained counselors offer services for students who may be experiencing emotional or psychological problems. Counselling services are informed by principles of respect for the person and strict standards of confidentiality. Students are encouraged to be aware of their emotional health and where necessary to seek *early intervention* with a campus counsellor. Referrals to campus counsellors may be made by faculty, campus liaison officers or students themselves. In more serious cases, campus counsellors may seek the intervention of external professional services.

The College hosts an annual Health Fair geared towards sensitizing students to healthy lifestyles, including testing for blood pressure, sugar, cholesterol, vision and hearing. The programme includes drug awareness presentations and displays, as well as distribution of samples of health related products.

Figure 13: COSTAATT Health Fair 2012 at NAPA



Athletics - The College's athletics programme is a key aspect of its holistic approach to the development of students. Participation in athletics is beneficial to students' physical and mental well-being, as well as to the development of social, emotional and cognitive skills needed for academic success. It is therefore actively encouraged. COSTAATT students have successfully competed in tertiary level leagues including football, basketball and netball with plans to broaden their scope of participation in sporting activities. Emphasis will be placed on attracting and developing athletes who can ultimately compete on the national and international stage.

The College hosts its annual Run for Life 5k Road Race in April each year. Organised by the Department of Student Life and Athletics, this event forms part of the College's "Sport for Life" programme and takes place around the Queens's Park Savannah, ending at COSTAATT's City Campus.

Figure 14: COSTAATT Run for Life 2013



Work/Study - COSTAATT's offers its students structured opportunities to gain work experience while at the College. Students may choose from one of three types of work study positions, namely, work study trainee, student ambassador or peer tutor. Work study trainees are usually attached to an administrative department, while student ambassadors work alongside admissions officers and faculty in promoting the College at recruitment and other events. Peer tutors assist fellow students in strengthening their academic foundations in various disciplines.

Student Portal - The myCOSTAATT web portal was established as the College's single sign-on (SSO) solution for applications used by students and staff. It rectifies previously experienced accessibility and usability issues related to multiple user credentials. This solution also allows for dynamic content posting to support college-based events and activities which is another one of its key traffic generators. The portal offers targeted messaging and announcements that can be tailored to the needs of our diverse 11,000 student population. In keeping with technology trends, the portal's GUI is mobile friendly and channels quick-views of data snippets derived from our ERP, positioning it as an industry-relevant piece of software for the institution.

7.4 **Community and Stakeholder Relations / Outreach**

COSTAATT currently plays, and will continue to play a role of strategic importance in Trinidad and Tobago's development, and is also equipped and able to create educational opportunities that will convert academically under-prepared citizens into meaningful contributors to the national economy.

Internal Stakeholders - Mindful of the importance of creating a positive work and learning climate for faculty, staff and students, the College seeks to provide extra-curricular activities and experiences which can serve as valuable tools uniting the diverse campus communities through camaraderie and shared experiences which build community commitment, spirit and loyalty. In this regard, the College's annual calendar includes the following cultural and social events:

- Calypso Competition and Carnival Lime
- Sports and Family Day
- Indian Arrival Day
- Emancipation Day

External Stakeholders - The College is responsive to the needs of its two primary customers - students and employers in the public and private sectors, and as such engages in numerous outreach activities aimed at informing the public at large about its programme offerings by participating in

- Career fairs organised by MTEST and its various agencies;
- US and Canadian embassies college fairs;
- Secondary schools career guidance forums throughout Trinidad and Tobago; and
- Partnering in activities with NGOs and the various business chambers.

Additionally, community focused outreach programmes allow for one-on-one interaction with potential students and other key stakeholders such as school principals, guidance counsellors, business and industry and other government ministries and agencies. Outreach programmes for the wider community include:

- Breakfast Forums: Business and Industry
- Stakeholder Meetings: Employers

- Breakfast Forum: School Principals / Guidance Counsellors

Targeted Community Outreach - As a community focused institution and in keeping with its mission, COSTAATT is also responsive to the needs of its community partners. This is demonstrated in a variety of ways through collaboration with NGO's and Government and other agencies.

St. Jude's Home for Girls and St. Michael's Home for Boys - The School of Liberal Arts and Human Services offered developmental programmes courses to students of the St. Jude's and St. Michael's facilities for disadvantaged youth.

Health and Wellness Forums - COSTAATT faculty and students in allied health disciplines joined forces to collaborate in a series of health and wellness forums for members of the public, where testing for a range of non-communicable diseases was carried (e.g. diabetes, cholesterol and hypertension) was carried out. Forums were held at the following locations during the months indicated:

- Community Engagement and Service Learning, Brian Lara Promenade (MTEST initiative) (March 2013)
- Academy of Nursing and Allied Health, El Dorado (June 2013)
- Marabella Health Centre (July 2013)
- Sangre Grande Campus (March 2013)
- World Diabetes Day, Brian Lara Promenade (November 2013)
- Mayaro Health Centre (December 2013)

Figure 15: COSTAATT Health and Wellness Forum at the Marabella Health Centre held in July 2013



Strategic Partnerships (Local, Regional and International) - Through Act No 77 of 2000, the College of Science, Technology and Applied Arts of Trinidad and Tobago was empowered and mandated to broaden access and diversify educational opportunities for all citizens of Trinidad and Tobago. These objectives are formalized through the College's strategic imperatives of '*Broadening Access*' and '*Improving Student Success*.' In this regard, the College strongly supports the holistic development of all of its students and in order to achieve these objectives, is committed to seek out and negotiate relationships with educational and other institutions which will be of benefit to its students. In this regard, the negotiation of memoranda of understanding and articulation agreements is critical to the achievement of the College's mission. Key partnership agreements during the period under review are included in Table 5 below:

Table 5: COSTAATT's Partnership Agreements/ MOUs

	INSTITUTION	AREAS OF COOPERATION	DATE ESTABLISHED AND STATUS
1	Monroe Community College, Rochester, New York	Area(s) of cooperation subject to stipulated conditions include the following: <ul style="list-style-type: none"> ▪ Technical consultancy services ▪ Exchange of faculty members ▪ Exchange of students ▪ Sharing of publications, reports and other relevant materials 	2013 – In force
2	Michener Institute, Canada	Area(s) of cooperation subject to stipulated conditions include the following: <ul style="list-style-type: none"> ▪ Focus on development of leadership capacity for health/allied health professions through: <ul style="list-style-type: none"> ○ Joint projects related to teaching, faculty development and services ○ Exchange of faculty members ○ Exchange of students on a reciprocal basis ○ Exchange of publications, research materials, newsletters and other relevant materials ○ Programme articulation ○ Programme accreditation and quality assurance 	2009 – In force
3	Monroe College, USA	Area(s) of cooperation subject to stipulated conditions include the following: <ul style="list-style-type: none"> ▪ Early acceptance--subject to relevant criteria--to Monroe College's MBA programme(s) offered at the King Graduate School ▪ Nomination of COSTAATT students for academic scholarships offered by Monroe College. 	2009 – In force
4	The Association of Caribbean Heads of Corrections and Prison Services (ACHCPS)	Area(s) of cooperation include the following subject to stipulated conditions: <ul style="list-style-type: none"> ▪ Pooling resources and undertaking joint initiatives in the areas of quality enhancement and the establishment of standards, research, training and development of staff and inmates. 	2011 – In force

		<ul style="list-style-type: none"> ▪ Development / delivery of education and training programmes (including in collaboration with other institutions) in the field of corrections and other areas ▪ Conduct of research and exchange of information related to correctional institutions ▪ Sponsorship and conduct of conferences, workshops, seminars and training programmes ▪ Co-operative use of materials and facilities 	
5	Junior Achievements (JA)	<p>Area(s) of cooperation subject to stipulated conditions include the following:</p> <ul style="list-style-type: none"> ▪ Provision by Junior Achievement (JA) of opportunities for COSTAATT students to undertake approved community service placements via JA projects in order to develop values, attributes and skills associated with a civic-minded citizenry. 	2011 – In force
6	The Police Academy, Trinidad and Tobago Policy Service (a.k.a. T.T.P.S)	<p>Area(s) of cooperation subject to stipulated conditions include the following:</p> <ul style="list-style-type: none"> ▪ Provision of COSTAATT's education and training programmes including the COMPASS developmental programme and short courses offered by the School of Continuing Education and Lifelong Learning to members of the Trinidad and Tobago Police Service. 	2011 – In force
7	The CEPEP Company Limited	<p>Area(s) of cooperation subject to stipulated conditions include the following:</p> <ul style="list-style-type: none"> ▪ Provision of educational programmes and training for CEPEP workers. In the first place, this will normally be facilitated through pre-college courses via 'COMPASS' (Compensatory Programmes and Academic Support Services). Subject to successful completion of same, students may access tertiary level programmes offered by the College in the normal fashion. 	2011 – In force

Appendix I – The COSTAATT Act

*Legal Supplement Part A to the "Trinidad and Tobago Gazette", Vol. 39,
No. 212, 1st November, 2000*

Fifth Session Fifth Parliament Republic of Trinidad
and Tobago



REPUBLIC OF TRINIDAD AND TOBAGO

Act No. 77 of 2000

[L.S.]

AN ACT to provide for the establishment and
administration of the College of Science,
Technology and Applied Arts of Trinidad and
Tobago and for matters connected therewith.

[Assented to 27th October, 2000]

ENACTED by the Parliament of Trinidad and Tobago as Enactment
follows:—

Short title and
commencement

1. (1) This Act may be cited as the College of Science, Technology and Applied Arts of Trinidad and Tobago Act, 2000.

(2) This Act shall come into operation on such day as the President may appoint by Proclamation published in the *Gazette*.

Interpretation

2. In this Act—

“academic award” means a degree, diploma, certificate and other certification of academic achievement awarded by the College;

“academic staff” means all teaching and non-teaching staff appointed to such academic posts as are designated by the Board;

“Board” means the Board of Trustees appointed under section 4;

“Chairman” means the Chairman of the Board or Chairman of the Senate as the case may be;

“member” means a member of the Board including a person appointed as a temporary member;

“Minister” means the Minister to whom responsibility for tertiary education is assigned;

“non-academic staff” means the full time employees of the College who are not academic staff;

- “pension law” has the meaning assigned to it by the Law Reform (Pensions) Act, 1997^{Act No. 20 of 1997} except for the reference to the Defence Act;^{Chap. 15:01}
- “President” means the President of the Republic of Trinidad and Tobago;
- “President of the College” means the President of the College appointed pursuant to section 13;
- “Public Service” has the meaning attributed to it in the Constitution of the Republic of Trinidad and Tobago;^{Chap. 1:01}
- “Scheduled TLIs” means the Tertiary Level Institutions set out in the Schedule;
- “security” includes a mortgage or charge, whether legal or equitable, debenture, guarantee, lien, pledge whether actual or constructive, indemnity, undertaking or other means of security, payment or discharge of a debt or liability or obligation whether present or future, actual or contingent;
- “Senate” means the Faculty Senate constituted under section 16;
- “Service Commission” means the Public Service Commission, the Police Service Commission, the Statutory Authorities’ Service Commission or the Teaching Service Commission;
- “student” means a person enrolled by the College;
- “superannuation benefits” includes pension, gratuity and other allowances;
- “undertaking” means the business of educational instruction engaged in or carried on by any of the Scheduled TLIs or any part of the business so engaged in or carried on.

PART I

ESTABLISHMENT, MANAGEMENT, FUNCTIONS AND POWERS OF
THE COLLEGE

Establishment of
the College, its
composition and
objectives

3. (1) There is hereby established a body corporate to be known as the College of Science Technology and Applied Arts of Trinidad and Tobago (COSTAATT) (hereinafter referred to as "the College").

(2) The College as incorporated shall be comprised of those institutions listed in the Schedule.

(3) The objects of the College are to—

- (a) contribute to national and regional development, social equity and the development of civil society by providing broad-based access to socially responsive and innovative educational programmes and by encouraging scholarly work and applied research;
- (b) provide programmes that meet internationally acceptable standards, to foster professional and personal development, to prepare students for careers and for advanced study in the areas of science, technology and applied arts;
- (c) promote a culture of excellence by creating and maintaining an academic climate that fosters innovation, discipline, tolerance of diversity, criticism, self evaluation and peer assessment;
- (d) promote cross-cultural understanding and mutual respect among peoples;
- (e) strive to be a centre of excellence for scholarly work and applied research.

Board of Trustees

4. The College shall be managed by a Board of Trustees (hereinafter referred to as "the Board") for the purpose of exercising and performing such duties as are conferred upon it by this Act and any other written law.

5. (1) The College is a teaching, research and Powers of the Board examining body and in furtherance thereof the Board shall have power to—

- (a) grant and confer academic awards under such conditions it prescribes;
- (b) revoke academic awards for good cause (for example, academic dishonesty);
- (c) prescribe the conditions under which persons may be admitted as students of the college;
- (d) accept the examinations passed and periods of study spent at other institutions as equivalent to its own examination and periods of study in the College and to revoke such acceptance at any time;
- (e) to institute professorships, lectureships, offices and posts as it may consider appropriate, and to appoint and remove persons thereto, prescribe their conditions of service, and provide for their discipline;
- (f) to institute fellowships, scholarships, bursaries and other aids to facilitate study and research;
- (g) to undertake research, consulting and related services;
- (h) to make provisions for the welfare and the discipline of students of the college;
- (i) to set, charge and receive fees;
- (j) to receive and accept legacies, endowments, bequests and other gifts, to receive contributions to the funds of the College, and to invest, borrow and raise money as it deems fit;

Act No. 35
of 1995

- (k) to establish, hire, lease, own, maintain, administer, govern, license and supervise facilities as it deems fit;
- (l) to do all other things as a body corporate can do in accordance with section 21 of the Companies Act;
- (m) to make provisions for the welfare of its staff and their dependants;
- (n) to provide and equip physical facilities;
- (o) to join, co-operate or enter with other institutions in the furtherance of its aims;
- (p) to join or co-operate with any institution of learning, government department, public or private body, company or association to promote mutually beneficial activities consistent with the aims of the College;
- (q) to affiliate with or incorporate into the College another institution including acquiring its assets and liabilities for purposes consistent with this Act; and
- (r) to do all such other acts and things as may be required to further the aims of the College.

(2) No personal liability shall attach to a member of a Board for anything done, permitted to be done or omitted to be done in good faith in the course of the Board exercising the powers of the College pursuant to this Act.

Composition
of the Board

6. (1) The Board shall consist of fifteen members selected as follows:

- (a) eleven members appointed by the President;
- (b) the President of the College who is *ex officio* a member of the Board;

(c) a representative designated by the Student Council;

(d) a representative designated by the Faculty Senate;

(e) a representative designated by the body representing the non-academic staff.

(2) The members of the Board appointed by the President under subsection (1)(a) shall be selected from amongst persons who have qualifications or wide experience and ability in legal, health, financial, business, information technology, labour relations, education and training matters.

(3) The President shall appoint a Chairman and Vice-Chairman from amongst the members of the Board appointed under subsection (1)(a).

(4) Notwithstanding subsections (1) and (2), vacancies in the membership of the Board or any defect in the appointment or designation of any member shall not affect its legal existence, unless its membership is reduced to less than ten.

7. (1) Subject to subsection (4) members of the Board ^{Term of office} shall hold office for a term not exceeding three years and are eligible for re-appointment.

(2) Where a vacancy occurs by reason of death, resignation or termination of appointment, the President shall appoint another person to fill the vacancy in the same manner in which the appointments to the Board are required by this Act to be made.

(3) The President may appoint a temporary member to the Board where a member has been granted leave of absence or is otherwise temporarily unable to serve on the Board.

(4) A member may resign his appointment by giving one month's notice in writing to the President.

(5) The appointment of any person to the Board and the termination of appointment of any person whether by death, resignation or otherwise shall be notified in the *Gazette*.

(6) A member shall be paid such remuneration and allowances in respect of his office as the President may determine from time to time.

Termination of
membership

8. (1) A person shall cease to be a member of the Board where he—

(a) has been absent from three consecutive meetings, except where he has been granted leave by the Board;

(b) has been declared bankrupt;

(c) is incapacitated by physical or mental illness;

(d) has been sentenced to a term of imprisonment without the option of a fine or is convicted of any offence involving dishonesty; or

(e) is otherwise unable or unfit to discharge his functions or to hold office by reason of illness or any other reason.

(2) The President may declare the office of any member to be vacant if he is satisfied by virtue of subsection (1) that such member can no longer hold office.

(3) The President shall declare a vacancy in such manner as he thinks fit, and thereupon that office shall become vacant.

(4) In the case of the President of the College and other designated members of the Board, the Chairman may, after consultation with the Board declare the office of any such member to be vacant if he is satisfied by virtue of subsection (1) that such member can no longer hold office.

9. (1) The Board shall meet at least once every ^{Meetings} quarter and at such other times as may be necessary to transact the business of the College.

(2) The Chairman, or in his absence the Vice-Chairman, shall preside at all meetings of the Board save that in the case where both the Chairman and Vice-Chairman are absent, the members present may choose one of the appointed members to preside at that meeting.

(3) The decisions of the Board shall be by a majority of votes of its members present and voting and in the case of equality of votes the Chairman of the meeting at which the vote is taken shall have a second and casting vote.

(4) The Board may make Rules for the regulation of its proceedings and the conduct of its business.

(5) Seven members of the Board shall constitute a quorum.

10. (1) Minutes in proper form of each meeting of the ^{Minutes} Board or Senate or any committee thereof, shall be kept under the direction of the Secretary.

(2) All decisions, orders, rules and regulations made by the Board relating to the operations of the College shall be recorded in the minutes of the Board.

11. (1) Every member of the Board shall, on ^{Disclosure of interest of Board} appointment and annually thereafter, submit to the Chairman a declaration that he has no pecuniary interest in any business or any body corporate carrying on any business with the College in the exercise of its business.

(2) A member who has a pecuniary interest in a matter being considered by the Board shall, as soon as possible after the relevant facts come to his knowledge, disclose the nature of this interest before the Board's deliberation on the matter.

(3) A disclosure under subsection (2) shall be recorded in the minutes of the meeting of the Board and after such disclosure the member shall neither be present during any deliberation of the Board nor take part in any decision of the Board, with respect to that matter.

(4) For the purposes of this section, a person who, or a nominee or relative of whom, is a shareholder who owns shares in excess of five per cent or is a partner in a company or other body of persons other than a statutory authority or who is an employee thereof, shall be treated as having a pecuniary interest.

(5) In this section "relative" means spouse, cohabitant within the meaning of the Cohabitation Relationships Act, father, mother, brother, sister, son or daughter of a person.

(6) A member who fails to comply with the provisions of this section is liable on summary conviction to a fine of fifty thousand dollars unless he proves that he was unaware that—

- (a) the matter in which he has an interest was the subject of consideration at the meeting;
or
- (b) he had an interest in the matter under consideration at the meeting.

Act No. 30
of 1998

Committees of
the Board

12. (1) The Board may appoint committees to examine and report to it on any matter whatsoever arising out of or connected with any of its functions under this Act.

(2) A committee appointed under this section shall consist of at least one Board member and such other persons whose assistance or advice the Board may require.

(3) In relation to the purpose for which it was established, a committee shall have and exercise such of the powers of the Board under this Act as are specified in the terms of reference of the committee.

(4) The Board is not bound by any report submitted to it by any committee appointed under this section and the Board may reject or adopt a report wholly or partly or with such modifications, additions or adaptations as the Board thinks fit.

(5) The Board may dissolve or suspend the operations of any committee at any time.

(6) The Board shall prescribe the composition and procedure of any committee.

13. (1) The Board shall appoint a President of the College, for a term not exceeding five years on such terms and conditions as are agreed upon between the Board and the President of the College.

(2) The President of the College shall—

(a) manage the affairs of the College subject to the directions of the Board;

(b) attend all meeting of Board and take part in its deliberations but he shall have no right to vote.

(3) The appointment of the President of the College and the termination of his appointment, whether by death, resignation or otherwise, shall be published in the *Gazette*.

(4) The President of the College shall be eligible for re-appointment.

Vice-President

14. (1) The Board on the recommendation of the President of the College shall appoint a Vice-President of Academic Affairs, a Vice-President of Finance and Administration and a Vice-President of Student Affairs and such other Vice-Presidents as it may deem appropriate.

(2) The Board after consultation with the President of the College shall determine the duties and functions of the Vice-Presidents.

(3) A Vice-President shall be appointed for a term of not more than five years as the Board may determine after consultation with the President of the College and on such terms and conditions as are agreed upon by the Board and the Vice-President.

(4) A Vice-President shall be eligible for re-appointment.

Seal

15. (1) The Seal of the College shall be kept in the custody of the President of the College.

(2) The Seal of the College shall only be used with the authority of the Board and every instrument to which the Seal is affixed shall be signed by a member, on the authorisation of the Board, and countersigned by the President of the College.

(3) All documents other than those required by law to be under Seal, and all decisions of the Board shall be signified under the hand of the Chairman, the President of the College and a member duly authorised by the Board.

Faculty
Senate

16. (1) There shall be a Faculty Senate of the College which shall consist of—

(a) the President of the College;

(b) the Vice-President of Academic Affairs;

- (c) the President of the Student Council or a person nominated by him;
- (d) the Deans of such teaching departments as may be established by the Board;
- (e) the Principal of each Campus;
- (f) the Chair of each teaching department as may be established by the Board;
- (g) the Chief Librarian of the College;
- (h) one faculty representative elected from amongst the full-time academic staff engaged in the teaching of each programme offered by the College;
- (i) one faculty representative elected from amongst the part-time academic staff of the College.

(2) The Board may designate additional offices which may be included in the Senate.

(3) The Senate may make rules for the regulation of its proceedings and the conduct of its business.

(4) Ex officio members shall hold office for so long as they continue to occupy the positions by virtue of which they became members while appointed and co-opted members shall hold office for no more than two years.

(5) Elected members shall not serve for more than two consecutive terms and shall not be eligible for re-appointment until at least one term has elapsed.

(6) The President of the College or in his absence the Vice-President of Academic Affairs shall be the Chairman and Vice-Chairman respectively of the Senate.

(7) If, at a meeting of the Senate the Chairman or the Vice-Chairman of the Senate is absent, the

members present may elect a Chairman from amongst their number to preside at that meeting.

(8) Notwithstanding subsection (1), vacancies in the membership of the Senate or any defect in the appointment or designation of any member shall not affect its legal existence, unless its membership is reduced to less than six.

(9) For the purposes of this section "Chair" means the person appointed as the head of each department by the Board.

Power of the Senate

17. (1) Subject to the special or general directions of the Board, the Senate shall be responsible for the academic administration of the College and shall have the control and authority over research, academic instruction, academic policy examinations and the eligibility of students and persons for academic awards and other honours or distinctions.

(2) Without prejudice to the generality of subsection (1) the Senate shall have the following functions:

- (a) make recommendations to the Board regarding the selection and appointment of senior academic staff including the President of the College, the Vice-Presidents, Principals, Deans and Department Chairs;
- (b) regulate the conduct of examinations, tests and other methods of assessing courses offered by the College;
- (c) consider, develop and revise the courses of study, instruction and education offered by the College;
- (d) determine all issues relating to the academic and other qualifications required of applicants for admission as students to

the College and the qualifications and suitability of such persons for the award of certification;

(e) recommend to the Board the institution of chairs, fellowships, scholarships, bursaries, prizes and other such awards and the suitability of persons for the grant thereof;

(f) consider and make recommendations to the Board on any matter relating to the College, including the appointment of academic staff, the creation or discontinuance of any academic unit, programme or course of study, the creation, suspension or abolition of any academic post, the status and quality of any certification or training of any other institution and the discipline and welfare of students.

18. (1) The decisions of the Senate shall be by a majority of votes of its members present and voting and in the case of an equality of votes the Chairman of the meeting at which the vote is taken shall have a second or casting vote.

(2) The quorum of the Senate shall comprise one half of its membership.

(3) The Senate shall be deemed to be properly constituted for all purposes notwithstanding any vacancy in its membership or any defect in the appointment of any of its members.

19. (1) There shall be an Alumni Association of the College (hereinafter referred to as "the Association").

(2) The Association shall be comprised of—

(a) the alumni of the College;

(b) such other persons holding appointments in the College as may be invited by the

Association to become members thereof and who have made an application to enroll by completing the requisite forms.

(3) The Association in consultation with the Board may make Rules regarding the Association by—

(a) prescribing its constitution including its financial affairs and its financial accountability; and

(b) prescribing such other acts or things which may be necessary, expedient, incidental or conducive to the discharge of any of its functions.

(4) For the purposes of this section “alumni” means the graduates of the College.

Student
Council

20. (1) There shall be a Student Council of the College.

(2) The Council shall be comprised of persons elected from amongst students enrolled with the College.

(3) The Student Council, after consultation with the Board, may make Rules concerning the Student Council by—

(a) prescribing its constitution including its financial affairs and its financial accountability; and

(b) prescribing such other acts or things which may be necessary or expedient or incidental or conducive to the discharge of any of its functions.

PART II

FINANCIAL PROVISIONS

Funds

21. The funds and resources of the College shall consist of—

- (a) such amounts as may be appropriated therefore by Parliament;
- (b) special grants or funds as may from time to time be provided by Government for the financing of special programmes, projects and activities;
- (c) sums arising from grants, covenants, donations, endowments, bequests and other gifts and receipts from other persons including national and international bodies;
- (d) all sums received by or falling due as fees for tuition or as payments for services rendered or the sale of any asset or the provision of facilities;
- (e) sums received from the use of the College's patents, copyright, trademarks or processes;
- (f) sums borrowed by the College;
- (g) all other sums or property that may in any manner become lawfully payable to or vested in the College in respect of any matters incidental to its functions.

22. (1) The College is exempt from the payment of stamp duty, corporation tax, custom duty, purchase taxes, motor vehicle taxes, and all other taxes, charges, levies and imposts on its income or profit or on assets which it acquires for its own use.

(2) Where—

- (a) goods are imported by the College for and on behalf of the College;
- (b) the commercial sale to the College of goods or services is in the opinion of the Board of

Inland Revenue required for the purposes of the College,

the goods and services shall be exempt from Value Added Tax.

Estimates of expenditure

23. (1) The Board shall, at least three months before the commencement of each financial year, submit to the Minister, for his approval, estimates of expenditure in such form as the Minister of Finance may prescribe in accordance with GAAP.

(2) The estimates of expenditure, as approved by the Minister, shall be the expenditure budget of the College for the financial year to which it relates.

Accounts and audit

24. (1) The Board shall keep proper books of accounts and records, in accordance with GAAP, of all moneys received and expended and shall record the matters in respect of which such sums were received and expended.

(2) Within three months after the end of each financial year the Board shall cause to be prepared, in respect of that year—

(a) a report setting out the activities of the Board; and

(b) financial statements prepared in accordance with GAAP and any other statement as required by the Minister of Finance.

(3) In instances where the standards included in GAAP are inappropriate or inadequate the Treasury shall provide instructions.

(4) The accounts of the College are public accounts of Trinidad and Tobago for the purposes of section 116 of the Constitution.

Chap. 1:01

(5) As soon as the accounts of the College have been audited, the Auditor General shall submit his report in accordance with section 116 of the Constitution and shall forward a copy of the said report to the Minister.

(6) The Minister shall cause a copy of every such report submitted under subsection (3) to be laid before Parliament.

(7) For the purposes of an audit conducted pursuant to this Act, the Exchequer and Audit Act Chap. 69:01 shall apply as if an audit referred to in this Part is one to which the Act applies.

(8) Nothing in this section precludes the Auditor General or an auditor engaged by the Board from performing a management or comprehensive audit of the activities of the College.

(9) "GAAP" means Generally Accepted Accounting Practice which includes the international accounting standards adopted by the Institute of Chartered Accountants of Trinidad and Tobago.

25. (1) The financial year of the College shall be the Financial year period of twelve months beginning the first day of October in any year to the thirtieth day of September in every year, but the period from the date of commencement of this Act to the end of September next following shall be deemed to be the first financial year.

(2) The Board may, with the approval of the Minister of Finance, vary the financial year of the College.

26. (1) The Board may, for the purpose of discharging Borrowing its functions under this Act, borrow such sums of money as it may deem expedient.

(2) The Minister with responsibility for Finance may, on behalf of the Government, out of money appropriated by the Parliament for that purpose, lend money to the College on such terms and conditions as he determines, in writing.

(3) The College may, with the approval of the Minister of Finance, borrow money from bodies or persons other than the Government.

(4) Money may be borrowed wholly or partly in foreign currency.

(5) The College may with the approval of the Minister with responsibility for Finance, give security over the whole or any part of its property for the due performance of its obligations incurred pursuant to this section.

(6) The College is a statutory authority for the purposes of the Guarantee of Loans (Statutory Authorities) Act.

Chap. 71:81

Financial Control

27. The Board shall by resolution make rules and regulations for the proper control of the system of accounting and for the finances of the College.

PART III

STAFF AND RELATED MATTERS

Employment of
staff

28. (1) The Board may employ any person, to perform such tasks that the Board considers necessary for the due performance of its functions and exercise of its powers under this Act, on such terms and conditions as are agreed between the Board and the person and subject to such maximum limit of remuneration as the Minister determines.

(2) Section 11 applies *mutatis mutandis* to persons employed by the Board under this section.

29. (1) Subject to subsection (2) an officer or ^{Secondme} employee in the Public Service or in the service of a statutory authority may with the consent of the Board and with the approval of the appropriate Service Commission or other relevant body, consent to be transferred on secondment to the service of the College.

(2) Where a transfer on secondment contemplated by subsection (1) is effected, arrangements shall be made to preserve the rights of the officer so transferred to any pension, gratuity or other allowance for which he would have been eligible had he not been seconded to the service of the College.

(3) An officer who opts for secondment under subsection (1) shall in relation to terms and conditions be treated no less favourably than if he were not so seconded.

(4) A period of secondment shall not exceed five years in the first instance and may be extended for further periods as the appropriate Service Commission or other relevant body determines.

(5) An officer in the Public Service, who prior to the commencement of this Act was employed at a Scheduled TLI may—

- (a) be appointed on transfer to the service of the College, subject to the approval of the appropriate Service Commission or other relevant body on such terms and conditions as are acceptable to him and the Board;
- (b) remain in the Public Service; or
- (c) retire voluntarily on such terms and conditions as are agreed upon between the person who exercises this option or his association or trade union and the Chief Personnel Officer.

Transfer to
College

30. An officer or employee in the Public Service or in the service of a statutory body or a scheduled TLI may with the consent of the Board and with the approval of the appropriate Service Commission or relevant body consent to be appointed on transfer to the service of the College upon such terms and conditions as may be acceptable to him and the Board.

Hourly, daily and
weekly-rated
employees

Chap. 88:01

31. (1) Subject to any written law, every registered collective agreement and registered memorandum of agreement within the meaning assigned to such agreements and memoranda under the Industrial Relations Act, in existence before January 1, 2000 to which the Chief Personnel Officer was a party in relation to hourly, daily and weekly-rated employees employed in the Scheduled TLIs, shall be valid and binding on the Board and the majority trade union which immediately prior to January 1, 2000 represented hourly, daily and weekly-rated employees who were employed in such TLIs and in respect of whom the Chief Personnel Officer was deemed to be the employer under the Industrial Relations Act.

(2) For the purposes of the agreements referred to in subsection (1) and for all other purposes related to the Industrial Relations Act, the Board is deemed to be the successor to the Chief Personnel Officer effective January 1, 2000.

(3) Subject to the Industrial Relations Act, the majority trade union which immediately prior to January 1, 2000 represented the hourly, daily and weekly-rated employees who were employed in the Scheduled TLIs and in respect of whom the Chief Personnel Officer was deemed to be the employer under the Industrial Relations Act, shall continue to represent such workers.

Establishment of
pension fund
plan

32. (1) The Board shall within two years of the date of assent of this Act, establish a pension fund plan.

(2) All employees of the Board excluding employees transferred on secondment shall be members of the pension fund plan.

33. The superannuation benefits which have accrued under a pension law to a person who exercises the option under section 29(5) (a) or who transfers in accordance with the provisions of section 30 shall be preserved at the date of this employment by the Board, and such person shall continue to accrue superannuation benefits under relevant pension law up to the date of commencement of the pension fund plan or the date of his transfer, whichever is later, on the basis of the pay, pensionable emoluments or salary applicable to the office, in the Public Service, statutory authority or scheduled TLI, which he held immediately prior to his employment by the Board.

Preservation and
accrual of super-
annuation benefits

34. (1) Where an employee who had exercised the option under section 29(5) (a) or who had transferred in accordance with the provisions of section 30 and who is eligible for superannuation benefits under a pension law dies or retires or is retrenched or his post in the College is abolished prior to the establishment of the pension fund plan and at the date of his death, retirement, retrenchment or the abolition of his post, he was in receipt of a higher salary than the pay, pensionable emoluments or salary referred to in section 33, the superannuation benefits payable to the employee or his estate shall be based on the higher salary.

Payment of
superannuation
benefits by
Board prior to
the establishment of
the pension fund
plan

(2) The difference between the superannuation benefits payable on the basis of the higher salary referred to at subsection (1) and those payable under a pension law on the basis of the pay, pensionable emoluments or salary referred to in section 33, shall be paid by the Board.

35. (1) When an employee who had exercised the option under section 29(5) (a) or who had transferred in accordance with the provisions of section 30 and who is eligible for superannuation benefits under a pension law and is a member of the pension fund plan dies, retires or is retrenched or his post in the College is abolished, he or his estate shall be paid superannuation

Payment of
superannuation
benefits by
pension fund
plan

benefits by the pension fund plan at an amount which when combined with the superannuation benefits payable under section 33 is equivalent to the benefits based on his pensionable service in the College and calculated at the final salary applicable to him on the date of his death, retirement, retrenchment or the abolition of his office.

(2) For the purposes of subsection (1) “final salary” has the meaning given to it by the pension fund plan.

Representation

36. Subject to any written law employees of the College who have transferred from the Public Service or any statutory authority shall, for the purpose of collective bargaining, continue to be represented by the relevant trade union or representative association that formerly represented them.

Preservation
of Collective
Agreement

37. Any collective agreement or other agreement applicable to former officers or employees in the Public Service or a statutory authority who exercised the option under section 29(5) (a), shall be valid and binding on the relevant representative association or trade union and the College and shall be deemed to be registered under the Industrial Relations Act.

Chap. 88:01

Preservation of
terms and
conditions

38. Upon the commencement of this Act and subject to any written law a collective agreement or other agreement that immediately prior to the commencement of this Act affected officers or employees who were employed in the public service or a statutory authority shall continue to have effect in relation to such employees employed by the College.

PART IV

MISCELLANEOUS

Vesting of
property

39. Upon the commencement of this Act, all property belonging to the scheduled TLIs are respectively transferred to and vested in the College.

40. (1) Upon the commencement of this Act all Saving of State and liabilities assets, rights, privileges, and all liabilities and obligations that the State or scheduled TLIs were entitled or subject to immediately before the commencement of this Act are transferred to and conferred or imposed upon the College.

(2) A reference in any deed, contract, bond, security or other document to the State or a scheduled TLI shall be construed as a reference to the College.

(3) Legal proceedings pending immediately before the commencement of this Act by or against the State or a scheduled TLI may be continued on or after that day by or against the State as a party to the proceedings.

41. (1) The National Institute of Higher Education Acts amended Act No. 20 of 1984 (Research, Science and Technology) Act, 1984 is amended by repealing section 12(d).

(2) The Education Act is amended by repealing Chap. 39:01 sections 4(2)(c).

42. The Minister may by Order, amend the Schedule Amendment to Schedule subject to negative resolution of Parliament.

SCHEDULE

Eastern Caribbean Institute of Agriculture and Forestry

Government Vocational Centre

John S. Donaldson Technical Institute

Joint Services Staff College

NIHERST Colleges (Business Management and Information Technology Division, College of Health Sciences, College of Nursing, General Education Division and School of Languages)

San Fernando Technical Institute

Metal Industries Company

Passed in the House of Representatives this 4th day
of October, 2000.

D. DOLLY
Acting Clerk of the House

Passed in the Senate this 5th day of October, 2000.

N. COX
Clerk of the Senate