

CIPRIANI COLLEGE OF LABOUR AND CO-OPERATIVE STUDIES



Churchill-Roosevelt Highway,
Valsayn Park, St. Joseph,
Trinidad, W.I.
Telephone: 662-5014,
663-0975, 663-0978
Fax: 645-0489

16th May 2014

The Honourable Minister
Mr Errol Mc Leod
Ministry of Labour and Small and Micro
Enterprise Development
International Waterfront Complex, Tower C
1A Wrightson Road
Port of Spain

Dear Mr Mc Leod

Submission of Annual Administrative Report – Section 66D of the Constitution

Please find attached, the Administrative Report for the Cipriani College of Labour and Co-operative Studies the period **2012 to 2013**.

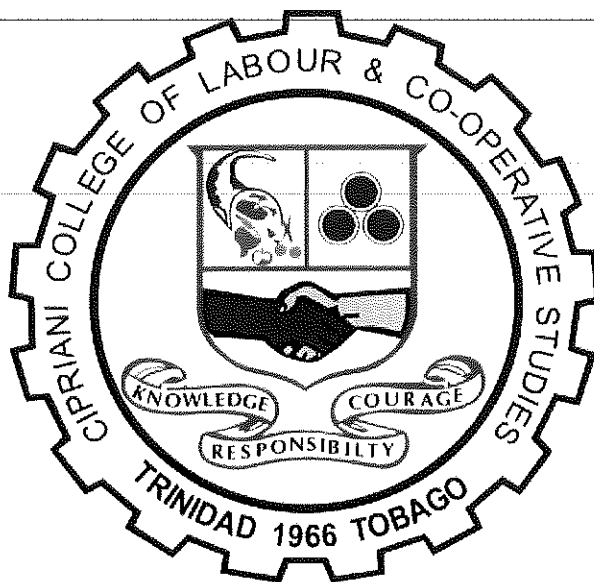
Yours faithfully



Joseph Remy
Chairman

enc

**CIPRIANI
COLLEGE OF
LABOUR AND
CO-OPERATIVE
STUDIES**



[ADMINISTRATIVE REPORT 2012 - 2013]

Table of Contents

1.0	Vision, Mission, Philosophy and Strategic Objective	6
1.1	Introduction	6
1.2	Strategic Planning Approach	7
1.2.1	Strategic Planning	7
1.2.2	Vision	8
1.2.3	Mission	8
1.3	Strategic Plan 2011 – 2015	8
1.3.1	CCLCS Strategic Emphasis	9
1.3.2	Strategic Alignment to MOLSMED	10
2.0	Organisational Structure	11
2.1	Organisational Profile	11
2.1.1	Professional Development	13
2.1.2	Membership in Professional Associations and Discipline-specific organisations/Conferences	14
2.2	Corporate Structure	15
2.2.1	Departments, Divisions, Units	15
2.2.2	CCLCS Organisational Chart	16
2.2.3	Governance	17
2.3	Services/Products provided and special projects embarked upon	17
2.3.1	Self Study Methodology.....	17
2.3.2	Self Study Objectives and Process	17
2.3.3	Self Study Process Chart	18
2.3.4	Self Study Structure	19
2.4	Job Evaluation	21
2.4.1	Consultancy Objectives, Scope of Works and Project Plan	21
2.4.2	Consultancy Objectives	21
2.4.3	Scope of Works and Project Plan	22

2.5	Specialized Training	22
2.6	Delegated Levels of Authority	24
2.6.1	Board of Governors	24
2.6.2	Composition of the Board of the Board of Governors	24
2.6.3	Office of the Director	24
2.6.4	Executive Management	25
2.6.5	Academic Affairs Division	26
2.6.6	Student Affairs Division	26
2.6.7	Department of Fiscal Affairs	27
2.6.8	Human Resource & Administration Department	28
2.6.9	Information and Communication Technology Department	28
2.6.10	Stakeholder Relations Department	28
2.6.11	Quality Assurance Department	28
2.6.12	Security Department	29
2.7	Legislative and Regulatory Framework	29
2.7.1	Governance	30
2.7.2	Authority of the Board	31
2.8	Sub Committees of the Board	31
2.8.1	Academic Sub Committee	32
2.8.2	Finance & Tenders Sub Committee.....	33
2.8.3	Human Resource and Administration Sub Committee	33
2.8.4	Infrastructure Sub Committee	34
2.8.5	Audit Sub Committee	34
2.9	Amendments to the Act	35
2.10	Financial Policies	37
2.10.1	CCLCS Financial Regulations	38
2.10.2	Finance and Tenders Rules	38
2.10.3	Investment Policy	38
2.11	Reporting Functions - Reports to the Ministries	39
3.0	Policies and Development Initiatives	40
3.1	Short Term, Medium and Long Term Plans	40
3.2	Core Business Perspectives	40

3.2.1	Financial or Resource Mobilisation and Utilisation Perspective	40
3.2.2	The Customer Perspective	41
3.2.3	Internal Business Process Perspective	41
3.2.4	Learning and Growth Perspective	42
3.3	The Strategic Goals within the Balance Score Card	42
3.4	Core Business	43
3.4.1	Financial or Resource Mobilisation	43
3.4.2	Customer	43
3.4.3	Internal Business Process	43
3.4.4	Learning and Growth	43
3.5	Performance Objectives and Accomplishments	44
3.5.1	Strategic Goals Implementation Status (2012 – 2013)	44
3.5.2	Curriculum and Programme Review Strategic Goals	44
3.5.3	Center for Intellectual Debate and Inquiry Strategic Goal	45
3.5.4	Accreditation of the Institution’s Programmes Strategic Goals	46
3.5.5	Financial Management Strategic Goal	47
3.5.6	Customer Enhancement Strategic Goal	48
3.5.7	Information Technology Enhancement Strategic Goal.....	49
3.5.8	Physical Facilities Strategic Goal	51
3.5.9	Corporate Communications Strategic Goal	51
3.5.10	Human Resource Management Strategic Goal	52
3.5.11	Legal Status Strategic Goal	53
4.0	Financial Operations	53
4.1	Budget Formulation	53
4.2	Gate Fees Chart	54
4.3	Budget Process	54
4.4	Expenditure versus Income	56
4.5	Government Subvention.....	56
4.6	Tuition Fee Structure	57
4.7	Government Assistance for Tuition Expenses programme (GATE)	57

4.8	Additional Sources of Income	57
4.9	Investment Policy	58
4.10	Internal Audit Functions	59
4.11	Internal Audit Unit	60
4.12	External Auditor	60
5.0	Human Resources	61
5.1	Organisational Establishment	61
5.1.1	Category of Employees	61
5.1.2	Career Path Systems	61
5.2	Performance Assessment/Management Strategies	62
5.2.1	Promotion – Selection Process	62
5.3	Employee Support Services	62
5.3.1	Student Incentive Policy	63
5.3.2	Employee Assistant Programme	63
5.3.3	Skills Inventory	63
5.3.4	Training Plan	64
6.0	Procurement Procedures	64
6.1	CCLCS Financial Regulations	64
6.1.1	Tendering and Contractual Procedures	64
6.1.2	Open Tender, Selected Tender and Sole Tender	66
7.0	Public Relations and Community Relations	67
7.1	Community and Stakeholder Relations/Outreach	67
7.1.2	Co-operative Education Outreach Programme	67
7.1.3	International Credit Union Month (2012)	67
7.1.4	Mobile Library	68
7.1.5	Labour Day Award Function	69
7.1.6	Center for Intellectual Debate and Inquiry	70
7.2	Challenges	71
7.2.1	Legislation and Wages.....	71
7.2.2	Entrance to the College	71
7.3	Conclusions.....	72

1.0 VISION, MISSION, PHILOSOPHY AND STRATEGIC OBJECTIVES

1.1 INTRODUCTION

The Annual Administrative Report of the Cipriani College of Labour and Co-operative Studies (CCLCS) is prepared in accordance with the provisions set forth in Section 66D of the Constitution of the Republic of Trinidad and Tobago, which states that an entity mentioned in Section 66A (ii) is mandated to submit to the President of the Republic of Trinidad and Tobago before July 1st each year, *“a report on the exercise of its functions and powers in the previous year, describing the procedures followed and any criteria adopted by it in connection therewith”*. The Report is also in accordance with the proposed structure provided by the Cabinet appointed Committee to review all Reports under Section 66A-D of the Constitution and Act No. 29 of 1999.

The Report will seek to provide an overall understanding of the operations of the Cipriani College of Labour and Co-operative Studies (CCLCS), the successes realized and the challenges encountered during the fiscal year 2012-2013, as well as the outlook for the next fiscal year 2013-2014.

- 1.2** The Cipriani College of Labour and Co-operative Studies is nationally recognized as one of the premier government supported tertiary/community Colleges in Trinidad and Tobago. It has distinguished itself amongst peer institutions locally and regionally by its unique mission, rich history, and over four decades of contribution to the building of the human resource capacity in Trinidad and Tobago and the region. In 2012-2013 the College entered its forty-eighth (48) year of continuous operations: one of the longest in the region. As the College moves towards its fifth decade of continuous operations, it continues to evolve and adapt to major societal and macro structural changes, underscored by rapid technological advancements, global financial and economic crises, as well as fundamental changes in global, regional and national educational trends.

The strategic planning approach

While identifying the management issues and the institutional relationships necessary for successful plan implementation, the emphasis of the Strategic Plan is on developing an integrated Planning Framework for the College, which will allow for the institutionalization of planning and performance review in the organization. The Integrated Planning Process being utilised consists of three major components:

- A Strategic Plan;
- An Operational Plan; and
- A Results Management Process.

The Strategic Plan requires considerable external analysis and broad based thinking. The Operational Plan, in contrast, is more specific and detailed. The focus of the Strategic Plan is concept and direction. The focus of the Operational Plan is implementation and results.

Results Management is the third component of the planning process. It provides Senior Management of an organization with a mechanism for ongoing evaluation of the implementation process, and the Strategic and operational Plan.

In order to achieve consistent organizational results, all three components of the Planning Process must be “integrated”.

Strategic Planning

The process of strategic planning for the period 2011- 2015 included broad based consultations with all stakeholders, including members of the Board, Administration, Staff, Student, Government, Trade Union, Credit Union, and similar institutions. Emanating from the broader process of consultation during the strategic planning process, the College modified its Vision and Mission in response to current regional and global trends and developments in tertiary education in Trinidad and Tobago. The revised vision and Mission are cited hereunder:

Vision

With a proud tradition of accessible high quality education, we aim to exceed the expectations of our students, staff, and other stakeholders as the premier tertiary education institution in the Caribbean, in the areas of Labour and Cooperative education, and a dynamic range of specialized and customized programmes.

Mission

Our mission is to increase the capacity and consciousness of the Labour and Co-operation movements, people based and professional institutions, both locally and regionally and to empower present and future working people: To do this we will:

- Foster and encourage critical thinking;
- Provide the highest quality educational and research programmes for the students in a physically and intellectually supportive learning environment;
- Provide and enable a highly committed, qualified, dynamic and professional staff; and
- Be proactive and innovative in meeting the needs of all our stakeholders in a continuously changing and competitive environment.

Strategic Plan 2011 - 2015

The 2011-2015 Strategic Plan is framed within the context of the Government of Trinidad and Tobago's policy framework outlined as the seven pillars of development.

The four pillars relevant to CCLCS are 1, 2, 4 and 5, articulated herein:

- **Pillar 1** - *People Centered Development – We need everyone and all can contribute*
- **Pillar 2**, *Poverty Eradication and Social Justice – Preference for Poor and disadvantaged*
- **Pillar 4**, *Information and Communication Technologies – Connecting T&T and Building the New Economy*
- **Pillar 5**, *A more diversified, knowledge intensive economy – Building on the native genius of our people*

Pillars 1 and 2 are centered on the development of a knowledge-driven economy with education at the foundation, tertiary levels being a major factor in the successful achievement of this goal. As a tertiary education institution, CCLCS has a key role to play in producing students who are able to contribute to national development. Pillar 4 emphasizes the need to integrate information and communication technologies into learning, from the primary to the tertiary level.

The College, in the past, recognized the importance of ICT by the development of the Introduction to Computer Information Systems course introduced in 1997 and the upgrade of its systems and infrastructure. Pillar 4 cements the College's desires to remain dedicated to integrating information and communication technologies into learning and preparing students for the technologically oriented workplace. The ICT Strategic Plan highlights plans to improve library databases and online resources to further support students.

Pillar 5 is geared toward developing More Diversified, Knowledge Intensive Economy-Building on the Native Genius of Our People. It demands encouraging and developing strong linkages among creative sectors, technological sectors, design sectors, and the education and academic sectors. Pillar 5 essentially focuses on the intention to develop strong linkages between varying sectors to develop the economy.

CCLCS Strategic Emphasis

- Curriculum and academic programme review
- Plan and implement a centre for intellectual debate and enquiry
- Institutional and academic program accreditation
- Creating the highest level of transparency and financial self sufficiency
- Stakeholder/partner relationships especially developing national, regional and international alliances to enhance Cipriani's image
- Customer enhancement especially student support services
- Information technology enhancement
- Physical facilities planning and implementation change
- Human Resource Management/development including leadership and culture
- Revise the policy and legislative framework of the College

Strategic Alignment to MOLSMED

CCLCS operates under the legislative authority of the Ministry of Labour and Small and Micro Enterprise Development and is aligned to the Ministry's Mission and Vision;

To be the foremost authority on labour, employment, occupational safety and health and co-operative issues through quality service.

To strive for excellence in the provision of quality service towards socio-economic upliftment of the nation through the development of its human resources and the promotion of a safe, healthy environment and a stable industrial relations climate.

The CCLC's Mission supports that of the MOLSMED through the following:

- ✓ Promotion of opportunities for poverty reduction, employment and wealth creation
- ✓ Promotion of the application of the principles of decent work in the workplace
- ✓ Promotion of industrial peace in the national economy

Additionally, the CCLCS commits to the following **Values and Norms**:

1. To Maintain the values of the Labour and Co-operative movements;
2. To provide quality in content and delivery (Accreditation);
3. To provide affordable education;
4. To demonstrate respect for diversity;
5. To provide accessible education with non-traditional entry;
6. Professionalism in service delivery;
7. Continuous quality assessment;
8. Student centeredness;
9. Transparency;
10. Integrity, Mutual respect;
11. Equity;
12. Organizational commitment /loyalty;
13. Working class consciousness; and
14. Community outreach.

2.0 ORGANISATIONAL STRUCTURE

a) ORGANISATIONAL PROFILE

The main campus of the Cipriani College of Labour and Co-operative Studies is situated off the Churchill-Roosevelt Highway in the suburban environs of Valsayn. As the hub of the College, the Valsayn Campus has benefitted in recent years from extensive infrastructural development, including the construction and renovation of several new buildings and other facilities designed to support the core function of the College—teaching and learning. This upgrading is the result of a phased process of infrastructural development based on plans and designs completed in 2003.

The Valsayn Campus contains roughly 30 classrooms, including two classroom-type auditoriums, a state-of-the-art computer laboratory, a science laboratory, two libraries, a communication and audio visual unit, a distance learning unit, a cafeteria, Student Support Centre, Student Union and Student Activity Centre, and an Auditorium seating 416 persons.

CCLCS also conducts classes at the San Fernando East Secondary School and the Metal Industries Company (MIC) in San Fernando, and at the El Dorado Secondary West School, in the East. In Tobago, the Cipriani College of Labour and Co-operative Studies is located at Tobago Glass Supplies, Rousseau Trace, Spring Garden Road, Scarborough. Moreover, given the growing infrastructural demands, the College has embarked on major building and infrastructural improvements meant to accommodate more classrooms, labs, libraries and other learning and support facilities. Amongst them is the expansion of the East Wing of the Valsayn Campus.

The College has also seen its enrolment grow from 800 students in 1998 to 2,000 in the year 2000. A peak enrolment of over 3,000 students was achieved in the 2008-2009 academic year. However, the College has experienced a relative decline since and now records an enrolment figure of 2234 in the academic year 2012- 2013.

Concerns for quality and the achievement of Accreditation standing have led to increased focus on recruitment, as well as professional development and training of faculty and staff.

The growth in academic programmes, during the period 1998-2010, is in stark contrast to Cipriani's long history of successful delivery of a limited range of post secondary certificate and diploma programmes. In fact, the College's academic programmes have expanded considerably in terms of the levels and diversification of its educational portfolio in recent decades. For example, in 1998, the College offered the Associate Degree programmes in Labour Studies and Co-operative Studies for the first time, followed a decade later by the establishment of its first Bachelor's Degree in Labour Studies and Occupational Safety, Health and the Environment, after more than two years of extensive planning and feasibility studies. The College currently offers six Bachelor's Degree programmes in the following disciplines:

1. Labour Studies
2. Co-operative Studies
3. Human Resource Management
4. Occupational Safety Health and the Environment
5. Project Management
6. Security Administration and Management

The College offers seven Associate Degree programmes in the following disciplines:

1. Labour Studies
2. Co-operative Studies
3. Human Resource Management
4. Environment Management
5. Occupational Safety and Health
6. Project Management
7. Security Administration and Management

The College offers nine Diploma programmes in the following disciplines:

1. Credit Union Management
2. Emergency Management
3. Human Resource Management
4. Industrial Relations
5. Marketing
6. Occupational Safety and Health
7. Project Management
8. Public Relations
9. Security Administration and Management

Professional Development

Lifelong learning and continuous professional development are integral to the teaching and learning process. In this regard, CCLCS continues to expand the boundaries of its academic staff, encouraging learning from experience and the shared knowledge among colleagues at local, regional and international conferences. Lecturers are also encouraged and facilitated in becoming members of professional bodies and associations as they relate to their respective disciplines and function within the organisation. The intention is for lecturers to be current in their discipline, be familiar with best practices and share their own work and experience with colleagues in Academia.

Another mechanism through which the college develops and empowers lecturers is by conducting annual professional development workshops. These workshops have been scheduled in conjunction with the Instructional Development Unit of the University of the West Indies, St Augustine campus since 2002 and are available to all full and part-time faculty members. Workshops are highly interactive and provide for the application of new knowledge, skills and competencies. Focus in these sessions is on teaching and learning strategies, methods of assessment and evaluation, course design and professionalism. Special training has been provided for Heads of Department in clinical supervision to facilitate effective monitoring and evaluation of faculty. Additionally, training has been provided for lecturers on the

Developmental Education programme in remediation strategies for use in the teaching of English and Mathematics. That training includes the use of technology in developmental education. Lecturers are introduced to and trained in the delivery of online tutoring. This process involves and encourages a virtual student lecturer relationship where lecturers are able to tutor students online. Assignments are set and students are given a password allowing them to log on and submit completed work to the lecturer.

In an effort to prepare lecturers for delivery via new modalities, the College has engaged in training and retraining of lecturers in delivery via distance learning. This training was conducted by the Distance Learning Unit of the University of the West Indies to equip faculty with the knowledge, skills and attitudes for effectively using distance education facilities for course delivery. The major satellite centre of the College's Distance Learning Unit is the Tobago campus. The facility is also used to reduce the cost of travelling for the College since meetings are held with Tobago using this technology.

Membership in Professional Associations and Discipline-specific Organisations/ Conferences

Membership in local and international professional associations is another mechanism used to enhance teaching effectiveness. This encourages staff awareness of the latest trends and developments within their respective disciplines and the opportunity to network with colleagues. The expectation is that members would use the benefits available to positively impact the teaching and learning process. The college is a member of The Association of Caribbean Higher Education Administrators (ACHEA); The Association of Caribbean Tertiary Institutions (ACTI); American College of Personnel Association (ACPA); American Association of Collegiate Registrars and Admissions Officers (AACRO); The American Association of Community Colleges (AACC); The Caribbean Association for Labour Education,(CALE); and Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE).

In addition, lecturers from the Developmental Education department hold individual membership in the National Association of Developmental Education (NADE). These associations, including the ILO, provide faculty and administrative staff with information on new directions in higher education.

These include recent developments in professional practice and developments in teaching and learning, assessment and evaluation.

The delivery of tertiary level programmes at the CCLCS is also meant to address not only skill shortages and worker training in critical labour market demand areas; they are also designed to create multiple pathways to tertiary education. In fact, students have been beneficiaries of flexible matriculation policies, innovatively designed short introductory courses, and similar types of programme delivery, which cater to adult and mature working students.

b) CORPORATE STRUCTURE – DEPARTMENTS, DIVISIONS, UNITS

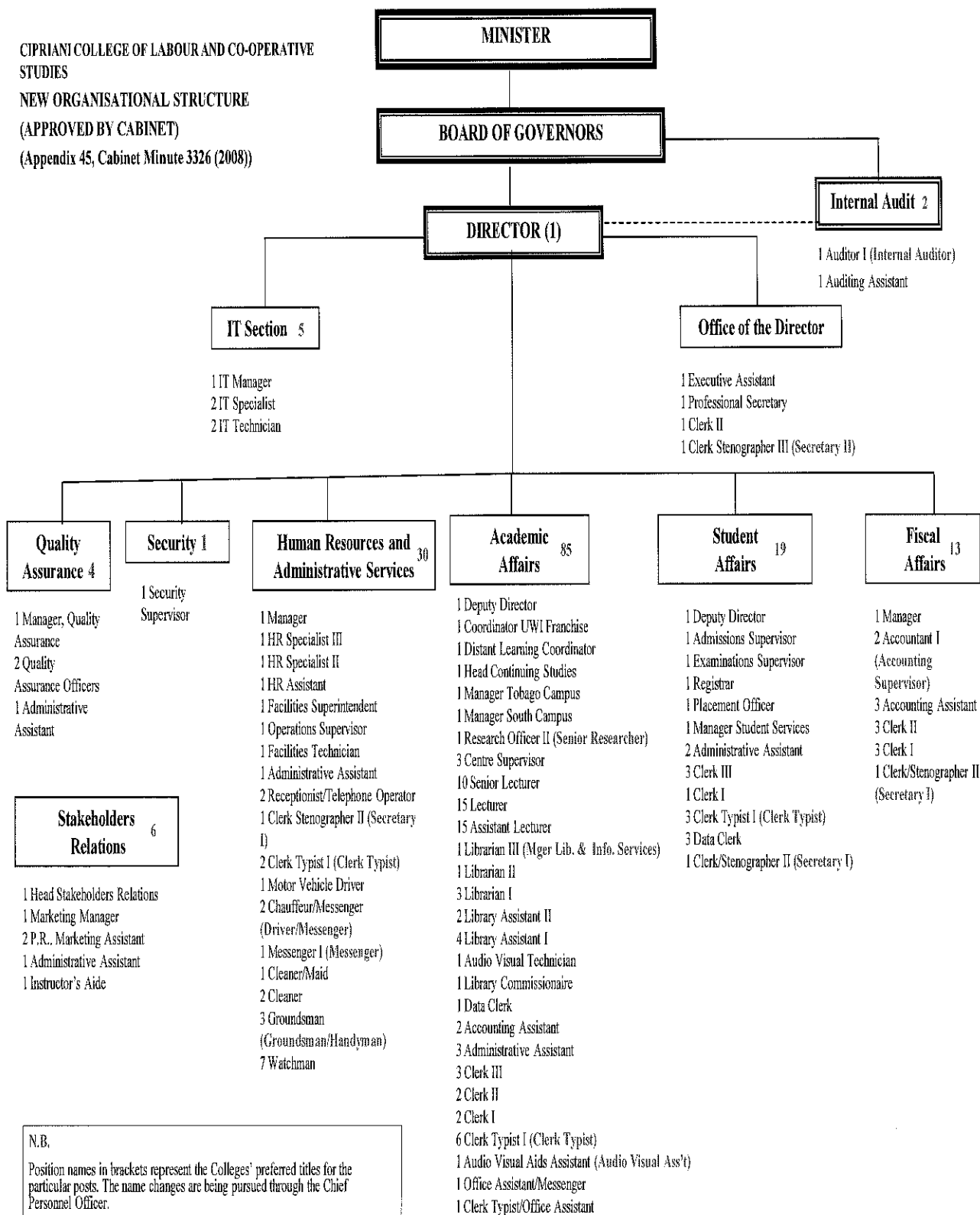
As the College responds to the stakeholders demand for new programme offerings, precipitated by a rapidly changing global society, it has evolved and expanded into a burgeoning and complex organization. To keep pace with these changes and to properly execute its Mission and Purpose, the provision of services to students in a physically and intellectually supportive learning environment has assumed greater strategic importance on the part of the management of the College. The College, therefore, has constantly sought ways to create an organizational structure that is adequate for fulfilling the increasing demands of an evolving and increasingly complex organization. The current organizational structure has nine departments/units, which include:

1. Office of the Director
2. Academic Affairs
3. Student Affairs
4. Stakeholders Relations
5. Fiscal Affairs
6. Information Technology
7. Human Resource and Administration Services
8. Quality Assurance
9. Security

The organisational chart below delineates the divisions/units of the CCLCS. In total there exist 170 positions on the organisational chart.

Figure 1 – CCLCS Organisational Chart

CIPRIANI COLLEGE OF LABOUR AND CO-OPERATIVE STUDIES
 NEW ORGANISATIONAL STRUCTURE
 (APPROVED BY CABINET)
 (Appendix 45, Cabinet Minute 3326 (2008))



Governance Structure

The affairs of College are governed by a Board of Governors. The Chairman of the Board of Governors reports directly to the Line Minister the Honourable Errol Mcleod Minister of Labour and Small and Micro Enterprise Development. The Director of the College reports to the Board of Directors and is supported by an executive management team comprising of Deputy Directors and management professionals.

c) Services/products provided and Special Projects embarked upon

Self Study, Institutional Accreditation (ACTT)

The College successfully completed its Self Study Report and was granted accreditation status in November 2012.

SELF STUDY METHODOLOGY

Self Study Objectives and Process

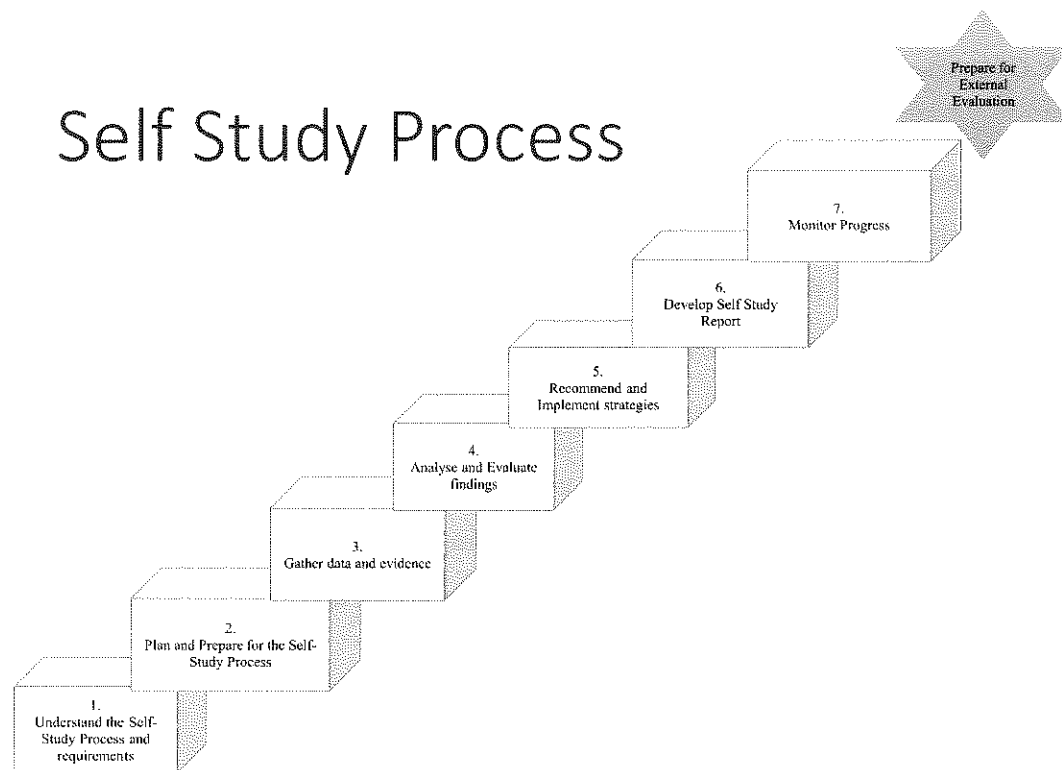
To plan and prepare for the Self Study, the College devised a Self Study Plan for Institutional Accreditation which was approved by the Board of Governors in 2010. This plan outlined the purpose and objectives of the Self Study, the Self Study Structure, Members of the Self Study Committees, resources required and a timeline to complete the entire process. The major objectives of the Self Study are to:

1. Identify the institution's strengths and weaknesses in relation to its Mission.
2. Evaluate whether the Mission of CCLCS is being fulfilled.
3. Identify opportunities to improve processes, operations, and systems within the College.
4. Assess current levels of stakeholders' satisfaction.
5. Increase stakeholder satisfaction where possible.

To allow the College to achieve these objectives, a Self Study Process was devised and followed (refer to figure below). The process contained seven stages and was arranged in ascending order to illustrate that one stage laid the foundation for the other. The seven stages were:

1. Understand the Self-Study Process and requirements
2. Plan and prepare for the Self Study Process
3. Gather data and evidence
4. Analyse and evaluate the findings
5. Recommend and implement continuous improvement strategies
6. Develop Self Study Report
7. Monitor progress of improvement strategies

Figure 2 – Self Study Process Chart



Self Study Structure

The College was desirous of harnessing stakeholders' involvement in the Self Study Process and exercise as far as was feasible. Bearing this in mind, roughly 50% of staff was invited to directly participate in the exercise through serving as members on the various Self Study Committees.

Potential members were chosen after attending a workshop conducted by ACTT in April 2011 entitled "Guiding the Self Study Process: A Workshop for Candidates for Accreditation." This workshop acted as a refresher as the institution had conducted a similar workshop in the first attempt of the Self Study.

When the structure was approved on April 2011, the total membership was 46 and all members were formally invited to serve by the Director of the College. However, by the end of the exercise, the number of members invited to serve grew to 77 persons. The composition of the Self Study Committees was constructed to reflect the diverse backgrounds, knowledge, and skills of the members of the College. These included Board, management, administrative staff, faculty and student (refer to figure below).

The Self Study Structure was made up of seven committees. These were as follows: the Self Study Steering Committee; Sub-Committee One—Mission and Purpose; Sub-Committee Two—Governance & Administration; Sub-Committee Three—Teaching & Learning; Sub-Committee Four—Preparedness for Change; Sub-Committee Five—Commitment to Continuous Improvement, and the Writing/Editing Sub-Committee. A Core Review Team was also formed (subset of Self Study Steering Committee) to accelerate the review process.

The Self Study Steering Committee met at least once per month and was responsible for the overall Accreditation Process. This committee comprised 22 members who represented the Board of Governors, management, staff, student and faculty. The Chairperson was the Director while the Co-ordinator of the Self Study was the Manager, Quality Assurance. This committee addressed every aspect of planning, and had direct responsibility for the following:

1. Establishing deadlines for the Self Study Process
2. Making decisions on the appropriate methodology
3. Providing advice and support to Self Study Sub-Committees

4. Reviewing and analysing findings reported by Sub-Committees
5. Verifying that recommendations made by Sub-Committees are feasible and appropriate
6. Ensuring stakeholder input and awareness of the Self Study process and findings
7. Monitoring the implementation of strategies for improvement (recommendations)
8. Preparing for the Site Visit

The five Self Study Sub-Committees were established, one for each category of the Criteria for Accreditation. Membership varied from 12 to 16 members depending on the nature and scope of the category and the number of standards to be addressed.

Each Sub-Committee had the following responsibilities:

1. Defining the research questions to appropriately satisfy the requirements of each standard
2. Identifying the relevant data gathering approach and methods to use
3. Gathering data and evidence to determine compliance to the Criteria for Accreditation
4. Analysing data and drawing conclusions on the College's ability to satisfy ACTT Criteria for Accreditation
5. Proposing recommendations and assisting in the implementation of strategies for improvement
6. Writing the preliminary Self Study Chapter on the assigned category

The Writing and Editing Sub-Committee had the general responsibility to edit the Draft Self Study Report. This Sub-Committee ensured that the report had the right tone and consistent flow, was free of grammatical error, and that the proper format was maintained.

A Consultant was hired by the Board of Governors to assist the Self Study Steering Committee with the Self-Study Report. The Consultant was responsible for editing and merging the individual chapters into a coherent document. Other responsibilities of the Consultant included:

1. Advising on content of the Self Study Report
2. Reviewing report for adequacy in meeting the Accreditation Criteria
3. Recommending to the Steering Committee the best approach to present and use data
4. Advising on preparation for visit of Evaluation team

A Core Review Team which comprised a sub-set of the Steering Committee membership was formed with the primary responsibilities for:

1. Reviewing chapters for adequacy in meeting the requirements of the standards for accreditation
2. Ensuring that sufficient context was given
3. Verifying that adequate evidence was provided
4. Working in collaboration with Sub-Committee members to amend chapters
5. Providing support to the Consultant in data collection and finalising chapters

Job Evaluation

One initiative towards the fulfillment of its mission is the harnessing of the efforts of an empowered and organised staff body. The College therefore invited proposals to conduct a job evaluation exercise so that the hierarchical locations on the approved structure, as well as the relative value or worth of the jobs within the organisation can be determined. Completion of this project was awarded to Human Resource Technologies, who began work in February 2013.

Consultancy Objective, Scope of Works and Project Plan

Consultancy Objective

The consultancy's objective was to review and appraise the existing compensation system of CCLCS' positions and design and develop a system that is relevant to its present and future needs.

Scope of Works of the Job Evaluation

The scope of the consultancy included the following:

Activity	Description
Conduct of a diagnostic exercise	Analysis of job descriptions and job specifications as well as to determination of the type of job evaluation and compensation system to be utilised
Job analysis	Analysis of all positions, duties and responsibilities inclusive of the minimum qualification and experience requirements to be accurately documented
Job evaluation and Grade Structure Development	The evaluation, grouping and placement of jobs at the appropriate levels according to the work performed and the responsibility level
Salary structure and development	The design and development of a salary plan which will include compensation based on performance and merit and which will provide a balance between internal and external equity considerations
Development of a Job Evaluation Manual	The development of Procedures and Guidelines for the implementation of the new Job Evaluation and Compensation System
Training of Human Resource Staff	The presentation of an overview of the system to be implemented as well as to conduct training in job evaluation techniques and the management of procedures for the Human Resource staff

Specialized Training

The College compliments its regular educational offerings with its dynamic range of other specialized and customized training programmes as articulated in its Vision Statement. Specifically, through its Specialized Training Unit, on-site training is offered to Industries, Government Ministries, Trade Unions, Credit Unions, non-Governmental Organisations and other private and public institutions.

Thus, all categories of workers, from those in the public and private sectors and members of trade unions, to customs guards, to human resource personnel and project managers, have benefitted from the College's specialized training programmes tailored to suit the specific needs of the respective organization and/or industry.

The College's Mission to expand stakeholder access to tertiary level education, has informed the fostering of working relationships in the form of articulation agreements with a number of regional, North American and European universities. In the area of Labour Studies, for example, the College has entered into articulation agreements with the National Labour College of Maryland and the College of Baltimore, Maryland, USA, and in the area of Co-operative Studies with the University of Leicester, England. In fact, CCLCS has been nominated as the Caribbean Centre in Co-operative Studies for the University of Leicester. As a result of this articulation agreement, the College's graduates, holding an Associate Degree in Co-operative Studies, have benefitted from matriculation agreements into the Master of Arts degree in Co-operative Management and Organizational Development at the University of Leicester.

The College has also pursued other Articulation Agreements with Monroe College in New York, allowing the College's graduates to gain advanced admission into the Bachelor Degrees of Business Administration and Business Management programs. Similarly, students who successfully complete the Associate Degree in Labour Studies, Human Resource Management or Co-operative Studies, will be accorded normal matriculation with credits granted for certain courses into the University of the West Indies.

In fulfillment of its regional commitment, CCLCS has been assisting some of its sister Labour Colleges in the region by making available its programmes and curricula for use by these institutions. Working relationships have been developed with the Critchlow Labour College of Guyana, with whom a Memorandum of Understanding was signed, while a similar relationship has existed with the Surinam Labour College.

d) DELEGATED LEVELS OF AUTHORITY

Board of Governors

The Cipriani Labour College Act stipulates that a Board of Governors shall manage the affairs of the College. They include the provision of “educational facilities and courses,” the issuing of “certificates and diplomas,” the appointment of personnel and ensuring the financial integrity of the institution. The Board is legally responsible for the academic quality, the fiscal and academic integrity and the overall sustenance and advancement of the College.

Composition of the Board of Governors

The Board of Governors comprises nine members appointed by the Minister of the MOLSMED:

- four members nominated by the organization of trade unions most representative of labour in Trinidad and Tobago
- the Permanent Secretary of the Ministry with responsibility for Labour, or his representative
- an educator nominated by the Minister with responsibility for Education
- the Commissioner for Co-operative Development or his representative and;
- Two members are from the public.

Office of the Director

The next level of authority rests with the Director who acts as the Executive Head of the institution. According to paragraph 15 (2) of the Cipriani College ACT, the Director is responsible for carrying out the directions of the Board. An Executive Assistant and a corps of managerial professionals support the Director in managing the daily operations of the College.

Executive Management

The Executive Management of the College is comprised of the following:

- ❖ Director
- ❖ Executive Assistant to the Director/Secretary to the Board
- ❖ Deputy Director, Academic Affairs
- ❖ Deputy Director, Student Affairs
- ❖ Manager, Fiscal Affairs
- ❖ Manager, Human Resource and Administration
- ❖ Manager, Information and Communication Technology
- ❖ Manager, Tobago
- ❖ Head, Stakeholder Relations

This Executive Management executes the routine daily administration of the College as well as the execution of board decisions and broader operationalized strategic priorities. A number of managers who report operationally to various executive managers compliment the work of the Executive Management. They include the following personnel:

- ✚ Registrar
 - ✚ Manager, Public Relations and Marketing
 - ✚ Manager, Library and Information
 - ✚ Manager, Quality Assurance
 - ✚ Head, Continuing Studies
 - ✚ Manager, Student Services
 - ✚ Senior Researcher
 - ✚ Security Supervisor
 - ✚ Facilities Superintendent
 - ✚ Human Resource Specialist I

Academic Affairs Division

The Academic Affairs Division, under the administration of the Deputy Director of Academic Affairs (DDAA), incorporates the functions responsible for all educational activities including teaching and learning, research, academic support functions and establishing and maintaining academic standards. The DDAA has administrative responsibility over all academic staff and the academic operations of the College, including Library operations, Continuing Studies, Tobago Campus, Research and Distance Learning. The operations of the Academic Affairs Division are meant to support the core function of the College, which is teaching and learning. The following eight academic departments are included within the Department of Academic Affairs:

1. Labour Studies
2. Co-operatives Studies
3. General Education
4. Human Resource Management
5. Occupational Safety and Health and Environmental Management
6. Project Management
7. Public Relations and Marketing
8. Security Administration and Management and Emergency Management

The Head of each of these departments reports to the Deputy Director, Academic Affairs. The Head of the Continuing Studies Department is responsible for the operation of all part-time and evening programmes in the College and reports to the Deputy Director, Academic Affairs. Of the 85 positions in Academic Affairs, 41 are designated faculty positions.

Student Affairs Division

The Student Affairs Division, under the administration of the Deputy Director of Student Affairs (DDSA), provides a range of support services to prospective, current, and past

students. The DDSA has administrative responsibility over all operations in the Student Affairs Division, including Registrar, Admission, Examination, Placement and Student Services. The Registrar is responsible for the maintenance of students' records on the Student Information System. The Admissions Unit, headed by the Admissions Supervisor, handles recruitment, admissions, registration and timetabling of full-time classes, requests for deferrals, withdrawals, leaves of absence and fee refunds: and the issue of identification cards. The Examination Unit, headed by the Examinations Supervisor, is charged with scheduling and administering examinations, issuing grades, handling requests for makeup exams and transcripts and overseeing certification and graduation. Amongst the other services provided by the Student Affairs Division is the student support centre that assists students in Writing, Mathematics, and Supplemental Instruction and Academic Advising. Additionally, the Student Activity Centre promotes extra-curricular activities in such areas as Football, Cricket, Student Guild activities, TTVERT (Trinidad and Tobago Voluntary Emergency Response Team) and Friends of Cuba. The Placement Officer in this department provides services in Resume Writing, Career Guidance, and employment recruitment.

The administration of the Student Guild also falls under the department of Student Affairs. The Mission of the Student Guild is to promote student unity, campus tranquility, holistic student development and the general welfare of students. The Guild plans and executes activities for the student body throughout the academic year; voices the concerns, grievances and recommendations of students; provides student representation and selects students to sit on committees as needed by the student body or administration of the College.

Department of Fiscal Affairs

The Department of Fiscal Affairs is headed by a Manager who is supported by two accountants, three accounting assistants and clerical staff. In total, 13 positions are assigned to this Division which is responsible for the financial operations of the College. These include budgeting, expenditure, purchasing, payment of salaries and financial advice.

Human Resources and Administration Department

The Human Resources and Administration Department is headed by a Manager who is assisted by a Human Resource Specialist I, a Human Resource Specialist II and other support staff. The Facilities Superintendent who is responsible for the overall maintenance of the College reports as well to the Manager, Human Resource and Administration. The Facilities Superintendent supervises a Facilities Technician, an Operations Supervisor, Security/Watchmen, Grounds men, Cleaners, Drivers and Messengers. A total of thirty positions are assigned to this Division.

The Information and Communication Technology Department

The Information and Communication Technology (ICT) Department is headed by a Manager and includes two IT Specialists and two IT Technicians. A total of five positions are attached to this Division. This Division is critical to the operations of the entire College and, as such, cuts across every other division as it is responsible for providing all of the ICT needs and services of the College, especially those which impact on the core business of the institution - teaching and learning.

Stakeholder Relations Department

The Stakeholder Relations Department is headed by a Head, Stakeholder Relations and includes a Marketing Manager and two Public Relations/Marketing Assistants along with other personnel. A total of six positions are attached to this section. This Department is responsible for building and/or strengthening trust and goodwill with strategic partners – local and international.

Quality Assurance Department

The Quality Assurance Department is headed by a Manager of Quality Assurance. The Manager reports directly to the Director of the College. This Department monitors and

leads quality assurance activities at the College. A total of four positions are attached to this department. These include two Quality Assurance Officers and one Administrative Assistant. This department, in particular, performs a College-wide task in reviewing and monitoring the maintenance of Quality throughout the institution.

Security Department

The Security Department is managed by a Security Supervisor who reports directly to the Director of the College. Two positions are attached to this unit.

e) LEGISLATIVE AND REGULATORY FRAMEWORK

The College's governance and administrative structures and practices are all aimed at the promotion of effective and ethical leadership. This Standard discusses both the present legislative arrangement for the College as outlined in Act Ch. 39:51 of and the several amendments to that Act over the past thirty-nine years. Additionally, the Standard will discuss the latest proposed amendments to the Act which has been submitted by the current Board to the Ministry of Labour and Small and Micro Enterprise Development (M OLSMED) for drafting and submission to Cabinet, and thereafter to Parliament.

As the legal context in which the governing body operates is examined with respect to its adequacy or lack thereof, the character, roles and responsibilities of the Board will be focused upon proving that the Board is continuously ensuring the academic integrity of the institution. By extension, the College will be led to achieve its goals and fulfill its Mission and purpose.

The approach, therefore, shows two things: (1) how the present governance and administration outlined in the current Act attempts to create some of the dynamics of effective and ethical leadership, and (2) to point out the shortcomings and the attempts over a period of time to correct these shortcomings, even before they were rectified within the legal document. This standard will also demonstrate that the College's governance and administrative structures and practices work toward the firm establishment of

effective and ethical leadership which is in sync with the institution's Mission and purpose. The success of this leadership will be apparent in the operations and relationships of the internal stakeholders, and also the success of the Mission and goals of the institution.

Governance

The original system of governance and administrative practices is based on the legal framework for the functioning of the College, established by the passage of the **Cipriani Labour College Act, Ch. 39:51 of 1972**, although the College had begun operations on October 19th, 1966. That piece of legislation, no doubt contemplating, at the time, a limited use of the institution primarily by trade unions, would restrict itself to detailing only the roles of the Board and the Minister responsible for the College, in this case, the Minister of Labour. There is little evidence to suggest that when this Act was promulgated, the authorities had in mind a tertiary institution such as the College has become over a period of time.

The nature of the governance structure would be influenced primarily by the fact that the Conference which adopted the resolution to establish the College, saw it principally as an institution, as has been stated before, to provide trade union training and worker education, to conduct seminars and courses and other activities in the field of Industrial Relations and to undertake research into problems of Labour. Although very little is said in this Act with respect to the administrative structure of the College, except to state that *"the Board may appoint subject to the approval of the Minister on such terms and conditions as it thinks fit, a Director, a Secretary/Treasurer and such other staff as may be necessary for the proper performance of the duties of the College"*(15.1), the wording suggests that effectiveness is a consideration in giving the Board the authority to appoint the staff needed to carry out the duties of the College. Sufficient autonomy is allowed the Board for it to take responsibility of the institution's operational successes and, by extension, its integrity and quality.

Authority of the Board

The authority of the Board of the Cipriani College of Labour and Co-operative Studies was established in the **Act No.4 of 1972**. As a public institution, CCLCS is also subject to the public policies and laws of the Republic of Trinidad & Tobago. This Board is given the authority to manage the affairs of the College. The Board is given extensive duties and powers to ensure that it becomes effective and efficient in performing its functions with respect to the operations of the College. Its responsibilities as well, are outlined under the section entitled *Duties and Powers (Paragraphs 12-15)*. These responsibilities include the provision of educational facilities and courses, the issuing of certificates and diplomas, the appointment of personnel, and the ensuring of the financial integrity of the institution.

The issue of the ethical leadership of the Board as the highest level of governance in the College is immediately emphasized in the thinking that it is to be held responsible for the financial integrity of the institution. Furthermore, it can make no excuses if it should be found wanting in its effectiveness, since as a Board, it has the responsibility for doing whatever is necessary or convenient to ensure that the powers, duties and functions conferred upon it by this Act are carried out. The Board is legally responsible for the academic quality, the fiscal and academic integrity and the overall sustenance and improvement of the College

Sub-Committees of the Board

In order to carry out its functions effectively and ethically, the Act gives authority to the Board to establish committees to examine and report to it on any and all matters arising out of or connected with any of its powers and duties under this Act. Monthly Sub-Committee meetings are held to give members of the Board an opportunity to learn of any issues regarding the operations of the College, and more importantly to determine whether the policies of the Board are being implemented or adhered to. These meetings facilitate additional planning, monitoring and evaluation of the operations of the College.

The Sub-Committees of the Board include:

- Academic Committee
- Finance and Tenders Committee
- Human Resource and Administration Committee
- Infrastructure Committee
- Audit Committee

Terms of reference have been developed for the Sub-Committees of the Board to enable members to better meet responsibilities in their leadership role as policy makers.

Academic Sub-Committee

Some of the responsibilities of the Academic Sub-Committee of the Board are:

- Reviewing existing academic programmes and staff
- Recommending new academic programmes and staff
- Recommending policies and processes for faculty evaluation
- Recommending policy for professional development of faculty
- Considering and recommending articulation agreements and other academic arrangements

These responsibilities, together with the fact that the Board is the only internal body which can approve new programmes and award qualifications of the College, emphasize the role of the Academic Sub-Committee in overseeing at the policy level, the quality of the teaching and learning business of the institution.

Finance and Tenders Sub-Committee

The responsibilities of the Finance and Tenders Sub-Committee of the Board are outlined in the document entitled “Rules for the invitation and consideration of offers and tenders and the Award of Contracts for Goods, Services and the Execution of Works for CCLCS”

The work of this Board Sub-committee allows the Board to ensure strong financial management on the part of the Director and other members of the College’s Executive Management. This Committee ensures that ethical standards and behaviours are maintained throughout the Institution. The Board members on this committee have expertise in the area of finance. This is another modality of ensuring that the leaders and the organization maintain integrity and transparency in its operations.

Some of the duties of this Committee include:

- Safeguarding assets from inappropriate use and loss from fraud or error
- Facilitating compliance with applicable laws and regulations and internal policies
- Taking responsibility for all published financial information

Human Resource and Administration Sub-Committee

The Human Resource and Administration Sub-Committee is responsible inter alia for the following: reviewing and recommending corporate goals and objectives relevant to the remuneration of the Management; reviewing the total compensation practices of the College on an annual basis; ensuring the appropriateness of the current and future organizational structure; succession planning; and ensuring an environment of good industrial relations.

Infrastructure Sub-Committee

The Infrastructure Sub-Committee is responsible for supervising the College's physical accommodation and service facilities, for e.g. water and wastewater systems, offices and classrooms, with a view to advising the Board and Executive Management of the requirements for constant upkeep and upgrade. This is an indispensable facet of the institution's focus on maintaining an environment conducive to learning and self development, as well as an environment that is aesthetically pleasing to the staff and other stakeholders.

Audit Sub-Committee

Based on the review of a document prepared by the Ministry of Finance entitled “State Enterprises Performance Monitoring Manual, the Board noted that it was essential for good governance to establish an Audit Sub-Committee. As such this was done at Board Meeting 07 of 2011 held on 19 July 2011. The Committee has the responsibility to conduct, inter alia, the periodic review of financial and operational reports. In addition the Committee established an Audit Charter and Manual to govern the operations of the sub-committee and the Internal Audit Department.

The present Act also permits the Board to appoint persons who are not members of the Board to serve on these Sub-Committees with the approval of the Minister, particularly with respect to the remuneration for such persons. The ability to find expertise in specific areas of the College’s operations outside of those nominated to sit on the Board of Governors, adds to the effectiveness of those operations.

The Act requires the Board, in performing its duties, to meet “at least once per month and at such other times as may be necessary or expedient for the transaction of business” It is also the practice of the Sub-committees to meet once per month and to report to the Board

at its statutory meeting. The Director attends and participates in all meetings of the Sub-Committees. The frequency of meetings of both the Board and its several sub-committees contributes to the effective operations of these entities. In addition, vigilance is heightened and as a result greater accountability is ensured. Additionally, the Board of Governors reviews its governance practices and those of the administration with a view towards assessing its effectiveness.

Amendments to the Act

There is no doubt that when the Act was first promulgated, it provided for efficient and ethical leadership, consistent with the nature of, and circumstances surrounding the College, as they were then perceived. The College has not remained static in the context of the changing environment. As a result five amendments of the Act 4 of 1972 were made primarily in relation to the Labour movement representation and the powers of the Board. The original Act was itself amended by 62 of 1975 and 32 of 1976. This was followed by Act No. 24 of 1988, Act No. 1 of 1994 and Act No. 21 of 1997.

Act No 24 of 1988 amends section 4 of the original Act with respect to the number and composition of the Board. The labour movement at the time was divided into two umbrella organizations. Seeking to reflect this change, the government of the day called for two members of each labour organization to be appointed to the Board. Act No. 1 of 1994 amends that same section—Section 4—by again changing the trade union representation on the Board. It changed to four members nominated by the organization of trade unions most representative of labour in Trinidad and Tobago. Act No. 21 of 1997 further amends the original Act, authorizing a change in name of the College from *Cipriani Labour College* to *Cipriani College of Labour and Co-operative Studies*, and said change reflecting the dual focus of its two most targeted constituents. This has since been reflected in both its Mission and Vision statement, articulated in its Strategic Plan 2003-2007, and further refined in its second and third Strategic Plans.

Throughout the years, there was a growing realization on the part of the College that the Act, even with all of its amendments, had become outmoded and had long fallen way

behind the realities of the College. There was, therefore, an urgent need to correct the many legal gaps in governance and administration so as to bring the Act in line with the activities of the College in order to achieve the objectives outlined in the current Strategic Plan of the institution. Even though the present Act had attempted to cover all the bases in a broad and sweeping way, provisions for operating a tertiary education institution were absent. This, therefore, left too many loopholes, bringing into question the Act's effectiveness from time to time and the nature of the governance and administrative practices emanating there from. As examples of such loopholes, the present Act is silent on the issues of the appointment, termination, promotion or discipline of members of the Academic, Administration or other staff of the College. The relative lack of autonomy of the Board of Governors in these changed circumstances has been of great concern to all, so too, the other huge gaps in areas of relevance to a tertiary education institution.

The response to these shortcomings in the legal framework in both the governance and administrative structures and practices was twofold. The first response was to allow the Strategic Plan 2003-2007 to address the issue of the amendments to the Cipriani College of Labour and Co-operative Studies Act. This is now in its draft stage, on its way to being finalized before going before Parliament. The second response was to develop policies and make recommendations for sweeping changes in the operations of the Board and the Administration of the College. The College has used its history of strategic planning to institutionalize most of these sweeping changes in governance and administrative structures and practices so as to ensure that they promote effective and ethical leadership that is congruent with the Mission and purpose of the College.

The College's Strategic Plan (2011-2015) cited weaknesses in the legislative framework, regarding its Organizational Governance and Legal Environment. The Plan noted that the Act needed to be amended to change the way that the Board members are selected and to clarify their powers, the structure, composition and responsibilities of Standing Committees of the Board. Also noted was an absence of holistic policy framework based on the new global, regional, national and institutional realities. These are the kinds of specifics that would go a long way in encouraging and, in some instances, guaranteeing effective and ethical leadership within the governance and

administrative structures of the College. The discussion which follows focuses on the specific draft amendments to the Act with a view to documenting how the College has gone about ensuring that its governance and administrative structures and practices promote effective and ethical leadership, congruent with the Mission and purpose of the College.

To remove the limitations inherent in the present Act, and to extend the responsibility of the Board in the area of educational offerings which would allow the College to fulfill more effectively its purpose, clause 12(a) was changed to read “*provide educational facilities, programmes and courses for Trade Unions and Co-operatives and workers generally in such fields as may be approved from time to time by the Board of Governors, undertake relevant research and consulting services, promote the advancement of knowledge and scholarship and provide relevant services within its competence to the community.*” This amendment will bring the Act in line with the reality of the work being carried out by the College, and projections for the future, especially in its training work with external stakeholders. It also lays the basis for strengthening the administrative structures of the College. It should be noted that the Government has put on its legislative agenda the amendment of the Cipriani College of Labour and Co-operative Studies’ Act.

Financial Policies

The College is also governed by the following financial policies:

- Financial Instructions 1965
- Exchequer and Audit Act 1959

These two documents provide for the control and monitoring of public finances for all government institutions and statutory boards which deal with the issuance and payment of public funds. Since the College is a statutory body and receives public funds from the government, it is required to adhere to the regulations of these documents. These documents provide for the control and management of the public finances of Trinidad and Tobago, for the duties and powers of the Auditor General, the collection, issue and

payment of public money, for the audit of public accounts and the protection and recovery of public property.

CCLCS Financial Regulations

Procedures and policies for the receipt and disbursement of funds of the College are prescribed in this document. The document is also aligned to the Tenders Rules and adopts the fundamental principles in government accounting. This document is patterned after and works in tandem with the Financial Instructions 1965 and Exchequer and Audit Act 1959.

Finance and Tender Rules

This document forms the guidelines for procurement, including the operations of the Finance and Tenders Committee of the Board. As a sub-committee of the Board, this Committee is entrusted with the responsibility of authorizing the acquisition of goods and services with values over \$100K, but not exceeding \$250K, while all services over \$250K are approved by the Board. Officers or members of the Central Tenders Board may be invited to attend the Committee where items of more than \$500,000 are being considered. In this tendering process the Director can solely authorize services not exceeding \$60K while an internal committee must be established to review services with values over \$60K but not exceeding \$100K. These rules are based on the provision of the Central Tenders Board Ordinance, 1961 and related Regulations dated 1965.

Investment Policy

This policy provides guidelines to management via the Finance and Tenders Committee in establishing and managing an investment portfolio from surplus funds. This authority to invest surplus College funds was granted to the College through Act 4 of 1972.

In the event of exigent circumstances, these funds may be used, once prior approval is granted by the Board, or in its absence, by the Permanent Secretary of the Ministry of Labour and Small and Micro Enterprise Development (MOLSMED).

f) REPORTING FUNCTIONS – REPORTS TO MINISTRIES

CCLCS evaluates the achievement of its Mission and purpose and, consequently, gauges its institutional effectiveness through various reports. These reports are key reference documents used for monitoring the organization's performance. These documents lend support to the organizational decision-making and planning process and include the following: The Annual Administrative Report required by the MOLSMED; the Annual Report of the Director at Graduation and; the Annual Financial Report

Each year the College submits to its line ministry the Annual Administrative Report which gives account of the extent to which progress has been made in achieving the goals of the College. It is an integral part of the College's governance framework describing the achievements, performance, outlook and financial position of the College for each reporting year. This is also a means of demonstrating accountability to the ministry and the public. It compels CCLCS to evaluate its achievement of stated objectives and to provide a full and complete overview of the College's performance to the line ministry and stakeholders. These goals and objectives are directly related to the College's Strategic Plan and usually carry with them measures for meeting benchmarks within a prescribed time.

The Board reports to the Minister of Labour and Small and Micro Enterprise Development and it is the responsibility of the Secretary to the Board to submit on a monthly basis, records of minutes of Board meetings to this Minister. This allows the Minister to be aware of the operations of the College, placing him/her in a position to question activities and decisions that are deemed injurious to stakeholders.

3.0 POLICIES AND DEVELOPMENT INITIATIVES

a) SHORT, MEDIUM AND LONG TERM PLANS

The Balanced Scorecard utilized in CCLCS's Strategic Plan translates mission and strategy into objectives and measures, organized from five (5) different perspectives:

- I. Core Business Perspective;
- II. Financial or Resource Mobilization;
- III. Customer;
- IV. Internal Business Process; and
- V. Learning and Growth.

The five perspective of the scorecard permit a balance between short and long term objectives, between outcomes desired and the performance drivers of those outcomes. These five perspectives can be adjusted and additional perspectives developed as appropriate.

I. CORE BUSINESS PERSPECTIVE

This perspective clarifies for management and all stakeholders why the college and why it has major resources allocated to it. It encompasses the raison-de-etre of the college i.e. empowering its core constituencies of labour, cooperatives and the working class, by providing quality research, education and training, in the changing global environment.

II. FINANCIAL OR RESOURCE MOBILISATION AND UTILISATION PERSPECTIVE

For the CCLCS, financial measures alone do not effectively measure economic consequences of actions already taken. Effective performance measures in this area will indicate whether the organization's strategy, implementation, and execution are

contributing to value for money. Some of the issues have to do with empowering core constituents including workers and their organizations. This includes ensuring their sustainability through the effective mobilization of resources; ensuring effective and efficient project design and implementation; providing quality research, as well as education and training in a changing environment.

III. THE CUSTOMER PERSPECTIVE

In the customer perspective of the Balanced Scorecard, managers identify the particular customer/client and market segments in which the organization will compete and the measures of the various units' performance in these targeted segments.

This perspective typically includes several core or generic measures of the successful outcomes from a well-formulated and implemented strategy. The core outcome measures for tertiary education institutions like the College include customer (both individual student and client institution) satisfaction, articulated needs met, viability and relevance of programmes and empowerment and sustainability of core constituents.

IV. INTERNAL BUSINESS PROCESS PERSPECTIVE

In the internal-business process perspective, managers identify the critical internal processes in which the organization must excel. These processes enable the various departments and units of the organization to:

- Deliver the value propositions that will satisfy customer/clients both internal and external.
- Satisfy stakeholders expectations of excellent delivery of research, education and training or in some cases facilitating the excellent delivery of such services through partnership and networks as with some of the agreements Cipriani has with institutions in the US, etc;

- Focus on the internal processes improvements that will have the greatest impact on customer/client delivery and in satisfaction of the organization's objectives.

V. LEARNING AND GROWTH PERSPECTIVE

Organizational learning and growth come from three principal sources: people, systems, and organizational procedures. The other perspective on the Balanced Scorecard typically will reveal large gaps between the existing capabilities of people, systems, and procedures and what will be required to achieve high levels of performance.

To close these gaps, this Plan has identified the fact that the College will have to invest in re-skilling employees, changing the organization structure and systems, and transforming the organizational culture, procedures and routines. These objectives are articulated in the learning and growth perspective of the Balanced Scorecard. As in the customer perspective, employee-based measures include a mixture of generic outcome measures – staff satisfaction, retention, training and re-skilling – along with new leadership and cultural norms and practice.

The Strategic Goals within the Balanced Scorecard

In the context of the emerging socio-economic and political environment and the strengths, weaknesses and competitive position of the College, the following were identified as the key areas of strategic emphasis in which the organization must commit major resources over the plan period. These goals have been organized within the context of a Balanced Scorecard.

A. Core business

- 1.1 Curriculum and review;
- 1.2 Plan and implement a centre for Intellectual Debate and Enquiry including the development of best practices for the labour and cooperative movement
- 1.3 Accreditation of the Institution's programmes

B. Financial or Resource Mobilization

- 1.1 Financial Management / Creating the highest level of transparency and financial self-sufficiency;

C. Customer

- 1.1 Stakeholder/Partner Relationship especially developing national, regional and international alliances to enhance CCLCS's image
- 1.2 Customer Enhancement especially student support services that create a stable / safe learning environment

D. Internal Business Process

- 1.1 Information Technology Enhancement – Knowledge Systems
- 1.2 Physical Facilities planning and implementation
- 1.3 Corporate communications (internal / external) aimed at ongoing public relations and marketing as well as deeper soul responsibility

E. Learning and Growth

- 1.1 Human Resource Management / development including leadership and culture change;
- 1.2 Review and revise the policy framework and legal status of college.

b) Performance Objectives and accomplishments

Strategic Goals Implementation Status (2012- 2013)

This section provides details on each Strategic Goal. It also identifies the completed objectives, those that are incomplete and those that are ongoing and are continuous in nature

Table 1

Key:

C - Completed – objectives successfully implemented

I - Incomplete – objectives that commenced but are incomplete

O - Ongoing activities

CURRICULUM AND PROGRAMME REVIEW STRATEGIC GOALS

Table 2 – Curriculum and programme review summary report

Code	Strategic Objective	Status	Intervention Strategies
CR1	To eliminate overlap and repetition within the courses in all programmes	O	The Curriculum review is to be treated as a special project. Lecturers training in course and programme development to preclude programme review
CR2	To streamline courses and programmes to achieve seamlessness in both	I	Department to review all programmes. Rank and label courses. Course outline to stipulate prerequisites for courses.
CR3	To ensure that programmes are consistent with and in line with vision and mission of CCLCS	O	Electives or core courses in labour and Co-operative Studies to be included. Internship programme to be reviewed.

CR4	To ensure that a high degree of quality is established within programmes	O	The stated objectives of all courses and programmes, their methods of delivery, modes of assessment and their outcomes are being reviewed.
CR5	To ensure that all programmes meet the acceptable standard for the degree which they are supposed to confer	I	Consultant to conduct programme review
CR6	To determine the level of competition in programmes from the other tertiary institutions in the country	I	Use Consultancy service i) Delivery, ii) Content
CR7	To ensure that students are properly prepared for the job market and for life	I	Database is being developed to capture graduates areas of study and employment opportunities post-graduation

CENTRE FOR INTELLECTUAL DEBATE AND ENQUIRY STRATEGIC GOAL

Table 3 – Centre for Intellectual Debate and Enquiry Summary Report

Code	Strategic Objective	Status	Intervention Strategies
CD1	To engage sections of the national community to engage in the academic life of the College	O	The Centre was launched, a panel discussion was held of local and regional experts. An upcoming international panel discussion is scheduled.
CD2	Paper presentations on relevant issues pertaining to the programmes being offered by the College	O	faculty attending regional and international conferences present papers.(UALE; NADE, ACHEA, CANQATE)
CD3	To continue the co-operative relation between the ILO and the College	C	N/A

ACCREDITATION OF THE INSTITUTION'S PROGRAMMES STRATEGIC GOAL

Table 4 – Accreditation of the Institution's programmes summary report

Code	Strategic Objective	Status	Intervention Strategies
AC1	Undergo Self Evaluation of CCLCS operations, systems and procedures	C	N/A
AC2	Increase all stakeholders' awareness and understanding of Accreditation and Self Study processes and requirements	C	N/A
AC3	Provide all required resources to undertake the Self Study	C	N/A
AC4	Produce Self Study Report	C	N/A
AC5	Prepare to host comprehensive site visit by ACTT	C	N/A
AC6	Celebrating the granting of Institutional Accreditation Status from ACTT	C	N/A
AC7	Specialized/programme Accreditation for CCLCS programmes	I	Bodies to be identified and contacted and Programme accreditation process is to be initiated. This process must follow the broader curriculum review exercise

FINANCIAL MANAGEMENT STRATEGIC GOAL

Table 5 – Financial Management summary report

Code	Strategic Objective	Status	Intervention Strategies
FM1	Educate the CCLCS stakeholders about how the College operates financially	C	N/A
FM2	Prepare realistic achievable budgets for each year and follow it	C	Meetings are to be held annually with Executive Management, Managers and Supervisors to ensure departmental budgets are realistic
FM3	Develop the College's investment portfolio	C	N/A
FM5	Diversify the sources of income	I	Specialized Training, Grants and Sponsorship from stakeholders.

CUSTOMER ENHANCEMENT STRATEGIC GOAL

Table 7 – Customer Enhancement Systems summary report

Code	Strategic Objective	Status	Intervention Strategies
CE1	Develop and maintain strategic relationships with the national/regional business community	I	Joint ventures/projects with key stakeholders
CE2	To produce a graduate who is conscious of the importance of health and wellness through structured physical activity and one who is equipped with the soft skills	I	Introduction of a Health and Wellness Programme
CE3	Immediate orientation and re-orientation training on the various aspects of college's operations or workflow to all staff	I	Supervisors to schedule and train staff in operations of the department
CE4	Conduct Intensive staff training in customer service	I	Training needs analysis Staff/customer surveys
CE5	Provide after-hours accounts receivable and operations support services to evening students	I	Flexi time consideration for employees

INFORMATION TECHNOLOGY ENHANCEMENT STRATEGIC GOAL

Table 8 – Information Technology Summary Report

Code	Strategic Objective	Status	Intervention Strategies
IT1	Introduce and implement technologies to support the use of knowledge system	O	
1	Implement SharePoint Web Portal	I	Software was purchased; however, server implementation must be completed.
2	Allocate email addresses to students	C	
3	Utilization of a mass SMS service	C	
4	Online availability of College's programmes	I	Software was purchased; however, server implementation must be completed.
5	CAMS interface to reflect the College's image	C	N/A
6	Gap analysis of CAMS Enterprise	I	Ongoing process
IT2	Establish a Risk Management System	I	
1	New server resources re-designed layout and implementation	I	Special Project Implementation – at the scope of work stage
2	System replication at Tobago site	I	Special Project Implementation – at the scope of work stage

3	Policies and Procedures for Business Continuity, Backup and Recovery	I	Special Project Implementation – at the scope of work stage
IT3	Increase Business Productivity		
1	TOP desk application with built-in policies, procedures and workflows	I	In research and proposal stage. An alternative is being sought to build the College into the habit of using a Service Desk Application
2	Acquire new desktops and laptops	C	N/A
IT4	Ensure effective use of technology	I	On hold
IT5	Establish ICT governance	I	In Progress, using the GoRTT ICT Policies as Guidelines

PHYSICAL FACILITIES STRATEGIC GOAL

Table 9 – Physical Facilities summary report

Code	Strategic Objective	Status	Intervention Strategies
PF1	To ensure adequate funding is received to complete the building project	C	N/A
PF2	Relocate Tobago Campus	I	
PF3	Acquire South Campus	I	

CORPORATE COMMUNICATIONS STRATEGIC GOAL

Table 10 – Corporate Communications Management summary report

Code	Strategic Objective	Status	Intervention Strategies
CC1	To improve communications amongst stakeholders	C	N/A
CC2	Assisting with improving staff morale and overall commitment to the College and its core values	O	
CC3	To enhance the overall image of the College as a premier tertiary level institution	I	conduct more corporate campaigns on College activities
CC4	Hosting of Stakeholder Consultations every quarter	I	Conduct consultations within environment more conducive to the groups.
CC5	To open channels of communications amongst key external stakeholder groups (New Media)	O	Increase usage of new media. Engage stakeholders on the new platform

HUMAN RESOURCE MANAGEMENT STRATEGIC GOAL

Table 11 - Human Resource Management Summary Report

Code	Strategic Objective	Status	Intervention Strategies
HR1	Foster team culture throughout the organization	O	Team building activities 7 use of new communication strategies
HR2	Revised Performance Management System	O	
HR3	Develop leadership talents	I	Proposal to be approved
HR4	Implementation of a cyclical, budgeted training system	I	Training needs analyses to be completed; training budgets; training plan
HR5	Utilize an HRIS system	I	Consultant hired. Working on creating an access database
HR6	Revised Reward and Recognition programme	I	
HR7	Job Evaluation	C	
HR8	HR Planning	I	
HR9	Relocation of the HR Department	O	
HR10	De-link College from Public Service and develop a legal framework	I	To be developed along with a change of the Act
HR11	Implement the Culture Change process	I	
HR12	HR/IR Library	O	

LEGAL STATUS STRATEGIC GOAL

Table 12 - Legal Status Summary Report

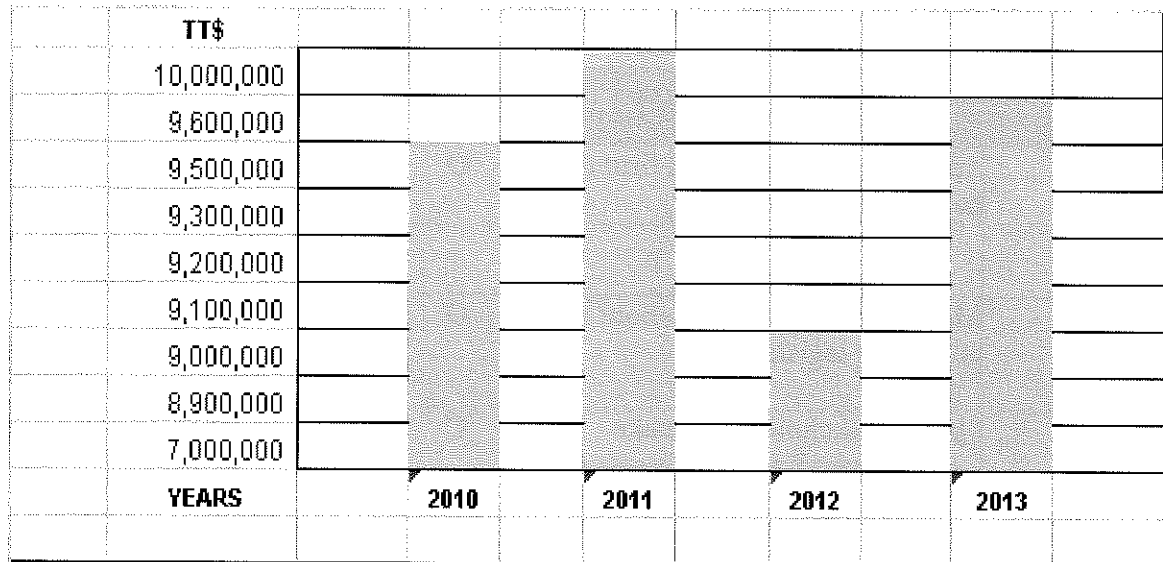
Code	Strategic Objective	Status	Intervention Strategies
LS1	Identify and retain legal firm to help review legislation	O	Legal firm was hired and the amendments were submitted to the Ministry of Labour and the Attorney General for review
LS2	Meet with Minister of Labour re amending legislation	O	Ongoing meetings and consultation with the Minister of Labour
LS3	Invite stakeholders to make suggestions for amendments to Act	C	N/A
LS4	Submit revised legislation to Ministry for review, finalization and submission for Parliamentary action	C	N/A

4.0 FINANCIAL OPERATIONS

a) BUDGET FORMULATION

Several factors combine to ensure that the College has the financial capacity to support the educational programmes which it offers at present and is likely to offer in the near future. In the first instance, the College receives approximately 90% of its financial resources from the government of Trinidad & Tobago through its line ministry, the Ministry of Labour and Small and Micro Enterprise Development (MOLSMED) as approved by the Ministry of Finance based on the budget submitted to the Ministry. This assists the College in meeting both its operational and capital expenses. The other 10% comes from tuition and miscellaneous income, such as returns on investment, rental of the auditorium, and monies obtained from specialized training programmes offered by the College to organizations, industries and ministries. The figure below indicates the amount of GATE receipts for the period 2010 - 2013.

Figure 3 – Gate Fees 2010 -2013



Source: Fiscal Affairs Unit

Budgeting Process

The budgeting and allocation processes of the College ensure that financial resources for adequate faculty, staff, administration and other forms of support are made available for sustaining and improving the quality of the educational programmes.

This process entails the following :

- Managers and Supervisors prepare budgets of their departments’ needs for the following financial year (October 1st to September 30th) and submit these budgets to the Manager Fiscal Affairs (MFA) no later than the end of February of each year.
- The Manager Fiscal Affairs compares these estimates to actual expenditure of the previous year as well as ensure there is a justification for the proposed expenditure.
- Taking into consideration the strategic objectives of the College, this information is compiled into one document by the MFA and submitted to the Executive Management for review and approval.

- Once approved by Executive Management, the Budget is taken to the Finance and Tenders Sub-Committee and then for final approval by the Board of Governors.
- When this document reaches the Board it is titled “Draft Estimates of Recurrent Expenditure”. Each budget item has an explanatory note giving a justification for the increase or decrease of the proposed expense.
- After approval by the Board this budget is submitted to the Ministry of Finance no later than April 30th of each year.

It should be noted that in the preparation of this budget, the human resource aspect of the College is taken into consideration. This is evidenced as the full number of employees is shown under personal emoluments subheads and provision is made for posts expected to be filled on October 01st of the current year. Provision is also made for any post which will be vacant on October 1st, but which is expected to be filled during the year. Appropriate reductions shall be made for posts which are expected to become vacant during the year.

All items of the estimates are subject to careful scrutiny by the Manager, Fiscal Affairs (MFA) in order to ensure that they represent an accurate forecast, both of revenue and expenditure. Those items of expenditures which are no longer essential are eliminated, and where experience has shown that previous provisions have been excessive, those provisions must be reduced. Managers are, therefore, required to carefully examine their departmental estimates before forwarding them to the MFA with their comments and observations. As the departmental heads carry out this activity, they are mindful of the need to ensure that their requests for resources are sufficient for sustaining the quantity and quality of the programmes of the College.

b) EXPENDITURE VERSUS INCOME

Government Subvention

Government subvention refers to funds received from the Ministry of Finance on a monthly basis to meet the day to day expenditure of the College. The table below shows the subvention received from 2009 to present. While the subvention received has been increasing over the period, the percentage of increase has been decreasing each year. In 2010 the College received over twenty-six million in government subventions, an increase of almost nine million (fifty percent) from the seventeen million received the year before. In 2011 the amount of subvention increased by about three million (twelve percent) to just over twenty-nine million. In 2012 the value of government subvention is budgeted at over thirty million, which would represent an increase of just over one million (4 percent) from 2011.

Table 1 – Government Subvention 2010 – 2013 (TTS)

Government Subvention	Year			
	2010	2011	2012	2013
Subvention Received	26,159,500	29,217,260	30,400,347	28,667,030
Increase	-			
Percentage increase /decrease	-	11%	4%	(6%)

The College has recognized the yearly percentage decrease and has taken steps to address this state of affairs. Standard 2.3 outlines the action proposed to generate additional funding to supplement the government subventions.

Tuition Fee Structure

Funds collected from the tuition charged for the educational programmes are added to those of the government subvention and are utilized to further finance the programme offerings of the College. Cipriani College of Labour and Co-operative Studies has an established tuition fee structure which is outlined in the Student Handbook.

The Board of Governors reserves the right to change tuition and other fees as necessary. As a result of the rising cost of the operations of the College, tuition fees were increased at the start of the academic year 2009/2010. Tuition fees, however, except in the case of non-nationals, are paid by government through the Government Assistance for Tuition Expenses (GATE) programme. CCLCS Introductory programmes are excluded from the GATE programme and are paid for directly by the participants in those programmes.

Government Assistance for Tuition Expenses (GATE) Programme

The College's programmes are approved for funding through the Ministry of Science, Technology and Tertiary Education Government Assistance for Tuition Expenses (GATE) Programme. Over the last five (5) years, the average income from the GATE programme was \$10M per year. Two clear benefits are derived from this programme. One is that it gives access to many who on their own would not have been able to afford tertiary education and the other is that this income, coming as it does from the government, assists greatly in ensuring that the College has the necessary resources to run the institution and to improve the quality thereof.

Additional Sources of Financial Support

Additionally, the College's Specialized Training programmes, which are offered to businesses, industries, Government ministries and departments, credit unions, trade unions, non-governmental organizations and other public and private institutions across Trinidad and Tobago and the region, as well as the rental of the auditorium, are all classified as additional income which aid in ensuring that the College obtain the

necessary resources to sustain and improve quality.

The table below shows the income received from specialized training and rental of facilities. The specialized training income was \$60K in 2009 and 2010. It increased to \$84K in 2011 and is budgeted at \$120K in 2012.

Table 2 – Income Received from additional sources 2009-2013 (TTS)

Income Received	2010	2011	2012	2013
Specialized Training	60,000	84,000	120,000	0
Rental of facilities	306,430	424,950	350,000	234,000

While the College’s auditorium is earmarked as a centre for intellectual debate, it is rented out at times to bring in additional income as outlined in the table above.

b) INVESTMENT POLICY

The College has authority through the Act No 4 of 1972 to invest its surplus funds. While the Board has broad authority to invest, there are guidelines in the Investment Policy that are pertinent to authorization limits, classifications and types of investment instruments.

The College’s investment policy provides guidelines to management via the Finance and Tenders Committee in establishing and managing an investment portfolio from surplus funds This authority to invest surplus College funds was granted to the College through Act 4 of 1972.

This policy sought among other things to:

- ✚ Establish reasonable expectations as to the objectives, constraints, guidelines and procedures applicable to investments of the financial resources of the College;
- ✚ Provide meaningful guidance in the financial management for the College without being overly restrictive given the changing economic, business and investment environment; and
- ✚ Create a framework for a well diversified investment portfolio mix that can be expected to minimize risk and generate appropriate and sustainable financial.

The College utilizes the returns from its investments to deliver resources for students, staff and other activities when the subvention falls short of its requirements. One example of this was the construction of the College's first computer laboratory. It is to be noted that these funds are very limited due to the relatively small sums of investment on the part of the College. The last two Strategic Plans 2007-2011, and 2011-2015, have noted the great potential to be realized in the development of the College's Investment Portfolio as support for the future sustenance of the College's operations. This is seen as yet another strategic objective of the Financial Management Strategic Goal.

c) INTERNAL AUDIT FUNCTIONS

CCLCS has several levels of audit operations, all in an attempt to ensure that sound policies are adhered to and that the College has the financial capacity to sustain its programmes. Setting the example, the Board has formed an internal Audit Committee. This Audit Committee helps to ensure the financial integrity of the College, operating as the financial watchdogs to ensure the College's Financial Regulations and procedures are maintained and followed. CCLCS is committed to ensuring its financial integrity by its processes for internal and external audits.

Internal Audit Unit

The College has an Internal Audit Unit (IAU) headed by an Internal Auditor as a part of its organizational structure to ensure that the systems of internal control are implemented and functioning in accordance with the established parameters. The Internal Auditor, who reports directly to the Board, also identifies areas of risk and possible opportunities for cost reduction and suggests activities toward increasing efficiency, economy and the effectiveness of the College's operations.

The Audit Charter which guides the operations of the Internal Auditor describes the purpose of the Internal Audit Unit as intended "to help the organization accomplish its objectives by bringing a systematic disciplined approach to evaluate and improve the adequacy and effectiveness of risk management, control and governance process." The core values that support this audit approach are integrity, professionalism and the highest standards of performance.

The Internal Auditor produces monthly reports which are submitted to the Board of Governors through the established audit sub-committee. The Internal Audit Charter outlines the responsibility of the Internal Auditor and the relationship with the Board of Governors.

External Auditor

Since 2004, the College, in an effort to maintain a certain level of integrity and transparency, has engaged external auditors to audit the accounts of the College in accordance with international accounting standards. The College has maintained this practice since then and has presented to its line ministry its audited accounts up to the year 2010. Notwithstanding the above, the accounts of the College are still open to be audited by the Auditor General in accordance with part 5, sections 24-30 of the Exchequer and Audit Act. Further to this, these audited statements are also subject to the review of the Public Accounts Committee (PAC). The CCLCS has audited statements up to September, 2013.

5.0 HUMAN RESOURCES

a) ORGANIZATIONAL ESTABLISHMENT

b) CATEGORY OF EMPLOYEES

Internal Staff at the College can be categorized as follows:

1. Executive Management - Full-time Contract Employment
2. Faculty – Full-time Permanent Employment
3. Faculty – Full-time Contract Employment
4. Faculty – Part-time Contract Employment
5. Support/Administrative Staff – Full-time Permanent Employment
6. Support/Administrative Staff – Full-time Contract Employment
7. Support/Administrative Staff – Part-time Contract Employment

c) CAREER PATH SYSTEMS

Consistent with our values, CCLCS assures each employee equal opportunities without regard to race, colour, creed, class, religion, age, nationality, marital status, gender, or political persuasion. Each employee is assured of equal opportunity in recruitment, appointment, training, promotion, compensation, retention, discipline, separation, and other employment practices.

All vacancies on the CCLCS permanent establishment are first advertised internally on College Notice Boards and through other internal media. Where a position cannot be filled internally, external recruitment will be done from the widest field of applicants sourced through mass media advertising and employment agencies. Recruitment and Selection is conducted in accordance with the College's Recruitment and Selection policy.

These processes are conducted based on fair and equitable treatment of all applicants and will be consistent, transparent, professional, and timely.

c) PERFORMANCE ASSESSMENT/MANAGEMENT STRATEGIES

The aims of the Performance Management, Planning, and Review System are to facilitate and promote improvement in organizational performance through the work of employees, to enhance job satisfaction, to advance career and staff development strategies, and to maintain accurate records of performance outcomes. This is a pay for performance system based on the satisfactory attainment of targets. Increments are tied to Performance Assessments.

d) PROMOTION – SELECTION PROCESS

The College is committed to the development of its employees as outlined in its Mission Statement. In keeping with this, promotions are made in accordance with the terms and conditions as outlined in the Collective Agreement.

f) EMPLOYEE SUPPORT SERVICES

In 2010 - 2011, the College retained the services of the **Instructional Development Unit (IDU)** at UWI to train both full and part time lecturers in teaching methodologies. The Instructional Development training includes effective teaching, learning strategies, course management, and assessment approaches. Teaching faculty are also been trained in the fundamentals of the Research Process and Guidelines for Supervision of Student Research Papers and for conducting Prior Learning Assessment of Students.

Study Incentive Policy (SIP)

The College has modified its SIP policy to include access to all full-time staff whether such staff were permanent or contractual employees.

Employee Assistance Programme (EAP)

The EAP services are available to all full time staff. The service was designed by the provider to suit the needs of the College. It includes EAP Orientation for all Managers, Supervisors and Staff, Supervisor/Management Training, Assessment, counseling, referral and follow up, crisis intervention and critical incident stress, educational workshop/seminars, management consultation, management reports, quality assurance and community networking. Assistance is provided to all employees, retirees and their families and assists employees to resolve personal and/or work related problems, which may affect their job performance.

Skills Inventory

The Human Resources Department maintains a Skills Inventory Database of its employees' skills and abilities. The database enables the College to:

- Provide a central location for pertinent human resources data - names, positions, qualifications, and type of employment
- Allow for manpower planning and deployment as employees' skills-sets are readily identifiable and available since, for each position, the minimum requirements are met
- Measure the intellectual capacity (knowledge, skills and abilities) of employees
- Assist in developing training plans
- Monitor the development of the human resources.

Training Plan

The Training Plan was approved by the Board of Governors in 2012. This plan was designed within the context of training needs identified in the Strategic Plan 2011 – 2015.

6.0 PROCUREMENT PROCEDURES

CCLCS Financial Regulations

Procedures and policies for the receipt and disbursement of funds of the College are prescribed in this document. The document is also aligned to the Tenders Rules and adopts the fundamental principles in government accounting. This document is patterned after and works in tandem with the Financial Instructions 1965 and Exchequer and Audit Act 1959.

Tendering and Contractual Procedures

This document forms the guidelines for procurement, including the operations of the Finance and Tenders Committee of the Board. As a sub-committee of the Board, this Committee is entrusted with the responsibility of authorizing the acquisition of goods and services with values over \$100K, but not exceeding \$250K, while the Board approves all services over \$250K. When items of more than \$500,000 are tendered, Officers or members of the Central Tenders Board may attend the Committee. The Director has authorization to approve services not exceeding \$60K while an internal committee must be established to review services with values over \$60K but not exceeding \$100K. These rules are based on the provision of the Central Tenders Board Ordinance, 1961 and related Regulations dated 1965.

All stores and materials purchased locally shall be obtained from the appropriate contractors where contracts exist. Where no contract exists, the authority for the purchase of local stores shall be a requisition with three (3) quotations attached b) If three (3) quotations cannot be sourced an explanation must be given for this occurrence. Purchase of articles, under no circumstances must be subdivided into two or more portions so as to bring the purchases within the jurisdiction of a lower authority. If such subdivision takes place the officer responsible may be surcharged by the executive for any financial loss arising.

In the case of Local Purchases not covered by Contracts Managers and Heads of department when making local purchases not covered by a contract shall ensure:

- The article purchased is the lowest priced, good quality article, which meets the requirements of the department concerned.
- Any special discount allowed by the sellers has been obtained and have been accrued by the college.
- Payment for the articles is made within the discount period and that the discount is in fact deducted from the price.
- Articles manufactured, produced, and assembled in Trinidad and Tobago are purchased in preference to imported articles, where local articles are superior or comparable to the imported article in quality and price.

In inviting quotations for stores and materials, Managers and Heads of Department shall observe the under mentioned principles:

- ✓ All the known principle agents for the type of articles required shall be invited to quote in writing so that the most favourable quotation can be obtained.
- ✓ Complete specifications covering the articles required shall be supplied to the tenderers so that they will not be in doubt of what is required.

- ✓ Specifications shall allow tenderers a certain scope and shall not be framed in such a way as to indicate that a department has in mind only one particular make or brand.
- ✓ In submitting recommendations to MFA for the articles to be purchased the Managers or Heads of Departments shall give an explanation in any case where the lowest priced article is not recommended.
- ✓ Records of all stores purchased shall be kept in the form of an inventory stores ledger.

c) OPEN TENDER, SELECTED TENDER AND SOLE TENDER

Open, Selected and Sole Tenders are procured by the College using procedures mentioned above and in accordance with the Guidelines stipulated in the Rules For the Invitation and Consideration of Offers and Tenders and the Award of Contracts for Goods, Services and the Execution of Works for CCLCS. This document outlines the following, as it relates to the three types of tendering stated above:

- ✦ The Membership of the CCLCS Tenders Committee
- ✦ The frequency of meeting of the CCLCS Tenders Committee
- ✦ The procedures to invite and consider tenders
- ✦ Specifications for the Tenders Box
- ✦ Criteria for the Receipt of Tender; and
- ✦ Criteria for the Opening of Offers

7.0 PUBLIC RELATIONS AND COMMUNITY RELATIONS

a) Community and stakeholder relations/outreach

Co-operative Education Outreach Programme

The Co-operative Education and Outreach Programme (CEOP) was launched by the College in March 2012, this is an initiative, is geared towards educating and strengthening the Co-operative movement. The intention of the CEOP is to move introductory co-operative education out of the classrooms at the College and into the communities where the co-operatives exist. The programme will not focus heavily on the traditional co-operative education of history, philosophy and co-operative law but will seek to introduce the key contemporary business practices to co-operatives of which they may not be aware. One of the unique selling points of this initiative is that it has been designed to be executed at the convenience of the co-operative.

In order to promote the tremendous benefits of this programme, the College targeted a pilot launch in October, 2012 within four selected co-operatives; Success Ujaama Credit Union, Pt. Coco Co-operative, Caribbean Agrarian Co-operative and Tobago Nutrition Co-operative. The Stakeholder Relations department designed a strong marketing initiative to showcase the benefits of the programme to both the co-operative sector as well as a wider catchment of corporate sponsors.

International Credit Union Month (October 2012)

General Objectives of the celebration of international credit Union month are stated hereunder:

1. The College will enhance its position as a key supporter and the principal institution for education, training, development and promotion of the credit union sector.

2. Contribution to the achievement of the College's strategic objective to facilitate intellectual / academic discussions on relevant issues.
3. Students, staff and the general public better informed about the true nature and benefits that can result from participation in the credit union sector.

As such, International Credit Union (ICU) Month October 2012 entitled "*Members Matter Most*" was celebrated at the College through the following initiatives:

- ✦ Displaying of informational material related to International Credit Union Month, Credit Unions and Co-operatives in general in the atrium of the College from October 16th – 26th 2012.
- ✦ Hosting of a ½ day display involving twenty (20) credit unions on October 25th 2012 from 1.00pm to 5.00pm.
- ✦ Hosting of a two (2) mini-lectures at the CLR James Auditorium of the College on October 25th 2012 from 5.30pm to 7.30pm. Both lectures were also streamed live on the College's website.

The focus of these lectures was as follows: Credit Unions: Tools for social development delivered by Dr Winford James. This lecture addressed the contributions that credit unions can make in addressing some of the contemporary social problems in society such as literacy, crime, health care etc., Enhancing your financial position: the credit union perspective delivered by Mr Robert Mayers.

This lecture focused on changing the perspective that some individuals have of credit unions as being only an institution that gives loans for consumer items. The concept that credit unions as a superior financial form of business that can create wealth and contribute to financial health was explored.

Mobile Library

The Mobile Library is an initiative of CCLCS which is directed at providing the much needed library services to the College's outlying centres.

This Mobile Library Unit (MLU) forms part of the information dissemination to our students and stakeholders who will, in turn, demonstrate the library's support of the teaching and learning goals and objectives of CCLCS.

The implementation is geared towards facilitating the centres at San Fernando which recently had no existing library services on location. Students of these centres were disadvantaged by not being able to access proper library and information services. The College launched the Mobile Library Unit at the Metal Industries Campus Limited in April of 2013.

Labour Day Award Function

In celebration of Labour Month 2013, the CCLCS hosted its annual Labour Day awards. The College awarded six (6) individuals for their sterling contributions to the betterment of workers in Trinidad and Tobago and the region at large. The Labour Day Awards is in accordance with the College's Mission of increasing *"the capacity and consciousness of the Labour and Co-operative movements and to empower present and future working people, people based and professional institutions both locally and regionally and meeting the needs of all our stakeholders in a continuously changing and competitive environment."*

Centre for Intellectual debate and inquiry

On November 6, 2012 the Cipriani College of Labour and Co-operative Studies launched the Centre for Intellectual Debate and Inquiry at the CLR James Auditorium. The Centre is housed at the College and its activities centered at the CLR James Auditorium. The primary goal is to raise the working class consciousness of citizens by providing a forum

for debate and the dissemination of progressive ideas on a wide range of social, economic, political and developmental topics affecting working class causes and advancement in Trinidad and Tobago and the Caribbean region.

In order to achieve its strategic objectives, the Centre will host a number of activities that involve debate and intellectual discourse by civic activists, students and radical regional and international scholars. In particular, speakers, lecturers and featured guests will be drawn from a wide cross-section of trade unionists, co-operative leaders, educators, scholars, intellectual innovators in technology and others whose ideas promote progressive and working class ideals. By exposing students to new, radical and innovative ideas on class, race, education, politics, industrial relations technology, and social developmental and so on, the College will also ensure its mission of enhancing the critical and analytical skills of its students is fulfilled.

The activities hosted by the Centre will also serve as a vehicle in strengthening the position of the College as the premier working class tertiary educational institution in the region. A proven leader in working class education and leadership, the College is, thus, in an advantageous position to market the Centre's activities via media coverage and other marketing innovations utilizing its diverse stakeholder base in the trade union, co-operative, government and other sectors.

The Centre also hopes to market position papers, booklets, tapes and videos, DVDs etc. originating from its activities. Given the quality of speakers, and the attractiveness of topics and activities anticipated at the Centre, efforts will be made to secure sponsorship from private sources, NGOs (e.g. ILO), ministries and other entities that support the mission of the College. Ultimately, the Centre for Debate and Intellectual Inquiry is conceived off as a venue receptive to individuals who need a forum to promulgate cutting edge ideas and notions that bear on local and regional development.

Panel presentations at the launch of the centre in November, 2012 were made by Mr. David Abdullah; Dr. Roy Trotman; Dr. Norman Girvan; Mr. Lesmore Frederick.

Discussions were also monitored Ms. Sunity Maharaj. The theme was '*The Role of labour in an Independent Republic - Issues then and now.*' The panel featured local and regional scholars and successfully generated discussion and ideas of national and regional significance.

CHALLENGES

Legislation

Over the period October 2010 to September 2011, the College continued to operate with an outdated legislation. CCLCS has moved from a certificate granting institution to a tertiary institution offering diplomas and bachelor degrees, all approved by the Accreditation Council of Trinidad and Tobago. It is critical therefore for the recommendations for the amendments to the legislation to be addressed urgently.

Wages

Another major challenge that the College faces is the relatively low salaries of faculty and staff when compared to what is paid to their counterparts in other tertiary institutions in the country. The Board is aware that the relatively low salaries are an obstacle to recruiting and retaining high-quality faculty and staff, and this can have the effect of lowering the morale of existing faculty and staff.

Entrance to the College

The Government continues in its road development exercise in the East West corridor where strides have been made in addressing the challenge of the narrow entrance/exit to the College on the Churchill Roosevelt Highway. The college continues to engage the Ministry of Works with respect to the possible creation of a walk over and also creating an additional entrance/exit to the College. Commitments have been made on the part of the Ministry of Works and Infrastructure to address all College requests and to facilitate a highly collaborative process.

CONCLUSIONS

The College looks forward to the next year with optimism despite the challenges aforementioned. A number of programs and initiatives are planned for 2013-2014 that would see the College continue to position itself as a premier provider of tertiary educational programs for working people of Trinidad and Tobago and the region as a whole. First and foremost, the College continues to work diligently toward maintaining Institutional Accreditation from the Accreditation Council of Trinidad and Tobago.

The College will also be initiating its on-line registration process, which is expected to make the registration process seamless for returning Cipriani students. Among the plans for 2013-2014 are the launch of a mobile caravan to widen tertiary study access to rural communities; the writing of the history of the institution to coincide with its 50th Anniversary; the signing of a Memorandum of Agreement (MOA) with St. Mary's University and; programme accreditation.

In sum, while the College continues to be confronted by the challenges of operating in an environment of rapid changes precipitated by economic, technological, political, and global developments, it continues to make a significant contribution to the regional and national human resource and developmental goals articulated by the Government of Trinidad and Tobago.