



## EXCELLENCE IN TEACHING AND LEARNING

### Criterion 1: Effective Teaching

The institution promotes the use of differentiated and innovative teaching strategies.

#### Standard 1.1:

Teaching approaches reflect consideration of diversity among students.

#### Standard 1.2:

The institution utilises various mechanisms to evaluate and reward effective teaching.

#### Standard 1.3:

The institution supports continuous professional development, research, innovation and participation in relevant professional and/or academic organisations amongst its faculty and staff.

### Criterion 2: Approaches to Assessment of Students

Assessment of student learning is central to programme design, review and student achievement.

#### Standard 2.1:

Assessment of student learning is comprised of various strategies and approaches.

#### Standard 2.2:

Procedures for assessment and evaluation of student learning are documented and communicated to all stakeholders.

#### Standard 2.3:

Faculty is involved in identifying and defining expected outcomes for programmes.

#### Standard 2.4:

Evidence of student learning is documented and available to all appropriate stakeholders.

### Criterion 3: Resource Management

The institution has dedicated resources to support effective teaching and student learning.

#### Standard 3.1:

The institution has sufficient budgetary allocation for initiatives aimed at improving the teaching and learning process.

#### Standard 3.2:

The institution has appropriately qualified and experienced faculty and maintains a database of all staff credentials.

#### Standard 3.3:

The institution ensures access to adequate and appropriate teaching and learning facilities.

#### Standard 3.4:

The institution has mechanisms and/or procedures for evaluating the effective use of its resources and uses the evidence to inform planning processes.



## QUALITY IN TERTIARY EDUCATION (QuiTE) AWARDS 2014

### Introduction

The Accreditation Council of Trinidad and Tobago (ACTT) is pleased to invite registered and accredited institutions to make submissions for the Quality in Tertiary Education (QuiTE) Awards 2014. These awards will be granted to institutions that demonstrate excellence for an established Quality Management System (QMS), in Student Support Services in Tertiary Education (SSSiTE) and in Teaching and Learning.

### Eligibility Requirements

To be eligible for a QuiTE Award, a post secondary or tertiary institution/organisation must:

- be granted registered or accredited status by the deadline date of August 11, 2014;
- be current in the payments of all fees to ACTT;
- adhere to the guidelines and stipulations of the Conditions of Registration or Conditions of Accreditation.

*Entrants must meet all of the above criteria to be eligible for a QuiTE Award.*

### Entry Requirements

Each entrant must submit the following information in TRIPLICATE:

- Background of the institution in 500 words or less
- Narrative and evidence demonstrating that the institution fulfils each standard for the selected award(s)

Completed submissions must be received by noon on Monday August 11, 2014.

The top five (5) institutions for each award will be invited to submit a three (3) minute video clip, which highlights the facilities and mechanisms relevant to the criteria and standards.

### Judging

- Local and international judges will comprise the team which will assess entries
- Judging will include a verification site visit to the top five (5) institutions for each award

### Awards

First, second and third prizes will be granted for the award:

- Excellence for an Established Quality Management System (QMS)

Institutions will compete in the following categories based on student enrolment (Small Institutions, 1-500 students; Medium Institutions, 501-1500 students; Large Institutions, 1501+ students):

- Excellence in Student Support Services in Tertiary Education (SSSiTE)
- Excellence in Teaching and Learning



## EXCELLENCE FOR AN ESTABLISHED QUALITY MANAGEMENT SYSTEM (QMS)

### Criterion 1: Quality Management Policy

The institution's governance and administration demonstrate a commitment to quality, through the formulation and implementation of a quality policy.

**Standard 1.1:**

The institution has a well-articulated Quality Management Policy.

**Standard 1.2:**

The institution's Quality Management Policy has been implemented and is widely practised.

**Standard 1.3:**

The institution is engaged in review and continuous improvement of its Quality Management System.

### Criterion 2: Dedicated Resources for the Quality Management System (QMS)

The institution commits resources to ensure the sustainability of its QMS.

**Standard 2.1:**

The institution's resource allocation demonstrates a commitment toward sustaining the QMS.

**Standard 2.2:**

The institution has suitably qualified personnel dedicated to implementing and maintaining the QMS.

**Standard 2.3:**

The institution is committed to training personnel in quality management.

### Criterion 3: Stakeholder Analysis

The institution demonstrates its commitment to meet the evolving needs of its stakeholders.

**Standard 3.1:**

The institution routinely obtains feedback from internal and external stakeholders.

**Standard 3.2:**

Stakeholder feedback is used to improve quality at the institution.

### Criterion 4: International Best Practice

The institution utilises international best practice to enhance the operations of its QMS.

**Standard 4.1:**

The institution conducts research on international best practice.

**Standard 4.2:**

The institution develops policies and procedures based on international best practice.

**Standard 4.3:**

Management implements relevant international best practice to improve quality at the institution.



## EXCELLENCE IN STUDENT SUPPORT SERVICES IN TERTIARY EDUCATION (SSSiTE)

### Criterion 1: Student Support Policy

Governance and Administration actively demonstrate a commitment towards the development and continuous improvement of its student support system.

**Standard 1.1:**

The institution has a detailed plan for providing appropriate student support services.

**Standard 1.2:**

The student support policy is congruent with the institution's mission and vision.

**Standard 1.3:**

The institution evaluates and continuously improves its student support services.

### Criterion 2: Dedicated Resources

The institution is committed to providing the required resources to sustain its student support system.

**Standard 2.1:**

The institution provides adequate budgetary allocation to achieve the objectives of the student support system.

**Standard 2.2:**

The institution provides adequate and appropriate physical resources required to achieve the objectives of the student support system.

**Standard 2.3:**

The institution has adequate and suitably qualified personnel to meet the needs of current and projected student enrolment.

### Criterion 3: Counselling and Guidance

The institution provides counselling, academic and career guidance as a central function to assist in the holistic development of students.

**Standard 3.1:**

The institution has suitably qualified personnel to meet the needs of current and projected student enrolment.

**Standard 3.2:**

The institution provides psycho-social counselling services which are communicated to and accessible by students.

**Standard 3.3:**

The institution provides academic and career guidance which are communicated to and accessible by students.

### Criterion 4: Health Care and Security

The institution has policies, procedures and services that promote and enhance the health, safety and security of its students.

**Standard 4.1:**

The institution has well-articulated policies and procedures for health care and safety.

**Standard 4.2:**

The institution provides adequate access to health care services.

**Standard 4.3:**

The institution provides adequate security services.

**Standard 4.4:**

The institution has appointed suitably qualified personnel with the responsibility for ensuring the health and safety of students.



## EXCELLENCE IN APPLIED AND ACADEMIC RESEARCH

### **Criterion 1: Originality**

The individual's research has made a significant contribution to the institution, national and/or international community.

#### ***Standard 1.1:***

The individual's research adds to or advances the boundaries of the discipline or field of knowledge.

#### ***Standard 1.2:***

The individual's research addresses novel concerns, challenges or problems in the discipline and/or field of knowledge.

### **Criterion 2: Relevance**

The individual advances research that has relevance to the development of the institution, national community and/or the international community.

#### ***Standard 2.1:***

The individual's research has made an impact on the institution, and has gained national and international recognition.

#### ***Standard 2.2:***

The individual's research assists in solving societal challenges or challenges relevant to a specific field of knowledge.

#### ***Standard 2.3:***

The individual's research findings have been disseminated through traditional and non-traditional means.

### **Criterion 3: Leadership in Research**

The individual demonstrates leadership in the sustained development of the research agenda of the institution.

#### ***Standard 3.1:***

The individual builds and maintains productive relationships and research networks.

#### ***Standard 3.2:***

The individual holds an outstanding reputation as a result of significant contributions to his field.

#### ***Standard 3.3:***

The individual encourages an innovative research culture at the institution.

#### ***Standard 3.4:***

The individual's research is aligned with the research endeavours of the institution.