

QUALITY ASSURANCE AND ARTICULATION

HOSPITALITY AND TOURISM PROGRAMMES IN THE CARIBBEAN

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TERMS OF REFERENCE

In April 2003, the Caribbean Tourism Human Resource Council (CTHRC) contracted Dr. Ethley D. London and Dr. Denis F. Paul to develop a Quality Assurance Framework for Hospitality and Tourism education and training programmes in the Caribbean. This framework was to be used as part of a larger thrust, the Caribbean Tourism Learning System Project (CTLSP) to strengthen the education and training of persons employed in the Hospitality and Tourism Industry in the region. The terms of reference for this assignment were as follows:

“The consultants are expected to develop a process and policy guidelines for the establishment of a Quality Assurance (QA) Model/Framework for tourism/hospitality at the institutional and programmatic levels in the English-speaking Caribbean countries which are beneficiaries of the CIDA/CPEC project. The consultant(s) will also identify the existing and/or future roles of various organisations such as Association of Caribbean Tertiary Institutions (ACTI), the Caribbean Tourism Human Resource Council (CTHRC) and national accreditation bodies and the proposed regional accreditation agency in the area of quality assurance. The consultant(s) will also develop general programme articulation guidelines for use by the participating Tertiary Level Institutions (TLIs).

Specifically, the consultant(s) will undertake the following:

1. Review the existing institutional QA mechanisms in place in each of the participating TLIs and other useful international mechanisms e.g. the Tedqual model of the World Tourism Organization and document the same in a summary format.
2. Recommend institutional policy guidelines for the establishment of institutional QA.
3. Recommend an institutional QA process, using a phased approach with specified timeframes, for adoption by the TLIs .
4. Recommend the governance and administrative infrastructure required to implement the QA system.
5. Identify the role of the national and regional agencies such as the national hotel and tourism association and the CTO, CTHRC, ACTI and the proposed regional accreditation agency in the area of quality assurance.
6. Make recommendations for institutional strengthening for the governance of the QA system in tourism and hospitality education and training programmes.
7. Review existing programme articulation guidelines among regional institutions (e.g. the UWI and other TLIs in the region) and between national/regional institutions and extra-regional institutions (e.g. the College of the Bahamas or the

- University of Technology and extra-regional institutions) and document same in a summary format
8. Develop programme articulation guidelines that can be used by participating institutions to facilitate programme recognition at an institution to institution level.”

METHODOLOGY

After receipt of the terms of reference cited above, the consultants proceeded to research and dialogue and these resulted in a draft report that was presented to the CTHRC for its review. The document was reviewed by a group of stakeholders at a two-day workshop sponsored by the CTHRC at the Pomarine Hotel in Barbados on July 1 & 2, 2003. Valuable inputs for refinement of the draft were received at that meeting and the consultants then proceeded to develop a final draft report, which was submitted to the CTHRC on 30 September 2003 for feedback.

The final report was prepared during a two-day meeting of the consultants on October 8th and 9th in Grenada.

PART I

INSTITUTIONAL CONTEXT FOR QUALITY ASSURANCE IN HOSPITALITY AND TOURISM PROGRAMMES

1.0 Introduction

There is a rich variety of quality assurance arrangements in the world today, especially in education. As governments in most parts of the world have considered their agenda for education over the last few decades, issues of quality assurance and quality enhancement have been major foci of their attention. Initiatives on issues of quality assurance represent a response to a larger and more diverse post-secondary education sector. Traditional, often informal procedures for quality assurance, deemed suitable with only a few institutions and relatively small enrolments, are now seen as insufficient for the more diverse circumstances of a larger system of tertiary education.

Hospitality and Tourism is one of the major growth industries across the world today. In the Caribbean it is the largest contributor to the Gross Domestic Product of many of the island states, and is the principal factor in the emerging quality of life of the region. The possibility of growth in the economies of these states can be greatly enhanced by improvements in efficiency and quality of service that may result from improvements in human resource development through education and training. Hospitality and Tourism education and training would benefit from the introduction of quality assurance measures across the region.

1.1 Defining Quality Assurance (QA)

The definition of Quality Assurance that is used throughout this report is that offered by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) in 1992. It states:

“Quality assurance may relate to a programme, an institution or a whole higher education system. In each case quality assurance is all of those attitudes, objects, actions and procedures which, through their existence and use and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by the programme, institution or system.”

Quality assurance comes in various forms such as accreditation, assessment, academic audit and external examination. These are different approaches to educational quality evaluation. Common to each practice is the development of standards; the application of those standards to a programme or institution by third parties for the purpose of assessment and enhancement and the subsequent improvement of the educational entity.

Academic audit evaluates educational quality processes, which are leading indicators of quality. It asks what institutions and departments are doing to monitor and improve quality. Academic audits are used in such countries as Australia, New Zealand, Hong Kong and the United Kingdom.

Subject assessments evaluate the quality of educational provision at the department or programme level as opposed to compliance with regulations, input quality, or educational quality processes. The Netherlands, Denmark and the United Kingdom provide good examples of subject assessments.

Accreditation is a process for recognizing institutions (institutional accreditation) and programmes affiliated with these institutions (programmatic or specialized accreditation)

for a level of quality, integrity and performance that entitles them to the confidence of the educational community and the public they serve. Accreditation originated in the U.S.A. but has spread to many countries.

An effective quality assurance and control system is underpinned by wide participation, effective channels of communication, the specification of standards and acceptable evidence, the acceptance of responsibility by staff and students, and an institutional commitment to staff development and training. Quality Assurance provides users of the education system with a guarantee that institutions, programmes and graduates meet acceptable standards.

A Quality Assurance System may be defined as a system which:

- is clear in its specification of roles, responsibilities and procedures;
- enables institutional aims and obligations to be achieved;
- informs decision-making;
- is free from individual personal bias;
- is repeatable over time;
- involves all staff and students;
- includes the specification of standards and acceptable evidence;
- prompts continuous improvement;
- is driven by quality management practices.

A distinction must be made between internal quality assurance and external quality assurance.

Internal Quality Assurance constitutes those systems, processes and procedures put in place by an institution to ensure the quality of its offerings and the standard of its graduates.

External Quality Assurance consists of evaluation of an institution or programme by a body external to the institution in an effort at assuring to the public the quality of that institution's graduates. Accrediting bodies, audit units, and assessment agencies are regarded as external quality assurance organizations.

1.2 QA at the Institutional Level

Quality assurance is widely regarded as an important and valuable developmental tool for individual institutions as well as a means for providing an essential mechanism for accountability. At the institutional level, QA is concerned with how individual institutions assure the quality of their educational provision, thereby discharging their obligations to safeguard the value and standards of their offerings.

As mentioned earlier, quality assurance may be approached in a number of different ways, which may reflect the traditions and historical backgrounds of the institutions. However, in all cases there is the need to be explicit and effective in devising and implementing ways of giving assurance that what is being provided for students is of good quality and is delivered at an acceptable standard. To be effective, education quality processes require careful planning, adequate resource commitment, diligent implementation, regular reinforcement and clear documentation.

1.3 QA at the Programme Level

At the programme level, education quality processes are organized activities dedicated to improving and assuring educational quality. Massey, 2003 identified five domains of quality process activity as follows: -

1. **Determination of desired learning outcomes**
What should a student who successfully completes the course or programme know and be able to do? How will the course or programme build on the student's prior knowledge and capability? How will it contribute to the student's future employment opportunities, capacity to make social contributions, and quality of life?
2. **Design of Curricula**
What will be taught, in what order, and from what perspective? How will this contribute to the desired learning outcomes? What course materials will be used? How will these materials relate to other parts of the student's programme?

3. **Design of teaching and learning processes**
How will teaching and learning be organized? What methods will be used for first exposure to material, for answering questions and providing interpretation, for stimulating involvement, and for providing feedback on student work? How will these methods contribute to the programme's learning objectives? What roles and responsibilities will the faculty need to assume? What other resources will be required and how will they be used?

4. **Student learning assessment**
What measures and indicators will be used to assess student learning? Will they compare performance at the beginning and end of the term, or simply look at the end result? How will the long-term outcomes of the educational experience be determined? How will they relate to the programme's learning objectives? Who will be responsible for assessment? How will the assessment results be used?

5. **Implementation of quality assessment**
How will faculty assure themselves and others that content is delivered as intended, that teaching and learning processes are being implemented consistently, and that assessments are performed as planned and their results used effectively?

1.4 Hospitality and Tourism Education

Tourism involves the short-term movement of people to destinations outside the places where they normally live and work. It also involves the activities of people during their stay at these destinations and the facilities/services needed. A variety of influences impact on the planning, management and development of human resources within the tourism industry worldwide. These influences are complex and interact differently with the tourism environment in each country and region. Among the many factors responsible for these differences are:

- the traditions, orientations and priorities within national education systems both within vocational and academic areas.

- the role of higher educational institutions in tourism-related education, research and development.

Education and training therefore play an important role in initiatives aimed at creating an integrated human resource environment for tourism.

1.5 An Integrated Approach

Tourism is said to be a relatively young socio-economic activity which encompasses a large variety of economic sectors, players and academic disciplines. The complexity of its composition makes it inherently difficult to draw up universally acceptable definitions which help to describe the concept. There is therefore no single definition of tourism, but rather a multiplicity of them, each catering for the particular area being studied and emphasizing different aspects of the same activity. The great challenge for tourism education and training therefore lies in constructing an educational system which is integrated and coherent.

Baum (1993) in his model for an integrated approach listed eleven components that need to be taken into consideration in the development of Tourism Education programmes.

These elements are:

- ◆ *The administration and management of public sector tourism education*
- ◆ *The funding of public sector tourism education*
- ◆ *Quality standards and qualifications equivalences in tourism education*
- ◆ *National assessment, examinations and awards*
- ◆ *Education for tourism at secondary school level*
- ◆ *Vocational skills education for tourism at craft level*
- ◆ *Supervisory and management education for tourism*
- ◆ *Centres of excellence in tourism education*
- ◆ *National recruitment and selection of entrants to programmes of study in tourism*
- ◆ *Teacher training for tourism*
- ◆ *Curriculum development centre for tourism.*

In considering quality standards and qualifications equivalences in tourism education, Baum advocated the establishment of mechanisms and agencies to ensure the

development and maintenance of comparable quality standards and qualifications between programmes, centers, and levels and within tourism education, including:

- *A national quality standards, qualifications and certification scheme to cover all tourism education and to ensure comparability with other vocational areas*
- *Linkage between this scheme and the outcomes of education and training within the private sector, both in schools/colleges and industry*
- *Ensuring broad comparability of all teaching and learning resources within institutions offering equivalent level programmes*
- *Establishment of mechanisms to conduct appropriate research in support of national/local curricula and quality standards guidelines.*
- *Agreement of national/local education, training and curricula development priorities and the translation of these into workable guidelines for implementation by providers.*
- *Agreement of equivalences of learning outcomes and qualifications at all levels, so as to facilitate transfer and career development within tourism.*
- *Linking where possible, with equivalent schemes and systems in states and countries in close proximity (for example, within the European Community) so as to facilitate mobility.*

1.6 WTO Principles

According to criteria established by the World Tourism Organisation (WTO) (1995), a tourism education system must guarantee its competitiveness by observing the following principles:

- *matching the skills offered during the educational process to the real expectations and needs of demand (external and internal consumers);*
- *offering the tourism training system just in time, i.e., at the right moment--
-training given too early or too late can produce equally negative results;*

- *guaranteeing individual and collective efficacy by bringing the sector's training aims into closer alignment;*
- *acquainting those who demand education systems with the results that can really be expected without raising false hopes which will then be very difficult to satisfy;*
- *guaranteeing the maximum efficiency by optimising the use of resources;*
- *conducting regular quality audits which will enable the existing aberrations to be remedied and the contents of teaching programmes to be kept constantly up to date.*

1.7 Need for Common Standards

The changes in the tourism market are boosting the industry's need for professionals whose training really matches up with the requirements and demands of the sector. This phenomenon has encouraged foundations, universities, associations, unions, businesses, and international bodies, etc. worldwide to create and provide courses for specialization in different areas of tourism at basic, intermediate and advanced levels. Educational institutions have increasingly recognised the need to forge partnerships with industry. The direct result of the wide variety of training that has consequently sprung up, has been fragmentation and the dispersal of efforts. To this fragmentation of training output must be added the lack of mutual recognition of different qualifications and an absence of common standards in international accreditation procedures. The Framework to be developed for the Caribbean must take the above factors cited by Baum and the WTO principles into account.

1.8 System for Hospitality and Tourism Training in the Region

According to research conducted for the CTHRC there are some thirty-four institutions offering programmes in Hospitality and Tourism at the postsecondary level in fifteen countries in the English speaking Caribbean. These programmes vary in length and

content and can lead to certification at various levels – certificate, diploma, associate degree, bachelor’s degree, and postgraduate degree. Both informal and formal training may occur in employment as well as in training institutes and academic institutions as shown in **Table 1**.

TABLE 1

**Types Of Education And Training Programmes In Hospitality And Tourism
In The Caribbean**

Organization	Curriculum	Award	Example¹
Employer - MOTs/BOTs - HTAs - CHTI/CTO	Unspecified - A variety of short term training courses that have no commonly accepted means of certification.	Certificate of participation Industry – Recognised Awards	Super Clubs, Sandals
Employer	City and Guilds	International Vocational Qualification (IVQ) from line level functions to supervisory level	Calabash Hotel, Grenada
Adult Education Institution	Institution-based training programmes in line level and operations	Skills Certificate	NEWLO, Grenada
Tertiary-Level Institution	Institution-based two-year programmes combining skills and academic preparation	Certificate	T. A. Marryshow Community College
Tertiary-Level Institution	Institution-based combining skills and academic preparation	Associate Degree	Barbados Community College
College or University	Institution-based courses with focus on development of supervisory and management skills.	Bachelor’s and Master’s Degrees	University of the West Indies

¹ It is recognized that many examples of each category of training exist in the region, but for brevity, only one is cited in this report.

1.9 Quality Assurance Mechanisms in Selected Tertiary Institutions in the Caribbean

As shown in Table 2 (page 16), there are several types of institutions offering Hospitality and Tourism Programmes in the Caribbean region. If the quality of such programmes is to be assured, it is important that both internal and external quality measures are put in place.

Currently, some institutions have formal quality assurance frameworks that were developed over the last few years. Others are still operating with traditional academic controls such as the use of external examiners. Very few institutions relate to an external quality assurance agency. This is partly due to the absence of such QA agencies in the Caribbean.

It is therefore important for the Tourism Industry that a regional QA system be devised and established to ensure and assure quality and efficiency in Hospitality and Tourism programmes. Such a system will allow for some measure of standardization and benchmarking, thus facilitating programme articulation and the mobility of persons in the industry throughout the region. With the introduction of the Caribbean Single Market and Economy and the free movement of skilled persons this quality assurance is an imperative.

Below are some of the institutions with formal QA mechanisms in place. This information is further summarized in **Table 2**.

1.9.1. Community Colleges In Jamaica (Excelsior, Knox, Brown's Town, Montego Bay)

The issue of quality is being addressed in many ways in the Jamaican Community Colleges. Over the years, professional development for the staff was facilitated through a linkage with the Association of Community Colleges of Canada (ACCC), which has also assisted with the development of programmes. The linkages with the University of the West Indies (UWI) and the University of

Technology (UTech) have also assisted in the closer monitoring and supervision of the franchised programmes and the Associate degree.

The Colleges in 1996 through a Task Force developed some basic standards to assist their own internal quality control as well as provide guidelines for the development of new Community Colleges. Seven aspects are covered in the document Mission and Purpose of Institution, Governance and Administration, Programmes, Human Resources, Student Services, Libraries, Equipment and Supplies. It was expected that these basic standards would be reviewed and updated as the needs of the institutions and the system dictate. **See Appendix 1.**

The Council of Community Colleges of Jamaica (CCCJ) in an effort to maintain standards in the Associate degree in Hospitality, Entertainment and Tourism employs the following:

- Development of the Curriculum with Industry Partners
- Reports from students who go on work experience - students' reports as well as employer's report are considered.
- External examiners who vet examinations and curriculum
- Partnering with institutions such as Ministry of Tourism, Tourism Product Development Co. (TPDCo. Ltd.) , Jamaica Hoteliers Association
- Use of occupational standards
- Site visit to Colleges to ensure that standards are maintained:
 - Resources are up-to-date
 - Material being used by Colleges are current
 - Laboratories are well furnished and equipped.

Community Colleges in Jamaica are also subject to the registration and accreditation procedures of the University Council of Jamaica (UCJ). (See Appendix 11). To be registered by the UCJ, institutions must demonstrate their compliance with quality standards in the following areas:

- Governance and mission
- Academic programme
- Admission policies
- Student assessment
- Student welfare
- Staffing
- Physical accommodation
- Library and laboratory facilities
- Finance

Details of the registration process are provided in **Appendix III**.

1.9.2. Barbados Community College And T. A. Marryshow Community College

Through ACT1 and its partner, City College Birmingham, UK, the fundamentals of a quality assurance system were designed and established in two institutions: T.A. Marryshow Community College, Grenada, and Barbados Community College, Barbados. Appendix IV contains the quality framework developed by the Barbados Community College.

The frameworks for both Colleges are very similar in format and substance. In all cases, except one, the quality statements are similar even though the assessment criteria may differ slightly.

1.9.3. Barbados Community College

The document entitled Quality Assurance Framework incorporating Quality Statements and Self-Assessment Criteria, outlines a framework for a Quality Assurance system that is being developed by the BCC. It embraces the following:

- Responsiveness
- Governance
- Management/Administration

- Teaching and learning
- Curriculum: content, organization and management
- Cross-college aspects of provision including
 - (i) Student Support
 - (ii) Quality Assurance
 - (iii) Resources

1.9.4. Comments

Overall, the quality assurance frameworks of these selected institutions are robust and comprehensive covering the major quality aspects of the institutions' operations and providing a sound basis for self-assessment. However, these quality assurance frameworks were never meant to stand alone, but to be overseen by a credible regional or national agency charged with ensuring that all institutions meet their stated standards. Additionally, it may be noted that institutions in the region are at different stages in the development of their Quality Assurance processes and a great variety of practices are in use. In sum, while the individual institutions may be satisfied with their efforts in assuring the quality of their programmes, there is no competent and impartial third party verification on which other institutions and the public may rely.

TABLE 2

QUALITY ASSURANCE MECHANISMS IN SELECTED CARIBBEAN TERTIARY INSTITUTIONS OFFERING TOURISM AND HOSPITALITY PROGRAMMES

Institutions	Internal QA Framework	Components of Framework	External QA Agency/ Agencies
Barbados Community College	yes	Responsiveness, Governance, Management/Administration, Teaching and Learning, Curriculum, Student Support, Quality Assurance, Resources	None
T. A. Marryshow Community College	yes	Governance, Management/Administration, Quality Assurance, Resources Student Support, Teaching and Learning	None
Brown's Town Community College	yes Council of Community Colleges of Jamaica (CCCJ)	Mission and Purpose, Governance and Administration, Programmes, Human Resources, Student Services, Libraries, Equipment and Supplies	The University Council of Jamaica (UCJ)
Excelsior Community College	yes CCCJ	Mission and Purpose, Governance and Administration, Programmes, Human Resources, Student Services, Libraries, Equipment and Supplies	UCJ
Knox Community College	Yes CCCJ	Mission and Purpose, Governance and Administration, Programmes, Human Resources, Student Services, Libraries, Equipment and Supplies	UCJ
Montego Bay Community College	yes CCCJ	Mission and Purpose, Governance and Administration, Programmes, Human Resources, Student Services, Libraries, Equipment and Supplies	UCJ
The University of Technology, Jamaica	yes	School Advisory Board; Faculty Curriculum Committee; Curriculum and Quality Assurance Sub-committee; Academic Policy Committee; Academic Board. Curriculum, Development and Evaluation	- UCJ; - Hotel & Catering International Management Association (HCIMA)
College of the Bahamas	yes	College Council; Academic Board; Curriculum Councils; Advisory Boards; Academic Policies, Regulations and Procedures;	- Council on Occupational Education,
University of Belize	yes	Teaching and learning, research, service activities, student services, management, resources	Central American System of Evaluation and accreditation of Higher Education (SICEVEAS)

1.1 0 Systems For Quality Assurance In Hospitality And Tourism Education And Training

This study examined three systems that are currently available for the certification of education and training in Hospitality and Tourism. They are as follows:

1.10.1 City and Guilds

This organization franchises its curriculum to organizations, such as businesses or educational institutions that are interested in providing training or education in a wide range of occupations. The organization must meet certain specifications to become a recognized Centre for the specified training. On completion of the specified training, the student must take an external examination set by City and Guilds. If successful, City and Guilds awards a certificate to the student. See [http:// www.cityandguilds.com](http://www.cityandguilds.com).

City and Guilds focuses its certification on occupational areas that are important to today's workplace and on the skills needed to actually do the job. Excerpts from the City and Guilds website are shown in **Appendix V**.

1.10.2 The American Hotel And Lodging Association Institute

The AHLA offers professional certifications to individuals who meet specified combinations of formal training, occupational or professional experience, and the successful completion of a comprehensive examination. Training may be completed either in an accredited institution or at the Institute. Excerpts from the AHLA website, <http://www.ei-ahla.org/>, are shown in **Appendix VI**. These programmes have credit attached that can be transferred to the formal education system.

1.10.3 The TEDQUAL Certification System Of The World Tourism Organization (WTO)

TEDQUAL is an acronym for "Tourism Educational Quality." According to the WTO, "The TedQual Certification System offers tourism education institutions the opportunity

to obtain a WTO Certification affirming the validity of their tourism education involving them in a continuous improvement process, allowing them to clearly position themselves in the tourism education and training market, raising the credibility of their activity both with respect to their students and personnel as well as to the reputation of their degrees among tourism employers. It is also a necessary pre-condition to join the WTO Education Council.”

1.11. Description of the TedQual System

The TedQual Certification System was developed by WTO to contribute to the quality and efficiency of tourism education training and research. It proposes a methodology and voluntary standards with universal scope to more clearly define the quality of tourism education systems. According to the published materials (Website: www.themis.ad/english/Products/Volume 1.pdf) the specific aims of the TedQual Certification System are to:-

- *establish a quality standard for tourism education and training*
- *smooth the way towards greater pedagogic productivity and efficiency in tourism*

The TedQual Certification is a voluntary Quality Assurance Certification System offered to universities, technical institutions, vocational training centres and business schools with

- (a) *Higher Education Programmes specialising in Tourism and Hospitality (TEPs) of at least one year’s duration.*
- (b) *Intermediate/basic Vocational and Professional Training Programmes (TTPs) specialising in Tourism and Hospitality of at least 100 class hours.*

All teaching institutions and corporations, public or private, wishing to certify specific Tourism Education Programmes (TEPs) can voluntarily submit these programmes to the TedQual process which has five well-defined stages:

1. Request for information
2. Pre-registration application
3. Admission in the audit process
4. Audit
5. Certification

The TedQual Certification System is structured on three basic components

- Quality Standards
- Quality Audit
- Quality Certification

1.12. Quality Standards

The TedQual system has adopted a model of structuring by processes, which implies that each of the standards to be met will be defined by the processes and procedures constituting the TEP. A process is defined as “the whole structure of activities, which creates added value for the client and greater efficiency in the management of education.”

There are six basic processes as follows:

- **The Employers (Society and Industry)**

The TedQual objective in this process is the quality assurance of the TEP, through verification that the programme fully responds to the needs and expectations of employers within the socio-economic environment in which it is developed.

- **The Student**

The TedQual objective in this process is the quality assurance of the TEP through verification that both the Programme and the Teaching Institution have adopted a strategic approach to the student (the immediate consumer of the training product, who assumes some explicit and almost all the implicit costs of the same, and who is actively involved in the education process), taking as an obligatory reference all the activities and tasks carried out.

- **The Curriculum (Pedagogic System)**

The TedQual objective for this process is the quality assurance of the TEP through the analysis of the definition and operation of a pedagogic system, which adequately combines high level curricular contents with the appropriate teaching methodology.

- **The Faculty**

The TedQual objective for this process is the quality assurance of the TEP through verification that the pertinent criteria are applied to guarantee adequate preparation of the faculty for the satisfactory development of both the teaching content of the programme and the teaching method chosen.

- **The Infrastructure**

The TedQual objective of this process is the quality assurance of the TEP, through verification that the programme's activities are developed within an infrastructure which meets the optimal conditions for teaching.

- **The Management**

The TedQual objective for this process is the quality assurance of the TEP, by confirming that an adequate management model has been adopted to successfully fulfill the set mission and objectives.

These processes are broken down into comprehensive sub-processes, which in turn are made up of a series of *tasks in sequence*, the procedures which must be carried out to obtain the desired output.

1.13. TedQual Audit and Certification

To obtain the Certification an audit is carried out and a report is issued. The audit is carried out by a specialized independent organization, which meets the formal requirements established by WTO to carry out such audits.

The TedQual Certification Committee, made up of international experts evaluates the audit reports issued by the auditing company, and testifies that the process meets with one or several standards or specifications. The Certification Committee is a neutral entity, which meets the required standards of impartiality, competence and integrity as established by WTO. Further information on the audit and certification may be obtained from the TedQual website given earlier.

1.14. Advantages of the TedQual Certification

According to WTO, the chief advantage is that the TedQual Certification System enables education institutions to obtain recognition of the quality of their programmes in the tourism market. This will ensure the credibility of the degrees obtained by graduates of the institutions, and this will positively affect their entry into or progression through the tourism labour market. It will also bring a certain amount of standardization of the different types of tourism degrees. It will also foster academic and professional mobility. The educational institution with a certified TEP will be included as an Associate Centre of the WTO – Themis Foundation, with the right to use the certification logo in all documentation relevant to the TEP, and the possibility of joining WTO as an affiliate member in the Education Council.

1.15. Comments

The TedQual Certification System appears to be a sound and robust system of certification with built-in transparency, competence, integrity and objectivity. This system is very similar to other QA systems in that it sets standards and follows a prescribed process. It is different however in that it uses the audit approach rather than the accreditation approach, both of which are acceptable in the world of QA today.

Even though it might be prestigious to have TedQual Certification, recognition for the Caribbean institutions and their tourism and hospitality programmes can still be obtained from a credible local or regional body and be accepted worldwide by the principle of mutual recognition.

1.16. Summary

This section reports on a study of QA methods in institutions of higher education in selected regional institutions. It identifies the types of institutions and organizations in which Hospitality and Tourism training is conducted in the region and it reports on four methods of quality assurance that are applicable to Hospitality and Tourism programmes as follows:

1. Institution-based methods as demonstrated in the reports of selected tertiary institutions
2. Franchising of a widely recognized curricula and external examinations as offered by City and Guilds
3. Professional certification offered to individuals based on formal training, employment experience and completion of an external examination as offered by AHLA
4. Institutional accreditation as provided by the WTO TEDQUAL system.

PART II

POLICIES AND PROCEDURES FOR QUALITY ASSURANCE IN HOSPITALITY AND TOURISM PROGRAMMES

2.0 Introduction

As discussed in Part I, there are a number of available approaches to quality assurance in Hospitality and Tourism education and training. There is also a century-old record of quality assurance in post secondary education from which examples of good practice may be drawn. It is therefore not difficult to develop reliable systems for quality assurance in the field of Hospitality and Tourism. The particular system that is recommended must take into consideration the special characteristics of the industry to which the system will be applied and the state of development of education and training for the human resources of that industry.

Despite its explosive growth during the last half century, Hospitality and Tourism, as explained in Section I, is globally a relatively new socio-economic activity. Its system of education and training is relatively new and not as well formalized as that of other industries. The system of education and training in the Caribbean region is not yet fully developed and there is no regional system for external quality assurance in these institutions..

As discussed in Part I, Hospitality and Tourism training in the English speaking Caribbean occurs in a wide range of circumstances. Both informal and formal training may occur in employment, in training institutes, as well as in academic institutions.

At the entry level there are the training institutes such as The New Life Organization (NEWLO) in Grenada and the vocational Training Centres in Jamaica, which train young adults for entry into employment in the low skilled occupations of the industry. At the

other end of the scale there are the University of the West Indies and the University of Guyana, which prepare individuals for academic and senior management posts. Both formal and informal training occur in a wide range of circumstances that have no universally accepted methods for assuring quality.

The system, which is being proposed, reflects the foregoing considerations. It is intended to be compatible with the internal quality assurance frameworks observed in leading tertiary education institutions in the region, which are robust and based on well established practices in higher education, as discussed in Section 1.4.5. The proposed system may be applied to all forms of training identified in the region, and to programmes at all levels.

Recognizing that it would be difficult to assure that the quality of a programme would be acceptable if it were offered by a weak, or poorly organized institution, the system has been broadly constructed around two themes, namely a) *the institutional context*, and b) *programme effectiveness*. The proposed quality standards have been carefully tailored to the education and training needs of the industry, as these needs are understood today. Finally, to ensure that the system is based on sound principles, a comparison is made in **Table 3** between the key parameters of the proposed system and the TEDQUAL system.

Table 3
Comparison of Key Parameters Of WTO - TEDQUAL And CTLS

	CTLS	WTO TEDQUAL	Comments
1	Relations to the Public	Employers	Both systems address the concern that quality considerations should be guided by the needs of the industry
2	Student Support Services	Students	While both systems have students in their standards, there may be a difference in the approach. TEDQUAL looks at the quality of the students while CTLS looks at the nature of the support provided
3	Training Curriculum, Internships, Other Related educational activities	Curriculum	CTLS is clearer about the need to implement the training in a comprehensive way involving practical training and on-the-job experience
4	Training Staff	Faculty	Both systems address the need for qualified staff
5	Institutional Resources	Infrastructure	Both systems address the need for a supportive learning environment
6	Planning, Governance, Institutional Assessment	Management	CTLS is clear about the possibility of training outside of academic institutions
7	Legal Authority		CTLS recognizes the need to regulate the authority to train and to make awards of certificates and degrees that genuinely reflect the acquisition of valuable skills and knowledge
8	Mission, Goals, and Objectives		CTLS is based on the belief that clarity in these areas is a fundamental basis for assuring quality in any enterprise.

2.1 Recommended Institutional Policy Guidelines for Quality Assurance in Hospitality and Tourism Programmes in the Caribbean

2.1.1 Quality Standards

Each institution shall develop a set of policy guidelines that responds to the quality standards stated below. Recognizing that quality cannot exist in an institution that is not well organized, the standards must take into consideration both the institutional context as well as the effectiveness of the programmes themselves. The standards are therefore divided into two parts: Institutional, and programmatic.

2.2. Institutional Context

2.2.1. Legal Authority

The institution must have the legal authority to conduct its programmes and to award its certificates or other credentials.

2.2.2. Mission, Goals and Objectives

The institution's mission must include the training of persons in the fields of hospitality and tourism.

The institution's goals and objectives must be appropriate for the preparation of individuals to work in the hospitality industry and must be consistent with the expectations of the industry in the Caribbean region.

2.2.3. Planning

The institution must have a planning process to ensure that its resources are effectively directed to the achievement of its mission.

Where the Hospitality and Tourism Programme is one of many programmes offered by the institution, there must be a process to verify that the Hospitality and Tourism Programme is funded on parity with other programmes.

2.2.4. Institutional Resources

The institution shall possess the human, financial, and capital resources to ensure the long-term capacity to carry out its mission.

The institution's resources must be well managed to ensure that it is used wisely for the achievement of its mission.

2.2.5. Governance and Administration

The institution must have a clearly discernable system of governance that is responsible for policy development and assessment of the achievement of its mission.

The governance structure must be appropriate to the size and complexity of the institution but must be active and free from external constraints that might be in conflict with the achievement of the mission.

The institution must have an administration with the capacity, continuity, and expertise to manage the affairs of the institution.

2.2.6. Relations to the Public

The institution must have the means of maintaining an on-going communication with the industry to ensure that it is aware of the trends of the industry and that the industry's culture, norms, values, and needs are reflected and addressed in its programmes.

2.2.7. Institutional Assessment

The institution must have a plan for periodic internal assessment to evaluate its effectiveness in meeting its objectives. The frequency of the assessment should be related to the training cycle of the institution.

Institutional assessment must focus on learning outcomes, the satisfaction of the industry with the quality of the graduates, and the achievement of the aspirations of the students and graduates.

In the early stages of an institution's development, institutional assessment should be particularly concerned with the extent to which the essential inputs for a successful programme are available.

2.3. Programme Effectiveness

2.3.1. The Training Staff

The institution must employ a training staff with sufficient experience and, the appropriate credentials, to plan and deliver its training programme.

There must be continuity and stability in the employment of the training staff.

There must be periodic upgrading of the skills of the training staff to ensure comfort and awareness with the norms, values and needs of the industry.

The training staff must be evaluated periodically to assess their effectiveness as trainers and role models for their students.

2.3.2. Training Curricula

Training curricula must have clearly stated learning goals and objectives.²

The institution's training programmes must meet the academic standards for the types of award it makes.

Associate degrees must be based on a minimum of two years of rigorous full time study after the successful completion of secondary school.

Certificate and other awards must be based on the attainment of the skills and knowledge required for the competent performance of the anticipated tasks.

Training curricula must be performance-based.

Training curricula must prepare individuals who are competent in the associated skills for the performance of their roles, including communication, computation, and the use of personal computers.

Training curricula must prepare students to be customer oriented, committed to excellence in service, and effective in communication skills.

Training curricula must address any pattern of deficiencies common to its students.

Training curricula must include strategies to increase productivity and efficiency in the workforce of the region.

2.3.3. Student Support Services

Appropriate admission standards must be set and applied to ensure that students are able to meet the objectives of the training programmes.

Training programmes must incorporate tutoring, counselling and placement support services to ensure that students are able to achieve their educational and career objectives.

Support services must include exposure and orientation to the industry so that graduates understand the culture of the industry.

2.3.4. Training Facilities

The training facilities must be comparable to the professional standards of the industry.

The equipment used in training must be comparable to what is commonly accepted for professional use in the industry.

The training facilities must be accessible for scheduled classes as well as student projects and practice sessions.

2.3.5. Internships and On-The-Job Training

Every programme must include some exposure to the practices of the industry by incorporating field experiences, internships, or on-the-job training.

The duration of field experiences should be adequate to ensure a fair level of competence in the skills that were the object of the training programme.

2.3.6. Related Educational Activities

Training programmes must promote the development of attitudes that would enhance the attainment of excellence in the industry, such as leadership and team skills, commitment to values of the industry, and customer service.

Grooming and personal hygiene and business etiquette must be topics to be considered in certain circumstances.

Training programmes must prepare the student to be aware of health and safety issues in all aspects of their training and service.

2.4. Institutional QA Processes in Hospitality and Tourism

The recommended Quality Assurance process will be carried out in two principal stages.

The first stage is an internal process that will be implemented by the institution with the

consent of the Quality Assurance Board (described below), and the second will be the external compliance review that will be carried out by the Quality Assurance Board.

Initially, the process should be carried out as outlined below. After institutions have received their first round of certification, the process should be reviewed and amended where necessary in consultation with the principal stakeholders. Certification should be stated for a defined after which the institution must again be reviewed. An institution may also be reviewed whenever there is evidence of a major change in the institution that might have an impact on the quality of its programmes.

The institutions will carry out the quality assurance process in stages as outlined below.

Stage 1 – Preparation of an Institutional Quality Assurance Policy

Recommended time frame: Six to twelve months.

The institution will prepare its individual quality assurance policy based on the above standards, which it will submit to the Quality Assurance Board for approval. The policy must address the unique circumstances of the institution and the programmes to be assessed.

Stage 2 – Development of an Institutional QA Plan

Recommended time frame: Six to twelve months.

Based on the approved policy, the institution will develop its plan for Quality Assurance of its Hospitality and Tourism programmes. The plan will establish the internal mechanisms, records, performance measurements, time frames, and organization for assuring quality. Adequate funds must be provided for carrying out the process. This plan

must receive the approval of the Quality Assurance Board before it is implemented in Stage 3.

Stage 3 – Self Study Report

Recommended time frame: Six to nine months.

The institution will prepare a self-study report for submission to the Quality Assurance Board. The report will be based on the institutional policy and plan for Quality Assurance.

Stage 4 – External Evaluation

The Quality Assurance Board will develop and issue guidelines for conducting the external evaluation. These guidelines will include plans for visits by teams of educators and professionals (See External Assessors in Section 2.5.4) in the fields of Hospitality and Tourism to the institutions.

The Board will report its findings to the institution and to any regulatory or governmental body that is responsible for Hospitality and Tourism programmes. The Board's report will state whether the institution's Hospitality and Tourism programmes meet the Board's quality standards. Since this is envisioned to be a voluntary process, the Board may then invite the institution to submit a plan to address any of the deficiencies it would have noted in the external evaluation.

The quality assurance process may result in a decision on the accreditation status of the institution if there is a body that is authorized to maintain an accreditation registry. That decision may affect the authority of the institution to offer its programmes, or the conditions under which the institution would continue to offer its programmes. In the

absence of such a legal authority, the Board's certification would still be a valuable guide to the institutions, students and employers in the region and beyond.

2.5. Governance and Administrative Infrastructure for a Regional QA System in Hospitality and Tourism

Quality Assurance systems today typically are governed and administered by organizations with the following Structure:

1. A board of governors
2. A secretariat
3. Panels of experts who can carry out the assessments.

This structure is shown diagrammatically in Figure 1.

2.6. The Board of Governors

A governance system should involve the principal stakeholders in meaningful ways. The Board of Governors of the Hospitality and Tourism training programme should be drawn from the stakeholders on a revolving basis. The principal organizations that should be represented on the Board include the following:

- The Caribbean Tourism Organization, or its education and training arm, the Caribbean Tourism Human Resource Council
- Caribbean hotel associations
- The training institutions
- Employers
- Boards of tourism and ministries of tourism of the regional governments
- Postsecondary education authorities in the region
- Regional labour organizations

As a practical matter the CTHRC could serve as the Board of Governors of the accrediting system, because it is generally composed along the lines indicated above.

However, a board created specifically for the purpose of quality assurance may be more acceptable to the stakeholders.

2.7. The Quality Assurance Board

A Quality Assurance Board consisting of not more than nine members with terms of three years should be established to govern the Quality Assurance mechanism for the Hospitality and Tourism training programmes of the region. The membership should be drawn from qualified persons in the stakeholder groups listed above.

2.8. Functions of the Board

The main functions of the QA Board are to:-

- Set quality standards for Hospitality and Tourism programmes
- Approve institutions' QA policies and plans
- Develop and issue guidelines for conducting external evaluations
- Train staff in conducting institutional self assessment
- Select and train external assessors
- Conduct external evaluations by reviewing self study reports and the reports of external assessors
- Issue reports on the quality review of institutions and programmes
- Provide information to institutions and the public on the programmes that have met its quality standards
- Establish and maintain data base of programmes that have met its quality standards
- Play a supportive role in implementing the QA system in the region
- Disseminate information about the system and market it regionally and globally to secure reciprocal recognition from other systems
- Provide technical assistance, conferences, training, and workshops to upgrade skills in QA in the region.

2.9. The Secretariat

The Quality Assurance Board should employ a qualified staff or secretariat to carry out the process outlined above. A professional with the appropriate training and experience to manage the quality assurance process should head the secretariat. Since the number of institutions may be small, this may not necessarily be a full time post. But a formal contractual arrangement would be essential and every consideration should be given to making the post effective.

The support staff of the secretariat would be at least one full-time administrative officer/assistant who would maintain the office on a daily basis. The office may be a “desk” in the CTHRC office.

2.10. External Assessors

Panels of experts for the external assessment should be drawn from the professionals in the field and should include academics as well as practitioners in the fields of hospitality and tourism. As indicated above, they must be trained to carry out their functions.

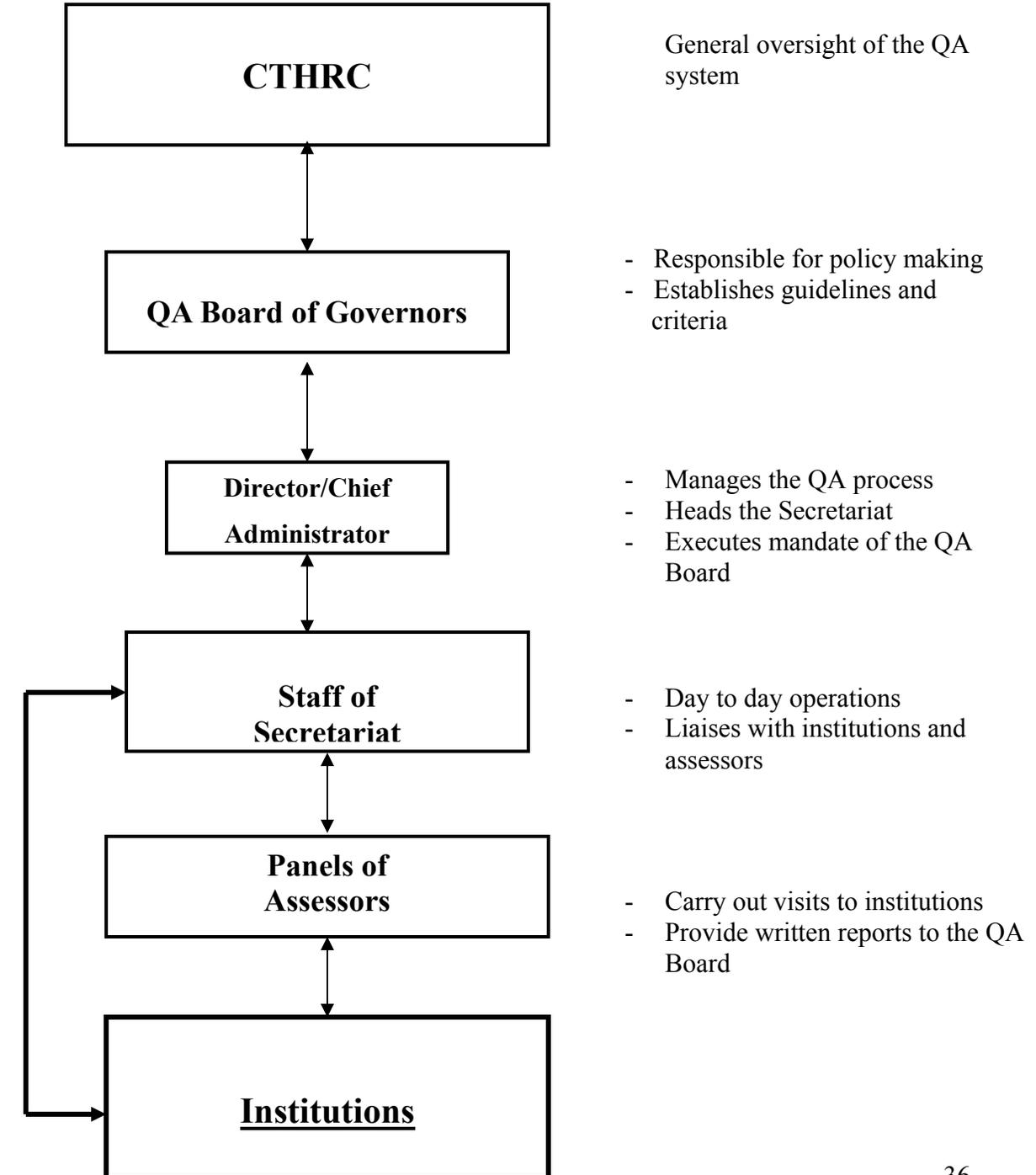
Individual panels will be selected for each institution whose programmes will be reviewed. The panel will review the self study report of each institution and visit the institution to conduct the external assessment of the institution. The panel will follow guidelines developed by the QA Board in conducting the visit and will make a written report to the Board addressing each of the quality standards. This report will be used by the Board in its determination on the quality of the programmes under review.

2.11. Summary

It is recommended that a voluntary system of quality assurance be used for Hospitality and Tourism programmes in the region. Quality standards, procedures for applying the standards, a secretariat, and a governing body have been identified as essential elements of the system. The proposed QA system is flexible and can be applied to all Hospitality and Tourism training programmes at all levels in the region.

Figure 1

**Organisational Structure for the QA System
in Tourism and Hospitality**



PART III

INSTITUTIONAL STRENGTHENING FOR THE GOVERNANCE OF THE QUALITY ASSURANCE SYSTEM IN TOURISM AND HOSPITALITY EDUCATION AND TRAINING PROGRAMMES

3.0 Introduction

“Developing a QA framework is not an end in itself. It is its application and the consequent improvement in the quality of the student experience that will be the real measure of success.” BCC Quality Assurance Framework.

The QA system must be strengthened at two levels – at the Institutional level and at the Quality Assurance Board level. At the institutional level the systems and arrangements for QA may be grouped under three main headings:

- Development of a quality culture
- Structures, Policies and Strategies for Quality Assurance
- Roles and Responsibilities for QA

3.1 Systems and Arrangement for QA at the Institutional Level

3.1.1 Development of a Quality Culture

The overall aim of QA should be to develop a quality culture in the institution.

This may be facilitated by the following:

- A mission statement which focuses on quality assurance.
- An open and active commitment to quality at the institutional level and an enthusiasm for and commitment to teaching and learning and students’ needs.
- A willingness to engage in self-evaluation and to adopt a self-critical approach to academic activities with a focus on development and continuous improvement.

- A firm regulatory framework, clarity and consistency of procedures and explicit responsibilities for quality control and quality assurance.
- Dedication and conscientious support for QA among administrators.
- Communication and liaison across the institution, an emphasis on obtaining feedback from a broad range of constituencies and a clear commitment to identifying and spreading good practices.
- Prompt, appropriate and sensitive managerial action to redress problems, supported by adequate information.

3.1.2 Structures, Policies and Strategies for Quality Assurance

In order to effectively implement a QA system, institutions must have in place structures, policies and strategies for administrators, staff and students, such as those listed below:

- As mentioned earlier, QA should be a part of the mission statement of every institution and the principles underpinning quality assurance should be specified and integrated into the strategic planning framework.
- There should be a well-documented system for QA in each institution and structures for implementing QA arrangements.
- A central office or major committee should have oversight of the QA system at institutional level or a senior manager with a series of committees which deal with QA matters should be appointed.
- There needs to be effective coordination, communication and understanding between different levels of management to enhance the acceptance and effective operation of QA activities.
- QA policies and practices should be prepared, made available on-line and distributed throughout the institution through documents such as:

- A Manual of QA practices for all staff
- Procedural Guidelines for Heads of Departments
- An Academic Handbook which could combine best practices in QA in Hospitality and Tourism.
- External Examiners may be used by institutions to enhance their efforts in implementing their internal QA system.
- There must be an increasing recognition by institutions of the centrality of students to the quality assurance process and there should be evidence of students being involved as “partners” in the process.
- Internships must be properly structured, supervised and monitored. It is a critical part of the students’ experience. A Mentors’ and Internship Manual should be prepared and made available to students.

3.1.3 Roles and Responsibilities for QA

Responsibility for QA should be clearly defined by the institution which must make explicit its QA policies and systems. The following are pertinent actions that must be undertaken by the institution:

- Responsibility should be exercised centrally for oversight of quality control arrangements for such areas as
 - programme design
 - monitoring of existing programmes
 - monitoring and evaluation of examining and assessment procedures
 - monitoring resource matters relating to teaching and learning
 - general oversight of the co-ordination of teaching activities
 - non-academic matters that impact on student learning.
- Responsibilities for and relationships between resource planning,

allocation and management and the assurance of quality must be made clear.

- Roles, relationships and lines of communication between heads of departments and committees in quality assurance arrangements should be clarified.
- In programme and department monitoring and review the following procedures should be followed:
 - Set clear definition of roles which should be widely understood
 - Provide clear documentation and guidance to encourage consistent practice in the review of programmes
 - Involve stakeholders including graduates and employers in the review process.

3.2 Quality Assurance at the Board Level

3.2.1. Management Issues

In order to achieve the objectives of quality and efficiency in Hospitality and Tourism programmes, emphasis must be placed on the managerial capacity which will be required within the QA framework. At the Board level, timely involvement of all major stakeholders in the QA system is crucial. The focus should be on common interest of stakeholders to create a shared ownership of the QA system. The idea of sustainability takes central place. Sustainability implies efficiency and effectiveness. Efficiency is about the provision of adequate resources, financial and human, used optimally, in order to enhance educational achievements. Sustainability is also about remaining focused yet flexible and possessing the ability to change and to deal with change.

The QA system in Tourism and Hospitality must:

- a. disseminate information on the multiple programmes offered in the region

- b. promote co-operation between the various institutions in order to increase their effectiveness and efficiency.
- c. work closely with the industry to ensure relevance of programmes.
- d. disseminate and promote good practice.

Because of its coordinating role, the QA Board and the institutions must work together to fulfil the quality assurance objectives.

3.3. Code of Good Practice

The QA Board should develop a Code of Good Practice for institutions for the management of their academic standards and quality. This Code should be designed to be used with an institutional quality assurance procedure and could be adapted to form a part of an institutional quality assurance manual.

The Code of Good Practice must recognise that the key instrument in managing academic standards and quality is a robust process of programme approval, monitoring and review. This can be used to evaluate the effectiveness of such areas as curricula, assessment, teaching, learning opportunities and student support; as well as ensuring that learning outcomes match appropriate standards, and adequate resources are in place to support the programmes.

3.4. Underlying Principles

The QA system therefore would need to reflect the collaborative approach and should be characterized by the principles of academic respectability, relevance and credibility. It should also be:

- (a) responsive to changes in the tourism/hospitality climate
- (b) developmental in outlook
- (c) transparent

3.5. Training

Training should be an on-going feature of the QA system. It will be necessary to train a cadre of assessors to carry out site visits and assessments of programmes. It will also be necessary to train institutions to carry out self-assessments and prepare self-study documents.

The availability of a cadre of indigenous trainers prepared to deliver industry – endorsed, occupational training is crucial. Therefore there must be periodic upgrading of the skills of trainers.

Without high quality training and professional development, standards and curriculum frameworks may appear to the “user” to be little more than attractive but highly abstract philosophies. If reform or transformation is ever going to take hold, there is need to be actively engaged with the people who are going to make this happen. Through these training activities and through longer-term consultation and strategic planning, the QA system should help institutions across the region build their capacity for systemic reform and continuous improvement.

3.6. Networking (Partnerships)

In order to facilitate its work the QA Board should develop extensive networks regionally and internationally. The network should include but not be limited to organizations shown in Figure II. Partnership, collaboration, and co-operation are the watchwords that should guide the relationships to these organizations. Specifically the QAB should undertake the following:

- (a) Establish linkages with quality assurance bodies nationally, regionally and globally.
- (b) Initiate and organize collaborative efforts with other regional bodies e.g., Association of Caribbean Tertiary Institutions (ACTI) and Consejo Superior de Centro America (CSUCA).

- (c) Develop strong employer partnerships with business and industry, especially those with strong in-house training programmes.
- (d) Develop working relationships with regional and national professional bodies.
- (e) Use the new technologies and the exposure to vast sources of information worldwide to modify the inputs, and processes.

3.7. Review of Standards

The standards and procedures of the QA system would need to be constantly reviewed in light of new developments in QA and Tourism globally and changing regional and national needs.

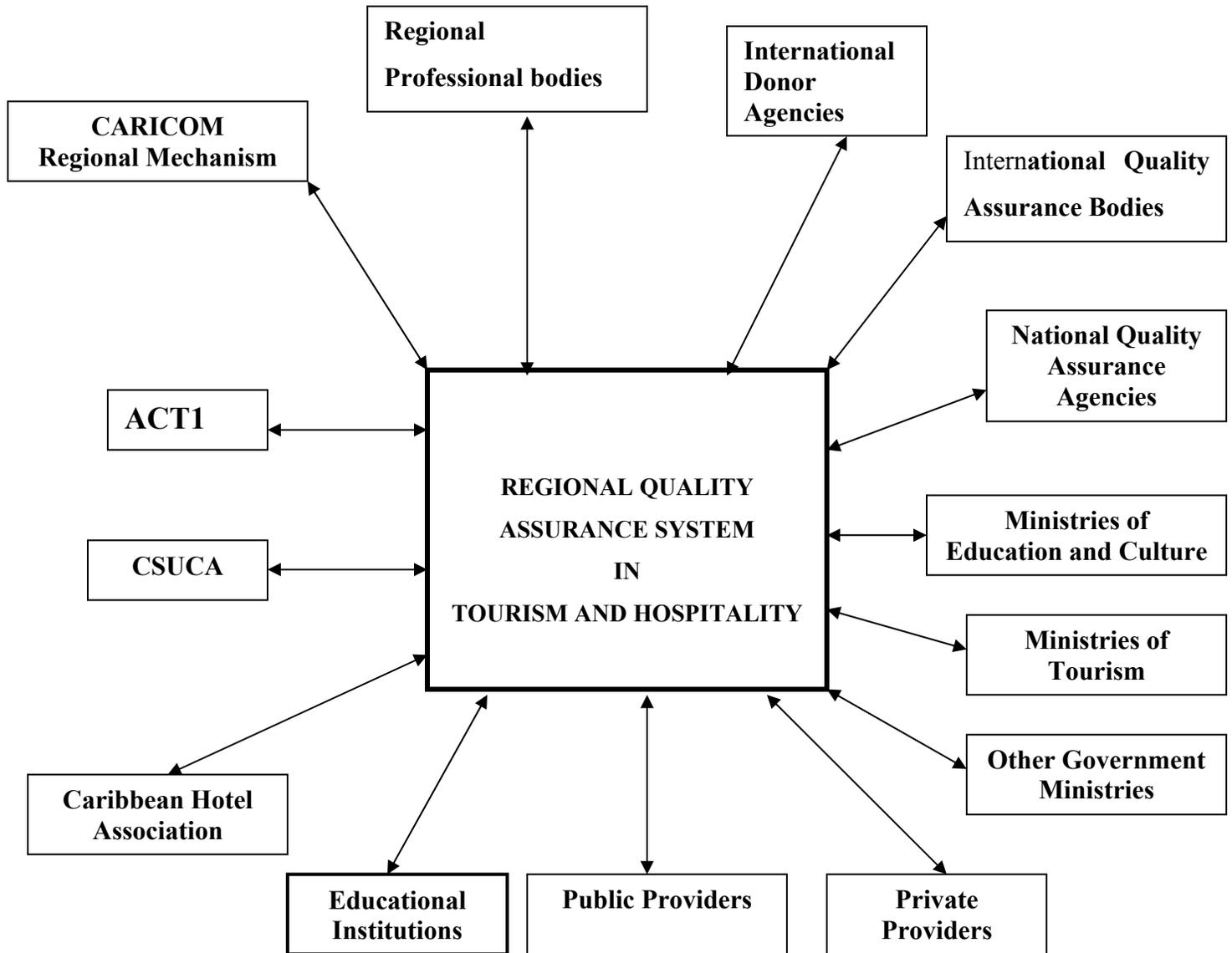
3.8. Summary

The following are necessary to make the QA system function effectively:

- Adequate and qualified staff and trainers
- Staff and trainer development
- Training for assessors
- Networking nationally, regionally and globally
- Continuous self-evaluation and learning
- Development of a strong governance structure with good management and administration
- Robust institutional internal quality assurance processes
- Clear and precise documentation
- Adequate and effective use of resources
- Periodic evaluation and review
- Effective communication

Figure II

EXTERNAL RELATIONSHIPS



PART IV

PROGRAMME ARTICULATION GUIDELINES AMONG REGIONAL INSTITUTIONS

4.0 Introduction

The quality and productivity of the hospitality industry may be greatly enhanced if there was easy access to training that was widely recognized by employers and training institutions in the region. Ease of access to training can be facilitated by a regional articulation mechanism that affords individuals the ability to move from one institution to another to complete programmes of study at the same or advanced levels without having to duplicate the learning of skills or acquisition of knowledge that they already possessed. Such a system of articulation would ensure that valid credentials earned at any institutions would have currency within the training institutions of the region so that students may move easily among them to complete programmes or to enter into advanced training. A well-developed and widely accepted system for articulation would enhance the efficiency of training and would accomplish much in ensuring the vitality of the industry.

4.1 Conventional Practices In Programme Articulation in Higher Education

In higher education today, credits earned at one institution may be accepted by another institution towards the requirements for a degree or certificate. The credits, which are applied, are generally called transfer credit. The decision to accept transfer credits from an institution is generally based on the accreditation status of the sending institution. However, institutions holding accreditation from the same accreditation body do not always accept each other's credits. Reasons for the choice of accepting or not are not always clear, but are often based on perceptions of the relative status of the two

institutions in the academic hierarchy, and on differing perceptions of quality. To reduce or eliminate the uncertainties in transferring credits, institutions employ a strategy called the “Articulation Agreement.”

An Articulation Agreement is generally a bilateral arrangement between two institutions spelling out the terms under which credits earned at one institution would be accepted by the other institution. Such agreements are also sometimes made among the members of a consortium of institutions. Terms and conditions, which are laid out, very often do not apply to all programmes within the pair of institutions or the consortium, but apply only to designated programmes within the institutions. Bilateral articulation arrangements are inherently inefficient and would inhibit the strengthening of the industry through education and training.

As was discussed in Part I, there is no Hospitality and Tourism curriculum that is universally used in the region. Without a commonly accepted curriculum, and without quality standards for delivery and certification of training, it would be very difficult to develop and sustain a regional articulation system. However, the acceptance of the newly developed CTO curriculum for the CTLS Associate Degree Programme, and the adoption of the QA system proposed in Part II would stimulate change in the right direction.

4.2. Articulation Initiatives In Tourism Programmes In The Region

Over the last few years, the CTO/CTHRC and the OERU have made significant advances in the development of Hospitality and Tourism curricular and a quality assurance mechanism. A consultant employed by these organizations to review the condition of Tourism and Hospitality training in the region made the following observations:

- 4.2.1. Many of the programmes reflect a clear commitment to educating the individual and to providing relevant training to meet the needs of the industry. The number of programmes as well as the breadth and depth of the existing

curricula were cited to support this.

4.2.2. The type of curriculum, duration and nomenclature of courses vary considerably from programme to programme, which causes confusion amongst students and employers.

4.2.3. Although there is a significant amount of articulation from the Associate Degree to the Bachelor's degree there is no consistency in the way in which articulation is done in the region.

4.3. A Caribbean Tourism Learning System Model

The CTLS can be used as a base for general articulation among the institutions providing Hospitality and Tourism programmes in the region. The model provides for the two important factors affecting articulation, namely a well-defined curriculum leading to the Associate Degree that is focused on the preparation of entry-level managers in the major disciplines of Hospitality and Tourism, and a quality assurance mechanism for Hospitality and Tourism programmes.

4.3.1. The CTLS provides a uniform core curriculum for Hospitality and Tourism programmes that can be adopted by colleges and universities in the region. The core is based on industry endorsed occupational standards and is designed to impart problem-solving skills appropriate for managers in the industry. This curriculum ensures that the essential learning objectives of all programmes will be quite similar. Courses have a common nomenclature, making it easy to assess the work completed by any student from any institution at any point in their career based simply on a student transcript.

The CTLS Core Curricula for Associate Degree Programmes in Hospitality and Tourism contain the following elements that would be beneficial for a regional system of articulation:

- A list of required courses for each component of the programme;
- Integration and utilization of relevant Caribbean core occupational standards;
- A set of principles for the Regional Common Core Associate Degree including the aims, rationale, objectives and programme philosophy;

The CTLS will be linked to a quality assurance framework which aims to ensure that the standards of all programmes in the region do not vary significantly from one another (See Part II of this document).

4.4. Programme Standards

Very detailed and careful work was done in selecting the CTLS standards for the Associate Degree Programme to ensure that it would be well accepted in the region and that it represented the most advanced thinking about Hospitality and Tourism Education today.

The review included the following:

- Caribbean national tourism standards from Jamaica, Bahamas, Trinidad & Tobago and Barbados
- Caribbean regional standards from the Caribbean Tourism Industry Standards Project (CTISP) which has incorporated the American Hotel and Lodging Association standards
- Canadian tourism industry occupational standards
- Asia tourism occupational standards
- Freeman standards licensed by the CHA for the CTCP project
- Other tourism standards works

Subsequent to the review, CTO held a number of consultations with tourism educators across the region in 2000 and 2001 to get feedback on the relevance of the CTLS for the Caribbean Region.

4.5. An Articulation Model Based on the CTLS

A model based on CTLS would have the following components:

- 4.5.1.** Tourism and Hospitality programmes will adopt the CTLS as the basis for their education programmes. Over a period of time, which will be determined

by agreement, programmes will adopt the CTLS standards and make the changes necessary to meet them.

4.5.2. A programme review mechanism supported by the industry and the educational institutions will be developed and implemented to independently validate the curriculum content and quality of programmes in the region. If accepted by the educational institutions and the industry, the QA framework proposed in Part II would satisfy this requirement.

4.5.3. Education institutions and employers will agree to recognize and accept credits earned from institutions whose standards have been validated by programme review.

This system of articulation addresses the following cases in which credits are commonly transferred from one institution to another without the need for bilateral agreements between institutions:

- 1) Transfer of credit between programmes to complete programmes of the same level.
- 2) Transfer of credits between institutions and countries.
- 3) Acceptance of credentials for admission to programmes at higher levels.

The system also addresses the issue of mobility throughout the region for education and employment in the fields of Hospitality and Tourism by providing credentials that have a common nomenclature and quality standards.

4.6. A Procedure For Adopting And Implementing The CTLS Model

The proposed articulation model is principally dependent on :

- 1) the existence of a widely accepted curriculum framework for Hospitality and Tourism programmes, and
- 2) a means of certifying that these programmes are delivered according to a regional standard.

The CTLS curriculum would address the need for an acceptable framework that is widely accepted by the institutions in the region. The QA system proposed in Part II would

address the need for the delivery standard. When both the curriculum framework and the QA system are in place, institutions will no longer have the difficulty they now face in determining the content and quality of one another's programmes.

A great deal has already been accomplished in the development and promotion of the common core for the Associate Degree in Hospitality and Tourism and there is strong support for adopting the core by the regional institutions. Such efforts should continue to eventually provide a widely accepted curriculum base in all aspects of Hospitality and Tourism education for the region.

The development of the QA system has only just begun, but judging from the response of the participants at the consultation on the draft policies and procedures, there is clear evidence of support among the institutions offering Hospitality and Tourism programmes for such a system. The completion and promotion of the recommended QA system is a necessary next step in removing many of the present problems with articulation.

In sum, therefore, the continuation of the work of the CTHRC on curriculum development and support, and further development and promotion of the QA system represent the best hope for a new approach to articulation in Hospitality and Tourism programmes in the Caribbean.

4.7. Possible Alternatives to the CTLS Model

It would be appropriate to address the issue of alternatives. As discussed in Section I, there are two possible systems that may be employed for assuring quality in Hospitality and Tourism programmes. The first is the institution/programme accreditation model to which the TEDQUAL and CTLS systems belong. CTLS addresses the special circumstances of the Caribbean, and so much has already been accomplished in planning and developing the CTLS model, that it might readily be expected to be the overwhelmingly preferred choice for the region. The other system is represented by the

City and Guilds system in which the curriculum is franchised, and the students take an examination set by a body outside the training institutions. While this system has its strengths, the costs of developing, standardizing, administering and grading an external examination are expected to be significantly greater than those projected for the establishment and maintenance of an accreditation system.

The professional certification model that was also discussed in Part I, provides an interesting alternative. It relies on the documented employment experience, the credits earned from accredited institutions, and an examination to grant a certification to individuals. This system requires the existence of a quality assurance mechanism for programmes in the region such as the CTLS system that is recommended in this document. In addition it requires an external examination the difficulties of which has been addressed above. It is expected that such a system will be very costly to implement and sustain.

4.8 Summary

The recommended system recognises the availability of a unified core curriculum based on the uniform occupational standards of the region. It would be capable of being used by all participating institutions in the region without the need for bilateral agreements. It would be an open system that responds to an impartial organization that is committed to quality improvement in the industry across the region.

Once implemented it would be possible for a member institution to easily determine the credits that a student should be awarded based on the examination of a transcript of that student's education and training in the field of Hospitality and Tourism.

PART V

ROLE OF THE NATIONAL AND REGIONAL AGENCIES

5.0 Introduction

As has been stated earlier, Hospitality and Tourism is one of the major growth industries across the world today and a principal factor in the emerging quality of life of the Caribbean.

In this segment we will examine how the CTHRC may join with a wide array of global and regional organizations in building support for its effort in implementing the CTLS, Quality Assurance in Hospitality and Tourism education, and in promoting articulation among programmes to ensure the efficiency of the system.

5.1 Stakeholders

An examination of possible stakeholders is presented in **Table 4**. Table 4 is not intended to contain an exhaustive list. The CTHRC has extensive experience in finding support for its initiatives and can draw on those sources in identifying those that are most likely to be natural allies. A refined list of the above should be identified as the principal stakeholders of the Quality Assurance initiative and should be approached for service on the Quality Assurance Board identified in Part II and for contributions for the development and maintenance of the system, at least through the first cycle of implementation.

Because of work already undertaken and their continuing involvement in the region, ACTI and CARICOM should be considered as special stakeholders and every effort should be made to garner their support early in the process.

Table 4**Possible Stakeholders For CTLS And Quality Assurance**

Type of Organization	Examples	Basis of Interest	Possible Role
Donor Agencies	UNESCO OAS CDB	Opportunity to support development that can positively affect the economy	Source of support for implementing the QA system through multi-year grant
Regional Governments	CARICOM, Ministries of Education, Tourism and Human Resource Departments	National and regional quality assurance in education and training	Policy or legislative support for QA system
Educational Institutions	Tertiary Educational Institutions and Universities, ACTI, CSUCA, CUN	A ready accreditation mechanism for some of their programmes	Participation in the QA system; Adoption of the CTLS curriculum
Labour Unions	ILO, Caribbean Congress of Labour	Enhancing the quality of employment in the region	Endorsement and support for the CTLS and QA system
Employers	Hotel and tourism organizations, ministries of tourism	Well trained, highly professional employees	Endorsement and support for CTLS and QA system
Accreditation and Quality Assurance Associations (International)	CHEA, WTO/TEDQUAL, INQAAHE	Worldwide quality assurance	Opportunity for mutual recognition of accreditation
National Accreditation Bodies	UCJ, CORD	Opportunities for Networking	Advisory, Support and Networking
Training Agencies	National Training Associations	Recognition/Accreditation of their programmes in Hospitality and Tourism	Participation in and endorsement of the QA system
Regional Professional Bodies	Accountancy, Engineering, Nursing	Opportunities for networking	Mutual interest in QA in the region

5.2 Consultations

To move the process forward, a series of consultations is necessary at different levels with stakeholders identified in Table 4 with three distinct aims:

- To clarify and reach agreement on the structure, functions, relationships, authority (legitimacy), financing, monitoring and evaluation of the proposed QA System in Hospitality and Tourism.
- To facilitate greater collaboration, networking, and support for implementing the new arrangements
- To build ownerships of the system by the stakeholders

This document which proposes a model for quality assurance in Hospitality and Tourism programmes in the Caribbean should be used as the basis of these consultations. Feedback should be sought from each of the groupings mentioned above. After the consultations the document should be refined.

5.3 Public Awareness

It is important that a sense of ownership be developed among stakeholders. Therefore the consultation should be followed by a public awareness campaign stressing the value and importance of QA in Hospitality and Tourism Education. This sensitization process should focus on the significance of the QA system to the stakeholders' operations. The process of sensitization should result in

- more informed persons on the concepts, processes, and procedures of the QA system in Hospitality and Tourism
- interested partnership/collaboration in the functioning of the system

Sensitisation groups should include, in addition to the stakeholders, media personnel and the general public. Sensitisation activities could take the form of workshops, seminars, focus groups, public forums, press conferences, and other meetings.

5.4 Sustaining the QA System

It is important that funds be secured for the start up and operations of the QA Board and Secretariat. The following are suggested:

- A budget should be prepared for the first three years
- A project should be prepared for initial funding from donor agencies
- Regional Governments should be approached for annual contributions towards the efficient operation of the system
- Government funding could be supplemented by:
 - a. Fees from users on a cost-recovery basis;
 - b. Private sector grants.

5.5 The First Task of the QA Board

In addition to those previously mentioned, among the first tasks of the QA Board would be the following:

- (a) Prepare a strategic plan to guide the Board's activities over the next five years.
- (b) Train staff of institutions in the methods of self-assessment.
- (c) Develop and maintain consensus among the stakeholders on standards and criteria for judging quality.
- (d) Train a cadre of assessors to undertake visits to institutions.
- (e) Set up a database and a website to encompass all of its activities. The database, using the new information technologies would provide information about trends and development in QA regionally and internationally that are essential for proactive strategies, be they

institutional, national or international. It would also help institutions respond to the demands of globalisation.

- (f) Mount the public awareness campaign on the nature and value of QA in Tourism and Hospitality education programmes.

5.6 Implementation Plan: A Road Map To The Future

The following steps are recommended for the implementation of the recommended Quality Assurance System:

1. Formal adoption by the CTHRC of the recommended QA Framework (See Part II). Time frame: January 2004.
2. A series of consultations (See Section 5.1 and 5.2) with stakeholders. Time frame: February to April 2004.
3. Refinement of the QA document. Time frame: May to June 2004
4. Securing funds for sustaining the system (See Section 5.4). January to December 2004.
5. A public awareness campaign (See 5.1 and 5.3). June to December 2004.
6. Appoint the QAB (See Section 2.5). January 2005.
7. Establish the Secretariat (See Section 2.5). March 2005.
8. Begin working with the institutions (See Section 2.4). June 2005.

5.7 Summary

It is recommended that CTHRC take the leadership in developing and implementing a quality assurance system for education and training in Hospitality and Tourism in the Caribbean. The establishment of this system should be supported by a stakeholder group that is formally identified to provide the necessary financial and other forms of support. If implemented, the system would be the basis for regional articulation of programmes across all types of training institutions that participate in it and the quality of such training would be assumed.

APPENDIX

APPENDIX I

STANDARDS FOR COMMUNITY COLLEGES IN JAMAICA

1. Mission and Purpose of the Institution

- Mission and purpose should be appropriate to tertiary level
- The institution should have a mission statement
- All staff members and students should be aware of the mission statement and there should be inputs from all sectors of the institution.
- The mission statement should reflect the values of the institution.
- The mission should guide the activities of the institution and should be informed by the mission of the CCCJ.

2. Governance and Administration

- There should be participation from stakeholders
- There should be a five year Development Plan reviewed annually.
- Plans should be guided by the overall Government Plan for the economy and education in particular.
- The institutions' programmes and activities should be subject to oversight by the CCCJ

- The institution should have an organogram which should be displayed.

The structure should be reviewed on a regular basis to reflect changes in mission and purpose.

3. Programmes

- . Aims and Objectives
- . Number of hours
- . Content
- . Methods of Assessment

- Manuals for students and staff
 - At least 75% of enrolment should be at the tertiary level
 - At least 75% of the programmes funded by the Government should be at the tertiary level
- Admission requirements should state entry requirements, previous qualification, prior knowledge and work experience.
 - There should be a committee in place to assess prior learning, as well as procedures based on agreed system-wide criteria.
 - All courses should be accredited by an appropriate Certification Body.
 - The institution should have representatives on the boards of Studies established for each programme by the CCCJ.
 - A curriculum committee should be in place in the institution to develop programmes and to monitor quality and effectiveness.
 - Each programme should have an advisory committee comprising representatives from the college and the wider community.
 - The institution should monitor placement of graduates.
 - There should be evaluation of programmes and staff.
 - New programmes should only be developed in response to needs assessment and should be approved by the governing board, the Council and the Ministry of Education, Youth and Culture.

4. Libraries

- The institution must have a trained Librarian, at least one Library Assistant and an Assistant Librarian.
- The institution should have facilities for creation, storage and retrieval of documents.
- The institution should have a library information resource center with relevant resources to support the curriculum.
- The Library should have at least one photo copying machine.
- There should be an orientation programme to teach new users how to use the library.

- Students should have access to the library for at least twelve hours daily.
- The institution should ensure that the resources of the library are properly maintained and secured and conveniently located.

5. Human Resources

- The institution should have a staff development plan for professional up-grading and relevance.
- For each programme there should be minimum qualifications (knowledge and skills) for academic relevance.
- Each institution of 500 students or above should have:
 - . Trained Librarian
 - . Plant Manager
 - . Placement Officer
 - . Work Experience Officer
 - . Nurse (RN)
 - . Career Counsellor/s
 - . Registrar
 - . Financial Controller and an Accountant
 - . Lab Technicians for all practical areas
 - . Sports and Cultural Officer
 - . Community Services Co-ordinator
 - . Administrative Assistant to the Principal
 - . HRD Officer
 - . Executive Assistant
 - . New institutions must ensure that these functions are performed
 - . Permission should be obtained from the Ministry before staff is employed.
- **The Academic Staff should have a:**
 - . Minimum of 1st Degree in the relevant content area or professional qualification plus Teacher Training/Adult Education.
 - . There should be job description for all categories of staff
 - . Staff appraisal should be conducted on an annual basis.
 - . Institutions should be allowed flexibility in employing persons on contract to fill vacancies where staff is not available locally.
 - . There should be individual staff upgrading/updating at least every five years.
 - . Administrators should be trained in Management
 - . The institution should have a programme for orienting new staff

- . Staff should be provided with information on conditions of service and appropriate behaviour in the institution.
- . There should be exit interviews for staff

6. Student Services

- . The institution should provide Counseling Services male and female through a Guidance and Counselling programme.
- . There should be provision for Peer Counselling.
- . There should be a monitoring programme for all students
- . There should be provision for Health Insurance and Medical Doctor on call.
- . The institution should offer a placement service
- . There should be a financial assistance programme to assist with accommodation, food, transport and learning materials for needy students
- . There should be a centralized record system preferably computerized with a specially secured room for the storage of student records. The room should be sound; cabinets should have keys; students records should be kept in a manner that ensures confidentiality.
- . Each College should have a Nurse and a Sick Bay
- . The Sick Bay should be supplied with medical supplies to cope with illness and emergencies.
- . There should be an elected Student Government to provide leadership for the student community.
- . The Student Services System should seek to ensure that programmes for the personal development of students are provided.

7. Equipment and Supplies

- . The institution should have at least one television, audio-cassette with

tapes video-cassette recorder with tapes, flip charts, overhead projector, photocopier, telephone and fax machine as well as computers accessible to all students.

- Equipment and Supplies should be safely and properly stored and maintained.
- Science and Computer Labs should be supplied with the relevant equipment and materials and updated periodically.
- Science and Computer Labs should be adequately supervised to ensure the safety of students and staff.

APPENDIX II

THE UNIVERSITY COUNCIL OF JAMAICA

The University Council of Jamaica (UCJ) was established in October 1987 by the University Council of Jamaica Act, 1987. It is a statutory body currently under the portfolio of the Minister of Education.

VISION STATEMENT

The University Council of Jamaica aims to establish and maintain a quality assurance system which is responsive to national and global changes while enhancing the development of a coherent Jamaican tertiary education system and the country's human resources.

MISSION STATEMENT

The mission of the University Council of Jamaica is to increase the availability of University level training in Jamaica, through accreditation of institutions, courses and programmes for recognition and acceptability. The Council is empowered to grant and confer degrees, diplomas, certificates and other academic awards and distinctions on those who have pursued courses approved by the Council at associated tertiary institutions.

FUNCTIONS

The University Council of Jamaica (UCJ) functions essentially as an accrediting, awards and academic development body for degree, diploma and certificate programmes proposed and developed at approved tertiary institutions. Its main functions are:

1. To register institutions that have met minimum tertiary educational standards with respect to:
 - adequacy and suitability of physical facilities with regard to student enrolment.
 - scope, appropriateness and educational value of institutional courses and experiences.
 - qualifications and competence of staff.
 - adequacy of resources e.g. library, computers, laboratories, to support the programmes.
 - other operational factors.
2. To provide accreditation for degree and specialized programmes by:
 - establishing and applying criteria for the accreditation of tertiary/higher educational programmes and courses of study;
 - assisting associated institutions in the improvement of their educational programme,.
 - encouraging and facilitating programmes related to national needs.
3. To assist in the development of tertiary institutions by providing professional advice and services for the development and improvement of programmes.
4. To award degrees, diplomas and certificates to students who have pursued such courses at approved tertiary institutions in Jamaica.
5. To study current issues in post-secondary education with a view to maintaining and improving educational standards.
6. To provide appropriate public information about the institutions and programmes registered and accredited by the Council.
7. To co-ordinate the activities of the Joint Committee for Tertiary Education (JCTE).
8. To act as the national information centre for Jamaican tertiary qualifications.
9. To establish equivalence and facilitate recognition of foreign qualifications.
10. To assure the quality of programmes being offered in Jamaica by foreign

APPENDIX III

THE UNIVERSITY COUNCIL OF JAMAICA

REGISTRATION OF TERTIARY INSTITUTIONS

AIM AND PURPOSE OF REGISTRATION

The aim of registration is to certify that an institution meets certain minimum operating standards required for the conduct of a tertiary institution in Jamaica. It is also a first step towards accreditation of programmes offered by an institution.

Registration provides an institution with the opportunity to establish a formal, publicly recognised relationship with the University Council of Jamaica (UCJ), and is the recommended approach to seeking accreditation from the UCJ. Registration therefore is a pre-accreditation status. The criteria for registration are closely related to the criteria for accreditation since they are meant to provide registered institutions with a foundation for logical development towards accreditation.

GUIDELINES FOR REGISTRATION

Institutions seeking accreditation by the University Council of Jamaica (UCJ) must comply with UCJ's requirements for registration of tertiary institutions. The culture of education should be reflected in the ethos of the institution. Adequate provisions should therefore be made to ensure academic programme quality, faculty development and student services. Institutions must demonstrate to the Council their ability to provide students with proper academic supervision, adequate physical accommodation, learning resources and appropriate support services. Set out below, therefore, are guidelines to be followed in establishing a tertiary educational institution. Any institution seeking registration by the UCJ must document its compliance with these conditions.

A. GOVERNANCE & MISSION

1. The institution should have a clearly defined and published Mission Statement or Statement of Purpose.
2. Goals, aims and objectives of the institution should relate to the intended target population and should be relevant to the needs of the society.

3. There should be a structure of governance which formulates general policies and exercises authority over the implementation of academic programmes.
4. The composition of the governing body should be broad-based and should consist of a majority of persons who have no vested or pecuniary interest in the institution.
5. There should be a plan, as well as a planning and evaluation process, which addresses the institution's educational, physical and financial growth.

B. ACADEMIC PROGRAMME

6. The educational programme(s) should be consistent with the institution's mission.
7. There should be a coherent mechanism for developing programmes and for monitoring academic standards.
8. There should be a person of senior status who has responsibility for development of programmes and for the monitoring of academic matters.
9. The institution should be able to provide, at all times, evidence of its commitment to quality.
10. The institution should have at least one tertiary education programme normally requiring at least one academic year for completion and should have students actively pursuing such a programme at the time of the Council's evaluation.

C. ADMISSION POLICIES

11. The institution should have clearly defined admission policies compatible with its stated purpose. These should be published and should be strictly adhered to.
12. Procedures for the selection of students with alternative qualifications should be clearly stated.
13. The minimum requirement for admission into a tertiary level programme is at least 4 CXC subjects at the General Proficiency levels 1 & 2 (prior to 1998) and levels 1,2,& 3 (as of 1998); or 4 GCE O' levels subjects at grades A-C or combination of these or equivalent. **English Language must be included in the passes.**

D. STAFFING

14. The academic, administrative and technical support staff should be adequate in terms of quality and quantity, in order to efficiently deliver the academic programmes.
15. The academic qualifications for lecturers should be at least one degree higher than the level being taught, for example, for diploma and certificate programmes faculty should be qualified at least at the bachelors level.
16. The institution should have in place an on-going programme for staff development.
17. Staff appraisals should be conducted at least annually, the results of which are used for improvement of the faculty and of educational programmes.
18. The institution should have a mechanism for the assignment of faculty workload to prevent staff overload and for effective supervision of staff in order to maintain and enhance the quality of teaching.

E. STUDENT ASSESSMENT

19. There should be a vigorous evaluation process, which should assist in the attainment of certificates, diplomas or degrees.
20. There should be a system of documenting the pattern of student performance.
21. The examination system should be transparent and should allow for reports on student performance in a timely manner.
22. Assessment of student achievement should be appropriate to the tertiary level with emphasis on the assessment of the cognitive skills of evaluation, synthesis, analysis and application.
23. Assessment should take a variety of forms, which should include term-papers and projects.

F. STUDENT SUPPORT SERVICES

24. The institution should foster student support services through provision of facilities such as counselling and career guidance.
25. Monitoring and guidance of student performance should also be an on-going part of the process.

26. Provision should be made for students comfort e.g. cafeteria facilities.
27. There should be facilities to allow students to meet in recreational situations.

G. PHYSICAL ACCOMMODATION

28. Physical resources should be adequate to serve the needs of the programme and should contribute to an atmosphere for effective learning.
29. There should be sufficient physical space to adequately accommodate varying class sizes.
30. Facilities should meet fire and other appropriate safety code regulations.

H. LIBRARY/RESOURCE CENTRE

31. Library resources are necessary and critical to the successful implementation of any curriculum. There should therefore be ownership of, or provision of access to, adequate library resources and services to support the courses and programmes offered.
32. The library should have adequate supplies of books and journals necessary to accomplish curriculum objectives.
33. Information available through the printed media should be augmented through access to appropriate technologies e.g. Internet.
34. The library should be conveniently located and easily accessible with opening hours to facilitate students from all programmes.
35. The library staff must be adequate in number and professionally qualified.

I. LABORATORY FACILITIES

36. The institution should be adequately equipped with laboratories designed to facilitate the application of the theory and principles of the discipline.
37. There should be adequate support staff to maintain laboratory facilities.
38. Laboratory equipment and tools should be kept current.

J. FINANCES

39. The financial structure should be able to support the programmes offered and to effectively discharge the institution's obligations to students.
40. An annual audit of accounts should be conducted.

APPENDIX IV

BARBADOS COMMUNITY COLLEGE

QUALITY ASSURANCE FRAMEWORK INCORPORATING QUALITY STATEMENTS AND SELF-ASSESSMENT CRITERIA

INTRODUCTION

1. Quality assurance provides users of the education system with a guarantee that institutions, courses and graduates meet certain standards. It is proposed that all institutions will have in place their own quality assurance systems that are overseen by regional or national agencies charged with ensuring that all institutions meet certain standards.
2. The components of most quality assurance systems include a general quality statement underpinned by criteria that enable judgments to be made about the quality of aspects of provision and the standards expected.
3. There are some common features of the quality assurance systems employed in educational institutions that embrace the main curriculum areas, and those aspects of cross-college provision that impact on the student experience.
4. A typical quality assurance system would embrace:
 - a. Responsiveness
 - b. Governance
 - c. Management/Administration
 - d. Teaching and learning
 - e. Curriculum: content, organization and management
 - f. Cross-college aspects of provision including:
 - i. Student support
 - ii. Quality assurance
 - iii. Resources
5. This report outlines a framework for a quality assurance system that is being developed by the Barbados Community College.

RESPONSIVENESS

Quality Statement

6. The college is responsive to the country's social, education and training needs.

Assessment Criteria

7. The college should:
 - Respond to national and regional policies for tertiary education
 - Communicate and liaise effectively with its key stakeholders
 - Provide programmes relevant to the needs of both the local and regional communities
 - Have policies informed by research
 - Take steps to widen participation in post-secondary education
 - Conduct research into local and regional needs
 - Effectively market its programmes to the local and regional communities and employers
 - Monitor the uptake of and evaluate its programmes on the basis of structured feedback from its many clients
 - Carry out customers satisfaction surveys.

GOVERNANCE

Quality Statement

8. The Board of Management effectively oversee the development of the college's vision and values; the production of the college's strategic plan; regularly monitor all aspects of the college's performance; ensure that the appointment of Board members proceeds in accordance with the College Act; and secures the appointment, development and appraisal of senior staff.

Assessment Criteria

9. governance should:
 - have a broad knowledge of tertiary education
 - be representative of their community
 - attend board and/or council meetings regularly and contribute effectively
 - be open and transparent in their decision-making
 - make arrangements for their own induction and training.
 - oversee the development of the College's strategic plan and ensure that it reflects government, institutional and community priorities.

- Be supportive of the general welfare and development of all staff
- Ensure that the college:
 - Is appropriately organized, managed and adequately resourced to deliver its strategic aims and objectives
 - Has satisfactory quality assurance, self-assessment, financial and audit arrangements
 - Closely monitors student enrolment, retention and achievement.

MANAGEMENT/ADMINISTRATION

Quality Statement

- 10.** The college's senior management is responsible for implementing and initiating policies agreed by the governing body for the efficient and effective organisation and management of all aspects of the college's work.

Assessment Criteria

- 11.** the college's senior management should:
- have in place arrangements to ensure the delivery of the college's strategic plan
 - monitor the implementation of policies agreed by the governors
 - involve staff in the development and implementation of the college's strategic plan
 - make arrangements for the continuous appraisal and professional development of all college staff
 - ensure the effective and efficient use and development of resources
 - oversee and monitor all aspects of curriculum delivery
 - have in place organizational structures that allow appropriate delegation
 - ensure accountability throughout the college
 - maintain effective liaison and communication with stakeholders
 - market the college and its work
 - communicate regularly and effectively with college staff
 - lead periodic reviews and evaluations of the college's strategic plan and programmes and make appropriate changes.

TEACHING AND LEARNING

Quality Statement

12. Teaching and learning are planned effectively to meet the needs of all students, achieve standards set by all relevant bodies and cover syllabuses.

Assessment Criteria

13. Teachers should:

- be appropriately qualified to meet the needs of students and to support learning
- have schemes of work and lesson plans
- be timely in returning students' work
- sustain students' interest and motivation and provide appropriate feedback
- use appropriate and varied methods to meet students' individual learning needs
- share assessment criteria with students
- assess students' work on a regular and consistent basis to prescribed standards
- build peer assessment into course work where appropriate
- enthuse students with their knowledge of the subject area
- consult with students about their programmes and progress and provide them with support
- advise students to participate in work experience
- take advantage of opportunities to engage in continuous professional development

14. Students should:

- be punctual, attend classes regularly and display appropriate behaviour
- submit assignments on time
- participate enthusiastically in different forms of learning
- students are respectful and considerate about the social and physical environment and also value and take care of all learning resources
- have a positive attitude towards learning
- participate in extra curricula activities and contribute to the college's ethos and culture
- consult with tutors about their progress

15. The principal outcomes are expected to be that:

- students' work is of an appropriate standard
- students can demonstrate appropriate skills, knowledge and competence
- targets for student attendance, retention and achievement are met
- students other achievements are recognized and valued

- students attain their primary goals in terms of progression into further education training or employment

CURRICULUM: CONTENT, ORGANISATION AND MANAGEMENT

Quality Statement

16. The college's curriculum enables students to achieve national and international standards in education and training in keeping with specific expectations and the ideals of excellence

Assessment Criteria

17. The College should:
- Meet the changing curriculum needs of all its students, the government, employers and other stakeholders
 - Have well documented and readily available syllabuses for all its programmes
 - Ensure that syllabuses and programmes are regularly reviewed
 - Involve stakeholders in the design of all the programmes to a standard format
 - Ensure students' awareness of the syllabus content and its implication for their studies
 - Manage the curriculum effectively and efficiently
 - Establish curriculum advisory committees in all the major programme areas to advise on the design, delivery, content and review of programmes
 - Apply entry standards for programmes and courses rigorously
 - specify and enforce academic standing policies provide opportunities for extra curricular activities
 - specify and enforce academic standing policies
 - provide opportunities for extra curricular activities
 - ensure that curricula reflects equal opportunities policy
 - encourage students to take responsibility for their own learning

STUDENT SUPPORT

Quality Statement

18. The college should provide impartial pre-enrolment guidance, student induction on entry to college, learning support to meet students' individual learning needs, appropriate careers guidance and relevant support on personal issues.

Assessment Criteria

19. The college should:

- Establish close links with those schools from which it recruits its students through participation in open days, careers evenings and other events aimed at providing pupils with guidance on opportunities for progression.
- Offer induction programmes, including diagnostic testing, to all students
- Provide a tutorial system for students
- Provide a range of extra-curricula activities including recreational facilities
- Arrange job placements for students
- Provide support to students with learning difficulties and/or physical challenged
- Have arrangements in place to help students with financial, personal, health, spiritual and social issues
- Make provision for adequate student representation on bodies such as the student council, staff-student councils and on the governing body
- Provide private study areas for students
- Have student disciplinary and grievance procedures
- provide arrangements for the housing of students
- carry out student satisfaction surveys
- provide a forum for expression and display of students' work

QUALITY ASSURANCE

Quality Statement

20. The college's quality assurance system should provide users of the college, the employers of its graduates and other stakeholders with a guarantee that the college, its courses and its students meet rigorous standards.

Assessment Criteria

21. The college's quality assurance arrangement should:

- be embedded in the college's strategic plan, policy statements and other guidance documents
- cover all aspects of the college's work
- regularly monitor and review programmes and their quality
- ensure the security of all examination papers
- take account of a range of management information
- incorporate data on performance targets, indicators and other bench marks

- take account of the views and attitudes of students, governors, staff employers and other clients
- indicate clearly responsibilities and duties of all staff
- be owned by all of the college's staff and students
- take account of views expressed by external examiners and other bodies
- lead to continuous improvement
- be reflected in departmental course reviews, student performance, etc
- include appropriate grievance procedures
- embrace staff development policies
- monitor student destinations
- be subject to regular internal and external review
- review internal verification practices against national standards

RESOURCES

Quality Statement

22. The college has sufficient resources to satisfy its staffing and physical needs as outlined in its strategic operational plans

Assessment Criteria: Staffing

23. The college should:
- have suitably qualified staff in sufficient numbers to deliver its strategic and operational plans
 - have highly motivated, flexible and versatile staff
 - effectively integrate part-time staff
 - encourage a healthy relationship and mutual respect amongst staff
 - have effective and efficient staff utilization
 - have appropriate staff appraisal and professional development policies
 - have a fair and transparent system for appointment, promotion, Redundancy and termination of staff contracts
 - have a commitment to life long learning and continuous professional development of its staff
 - encourage a healthy relationship and mutual respect between staff and students
 - adequately appraise, reward and remunerate its staff
 - have arrangements to share best practices

Assessment Criteria: Physical Resources

24. The college should:
- Provide a clean, healthy, safe and welcoming environment for staff and students
 - Carry out regular audits of the state of its grounds and premises
 - Clearly define responsibilities for the upkeep of grounds and premises
 - Allocate resources fairly and ensure that they are managed effectively
 - Provide appropriate learning environments including classrooms, laboratories, workshops, libraries and other learning resource centers.
 - Provide appropriate, adequate and up-to-date equipment, especially IT
 - Provide adequate parking, recreational, cafeteria and other social facilities

Next Steps

25. Developing a quality assurance framework is not an end in itself. It is its application and the consequent improvement in the quality of the student experience and raising the standards of student achievement that will be the real measures of success. There are a number of steps that will help to ensure this. These include:
- Sharing the draft framework with all college staff and student representatives and provide them with opportunities to shape the final report
 - Charging those who attended the conference to obtain feedback from others about this draft
 - Establishing an editorial board to carry forward successive drafts of the documents
 - Obtaining the approval for the quality assurance framework by the Board of Management
 - Ascertain any legal implications of the quality assurance arrangements
 - Training all college staff in self-assessment
 - Agreeing a timetable for self-assessment throughout the college
 - Appointing a person to take the lead on quality assurance
 - Providing adequate office, clerical and technical support
 - Keeping in touch with developments in other Caribbean countries and sharing experiences
 - Regularly review the quality assurance framework

APPENDIX V

CITY AND GUILDS QUALIFICATIONS

The following are excerpts from the City and Guilds website:

Our qualifications change people's lives. They help to enhance career prospects, build businesses and develop new skills.

City & Guilds is the leading provider of vocational qualifications in the United Kingdom. Our qualifications assess skills that are of practical value in the work place. They are recognised for their quality and are valued by employers in every sector of business. With over 400 to choose from there's bound to be one to match your needs, whatever your situation. Whether you're in work, looking for work or at college, an employer, college or training provider, we've got the qualifications that make a difference.

City & Guilds is the expert in vocational qualifications. That means that all our qualifications are designed to recognise skills used in the workplace. They show that someone can actually do a job, and not simply that they know how to do it in theory.

Depending on your situation, you'll have different qualification and training needs. The requirements of those just starting out in their career are very different to those who already have a lot of experience in their job. We provide a range of different qualification types to meet this range of needs.

NVQs and SVQs

National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) are designed to meet the standards set by industry in particular occupational areas. They are designed to cover various aspects of a job or area of work, assessing the skills actually used in the workplace. They can be completed unit by unit, enabling an individual to build up to a qualification as conveniently as possible. A mix of mandatory and optional units can enable a candidate to tailor the qualification to their particular role.

You selected **Catering and hospitality**. The following qualifications match your search. Click on the title for a description and to search for a local college:

[Accommodation Operations and Services, IVQ, Scheme Number: 7068, Levels 1-3, International](#)

[Bakery, PA, Scheme Number: 6952, Level 2, City & Guilds](#)

[Catering and Hospitality, NVQ, Scheme Number: 7244, Level 4, City & Guilds](#)

[Catering and Hospitality, NVQ, Scheme Number: 7247, Levels 1-3, City & Guilds](#)
[Craft Baking, NVQ, Scheme Number: 1205, Levels 2-3, City & Guilds](#)

[Food and Beverage Service, PA, Scheme Number: 6954, Level 2, City & Guilds](#)

[Food and Beverage Service, IVQ, Scheme Number: 7066, Levels 1-3, International](#)

[Food Preparation and Cooking, PA, Scheme Number: 6967, Level 2, City & Guilds](#)

[Food Preparation and Cooking/Culinary Arts and Patisserie, IVQ, Scheme Number: 7065, Levels 1-3, International](#)

[Hospitality and Catering, HLQ, Scheme Number: 4442, Level 3-5, City & Guilds](#)

[Preliminary Cookery, Vocational, Scheme Number: 3330, No Level, City & Guilds](#)

[Professional Cookery, Vocational, Scheme Number: 3320, Levels 2-3, City & Guilds](#)

[Reception Operations and Services, IVQ, Scheme Number: 7067, Levels 1-3, International](#)

Craft Baking

Scheme Number : **1205**
Award Type : **NVQ**
Level(s) : **Levels 2-3**
City & Guilds

About the qualification

This suite of awards comprises Craft Baking Levels 2 and 3 for those involved in quality control, producing a full range of bakery products and designing specialist confectionery products, and Bakery Service Level 2 for those working in in-store bakeries and selling bakery products and snacks to customers.

Catering and Hospitality

Scheme Number : **7247**
Award Type : **NVQ**
Level(s) : **Levels 1-3**
City & Guilds

About the qualification

These awards are intended for people who work in the catering and hospitality sector in any role and at any level. Candidates demonstrate skills and ability through units grouped to suit their own occupational area. These areas range from reception and portering to front office supervision, restaurant and kitchen supervision.

Where to study

Enter your full postcode to find the nearest college offering this qualification

Choosing the right level of qualification

Our qualifications are broadly classified into a range of ability from level 1 to 5 based on the competence levels required. The table gives a general guide to which qualifications are available at which level.

Levels -	1	2	3	4	5
NVQ & SVQ					
Modern Apprenticeship					
Key Skills					
City & Guilds 'own brand'					
Progression Awards					
Higher Level Qualifications					
Senior Awards					

The following explanations may give you a general idea of which level of qualification may be appropriate to your needs:

- Level 1 qualifications: these are introductory awards for those new to the area and cover routine tasks or basic knowledge and understanding.
- Level 2 qualifications are for those with some knowledge of and ability in the area and acknowledge individual responsibility.
- Level 3 qualifications recognise complex work involving supervisory ability.
- Level 4 demands specialist or technical expertise.
- Level 5 requires the application of complex principles and techniques involving responsibility for human and material resources.

APPENDIX VI

THE AMERICAN HOTEL AND LODGING ASSOCIATION CERTIFICATION SYSTEM

The following are excerpts from the AHLA website:

Qualifications for CHA Certification

Because individual backgrounds vary widely in the hospitality industry, applicants may pursue the CHA designation through one of three options: Plan A emphasizes an education background; Plan B emphasizes industry experience; and Plan C emphasizes early entry. All plans require documented evidence of managerial experience and successful completion of a comprehensive examination.

Plan A Eligibility -- *Education Emphasis*

- At least a 2-year hospitality degree from an accredited institution or successful completion of the Educational Institute's Hospitality Management Diploma

and

- Current employment as a general manager, owner/operator, or corporate executive* (see below) in a lodging hospitality company, with at least two years of full-time experience in one or more such positions.

Plan B Eligibility -- *Experience Emphasis*

- Current employment as a general manager, owner/operator, or corporate executive* (see below) in a lodging hospitality company, with at least three years of full time experience in one or more such positions.
- *Educators Only*: Currently teaching hospitality management courses on a full-time basis at an accredited academic institution; three years of experience in this capacity; three years of full-time experience in a management position in a lodging hospitality company.

Plan C Eligibility -- *Early Entry*

Plan C requires a candidate to hold a qualifying position at the time of application. Plan C does not have an education requirement, but a degree will reduce the length of time you are required to spend in a qualifying position.

Through Plan C you can begin working on your CHA designation and demonstrating your commitment to professional development the first day on the job. Plan C enables you to take the CHA certification test up to three times so you can gauge your progress and knowledge against an industry proven standard. You no longer need to wait to see if you meet the benchmark of industry quality. You can prove it, and pursue a strong professional development regimen. This plan will allow individuals who are in qualifying positions to pursue their certification even if they are lacking in experience.

A Plan C candidate who is in a qualifying position:

- May sit for the examination BEFORE meeting the experience requirement.
- May take the examination up to 3 times.
- May sit for the examination while in the process of completing a hospitality degree.
- Will be required to complete a specific number of points by completing courses/workshops as outlined by the Plan C Eligibility Chart which is in the [application](#). These will be in addition to a degree/diploma that a candidate is already completing.
- Will be required to submit documentation of employment at the time the experience requirement is met.
- Will be required to submit documentation of completed courses/workshops at the time the experience requirement is met.

*A corporate executive is defined as an individual, employed by a firm responsible for the operation of three or more properties, who serves as a regional or corporate director of operations, or has ultimate corporate responsibility for rooms, marketing, accounting and finance, food and beverage, human resources, or engineering.

How to Apply for CHA Certification

- Print, complete and return the [application](#) form by mail or fax, along with all supporting documentation and the application/examination fee. You must have Adobe Acrobat to view this application form. Click [Adobe Acrobat](#) to download programme.

- Ask your supervisor to complete and return the CHA Recommendation/Employment Verification Form that comes with the application. (Owners/operators may use a CHA, regional/area director, or corporate executive as a reference.) Within three weeks, the Educational Institute will review the application and send notification of acceptance.
- Successfully complete the CHA comprehensive exam through a group certification-review class or through an approved proctor. (Consult the [calendar](#) for information on review classes and examination sessions.)

Streamlining Exam Preparation Time

A number of resources are available to help prepare for the CHA comprehensive examination:

- **CHA Study Guide** This guide offers a thorough overview of the CHA exam material, along with practice questions. Highlights include: *Human Resources, Accounting/Cost Control, Rooms Division, Engineering and Property Management, Food and Beverage, Marketing and Sales, Management and General Administration*. See Section 3 of the application for ordering information or call (407) 999-8100.
- **CHA Review Classes and Exam Sessions** Participate in an informally led review workshop, then take the CHA exam. See the [calendar](#) for review class and exam sessions scheduling.

All Review classes and examination sessions are open to individuals enrolled in the CHA programme unless otherwise stated. Individuals who are enrolled in other certification programmes are welcomed to take their examination at any of the public sessions listed. Upon registering for a review class and examination session, a letter of confirmation will be sent to you providing you with more details on the particular programme. A typical review class seminar begins at 8:00 a.m. and concludes at noon. After a break for lunch, the comprehensive examination will be proctored. For additional information, contact the Institute by calling (888) 575-8726. All review classes and examination sessions are subject to change without notice. Some programmes require a nominal registration fee payable to the sponsoring organization. Please refer to this website for up-to-date listings of review classes and examination sessions.

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