19th Annual
CANQATE CONFERENCE
& Annual General Meeting

Higher Education Quality and Workforce Development in the Caribbean:
Issues, Challenges, Opportunities and Solutions

CANQATE.
Caribbean Area Network for
Quality Assurance in Tertiary Education

in collaboration with

UTT
THE UNIVERSITY OF TRINIDAD AND TOBAGO

ACTT
The Accreditation Council
of Trinidad and Tobago
Established by Chapter 39:06
Quality is the Key

NATIONAL TRAINING AGENCY

HIGHER EDUCATION QUALITY AND WORKFORCE DEVELOPMENT IN THE CARIBBEAN:
ISSUES, CHALLENGES, OPPORTUNITIES and SOLUTIONS

Pre-Conference Workshop

Tuesday, October 24, 2023

Conference

Wednesday, October 25 – Thursday, October 26, 2023

Quick Schedule:

OCTOBER 2023

Tues 24

Pre-Conference Workshop *from* 9 a.m.

Annual General Meeting *from* 3:30 p.m.

Wed 25

Opening ceremony *from* 8:05 a.m.

Conference day 1 *from* 10:15 a.m.

Conference dinner *from* 7:00 p.m.

Thurs 26

Conference day 2 *from* 8:15 a.m.

Pan Lime and Social Mixer *from* 6:30 p.m.

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Registration

Pre-Conference Workshop
  October 24, 2023, 8:00 a.m. to 9:00 a.m.
Conference Day 1
  October 25, 2023, 7:00 a.m. to 8:00 a.m.
Conference Day 2
  October 26, 2023, 7:00 a.m. to 8:00 a.m.

Conference location(s) and facilities

The 19th Annual CANQATE Conference and AGM is being held at the Trinidad Hilton and Conference Centre.

  The Pre-Conference Workshop Session will take place in the Scarlet Ibis room.

  The Opening Ceremony will be held in the Grand Ballroom.

  Concurrent sessions are split among the Grand Ballroom, Scarlet Ibis room and Flamingo room; please refer to each day's schedule for details.

  The Conference dinner will be held in the Grand Ballroom.

  The Pan Lime and Social Mixer will be held on the Savannah Terrace.

Secretariat

The Secretariat is located in the Hummingbird Room.

Dress Code

Conference and Annual General Meeting: Business attire
Opening Ceremony: Business attire
Conference Dinner: Business Formal
Pan Lime and Social Mixer: Come as you are!

Transportation

Guests are encouraged to utilise the transportation services provided by the Hilton Trinidad and Conference Centre to travel to and from the hotel. Transport will be provided by either St Christopher's Taxi Service or yDrive. All costs are to be borne by the guest. Please speak to a staff member at the hotel's front desk to learn more.

Parking

Parking is available at the Trinidad Hilton and Conference Centre.

Wireless services

WiFi will be provided by the Conference hotel.

Currency/bank facilities

In addition to our local currency (TTD), most retailers will also accept United States dollars (USD). Participants will be able to change currency at their hotels, local banks and/or use their credit cards at retailers.

Emergency numbers

Hilton Front Desk	624-3211
Police	999
Central Police Station, Port of Spain	625 – 1261
Ambulance	811
Port of Spain General Hospital	623-2327

Certificates of Participation

Certificates of Participation will be presented to persons after the Pre-Conference Workshop and the Conference.

Notes to **Delegates**

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) was established in 2004 as a sub-network of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

CANQATE's mission, which is compatible with the aims and objectives of INQAAHE, is to enable members to share information about the maintenance, evaluation, accreditation and improvement of higher education and to disseminate good practices in the field of Quality Assurance.

Against this background, CANQATE was established primarily as a network of external quality assurance agencies but included government ministries, state agencies, higher education institutions and related entities within the CARICOM region that have an interest in quality assurance capacity building.

CANQATE works to promote capacity building among countries and institutions of higher education and to facilitate regional discourses on policy and research in the fields of quality assurance and quality enhancement whilst engaging policy makers, researchers, evaluators, administrators and faculty in professional development.

Vision

A Centre of Excellence in Tertiary Education Quality Assurance with a strong membership base that influences Tertiary Education in the Caribbean.

Mission

To enable members to share information about the maintenance, evaluation, accreditation and improvement of higher education and to disseminate good practices in the field of Quality Assurance.

About CANQATE

CANQATE's
Board of Management:

Curtis Floyd, *President*
Dr Jacqueline Murray, *Vice President*
Eaton Hendricks, *Treasurer*
Lyndon Abdool, *Board Member*
Celeste Regis, *Board Member*
Adrian Leiva, *Regional Coordinator*
Avalon St Louis-Claspe, *Regional Coordinator*
June Wheatley-Holness, *Regional Coordinator*
Jeremy Williams, *Secretary*

Things to do near this year's Conference venue:

Pick a Beach and Relax

From Maracas to Blanchisseuse, several popular beaches can be reached via the North Coast Road through the beautiful Northern Range mountains. Purchase a variety of sweets and delicacies at the Maracas Lookout, enjoy bake and shark (a quintessential Trini cuisine) offered by the various booths situated on the beachfront, chase with some coconut water and find a shady spot to appreciate the Caribbean breeze.

Tour the Caroni Swamp

Stretching over 12,000 acres, the Caroni Swamp is one of the largest mangrove forests on the island, where you can view over 100 species of birds, crabs, caiman and other fauna. Take a motorised boat tour in the cool of the afternoon, before sunset, to view one of Trinidad and Tobago's national birds: the scarlet ibis, which returns in large groups to nest in the mangrove.

Visit the Royal Botanic Gardens and Queen's Park Savannah

Meandering footpaths through the luscious Botanic Gardens each provide a view of a vast variety of trees, flowers and birds. The beautiful scenery includes a sighting of the official residence of the President of the Republic of Trinidad and Tobago; do enjoy the aural accompaniment, courtesy the neighbouring Emperor Valley Zoo's tenants.

A lap around the Queen's Park Savannah affords you the opportunity to appreciate our 'Magnificent Seven': historic architectural sites filled with history and mystery, starting with Queen's Royal College and ending at Castle Killarney. Have a cold coconut (with jelly!) from the many vendors around the Savannah and taste some local dishes at the food stands located opposite the National Academy for the Performing Arts.

Explore Chaguaramas

There are so many things to do in Chaguaramas: a leisurely amble along the waterfront Boardwalk, a beach bath at Macqueripe, a kayaking session, or a visit to Five Islands Water and Amusement Park. A scenic walk through Bamboo Cathedral culminates in a picturesque ocean view of the northwest coast of Trinidad.

For a relaxing lime with friends and lots of 'ole talk', stop off at the Carenage Fish Fry, an outdoor eating place where you could savour the many seafood dishes available. Enjoy the nighttime entertainment and meet persons from all over the world.

Visit Asa Wright Nature Centre

Immerse yourself in nature as you walk along the many forested trails or swim in the natural pools at Asa Wright Nature Centre, situated in the Arima and Aripo Valleys of Trinidad's Northern Range. Lose track of time enjoying the spectacular view from the large verandah of the Main House and marvelling at the variety of birds seemingly within reach, such as toucans, trogons and purple and green honeycreepers.

Go 'DDI'

A lime 'down de islands' will leave you wanting to come back to Trinidad for another vacation. Sail to Scotland Bay for an easygoing day trip, rent a villa for a lengthier stay with family and friends, go for a spin on a jetski or go fishing. For the adventure seeker, tour and explore the Nelson Island Heritage Site and Gasparee Caves for experiences you won't forget!

Chase Waterfalls

These locales will beckon to the nature lover in you. Popular waterfalls include Maracas, Paria, Aripo, Blue Basin, Avocat and Three Pools. Whether you are up for a challenge or simply want a short walk, there is a hike for everyone. Make sure you have an experienced guide or book a tour.

About **Trinidad and Tobago**

Trinidad and Tobago is a twin-island nation situated in the southern Caribbean Sea, just off the coast of South America. Known for its vibrant culture, diverse population and multi-faceted history, the country is a melting pot of ethnicities and traditions.

The economy of Trinidad and Tobago has grown substantially since its independence in 1962; then becoming a republic in 1976; it is largely driven by the oil and gas sector, which accounts for over 30 percent of the gross domestic product and 80 percent of the country's exports. In the 2020 Human Development Report, Trinidad and Tobago was ranked 67th of 187 countries as a high human development country.

https://www.undp.org/trinidad-and-tobago/trinidad-and-tobago

Welcome **Messages**

Message from the President,
Caribbean Area Network for Quality Assurance in Tertiary Education

I am truly delighted to welcome this year's contingent of dedicated professionals to the 19th Annual CANQATE Conference – colleagues who share the common goal of advancing quality in higher education across our region.

This year's Conference theme, 'Higher Education Quality and Workforce Development in the Caribbean: Issues, Challenges, Opportunities and Solutions', embodies the spirit of progress, collaboration and innovation that defines our organisation. Over the past 19 years, CANQATE has consistently served as a platform for learning, for sharing best practices and for fostering partnerships that drive positive change in the field of higher education quality assurance.

We are joined by esteemed experts, educators, administrators and stakeholders who have come together to engage in pertinent discussions, exchange ideas and explore strategies that will shape the future of our educational institutions. As we navigate the challenges and opportunities of the modern landscape, it is through gatherings like this that we collectively chart a course towards excellence.

This Conference presents a unique opportunity to delve into a diverse array of topics, which include: Employability and Higher Education Quality, Enhancing Higher Education Quality for Environmentally Sustainable Development, The Impact of Artificial Intelligence (AI) on Higher Education Quality and Workforce Development, Higher Education in a Post-pandemic World. Our programme has been carefully crafted to provide a dynamic and enriching experience that would equip each of us with fresh perspectives and actionable insights. Through plenary sessions, panel discussions, workshops and networking opportunities, we are poised to share experiences that are mutually beneficial.

I encourage each of you to participate actively, absorb the meaningful dialogues and share your experiences. This Conference is not only a conduit to learn from experts, but also a space where your knowledge and contributions could spark diverse ideas and innovative solutions.

As we immerse ourselves in the Conference proceedings, let us also remember the purpose that unites us – the pursuit of educational excellence for the betterment of our societies. Our collective efforts play a pivotal role in shaping the learning experiences of countless students and the future of our region.

I extend my heartfelt gratitude to the Local Organising Committee, the sponsors, the University of Trinidad and Tobago (UTT), The Accreditation Council of Trinidad and Tobago (ACTT), the National Training Agency of Trinidad and Tobago (NTA), our workshop facilitator, presenters, panellists and all those who have contributed to the success of this event. Your dedication and support have been integral to bringing this conference to fruition.

May these next few days be filled with inspiration, collaboration and the forging of lasting connections. Together, we continue to elevate the quality of higher education in the Caribbean and beyond.

Thank you, and I wish you all a productive and enlightening 19th Annual CANQATE Conference.

Curtis Floyd

It is with great pleasure that I welcome you to the 19th Annual CANQATE Conference, bringing together various stakeholders from the Caribbean and beyond. The University of Trinidad and Tobago (UTT) is honoured to host this significant event, in collaboration with The Accreditation Council of Trinidad and Tobago and the National Training Agency.

This Conference's theme, 'Higher Education Quality and Workforce Development in the Caribbean: Issues, Challenges, Opportunities and Solutions', aligns closely with the missions and visions of our host institutions. ACTT and NTA play a central role in coordinating the national quality assurance system for post-secondary and tertiary educational and technical training institutions in Trinidad and Tobago. UTT, as the national University, offers a diverse range of programmes designed to empower and shape the workforce of tomorrow.

Workforce development encompasses not only post-secondary institutions, but all related services aimed at preparing individuals for meaningful careers. Education and training programmes are aligned with the ever-evolving needs of employers, ensuring adaptability and resilience of the workforce in the face of global challenges. UTT has prioritised this strategy over the past five years, collaborating with Government, the private sector, civil society organisations, quality assurance bodies and other stakeholders to develop a workforce capable of driving socioeconomic growth in our country and the wider region.

The rise of Artificial Intelligence introduces both opportunities and threats to the workforce. While promising innovation and efficiency, AI also raises concerns about job displacement and the relevance of traditional education and training models. As we converge today, we must acknowledge the pressing need to equip our learners with the skills and competencies that employers demand, fostering their adaptability in this changing environment.

The higher education sector has rapidly transformed due to advances in digital and other technologies. Accelerated by the recent pandemic, online delivery challenges traditional models of education and support. We find ourselves grappling with questions about the most appropriate delivery modes, the implications of AI in education for academic integrity and workforce readiness.

Our aim is to facilitate discussions through the lens of quality assurance and share innovative ideas and solutions that could enable higher education to meet the demands of our time. These policies and practices are crucial in ensuring that education and training systems remain responsive, relevant and uphold the highest standards.

As we embark on this journey over the coming days, I encourage you to engage actively in these critical conversations. Together, we can chart a path forward – one that harnesses the power of quality assurance to shape a brighter future.

Thank you for joining us! I wish you all a productive and insightful Conference. Let us collaborate to unlock the full potential of higher education in the holistic development of our Caribbean workforce.

Professor Clement Imbert

Message from the Chairman,
The Accreditation Council of Trinidad and Tobago / National Training Agency

It is always a pleasure and a distinct honour to host the region's leading quality assurance specialists, educators and other professionals on the occasion of the Annual CANQATE Conference. Now in its 19th year, the Conference and Annual General Meeting of this distinguished organisation continues to be the premier regional event in this field.

This year's conference is significant for two reasons. It is the first CANQATE Conference since the World Health Organization declared an end to COVID-19 as a global health emergency – and for this we thank Almighty God. Unprecedented in our time, the pandemic tested our resilience and our resourcefulness as global citizens. No sphere of human activity was spared. Driven by necessity and fuelled by a thirst for innovation, the future of educational technology landed on our shores, riding the wave of the pandemic; both our institutions of learning and our external equality assurance agencies have had to adjust and adapt to the changing realities. Also, this Conference takes place in the year during which our region celebrates the 50th Anniversary of the Caribbean Community (CARICOM); it is being held at a venue in the Republic of Trinidad and Tobago just a short distance away from where the Treaty of Chaguaramas was signed on July 04, 1973. Despite many challenges, there is much to be thankful for.

As we celebrate our regional integration, under the theme '50 years strong: A solid foundation to build on', we also celebrate the contribution of organisations such as the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) to capacity-building and institutional strengthening in our region. The Accreditation Council of Trinidad and Tobago (ACTT), which was one of the founding members of CANQATE, as well as the National Training Agency (NTA), with its mandate for quality assurance of technical and vocational education and training (TVET), are pleased to co-host this year's Conference. On behalf of the Council Members of ACTT and the Board of Directors of the NTA, I extend a warm welcome to our CARICOM brothers and sisters, as well as to participants from countries outside of our region and those from here at home. We thank you for your presence and for the invaluable contribution you will make to exploring the theme of 'Higher Education Quality and Workforce Development' and to putting forward solutions to some of the challenges facing our region today.

Dr Ruby S. Alleyne

Committees

Finance sub-committee

- Dr Jason Stafford, Manager, Institutional Effectiveness, UTT
- Annastasia Marchan-Lecointe, Manager, Research Planning & Development, NTA
- Lynden Williams, Account Officer, Cost & Budgets, Finance, UTT
- Anees Rahman, Corporate Legal Secretary, NTA

Programme sub-committee

- Natalie Persadie, Associate Professor, UTT
- Dr Marc Jackman, Associate Professor, UTT
- Deenish Maharaj, Manager, Quality Assurance & Accreditation, NTA
- Denise Dennis-Horsford, Distance Education Coordinator, USC
- Avalon St Louis-Clasp, Manager, Programmes & Quality Assurance, KSPT

Logistics sub-committee

- Dr Patrice Parris Searles, CEO, NTA
- Marissa Alexander-Wilkinson, Quality Enhancement Officer, ACTT
- Christopher Francique, Lead, Instructional Support & Course Re-Design, UTT
- Garvin Noel, Information Technology Assistant, ACTT
- Elenor Rampersad-David, Manager Projects, NTA
- La Toya Alder, Technical Officer, NTA

Communication sub-committee

- Lesley-Ann Brathwaite, Senior Assessment Officer, ACTT
- Michaela Broomes, Administrative Research Officer, USC
- Allana Simon-Pope, Quality Assurance Officer, UTT
- Janelle Peters, Manager Corporate Communications, UTT

Entertainment sub-committee

- Daryl Steele – Research Officer, ACTT
- Andell Salazar – Marketing Officer, NTA
- Kathy-Ann Jeet-Matthew – Quality Assurance Officer, UTT

Secretariat

- Kathy-Ann Jeet-Matthew – Academic Standards Officer, UTT
- Allana Simon-Pope – Quality Assurance Officer, UTT
- Jewel Elwin – Research Officer, UTT
- Vidya Deo – Research Assistant, Trainee, UTT

19th Annual CANQATE Conference and Annual Business Meeting
Local Organising Committee:

Dr Jason Stafford, *Chairman*
Dr Marc Jackman
Dr Natalie Persadie
Dr Patrice Parris Searles
Christopher Francique
Daryl Steele
Deenish Maharaj
Lynden Williams
Avalon St Louis-Clasp
Denise Dennis-Horsford
Annastasia Marchan-Lecointe
Lesley-Ann Brathwaite

Pre-Conference **Workshop**
'Artificial intelligence in Higher Education: Promise and Perils'

Time	Activity	Venue
8:00 a.m. - 9:00 a.m.	Registration	Hummingbird Room
9:00 a.m. - 10:30 a.m.	Workshop	Scarlet Ibis Room
10:30 a.m. - 11:00 a.m.	*Break, networking*	
11:00 a.m. - 12:30 p.m.	Workshop	
12:30 p.m. - 1:30 p.m.	*Lunch, networking*	
1:30 p.m. - 3:00 p.m.	Workshop	
3:00 p.m. - 3:30 p.m.	*Break, networking*	
3:30 p.m. - 4:30 p.m.	CANQATE Annual General Meeting	Scarlet Ibis Room

Dr Curtis Charles is the Director of Academic Affairs at The University of the West Indies, Five Islands Campus, Antigua and Barbuda. He is a former University President with extensive experience in accreditation, higher education administration, data science, corporate business strategy change management and education technology. Dr Charles' career spans across state systems of higher education and private universities in North America.

For over 25 years, Dr Charles has also served as the Vice President for Research, Development and Innovation at RLM Communications, a major US Department of Defense contractor. In that role, he oversaw design, development and innovation of new products and services for big data analytics, artificial intelligence (AI), machine learning, biometrics and cybersecurity.

In addition, Dr Charles has served as a Senior Business Strategy and Change Engagement Lead at IBM Global Services, conducting Strategy Customer Engagements in Japan, Taiwan, Korea and the United Kingdom. Most recently, Dr Charles served as a Solution Architect and Predictive Insights Lead for Key Education Objectives at Microsoft Services, where he worked with university leadership teams on the application of cloud computing, big data analytics, AI and the Internet of Things (IoT) as a force-multiplier to strengthen operations and financial performance.

** *In addition to being the Pre-Conference Facilitator, Dr Curtis Charles is a Plenary Speaker as well as a Panellist on October 25, 2023 (refer to Day 1 Schedule).*

Dr Curtis Charles
Pre-Conference Workshop Facilitator

Wed 25

Conference **Day 1**

Time	Activity	Venue
7:00 a.m. - 8:00 a.m.	Registration	Hummingbird Room
8:05 a.m. - 8:35 a.m.	Opening Ceremony	Grand Ballroom
8:40 a.m. - 9:20 a.m.	**KEYNOTE ADDRESS** **Prof. Brian Copeland**, Chairman, NESC Technical Institute and Cipriani College of Labour & Co-Operative Studies *'Higher Education Quality and Workforce Development in the Caribbean'*	
9:25 a.m.- 9:45 a.m.	**Feature Address** The Honourable Lisa Morris-Julian, Minister in the Ministry of Education	
9:45 a.m. - 10:15 a.m.	Break, networking	
10:15 a.m. - 11:45 a.m.	**PANEL DISCUSSION 1** Dr Ruby S. Alleyne, Stephen de Gannes, Cavelle Joseph-St Omer, Dr Curtis Charles *'Workforce Development in a Changing Employment Landscape'*	Grand Ballroom
11:55 a.m. - 12:25 p.m.	**CONCURRENT SESSION 1** Perliter Walters-Gilliam *'Employability as an Indicator of Higher Education Quality – Recognising the Challenges to Facilitate Collaboration within the Marketplace'*	Grand Ballroom
	Dr Andrew Hunte, June Wheatley-Holness *'Enhancing Quality Instruction and Learning Experiences in Higher Education through ChatGPT: An Exploratory Case Study'*	Scarlet Ibis Room
	Dr Reia Guppy, Lakshman Lochan *'Environmental Pedagogy and The Bermuda Triangle of Sustainable Development'*	Flamingo Room
12:30 p.m. - 1:15 p.m.	Lunch, networking	

Time	Activity	Venue
1:15 p.m. - 1:50 p.m.	**CONCURRENT SESSION 2** Dr Lisa Henlin, Shandale D. Remekie-McFarlane *'Exploring Synergies between Employers and Educators: Towards Graduate Effectiveness'*	Grand Ballroom
	Dr Ronald Brunton, Kemoy Edwards *'Quality Assurance: Utilising Best Practices to Develop an Institutional Employability Matrix'*	Scarlet Ibis Room
	Dr Benignus Bitu, Dr Samuel Lochan, Dr Stephen Geofroy *'Approaches to the Preparation of Students for the World of Work: Views of Administrators from Post-Secondary Institutions in Trinidad and Tobago'*	Flamingo Room
1:55 p.m. - 2:25 p.m	**CONCURRENT SESSION 3** Dr Yvonne Lucy Palma *'Quality and Recognition of Work-based Learning Programmes'*	Grand Ballroom
	Sadhana Lochan, Dr Dianne Thurab-Nkhosi *'Maintaining and Enhancing Blended and Online Teaching and Learning: Lessons Learnt from Student Experiences of Select Programmes During the Pandemic Period'*	Scarlet Ibis Room
	Amna Imamshah *'Aligning Curricula and Educational Programmes to the Environmentally Sustainable Development Agenda in the Caribbean'*	Flamingo Room
2:30 p.m. – 3:15 p.m.	**PLENARY SESSION 1** **Dr Curtis Charles**, Director of Academic Affairs, The University of the West Indies, Five Islands Campus *'Leveraging AI and Digital Technology to improve Accreditation & QA Processes'*	Grand Ballroom
7:00 p.m. – 9:30 p.m.	Conference Dinner under the Patronage of the President of the Republic of Trinidad and Tobago and the Chancellor of UTT	Grand Ballroom

Emeritus Professor Brian Copeland is the Chairman of NESC Technical Institute in Trinidad and Tobago; Chairman of Cipriani College of Labour & Co-Operative Studies, Trinidad; and the immediate past Pro Vice-Chancellor and Campus Principal of The University of the West Indies, St Augustine Campus, Trinidad. He is a recognised higher education leader, academic and innovator. He has a vast résumé of academic achievements and research in electrical and computer engineering.

Professor Copeland also coordinated The UWI's Steelpan Initiatives Project, which resulted in the development and patenting of the G-Pan, a re-engineered version of the traditional steelpan; and the Percussive Harmonic instrument (P.H.I.), an electronic form of the traditional steelpan. He is Convener of the Steelpan Research Centre at The UWI, a former Member of the Board of Directors at The Caribbean Industrial Research Institute (CARIRI) and former Chairman of the National Training Agency of Trinidad and Tobago.

Professor Copeland is a recipient of Trinidad and Tobago's highest award, the Order of the Republic of Trinidad and Tobago (2008), as well as a joint recipient of the Chaconia Medal Gold for his work on the development of the G-Pan.

*** In addition to being the Keynote Speaker, Professor Copeland is a Panellist on October 26, 2023 (refer to Day 2 Schedule).*

Prof. Brian Copeland
Keynote Speaker

Panellists

Dr Ruby S. Alleyne is Vice-President, Quality Assurance and Institutional Effectiveness at the University of Trinidad and Tobago. She is a regional pioneer in terms of national accreditation systems in CARICOM, having served as the founding Executive Director of The Accreditation Council of Trinidad and Tobago (ACTT) and in various capacity-building and policy development roles to support the development of national external quality assurance bodies in the region. Dr Alleyne is currently the Chairman of ACTT and the National Training Agency. She has also led the development of the CARICOM Qualifications Framework (CQF) and chairs the Task Force for the establishment of the CARICOM Quality Assurance Register (CQAR). She holds a PhD in Education from The UWI; her areas of specialisation are higher education administration and organisation development.

Georgia Donaldson is an HR professional who has spent over 20 years serving individuals and organisations through her coaching, human resource, business psychology and facilitation skills. She is a Behavioural Coach and a Certified Mediator through the Mediation Board of Trinidad and Tobago, as well as a Senior Certified Professional (SCP-SHRM) with the Society for Human Resource Management. She holds a BSc in Management Studies and an MSc in Business Psychology.

Throughout her career, Georgia has served at various levels in different industries: HR Manager for a law firm; the Country Chief Culture and Human Development Officer for a financial group of companies; and Chief People Officer for a large manufacturing company. She also owns Corporate Options, an HR consulting firm

Georgia is a member of the Human Resource Management Association of Trinidad and Tobago; serves as a Director on the Boards of Girls of Impact TT and the Association of Female Executives of Trinidad and Tobago; and volunteers with We Say Y.E.S., a local NGO.

Stephen de Gannes graduated from The University of the West Indies as an Electrical Engineer in 1990. He has worked with the Massy Group and TSTT in several junior managerial positions; for Rockwell Automation, restructuring the local division of the multinational corporation and major US manufacturer as the country representative; and, most recently, at Trinidad Systems Limited as Vice President, Subsidiaries, where he led business development towards increased profitability.

Stephen brings a strong foundation of leadership and strategic insight with a keen understanding of transformation during turbulent times. He is eager to work with all stakeholders for the good of the business community and the country in general.

Conference Dinner

Wednesday, October 25, 2023 from 7:00 p.m.
(We kindly ask that you be seated by 6:40 p.m.)

Grand Ballroom, Hilton Trinidad & Conference Centre

Thurs 26

Conference Day 2

Time	Activity	Venue
7:00 a.m. - 8:00 a.m.	Registration	Hummingbird Room
8:15 a.m. - 9:00 a.m.	**PLENARY SESSION 2** **Dr Venkataraman Balaji**, Vice President, Commonwealth of Learning *'The Impact of AI on Higher Education Quality and Workforce Development'*	Grand Ballroom
9:05 a.m. - 9:35 a.m.	**CONCURRENT SESSION 4** Dr Ruby Alleyne, Dr Amarnath Chinchamee, Jeremy Williams *'The Challenge of Initiating Change in a Complex Environment: The PDSA Cycle Revisited'* Dr Kamla Mungal *'The other side of ethics: ChatGPT as an agent for responsible business education in emerging economies'* Dr Halima-Sa'adia Kassim *'Fostering quality in project management to build a research and innovation ecosystem'*	Grand Ballroom Scarlet Ibis Room Flamingo Room
9:40 a.m. - 10:10 a.m.	**CONCURRENT SESSION 5** Sherma Joseph-Hyland, Curtis Floyd, Nyron Seaton, Tennille Fanovich, Prof. Jerome De Lisle *'SEL in the NQF-TT: A guide for curriculum development and teaching-learning in higher education'* Dr Lyn R. Keith, Lisle Waldron *'Preparing Students for the AI-Driven Future – A Framework for Caribbean Higher Education Institutions'*	Grand Ballroom Scarlet Ibis Room
10:10 a.m. - 10:30 a.m.	Break, networking	
10:30 a.m. - 11:15 a.m.	**PLENARY SESSION 3** **Kenneth Barrientos**, Programme Officer, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training *'The Greening of Jobs: Promoting Climate Action in Post-Secondary Education and TVET'*	Grand Ballroom

Time	Activity	Venue
11:20 a.m. - 11:50 a.m.	**CONCURRENT SESSION 6** Dr Dianne Thurab-Nkhosi *'Quality Assurance in Course Development and Delivery in a Post-Pandemic World: Riding the Wave of Technology Transformations'*	Grand Ballroom
	Dr Dave V. Cassie *'Virtual science simulations: The new frontier in science instruction in the post-pandemic Caribbean'*	Scarlet Ibis Room
	Dr Yanira Oliveras, Dr Wesley D. Hickey, Jeannie Garbutt-Franklin *'Instructional Supervision for Educational Excellence in Belize: Enhancing Teacher Education and Preparation'*	Flamingo Room
11:55 a.m. - 12:25 p.m.	**CONCURRENT SESSION 7** Annastasia Marchan-Lecointe *'Empowering the Future Workforce: Enriching TVET with Entrepreneurship Education for Enhanced Employability'*	Grand Ballroom
	Dhana Lazarus-Mc Quilkin *'Breaking Barriers, Building Bridges: Implementing the New Regional Convention on Higher Education'*	Flamingo Room
12:25 p.m. - 1:10 p.m.	Lunch, networking	
1:15 p.m. - 2:45 p.m.	**PANEL DISCUSSION 2** Prof. Prakash Persad, Prof. Brian Copeland, Ann-Marina White, Dr Venkataraman Balaji, Dr Colwick Wilson *'Delivering Quality, Relevant, and Cost-Effective Higher Education: Challenges and Opportunities for Small Island Developing States'*	Grand Ballroom
2:45 p.m. - 3:00 p.m.	Break, networking	

Time	Activity	Venue
3:00 p.m. - 3:35 p.m.	**CONCURRENT SESSION 8** Shirleen Robertson *'Grenada National Qualifications and Credit Framework: Functions and Expectations'*	Grand Ballroom
	Nzinga King-Reid *'An Analysis of Blended Learning in a Higher Education Law Enforcement Environment in Post-Pandemic Trinidad and Tobago'*	Scarlet Ibis Room
	Dr Simone Bernard *'Expanding the Role of Information Literacy in the Age of Artificial Intelligence'*	Flamingo Room
3:40 p.m. - 4:15 p.m.	**CONCURRENT SESSION 9** Sherma Joseph-Hyland, Curtis Floyd, Nyron Seaton, Tennille Fanovich, Prof. Jerome De Lisle *'The NQF-TT: A guide for broadening admissions and warranted outcomes in higher education'*	Grand Ballroom
	Candice Austin *'Student Support Services Post Pandemic – Leveraging Technology to Enhance the QA Processes: A Success Story at MIC-Institute of Technology'*	Scarlet Ibis Room
	Kevin Hagley *'Quality Assurance: Past, Present and Future'*	Flamingo Room
4:20 p.m. - 4:55 p.m.	**CONCURRENT SESSION 10** Lyndon Abdool, Wayne Rock, Lauren Raghubir *'An explanatory study on the implementation of a blended-learning approach to teaching and learning at the Hugh Wooding Law School'*	Grand Ballroom
	Dr Rhonda Dookwah, Dr Paula Rhoden *'AI experiences among undergraduate students at the UCC: A mixed method enquiry'*	Scarlet Ibis Room
	Dr Gerda J. Visser-Wijnveen *'Alumni perspective on the value of a master's degree'*	Flamingo Room
5:00 p.m. - 5:30 p.m.	Conference Wrap-up and Announcements	Grand Ballroom
6:30 p.m. - 9:30 p.m.	Pan Lime Social Mixer: Food, music and good vibes!	Savannah Terrace

Dr Venkataraman Balaji is the Vice President of the Commonwealth of Learning (COL), based in British Columbia, Canada. He previously served as the Director of Technology and Knowledge Management at COL. He is a specialist in the area of Information and Communication Technology applied to human development. His work at COL in applied technology focussed on testing new models and practices in technology-mediated outreach, which could be deployed in support of learning at all levels. His role also included work related to MOOCs and Aptus.

Dr Balaji has been active in developing and directing several international research and development projects in the area of learning technology, focussing on areas with serious limitations on infrastructure and access. His work towards creation of rural knowledge centres in India in the '90s has been covered extensively in professional publications and global media. He served as a leader of a consortium of research institutes and universities that created a suite of semantic web applications called Agropedia, along with innovative mobile-based services learners in underserved communities.

*** In addition to being a Plenary Speaker, Dr Balaji is a Panellist on October 26, 2023 (Refer to Day 2 Schedule)*

Dr Venkataraman Balaji
Plenary Speaker

Kenneth Barrientos joined UNESCO-UNEVOC in 2013 as a Programme Officer. She is responsible for assisting the Head of Office in programme management and new project development, medium-term strategic planning and monitoring programmes. As of 2020, she leads and coordinates UNEVOC's SDGs and Greening TVET programme, aimed at strengthening TVET institutional capacities; developing normative guidance, practical implementation tools and learning resources; and facilitating knowledge sharing and network exchange on the topic.

For the past 15 years, Ms Barrientos has worked in the education and TVET sector, including in UNESCO's Asia-Pacific Education for Innovation and Development (APEID) Programme at its Regional Bureau for Education in Bangkok, Thailand; Colombo Plan Staff College for Technician Education (CPSC) in Manila, Philippines; and the International Coral Reef Initiative Secretariat – Department of Environment and Natural Resources, Government of the Philippines. She holds a Master's degree in Public Administration.

Kenneth Barrientos
Plenary Speaker

Panellists

Dr Colwick M. Wilson was appointed 29th President of the University of the Southern Caribbean (USC) as of July 01, 2021. He previously served as Provost and Senior Vice President at Oakwood University, Alabama. Before his appointment at Oakwood University, he also served in leadership and academic roles at Loma Linda University, California, and Kettering Health Network in Ohio. He was also an Associate Professor and a research affiliate at the Institute of Social Research at the University of Michigan.

Dr Wilson has taught Advanced Statistics, Research and Evaluation Methods for over 20 years. An ardent researcher, his published work appears in several peer-reviewed journals; he has been active as a presenter and participant on the academic conference circuit, particularly in the areas of social and health sciences. He is also experienced in successful proposal and grant writing and has served as the principal investigator for single and interdisciplinary grant awards.

Dr Wilson obtained a Bachelor of Arts (Honors) Degree in Theology from Caribbean Union College (now USC); a Master of Arts in Sociology from the University of Michigan, Ann Arbor, Michigan; a Master of Arts in Leadership and Counseling from Eastern Michigan University, Ypsilanti, Michigan; and a Doctor of Philosophy in Sociology from the University of Michigan, Ann Arbor, Michigan.

As Executive Director at SITAL College, *Ann-Marina White's* focus is on strategic development, student relations and well-being. She taught at the secondary school level for eight years before joining SITAL in a full-time capacity as the Director of Studies in 1997, where she held varied roles – including lecturing, faculty management and curriculum development – before becoming the College's Executive Director in 2008.

Ann-Marina's mission is to facilitate the career aspirations of her staff and students and to ensure that equal opportunities are made available to all who choose to study and work at the College. She is committed to strengthening SITAL's focus on innovative, accessible education and quality student care, while pursuing its goal to meet the ever-changing business education needs of Trinidad and Tobago. In addition to professional development qualifications, Ann-Marina holds a Master of Science degree, a Bachelor of Science degree and a Diploma in Education from The University of the West Indies.

Professor Prakash Persad serves as the President of the University of Trinidad and Tobago (UTT). He is a distinguished engineer and academic leader. Professor Persad's career has included various educational leadership roles at UTT and The University of the West Indies, including Vice President, Associate Provost, Programme Leader and Head of Department. As a Professor of Mechatronics, his research areas include robotics, artificial intelligence and renewable energy. He is a recipient of the Prime Minister's Award for Invention and Innovation.

A prolific researcher and writer, Professor Persad has authored numerous peer-reviewed articles, technical papers, newspaper columns and other written works. He is a Fellow of the Association of Professional Engineers of Trinidad and Tobago (APETT) and a member of the Institution of Engineering and Technology (IET). His professional portfolio includes appointments as Chairperson of the Board of Governors of the National Institute of Higher Education, Research, Science and Technology (NIHERST); Commissioner of the Port Authority of Trinidad and Tobago; and member of the Cabinet-appointed Committee on the Evaluation of Textbooks.

Pan Lime Social Mixer

Thursday, Oct 26, 2023 from 6:30 p.m.
Savannah Terrace, Hilton Trinidad & Conference Centre

Casual attire – or come as you are!

Paper Abstracts and

Author Bios

Dr Benignus Bitu, Dr Samuel Lochan, Dr Stephen Geofroy

Approaches to the Preparation of Students for the World of Work: Views of Administrators from Postsecondary Institutions in Trinidad and Tobago

Preparing post-secondary students in Trinidad and Tobago for the world of work is a complex undertaking as the world of work is fraught with constant changes in many areas, such as, technology, globalisation, and labour markets. Workers are expected to demonstrate flexibility, contribute to economic diversification, be entrepreneurial, preserve the environment, chart new career paths, combat TVET stigmatization, cope with labour market issues, reduce skills and knowledge gaps, and manage workplace discrimination. Within such a challenging, dynamic, and multidimensional context, postsecondary institutions have the responsibility to equip students with relevant skills, attitudes, and knowledge. Against this background, a qualitative collective case study was employed to critically explore the approaches to postsecondary world of work preparations in Trinidad and Tobago. A conceptual framework, derived from existing literature and policy, was used as an orienting mechanism, to interview eleven (11) administrators from seven (7) key postsecondary institutions in Trinidad and Tobago. Qualitative Content Analysis, Eclectic approaches and Pattern Coding were used in data reduction. The findings of the study revealed that several administrators' perspectives on the world of work were noteworthy and postsecondary institutions' approaches to preparing students were valuable. However, there were varying views on the world of work, with a plethora of challenges confronting efforts to prepare postsecondary students for the workplace. To advance a comprehensive approach to preparing postsecondary students in Trinidad and Tobago for the world of work in the context of national development, a strong policy framework is required.

Biographies of Authors:

Dr Benignus Bitu was an Assistant Lecturer at The University of the West Indies. He is also currently a part-time lecturer and tutor at the same institution. His present full-time job is Head of Department (Modern Studies) in a secondary school in Trinidad and Tobago. His research interests include teacher education, teaching of history, teaching of social sciences, qualitative research and preparation for world of work.

Dr Stephen Geofroy is a Lecturer in Educational Foundation – Philosophy of Education at The University of the West Indies. He has been a lecturer with the University for 20 years and has served on numerous committees and published several articles in regional and international peer-reviewed journals. His research interests are teacher education, teaching of Social Sciences, gender and education, citizen education, masculinities, ethics and religion.

Dr Samuel Lochan is a retired Lecturer from The University of the West Indies. He has lectured Business Studies, History of Education, and Sociology in Education. He has served on numerous committees at the national and regional levels. His research interests are teacher education, entrepreneurship and business studies education.

Dr Gerda J. Visser-Wijnveen

Alumni perspective on the value of a master's degree

Next to employers, alumni are important stakeholders that provide a complimentary perspective in quality assurance resulting in a better understanding of how their degree programs support alumni's personal and professional objectives. This survey study (n=162) consisting of closed and open questions explores why alumni of a wide variety of disciplines decided to pursue a master's study and which benefits they reap from it in their current position. Chi square tests were employed to study disciplinary differences.

The three main reasons for pursuing a Master's degree were interest in the subject matter, increased career prospects, and a general desire to obtain a master's degree from the university – which reflects professional operative, vocational and identity or economic motives (cf. Pires, 2009). Several alumni referenced the societal need for higher numbers of highly educated professionals in their respective fields. Next to subject-specific knowledge and skills, graduates consider research and analytical skills as most relevant for their current job performance, while they recommend a stronger focus on the development of management and ICT skills. Between the various disciplines, the legal graduates stood out with their often-expressed vocational motive, while the education graduates showed a strong focus on innovation.

Bringing both the perspectives of alumni as well as employers together provides a clearer picture of what is needed in the workplace. The role of this perspective in the creation of new and renewed master's programs will be discussed.

Biography of Author:

Dr Gerda Visser-Wijnveen is Quality Assurance Manager at the Anton de Kom University of Suriname. She is responsible for internal and external quality assurance, academic development in both teaching and research, as well as institutional research and evaluation. After obtaining her doctorate at Leiden University (The Netherlands) in 2009, she lived and worked in the Netherlands, Spain, the United States and Peru. Her research focuses on various aspects of higher education, including the research-teaching nexus.

Between 2012 and 2020, she was the editor of Research into Higher Education Abstracts, published on behalf of the Society of Research into Higher Education.

Dr Ruby S. Alleyne, Dr Amarnath Chinchamee, Dr Jason Stafford, Jeremy Williams

The Challenge of Initiating Change in a Complex Environment: The PDSA Cycle Revisited

In today's highly complex and rapidly changing higher education environment, quality and institutional effectiveness are concepts which refer to an organisation's ability to attract scarce resources and to deliver a product or service which generates returns on the investment and enables the organisation to thrive, survive and sustain its growth into the future. To achieve this, it is important for institutions to adopt a structured approach to evaluating and improving their systems and processes.

The Plan-Do-Study-Act (PDSA) cycle is a continuous improvement tool which has been used for decades in planning, assessing, problem-solving and initiating change in many institutions. The PDSA cycle revolves around process-driven improvement. The University of Trinidad and Tobago (UTT) has developed an adaptation of the PDSA cycle which draws on the System Resource Model of organisational effectiveness. The Plan-Do-Study-Act-Align-Renew (PDSAAR) cycle has as its foundation an integrative approach to organisation development and renewal. It incorporates a developmental approach which strategically utilises environmental scanning and data-driven decision making to strengthen the continuous improvement process.

The PDSAAR cycle was applied to the specialised accreditation process for undergraduate programmes in the Project Management and Civil Infrastructure Systems (PMCIS) Unit at UTT. This paper presents a comparative analysis of the application of the PDSA and PDSAAR cycles to the programme accreditation process and demonstrates the value and applicability of the UTT approach in improving quality in higher education today.

Biographies of Authors:

Dr Amarnath Chinchamee is an Assistant Professor (Geomatics) and Programme Leader at the Unit of Project Management and Civil Infrastructure Systems, University of Trinidad and Tobago. He has spent over 21 years as an educator at the tertiary level. His expertise is in Surveying and Geo-informatics Engineering and has led the Civil Engineering Unit at UTT for several years. He successfully guided his Unit into an accreditation exercise of their programmes, which received the maximum five years' accreditation from the Joint Board of Moderators, UK.

Dr Jason Stafford is a professional involved in higher education quality assurance, institutional research, planning and policy development. Dr Stafford is currently the Manager, Institutional Effectiveness at UTT. His area of focus is leveraging institutional research and data analytics to improve higher education outcomes. He contributed to the early development of ACTT in various roles and has worked on several capacity-building projects to support accreditation agencies throughout CARICOM. His research interests include higher education and economic development, organisational resilience in higher education, educational leadership, and youth development.

Jeremy Williams serves as Academic Standards Manager at UTT, where he has been engaged in process improvement and institutional evaluation for over a decade. More than 20 years' experience in academia, finance and construction management has provided him with a blend of knowledge and skills in diverse areas. Jeremy holds an MBA and a BSc in Public Sector Management and is currently pursuing an

Ed.D. in Educational Leadership. He possesses training and certification in Process Management, Quality Assurance in Blended Learning, and Advanced Alternative Dispute Resolution.

He has actively contributed to higher educational quality assurance, serving as Coordinator for ACTT's Working Group on the Establishment of a Higher Education QA Ecosystem. Additionally, Jeremy has held various executive positions with CANQATE, including Vice-President and Regional Coordinator and currently serves as an External Evaluator for ACTT. Jeremy's commitment extends beyond his professional endeavours, as he also serves as a part-time lecturer and mentor for at-risk youths in Trinidad and Tobago.

**Please refer to page 21 for the biography of Dr Ruby S. Alleyne

Sherma Joseph-Hyland, Curtis Floyd, Nyron Seaton, Tennille Fanovich, Professor Jerome De Lisle

SEL in the NQF-TT: A guide for curriculum development and teaching-learning in higher education

Both the Caribbean and Trinidad and Tobago qualifications frameworks extend the range of learning outcomes from the traditional cognitive domain to a holistic model that includes non-cognitive or transversal skill sets. We use the term socio-emotional learning (SEL) to cover these learning outcomes in higher education. The NQF-TT is meant to communicate the meaning and value of credentials to students, employers, institutions, and all other interested stakeholders. It is envisioned that implementation will lead to educational reform as institutions align their programmes with these standards, outlining clearer pathways for learners to progress. The life skills section of the NQF-TT is based upon the P21 model of 21st century skills and includes communication skills, ICT, autonomy, accountability collaboration, and life skills. These skills have not been a part of higher education in postcolonial settings, where discipline knowledge at understanding levels are prioritised. This is true even for those trained in the professional schools, where emotional and social skills are directly related to professional competence. Higher education practitioners can use the NQF-TT to focus on SEL in programme specifications and in the teaching, learning and assessment provision. SEL must be explicitly considered in programme development, programme renewal and assessment planning. We show how this might be possible through benchmarking best practice in select institutions of higher learning in Trinidad and Tobago. We highlight strategies for incorporating SEL into the essential fabric of Caribbean higher education.

Biographies of Authors:

Sherma Joseph-Hyland is an Accreditation Officer at The Accreditation Council of Trinidad and Tobago since 2012. In addition to engaging higher education institutions that access quality assurance services, she was Vice-Chair of the committee to design and develop the National Qualifications Framework for Trinidad and Tobago (NQF-TT) and is a member of the Implementation Steering Committee. In addition to teaching, she is involved in curriculum development as well as testing, measurement and assessment in primary schools and higher education. Her research work is focussed on national assessments of educational achievement, assessment in higher education and training and the relationships between equity and quality education.

Curtis Floyd is the Executive Director of The Accreditation Council of Trinidad and Tobago. He has been employed with ACTT for the past 18 years: as the first appointed Accreditation Officer, then as the first Manager of Registration; this was followed by his appointment as Director, Accreditation and Quality Enhancement; and two stints as acting Executive Director, from May 2018 to July 2019 and again from July 2021 to August 2023. Throughout his career, he has worked at various levels of the education system: as a primary school teacher, then Curriculum Facilitator, primary school Principal and as a tutor with The University of the West Indies, Open Campus, for the Bachelor of Education programme. He has taught locally and regionally. Besides serving on national interim and standing committees in education, Mr Floyd has also served as

a member on the Board of Directors of CANQATE for two consecutive terms (2011-2015) and is the organisation's current President for a second consecutive term.

Nyron Seaton is an Accreditation Officer in the Accreditation and Quality Enhancement Department at ACTT since 2014. Prior to ACTT, Mr Seaton spent six years as the Policy Research Specialist in the Higher Education Services Division of the Ministry of Tertiary Education & Skills Training (now Ministry of Education). Mr Seaton also taught at the secondary and tertiary levels in Trinidad and Tobago for several years. He is a graduate of Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) at the St. Augustine Campus of The University of the West Indies, having earned an MPhil in Economic Development Policy and Management. He has earned an MSc in Economic Development Policy from the SALISES, UWI, Mona, Jamaica. He is also a graduate of the University at Albany, State University of New York (SUNY), having earned a Postgraduate Certificate in International Education Management from the School of Education.

Tennille Fanovich, M.Sc., is a Programme Officer at the School for Graduate Studies and Research, providing support for the University Office of Research at The UWI. She is also the Administrator for the Campus Research Ethics Committee, The UWI, St Augustine. She has been involved in administration of academic programming for the UWI for the past 15 years and her work includes innovation in administration, digital transformation and she has previously published work on impact metrics for research output in the Caribbean and micro-credentials.

Jerome De Lisle is Professor of Educational Leadership at the School of Education, The UWI, St. Augustine. His specialisations include Educational Leadership, Educational Measurement and Programme Evaluation. He has worked as an External Evaluator with ACTT since its inception and has consulted extensively with the Ministry of Education in Trinidad and Tobago. He has also worked with international agencies such as the IDB and UNESCO. He has published widely in top-tier, peer-refereed journals on topics such as system reform and large-scale assessment data use. His current projects include changing student assessment systems in the Caribbean.

Dr Yvonne Lucy Palma

Quality and Recognition of Work-based Learning Programmes

Employers over the years have taken on the task of providing professional development for their workers to meet the specific job requirements for their organizations. In some cases, a training division has been incorporated to provide for much needed skills upgrade and updating. Within the organisation, it is an expectation that once completed, the competencies obtained by the workers would be compensated accordingly. We note however, that once the worker is no longer at that organization, the value of the learning that took place whether through years of experience and or programmes that were specifically designed for the job task were no longer the same. The situation therefore is how to determine the quality and the kind of recognition that should be placed on work-based learning programmes. This paper will explore the tenet of these types of programmes and what procedures should exist to assure the quality and recognition for the sake of the beneficiaries of these programmes.

Biography of Author:

Dr Yvonne Lucy Palma is currently the Director of Tertiary Education at the Ministry of Education, Culture, Science and Technology in Belize since 2020. She holds an Education Doctorate in Instructional Technology and Distance Education. She has worked in the area of workforce development for 20 years. Currently, she is working on the implementation of the National Accreditation Council of Belize. Dr Palma enjoys looking for opportunities for the use of technology to advance the development of teaching and learning.

Shirleen Robertson

Grenada National Qualifications and Credit Framework: Functions and Expectations

The increased mobility of people across international, national, and educational boundaries has steered CARICOM Members States to be more cognizant of the interpretation of qualifications. This globalisation has activated member states towards the institutionalisation of national qualifications frameworks which are viewed as major international trends in reforming education and training systems. As part of the implementation of CARICOM's HRD 2030 Strategy, Grenada embarked upon the development of the Grenada Qualifications and Credit Framework (G-NQCF). The need for this initiative was further augmented when Grenada became a signatory to the Regional Convention for the Recognition of Studies, Degrees, and Diplomas in Higher Education in Latin America and the Caribbean. Through this ratification, Grenada has committed to strengthening cooperation in higher education and fostering academic mobility and recognition of qualifications between and among member states. The G-NQCF will be the instrument used to interpret qualifications from other countries.

The G-NQCF comprises ten (10) levels each defined by five (5) domains of level descriptors namely: Knowledge and Understanding; Application and Practice; Communication, Numeracy, and ICT; Life Skills; Autonomy, Accountability, and Working with Others. These domains reflect key areas of training and development geared toward capacity building.

This paper will explore how the G-NQCF is expected to serve as a national directorate on education, training, and lifelong learning. It will further delve into how the G-NCQF can be used by HE administrators, policymakers, and quality assurance agencies to enhance transparency, comparability, and portability of qualifications in Grenada, regionally, and internationally.

Biography of Author

Shirleen Robertson is the research officer at the Grenada National Accreditation Board (GNAB). This has been her position for the past four years. She is the liaison officer for activities related to the development of the Grenada National Qualifications and Credit Framework (G-NQCF).

Prior to joining the staff of GNAB, Shirleen was a primary school teacher for 22 years. She also works as a registration officer with the Parliamentary Elections Office of Grenada. In her spare time, she enjoys hiking, gardening, and baking.

Kevin Hagley
Quality Assurance: Past, Present and Future

Accreditation Agencies around the world are charged with the responsibility to ensure quality and standards of institutions and programmes at the post-secondary and tertiary level. This mandate can be particularly challenging when one considers that many accreditation agencies within the Caribbean have only "recently" been established, with many yet to come on stream. This is against the backdrop of several unaccredited institutions and programmes that have issued thousands of certificates, diplomas and degrees over many years without the necessary quality assurance oversight.

Today as qualifications in both the academic and vocational fields become paramount for employment and mobility even with the region, many individuals and institutions now recognise the importance of being quality assured in order to be marketable, acceptable and transferable. With these new challenges especially in the vocational qualification field, where traditionally many persons became qualified but not certified through on the job training, Accreditation Agencies are now faced with new challenges of recognizing qualifications which have been recognised in the past but may not have been quality assured. These challenges among many others including; development of individual country's Qualifications Framework in order to place past, present and future qualifications within its respective level, networking with local Technical and Vocational Qualifications Agencies so that individuals can be formally assessed and legitimately certified are major challenges within many member states.

This presentation would focus on the importance, processes and challenges of quality assurance within the academic and vocational fields. The aim is to share best practice on the policy and procedure each accreditation agency must have in place to safeguard the individual, employers and educators.

Biography of Author:

Kevin Hagley is a former teacher of Business at the secondary level for over 17 years. He holds a Bachelor's degree in Management. Presently, he is the Quality Assurance Officer at the Grenada National Accreditation Board, where he oversees many operational functions of the Secretariat, along with performing verification and equivalence of qualifications.

Sherma Joseph-Hyland, Curtis Floyd, Nyron Seaton, Tennille Fanovich, Professor Jerome De Lisle

The NQF-TT: A guide for broadening admissions and warranted outcomes in higher education

Admissions and outcome systems are still in their nascent state in Caribbean higher education. In Western countries, admissions systems are often highly developed and strongly aligned to learner outcomes, especially in the professional schools of management, health, and education. Admissions systems describe the pathway for entry into the institution, including criteria and processes. Learner outcomes are what a learner knows or can do because of learning and is warranted by a certificate or credential. The Trinidad and Tobago qualifications framework provide an important tool for reforming these institutional sub-systems. Rather than considering the traditional cognitive domain, the NQF-TT adopted a holistic model that includes non-cognitive or transversal skill sets. We use the term socio-emotional learning (SEL) to cover all frameworks explicating soft or transversal skills. Soft skills are critical to success in the workplace for all occupations and is integrated into professional competence in the professional schools. The NQF-TT is based upon the P21 model of 21st century skills, the Socio-Emotional Learning (SEL) skills in the NQF-TT are labelled as communication skills, ICT, autonomy, accountability, collaboration, and life skills. Higher education practitioners in the Caribbean can focus on considering SEL in admissions and measured and warranted outcomes. We examine practice in selected institutions of higher learning. We consider SEL in admissions systems and in warrants for learning outcomes in select local institutions, critiquing and crafting exemplary practice. We conclude that higher education in the Caribbean has a long way to go towards integrating SEL but there is great potential for development.

Biographies of Authors:

*** Please refer to pages 36-37 for the biographies of Sherma Joseph-Hyland, Curtis Floyd, Nyron Seaton, Tennille Fanovich and Professor Jerome De Lisle*

Dr Lisa Henlin, Shandale Remekie-McFarlane

Exploring Synergies between Employers and Educators: Towards Graduate Effectiveness

The idea for this study originated from the University Council of Jamaica's 2023 webinar hosted as one of the events for its annual Quality Assurance in Higher Education Week, under the theme Strengthening Quality in Teaching and Learning Practices in Higher Education: The Graduate Effectiveness Imperative. The webinar facilitated an exchange of quality assurance and quality improvement perspectives amongst key participants including a higher education quality assurance expert, a higher education administrator and employers of graduates. The absence of consistent practical exposure to the particular field/industry, the importance of the non-technical, non-academic skills, work ethics and values; and the need for a greater synergy between academia and employers were some of the themes expressed.

Post webinar reflections by the organizers of the webinar led to thoughts of how to further explore some of the themes which arose during those discussions; specifically, the importance of graduate effectiveness in higher education; the quality assurance systems (EQA/IQA) used in Higher Education to strengthen graduate effectiveness; and possible strategies/solutions to improve graduate effectiveness in the workplace. Given the concerns expressed and the strategies shared, this paper seeks to examine the articulated gap that exists between the graduate's skills and competencies identified by the employability skills expert, the administrator and the employers; and the employer's needs and expectations.

Biographies of Authors:

Dr Lisa Henlin is a former Board Member of CANQATE (2015-2018), has been employed at the University Council of Jamaica as an Accreditation Officer for 17 years and has played an integral role in the external quality assurance processes of higher education institutions. A teacher by profession, she previously held leadership roles in the Natural History and Programmes Coordination Divisions of the Institute of Jamaica. A graduate of The UWI (Mona) and Saint Mary's University of Minnesota, Dr Henlin holds a BSc in Botany/Zoology, a postgraduate Diploma in Education, a Master of Education and a Doctorate in Educational Leadership.

Shandale D. Remekie-McFarlane has been an educator since 1990, teaching at the primary, secondary and tertiary levels of the education sector. She worked exclusively as a counsellor educator for more than 18 years, supervising and teaching counselling and related skills. She is currently employed as an Accreditation Officer at University Council of Jamaica, where she provides support to the continual development of higher education. Her qualifications include diplomas in theology, business education and information and communication technology; a B.Ed. in Business Studies; and an M.A. in Counselling Psychology. As a lifelong learner, she recently completed studies in online learning and instructional design and development.

Dr Ronald Brunton, Kemoy Shureen Edwards

Quality Assurance: Utilising Best Practices to Develop an Institutional Employability Matrix

This paper examines the link between employability and quality assurance processes at the T.A. Marryshow Community College (TAMCC), a higher education institution (HEI) in Grenada. Employability is a complex term that addresses graduates' suitability for employment, their training in relevant fields matching the needs of society as well as their aptitudes and attitudes. The methodology comprises observation, document analysis, interviews and a survey. Observation is based on institutional reflection of its quality assurance processes with regards to career advising, career pathing and institutional surveys. The main documents analysed are internship logs, which give feedback on employees' perspectives on interns' performance in the workplace. The survey and interviews collect data on stakeholder views, assumptions and perspectives of attributes of TAMCC graduates with respect to employability. Data collected from the study will be used to shape the development of the institution's quality assurance practices relative to employability, as well as the development of an institutional employability matrix. The overall quality assurance plan will comprise CAFE (Career Advising for Employability), data analytics, and the development of an institutional employability matrix. This study does not propose to solve the challenge of employability but to better understand how graduates can develop a career employment outlook and consciousness. The study also aims to promote best practices in quality assurance processes with a view to developing more effective synergies between the institution and the world of work.

Biographies of Authors:

Dr Ronald Brunton is the Principal of the T.A. Marryshow Community College, Grenada. He has served as the Director of Academic Services at The UWI School of Business and Applied Studies Ltd. (UWI-ROYTEC) and Director of Qualifications and Recognition at The Accreditation Council of Trinidad and Tobago. Dr Brunton is a past President and Board member of CANQATE, 2015-2019. His research interests include higher education policy, educational indicators, curriculum innovation, distance and online learning, quality assurance and education and national development.

Kemoy Shureen Edwards is the Quality Assurance Officer of the T.A. Marryshow Community College, Grenada. Additionally, she serves as an adjunct instructor at The University of the West Indies, Open Campus and an Examiner at the Caribbean Examinations Council. Kemoy is a member of the International Centre for Higher Education Management (ICHEM) and a doctoral candidate at the University of Bath, UK. Her research interests include language acquisition and loss, academic entrepreneurship, quality assurance, internationalisation of higher education, and financial sustainability of higher education systems.

Dr Yanira Oliveras, Dr Wesley D. Hickey, Jeannie Garbutt-Franklin

Instructional Supervision for Educational Excellence in Belize: Enhancing Teacher Education and Preparation

In 2020, as the Belize Ministry of Education, Culture, Science, & Technology began planning for the transformation of the education system from a teacher-centered to a student-centered instructional model, The University of Texas at Tyler received a Central American Regional Security Initiative (CARSI) grant through the US Embassy in Belmopan to work with the Belize Teacher Education Unit. The partnership aimed to collaboratively address the instructional gaps of newly qualified teachers while simultaneously enhancing the quality of overall teacher education in Belize. Moreover, the partnership intended to shift from a culture of evaluation to one of instructional supervision and professional growth. This was accomplished by developing instructional coaches who supported pre-service and in-service teachers in their first five years in the profession.

As part of the project, the team developed a set of documents and instruments that supported the work of teachers and facilitated data collection for targeted on-going professional development. These documents include a student-centred rubric to guide teacher preparation and coaching and an instructional supervisors' self-efficacy scale to promote self-reflection, as well as the development of research-based instructional supervision practices. The efficacy scale was validated using Belize participants, and the rubric was used to identify correlations between the supervisors' self-efficacy and their perceived needs. Additionally, the team developed guides to support the implementation of research-based student-centred instructional and coaching practices. The paper presents successes, challenges, and lessons learned that included implications for the enhancement of higher education to improve teacher preparation.

Biographies of Authors:

Dr Yanira Oliveras is the Interim Director of the School of Education and an Associate Professor of Curriculum & Instruction and School Improvement at the University of Texas at Tyler. She was the PI for a 2021 CARSI Grant. In her 20 years in K-12 education prior to joining the UT Tyler faculty in 2014, she served as a teacher, curriculum coordinator and school principal in Puerto Rico and Texas. She has been collaborating with Belize educators since 2016. She holds an M.Ed. and Ph.D. in Curriculum & instruction with an emphasis on Instructional Supervision from Penn State University.

Dr Wesley Hickey is a Professor of Educational Leadership at the University of Texas at Tyler. He has been dedicated to providing professional development opportunities for teachers and principals in Belize since 2008. He is the U.S. Chair of the Consortium for Belize Educational Cooperation (COBEC) and the Chair of Teachers for a Better Belize (TFABB). Dr Hickey has served as Principal, superintendent, professor, Director of the School of Education and Dean. He holds a B.S. in Physical Education and Biology; an M.Ed. in Educational Administration; and an Ed.D. in Educational Leadership from Stephen F. Austin University.

Jeannie Garbutt-Franklin is the Director of the Teacher Education Unit in the Belize Ministry of Education, Culture, Science, and Technology. Ms Garbutt's vision for the partnership with UT Tyler has been to improve the education system by redesigning and enhancing teacher preparation in Belize. In more than 27 years as an educator, Ms. Garbutt has served as teacher, education coordinator and director. Ms Garbutt holds a B.Ed. in Language Education and an M.Ed. in Teacher Education from the University of West Indies Mona.

Annastasia Marchan-Lecointe

Empowering the Future Workforce: Enriching TVET with Entrepreneurship Education for Enhanced Employability

This paper examines the importance of integrating entrepreneurship education into Technical and Vocational Education and Training (TVET) programmes to enhance employability and empower the future workforce. The National Tracer Study of TVET graduates in Trinidad and Tobago found that it takes TVET graduates 12.1 months to find employment post-completion, which is concerning in today's globally competitive environment. Employers are requiring employees who are innovative, creative problem solvers, and who can disrupt the competitive environment. Entrepreneurship education has been found to develop competencies in innovation, risk-taking, and creative problem-solving, which are essential skills for individuals seeking to succeed in the evolving job market.

Using a systematic literature review, the study investigates the changing nature of work and highlights the need for individuals to possess entrepreneurial skills to adapt and thrive in the evolving job market. The findings suggest that entrepreneurship education fosters creativity, risk-taking, and problem-solving abilities, which are essential for individuals seeking to start their own businesses or work in dynamic, innovative organisations.

The paper's contribution to the existing knowledge is particularly relevant for policymakers, educators, and stakeholders who are interested in promoting economic growth and job creation through vocational education and entrepreneurship education.

Biography of Author

With over a decade of experience in research and public policy development, Annastasia Marchan-Lecointe has made significant contributions to national development in Trinidad and Tobago. Notably, she established the National Occupational Safety and Health Research Agenda, which has enhanced workplace safety practices and helped to reduce occupational injuries. As a leader, she also oversaw the development and implementation of a cutting-edge Dashboard Monitoring System that utilises predictive analytics, which has revolutionised occupational health and safety regulation in the country. Ms Marchan-Lecointe's leadership in the development of the Community Tourism Model has also been instrumental in driving economic growth, empowering local communities and promoting sustainable development.

Dhana Lazarus-Mc Quilkin

Breaking Barriers, Building Bridges: Implementing the New Regional Convention on Higher Education

Education is widely recognised as a fundamental human right, and the right to higher education holds a significant place within this framework. The UNESCO Regional Conventions in the 1970s and 1980s harmonized recognition procedures to promote academic mobility. The endeavour involved the adoption of multiple agreements for the recognition of studies, degrees, and diplomas in education, the first of these being the Convention for the Recognition of Studies, Degrees and Diplomas in Higher Education in Latin America and the Caribbean, which was adopted in 1974. The recently revised Convention (2023) aims to contribute to the achievement of SDG 4.3, by addressing and promoting cooperation, equity, and quality in higher education across the region. The Convention also seeks to foster collaboration among States Parties, institutions, and stakeholders to strengthen the higher education system and promote sustainable social and economic progress.

Grenada, being the only English-speaking territory to have ratified the Convention, has taken various steps towards its implementation. This paper will address not only the key features of the Regional Convention, but also the actions taken by its signatories for its effective implementation, which include, but are not limited to, the establishment of national and regional frameworks for the recognition of academic qualifications, and the development of joint research initiatives. The paper also serves as a call to action for other regional territories to ratify the Convention, so as to improve educational access for all across the region, promote the exchange of knowledge, best practices, and research findings, leading to the emergence of regional excellence in higher education.

Biography of Author

Dhana Lazarus-Mc Quilkin is the Accreditation Officer at the Grenada National Accreditation Board. Her educational background includes a BSc in Psychology, from the Central University of Las Villas, Cuba; and an MA in Special and Inclusive Education from University College of London – Institute of Education. Dhana serves as the Vice-President of the UNESCO-IESALC Buenos Aires Regional Agreement Committee.

Perliter Walters-Gilliam

Employability as an Indicator of Higher Education Quality: Recognising the Challenges to Facilitate Collaboration with the Marketplace

Higher (Tertiary) Education is a recognised agent for achieving personal economic mobility, enhancing community development, and facilitating national economic growth. The emphasis on the extent to which higher education determines employability and workforce preparedness has been a source of debate across its communities of interest. Using solely a quantitative measure of employment rate fuels the discourse while failing to recognize the other ways "employability" can be assessed as an indicator of higher education quality. A key to bridging that gap is to involve, in a practical way, the employers and other marketplace players in the determination of workforce needs and demands from higher education. However, there are issues with how the marketplace can be "useful" to the higher education dialogue on quality. Extremes include the purely academic and market-driven thinking of higher education on either side of the spectrum.

This paper will broadly evaluate the ways higher education facilitates employability (in support) of the workforce, challenges hindering collaboration with employers, and practical ways the challenges can be addressed to achieve synergy, in a Caribbean context.

Biography of Author

As an international higher education accreditation and quality assurance professional, *Perliter Walters-Gilliam* has more than 15 years' experience developing accreditation standards, evaluating institutional compliance, assuring quality measurements and monitoring accreditation regulation in all quality assurance systems. She served as the Vice President of Accreditation at an institutional accrediting body and has conducted institutional evaluations throughout the US and in over 10 countries. She was the Quality Assurance Expert for the Dominica delegation to UNESCO's 3rd World Higher Education Conference and was a facilitator at the INQAAHE Forum 2022 in Mexico City, Mexico, and the INQAAHE Conference 2023 in Astana, Kazakhstan.

Dr Halima-Sa'adia Kassim, Dr Lennise Baptiste, Perry Polar

Fostering quality in project management to build a research and innovation ecosystem

Sea level rise and the impact of hydro-metrological events exacerbated by climate change make coastal settlements in the Caribbean highly vulnerable. Thus, there is a need to enhance resilience by developing the capacity to identify vulnerabilities, anticipate climate change influences, and plan, and implement mitigation and adaptation measures. Improving the quality of regional research and innovation can allow for indigenous solutions to tackle climate change issues. This will require the actors in the research and innovation ecosystem as it relates to planning and management to become more cohesive, skilled, decisive, and effective.

Generally, development and innovation projects are funded through external grants, which often reflects donor perspectives and prescriptions. This can force enhancements for the implementation of projects including strengthening of the institutional internal processes and culture. This paper draws on the experience of implementing the first regional grant programme managed by The UWI and its partners to create innovations that can improve planning and management of coastal communities. It examines approaches used to improve capacity in writing effective proposals, create complementary financial management systems, develop a documentation management system, and enhance communication, visibility and stakeholder engagement towards a robust long-lasting project management culture. Central to these approaches are the embedding of monitoring and evaluation in its processes and experiential learning. The authors will thus examine the issues of quality within a grant funded research and innovation ecosystem drawing on the principles of Kaizen and other quality management systems.

Biographies of Authors:

Dr Halima-Saadia Kassim holds a Ph.D. in History from The University of the West Indies (UWI). She has previously held teaching, research, development and management positions nationally and regionally. She is currently employed at the University Office of Planning, Regional Headquarters, The UWI, as a Senior Planning Officer involved in business intelligence and institutional research. Dr Kassim has published several peer-reviewed articles on the Muslim community related to the development of formal and non-formal educational institutions, religious organisations, gendered identities, cultural retention and negotiation in Trinidad and Tobago, as well as co-authored book chapters on indentured Muslims. She has also published a number of peer-reviewed articles or book chapters related to higher education administration, research management and education and gender.

Dr Lennise Baptiste has more than 30 years combined professional experience in the fields of education and evaluation. She holds a PhD in Evaluation and Measurement from Kent State University, Ohio, USA. She began the evaluation of projects and programmes in the US in 2005, while employed at the Research and Evaluation Bureau at Kent State University. In 2010, on completion of her PhD, she received the Michael Scriven Dissertation Award for Outstanding Contribution to Evaluation Theory, Methodology, or Practice. In 2011, she returned to the Caribbean and has been working across the English-speaking countries evaluating projects as an independent consultant. As a member of the American Evaluation Association, she was Chair of the Mixed Methods

Topical Interest Group from 2008-2018. She is a Past Chair of the Caribbean Evaluators International Board, 2015-2018. She is a Council member for the International Evaluation Academy Council, as well as Secretary-General of the International Development Evaluation Association.

Perry Polar holds a PhD from The University of the West Indies (UWI). He has worked extensively in and has published in several areas, including agriculture, environment and the urban sector. He is also engaging in filmmaking as a means to improve scientific communication. He is currently employed at the St Augustine Centre for Innovation and Entrepreneurship, The UWI, as Programme Manager of HIT RESET Caribbean.

Dr Reia Guppy, Lakshman Lochan

Environmental Pedagogy and The Bermuda Triangle of Sustainable Development

The buzzwords of 'sustainable development' have been around since the late 1980's, and they were often considered a balance between socioeconomic development and environmental protection/conservation. Nowadays at a global level, sustainable development represents opportunities linking environmental resilience and capacity building to climate change and necessary mitigation measures. Within the Caribbean, parties such as (tertiary) Educators, Industry and Governments apply for such, with the expectation of integrated results. In reality however, there appears to be a misalignment amongst these sectors, partly rooted to a major gap perceived within our Higher Education curricula. At best, our current curricula only provides environmental literacy ('knowing what' or Knowledge Dimension), as opposed to providing support and empowerment through more complex and cohesive environmental-focused pedagogy ('knowing how' or Cognitive Process Dimension). To ensure a shift of mindset from 'buzzwords' to implementation within Industry and Policy, Higher Education needs to better integrate deeper concepts such as environment, sustainable development, climate change, and resilience within their curricula and their pedagogical approaches. This therefore switches our approach from a Knowledge Dimension towards a Cognitive Process Dimension. This paper explores the environmental pedagogy using course delivery across several Higher Education Programmes within the Caribbean, using key buzzwords such as 'environment; climate change; resilience; mitigation as an indicator of possible environmental literacy content within recent years.

Biographies of Authors:

Dr Reia Guppy has been with The University of Trinidad and Tobago for 14 years and is currently an Associate Professor in Marine Sciences. She has been an educator for 17 years and actively involved with environmental work for the past 28 years. Dr Guppy is the founder of Terra Forensic Sciences Services, an environmental forensics organisation, and is an avid proponent for sustainable development through education of environmental conservation.

Lakshman Lochan is currently an Instructor with The University of Trinidad and Tobago in the field of Biosciences, Agriculture and Food Technology. He holds a BSc and MSc in Environmental Sciences and Management, with Government and World Affairs. Among several interests, Mr. Lochan is a founding Director of Working Initiatives for Sustainability and Education (WISE), an NGO established to engage local research and enhance rural and social development.

Amna Imamshah

Aligning Curricula and Educational Programmes to the Environmentally Sustainable Development Agenda in the Caribbean

Sustainable development has become a prominent focus as societies acknowledge the importance of addressing environmental concerns and fostering long-term prosperity. The United Nations Sustainable Development Goals (SDGs) put forward a comprehensive framework to tackle environmental, social, and economic challenges and advance global sustainable development. SDG 4 is focused on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities. The Caribbean region encounters numerous sustainable development-related challenges, such as environmental degradation and climate change. Additionally, the vulnerability of the Caribbean to external shocks, limited resources, susceptibility to natural disasters, and fragile environments further complicates the achievement of sustainable development goals. To address these challenges, it is crucial to align curricula and educational programmes with the principles and goals of environmentally sustainable development. Integrating SDG 4 into Caribbean educational programmes presents challenges and opportunities. The paper explores the importance of aligning curricula and academic programmes with the environmentally sustainable development agenda by examining relevant literature and research. The study also provides insights into the current state of alignment, challenges faced, and potential strategies for enhancing the integration of sustainability into higher education curricula.

Biography of Author:

Amna Imamshah is presently employed as an Instructor at UTT, teaching Health, Safety, and Environmental courses. She has extensive experience in education and has developed numerous courses and training programmes for both UTT and the industrial sector. Throughout her career, she has volunteered with non-profit organisations committed to advancing the lives of youth in our community.

Dr Andrew Hunte, June Wheatley-Holness

Enhancing Quality Instruction and Learning Experiences in Higher Education through ChatGPT: An Exploratory Case Study

Despite the aspersions regarding the use of generative artificial intelligence (AI) and chatbots including ChatGPT, there exists great potential for the enhancement of pedagogy in Higher Education (HE). Recent reviews of the use of AI in HE suggest that generative artificial intelligence tools can be useful in providing insightful feedback on students' work and improve the overall quality of students' learning experience (Ouyang et al., 2022). Furthermore, in response to the ongoing dialogue surrounding ChatGPT since its release in 2022, some scholars have explored its features and implications for teaching and learning in HE (e.g., Rudolph et al., 2023; Tlili et al., 2023). Varying opinions have emerged regarding academic integrity, touching on issues such as the authenticity of students' creative output, ethical concerns regarding intellectual property, and the validity and reliability of traditional assessments. Despite the ongoing discussions within educational circles, there has been a lack of practical discourse about the opportunities for ChatGPT as a tool for innovative authentic assessments and as a catalyst for students' active participation in collaborative learning and self-assessment. This paper presents an instructor's use of ChatGPT in teaching mathematics while ensuring the quality of mathematical instruction at a tertiary-level institution. The study involved a university class comprising 70 students and one instructor who explored strategies for promoting students' collaboration and engagement in establishing mathematics talk communities and implementing authentic assessments. The study provides a potential framework for best practices in the use of ChatGPT in preparing 21st century learners for the 5th Industrial Revolution.

Biographies of Authors:

Dr Andrew Hunte is a Mathematics and Education Lecturer and Head of the School of Humanities and Education at The UWI, Five Islands Campus. Dr Hunte is a Fulbright scholar and serves as an Associate Editor of the Caribbean Educational Research Journal (CERJ), based at The UWI, Cave Hill Campus. His research interests include mathematics education reform, processes of mathematical reasoning and proof, graph theory and combinatorics, sustainable mathematical pedagogy and mathematics remedial/diagnostic instruction. Dr Hunte has over 20 years' experience teaching at the tertiary level in the US and the Caribbean.

June Wheatley-Holness is a Programme Officer in The University of the West Indies Quality Assurance Unit, serving the Five Islands Campus. She has over 20 years' experience in quality assurance and enhancement and has written book chapters and presented in this area.

Dr Gour C. Saha, Dr Kamla Mungal

The other side of ethics: ChatGPT as an agent for responsible business education in emerging economies

Ethical concerns about AI in general, and ChatGPT in particular, focus on students' inappropriate use of the tool in harvesting and presenting information that is not their own. This paper demonstrates the other side of the ethical challenge for business schools. Teachers are challenged to reorient their pedagogical strategies and use these tools in a manner that demonstrates responsible management education. The paper yields an artefactual contribution to the use of LLMs such as ChatGPT in teaching, learning and assessment such that the ethical crisis is mitigated. The case study methodology is employed to determine how faculty at business schools in emerging economies reorient their classroom practices in the context of ChatGPT. The challenges of emerging societies continue to constrain responsible management behavior and ChatGPT provides an opportunity for educators to close the gap. Faculty at business schools in India and Trinidad and Tobago responded to a semi-structured interview. Interviews were conducted virtually and in-person. The case studies of graduate level faculty in two emerging economies confirm that faculty recognize the potential of ChatGPT as a tool for attaining responsible education outcomes. The advantage of ChatGPT for pedagogical improvement however, remains largely untapped. The study establishes the need for deeper connections between responsible management education frameworks and classroom practices to be strengthened in the context of ChatGPT and other technologies.

Biographies of Authors:

Dr Kamla Mungal is the Director, Qualifications and Recognition, at The Accreditation Council of Trinidad and Tobago and a Leadership Educator and Coach affiliated with the Kari-Glo Leadership Centre in Trinidad and Tobago. Dr Mungal holds a Master of Education, Executive MBA, Doctor of Business Administration and the Accredited Coach Training Programme (ACTP) qualification. Her research interests are cross-sectoral governance, organisational leadership, implementation of innovation and authentic teaching and learning.

Dr Gour C. Saha is the Senior Professor of Data Analytics at Kirloskar Institute of Management (KIM), Pune, India. He has about 32 years' experience in teaching and academic leadership in Trinidad and Tobago, India and Thailand. He holds a PhD in Technology Management from the Asian Institute of Technology, Thailand. His research and teaching interests are statistical machine learning, sustainable development and implementation of authentic teaching and learning. He sits on the editorial board of an international journal, AIMS International Journal of Management.

Dr Lyn R. Keith, Lisle Waldron

Preparing Students for the AI-Driven Future - A Framework for Caribbean Higher Education Institutions

As the Caribbean region embraces the opportunities and challenges presented by artificial intelligence (AI), higher education institutions face the critical task of preparing students for an AI-driven future. This abstract presents a comprehensive framework that outlines key strategies and approaches for Caribbean higher education institutions to effectively equip students with the necessary skills and knowledge to thrive in an AI-driven society. AI has profound implications for workforce development, shaping the skills, job roles, and labour market dynamics. In the same vein, AI-driven automation has the potential to replace certain tasks and job roles traditionally performed by humans. Routine and repetitive tasks are particularly susceptible to automation, leading to job displacement in some industries. AI and workforce development initiatives in the Caribbean hold significant potential for economic growth, innovation, and addressing existing employment challenges. Given this changing landscape, workforce development efforts in the Caribbean need to focus on reskilling and upskilling workers to transition into roles that complement AI technologies, emphasising skills that are difficult to automate, such as critical thinking, problem-solving, and creativity. Addressing these challenges requires a coordinated effort from government, educational institutions, industry stakeholders, and international partnerships. Collaboration, investment in education and infrastructure, policy frameworks, and strategic planning can help overcome these challenges and foster the successful implementation of AI and workforce development initiatives in the Caribbean. The proposed framework emphasises curriculum integration, practical experience, industry collaboration, ethical considerations, faculty development, entrepreneurship, and research initiatives. By equipping students with the necessary skills, knowledge, and ethical awareness, institutions can ensure that graduates are ready to embrace the transformative opportunities presented by AI while addressing the unique challenges of the Caribbean region.

Biographies of Authors:

Lyn R. Keith, a Digital Sociologist, Researcher and Strategist, currently supports the Research Portfolio at The UWI's School for Graduate Studies and Research (Vice-Chancellery), St Augustine Campus. She brings a strong academic background to her role: a Ph.D. in Sociology; M.Sc. and Pg. Dip. in International Relations; a B.Sc. in Government. She also holds a Pg. Dip. in Digital Business Strategies and is a certified Change Management Practitioner. Lyn delves into the intricate field of Digital Sociology, emphasising its significance for contemporary higher education institutions and society as a whole. Her research encompasses various areas, including DEI, the digital skills gap, mental health literacy, change management strategies and the evolving landscape of artificial intelligence. Lyn exhibits a passion for regional workforce development and utilising AI for the betterment of society. Her expertise and strategic initiatives have been instrumental in shaping comprehensive policies related to research, innovation, entrepreneurship and other selected projects.

Lisle Waldron has worked as a higher education IT professional for approximately 20 years. Having worked as Manager, Multi-Media/Audio-Visual Services at UTT and as Chief Technician for the School of Education, The UWI, St Augustine, Mr Waldron's responsibilities have included overseeing Information Technology and Audio-Visual strategy formulation, implementation and support for teaching and learning and designing learning spaces for both physical and virtual realms. Mr Waldron holds an MBA and a B.Sc. in Computer Science with honours. He is an INFOCOMM affiliate member and is CTS (General), CTS-D (Design) certified.

Dr Rhonda Dookwah, Paula Rhoden

AI experiences among undergraduate students at the UCC in Jamaica: A mixed method enquiry

Artificial Intelligence (AI) has created an impact in many spheres of society. Tertiary education institutions in the Caribbean were not spared from the effects that were inevitable. AI has propelled us to move forward and has brought different types of awareness and use to the fore with an emphasis on cognitive activities. At the University of the Commonwealth Caribbean (UCC), researchers are encouraged to learn about the experiences of students in AI so that adequate policies can be made to enhance the teaching-learning process. This mixed (phenomenological and descriptive statistics) methodology captured students' experiences. Three main issues were explored:

1. How students use AI in their educational pursuits
2. Advantages associated with AI
3. Recommendations for policy creation

Two webinars were organized for the benefit of students. Experts in the AI field were invited to share their knowledge and experiences. A random sample of 86 students completed the questionnaire. 15 students were interviewed about their learning processes with AI. Students completed questionnaires and participated in an interview process, which lasted approximately thirty minutes. The research findings indicated that students had mixed experiences and increased self-regulated learning in the AI environment. Among the recommendations students suggested were that workshops be held to guide them in the responsible use of AI and how to critically evaluate the output generated by these AI systems.

Biographies of Authors:

Dr Rhonda Dookwah is an Assistant Professor, serving as a Course Leader in Mathematics and Microeconomics courses. She lectures in two separate departments (Business Administration and Mathematics) and assesses students' final research projects at the University of the Commonwealth Caribbean, Kingston, Jamaica. Dr Dookwah is passionate about conducting research on students' use of AI as they engage in cognitive activities through their programmes with the online platform. She has published work on the efficacy of online education and students' experiences with Problem-Based Learning in Microeconomics, Macroeconomics and Developmental Mathematics. Her latest publication was in April, 2023. She lives her professional dream by ensuring her students leave her classes with a deep appreciation for lifelong learning.

Paula Rhoden is a trained graduate and has taught at several educational institutions in Jamaica, London and the United States of America. Presently, she is a lecturer of Mathematics at the University of the Commonwealth Caribbean, Jamaica, where she maintains good relationships with her students and her colleagues. Undoubtedly, Mrs Rhoden has a keen interest in research and has been a three-time presenter at the monthly 'Brown Bag Session' at the institution where she works. She has also served on committees such as Students Advising and the Planning Committee for the Annual Rickert Allen Memorial Lecture Series.

Dr Simone Bernard, Clyden Harris, Kezia Bacchus

Expanding the Role of Information Literacy in the Age of Artificial Intelligence

Over the recent years higher education has undergone many changes. Particularly, information communication technologies (ICTs) have evolutionised every facet of higher education. Artificial intelligence (AI) is becoming more popular in the learning experience at universities. Students voluntarily engage with artificial intelligence technology and universities must employ practices to embrace the use of the technology by students. Significant benefits can be derived from the use of the artificial technology in the higher education context. However, there are issues concerning the use of artificial intelligence technology in the higher education environment, from the perspective of academic librarians. These issues do not warrant a ban on the use of the technology but it is important that due attention be given when these issues arise.

As the nucleus of the university, the library must support all strategies of its parent institution. The role of the university library places it in the position to support students in combating negative consequences of the use of AI technology by expanding information literacy initiatives. Information obtained by means of AI technology can be biased and inaccurate. Students must develop and employ information literacy and critical thinking skills in their use of such information.

This paper will propose that information literacy initiatives be expanded to incorporate instruction on AI literacies to help students maximize the potential of using AI technologies in their information work without infringing on the tenets of academic integrity.

Biographies of Authors:

Dr Simone Bernard started her career at the University of Guyana Library in June, 1995. During the years that she has worked there, she pursued studies leading to a Bachelor's degree in Public Management and a Post-graduate Diploma in Development Studies from the University of Guyana. In 2007, she acquired a Master's degree in Library and Information Science from the University of Malaya, Malaysia. In 2023, Simone completed studies leading to Doctor of Education in Leadership and Innovation from Arizona State University. Simone's research interests include information literacy, open-source library systems, ICTs for libraries and academic library leadership.

Clyden Harris has a Master's degree in Library Science from City University of London and a Bachelor of Social Science in International Relations from University of Guyana. She is currently the Interim Head, Readers' Services Division, at the University of Guyana Library. With over 20 years in the library field, Ms Harris has developed various techniques for best explaining and instilling research skills in students. She has concentrated her focus to today's technology-driven culture and is comfortable with implementing e-technology in an academic library setting.

Kezia Bacchus, an Academic Librarian at the University of Guyana Library, manages the Caribbean Research Library. She holds a Master of Science in Information and Library Studies from Robert Gordon University, Aberdeen, Scotland. She has worked in the library field for over eight years. Ms Bacchus is

passionate about digitisation and preservation of special collections. She is also an organiser of the OneHE Mindsets, based in Scotland, which aims to engage educators, students, librarians, learning/teaching support professionals and policy-makers in critical discussions and creative collaboration relating to students' lifelong development of information, as well as digital and media literacy.

Dave V. Cassie, Lydia Campbell-George, Rameez Baksh

Virtual science simulations: The new frontier in science instruction in the post-pandemic Caribbean

Many departments of science within Caribbean Higher Education Institutions were forced to provide science laboratory simulations in order to replace face-to-face laboratory experiences during the COVID-19 pandemic. This widespread adoption of technology was not prevalent in the Caribbean prior to the pandemic. As a result, this quantitative, comparative, retrospective study examined the students' learning experiences to determine its effectiveness in maintaining quality in laboratory performance as well as its possible inclusion in science instruction post pandemic.

The study utilized 2975 laboratory scores from two chemistry and two biology courses completed by five cohorts of first year undergraduate nursing students across each academic year for the period 2017 to 2021 in one Caribbean higher education institution prior to and during the COVID-19. Data were analysed using SPSS version 29. The study revealed that students achieved overall higher pass rates in the majority of the courses and that the mean laboratory scores appear to be higher for the period 2020 to 2021 in comparison to the years 2017 to 2019. An ANOVA indicated that there was a significant difference in means for laboratory grades and years ($p < 0.05$). Tukey's HSD Post Hoc test revealed that the mean laboratory grades were all significantly different from each other except for 2020 and 2021. Based on this evidence, it can be concluded that there has been successful implementation of the science laboratory simulations during the pandemic and this can be incorporated as a best practice in digitally-enabled science instruction in the post COVID-19 era.

Biographies of Authors:

Dr Dave V. Cassie is currently an Assistant Professor of Chemistry in the Department of Biological Sciences in the School of Sciences, Technology and Allied Health of the University of the Southern Caribbean. He received his EdD in Educational Leadership in Higher Education from The UWI, Open Campus. His doctoral work focussed on the use of virtual chemistry laboratories and online chemistry courses. He has research interests in online science education, e-leadership, public health and the environment. He has been involved in several local and regional research projects.

Dr Lydia Campbell-George is an Assistant Professor at the Department of Nursing Education, University of the Southern Caribbean. She has over 22 years' experience working in the health field. She has a Certificate in General Nursing, BSc Nursing Education (first class hons), MSc in Leadership/Management and Doctor of Educational Leadership in Higher Education from The UWI. Her research interests are in nursing education, nursing leadership, academic success of nursing students, communicable and non-communicable diseases, primary health care and prevention and vaccine acceptance. She is actively involved in several research groups, conducting studies locally and regionally as a Principal and Co-Investigator.

Rameez Baksh is a two-time graduate of The UWI. He holds a BSc. in Mathematics, minor in Statistics and a MSc. in Statistics. He has been employed at the North Central Regional Health Authority since 2018, working as a Statistical Officer and now Research Officer. He has also been a tutor/demonstrator at The UWI for the courses Industrial Statistics (Math 2250) and Introduction to Biostatistics (HUEC 1005). Mr. Baksh has a passion for data-driven decisions and outcomes.

Dianne Thurab-Nkhosi

Quality Assurance in Course Development and Delivery in a Post-Pandemic World: Riding the Wave of Technology Transformations

The COVID-19 Pandemic resulted in major changes in education, as educational institutions were forced to resort to remote teaching. This shift saw a rapid upscaling in the use of technology for teaching and learning. Traditional face-to-face institutions rode a wave of technology transformations, which involved them engaging in more synchronous online delivery of courses, online assessments, and greater use of learning management systems. Just as these traditional institutions gained confidence in the delivery of remote teaching, the rise of Artificial Intelligence heightened the technology transformation wave. The desire to remain relevant, keep abreast of the technological transformations and meet the changing demands of stakeholders require higher education institutions to review course development and delivery to encompass more online approaches while considering how to cope with the challenges posed by rapid technological developments. As institutions engage in course development and delivery in this post-pandemic context, quality assurance considerations must play a key role, as emergency remote teaching is not the standard for online learning. Through desk research, this paper seeks to answer the following questions:

1. What were the main technology transformations experienced by higher education institutions during the Covid-19 Pandemic?
2. What are some post-pandemic considerations for course development and delivery in higher education?
3. What are the quality assurance considerations for post pandemic higher education institutions seeking to deliver online courses?

The goal is to provide recommendations for ensuring quality assurance in online course development and delivery especially for traditional higher education institutions considering transitioning to dual-mode institutions.

Biography of Author:

Dr Dianne Thurab-Nkhosi is Senior Programme Officer and Head of the St Augustine Section, Quality Assurance Unit, The University of the West Indies. She is a former Faculty Development Specialist and Curriculum Specialist. She has conducted training in online course development locally, regionally and internationally and has more than 20 years' experience in Open and Distance Learning. Dr Thurab-Nkhosi holds a Master of Philosophy and Doctorate in Education and a postgraduate certificate in quality assurance in higher education. She has written several book chapters and articles on blended and online learning, quality assurance and curriculum reform.

Candice Austin

Student Support Services Post-Pandemic – Leveraging Technology to Enhance the QA Processes: A Success Story at MIC Institute of Technology

Working within the Capabilities Approach as espoused by Amartya Sen (1999a) et al, it is noted that access to funding, digital literacy, educator training, the inclusivity of educational approaches as well as the creation of enabling technologies, all become essential components regarding the provision of support services for technical vocational students, in a post-pandemic world. How existing scarce resources are redistributed, to support teaching and learning, so that all groups of learners can participate (Tikly 2013) is of critical importance to the continued development of these trainees. The descriptive case of MIC-Institute of Technology's (MIC-IT's) use of technology to support its trainees, will be reviewed in detail.

The rapidly changing learning environment, brought on by the global pandemic, meant that to survive, MIC-IT had to convert the physical classroom to a supporting structure and quickly leverage technology with built-in quality checks, to better support its trainees. As trainees struggled to adjust to an inverted curricular, where 80% of their practical training was converted to online, MIC-IT's Student Support Services and ICT had to partner to support both trainees and trainers. The deployment of webinars, virtual counselling sessions and a plethora of digital software were all now required to satisfy the changing needs of the trainees. Financial investment was required to rectify emergent gaps, as devices and boosted internet access were needed. This investment remains at the base of MIC-IT's post pandemic success, as quality assurance processes were enhanced which in turn undergirded the improved efficiency and effectiveness of the work being done to improve the holistic trainee learning experience.

Biography of Author:

Candice Austin is the Assistant General Manager, Training at MIC Institute of Technology. She holds an MBA with distinction from Arthur Lok Jack Graduate School of Business (now Arthur Lok Jack Global School of Business), with a specialisation in Innovation and Entrepreneurship. Once an entrepreneur herself, she is able to combine this experience with that of her 15 years in higher education, adding a dynamic twist on how she supports students in the rapidly changing 21st century learning environment. She adds a vast array of intervention strategies to support the learning enterprise from her experience in educational support, for academically at-risk technical vocational trainees.

Lyndon Abdool, Lauren Raghubir, Wayne Rock

An explanatory study about implementing a blended-learning approach to teaching and learning at the Hugh Wooding Law School

In 2020, the abrupt nature of the COVID-19 pandemic necessitated that several higher education institutions rapidly implement emergency systems, policies, procedures and technological infrastructure to transition their regular face-to-face operations towards an online environment. With the relaxation of health restrictions, re-opening of borders, and the World Health Organisation (WHO) revoking the pandemic status of COVID-19, many institutions are now contemplating which systems and infrastructure they should retain while maintaining a high-quality standard for teaching and learning in the post-pandemic era. Due to the reactionary nature of the implementation, many organisations were eager to return to the previously established status quo. However, they could not deny the benefits that online and blended learning created. This paper uses a mixed method, explanatory sequential design to explain the decision made by the Hugh Wooding Law School to implement a blended-learning modality for the Academic Year 2022/2023 (post-pandemic). The paper will examine the rationale for the blended-learning approach, potential benefits, lessons learnt and drawbacks and the internal quality assurance systems used to support the blended-learning delivery. The researchers will analyse secondary data derived from student and staff surveys and collect primary data by conducting interviews with the management responsible for decision-making in teaching and learning.

Biographies of Authors:

Lyndon Richard Abdool has been Manager of Quality Assurance, Research and Effectiveness at the Council of Legal Education, Hugh Wooding Law School, since 2013. He has over 17 years' experience in quality assurance in higher education, institutional research and strategic management. He previously served as the Vice President of CANQATE and now serves as a Member on the Board of Management. Mr Abdool holds a BA in Business Administration; an International MBA (Distinction) from The UWI; and is a doctoral candidate at Arthur Lok Jack Global School of Business, The UWI. His research interests are strategic management and institutional effectiveness in higher education institutions.

Lauren Raghubir has over 15 years' experience in research in institutions for Technical Vocational Education and Training and academic/tertiary education. Since 2015, she has been employed with the Council of Legal Education, Hugh Wooding Law School. Her duties involve research implementation, research planning and design, data processing, data analysis and report writing. She holds an MA in Educational Psychology from Andrews University, Michigan; a BA in Literature in English with Psychology from The UWI, St Augustine Campus; and is pursuing a Doctor of Education in Educational Leadership, with a specialisation in higher education, with The UWI, Open Campus. Ms Raghubir possesses considerable knowledge in areas of research and statistics, quality management, teaching and learning and mediation.

Wayne Rock is the Quality Assurance Officer for the Office of Quality Assurance, Research and Effectiveness Unit at Hugh Wooding Law School. Mr Rock has over 10 years' experience as a quality assurance professional in higher education and an ICT trainer/consultant within competency-based training settings. He is experienced in the conducting of institutional self-assessments, coordination of quality audits and the analysis and reporting of assessment data for continuous improvement and accreditation. Mr Rock holds a first-class honours Bachelor's degree in Information Systems from the University of Hertfordshire and an MBA in Business Administration from the Australian Institute of Business.

Nzinga King-Reid

An Analysis of Blended Learning in a Higher Education Law Enforcement Environment in Post-Pandemic Trinidad and Tobago

The Trinidad and Tobago Police Service has trained its workforce for over 180 years through its Police Academy. The General Policing Level II Programme, formerly the Induction Programme, serves as a transition for its participants to be certified and employed as full-fledged police officers. The Covid-19 pandemic altered the way in which this Programme and law enforcement education in Trinidad and Tobago is conducted, with the rapid adoption of emergency remote teaching. The Programme experienced notable benefits as a result of the shift including cost, efficiency, student satisfaction, and student grades. Blended learning continues to be the mechanism for teaching and learning in the post-pandemic Trinidad and Tobago Police Service Police Academy. The purpose of this study is to determine the quality of blended learning courses offered within this programme, after the pandemic, using areas established by the Commonwealth of Learning. The quantitative methodology will be employed whereby faculty will be surveyed using the 'Blended Course Learnability Evaluation Checklist' and focus on the Cohorts undertaking the Programme during the period 2022 - 2023. Data retrieved from the faculty will be presented, described, and discussed to provide a distinct picture of quality ratings from the educators' points of view.

Biography of Author:

Nzinga King-Reid is a curriculum development specialist with responsibility for Distance Learning at the Trinidad and Tobago Police Service, Police Academy. Ms King-Reid is a trained and certified educator with over 10 years of experience. She has written curricula to facilitate a wide array of job functions for the police service's workforce, including language courses, police leadership and investigations. Nzinga holds a Master of Science in Information, Communications Technology from the University of Trinidad and Tobago.

Sadhana Lochan, Dr Dianne Thurab-Nkhosi

Maintaining and Enhancing Blended and Online Teaching and Learning: Lessons Learnt from Student Experiences of Select Programmes During the Pandemic Period

In response to the challenges presented by the Covid-19 pandemic, educators were required to adopt new methods, mainly involving online modalities, to facilitate emergency remote teaching (EMT). The ability of universities to continue to deliver teaching provided many of these traditional institutions with the confidence and desire to continue using online modalities. This practice, if not appropriately managed however, could have significant effects on the ability of universities to effectively deliver courses and programmes. It is important to assess the student learning experience during the pandemic in the context of a quality framework for online learning to ensure that universities can capitalize on opportunities presented during the pandemic, without compromising quality. This paper explores the teaching and learning experiences of students from selected programmes offered by the UWI, St. Augustine Campus during the pandemic period and the early return to face-to-face teaching. The students' experiences are assessed in relation to the Community of Inquiry Model described by Garrison et al. (2001); which promotes a combination of teaching, cognitive, and social presence for an effective educational experience in the online environment. The survey method was used to gather quantitative and qualitative data. SPSS software was used to generate quantitative data on the aspects of teaching and learning, while Giorgi's (1986) phenomenological method was used to transform open-ended data into coded themes. Findings confirmed the affordances that will be required and the standards that universities will need to meet, to maintain and enhance blended and online delivery in a post-pandemic world.

Biographies of Authors

Sadhana Lochan is a Research Technician in the Quality Assurance Unit of The University of the West Indies, St Augustine Campus. Serving four years in this role, she is mainly responsible for developing stakeholder feedback reports for the conduct of quality assurance reviews of the University's departments and programmes. Sadhana holds a Master of Science degree in Strategic Leadership and Management and a Bachelor of Science degree in Sociology from The UWI, St Augustine Campus. Her research interests include education, continuous improvement and leadership.

** Please refer to page 59 for the biography of Dr Dianne Thurab-Nkhosi

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- Board and Management of The Accreditation Council of Trinidad and Tobago (ACTT)
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day of the Conference:

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(Tuesday, October 24, 2023)

Conference Day 1
(Wednesday, October 25, 2023)

Conference Day 2
(Thursday, October 26, 2023)

Notes