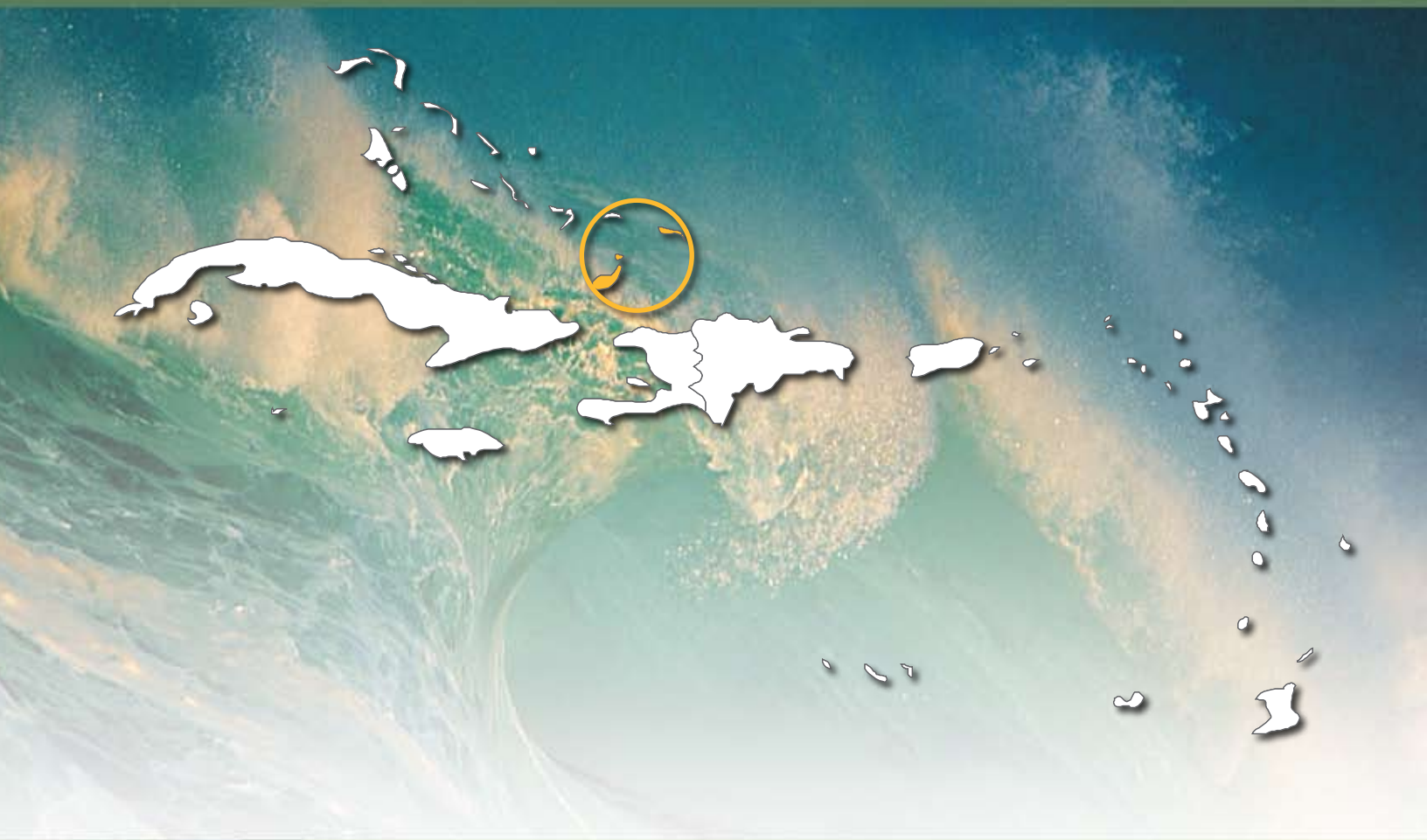


Online Guide to

# Educational Systems



Around the World—Turks & Caicos



**NAFSA**

Association of  
International Educators

Submitted by Brian Meiers  
November 2008

## **About NAFSA**

NAFSA: Association of International Educators promotes the exchange of students and scholars to and from the United States. The association sets standards of good practice and provides professional education and training that strengthen institutional programs and services related to international education and exchange. NAFSA provides a forum for discussion of issues and a network for sharing information as it seeks to increase awareness of and support for international education in higher education, in government, and in the community.

In 1948, NAFSA pioneered the concept of providing professional services for postsecondary exchange students. Early efforts to enhance living and learning environments for exchange students have blossomed into today's active association of accomplished professionals whose numbers continue to grow worldwide.

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# Instructions for Using the *Online Guide to Educational Systems Around the World*

Susan Whipple, Editor

December 2008

These documents are updates to those in the 1999 publication *A Guide to Educational Systems Around the World* (which was an update to *The Handbook on the Placement of Foreign Graduate Students*, published in 1990 and colloquially known as the "Graduate Handbook.")

**It is important to note that these documents do not replace either of the earlier publications, which should be used for credentials issued prior to 1999, the period those publications cover.**

Readers familiar with the original version of *A Guide to Educational Systems Around the World* will note that these updates use the same format:

1. Each of these publications provides lists of credentials and other data that can be used both for undergraduate and graduate admissions.
2. "Advice for admissions officers" is intentionally not provided. We have attempted to avoid all types of subjective interpretation, relying instead on objective data. Users of these updates should use the information provided in conjunction with other resources to determine their own placement recommendations and possibility of transfer credit. Questions about credentials can be posted on the Admission and Credential Evaluation discussion forum on the Recruitment, Admissions, and Preparation Knowledge Community Web site:  
[http://www.nafsa.org/knowledge\\_community\\_network.sec/recruitment\\_admissions/admissions\\_and\\_credential/forums](http://www.nafsa.org/knowledge_community_network.sec/recruitment_admissions/admissions_and_credential/forums).

Please note that these updates should be supplemented by additional written materials that describe complete foreign educational systems, including data on specific institutions, and by professional training in the theory and practice of credential evaluation. Many of these resources are available from NAFSA, either as printed publications or on-line. The need for institution support for budgetary resources and training for undergraduate and graduate admissions personnel remains important, regardless of the increased availability of resources on the Web.

These publications were compiled by many authors using a standardized template and style. Although minor variations among entries do occur, the basic guidelines are explained as follows:

## Educational Ladder

1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2  
1 - 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  
A B B

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The year or half-year at which a credential is awarded is the point at which the corresponding credential letter is placed. In the example above, credential A is awarded after the 9th year of education. Note that the corresponding letter is placed directly below the number 9.

All *normal* possibilities of the total number of years of education that a credential might require are indicated on the ladder. This occurs for credential B, in which the credential can be awarded after either 12 or 13 total years of education. An explanation is provided in the description of the credential whenever a letter appears on the ladder more than once. There are a few cases when this multiple-listing style was not used; in these cases, there are explanatory comments.

An arrow (→) is used after a credential letter in cases where no maximum length of study for a particular program is specified, or where the study time is open-ended. For example, a doctor of philosophy degree program may require a minimum of three years of enrollment. The corresponding credential letter with an arrow will appear under the minimum number of total years of education required to earn the Ph.D.

## Explanations About Documents

Credentials are divided into two categories: secondary and postsecondary. The decision to include the credential under one or the other category is not a subjective one—a credential is determined to be either secondary or postsecondary according to its designation by the country of origin, regardless of how individual institutions might perceive the level (and recommend transfer credit).

Numerical endnotes, placed directly after the complete list of credentials, are used when a lengthy explanation about a credential is necessary.

## Foreign Terms and Words

Foreign terms are used whenever possible, and are translated literally, in most cases. Literal translations are used to avoid subjectivity. We have attempted to be consistent with translations across languages, though readers may notice some differences between countries because of preferences indicated by the submitters. Credential evaluators and admissions personnel should always rely on official foreign language documents, using translations only as guides.

## Grading Information

Only the most common grading scales used in each country are listed. Evaluators understand that variations in grading are common and that one should always consult the grading information that may be provided on official transcripts. Rather than making grade equivalency statements, the submitter(s) of the update provided information regarding grading practices within the countries.

# TURKS & CAICOS ISLANDS

## YEARS OF EDUCATION

1→6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24  
A C G C  
B E D  
F H  
I

## CREDENTIALS OR DOCUMENTATION

### Secondary

- A** Caribbean Secondary Education Certificate (CSEC) awarded by the Caribbean Examinations Council (CXC)
- B** International General Certificate of Secondary Education (IGCSE) or General Certificate of Education (GCE), Ordinary Level: awarded by various examination boards, including the University of Cambridge International Examinations and the University of London; see the United Kingdom for grading information
- C** Caribbean Advanced Proficiency Examinations (CAPE): awarded by the Caribbean Examinations Council (CXC), requires credential **A** for admission; Certificate awarded following a one-year program and successful completion of one unit; Diploma awarded following a two-year program and successful completion of six units
- D** General Certificate of Education (GCE), Advanced Level: awarded by various examination boards, including the University of Cambridge Local Examinations Syndicate and the University of London: two-year program following credential **A** or **B**; see the United Kingdom for grading information

### Postsecondary

- E** Certificates in various fields awarded by the University of the West Indies in collaboration with Turks and Caicos Islands Community College (TCICC): lengths of programs vary; admission requires credential **A** or **B**
- F** Certificate in Business Studies, Hospitality Studies, and Electrical Engineering Technology, awarded by TCICC: one year of study requiring credential **A** or **B** for admission
- G** Clinical Nursing Programme, awarded by TCICC: 18-month hospital school of nursing program, requiring credential **A** or **B** for admission
- H** Associate's degree in various subjects awarded by TCICC: two years of study requiring credential **A** or **B** for admission
- I** Associate's degree in Primary Teacher Education, and in Secondary Teacher Education, awarded by UWI in collaboration with TCICC: two years of study requiring credential **A** or **B** for admission

## GRADING SCALES

### Secondary

Caribbean Examinations Council: until 1998 (Secondary Education Certificate)

<u>Number</u>	<u>Description</u>
I	Comprehensive working knowledge of the syllabus
II	Working knowledge of most aspects of the syllabus
III	Working knowledge of some aspects of the syllabus
IV	Limited knowledge of a few aspects of the syllabus
V	Insufficient evidence on which to base a judgment

Caribbean Examinations Council: since 1998 (Secondary Education Certificate)

<u>Number</u>	<u>Description</u>
I	Comprehensive grasp of the key concepts, knowledge, skill, and competencies required by the syllabus
II	Good grasp of the key concepts, knowledge, skill, and competencies required by the syllabus
III	Fairly good grasp of the key concepts, knowledge, skill, and competencies required by the syllabus
IV	Moderate grasp of the key concepts, knowledge, skill, and competencies required by the syllabus
V	Limited grasp of the key concepts, knowledge, skill, and competencies required by the syllabus
VI	Very limited grasp of the key concepts, knowledge, skill, and competencies required by the syllabus

Caribbean Examinations Council (Caribbean Advanced Proficiency Examinations)

<u>Number</u>	<u>Description</u>
One (I)	Represents an excellent performance.
Two (II)	Represents a very good standard of performance
Three (III)	Represents a good standard of performance
Four (IV)	Represents a satisfactory standard of performance
Five (V)	Represents an acceptable level of performance
Six (VI)	Represents weak performance
Seven (VII)	Represents unsatisfactory performance

The CAPE examinations use seven overall grades: I, II, III, IV, V, VI, VII in reporting candidate's overall results along with the profile grades, A, B, C, D, E, F and G.

### Postsecondary

#### Turks & Caicos Islands Community College

<b>Quality</b>	<b>Grade</b>	<b>Points</b>	<b>Percentage</b>
Excellent	A+	4.0	100-96
	A	3.7	95-90
	A-	3.5	89-84
	B+	3.3	83-78
Good	B	3.0	77-72

	B-	2.7	71-66
	C+	2.3	65-60
Satisfactory	C	2.0	59-55
	C-	1.7	54-50
Low Pass/Resit	D	1.0	49-45
Failure/Repeat	F	0.0	44-0
Incomplete	I	0.0	
Withdrawn	W	0.0	
Withdrawn/Passing	WP	0.0	
Withdrawn/Failing	WF	0.0	
Official Audit	AU	0.0	
No Credit Earned	NO	0.0	

## **POSTSECONDARY INSTITUTION RECOGNITION BODY**

Turks & Caicos Islands Ministry of Education, Youth, Sports and Culture:  
<http://www.tci-educationdepartment.tc>

## **ACCREDITATION**

Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) was established in 2003 to accredit medical, dental, veterinary, and other health professions education programs leading to professional degrees required for practice in the Commonwealth Caribbean.

The Department of Education, Youth and Sports has no jurisdiction over medical, dental, veterinary and other health professions education in Montserrat. Institutions offering these programs are subject to accreditation by CAAM-HP. For accreditation status of institutions, visit <http://www.caam-hp.org>.

## **RESOURCES FOR ADDITIONAL INFORMATION**

Caribbean Accreditation Authority for Education in Medicine and other Health Professions: <http://www.caam-hp.org>

Caribbean Examinations Council: <http://www.cxc.org>

The Turks & Caicos Islands Community College:  
<http://www.turksandcaicos.tc/academic/tcicomunitycollege.htm>

Turks & Caicos Islands Ministry of Education, Youth, Sports and Culture:  
<http://www.tci-educationdepartment.tc>

The University of the West Indies: <http://www.uwi.edu>

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