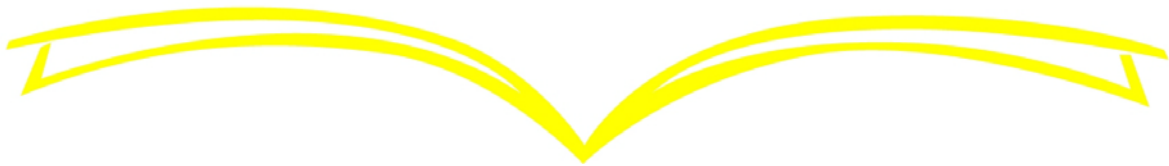




**Barbados Accreditation Council**



**STANDARDS FOR**

**PROGRAMME ACCREDITATION**

# **The Barbados Accreditation Council**

The Barbados Accreditation Council (BAC) was established by an Act of Parliament, the Barbados Accreditation Council Act, 2004. It is a statutory body under the portfolio of the Ministry of Education and Human Resource Development.

## **Vision Statement**

A coherent system of post-secondary or tertiary education and training which assures excellence and integrity to all its stakeholders.

## **Mission Statement**

To be a high quality provider of registration, accreditation and related services in post-secondary or tertiary education and training in Barbados and beyond.

# CORE VALUES

## *Quality*

The Barbados Accreditation Council will have a positive impact on the quality of post-secondary or tertiary education and training by its commitment to high standards that will sustain and advance excellence, efficiency, reliability and competence in higher learning. It will be forward thinking and proactive, responding to trends and changes in the national, regional and international environment.

## *Integrity*

The Barbados Accreditation Council will place fairness, honesty, objectivity, accountability and transparency at the forefront both with regard to its own policies and practices, as well as in the implementation of registration, accreditation and related processes in order to establish integrity as central to educational quality.

## *Inclusiveness*

The Barbados Accreditation Council will be an autonomous regulatory advisory body that will commit to inclusiveness by developing structures and processes that enable participation by a wide range of stakeholders. It will recognise and be responsive to the needs of its clients.

## *Customer Service*

The Barbados Accreditation Council will be a customer friendly service-oriented organisation. Its staff will be dynamic, flexible, team-oriented, technology-oriented, communicative and people-centred.

## *Learning*

The Barbados Accreditation Council will seek continuous feedback and insight from its stakeholders and use the collected information to improve its operations and support teamwork, and to provide learning opportunities for its staff and other stakeholders. At the same time, the Council will work with its stakeholders to foster an environment that promotes shared learning.

# QUALITY STATEMENTS

Quality for the BAC is the provision of effective and efficient services that are:

- ❖ geared towards the enhancement of post-secondary/tertiary education and training;
- ❖ fit for purpose, add value and exceed stakeholders' expectations;
- ❖ benchmarked against regional and international standards.

Quality for the BAC is guided by:

- ❖ a developmental approach;
- ❖ accountability to stakeholders;
- ❖ integrity of practise;
- ❖ excellence in service; and
- ❖ a commitment to national and regional development.

Quality for the BAC is demonstrated by:

- ❖ demand for non-mandatory services by its clients;
- ❖ respect of peers through mutual recognition;
- ❖ positive feedback from internal and external stakeholders;
- ❖ efficiency, effectiveness and responsiveness.

The BAC perceives quality in institutions as:

- ❖ effective governance
- ❖ clearly stated and appropriate mission
- ❖ efficient and effective administration
- ❖ qualified, competent and engaged faculty and staff
- ❖ timely and customer-friendly services
- ❖ relevant, current, well-documented and appropriately assessed programmes
- ❖ established, documented, functional and well-managed quality assurance system
- ❖ responsiveness to change
- ❖ system for formative and summative evaluation and reform
- ❖ a culture which embraces integrity and ethical conduct
- ❖ prudent financial management
- ❖ effective and diversified learning and teaching experiences
- ❖ adequate and appropriate student services and support
- ❖ committed and motivated students

# Standards for Programme Accreditation

## Introduction

### Background

The Barbados Accreditation Council (BAC) was established under the authority of the Barbados Accreditation Council Act, 2004. Its functions include to:

- Register local, regional and foreign-based institutions offering post-secondary and tertiary education and training in Barbados;
- Maintain a register of all institutions that are registered;
- Accredite and re-accrete institutions and programmes of study;
- Accredite and verify Certificates of Recognition of Caribbean Community Skills granted to Community Nationals by their own country; grant Certificates of Recognition of Caribbean Community Skills in accordance with the provisions of the Caribbean Community (Movement of Skilled Nationals) Act, 2004; and
- Advise on the recognition of foreign-based institutions and their awards.

### Coverage

In this document **institution** will be taken to refer to post-secondary or tertiary education and/or training providers. **Educational** will be taken to mean education and/or training. **Programme(s)** will be taken to refer to both short course(s) and/or programme(s) of study. **Teaching** will be taken to include training. **Faculty** will be taken to include teachers, trainers, instructors, lecturers, tutors, and/or demonstrators.

## Overview

The BAC recognises that some aspects of an institution are always stronger than others. Meeting the accreditation standards guarantees the overall quality of the individual programme of study. By design, these standards allow for perceptive and imaginative experimentation aimed at increasing the effectiveness of institutions.

The programme of study accreditation standards, including those that offer electronically delivered programmes, have been drafted on international best practices and apply the following principles and considerations.

- The programme of study accreditation standards are intended to provide an enabling framework that will lead to the generation and dissemination of examples of good practice.
- The programme of study accreditation standards descriptor statements put each quality area into context.
- The BAC will work with other agencies to develop a coherent and integrated quality assurance and review framework.

The BAC takes a partnership approach to the quality assurance of institutions and their programmes of study through ongoing monitoring, institutional self-evaluation and evaluations conducted by the BAC. The institution's adherence to these standards will be periodically reviewed through peer evaluations preceded by the institution's self-evaluation directed towards demonstrating both adherence to the standards and programmatic improvement.

## Purpose

This document sets out the accreditation standards for programme of study that institutions must meet to establish and maintain programme accredited status with the BAC. The institution must manifest its integrity and commitment towards quality enhancement through continued voluntary adherence to these standards.

Each of the accreditation standards encompasses a principal area of activity.

In applying the Standards, the BAC assesses and makes a determination about the current effectiveness of the programme of study. The institution which meets the standards has demonstrated:

- Clearly defined purposes appropriate to the institution and the specific programme (s) of study and where applicable, national objectives;
- Assembled and organised resources;
- Achievement of programme of study purposes; and
- Ability to continually achieve the stated purpose of the programme (s) of study.

## Definition of Relevant Terms

**Accreditation** – a process in which a programme of study or institution is assessed for its standard and given official recognition. At the *programme* level, accreditation is concerned with the quality of a specific course or programme of study, while *institutional accreditation* is concerned with the evaluation of an entire institution.

**Course** – a defined body of knowledge, skills and attitudes acquired over a specified period of time. A course may be awarded one or more credits and can generally be completed in one term or one semester.

**Credit** – a credit is a unit of academic measurement for a prescribed course or set of courses for which a particular qualification is awarded. It is expressed in terms of number of contact (teaching and/or experience gathering) hours, for example one credit usually represents one hour of contact time each week for one semester of at least 15 weeks. One credit is therefore equal to a minimum of 15 hours of teaching or lecturing time (i.e. theory). With regard to laboratory/practical work, two hours laboratory/practical work is considered equivalent to one hour of theory. One credit is therefore equal to a minimum of 30 hours contact time for practical/laboratory work.

**(Educational) Provider** – any individual, institution or organisation offering education and/or training programmes of study/courses at the post-secondary/tertiary level in Barbados.

**Programme (of study)** – an approved curriculum composed of a series of courses, in an academic or vocational speciality, leading to a recognised qualification.

**Re-accreditation** – the process of evaluation to determine whether an institution and its programmes of study that have been accredited at minimum continue to meet the recognised standards of accreditation.

**Short course** – a course that qualifies to be assigned between one (1) and thirty (30) credits.<sup>1</sup>

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<sup>1</sup> The Barbados Accreditation Council acknowledges the works of the University Council of Jamaica (UCJ)

## Standards for Programme Accreditation

The standards provide a guide for the evaluators as they review the programme of study as part of the accreditation process. There are several standards that must be met by institutions seeking specialised programme accreditation. The criteria are intentionally broad enough to allow for diversity and innovation since there is considerable variation among institutions and the programmes and awards they offer based on their distinctive characters, philosophies and purposes. They are also precise enough to ensure that critical aspects of acceptable quality are encompassed in the statements.

These standards are organised into five (5) areas in which quality is evaluated and recognised. The standards are shown below:

Standard 1	Mission and Objectives
Standard 2	Governance and Administration
Standard 3	Teaching and Learning
Standard 4	Curriculum Effectiveness
Standard 5	Quality Enhancement

In each of the five standards there are *critierion statements* and *standards*. A programme must be judged to have met all the standards to merit accreditation.

**Criterion Statements** are distinct and discrete statements which identify or define in verifiable terms, the attributes of programmes accredited by the BAC.

**Standards** are statements that identify the conditions that are necessary for an objective evaluation of the extent to which a programme meets each criterion. The BAC will also provide information that will guide institutions in interpreting the requirements to meet the standards.

**Examples of Evidence** will include examples of tangible evidence that a programme can demonstrate that the standards have been achieved. Given the variation among programmes offered, some examples of evidence may not apply to all programmes.

The standards and examples of evidence promulgated by the BAC will be reviewed and modified periodically to ensure that they are current, valid, relevant and consistent with emerging trends and developments in the field of quality assurance and accreditation universally.

In a number of fields (for example healthcare, engineering, law) graduation from an accredited specialised programme is a requirement for a license to practise in the field. The BAC will seek to establish collaborative relationships with professional bodies to ensure that the standards and requirements for specialised programme accreditation are consistent with the current requirements for professional practise. In this context, specialised accreditation is recognised as providing a basic assurance of the scope, and quality of professional or occupational preparation. Institutions may also seek accreditation of non-professional programmes as an assurance of the quality of the qualifications awarded.

<b>Standard 1</b>	<b>Mission and Objectives</b>
<b>Criterion Statement</b>	<i>The programme maintains a clear and publicly stated philosophy and specific educational objectives that are consistent with the provider's mission and objectives and are appropriate to post-secondary or tertiary education and training.</i>
<b>Standard 1.1</b>	<b>The programme is congruent with the provider's mission, objectives and educational goals.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. The programme's objectives and learning outcomes are aligned with the provider's mission and objectives.</li> <li>2. The programme's objectives and learning outcomes are consistent with post-secondary/tertiary educational goals.</li> <li>3. The needs of the stakeholders are reflected in the learning outcomes of the programmes.</li> <li>4. There is evidence of stakeholder input in curriculum development.</li> <li>5. There is consistency between the institution's mission and programme objectives e.g. target population, guiding principles, priorities, etc.</li> </ol>
<b>Standard 1.2</b>	<b>The programme's objectives, content and assessment are documented and communicated to the relevant stakeholders.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. The programme's objectives, learning outcomes and content are documented in the student handbook, faculty handbook, catalogues, manuals and other publications.</li> <li>2. Programme information is available in hard and electronic formats to afford easy access by interested stakeholders.</li> <li>3. Clearly defined policies and procedures for programme implementation and assessment are available.</li> <li>4. The philosophy, goals and objectives of the programme are clearly communicated, available and consistent in all documents and publications.</li> <li>5. Student handbook is clear and embodies the rules and regulations governing the programmes.</li> </ol>

<b>Standard 2</b>	<b>Governance and Administration</b>
<b>Criterion Statement</b>	<i>The programme is supported by appropriate structures for effective policy-making and implementation and the necessary human, physical and financial resources to achieve its objectives and educational outcomes.</i>
<b>Standard 2.1</b>	<b>The programme's governance and administrative structures and practices are congruent with the mission and objectives of the provider.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. There are clearly defined policies, processes and procedures for programme design, development, implementation and evaluation.</li> <li>2. There is evidence to show that the programme was approved by the provider's appropriate authority.</li> <li>3. There is a programme committee to ensure that the programme is delivered in accordance with the objectives and mission of the provider.</li> <li>4. The members of the programme committee are appropriately qualified to carry out their designated responsibilities.</li> <li>5. There is a structure of governance/leadership and administration that formulates general policies and exercises authority over the programmes to ensure that they are delivered in accordance with the objectives and mission of the provider.</li> <li>6. The Minutes/Agendas/decisions of meetings are recorded and can be retrieved.</li> <li>7. The effectiveness of the programme's governance and administrative practices are periodically reviewed and improved.</li> </ol>
<b>Standard 2.2</b>	<b>The provider's resource base adequately supports its educational programme offerings.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. The strategic/business plan makes provisions for programme development.</li> <li>2. The provider's resources are adequate for the achievement of the goals of the programme.</li> <li>3. Adequate and appropriately qualified faculty members are allocated.</li> <li>4. Adequate and appropriately qualified faculty members are available to deliver the programme.</li> </ol>
<b>Standard 2.3</b>	<b>The provider has the financial capacity to sustain its planned educational programme.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Financial documents e.g. statements of income and expenditure and audited accounts are available, where applicable.</li> <li>2. Financial projections for the programme(s) are available.</li> <li>3. Appropriate financial management systems for each programme are available.</li> </ol>

<b>Standard 3</b>	<b>Teaching and Learning</b>
<b>Criterion Statement</b>	<i>The programme is successful in achieving student learning outcomes and faculty effectiveness that demonstrate that it is achieving its educational purposes and can continue to do so.</i>
<b>Standard 3.1</b>	<b>The provider has formal mechanisms and/or procedures to undertake the planning and evaluation of educational programme objectives.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. A programme/curriculum/advisory committee operates as part of the institution's structure.</li> <li>2. Policies for programme planning, design, development, implementation and evaluation exist.</li> <li>3. The Minutes/Agendas/decisions of meetings are recorded and can be retrieved.</li> <li>4. The programme is informed by and provides feedback to the strategic plan for the provider.</li> </ol>
<b>Standard 3.2</b>	<b>The provider clearly specifies and publishes the educational objectives and requirements for the programme.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Programme objectives and requirements are stated in relevant documents e.g. catalogues and handbooks.</li> <li>2. Programme documents are easily available to all stakeholders.</li> <li>3. Programme documents are user friendly and revised periodically.</li> </ol>
<b>Standard 3.3</b>	<b>Effective teaching is valued and promoted in the programme.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Faculty members are appropriately qualified.</li> <li>2. Faculty are encouraged to become members of professional organisations relevant to the disciplines they teach.</li> <li>3. Faculty members participate in current and relevant professional development activities.</li> <li>4. Instruments exist for periodically evaluating teaching staff by stakeholders.</li> <li>5. Instruments exist for evaluating training consultants.</li> <li>6. Faculty members are encouraged to engage in relevant research.</li> <li>7. Policy and procedures exist for recruiting and inducting new staff.</li> <li>8. Mechanisms exist for identifying and rewarding effective teaching.</li> </ol>

<b>Standard 3.4</b>	<b>The programmes are carefully designed with mechanisms and procedures for assessment and evaluation of student learning.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. An assessment/evaluation committee exists as part of the programme's structure.</li> <li>2. There is a structured and rigorous evaluation process, which assists in the attainment of certification.</li> <li>3. The course outline incorporates appropriate procedures for the assessment of learners at each level of the programme.</li> <li>4. Mechanisms exist to supply the relevant stakeholders with assessment data.</li> <li>5. Mechanisms exist for the data from assessment activities to inform teaching and learning.</li> <li>6. A variety of assessment methods and tracking systems are utilised to cater for the needs of the diverse student population.</li> </ol>
<b>Standard 3.5</b>	<b>The programme's resources support student learning and effective teaching</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Physical structures – classrooms, labs, studios etc. – are conducive to the teaching/learning process.</li> <li>2. Appropriate physical resources are available and equitably allocated e.g. computers, library, laboratory, equipment, tools.</li> <li>3. An inventory of learning resources is maintained for the programme.</li> <li>4. Human resources are adequate and timetabled to provide an effective teaching and learning process.</li> </ol>

<b>Standard 4</b>	<b>Curriculum Effectiveness</b>
<b>Criterion Statement</b>	<i>The programme is effectively designed to ensure relevance and to maintain certification requirements that conform to accepted standards in that profession or field of study.</i>
<b>Standard 4.1</b>	<b>The learning outcomes and content are clearly stated and are appropriate to the programme level.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. The programme objectives and content fit the level for which the programme is intended.</li> <li>2. The programme content and learning outcomes are clearly articulated and consistent in all official documents.</li> </ol>
<b>Standard 4.2</b>	<b>The programme incorporates assessment strategies that are appropriate to the requisite learning outcomes.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Appropriate assessment methods are employed to appropriately assess student learning.</li> <li>2. Assessment method is appropriate to the level and nature of the programme(s) being offered.</li> <li>3. Assessment activities reflect adequate sampling of content covered and are in alignment with the learning outcomes.</li> <li>4. Data on student assessment, including rates of graduation, transfer, attrition and placement, are easily available to the relevant stakeholders.</li> </ol>
<b>Standard 4.3</b>	<b>The effectiveness of the curricula is evaluated periodically to ensure its appropriateness to the external environment.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. A mechanism exists for the curriculum to be periodically reviewed.</li> <li>2. Faculty members have input in defining expected learning outcomes and determining if they were achieved.</li> <li>3. Where applicable, general education is integrated into the programmes to develop attitudes and skills needed for lifelong learning in a diverse society.</li> <li>4. The programme is reviewed periodically to ensure its relevance to current and future needs.</li> </ol>

<b>Standard 4.4</b>	<b>Programme content and outcomes demonstrate that certification and other applicable standards are achieved.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. A qualifications committee exists as part of the institution's structure.</li> <li>2. The content and outcomes are congruent with the level of certification being awarded.</li> </ol>
<b>Standard 4.5</b>	<b>The provider values and supports effective learning and student achievement</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Mechanisms are in place to publicly recognise and reward effective learning – access to scholarship/bursaries and awards for outstanding performance.</li> <li>2. The institution applies fair and consistent processes for credit transfer, recognition of prior learning and recognition of current competency.</li> <li>3. Learning activities and resources cater to the diversity that exists among the student body.</li> <li>4. Enhancement of effective learning is catered for in the departmental/programme budget to include expenditure on modern learning technologies.</li> <li>5. Design and development of the curriculum takes into consideration the diversity that exists among the student body.</li> </ol>

<b>Standard 5</b>	<b>Quality Enhancement</b>
<b>Criterion Statement</b>	<i>The programme maintains a systematic approach to assessing educational quality in order to improve educational and other outcomes.</i>
<b>Standard 5.1</b>	<b>The programme has formal mechanisms and/or procedures to strategically evaluate the achievement of the mission and educational objectives of the provider.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. Policy, procedures and processes exist for evaluating the programme in context of the vision, mission and educational objectives of the provider.</li> <li>2. Schedules, records and other reports demonstrate planning, monitoring and evaluation strategies.</li> <li>3. Programme evaluation and student assessment records are available and easily accessible.</li> </ol>
<b>Standard 5.2</b>	<b>The programme is allocated sufficient physical and other resources to be effectively planned, implemented and evaluated on a continuous basis.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. A budget related to the programme is available.</li> <li>2. Records justify the allocation of resources.</li> <li>3. The system for resource allocation addresses current and future needs.</li> <li>4. Performance appraisal reports reflect the continued competence of the staff for the programmes they deliver.</li> </ol>
<b>Standard 5.3</b>	<b>The programme is informed by timely, realistic analyses of the internal and external environment, which enhances programme effectiveness.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. There is a plan to subject the programme(s) to timely self-studies/SWOT analyses.</li> <li>2. The programme coordinators use results of need analyses/market surveys to inform programme development and review.</li> <li>3. The data collected is used to inform the strategic and staff development plans.</li> <li>4. There are existing records of evaluation processes to provide information on levels of performance in meeting stated goals/objectives for programme relevance and effectiveness.</li> </ol>
<b>Standard 5.4</b>	<b>The programme is subject to short, medium and long term planning consistent with the mission and objectives of the provider.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"> <li>1. The provider has a strategic/business plan that includes new programme development.</li> <li>2. Short, medium and long term plans are documented and readily available.</li> <li>3. Strategic planning processes are sufficiently flexible to accommodate revision in response to environmental changes.</li> </ol>

<b>Standard 5.5</b>	<b>The institution provides opportunities to enhance the capabilities of its faculty, administrative and other staff to efficiently and effectively deliver a quality programme.</b>
<b>Examples of Evidence</b>	<ol style="list-style-type: none"><li>1. The provider has a plan for monitoring and review staff development.</li><li>2. The provider maintains a database on the staff's training records, skills and abilities for each programme area.</li><li>3. The provider's strategic plan considers the regular review of the programmes, their relevance, demand, affordability and accessibility.</li></ol>

## *Acknowledgements*

The Barbados Accreditation Council wishes to acknowledge the contributions of the following individuals and organisations in the development of its programme accreditation standards.

- Accreditation Council of Trinidad and Tobago (ACTT), Trinidad and Tobago;
- Association of Caribbean Tertiary Institutions (ACTI), Local Chapter;
- Association of Certified Chartered Accountants (ACCA), UK;
- Australian National Training Authority (ANTA), Australia;
- British Accreditation Council (BAC), UK;
- Distance Education Training Council (DETC), USA
- European Coaching Institute (ECI);
- Middle States Association of Colleges and Schools, Middle States Commission on Higher Education (MSCHE), USA;
- National Assessment and Accreditation Council (NAAC), India;
- National Council on Technical and Vocational Education and Training (NCTVET), Jamaica;
- New Zealand Qualification Authority (NZQA), New Zealand;
- North West Commission on Colleges and Universities (NWCCU), USA;
- Open and Distance Learning Quality Council (ODL QC), UK;
- Quality Council of India (QCI), India;
- Quality Assurance Authority (QAA), UK;
- Mr. John Randall;
- Dr. Leonard Shorey;
- Scottish Qualification Authority (SQA), Scotland;
- University Council of Jamaica (UCJ), Jamaica; and
- University of the West Indies (UWI), Open Campus – External Relations and Intra/Inter-Institutional Collaboration, formerly the Tertiary Level Institutions Unit (TLIU)