



REGISTRATION GUIDELINES

***for post-secondary or tertiary
education and training providers***

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The Barbados Accreditation Council

The Barbados Accreditation Council (BAC) was established in November 2004 by 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

The mission of the Barbados Accreditation Council is *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 educational providers 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

Functions and Powers

The main *functions* of the Barbados Accreditation Council are, inter alia, to:

- a. register local, regional and foreign based institutions that offer educational courses in Barbados;
- b. maintain a record of all institutions that are registered and accredited by the Council pursuant to paragraph (a) and
- c. accredit and re-accredit programmes of study and institutions operating in Barbados;
- d. provide for the validation of new educational courses and programmes of study being offered by institutions operating in Barbados;
- e. promote a programme of accreditation and registration;
- f. advise on the recognition of foreign based institutions and their awards;
- g. enhance the quality of post-secondary and tertiary education and training in Barbados;
- h. provide to the public, information on the quality and recognition of programmes of study and institutions, including the annual publication of a list of accredited programmes and institutions in order to protect the interests of the public;

The Barbados Accreditation Council Act 2004 also provides the Council with wide-ranging powers to set conditions to exercise its functions. The Council's *powers* are, inter alia, to:

- a. undertake assessments and evaluations of programmes of study and educational institutions on their own initiative or in co-operation with other bodies as may from time to time be considered necessary for the discharge of its functions;
- b. establish the requirements that institutions must satisfy in order to be registered with the Council, or have their programmes accredited or re-accredited by the Council.

Section I – Introduction

This document sets out the requirements which providers must comply, in order to become registered with the Barbados Accreditation Council. The term *provider* refers to any institution, individual or organisation offering education and/or training programmes or courses leading to an award or credit at the post-secondary or tertiary level.

This document will be reviewed regularly and amended, where necessary.

Registration

Registration signals that an educational provider has met the minimum standards required to deliver post-secondary or tertiary education and training in Barbados. These standards are established by the Council. Registration provides a general overview of the operations and educational offerings of the provider. However, it does not confer any particular standing or guarantee of quality or recognition to the programmes/courses offered by a provider.

Once a provider is **registered** with the Council, it may then apply for **accreditation** of the institution and/or programme(s) of study or courses.

Where a provider meets all of the *General Registration Criteria*, registration will be granted. Registration may be granted for a period of up to three (3) calendar years. During this period, the provider is required to submit an annual registration report to maintain its registered status. Once all the requirements for registration have been met, providers will be issued with the Certificate of Registration upon payment of the requisite fee.

Re-registration

Registered providers are required to apply for re-registration at least two (2) months before the registration period expires.

Denial of Registration

A provider who was denied registration, but still wishes to be registered with the Council will need to begin the registration process from the first step.

Benefits of Registration

- an indication of independent verification that minimum standards have been met
- reflects a demonstration to stakeholders of the provider's commitment to pursue quality provision
- provides a mechanism through which students and the general public can identify bona fide providers
- indicates that a provider is properly constituted, financially viable and adequately resourced
- an indication that a provider is authorised to legally operate in Barbados
- provides assurance of the recognition of post-secondary/tertiary education and training providers operating in Barbados
- facilitates increased access to students through the Council's website, Official Gazette and other advertising media
- lends prestige to the provider's operations
- provides a mechanism through which providers may proceed towards accreditation
- may lead to financial exemptions from relevant governmental agencies
- acts as a catalyst for providers to develop or improve internal systems, processes and procedures

Section II – The Registration Process

This section sets out the criteria, process and documentation requirements for providers wishing to apply for registration with the Council.

Initially, all providers may not meet the guidelines and criteria set out below. However, the Council will provide technical support as part of its developmental programme to ensure that each provider meets the registration criteria. The achievement of the registration criteria will make it easier for the provider when seeking accreditation.

General Registration Criteria

Any provider seeking registration must comply with the Council’s registration requirements. The provider must demonstrate its ability to provide students with proper academic supervision, adequate physical and learning resources, appropriate support services and should therefore have the following in place to achieve registration:

1. Governance and Mission

- a. There should be a structure of governance/management which formulates general policies and exercises authority over the implementation of programmes of study or courses.
- b. The composition of the governing body should be broad-based and should allow for objective input into the management of the institution.
- c. There should be a clearly defined and published Mission Statement or Statement of Purpose.
- d. The goals, aims and objectives of the provider should relate to the intended target population and should be relevant to the needs of the society.

2. Admission Policies

- a. The provider should have clearly defined admission policies compatible with its stated purpose. These should be published and should be adhered to by the provider.
- b. The provider should have clearly defined procedures and policies for the selection of students with alternative qualifications.
- c. The provider should have clearly defined procedures and policies for courses.

3. Educational Programmes

- a. The programmes or curricula should be consistent with the provider’s mission.
- b. The programme structure should be well formulated and should facilitate adequate supervision of the provider’s education and/or training activities.

- c. Responsibility for the development of programmes and the monitoring of educational matters should be clearly stated.
- d. The provider should have well-developed procedures for modifications to curricula that are based on current education and training philosophy and practices as evidenced by its commitment to quality.
- e. The provider should have current, up-to-date information on all its programmes of study with information on the related awards and associated credit hours.
- f. There should be a coherent mechanism for developing programmes and for monitoring education and training standards.
- g. The provider should be able to provide, at all times, evidence of its commitment to quality.

4. Staffing and Professional Development

- a. The teaching, administrative, technical support, information resources and other professional staff should be adequate in terms of quality and quantity, in order to efficiently deliver the educational programmes of study.
- b. The academic qualifications for teaching staff should be at least one level higher than the level being taught. For example, for diploma and certificate programmes, teachers/faculty should be qualified at least at the Bachelor's level, or be certified at the required competency level to teach the programme/course.
- c. The provider should have in place an ongoing programme for staff development.
- d. The provider should have an effective system of communication between staff and management.
- e. Periodic staff appraisals should be conducted, the results of which should be used for improvement of the staff and educational programmes.
- f. The provider should have a mechanism for the assignment of employee workload to prevent staff overload and for effective supervision of staff in order to maintain and enhance the quality of teaching and learning.

5. Student Assessment

- a. There should be a rigorous evaluation process, which should assist in the attainment of certificates, diplomas or degrees.
- b. There should be a system of documenting the pattern of student performance.
- c. The examination system should be transparent and should allow for the production of reports on student performance in a timely manner.
- d. Assessment of student achievement should be appropriate to the post-secondary or tertiary level with emphasis on the assessment of the cognitive skills of evaluation, synthesis, analysis and application, as well as practical competence.
- e. Assessment should take a variety of forms.
- f. The method of assessment should fit the expected learning outcomes.

6. Student Support Services

- a. The educational provider should foster student support services through provision of services which may include counselling and career guidance.
- b. Monitoring and guidance of student performance should also be an ongoing part of the counselling process.
- c. Provision should be made for students' comfort e.g. provision of cafeteria facilities, or other eating area.
- d. There should be facilities to allow students to meet in recreational situations, where applicable.

7. Physical Plant and Equipment

- a. There should be adequate physical resources to serve the needs of the programme and to contribute to an atmosphere of effective learning.
- b. Teaching and learning areas should facilitate the proper supervision and monitoring of classes in session and the attendance of lectures.
- c. There should be adequate physical space to accommodate all class sizes and differently-abled students/faculty.
- d. Facilities should meet fire and other appropriate health and safety code regulations.

8. Learning and Information Services

- a. There should be ownership of, or provision for access to adequate learning and information resources and services required to support the courses and programmes offered.
- b. The library or other learning and information resource facility should provide adequate resource or reference materials, current journals, up-to-date equipment, etc. conveniently located and easily accessible. These should facilitate the accomplishment of curriculum objectives.
- c. Laboratories and computer facilities (where utilised) should be adequate in range, quantity, quality and modernity to support the programme.
- d. Learning and information services should be appropriate and adequate for all programmes offered.
- e. The staff with responsibility for learning and information resources and services should be adequate in number and professionally qualified.

9. Laboratory Facilities

- a. Where applicable, the provider should have adequately equipped laboratories designed to facilitate the application of theory and principles of the relevant disciplines.
- b. There should be adequate support staff to maintain the laboratory facilities.
- c. Laboratory equipment should be kept current.

10. Finances

- a. The financial structure should be able to support the programmes offered and to effectively discharge the provider's obligations to students.
- b. Where applicable, an annual audit of accounts should be conducted.

11. Institutional Plan

- a. There should be a plan, as well as a planning and evaluation process, which addresses the provider's human, educational, physical and financial growth.
- b. The provider should have clearly defined administration systems in place that are compatible with its stated mission.
- c. The provider should have a written plan for various stages of its development.

Procedures for Registration

1. A provider seeking to register with the Council must obtain, complete and submit the application form to:

Executive Director
Barbados Accreditation Council
123 A&B Plaza Centrale
Roebuck Street
St. Michael, BB11080
Barbados, W.I.

2. All supporting documentation must be included with the application form. Any unclear or incomplete applications will delay the registration process.
3. Additional material should be included if it will assist the Council in adequately processing the application form. Supplemental materials should be attached to the end of the application form as appendices. Appendices should be clearly labelled.
4. Supporting materials, including programme specifications, are required for each programme of study or course.
5. The application will be reviewed by the Council. If the review is favourable, a site visit will be made to the institution. If not, the institution will be provided with the necessary assistance to meet the requirements for registration. The site visit will be conducted by BAC personnel and/or a team of external evaluators during the three (3) year period of registration. The costs associated with the conduct of the site visit by the evaluation team will be borne by the provider.
6. A report of the site visit will be sent by the Council to the Principal/Director/Owner of the institution. The provider will be expected to address any shortcomings highlighted in the report.
7. When *all* requirements for registration have been met, the provider will be sent an invoice for the appropriate fee. Once payment is received, the provider will be issued with a Certificate of Registration.
8. Where registration has been granted for three (3) years, the provider may opt to submit payment as a lump sum for the three (3) years, or pay each year with the submission of the Annual Registration Report.

Procedures for Registration of Off-shore Medical Schools

An overseas provider seeking to establish a *medical school* in Barbados and which does not have accreditation/recognition status in its home country/country of origin is expected to have received **accredited** status for its programme(s) from the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) *before* applying for registration with the BAC. They must also submit the following to the Council:

- a proposal which provides a description of the organisation; its operations as an educational entity; the nature of the proposed programme offering(s); method(s) for delivering the programme offering(s); accreditation status of the institution and/or programme(s) offered; and any additional information which may assist the Council with responding effectively to the request; and
- completed application for registration form.
- *All* other requirements for registration established by the Council will apply.

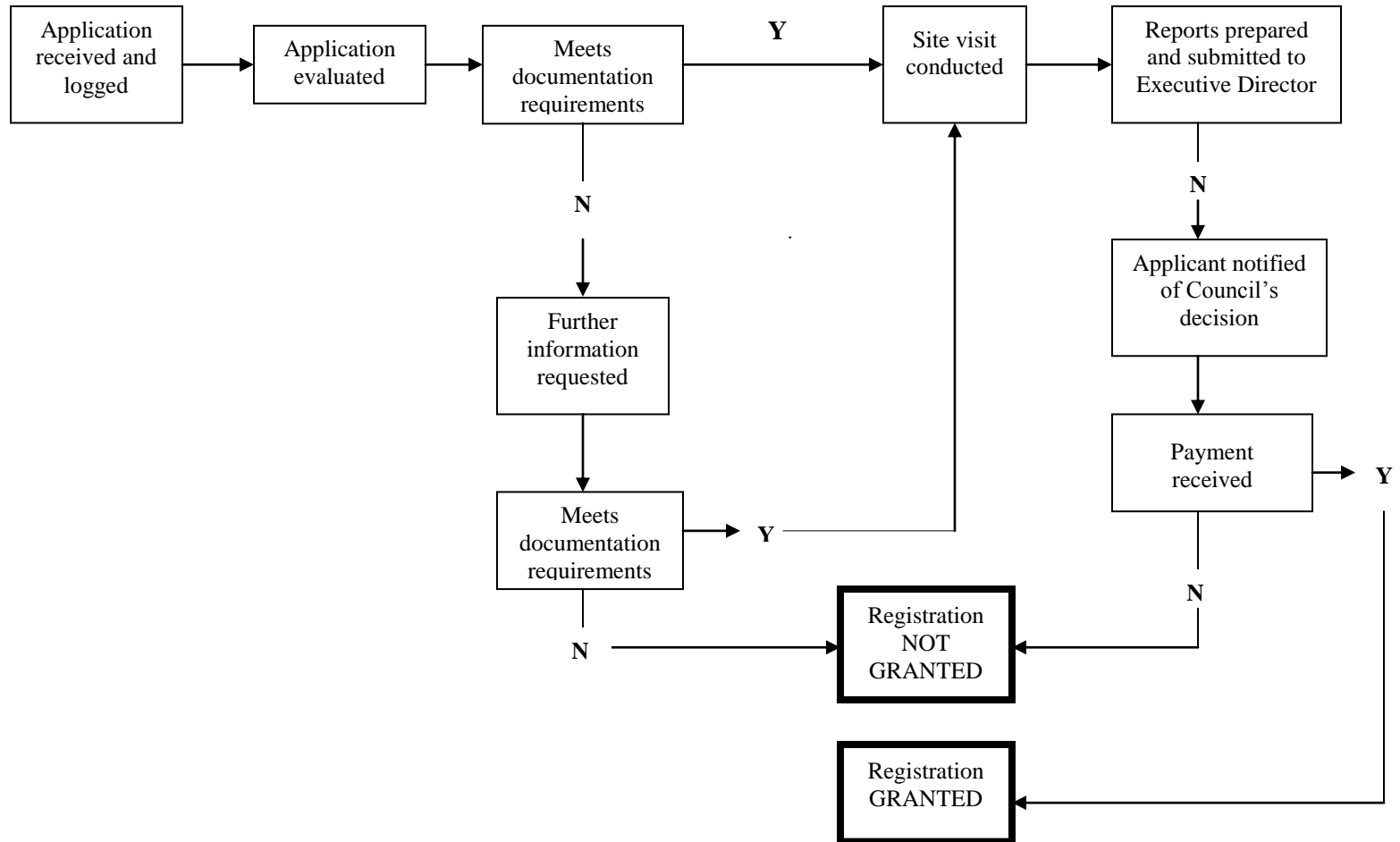
Procedures for Re-registration

Providers who were granted registration for a period of three (3) years, will at the start of each year during this period be required to submit an annual registration report to the Council. A copy of the form may be retrieved from the Council's website or collected from its office.

At the end of the three (3) year period, providers will be required to complete and submit the Application for Re-registration form along with the Evaluative Report and undergo a full registration visit by an external evaluation team, as a part of the re-registration process. The costs associated with the conduct of this evaluation will be borne by the provider.

The Council may require additional reports or documentation for the re-registration process.

Steps to Registration



Registration Application Costs

The application fee for registration is based on enrolment numbers and is shown below:

1. Local/CSM (CARICOM Single Market)
 - less than 100 students \$125.00
 - 100-499 students \$250.00
 - 500-599 students \$375.00
 - 1,000-2,499 students \$500.00
 - 2,500-3,999 students \$750.00
 - 4,000 and over students \$1,000.00
2. Foreign/non-CSM and Transnational \$3,000.00

Other Charges

Registration Guidelines

- Printed copy \$15.00
- Email/website download No charge

Methods of Payment

Payment of the requisite application fee is due upon notification of registration approval.

The following payment methods apply:

- cash;
- company cheque;
- bank draft;
- certified cheque;
- debit card; or
- credit card.

Required Documentation

Application Form

It is important to complete the application form accurately, as this information will be entered into the Council's database. A hard copy must be submitted with the appropriate signature and stamp of the provider.

Financial Management Statements

- Financial Statements (providers that have been operational for more than one year)
- Budget projections for financial year (to be submitted by all providers)

The Council requires assurance that providers are/or will be financially sound, in order to ensure that programmes will be delivered to learners.

Physical Resources *(where applicable)*

- Copy of Floor Plan
- Medical Certificate of Compliance
- Fire Certificate of Compliance
- Report from the Environmental Protection Department (for new construction)

The Council requires assurance that applicants have planned adequately for the safety and security of the students and staff.

Evaluative Report

This report presents a self-evaluation of the operations of the provider as assessed against the *General Registration Criteria* established by the Council.

Contact Details

To apply for registration, please complete the application form and send it with all relevant documentation to:

Executive Director
Barbados Accreditation Council
123 A&B Plaza Centrale
Roebuck Street
St. Michael, BB11080
Barbados, W.I.

Should you have any queries/concerns, please contact the Council at:

Telephone: (246) 436-9094
Fax: (246) 429-9233
Email: info@bac.gov.bb
Website: <http://www.bac.gov.bb>

Definitions

Assessment	refers to the gathering of information about a learner's level of performance or achievement. ¹
Credit hour	one credit hour is comparable to 15 hours of theory and 30 hours practical/lab work
Delivery mode	teaching mode in which a training session is presented e.g. lecture, workshop, seminar, distance. ²
Educational	for the Barbados Accreditation Council refers to education and training.
Evaluation	determines if a standard was met; success or failure (judge quality) ³ . It is a process of comparing a learner's achievement with other students or a set of standards. ⁴
Formative assessment	Assessment designed to help learners learn more effectively through giving them feedback on their performance indicating how it can be improved. ⁵ These are on-going assessments, reviews and observations in a classroom.
Formative evaluation	The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects. ⁶
Governance	This describes the way an organisation is managed, including its powers, responsibilities and decision-making processes. This is often set out in an organisation's constitution or legal identity. ⁷
Instructional format	the method of delivery in which a training session is presented e.g. instructor-led, e-learning, self-paced. ⁸
Instructional methods	ways that information is presented to learners e.g. teacher-centred approaches and learner/student-centred approaches.
Laboratory	facility equipped to facilitate demonstration of the practical component to accompany a lecture or course
Learner-centred approach	involves instruction where the teacher is a facilitator (guide) as learners construct their own knowledge. Learner-centred methods include case studies, co-operative learning, discussion/discussion boards, discovery learning, journal, blogs, learning-centres, role-play, simulations, problem-based learning.
Mode of study	refers to the way in which a student is enrolled in a course/programme of study: internal, external or mixed.
Programme	Programme specifications are concise descriptions of the intended

¹ **Assessment vs Evaluation**, Adapted from TeacherVision

² Adapted from *Dictionary*, Knowledgetransfer.net

³ Adapted from Pacific Crest

⁴ See note 1

⁵ **The Assessment Strategy** – Cardiff University

⁶ **Formative v.s. Summative** Evaluation – Northern Arizona University, College of Education

⁷ Glossary – Tower Hamlets ChangeUp Consortium

⁸ See note 2

specification	learning outcomes from a programme of study/course and the means by which these outcomes are achieved and demonstrated. Programme specifications enable teaching staff and relevant professional bodies or individuals to establish the content and purpose of programmes before and as they are delivered.
Provider	any individual, institution, or organisation offering educational programmes of study at the postsecondary/tertiary level in Barbados.
Summative assessment	Assessment used to indicate the extent of a learner's success in meeting the intended learning outcomes of a unit of study or a programme, at a particular point or time in the instructional process. ⁹ These are typically used to evaluate the effectiveness of instructional programmes and services at the end of an academic year or at a pre-determined time.
Summative evaluation	An examination of more than one learner's performance to see how well a group did on a learning task that utilized specific learning materials and methods from which the instructor/teacher can evaluate the learning materials and learning process. ¹⁰
Teacher-centred approach	includes instruction where the teacher's role is to identify the lesson objectives and take the primary responsibility for guiding the instruction by explanation of the information and modelling. This is followed by student practice. Teacher-centred methods include demonstration, direct instruction, lecture, and lecture-discussion.

⁹Adapted from *Glossary of Terminology that relates to* Assessment, Special Education Support Service

¹⁰ See note 6

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Accreditation Council of Trinidad and Tobago (ACTT)

Cardiff University

Knowledgetransfer.net

Northern Arizona University

Pacific Crest

Special Education Support Service

TeacherVision

Tower Hamlets ChangeUp Consortium

University Council of Jamaica

University of London External System

For further information contact:

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St. Michael, BB 11080

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