



# **REGISTRATION GUIDELINES**

***for post-secondary/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*

The Barbados Accreditation Council will be a World-Class, dynamic quality assurance agency for education and training.

## *Mission Tenets*

The Barbados Accreditation Council will pursue its vision by:

- Providing advisory, administrative, advocacy and quality assuring services that meet globally recognized standards for quality assurance and the expectations of our clients.
- Cultivating an environment of highly dedicated and competent staff members who work as a team to create value for our clients and all the communities we serve.
- Undertaking functions and such related activities that would ensure the efficient and effective discharge of our legal, regulatory and corporate responsibilities.
- Building strong linkages with our sectoral partners to develop a culture of high quality post-secondary/tertiary education and training in Barbados and beyond.
- Engaging in sound financial management, business and social responsibility practices to bring sustainable prosperity and benefits to government, directors, staff, social partners and the communities in which we serve.

# *Core Values*

<b>Core values</b>	
<b><i>Leadership</i></b>	Having the courage to act on our convictions; aligning our actions with a shared vision; fostering collaboration, building trust and facilitating meaningful relationships among stakeholders; seizing initiative and looking outward for innovative ways to improve; taking personal responsibility for our actions and accounting for the results of our performance; providing examples for our colleagues to emulate.
<b><i>Integrity</i></b>	Keeping our word; standing up for what is right; honouring our commitment to our stakeholders; treating all individuals with courtesy and dignity; maintaining confidentiality; embracing and impressing on our stakeholders the principles of fairness, honesty, objectivity and transparency in our business practices.
<b><i>Quality</i></b>	Demonstrating a commitment to high standards of performance that will sustain and advance service excellence, efficiency, reliability, competence and continuous improvement in our day-to-day operations; being forward thinking and proactive in responding to trends and changes that will affect our internal and/or external environment.
<b><i>Professionalism</i></b>	Striving to satisfy individual needs while maintaining the highest standards of performance and ethical behaviour; keeping up-to-date with the latest ideas, trends and developments in one's profession; demonstrating a willingness and ability to listen to and appreciate the worth of each individual's perspective and personality; practising self-control and adherence to approved policies and procedures, acceptable behaviour and orderliness.
<b><i>Teamwork</i></b>	Valuing the contribution of each individual with whom we work; building highly effective relationships with other people to achieve a common purpose or goal; participating in activities to ensure the success of a project, work unit, functional area/department and ultimately the entire organization.

# *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/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/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 shall be for a period of one (1) year from the date the Certificate of Registration is signed, after which the provider must re-apply to maintain its registered status. Registration may also be granted for a period of up to three (3) calendar years. During this period, the provider is still required to submit annually a complete Application for Re-registration form 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	
Indicators	<ol style="list-style-type: none"> <li>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.</li> <li>b. The composition of the governing body should be broad-based and should allow for objective input into the management of the institution.</li> <li>c. There should be a clearly defined and published Mission Statement or Statement of Purpose.</li> <li>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.</li> </ol>
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Organisational Chart</li> <li>• Staff list showing status (permanent, temporary, contract, etc.) and job function</li> <li>• Certificate of Incorporation or Certificate of Registration or Legislative decree bearing the name under which the provider wishes to operate or Cabinet Minute or Act of Parliament</li> <li>• Mission Statement or Statement of Purpose with evidence of formal adoption e.g. Minutes of Meeting or letter from Head of organisation</li> <li>• Vision Statement with evidence of formal adoption e.g. Minutes of Meeting or letter from Head of organisation</li> <li>• Names of members of Board/Senior Managers/Directors/Advisory Board or Persons, etc. and CVs</li> </ul>

- Policies and Procedures of governing body showing alignment to provider's mission
- Distribution of authority, responsibilities and relationships as defined in governance structures, processes and activities are understood by management, implemented through delegated authority, and periodically reviewed
- Provider's goals are congruent with its mission
- Mission statement is published in official documentation and available to the public, particularly learners
- Quality Policy
- Internal Review Policy and Procedure
- Satisfaction surveys of all stakeholders

## 2. Admission Policies

Indicators	<ol style="list-style-type: none"> <li>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.</li> <li>The provider should have clearly defined procedures and policies for the selection of students with alternative qualifications.</li> <li>The provider should have clearly defined procedures and policies for courses.</li> </ol>
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Admission Policy and Procedure (clearly stating requirements for entry to the school)</li> <li>• Requirements for entry to individual courses/programmes</li> <li>• Policy and Procedure for selection of learners</li> </ul>

## 3. Educational Programmes

Indicators	<ol style="list-style-type: none"> <li>The programmes or curricula should be consistent with the provider's mission.</li> <li>The provider offers at least one (1) short course<sup>1</sup>.</li> <li>The programme structure should be well formulated and should facilitate adequate supervision of the provider's education and/or training activities.</li> <li>Responsibility for the development of programmes and the monitoring of educational matters should be clearly stated.</li> <li>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.</li> </ol>
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<sup>1</sup> See Glossary

	<p>f. 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.</p> <p>g. There should be a coherent mechanism for developing programmes and for monitoring education and training standards.</p> <p>h. The provider should be able to provide, at all times, evidence of its commitment to quality.</p>
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Approved Programme Specifications<sup>2</sup> document for each programme of study/course</li> <li>• Syllabi/curricula</li> <li>• Programme design, development and review/modification policy and procedure</li> <li>• Terms of Reference for committee or person(s) with responsibility to approve the programmes</li> <li>• Programme Approval Policy and Procedure</li> <li>• Policy to select staff for programmes/courses</li> <li>• Quality Policy and/or Plan</li> <li>• Learner to teacher/facilitator/faculty ratio</li> </ul>

#### 4. Staffing and Professional Development

Indicators	<p>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.</p> <p>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.</p> <p>c. The provider should have in place an ongoing programme for staff development.</p> <p>d. The provider should have an effective system of communication between staff and management.</p> <p>e. Periodic staff appraisals should be conducted, the results of which should be used for improvement of the staff and educational programmes.</p> <p>f. The provider should have a mechanism for the assignment of employee workload to prevent staff overload.</p> <p>g. The provider should have a mechanism for the effective supervision of</p>
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<sup>2</sup> Refer to the BAC's publication *Guidelines for Preparing Programme Specifications* for guidance in preparing this document.

	staff in order to maintain and enhance the quality of teaching and learning.
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Human Resources Policy and/or Plan</li> <li>• Policy and procedure to assign workload to staff</li> <li>• Staff Development Policy</li> <li>• Employee/Staff Performance Appraisal Policy and Procedure</li> <li>• Employee/Staff Performance Appraisal tool(s)</li> <li>• Communication Policy and Procedure</li> <li>• Policy and procedure for selecting staff for different job functions, teaching and non-teaching</li> <li>• Job descriptions that clearly define requirements to perform the job and responsibilities</li> <li>• Staff CVs/Résumés</li> <li>• Employee Feedback forms</li> </ul>

**5. Learner Assessment**

Indicators	<ol style="list-style-type: none"> <li>a. There should be a rigorous evaluation process, which should assist in the attainment of certificates, diplomas or degrees.</li> <li>b. There should be a system of documenting the pattern of student performance.</li> <li>c. The examination system should be transparent and should allow for the production of reports on student performance in a timely manner.</li> <li>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.</li> <li>e. Assessment should take a variety of forms.</li> <li>f. The method of assessment should fit the expected learning outcomes.</li> </ol>
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Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Assessment Policy</li> <li>• Grading Scheme/Scale</li> <li>• Record of learner performance in each course (Learner Records Management System)</li> <li>• Record of learner throughput</li> <li>• Examinations Policy and Procedure</li> <li>• Policy and Procedure to request/verify learner information</li> <li>• Plans for the identification, storage, protection, retrieval, retention time and disposal of assessment records</li> </ul>
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- Plans for the conduct of tracer studies
- Student Feedback forms

## 6. Learner Support Services

Indicators	<ol style="list-style-type: none"> <li>The educational provider should foster student support services through provision of services which may include counselling and career guidance.</li> <li>Monitoring and guidance of student performance should also be an ongoing part of the counselling process.</li> <li>Provision should be made for students' comfort e.g. provision of cafeteria facilities, or other eating area.</li> <li>There should be facilities to allow students to meet in recreational situations, where applicable.</li> </ol>
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Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Student Support Policy</li> <li>• Policy for the disbursement of transcripts</li> <li>• Policy in respect of tuition, compulsory and other fees</li> <li>• Refund Policy</li> <li>• Policy for the award of qualifications and credits</li> <li>• Policy for granting of Bursaries, scholarships and other financial aid</li> <li>• Student Handbook</li> <li>• Appeals Policy and Procedure</li> <li>• Complaints Policy and Procedure</li> <li>• Details of types of support services available to learners</li> </ul>
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## 7. Physical Plant and Equipment

Indicators	<ol style="list-style-type: none"> <li>There should be adequate physical resources to serve the needs of the programme and to contribute to an atmosphere of effective learning.</li> <li>Teaching and learning areas should facilitate the proper supervision and monitoring of classes in session and the attendance of lectures.</li> <li>There should be adequate physical space to accommodate all class sizes and differently-abled students/faculty.</li> <li>Facilities should meet fire and other appropriate health and safety code regulations.</li> </ol>
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Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Health/Medical Certificate issued by the Environmental Health Officer (issued by the Polyclinic in the catchment area of the provider)</li> <li>• Certificate of Compliance for Lodging and Barracks where the provider offers and maintains student/staff dormitories</li> </ul>
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- License to operate a food business where there is a facility that sells items for consumption (e.g. in a bookshop, convenience store)
- License to operate a restaurant where there is a canteen at the provider’s facility and; where such establishments are required to maintain bathroom facilities. Only granted when the establishment has been inspected and individual medical certificates for Food Handlers verified.
- Physical Resources (Plant and Equipment) Policy
- Health and Safety Policy and/or Procedures
- Fire Certificate of Compliance
- Certificate from Environmental Protection Department for new construction or buildings that have undergone major renovations
- Maintenance Plan
- Teaching and learning area
- Purchasing Policy and Procedure

**8. Learning and Information Services**

Indicators	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c. Laboratories and computer facilities (where utilised) should be adequate in range, quantity, quality and modernity to support the programme.</li> <li>d. Learning and information services should be appropriate and adequate for all programmes offered.</li> <li>e. The staff with responsibility for learning and information resources and services should be adequate in number and professionally qualified.</li> </ul>
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Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Learning Resource Management Policy and Procedure</li> <li>• Qualifications/CVs of staff responsible for managing learning and information resources</li> <li>• Job descriptions</li> <li>• Quality Management System</li> <li>• List of instructional materials, hard and soft copies</li> </ul>
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## 9. Laboratory Facilities

Indicators	<ol style="list-style-type: none"><li>a. Where applicable, the provider should have adequately equipped laboratories designed to facilitate the application of theory and principles of the relevant disciplines.</li><li>b. There should be adequate support staff to maintain the laboratory facilities.</li><li>c. Laboratory equipment should be kept current.</li></ol>
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"><li>• Policy and Procedure in respect of provision of facilities for practical/hands-on application of theoretical aspect of the courses/programmes</li><li>• Maintenance Plan</li><li>• Qualifications/CVs of person(s) responsible for managing this area of operations</li><li>• Job descriptions</li><li>• Purchasing Policy and Procedure</li></ul>

## 10. Finances

Indicators	<ol style="list-style-type: none"><li>a. The financial structure should be able to support the programmes offered and to effectively discharge the provider's obligations to students.</li><li>b. Where applicable, an annual audit of accounts should be conducted.</li></ol>
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"><li>• Financial Statements (Profit and Loss Statement or Income and Expenditure Statement), audited or prepared by a Certified Accountant, as applicable</li><li>• Budget projection</li><li>• Tuition fee structure</li></ul>

## 11. Institutional Plan

Indicators	<ol style="list-style-type: none"><li>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.</li><li>b. The provider should have clearly defined administration systems in place that are compatible with its stated mission.</li><li>c. The provider should have a written plan for various stages of its development.</li></ol>
Examples of Evidence	<p>These include but are not limited to:</p> <ul style="list-style-type: none"><li>• Business/Institutional/Strategic Plan inclusive of a planning and evaluation process</li></ul>

- Plan should address each stage of development e.g. start-up, growth, maturity, etc.
- Standard Operating Procedures
- Records Management System
- Communication Policy and Procedure
- Public Relations Policy and Procedure
- Customer Care Policy and Procedure
- Employee Handbook
- Procedures for basic office functions (handling telephone calls and correspondence, appointment system, filing and record keeping, telephone message system, etc.)

## Procedures for Registration

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

Executive Director  
Barbados Accreditation Council  
Suite 1, Building 1  
Manor Lodge Complex, Lodge Hill  
St. Michael, BB 14000  
Barbados, W.I.

2. All supporting documentation must be included with the application form. Any unclear or incomplete application will delay the registration process.
3. The Self Evaluation Report (SER) must be submitted with the application for registration. The SER provides a self-analysis/evaluation of the provider's operations against the General Registration Criteria established by the BAC. The BAC's publication "*Guide to Writing Evaluative Reports*" provides useful information in relation to this type of report.
4. Additional material should be included if it will assist the BAC in adequately processing the application form. Supplemental materials must be attached to the end of the application form as appendices. Appendices must be clearly labelled.
5. Supporting materials, including programme specifications, are required for each programme of study or course. The BAC may require additional reports or documentation for the registration process.
6. The application will be reviewed by the BAC. If the review is favourable, a site visit will be made to the provider's place(s) of operation. If not, the provider will be given 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, as determined by the BAC for registration. The costs associated with the conduct of the site visit by the evaluation team will be borne by the provider.
7. A report of the site visit will be sent by the BAC to the provider's Principal/Director/Owner/Executive Head. The provider will be expected to address any shortcomings highlighted in the report and submit a report with evidence or an action plan with timelines to address any identified shortcomings to the BAC within the specified timeline.
8. 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.
9. 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 Application for Re-registration form.

## Procedures for Registration of Providers offering Medical Education and Other Health Related Programmes of Study

- i. Tertiary educational providers seeking to offer Medical Education and Other Health Related Programmes of Study **must first be registered with the Barbados Accreditation Council**;
- ii. Tertiary educational providers that offer **only** Medical Education and Other Health Related Programmes of Study must have been granted **Provisional Accreditation** from the **Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)** **before seeking Re-registration with the Council**;
- iii. Only tertiary educational providers that have been offered ‘**Full Accreditation**’ for their Medical Education and Other Health Related Programmes of Study from CAAM-HP would be eligible to seek ‘**Institutional Accreditation**’ from the Council;
- iv. Where the **Non-Medical Education and Health Related Programmes constitute a clear majority of the tertiary educational provider’s enrolment numbers**, the provider –
  - a) must register with the Barbados Accreditation Council; and,
  - b) can seek Institutional Accreditation with the Barbados Accreditation Council

The provider must submit the following to the BAC:

- completed application for registration form; and
- Self Evaluation Report for registration based on the BAC’s guidelines.<sup>3</sup>

*All* other requirements for registration established by the BAC will apply.

### Procedures for Re-registration

Registration is usually for a period of one (1) year, after which the provider must re-apply to maintain its registered status. At the start of each year, the provider is required to complete and submit the *Application for Re-registration* form with supporting documentation. A copy of the form may be retrieved from the BAC’s website or collected from its office.

Providers who were granted registration for a period of three (3) years will at the start of each year during this period, complete and submit the *Application for Re-registration* form to the

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<sup>3</sup> Refer to the BAC’s publication “Guide to Writing Evaluative Reports”.

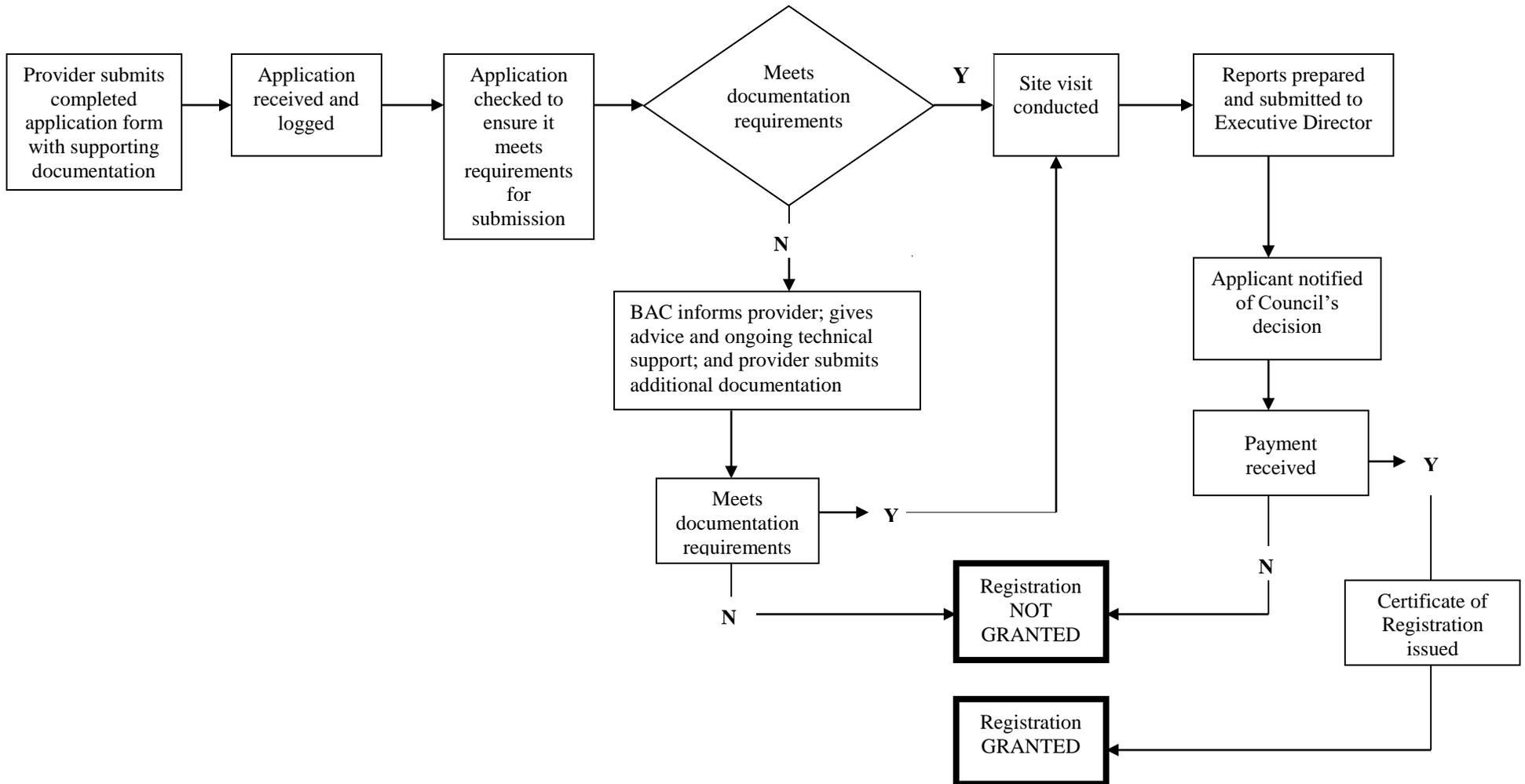
BAC with supporting documentation. A copy of the form may be retrieved from the BAC's website or collected from its office.

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 Self Evaluation Report and undergo a registration site 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 BAC may require additional reports or documentation for the re-registration process.

**NOTE:** *All* applicant providers are advised to refer to the BAC's publication "*Registration Guidelines for post-secondary/tertiary education and training providers*" **before** completing the application form.

# 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<sup>4</sup> \$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.

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<sup>4</sup> Transnational refers to an overseas provider that sets up operation in Barbados.

## ***Educational Programmes***

Providers must submit a Programme Specifications document for each programme of study/course being offered.

## ***Financial Management Statements***

- Financial Statements are to be submitted by providers that have been operational for more than one year.
- Audited financial statements or financial statements prepared by a Certified Accountant must be submitted to the BAC. These include:
  - Balance Sheet
  - Income and Expenditure Statement or Profit and Loss Statement
- Budget projections prepared in Income Statement format 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***

- Copy of Floor Plan
- Certificate of Incorporation/Registration
- Barbados Fire Service Fire Safety Inspection Certificate
- Medical Certificate of Compliance (approval to operate an educational institution)
- Report from the Environmental Protection Department (for new construction or major renovations)

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

## ***Self Evaluation Report***

This report presents a self-evaluation of the operations of the provider as assessed against the *General Registration Criteria* established by the BAC. Refer to the Council's publication "*Guide to Writing Evaluative Reports*" for guidance on preparing this type of report.

## ***Contact Details***

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

Executive Director  
Barbados Accreditation Council  
Suite 1, Building 1  
Manor Lodge Complex,  
Lodge Hill  
St. Michael, BB 14000  
Barbados, W.I.

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

Telephone: (246) 535-6740 Fax: (246) 622-1089 Email: [info@bac.gov.bb](mailto:info@bac.gov.bb)

## Terminologies

Term	Definition
Accreditation	the process by which a (non-) governmental or private body evaluates the quality of a tertiary educational provider as a whole or a specific educational programme in order to formally recognize it as having met certain pre-determined minimal criteria or standards. <sup>5</sup>
Approval	the outcome of validation where a programme/course has been judged to meet the requirements for programme approval established by the BAC.
Assessment	refers to the gathering of information about a learner's level of performance or achievement. <sup>6</sup> NOTE: Assessment is an integral part of the teaching/learning experience and provided insights into the extent to which programme objectives are achieved.
Certificate	a post-secondary qualification awarded to students who successfully complete a programme of study comprising 11-29 credits.
Contact hour	a unit of measure that represents an hour of scheduled instruction given to students.
Core course	a compulsory general education course that reflects the provider's philosophy or needs of the society.
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.
Course syllabus	a document that provides information on the course with respect to code, name, duration, credits, pre-requisites, method of instruction, method of evaluation, general objectives, behavioural objectives, content and required resources
Credit	A credit or credit hour is the term generally used as a measurement of contact time at the tertiary level. It is a unit of academic measurement for a prescribed course or set of courses for which a particular qualification is awarded. A credit or credit hour is expressed in terms of number of contact (teaching/lecture 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. With regards to laboratory work, three hours is usually considered equal to one credit hour.
Credit hour	one credit hour is comparable to 15 hours of theory and 45 hours practical/lab work. See also credit.
Criteria	Generally speaking, criteria along with standards or requirements are statements reflecting an accrediting body's expectations of a programme or a provider. The criteria also elaborate on the methods/procedures, the

<sup>5</sup> Adopted from: <https://www.azvo.hr/en/component/seoglossary/6-quality-assurance-and-accreditation-glossary-basic-terms-and/189-accreditation>

<sup>6</sup> **Assessment vs Evaluation**, Adapted from TeacherVision

Term	Definition
	extent/degree required for compliance with the condition(s) of eligibility in order to be granted registration or accreditation.
Curriculum	a) refers to a coherent set of courses related to a particular programme of study leading to earning a degree, diploma or certificate. b) a set of courses that comprise a major area of study <sup>7</sup> .
Delivery mode	teaching mode in which a training session is presented e.g. lecture, workshop, seminar, distance and self-paced. <sup>8</sup>
Educational	for the Barbados Accreditation Council refers to education and training.
Elective	any course chosen by a student outside the specific programme requirements.
Evaluation	determines if a standard was met; success or failure (judge quality) <sup>9</sup> . It is a process of comparing a learner's achievement with other students or a set of standards. <sup>10</sup>
Executive Head <sup>11</sup>	a person (e.g. director, senior manager, senior official, administrator, etc.) who has executive authority over the educational enterprise for provision of education and/or training services or the person who officially directs and controls the organisation at the executive level.
Formative assessment	assessment designed to help learners learn more effectively through giving them feedback on their performance indicating how it can be improved. <sup>12</sup> 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. <sup>13</sup>
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. <sup>14</sup>
Home country	the country in which the provider initially set up/established its business, regardless of the present country of operation.
Instructional format	the method of delivery in which a training session is presented e.g. instructor-led, e-learning and self-paced. <sup>15</sup>
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

<sup>7</sup> Adopted from Prince George's Community College Catalogue 2006-2007

<sup>8</sup> Adopted from *Dictionary*, Knowledgetransfer.net

<sup>9</sup> Adopted from Pacific Crest

<sup>10</sup> See note 1

<sup>11</sup> Adopted from *Guidelines for Submitting An Application for Registration to the Accreditation Council of Trinidad and Tobago (ACTT)*

<sup>12</sup> **The Assessment Strategy** – Cardiff University

<sup>13</sup> **Formative v.s. Summative** Evaluation – Northern Arizona University, College of Education

<sup>14</sup> Glossary – Tower Hamlets ChangeUp Consortium

<sup>15</sup> See note 2

<b>Term</b>	<b>Definition</b>
	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.
Module	a small stand alone component of a course that can be taught independently or with other such parts. It is usually constituted of two or more units.
Programme	an approved curriculum composed of a series of courses, in an academic or vocational speciality, leading to a particular kind of certification (e.g. certificate, diploma, associate degree, bachelor's degree, etc.).
Programme of Study	a set of courses leading to a specific qualification such as a certificate, diploma, or degree. <sup>16</sup>
Programme specification	Programme specifications are concise descriptions of the intended 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.
Qualification	refers to a degree, diploma or certificate or other documented recognition of attainment gained as a result of fulfilling the conditions and requirements set out by an institution for a specific programme of study or course; or the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
Quality	refers to “fitness for purpose” – meeting or conforming to generally accepted standards as defined by an accrediting or quality assurance body.
Quality Enhancement	the expectation that a provider will have in place a plan to monitor and enhance the quality of its programmes and overall operations. In most cases, quality assurance agencies require that established procedures ensure that quality enhancement is an ongoing process.
Quality Management System <sup>17</sup>	a formalised system to direct, control and improve the institution's quality of teaching, services and other offerings.
Quality Plan <sup>18</sup>	is any document (e.g. a programme specification) setting out specific quality practices, resources and the sequence of activities to ensure the effectiveness of a particular service, course or programme.

<sup>16</sup> Adapted from Prince George's Community College 2013-2014 catalogue

<sup>17</sup> See note 6

<sup>18</sup> See note 6

<b>Term</b>	<b>Definition</b>
Quality Policy <sup>19</sup>	refers to the provider's overall educational philosophy, purpose, goals and objectives regarding quality as formally expressed by the provider's governance/management.
Registration	signals that an educational provider has met the minimum standards required to deliver post-secondary/tertiary education and training in Barbados. These standards are established by the Barbados Accreditation Council. Also refer to Part III of the Education Act, Cap. 41, sections 30A and 31.
Short course	a course that is assigned at least one (1) credit/credit hour, but is less than 30 credits and is at least 15 weeks of contact time in duration.
Site visit	typically evaluation by a team of peer reviewers who examine the provider's self evaluation report (SER); interview faculty/instructors, learners, and staff; and examine the structure and effectiveness of the provider's operations and its programmes, but may also be undertaken by BAC personnel. Usually results in an evaluation report. Normally a part of the registration process.
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. <sup>20</sup> 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. <sup>21</sup>
Supporting Documents <sup>22</sup>	include copies of policies, procedures/processes, financial statements, curricula/programme specifications, certificate of incorporation, records etc. which show evidence of the information given in the narrative.
Syllabus	a learning document provided by an instructor that describes the content and expectations of a course, the grading policy, a list of assignments and due dates, and related information such as the required textbooks, other course materials, the instructor's office hours and contact information <sup>23</sup> .
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.

<sup>19</sup> See note 6

<sup>20</sup> Adapted from *Glossary of Terminology that relates to* Assessment, Special Education Support Service

<sup>21</sup> See note 8

<sup>22</sup> See note 6

<sup>23</sup> Adopted from Prince George's Community College Catalogue 2006-2007

<b>Term</b>	<b>Definition</b>
Transcript	A learner's formal education record of grades received in all courses taken with a particular educational provider, including transfer credits if applicable. <sup>24</sup>
Transnational/foreign provider	an educational provider that has its origin and main campus or establishment in an overseas country or territory and is operating in another country.
Validation	the process whereby a new or significantly revised course/programme proposal is examined, either by the provider to assess its suitability for inclusion in its programme offerings, or by an external quality assurance agency to assess the course's/programme's suitability for having the approval of that body.

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Special Education Support Service

TeacherVision

Tower Hamlets ChangeUp Consortium

University Council of Jamaica

University of London External System

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<sup>24</sup> Adapted from Prince George's Community College Catalogue 2006-2007

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