



Eligibility and Selection Criteria for Peer Evaluators

Vision Statement

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 governance, 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

Leadership

Having the courage to act on our convictions; aligning actions with a shared vision; fostering collaboration, building trust, and facilitating meaningful relationships among stakeholders; seizing initiatives 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.

Integrity

Keeping our word; standing up for what is right; honouring our commitment to our stakeholders; treating all individuals with respect, courtesy, and dignity; maintaining confidentiality; embracing and impressing on our stakeholders the principles of fairness, honesty, objectivity, and transparency in our business practices.

Quality

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

Professionalism

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.

Teamwork

Valuing the contribution of each individual with whom you 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 organisation.

Empowerment

Influencing and enabling behaviours that build confidence and competence of others; promoting and recognising the contribution and/or participation of colleagues towards achieving desired results.

Trustworthiness

Exhibiting a readiness and willingness to work with colleagues and clients; encouraging and appreciating the differences and worth of others; accepting apologies and seeking to maintain and/or restore good working relationships.

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; and
- 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; and
- 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; and
- committed and motivated students.

Eligibility and Selection Criteria

Introduction

The BAC sources and selects a number of professionals who meet the requirements to evaluate the institution or programme(s). The evaluation team is usually drawn from administrators with primary responsibility for providing oversight in a post-secondary/tertiary level institution, educators/faculty who have primary responsibility in the teaching and learning process, and practising professionals chosen for competence in the fields relevant to the provider or programme(s) being evaluated. In selecting a peer evaluator/reviewer for a particular evaluation assignment, the BAC considers factors including but not limited to the training the evaluator has completed; whether the evaluator has any conflicts of interest with the provider(s) being evaluated; the reviewer's service record, areas of expertise, employment and education history.

Evaluators will be required to objectively evaluate and make recommendations on the quality of post-secondary/tertiary education and training programmes and the overall operations of educational providers in alignment with international benchmarks, guidelines and standards/criteria, policies and procedures approved by the BAC.

Peer evaluators will also be responsible for reviewing programme specifications against the BAC's criteria and making judgements and recommendations based on expert assessment of compliance with the criteria. They may also be required to serve on evaluation teams or as an individual evaluator to conduct reviews for registration, accreditation (institutional or programme), and programme approval for the BAC.

NOTE WELL: A peer evaluator/reviewer employed at an institution/organisation seeking accreditation with the BAC or an accredited institution/organisation that is not in good standing with the BAC (e.g. placed on probation or other sanction) will not be permitted to serve on the evaluation team for that assignment.

Eligibility Criteria

Peer evaluators make recommendations to the Barbados Accreditation Council (BAC), as they are the subject matter experts, knowledgeable about contemporary, common and best practices within tertiary education. Eligibility to serve as a BAC peer evaluator is dependent upon the following:

General Requirements

The following general requirements must be met for consideration to be included in the 'Evaluator Database'. Candidates must:

1. provide a copy of your resume or CV which reflects the areas of expertise in relation to the BAC's General Registration Criteria and/or Standards for Accreditation;
2. attend the required preparation programme (s) hosted by the BAC;
3. serve on at least two evaluation teams over a three (3) year period;
4. abide by the decisions of the BAC regarding their suitability for selection for preparation training and for evaluation team membership;
5. complete, sign and return the '**Declaration of Interest**' form and the 'Confidentiality Agreement' to the BAC;
6. abide by the terms and conditions set in the confidentiality agreement;
7. provide the BAC with an up-to-date curriculum vitae, and any other relevant documentation which may from time to time be requested;
8. adhere to the evaluator policies and procedures outlined by the BAC;
9. work as a member of a team, to act collectively, to act with authority and integrity, and to express view politely but independently;
10. adhere to pre-determined deadlines; and
11. be credible, diligent and committed to the improvement of educational quality.

Minimum Qualifications and Experience

- Master's or other appropriate terminal degree from an accredited/recognised institution. Doctorate degree preferred.
- Individuals with other recognised expertise, skills or experience that is deemed comparable may be considered.
- At least five (5) years' experience in postsecondary/tertiary education and/or training.
- Currently hold a full-time or part-time faculty/instructor or senior administrative/management position in a recognised/accredited postsecondary/tertiary level institution.
- Held a full-time or part-time faculty/instructor or senior administrative/management position in a recognised/accredited postsecondary/tertiary level institution.
- Understanding of and/or experience with accreditation standards, systems and processes.

Additional Experience

- Current or past working relationship with the BAC as a peer evaluator.
- Contributions in scholarship/research, practice, professional service in tertiary level education and/or training.
- Ability to demonstrate experience with registration or accreditation processes or similar evaluation processes geared to enhance the quality of tertiary level education or training.
- Expertise in tertiary education and/or training in curriculum design and development, instructional methods, or as an evaluator in a specialized discipline would be an asset.
- Training and/or experience in peer review for purposes of registration, programme approval and/or accreditation would be an asset.
- Extensive experience in industry/employment would be an asset.

Competencies

These include but are not limited to the following:

- use of the computer and information technology
- interviewing
- facilitation
- active listening
- evaluative writing
- working with teams
- consensus building
- time management
- follow-through
- interpersonal, oral and written communication skills
- flexible and patient with others

Selection

All peer evaluators are selected through mechanisms and criteria established by the BAC. Interested individuals must respond to calls for peer evaluators when advertised by the BAC. After review of the submitted materials, individuals may be invited to become peer evaluators/reviewers.

Successful candidates will be eligible to register with the BAC to serve for an initial period of one (1) year. Upon successful completion of the initial appointment, a peer evaluator/reviewer may be reappointed. The period of reappointment will be for three (3) years. At the end of this period, the evaluator/reviewer may be reappointed for successive three-year terms based on satisfactory

performance. Please note that inclusion in our system does not mean an individual will automatically be asked to serve on an evaluation team.

When invited to serve on an evaluation team, the BAC considers several factors including, but not limited to, the fit between the evaluator's professional profile and the type of educational provider under review, the type of review being conducted, the mix of evaluators on the team and the topics that need to be explored during the review. The goal is that the educational providers under review, as much as is practical, are genuinely evaluated by peers at similar institutions.

The BAC will provide training in peer review/evaluation for successful candidates who must have a strong desire to contribute to the development of tertiary education and training in Barbados. Evaluators will be paid an honorarium that will take into account time, effort and expertise required for the service rendered after a visit is completed.

Thank you for your interest to support quality in tertiary education and training by being a member of a peer evaluation team. If possible, the BAC looks forward to you being a part of the process.

For further information contact:

**Barbados Accreditation Council
First Floor, The Phoenix Centre
George Street
St. Michael, BB 1114
Barbados, W.I.
Tel: (246) 535-6740
Fax: (246) 622-1089
Email: info@bac.gov.bb
Website: www.bac.gov.bb**

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