



Ensuring Quality, Standards  
and Recognition for Tertiary  
Education

The Grenada National Accreditation Board

## Criteria, Standards and Scope of Evidence for Institutional Accreditation

### Introduction

The Grenada National Accreditation Board (GNAB) was established in 2014 and is the duly authorised body by Act No. 15 of 2011 as amended by Act No. 31 of 2014. GNAB has responsibility for quality assurance and accreditation of post-secondary and tertiary level institutions in Grenada, and advising on the status of quality assurance and accreditation with respect to foreign or transnational, post-secondary and tertiary level programmes and institutions. Post-secondary and tertiary level education and training refer to institutions and programmes which generally require successful completion of secondary schooling or its equivalent, and which lead to the award of qualifications at the sub-baccalaureate, baccalaureate, and postgraduate levels.

GNAB's Institutional Accreditation criteria and standards have been adapted from those currently being used by other external quality assurance agencies (EQAAs). The EQAAs have been established based on a common CARICOM model in furtherance of goals to strengthen regional tertiary education and facilitate the CARICOM Single Market and Economy (CSME). In this regard, GNAB acknowledges the work of regional bodies such as the Accreditation Council of Trinidad and Tobago (ACTT), Barbados Accreditation Council (BAC), and the University Council of Jamaica (UCJ).

GNAB's criteria and standards are guided by its *Institutional Accreditation Policy (IACC 2.1)*. Institutional Accreditation is an external evaluation process conducted by GNAB which considers the holistic characteristics of an institution and evaluates its capacity to deliver quality educational programmes at the post-secondary or tertiary level based on established internationally comparable quality criteria. Accreditation is the status granted to the institution that has been found, through self-study and external review, to meet all GNAB's Institutional Accreditation criteria and standards. The process for Institutional Accreditation is detailed in the *Procedural Requirements for Institutional Accreditation (IACC 2.3)* and the *Rationale for Decision Outcomes on Accreditation (GENP 7.3)* details each possible decision outcome.

There are several criteria that must be met by institutions seeking accreditation. The criteria are intentionally broad enough to allow for diversity and innovation since all institutions are different in their mission and purpose. However, the criteria and standards are precise enough to ensure that critical aspects of acceptable quality are assessed. This document outlines the five (5) criteria and eighteen (18) standards for Institutional Accreditation, and the scope of evidence which an institution should present to demonstrate that it satisfies each standard.



# The Grenada National Accreditation Board Criteria and Standards for Institutional Accreditation

<b>Criterion 1</b>	<b>Mission and Purpose</b>
<b>Criterion Statement</b>	<b>The institution has a clear publicly articulated mission which is appropriate for tertiary education and guides all of its operations</b>
<b>Standard 1.1</b>	<b>The institution has a clear mission that reflects its educational and other purposes</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution’s mission is documented and approved by its board or governing body</li> <li>– The mission statement is current and explains the extent of the institution’s emphasis on various areas such as teaching, research, economic development, etc.</li> <li>– The institution’s strategic goals and plans align with its mission</li> </ul>
<b>Standard 1.2</b>	<b>The institution’s mission and purpose are appropriate to tertiary education.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution’s educational goals are congruent with tertiary education and training</li> <li>– The nature and scope of the institution’s programmes and level of awards are consistent with tertiary education</li> </ul>
<b>Standard 1.3</b>	<b>The mission reflects a commitment to serving the needs of internal and external stakeholders</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The mission identifies the scope and intended constituents of the programmes and services the institution offers</li> <li>– The mission is articulated in statements and documents available to the public</li> <li>– The institution engages with its internal and external stakeholders and responds to their needs as its mission and capacity allow</li> </ul>
<b>Standard 1.4</b>	<b>The mission is communicated and supported within the institution and guides its operations</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The mission is prominently displayed on the campus and in university documents</li> <li>– The institution’s programmes, services, and enrolment profile are consistent with the mission</li> <li>– Institutional planning and budgeting priorities align with the mission</li> </ul>



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<b>Criterion 2</b>	<b>Governance and Administration</b>
<b>Criterion Statement</b>	<b>The institution's system of governance and administration ensures ethical decision-making and effective stewardship of human, physical and financial resources to accomplish its educational and related purposes.</b>
<b>Standard 2.1</b>	<b>The institution's governance and administrative structures and practices promote effective and ethical leadership that is congruent with the mission of the institution.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution's board or governing body is legally constituted and has ultimate responsibility to ensure that the policies, procedures and regulations are adhered to by its stakeholders.</li> <li>– The institution operates its financial, academic, personnel and support functions with integrity.</li> <li>– The institution establishes and follows fair and ethical policies and processes for its board, administration, faculty and staff.</li> <li>– The institution has a system of governance that involves participation from its stakeholders.</li> <li>– The institution has documented policies and regulations that define authority and relationships among its stakeholders.</li> <li>– The institution has an Executive Head whose full-time or major responsibility is to manage the operations of the institution in keeping with the Board's /Governing Body's directives.</li> <li>– The system of governance makes provision for consideration of the views and judgments of its stakeholders.</li> <li>– The institution has mechanisms to regularly evaluate the effectiveness of its governing body and to improve its operations.</li> </ul>



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<b>Standard 2.2</b>	<b>The institution's resource base supports its educational programmes and its plans for sustaining and improving quality.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– Faculty plays a major role in identifying the resources required for educational programmes offered by the institution</li> <li>– The institution has the physical and technological infrastructure to support its programmes and services</li> <li>– The institution has adequately qualified, trained and experienced staff to conduct its operations.</li> <li>– The institution has established mechanisms to provide for the adequate maintenance and upgrade of its physical and technological infrastructure</li> </ul>
<b>Standard 2.3</b>	<b>The institution has the financial capacity and sound policies to ensure the integrity and continuity of its programmes and services.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution is financially viable to ensure completion of programmes undertaken and to respond to financial emergencies or unforeseen circumstances.</li> <li>– The institution has appropriate policies with respect to student tuition and fees</li> <li>– The institution has mechanisms and procedures to control its financial resources and to allocate them appropriately to achieve its educational objectives.</li> <li>– The institution plans, administers and monitors its budgets and investments.</li> <li>– The institution uses adequate auditing and budgetary controls and procedures in keeping with statutory requirements.</li> <li>– The institution's policies stipulate the terms and conditions for accepting gifts and/or donations from public, private and international organisations.</li> </ul>



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<b>Standard 2.4</b>	<b>The institution's system of governance provides for student input in decision making on matters which affect them.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"><li>– There is a functioning student representative body.</li><li>– The roles and responsibilities of the student representative body are clearly defined in the institution's constitution or other supporting documentation.</li><li>– There is a constitution outlining the students' representative body's structure and operations.</li><li>– Feedback from students informs planning and decision-making processes of the institution.</li></ul>



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<b>Criterion 3</b>	<b>Teaching and Learning</b>
<b>Criterion Statement</b>	<b>The institution demonstrates faculty effectiveness and achievement of desired student learning outcomes. It is achieving its educational goals and can continue to do so</b>
<b>Standard 3.1</b>	<b>The institution undertakes academic planning and periodic evaluation of its programmes to maintain relevance and academic quality.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution’s strategic plan considers academic planning and evaluation.</li> <li>– Policies and procedures exist for planning, evaluation and revision of academic programmes.</li> <li>– Academic programmes are evaluated regularly to ascertain their effectiveness and relevance.</li> <li>– Decisions to add or discontinue academic programmes are consistent with the institution’s resource base and students’ needs.</li> <li>– Faculty has direct input into the design, development, implementation and evaluation of academic programmes.</li> </ul>
<b>Standard 3.2</b>	<b>The institution’s programme documents are developed and published to provide appropriate information to learners and other stakeholders</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– Information on entry requirements, structure and content, learning outcomes, and assessment are published in programme documents, catalogues, and handbooks.</li> <li>– Programme documents, catalogues, and handbooks are easily available to learners and other stakeholders.</li> <li>– Programme documents are user friendly and are revised periodically</li> </ul>



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<b>Standard 3.3</b>	<b>The institution values and promotes effective teaching</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution supports research and innovation to facilitate teaching for its diverse student population and in a variety of learning environments and situations.</li> <li>– The institution has a continuous professional development programme which promotes faculty effectiveness</li> <li>– The institution has mechanisms and procedures to evaluate and reward effective teaching.</li> <li>– The institution encourages and supports faculty members’ participation in professional organisations relevant to the disciplines they teach.</li> <li>– Teaching approaches reflect consideration for diversity among learners.</li> <li>– The institution has a mechanism for students to evaluate the teaching effectiveness of the faculty.</li> <li>– There are opportunities for faculty and students to contribute to scholarship, creative work, and the discovery of knowledge appropriate to their programmes and institution’s mission</li> </ul>
<b>Standard 3.4</b>	<b>The institution’s programmes are appropriately designed with effective mechanisms for assessment of student learning.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The content of educational programmes has a coherent design and is characterized by sufficient breadth, depth, sequential progression, synthesis of learning and continuity.</li> <li>– The institution clearly identifies and defines the expected learning outcomes for each programme it offers.</li> <li>– Faculty is involved in identifying and defining student learning outcomes and the strategies to be used to determine them as well as whether the outcomes are being achieved.</li> <li>– The assessment of students’ learning is at multiple levels and includes multiple direct and indirect measures of students’ learning.</li> <li>– The evidence of students’ learning is documented and available to all appropriate stakeholders including faculty, administration and students.</li> <li>– Procedures for assessment and evaluation of student learning are documented.</li> </ul>



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<b>Standard 3.5</b>	<b>The institution's resources support student learning and effective teaching.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"><li>– The institution employs adequate academic and non-academic personnel.</li><li>– The institution has and ensures access to teaching and learning resources including, but not limited to, libraries, research laboratories, theatres/workshops/performance spaces, technology centers.</li><li>– The institution designates appropriately qualified and experienced staffing for its teaching and learning processes.</li><li>– The institution has mechanisms and/or procedures for evaluating the effective use of its teaching resources and uses the evidence to inform academic planning.</li><li>– Sufficient financial resources are allocated to improve teaching and learning.</li><li>– The institution allocates sufficient technological resources to maintain appropriate databases on faculty and students to manage teaching and learning processes</li></ul>





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<b>Criterion 4</b>	<b>Preparedness for Change.</b>
<b>Criterion Statement</b>	<b>The institution's human, physical and financial resources are strategically allocated and employed to respond to the social and economic demands of a rapidly changing world.</b>
<b>Standard 4.1</b>	<b>The institution carries out short, medium and long term planning consistent with its mission and vision for the future</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution's planning processes focus on its mission, values, strategic goals, and priorities for the future</li> <li>– Strategic planning reflects flexibility and re-prioritization as a result of environmental changes.</li> <li>– Institutional planning documents show due consideration of the impact of changes in society on the institution's programmes and services</li> <li>– The institution's planning processes are linked to budgeting and other related processes.</li> <li>– The institution's planning process indicates involvement by both internal and external constituents of the institution.</li> </ul>
<b>Standard 4.2</b>	<b>The institution has formal mechanisms to evaluate the achievement of its mission and goals.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution maintains and utilises effective systems for collecting, analysing, storing and distributing institutional information.</li> <li>– The management of the institution monitors and evaluates the implementation of its strategic and other plans.</li> <li>– The institution's planning documents reflect a sound understanding of the institution's present capacity as evidenced by the outputs of organisational self-assessment</li> <li>– The institution has a history of achieving its planned objectives</li> </ul>
<b>Standard 4.3</b>	<ul style="list-style-type: none"> <li>– <b>The institution has set mechanisms and/or procedures to strategically and equitably allocate resources for present and future use.</b></li> </ul>



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### **Scope of Evidence**

- The institution has a budgetary plan which identifies the resources for acquisition and allocation to meet current and future needs.
- The institution has an established system, used by individuals and departments, for acquiring resources.
- Specific personnel have responsibility to procure and disburse resources as required.
- Technology, learning support services, pedagogical skills and instructional facilities are updated and upgraded regularly to include what is currently appropriate.



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Criterion 5	Quality Enhancement
<b>Criterion Statement</b>	<b>The institution monitors, reviews and continuously improves its Quality Management Systems through effective planning and evaluation, sustained effort and commitment to quality.</b>
<b>Standard 5.1</b>	<b>The institution allocates sufficient time, physical, human and financial resources to effectively plan, monitor and evaluate its quality on a continuous basis.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution allocates appropriate and adequate resources for planning quality initiatives, and to undertake monitoring and review</li> <li>– Mechanisms to adequately develop and review the institution’s policies and procedures are in place</li> <li>– The institution has appropriate mechanisms for reporting issues of non-compliance, poor quality, or the need for corrective action to management and internal oversight bodies</li> <li>– Records of monitoring and evaluation processes, including status reports and audit reports, are duly maintained.</li> </ul>
<b>Standard 5.2</b>	<b>The institution conducts environmental scanning and draws on the findings to enhance quality and effectiveness.</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"> <li>– The institution conducts timely self-assessment, needs analysis and review.</li> <li>– The institution scans the environment for benchmarking and to adopt best practice.</li> <li>– The institution analyses information on its performance and measures stakeholder satisfaction to improve programmes and services.</li> <li>– The institution has a history of external review and commitment to continuous improvement</li> </ul>



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<b>Standard 5.3</b>	<b>The institution provides opportunities for its faculty, administrative and other staff to enhance their capabilities and the quality of their work</b>
<b>Scope of Evidence</b>	<ul style="list-style-type: none"><li>– The institution measures performance of faculty and staff and uses it to inform training plans and professional development priorities based on employee needs and institutional priorities</li><li>– The institution supports faculty to improve their teaching, research and scholarship</li><li>– The institution keeps and maintains appropriate databases on employees' skills, competencies, and development needs</li><li>– The institution has appropriate development and support programmes to help employees meet their personal and professional goals</li></ul>