



*Ensuring Quality, Standards and
Recognition for Tertiary
Education*

The Grenada National Accreditation Board

CRITERIA, STANDARDS, AND SCOPE OF EVIDENCE FOR PROGRAMME 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 University Council of Jamaica (UCJ).

These criteria and standards will be reviewed and modified periodically to ensure that they are current and relevant. As far as possible, GNAB will collaborate with appropriate professional associations in the conduct of its evaluation for programme accreditation to ensure at all time that the requirements for programme accreditation are aligned to current requirements for professional practice in the respective areas. GNAB's programme accreditation 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 Programme Accreditation, and the scope of evidence which an institution should cover to demonstrate that its programme satisfies each standard.



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Criterion 1	Mission and Purpose
Criterion Statement	The programme maintains a clear purpose and educational objectives that are consistent with the institution’s mission and appropriate to tertiary education.
Standard 1.1	The programme is aligned to the institution’s mission, purpose and educational goals.
Scope of Evidence	<ul style="list-style-type: none"> • The programme’s objectives and learning outcomes are aligned with the institution’s mission and purpose. • The programme’s objectives and learning outcomes are appropriate to tertiary education • The needs of the stakeholders are reflected in the learning outcomes of the programmes. • There is evidence of stakeholder input in curriculum development
Standard 1.2	The purpose and educational objectives of the programme are clear and communicated to the relevant stakeholders.
Scope of Evidence	<ul style="list-style-type: none"> • Programme information is available in multiple formats and easily accessible to stakeholders. • The purpose of the programme and educational objectives are understood and supported by faculty and students



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Criterion 2		Governance and Administration	
Criterion Statement	The programme is supported by governance and administration structures which ensure ethical decision-making and effective stewardship of human, physical and financial resources to accomplish its educational objectives.		
Standard 2.1	The programme's governance and administrative structures and practices support its purpose and educational objectives		
Scope of Evidence	<ul style="list-style-type: none"> • The institution has an appropriate framework to develop, approve and introduce programmes aligned to its mission and educational goals • The programme was approved by the institution's board or governing body. • There are appropriate mechanisms to ensure that the programme is delivered as intended in its approval documents. • Committees charged with the responsibility for monitoring and review of the programme are in place and include appropriately qualified personnel • The effectiveness of the programme's governance and administrative practices are periodically reviewed and improved. 		
Standard 2.2	The programme engages in adequate planning to ensure that it achieves its educational objectives and responds to change		
Scope of Evidence	<ul style="list-style-type: none"> • The programme is included in the institution's integrated and strategic planning processes • The institution's planning processes are sufficiently flexible to respond to changes in the environment 		



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<p>Standard 2.3</p>	<p>The programme adheres to sound financial practices and has access to sufficient funding to ensure its integrity and continuity.</p>
<p>Scope of Evidence</p>	<ul style="list-style-type: none"> • The institution is financially viable to ensure continuity of the programme and to respond to financial emergencies or unforeseen circumstances. • The institution has appropriate policies with respect to student tuition and fees • The institution has mechanisms and procedures to control its financial resources and to allocate them appropriately to achieve the educational goals of the programme • The institution plans and monitors the budgets related to the programme • The programme's adherence to institutional policies related to finance and procurement are monitored
<p>Standard 2.4</p>	<p>The programme has adequate resources available to support the achievement of its educational objectives</p>
<p>Scope of Evidence</p>	<ul style="list-style-type: none"> • Faculty involved in the programme play a major role in identifying the resources required to deliver it effectively • The institution has the physical and technological infrastructure to support the programme and related services • The institution has adequately qualified, trained and experienced faculty and staff to deliver the programme and related services. • The institution has established mechanisms to provide for the adequate maintenance and upgrade of its physical and technological infrastructure for the programme



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Criterion 3	Teaching and Learning
Criterion Statement	The programme demonstrates faculty effectiveness and achievement of desired student learning outcomes. It is achieving its educational goals and can continue to do so.
Standard 3.1	The institution undertakes academic planning and evaluation of the programme to maintain relevance and academic quality.
Scope of Evidence	<ul style="list-style-type: none"> • Academic planning is integrated into the institution's planning processes • There is an established framework supported by appropriate policy to plan, evaluate and review the programme • Faculty has direct input into the design, development, implementation and evaluation of the academic programme. • Appropriate mechanisms are in place for institutional decisions to add or discontinue academic programmes.
Standard 3.2	Programme documents are developed and published to provide appropriate information to learners and other stakeholders
Scope of Evidence	<ul style="list-style-type: none"> • Information on entry requirements, structure and content, learning objectives, assessment are published in programme documents, catalogues, and handbooks. • Programme documents, catalogues, and handbooks are easily available to learners and other stakeholders. • Programme documents are user friendly and are revised periodically.



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Standard 3.3	Effective teaching is valued and promoted in the programme.
Scope of Evidence	<ul style="list-style-type: none">• The programme supports research and innovation to facilitate teaching for its diverse student population and in a variety of learning environments and situations.• There is evidence of a continuous professional development programme which promotes faculty effectiveness• Mechanisms are in place to evaluate and reward effective teaching.• Faculty participates in professional bodies relevant to the disciplines they teach.• Teaching approaches reflect consideration for diversity among learners• Mechanisms are in place for students' evaluation of teaching
Standard 3.4	The programme and its constituent courses or modules are appropriately designed with effective mechanisms for assessment of student learning.
	<ul style="list-style-type: none">• Programme design incorporates appropriate methods for assessment of student learning at each level• Assessment methods are diverse and appropriate to the learning outcomes• There are assessment committees or similar bodies which review the programme's assessment processes and outcomes.• Mechanisms are in place to compile and analyse assessment data and make it available to appropriate stakeholders



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	<ul style="list-style-type: none">• Assessment data inform teaching and learning.
Standard 3.5	The programme's resources support student learning and effective teaching.
Scope of Evidence	<ul style="list-style-type: none">• Physical structures – classrooms, labs, studios, technological infrastructure – are appropriate to the teaching learning process with the programme.• Appropriate physical resources are available and equitably allocated as required – computers, library, laboratory, equipment, tools.• An inventory of learning resources is maintained for the programme.• Adequate faculty and staff are available to facilitate the teaching/learning process.



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Standard 4	Curriculum Effectiveness
Criterion Statement	The programme is effectively designed to ensure relevance and to adhere to accepted standards in the field of study appropriate to its level.
Standard 4.1	The learning outcomes and curricula content are clear and appropriate to the programme level
Scope of Evidence	<ul style="list-style-type: none"> • The programme objectives and content fit the level for which the programme is intended. • The programme content and learning outcomes are clearly articulated and consistent in all official documents.
Standard 4.2	Assessment methods are appropriate to the learning outcomes of the programme.
Scope of Evidence	<ul style="list-style-type: none"> • Assessment methods are diverse and appropriately assess student learning across the various levels of the programme. • Assessment method is appropriate to the level and nature of the programme being offered. • Assessment activities reflect adequate sampling of content covered and are in alignment with the learning outcomes. • Data on student assessment, including rates of graduation, transfer, attrition and placement, are easily available to the relevant stakeholders and inform curriculum development



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<p>Standard 4.3</p>	<p>The effectiveness of curricula is evaluated periodically to ensure that the programme is responsive to the external environment.</p>
<p>Scope of Evidence</p>	<ul style="list-style-type: none"> • There is an established mechanism for curriculum review by a diverse and competent panel or committee and evidence that periodic reviews are undertaken • Faculty members have a significant role in the review process • General education is integrated into the curriculum to develop appropriate skills and competencies for lifelong learning in a diverse society.
<p>Standard 4.4</p>	<p>Programme content and outcomes demonstrate that certification and other applicable standards are achieved as appropriate</p>
<p>Scope of Evidence</p>	<ul style="list-style-type: none"> • Mechanisms exist within the institution to evaluate and review the programme curriculum relative to appropriate national and/or regional qualifications frameworks • Programme content and outcomes are congruent with the level of qualification being awarded.
<p>Standard 4.5</p>	<p>The programme encourages and supports high levels of student achievement</p>
<p>Scope of Evidence</p>	<ul style="list-style-type: none"> • Mechanisms are in place to publicly recognise and reward high levels of student including access to scholarship or bursaries and awards for outstanding academic performance. • There is evidence of investment in appropriate learning technology and innovations



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Standard 5	Quality Enhancement
Criterion Statement	The programme systematically assesses its quality and effectiveness to improve educational and other outcomes.
Standard 5.1	The programme has an appropriate framework to periodically evaluate its quality and effectiveness.
Scope of Evidence	<ul style="list-style-type: none"> • The programme allocates appropriate and adequate resources for planning quality improvement initiatives, and to undertake monitoring and review • The programme has appropriate mechanisms for reporting issues of poor quality, or the need for corrective action to senior faculty and internal oversight bodies • Programme evaluation and student assessment records are available and easily accessible
Standard 5.2	The programme scans its internal and external environment and draws on the findings to enhance quality and effectiveness.
Scope of Evidence	<ul style="list-style-type: none"> • The programme conducts timely self-evaluation, needs-analysis and review. • The programme scans the environment for benchmarking and to adopt best practice • The programme analyses information on faculty output, student assessment, and stakeholder satisfaction to improve • The programme has a history of external review and commitment to continuous improvement.



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

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