



*Ensuring Quality, Standards and
Recognition for Tertiary
Education*

The Grenada National Accreditation Board

Criteria and Standards for the Accreditation Of Short Courses

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, with 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

Over the past decade the number of short courses offered by the private and public sectors in Grenada, and the wider Caribbean region has grown. Many of these courses are offered to employees in order to improve their skills and competencies. A short course is defined as one offered at the postsecondary or tertiary level for which no more than 30 credits are assigned. One credit is generally the equivalent of 15 contact hours of instruction.

In establishing the criteria and standards for accreditation of short courses GNAB has adapted those initially developed by the University Council of Jamaica (UCJ) and currently being used and developed by other External Quality Assurance Agencies (EQAAs) in the region. These EQAAs were 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 done by the Accreditation Council of Trinidad and Tobago (ACTT), the Barbados Accreditation Council (BAC), and UCJ in developing and improving these standards within the region

Providers of short courses offered at the postsecondary or tertiary level and which qualify to be assigned not less than one (1) credit, but less than 30 credits, may submit themselves to be evaluated by GNAB. This is a voluntary process and the following criteria and standards will be applied.



The Grenada National Accreditation Board Criteria and Standards for Short Course Accreditation

Criterion 1	Governance & Mission
Criterion Statement	The provider has a clear mission and purpose with congruent governance and administrative structures that support its short course offerings
Standard 1.1	The provider has a clearly defined Mission or Statement of Purpose.
Standard 1.2	The rationale and educational goals of the course are congruent with the provider's mission and purpose
Standard 1.3	There is a structure of governance and administration implemented by the provider which allows for the development of appropriate policies and the exercise of authority in the implementation of the course
Standard 1.4	There are clearly defined responsibilities for staff employed by the provider
Standard 1.5	The provider demonstrates a commitment to continuous quality improvement



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Criterion 2	Resources and Facilities
Criterion Statement	The provider ensures that adequate resources and facilities are available to effectively deliver its course offering and related services
Standard 2.1	The provider develops appropriate plans to acquire and manage its resources and facilities
Standard 2.2	The financial resources to support the course offered and to sustain training and development on an on-going basis are accessible and available
Standard 2.3	Instructional and support staff are adequate for the effective delivery of the course and related services
Standard 2.4	Physical resources are adequate to serve the needs of the course and contribute to an environment for effective learning.
Standard 2.5	Facilities meet relevant health and safety standards for education and training facilities.
Standard 2.6	The provider ensures access to adequate learning resources and services to support the course offered.
Standard 2.7	The provider has access to appropriate technological resources to effectively deliver the course
Standard 2.8	Where appropriate, adequate provision is made for laboratories and related equipment and materials, to facilitate the application of the theories and principles relevant to the course.



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Criterion 3	Teaching and Learning
Criterion Statement	The provider has developed appropriate plans, policies, and procedures to develop and deliver sound relevant educational courses and to support the achievement of learning outcomes
Standard 3.1	There is a clearly defined and coherent mechanism for developing courses and for monitoring and reviewing for relevance and educational quality
Standard 3.2	Competent personnel are available to the provider to develop, monitor and review course for relevance, educational quality, and achievement of the learning objectives
Standard 3.3	The provider had developed detailed course outline documents which provide comprehensive information to learners and other stakeholders about the course title, duration, objectives, learning outcomes, teaching strategies, and assessment methods
Standard 3.4	The provider has published admission requirements for the course that are appropriate to post-secondary or tertiary level education and aligned with the purpose and learning objectives.
Standard 3.5	Instructors are qualified on the basis of appropriate education, training and experience to teach the course.
Standard 3.6	The instructors of the course are engaged in professional developments that keep them abreast of developments in their fields.
Standard 3.7	Performance appraisals for instructors are conducted at regular intervals and the results are used for improvement.
Standard 3.8	Appropriate records are kept of the qualifications and experience of all instructors and other staff including those recruited on an ad hoc basis.
Standard 3.9	The performance of guest instructors providing training on an ad hoc basis is evaluated.
Standard 3.10	The provider has an appropriate mechanism for maintaining and enhancing the quality of instruction



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Standard 3.11	There is a structured and rigorous assessment process which determines the attainment of certification.
Standard 3.12	There is a system of documenting, storing and retrieving records of learner performance.
Standard 3.13	The assessment system is transparent and allows for reports on learner performance in a timely manner
Standard 3.14	Assessment is appropriate to the post secondary and tertiary level with emphasis on demonstrable competencies.
Standard 3.15	The provider facilitates appropriate support services
Standard 3.16	Monitoring and guidance of learner performance is an on-going part of the learning process.