



**THE  
UNIVERSITY COUNCIL  
OF JAMAICA**

**GUIDELINES FOR  
RECOGNITION OF TRANSNATIONAL  
EDUCATION QUALIFICATIONS**

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# **GUIDELINES FOR RECOGNITION OF TRANSNATIONAL EDUCATION QUALIFICATIONS**

## **THE UNIVERSITY COUNCIL OF JAMAICA**

The University Council of Jamaica (UCJ) was established in October, 1987 by the University Council of Jamaica Act, 1987. It is a statutory body currently under the portfolio of the Minister of Education. The UCJ is the national Quality Assurance Agency for tertiary education in Jamaica.

### **VISION**

The University Council of Jamaica aims to be a Centre of Excellence for quality assurance in tertiary education in the Caribbean, maintaining a system that is responsive to national and global changes while enhancing the development of a coherent Jamaican tertiary education system and the country's human resources.

### **MISSION**

The mission of The University Council of Jamaica is to increase the availability of tertiary level training in Jamaica through a robust quality assurance system that ensures excellence, transparency, integrity and adherence to standards.

In fulfillment of its mission the Council seeks to achieve the following:

- More efficient use of the existing tertiary and higher educational infrastructure in order to optimize the limited financial resources;
- Greater articulation between the institutions comprising the tertiary and higher education system so as to achieve a more integrated framework; and
- Facilitation of a system capable of responding more effectively to the country's changing manpower needs.

## VALUES

The values of The University Council of Jamaica are embedded in the following:

- **Holistic Growth**  
The Council is committed to the growth and development of individuals, tertiary institutions and communities towards a culture of quality.
- **Integrity and Ethics**  
The Council believes in objectivity, honesty, and the establishment of trust and confidentiality while consistently operating in an ethical manner.
- **Excellence**  
The Council believes in the attainment of high quality standards in all aspects of its work.
- **Transparency**  
The Council will always exhibit openness and fairness in its operations.
- **Service**  
The Council is committed to providing high quality services to all stakeholders.
- **Respect**  
The Council believes in and values the diversity of all stakeholders.

## FUNCTIONS

The University Council of Jamaica is the External Quality Assurance (EQA) Agency for tertiary education in Jamaica. The UCJ also functions as an awards and academic development body for tertiary institutions and programmes in Jamaica. The following are the main functions of the UCJ.

1. To register institutions offering tertiary education to ensure that certain minimum standards are met with respect to:
  - governance of institutions;
  - management of institutions - strategic, operational and financial;
  - programme management - process for development, approval and review of programmes, and monitoring of academic standards;
  - the overall management of quality within the institution;
  - adequacy and suitability of physical facilities with regard to student enrolment and programmes offered;
  - scope, appropriateness and educational value of institutional programmes and experiences;

- qualifications, competence and adequacy of staff - academic (faculty), administrative and technical;
  - adequacy of learning resources e.g. library, computing and laboratory, to support the programmes; and
  - other operational factors.
2. To provide accreditation for degree and specialized programmes, as well as for institutions by:
    - establishing and applying criteria for the accreditation of tertiary/higher educational programmes and institutions;
    - guiding tertiary institutions in the development of their Internal Quality Assurance (IQA) systems;
    - assisting tertiary institutions in the improvement of their educational offerings; and
    - encouraging and facilitating the development and delivery of programmes relevant to national needs.
  3. To assist in the development of tertiary institutions by providing professional advice and services for the development and improvement of programmes.
  4. To develop, on an on-going basis, threshold standards for different levels of qualifications in various disciplines, at the tertiary level.
  5. To award degrees, diplomas and certificates to students who have pursued approved programmes of study at approved tertiary institutions in Jamaica.
  6. To study current issues in post-secondary education with a view to maintaining and improving educational standards.
  7. To establish equivalence and facilitate local recognition of foreign qualifications.
  8. To assure the quality of programmes being offered in Jamaica by foreign institutions.
  9. To provide appropriate public information about the institutions and programmes registered and accredited by the Council.
  10. To act as the national information centre for Jamaican tertiary qualifications.
  11. To co-ordinate the activities of the Joint Committee for Tertiary Education (JCTE).

## 1.0 TRANSNATIONAL EDUCATION

Transnational Education (TNE) - refers to all types of higher education study programmes or educational services (including distance education) in which the learners are located in a country different from the one where the awarding institution is based. The student does not move to study in other countries, they study in their home country, but the credentials are awarded in the name of the foreign institution (*Andrejs Rauhvargers, 2000*).

Overseas institutions delivering TNE programmes in Jamaica are required to have them assessed by the UCJ against local standards for recognition. The UCJ's mandate as an external quality assurance agency means that it must develop, communicate, and use a set of standards for TNE to ensure that quality is preserved and also that programmes offered via this mode are viewed as comparable to those in institutions where instruction is offered face-to-face. The UCJ holds TNE programmes to the same high standards as those delivered by national institutions.

Transnational education may be offered through different arrangements such as:

- Programme articulation
- Branch Campuses
- Franchising
- Offshore institutions
- International Institutions
- Distance Education: There are three main models of distance education involving on-line learning. The first involves tutoring, consultations and guidance being provided in the student's country of residence. In addition, examinations and defence of theses are often organized in the country of students' residence. The second combines on-line delivery and attendance by the student at short courses in the country of origin. There may also be some local tutorial support. The third model involves the student dealing remotely with the provider, and there is no local support.
- Provision of awarding and assessment services in respect of courses taught.

## 2.0 PURPOSE OF THE GUIDELINES

International transferability of qualifications and credits, and their recognition, are major considerations in TNE. The UCJ considers that ‘Recognition’ of TNE programmes and qualifications should be subject to comparable quality assurance and accreditation procedures as those applied to national institutions and programmes.

The purpose of these guidelines is to assist institutions offering TNE qualifications to prepare applications for Recognition by the UCJ. The UCJ acknowledges its responsibility to assist institutions and create an enabling environment for the recognition of TNE qualifications awarded to students resident in Jamaica.

**These Guidelines are to be used in conjunction with other relevant UCJ developed Standards and Guidelines.**

## 3.0 RECOGNITION

Recognition is defined by the Lisbon Recognition Convention (LRC) as “a formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to providing access to educational and/or employment activities.”

Recognition of qualifications refers to a statement of acceptance or ‘endorsement’ of qualifications awarded through transnational arrangements or via distance education. It aims to provide advice on the level and general academic standing of a foreign qualification by comparing it to a qualification that is placed at a particular level on the Tertiary Qualifications Framework of Jamaica.

Recognition differs from Accreditation, but both are concerned with quality assurance. In Accreditation, the institutions offering the programmes are located in Jamaica and so the UCJ is able to scrutinise all aspects of the programmes; their design, delivery and assessment. In the case of Recognition, although the certificates, diplomas and degrees are offered to Jamaican participants, there is no physical institutional presence or entity in Jamaica that can be accredited. In Recognition, the assessment is *ex post facto*, in that the programme has already been offered,

the certificate, diploma or degree granted and what is assessed is its value *vis a vis* comparable accredited diploma or degree programmes. This is done through an examination of the extent to which criteria and standards, established by the UCJ for this purpose, have been met.

#### **4.0 ELEMENTS OF PROGRAMME RECOGNITION**

The guidelines in this section relate to TNE qualifications obtained through teaching/learning activities using print, broadcasts, cassette recordings, computer-based materials, the Internet, video-conferencing, and the occasional meeting of students and tutors.

In evaluating a programme for the purpose of Recognition, a number of criteria/standards are employed. Each criterion/standard is stated as a general principle and this is followed by specific practices considered important in offering quality TNE programmes. The criteria/standards apply to all quality educational programmes regardless of the mode of delivery.

The criteria/standards established for consideration in the Recognition process are:

- A. Governance and Administration/Management
- B. Equivalence of Qualifications
- C. Relevance
- D. Integrity
- E. Consumer Protection
- F. Protection of the Rights of Enrolled Students

#### **CRITERION 1: GOVERNANCE & ADMINISTRATION**

**Criterion Statement:** The awarding institution has a robust governance, administrative and management structure appropriate to the design and delivery of TNE programmes, and based on transparency and integrity.

The institution should have the following in place:



- A clearly defined and published Mission Statement which integrates TNE into the broader institutional mission, strategic vision, and plans. Plans to offer TNE programmes should be an explicit strategy for achieving the institution's Mission, aims and objectives;
- Goals and objectives that relate to the intended target population and which are relevant to the needs of society;
- A governing body that is responsible for formulating policies, and which exercises authority over the operations of the institution and the implementation of academic programmes. The governing body should be broad-based, incorporating the necessary skills and abilities, and should consist of a majority of persons who have no vested or pecuniary interest in the institution;
- An effective internal quality assurance system that ensures quality across the entire institution, and results in quality programmes;
- A plan as well as a planning and evaluation process, that address the institution's educational, physical, technological and human resources as well as its financial growth, development and sustainability;
- A clearly defined management system that incorporates the entire institution, inclusive of all international sites; that regularly conducts an analysis of costs and potential returns in the evaluation, selection, and maintenance of instructional technologies which allow the institution's programme costs to be competitive;
- A senior administrator who has full-time responsibility for the implementation of policies and the day-to-day operations of the institution. The senior administrator should not serve as the chair of the governing board;
- Evidence of sound financial management, inclusive of a budget to adequately support the transnational delivery of quality learning activities. Audited financial statements are a requirement;

- A coherent mechanism for developing programmes and for monitoring academic standards;
- A person of senior status who has responsibility for development of programmes, including identification and implementation of best practices for offering TNE programmes. Responsibilities should include the monitoring of academic standards;
- A person of senior status who has responsibility for the regular assessment, maintenance and updating of the technology in line with emerging trends and practices and in keeping with the aims and objectives of the educational programmes;
- Policies relating to the maintenance of ethical standards in all aspects of the institution's operations;
- Compliance with the laws/regulations of Jamaica, including copyright laws.

## **CRITERION 2: EQUIVALENCE OF QUALIFICATIONS**

**Criterion Statement:** The overseas provider must demonstrate an appropriate balance in programme content that will allow full equivalence with comparable programmes at the overseas institution. Equivalence is demonstrated by entitlements for the student to progress to further study within the overseas institution.

The following should apply:

- There is no academic barrier to a student who has completed successfully the penultimate year of the programme in Jamaica transferring to the overseas institution for the final year.
- A student who has completed a first degree in Jamaica has the same entitlement to be considered for enrolment on a related post graduate programme at the overseas

institution, as a student achieving equivalent grades on the same programme at the overseas institution.

- Local advertising is accurate in respect of opportunities for progression to further study or employment both locally and overseas.

In assessing equivalence, the Quality of the Programme is a major consideration. It is expected that evidence of a system for the development, approval, and review of the programme that ensures that it meets the requirements for quality in all the areas identified will be provided, particularly in relation to the following:

1. AIMS AND PHILOSOPHY which should:

- Clearly state the rationale for the development of the programme;
- Be appropriate to the institution's mission as well as the needs of students and other stakeholders;

2. STUDENT LEARNING OUTCOMES which should:

- Specify what the learner is expected to know, understand and be able to do, as well as the dispositions the learner will display upon completion of the programme;
- Be observable, measurable and executable; and
- Be appropriate to the purpose of the programme, the discipline and the level of the programme.

3. PROGRAMME STRUCTURE AND CONTENT

(a) Design and Development of TNE programmes should ensure that:

- The design, development, review, revision, and evaluation of TNE programmes are informed by a theoretical framework, current research, and best practices in providing such programmes of study. They should also take account of 'fitness for purpose' and sustainability criteria.

- Strategies to be used in developing and delivering TNE programmes are appropriate to the subject/discipline and principles relevant to adult learning. Instructional technology solutions should be accessible and user-friendly.
- Best practice is brought to bear on the programme review and approval processes.
- Oversight of TNE programmes is the responsibility of a team comprising faculty, content experts, curriculum specialists, and information technology experts with appropriate academic qualifications in the design and development of TNE programmes.
- All legal requirements in both the sending and receiving countries are met and due diligence should ensure that the technology is effective for TNE within the context of the receiving country (in this case, Jamaica).
- The institution offering TNE programmes has developed, documented, and implemented policies and procedures for adherence to legal requirements (Copyright, Fair Use and Intellectual Property Rights) pertaining to the development and use of instructional materials and activities. Clearly stated and enforceable sanctions for the violation of copyright and fair use policies and procedures should be acted on.

(b) The structure and content of the programme should reflect the following:

- The nature of the programme - design orientation, breadth and depth;
- Credit structure – appropriate number of credits, weighting;
- Programme components - general education, specialization, professional courses (where applicable) adjunct/support courses, and electives;
- The curriculum - balance, coverage, appropriate intellectual level, coherence, appropriate sequencing, currency, relevance, adequacy of mechanism for change;
- The course outlines - currency, coherence, appropriate sequencing, coverage of course material, teaching and learning strategies; recommended textbooks, method(s) of assessment;
- Exposure to current industrial/business/professional practices;

- Standards that are acceptable locally and internationally;
- The contribution of research and scholarly activities to the profession or field of scholarship and the quality of teaching;
- Evaluation of courses by students and faculty members;
- Modes of delivery.

Where desirable and applicable, practical work should be varied - structured, open-ended, mini projects, computer applications, opportunities for industrial/business/professional involvement, Practicum/Clinical Work/Field Experiences. Clear statements as to how such activities are designed, (course outlines/ required hours) supervised and assessed must be provided.

#### 4. ASSESSMENT METHODS

There must be a system for ensuring that assessments adequately and appropriately measure students' achievement of the learning outcomes. The assessment methods should be varied and suitable for identified learning outcomes.

Criteria, regulations and procedures for the assessment of students' learning should be made available to students. These include policies and procedures to guide the submission of assignments/projects and to advise on the consequences for not meeting the stated timelines.

Emphasis should be placed on:

- Assessment philosophy and strategy;
- Coverage, level, appropriateness and format of assessments;
- The role of coursework, projects, examinations, the practicum/internship/work experience - their weighting and grading;
- A system of external evaluation/moderation;
- Progress of students - failure rate, repeats, re-sit patterns, trends;
- Communication skills, written and oral; and
- Analytical, critical thinking and problem solving skills.

Security arrangements must be made in situations where students at the overseas and Jamaican sites are sitting the same examination at different times due to time zone differences.

## 5. QUALITY ASSURANCE

The institution should have in place a quality assurance system, including policies, procedures and guidelines to ensure continuous improvement of the quality of its TNE programmes. These quality assurance policies and practices should be equivalent to those for face-to-face programmes.

Quality assurance practices at the institution should include:

- A system that includes both self-assessment and external assessment components and involves the input of all stakeholders including faculty and students, and targets the improvement of the programme's educational effectiveness. This should be communicated to all members of staff.
- A review of the curriculum on a periodic basis, with academic standards being used to compare and improve the learning outcomes as well as the teaching/learning process.
- Provision of appropriate technical support for students and faculty to access library and information resources, academic advising, and other academic support.
- Periodic evaluation of the effectiveness of student support services and implementation of modifications necessary to enhance students' satisfaction with the programmes.
- The conduct of research on enrolment, costs, and the appropriateness of the technology. This information should be used by the institution to assess, evaluate and improve programme effectiveness.

## 6. STUDENTS

There should be a system to ensure that admission and selection of students are consistent with requirements for the programme(s). Students' success rates and progress rates should be analysed to inform programme improvement.

## 7. FACULTY

The institution should ensure that:

- Faculty recruitment is based on the requirements of the programme.
- Faculty members are suitably qualified to teach in the subject area; are engaged in relevant scholarly activities; have membership in or affiliations to professional bodies; and participate in professional development activities.
- All personnel involved in the planning, design, delivery, and administration of TNE meet the established requirements of qualifications, experience, and technical skills. They should be provided with relevant training in relation to the modes of delivery and available technological options to ensure the system operates effectively.
- A plan exists for the development of faculty, administrators, and staff to gain competency in the design, delivery and administration of TNE programmes.
- There is a process of regular and systematic evaluation of faculty performance for improved teaching effectiveness.
- Administrative and technical support staff have the requisite qualifications and experience and are adequate in number to provide the supporting expertise and skill sets necessary to effectively deliver and sustain TNE programmes.

## 8. RESOURCES

The institution offering TNE programmes should demonstrate that they have the resources to ensure that the learning environment is appropriate to facilitate efficient and effective lecturer-student and student-student communication and permits instructors to give timely, non-threatening and constructive feedback to students enrolled in programmes.

The institution should ensure that:

- A process is in place for the periodic monitoring and upgrading of learning resources and services for improved educational provision.
- The technology facilitates the necessary student-instructor and student-student interactions, and allows for appropriate interaction (synchronous or asynchronous) between instructor and students and among students.
- A contingency or back-up system is available to provide quick recovery from technology-related interruptions.
- A system exists to continually review, recommend and approve updating of the technology required to deliver programmes.
- Where applicable, physical facilities - classrooms, lecture rooms, parking etc.; are adequate and suitable.
- Library and information resources are adequate to support the curriculum and are easily accessible to the students.
- Financial resources to ensure the viability and sustainability of the programme, and to support effective programme delivery, are adequate and available.

## 9. STUDENT SUPPORT SERVICES

There should be a process for the development and evaluation of the provision of student support services to enhance student academic achievement and personal development.



In making provisions for student support services, the institution should ensure the following:

- Provision of orientation session(s) for students, introducing them to the institution, the programme of study and the instructional materials and resources to be used in the programme. The session(s) should also clearly communicate the responsibilities of the institution and the students in relation to student learning and achievement.
- A documented fee structure, payment methods, and appropriate timelines which are communicated to students in a timely manner. Programmes for financial assistance such as loan facilities, scholarships, bursaries and grants should also be documented and communicated.
- A defined mechanism to identify, approve, and furnish the required resources (for example, electronic infrastructure and libraries) to adequately support the programme
- A learning management system that facilitates access by both faculty and students to course material and information, course schedules, and course content.
- Technical support services to facilitate the effective use of technologies by faculty, staff, administrators and students.
- Provision of technical training and support necessary for students to use the instructional technology/tools to maximize their progress in programmes.
- Provision for students' access to a sufficient number of qualified instructors on a regular basis; for example by email contact with tutors, access to chat rooms on the website of the overseas institution, and/or tutorials conducted by video-conferencing.
- A system that facilitates and promotes similar/comparable social interactions between and among distance learners as would normally occur in the face-to-face modality.

- Provision for students to access academic advice, counselling and career guidance services;
- A system that allows students to discuss concerns and problems and to formally submit appeals, grievances, and complaints. Procedures should be in place to deal with formal complaints, grievances and appeals so that the results can be communicated to the complainant in a timely manner.

### **CRITERION 3: RELEVANCE (Not Applicable to Fully On-Line Delivery)**

**Criterion Statement:** The local context is considered in the design and delivery of the programme leading to the qualification to ensure that graduates are suitably able to apply their newly acquired knowledge and competencies within Jamaica. Labour market needs and employer feedback should be considered to ensure the qualification is relevant to the economic, cultural, societal and technological context in Jamaica.

Relevance should be demonstrated through:

- Consultations with national stakeholders, processes for the review and approval of local materials (such as case studies) for inclusion in the curriculum.
- Inclusion of case studies drawn from Jamaican or Caribbean experience, to the extent that this is possible without compromising the intended outcomes of the module.
- Availability of elective modules offered at the overseas institution to participants in Jamaica. Where appropriate, some elective modules using Jamaican or Caribbean material should be substituted for, or offered in addition to the main electives. (For example, a business course having an elective module on company taxation might wish to offer a module based on Jamaican tax law.)

## CRITERION 4: INTEGRITY

**Criterion Statement:** Reliable and tested systems are implemented to avoid the various forms of credential fraud and to maintain the highest integrity of the qualification. All parties involved in assessment, record keeping and issuing the award must be aware of, and committed to, safeguarding against any form of fraud.

The institution should have policies on academic integrity which include:

- References to ethical practices relating to teaching, learning and assessment in TNE;
- Programme of orientation exercises for TNE learners dealing with issues of academic integrity;
- Training of faculty who teach on-line which includes and emphasises issues of academic integrity, e.g. methods of countering plagiarism, impersonation or other academic cheating.

## CRITERION 5: CONSUMER PROTECTION

**Criterion Statement:** The institution has policies on consumer protection that deal with alleged fraudulent activity and provide for the investigation and resolution of complaints. An institution may be charged with operating a course or programme contrary to best practice or required standards, in such a way that a student is harmed. Examples of issues that may arise with regard to alleged fraudulent activity or more general complaints make it obligatory that institutions ensure:

- Authenticity of recruitment and marketing materials, including websites with links to information on
  - job placement/career opportunities,
  - accreditation status of programmes with accrediting bodies,
  - articulation of programmes,

- Accuracy of information about tuition, fees and financial aid;
- Complete and accurate admissions requirements for courses and programmes;
- Accuracy of information about whether the programme or particular elements of it meet any relevant professional licensing requirements or the requirements of specialized accrediting bodies;
- Accuracy of information about whether the credits gained from the institution's course work will transfer to other institutions;
- Operation of TNE programmes consistent with practices expected by institutional accreditors (and, if applicable, programmatic/ specialized accreditors);
- Accuracy of information on assessment of suitability of applicants for a TNE programme, having regard to their prior learning experiences and learning skills.

### **Use of Brokers or Agents**

Consumer protection can also be compromised by brokers or agents who may be used to set up partnerships between Jamaican and overseas institutions. The UCJ will deal directly only with the principals of the educational institutions in any such partnership, and not with brokers or agents. The UCJ will hold the institutions responsible for any statements made on their behalf by brokers or agents. Institutions should ensure that brokers and agents are aware of the limits of their responsibility in this respect.

The UCJ is particularly concerned at instances of misrepresentation by third parties of entry requirements to, or progression opportunities from courses. Misrepresentations by brokers or agents about courses offered by a partnership may be taken into account when Recognition or Accreditation is sought.

## **CRITERION 6: PROTECTION OF THE RIGHTS OF ENROLLED STUDENTS**

**Criterion Statement:** Enrolled students have the same rights of access to information regarding changes in fees, changes in policy, examination results and other information available to students at the awarding institution. In the case of a termination of the programme, students are

protected by an 'exit policy' or such arrangements which reasonably allow students to complete the programme leading to the award of the qualification.

It is expected that the institution will ensure that:

- Entry standards/requirements based on local and foreign qualifications, are clearly articulated, documented and published;
- Criteria for mature entry and admitting students with alternative qualifications are developed, clearly articulated and documented;
- Policies on access to information/policies regarding fees, examination results, exit policy, etc. are clearly stated and documented.
- Selection procedures are clear and a commitment to these is demonstrated;
- Policies for transfer of credits and advanced placement are developed, clearly articulated and documented. Credits transferred into a programme of study are equivalent in level and content to the credits for which exemption is being given;
- Programme completion rates, quality of awards, as well as career and employment patterns of graduates are documented and analysed.

## **5.0 SUBMISSION FOR RECOGNITION OF A PROGRAMME**

A submission for recognition is a comprehensive document that provides concise information on:

- a. Accreditation accorded the overseas institution and the programme in the country of origin.
- b. The aims and objectives of the programme and the philosophy behind it in the context of national objectives for tertiary education in Jamaica.

- c. The evidence that led the overseas institution to believe that the programme is sustainable in the medium to long term.
- d. The evidence of medium to long term commitment, where relevant, of the overseas institution to the provision of the programme to Jamaicans.
- e. The methods and arrangements for the admission, registration and assessment of students on the programme.
- f. Details of the fee structure, payment methods and policies on reimbursement.
- g. Mode(s) of programme delivery.
- h. The evidence that demonstrates how the institution meets or exceeds the criteria for the UCJ's TNE Standards.
- i. The structure of the programme.
- j. The curriculum and syllabuses in adequate detail to permit the assessment of the academic standard of the programme in relation to the Tertiary Qualifications Framework of Jamaica, other internationally benchmarked programmes and UCJ discipline specific standards.
- k. Details of the resources and facilities to support the programme and students.
- l. Details of the qualifications and experience of all the staff who teach on the programme.
- m. Details of the support staff for the programme, for example, technicians, laboratory assistants, and administrative, clerical and secretarial staff.
- n. Details of how it will be ensured that students receive a balanced education, with wider educational opportunities of a comparable standard to those available to students at the main campus of the overseas institution.

- o. Progression routes for students wishing to transfer to, or enroll on further studies at the main campus of the overseas institution.
- p. Details of how the programme will be coordinated managed and evaluated.
- q. The quality assurance measures in place to ensure that standards are maintained.
- r. Evidence of sound financial management showing that adequate financial resources are available to support the programme.
- s. Details of how account will be taken of the Jamaican cultural and educational environment in which the programme will be offered. (This criterion is not applicable to programmes offered fully online).

## **6.0 PROCEDURE**

### **Application**

Submission of proposal/application with supporting documents

Payment of application fee at the time of the submission

### **Site Visit**

A team of assessors is identified to undertake a visit to the overseas campus.

Interviews with the President, Dean(s) and Administrators of the programme are conducted during the visit.

### **Report**

A report on the visit is prepared and presented to the institution.

The institution will be given the opportunity to respond to the report.

## **The Recognition Decision**

The report and response to the report are referred to the Accreditation Curriculum & Development (AC&D) Committee of the Council, a sub-committee of the Council, which makes recommendations to Council regarding recognition.

The Council considers the recommendation of the AC&D committee and makes the decision regarding recognition. The institution is informed of Council's decision by letter.

### **7.0 DISCLOSURE & CONFIDENTIALITY**

The Council's ability to render sound judgement is facilitated by institutions' willingness to provide complete and candid information on their organization and programmes. The effectiveness and integrity of the recognition process is, therefore, dependent upon a relationship of mutual trust between the Council and the institutions. In a situation where it is found that such trust has been breached and judgements have been based on information later discovered to be false or misleading, such discovery could render the judgement null and void.

The information supplied by institutions and UCJ's findings and recommendations relating to institutions and programmes are exchanged within an atmosphere of confidentiality and professional integrity. Information about institutions not normally in the public domain will be treated as privileged information. The Council, therefore, will not publicize any statements or other data that institutions submit for recognition purposes, nor will it make public the substance of any advice offered to institutions.

### **8.0 SUBSTANTIVE CHANGE**

Any substantive change in the institution or recognized programme must be communicated to the Council prior to the implementation of the change. Please see UCJ's policy on Substantive Change for further information.



## **9.0 FEES**

Institutions will incur costs at various stages of the Recognition Process.

### **Application Fee**

On submission of the application to the UCJ for recognition consideration, the appropriate application fee for each programme must be paid by the institution. An application fee may be charged each time a submission has to be reviewed. The application fee is non-refundable.

### **Evaluation Costs**

Institutions must reimburse the UCJ for all costs related to the evaluation visit. The charges are then immediately due.

### **Maintenance Fees**

Once a programme has been given Recognition Status by the Council, an annual maintenance fee becomes due and payable annually.

## References

1. Accreditation Council of Trinidad and Tobago-Criteria for Recognition of Foreign Awarding Institution and Guidelines for Collaborative Provision of Post-Secondary and Tertiary Education
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3. Vignoli, Gabriel (2004) What is Transnational Education, accessed at [http://www.cimea.it/files/207\\_114.pdf](http://www.cimea.it/files/207_114.pdf)