



Quality Management System

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Guidelines for the Registration, Monitoring, and Support of Tertiary Level Education Institutions

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Glossary

Board	Advisory Board/Steering Committee
CEO	Chief Executive Officer
GOJ	Government of Jamaica
IMO	Institutional Monitoring Officer
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
J-TEC	Jamaica Tertiary Education Commission
MOESYI	Ministry of Education, Skills, Youth and Information
NQF-J	National Qualification Framework of Jamaica
PIOJ	Planning Institute of Jamaica
QRJ	Qualifications Registry of Jamaica
RMC	Registration and Monitoring Committee
SRIS	Standards, Regulations and Institutional Support

1.0 Profile: Jamaica Tertiary Education Commission

Establishment

The Jamaica Tertiary Education Commission (J-TEC) was established as the regulatory and supervisory body for the tertiary education system based on Cabinet Decision 1/11.

As a Commission, J-TEC has a key role in protecting all stakeholders. This is done through various mechanisms including:

- a) Maintaining an up-to-date register of local and international institutions operating in the Jamaican space.
- b) Receiving and investigating complaints and queries regarding higher education institutions, their programmes and operation.
- c) Ensuring institutions have appropriate student services as a condition of operating.
- d) Conducting ongoing public education to build awareness of the functioning of the sector.

J-TEC aims to make Jamaica the place of choice for higher education by:

- a) Providing appropriate information on Jamaica's higher education system.
- b) Establishing a system of "recognition of qualifications" of national, regional and international certification with that of Jamaican institutions.
- c) Ensuring Jamaica's compliance with all international conventions relevant to education.
- d) Keeping up-to-date with international best practice.

Research

In improving the quality of higher education in Jamaica, J-TEC is committed to providing information through research. This involves:

- a) Developing an agenda of relevant research.
- b) Having a database of research conducted in Jamaica.
- c) Being the information hub with regard to the status of institutions operating in Jamaica.
- d) Researching and responding to enquiries by students, institutions, etc. on "recognition of qualifications" and of credentials.

Transforming the Higher Education Sector

J-TEC's strategy incorporates measures to transform, and enhance the relevance of the sector. These include:

- a) Identifying the type of courses required to prepare enrollees in institutions for the workforce.
- b) Encouraging institutions to develop required programmes over a specified time frame.
- c) Being aware of national development needs.
- d) Transforming institutions to meet these needs in terms of curriculum, teaching and learning modalities.
- e) Ensuring institutions have the infrastructure and human capacity to offer the programmes as marketed.

As the gateway to world-class quality higher education, J-TEC aims to increase access to higher education by:

- a) Encouraging and assisting institutions on issues of alternative delivery modalities, for example, distance education to ensure geographical and curriculum coverage.
- b) Advising institutions on capacity development to increase coverage.
- c) Facilitating information for students and prospective students and their support.

2.0 Vision, Mission, and Goal Statements

J-TEC is guided by the following statements:

Vision Statement

A higher education system of the highest quality driving national and personal development.

Mission Statement

To work with higher education institutions operating in Jamaica to ensure that they are internationally competitive, relevant and accessible.

Goal Statement

To improve the quality of higher education in Jamaica, consistent with the highest global standards.

3.0 Purpose of the Guidelines

This *Guidelines* will serve as the reference for all Staff, but particularly those of the Division of Standards, Regulations and Institutional Support and associated persons, including Inspectors, and members of the Registration and Monitoring Committee (RMC), and Board.

The *Guidelines* will allow SRIS staff in:

- a) identifying the proposed classification of institutions,
- b) understanding the definitions and composition of the Registration Standards,
- c) effectively executing the procedures and actions stipulated within the registration process and the,
- d) understanding the associated activities within each phase, and,
- e) using the Data Collection, and reporting templates.

Taking into account the regulatory environment the *Guidelines* highlights legislation that should be used as references when conducting the activities described herein.

4.0 Registration

The Jamaica Tertiary Education Commission (J-TEC) is mandated (Cabinet Decision in 2014, #35/14) to register all institutions classified as ‘Tertiary/Higher Education’. This was with a view to establishing a governance and regulatory framework for the sector in the absence of enabling legislation.

J-TEC acted to develop the registration process, with the appropriate and relevant documentation. Additionally, it developed a website to include a registration application management system. In 2015/2016 a pilot registration commenced with seven (7) participating institutions.

J-TEC practices Registration as regulation. This denotes a regulatory, and thus, mandatory process, which requires institutions to comply with established minimum standards.

This section outlines the steps in the Registration process, and identifies the quality requirements that each institution is expected to satisfy in order to be registered with the Jamaica Tertiary Education Commission.

The Commission is guided by the Education and Training Section of the National Development Plan, Vision 2030¹. The Plan stipulates the creation of a single national framework which guides the conformity of all training programmes to a set of established standards (2030 Vision, PIOJ).

The Registration process being pursued by J-TEC is aligned with international standards and good practices including those of International Network for Quality Assurance Agencies in Higher Education (INQAAHE)², and has adopted and adapted some of the mechanisms and guidelines used by equivalent agencies within The Commonwealth (Australia, Canada, and Mauritius *inter alia*) Framework.

The established Registration Standards are made available and accessible to stakeholders as a guide for the operation of a tertiary-level education institution and to ensure compliance with each standard to facilitate an institution’s registration with J-TEC.

The registration process is deemed necessary for institutions to operate in Jamaica. This process is reciprocal in nature as it provides the institutions with the necessary guidelines and minimum criteria for operation in the Jamaican education system, while providing mechanisms for the Government of Jamaica to determine the level of compliance of these institutions. Upon the completion of the registration process the institution is provided with certification that should allow for the pursuit of accreditation.

By virtue of the registration of an institution, the qualification(s) offered therein may be registered according to the National Qualification Framework of Jamaica (housed within the Qualifications Registry of Jamaica).

¹ Planning Institute of Jamaica (PIOJ), 2009. National Development Plan: Vision 2030.

² INQAAHE Guidelines of Good Practice (and Procedural Manual), 2018

4.1 Institutions Eligible for Registration

Persons seeking to establish and operate a Tertiary-Level Education Institution or those already operating are required to submit an application for registration to the Jamaica Tertiary Education Commission. The Commission will approve an application for registration if the applicant complies with the minimum requirements as stated in the Registration Standards.

J-TEC will receive and consider an applications from the following groups of applicants:

1. Applications from existing private institutions, which were registered under the Companies Act, 2017.
2. Applications from existing public higher education institutions having a Scheme of Management or established as a public body/body corporate.
3. Applications from public entities involved in education and training activities at the higher education level.
4. Applications for the establishment and operation of new tertiary-level education institutions
5. Foreign Universities seeking to establish higher education institutions in Jamaica.
6. Applications to effect changes to the registration status of an institution.

4.2 Core Elements within the Registration Process

The Registration Process includes six (6) core elements:

1. Expression of Intent
2. Guidance and Orientation
3. Application (inclusive of Review)
4. Inspection
5. Registration (inclusive of Classification)
6. Monitoring and Support

Figure 1: Core Elements - Registration for Higher Education

REGISTRATION					
Expression of Intent	Guidance and Orientation	Application	Inspection	Registration	Monitoring & Support

5.0 Phases in the Registration Process

5.1 Expression of Intent

- 5.1.1 The institution seeks or is mandated to be registered.
- 5.1.2 The institution contacts J-TEC to determine what is required of it to be registered.
- 5.1.3 J-TEC will speak with the institution and provide information on the registration process.
- 5.1.4 As the first step, J-TEC requires that the institution submit a Letter of Intent addressed to the J-TEC Chief Executive Officer (CEO). This is required to formally initiate the registration process.
- 5.1.5 A Profile of the Institution is also required to be submitted (the template is provided), with all fields completed, in support of the Letter of Intent.

5.2 Guidance and Orientation

- 5.2.1. Once J-TEC has received the Letter of Intent, and the Profile, the SRIS officer appointed to manage the institution will review the documents to assess the preliminary data, in order to determine the actions required by both J-TEC and the institution pursuant to the entity's prospective registration.
- 5.2.2. A session(s) may be arranged to guide and orient the institution to the additional stages and core elements of the registration process. This session may be conducted with the institution alone or in association with a scheduled session that includes other institutions who are also pursuing registration with J-TEC.
- 5.2.3. The assigned officer will maintain contact throughout to offer guidance and support as required.

5.3 Application

- 5.3.1 Institutions are required to complete an Application Form and submit same to the J-TEC. This is to be done normally through the web-based registration application management system.
- 5.3.2 A list of all required documents is provided to the institution to guide the provision of supporting evidence. This should be either uploaded with the application, or supplied electronically (email or via a drive).
- 5.3.3 Once the complete application has been submitted the institution will receive communication that the submission has been received and will be reviewed to assure compliance with the requirements.

5.4 Review of Application

- 5.4.1 Having received the completed application, the Institutional Monitoring Officer (IMO) reviews the documentation and indicates findings on the *Document Review Form*.
- 5.4.2 Where there are any gaps, these are noted and communicated to the institution. The institution is expected to satisfactorily correct the gaps. The Officer discusses these with the institution in order to clarify and confirm the satisfaction of J-TEC's requirements.
- 5.4.3 The *Document Review Form*, following clarification, is shared with the institution and the inspectors (assigned to the institution).

5.5 Inspection Planning

- 5.5.1 J-TEC begins the formal Inspection of the institution via a desk review of the application as submitted.
- 5.5.2 Once the review has been completed J-TEC will advise the institution (via the *Document Review Form* and consultation) as to whether:
 - 5.5.2.1 There is a need for clarification of any aspect of the submission.
 - 5.5.2.2 Revision or further work may be required to enhance aspects of the submission
 - 5.5.2.3 Additional material is required.
 - 5.5.2.4 The submission has been approved to move to an Inspection Visit.
- 5.5.3 J-TEC shall, where it rejects an application for Registration on the basis of a review of the submission, inform the applicant, in writing, and give reasons for its decision. The applicant may appeal to the Advisory Board/Steering Committee.
- 5.5.4 Where an application has been approved to move to the next steps within the Inspection stage, J-TEC will begin steps to schedule a Visit.
- 5.5.5 Potential inspectors will be reviewed for possible engagement for the Visit. Prospective inspectors will be recommended by SRIS to the Commissioner for approval.
- 5.5.6 Discussion with the institution concerning arrangements for the Visit, as well as potential inspectors, will be activated to conclude all arrangements for the Visit.
- 5.5.7 Once arrangements for a Visit have been confirmed the appropriate letters are prepared:
 - 5.5.7.1 Letter to the institution with details of visit.
 - 5.5.7.2 Letter to inspectors advising of their appointment. They are also required to complete an Agreement.

5.6 Inspection Visit

- 5.6.1 An Inspection Visit (physical or virtual) of the institution is conducted.
- 5.6.2 A Report of the Inspection Visit, based on the submission of components by all team members, is completed by the Lead Inspector.
- 5.6.3 The Report is submitted to the CEO with copy to the Director, SRIS, and the IMO (assigned to the institution).
- 5.6.4 It is reviewed within SRIS.
- 5.6.5 SRIS collaborates with the Lead Inspector to complete the official report of the Visit.
- 5.6.6 The official report is sent (and/or discussed with) to the institution for review and feedback.
- 5.6.7 Once the institution's feedback has been received, the Director, SRIS will prepare for a submission to the technical committee for a registration decision.

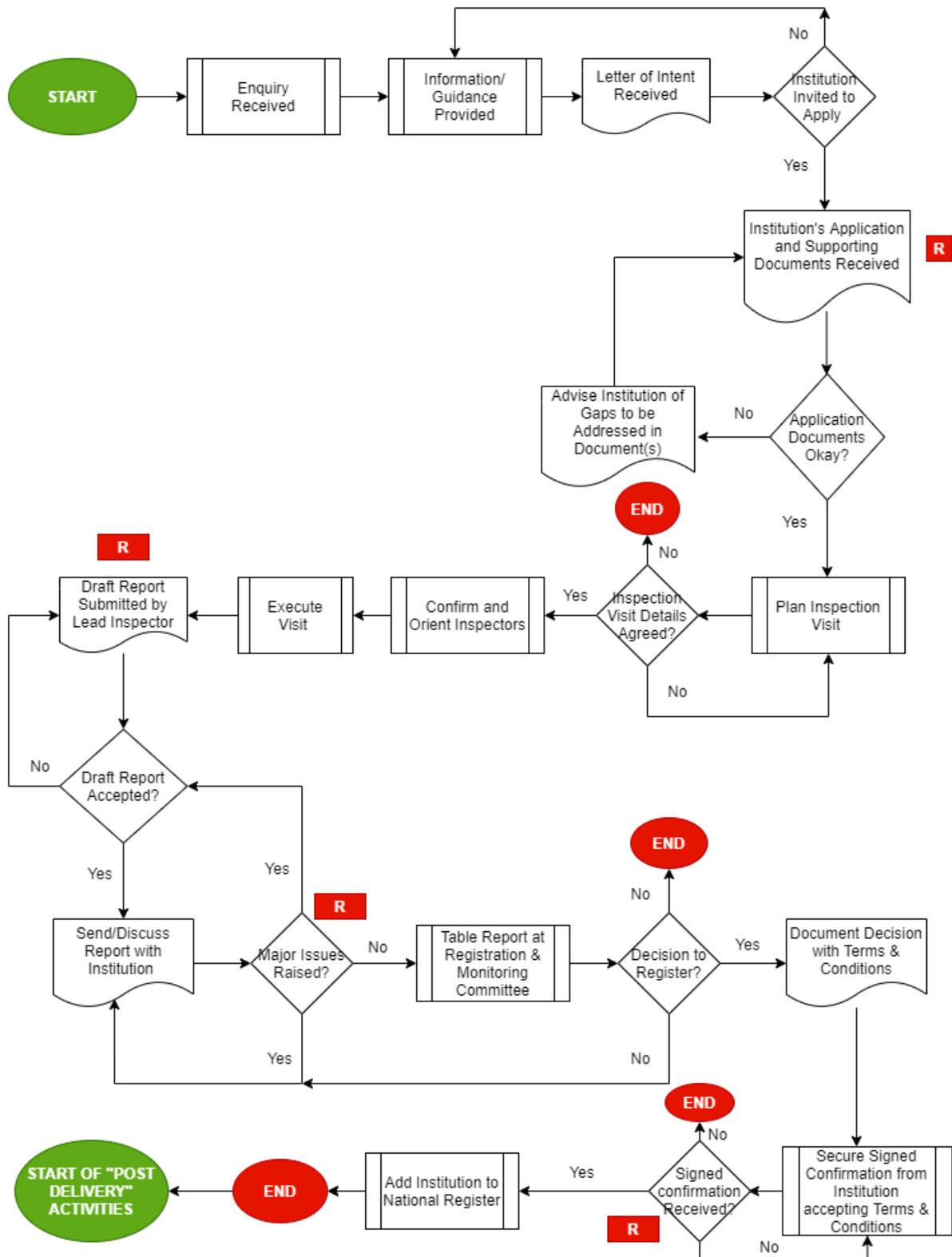
5.7 Registration

- 5.7.1 The submission on behalf of an institution for registration is tabled at the first available scheduled meeting of the technical committee for a decision to be made.
- 5.7.2 The Registration and Monitoring Committee (RMC) may either:
 - 5.7.1.1 Approve Registration without conditions;
 - 5.7.1.2 Approve provisional Registration with conditions to be met in a specified time-frame; or,
 - 5.7.1.3 Not approve the application for Registration
- 5.7.3 Where a Board is constituted, the chairperson of the RMC (with assistance from the Director, SRIS) will table at the Advisory Board/Steering Committee the committee's decision.
- 5.7.4 Where a Board has not been constituted, the decisions of the RMC will be archived and tabled at the first opportunity subsequent to the appointment of the Board.
- 5.7.5 J-TEC prepares a Letter and submitted to the institution advising of the decision concerning its application for registration.
- 5.7.6 Where an institution has been approved for Registration, it will be advised, through the Letter, of the terms and conditions associated with the decision. This letter must conform to the approved template.
- 5.7.7 A duplicate of the Letter is provided to the institution to sign and return to J-TEC to indicate acknowledgement of the terms and conditions included therein.
- 5.7.8 The registered institutions are published in the National Register on the Jamaica Tertiary Education Commission (J-TEC) website.

5.8 Monitoring and Support

- 5.8.1 J-TEC includes all registered institutions within a Monitoring Framework.
- 5.8.2 Registered institutions are supported in the implementation of the terms and conditions associated with their registration.
- 5.8.3 Appropriate templates of the Implementation Plan, and Annual Compliance Report.
- 5.8.4 J-TEC will schedule visits, training events, and other developmental activities as required.

Registration of Institutions Flowchart



6.0 Expressions of Complaints and Appeals

Institutions and/or other applicants for registration or registered entities with J-TEC may at any point during the stages through application, inspection, registration and post-registration monitoring raise and express their complaints and/or seek to appeal the actions and/or decisions of the Commission and its units or Committees. Institutions and applicants may do so by way of,

1. Email
2. Telephone calls
3. Formal letters
4. Use of the evaluation/feedback instruments/tools made available at points during the orientation, inspection, registration, and monitoring procedures

Institutions and/or other applicants for registration or registered entities may express their dissatisfaction with any aspect of the service delivery by the Commission. While these should be done in writing, customers may initiate the process via a telephone call to the Commission.

Steps in Handling Complaints and Appeals

The procedure to handle complaints and/or appeals is the *Handling Complaints Policy and Procedure*. Consult as required.

7.0 Higher Education Institutions

Description and Characteristics of Higher Education Institutions

Higher Education Institutions may be public or private, with the following minimum requirements:

1. Legally organized
 - a. under the Companies Act, Jamaica by the Companies Office of Jamaica, the agency for authorizing/approving the conduct of business; or,
 - b. via Government of Jamaica policy.
2. Institutions should be offering educational services to the general public for at least one year immediately prior to consideration of the application by J-TEC (applicable to established institutions).
3. Institutions in the process of establishment should submit the relevant application and supporting documents.
4. Institutional mission shall be to offer educational programmes with clearly defined learning outcomes.
5. Enrolment (or projected enrolment) shall be sufficient both to support coursework and learning experiences that, separately or in combination, constitute measurable and defined educational programmes, and to enable evaluation to assess the educational effectiveness of those programmes.

6. An applicant shall be in compliance with all applicable laws and regulations of Jamaica and any other relevant regional or international organization.
7. Enrols only students who satisfy the normal matriculation requirements as stipulated by the relevant authority, and who have attained the age of seventeen years by December 31st in the year of his or her admission. However, only suitable qualified applicants may be admitted below this age.
8. Enrols a majority of its students in one or more programmes, the content of which is on a postsecondary academic level and which lead to a postsecondary academic credential (such as a certificates, professional certificates, diplomas, or degrees) or an occupational objective.

8.0 Classification of Higher Education Institutions

Higher Education Institutions are classified in four (4) broad categories:

1. Universities
2. Advanced/Specialised Institutions
3. General Higher Education Colleges
4. General Tertiary Level Institutions (Providers and Brokers)

8.1 Universities

Collectively, this category includes four (4) institutional types, namely:

1. Comprehensive
2. Specialised/Technological/Teaching
3. University College
4. Overseas

8.1.1 Comprehensive University

This Higher Education provider:

1. Delivers undergraduate, graduate, and post-graduate programmes of study that meet the Qualification Standards across a range of broad fields of study to the highest academic level (including taught and research Masters and Doctoral degrees) in at least three of the broad fields of study it offers.
2. Institutionally accredited.
3. Undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral degrees (Research) are offered.
4. Has appropriate documented information, which accurately and consistently presents its mission and purpose, as well as the academic programmes and services offered to accomplish its mission and purpose.

5. Demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement and dissemination of knowledge.
6. Demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.
7. Identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally and internationally.
8. Offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.
9. Demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.
10. Has systematic, mature internal processes for quality assurance and the maintenance of academic standards and integrity.
11. Registration is supported by the relevant stakeholders (private and government).
12. The institution is recognised by the Government and/or Ministry of Education, Skills, Youth and Information (MOESYI), as offering degrees at stipulated levels and has legislation which permits it to award that certification.
13. Minimum admission standards to the institution's programmes require applicants to have successfully completed the matriculation requirements as clearly and accurately published (as defined by the relevant authorities).
14. Programmes offered are certified and are at the levels of post-secondary and/ or postgraduate Certificates, Diplomas, Higher Diplomas, Associate's, Bachelor's degrees, Master's degrees, and/or Doctoral degrees.
15. Programmes have linkages that facilitate successful graduates from one level to proceed to the next level of education or have linkages with other universities that facilitate graduates' pursuit of the next level of education.
16. The largest concentration of programme offerings is at the Bachelors level.
17. Teaching staff at all levels are appropriately qualified to teach at the assigned level.
18. Infrastructure available for learners includes laboratory facilities in research and skills-based specialisations.
19. Academic structures and systems support various teaching and learning approaches, e.g. face-to-face lectures, seminars,

project work, tutorials, and laboratory classes (where applicable).

20. Assessment is conducted and/or applied in conformance with globally accepted benchmarks.
21. The institution has relevant and significant library and information facilities, which provide access to a diversity of print, multimedia and online resources that support teaching and research in all programmes, and systems that permit learners to access these resources at low or no cost.
22. The institution has facilities that support learners pursuing courses, programmes, and research in the institution.
23. Institutional systems are available to support staff members' pursuit of research in their field of specialisation.
24. Academic staff members are expected to pursue research in their field of specialisation, and certain minimum research is required within a specified period of time.
25. Learners have access to quality administrative and student support services, resources, facilities, and staff of sufficient levels of depth and complexity to support their studies to successful completion.

8.1.2 Technological/Specialised/Teaching University

A technological/specialised/teaching university has similar characteristics to a comprehensive university; however, it specialises primarily in programmes and courses of study that focus on a specialised academic discipline, or the sciences and technology,

1. Its facilities and infrastructure facilitate specialised and/or skills-based studies in addition to general academic studies, and programmes.
2. It must have workplace, labour market, or industrial placement as a required component for graduation.
3. The curriculum of programmes is usually informed and guided by specialists and/or professionals in the fields for which academic preparation is provided.
4. Its policies, academic programmes, supporting systems, and equipment must be dictated by the advances in technology and the needs of the industry space it serves
5. The staff must be members of related professional organizations and its graduates must be eligible for membership to these organizations without the requiring additional training.

6. It must also have the written support of the intended industry(s) and must show that there is a strong relationship with these industries.
7. Identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally.
8. Offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.
9. Demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.
10. Has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.
11. Application for registration has the support of the Government and MOESYI.

8.2 Overseas University

An Overseas University should be:

1. Recognised as a university by its home country, regulatory, accreditation authority, or equivalent governmental authority, the standing and standards of which are acceptable to J-TEC or other relevant organizations.
2. Meets the criteria equivalent to those for the “Jamaican University” Category.

8.3 Advanced/Specialised Institutions

These institutions allow for educational programme delivery in specific/dedicated academic disciplines. Included here would be teacher training institutions, medical schools, law schools, theological institutions. These entities may offer qualifications at all levels of the National Qualifications Framework of Jamaica (NQF-J).

1. The institution is recognised by the Government and/or MOESYI, and authorised to offer and award qualifications for its programmes at stipulated levels.
2. Minimum admission standards to the institution’s programmes require applicants to have successfully completed the matriculation requirements as clearly and accurately published (as defined by the relevant authorities).

3. Programmes offered are associated with higher education qualifications that are at undergraduate and graduate levels. Such an institution may, where the required standards are satisfied, offer post-graduate programmes.
4. Programmes have linkages that facilitate successful graduates from one level to proceed to the next level of education or have linkages with other institutions that facilitate graduates' pursuit of the highest levels of education.
5. The largest concentration of programmes awards qualifications at the undergraduate degree levels.
6. Staff teaching at the various levels have appropriate qualifications to do so in their areas of specialisation.
7. Infrastructure available for learners includes laboratory facilities and relevant equipment for learner success in skills-based specialisations.
8. Academic structures and systems support various teaching and learning approaches, e.g. face-to-face lectures, seminars, project work, tutorials, and laboratory classes (where applicable).
9. Evaluations and assessment is conducted under secure conditions at specified times during the year and in locations specified by the institution.
10. The institution has library facilities housing a diversity of print, multimedia and online resources that support courses in all programmes, and systems that permit learners to access these resources at low or no cost.
11. The institution has instructional and studies facilities that support learners pursuing courses and programmes in the institution.
12. Learners have access to administrative services, counselling, resources, facilities, and staff of sufficient levels of depth and complexity to support their studies to their successful completion

8.3.1 University College

A University College demonstrates the following characteristics:

1. The institution is recognised by the Government and/or MOESYI, and authorised to offer and award qualifications for its programmes at stipulated levels.
2. Minimum admission standards to the institution's programmes require applicants to have successfully completed the matriculation requirements as clearly and accurately published (as defined by the relevant authorities).
3. A university college is usually recognised as being in transition to university status under the guidance of an accredited university. However, such an institution may also be independent of an established university and offering

qualifications to the highest level on the National Qualifications Framework of Jamaica (NQF-J).

4. Programmes offered are associated with higher education qualifications that are at undergraduate and graduate levels. Such an institution may, where the required standards are satisfied, offer post-graduate programmes.
5. Programmes have linkages that facilitate successful graduates from one level to proceed to the next level of education or have linkages with other institutions that facilitate graduates' pursuit of the highest levels of education.
6. The largest concentration of programmes awards qualifications at the undergraduate degree levels.
7. Staff teaching at the various levels have appropriate qualifications in their area of specialisation.
8. Infrastructure available for learners includes laboratory facilities and relevant equipment for learner success in skills-based specialisations.
9. Academic structures and systems support various teaching and learning approaches, e.g. face-to-face lectures, seminars, project work, tutorials, and laboratory classes (where applicable).
10. Evaluations and assessment is conducted under secure conditions at specified times during the year and in locations specified by the institution.
11. The institution has library facilities housing a diversity of print, multimedia and online resources that support courses in all programmes, and systems that permit learners to access these resources at low or no cost.
12. The institution has instructional and studies facilities that support learners pursuing courses and programmes in the institution.
13. Learners have access to administrative services, counselling, resources, facilities, and staff of sufficient levels of depth and complexity to support their studies to their successful completion.

8.4 General Higher Education Colleges

The following types of institutions would typically be classified as a General Higher Education College:

1. Community College
2. Teachers' College

3. Workforce College/Specialized College
4. Polytechnic College
5. Technical and Vocational Institutions
6. Religious Vocational Colleges
7. General Business Institutes

Institutions should demonstrate the following:

1. Recognised by the government and/or MOESYI and authorised to offer programmes and award certification for successful completion of its programmes at stipulated levels.
2. Minimum admission standards to the institution's programmes require applicants to have successfully completed the matriculation requirements as clearly and accurately published (as defined by the relevant authorities).
3. Programmes are usually designed based on the needs of the labour force and/or adult learners in a specific community served by the institution.
4. Have the support of specialised industry groups.
5. Facilitate cooperative/work place based opportunities for education and training, and the development of skills and competences.
6. The majority of programmes offered are at levels of qualifications up to bachelors degrees.
7. Teaching staff are appropriately qualified to teach at the level where they have been engaged.
8. Infrastructure available for learners includes laboratory facilities and relevant equipment for learner success in skills-based specialisations.
9. Academic structures and systems support various teaching and learning approaches, e.g. face-to-face lectures, seminars, project work, tutorials, and laboratory classes (where applicable).
10. Assessment is conducted under secure conditions at specified times during the year and in locations specified by the institution.
11. Has library facilities housing a diversity of print, multimedia and online resources that support courses in all programmes, and systems that permit learners to access these resources at low or no cost.
12. Has instructional and study facilities that support learners pursuing courses and programmes in the institution.
13. Learners have access to administrative services, counselling, resources, facilities and staff of sufficient levels of depth and complexity to support their studies to their successful completion.

8.5 General Tertiary Level Institutions (Providers and Brokers)

Institutions in this category, while providing educational programmes and services, do not make awards in their own institutional name. They provide educational services through contracts with awarding bodies.

Institutions should demonstrate the following:

1. Registered corporate bodies (Companies Office of Jamaica).
2. Adhere to admission standards of the awarding bodies with whom they are contracted to provide educational services.
3. The majority of programmes offered are at levels of qualifications up to bachelors degrees.
4. Teaching staff are appropriately qualified to teach at the level where they have been engaged.
5. Infrastructure available for learners includes laboratory facilities and relevant equipment for learner success in skills-based specialisations.
6. Academic structures and systems support various teaching and learning approaches, e.g. face-to-face lectures, seminars, project work, tutorials, and laboratory classes (where applicable).
7. Assessment is conducted in keeping with requirements of awarding bodies.
8. Provides access to the learning resources required to support the contracted educational services and programming.
9. Has instructional and study facilities that support learners pursuing courses and programmes in the institution (physical and/or virtual).
10. Learners have access to appropriate student services and qualified staff to provide the required support.

9.0 Regulations

9.1 Legislation Guiding the Operations of Higher Education Institutions

The Government of Jamaica (GOJ) has set out laws governing the operation of corporate bodies. Accordingly, the nature of the higher education institutions is guided by legislations specific to their legal existence and operation. Given these legislation, the registration standards are aligned to ensure the compliance to same through the certification and

Table 1: Major Legislation Guiding the Operations of Institutions within the Jamaica Higher Education Landscape

MAJOR LEGISLATION	PURPOSE
EDUCATION ACT, 1965	<p>The Act provides the definition of tertiary and operations of public tertiary institutions, scheme orders (e.g. Mico Case)</p> <p>It defines tertiary education as</p> <ul style="list-style-type: none"> • full-time education other than primary or secondary education; • part-time education; and (iii) leisure-time occupation in organized cultural available in pursuance of any provision made under this Act further education for students who have attained the age of fifteen years, training and re-creative activities;
EDUCATION REGULATIONS, 1980 (PUBLIC TERTIARY INSTITUTIONS)	<p>The Education Regulation 1980 outlines the framework under which all schools should operate; its focus is mainly on secondary and primary schools within the education sector. Little is mentioned about the tertiary/higher education sector, but a stipulation for entrance for tertiary education.</p>
FAIR COMPETITION ACT AND CONSUMER	<p>An act to provide for the maintenance and encouragement of competition in the conduct of trade, business and in the supply of services in Jamaica with a view to providing consumers with competitive prices and product choices</p>
CONSUMER PROTECTION ACT - ESPECIALLY IN THE PROVISION OF PRIVATE EDUCATION SERVICES;	<p>An Act to provide for the promotion and protection of consumer interest, in relation to the supply of goods and the provision of services in order to ensure the protection of life, health and safety of consumers and others, the establishment of a Consumer Affairs Commission and for connected purposes.</p>
COPYRIGHT ACT	<p>The Jamaica Copyright Act 1993 gives these creators the sole right to publish, distribute, reproduce or authorise the reproduction of their works in any form. This protection given by the Copyright Act comes into effect as soon as the work is put into a fixed form.</p>
PUBLIC HEALTH LEGISLATION	<p>An act to make provision for promoting the public health and for preventing the spread of communicable and epidemic diseases</p>
PLANNING AND ENVIRONMENTAL LEGISLATION	<p>This provides regulatory guidelines for planning and environment Each parish is designed an act by which is it govern.</p>
THE BUILDING CODE, ACT 2017	<p>This Act provides the regulation of the building industry to facilitate the adoption and efficient application of national building standards to ensure safety in the built</p>

MAJOR LEGISLATION	PURPOSE
DISABILITIES ACT & THE CODE OF	environment enhancing amenities and promoting sustainable development The Act is to promote, protect and ensure the full equal enjoyment by persons with disabilities of privilege, interests, benefits, and treatment, on an equal basis with others
CODES OF PRACTICE TO PROTECT PERSONS WITH DISABILITIES	The Codes of Practice will provide minimum standards by which the public will be guided on how to interact with, and allow for the participation of persons with disabilities. It is a component of the Disabilities Act which was passed in Parliament in October 2014.
CYBER CRIME ACT 2015	The Act addresses activities in cyberspace, includes an offence titled ‘the Use of a Computer for Malicious Communication’, which addresses specifically the transmission of data via a computer which is threatening, menacing or obscene AND with the intention to harass or cause harm or the apprehension of harm, to any person or property.

10.0 Quality Measures

To quality assure the operations of each higher education institution, there are eleven (11) Registration Standards established, each having their own criteria and quality elements. The compliance with these standards is assessed by the inspection of each institution against the predetermined standards.

10.1 Registration Standards

There are eleven (11) registration standards with specific requirements, differentiated by institutional functional requirements, identified as main areas required for an organization/institution to function effectively, however there are two additional standards which identify the electronic resources, infrastructural, discriminatory aspects of institutions. The criteria set out in each standard identify the minimal requirement for the institution to operate.

These are categorised accordingly:

CATEGORY	STANDARDS
Core Institutional Functional Requirements	<ol style="list-style-type: none"> 1. Legal Status and Regulation 2. Philosophy and Strategy 3. Corporate and Academic Governance 4. Financial Viability and Sustainability 5. Academic Programmes Quality and Integrity 6. Human Resource Requirements 7. Student Services, Information and Responsibilities

REGISTRATION					
Expression of Intent	Guidance and Orientation	Application	Inspection	Registration	Monitoring & Support
		8. Health & Safety Policies and Procedures 9. Risk Management and Assessment 10. Physical and Electronic Resources and Infrastructure 11. Non- Discrimination			

The Registration Standards are delineated under separate cover.