



# **PROGRAMME ACCREDITATION MANUAL**

**QA-PAM1  
October 2009 Version**

## TABLE OF CONTENTS

<b>1</b>	<b>Introduction.....</b>	<b>3</b>
1.1	Background .....	3
1.2	SQA's Quality Assurance Responsibilities.....	3
1.3	What is Quality Assurance?.....	3
<b>2</b>	<b>The Quality Standard .....</b>	<b>3</b>
<b>3</b>	<b>Programme Accreditation Policy .....</b>	<b>3</b>
<b>4</b>	<b>Programme Accreditation Guidelines .....</b>	<b>3</b>
4.1	Overview of Process.....	3
4.2	Applications for Programme Accreditation .....	3
4.3	The Programme Accreditation Process .....	3
4.3.1	Preliminary Evaluation.....	3
4.3.2	Panel Composition .....	3
4.3.3	Panel Evaluation .....	3
4.3.4	The Programme Accreditation Panel Report.....	3
4.3.5	Matters of Concern Requiring a Response .....	3
4.3.6	Conditions on Programme Accreditation.....	3
4.3.7	Changes to Accredited Programmes .....	3
4.3.8	Withdrawal of Programme Accreditation and/or Qualification Deregistration.....	3
4.4	Programme Accreditation Criteria.....	3
4.5	Consortium Arrangements with other Organisations.....	3
4.6	Professional Accreditation .....	3
4.7	Compliance Notices.....	3
4.8	Appeals by PSET Providers against SQA Decisions .....	3
4.9	Special Issues .....	3
4.9.1	Credit Recognition and Transfer .....	3
4.9.2	Definition of Research .....	3
4.9.3	Staff Engagement in Research .....	3
	<b>Appendices .....</b>	<b>3</b>
A.	The SQA Quality Standard .....	3
B.	Programme Accreditation Application Form.....	3
C.	Programme Accreditation Self Evaluation Form .....	3
D.	Provider Registration Checklist.....	3
E.	Qualification Registration Form.....	3
F.	Examples of Credit Value Calculations.....	3
G.	Determination of SQF Levels for Qualification Components .....	3
H.	Checklist for Programme Accreditation Submissions from PSET Providers.....	3
I.	Programme Accreditation Panel Checklist and Record Form .....	3
J.	Programme Accreditation Sample Questions for Students, .....	3
K.	Programme Accreditation Sample Questions for Staff .....	3
L.	Programme Accreditation Sample Questions for External Stakeholders.....	3
M.	Provider Staff Form for use by Programme Accreditation Panels .....	3
N.	Programme Accreditation Report Form .....	3
O.	Programme Accreditation Moderation Checklist .....	3
P.	Person Specification for Programme Accreditation Panel Members .....	3
Q.	Programme Accreditation Contract for Panel Chairs.....	3
R.	Programme Accreditation Contract for Panel Members .....	3
S.	Code of Ethics for Programme Accreditation Panel Chairs and Members .....	3
T.	Terms and Conditions for Programme Accreditation Panel Observers .....	3
U.	Glossary .....	3

*This manual has been compiled as a resource document for SQA programme accreditation panel members, both to support the training of new members and for use by those who have attended a training course and are participating in an actual accreditation.*

## **1 INTRODUCTION**

### **1.1 Background**

Since the mid-1990's the Government has been developing a more enterprise-based and competitively structured economy aimed at sustained and sustainable economic growth. Key to this goal is the focus on human resource development to ensure a sufficiently well qualified population to take advantage of the new opportunities created by the reforms in the public and private sectors of the economy. It has always been the Government's belief that economic prosperity is premised upon a well educated population.

The Government's intention is for Samoa to have a post school education and training<sup>1</sup> (PSET) sub-sector that is well coordinated with adequate provision to meet the needs of society and individuals, through the development of the necessary skills and knowledge to improve national economic and social development. Dovetailed into the maintenance of quality education and training is the need to maintain international comparability.

In setting up the Samoa Qualifications Authority (SQA), the Government demonstrated its intentions to strengthen post school education and training through the introduction of quality standards and criteria for providers and their teaching programmes. SQA will coordinate the post school education and training activities across the entire PSET sub-sector. This sub-sector comprises of formal post school institutions such as the universities and the theological colleges, the apprenticeship scheme, the various technical-vocational education and training activities conducted either by individuals, companies, religious mission systems as well as the many non-formal trainings conducted by non-government or community-based organisations and private agencies.

### **1.2 SQA's Quality Assurance Responsibilities**

Section 4 of the Samoa Qualifications Authority Act 2006 lists sixteen functions of the Authority, including:

- h) Determine a national qualifications structure for Samoa, including the definition of terms to ensure and maintain the national and international credibility of qualifications and the good standing of the post school education and training institutions;*
- i) Develop criteria and processes for the registration of all post school education and training providers;*
- j) Develop criteria and processes for the accreditation and quality audit of all post school education and training providers;*
- k) Promote quality in community-based education and training;*
- l) Develop criteria and processes to support quality improvement throughout post school education and training;*
- m) Work collaboratively with all post school institutions, in particular to verify that they are using quality management policies and processes that ensure qualifications meet or exceed international standards, and that their programmes align with national priorities;*

---

<sup>1</sup> See the Glossary for a definition of "post school education and training" (page 34)

- n) *Work with overseas government agencies and other institutions to recognise overseas qualifications in Samoa and to achieve international recognition for qualifications awarded in Samoa;*
- o) *Provide assurance that post school education and training in Samoa maintains international comparability.*
- p) *Regulate qualifications and quality standards for all post school education and training providers in Samoa [SQA Amendment Act 2009]*

SQA aims to:

- protect the interests of learners;
- recognise non-formal<sup>2</sup> as well as formal education and training
- ensure that qualifications are meaningful and credible;
- ensure that qualifications are obtained in safe environments using appropriate teaching and assessment systems;
- assure the learner and all stakeholders that SQA-approved qualifications are recognised nationally and internationally.

SQA is meeting these aims by setting a national quality standard for PSET providers in the following key areas:

- Registration of providers;
- Accreditation of their programmes;
- Quality audit of providers' on-going effectiveness in providing high quality education and training services;
- Registration of qualifications on the Samoa Qualifications Framework (SQF); and
- Quality assurance of non-formal learning

These five key areas link to form an integrated system for assuring the quality of qualifications and programmes of learning, and for recognising non-formal learning activities.

For each key area SQA has developed policies, procedures and criteria. The consistent application of these policies, procedures and criteria provides confidence that quality provision of PSET is both promoted and achieved in Samoa.

Fitness for purpose is the underpinning philosophy of the quality assurance approach, continuous improvement of quality being the result of systematic activities.

### **1.3 What is Quality Assurance?**

The assurance of quality is accepted internationally as the result of systematic management activities. 'Quality assurance' in education is defined as:

*All activity which ensures that the educational services of an organisation are being delivered effectively and efficiently and are in line with published goals and objectives. Quality assurance should be conducted in the first instance by an educational organisation to ensure it is delivering education services to a high standard, and also by an external regulatory body, verifying that the education services are meeting prescribed standards.*

A study of international best practice shows that national educational quality assurance systems contain two important interrelating levels:

- a. Within the organisation – a reliable internal quality management system focused on ensuring the quality of the education and training services provided.

<sup>2</sup> See the Glossary for a definition of 'non-formal learning' (page 34)

- b. At the national level – a process of external evaluation and accreditation by an independent standard setting agency according to procedures and standards advertised by the agency.

The systematic management of quality within an organisation is seen as depending on a 'quality management system' (QMS), which is:

*An integrated set of policies, procedures and evaluation which together define the standards to be met, the procedures required for the policies to be put in place, and the evaluation processes which confirm the extent to which the policies and procedures are being followed and, as a consequence, the organisation is focussed on the achievement of its goals and objectives.*

## 2 THE QUALITY STANDARD

The quality of education and training activities is best assured by the organisation itself through the implementation of a quality management system that includes self evaluation, internal review and/or internal audit processes that enable the provider to identify improvement opportunities and modify its own operations accordingly<sup>3</sup>. External evaluation processes, conducted by an independent body, are designed to provide assurance that the organisation's operation of its internal quality management system is delivering the expected results and outcomes.

The SQA Quality Standard for post school education and training providers is made up of ten elements. These are:

- |                                     |   |
|-------------------------------------|---|
| 1. Organisation                     | 6. Learner information, entry and support |
| 2. Programme development and review | 7. Physical and learning resources        |
| 3. Programme delivery               | 8. Assessment and moderation              |
| 4. Financial resources              | 9. Reporting learner achievement          |
| 5. Personnel                        | 10. Research                              |

(See **Appendix A** on pages ???? for details)

The Quality Standard is an integrated set of elements and criteria. It provides a framework for both an organisation's internal quality management system and for SQA's external provider registration, programme accreditation, recognition of non-formal learning, and quality audit processes. The Standard has been designed for flexible application. SQA encourages organisations to apply it in ways that suit their unique values, culture and style.

Under each element of the Standard, criteria have been set for the registration of PSET providers<sup>4</sup>, for the accreditation of their education and training programmes, and for the recognition of non-formal learning.

---

<sup>3</sup> See Appendix C for more information on Self Evaluation, internal review and internal audit

<sup>4</sup> And, where appropriate, workplace competency assessment organisations

### **3 PROGRAMME ACCREDITATION POLICY**

The following is extracted from Section F (paragraphs 24-31) of the SQA Quality Assurance Policies booklet:

- 3.1. Programme accreditation is the process used to evaluate an organisation's capability of delivering an education or training programme to the required standards.
- 3.2. It is an evaluation of how the general capabilities of the organisation are being (or will be) used to provide focused support to a particular programme so that the participants and stakeholders can be assured that the programme is being (or will be) delivered effectively, efficiently and to the required standard and level.
- 3.3. A registered organisation may be accredited to offer programmes that lead to many registered qualifications. However, each programme will need to be accredited separately. Accreditation of several programmes may be conducted concurrently.
- 3.4. Programme accreditation may be conducted concurrently with the consideration of provider registration.
- 3.5. Providers will be required to conduct an internal self evaluation prior to submitting each application for programme accreditation.
- 3.6. Programme accreditation will be conducted by SQA or its delegated agents and will involve site visits to the organisation.<sup>5,6</sup>
- 3.7. Requirements for programme accreditation include the requirements for registering the associated qualification or qualifications on the Samoa Qualifications Framework.
- 3.8. The awards conferred by accredited providers on learners who complete SQA accredited programmes and achieve the learning outcomes of registered qualifications can include the logo of SQA and the statement 'This qualification is registered on the Samoa Qualifications Framework'.
- 3.9. The organisation whose programmes are accredited bears the programme accreditation costs. The costs are based on SQA's fee structure.<sup>7</sup>

### **4 PROGRAMME ACCREDITATION GUIDELINES**

These Guidelines for Post School Education and Training (PSET) Programme Accreditation detail the processes involved both from the perspective of post school education and training providers, and from the perspective of SQA. The Guidelines should be read in conjunction with the current versions of SQA's Quality Assurance Policies, and Samoa Qualifications Framework Policies booklets. They apply to the accreditation of both existing and new programmes.

#### **4.1 Overview of Process**

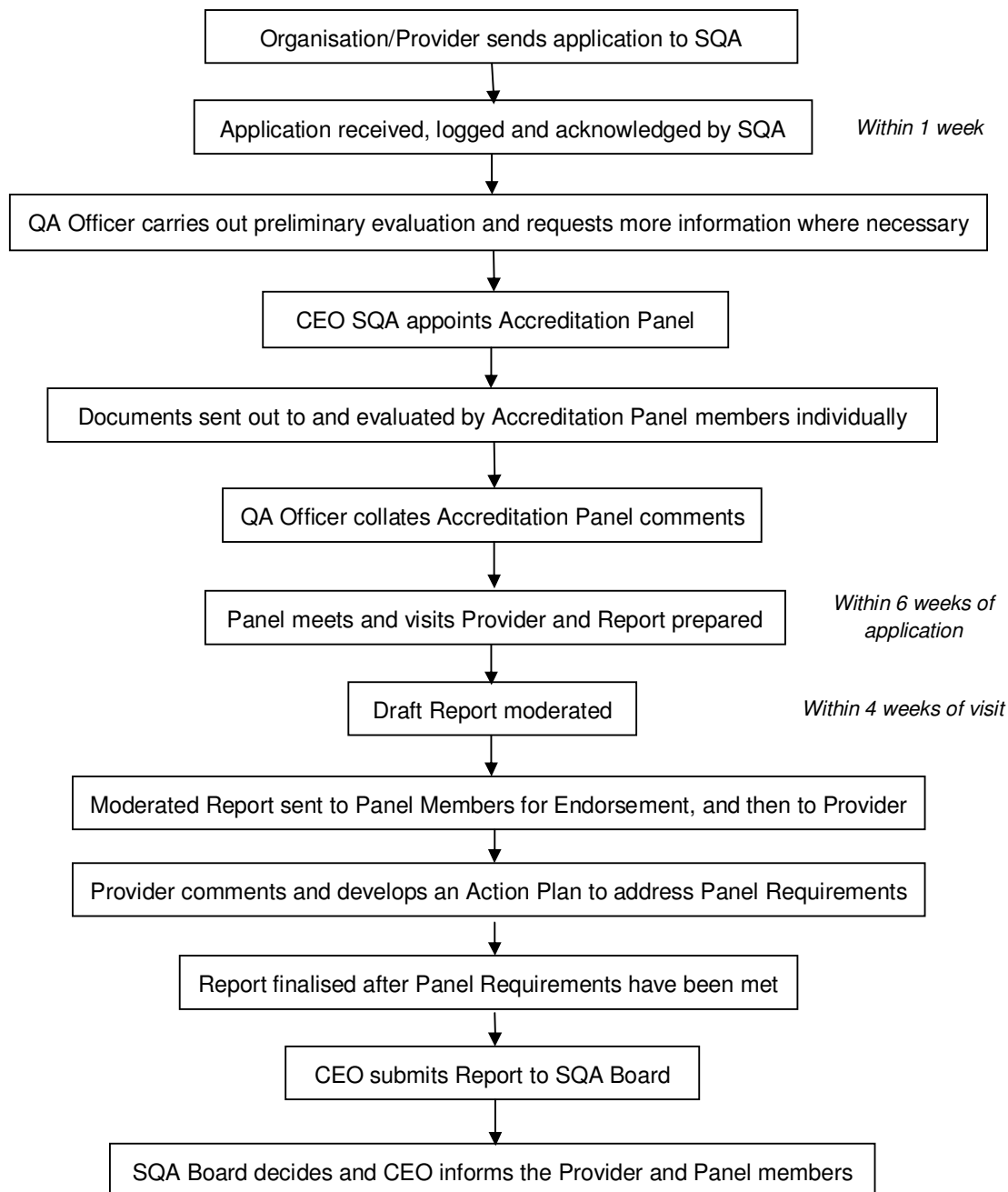
The diagram on the next page gives an overview of the process.

---

<sup>5</sup> The registration and accreditation of degrees will always involve expert panels.

<sup>6</sup> The registration and accreditation of certificates and diplomas may also involve expert panels.

<sup>7</sup> See SQA Fee Structure (a separate document)



## 4.2 Applications for Programme Accreditation

Programme accreditation applications lodged with SQA should provide specific evidence of quality systems working at the PSET Provider's Faculty/Department/Programme level within the area of the application. The focus of programme accreditation is on specific evidence of the quality systems of the Provider in a defined area - not simply provision of documented systems at the broad organisational level.

However, in order that panel members may judge whether the Provider's quality systems are being implemented at the departmental and programme level, sufficient information must be available to them concerning the Provider's Quality Management System (QMS) as a whole. Thus each panel member needs to be provided with a copy of the full QMS. QMS documents are returned to the Provider at the conclusion of the programme accreditation exercise.

Each application for programme accreditation should therefore consist of the appropriate number of copies (at least four<sup>8</sup>) of:

- a. The completed Programme Accreditation Application Form for Providers of PSET Services in Samoa (QA-FPA1; see Appendix A);
- b. Completed PSET Programme Accreditation Self Evaluation Forms (QA-FPS1; see Appendix B) – one for each programme or group of closely related programmes taught within a single department;
- c. Completed Qualification Registration Form, if the qualification has not already been registered (QA-FQR1, see Appendix D);
- d. Where the qualification(s) awarded, or to be awarded, at the end of the programme of learning has/have not yet been registered on the Samoa Qualifications Framework (SQF), specific documentation that demonstrates that the qualification(s) meet(s) the qualification registration criteria (QA-CQR1, see Appendix C);
- e. Specific documentation referenced in the above as evidence of the quality systems of the Provider working at the Faculty/Department/Programme level; and
- f. The Provider's QMS documentation.

In situations where the Provider already holds accreditation for the programme from an overseas agency<sup>9</sup>, the Provider is invited to submit a copy of the latest accreditation or quality audit report from that agency, as evidence that it is meeting one or more of SQA's programme accreditation criteria. Sufficient evidence must be submitted for SQA requirements that are not covered by the overseas agency's quality standards.

## **4.3 The Programme Accreditation Process**

### **4.3.1 Preliminary Evaluation**

The application is checked by the Quality Assurance Division for compliance with the documentation requirements set out in Section 1.1 above. If the application is not complete, additional information is requested from the Provider.

### **4.3.2 Panel Composition**

4.3.2.1 Panels for sub-degree level accreditation applications are normally made up as follows<sup>10</sup>:

- One or more industry, community or professional representatives, endorsed by national bodies where appropriate<sup>11</sup>;
- One or more external education and training representatives in the same, or similar, field (for example, from another provider);
- SQA Quality Assurance Division staff member.

4.3.2.2 Panels for degree and postgraduate level accreditation applications are normally made up of the above members plus two university academics, at least one of whom must be from an overseas university. Providers are invited to nominate at least four university

---

<sup>8</sup> SQA will advise the Provider if more than four copies are required

<sup>9</sup> For example: South Pacific Association of Theological Schools (SPATS); South Pacific Association of Bible Schools (SPABS); International Maritime Organisation (IMO)

<sup>10</sup> The size of the panel will vary depending on the number and range of programmes being accredited

<sup>11</sup> Such bodies include: National Council of Churches; Samoa Teachers Association; Samoa Registered Nurses Association; Institute of Professional Engineers; Samoa Institute of Accountants; Samoa Bar Association; Journalists Association of Samoa; Samoa Master Builders Association; Samoa Association of Manufacturers and Exporters; Chamber of Commerce; Samoa Medical Association



academics for selection as members of a degree or postgraduate programme accreditation panel. However, SQA reserves the right to select other academics, if it considers them to be more suitable.

4.3.2.3 Panel nominees must not be connected to the Provider in such a way as to create a potential conflict of interest in the exercise of their task (for example on a Provider Advisory Committee, teaching part-time for the Provider, involved in the preparation of the application, or have close family connections with the Provider).

4.3.2.4 Collectively, the Panel should have the following characteristics:

- Expertise in the field or discipline which corresponds to the scope of the application;
- At least 10 years relevant experience in industry, commerce, the community or a profession;
- Experience, expertise and familiarity with current practice and developments in teaching, learning and assessment (and, for degrees and postgraduate qualifications, research supervision and examination) at the level of the proposed qualification;
- The ability to make impartial judgments on the comparability of the programme with similar ones offered elsewhere in Samoa and overseas;
- The ability to evaluate the effectiveness of the Provider's quality management systems in the context of the programme;
- Familiarity with good practice in quality assurance.

4.3.2.5 The Panel chairperson is either an industry/professional representative or an external education and training representative. The Panel chairperson has overall responsibility for conducting the programme accreditation process in accordance with these guidelines; for raising issues with the Provider representative in an appropriate manner; for overseeing the completion of reporting requirements to the standard required; for moderating Panel members' evaluation decisions and for completing the process within the time allocated by SQA (or an agreed extension)

4.3.2.6 SQA's Quality Assurance Division member participates fully in Panel deliberations and also acts as Secretary to the Panel. Additional members may be co-opted onto the Panel as necessary.

4.3.2.7 Panel members are appointed by the CEO of SQA on the terms and conditions detailed in the Contract for Accreditors of PSET Programmes (Form QA-CPC1, QA-CPM1).

### **4.3.3 Panel Evaluation**

4.3.3.1 SQA notifies the Provider of Panel membership and requests a range of potential visit dates. Note that the Provider's Director, CEO or equivalent needs to be available on the visit date as does the Head of Department (HOD), relevant teaching staff, students and other key people.

4.3.3.2 A Programme Accreditation Panel briefing meeting may be held to clarify the process and individual Panel member responsibilities.

4.3.3.3 Individual members of the Programme Accreditation Panel carry out a preliminary evaluation of the Provider's application against the SQA Programme Accreditation Criteria, and submit their comments to SQA's Quality Assurance Division. The SQA Quality Assurance Division Panel Member collates the Panel's comments and

requests additional information from the Provider where necessary. Note the proformas available for Panel use – see footnote<sup>12</sup>. Refer also to Contract for Accreditors of PSET Programmes (Form QA-CPA) for more details about the roles of Panel members

4.3.3.4 In the case of degree or postgraduate accreditation applications, the Panel is also informed by degree accreditation criteria used in overseas universities and by overseas degree accrediting bodies such as the New Zealand Qualifications Authority<sup>13</sup>.

4.3.3.5 When SQA's Quality Assurance Division is satisfied that sufficient information has been submitted, the site visit date is agreed.

4.3.3.6 The Provider drafts a visit agenda which includes the following components, and forwards it to SQA for approval:

- a. Brief welcome (allow 15 minutes);
- b. Panel meeting (60 minutes);
- c. Panel meets with Provider's senior management (30 minutes);
- d. Panel meets with head of department, programme supervisor and teaching staff (60 minutes);
- e. Panel meets with external advisors/Advisory Committee members (60 minutes over lunch);
- f. Panel tour facilities (30 minutes);
- g. Panel meets with students (30-45 minutes);
- h. Second meeting with head of department, programme supervisor and teaching staff (30 minutes);
- i. Panel meets alone to discuss requirements and recommendations (75 minutes);
- j. Panel gives verbal report to Provider's senior management and staff (30 minutes).

4.3.3.7 The times suggested above are only indicative, and in some cases, the programme accreditation panel visit is conducted over two days.

4.3.3.8 At the end of the visit the Provider representative should collect application documentation from Panel members, with the exception of the SQA Quality Assurance Division Panel Member, who compiles the report.

4.3.3.9 SQA retains one copy of the application documentation for its records; other copies are either returned to the Provider or disposed of confidentially.

#### **4.3.4 The Programme Accreditation Panel Report**

4.3.4.1 After the Panel has visited the Provider, each Panel member drafts a section of the report summarising the Panel's findings, including requirements, recommendations and commendations, and an overall recommendation to the SQA Board. The SQA Quality Assurance Division Panel Member compiles the report, which is then circulated to the other Panel members for their endorsement.

4.3.4.2 The judgements on which the Panel's requirements (matters of concern requiring a response), recommendations and commendations (for good practices) are based

---

<sup>12</sup> Programme Accreditation Panel Checklist and Record Form QA-FCR; staff, student and external stakeholder question sheets; Provider Staff Form

<sup>13</sup> See [www.nzqa.govt.nz/](http://www.nzqa.govt.nz/)

should be objective, fair, accurate, perceptive, rigorous and useful. The Report should be thorough, supportive, transparent and address all relevant areas without excessive detail<sup>14</sup>.

- 4.3.4.3 In the conclusion of the draft report, the Panel recommends, for each programme considered (and for specified delivery sites, where appropriate), that SQA Board:
- Accredit the programme and register the associated qualification on the SQF; or
  - Accredit the programme and register the associated qualifications on the SQF, once specified requirements have been satisfactorily addressed; or
  - Not accredit the programme or register the associated qualification on the SQF, specifying the issues that must be addressed by the Provider before the application will be reconsidered.
- 4.3.4.4 The SQA Quality Assurance Division Panel Member sends the draft report for moderation by a person who has not been involved in the accreditation process prior to this stage (for example, another SQA staff member or an experienced programme accreditation panel chair). See Programme Accreditation and Qualification Registration Report Moderation Checklist QA-CRM. If the Moderator and QA Division Panel Member are unable to agree, the Assistant CEO Quality Assurance (or the CEO) decides.
- 4.3.4.5 The Panel draft report is sent to Panel members for their endorsement as an accurate account of proceedings, and then sent to the Provider for comment by them within two weeks with regard to the report's accuracy and the completeness of evidence on which the Panel's requirements and recommendations are based.
- 4.3.4.6 Any issues raised by the Provider are considered by the Panel and, if appropriate, amendments made to the draft report.
- 4.3.4.7 Once the Provider has accepted the draft report they are required to submit a response to the Panel's requirements and recommendations within two weeks. This response should include an action plan and timeline for meeting the Panel's requirements.
- 4.3.4.8 SQA's QA Division may consult with the Panel Chair prior to agreeing to or renegotiating the Provider's action plan and timeline.
- 4.3.4.9 After the Provider has implemented the agreed action plan<sup>15</sup>, the SQA QA Division member adds an appropriate comment to the report and submits it to the SQA Board as the final draft.
- 4.3.4.10 SQA Board considers the Panel's final draft report, requests further information from the QA Division if necessary, and then makes a decision on the Panel's overall recommendations with regard to programme accreditation.
- 4.3.4.11 A letter notifying the Provider of the Board's decision is sent with the SQA Board approved final report.
- 4.3.4.12 If the Board's decision is not to accredit the programme, the Provider can resubmit the application to SQA as soon as the issues in question have been addressed

---

<sup>14</sup> See SQA Programme Accreditation Report Proforma QA-FAR

<sup>15</sup> This action plan should be implemented promptly (normally within one month, but sometimes within up to three months). Otherwise the report should be finalized with the Panel's requirements still to be addressed, and then sent to the SQA Board for their consideration.

satisfactorily. SQA may or may not reconvene the Panel prior to writing and submitting a supplementary report to the SQA Board.

#### **4.3.5 Matters of Concern Requiring a Response**

4.3.5.1 The programme accreditation panel report often includes one or more matters of concern requiring a response from the Provider. The formal letter sent from SQA's CEO to the Provider CEO advising of the accreditation decision will request a response to all or some of the matters of concern within a specified time-frame, usually 30 days.

4.3.5.2 This response from the Provider may take a variety of forms including the supply of additional information, confirmation that certain actions have been taken, or a reasoned rebuttal of a course of action suggested by the SQA Board.

4.3.5.3 Once received, this response is referred to SQA's Quality Assurance Division for information and comment.

4.3.5.4 SQA's CEO then writes to the Provider either requesting additional information or confirming that the requirements have been met.

4.3.5.5 If SQA does not receive a response to the matters of concern within the time period advised in the programme accreditation letter, a further letter is issued to the Provider's CEO requesting an immediate reply.

4.3.5.6 If no reply is forthcoming within 30 days, a notice of non-compliance is sent to the Provider and a copy placed on the Provider's file. When filing a notice of non-compliance SQA may:

- Review the status of the programme accreditation; or
- Take into account the non-compliance in the next programme accreditation or quality audit of the Provider.

#### **4.3.6 Conditions on Programme Accreditation**

4.3.6.1 Every programme accreditation is subject to the condition that the Provider will at all times comply with the relevant Samoa Qualifications Authority policies and criteria that are currently in force.

4.3.6.2 When granting programme accreditation to a Provider, SQA may impose specific conditions.

4.3.6.3 SQA may amend or revoke such conditions at a later date, but only if SQA has first given written notice to the Provider of its intentions, given the Provider a reasonable opportunity to respond to the notice, and considered any submissions made by the Provider in response to the notice.

4.3.6.4 When conditions are imposed, amended or revoked SQA must give notice in writing to the Provider that holds the accreditation of the new, amended or revoked conditions.

### **4.3.7 Changes to Accredited Programmes**

4.3.7.1 Providers are likely to identify the need to make modifications and enhancements from time to time to SQA accredited programmes and/or the associated SQF registered qualifications. The following categories of changes require SQA evaluation and approval:

- Change of title or outcome statements of the programme or its associated qualification;
- Introduction of a new delivery mode (e.g. shift from face-to-face to distance delivery);
- Changes to the SQF level or credits of the qualification(s) awarded at the end of the programme.

4.3.7.2 Applications for approval of changes to SQA accredited programmes and/or SQF registered qualifications must be in writing and include:

- Internal formal approval for the change;
- Details of the changes.

### **4.3.8 Withdrawal of Programme Accreditation and/or Qualification Deregistration**

4.3.8.1 Where SQA considers that there may be grounds for withdrawing a Provider's programme accreditation, and/or deregistering an associated qualification from the SQF, and/or withdrawing its registration, it will give written notice to the governing body of the Provider:

- Setting out the grounds for its decision/action.
- State a reasonable and defined period (normally at least two weeks) within which to make submissions on the matter.
- Consider any written submissions and may give a further defined period of time to address the specified issues.
- Make a decision after that period of time
- Send a final written notice, specifying the details and the effective date of its decision

## 4.4 Programme Accreditation Criteria

4.4.1. The following are the criteria for programme accreditation:

SQA Standard Element	Programme Accreditation Criteria
<b>1. Organisation</b>	<i>Provider registration criteria must continue to be met</i>
<b>2. Programme development and review</b>	2.1 Qualification(s) awarded on the basis of successful completion of the programme, or part of the programme, meet(s) the requirements for registration on the Samoa Qualifications Framework 2.2 The programme and its component courses are coherent, and are designed to meet the requirements of the qualification
<b>3. Programme delivery</b>	3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery
<b>4. Financial resources</b>	4.1 Adequate financial resources are allocated to sustain the programme
<b>5. Personnel</b>	5.1 The provider demonstrates how it applies, or will apply, its policies and procedures to recruit, induct, appraise and develop programme staff
<b>6. Learner information, entry and support</b>	6.1 The provider's application of its policies and procedures ensures adequate and relevant learner information, entry and support for the programme
<b>7. Physical and learning resources</b>	7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme
<b>8. Assessment and moderation</b>	8.1 The provider's application of its policies and procedures will ensure the fair, valid, consistent and appropriate assessment of learners against the learning outcomes of the programme
<b>9. Reporting learner achievement</b>	9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme
<b>10. Research</b>	10.1 The provider has adequate and appropriate means of research to meet the requirements of degrees and postgraduate programmes

- 4.4.2. The evidence that programme accreditation panels will look for in order to evaluate whether or not the Provider is meeting these criteria is detailed in: Appendix B, PSET Programme Accreditation Self Evaluation Form; and Appendix C, Criteria for Registration of Qualifications on the Samoa Qualifications Framework.
- 4.4.3. Accreditation is required for each site that a programme is offered from and for each mode that it is offered in.
- 4.4.4. The provider registration criteria, under the SQA Quality Standard, must continue to be met (see Appendix B, PSET Programme Accreditation Form):

- i. The provider or its governing body is a legally established or recognised enduring body
- ii. The provider's name is appropriate and does not mislead learners about the nature of the organisation.
- iii. The provider has a clear statement of its educational purpose, goals and objectives
- iv. The provider has adequate and appropriate governance and management to achieve its goals and objectives
- v. The provider has a coherent quality management system (QMS) of adequate and appropriate policies and procedures that cover all elements of the SQA Quality Standard, as listed below:
  - Programme development and review policies and procedures;
  - Programme delivery policies and procedures;
  - Financial resources policies and procedures;
  - Personnel policies and procedures;
  - Learner information, entry and support policies and procedures;
  - Physical and learning resources policies and procedures;
  - Assessment and moderation policies and procedures;
  - Reporting learner achievement policies and procedures;
  - Research policies and procedures (where appropriate).

## **4.5 Consortium Arrangements with other Organisations**

- 4.5.1. The development and delivery of programmes and qualifications often involves collaboration between organisations. This collaboration may include arrangements such as:
  - i. Jointly awarded qualifications
  - ii. Jointly delivered courses
  - iii. Franchised delivery
- 4.5.2. In addition to documentation required for accreditation in respect of a programme or qualification developed or delivered by a single organisation, the collaborating organisations must provide a formal memorandum of agreement/cooperation which identifies the division of responsibilities for all relevant aspects of the programme and its management and/or delivery (see Section 4.4.6 below).
- 4.5.3. Some collaborative arrangements will involve partners that are responsible to different quality assurance bodies.
- 4.5.4. Such collaborative arrangements may require some flexibility in quality assurance processes to ensure that key issues are satisfactorily addressed in the arrangements and to avoid excessive duplication of external quality assurance measures.
- 4.5.5. For programme accreditation the collaborating organisations concerned must be:
  - i. A recognised university or theological college; or
  - ii. A secondary school; or
  - iii. A Government of Samoa ministry or department; or
  - iv. A registered PSET provider.

#### 4.5.6. *Guidelines for Memoranda of Agreement:*

In addition to the normal documentation required to be submitted for programme accreditation, applications for programmes delivered with another provider must include a formal memorandum of agreement that identifies the respective responsibilities of all parties concerned. The purposes of the memorandum are to define the means by which the standards of the programme will be maintained, to ensure that collaborative arrangements are clearly set out and operate smoothly, and that clear channels of authority, accountability and executive action are identified. The memorandum of agreement is an agreement between parties which share responsibility for different aspects or elements of the quality of a programme. It must be signed by the legally recognised signatories of the parties to the agreement and must specify, as appropriate to the application:

- i. The names of the parties to the agreement;
- ii. The allocation of responsibility for the management of quality systems to oversee and maintain standards,
- iii. The procedures for resolving any differences which might arise between the parties to this agreement;
- iv. Procedures and responsibilities for securing programme accreditation;
- v. Procedures and responsibilities in respect of the management of the programme, its on-going monitoring, and provision for the implementation of changes to the programme;
- vi. Assessment and moderation arrangements;
- vii. Procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human;
- viii. Responsibility for communication of all necessary reports and other information to SQA;
- ix. An indication of the wording which will appear on qualifications awarded to students who have met all the requirements on successful completion of the programme;
- x. Responsibility for administrative arrangements such as student enrolment; student welfare services; decisions relating to progress through the programme, assessment, appeals; reporting student results; and remuneration of monitors and moderators (if applicable);
- xi. Procedures for the protection of students should the arrangement terminate;
- xii. Responsibility for any health and safety issues;
- xiii. Student support services;
- xiv. A clear process for termination or review of the agreement

4.5.7. Where an overseas programme is to be offered in Samoa, the Samoa provider will be required to provide evidence of accreditation by an overseas agency and details of the accreditation process undertaken by that agency. If the criteria applied to the proposal are sufficiently similar to those of SQA and the process applied was adequately rigorous, SQA may be prepared to recognise the agency's accreditation of the programme or to negotiate an amended accreditation process. SQA will consider the potential for legal, professional or cultural requirements and concerns to impact on the acceptability of the programme for Samoa.



- 4.5.8. If the programme is to be managed in conjunction with a Samoa-based organisation, a memorandum of agreement between the partner organisations, specifying responsibility for the delivery, assessment, moderation, resourcing, and monitoring of the programme, will be required. (See Section 4.4.6 above)

## **4.6 Professional Accreditation**

- 4.6.1. Some programmes prepare students for a career as practitioners in a particular field. Where a programme is a recognised or required component of professional registration, the professional body will have specific requirements relating to qualification requirements and programme content and quality.
- 4.6.2. SQA will, where appropriate, invite a representative of the professional registration body to participate in SQA's programme accreditation process.
- 4.6.3. SQA will work with statutory bodies involved in the approval of professional education and training courses, such as the Council of Nursing and Midwifery.
- 4.6.4. Where SQA considers that a programme is of interest to a particular stakeholder group outside the requirements of professional registration, SQA may seek advice from representatives or members of that group in carrying out its evaluation of an application for programme accreditation.

## **4.7 Compliance Notices**

The following is extracted from Section L (paragraphs 58-63) of the SQA Quality Assurance Policies booklet:

- 4.7.1. SQA may issue a compliance notice to a Provider requiring the Provider to take, or refrain from taking, a particular action in relation to its registration, programme accreditation, or registration of any of its qualifications on the SQF.
- 4.7.2. Every compliance notice will be in writing (a formal letter from SQA) and must:
- 4.7.3. give the date on which it is issued; and
- 4.7.4. specify a time on or before which, or a period within which, the Provider must comply with the notice; and
- 4.7.5. state the consequences or possible consequences of non-compliance with the notice.
- 4.7.6. A Provider that receives a compliance notice must comply with it within the time period specified, which will normally be between a minimum of ten and a maximum of twenty working days from the date of issue of the notice.
- 4.7.7. SQA may publish any compliance notice, or a summary of a compliance notice, in a manner designed to inform the public of the compliance notice.
- 4.7.8. SQA may extend the period of time for a provider to rectify compliance.
- 4.7.9. If the Provider does not comply with the compliance notice, SQA may immediately impose new, or amend or revoke any existing condition(s) on any of the Provider's registration, programme accreditation or registration of any of its qualifications on the SQF.

## **4.8 Appeals by PSET Providers against SQA Decisions**

The following is extracted from Section N (paragraphs 67-73) of the SQA Quality Assurance Policies booklet:

- 4.8.1. A Provider who has cause to believe that they were denied a fair registration, programme accreditation or audit decision by the SQA Board may submit a request for a review of the decision, in writing to the CEO, within 14 days of receipt of that decision.
- 4.8.2. Where a Provider is unsatisfied with the decision of the CEO, the Provider shall submit a request for a review of the matter by the Board within seven days of receipt of that decision.
- 4.8.3. To consider the review, the Board shall appoint an ad-hoc SQA Review Committee, which shall consist of three members:
  - The Chair shall be an independent person who is familiar with SQA quality assurance processes, has high standing in industry or the community, and is not employed by the Provider or the Authority.
  - The second member shall be familiar with SQA quality assurance processes, have a high standing in the PSET sub-sector, and is not employed by the Provider or the Authority.
  - The third member shall be a subject/discipline expert who has relevant experience in the discipline area (in the case of a review involving a specialist subject area), and is not employed by the Provider or the Authority.
- 4.8.4. The Review Committee shall consult with the Provider, the Panel Chairperson or Audit Team Leader, the Chief Executive Officer of SQA and any other relevant person, such as a legal advisor, it wishes to consult with.
- 4.8.5. The decision of the Review Committee shall be presented as a recommendation to the SQA Board, within one month of Review Committee being appointed.
- 4.8.6. The cost of a successful review shall be covered by SQA. The cost of an unsuccessful review shall be charged to the Provider.
- 4.8.7. A Provider whose review outcome was unsuccessful has the right to appeal to the Minister of Education, Sports and Culture<sup>16</sup>.

## **4.9 Special Issues**

### **4.9.1 Credit Recognition and Transfer**

4.9.1.1 SQA supports the following principles:

- i. Qualification, programme, and course development and design should promote and facilitate credit recognition and transfer.
- ii. The key focus of credit transfer decisions should be on the benefit for learners and on supporting effective learning pathways.
- iii. Transparency in decision-making for credit recognition and transfer across the education system is a critical factor in supporting and encouraging the life-long involvement of learners in education and training.

---

<sup>16</sup> See SQA Amendment Act 2009

- iv. Credit transfer and recognition should be portable across different cultures and national borders, and robust policies and procedures need to be in place to support this.
- v. Credit awarded as a result of either recognition of prior learning or recognition of current competency is of equal standing to credit awarded through other forms of assessment.

4.9.1.2 Provisions for the awarding of credit towards a qualification or exemptions from specific programme requirements as a result of cross-crediting (from another course or programme within the organisation), credit transfer (from a course or programme offered by another organisation) or recognition of prior learning (credit awarded for informal or un-certificated learning) should be clearly defined in an organisation's general or course-specific regulations.

4.9.1.3 SQA also recognises that the integrity of a qualification should be considered in granting credit through cross-credit, credit transfer or recognition of prior learning. Arrangements should recognise the distinctive characteristics of qualifications.

4.9.1.4 In order to achieve this, providers should assess all applicants in terms of both the specific requirements of each component of the programme for which the granting of credit is being considered, and the distinctive characteristics of the qualification.

#### **4.9.2 Definition of Research**

Research is an intellectually controlled investigation which leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information, and practice. It is a creative, cumulative and independent activity conducted by people with knowledge of the theories, methods and information of the principal field of inquiry and its cognate areas(s). Research typically involves either investigation of an experimental or critical nature, or artistic endeavour of the type exemplified by musical composition. The results of research must be open to scrutiny and formal evaluation by others in the field of inquiry and this may be achieved through publication in peer-reviewed books and serials, or through public presentation. Research is often characterised by the identification of fruitful new topics for investigation and unexpected uses for its findings.

Research activities play a vital role in creating an environment in which the optimum teaching and learning processes occur, and in which staff and students are stimulated by the interplay of new ideas and the spirit of enquiry. Learning, at graduate and postgraduate levels, takes place in an environment of developing and advancing knowledge, problem solving, critical evaluation, investigation and an awareness of the limits of enquiry and understanding. Research may be found in the following contexts, although they are not mutually exclusive:

- a. *Basic or fundamental research*: experimental or theoretical work undertaken primarily to acquire new knowledge without any particular application or use in view.
- b. *Strategic research*: work which is intended to generate new knowledge in an area which has not yet advanced sufficiently to enable specific applications to be identified.
- c. *Applied research*: work which develops or tests existing knowledge and is primarily directed towards either specific practical objectives or towards the evaluation of policies or practices. Work which involves the routine application of established techniques on routine problems is unlikely to constitute research.

- d. *Scholarship*: work which is intended to expand the boundaries of knowledge and understanding within and across disciplines by the analysis, synthesis and interpretation of ideas and information, making use of a rigorous methodology.
- e. *Creative work*: the invention and generation of ideas, hypotheses, images, performances or artefacts, including design, in any field of knowledge, leading to development of new knowledge, understanding or expertise.

Activities which *may* be equivalent to research if they meet one or more of the definitions (a-c) outlined above include:

- f. *Consultancy*, which involves the deployment of existing knowledge and the application of analytical and investigative skills to the resolution of problems presented by a client, usually in an industrial, commercial or professional context.
- g. *Professional practice*, some of which overlaps with consultancy when conducted at an advanced level. In certain subject areas and professions the theorisation and effectiveness of professional practice are advanced by academic staff who practise and participate in it.

The SQA does not regard activity mainly concerned with keeping abreast of new developments in subjects as “research”. It is assumed that providers will, as a matter of course, ensure that all teachers of degree courses have sufficient time to keep abreast of new developments both in their subject areas and in methods of teaching and assessment. All research activities must be conducted in accordance with recognised ethical standards.

#### **4.9.3 Staff Engagement in Research**

One of the characteristics of a Bachelor’s degree programme is that it is taught mainly by people engaged in research<sup>17</sup>. Evaluating the quantity and quality of research engagement of academic staff involved in a degree programme required to meet SQA’s programme accreditation criteria requires judgment on the part of an accreditation panel.

SQA considers that at an early stage of development of a research culture, the principles underpinning the requirement for academic staff to be engaged in research may be adequately met by achieving a balance between academic staff in the following groupings:

- i. Staff not yet engaged in research, but engaged in research-informed study;
- ii. Qualifications upgrading, and therefore able to offer teaching that is informed by recent research and inspired by the search for knowledge;
- iii. Staff conducting research as a major component of study towards a higher degree
- iv. Staff engaged in qualification-independent research.

SQA considers that while this is acceptable in the early years of establishment of a research culture, there must be planning and projections in place which show how staff engagement in research will grow and progress to a more established pattern of research outputs. These projections should be verifiable and, in relation to the focus of the programme, significant.

SQA acknowledges that there may be instances, within an established or developing

---

<sup>17</sup> See the SQA Booklet ‘The Samoa Qualifications Framework Policies’

research culture, where individual teachers are appointed for specific contributions to a component of a programme and may individually have no significant current or recent engagement in research. SQA expects that in the event of any growth or turn-over of academic staff, new staff appointments would consider the preparedness of applicants to be engaged in research without undertaking a significant period of qualifications upgrading.

# **APPENDICES**

## A. The SQA Quality Standard

Element	Quality Audit Standards	Criteria for Provider Registration	Criteria for Programme Accreditation	Criteria for Recognition of Non-Formal Learning
<b>1. Organisation</b>	1. The provider is an enduring legally recognised body with an appropriate name, measureable goals and objectives for the delivery of education and training, and effective governance and management systems to enable the ongoing achievement of its goals and objectives, including self evaluation, review and/or internal quality audit processes	1.1 The provider or its governing body is a legally established or recognised enduring body 1.2 The provider's name is appropriate and does not mislead learners about the nature of the organisation. 1.3 The provider has a clear statement of its educational purpose, goals and objectives 1.4 The provider has adequate and appropriate governance and management to achieve its goals and objectives 1.5 The provider has a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the SQA Quality Standard, as listed below:	➤ Provider registration criteria continue to be met	1.6 The organisation <sup>1</sup> has a current memorandum of agreement with SQA  <i><sup>1</sup>Such organisations support the people who facilitate the non-formal learning activities</i>
<b>2. Programme development and review</b>	2. The provider adequately and appropriately designs, develops and reviews its education and training qualifications, programmes and courses	<ul style="list-style-type: none"> <li>Programme development and review policies and procedures</li> </ul>	2.1 The programme & its components are coherent, & are designed to meet the requirements of the qualification 2.2 Qualification(s) awarded on the basis of successful completion of the programme, meet(s) the requirements for registration on the SQF	2.3 The organisation adequately and appropriately designs, develops and reviews its non-formal learning activities in response to identified community needs
<b>3. Programme delivery</b>	3. The provider defines and implements effective teaching and learning practices that are educationally sound and appropriate to the programme of study and mode of delivery	<ul style="list-style-type: none"> <li>Programme delivery policies and procedures</li> </ul>	3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery	3.2 The non-formal learning activities are facilitated in a culturally appropriate and safe way
<b>4. Financial resources</b>	4. The provider allocates adequate financial resources to achieve the outcomes of its education and training programmes	<ul style="list-style-type: none"> <li>Financial resources policies and procedures</li> </ul>	4.1 Adequate financial resources are allocated to sustain the programme	4.2 Adequate financial support is available to sustain the organisation's non-formal learning activities
<b>5. Personnel</b>	5. The provider recruits, manages and develops its people to enable quality delivery of its education and training programmes	<ul style="list-style-type: none"> <li>Personnel policies and procedures</li> </ul>	5.1 The provider demonstrates how it applies, or will apply, its policies and procedures to recruit, induct, appraise and develop programme staff	5.2 The organisation ensures that the non-formal learning facilitators, whether paid or unpaid, have the skills, knowledge, cultural competence and status to maintain a quality learning environment
<b>6. Learner information, entry and support</b>	6. Adequate and relevant information, entry and support services are provided to learners	<ul style="list-style-type: none"> <li>Learner information, entry and support policies and procedures</li> </ul>	6.1 The provider's application of its policies and procedures ensures adequate and relevant information on entry, progress and support of all learners.	6.2 The organisation or assessor ensures that relevant information is supplied to learners and communities, learner needs are identified and learners are supported to achieve learning outcomes
<b>7. Physical and learning resources</b>	7. The provider has adequate and appropriate physical and learning resources to support the delivery of its education and training programmes	<ul style="list-style-type: none"> <li>Physical and learning resources policies and procedures</li> </ul>	7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme	7.2 The organisation ensures the use of adequate and relevant physical and learning resources to deliver inclusive non-formal learning activities
<b>8. Assessment and moderation</b>	8. The provider has fair, valid and effective systems for assessing learners against the programme outcomes	<ul style="list-style-type: none"> <li>Assessment and moderation policies and procedures</li> </ul>	8.1 The provider's application of its policies & procedures will ensure the fair, valid, consistent & appropriate assessment of learners against the learning outcomes of the programme	8.2 The organisation or assessor ensures the fair, valid, consistent and relevant assessment of learners against the learning outcomes
<b>9. Reporting learner achievement</b>	9. The provider adequately and appropriately reports learner achievement	<ul style="list-style-type: none"> <li>Reporting learner achievement policies and procedures</li> </ul>	9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme	9.2 The organisation or assessor has adequate and relevant systems for reporting learner achievement
<b>10. Research</b>	10. Adequate and appropriate research is conducted to meet the requirements of degree and postgraduate qualifications and programmes	<ul style="list-style-type: none"> <li>Research policies and procedures (<i>where appropriate</i>)</li> </ul>	10.1 The provider has adequate and appropriate means of research to meet the requirements of its degrees and postgraduate programmes	<i>The organisation should encourage research, enquiry and learning to support its non-formal learning activities</i>

**B. Programme Accreditation Application Form**



**PROGRAMME ACCREDITATION  
APPLICATION FORM  
FOR PROVIDERS OF  
POST SCHOOL EDUCATION AND  
TRAINING SERVICES  
IN  
SAMOA**

**QA-FPA1**



## PROGRAMME ACCREDITATION APPLICATION FORM

These details are required of organisations/ providers applying for accreditation of post school education and training programmes in Samoa.

<b>A. Organisation Details</b>		
Name of education and training organisation/ provider		
Type of body corporate (eg charitable trust, company, village fonofono)		
Physical address of education and training premises		
Postal address		
Governing body (eg board, council)		
<b>B. Contact Details</b>		
Contact person		
Designation		
Telephone number(s)		
Facsimile number		
Email address		
Website		
<b>C. Titles of Programmes (and Associated Qualifications) for which Accreditation is Sought</b>		
<i>Attach completed Self Evaluation Forms for each Programme to be Accredited and Qualification Registration Forms</i>		
<b><i>Titles of Programmes (and Associated Qualifications)</i></b>	<b>Self Evaluation Form Yes/No</b>	<b>Qualification Registration Form Yes/No</b>
1.		
2.		
3.		
4.		
5.		
6.		
<b>D. Education and Training Provider Registration</b>		<b>Yes/No</b>
Indicate whether or not the organisation has lodged an application for registration at the same time as its application for programme accreditation ( <i>see separate SQA application form</i> )		
<b>E. Use of SQA Logo</b>		<b>Yes/No</b>
Indicate whether or not the organisation wishes to use the SQA Logo on the certificates issued to successful graduates of the above programmes		

## Statement of Management Commitment

**We, the undersigned, confirm** that this application for post school education and training programme accreditation represents an accurate statement of the current status and operations of our organisation with regard to the programmes listed, and is supported by the governing body.

**We confirm** that the governing body has been advised of the Samoa Qualifications Authority policies and procedures of relevance to the activities of the organisation and that to the best of our knowledge these activities comply with relevant requirements therein.

**We confirm** that we have considered aspects of our operations that may place students or the public at risk and have implemented policies and procedures to ensure their protection.

**Name :**

\_\_\_\_\_  
[Representative of the Governing Body]

**Signature:**

\_\_\_\_\_

**Date :**

\_\_\_\_\_

**Name :**

\_\_\_\_\_  
[Principal, Director, Manager etc]

**Signature:**

\_\_\_\_\_

**Date :**

\_\_\_\_\_

## SQA Contact details

Please send the completed application form, along with all relevant documentation, to:

The Quality Assurance Division  
Samoa Qualifications Authority  
Box L 851  
The Teuila Hotel  
Malifa  
Apia

Telephone: 685 20976  
Facsimile: 685 26314  
E-mail address: [sqa@sqa.gov.ws](mailto:sqa@sqa.gov.ws)  
Website: [www.sqa.gov.ws](http://www.sqa.gov.ws)

C. Programme Accreditation Self Evaluation Form



# Programme Accreditation Self Evaluation Form for Post School Education and Training

***Name of Provider:*** .....

***Name of Programme:*** .....

**QA-FPS1**

**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(One form to be completed for each education and training programme)*

When completing this form, ensure that all the documents you refer to are correctly referenced and are either enclosed with your application or can be made available to the SQA Programme Accreditation Panel when they visit your organisation. Where verbal evidence is available from students, staff, industry, community groups, etc, please indicate this.

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
1. Organisation	Provider registration criteria continue to be met	<i>Has a self evaluation against the registration criteria below been conducted? (See also Provider Registration Checklist in Appendix C)</i>	•	
		a) The provider or its governing body is a legally established or recognised enduring body	•	
		b) The provider's name is appropriate and does not mislead learners about the nature of the organisation.	•	
		c) The provider has a clear statement of its educational purpose, goals and objectives	•	
		d) The provider has adequate and appropriate governance and management to achieve its goals and objectives	•	
		e) The provider has a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the SQA Quality Standard	•	

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
2. Programme development and review	2.1 The programme and its components are coherent, and are designed to meet the requirements of the qualification	a) What is the structure of the programme, and is it clearly defined and appropriate?	•	
		b) What is the programme length, and is it clearly defined and appropriate?	•	
		c) What are the outcomes and content of each of the courses, and how do these outcomes link to the programme outcomes? Are they designed to meet qualification requirements?	•	
		d) What are the levels and credit values allocated to each course in the programme (and qualification)? Are these appropriately allocated?	•	
		e) What are requirements for admission into the programme, for credit for previous study and for recognition of prior learning?	•	
		<i>Has a Qualification Registration Form and Checklist for Qualification Registration (Appendices D&amp;E) been completed for each qualification embedded in the programme?</i>		
	2.2 Qualification(s) awarded on the basis of successful completion of the programme, meet(s) the requirements for registration on the Samoa Qualifications Framework	<i>How have you addressed the following requirements?:</i>		
		f) The stated purpose of the qualification is related to identified needs		
		g) The qualification title is appropriate & complies with title definitions and protected terms		
		h) The outcomes for the whole qualification reflect the stated purpose		
		i) The qualification level is appropriate		
		j) There is sufficient support from relevant national and, where appropriate, international, academic, industry, professional, community or interest groups		
		k) The qualification credit value is appropriate and conforms to qualification definitions		
		l) Qualification components are defined and reflect the purpose, title and level of the qualification		
		m) Entry requirements are inclusive and reasonable for the level and complexity of the qualification		
		n) What processes have been/ will be used for programme review and are these in accordance with policy?	•	

**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
3. Programme delivery	3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery	a) What are the modes of delivery and delivery sites? (including off-site practical or work based elements and on-line learning) Are the modes of delivery and delivery sites clearly defined?	•	
		b) What are the teaching and learning methods and are they appropriate to the nature of the programme, the learning outcomes, the modes of delivery and the learners?  How were the teaching and learning methods determined?  How will you know / do you know that the learning needs of students will/ are being met?	• <i>Example of evidence: teaching and learning materials</i>	
		c) How are practical, field-based or work-based components which are based away from the delivery site integrated into the programme?	•	
		d) What processes will be/ are being used for the monitoring and evaluation of programme delivery, including student evaluation of teaching?	• <i>Example of evidence: student interviews</i>	
		e) How do you know that delivery methods do not place learners, teaching staff or the public at emotional or physical risk?	•	

**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
4. Financial resources	4.1 Adequate financial resources are allocated to sustain the programme	<p>a) How is the provider funded to deliver this programme?</p> <p>How will/ have the requirements of funding organisations been met (where relevant)?</p>	<ul style="list-style-type: none"> <li></li> </ul>	
		<p>b) What financial management practices processes are used, for example for the control and approval of expenditure?</p> <p>Are the financial management practices processes used of acceptable standards?</p>	<ul style="list-style-type: none"> <li></li> </ul>	
		<p>c) How are programme financial requirements planned and budgeted for?</p> <p>Are there adequate financial resources committed to deliver the programme?</p>	<ul style="list-style-type: none"> <li><i>Example of evidence: annual business plans and budgets</i></li> </ul>	
		<p>d) How are student fees protected, so that they can be refunded if necessary?</p>	<ul style="list-style-type: none"> <li></li> </ul>	

Name of Provider:

Name of Programme:

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
5. Personnel	5.1 The provider demonstrates how it applies, or will apply, its policies and procedures to recruit, induct, appraise and develop programme staff	<p>a) How have appropriate skills<sup>18</sup>, experience, subject knowledge and qualifications of programme staff been defined?</p> <p>Is the teacher-student ratio appropriate for each course of the programme?</p>	<ul style="list-style-type: none"> <li>• <i>Example of evidence: person specifications for tutors/lecturers</i></li> </ul>	
		<p>b) What experience and expertise in teaching will teaching staff have to have/ do current teaching staff have?</p> <p>Do the teaching staff have appropriate experience and expertise in teaching?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<p>c) How will/have appropriate teaching staff on this programme be/ been recruited, appraised, supported and provided with relevant staff development?</p> <p>Are there appropriate policies and procedures on: recruiting, inducting, appraising programme teaching and supporting staff?</p>	<ul style="list-style-type: none"> <li>• <i>Example of evidence: staff interviews</i></li> </ul>	
		<p>d) What evidence is available that staff conditions of employment are fair and that the provider is complying with the provisions of current employment legislation, including the Labour and Employment (Employment of Expatriates) Amendment Act 1999, No. 17?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<sup>18</sup> For example: teaching, assessment, reporting, research, management, administration



**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
6. Learner information, entry and support	6.1 The provider's application of its policies and procedures ensures adequate and relevant information on entry, progress and support of all learners	<i>What information (including publicity material) relating to the programme is available about the following:</i>	(See explanatory endnote)	
		a) Adequate and appropriate programmes, courses and qualifications available to learners, including the following: ➤ Student recruitment and enrolment ➤ Entry and selection criteria ➤ Total costs for enrolment and pursuing a proposed course of study	• <i>Example of evidence: programme brochure or information leaflet</i>	
		b) Adequate and appropriate pastoral care, welfare and academic support services (including for those with special needs)	•	
		c) Adequate and appropriate rules, regulations and procedures for: ➤ student admission, ➤ enrolment, ➤ recognition of prior learning, ➤ withdrawal and refunds, ➤ providing feedback for improvement ➤ discipline and ➤ complaints ➤ recognition of prior learning ( <i>where appropriate</i> ) ➤ student fee protection (see 4.1 d) ➤ health and safety	•	
		d) Adequate and appropriate assessment and reassessment procedures, and: ➤ Procedures for appealing results	•	

**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
7. Physical and learning resources	7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme	a) What are the physical resource requirements of the programme: ➤ premises, ➤ teaching facilities, ➤ library facilities ➤ equipment , and ➤ other learning resources? Are these clearly defined?	• <i>Example of evidence: organisation's annual plan and budget</i>	
		b) Have the physical resources required to support the programme (including the above) been put in place prior to programme delivery?  How adequate and appropriate are these [listed above] for the delivery of the programme?	•	
		c) How does the organisation ensure that the buildings and equipment have met appropriate levels of health, safety and comfort, including for example: ➤ meeting building requirements ➤ safety equipment ➤ safety zones around power equipment ➤ safety zones identified for natural disasters such as earthquake, tsunami etc...	•	
		d) How does the organisation ensure that learners, including those with special needs, will have adequate access to facilities and physical resources to complete the programme?	•	

**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
8. Assessment and moderation	8.1 The provider's application of its policies and procedures will ensure the fair, valid, consistent and appropriate assessment of learners against the learning outcomes of the programme	<i>What will/does the organisation do to ensure that:</i>		
		a) Assessment methodology and planning is appropriate to the learning outcomes of each course within the programme		
		b) Required standards for assessment are clearly specified for each course within the programme:  ➤ criteria for awarding merit, distinction and other grades;  ➤ procedures for reassessments and appeals of assessment results;  ➤ how learners are informed of the above.	• <i>Examples of evidence: assessment regulations; student interviews</i>	
		c) Learners are provided with fair and regular feedback on their progress	•	
		d) Assessment materials and judgments are internally moderated to ensure they are fair, valid and consistent, given the stated learning outcomes.  ➤ External moderation requirements are complied with, where necessary  ➤ Student work is adequately stored to meet moderation, reassessments and learner appeals requirements	•	

**Name of Provider:**

**Name of Programme:**

**SQA Education and Training Programme Accreditation Self Evaluation Form** *(continued)*

Element	SQA Criteria	Evidence/Evaluation Guide	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
9. Reporting learner achievement	9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme	<i>What will/does the organisation do to:</i>		
		a) Record and report programme learner achievement	• <i>Example of evidence: examination committee minutes</i>	
		b) Hold programme achievement records securely, and ensure that they are accessible to individual learners	•	
		c) Ensure feedback to programme learners is regular, understood, relates to current levels of achievement and supports the learning process	•	
		d) Ensure completing learners have met all the requirements for the award of the qualification  Are the systems stated in a-d adequate to record and report learner achievement?	•	
10. Research	10.1 The provider has adequate and appropriate means of research to meet the requirements of its degrees and postgraduate programmes	<i>What will/does the organisation do to ensure that:</i>		
		a) Teaching staff involved in degree and/or postgraduate programmes are/ will be engaged in research activities <sup>19</sup> within their areas of expertise	• <i>Example of evidence: research plan</i>	
		b) Research activities are/ will be conducted in accordance with recognised ethical and cultural standards and are open to peer and public scrutiny		
		c) Adequate and appropriate research facilities and time are/ will be provided to enable staff and students to undertake relevant research		

<sup>19</sup> For the definition of research used by SQA, see "Guidelines for Programme Accreditation" Section 10.3

**Name of Provider:****Name of Programme:****Explanatory endnote:**

- *Total Costs of Enrolment:* The information provided to all learners before enrolment should include the full cost of tuition and all other course-related costs that may be incurred during the course of study.
- *Withdrawal and Refunds Policies and Procedures:* These must cover withdrawal by a learner prior to and after the programme has started; and cancellation by the provider of a programme before or after it has started.
- *Student Fee Protection:* The information provided to learners must state the arrangements in place for student fee protection, before and after the programme has started (see Criteria 4.1).
- *Recruitment and Enrolment Information:* Enrolment information provided to prospective learners must be clear, complete and accurate. Learners should be informed in writing of the outcome of their application and, if accepted, be given clear and accurate information about start dates, times, venues and contact details.
- *Pastoral Care, Welfare and Learner Support Services:* Learners must be provided with information about welfare and support services both within and outside the provider. The services should include learning support as well as support for personal issues that may impact on the learner's ability to learn and complete their study.
- *Health and Safety Requirements:* Information about the provider's policies and procedures for health and safety.
- *Rules and Regulations:* Copies of the provider's rules and regulations must be available to students. They should include regulations relating to individual programmes if these are different from the overall regulations.
- *Disciplinary Procedures:* Information about disciplinary procedures must clearly describe behaviour that would lead to formal disciplinary procedures being used and should make the distinction between serious and minor misconduct. Information should describe the steps taken when the discipline procedures are implemented.
- *Complaints Procedures:* The provider's internal complaints procedures must be available in writing and made known to students. They should include details of what the learners should do if they wish to make a formal complaint and how the provider will respond and process the complaint.
- *Reassessment:* Procedures for reassessment should be provided to learners. Procedures for reassessment should be clear, detailed and unambiguous to ensure that all learners are treated the same.
- *Appeals of Assessment Results:* Information about appeal procedures must clearly describe the process learners will follow if they wish to lodge a formal appeal about their results. Appeals of assessment results procedures should be different from those for reassessment or for lodging complaints about other matters, and may require independent input to ensure objectivity and lack of bias.
- *Recognition of Prior Learning (RPL) or current competency:* Information about the availability or otherwise of RPL should be provided to learners before enrolment because this may influence their study plans. The provider must clearly state all options available to learners who wish to apply for RPL including the process, time constraints and cost.
- *Publicity Material:* All publicity material must provide a true and accurate representation of the organisation and the programmes and courses it offers. Information about programme accreditation must be accurate.
- *Cross-Crediting and Credit Transfer:* Information regarding cross-crediting or entry to other organisations must be clear and accurate.

**Name of Provider:**

**Name of Programme:**

## D. Provider Registration Checklist

The Samoa Qualifications Authority requires that post school education and training providers continue to meet the following criteria.			
Criteria	Evidence / Evaluation Guide	✓ or n/a	Evidence (documents and/or other information) that shows that your organisation meets the SQA Criteria
1.1 The provider or its governing body is a legally established or recognised enduring body	Evidence of the following (as appropriate):		
	1.1.1 Registration as a company, charitable trust or similar		
	1.1.2 Establishment as a public body under Schedule 4 of the Public Finance Management Act 2001		
	1.1.3 Registration as a Village Fono under the Samoa Fono Act 1990		
	1.1.4 Establishment as a Government of Samoa Ministry or Department		
	1.1.5 Other, for example where a provider is based overseas		
1.2 The provider's name is appropriate and does not mislead learners about the nature of the organisation.	1.2.1 Evidence of approval to use terms protected by legislation		
	1.2.2 Compliance with the Samoa Fair Trading Act 1998 Section 17, 18 etc		
1.3 The provider has a clear statement of its educational purpose, goals and objectives	1.3.1 Written statement, approved by the governing body, of the educational purpose, goals and objectives of the organisation, including the scope of the education and training that is planned in the immediate future		
	1.3.2 Evidence of consultation with stakeholders in developing and reviewing goals and objectives		
1.4 The provider has adequate and appropriate governance and management to achieve its goals and objectives	1.4.1 Ownership and governance clearly defined		
	1.4.2 Responsibilities, authorities and lines of reporting clearly defined, and understood by those concerned		
	1.4.3 Evidence of financial soundness, such as a statement of financial position signed off by a chartered accountant		
	1.4.4 Trust account, or similar, to protect student fees		
	1.4.5 Processes for regularly reviewing the achievement of goals and objectives		
1.5 The provider has a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the SQA Quality Standard	1.5.1 Evidence of a clear, coherent and systematic set of policies, organisational structures and procedures that guide and control governance, management, administration, teaching and learning related activities to ensure the delivery of quality education and training, and the achievement of its goals and objectives, across all sites		
	1.5.2 Policies and procedures to cover:		
	➤ Programme development and review		
	➤ Programme delivery		
	➤ Financial resources		
	➤ Personnel		
	➤ Learner information, entry and support		
	➤ Physical and learning resources		
	➤ Assessment and moderation		
	➤ Reporting learner achievement		
	➤ Research (where appropriate)		
	➤ Self evaluations, reviews and/or internal quality audits		

**Name of Provider:**

**Name of Programme:**

## E. Qualification Registration Form

**Name of Provider:** \_\_\_\_\_ **Current Name of Qualification:** \_\_\_\_\_

Qualification Characteristics (to be filled in by the Developer/Provider)	Qualification Registration Criteria	Evidence/Evaluation Guide	✓ SQA Use only
<b>A. Qualification Purpose Statement</b>			
	The stated purpose is related to identified needs	There is a clear purpose stated for the qualification	
		The purpose is related to identified individual, professional, industry or community needs	
		The purpose supports the priorities established in the Samoa Development Strategy and the PSET Strategic Plan	
<b>B. Qualification Title</b>			
	The title is appropriate and complies with title definitions and protected terms	The title is indicative of the purpose and outcomes	
		The title indicates the qualification type and level	
		The title is appropriate and complies with qualification definitions	
<b>C. Qualification Outcomes Statement</b>			
	Outcomes for whole qualification reflect the stated purpose	Outcomes are clearly stated	
		Outcomes for whole qualification are reasonable and reflect the stated purpose	
		Outcomes for the whole qualification conform to level descriptors and title definition	
		Outcomes for qualification components are logical	
<b>D. Qualification Level</b>			
	The qualification level is appropriate	The level is consistent with the qualification definitions	
		The level is consistent with the outcome level descriptors	
		The level is consistent with the qualification outcome statement	

**Name of Provider:**

**Name of Programme:**

Qualification Characteristics (to be filled in by the Developer/Provider)	Qualification Registration Criteria	Evidence/Evaluation Guide	✓ SQA Use only
<b>E. Support for Qualification</b>			
	There is sufficient support from relevant national and, where appropriate international, academic, industry, professional, community or interest groups	Evidence is provided to show support for the qualification by relevant national and, where appropriate international, academic, industry, professional, community or interest groups	
		The evidence of support is sufficient	
<b>F. Credit Value</b>			
	The credit total is appropriate and conforms to qualification definitions	The total number of credits is shown	
		Credits are shown for each component	
		The credit total is appropriate and conforms to qualification definitions	
<b>G. Qualification Components</b>			
	Qualification components are defined and reflect the purpose, title and level of the qualification	For each component descriptor, the purpose, title, credit value, level, learning outcomes and/or defined competencies are clearly stated	
		For each component descriptor the entry requirements, assessment requirements and requirements for successful completion are appropriate for the learning outcomes and/or defined competencies	
		The components reflect the purpose, title and level of the qualification	
		The qualification structure is reasonable and shows an appropriate balance between compulsory and elective components, theoretical and practical requirements	
<b>H. Entry requirements</b>			
	Entry requirements are inclusive and reasonable for the level and complexity of the qualification	Any entry requirements or pre-requisite qualifications are stated	
		Entry requirements do not unreasonably exclude individuals because of descent, gender, social origin, place of birth, family status, or special needs	
		Entry requirements are reasonable for the level of the qualification	
		Entry requirements are reasonable for the complexity of the qualification	
<b>I. Accreditation Requirements (Applicable for Provider Qualifications Only)</b>			
	All the programme accreditation requirements are appropriate	The programme accreditation requirements reflect the level and complexity of the qualification	
		All the requirements for programme accreditation are satisfactorily met	



## F. Examples of Credit Value Calculations

### Definitions

- A. **One credit** is equivalent to **ten notional hours of learning**. Notional learning hours are inclusive of:
- contact hours (direct teaching, laboratory practical classes and/or workshops)
  - time spent on independent study and doing assignments
  - time spent on supervised work placements (where appropriate)
  - time spent on assessment.
- B. **One year** of full time learning is equivalent to **120 credits**

### Course 1:

- a Assume that the **course** is taken over a semester of 15 weeks. There are 3 lecture hours a week and one tutorial hour.
- b **For each lecture hour**, an average student **requires two hours independent study**; and for **each tutorial hour**, an average student **requires one hour independent study**.
- c then the number of notional hours per week for an average student to achieve the outcomes of this course are:

Activity Type	Hours	Total Notional Hours
Lectures	3	3
Independent study for lectures	3x2	6
Tutorials	1	1
Independent study hours for tutorials	1x1	1
<b>Total notional learning hours per week</b>		<b>11</b>

- d Multiply by the number of weeks, which is 15:

Then the <b>average student requires 11 x 15 = 165 hours</b> to achieve the learning outcomes of the course
---

- e Divide the result from d above by 10:

**Then provisional credit value of Course 1 =  $\frac{165}{10} = 16.5$ , or 17 credits.**

### Course 2:

- a Assume that the length of this **course** is also 15 weeks. For each week, there are three one-hour lectures, two one-hour tutorials and a four-hour supervised work placement.
- b If for **each lecture hour**, an average student **requires three hours independent study time** (including assignments); for **each tutorial hour**, a student **requires one hour independent study**; and for **each work placement hour**, a student **requires no additional hours of independent study**.
- c then the number of notional hours per week for an average student to achieve the outcomes of this course are:

Activity Type	Hours	Total Notional Hours
Lectures	3	3
Independent study for lectures	3 x 3	9
Tutorials	2	2
Independent study for tutorials	2x 1	2
Workshops	4	4
Independent study for workshops	4 x 0	0
<b>Total hours per week</b>		<b>20</b>

- a Multiply by the number of weeks, which is 15:

Then the average **student requires 20 x 15 = 300 hours** to achieve the learning outcomes of the course

- b Divide the result from d above by 10:

**Then provisional credit value of Course 2 =  $\frac{300}{10} = 30$  credits.**

**Qualification X:**

Qualification X is the award resulting from learners successfully achieving the learning outcomes of six courses, which are normally delivered as a one year full time programme. Thus (in accordance with definition B above) we expect a total credit value of 120 for the programme and therefore qualification.

	Credit values based on individual course notional hours calculations	Alternative adjusted credit values if total for qualification is to be 120
<b>Course 1</b>	17	15
<b>Course 2</b>	30	28
<b>Course 3</b>	25	23
<b>Course 4</b>	20	18
<b>Course 5</b>	13	12
<b>Course 6</b>	26	24
<b>Total Programme and Qualification Credit Value</b>	<b>131</b>	<b>120</b>

## G. Determination of SQF Levels for Qualification Components

SQF levels are assigned based on the outcome level descriptor the qualification or qualification component most closely reflects (see pages 12-14 of “The Samoa Qualification Framework Policies” booklet). The level assigned depends on the complexity of the learning.

When assigning a level, focus on the verbs and qualifiers used both in the qualification outcome statement and in the learning outcomes specified in the component descriptors. Then match these verbs and qualifiers against those used in the SQF outcome level descriptors.

Note that the level of the qualification must also be consistent with the qualification definition (Certificate, Diploma, Bachelors Degree, etc - see pages 15-26 of “The Samoa Qualification Framework Policies” booklet). Qualifications should benchmark with related qualifications at that level, and should be consistent with entry requirements and opportunities for progression to higher level qualifications.

### Example 1:

The following is extracted from a component descriptor from the National Certificate Level II in Hospitality (Food and Beverage Service):

<b>Component Title</b>	<b>TH211 Develop employability skills</b>
<b>Purpose</b>	The purpose of this unit is to equip candidates with the <b>knowledge and skill to undertake basic work tasks and to work as a team</b> with managers and colleagues. Candidates will gain the knowledge and skill to present a positive image to customers and guests that is consistent with the corporate image of a tourism/hospitality establishment. A person completing this unit is expected <b>to work mainly under supervision, follow clear instructions and follow established procedures when making choices between alternative courses of action.</b>
<b>Credit value</b>	<b>15</b>
<b>SQF level</b>	<b>2</b>
<b>Outcome 1</b>	<b>Perform basic calculations</b> used in the tourism/hospitality industry
<b>Outcome 2</b>	<b>Work as part of a team</b> in the tourism/hospitality industry
<b>Outcome 3</b>	Maintain personal and establishment appearance and hygiene in a manner required by a tourism/hospitality establishment
<b>Outcome 4</b>	<b>Perform basic</b> computing skills for the tourism/hospitality industry
<b>Outcome 5</b>	<b>Communicate orally</b> with staff and customers in Samoan and English
<b>Outcome 6</b>	<b>Fill in forms and follow company communication procedures</b> (in order to <b>complete routine work duties.</b> )
<b>Outcome 7</b>	<b>Follow written policies, procedures and verbal instructions</b> (in order to <b>complete routine work duties.</b> )
<b>Outcome 8</b>	Draft written information
<b>Outcome 9</b>	<b>Use the telephone to communicate</b> with colleagues and supervisors and customers and guests

The words in the above descriptor that help to determine the appropriate SQF level as 2 are highlighted. These can be compared with the verbs and other statements used in the SQF outcome level descriptors. Further information that is useful in determining the level is in the full component descriptor – available from SQA.

### Example 2:

The following is extracted from a component descriptor from the National University of Samoa Diploma in Education programme document:

<b>Component Title</b>	<b>HTP202 Classroom Management and Multi-Level Teaching 2</b>
<b>Introduction</b>	This course is an extension of HTP201 and focuses on the teacher's role in implementing an effective multi-level teaching and learning environment. Teacher trainees will be expected to work on constructing learning environments conducive to multi-level teaching.
<b>General Aims</b>	<ul style="list-style-type: none"><li>• To further develop collaborative learning and multi-level teaching in primary classrooms.</li><li>• To increase teachers' effective motivational and management techniques.</li><li>• To foster an appreciation of student-centred learning environment.</li><li>• To increase students understanding of different learning styles and strategies to use in multi-level classes.</li></ul>
<b>Credit value</b>	<b>15</b>
<b>SQF level</b>	<b>6</b>
<i>On completion of this unit teacher trainees will be able to:</i>	
<b>Objective 1</b>	Plan integrated units of work or a thematic approach to demonstrate collaborative learning and multi-level teaching in primary classrooms.
<b>Objective 2</b>	Create and demonstrate interesting and effective motivational and management techniques.
<b>Objective 3</b>	Construct and create student-centred learning environment for multi-level teaching and learning.
<b>Objective 4</b>	Plan, design, teach and evaluate units of work using different learning styles, strategies and resources to use in multi-level classes.
<b>Objective 5</b>	Improve teacher trainees reading, writing and oral skills in English and Samoan.
<b>Objective 6</b>	Apply and use strategies, skills and knowledge during Teaching Practicum.

The words in the above descriptor that help to determine the appropriate SQF level as 6 are highlighted. These can be compared with the verbs and other statements used in the SQF outcome level descriptors. Further information that is useful in determining the level is in the full component descriptor – available from NUS Faculty of Education.

## H. Checklist for Programme Accreditation Submissions from PSET Providers

**Provider Name:**

**Name of Programme:**

**Date:**

	Document	Submitted [Y/N]	Comments
1.	A completed Programme Accreditation Application Form		
2.	A completed Self Evaluation Form		
3.	All course descriptors for the programme including:		
	<ul style="list-style-type: none"><li>all core courses, subjects, units or papers</li></ul>		
	<ul style="list-style-type: none"><li>Specialist courses (specific to major area of study)</li></ul>		
	<ul style="list-style-type: none"><li>Electives (where appropriate)</li></ul>		
	<ul style="list-style-type: none"><li>Any other information that is relevant to the programme being considered</li></ul>		

4.	The Provider's Quality Management System/Strategy. All documents with Policies related to:	
	• Programme development and review	
	• Programme delivery	
	• Financial resources	
	• Personnel	
	• Learner information, entry and support	
	• Physical and learning resources	
	• Assessment and moderation	
	• Reporting learner achievement	
	• Research (where appropriate)	
	• Self evaluations, reviews and/or internal quality audits	
	• Other relevant Provider documents	
5.	A Qualifications Registration Summary Sheet	
6.	<u>Recommendation(s)</u> :	

I. Programme Accreditation Panel Checklist and Record Form



## Programme Accreditation Panel Checklist and Record Form

***Name of Provider:*** .....

***Name of Programme:*** .....

***Name of Panel Member(s):*** .....

**QA-FCR1**

**Name of Provider:**

**Name of Programme:**

### SQA Programme Accreditation Panel Checklist and Record Form

When completing this form, ensure that all the documents you refer to were attached to the accreditation application, provided in electronic form, or you sighted when you visited the organisation/ provider. Where you heard verbal evidence from meeting with students, staff, industry, community groups, etc, please indicate this.

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
1. Organisation	Provider registration criteria continue to be met	f) The provider or its governing body is a legally established or recognised enduring body	•		<ul style="list-style-type: none"> <li>• See Provider Registration Checklist – Attachment 1</li> <li>• Corporate/business plan</li> <li>• Annual report</li> <li>• Organisational chart</li> <li>• Quality management system documentation</li> <li>• Website</li> <li>• Brochures, pamphlets, student information</li> <li>• Management and governance meeting minutes</li> <li>• Interviews with staff</li> <li>• Interviews with students</li> <li>• Interviews with external stakeholders</li> <li>• See also the provider's self evaluation against the provider registration criteria</li> </ul>
		g) The provider's name is appropriate and does not mislead learners about the nature of the organisation.	•		
		h) The provider has a clear statement of its educational purpose, goals and objectives	•		
		i) The provider has adequate and appropriate governance and management to achieve its goals and objectives	•		
		j) The provider has a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the SQA Quality Standard	•		



**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence (Refer to information and/or documents that support your findings)	Requirement met? (✓/x)	Examples of Sources of Evidence
2. Programme development and review	2.1 The programme and its components are coherent, and are designed to meet the requirements of the qualification	a) The structure of the programme is clearly defined and is appropriate	•		<ul style="list-style-type: none"> <li>• See Check list for Registration of Qualifications on SQF – Attachment 2</li> <li>• Completed qualification registration form</li> <li>• Programme development and review policies and procedures</li> <li>• Programme document</li> <li>• Calendar</li> <li>• Student handbook</li> <li>• Programme specific regulations</li> <li>• Academic statute</li> <li>• Publicity material, eg brochure, prospectus, website</li> <li>• Advisory group terms of reference and meeting minutes</li> <li>• Letters of support from academic, industry, professional, community and/or interest groups</li> <li>• Interviews with staff</li> <li>• Interviews with students</li> <li>• Interviews with external stakeholders</li> <li>• See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) The length of the programme is clearly defined and is appropriate	•		
		c) The outcomes of each of the courses are clearly linked to the programme outcomes and designed to meet qualification requirements	•		
		d) Appropriate levels and credit values are allocated to each of the courses in the programme (and qualification)	•		
		e) Requirements for admission, credit for previous study and recognition of prior learning are specified	•		
		f) The stated purpose of the qualification is related to identified needs	•		
	2.2 Qualification(s) awarded on the basis of successful completion of the programme, meet(s) the requirements for registration on the Samoa Qualifications Framework	g) The qualification title is appropriate & complies with title definitions and protected terms	•		
		h) The outcomes for the whole qualification reflect the stated purpose	•		
		i) The qualification level is appropriate	•		
		j) There is sufficient support from relevant national and, where appropriate international, academic, industry, professional, community or interest groups	•		
		k) The qualification credit value is appropriate and conforms to qualification definitions	•		
		l) Qualification components are defined and reflect the purpose, title and level of the qualification	•		
		m) Entry requirements are inclusive and reasonable for the level and complexity of the qualification	•		
		n) The programme has been regularly reviewed in accordance with policy (existing programmes only)	•		

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
3. Programme delivery	3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery	a) The modes of delivery and delivery sites are clearly identified	•		<ul style="list-style-type: none"> <li>• Programme delivery policies and procedures; including for programme monitoring and evaluation, and for field-based or work-based components</li> <li>• Programme document</li> <li>• Student handbook</li> <li>• Teaching and learning materials</li> <li>• Staff interview</li> <li>• Student interviews</li> <li>• Interviews with external stakeholders</li> <li>• Student evaluations</li> <li>• See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) The teaching and learning methods are appropriate to the nature of the programme, the learning outcomes, the modes of delivery and the learners	•		
		c) Any practical, field-based or work-based components which are based away from the delivery site are integrated into the programme	•		
		d) Processes that will be/are being used for the monitoring and evaluation of programme delivery, including student evaluation of teaching	•		
		e) Delivery methods do not place learners, teaching staff or the public at risk (emotional or physical)	•		

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
4. Financial resources	4.1 Adequate financial resources are allocated to sustain the programme	a) The requirements of funding organisations have been met (where relevant)	•		<ul style="list-style-type: none"> <li>Financial resources policies and procedures; including for the control and approval of expenditure, and for refunding student fees</li> <li>Recent financial audit report(s)</li> <li>Plans and budgets</li> <li>Student fee trust account records</li> <li>Student handbook</li> <li>Interviews with staff, students and external stakeholders</li> <li>See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) The provider is using acceptable financial management practices	•		
		c) Adequate financial resources have been committed to deliver the programme	•		
		d) The provider has processes in place to protect student fees so that they can be refunded if necessary	•		

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
5. Personnel	5.1 The provider demonstrates how it applies, or will apply, its policies and procedures to recruit, induct, appraise and develop programme staff	a) Teaching staff are appropriately qualified <sup>20</sup> <ul style="list-style-type: none"> <li>The teacher-student ratio is appropriate for each course of the programme</li> </ul>	•		<ul style="list-style-type: none"> <li>Personnel policies and procedures; including for recruiting, inducting, appraising and developing staff</li> <li>Operating budget</li> <li>Job descriptions and person specifications for teaching staff</li> <li>Teaching staff cvs</li> <li>Employment agreements</li> <li>Staff handbook</li> <li>Interviews with staff and external stakeholders</li> <li>See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) Teaching staff have appropriate experience and expertise in teaching	•		
		c) The provider has appropriate policies and procedures to: <ul style="list-style-type: none"> <li>recruit,</li> <li>induct,</li> <li>appraise and develop programme teaching and support staff</li> </ul>	•		
		d) Staff conditions of employment are fair and the provider is complying with the provisions of current employment legislation	•		

<sup>20</sup> At a minimum, teaching staff should be qualified in a directly relevant discipline at or above the level of the programme and qualification. Minimum qualifications for teachers, trainers and assessors are usually specified in accreditation requirements for the delivery of national qualifications.

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence (Refer to information and/or documents that support your findings)	Requirement met? (✓/x)	Examples of Sources of Evidence
6. Learner information, entry and support	6.1 The provider's application of its policies and procedures ensures adequate and relevant information on entry, progress and support of all learners	a) Adequate and appropriate programme, course and qualification information is available to learners	•		<ul style="list-style-type: none"> <li>• Learner information, entry and support policies and procedures</li> <li>• Calendar</li> <li>• Prospectus</li> <li>• Brochures and website</li> <li>• Other pre-enrolment information</li> <li>• Student handbook</li> <li>• Student interviews</li> <li>• Staff interviews</li> <li>• See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) Adequate and appropriate pastoral care, welfare and academic support services are available to learners	•		
		c) Adequate and appropriate rules, regulations and procedures are available to learners covering: <ul style="list-style-type: none"> <li>• student admission</li> <li>• enrolment</li> <li>• recognition of prior learning</li> <li>• withdrawal and refunds</li> <li>• providing feedback for improvement</li> <li>• discipline and</li> <li>• complaints</li> <li>• recognition of prior learning (where appropriate)</li> <li>• student fee protection (see 4.1)</li> <li>• health and safety</li> </ul>	•		
		d) Adequate and appropriate information is available to learners about: <ul style="list-style-type: none"> <li>• assessment and reassessment procedures</li> <li>• appeal procedures</li> </ul>	•		

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
7. Physical and learning resources	7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme	a) The provider has clearly identified the teaching facilities and other physical and learning resource requirements of the programme	•		<ul style="list-style-type: none"> <li>Physical and learning resources policies and procedures; including covering health and safety</li> <li>Programme documentation</li> <li>Plans and budgets</li> <li>Asset register</li> <li>Work experience/ placement records</li> <li>Interviews with staff, students and external stakeholders</li> <li>Panel observations during site visit</li> <li>See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) Adequate and appropriate teaching facilities and other physical resources have been put in place prior to programme delivery: <ul style="list-style-type: none"> <li>➤ premises,</li> <li>➤ teaching facilities,</li> <li>➤ library facilities</li> <li>➤ equipment , and</li> <li>➤ other learning resources?</li> </ul>	•		
		c) The provider has appropriate procedures in place to ensure the health, safety and comfort of learners and staff, concerning for example: <ul style="list-style-type: none"> <li>➤ Meeting building requirements</li> <li>➤ safety equipment</li> <li>➤ safety zones around power equipment</li> <li>➤ safety zones identified for natural disasters such as earthquake, tsunami etc...</li> </ul>	•		
		d) Learners with special needs have adequate access to facilities and other physical resources to complete the programme	•		

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
8. Assessment and moderation	8.1 The provider's application of its policies and procedures will ensure the fair, valid, consistent and appropriate assessment of learners against the learning outcomes of the programme	a) Assessment methodology and planning is appropriate to the learning outcomes of each course within the programme	•		<ul style="list-style-type: none"> <li>• Assessment and moderation policies and procedures</li> <li>• Programme documentation</li> <li>• Student handbook</li> <li>• Assessment guides</li> <li>• Assessment records</li> <li>• Student files</li> <li>• Moderation records (internal, and, where appropriate, external)</li> <li>• Student interviews</li> <li>• Staff interviews</li> <li>• See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) The required standards for assessment are clearly specified for each course within the programme, including: <ul style="list-style-type: none"> <li>➤ criteria for awarding merit, distinction or other grades;</li> <li>➤ procedures for reassessments and appeals of assessment results;</li> <li>➤ learners are informed of the above.</li> </ul>	•		
		c) Learners are provided with fair and regular feedback on their progress	•		
		d) Moderation processes are adequate to ensure that assessment is appropriate, fair, valid and consistent, given the stated learning outcomes. <ul style="list-style-type: none"> <li>➤ External moderation requirements are complied with, where necessary</li> <li>➤ Student work is adequately stored to meet moderation, reassessments and learner appeals requirements</li> </ul>	•		

**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence <i>(Refer to information and/or documents that support your findings)</i>	Requirement met? (✓/x)	Examples of Sources of Evidence
9. Reporting learner achievement	9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme	a) Adequate systems are in place to record and report learner achievement	•		<ul style="list-style-type: none"> <li>• Policies and procedures for reporting learner achievement</li> <li>• Student and staff interviews</li> <li>• Student files</li> <li>• Programme files</li> <li>• Examination meeting minutes</li> <li>• See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		b) Learner achievement records are accessible to individual learners and stored securely	•		
		c) Procedures are in place to ensure that feedback to learners is regular, understood, relates to current levels of achievement and supports the learning process	•		
		d) Procedures are in place to ensure that completing learners have met all the requirements for the award of the qualification	•		



**Name of Provider:**

**Name of Programme:**

Element	SQA Criteria	Demonstrated by	Comments and Evidence (Refer to information and/or documents that support your findings)	Requirement met? (✓/x)	Examples of Sources of Evidence
10. Research	10.1 The provider has adequate and appropriate means of research to meet the requirements of its degrees and postgraduate programmes	d) Teaching staff involved in degree and/or postgraduate programmes are/ will be engaged in research activities <sup>21</sup> within their areas of expertise	•		<ul style="list-style-type: none"> <li>• Research policies and procedures</li> <li>• Research plans</li> <li>• Specific research proposals</li> <li>• Research reports</li> <li>• Staff interviews</li> <li>• Research and Ethics Committee meeting minutes and supporting approval, monitoring and review documents</li> <li>• See also the provider's self evaluation against the programme accreditation criteria</li> </ul>
		e) Research activities are/ will be conducted in accordance with recognised ethical and cultural standards and are open to peer and public scrutiny	•		
		f) Adequate and appropriate research facilities and time are/ will be provided to enable staff and students to undertake relevant research	•		

<sup>21</sup> For the definition of research used by SQA, see "Guidelines for Programme Accreditation" Section 10.3

**J. Programme Accreditation Sample Questions for Students,**

1. How were you selected to meet with the Panel?
  
  
  
  
  
  
  
  
  
  
2. Was the information you received before your enrolled an accurate representation of the course/programme?
  
  
  
  
  
  
  
  
  
  
3. When you started your programme, what happened on the first day of your attendance? ....  
And during the first week? (*timetables; information on assessment, complaints, appeals, etc*)
  
  
  
  
  
  
  
  
  
  
4. What resources have you been supplied with?.... Are they adequate/ fit-for-purpose? (*well maintained, current*)
  
  
  
  
  
  
  
  
  
  
5. Do you have any comments on the qualifications and skills of your teachers/lecturers?
  
  
  
  
  
  
  
  
  
  
6. What support services are available to you? .....Which ones have you used? .....Were they useful?

***Name of Provider:***

***Name of Programme:***

7. What feedback do you get on how well you are progressing?
  
  
  
  
  
  
  
  
  
  
8. What would you do if you felt that you had been given an unfair mark for a test or assignment?
  
  
  
  
  
  
  
  
  
  
9. What opportunities have you had to evaluate: the programme/course?..... the quality of the teaching?..... the support services?..... the wider institution?
  
  
  
  
  
  
  
  
  
  
10. Overall, has the programme matched your expectations?
  
  
  
  
  
  
  
  
  
  
11. (a) Tell me some good things about your experience at .....
  
  
  
  
  
  
  
  
  
  
- (b) What could be done better?

**K. Programme Accreditation Sample Questions for Staff**

1. How long have you been here and how were you appointed?
  
  
  
  
  
  
  
  
  
  
2. When you arrived, what happened on the first day? ..... During the first week? (*induction processes*)
  
  
  
  
  
  
  
  
  
  
3. How are your responsibilities and overall workload determined?
  
  
  
  
  
  
  
  
  
  
4. What sort of feedback do you get on how well you are doing?
  
  
  
  
  
  
  
  
  
  
5. How is formal performance appraisal conducted?

**Name of Provider:**

**Name of Programme:**

6. What professional development did you do during the last year? ..... What do you plan to do during the next year? *(to enhance teaching skills as well as subject knowledge)*
  
  
  
  
  
  
  
  
  
  
7. Are the resources provided to support course/programme delivery adequate?
  
  
  
  
  
  
  
  
  
  
8. How are course evaluations conducted?.....How do you action feedback from students
  
  
  
  
  
  
  
  
  
  
9. Do you have any input into strategic planning and setting goals and objectives for the provider?.....If so, how does this happen?
  
  
  
  
  
  
  
  
  
  
10. (a) What is good about working at .....?
  
  
  
  
  
  
  
  
  
  
- (b) What could be done better?

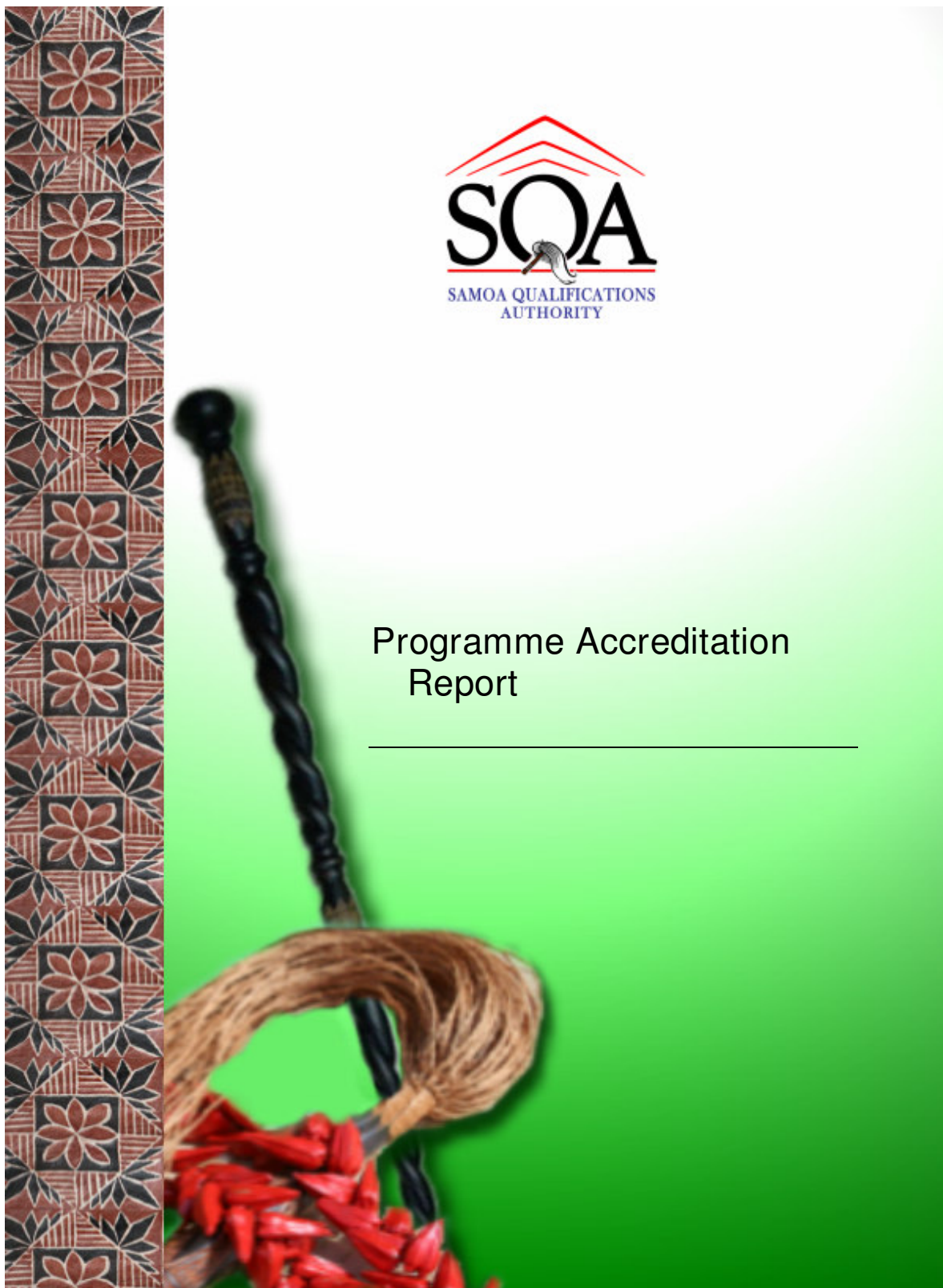
**L. Programme Accreditation Sample Questions for External Stakeholders**

1. What involvement do you have with the PSET provider? *(for example, reviewing goals and objectives or policies and procedures)*
  
  
  
  
  
  
  
  
  
  
2. What opportunities have you been given to provide input into the development and review of this programme?
  
  
  
  
  
  
  
  
  
  
3. Do you consider that staff have taken your views into account? .....Please give an example.
  
  
  
  
  
  
  
  
  
  
4. Have you employed the organisation's graduates? ..... Would you employ them in the future?
  
  
  
  
  
  
  
  
  
  
5. From your perspective, do the provider's teaching staff keep up to date with developments in your industry/community/profession?
  
  
  
  
  
  
  
  
  
  
6. What is good about the programme? ..... What could be improved?

**M. Provider Staff Form for use by Programme Accreditation Panels**

<b>Name of Provider:</b>				<b>Panel Member:</b>			<b>Date:</b>
<b>Staff Member</b>	<b>Position</b>	<b>CV</b>	<b>Job Description</b>	<b>Contract</b>	<b>Perf. Appraisal</b>	<b>Prof. Dev. Plan</b>	<b>Other</b>

## N. Programme Accreditation Report Form





## Table of Contents

A.	<a href="#">INTRODUCTION</a> .....	3
B.	<a href="#">SUMMARY</a> .....	3
	<a href="#">Summary of Requirements</a> .....	3
	<a href="#">Summary of Recommendations</a> .....	3
C.	<a href="#">PROVIDER'S RESPONSES TO THE PANEL'S REQUIREMENTS AND RECOMMENDATIONS</a> .....	3
D.	<a href="#">OVERALL RECOMMENDATION TO SQA BOARD</a> .....	3
D.	<a href="#">DETAILED FINDINGS AGAINST PROGRAMME ACCREDITATION CRITERIA:</a> .....	3
	1 <a href="#">Organisation</a> .....	3
	2 <a href="#">Programme development and review:</a> .....	3
	3 <a href="#">Programme Delivery:</a> .....	3
	4 <a href="#">Financial Resources:</a> .....	3
	5 <a href="#">Personnel:</a> .....	3
	6 <a href="#">Learner information, entry and support:</a> .....	3
	7 <a href="#">Physical and learning resources:</a> .....	3
	8 <a href="#">Assessment and moderation:</a> .....	3
	9 <a href="#">Reporting learner achievement:</a> .....	3
	10 <a href="#">Research: (for degrees and postgraduate programmes only)</a> .....	3

*Provider:*

*Programme(s)*

## **PROGRAMME ACCREDITATION REPORT**

**PSET PROVIDER:**

**PROGRAMME(S):**

**DELIVERY SITE(S):**

**PANEL:**

*Chair:*

*Industry, Professional or Community representative(s):*

*SQA Quality Assurance Division member(s):*

**OBSERVER:**

*(where appropriate)*

**DATE OF PANEL VISIT:**

**ACRONYMS AND ABBREVIATIONS:**

### **A. INTRODUCTION**

*Including:*

- *The scope of the programme accreditation*
- *The outcome of the previous registration or accreditation application (where applicable)*
- *The programmes and qualifications offered*
- *The process used to conduct the programme accreditation*

### **B. SUMMARY**

*Including:*

- *A clear statement of the criteria met/not met, and the SQA Quality Standard they relate to, at the start of the summary*
- *For each element, a balanced overview of relevant key points – i.e. significant requirements met/not met and areas of good practice*
- *A summary list of requirements*
- *A summary list of recommendations*

1. ***Organisation***
2. ***Programme development and review***
3. ***Programme delivery***
4. ***Financial Resources***
5. ***Personnel***

*Provider:* *Programme(s)*

6. *Learner Information entry and support*
7. *Physical and learning resources*
8. *Assessment and moderation*
9. *Reporting Learner achievement*
10. *Research*

- **Summary of Requirements**

### **Summary of Recommendations**

<b>SQA Quality Standard Element</b>	<b>Rec. No.</b>	<b>It is recommended that:</b>
	1	
	2	
	3	
	4	
	etc	

### **C. PROVIDER'S RESPONSES TO THE PANEL'S REQUIREMENTS AND RECOMMENDATIONS**

- *To be added after provider has perused the draft report*

### **D. OVERALL RECOMMENDATION TO SQA BOARD**

*The Panel recommends that, once the <number> requirements have been met the Samoa Qualifications Authority Board accredit <provider name> to deliver the <programme name> and register the <qualification name, if different> on the Samoa Qualification Framework*

Signed on behalf of the Panel by:

<name>

SQA Quality Assurance Division

....date...

Provider:

Programme(s)

## D. DETAILED FINDINGS AGAINST PROGRAMME ACCREDITATION CRITERIA:

### 1 Organisation

*Provider registration criteria continue to be met*

Programme Accreditation Requirements	Panel Findings
k) The provider or its governing body is a legally established or recognised enduring body	
l) The provider's name is appropriate and does not mislead learners about the nature of the organisation.	
m) The provider has a clear statement of its educational purpose, goals and objectives	
n) The provider has adequate and appropriate governance and management to achieve its goals and objectives	
o) The provider has a coherent quality management system (QMS) of adequate and appropriate organisational structures, policies, procedures, responsibilities and resources that cover all elements of the SQA Quality Standard, as listed below: <ul style="list-style-type: none"><li>• Programme development and review</li><li>• Programme delivery</li><li>• Financial resources</li><li>• Personnel</li><li>• Learner information, entry and support</li><li>• Physical and learning resources</li><li>• Assessment and moderation</li><li>• Reporting learner achievement</li><li>• Research (where appropriate)</li><li>• Self evaluations, reviews and/or internal quality audits</li></ul>	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

### 2 Programme development and review:

**2.1 The programme and its component courses are coherent, and are designed to meet the requirements of the qualification**

**Provider:**

**Programme(s)**

**2.2 Qualification(s) awarded on the basis of successful completion of the programme, meet(s) the requirements for registration on the Samoa Qualifications Framework**

<b>Programme Accreditation Requirements</b>	<b>Panel Findings</b>
o) The structure of the programme is clearly defined and is appropriate	
p) The length of the programme is clearly defined and is appropriate	
q) The outcomes of each of the courses are clearly linked to the programme outcomes and are designed to meet qualification requirements	
r) Appropriate levels and credit values are allocated to each of the courses in the programme (and qualification)	
s) Requirements for admission, credit for previous study and recognition of prior learning are specified	
t) The stated purpose of the qualification is related to identified needs	
u) The qualification title is appropriate & complies with title definitions and protected terms	
v) The outcomes for the whole qualification reflect the stated purpose	
w) The qualification level is appropriate	
x) There is sufficient support from relevant national and other stakeholders <sup>22</sup>	
y) The qualification credit value is appropriate & conforms to qualification definitions	
z) Qualification components are defined and reflect the purpose, title and level of the qualification	
aa) Entry requirements are inclusive and reasonable for the level and complexity of the qualification	
bb) The programme has been regularly reviewed (existing programmes only)	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

<sup>22</sup> International, academic, industry, professional, community or interest groups, where appropriate

Provider:

Programme(s)

### 3 Programme Delivery:

3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery.

Programme Accreditation Requirements	Panel Findings
f) The modes of delivery and delivery sites are clearly identified ( <i>including off-site practical, work-based learning and on-line learning</i> )	
g) The teaching and learning methods are appropriate to the nature of the programme, the learning outcomes, the modes of delivery and the learners	
h) Any practical, field-based or work-based components which are based away from the delivery site are integrated into the programme	
i) Processes that will be/are being used for the monitoring and evaluation of programme delivery, including student evaluation of teaching	
j) Delivery methods do not place learners, teaching staff or the public at risk (emotional or physical)	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

### 4 Financial Resources:

4.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery.

Programme Accreditation Requirements	Panel Findings
e) Funding sources are specified and the requirements of funding organisations are being met ( <i>where relevant</i> )	
f) The provider is using acceptable financial management practices ( <i>for example for the approval and control of expenditure</i> )	
g) Adequate financial resources have been committed to deliver the programme	
h) The provider has processes in place to protect student	

**Provider:**

**Programme(s)**

Programme Accreditation Requirements	Panel Findings
fees so that they can be refunded if necessary	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

## **5 Personnel:**

**5.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery.**

Programme Accreditation Requirements	Panel Findings
e) Teaching staff have appropriate experience, subject knowledge, qualifications and skills in teaching and assessment <sup>23</sup>	
f) The teacher-student ratio is appropriate for each course making up the programme	
g) The provider has appropriate policies and procedures in place to: <ul style="list-style-type: none"><li>• recruit,</li><li>• induct,</li><li>• appraise and develop programme teaching and support staff</li></ul>	
h) Staff conditions of employment are fair and the provider is complying with the provisions of current employment legislation, including the Labour and Employment (Employment of Expatriates) Amendment Act 1999, No. 17	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

<sup>23</sup> At a minimum, teaching staff should be qualified in a directly relevant discipline at or above the level of the programme and qualification. Minimum qualifications for teachers, trainers and assessors are usually specified in accreditations requirements for the delivery of national qualifications.

Provider:

Programme(s)

## 6 Learner information, entry and support:

6.1 The provider's application of its policies and procedures ensures adequate and appropriate learner information, entry and support for the programme.

Programme Accreditation Requirements	Panel Findings
e) Adequate and appropriate programme, course and qualification information is available to learners	
f) Adequate and appropriate pastoral care, welfare and academic support services are available to learners	
g) Adequate and appropriate rules, regulations and procedures are available to learners covering: <ul style="list-style-type: none"><li>• student admission</li><li>• enrolment</li><li>• withdrawal and refunds</li><li>• providing feedback for improvement</li><li>• discipline and</li><li>• complaints</li><li>• recognition of prior learning (<i>where appropriate</i>)</li><li>• student fee protection (<i>see 4.1</i>)</li><li>• health and safety</li></ul>	
h) Adequate and appropriate information is available to learners about: <ul style="list-style-type: none"><li>• assessment and reassessment procedures</li><li>• appeal procedures</li></ul>	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

## 7 Physical and learning resources:

7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme.

Programme Accreditation Requirements	Panel Findings
e) The provider has clearly identified the teaching facilities and other physical and learning resource	



**Provider:**

**Programme(s)**

<b>Programme Accreditation Requirements</b>	<b>Panel Findings</b>
requirements of the programme	
f) Adequate and appropriate teaching facilities and other physical resources have been put in place prior to programme delivery: <ul style="list-style-type: none"><li>➤ premises,</li><li>➤ teaching facilities,</li><li>➤ library facilities</li><li>➤ equipment , and</li><li>➤ other learning resources?</li></ul>	
g) The provider has appropriate procedures in place to ensure the health, safety and comfort of learners and staff, concerning for example: <ul style="list-style-type: none"><li>➤ building permits</li><li>➤ safety equipment</li><li>➤ safety zones around power equipment?</li></ul>	
h) Learners with special needs have adequate access to facilities and other physical resources to complete the programme	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

## **8 Assessment and moderation:**

**8.1 The provider's application of its policies and procedures will ensure the fair, valid, consistent and appropriate assessment of learners against the learning outcomes of the programme.**

<b>Programme Accreditation Requirements</b>	<b>Panel Findings</b>
e) Assessment methodology and planning is appropriate to the learning outcomes of each course within the programme	
f) The required standards for assessment are clearly specified for each course within the programme, including: <ul style="list-style-type: none"><li>➤ criteria for awarding merit, distinction or other grades;</li></ul>	

**Provider:**

**Programme(s)**

Programme Accreditation Requirements	Panel Findings
<ul style="list-style-type: none"><li>➤ procedures for reassessments and appeals of assessment results;</li><li>➤ learners are informed of the above.</li></ul>	
g) Learners are provided with fair and regular feedback on their progress	
h) Moderation processes are adequate to ensure that assessment is appropriate, fair, valid and consistent, given the stated learning outcomes. <ul style="list-style-type: none"><li>➤ External moderation requirements are complied with, where necessary</li><li>➤ Student work is adequately stored to meet moderation, reassessments and learner appeals requirements</li></ul>	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

## **9 Reporting learner achievement:**

### **9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme.**

Programme Accreditation Requirements	Panel Findings
e) Adequate systems are in place to record and report learner achievement	
f) Learner achievement records are accessible to individual learners and stored securely	
g) Procedures are in place to ensure that feedback to learners is regular, understood, relates to current levels of achievement and supports the learning process	
h) Procedures are in place to ensure that completing learners have met all the requirements for the award of the qualification	

Either:

***The Panel found that this criterion has been met.***

Provider:

Programme(s)

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

## 10 Research: (for degrees and postgraduate programmes only)

10.1 The provider has adequate and appropriate means of research to meet the requirements of the programme.

Programme Accreditation Requirements	Panel Findings
g) Teaching staff involved in degree and/or postgraduate programmes are/ will be engaged in research activities <sup>24</sup> within their areas of expertise	
h) Research activities are/ will be conducted in accordance with recognised ethical and cultural standards and are open to peer and public scrutiny	
i) Adequate and appropriate research facilities and time are/ will be provided to enable staff and students to undertake relevant research	

Either:

***The Panel found that this criterion has been met.***

Or:

***The Panel found that, after requirements ..... have been addressed satisfactorily by ....., this criterion will have been met.***

<sup>24</sup> For the definition of research used by SQA, see "Programme Accreditation Manual" Section 4.9.2

## O. Programme Accreditation Moderation Checklist

SQA Programme Accreditation and Qualification Registration Report Moderation Checklist		
Name of PSET Provider:		
Name of Programme or Qualification:		
Date of Panel Visit:	QAD Panel Member:	
Date Submitted for Review:	Independent Reviewer <sup>25</sup> :	
<b>Preamble:</b>	<b>Self</b> ✓ X	<b>Reviewer</b> ✓ X
• Are the names of the PSET Provider and delivery site correct?		
• Are the names of the programme(s) and/or qualification(s) correct?		
• Are the names and designations of the panel members correct?		
<b>Introduction:</b> Does the introduction include a clear description of:		
• The purpose of the programme accreditation or qualification registration?		
• The scope of the programme accreditation or qualification registration?		
• The outcome of the previous provider registration, programme accreditation, or qualification registration application (where applicable)?		
• The process used to conduct the programme accreditation or qualification registration?		
<b>Summary:</b>		
• Is there a clear statement of the criteria met/not met at the start of the summary?		
• Is there a clear statement of the elements that any requirements relate to?		
• Are all applicable elements of the SQA Quality Standard addressed?		
• For each element is there a balanced overview of relevant key points – i.e. significant requirements met/not met and areas of good practice?		
• Does the summary accurately reflect the content of the detailed findings section?		
• Is there a summary list of all requirements?		
• Is there a summary list of all recommendations?		
• Is the report free of ambiguities, mixed messages and innuendo?		
• Is the report free of bias and subjective comments?		
• Is the length (of the summary) appropriate – i.e. up to three pages or with a clear rationale if longer?		
<b>Detailed Findings Against Programme Accreditation and/or Qualification Registration Criteria:</b>		
• Are the numbers of requirements met/not met accurate for all elements?		
• Are the comments related to requirements not met in the correct place?		
• Is the analysis of requirements not met objective and factual?		
• Is there sufficient detail in the analysis for requirements not met, to support each finding?		

<sup>25</sup> Another SQA staff member or an experienced panel chair

## **P. Person Specification for Programme Accreditation Panel Members**

1. At least 5 years work experience at a senior level either in a post school education and training institution or in a relevant industry, community or professional organization
2. Experience of working with quality management systems
3. Diploma level qualification (for certificate level programme accreditations); degree level qualification (for diploma level programme accreditations); postgraduate level qualification (for degree level programme accreditations)
4. High professional integrity
5. Good team player who is also able to work individually
6. Very good communication skills in Samoan and English
7. Able to make sound judgements based on evidence
8. Very good inquiry, analysis and diplomacy skills
9. Systematic and well organized
10. Sound computing skills
11. Successfully completed a training course in programme accreditation
12. Committed to further professional development in accreditation practice

## Q. Programme Accreditation Contract for Panel Chairs

### *Terms and Conditions*

This agreement is made between .....<name>....., hereinafter referred to as the 'Programme Accreditation Panel Chair' and the **Samoa Qualifications Authority** hereinafter referred to as 'SQA'.

1. The programme accreditation panel chair agrees to be the chair of the panel which will conduct programme accreditation of .....<PSET provider>..... The purpose is to establish and confirm that the PSET provider has the necessary capability to deliver .....<name(s) of education and training programme(s)>..... to SQA's Standard and Programme Accreditation Criteria.
2. The programme accreditation panel chair will carry out the following tasks under the direction of SQA, and in accordance with the current version of SQA's Guidelines for Programme Accreditation:
  - 2.1. Conduct a review of the provider's application prior to the first meeting of the panel and record comments in the SQA Programme Accreditation Panel Checklist and Record Form;
  - 2.2. Effectively chair all panel meetings;
  - 2.3. Lead and participate in a site visit to evaluate the PSET Provider's teaching and learning resources, physical facilities, records and systems, and to conduct interviews with relevant personnel including students and external advisors;
  - 2.4. Evaluate any other evidence required to establish whether or not the programme accreditation requirements are met;
  - 2.5. Raise issues with the provider on behalf of the panel and in an appropriate manner;
  - 2.6. Record comments and evidence collected on the SQA Programme Accreditation Panel Checklist and Record Form, and oversee the completion of this Form by other panel members;
  - 2.7. Work with other panel members to determine whether or not each of the SQA programme accreditation criteria have been met, and to identify good practices, requirements and recommendations;
  - 2.8. Contribute to and oversee the writing and completion of the programme accreditation panel report<sup>26</sup> according to the required standards by SQA;
  - 2.9. Has overall responsibility for conducting the programme accreditation process in accordance with current version of SQA's Guidelines for Programme Accreditation; and,
  - 2.10. Complete the programme accreditation process within the time allocated by SQA
3. To carry out these tasks, the programme accreditation panel chair will be contracted for a total of .....<number>....days at the rate of **ST\$....<rate>.... per day**. (This includes time for preparation and report writing. A minimum of 8 hours work per day is expected.)
4. Payment to the accreditation panel chair will be processed after the report has been moderated, any issues raised by the PSET provider have been clarified by the panel and the draft report modified if necessary. (After receiving the draft report, the PSET provider is given ten working days to respond.)
5. Any changes to these Terms and Conditions must be in writing and signed by both parties.

**I accept these Terms and Conditions**

**I confirm these Terms and Conditions**

\_\_\_\_\_  
**Panel Chair**

\_\_\_\_\_  
**CEO, SQA**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

<sup>26</sup> Note that this report will belong to SQA not the panel chair or members, and only the SQA Chief Executive Officer and Board Chair may comment publicly on the report or the programme accreditation process.

## R. Programme Accreditation Contract for Panel Members

### *Terms and Conditions*

This agreement is made between .....<name>....., hereinafter referred to as the 'Accreditation Panel Member' and the **Samoa Qualifications Authority** hereinafter referred to as 'SQA'.

6. The accreditation panel member agrees to be a member of the panel which will conduct programme accreditation of .....<PSET provider>..... The purpose is to establish and confirm that the PSET provider has the necessary capability to deliver .....<name(s) of education and training programme(s)>..... to SQA's Standard and Programme Accreditation Criteria.
7. The accreditation panel member will carry out the following tasks under the direction of SQA and the accreditation panel chair, and in accordance with the current version of SQA's Guidelines for Programme Accreditation:
  - 7.1. Conduct a review of the provider's application prior to the first meeting of the panel and record comments in the SQA Programme Accreditation Panel Checklist and Record Form;
  - 7.2. Participate effectively in all panel meetings;
  - 7.3. Participate in a site visit to evaluate the PSET Provider's teaching and learning resources, physical facilities, records and systems, and to conduct interviews with relevant personnel including students and external advisors;
  - 7.4. Evaluate any other evidence required to establish whether or not the programme accreditation requirements are met;
  - 7.5. Record comments and evidence collected on the SQA Programme Accreditation Panel Checklist and Record Form;
  - 7.6. Work with other panel members to determine whether or not each of the SQA programme accreditation criteria have been met, and to identify good practices, requirements and recommendations; and
  - 7.7. Contribute to writing the programme accreditation panel report<sup>27</sup> according to the required standards by SQA;
  - 7.8. Complete the programme accreditation process within the time allocated by SQA
8. To carry out these tasks, the accreditation panel member will be contracted for a total of .....<number>....days at the rate of **ST\$....<rate>.... per day**. (This includes time for preparation and report writing. A minimum of 8 hours work per day is expected.)
9. Payment to the accreditation panel member will be processed after the report has been moderated, any issues raised by the PSET provider have been clarified by the panel and the draft report modified if necessary. (After receiving the draft report, the PSET provider is given ten working days to respond.)
10. Any changes to these Terms and Conditions must be in writing and signed by both parties.

**I accept these Terms and Conditions**

**I confirm these Terms and Conditions**

\_\_\_\_\_  
**Panel Member**

\_\_\_\_\_  
**CEO, SQA**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

<sup>27</sup> Note that this report will belong to SQA not the panel members, and only the SQA Chief Executive Officer and Board Chair may comment publicly on the report or the programme accreditation process.

## **S. Code of Ethics for Programme Accreditation Panel Chairs and Members**

As a programme accreditation panel member, I agree:

1. To closely follow the processes and procedures detailed in the current version of the SQA Programme Accreditation Guidelines document
2. To be objective, fair and reliable, and to carry out the prescribed duties, roles and responsibilities in a professional manner and to the best of my ability
3. To be receptive to all comments received during programme accreditation processes, but not to be influenced by pressure from individuals or organisations
4. To make every effort to ensure that programme accreditation visits are collaborative and developmental in nature so that they become part of each PSET provider's efforts to continuously improve its internal processes
5. To be open and friendly, and to ensure that meetings are constructive, supportive and non-confrontational
6. To ensure that, to the best of my knowledge, programme accreditation reports do not contain any false or misleading information
7. To avoid participating in programme accreditations where a conflict of interest is likely to occur of a personal, professional or business nature, and to openly declare any such conflicts that may arise
8. To keep confidential all information I receive of a non-public nature, and to respect intellectual property of which I may become aware during my participation in programme accreditations
9. To refrain from intentionally communicating any false or misleading information that may compromise the integrity of any programme accreditation
10. To refrain from discussing or disclosing any information relating to any SQA programme accreditations unless required by law or authorised in writing by the CEO of SQA
11. To cooperate with other programme accreditation panel members and, when appropriate, assist them to develop their programme accreditation skills
12. To avoid public criticism of other programme accreditation panel members
13. To be open to peer review on my performance as a programme accreditation panel member
14. To undertake appropriate professional development so that I continuously improve my knowledge and professional competence as a programme accreditation panel member
15. To act in a professional manner at all times and to avoid any action or comment that could prejudice the reputation of SQA

**Signed:** \_\_\_\_\_ (SQA Panel Member) \_\_\_\_\_ (Date)



## **T. Terms and Conditions for Programme Accreditation Panel Observers**

The purpose of allowing observers at SQA programme accreditation panel meetings is to enhance knowledge and understanding of the programme accreditation process.

No more than one observer is allowed to attend each programme accreditation.

SQA programme accreditation observers will attend programme accreditation panel meetings only if the PSET provider concerned has agreed in writing to their attendance. They are expected to cover their own travel, accommodation and incidental expenses.

They will

1. Sign this document as confirmation of their agreement that they will keep confidential all information they receive of a non-public nature, and respect intellectual property of which they may become aware during their participation in the SQA programme accreditation process.
2. Participate in the programme accreditation visit as directed by the Panel Chair.
3. Observe the actions of the programme accreditation panel, without offering comment, during meetings with provider personnel.
4. Comment to the programme accreditation panel on the process or other matters only when requested to do so by the panel chair.
5. Not discuss or disclose any information relating to any programme accreditation unless authorized in writing by the CEO of SQA.

**I, \_\_\_\_\_ agree to the above terms and conditions.**

**Signed: \_\_\_\_\_ (Observer) \_\_\_\_\_ (Date)**

## **U. Glossary**

### **Accreditation**

It is a prescribed process through which SQA endorses an educational or training organisation to offer post school education and training programmes, and includes but is not limited to an evaluation process which assesses the general capabilities of an organization in providing support for a specified programme and provide assurance that the programme is delivered or is to be delivered in a manner that is effective, efficient and to the required standard or level as approved by the Authority

### **Accredited Provider**

An organisation that has been quality assured to offer one or more post school education and training programmes.

### **Assessor**

A person who evaluates assessment evidence presented by learners and/or candidates.

### **Formal Providers of Post School Education and Training**

An organisation providing PSET is deemed to be 'formal' if it falls into one or more of the following categories:

- a. Provides an education or training programme that leads to a qualification registered on the SQF;
- b. Receives or applies for funding from Government or from any other donor through the Government for education and training programmes designed to meet the requirements of qualifications;
- c. Uses or wishes to use a protected term<sup>28</sup> in the name of the organisation or in the names of any of the courses, programmes or qualifications that it provides;
- d. Enrols foreign students for a period of more than two months, in the aggregate, in a calendar year in any of the education and training programmes it provides;
- e. Is a Samoa-based organisation providing programmes or courses in Samoa through cross-border arrangements with a foreign-based provider using any arrangement such as double or joint degree, twinning or franchising, and articulation (see section R on page 20)
- f. Is an organisation based in a foreign country that wishes to provide education and training programmes in Samoa.

### **Course**

A course is an integrated education delivery or training package that includes appropriate content, teaching and learning approaches, resources, assessment activity, delivery modes and duration designed to achieve a set of learning outcomes.

### **Credit**

The numerical value assigned to a full qualification, as well as to its components, that represents the estimated time needed for a typical learner to demonstrate that all the specified outcomes have been achieved.

### **Double or Joint Degree [Cross Border Education Arrangement]**

An arrangement whereby providers in different countries collaborate to offer a programme for which a student receives a qualification from each provider or a joint award from the collaborating providers. Normally this is based on academic exchange<sup>29</sup>.

<sup>28</sup> See Schedule 3 for the List of Protected Terms (page 27)

<sup>29</sup> International Institute for Educational Planning (UNESCO), 2007: Regulating and assuring the quality of cross border providers of higher education

**Evidence**

Information which can be proved reliable valid and authentic, based on facts obtained through observation, measurement, test or other means.

**Franchising [Cross Border Education Arrangement]**

An arrangement whereby a provider in the source Country A authorizes a provider in another Country B to deliver their course/programme/service in Country B or other countries. The qualification is awarded by a provider in Country A. This is usually a for-profit commercial arrangement<sup>29</sup>.

**Moderation**

The processes used for assuring that assessment is fair, valid and consistent with the required standard, across a number of assessors and assessing organisations.

**Memorandum of Agreement**

The Memorandum of Agreement (MoA) is a formal protocol to trigger dialogue between the SQA and organisations involved in PSET activities. It introduces accountability on both sides to discuss planning and developments from an early stage.

**Non-Formal Learning**

Organized learning which occurs outside the context of formal educational institutions.

**Post School Education and Training (PSET)**

The post school education and training sector in Samoa comprises all forms of education and training activities that occur outside the school system utilising any structured mode of delivery. These include:

- University education
- Technical vocational education and training
- Apprenticeships
- Pre-service and in-service professional education and training
- Theological colleges and providers of religious instruction
- Non-formal learning; and
- On-the-job training.

**Programme (of Learning)**

A coherent set of courses, modules, papers, or units designed to meet the requirements of a qualification.

**Programme Accreditation**

The process used to evaluate an organisation's capability of delivering an education or training programme to the required standards.

**Provider**

An organisation that intends to offer or is offering post school education and training.

**Qualification**

Formal certification that a person has successfully achieved all learning outcomes relevant to identified individual, professional, workplace or community needs.

**Qualification Component**

An identifiable part of a qualification. Each component is a set of learning outcomes that a learner must achieve in order to receive credit towards a qualification.

## **Quality**

Quality in education and training may be viewed in terms of:

- Exceptional (highest standards);
- Conformance to standards;
- Fitness for purpose;
- Effectiveness in achieving institutional goals; and
- Meeting customers' stated or implied needs<sup>30</sup>

## **Quality Assurance**

A generic term for all activities which provide confidence that the educational and training services of an organisation are being delivered effectively, to the required standard, and in line with published goals and objectives.

## **Quality Audit**

A systematic and independent examination of an organisation's processes, documents and records to confirm alignment with identified quality standards, and whether these activities are effective.

## **Quality Management**

Coherent management activity within an organisation that ensures quality policies and objectives are set, implemented and evaluated.

## **Quality Management System**

An integrated set of clearly defined organisational structures, policies, procedures, responsibilities and resources which are used to assure quality provision of education and training.

## **Registration of Providers**

Permission granted to an organisation to set itself up as a legitimate education and training provider.

## **Registration of Qualifications**

The process used to recognise that a qualification has met the criteria for inclusion in the list of quality assured qualifications on the SQF.

## **Samoa Qualifications Framework (SQF)**

A classification structure indicating the levels and types of quality assured qualifications.

## **Twinning Cross Border Education Arrangement**

A situation whereby a provider in source Country A collaborates with a provider located in Country B to develop an articulation system that allows students to take course credits in Country B and/or source Country A. Only one qualification is awarded by the provider in the source country. This may or may not be on a commercial basis.<sup>31</sup>

---

<sup>30</sup> Stella, A 2007: Understanding Quality Assurance Frameworks in the Asia-Pacific Region - Indicators of Quality; Published by Asia Pacific Quality Network

<sup>31</sup> International Institute for Educational Planning (UNESCO), 2007: Regulating and assuring the quality of cross border providers of higher education