

**TONGA NATIONAL QUALIFICATIONS
AND
ACCREDITATION BOARD**



STRATEGIC PLAN

July 2011 – June 2014

1. VISION AND MISSION

VISION

The Board's vision is to effect change in Tongan society whereby the needs of learners across post compulsory education and training (PCET) are at the centre of an open, responsive and integrated qualifications system.

MISSION

The mission of the Board is to lead the implementation of the Tonga Qualifications Framework in partnership with qualifications awarding bodies, education and training providers and other key stakeholders. The Board will ensure the quality and effectiveness of the Tonga Qualifications Framework and that it benefits the learners, the economy and society.

In carrying out the Board's mission, the focus will be on the following:

- The use of learning outcomes in the development of qualifications;
- The operation of effective pathways between qualifications in the Framework;
- The recognition of international qualifications in Tonga, and the recognition of the TQF qualifications internationally;
- The recognition of prior learning and the recognition of informal and non-formal learning;
- The development of an education and training system that provides quality learning, is responsive to political, geographical and technological influences, and promotes the development of a nation that is committed to life-long learning;
- Provision of clear learning pathways which provide access to, and mobility and progression within education, training and career paths.

2. STRATEGIC GOALS

The Board will ensure that the following six goals are achieved:

- (i) The Tonga Qualifications Framework is widely known, understood, used and valued in society;
- (ii) The Tonga Qualifications Framework is implemented in a way that is open and responsive to the needs of the learner, society and the economy;
- (iii) Effective and integrated pathways between qualifications operate throughout the Tonga Qualifications Framework;
- (iv) All PCET providers are registered by TNQAB to deliver educational and training programmes;
- (v) All TQF qualifications are quality assured and benchmarked against international standard;
- (vi) TQF qualifications are fully recognised abroad and qualifications gained outside Tonga are appropriately recognised in Tonga;
- (vii) TNQAB is a high-quality, effective and efficient state agency

These goals will be attained by the Board working with all stakeholders in education and training, especially awarding bodies, providers of education and training and quality assurance bodies. The Board will work with these bodies and with learners, social partners, Government Departments and agencies.

3. DUTIES OF THE BOARD

As stipulated in Part II(7) of the TNQAB Act 2004, the Board is deemed to be a body corporate and has all the rights and duties of a body corporate.

The Board shall have the following duties:

- (a) Develop a national qualifications frameworks for post compulsory education, training, review and revise corporate plans;
- (b) Establish policies, criteria, accreditation, monitoring, reviewing, register and listing of provider of post compulsory education and training;
- (c) Prepare an annual report of its operation to be submitted to the Minister and the Minister shall submit it to the current Parliamentary session; and
- (d) Appoint staff for the administration of the Act.

4. BACKGROUND

In 1987, Cabinet approved the establishment of the Tonga National Qualifications and Accreditation Board (TNQAB). The resulting Tonga National Qualifications and Accreditation Bill was drafted in 1998, approved by Parliament in mid 2004 and enacted by Privy Council on 12 December 2007. The Tonga National Qualifications and Accreditation Board Regulations were first drafted in 1999, reviewed in 2006 and 2008 and presented to Cabinet in 2010. The implementation of the TNQAB Act and its accompanying Regulations is a key development towards the achievement of the above *Education Policy Framework 2004-2019 (EPF)* goals. The Board's vision is to achieve a societal change whereby the needs of learners across education and training are at the centre of an open, responsive and integrated qualifications system. TNQAB, although recently established, has worked in partnership with education systems, training providers, Government ministries, agencies and other stakeholders to develop a Qualifications Framework that is widely accepted. TNQAB has also taken action to increase access and progression, and to align the Tonga qualifications system with international developments. Steps are being taken to develop a common language of learning outcomes for all qualifications. This will allow qualifications to be referenced against each other and will make it easier to develop accessible, relevant and quality-assured qualifications. All qualifications that are registered in the Tonga Qualifications Framework will be expressed in terms of what their holders know, can do and understand.

There are a growing number of education providers in Tonga in all sectors of education and the Government aims to ensure that quality of education provision is transparent and reliable. Thus it is necessary to establish benchmarks of achievement and equivalency which will add clarity for all concerned. The TNQAB will not only set standards for qualifications, but also provide quality assurance services by registering providers, accrediting courses of study, and conducting audits and reviews.

The Board's quality assurance duties are outlined in Part II (8), of the TNQAB Act 2004:

(b) Establish policies, criteria, accreditation, monitoring, reviewing, register, and listing of providers of post compulsory education and training

Its quality assurance functions are detailed in Parts III and IV of the Act and in Parts IV and V of the TNQAB Regulations 2010.

5. NATIONAL POLICY CONTEXT

A major development challenge confronting the Kingdom of Tonga has been identified in the Strategic Development Plan Eight (SDP8) as the need for greater income-earning and employment opportunities in order to reduce hardship. Hardship in the Tongan context is defined as:

An inadequate level of sustainable human development, manifested by a lack of access to basic services; a lack of opportunities to participate fully in the socio-economic life of the community; and a lack of adequate resources (including cash) to meet the basic needs of the household or customary obligations to the extended family, village community and/or the church.

In response to this challenge the Government has adopted a vision that expresses the aims of all development activities that will be undertaken during the SDP8 period. The Vision is:

To create a society in which all Tongans enjoy higher living standards and a better quality of life through good governance, equitable and environmentally sustainable private sector-led economic growth, improved education and health standards, and cultural development.

Education and training are key elements in achieving this vision. A key goal of education policy is to ensure that each individual can participate in education to reach his/her full potential. In its efforts to realise the national Vision and achieve its goals, the Ministry of Education, Women's Affairs and Culture (MEWAC) highlighted its concern over issues of equity of access to, and quality of the education being provided, as well as the readiness of school graduates for employment in a market economy by developing an "Education Policy Framework 2004-2019" (EPF) that was approved by Cabinet in May 2004. Two of the three goals of this Framework are:

To improve the access to and quality of post-basic education and training to cater for the different abilities and needs of students; and

To improve the administration of education and training so that the quality of educational performance is enhanced.

The Board's work contributes to these goals. The Board is working to increase access to qualifications, to create effective pathways between qualifications and to maintain and to enhance the quality of qualifications. It is envisaged that individuals in the workforce will need to be upskilled to progress by at least one level in the Framework about their current level of education and training. This requires action on qualifications. These range from measures that enable individuals to place their learning on the Framework, to measures that develop appropriate qualifications, programmes and pathways for them. The Board, Government Ministries and Departments, agencies and stakeholders need to further develop integrated approaches to these challenges.

The broader public policy context for the Board is that of continued challenges to maintain and increase its effectiveness, responsiveness, accountability, flexibility and capacity to deliver. The performance of the Board will be subjected to reviews in terms of its effectiveness in meeting its functions. The Board undertakes to strengthen its structural and planning capacity to address these challenges and deliver on its goals.

6. ON-GOING FUNCTIONS OF TNQAB

In the period July 2011- June 2014, TNQAB will:

- Provide policy advice to Government on strategies and priorities for post compulsory education and training (PCET);
- Work with national stakeholder groups to determine education and training requirements and standards;
- Work with PCET providers to ensure that they are registered and their educational/training programmes are quality assured to the required standard;
- Coordinate existing education and training activities to enable the identification of clear pathways in PCET;
- Work with overseas certifying and validating bodies to achieve international recognition of Tongan post compulsory qualifications, and where appropriate, to recognise overseas qualifications in Tonga;
- Enhance the confidence of development partners who provide support for PCET providers;
- Increase self-esteem and motivation to study for students and graduates of programmes accredited by the Board;
- Provide a mechanism for industry, community, government and non-government organisations to ensure that appropriate standards are met by PCET providers;
- Facilitate the development of competency and outcome based national qualifications in areas where there are skills shortages and skills gaps or to meet specific national priorities, industry or community needs.

Also within the same period, the qualification system will continue to adjust to:

- Changing learner profiles (eg. increase in part-time learners, mature learners, learners in the workplace, increased learner mobility)
- An increase in the number of providers of programmes and greater diversity amongst them;
- Increased incidence of partnerships for learning in the development of programmes (eg. between providers and representatives of the workplace/community)
- Greater demands from the workplace for tailor-made qualifications and for programmes to be developed quickly and delivered flexibly
- The increased regulation of professions and areas of work leading to increased requirements for qualifications, standard-setting, the recognition of international qualifications and the recognition of non-formal and informal learning
- The internationalisation of Tonga's education and training system.

7. Goals and Objectives

Goal 1: *The Tonga Qualifications Framework is widely known, understood, used and valued in society*

<p>The introduction of the Tonga Qualifications Framework is a major step forward for Tonga. TQF will provide a list of all quality assured qualifications in Tonga and will enable these qualifications to be compared with and benchmarked against overseas qualifications. The Framework will provide a consistent basis for the recognition of educational achievements.</p> <p>Over the next three years, TNQAB will be working to bring about the recognition of learning that individuals have achieved, be that in the form of qualifications, of experience or of learning acquired throughout life. This will mean changing from the traditional linear, provider-dominated approach to qualifications to one which has multiple pathways, is learner-centred and which focuses on the outcomes of learning. TNQAB will use the Framework to emphasise learning outcomes as the basis for acquiring, comparing and valuing qualifications and other learning achievements. The new (weighting) gradation of qualifications and greater clarity about how they relate to each other will require greater openness in the use of qualifications as a basis for selection, entry and access. The reliance on long-standing, specific qualifications for recruitment, entry to education and training programmes, access to grants or funding will be revisited by the Framework. This will need to be addressed by developing broad</p>	<p>Key actions and initiatives:</p> <ul style="list-style-type: none"> • Develop and implement an information and communication plan: <ul style="list-style-type: none"> ○ Update and maintain a widely accessible TNQAB website ○ Develop and implement a searchable information database of registered providers, TQF registered qualifications and accredited study programmes; make accessible via the internet to all interested parties inside and outside Tonga ○ Maintain a database of TNQAB stakeholders ○ Ensure virus protection, regular back-ups and data security • Publish regular newsletters and send them to all TNQAB stakeholders • Publish press releases whenever a newsworthy item arises • Publish resolutions from Board meetings on the website (excluding records of in-committee discussions) • Conduct public consultation meetings to communicate and develop 	<p>Objectives to be achieved:</p> <ul style="list-style-type: none"> • The Framework and pathways between qualifications will be widely known and understood by the general public, including learners and employers. • A national information database will be in place for qualifications recognised through the Framework and for programmes leading to such qualifications. • Qualifications and learning achievements will normally be used in recruitment with reference to the Framework. • Regulators of professional practice will increasingly use Framework learning outcomes as the basis for entry into regulated professions • Government Ministries and agencies will utilise the Framework in measuring qualifications and learning achievements for statistical purposes • The Framework will inform funding mechanisms for education and training <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Public awareness of TQF and the work of TNQAB, as measured by surveys, which will also demonstrate the extent of the public understanding of the Framework; • Use of the TQF in public policies and funding
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<p>awareness, knowledge and understanding of the Framework and of qualifications in the Tongan society.</p> <p>TNQAB will undertake to ensure that the Framework promotes the development of qualifications that meet the needs of learners and employers and reduce unnecessary duplication. TNQAB will do this through initiatives to promote the relevance of the Framework to learners, employers and providers and by the pursuit of continuous improvements in the delivery of Framework-related services.</p> <p>Industry will be encouraged to be involved in the development of relevant qualifications to support the development of a more innovative, responsive, productive and higher-performing economy. TNQAB will work with industry groups to develop quality assured national qualifications to create clearer alternative pathways for learners at the same time better meet the needs of businesses and industry. An analysis of the relationship between national and provider-developed qualifications will be conducted with a view to reducing duplication where there is not a need for it.</p>	<p>understanding of significant new Board directions and policies</p>	<p>mechanisms;</p> <ul style="list-style-type: none"> • Referencing of the TQF in national education and training statistics; • Referencing of the TQF in key information sources of education and training providers; • Use of TQF learning outcomes by regulators of professional practice; • The establishment of an effective national information database on all awards/qualifications in the TQF and programmes leading to them
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Goal 2: The Tonga Qualifications Framework and the TNQAB Quality Assurance Policies are implemented in a way that is open and responsive to the needs of the learner, society and the economy

<p>Education and training are central to the achievement of the vision of the Government. The qualifications system embodied in the Tonga Qualifications Framework needs to be open to providers, employers and learners. It needs to support upskilling and social inclusion. New qualifications need to be developed effectively to meet these needs. The qualifications system as a whole must be coherent and integrated to allow effective pathways to operate between different kinds and levels of qualifications and help avoid unnecessary bureaucracy.</p> <p>There is also a challenge to ensure that the qualifications system contributes to the maintenance and improvement of national competitiveness at a time when there is increased labour mobility and learner mobility.</p>	<p>Key actions and initiatives</p> <ul style="list-style-type: none"> • Implement TQF and QA policies and procedures • Provide advice and support to national qualifications developers • Maintain close contact and collaboration with MoTEYS with regard to the implementation of the TVET Support Programme • Maintain close contact and collaboration with MEWAC with regard to the implementation of the Tonga Education Support Programme • Encourage the formal recognition of traditional knowledge and cultural learning to reinforce the unique skills and values of Tongan people • Disseminate information about qualifications to the public especially employers 	<p>Objectives to be achieved</p> <ul style="list-style-type: none"> • The TQF will be fully and effectively implemented by PCET providers with programmes leading to their awards and by higher education institutes; • Register at least 50% of PCET providers by mid- 2011 and all providers by end of 2012; • Register national qualifications on the TQF • Conduct reviews and quality audits of providers • Provide advice and support to providers developing programme accreditation applications; • Accredit 50% of all learning programmes by mid-2011 and all programmes by 2013; • TQF learning outcomes will be the common currency of qualifications; • The recognition of professional and international qualifications will be promoted by relating them to the TQF through inclusion or alignment; • The TQF will be implemented in an integrated and coherent manner across post compulsory education and training; • The TQF will be implemented in a manner that meets national economic objectives
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		<p>including up-skilling;</p> <ul style="list-style-type: none"> • The TQF will be implemented in a manner that meets individual and societal needs including national objectives on social inclusion; • Programmes of learning funded or part-funded by the State will normally lead to TQF awards; • Programmes on in-company and work-based education and training will normally lead to TQF awards • Public are aware of the qualifications and the career or educational paths they may lead to <p><i>Performance Indicators</i></p> <ul style="list-style-type: none"> • The use of the TQF learning outcomes in programmes leading to TQF qualifications; • The number of PCET providers registered with TNQAB; • The number of programmes accredited by TNQAB; • The number of qualifications registered on the TQF; • The use of TQF learning outcomes in relation to the assessment of learning achievements; • The extent to which professional and international qualifications are recognised through TQF;
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		<ul style="list-style-type: none"> • The availability of awards at Levels 1-5 of the TQF • The extent to which in-company training leads to awards in the TQF • Proper use of qualifications by public, employers and other users.

Goal 3: Effective and integrated pathways between qualifications operate throughout the Tonga Qualifications Framework

<p>A major challenge in education and training is to ensure that learners are given the opportunity to 'go further'. This allows individuals to build on and add to their qualifications as and when appropriate. This requires new routes into education and training programmes and effective pathways between qualifications. It involves opening up access for learners: offering credit, recognising prior learning, and easier movement within and across fields of learning. Opportunities must be developed for learners to access qualifications at all points in the Framework. Learners must obtain appropriate recognition of what they have already achieved, based on what is required in order to obtain qualifications.</p>	<p>Key actions and initiatives</p> <ul style="list-style-type: none"> • Include identification of learning pathways and international comparability (particularly with regard to New Zealand and Australian qualifications) as key requirements for registering a qualification on the TQF • Facilitate the implementation of RPL procedures • Facilitate Board approved Sector Working Groups or Industry Training Advisory Committees to oversee the development of national qualifications • Facilitate the registration of all key 	<p>Objectives to be achieved:</p> <ul style="list-style-type: none"> • The Board's policies on access, transfer and progressions will be clear and focused, and will identify the responsibilities for implementation by stakeholders; • The Board's policies on access, transfer and progression will be understood and implemented by awarding bodies; • Barriers to effective and integrated pathways between qualifications throughout the Tonga Qualifications Framework will be identified and overcome; • A national action plan for the recognition of prior learning will be developed and implemented;
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<p>Pathways must be clear and transparent. These will enable learners, including those traditionally excluded from effective participation, to enter onto programmes leading to qualifications, to succeed in attaining qualifications and to progress to further learning throughout their lives.</p>	<p>qualifications available in Tonga on the TQF (see under goal 2 above) <i>Facilitate links from TVETprograme components at Secondary Schools (alternative pathways initiatives) to same programmes offered by PCET providers.</i></p>	<ul style="list-style-type: none"> • Credit accumulation and transfer will be widely available and effectively used across post compulsory education and training which includes TVET and further and higher education and training. • Seamless continuation of TVET programmes at secondary schools to similar programmes offered by PCET providers <p>Performance Indicators</p> <ul style="list-style-type: none"> • Increase in progression by holders of awards at TQF levels 4 and 5 as measured by increases in progression routes and the number of learners using these; • Implementation of the action plan for the Recognition of Prior Learning. This will include the identification of targets and their achievements; • Further work will be undertaken in the course of the Plan to develop appropriate monitoring mechanisms and/or indicators of progression with stakeholders; • Smooth transition from secondary school TVET programmes to PCET programmes • Increase in number of students doing TVET programmes at secondary schools
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Goal 4: All TQF qualifications are quality assured and benchmarked to internationally approved standards

<p>An important role of TNQAB is to promote the maintenance and improvement of standards of qualifications and to carry out specific quality assurance functions as set out in legislation. Quality is central to the integrity of the TQF and to building and maintain trust in Tonga’s education and training system. As the custodian of the TQF, TNQAB has a legitimate interest in strengthening and promoting quality across the system.</p> <p>TNQAB will take a pro-active role in addressing quality issues that cut across the education and training system. TNQAB will ensure that all PCET providers are registered with the Board and all programmes are quality assured and accredited, and all qualifications are registered on the TQF. TNQAB will promote quality in line with national and international policy developments, particularly at the standard set by New Zealand and Australia where approaches to quality in vocational education and training and in higher education have been established and recognised worldwide.</p>	<p>Key actions and initiatives</p> <ul style="list-style-type: none"> • Develop, implement and review TQF and QA policies and procedures by adapting those used in key partner nations (particularly New Zealand, Australia and other Pacific nations) ; use internationally recognised TQF and QA consultants to assist • Commission external reviews of TNQAB TQF and QA processes, involving representatives from selected NZ and Australian qualification authorities at least every five years • Ensure that TNQAB staff and QA panel chairs participate in regular professional development activities that are relevant to their roles and responsibilities (eg by running and facilitating appropriate training courses and seminars) • Ensure that <u>all</u> qualifications delivered in Tonga are measured against TNQAB standards, including those that have been accredited by national or international qualification authorities based in other countries 	<p>Objectives to be achieved:</p> <ul style="list-style-type: none"> • The centrality of quality and the maintenance and improvement of standards of qualifications will be a cornerstone of Framework implementation; • There will be confidence and trust in the Framework, and in the standards of qualifications, in society in general, including learners and employers; • Rigorous quality assurance systems will underpin all qualifications that are recognised through the Framework. These quality assurance systems will have appropriate common elements; will provide for the full engagement of stakeholders and will meet international standards as indicated by NZQA and AQF. • Quality assurance systems underpinning international qualifications will be appropriately recognised. <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Attitudes of stakeholders, in particular employers, to TQF qualifications as measured by surveys;
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Goal 5: TQF qualifications are fully recognised abroad and qualifications gained outside Tonga are appropriately recognised in Tonga

<p>The two primary purposes for which learners seek to have their qualifications recognised are for access to learning opportunities and access to employment.</p> <p>The Board supports learners to achieve appropriate recognition of their qualifications. TNQAB undertakes to work with stakeholders to recognise qualifications gained by learners. TNQAB also promotes the recognition of TQF qualifications abroad. Work is being carried to align the TQF to the NZQA framework and the Australian Qualifications Framework (AQF). This work will assist holders of Tongan qualifications to gain appropriate recognition of qualifications in order to access employment, education and training abroad.</p> <p>TNQAB will also work to verify and recognise foreign qualifications in Tonga. This will enable holders of such awards to participate fully in national social and economic development. The increasing number of people, both Tongans and non-Tongans with foreign qualifications, and the need to meet skills shortages, are expected to create an on-going demand for such recognition.</p> <p>TNQAB's work on recognition relies on its continued participation in international networks and working groups and engagement with</p>	<p>Key actions and initiatives</p> <ul style="list-style-type: none"> • Facilitate the development of national qualifications, in areas of national priority, by adapting relevant internationally recognised qualifications (particularly from Australia and New Zealand) • Seek mutual recognition of qualifications <ul style="list-style-type: none"> ○ Provide an effective and efficient qualification recognition service ○ Keep in close contact with equivalent overseas agencies, with staff visits/exchanges whenever possible (particularly with Australian and NZ qualification authorities) • Maintain active membership of relevant international agencies (eg APQN and INQAAHE) • Actively participate in relevant international conferences • Host regional and international conferences in Tonga 	<p>Objectives to be achieved:</p> <ul style="list-style-type: none"> • The TQF will be aligned to the NZQA Framework; • Mutual recognition agreements or unilateral understandings will be in place relating the qualifications systems of key countries to the TQF; • Those bodies outside Tonga which have authority to recognise international qualifications will have confidence in the high standards of TQF qualifications. Clear information will be available to them to differentiate between qualifications that are in the TQF and those that are not; • Holders of TQF qualifications will have appropriate recognition and access to education and training and to employment abroad; • The TQF Qualifications Recognition service will be widely known and understood by providers, employers and the general public in Tonga; • Holders of non-Tongan qualifications will have appropriate recognition of their qualifications enabling them to access education and training and employment in Tonga; • There will be enhanced recognition of
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<p>international agencies and national stakeholders.</p>		<p>qualifications between Tonga and neighbouring in the Pacific including New Zealand and Australia.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Enhanced economic returns as a result of the appropriate recognition of international qualifications of individuals in Tonga as measured by national research; • Access to education and training for holders of international qualifications; • Alignment of the TQF with the NZQA Framework; • TQF registered qualifications recognised for gaining entry into relevant higher level qualifications and for gaining relevant employment (particularly in Australia, NZ and other Pacific nations) • The value of the Qualifications Recognition service as measured by stakeholder/client feedback; • Additional measures of performance will be developed in the course of this Plan. •
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Goal 6: TNQAB is a high-quality, effective and efficient state agency

<p>TNQAB is committed to maintaining and developing high standards of corporate governance and to delivering high quality service to its customers and stakeholders. This includes: the professional and personal development of the staff and the organisational capacity of the Secretariat; responding effectively to changes in its operational environment; ensuring that the Secretariat is appropriately resourced; and ensuring that funds are available to enable the Secretariat to carry out its functions.</p> <p>The main areas of work of TNQAB include standards, access, implementing the TQF, the recognition of qualifications and quality assurance.</p>	<p>Key actions and initiatives</p> <ul style="list-style-type: none"> • Subject TNQAB operations to regular external review (see under Goal 4) • Develop, implement and review annual plans • Provide effective and efficient financial and accounting services <ul style="list-style-type: none"> ○ Collect fees ○ Maintain proper accounts and records ○ Maintain an asset management system • Provide efficient and effective administration services <ul style="list-style-type: none"> ○ Provide quality support services to the Board • Prepare an annual report of TNQAB's operations and submit it to the responsible Government minister • Regularly review and update TNQAB's policies and procedures • Obtain regular formal and informal feedback from stakeholders (from providers after each programme accreditation, review and audit; from other stakeholders on an annual basis) 	<p>Objectives to be achieved:</p> <ul style="list-style-type: none"> • An enhanced Framework of Accountability for the Board; • The Board will work together with stakeholders and will be appropriately resourced to enable it to attain its goals and objectives; • The organisational culture within the Board will be one where staff is valued on an individual basis and on a collective basis while working in teams and where a performance and development approach is effectively implemented; <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Effectiveness of the Board as measures by quality reviews; • Higher human resource in the Board; • Customer satisfaction with Board operations as measured by feedback; • Compliance with data protection requirements; • Effective financial management systems as measured by internal audits and audits of the Auditor General.
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	<ul style="list-style-type: none">• Implement an effective intranet for all current versions of plans, reports, policies, procedures, meeting minutes, etc	
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8. Ensuring the Implementation of the Plan

Along with the Strategic Plan, the Board is engaged in preparing a corporate plan. A set of actions to be undertaken by the Board in 2011 and 2012 will be developed. This will be published in a separate document.

Over the period of the Strategic Plan, the Board will monitor and report on progress in achieving the goals and objectives set out in the Strategic Plan, its Corporate Plan and overall operations. In addition to the performance indicators set out in this plan, work will be undertaken to develop further qualitative and quantitative measures of progress towards meeting the Board's overall goals, objectives and actions.

The following are the Board's main reporting mechanisms and timeframes up to 2014:

- On an annual basis the Board will consider progress on the Corporate Plan, including on performance indicators contained in the Strategic Plan. This will take place in the first two months of each financial year;
- A Framework Implementation and Impact Study, to be completed by mid-2012, will measure progress and establish benchmarks for measuring future progress;
- 2-year reports on activity 2011-2012 and 2013-2014 will be published by the Board;
- Quality reviews of the Board (2014) to be undertaken within five years of completion of first quality review
- The Board review which is to conclude in 2014 will incorporate a full report on performance indicators for the Strategic Plan (2014). This will also then feed in to the preparation of the next Strategic Plan.

In addition to the above reports, the Board will submit annual accounts and audits to relevant Government Ministries and agencies.

The Board will monitor the follow-up to findings and recommendations of quality reviews concerning itself on an annual basis. The Board will also report on follow-up to the Framework Implementation and Impact Study.

It is recognised by the Board that progress will be made in achieving the goals and objectives set out in the Strategic Plan by the Board working with all stakeholders in education and training, especially, awarding bodies, PCET providers and quality assurance bodies as well as with learners, social partners, Government ministries and agencies. Building on the speedy progress of the establishment of the Board and the Framework and its initial implementation, the Board is confident that the goals and objectives set out in this Strategic Plan will be achieved by all involved.

The Board considers that the interdependence among stakeholders for the achievement of the goals and objectives set out in this plan is a positive aspect of the nature of the work of the Board.

However, the Board recognises that there are risks associated with this and will work with stakeholders to mitigate risks, while also recognising that the nature of the risks can equally enhance the potential for effective implementation.

The Board also recognises that it is dependent on its own staff for the effective implementation of this Plan. Given the small staff of the Board and the necessary individual expertise within it, the Board, is very aware of the potential impact of any significant staff turnover on the implementation of this plan. The Board will be seeking to ensure that appropriate staffing level and expertise occur so that staffing does not impact negatively on implementation of the plan.