

Tonga National Qualifications and Accreditation Board

Programme Accreditation Self Evaluation Form for Post Compulsory Education and Training

(Addressing the Elements of the TNQAB Registration and Accreditation Quality Standards)

Name of Provider:

Name of Programme:

(One form is to be completed by the Provider for each education and training programme)

When completing the form, please 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 TNQAB Programme Accreditation Panel when they visit your organisation. Where verbal evidence is available from students, staff, industry, community groups, etc, please indicate this.

Name of Provider:

Name of Programme:

Accreditation Standard 1: The provider is established and organised to provide quality education and training

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
1.1 The provider or its governing body is a legally established or recognised enduring body.	Evidence of the following (<i>as appropriate</i>): a) Registration as a company, charitable trust or similar b) Establishment as a Government of Tonga Ministry or Department, or Public Enterprise under the Public Enterprises Act 2002 c) Registration as a Managing Authority under the Education Act 1974 d) Other – please specify	•	
1.2 The provider has measurable goals and objectives for education and training	a) Written statement of the educational purpose, goals and objectives of the provider, including the scope of the education and training that is being conducted and/or planned in the immediate future	•	
1.3 The provider has a coherent, documented quality management system (QMS) of policies and procedures.	a) Evidence of a clear, coherent and systematic set of policies, structures and processes that guide and control management, administrative, teaching and learning related activities to ensure the delivery of quality education and training b) Policies and procedures to satisfactorily cover all appropriate elements of the TNQAB Registration and Accreditation Quality Standards	•	
1.4 The provider has adequate and appropriate governance and management to achieve its goals and objectives	a) Ownership and governance clearly defined b) Responsibilities, authorities and lines of reporting clearly defined, and understood by those concerned c) Evidence of financial soundness, such as a statement of financial position signed off by a chartered accountant d) Trust account, or similar, to protect student fees	•	
1.5 The provider's name is appropriate and does not mislead learners about the nature of the organisation.	a) Evidence of approval to use terms protected by Government legislation or regulations b) Provider's name is appropriate for the type of education and training offered	•	

Name of Provider:

Name of Programme:

Accreditation Standard 2: An educationally sound and effective process is used for the development, approval and review of all qualifications and courses associated with the provider.

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
2.1 The title is appropriate and complies with the requirements of the National Qualifications Framework.	c) The qualification title complies with title definitions in the Tonga Qualifications Framework	•	
	d) The qualification title complies with protected terms	•	
2.2 The learning outcomes have been developed and reviewed, where appropriate, in consultation with relevant external and internal stakeholders.	a) The stated purpose of the qualification is related to identified needs	•	
	b) The rationale indicates how the qualification meets the needs in the sector for which it was developed	•	
	c) The outcomes for the whole qualification reflect the stated purpose	•	
	d) The qualification level is appropriate	•	
	e) The qualification credit value is appropriate and conforms to qualification definitions	•	
	f) There is sufficient support from relevant national and, where appropriate international, academic, industry, professional, community or interest groups	•	
	g) There is a clear indication of how the qualification compares with equivalent qualifications offered internationally	•	
	h) There is a clear indication of the learning pathway of which the qualification is a part	•	

Name of Provider:

Name of Programme:

Accreditation Standard 2:
(continued)

An educationally sound and effective process is used for the development, approval and review of all qualifications and courses associated with the provider.

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
2.3 The learning outcomes and credit requirements are clearly defined and consistent with the requirements of the National Qualifications Framework.	a) Qualification components are defined and reflect the purpose, title and level of the qualification	•	
	b) The outcomes of each of the courses are clearly linked to the programme outcomes and designed to meet qualification requirements	•	
	c) Appropriate levels and credit values are allocated to each of the courses in the programme (and qualification)	•	
2.4 The entry requirements are defined and are fair.	a) Entry requirements into the programme are inclusive and reasonable for the level and complexity of the qualification	•	
	b) The learning assumed to be in place prior to entry is clear to learners who enter the programme	•	
2.5 The assessment system is appropriate and relevant to the learning outcomes.	a) Assessment standards and methodology are clear and appropriate to the learning outcomes of each course within the programme	•	
	b) Recognition of Prior Learning is available, where appropriate	•	
2.6 There is an appropriate system to moderate assessments	a) For each course in the programme there is a system to moderate assessment materials and judgments to ensure they are fair, valid and consistent	•	

Name of Provider:

Name of Programme:

Accreditation Standard 3: The provider is delivering quality education and training.

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
3.1 The provider's quality management system is effectively applied to the whole organisation, and is regularly reviewed and updated.	a) The policies and procedures that the provider applies to support the delivery of the programme are effective	•	
	b) The policies and procedures that the provider applies to support the delivery of the programme are regularly reviewed and updated	•	
3.2 The provider has adequate and appropriate physical and learning resources to deliver its qualifications and courses of study.	a) The provider has clearly identified the teaching facilities and other physical and learning resource requirements of the programme	•	
	b) Adequate and appropriate teaching facilities and other physical resources are in place to support programme delivery: <ul style="list-style-type: none"> ➢ premises, ➢ teaching facilities, ➢ library facilities ➢ equipment , and ➢ other learning resources (where appropriate) 	•	
	c) The provider has implemented appropriate procedures to ensure the health, safety and comfort of learners and staff, concerning for example: <ul style="list-style-type: none"> ➢ meeting building requirements ➢ safety equipment ➢ safety zones around power equipment ➢ safety zones identified for natural disasters such as earthquake, tsunami etc... 	•	
	d) Learners with special needs have adequate access to facilities and other physical resources to complete the programme	•	

Name of Provider:

Name of Programme:

Accreditation Standard 3 (continued): The provider is delivering quality education and training.

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
3.3 Staff qualifications and experience meet the requirements of the Act.	a) Teaching staff are appropriately qualified ¹	•	
	b) The teacher-learner ratio is appropriate for each course of the programme	•	
	c) Teaching staff have appropriate experience and expertise in teaching ²	•	
3.4 Appropriate staff development plans, based on identified needs, are implemented and outcomes monitored to ensure effectiveness.	a) The provider has implemented appropriate policies and procedures to appraise and develop teaching and other staff involved with the delivery and support of the programme	•	
3.5 Appropriate entry and selection criteria for each course of study and short course are well publicised and applied consistently.	c) Adequate and appropriate information about the programme is available to learners	•	
	d) Entry and selection criteria for the programme are well publicised and applied consistently	•	

¹ At a minimum, teaching staff should have at least three years experience in the field at 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.

² Any person teaching on the programme: shall hold a registered teaching qualification at least one level higher than the programme; or have been assessed and granted recognition of prior learning where a Board recognised assessor is satisfied that the person has the skills and theoretical knowledge one level higher than the programme. (See TNQAB Act 2004, Clause 12)

Name of Provider:

Name of Programme:

Accreditation Standard 3 (continued): The provider is delivering quality education and training.

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
3.6 Timely, effective and appropriate student guidance and support systems are provided.	a) Adequate and appropriate pastoral care, welfare and academic support services are available to learners	•	
	b) Adequate and appropriate rules, regulations and procedures are available to learners covering ³ : <ul style="list-style-type: none"> • 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 (<i>see 1.4d</i>) • health and safety 	•	
3.7 The provider defines and implements effective teaching and learning practices that are educationally sound and appropriate to the course of study and mode of delivery.	a) The modes of delivery and delivery sites are clearly identified	•	
	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) Effective processes are being used for the monitoring and evaluation of programme delivery, including student evaluation of teaching	•	

³ See explanatory endnote

Name of Provider:

Name of Programme:

Accreditation Standard 3 (continued): The provider is delivering quality education and training.

TNQAB Quality Standard Element	Demonstrated By	Evidence (documents and/or other information) That Your Programme Meets the TNQAB Criteria	Criteria met? (yes/no)
3.8 Course delivery undertaken in partnership with, on behalf of, or by another organisation either inside Tonga or outside Tonga, meets the standards set in the provider's quality management system.	a) Appropriate contracts and/or memoranda of agreement/understanding between the organisations/providers are in place covering the programme, and are being effectively implemented	•	
3.9 Any off-site practical or workplace components of courses of study are effective and integrated into curricula.	a) Appropriate policies and procedures are in place covering off-site and/or workplace components of the programme, and are being effectively implemented	•	
3.10 The assessment of learning outcomes is fair, valid and consistently applied.	a) The required standards for assessment are clearly specified for each course within the programme, including: <ul style="list-style-type: none"> ➢ criteria for awarding merit, distinction or other grades; ➢ procedures for reassessments and appeals of assessment results; ➢ learners are informed of the above. 	•	
	b) Learners are provided with fair and regular feedback on their progress	•	
	c) 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"> ➢ 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:

3.11 Notification of results and reporting on student achievement is adequate and appropriate.	a) Adequate systems are in place to record and report learner achievement	•	
	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	•	
3.12 Where degree courses of study are offered, adequate resources and support are provided to meet the provider's defined research goals and objective.	a) Teaching staff involved in degree and/or postgraduate programmes are engaged in research activities ⁴ within their areas of expertise	•	
	b) Research activities are 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 provided to enable staff and students to undertake relevant research	•	

⁴ 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 1.4d*).
- *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.