



Programme Accreditation Self Evaluation Form for Post School Education and Training

Name of Provider:

Name of Programme:

**QA-FPS1
August 2009**

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	1.1 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 A)</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	•	

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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?	•	
		Has a Qualification Registration Form (Appendix B) been completed for each qualification embedded in the programme?		
		How have you addressed the following requirements?:		
		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		
	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) 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	a) How is the provider funded to deliver this programme? How will/ have the requirements of funding organisations been met (where relevant)?	•	
		b) What financial management practices processes are used, for example for the control and approval of expenditure? Are the financial management practices processes used of acceptable standards?	•	
		c) How are programme financial requirements planned and budgeted for? Are there adequate financial resources committed to deliver the programme?	• <i>Example of evidence: annual business plans and budgets</i>	
		d) How are student fees protected, so that they can be refunded if necessary?	•	

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	a) How have appropriate skills ¹ , experience, subject knowledge and qualifications of programme staff been defined? Is the teacher-student ratio appropriate for each course of the programme?	<ul style="list-style-type: none"> • <i>Example of evidence: person specifications for tutors/lecturers</i> 	
		b) What experience and expertise in teaching will teaching staff have to have/ do current teaching staff have? Do the teaching staff have appropriate experience and expertise in teaching?	<ul style="list-style-type: none"> • 	
		c) How will/have appropriate teaching staff on this programme be/ been recruited, appraised, supported and provided with relevant staff development? Are there appropriate policies and procedures on: recruiting, inducting, appraising programme teaching and supporting staff?	<ul style="list-style-type: none"> • <i>Example of evidence: staff interviews</i> 	
		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?	<ul style="list-style-type: none"> • 	

¹ 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, ➤ withdrawal and refunds ➤ providing feedback for improvement ➤ discipline and ➤ complaints ➤ recognition of prior learning (<i>where appropriate</i>) ➤ student fee protection (<i>see 4.1 d</i>) ➤ 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 judgements 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 ² 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		

² For the definition of research used by SQA, see “Guidelines for Programme Accreditation” Section 10.2

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.

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APPENDIX A: 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:
APPENDIX B: Qualification Registration Form

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
A. Qualification Purpose Statement			
	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. Qualification Title			
	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	
C. Qualification Outcomes Statement			
	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	
D. Qualification Level			
	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	

Qualification Characteristics (to be filled in by the Developer/Provider)	Qualification Registration Criteria	Evidence/Evaluation Guide	✓ SQA Use only
E. Support for Qualification			
	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	
F. Credit Value			
	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	
G. Qualification Components			
	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	
H. Entry requirements			
	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	
I. Accreditation Requirements (Applicable for Provider Qualifications Only)			
	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	