



GUIDELINES FOR THE DEVELOPMENT AND REGISTRATION OF NATIONAL QUALIFICATIONS

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PART A: INTRODUCTION

The establishment of the Samoa Qualifications Authority by the Government of Samoa demonstrates its intentions to strengthen post school education and training [PSET] through setting standards and criteria for providers, their teaching programmes and qualifications. SQA's mandated core function is three-fold:

- Provide policy advice to the Government of Samoa in relation to the development of the PSET sub-sector
- Coordinate the PSET sub-sector so as to better focus on national development goals,
- Assure the quality of the qualifications and programmes provided within the PSET sub-sector

Providers of Post-School Education and Training in Samoa continue to contribute in a significant way to the improvement of skills, knowledge, attitudes and competencies of Samoa's most valuable resource, its people. An educated nation is a prosperous nation because an educated and skilled work force is a country's main source of differentiation and competitiveness. Part of SQA's mandate is to strengthen and enhance Post School Education Training in order to meet Samoa's national development goals. It is the Government of Samoa's aim that PSET sub-sector will continue to provide Samoa with productive individuals who will contribute to Samoa's development regardless of whether they undertake employment in the public or private sector, or join the large numbers of Samoans who are self-employed or choose to serve their families and communities through subsistence activities

One of the strategies for realizing such a goal is the development of national qualifications that are relevant to national goals and community and industry interests. National qualifications will be developed in close consultation with practitioners in the relevant sector/industry, be internationally benchmarked and match the skills development needs of the sector/industry.

To facilitate the consistent development of such qualifications, SQA has developed these Guidelines for the Development of National Qualifications in close consultation with stakeholders. The guidelines adopt a process that is internationally recognized and flexible enough to cater for all sectors and development areas. These guidelines will assist stakeholders in the development of relevant national qualifications that will help equip Samoa's learners for participation in sustainable, efficient and equitable development.

1 .The Samoa Qualifications Framework (SQF)

The Samoa Qualifications Framework is a classification structure indicating the levels and types of quality assured qualifications. The SQF:

- provides a structure for establishing national equivalence and comparability of qualifications;
- facilitates international comparability of qualifications awarded in Samoa;
- provides opportunities for career development and clear and flexible pathways;
- provides opportunities to facilitate the pursuit of lifelong learning;

The Samoa Qualifications Framework

LEVEL	QUALIFICATION
X	DOCTORATES
IX	MASTERS
VIII	POSTGRADUATE DIPLOMAS, POSTGRADUATE CERTIFICATES, BACHELOR WITH HONOURS
VII	BACHELORS, GRADUATE DIPLOMAS, GRADUATE CERTIFICATES
VI	DIPLOMAS
V	
IV	
III	CERTIFICATES
II	
I	

1.1 Qualifications on the SQF

The SQF includes two broad types of registered qualifications.

I. Provider Qualifications

Provider qualifications are those developed and awarded by a registered PSET provider.

II. National Qualifications

National qualifications are those developed to meet a specific priority national need or interest, and whose development has involved, and has widespread endorsement by, the appropriate national industry, profession or community related to the qualification learning outcomes. The Sector Advisory Group¹ in the qualification development process must be appropriately representative for the resulting qualification to be termed a National Qualification.

2. What are National Qualifications?

These are qualifications developed in accordance with SQA's Guidelines for Development of National Qualifications. Education and training providers who wish to offer programmes of learning leading to national qualifications must first gain programme accreditation² from SQA.

National qualifications are competency-based or outcomes-based qualifications that specify the skills, knowledge and attitudes applied to jobs and activities, and include the terms 'Samoa' or

¹ Sector Advisory Group: a representative group of stakeholders from the relevant sector who assist in the process of development of national qualifications.

² Refer to SQA's 'Guidelines for Programme Accreditation', available from SQA.

'National' in its title. National qualifications may be offered by all registered providers who have received programme accreditation.

National qualifications are a way of ensuring that skills development in Samoa meets national priorities and the needs of industry and the community. The development processes ensure that National qualifications are based on sets of learning outcomes or units of competency identified by industry³ and the community.

This document provides guidelines for the development of competency based National qualifications.

3. The link between National Qualifications and Education and Training Programmes

National qualifications specify the skills, knowledge and attitudes applied to tasks and the level of performance required to successfully achieve the expected outcomes. Education and training programme developers have the liberty of developing the programme they consider most appropriate for the purpose of training individuals to achieve the relevant competencies. Programme developers will use the National qualifications as a guide for designing their programmes of education and training.

National qualifications may be awarded directly by assessment where a person believes they already possess the skill, knowledge and attitudes specified in the national qualification. Where a person does not possess all the skills knowledge and attitudes they may elect to enrol in courses or a full programme of learning. A national qualification is awarded once a person has demonstrated the skills, knowledge and attitudes specified in the national qualification to the standards of performance also specified in the national qualification. Providers of Post-School Education and Training must be registered with SQA and receive programme accreditation with SQA in order to deliver a National Qualification.

³ Units of competency identified, validated and endorsed by industry are also known as “industry standards”

4. SQA's Role in the Development of National Qualifications

SQA's role in the development of National Qualifications is to:

Facilitate and coordinate development

One of SQA's legislated functions is to: "*work with national stakeholder groups to ensure standards and training requirements are established in particular for trade, technician and professional occupations*", SQA Act Section 4 (g). SQA will facilitate and coordinate the development of units of competency⁴ in areas of national priority as needed or as requested by representative groups.

Provide assistance

SQA is able to provide assistance at any point in the development process and to facilitate workshops for sector advisory group members or developers. Where SQA identifies the need for a national qualification, it will consult with representative groups in the relevant sector and PSET providers to facilitate development of the National Qualification. SQA will also coordinate the establishment of a Sector Advisory Group in areas/fields where none exists.

5. Use of the term 'National' in the title of an existing qualification

Existing PSET providers who want to include the term 'National' in the title of an existing Provider qualification must apply in writing to SQA. To be called a 'National' qualification, the qualification must meet the following criteria:

- The qualification meets criteria for registration on the Samoa Qualifications Framework (please refer to Appendix 11 on page 71);
- Development of the qualification involved and has widespread endorsement by the appropriate national industry, profession or community related to the title and outcome of the qualification;
- The qualification has components for which there is automatically portable (transferable) credit;
- The qualification recognizes broad transferable and generic skills as well as specialized industry and professional skills and knowledge;
- The qualification is flexible in structure and provides learners with attainable milestones, career options and qualification pathways.

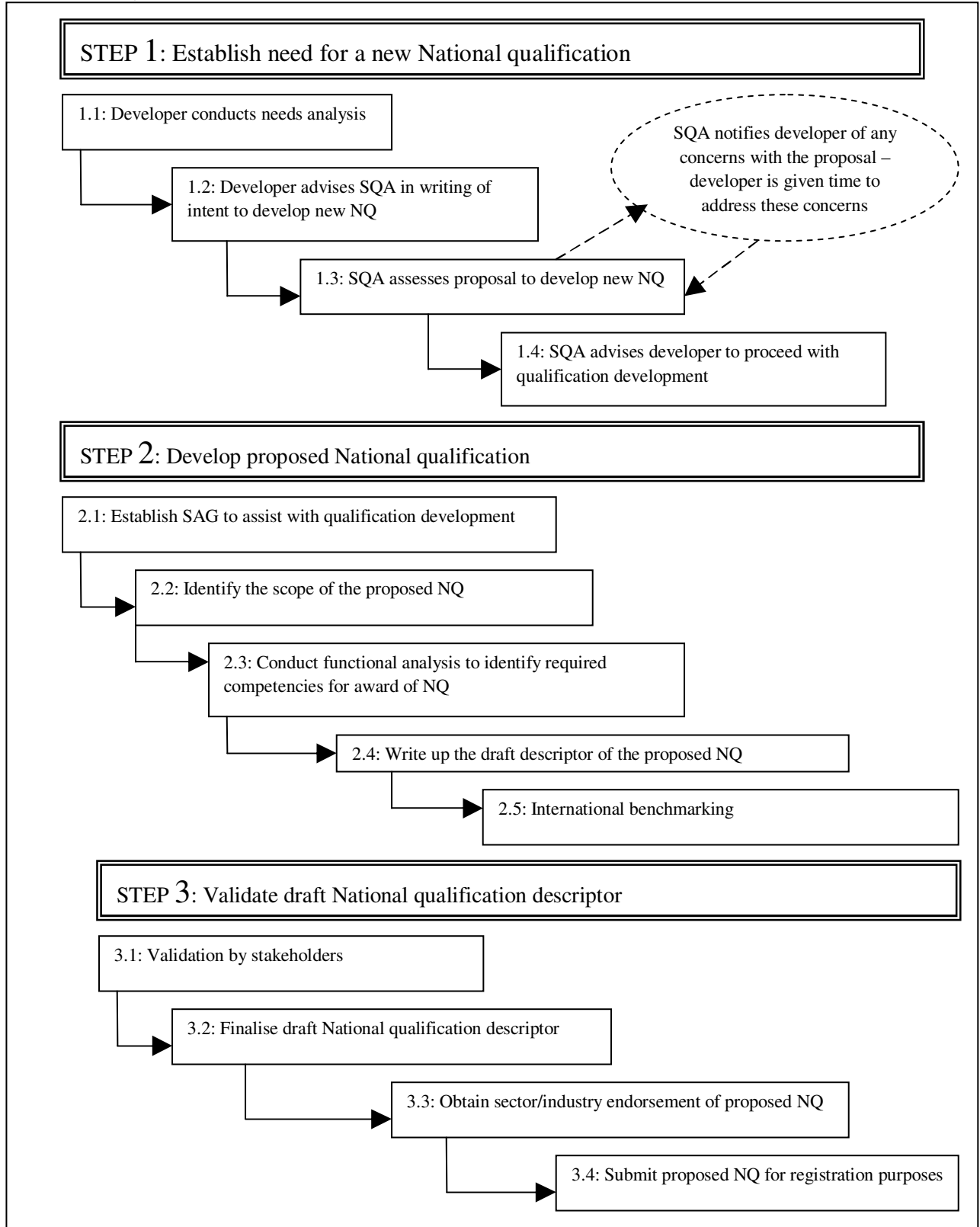
National qualifications can be offered by all registered providers who can meet and maintain the specified programme accreditation requirements.

This document should be read in conjunction with other SQA Guidelines and Policy documents.

⁴ Units of competency identified, validated and endorsed by industry are also known as "industry standards"

PART B: DEVELOPMENT OF NATIONAL QUALIFICATIONS

Overview of process



STEP 1: Establish the need for a new National Qualification

1.1 Developer conducts needs analysis for the proposed National Qualification

It is necessary to establish that there is a need for the proposed National Qualification to justify its development and the resources that will be utilized in the process of development.

1.1.1 Research Report

In order to establish the need, the developer must present a report to SQA that shows:

- A. Initial thoughts on the characteristics of the proposed national qualification;
 1. A purpose statement;
 2. A title;
 3. An outcomes statement;
 4. A level (on the SQF);
 5. A statement summarizing industry and community support for the qualification;
 6. A credit value (an estimate only);
 7. Specifications for the components of the qualification (the number of units of competency);
 8. Specified entry requirements.
- B. The importance of the proposed national qualification to the national development of Samoa;
- C. Sector-wide support for the development of the proposed National Qualification including details of people and/or groups consulted;
- D. Confirmation that there are no existing or national provider qualifications in the same area at the same level, and that there are no plans by others to develop a similar national qualification;
- E. Potential pathways linking the national qualification to other qualifications.
- F. The likelihood that PSET providers will want to offer the national qualification.

A template for the research report is included as Appendix 1 on page 55.

1.1.2 Recommended Consultation

It is recommended that the developer consults with stakeholders such as:

- Industry or professional associations in the area
- PSET Providers offering training in the area, or likely to take up the new national qualification
- Government ministries/agencies with an interest in the area or responsible for regulations/licensing
- Employers who are likely to employ graduates of the new national qualification
- Community groups or Church groups with an interest in the area

1.1.3 Recommended Document Sources

It is also recommended that the developer consult relevant documents such as:

- Strategy for the Development of Samoa
- Samoan government reports in the area
- Surveys of Samoa's labour market
- Reports and publications by industry or professional groups relevant to Samoa.
- PSET Tracer Studies
- PSET Strategic Plan

1.2. Developer advises SQA in writing of proposal to develop new National Qualification

Documents for Submission

The developer must advise SQA in writing of proposal to develop a new National Qualification. This letter must be accompanied by a research report that establishes the clear need for the proposed National Qualification (please refer to Appendix 1 on page 55).

1.3. SQA evaluates proposal to develop new National Qualification

SQA will evaluate the submission to see whether the need for the proposed National Qualification is sufficiently established, and its development justified. Within 10 working days of receiving the developer's submission, SQA will advise the developer whether development should proceed to the next step. If there are concerns with the proposal, SQA notifies the developer in writing and gives the developer time to address the concerns.

1.4. SQA advises the developer to proceed with qualification development

Once SQA approves the development of the proposed National Qualification, the developer may start the development process.

STEP 2: Develop proposed National Qualification

2.1 Establish representative Sector Advisory Group to assist with qualification development

It is essential that a proposed National Qualification is developed in partnership with a Sector Advisory Group that is representative of the stakeholder groups in the relevant sector. As a guide, all organised groups in the sector/sub sector in which the qualification is developed must be represented. If the developer is unsure whether the advisory group is sufficiently representative, SQA can identify for the developer the groups that should be represented.

2.1.1 Terms of Reference for Sector Advisory Group

The following lists possible Terms of Reference for a Sector Advisory Group:

- Advise on sector skills gaps and training needs
- Recommend technical experts to assist in researching the need for national qualifications and in the development of national qualification/s
- Provide advice to the developer on the need for national qualifications and their likely endorsement by stakeholders
- Advise on likely qualification pathways
- Advise on economic social and labour market trends in their area of expertise.
- Formally endorse, on behalf of the relevant industry/sector or community, the proposed National Qualification
- Inform the sector of training and national qualifications initiatives
- Coordinate with other stakeholders not represented on the Sector Advisory Group
- Assist SQA in identifying personnel for an expert panel to evaluate the national qualification for registration
- Assist SQA in identifying standards for trade, technician and professional occupations

2.1.2 Membership of the Sector Advisory Group

If no specific Sector Advisory Group exists, the developer may form a Sector Advisory Group that consists of representatives from:

- Industry/professional associations in the sector
- Regulatory/licensing bodies (where applicable)
- Relevant PSET providers (where applicable)
- Individual enterprises that represent the field
- Church/community groups with an interest in the area
- Other representation that the developer believes will assist the development process.

It is important that members are in a position to provide or assist with provision of essential technical assistance in the development and validation of the proposed National Qualification.

2.2 Identify the scope of the proposed National Qualification.

2.2.1 Scope

The scope of the proposed qualification determines the extent of relevancy of the proposed national qualification. For instance, the proposed national qualification may be relevant for an occupation, a group of related occupations, a sub-sector or an entire sector. Examples are provided in the table below.

<i>Scope</i>	<i>Example of relevancy</i>
A single occupation	Kitchen assistant
Related occupations	Kitchen and catering assistants, cooks, waiting/serving staff
Sub-sector	Hospitality
Sector	Tourism

The scope of the proposed national qualification may be decided by the developer in consultation with the Sector Advisory Group and relevant stakeholders.

A statement regarding the scope of the National Qualification should be included in the National Qualification descriptor.

2.3 Conduct Functional Analysis to identify required competencies for award of the National Qualification

The process of Functional Analysis breaks down an occupation into its main functions, tasks and performance standards, in order to identify essential competencies in carrying out the occupation. It is the recommended process for identifying the components of the proposed national qualification.

It is highly recommended that Functional Analysis be carried out with individuals with technical/professional expertise in the qualification field. This is to ensure the functional analysis identifies accurately the functions and tasks involved in the competent performance of a particular occupation.

Part E of this document provides a Guide to Conducting a Functional Analysis including examples.

2.4 Write up the draft descriptor of the proposed National Qualification

The following characteristics must be specified in the descriptor of the proposed National Qualification⁵. An example of a National Qualification is provided in Section D of this document.

⁵ More information on the characteristics of qualifications is available in the *Samoa Qualifications Framework Policies* (SQA: 2008).

2.4.1 Purpose statement

A statement that summarises why the qualification was developed, who it is aimed at, and how it meets identified national needs and priorities.

2.4.2 Title

The title of the qualification includes the field/sector, the type of qualification, and level of qualification. Use of the terms 'Samoa', 'Samoan' or 'National' in a qualification is restricted to qualifications that meet criteria for registration as a National qualification. The developer should ensure that the qualification title aligns with the SQF qualification definitions.

2.4.3 Industry description & Scope

This is a brief description of the industry or sector for which the National Qualification is developed. Included in this section is a statement of the scope of the National Qualification - an indication of the occupations, jobs or activities for which the National Qualification is relevant. This information lets employers, providers, assessors and learners know what career options are available to holders of the National Qualification.

2.4.4 Outcomes Statement

A statement that clearly indicates what the qualification represents in terms of the knowledge, understanding, skills and capabilities of individuals holding the qualification.

2.4.5 Qualification Level

The Samoa Qualification Framework is organized into ten levels from I to X, with outcomes descriptors for each level. All quality assured qualifications offered in Samoa will be registered at one of these levels. In order to determine the appropriate level for the proposed National Qualification, the outcomes for each unit of competency should be compared to the level descriptors of the SQF to determine the best match, and take into account credit values of each qualification component.

The SQF level descriptors are provided as Appendix 2 on pages 56-57. A Guide for determining the SQF level of a qualification is attached as Appendix 3 on pages 58-59

2.4.6 Summary of industry and community support for the qualification

A national qualification must have the official endorsement of relevant national (and where appropriate international) industry, professional, academic, community and other interest groups.

2.4.7 Credit Values

Credit values are determined by assessing how long it would take an average person to learn and demonstrate the competencies specified in each component of the proposed National Qualification. A single credit represents 10 notional learning hours. Notional learning hours include time for direct teaching, time in laboratories or workshops, time spent studying and doing assignments, time spent on supervised practical work placements and time spent on assessment.

Credit values are identified by the qualification developer as an indication of the time needed to achieve the outcomes of a qualification, and guide providers when determining the time needed to

deliver components of a qualification. However, because individual learners are different and have unique characteristics, learners may achieve the required outcomes in less or more time than that indicated by the credit values.

A guide for determining credit values is provided in Appendix 4 on pages 60-61.

2.4.8. Entry requirements

Any necessary entry requirements or pre-requisite qualifications should be specified. Entry requirements should not exclude individuals on the basis of gender, descent, social origin, place of birth, or special needs. Whenever possible, open entry and recognition of prior learning is encouraged in order to widen access to learning opportunities.

2.4.9 Qualification Pathways

Developers of each national qualification must indicate the relationship of this qualification with other available qualifications for this industry sector (national and international). This includes mapping the likely pathways into and out of the qualification.

2.4.10. Qualification components

A component of a qualification is a set of learning outcomes that must be achieved for award of a qualification. There are usually more than one set of learning outcomes for a qualification, hence, a qualification is usually made of more than one component.

The components of a national qualification are called Units of Competency, and are directly related to the functions identified during Functional Analysis.

For qualification registration purposes, the components of a National Qualification must be expressed in terms of: title; purpose; credit value; SQF level; pre-requisites and co-requisites (where appropriate); learning outcomes; performance standards; underpinning skills and knowledge; suggested assessment methods; resource information; requirements for successful completion of the unit; and moderation arrangements. These are further explained below.

i. Title of Unit of Competency⁷

The title of each Unit of Competency is the same as the title of each main function identified during Functional Analysis. It clearly states what the learner should be able to do in a single sentence. For example, one of the main functions for a Level 1 agricultural worker is to **'Provide support to soil testing'**. The title of the Unit of Competency will thus be **'Provide support to soil testing'**.

⁷ Units of competency identified, validated and endorsed by industry are also known as "industry standards".

There is no prescription as to the number of units of competency that make up a National qualification. However the following table provides a guide for the recommended number of units of competency for each level of qualification.

Qualification Level	Number of Units
Level I	4 – 8
Level II	6 -12
Level III	8 – 20
Level IV	20 – 30
Level V	30+
Level VI	30+

The SQA template for a Unit of Competency is provided as Appendix 5 on page 62.

ii. Purpose

This statement expresses the skills and knowledge that a learner should be able to demonstrate, upon achievement of this Unit of Competency.

iii. Credit value

The National Qualification developer should estimate a credit value for each Unit of Competency. This estimation is based on the nominal learning hours expected for a person to achieve all the Outcomes for the Unit of Competency. (In other words, the expected nominal learning hours to achieve competency).

iv. SQF level

The National Qualification developer should also indicate the equivalent SQF level of the Unit of Competency. The SQF level outcomes descriptors acts as a guide to the developer for this purpose.

v. Pre-requisites and co-requisites (where appropriate)

If there are pre-requisite and/or co-requisite Units of Competency, this should be clearly indicated in this section. Requirements regarding pre-requisite and co-requisite units should be reasonable and not constitute unfair barriers for learners.

vi. Learning Outcomes

The learning outcomes are directly derived from the tasks involved in performing each unit of competency, which were identified during Functional Analysis. Learning outcomes should be stated as actions which can be demonstrated and assessed. As a guide, a developer would expect between 3-6 learning outcomes per unit of competency although there may be more.

vii. Performance Standards

These are the assessment criteria used to assess learners' knowledge and skills. The performance standards help assessors determine whether each learning outcome has been achieved by stating measurable and assessable criteria for assessment. Demonstration of the performance standards indicate that an individual is competent in the learning outcomes that make up each unit of competency. As a guide, a developer may expect between 4-8 performance standards per learning outcome.

The diagram below shows the relationship between the Unit of Competency Title, Learning Outcome and Performance Standards.

Unit Title	Provide support to soil testing
Learning Outcome 1	Prepare tools equipment and materials required for collecting soil samples
Performance Standards	1.1 Select appropriate tools and equipment 1.2 Inspect tools and equipment and report faults 1.3 Check site for pipes and cables in order to avoid damage to services 1.4 Select and use appropriate personal protective equipment 1.5 Use appropriate manual handling techniques when unloading tools and equipment 1.6 Identify and report any occupational health and safety hazards

viii. Underpinning skills and knowledge

These are the specific skills and knowledge needed in order to achieve the performance standards in each unit of competency. It will serve as a guide to programme/curriculum developers when they make decisions regarding the content of a programme.

ix. Suggested assessment methods

Assessors should use a range of assessment methods to ensure that a variety of evidence is collected for the assessment of both knowledge and skills. This will help the assessor make an informed decision on whether the learner has achieved competency in each unit. Assessment should be holistic in that it assesses the unit as a whole rather than individual outcomes or performance standards.

Assessment activities should be guided by the principles of fairness, validity, consistency and appropriateness to the learning outcomes.

Assessment methods include:

- Direct observation of a real or simulated activity;
- Oral and/or written tests/questions;
- Review of project/work samples;
- Structured activities such as projects, presentations, role-play and case studies;

- Portfolio assessment;
- Third party feedback.

x. Resource information

Included in each Unit of Competency should be a list of resources required for teaching/training and assessment of the unit.

xi. Requirements to complete the Unit of Competency

A statement of what the learner needs to do to successfully complete the Unit of Competency. For example: 'In order to achieve competency in this Unit, the learner should demonstrate achievement of all learning outcomes'.

Part D of this document provides an example of a National Qualification.

2.5 International benchmarking

A comparison of overseas competency-based qualifications against the proposed National Qualification will establish comparability of Samoa's National Qualifications. The purpose of this exercise is to ensure Samoa's National Qualifications are comparable with those developed in other countries. It is recommended that the developer show benchmarking of the National Qualification against at least 2 overseas competency-based qualifications.

New Zealand unit standards and National Qualifications can be found on the web at <http://www.nzqa.govt.nz/framework/search/index.do>. The web address for the Australian standards and standards-based qualifications is www.ntis.gov.au

STEP 3: Validate the proposed National Qualification

3.1 Validate the draft descriptor for the proposed National Qualification

3.1.1 Purpose of validation

Validation is the process of ensuring that each unit of competency as well as the characteristics of the proposed National Qualification meets the needs and/or expectations of stakeholders and is technically correct. This is an important step because it shows to SQA that the developer has consulted widely with stakeholders and has listened to their feedback.

3.1.2 Who should validate the draft descriptor?

The Sector Advisory Group can assist in the validation process by recommending people to be involved. It is important to keep a record of the people and organizations involved in validation, the comments received and their treatment by the developer.

3.1.3 The validation process

A generic validation survey that can be customised for each National Qualification is provided in Appendix 6 on page 63. It is recommended that the validation process includes at least the survey and individual interviews and/or focus groups. The duration of this process may take as long as necessary to obtain the necessary feedback from stakeholders.

If it is not possible to gain any comments for validation then a description of the processes used to validate the descriptors should be provided to SQA.

3.1.4 Responding to comments from the validation process

The validation process may identify needed changes to the National Qualification descriptor- to the characteristics of the National Qualification, or to its individual components. Not every comment made during validation needs to be accepted – especially if it is an isolated comment from one respondent. However, where a number of people are making similar comments or where the comments come from a representative stakeholder (like an industry or professional association) they should be considered seriously. Appendix 7 on page 67 provides a template for reporting on validation comments and the developer/s' response to such comments.

While it is not necessary for registration, it is a good idea to retain draft units of competency as well as the finalized units after validation. They may be useful if SQA asks any questions during the registration process.

3.2 Finalise the draft descriptor for the proposed National Qualification

A final version of the draft qualification descriptor should be prepared for industry endorsement after addressing feedback from the validation process.

3.3 Obtain industry/sector endorsement of the proposed National Qualification

This is an important step as it confirms that stakeholders in the sector relevant for the proposed National Qualification approve of and endorse the proposed National Qualification. This must be

shown by letters of endorsement from the relevant stakeholders. The SAG or advisory group can advise the developers of who to contact for the final letters of endorsement. A sample letter of endorsement is provided as Appendix 8 on page 68.

3.4 Submit proposed National qualification and supporting documents to SQA for registration as a National qualification

After the proposed National qualification has been validated and endorsed by relevant stakeholders, it is finally ready to be submitted to SQA for registration on the SQF₁ as detailed in the following Part C.

Note: A process checklist has been included as Appendix 9 on page 69 to help the developer check that they have followed the SQA Guidelines for Development of National Qualifications.

PART C: REGISTRATION OF A QUALIFICATION USING THE TERM 'NATIONAL' IN THE QUALIFICATION TITLE

1. Policy

According to the Samoa Qualifications Framework Policies (SQA: 2009), the use of the term 'National' in a qualification title is restricted to qualifications:

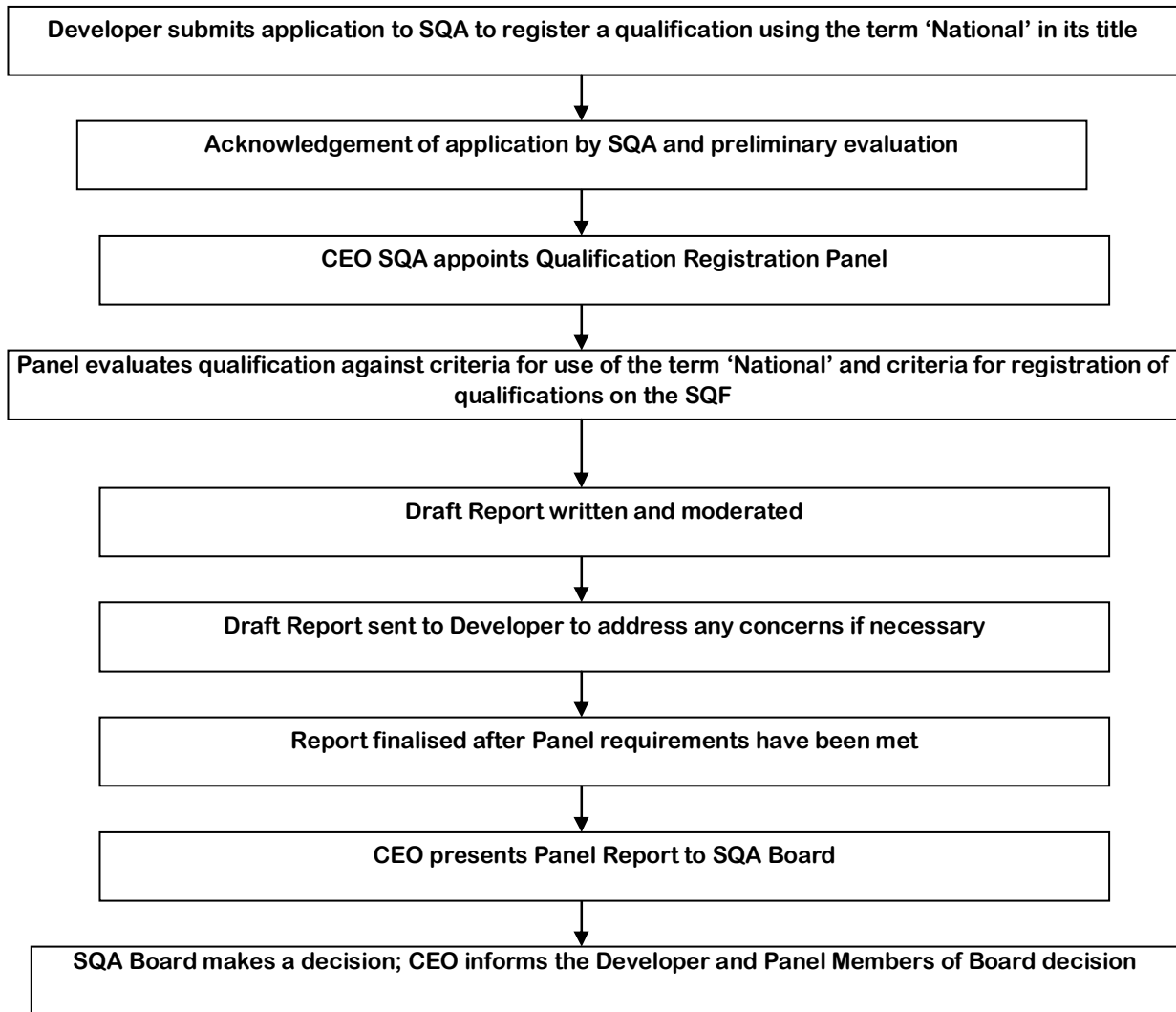
- Whose development has involved and has widespread endorsement by, the appropriate national industry, profession or community related to the qualification title and outcome of the qualification;
- That have components for which there is automatically portable (transferable) credit;
- That recognise broad transferable and generic skills as well as specialised industry and professional skills and knowledge;
- That are flexible in structure and provide learners with attainable milestones, career options, and qualification pathways;
- That are registered on the SQF.

2. Criteria

Developers of National Qualifications must apply in writing to register the National Qualification on the Samoa Qualifications Framework, and include appropriate documentation. For a National Qualification to be recognised as such by Samoa Qualifications Authority, all the relevant criteria must be met as set out in the SQF Policies.

The criteria for use of the term 'National' in a qualification title is set out in Appendix 10 on page 70. One of the criteria for use of the term 'National' in a qualification title is that the qualification must also meet the criteria for qualification registration on the SQF. The criteria for qualification registration on the SQF are set out in Appendix 11 on pages 71-72.

3. Process Overview: Registration of a Qualification using the term 'National' in its title.



4. The Application

The documents that must be submitted to SQA are:

- A completed qualification registration form (please refer to Appendix 11 pages 71-72);
- the descriptor of the proposed national qualification;
- minutes of Sector Advisory Group meetings;
- letters of endorsement;
- list of individuals/groups consulted during the development process;
- the qualification validation report;
- evidence of international benchmarking;
- other supporting documents you think might assist SQA in its deliberations.

5. Panel Composition

Panels for qualification registrations are normally made up as follows:

- An industry, community or professional representative, endorsed by a national body where appropriate⁸;
- An external education and training representative in the same, or similar, field;
- SQA Quality Assurance Division staff member.

The Panel should have the following collective 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 the professions;
- Experience, expertise and familiarity with current practice and developments in teaching, learning and assessment at the level of proposed qualification;
- The ability to make impartial judgments on the local and international comparability of the qualification;
- Familiarity with good practice in quality assurance.

Panel roles:

- The Panel Chairperson is either the industry/community/professional representative or the external education and training representative
- SQA's Quality Assurance Division panel member acts as Secretary to the Panel

The panel members will be selected by the Chief Executive Officer of the Samoa Qualifications Authority.

⁸ 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.

6. Panel Evaluation and Report

The Panel evaluates the proposed national qualification against the Qualification Registration Criteria as well as criteria for use of a protected term i.e. National.

Each Panel member drafts a section of the Report summarizing the Panel's findings, including requirements, recommendations and commendations, and an overall recommendation to the SQA Board. The SQA QA Division Panel Member compiles the report, which is then circulated to the other Panel members for their endorsement.

After appropriate revision, the SQA Quality Assurance Division Panel Member arranges for the draft report to be moderated by a person who has not been involved in the qualification registration process prior to this stage (for example, another SQA staff member or an experienced panel chair).

If the Panel finds that the proposed national qualification does not meet the Qualification Registration Criteria, the draft report is sent to the developer. This step provides an opportunity to the developer to address Panel concerns.

After the qualification developer has addressed the Panel's concerns, the SQA Quality Assurance Division Panel member modifies the report, after consultation with Panel members if necessary.

The CEO then presents the Panel Report to the SQA Board which considers the Report and its recommendation/s and makes a final decision regarding registration of the national qualification under the Samoa Qualifications Framework. The SQA Board will make a decision to either:

1. Approve registration of the qualification on the Samoa Qualifications Framework and use of the term 'National' in the qualification title;
2. Not approve registration of the national qualification on the Samoa Qualifications Framework or use of the term 'National' in the qualification title.

The CEO will then inform the Developer and Panel members of the SQA Board decision in writing. Notification of an unsuccessful application will include an explanation of the decision, as well as suggestions for further action.

Applicants should be aware that the SQA Board meets once every month, and this will impact on the duration of the process.

PART D: EXAMPLE OF A NATIONAL QUALIFICATION

Qualification Descriptor for TH1 National Certificate I in Tourism

Purpose statement	This qualification recognises the skills and knowledge needed to enter employment or further education and training in the tourism industry.
Title	National Certificate Level 1 Tourism
Industry description & Scope	<p>The current Strategy for the Development of Samoa regards Tourism as a key sector in Samoa's economic development. In supplying tourists with relaxation and recreation activities, cultural experiences, hospitality and other tourist activities, tourism provides employment opportunities as well as foreign exchange for Samoa. The development of human resources for the tourism sector is of vital importance, and the draft National Certificate 1 in Tourism will help prepare young people for employment in the tourism sector.</p> <p>The competency statements in this qualification are relevant for tour operations, tour guiding, travel services and visitor information services. These standards are for entry level performance and include common sector skills in the areas of customer relations and information services.</p>
Outcomes Statement	<p>A person with this qualification is expected to follow instructions, perform routine tasks under supervision and follow established work procedures.</p> <p>He/she will be able to use basic skills in English and Samoan communication, numeracy, work with office technology, follow instructions, work in a team with others and demonstrate essential standards of personal appearance and hygiene.</p>
Qualification Level	Samoan Qualifications Framework Level 1
Summary of industry & community support for the qualification	The standards in this qualification have been endorsed by the Tourism & Hospitality Sector Advisory Group to be the Level 1 industry standards for the tourism sector.
Credit value	40
Entry requirements	<p>Open entry for students who have completed Year 11.</p> <p>Students already working in the tourism industry without formal qualifications may elect to undertake Recognition of Prior Learning/skills recognition for this qualification.</p> <p>Advisors working with potential students must ensure that students are aware of the language, literacy and numeracy requirements of this programme.</p>

Qualification Components	The National Certificate 1 in Tourism consists of the following units of competency:			
	<i>Unit Code</i>	<i>Unit Title</i>	<i>Credit value</i>	<i>SQF Level</i>
	TH101	Develop and maintain tourism industry knowledge	10	1
	TH102	Develop and maintain knowledge of Samoa as a tourist destination	10	1
	TH103	Support staff assisting guests and customers to resolve tourism related problems	5	1
	TH211	Develop employability skills	15	2
Qualification Pathways	<p>⇒ <i>Note: these are approximate levels only as none of these qualifications have been officially accredited or registered on the SQF</i></p>			
Approximate SQF Level				
Level I				
Level II				
Level III				
Level IV				
Level V				
Level VI				
Level VII				
Level VIII				
Level IX				
Level X				

Unit Title and Code	TH101 Develop and maintain tourism industry knowledge
Unit Purpose	The purpose of this unit is to equip candidates with the knowledge and skills to provide information to guests and customers about tourism services in Samoa or about where to find information they need. Work at this level will be performed under supervision and according to established procedures.
Unit Credit Value	10
SQF Level	1
Pre-requisites & co-requisites	None
Learning Outcome 1	Locate tourism industry information
Performance Standards	1.1 Identify sources of information about the tourism industry in order to gain knowledge of the scope of the industry and its place in the Samoan economy 1.2 Identify strategies to maintain current knowledge of the tourism industry in Samoa 1.3 Share up to date knowledge of the tourism industry with clients and guests
Learning Outcome 2	Develop and maintain current information about attractions, events and tours to assist visitors in selecting appropriate activities
Performance Standards	2.1 Identify sources of information in order to locate information that guests and customers may require 2.2 Locate existing information in company files in order to identify gaps in information 2.3 Obtain required information to fill gaps 2.4 Respond to guest/customer queries regarding information in a timely and accurate manner 2.5 Check that information is up to date and request stocks as required
Learning Outcome 3	Develop and maintain current information about local transport to assist customers in visiting desired locations
Performance Standards	3.1 Identify locations visited by customers in order to determine information requirements 3.2 Identify sources of information on domestic local transport 3.3 Obtain information required by guests/customers and share information with them
Learning Outcome 4	Develop and maintain current information about food and self catering options to ensure visitor needs are met
Performance Standards	4.1 Identify sources of information about food and self catering options in order to provide required information to guests and customers 4.2 Maintain an up to date file of information about food and self catering options in order to answer customer and guest queries 4.3 Periodically check information to ensure that it is current
Learning Outcome 5	Develop and maintain current information about local business services to satisfy short and long term holiday

	and business needs
Performance Standards	<p>5.1 Identify sources of information about local businesses and services in order to provide information to customers and guests</p> <p>5.2 Check the currency of information and maintain up to date files</p> <p>5.3 Share information with customers and guests in order to answer their queries</p>
Learning Outcome 6	Develop and maintain current information on accommodation types and costs to assist visitors in selecting appropriate accommodation for their needs
Performance Standards	<p>6.1 Identify sources of information about accommodation types in order to answer customer and guest queries</p> <p>6.2 Check currency of information and update information to ensure that information provided is accurate</p> <p>6.3 Share information with customers and guests</p>
Underpinning skill and knowledge	<p>In order to demonstrate the skill and knowledge in this unit candidates should be able to:</p> <ul style="list-style-type: none"> ▪ Speak, read and write in Samoan and English ▪ Perform basic addition, subtraction, multiplication and division ▪ Ask questions to clarify work tasks or instructions ▪ Use common industry terminology ▪ Identify the range of types of hospitality and tourism establishments ▪ Identify the types of jobs undertaken in the tourism and hospitality industry ▪ Use common industry terminology ▪ Identify the variety of sectors that make up the tourism industry in Samoa, including accommodation, tour operators and wholesalers, retail travel agents, information service providers and meeting and events coordinators ▪ Identify the major tourism organisations in Samoa and the main countries from which tourists arrive ▪ Demonstrate time management and work organisation ▪ Identify sources of tourism information ▪ Demonstrate basic research skills ▪ Identify and follow any legislation or regulations relating to tourism in Samoa ▪ Use a range of current technologies used in tourism and identify emerging technologies ▪ Demonstrate general knowledge of the tourism industry, including roles and interrelationships of sectors <p>These skills and knowledge should not be taught or assessed separately, but be integrated with the technical areas specified in this unit.</p>
Suggested assessment methods	<p>Assessment methods must include both knowledge assessment and assessment of practical skills.</p> <p>To assess competence in this unit, assessment methods could be chosen from the following range of methods:</p> <ul style="list-style-type: none"> ▪ Tests to assess the application of knowledge to different situations ▪ Questions to assess knowledge of different aspects of the tourism industry ▪ Role plays to demonstrate practical skills application ▪ Projects to demonstrate breadth of knowledge ▪ Case studies and problem solving exercises ▪ Assessment in a real or simulated work environment <p>Assessment should be holistic in that it assesses the unit as a whole rather than each separate performance criteria. Opportunities to assess more than one unit together by collecting multiple sources of evidence should</p>

	<p>be identified and used wherever possible.</p> <p>Assessment should be carried out in situations as close as possible to real-life situations.</p>
Resource information	<p>The following resources may be required for training and assessment: Samoa maps; STA and SHA promotional materials; promotional materials from hospitality and tourism establishments; transport timetables and fares; telephone directories and business listings; tourism events calendar and other relevant resources.</p>
Requirements to complete the unit	<p>Successful performance of all learning outcomes</p>

Unit Title and Code	TH102 Develop and maintain knowledge of Samoa as a tourist destination
Unit purpose	The purpose of this unit is to equip candidates with the knowledge and skills to provide information to customers and guests about Samoa as a tourist destination and to provide information about where customers and guests can receive further information. Work at this level will be performed under supervision and according to established procedures.
Unit Credit Value	10
SQF level	1
Pre-requisites & co-requisites	None
Learning Outcome 1	Develop and maintain knowledge of Samoan history
Performance Standards	1.1 Identify main items of historical interest for guests and customers 1.2 Source information to respond to guest and customer queries about Samoan history 1.3 Maintain current information about Samoan history in order to answer guest and customer queries
Learning Outcome 2	Develop and maintain knowledge of Samoan community structure and political systems
Performance Standards	2.1 Identify main items of interest in Samoan community and political structures for guests and customers 2.2 Source information about Samoan community and political structures in order to respond to guest and customer queries 2.3 Maintain current information about Samoan community and political structures in order to answer guest and customer queries
Learning Outcome 3	Develop and maintain basic knowledge of Samoan geography
Performance Standards	3.1 Identify main items of interest in Samoan geography for guests and customers about places of interest 3.2 Identify and source information relating to climate in Samoa to advise guests and customers about the best times to visit places of interest 3.3 Identify and source demographic information to answer queries about population centres and movements 3.4 Source information about Samoan geography to respond to guest and customer queries about places of interest 3.5 Maintain current information about Samoan geography in order to answer guest and customer queries about places of interest
Learning Outcome 4	Develop and maintain knowledge of Samoan flora and fauna

Performance Standards	4.1 Identify main items of interest in Samoan flora and fauna for guests and customers in order to respond to queries 4.2 Source information about Samoan flora and fauna to respond to guest and customer queries 4.3 Maintain current information about Samoan flora and fauna in order to answer guest and customer queries 4.4 Maintain current information on native and sacred plants in order to inform guests and customers
Learning Outcome 5	Develop and maintain basic knowledge of Samoan traditions and cultures
Performance Standards	5.1 Identify main items of interest in Samoan traditions and cultures for guests and customers 5.2 Source information about Samoan traditions and cultures in order to respond to guest and customer queries 5.3 Maintain current information about Samoan traditions and cultures in order to answer guest and customer queries 5.4 Use knowledge of Samoan traditions and village life to advise guests about appropriate behaviour and dress codes
Learning Outcome 6	Develop and maintain knowledge of safe tourist activities in order to ensure customers' safety.
Performance Standards	6.1 Identify safety needs of guests and customers 6.2 Identify sources of information about traveller safety in order to inform guests and customers about where to locate information about safe travelling 6.3 Maintain an up to date information file about safe travelling and safe activities for guests and customers in Samoa 6.4 Provide information to guests and customers about safe travelling in Samoa in order to answer their queries
Underpinning skill and knowledge	<p>In order to demonstrate the skill and knowledge in this unit candidates should be able to:</p> <ul style="list-style-type: none"> ▪ Speak, read and write in Samoan and English ▪ Perform basic addition, subtraction, multiplication and division ▪ Ask questions to clarify work tasks or instructions ▪ Use common industry terminology ▪ Identify the range of types of hospitality and tourism establishments ▪ Identify the types of jobs undertaken in the tourism and hospitality industry ▪ Identify the variety of sectors that make up the tourism industry in Samoa, including accommodation, tour operators and wholesalers, retail travel agents, information service providers and meeting and events coordinators ▪ Identify the major tourism organisations in Samoa and in feeder countries ▪ Manage time and organise work ▪ Identify sources of tourism information ▪ Identify and follow any legislation or regulations relating to tourism in Samoa and company operating policies and procedures ▪ Demonstrate a working knowledge of Samoan history, geography, culture and political structures, flora and fauna and traditional village life ▪ Identify health and safety issues relating to tourism in Samoa ▪ Locate information about travel requirements for visitors ▪ Demonstrate a general knowledge of the tourism industry, including roles and interrelationships of sectors <p>These skills and knowledge should not be taught or assessed separately, but be integrated with the technical</p>

	areas specified in this unit.
Suggested assessment methods	<p>Assessment methods must include both knowledge assessment and assessment of practical skills.</p> <p>To assess competence in this unit, assessment methods could be chosen from the following range of methods:</p> <ul style="list-style-type: none"> ▪ Tests to assess the application of knowledge to different situations ▪ Questions to assess knowledge of different aspects of the tourism industry ▪ Role plays to demonstrate practical skills application ▪ Projects to demonstrate breadth of knowledge ▪ Case studies and problem solving exercises ▪ Assessment in a real or simulated work environment <p>Assessment should be holistic in that it assesses the unit as a whole rather than each separate performance criteria. Opportunities to assess more than one unit together by collecting multiple sources of evidence should be identified and used wherever possible.</p> <p>Assessment should be carried out in situations as close as possible to real-life situations.</p>
Resource information	The following resources may be required for training and assessment: various Samoa history texts, STA information pamphlets, relevant publications on the geography of Samoa, general knowledge of culture and traditions and other relevant resources.
Requirements to complete the unit	Successful performance of all learning outcomes

Unit Title and Code	TH103 Support staff assisting guests and customers to resolve tourism related problems
Unit purpose	The purpose of this unit is to equip candidates with the knowledge and skill to assist more senior staff help guests and customers resolve travel related problems. Work at this level will be performed under supervision and according to established procedures.
Unit credit value	5
SQF level	1
Pre-requisites & co-requisites	None
Learning Outcome 1	Identify sources of information used in assisting the resolution of guest travel problems
Performance Standards	<p>1.1 Identify sources of information relating to accommodation, transport, events and attractions, luggage and lost property, travel services and foreign exchange</p> <p>1.2 Maintain up to date information about accommodation, transport, events and attractions, luggage and lost property, travel services and foreign exchange</p> <p>1.3 Provide up to date information to aid staff in assisting customers and guests to resolve travel related problems</p>
Learning Outcome 2	Assist colleagues working with customers and guests to resolve problems
Performance Standards	<p>2.1 Provide assistance by locating information requested by colleagues and supervisors</p> <p>2.2 Provide information to guests or customers as requested by supervisors or colleagues</p> <p>2.3 Inform guests and customers of appropriate people to consult in order to assist in the resolution of their travel problems</p> <p>2.4 Provide written or oral reports as requested by supervisors about guest or customer problems and their resolution</p> <p>2.5 Maintain an information file relating to the resolution of guest and customer travel problems in order to assist in the resolution of similar problems in the future</p>
Underpinning skill and knowledge	<p>In order to demonstrate the skill and knowledge in this unit candidates should be able to:</p> <ul style="list-style-type: none"> ▪ Speak, read and write in Samoan and English ▪ Perform basic addition, subtraction, multiplication and division ▪ Ask questions to clarify work tasks or instructions ▪ Use common industry terminology ▪ Identify the range of types of hospitality and tourism establishments ▪ Identify the types of jobs undertaken in the tourism and hospitality industry ▪ Use common industry terminology ▪ Identify the variety of sectors that make up the tourism industry in Samoa, including accommodation, tour operators and wholesalers, retail travel agents, information service providers and meeting and events coordinators ▪ Identify the major tourism organisations in Samoa and the main countries from which tourists arrive

	<ul style="list-style-type: none"> ▪ Demonstrate time management and work organisation ▪ Identify sources of tourism information ▪ Demonstrate basic research skills ▪ Identify and follow any legislation or regulations relating to tourism in Samoa ▪ Use a range of current technologies used in tourism and identify emerging technologies ▪ Demonstrate general knowledge of the tourism industry, including roles and interrelationships of sectors ▪ Identify common problems and issues faced by visitors to Samoa ▪ Locate information about tourism problems and issues ▪ Demonstrate general knowledge of the tourism industry, including roles and interrelationships of government sectors <p>These skills and knowledge should not be taught or assessed separately, but be integrated with the technical areas specified in this unit.</p>
<p>Suggested assessment methods</p>	<p>Assessment methods must include both knowledge assessment and assessment of practical skills.</p> <p>To assess competence in this unit, assessment methods could be chosen from the following range of methods:</p> <ul style="list-style-type: none"> ▪ Tests to assess the application of knowledge to different situations ▪ Questions to assess knowledge of different aspects of the tourism industry ▪ Role plays to demonstrate practical skills application ▪ Projects to demonstrate breadth of knowledge ▪ Case studies and problem solving exercises ▪ Assessment in a real or simulated work environment <p>Assessment should be holistic in that it assesses the unit as a whole rather than each separate performance criteria. Opportunities to assess more than one unit together by collecting multiple sources of evidence should be identified and used wherever possible.</p> <p>Assessment should be carried out in situations as close as possible to real-life situations.</p>
<p>Resource information</p>	<p>The following resources may be required for training and assessment: information files and relevant equipment for report preparation where appropriate.</p>
<p>Requirements to complete the unit</p>	<p>Successful performance of all learning outcomes</p>

Unit Title and Code	TH211 Develop employability skills
Unit purpose	The purpose of this unit is to equip candidates with the knowledge and skill to perform basic work tasks and to work as a team 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 business establishment. Work at this level will be undertaken under supervision and according to established procedures.
Credit value	15
SQF level	2
Pre-requisites & co-requisites	None
Learning Outcome 1	Perform basic calculations used in the tourism/hospitality industry
Performance Standards	<ul style="list-style-type: none"> 1.1 Perform basic calculations relating to stock control as instructed by supervisors 1.2 Perform basic calculations relating to customer accounts as instructed by supervisors 1.3 Perform basic calculations to maintain other company records as instructed by supervisors 1.4 Seek assistance from colleagues or supervisors as required to complete calculations 1.5 Check accuracy of calculations before passing them to supervisors
Learning Outcome 2	Work as part of a team in the tourism/hospitality industry
Performance Standards	<ul style="list-style-type: none"> 2.1 Demonstrate trust, support and respect towards team members in day-to-day work activities 2.2 Identify work-team goals jointly with colleagues and supervisors and managers 2.3 Identify, prioritise and complete individual tasks within designated time frames 2.4 Seek assistance from other team members, supervisors and managers when required 2.5 Offer assistance to colleagues when required, to ensure designated work goals are met 2.6 Acknowledge and respond to feedback and information from other team members 2.7 Negotiate changes to individual responsibilities to meet reviewed work goals 2.8 Follow ethical work practices in all work activities
Learning Outcome 3	Maintain personal and establishment appearance and hygiene in a manner required by a tourism/hospitality establishment
Performance Standards	<ul style="list-style-type: none"> 3.1 Maintain high standards of personal presentation in accordance with company requirements and the work context 3.2 Follow occupational health and safety procedures to ensure personal cleanliness and the cleanliness of the establishment 3.3 Communicate respectfully with supervisors, manager, colleagues, customers and guests in a manner appropriate to the communication context. 3.4 Follow company guidelines regarding punctuality, attendance at work and requests for time off 3.5 Follow workplace hygiene procedures to ensure the establishment meets guest and customer and company requirements for presentation and cleanliness 3.6 Clean business premises and environs as required to maintain company standards

Learning Outcome 4	Perform basic computing skills for the tourism/hospitality industry
Performance Standards	<p>4.1 Perform computer start up procedures according to operating requirements</p> <p>4.2 Access hardware and software features used in a tourism establishment</p> <p>4.3 Organise files using basic directory and folder structures in order to create, copy, delete, save, rename and restore folders and files</p> <p>4.4 Operate a printer in order to print materials from a computer</p> <p>4.5 Shut down a computer according to user procedures</p>
Learning Outcome 5	Communicate orally with staff and customers in Samoan and English
Performance Standards	<p>5.1 Identify and follow methods of communications to use with colleagues and supervisors in order to confirm instructions and answer queries</p> <p>5.2 Identify and follow company procedures used in communicating with customers and guests in order to confirm instructions and answer queries</p> <p>5.3 Recognise and respond to non verbal communications from fellow staff, supervisors, customers and guests to ensure instructions are followed and queries answered</p> <p>5.4 Apply questioning and listening skills to clarify instructions and queries</p> <p>5.5 Seek advice from colleagues and supervisors to ensure that appropriate methods of oral communication are used</p>
Learning Outcome 6	Fill in forms and follow company communication procedures (in order to complete routine work duties.)
Performance Standards	<p>6.1 Complete forms related to employment agreements to ensure employment regulations and company procedures are followed</p> <p>6.2 Complete workplace documents related to work duties as required by company procedures</p> <p>6.3 Complete forms related to customer and guest services as instructed by supervisors</p>
Outcome 7	Follow written policies, procedures and verbal instructions (in order to complete routine work duties).
Performance Standards	<p>7.1 Confirm instructions with supervisors to ensure correct actions are taken</p> <p>7.2 Seek advice for supervisors and colleagues to ensure instructions have been correctly understood</p> <p>7.3 Confirm with supervisors and colleagues that work duties have been undertaken according to instructions and rectify or report problems where required</p>
Outcome 8	Draft written information
Performance Standards	<p>8.1 Prepare written information that conforms to company style and is in English or Samoan as required by company procedures</p> <p>8.2 Gain assistance or feedback from colleagues and supervisors to check that written communications are clear and follow company procedures</p>
Outcome 9	Use the telephone to communicate with colleagues and supervisors and customers and guests
Performance Standards	<p>9.1 Respond to incoming telephone calls according to company procedures</p> <p>9.2 Confirm the instruction or query with caller and gather information required to complete instructions or answer query</p> <p>9.3 Take accurate messages and check that they are received by relevant personnel</p> <p>9.4 Initiate and terminate calls using company procedures</p> <p>9.5 Make calls to suppliers and other organisations as instructed by supervisors</p>

Underpinning skill and knowledge	<p>In order to demonstrate the skill and knowledge in this unit candidates should be able to:</p> <ul style="list-style-type: none"> ▪ Speak, read and write in Samoan and English ▪ Perform basic addition, subtraction, multiplication and division ▪ Ask questions to clarify work tasks or instructions ▪ Use common industry terminology ▪ Identify the range of types of hospitality and tourism establishments ▪ Identify the types of jobs undertaken in the tourism and hospitality industry ▪ Use common industry terminology ▪ Identify the variety of sectors that make up the tourism industry in Samoa, including accommodation, tour operators and wholesalers, retail travel agents, information service providers and meeting and events coordinators ▪ Identify the major tourism organisations in Samoa and in feeder countries ▪ Manage time and organise work ▪ Identify the sources of tourism information ▪ Use basic research skills ▪ Identify and follow any legislation or regulations relating to tourism in Samoa, including any healthy and safety requirements ▪ Use current technologies used in tourism and identify emerging technologies ▪ Demonstrate a general knowledge of the tourism industry, including roles and interrelationships of sectors ▪ Use common computer system applications for the tourism industry ▪ Complete standard documentation used in the Samoan tourism industry ▪ Describe and demonstrate sound workplace ethics in tourism and hospitality, including privacy of information and honesty <p>These skills and knowledge should not be taught or assessed separately, but be integrated with the technical areas specified in this unit.</p>
Suggested assessment methods	<p>Assessment methods must include both knowledge assessment and assessment of practical skills.</p> <p>To assess competence in this unit, assessment methods could be chosen from the following range of methods:</p> <ul style="list-style-type: none"> ▪ Tests to assess the application of knowledge to different situations ▪ Questions to assess knowledge of different aspects of the tourism industry ▪ Role plays to demonstrate practical skills application ▪ Projects to demonstrate breadth of knowledge ▪ Case studies and problem solving exercises ▪ Assessment in a real or simulated work environment <p>Assessment should be holistic in that it assesses the unit as a whole rather than each separate performance criteria. Opportunities to assess more than one unit together by collecting multiple sources of evidence should be identified and used wherever possible.</p> <p>Assessment should be carried out in situations as close as possible to real-life situations.</p>
Resource information	<p>The following resources may be required for training and assessment: equipment for basic calculations, occupational health and safety guidelines, hygiene guidelines, establishment/business environment, computer, printer and basic relevant software, company policies and/or procedures manual, relevant forms, telephone.</p>
Requirements to complete the unit	<p>Successful performance of all learning outcomes</p>

PART E: A GUIDE TO CONDUCTING FUNCTIONAL ANALYSIS

1 What is Functional Analysis?

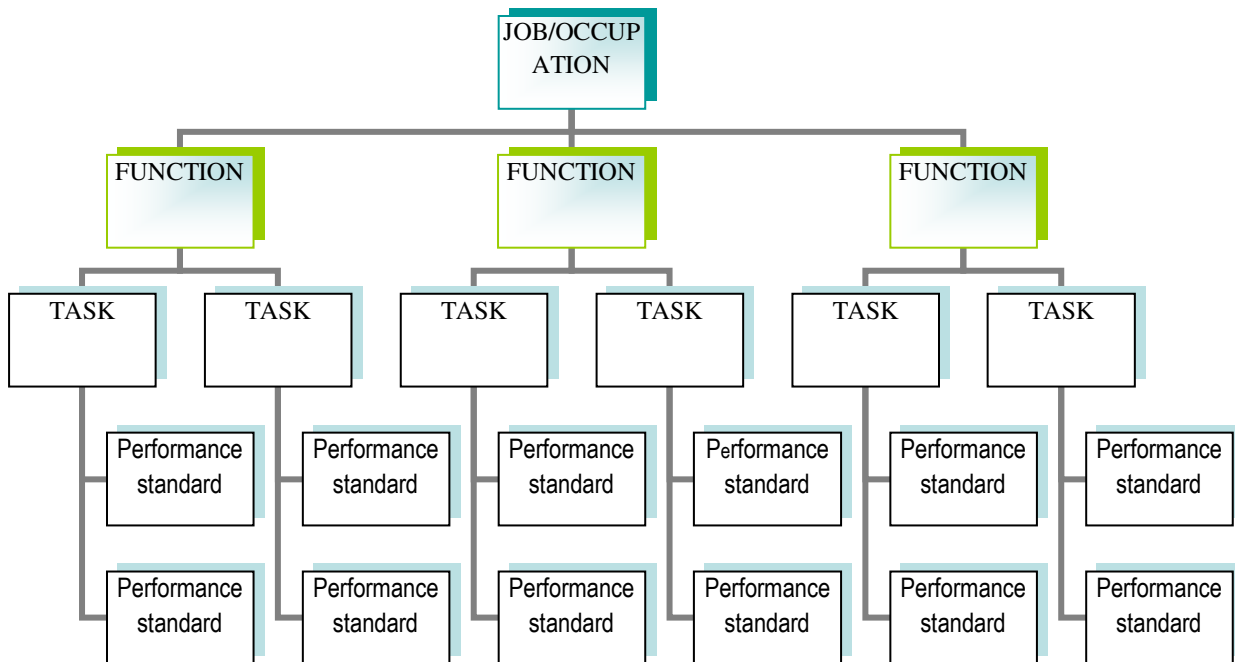
The excerpt below states an internationally accepted definition of Functional Analysis and outlines its usefulness.

It is a technique used to identify the labour competencies inherent in a productive function. Such function may be defined at the level of an occupational sector, an enterprise, a group of enterprises or a whole sector of production or services. Functional analysis may be developed with different initial levels: an occupational sector (hotel); mainstream occupations at various sectors (occupational safety and health); or an occupation (PC repairman).

Functional analysis is not an exact method whatsoever. It is a working approach to the required competencies by means of a deductive strategy. It begins by establishing the main purpose of the productive function or service under study and then questions are asked to find out what functions need to be performed in order for the previous function to be achieved. Ideally, this is carried out on a group of workers who are familiar with the function object of the analysis. Its worth as a tool comes directly from its representative quality.

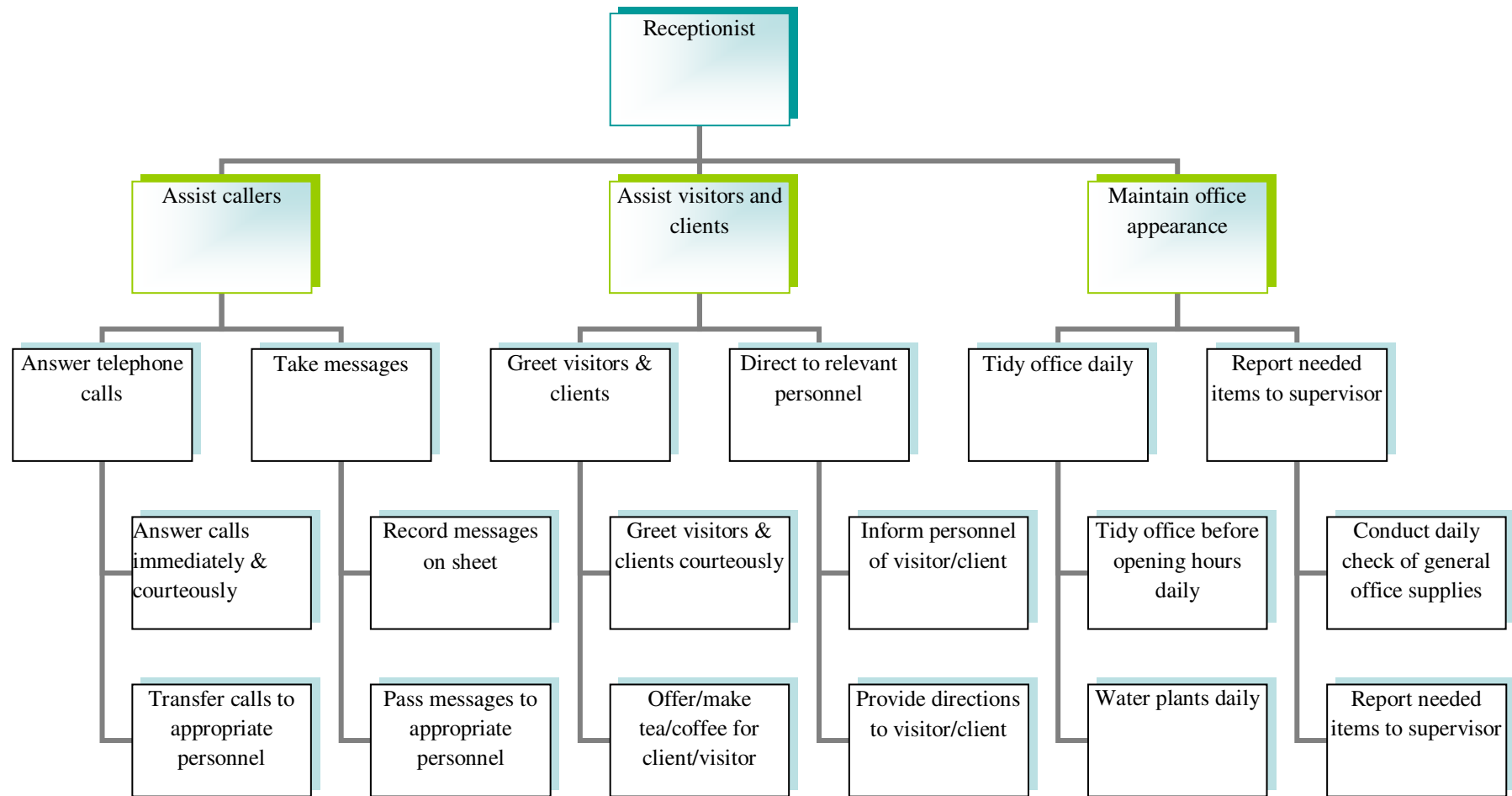
Vargas Zuniga, F. (2004). Montevideo: CINTERFOR/ILO, p.39.

Simple functional analysis diagram



A simple functional analysis diagram is shown above, which shows the relationship between the job/occupation, its functions, tasks and performance standards.

Example: A simple functional map for the occupation of Receptionist

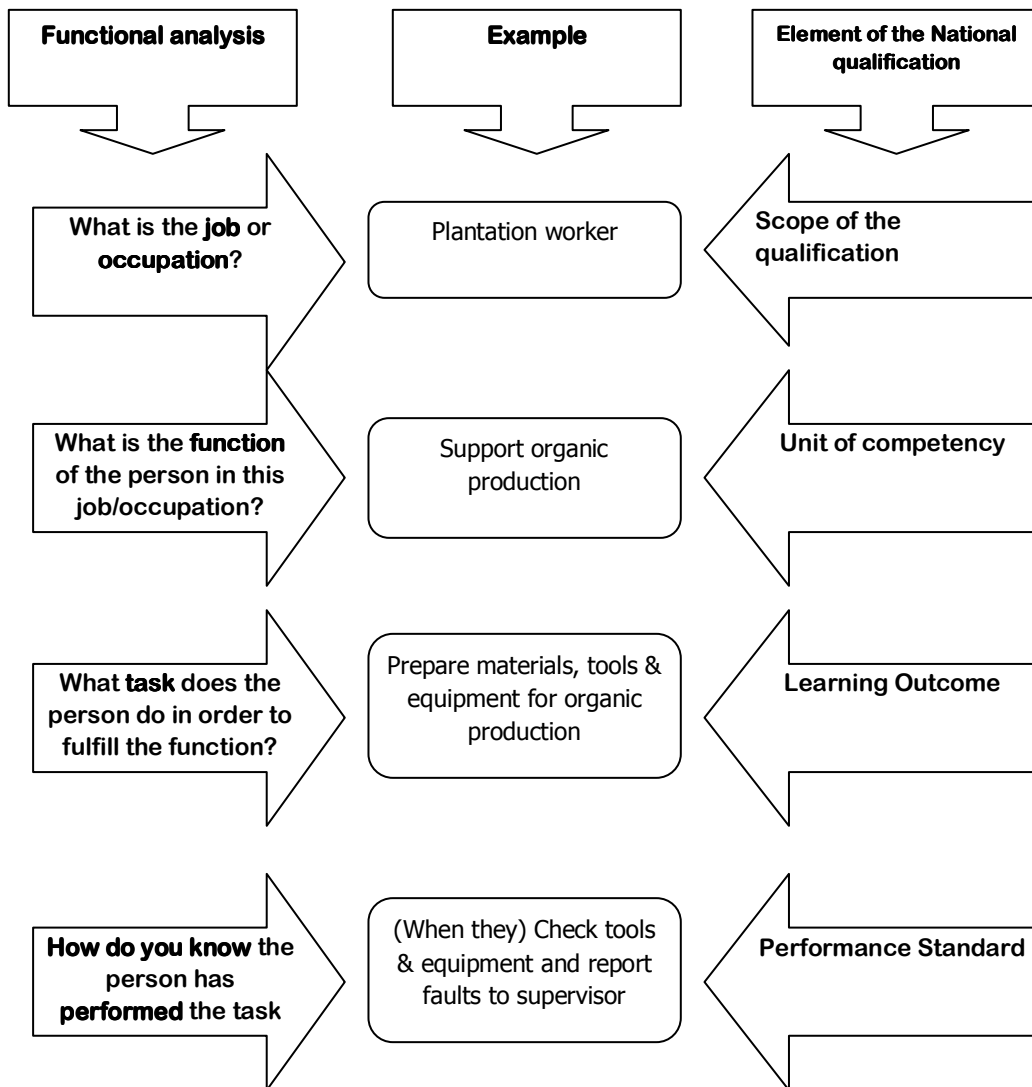


2. What is the Purpose of Functional Analysis in Qualification Development?

Functional Analysis identifies essential competencies which a person must demonstrate to indicate mastery of expected performance standards within a unit of competency. The job/functions identified during functional analysis become the units of competency – the components of the National qualification. The tasks identified for each function during functional analysis become the outcomes in each unit of competency. Likewise, the performance standards identified during functional analysis are the performance standards for each outcome in each unit of competency. Consequently, at the end of the functional analysis process, the developer will have the building blocks of a National qualification.

Functional Analysis Diagram

The diagram below shows the questions to ask at each stage of the functional analysis, the matching elements of a National qualification, and an example.



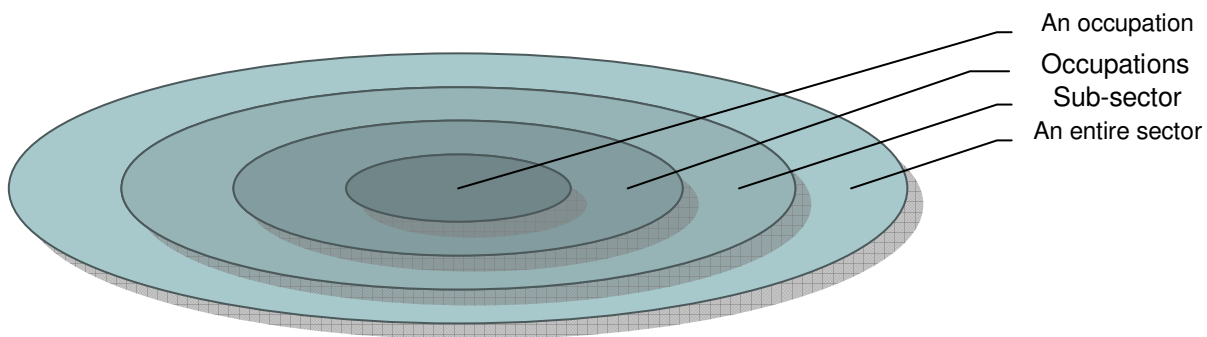
Note: the diagram above shows only one example for each stage of the functional analysis process. In reality, there will be multiple functions, outcomes and performance standards.

3. How do you carry out Functional Analysis for development of National qualifications?

Step 1 Determine the scope of the National Qualification

The first step in Functional Analysis is to determine the parameters or the scope of the occupation/s to be analysed. This will be the scope of the National qualification. It is up to the Sector Advisory Group and the qualifications developer to decide the scope of the national qualification, whether it will be an entire sector (e.g. Tourism) or selected related occupations (Hotel workers, waiting staff, and kitchen & catering assistants), or a selected occupation (e.g. Chefs/cooks).

Examples of Scope



If an entire sector is selected for qualification development, it may be useful to prioritise occupations for qualification development. For example, the Tourism and Hospitality Sector Advisory Group might come up with the occupations listed below.

<i>Hospitality</i>	<i>Tourism</i>
Kitchen and catering assistants	Travel and Tour guides
Chefs/cooks	Travel agents/consultants
Bar staff	Travel agency managers
Restaurant and catering managers	Stewards/esses
Publicans and managers of licensed premises	
Hotel and accommodation managers	
Hotel workers	
Waiting staff	
Functions staff	
Conference/Function managers	

There are too many different occupations represented here for one national qualification, so the Sector Advisory Group must work together with the qualifications developer to identify the occupation/s for qualification development. A National qualification can have the entire sector within its scope if the function/s to be analysed apply across the whole sector; for example, provide customer service for the Tourism sector.

Step 2 Identify the functions of the selected occupation/s

A function is a major area of work, which become the components or units of competency of the National Qualification. When identifying the functions of a particular occupation, the key questions are:

- What are the functions of this occupation?
- What does the person have to do in this occupation?

For example

If the occupation is food and beverage services, its scope will extend to: kitchen and catering assistants, bar staff, waiting staff and functions staff (i.e. related occupations). A list of major functions might be as listed below.

Functions for food and beverage services

Develop and maintain knowledge of food and beverage
Provide table food service
Prepare and serve non-alcoholic beverages
Provide alcoholic beverages to tables
Provide buffet services
Provide counter food and beverage services
Provide function room services
Provide food and beverage room services
Prepare and serve espresso coffee
Provide customer service

If the Sector Advisory Group is not used to the process of functional analysis, they may provide a lot of smaller tasks rather than functions. A way to explain the difference is by using the example of a house on a block of land. Maintaining the property might be the job. Maintaining the block would be a function and cutting the grass a task.

Try to reach consensus with the advisory group/SAG on the main functions. Don't worry if there is no consensus because the information will be refined during the development process. Normally you would expect anywhere from six to twenty functions to be identified – perhaps more depending on the job.

Step 3 Identify Tasks for each Function

After identifying the functions of the job/occupation, it is necessary to break down each function into the tasks involved in carrying out the function. These tasks will become the learning outcomes

in each unit or component of the National qualification. For technical or specialized functions, it might be necessary to mobilize a group of people who have technical expertise in the area to identify tasks for each function. For these workshops the ideal number is 8 – 12 people.

When identifying tasks for a stated function, the key question is:

- | |
|---|
| <ul style="list-style-type: none"> ▪ What tasks do you perform to fulfill this function? |
|---|

Below are three examples of possible functions and tasks for an occupation in Food and Beverage Services.

Example 1

<i>Function</i>	Provide alcoholic beverages to tables
<i>Tasks</i>	1. Advise customers and guests on the range of alcoholic beverages available and take orders
	2. Serve alcoholic drinks to customers and guests

Example 2

<i>Function</i>	Provide function room services
<i>Tasks</i>	1. Prepare and set up function rooms for food and beverage service
	2. Greet customers and guests
	3. Provide food and beverage service to customers and guests
	4. Clear function rooms

Example 3

<i>Function</i>	Prepare and serve non-alcoholic beverages
<i>Tasks</i>	1. Prepare and serve a range of non-alcoholic beverages
	2. Use and maintain machinery and equipment used in preparing non-alcoholic drinks

It is important to make sure that the tasks identified are themselves outcomes. That is, they are not merely a small step, but that they actually achieve something. The tasks should be observable actions. They do not need to identify knowledge, attitude or tools and equipment. Sometimes, participants in the functional analysis will provide a long list of essential knowledge, skills, attitudes and step by step processes and procedures. Whilst it is important to retain this information for the development of the descriptors, the group should be asked to refine the list of tasks. If participants are providing a list of what people need to know, or attitudes they need to have, or a list of equipment, then key questions to ask in order to refine the information and identify tasks are:

- What does a person do with the knowledge?
- Why does a worker need to know something?
- What is the result of a worker showing a particular attitude?
- What does using a particular machine or tool produce?

By asking questions like this the developer should end up with tasks that are outcomes statements – not merely a “how to” checklist. Whilst there is no strict rule, each function would probably have between 4 and 8 tasks.

Step 4 Identify Performance standards for each Task

The performance standards are the assessment criteria or measure by which an assessor will determine whether a student is competent in the specified functions (units of competency). When identifying performance standards, the key question is:

- How do you know when the task has been achieved?

Make sure to steer the group away from a long list of tasks or specific processes. For example, an outcome dealing with preparing a work site for building work does not have to list every piece of equipment or every process to be undertaken. It should be outcomes based. For example “Check tools and equipment for readiness and report malfunctions” “Clear site of debris” etc.

So far...

The developer working in partnership with the Sector Advisory Group has identified: the scope of the qualification; the functions – which become the units of competency; the tasks – which become the learning outcomes in each unit; and the performance standards – which are also the assessment criteria, but remain called ‘performance standards’. The unit title, learning outcomes and performance standards are then written up as the unit of competency which is essentially the building block of the national qualification.

For example

Unit/Function	Provide alcoholic beverages to tables
Task/Learning Outcome 1	<i>Advise customers and guests on the range of alcoholic beverages available and take orders</i>
Performance Standards	1.1 Provide customers and guests with information in Samoan or English about the range of alcoholic beverages available as requested 1.2 Provide customers and guests with a wine/drinks list and answer queries using appropriate wine and beverage terminology 1.3 Promote alcoholic beverages in accordance with any special promotions being offered by the establishment 1.4 Assist customers and guests in Samoan or English to select wine or other beverages to accompany their food orders as requested 1.5 Take orders from customers and guests and verify that the orders are accurate
Task/Learning Outcome 2	<i>Serve alcoholic drinks to customers and guests</i>

Performance Standards	2.1	Check that the beverages have been properly stored at the right temperature and can be presented in an appropriate manner prior to serving and check with supervisor if required
	2.2	Select appropriate glassware and equipment for the beverages to be served and ensure that equipment and glassware is safe and ready for use
	2.3	Check that glassware is clean and presentable
	2.4	Load, carry and unload trays (where required), avoiding spilling beverages
	2.5	Present beverages to customers and guests, verifying that orders are correct
	2.6	Uncork and pour wine and serve beverages while avoiding spillage
	2.7	Respond to customer and guest complaints about wine or other beverages and check with supervisor where required
	2.8	Replenish wine and other beverages as required
	2.9	Remove glassware from tables as required

Suggested Workshop Programmes

The workshop programmes suggested below might be of assistance to qualification developers when planning functional analysis workshops.

1. Suggested Workshop Programme to identify Functions

Session	Activity	Outcomes	Time
1	Welcome and introduction Explain purpose of workshop	Agreement on workshop purposes	20 mins
2	<ul style="list-style-type: none"> ▪ Ask participants to identify all the occupations/jobs that make up the industry (or activities if it is an area of community activity) ▪ Identify the occupations/activity areas relevant for the proposed national qualification 	First draft of occupation scope	60 mins
3	Refine list with group to reach agreement	Consensus on occupation scope	30 mins
4	Brainstorm functions for chosen occupation/s	First draft of functions	60 mins
5	Refine list with group to reach agreement	Consensus on functions	30 mins

Please note: the times are advisory only and should be adjusted according to:

- The time available
- The complexity of the occupations
- The degree of prior experience in functional analysis
- The quality of the first draft of information received

2. Suggested Workshop Programme to identify Learning Outcomes and Performance Standards

(This workshop may need to be conducted over 2 or 3 separate sessions depending upon the time available to meet with the technical experts. Alternatively, after session 4 the remaining session could be in the form of concurrent workshops for each group of tasks if there are enough facilitators available).

Session	Activity	Outcomes	Time
1	Welcome and introduction Explain purpose of workshop	Agreement on workshop purposes	20 mins
2	<ul style="list-style-type: none"> ▪ Examine list of functions ▪ Brainstorm amendments ▪ Prepare amended functions 	Agreed functions for further work	60 mins
3	<ul style="list-style-type: none"> ▪ Small groups to identify tasks for each function ▪ This can be done by giving each group one or more functions and having them pass their findings on to the next groups for additions. 	List of tasks	2 – 3 Hours
4	<ul style="list-style-type: none"> ▪ Whole group to reach consensus on tasks for each function. ▪ This can be done through a range of brainstorming techniques to reach consensus ▪ The facilitator should aim for 4 – 8 tasks for each function 	List of outcomes for each unit	2 Hours
5	<ul style="list-style-type: none"> ▪ Develop performance standards for each task by repeating processes described in 3 and 4 above. 	Performance standards	3 – 4 Hours

PART F: SUPPORTING NOTES FOR WRITING THE UNITS OF COMPETENCY FOR A NATIONAL QUALIFICATION

1. Some Guidelines

- a. The unit title should always begin with a verb. It should describe a discrete function that is achievable and measurable. The verb should be indicative of the level. For example, you would not use the verb “analyse” in a level one national qualification that describes work under constant supervision and following established procedures and processes.
- b. Likewise, the learning outcome should also start with a verb.
- c. Each performance standard should relate only to its learning outcome and not ask for a higher or lower level of performance than is in the learning outcome. The performance standards should be sequential so that all the performance standards together provide proof of performing the learning outcome.
- d. Wherever possible avoid the use of double verbs – use the more inclusive of two verbs if possible (for example, “identify and select” can just be “select” because identification is necessary to make a selection)
- e. Wherever possible the unit should be capable of being assessed as a whole (“holistic assessment”). This means that it is not always necessary to develop assessment tools separately for each learning outcome, but assessment tools can be developed for the whole unit, ensuring that each learning outcome is assessed.
- f. Resource information should be a summary only. It is not necessary to provide details of the numbers of each resource required.

2. Other Technical Points

Clear Language

The national qualification units of competency must be able to be read and understood by those who use them – for example trainers, assessors, employers, employees and supervisors. This relates not only to their content, but also to their language and structure. Units of competency must also be interpreted in the same way by different users in different situations.

The precision of expression in national qualification units of competency is critical to their successful implementation in training and assessment.

Performance standards could be open to interpretation if they end with words like;

“..... conducted appropriately”

It is better to be more precise, and relate wording to industry practice, as in the following

“..... conducted in accordance with manufacturer’s manual, standard operating procedures, relevant OHS regulations or workplace procedures”.

Future Orientation

A key aspect of the content of the units of competency is that they should provide the basis for skills formation now, and into the future. Industry skill requirements change over time and sometimes those changes can be quite rapid, for example when technology and workplace practices change.

Units of competency should capture the ability to apply skills in new situations and changing circumstances, rather than only reflecting the current situation. One way of identifying the current and likely future workplace changes and the impact these may have on skills requirements is by benchmarking the competencies within Samoa or internationally.

An outcome tightly linked to current technology, such as;

“..... Install exploding balloons”

it may be better expressed more generically to provide for future trends and changes in the area of pyrotechnics, for example;

“.....Install pyrotechnic devices”

(Then, pyrotechnic devices that could be installed could be specified in the underpinning skills and knowledge.)

Knowledge

In recognition of the importance of knowledge in skills application and skills transfer, units must detail the underpinning knowledge required for the competent performance.

The application of knowledge will often need to be assessed in order to ensure that the person understands the “WHY” as well as “HOW”. Clear articulation of the required underpinning knowledge will support training and assessment of the national qualification unit.

However, while knowledge must be expressed, units of competency, their outcomes or performance standards should not be entirely knowledge based unless a clear and assessable workplace outcome is described. Knowledge in units of competency:

- Should be in context
- Should only be included if it refers to knowledge actually applied at work
- Could be referred to in the performance standards and the underpinning skills and knowledge

Attitude (Industry Values and Attitude)

The values and attitudes of an industry or enterprise influence the achievement and exercise of competency. They are not necessarily appropriate, or capable of being reflected in the performance outcomes at an industry or cross-industry level.

In some industries, competency may be influenced by personal values, for example in approaches to communication. Values and attitude can be included in units as long as they remain focused on the outcomes required. The following examples show how the application of values and attitudes in the workplace can be covered in competency while retaining an outcomes focus.

Performance standards in the unit of competency – Work with colleagues and customers include:

- Communicate in an open, friendly, courteous, polite manner
- Use appropriate tone
- Consider body language
- Use active listening
- Demonstrate high standards of personal presentation
- Accommodate cultural differences in the team.

Performance standards in the unit of competency – Work in a social diverse environment include:

- Treat people from all cultural groups with respect and sensitivity
- Make efforts to communicate with people who speak other languages
- Resolve misunderstandings (involving cultural differences).

These requirements focus on the application of sensitivity and inclusive approaches at work, and how, along with other skills, these contribute to quality outcome. Individuals may apply a varied range of personal values and attitudes that can lead to these outcomes.

Language Literacy and Numeracy Skills

Often, successful performance of a national qualifications unit of competency will depend on specific language, literacy or numeracy skills. The required language, literacy or numeracy skills need to be explicitly stated in the unit to ensure that assessment is fair and valid and to provide sufficient information to support training. Language, literacy or numeracy skills

- Should be placed in context
- Should only include those skills actually required for successful performance of work tasks
- Could be included within outcomes, performance standards, or in the underpinning skills and knowledge, depending on how the skills relate to workplace task.

Regulations (Environmental Matters, Licensing and Regulation)

Many enterprises and industries address environmental matters as a part of good business practice. In doing this, they may gain financial benefit and a market edge.

For example, rural industries may have a market edge because of a clean environment and to support this, farmers use fertilizers and pesticides carefully. Many manufacturing businesses heavily invest in strategies to reduce pollution.

Increasingly, there is public expectation that industries will be good corporate citizens and display a responsible approach to environmental issues.

Various forces drive Government and industries to deal with environmental matters, including recognition of the value in non-regulatory solutions, legislative imperatives, public concern, research and international treaties. These include the following:

- Industries and governments recognize the need to address environmental matters on a non-regulatory basis where practicable, including by the development and circulation of voluntary or mandatory codes of practice, and the promotion of good practice.
- In response to the environmental awareness of their customers some industries have developed environmentally friendly products and services.
- For some industries, there is a legislative requirement to limit harm, for example to maintain land and land forms, water, wildlife, ecosystems, cultural resources and heritage
- Some industry activities are controlled and may be subjected to legislation. This requirement may apply to a single enterprise, or to all enterprises in an industry or geographic area.
- In other industries, there are legislative requirements to control activities, waste, pollution and nuisance within levels that are designated to limit damage to the environment.
- At levels issues around waste and pollution have been identified as impacting on the health of the population and the environment and all industries are required to meet local waste management legislation.

National qualification units of competency can play an important role in building the skills and knowledge required to meet environmental legislation and expectations.

There is an onus on developers to address environmental matters within national qualification units.

3. Suggested Verbs for Writing Units of Competency

If the group is struggling for appropriate verbs, the following list may help, adapted from Norton, R.E., *DACUM Handbook*, Ohio State University, Columbus, 1997

Application functions and tasks	Creative functions and tasks	Management functions and tasks	Information collection functions and tasks	Evaluation functions and tasks	Problem solving functions and tasks
address; apply; assign; care for; carry out; deposit; dispatch; distribute; effect; employ; implement; issue; obtain; process; specify	budget; change; conceive; conceptualise; create; design; develop; devise; forecast; formulate; initiate; modify; originate; revise; simulate	administer; approve; arrange; assign; conduct; contract; control; coordinate; direct; manage; negotiate; officiate; organise; oversee; regulate; review; schedule; supervise	collect; detect; convey; count; file; gather; inventory; locate; obtain; order; procure; requisition; secure; select; sort	adapt; appraise; assess; audit; check; evaluate; identify; inspect; interview; investigate; judge; measure; monitor; rate; test	analyse; calculate; decide; determine; diagnose; estimate; examine; plan; research; solve; study

Communication functions and tasks	Maintenance functions and tasks	Production functions and tasks	Relationship functions and tasks	Verification functions and tasks	Writing functions and tasks
advise; confer; consult; contract; convey; disseminate; inform; interpret; motivate; notify; post; present; read; recommend; survey; transcribe;	adjust; align; assemble; clean; install; maintain; manipulate; modify; lubricate; paint; preserve; regulate; remove; repair; replace; rewire; rotate; service; set up; store; straighten	build; complete; compute; construct; demonstrate; duplicate; execute; exhibit; fabricate; fasten; grind; layout; load; make; perform; practice; rebuild; solder; weld	assist; cooperate; counsel; follow; help; instruct; lead; participate; orient; teach; train	Establish; facilitate; justify; prove; record; support; verify; weigh	author; compile; compose; correct; draft; draw; edit; illustrate; outline; prepare; record; revise; write

To develop high quality competency statements, developers should take into account the four dimensions of competencies.

4. Dimensions of Competency

The development of the national qualifications units of competency should include four dimensions of competency. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills and
4. Job role/work environment skills

All four dimensions of competency may not be covered in one unit. However, most work activities that cover a cluster of units will usually include all the dimensions of competency.

Task Skills

Task skills refer to the routine work that is undertaken. Task skills involve the capacity to perform required workplace tasks.

The following performance standards deal with tasks:

- Clean and replace bedding of boxes or kennels in accordance with stable/kennel routine.
- Carry out pre-start, start-up and shut down procedures in accordance with manufacturer's instructions and work site procedures.

Task Management Skills

Task management skills involve the requirement to manage a number of different tasks, capturing the skills people use as they plan and integrate a number of potentially different tasks to achieve a complete work outcome. It is about setting priorities (planning)

The following outcomes deal with task management:

- Plan and use dismantling procedures
- Plan and prepare for operation
- Identify sources of contamination, cross-contamination and spoilage

Contingency Management Skills

The contingency management skills cover the requirement to respond to irregularities and break downs in routine, encompassing the skills used in day-to-day employment and allowing for dealing with irregularity, imperfections and the unknown. Contingency management skills are about problem solving.

The following performance standards deal with contingency management

- Access, analyse and use relevant safety systems information to assist in or confirm hazard identification.
- Use results of evaluation to guide further training, where required.
- Agree, modify and incorporate final design concept.

Job Role/work Environment Skills

Job/ role environment skills are those skills used in dealing with responsibilities and expectations of the work environment and in working with others. This can include interacting with people from within and outside the enterprise as colleagues, customers, clients and the public. The capacity to work with others and to adapt to different situations and the varied demands of employment across enterprises is central to successful performance. It is really about workplace procedures or regulatory environment.

The following performance standards deal with job/role environment:

- Give notification of shift availability, or non-attendance for shift without undue delay and according to store policies and procedures.
- Monitor and conduct rehearsal in accordance with director's requirement, rehearsal schedule, organizational policies and procedures.

APPENDICES

APPENDIX 1: TEMPLATE FOR RESEARCH/CONSULTATION REPORT to ESTABLISH NEED FOR NEW NATIONAL QUALIFICATION

A.	<i>Characteristics of the proposed qualification</i>	<i>It is recommended that the developer identifies initial ideas on the following characteristics of the proposed National Qualification.</i>
1.	A purpose statement	This explains what the qualification will prepare students for and should be related to identified needs and national priorities.
2.	A title	This states what the proposed National Qualification will be called and should be directly related to the study/skills area for the qualification.
3.	An outcome statement	This outlines what the student/candidate should be able to achieve/do in order to be awarded the proposed National Qualification.
4.	Level on the SQF	The developer should have initial thoughts on the SQF level of the proposed National Qualification. The SQF level descriptors are included as an appendix.
5.	Industry and community support	A statement summarizing industry and community support for the proposed National Qualification
6.	Credit value	This is an estimate only
7.	Components of the qualification	Initial thoughts on the units <u>of competency (or sets of learning outcomes)</u> that will make up the qualification.
8.	Entry requirements	States any entry requirements for the proposed National Qualification e.g. age, years of study, another qualification, prior experience etc.
B.	<i>Importance of the proposed National Qualification</i>	<i>An explanation of the contribution of the proposed National Qualification to the national development of Samoa.</i>
1.	Groups/individuals consulted	There should be evidence from consultations with stakeholders that the proposed development is in line with government priority needs, and/or industry/sector skills needs. Stakeholders include professional associations, government ministries/agencies, church and community groups, relevant PSET providers and possible employers of graduates. This section should include a list of groups/individuals consulted.
2.	Documents consulted	There should be evidence from consulted documents to support the need for a new national qualification.
C.	<i>Sector-wide support for the development</i>	<i>The development of the proposed National Qualification should be supported by individuals and groups across the sector.</i>
	Groups/individuals consulted	The developer should be able to show that all relevant groups and stakeholders have been consulted regarding the proposed National Qualification to gain their support for its development. Stakeholders include professional associations, government ministries/agencies, church and community groups and potential providers.
D.	<i>Coordination with existing qualifications</i>	<i>Confirmation that there no existing national or provider qualifications in the same area at the same level.</i>
	Similar development elsewhere	The developer should also confirm that there are no similar developments in the same area at the same level.
E.	<i>Potential qualification pathways</i>	<i>A map showing the relationship between the proposed national qualification and existing qualifications</i>
F.	<i>Interested providers</i>	<i>The developer should find out whether providers are interested in offering the proposed national qualification.</i>

APPENDIX 2: SAMOA QUALIFICATION FRAMEWORK LEVEL DESCRIPTORS

Qualification	Level	Distinguishing Features of Learning Outcomes and Competencies			
		Knowledge and Understanding	Specific Competencies that:	General Skills	Responsibilities
C E R T I F I C A T E	I	<ul style="list-style-type: none"> - Knowledge of basic facts and ideas in a subject/ discipline 	<ul style="list-style-type: none"> - Enable the performance of routine tasks given clear direction 	<ul style="list-style-type: none"> - Use very simple communication and numeracy skills with assistance 	<ul style="list-style-type: none"> - Work in directed activity under close supervision - No responsibility for the work and learning of others
	II	<ul style="list-style-type: none"> - Basic knowledge in a subject/ discipline - Knowledge of solutions to familiar problems 	<ul style="list-style-type: none"> - Enable the performance of a range of tasks where choice between a limited range of options is required 	<ul style="list-style-type: none"> - Use simple communication and numeracy skills - Use a problem solving approach, with guidance, to deal with a situation or issue 	<ul style="list-style-type: none"> - Work in directed activity under general supervision - With limited responsibility for quantity and quality - No responsibility for guiding others
	III	<ul style="list-style-type: none"> - General knowledge in a subject/ discipline - Knowledge of basic processes, materials and terminology 	<ul style="list-style-type: none"> - Enable the performance of a range of tasks where some discretion and judgement is required 	<ul style="list-style-type: none"> - Use a range of straightforward communication, IT and numeracy skills - Use a problem solving approach to deal with a situation or issue 	<ul style="list-style-type: none"> - Work in directed activity with some autonomy under general supervision - With significant responsibility for quantity and quality of output - With possible responsibility for the output of others
	IV	<ul style="list-style-type: none"> - Good knowledge and understanding of a subject/ discipline - Knowledge and understanding of processes, materials and terminology 	<ul style="list-style-type: none"> - Enable the performance of a wide range of technical or scholarly tasks where considerable choice between options is required 	<ul style="list-style-type: none"> - Use a range of communication, IT and numeracy skills - Obtain, organise and use factual and theoretical information in problem solving 	<ul style="list-style-type: none"> - Work in self-directed activity under broad guidance - With complete responsibility for quantity and quality of output - With some responsibility for quantity and quality of the output of others
D i p l o m a	V	<ul style="list-style-type: none"> - Broad knowledge and understanding of a subject/ discipline with depth in at least one study/work area 	<ul style="list-style-type: none"> - Require a wide range of specialised technical or scholastic skills - Involve a choice of standard and non-standard procedures - Are employed in a variety of routine and non-routine contexts 	<ul style="list-style-type: none"> - Use a range of routine skills and some specialised skills associated with a subject/ discipline - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues - Analyse and interpret a wide range of data 	<ul style="list-style-type: none"> - Work in self-directed and sometimes directive activity - Within broad general guidelines or functions - With full responsibility for the nature, quantity and quality of outcomes - With possible responsibility for the achievement of group outcomes

	VI	<ul style="list-style-type: none"> - Specialised knowledge and understanding of subject/ discipline with depth in more than one study/work area - Outline knowledge and understanding of research and scholarly/ academic processes 	<ul style="list-style-type: none"> - Require wide-ranging highly specialised technical or scholastic skills - Involve a wide choice of standard and non-standard procedures, often in non-standard combinations - Are employed in highly variable routine and non-routine contexts 	<ul style="list-style-type: none"> - Use a range of routine, advanced and specialised skills in support of established practices in a subject/discipline - Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues - Identify and analyse routine professional problems and issues 	<ul style="list-style-type: none"> - Manage processes - Within broad parameters for defined activities - With complete accountability for determining and achieving personal and/or group outcomes
Qualification	Level	Distinguishing Features of Learning Outcomes and Competencies			
Bachelors, Graduate Diplomas, Graduate Certificates	VII	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - Require a command of highly specialised technical or scholastic and basic research skills across a major discipline - Involve the full range of procedures in a major discipline - Are applied in complex, variable and specialised contexts 	<p>Requiring:</p> <ul style="list-style-type: none"> - Knowledge of a major discipline with areas of specialisation in depth - The analysis, transformation and evaluation of abstract data and concepts - The creation of appropriate responses to resolve given or contextual abstract problems 	<p>Applied:</p> <ul style="list-style-type: none"> - In planning, resourcing and managing processes - Within broad parameters and functions - With complete accountability for determining, achieving and evaluating personal and/or group outcomes 	
Postgraduate Diplomas and Certificates, B(Hons)	VIII	<p>Involves skills and knowledge that enable a learner to:</p> <ul style="list-style-type: none"> - Provide a systematic and coherent account of the key principles of a subject area; and - Undertake self-directed study, research and scholarship in a subject area, demonstrating intellectual independence, analytic rigor and sound communication 			
Masters	IX	<p>Involves knowledge and skills that enable a learner to:</p> <ul style="list-style-type: none"> - Demonstrate mastery of a subject area; and - Plan and carry out – to internationally recognised standards – an original scholarship or research project. - Demonstrated by the completion of a substantial research paper, dissertation or in some cases a series of papers. 			
Doctorates	X	<p>Involves knowledge and skill that enable a learner to:</p> <ul style="list-style-type: none"> - Provide an original contribution to knowledge through research or scholarship, as judged by independent experts, applying international standards. 			

APPENDIX 3: HOW TO DETERMINE THE SQF LEVEL OF A QUALIFICATION

You must have the following information:

- A list of all qualification components including
 - Learning outcomes for each component
 - Expected notional hours to deliver the component
 - Credit value for each component (notional hours/10)
 - The SQF level descriptors
 - SQF policies booklet: Refer to Schedule 2: Qualifications Definitions (p.15)⁹.

Step 1.

Determine the SQF level of each component by analysing the learning outcomes of the component, and comparing with the SQF level descriptors. Write this on a summary sheet.

Step 2.

Determine the credit value for each component – this should reflect an estimate of how long it would take an average learner to achieve the learning outcomes/competencies of the component. (Credit values = Notional learning hours/10) – see Appendix 4. Write this on a summary sheet.

On your summary sheet, you should now have the level of each component and its credit value similar to the table below.

Certificate in Secretarial Services

	<i>Level</i>	<i>Credits</i>
Component 1	I	10
Component 2	II	10
Component 3	II	10
Component 4	II	10
Component 5	II	20

⁹ These and other SQA Policy and Guidelines documents are available on the SQA website <http://www.sqa.gov.ws> or upon request.

Refer to the SQF policies booklet Schedule 2: Qualifications Definitions (p.15). This section tells you the minimum credit values for a Certificate, Diploma and so forth.

e.g. A certificate must have a minimum of 40 credits

From your table in Steps 1 & 2 above, there are 50 credits at level II and 10 at level I. The Certificate will therefore be registered at Level II.

Step 3.

If the qualification level is not immediately clear from your table in Steps 1 & 2, then you might need to have a table like the one below:

	<i>Certificate in Beekeeping</i>	<i>Certificate in Livestock</i>
Credits at level IV	10	10
Credits at level III	30	10
Credits at level II	10	20
Credits at level I	0	10

Starting with the highest level credits, count back until a total of 40 credits is reached. The level at which the total of 40 credits is reached determines the level of the certificate.

In the table above, starting with the highest level credits and counting back until you reach a total of 40 credits will show that:

- a) The Certificate in Beekeeping will be registered at Level III of the SQF
- b) The Certificate in Livestock will be registered at level II of the SQF.

APPENDIX 4: A GUIDE TO DETERMINING CREDIT VALUES

1. Every national qualification registered on the Samoa Qualifications Framework is assigned a credit value for both the whole national qualification and its component parts.
2. In assigning credit values, a national qualifications developer estimates how long it would take an average learner to achieve the stated outcomes and/or competencies in the learning context, and at the level, specified.
3. The amount of learning that is typically required in gaining a national qualification is estimated in terms of "total notional learning hours", where one credit is the equivalent of ten notional learning hours. Notional learning hours include time for direct teaching, time in laboratories or workshops, time spent studying and doing assignments, time spent on supervised practical work placements and time spent on assessment.
4. One year of full time learning is normally assigned a credit value of 120 (1,200 notional learning hours). For example: one semester of full time learning is normally assigned a credit value of 60; and three years of full time learning (such as a Bachelor degree programme) is normally assigned a credit value of 360.
5. When assigning credit values to learning outcomes and/or competencies that are primarily designed to recognise existing skills and knowledge learnt in the workplace or in a non-formal context, it will sometimes be necessary to estimate credit values without reference to time inputs.
6. The sum of the credit values for all the components that make up the national qualification must be equal to or greater than the total credit value of the national qualification.
7. Credit values are expressed as whole numbers.

Credit Requirements

A certificate must have a minimum of 40 credits, with the top 40 credits defining the level at which it is registered, unless, in the view of the approval body, particular circumstances warrant the recognition of smaller national qualifications.

Examples

	Cert A	Cert B	Cert C	Cert D
Credits at Level IV	0	0	10	40
Credits at Level III	0	10	50	20
Credits at Level II	20	30	40	0
Credits at Level I	20	20	20	0
Total Credits	40	60	120	60
Level of Certificate	I	II	III	IV

A diploma must:

- be registered at level V or above – with the top 72 credits defining the level at which it can be registered; and
- have at least 120 of all credit contributing to the qualification at level IV or above.

Examples

	Dip A	Dip B	Dip C
Credits at Level VI	0	75	120
Credits at Level V	80	105	120
Credits at Level IV	40	20	0
Total Credits	120	200	240
Level of Diploma	V	VI	VI

A Bachelor degree requires a minimum of 360 credits from levels IV to VII. Some Bachelors degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight semester (four year) degree would normally be equivalent to 480 credits.

Of the credits required for a Bachelors degree, a minimum of 72 credits should be at level VII. A maximum of 20 credits should be at level IV (such that the integrity of the national qualification at the higher levels is maintained).

Examples

	Bachelors A	Bachelors B	Bachelors C
Credits at Level VII	75	120	140
Credits at Level VI	120	120	160
Credits at Level V	145	120	180
Credits at Level IV	20	0	0
Total Credits	360	360	480

APPENDIX 5: TEMPLATE for UNIT of COMPETENCY

Unit Title and Code	<i>The unit title describes a discrete function that can be achieved and measured. The unit title is derived from the Functional Analysis. The coding for units is determined by SQA.</i>
Unit Purpose	<i>A statement that expresses the skill and knowledge that a learner should be able to demonstrate upon achievement of the Unit of Competency.</i>
Unit credit value	<i>Each unit of competency has a credit value, based on the nominal hours expected for a person to become competent to demonstrate the outcome described by the unit.</i>
SQF Level	<i>The developer should indicate the equivalent SQF level of each Unit of Competency.</i>
Pre-requisites and co-requisites	<i>Pre-requisite units of competency are those that must be achieved before attempting this unit of competency. Co-requisite units are those that must be attempted at the same time as this unit of competency.</i>
Learning Outcome 1	<i>These are the building blocks of the unit. They describe the tasks that must be completed in order to perform the function described in the unit title.</i>
Performance Standards	<i>These describe the performance expectation that is expected of a person applying the outcomes that achieve the unit function. The performance standards describe how a person could judge whether or not the outcome has been achieved.</i>
Learning Outcome 2	<i>These are the building blocks of the unit of competency. They describe the tasks that must be completed in order to perform the function described in the unit title.</i>
Performance Standards	<i>These describe the performance that is expected of a person applying the outcomes that achieve the unit function. The performance standards describe how a person could judge whether or not the outcome has been achieved.</i>
Learning Outcome 3	<i>These are the building blocks of the unit of competency. They describe the tasks that must be completed in order to perform the function described in the unit title.</i>
Performance standards	<i>These describe the performance expectation that is expected of a person applying the outcomes that achieve the unit function. The performance standards describe how a person could judge whether or not the outcome has been achieved.</i>
Underpinning skill and knowledge	<i>This describes the knowledge and skill that a person applies to the performance standards Where a person does not possess this knowledge and skill a PSET provider will need to train them. It describes skills and knowledge that are integrated with the technical performance described in the unit. As such it is not assessed separately, but is integrated with other assessment.</i>
Suggested assessment methods	<i>Describes a range of methods for collecting evidence that a person is competent. One of more of the methods should be chosen by assessors</i>
Resource requirements	<i>Provides an outline of the resources required to train and/or assess someone in this unit.</i>
Requirements to complete this unit	<i>The number of outcomes and combinations of outcomes required to demonstrate competence. Would also include any licenses required.</i>

APPENDIX 6: VALIDATION SURVEY

National Qualification Title: _____

Please list the units of competency (industry standards) you have examined

.....
.....
.....
.....
.....
.....
.....
.....
.....

Name of Validator:	_____
Position:	_____
Organisation:	_____
Date:	_____

1. Unit of Competency Title

1.1 Is the unit title appropriately worded to reflect the function of the occupation?

Yes No

1.2 Could you suggest an alternative unit title that better summarises the outcome of the function?

Yes No

1.3 Will this unit be applicable across a range of work contexts?

Yes No

2. Learning Outcomes

2.1 Do the learning outcomes focus on the main tasks within this function?

Yes No

2.2 Are the learning outcomes assessable and demonstrable?

Yes No

2.3 Are any learning outcomes not relevant for this unit?

Yes No

2.4 Are there any learning outcomes you think should be included but are missing? Yes No

3.1 Are the performance standards clear?

Yes No

3.2 Is there any repetition in the performance standards?

Yes No

3.3 Are the performance standards applicable to all contexts?

Yes No

3.4 Are the performance standards clearly linked to the learning outcome?

Yes No

3.5 Are the performance standards assessable and measurable?

Yes No

4. Underpinning Skills and Knowledge

4.1 Does this section identify the underpinning essential skills and knowledge for this Unit of Competency?

Yes No

4.2 Does this section repeat information that is already contained in the performance standards?

Please specify below.

Yes No

5. Other comments

Please comment on other aspects of the draft National Qualification units of competency (industry standards) for further improvement.

APPENDIX 8: SAMPLE LETTER OF ENDORSEMENT

Afioga Fepuleai Sinapi Moli
Chief Executive Officer
Samoa Qualifications Authority
MALIFA

[Insert date]

Dear Fepuleai

Re: Draft National Qualification descriptor for *[Title of National Qualification]*

[Insert name of organisation] has reviewed the draft National Qualification descriptor for *[insert title of national qualification]*.

The National Qualification descriptor accurately reflects the skills and knowledge and performance standards required in our sector at the specified level. The suggested National Qualification level is appropriate to the skills and knowledge described.

Based upon our review of the proposed National Qualification, *[insert name of organisation]* endorses the application to register the *[insert name of national qualification]* on the Samoa Qualifications Framework.

Yours sincerely

[Insert name and position]

APPENDIX 9: PROCESS CHECKLIST

Process Checklist for Developer/s of a National Qualification

- Have you researched the need for a new National Qualification? (You should have evidence of this)
- Have you informed SQA (in writing) of your intent to develop a new National Qualification?
- Have you taken into account SQA's feedback before proceeding?
- Have you established an advisory group representative of the sector to assist and advise on qualification development? (You should have evidence of this)
- Have you identified the scope of the proposed National Qualification?
- Have you conducted functional analysis to identify required competencies for award of the National Qualification?
- Have you written up the draft descriptor of the National Qualification according to Guidelines in Part B, Step 2 – 2.4?
- Have you conducted international benchmarking of the proposed National Qualification? (You should have evidence of this)
- Have you outlined qualification pathways?
- Have you conducted stakeholder validation of the draft National Qualification descriptor? (You should have evidence of this)
- Have you addressed the feedback from the validation process? (You should have evidence of this)
- Have you obtained sector/industry endorsement (in writing) of the proposed National Qualification?
- Have you checked and compiled all the information for the application to register the proposed National Qualification on the Samoa Qualifications Framework?

APPENDIX 10: CRITERIA FOR USE OF THE TERM 'NATIONAL' IN THE QUALIFICATION TITLE

CRITERIA	Evidence/Evaluation Guide	✓
A. The qualification meets criteria for qualification registration on the Samoa Qualifications Framework		
B. Development of the qualification has involved and has widespread endorsement by the appropriate national industry, profession or community related to the qualification title and outcome of the qualification.		
	Letters of endorsement from relevant national industry, profession or community groups	
	Minutes of advisory group meetings shows extent of stakeholder involvement in development and validation	
	Summary of development and validation process shows adherence to SQA Guidelines for Development of National Qualifications	
	Validation report shows stakeholder feedback has been sought on the finished document and appropriately addressed	
C. The qualification has components for which there is automatically portable (transferable) credit		
	Components include all required information (please refer to SQF policies)	
	Candidates can be awarded credit for achieved components	
D. The qualification recognises broad transferable and generic skills as well as specialized industry and professional skills and knowledge		
	The qualification recognises generic skills that can be applied across all occupations in the sector	
	The qualification recognises specialized industry skills and knowledge	
E. The qualification has a flexible structure and provides learners with attainable milestones, career options and qualification pathways.		
	The qualification includes electives which allow depth and breadth of knowledge and skills (where appropriate)	
	There are meaningful milestones that recognise learner achievement e.g. achievement of each course/unit	
	The qualification identifies career options for students upon award of the qualification	
	The qualification outlines pathways for achievement as well as pathways to other qualifications	

APPENDIX 11: QUALIFICATION REGISTRATION FORM

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	
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	The total number of credits is shown	

Qualification Characteristics (to be filled in by the Developer/Provider)	Qualification Registration Criteria	Evidence/Evaluation Guide	✓ SQA Use only
	conforms to qualification definitions	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	

GLOSSARY

Accreditation	The process used to evaluate an organisation's capability to deliver an educational or training programme to the required standards.
Articulation	Ensuring that there are links among qualifications so that students can progress easily to further or higher learning.
Assessment	The process of collecting and evaluating evidence to determine whether a student or candidate has achieved and/or demonstrated the required learning outcomes/units of competency.
Assessor	A person who evaluates assessment evidence presented by learners and/or candidates in order to make an assessment decision.
Competency	The specification of knowledge, skill and attitudes and the application of that knowledge, skill and attitude to the standards of performance required in the workplace or community.
Competency Standards	Specifications of knowledge and skills endorsed by the relevant sector/industry as the minimum performance requirement for a particular occupation in a particular sector/industry.
Course	An integrated 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 specified outcomes have been achieved.
Curriculum Statement	A statement that sets out desired learning outcomes, organisation of content, strategies for teaching and learning, assessment methods, tools and criteria, for a programme of learning.
Functional Analysis	A method of identifying the component functions, tasks and performance standards for a particular occupation or range of occupations.
Industry Standard	Learning outcomes (skills, knowledge, competencies) specified by industry and professional bodies as being requirements for work in the sector/industry/profession, and what they expect to be in qualifications/programmes.
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.
National Qualifications	Qualifications developed to meet a specific priority national need or interest, and whose development has involved and has widespread endorsement by the appropriate national industry, professional or community related to the qualification outcomes.
Non-Formal Learning	Organised learning which occurs outside the context of formal educational institutions
Learning Outcomes	The expected achievement that should be demonstrated by the learner as a result of the education/training activity.
Outcomes Based Education	A method of curriculum design and teaching that focuses on what students can do after they are taught, focusing on the following key questions. a) What do you want the students to learn?

	<p>b) Why do you want them to learn it?</p> <p>c) How can you best help students learn it?</p> <p>d) How will you know what they have learnt?</p>
Performance Standards	The assessment criteria for each unit of competency, specified in terms of applied knowledge to demonstrate competent performance.
Portfolio assessment	Assessment that uses a collection of documents or products produced over a period of time from different sources as evidence of the learner's knowledge and skills
Programme of learning	A coherent and structured plan of learning activities designed to transfer the skills and knowledge needed for achievement of learning outcomes and/or competencies.
Provider Qualification	A qualification developed and awarded by a registered PSET provider.
PSET	Post-School Education and Training
Qualification	Formal certification that a person has successfully achieved learning outcomes and/or competencies relevant to identified individual, professional, industry or community needs.
Qualification component	As set of learning outcomes that must be achieved for award of a qualification. It is an identifiable part of a qualification that may or may not encompass the same learning outcomes as the programme component.
Qualification descriptor	Document that describes the characteristics of a qualification including qualification components.
Recognition of Prior Learning (RPL)	Formal acknowledgement of a person's knowledge, skills and capabilities acquired through formal or non-formal education and training, and/or work or life experience.
Recognition of Prior Learning Process	The assessment and recognition of a person's knowledge, skills and capabilities acquired through formal or non-formal education and training, and/or work or life experience.
Registration	The process used to recognise that a qualification has met the criteria for inclusion in the Samoa Qualifications Framework.
Sector Advisory Group	A group of stakeholders representing a particular industry/sector or community.
Samoa Qualifications Framework	The classification structure indicating the levels and types of quality assured qualifications offered in Samoa.
Stakeholder	Groups with major interests in the work carried out by the Samoa Qualifications Authority
Third-party feedback	A method of assessment where evidence of the learner's competency is obtained through reports from employers and/or supervisors and/or peers.
Unit of Competency	The component of a competency-based National qualification; which consists of: a unit title, unit purpose, outcomes, performance standards, underpinning skills and knowledge, resource requirements, assessment and moderation arrangements, and accreditation arrangements.
Validation	The process of reviewing and evaluating the draft descriptor for a National qualification to ensure that it is appropriate to the needs of stakeholders and is technically accurate.