



GUIDELINES FOR PROGRAMME ACCREDITATION

**QA-GPA1
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1. Introduction

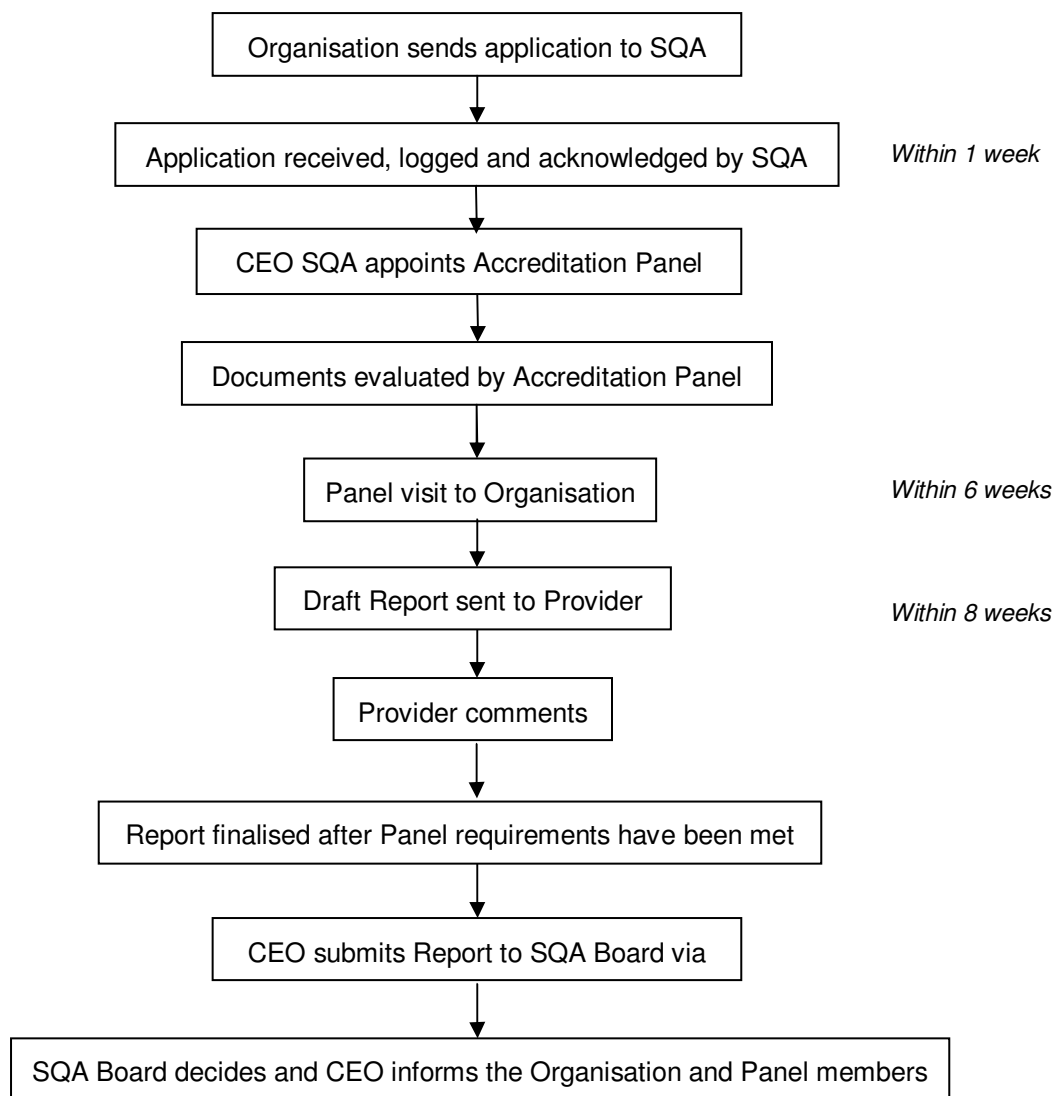
These Samoa Qualifications Authority Guidelines for Post School Education and Training (PSET) Programme Accreditation detail the processes involved both from the perspective of post school education and training providers, and from the perspective of SQA. The Guidelines should be read in conjunction with the current versions of SQA policies:

- The Quality Assurance Policies, and;
- The Samoa Qualifications Framework Policies

The Guidelines apply both to accreditation of existing and new programmes.

2. Overview of Process

The following flowchart summarises the SQA process for programme accreditation:



3. Applications for Programme Accreditation

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

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

Each application for programme accreditation should therefore consist of the appropriate number of copies (at least four¹) of:

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

In situations where the Provider already holds accreditation for the programme from an overseas agency², the Provider is invited to submit a copy of the latest accreditation or quality audit report from that agency, as evidence that it is meeting specified SQA programme accreditation criteria.

4. The SQA Programme Accreditation Process

4.1. Preliminary Evaluation

The application is checked by the Quality Assurance Division for compliance with the documentation requirements set out in Section 3 above. If the application is not complete, additional information is requested from the Provider.

¹ SQA will advise the Provider if more than four copies are required

² For example: South Pacific Association of Theological Schools (SPATS); South Pacific Association of Bible Schools (SPABS); International Maritime Organisation (IMO)

4.2. Panel Composition

- 4.2.1. Panels for sub-degree level accreditation applications are normally made up as follows:
- Industry, community or professional representative, endorsed by a national body where appropriate³;
 - External education and training representative in the same, or similar, field (from another provider);
 - Provider representative (*where appropriate*);
 - SQA Quality Assurance Division staff member.
- 4.2.2. Panels for degree and postgraduate level accreditation applications are normally made up of the above four members plus two university academics, at least one of whom must be from an overseas university. Providers are invited to nominate at least four university academics for selection as members of a degree or postgraduate programme accreditation panel. However, SQA reserves the right to select other academics, if it considers them to be more suitable.
- 4.2.3. Panel nominees must not be connected to the Provider in such a way as to create a potential conflict of interest in the exercise of their task (for example on a Provider Advisory Committee, teaching part-time for the Provider, or involved in the preparation of the application).
- 4.2.4. Collectively, the Panel should have the following characteristics:
- Expertise in the field or discipline which corresponds to the scope of the application;
 - At least 10 years relevant experience in industry, commerce, the community or the professions;
 - Experience, expertise and familiarity with current practice and developments in teaching, learning and assessment (and, for degrees and postgraduate qualifications, research supervision and examination) at the level of the proposed qualification;
 - The ability to make impartial judgments on the comparability of the programme with similar ones offered elsewhere in Samoa and overseas;
 - The ability to evaluate the effectiveness of the Provider's quality management systems in the context of the programme;
 - Familiarity with good practice in quality assurance.
- 4.2.5. The Panel chairperson is either the industry/professional representative or an external education and training representative. SQA's Quality Assurance Division panel member acts as Secretary to the Panel. Additional members may be co-opted onto the Panel as necessary.

³ 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

4.2.6. Panel members are appointed by the CEO of SQA.

4.3. Panel Evaluation

- 4.3.1. SQA notifies the Provider of panel membership and requests a range of potential visit dates. Note that the Provider's Director, CEO or equivalent needs to be available on the visit date as does the Head of Department (HOD), relevant teaching staff, students and other key people.
- 4.3.2. The Programme Accreditation Panel carries out a preliminary evaluation of the Provider's application against the SQA Programme Accreditation Criteria, and, through SQA's Quality Assurance Division, requests additional information where necessary. In the case of degree or postgraduate accreditation applications, the Panel is also informed by degree accreditation criteria used in overseas universities and by overseas degree accrediting bodies such as the New Zealand Qualifications Authority⁴.
- 4.3.3. When the Panel is satisfied that sufficient information has been submitted, the site visit date is agreed.
- 4.3.4. The Provider drafts a visit agenda which includes the following components, and forwards it to SQA:

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

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

- 4.3.5. At the end of the visit the Provider representative should collect application documentation from Panel members, with the exception of the SQA Quality Assurance Division member, who writes the report.
- 4.3.6. SQA retains one copy of the application documentation for its records; any other copies in its possession are either returned to the Provider or disposed of confidentially.

⁴ See www.nzqa.govt.nz/

4.4. The Programme Accreditation Panel Report

- 4.4.1. After the Panel has visited the Provider, each Panel member drafts a section of the report summarising the Panel's findings, including requirements, recommendations and commendations, and an overall recommendation to the SQA Board. The SQA Quality Assurance Division Panel member compiles the report, which will be circulated to the other Panel members for their endorsement.
- 4.4.2. The judgements on which the Panel's requirements, recommendations and commendations are based should be objective, fair, accurate, perceptive, rigorous and useful. The Report should be thorough, supportive, transparent and address all relevant areas without excessive detail⁵.
- 4.4.3. In the conclusion of the draft report, the Panel recommends, for each programme considered, that SQA Board:
 - Accredit the programme and register the associated qualification on the SQF; or
 - Not accredit the programme or register the associated qualification on the SQF, specifying the issues that must be addressed by the Provider before the application will be reconsidered; or
 - Register the qualification on the SQF but not accredit the programme, specifying the issues that must be addressed by the Provider before the application will be reconsidered.
- 4.4.4. Once the draft report has been endorsed by all panel members as an accurate account of proceedings, it is sent to the Provider for comment within two weeks with regard to the report's accuracy and completeness of evidence on which the Panel's recommendations are based.
- 4.4.5. Any issues raised by the Provider are considered by the Panel and, if appropriate, amendments made to the draft report.
- 4.4.6. Once the Provider has accepted the draft report they are required to submit a response to the Panel's requirements and recommendations. This response should include an action plan and timeline for meeting the Panel's requirements.
- 4.4.7. After the Provider has implemented the action plan, the SQA QA Division member adds an appropriate comment to the report and submits it to the SQA Board as the definitive draft.
- 4.4.8. SQA Board considers the Panel's definitive draft report, requests further information from the QA Division if necessary, and then makes a decision on the Panel's overall recommendations with regard to programme accreditation.
- 4.4.9. A letter notifying the Provider of the Board's decision is sent with the SQA Board approved final report.

⁵ See SQA Proforma

4.4.10. If the Board's decision is not to accredit the programme, the Provider can resubmit the application to SQA as soon as the issues in question have been addressed satisfactorily. SQA may or may not reconvene the Panel prior to writing and submitting a supplementary report to the SQA Board.

4.5. Matters of Concern Requiring a Response

- 4.5.1. The programme accreditation panel report often includes one or more matters of concern requiring a response from the Provider. The formal letter sent from SQA to the Provider CEO advising of the accreditation decision will request a response to all or some of the matters of concern within a specified time-frame, usually 30 days.
- 4.5.2. This response from the Provider may take a variety of forms including the supply of additional information, confirmation that certain actions have been taken, or a reasoned rebuttal of a course of action suggested by the SQA Board.
- 4.5.3. Once received, this response is referred to SQA's Quality Assurance Division for information and comment.
- 4.5.4. SQA's CEO then writes to the Provider either requesting additional information or confirming that the requirements have been met.
- 4.5.5. If SQA does not receive a response to the matters of concern within the time period advised in the programme accreditation letter, a further letter is issued to the Provider's CEO requesting an immediate reply.
- 4.5.6. If no reply is forthcoming within 30 days, a notice of non-compliance is sent to the Provider and a copy placed on the Provider's file. Upon the filing of a notice of non-compliance SQA may:
 - Review the status of the programme accreditation; or
 - Take into account the non-compliance in the next programme accreditation or quality audit of the Provider.

4.6. Conditions on Programme Accreditation

- 4.6.1. Every programme accreditation is subject to the condition that the Provider will at all times comply with the relevant Samoa Qualifications Authority policies and criteria that are currently in force.
- 4.6.2. When granting programme accreditation to a Provider, SQA may impose specific conditions.
- 4.6.3. SQA may amend or revoke such conditions at a later date, but only if SQA has first given written notice to the Provider of its intentions, given the Provider a reasonable opportunity to respond to the notice, and considered any submissions made by the Provider in response to the notice.

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

4.7.Changes to Accredited Programmes

- 4.7.1. Providers are likely to identify the need to make modifications and enhancements from time to time to SQA accredited programmes. The following categories of changes require SQA evaluation and approval:
- Change of title or outcome statements of the programme or its associated qualification;
 - Introduction of a new delivery mode (e.g. shift from face-to-face to distance delivery);
 - Changes to the SQF level or credits of the qualification(s) awarded at the end of the programme.
- 4.7.2. Applications for approval of changes to SQA accredited programmes and/or SQF registered qualifications must be in writing and include:
- Internal formal approval for the change;
 - Details of the changes.

4.8.Withdrawal of Programme Accreditation and/or Qualification Deregistration

- 4.8.1. Where SQA considers that there may be grounds for withdrawing a Provider's programme accreditation, and/or deregistering an associated qualification from the SQF, and/or withdrawing its registration, it will give written notice to the governing body of the Provider:
- Setting out the grounds for its decision/action.
 - State a reasonable and defined period (normally at least two weeks) within which to make submissions on the matter.
 - Consider any written submissions and may give a further defined period of time to address the specified issues.
 - Make a decision after that period of time
 - Send a final written notice, specifying the details and the effective date of its decision

5. Programme Accreditation Criteria

5.1. The following are the criteria for programme accreditation:

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

5.2. The evidence that programme accreditation panels will look for in order to evaluate whether or not the Provider is meeting these criteria is detailed in: Appendix B, PSET Programme Accreditation Self Evaluation Form; and Appendix C, Criteria for Registration of Qualifications on the Samoa Qualifications Framework.

- 5.3. Accreditation is required for each site that a programme is offered from and for each mode that it is offered in.
- 5.4. The provider registration criteria, under SQA Quality Standard, must continue to be met (see Appendix B, PSET Programme Accreditation Form):
- i. The provider or its governing body is a legally established or recognised enduring body
 - ii. The provider's name is appropriate and does not mislead learners about the nature of the organisation.
 - iii. The provider has a clear statement of its educational purpose, goals and objectives
 - iv. The provider has adequate and appropriate governance and management to achieve its goals and objectives
 - v. The provider has a coherent quality management system (QMS) of adequate and appropriate policies and procedures that cover all elements of the SQA Quality Standard, as listed below:
 - Programme development and review policies and procedures;
 - Programme delivery policies and procedures;
 - Financial resources policies and procedures;
 - Personnel policies and procedures;
 - Learner information, entry and support policies and procedures;
 - Physical and learning resources policies and procedures;
 - Assessment and moderation policies and procedures;
 - Reporting learner achievement policies and procedures;
 - Research policies and procedures (where appropriate).

6. Consortium Arrangements with other Organisations

- 6.1. The development and delivery of programmes and qualifications often involves collaboration between organisations. This collaboration may include arrangements such as:
- i. Jointly awarded qualifications
 - ii. Jointly delivered courses
 - iii. Franchised delivery
- 6.2. In addition to documentation required for accreditation in respect of a programme or qualification developed or delivered by a single organisation, the organisations must provide a formal memorandum of agreement/cooperation which identifies the division of responsibilities for all relevant aspects of the programme and its management and/or delivery (see 6.6 below).
- 6.3. Some collaborative arrangements will involve partners that are the responsibility of different quality assurance bodies.
- 6.4. Such collaborative arrangements may require some flexibility in quality assurance processes to ensure that key issues are satisfactorily addressed in the arrangements and to avoid excessive duplication of external quality assurance measures.
- 6.5. For programme accreditation the partner organisations concerned must be:
- i. A recognised university or theological college; or

- ii. A secondary school; or
- iii. A Government of Samoa ministry or department; or
- iv. A registered PSET provider.

6.6. *Guidelines for Memorandum of Agreement:*

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

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

6.7. Where an overseas programme is to be offered in Samoa, the Samoa provider will be required to provide evidence of accreditation by an overseas agency and details of the accreditation process undertaken by that agency. If the criteria applied to the proposal are sufficiently similar to those of the SQA and the process applied was adequately rigorous, the SQA may be prepared to accredit the programme or to negotiate an amended accreditation

process. The SQA will consider the potential for legal, professional or cultural requirements and concerns to impact on the acceptability of the programme for Samoa.

- 6.8. If the programme is to be managed in conjunction with a Samoa-based organisation, a memorandum of agreement between the partner organisations, specifying responsibility for the delivery, assessment, moderation, resourcing, and monitoring of the programme, will be required. (See Section 6.6 above)

7. Professional Accreditation

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

8. Compliance Notices

- 8.1. SQA may issue a compliance notice to a Provider requiring the Provider to take, or refrain from taking, a particular action in relation to its programme accreditations.
- 8.2. Every compliance notice must be in writing (a formal letter from SQA) and must:
 - i. give the date on which it is issued; and
 - ii. specify a time on or before which, or a period within which, the Provider must comply with the notice; and
 - iii. state the consequences or possible consequences of non-compliance with the notice.
- 8.3. A Provider that receives a compliance notice must comply with it within the time or during the period specified, which will normally be between a minimum of ten and a maximum of twenty working days from the date of issue of the notice in the notice.
- 8.4. SQA may publish any compliance notice, or a summary of a compliance notice, in a manner designed to inform the public of the compliance notice.
- 8.5. SQA may extend the period of time for a provider to rectify compliance.
- 8.6. If the Provider does not comply with the compliance notice, SQA may immediately impose new, or amend or revoke any existing condition(s) on any individual programme accreditation.

9. Appeals by PSET Providers against SQA Decisions

- 9.1. A Provider who has cause to believe that they were denied a fair registration, programme accreditation or audit decision by the SQA Board may submit a request for a review of the decision, in writing to the Board, within 14 days of receipt of that decision.
- 9.2. To consider the review, the Board shall appoint an ad-hoc SQA Review Sub-Committee, which shall consist of three or four members:
- 9.3. The Chair shall be an independent person who is familiar with SQA quality assurance processes, has high standing in industry or the community, and is not employed by the Provider.
- 9.4. The second and third members shall be nominated by the SQA Board and shall be persons who are familiar with SQA quality assurance processes, have a high standing in the PSET Sub-Sector, and are not employed by the Provider.
- 9.5. The fourth member (if needed) shall be a subject/discipline expert who has relevant experience in the discipline area (in the case of a review involving a specialist subject area), and is not employed by the Provider.
- 9.6. The Review Sub-committee shall consult with the Provider, the Panel Chairperson or Audit Team Leader, the Chief Executive Officer of SQA and any other relevant person, such as a legal advisor, it wishes to consult with.
- 9.7. The decision of the Review Sub-Committee shall be presented as a recommendation to the SQA Board, within one month of the request for the review being received by the Chief Executive Officer of SQA.
- 9.8. The cost of a successful review shall be covered by SQA. The cost of an unsuccessful review shall be charged to the Provider.
- 9.9. A Provider whose review outcome was unsuccessful has the right to appeal to the Minister of Education, Sports and Culture⁶.

⁶ See SQA Amendment Bill, 2008

10. Special Issues

10.1. Credit Recognition and Transfer

10.1.1.SQA supports the following principles:

- i. Qualification, course, and programme development and design should promote and facilitate credit recognition and transfer.
- ii. The key focus of credit transfer decisions should be on the benefit for learners and supporting effective learning pathways.
- iii. Transparency in decision-making for credit recognition and transfer across the education system is a critical factor in supporting and encouraging the life-long involvement of learners in education and training.
- iv. Credit transfer and recognition should be portable across different cultures and national borders and robust policies and procedures need to be in place to support this.
- v. Credit awarded as a result of either recognition of prior learning or recognition of current competency is of equal standing to credit awarded through other forms of assessment.

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

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

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

10.2. Definition of Research

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

Research is often characterised by the identification of fruitful new topics for investigation and unexpected uses for its findings.

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

- a. *Basic or fundamental research*: experimental or theoretical work undertaken primarily to acquire new knowledge without any particular application or use in view.
- b. *Strategic research*: work which is intended to generate new knowledge in an area which has not yet advanced sufficiently to enable specific applications to be identified.
- c. *Applied research*: work which develops or tests existing knowledge and is primarily directed towards either specific practical objectives or towards the evaluation of policies or practices. Work which involves the routine application of established techniques on routine problems is unlikely to constitute research.
- d. *Scholarship*: work which is intended to expand the boundaries of knowledge and understanding within and across disciplines by the analysis, synthesis and interpretation of ideas and information, making use of a rigorous methodology.
- e. *Creative work*: the invention and generation of ideas, hypotheses, images, performances or artefacts, including design, in any field of knowledge, leading to development of new knowledge, understanding or expertise.

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

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

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

10.3. Staff Engagement in Research

One of the characteristics of a Bachelor's degree programme is that it is taught mainly by people engaged in research⁷. Evaluating the quantity and quality of research engagement of academic staff involved in a degree course required to meet SQA's programme accreditation criteria requires judgment on the part of an accreditation panel.

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

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

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

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

⁷ See the SQA Booklet 'The Samoa Qualifications Framework'



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

QA-FPA1

PROGRAMME ACCREDITATION APPLICATION FORM

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

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

Statement of Management Commitment

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

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

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

Name :

_____ [Representative of the Governing Body]

Signature:

Date :

Name :

_____ [Principal, Director, Manager etc]

Signature:

Date :

SQA Contact details

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

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

Telephone: 685 20976
Facsimile: 685 26314
E-mail address: sqa@sqa.gov.ws
Website: www.sqa.gov.ws

APPENDIX B: Programme Accreditation Self Evaluation Form



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

Name of Provider:

Name of Programme:

QA-FPS1

Name of Provider:

Name of Programme:

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

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

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
1. Organisation	<i>Registration criteria must continue to be met</i>	<ul style="list-style-type: none"> Has a self evaluation against the registration criteria been conducted? (See provider registration checklist in the Attachment.) 	<ul style="list-style-type: none"> 	
2. Programme development and review	2.1 The programme and its components are coherent, and are designed to meet the requirements of the qualification	<ul style="list-style-type: none"> What is the purpose, title, structure, outcome statement, credit requirement and SQF level designation of the qualification? How have these been identified and are they appropriate? 	<ul style="list-style-type: none"> Attach a completed qualification registration form (Appendix D) for each qualification embedded in the programme Example of evidence: programme document that covers all SQF criteria (see Appendix C) 	
		<ul style="list-style-type: none"> What processes are used for programme development, approval and review? 	<ul style="list-style-type: none"> 	
		<ul style="list-style-type: none"> What are the learning outcomes, content and modes of delivery for each of the programme's components (courses, modules, papers, etc)? 	<ul style="list-style-type: none"> 	
	2.2 Qualification(s) awarded on the basis of successful completion of the programme, meet(s) the requirements for registration on the Samoa Qualifications Framework	<ul style="list-style-type: none"> What is the programme length, and what are the entry requirements and assessment requirements? 	<ul style="list-style-type: none"> 	
		<ul style="list-style-type: none"> How have the requirements of industry, professional, technical, academic and/or community groups been considered and accommodated? 	<ul style="list-style-type: none"> 	

Name of Provider:

Name of Programme:

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

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
<p style="text-align: center;">3. Programme delivery</p>	<p>3.1 The programme is being delivered, or will be delivered, in an appropriate way in all modes of delivery</p>	<ul style="list-style-type: none"> • What are the teaching and learning approaches used and how were they determined? 	<ul style="list-style-type: none"> • <i>Example of evidence: teaching and learning materials</i> 	
		<ul style="list-style-type: none"> • What are the modes of delivery? (including off-site practical or work based elements and on-line learning) 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • How will/have the learning needs of the students be/been met? 	<ul style="list-style-type: none"> • <i>Example of evidence: student interviews</i> 	
		<ul style="list-style-type: none"> • What processes will be/are being used for the monitoring and evaluation of programme delivery, including student evaluation of teaching? 	<ul style="list-style-type: none"> • 	

Name of Provider:

Name of Programme:

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

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

Name of Provider:

Name of Programme:

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

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
5. Personnel	5.1 The provider demonstrates how it applies, or will apply, its policies and procedures to recruit, induct, appraise and develop programme staff	<ul style="list-style-type: none"> How have appropriate skills⁸, experience, subject knowledge and qualifications of programme staff been defined? 	<ul style="list-style-type: none"> Example of evidence: person specifications for tutors/lecturers 	
		<ul style="list-style-type: none"> How will/have appropriate teaching staff on this programme be/ been recruited, appraised, supported and provided with relevant staff development? 	<ul style="list-style-type: none"> Example of evidence: staff interviews 	
		<ul style="list-style-type: none"> What evidence is available that staff conditions of employment are fair and that the provider is complying with the provisions of current employment legislation, including the Labour and Employment (Employment of Expatriates) Amendment Act 1999, No. 17? 	<ul style="list-style-type: none"> 	

⁸ For example: teaching, assessment, reporting, research, management, administration

Name of Provider:

Name of Programme:

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

Element	SQA Criteria	Evidence/Evaluation Guide Questions	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
6. Learner information, entry and support	6.1 The provider's application of its policies and procedures ensures adequate and relevant information on entry, progress and support of all learners	<i>What information (including publicity material) relating to the programme is available about the following:</i>	(See explanatory endnote)	
		➤ Courses and qualifications	• <i>Example of evidence: programme brochure or information leaflet</i>	
		➤ Student recruitment and enrolment	•	
		➤ Entry and selection criteria	•	
		➤ Pastoral care, welfare and student support services (including for those with special needs)	•	
		➤ Rules and regulations	•	
		➤ Total costs for enrolment and pursuing a proposed course of study	•	
		➤ Withdrawal and refunds	•	
		➤ Opportunities to provide feedback for improvement to the programme	•	
		➤ Disciplinary procedures	•	
		➤ Complaint procedures	•	
		➤ Assessment and reassessment procedures	•	
		➤ Procedures for appealing results	•	
		➤ Procedures for recognition of prior learning or current competency (<i>where appropriate</i>)	•	
		➤ Student fee protection arrangements (see 4.1)	•	
➤ Health and safety requirements?	•			

Name of Provider:

Name of Programme:

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

Element	SQA Criteria	Evidence/Evaluation Guide	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
<p style="text-align: center;">7. Physical and learning resources</p>	<p>7.1 The provider has adequate and appropriate physical and learning resources to deliver the programme</p>	<ul style="list-style-type: none"> What are the physical resource requirements of the programme (premises, equipment and learning resources) and will they be provided before the programme is delivered? 	<ul style="list-style-type: none"> <i>Example of evidence: organisation's annual plan and budget</i> 	
		<ul style="list-style-type: none"> How does the organisation ensure that the buildings and equipment have met appropriate levels of health, safety and comfort (building permits, safety zones around power equipment, safety equipment)? 	<ul style="list-style-type: none"> 	
		<ul style="list-style-type: none"> How does the organisation ensure that learners, including those with special needs, will have adequate access to facilities and physical resources to complete the programme? 	<ul style="list-style-type: none"> 	

Name of Provider:

Name of Programme:

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

Element	SQA Criteria	Evidence/Evaluation Guide	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
8. Assessment and moderation	8.1 The provider's application of its policies and procedures will ensure the fair, valid, consistent and appropriate assessment of learners against the learning outcomes of the programme	<i>What will/does the organisation do to ensure that:</i>		
		<ul style="list-style-type: none"> • Assessment processes and decisions are open, systematic and consistent with the expected learning outcomes of the programme 	<ul style="list-style-type: none"> • <i>Example of evidence: assessment regulations</i> 	
		<ul style="list-style-type: none"> • Assessment methods are appropriate, fair, manageable, and integrated with work or learning 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • Assessment evidence is valid, authentic and sufficient 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • Assessment materials and judgements are internally moderated to ensure comparability 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • External moderation requirements are complied with, where necessary 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • Student work is adequately stored to meet moderation requirements, reassessments and learner appeals 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • Learners are informed of the procedures for reassessments and appeals of assessment results 	<ul style="list-style-type: none"> • <i>Example of evidence: student interviews</i> 	
		<ul style="list-style-type: none"> • Processes for credit transfer, recognition of prior learning and recognition of current competency are fair and consistent (where appropriate)? 	<ul style="list-style-type: none"> • 	

Name of Provider:

Name of Programme:

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

Element	SQA Criteria	Evidence/Evaluation Guide	Answers to questions and evidence (documents and/or other information) that shows that your programme meets the SQA Criteria	Criteria met? (yes/no)
<p style="text-align: center;">9. Reporting learner achievement</p>	<p>9.1 The provider has adequate and appropriate systems to report on learner achievement for the programme</p>	<p><i>What will/does the organisation do to:</i></p>		
		<ul style="list-style-type: none"> • Record and report programme learner achievement 	<ul style="list-style-type: none"> • <i>Example of evidence: examination committee minutes</i> 	
		<ul style="list-style-type: none"> • Hold programme achievement records securely 	<ul style="list-style-type: none"> • 	
		<ul style="list-style-type: none"> • Ensure feedback to programme learners is regular, understood, relates to current levels of achievement and supports the learning process 	<ul style="list-style-type: none"> • 	
<p style="text-align: center;">10. Research</p>	<p>10.1 The provider has adequate and appropriate means of research to meet the requirements of its degrees and postgraduate programmes</p>	<p><i>How will/does the organisation stimulate and conduct research relevant to the programme by:</i></p> <ul style="list-style-type: none"> • Establishing research activities • Encouraging staff to conduct research • Ensuring the quality and validity of the research • Facilitating the development of a 'research culture' and 'research community'? 	<ul style="list-style-type: none"> • <i>Example of evidence: research plan</i> 	

Explanatory endnote:

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

Name of Provider:

Name of Programme:

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

APPENDIX C: Checklist for the Registration of Qualifications on the Samoa Qualifications Framework

CRITERIA	Evidence/Evaluation Guide	✓
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 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 conforms to qualification definitions	The total number of credits is shown	
	Credits are shown for each component	
	The credit total is appropriate and conforms to qualification definitions	
G. Qualification Components (courses)		
Qualification components (courses) are defined and reflect the purpose, title and level of the qualification	For each course descriptor, the purpose, title, credit value, level, learning outcomes and/or defined competencies are clearly stated	
	For each course descriptor the entry requirements, assessment requirements, moderation arrangements and requirements for successful completion are appropriate for the learning outcomes and/or defined competencies	
	The components (courses) 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	

APPENDIX D: Qualification Registration Form

Name of Provider:

Current Name of Qualification:

Qualification Characteristics	
A. Purpose Statement	
B. Title	
C. Outcomes Statement	
D. Level	
E. Support	
F. Credit Value	
G. Components	
H. Entry Requirements	

APPENDIX E: Glossary

Credit

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

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.

Non-Formal Learning

The acquisition of knowledge, skills, attitudes and values necessary for initiation into wider social groupings, equitable and empowered participation in the social leadership of the community, livelihood creation and economic activity. It is aimed at improving the quality of life of the individual, capacity for service of organisations, and building strong, cohesive communities with sustainable futures⁹.

Post School Education and Training

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

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

Programme (of Learning)

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

Programme Accreditation

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

Provider

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

Qualification

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

Quality Assurance

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

⁹ Lameta, E 2005; Non-formal Education in Samoa: Report of the research study.

Quality Audit

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

Quality Management

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

Quality Management System

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

Registration of Providers

Permission granted to an organisation to set itself up as a legitimate education and training provider, and to enter the education and training market along with other institutions recognised by Government, such as universities, mission schools and Government agencies delivering education and training services.

Registration of Qualifications

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

Samoa Qualifications Framework (SQF)

A coherent structure encompassing all quality assured qualifications offered in Samoa.