



# Programme Accreditation Self Evaluation Form

*Name of Provider:* .....

*Name of Programme:* .....

**QA-FPS1**  
**January 30 2009**

**Name of Provider:**

**Name of Programme:**

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

When completing this form, ensure that all the documents you refer to are 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"> <li>Has a self evaluation against the registration criteria been conducted? (See provider registration checklist in Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
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"> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li>Attach a completed qualification registration form (see Appendix C) for each qualification embedded in the programme</li> <li>Example of evidence: programme document that covers all SQF criteria (see Appendix B)</li> </ul>	
		<ul style="list-style-type: none"> <li>What processes are used for programme development, approval and review?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
		<ul style="list-style-type: none"> <li>What are the learning outcomes, content and modes of delivery for each of the programme's components (courses, modules, papers, etc)?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
	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"> <li>What is the programme length, and what are the entry requirements and assessment requirements?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
		<ul style="list-style-type: none"> <li>How have the requirements of industry, professional, technical, academic and/or community groups been considered and accommodated?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

Name of Provider:

Name of Programme:

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

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

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)
<b>4. Financial resources</b>	4.1 Adequate financial resources are allocated to sustain the programme	<ul style="list-style-type: none"> <li>• How is the provider funded to deliver this programme?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• How have the requirements of funding organisations been met?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• How are programme financial requirements planned and budgeted for?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Example of evidence: annual business plans and budgets</i></li> </ul>	
		<ul style="list-style-type: none"> <li>• What processes are used for the control and approval of expenditure?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• How are student fees protected, so that they can be refunded if necessary?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

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"> <li>How have appropriate skills<sup>1</sup>, experience, subject knowledge and qualifications of programme staff been defined?</li> </ul>	<ul style="list-style-type: none"> <li>Example of evidence: person specifications for tutors/lecturers</li> </ul>	
		<ul style="list-style-type: none"> <li>How will/have appropriate teaching staff on this programme be/ been recruited, appraised, supported and provided with relevant staff development?</li> </ul>	<ul style="list-style-type: none"> <li>Example of evidence: staff interviews</li> </ul>	
		<ul style="list-style-type: none"> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

<sup>1</sup> 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"> <li>What are the physical resource requirements of the programme (premises, equipment and learning resources) and will they be provided before the programme is delivered?</li> </ul>	<ul style="list-style-type: none"> <li><i>Example of evidence: organisation's annual plan and budget</i></li> </ul>	
		<ul style="list-style-type: none"> <li>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)?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
		<ul style="list-style-type: none"> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

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)
<b>8. Assessment and moderation</b>	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"> <li>• Assessment processes and decisions are open, systematic and consistent with the expected learning outcomes of the programme</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Example of evidence: assessment regulations</i></li> </ul>	
		<ul style="list-style-type: none"> <li>• Assessment methods are appropriate, fair, manageable, and integrated with work or learning</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• Assessment evidence is valid, authentic and sufficient</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• Assessment materials and judgements are internally moderated to ensure comparability</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• External moderation requirements are complied with, where necessary</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• Student work is adequately stored to meet moderation requirements, reassessments and learner appeals</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• Learners are informed of the procedures for reassessments and appeals of assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Example of evidence: student interviews</i></li> </ul>	
		<ul style="list-style-type: none"> <li>• Processes for credit transfer, recognition of prior learning and recognition of current competency are fair and consistent (where appropriate)?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

Name of Provider:

Name of Programme:

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

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

**Name of Provider:**

**Name of Programme:**

**Explanatory endnote:**

- *Total Costs of Enrolment:* The information provided to all learners before enrolment should include the full cost of tuition and all other course-related costs that may be incurred during the course of study.
- *Withdrawal and Refunds Policies and Procedures:* These must cover withdrawal by a learner prior to and after the programme has started; and cancellation by the provider of a programme before or after it has started.
- *Student Fee Protection:* The information provided to learners must state the arrangements in place for student fee protection, before and after the programme has started (*see Criteria 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:**

### Appendix A: Provider Registration Checklist

The Samoa Qualifications Authority requires that post school education and training providers continue to meet the following criteria.

Criteria	Evidence / Evaluation Guide	✓ or n/a	Evidence (documents and/or other information) that shows that your organisation meets the SQA Criteria
1.1 The provider or its governing body is a legally established or recognised enduring body	Evidence of the following ( <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			

**Name of Provider:**

**Name of Programme:**

<b>Appendix B: Checklist for the Registration of Qualifications on the Samoa Qualifications Framework</b>		
<b>CRITERIA</b>	<b>Evidence/Evaluation Guide</b>	<b>✓</b>
<b>A. Qualification Purpose Statement</b>		
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>B. Qualification Title</b>		
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	
<b>C. Qualification Outcomes Statement</b>		
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	
<b>D. Qualification Level</b>		
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	
<b>E. Support for Qualification</b>		
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	
<b>F. Credit Value</b>		
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	
<b>G. Qualification Components (courses)</b>		
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	
<b>H. Entry requirements</b>		
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	

**Name of Provider:**

**Name of Programme:**

<b>APPENDIX C: Qualification Registration Form</b>	
<b>Name of Provider:</b>	
<b>Current Name of Qualification:</b>	
<b>Qualification Characteristics</b>	
<b>A. Purpose Statement</b>	
<b>B. Title</b>	
<b>C. Outcomes Statement</b>	
<b>D. Level</b>	
<b>E. Support</b>	
<b>F. Credit Value</b>	
<b>G. Components</b>	
<b>H. Entry Requirements</b>	