



GUIDELINES
FOR POST SCHOOL EDUCATION
AND TRAINING (PSET)
PROVIDER REGISTRATION

QA-GPR1
Quality Assurance Division
January 14 2009

Table of Contents

| | |
|--|---|
| 1. Introduction | 3 |
| 2. Overview of Process | 3 |
| 3. Provider Listing | 4 |
| 4. Provider Registration | 4 |
| 5. Evaluation Processes..... | 4 |
| 6. Provider Registration Criteria | 5 |
| Appendix A: Provider Registration Application Form | 6 |

SQA Guidelines for the Registration of PSET Providers

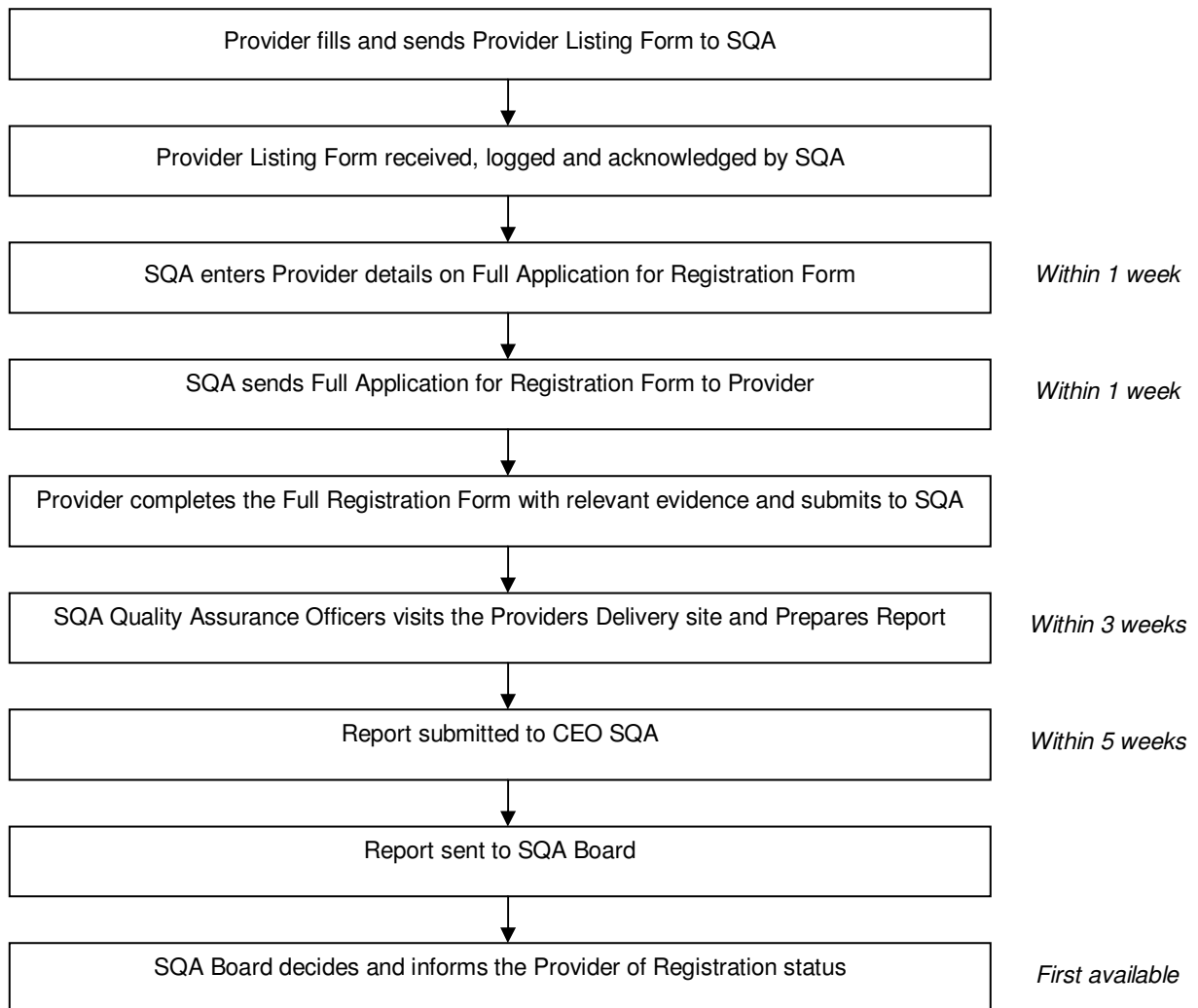
1. Introduction

These Samoa Qualifications Authority Guidelines for the Registration of Post School Education and Training (PSET) Providers detail the processes involved both from the perspective of the PSET providers, and from the perspective of SQA. The Guidelines should be read in conjunction with the current versions of SQA booklets:

- 1.1. Quality Assurance Policies;
- 1.2. Samoa Qualifications Framework Policies.

2. Overview of Process

The following flowchart summarises the process for the SQA evaluation of provider registration applications:



3. Provider Listing

All PSET Providers must fill in the Provider Listing Form as the first stage of their Registration. This Form is filled in once by all providers. It provides an initial indication of their organisation's contact details and education and training activities which the Authority will enter into a Registration Application Form which is then sent to the Provider for completion. In subsequent years, organizational details will be updated annually with the Provider Registration Form.

4. Provider Registration

PSET Provider registration with SQA should supply specific evidence of the establishment of quality systems. This may be achieved through the provision of a copy of the Provider's Quality Management System (QMS)¹ to SQA. QMS documents are returned to the Provider at the conclusion of the registration exercise.

Each application for provider registration should therefore consist of a copy of each of the following:

- 4.1 The completed Registration Application Form for Providers of PSET Services in Samoa (QA-FPR1; see Appendix A of these Guidelines);
- 4.2 Specific documentation referenced in the above; including
- 4.3 The Provider's Quality Management System.

5. Evaluation Processes

1.

- 5.1 The application is checked by SQA's Quality Assurance Division for compliance with the requirements set out in Section 4 above. If the application is not complete, additional information required to process the application is requested from the Provider.
- 5.2 SQA's Quality Assurance Division carries out a preliminary evaluation against the Registration Criteria.
- 5.3 The Quality Assurance Division staff member responsible visits the Provider on an agreed date in order to meet with the CEO or equivalent and senior staff, and to verify the documentary evidence.
- 5.4 After the visit, the staff member compiles a draft report summarizing findings and making recommendations to the SQA Board.
- 5.5 The draft report recommends that SQA either:
 - Approve registration as a PSET Provider; or
 - Decline registration, specifying the issues that must be addressed by the Provider before the application will be reconsidered.

¹ See pages 8 - 10 for more information on what is required

- 5.6 The SQA Board considers the draft report, requests further information from the QA Division if necessary, and then makes a decision with regard to the recommendations.
- 5.7 A letter notifying the Provider of this decision is sent with the final SQA Board approved report.
- 5.8 If the Board's decision is not to register the Provider, the latter can resubmit the application to SQA as soon as the issues in question have been addressed satisfactorily. The Quality Assurance Division will then write and submit a supplementary report to the SQA Board.
- 5.9 Provider registrations are subject to the following conditions:
- That the Provider will at all times comply with the relevant Samoa Qualifications Authority policies and criteria that are currently in force;
 - That the Provider will promptly inform SQA of any changes to its governing body, name, physical address, contact details or educational purpose.

6. Provider Registration Criteria

The following are the criteria for provider registration, under SQA Quality Standard Element 1, Organisation:

2.

- 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;
 - Programme delivery;
 - Financial resources;
 - Personnel;
 - Learner information, entry and support;
 - Physical and learning resources;
 - Assessment and moderation;
 - Reporting learner achievement;
 - Research (where appropriate).

Appendix A: Provider Registration Application Form



**POST SCHOOL EDUCATION
AND TRAINING
PROVIDER REGISTRATION
APPLICATION
FORM**

QA-FPR1

Quality Assurance Division

January 14 2009

PROVIDER REGISTRATION APPLICATION FORM

These details are required of all organisations/providers applying for registration to offer post school education and training services in Samoa.

Please complete Section E of this Form and return it to the Samoa Qualifications Authority

| A. Organisation Details | | | | | | | | | |
|---|--|-------------------|--|-------------|--|-------------|--|--------------------|--|
| Name of education and training organisation | | | | | | | | | |
| Type of body corporate (eg charitable trust, company, village fono) | | | | | | | | | |
| 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. Nature of Intended Education and Training | | | | | | | | | |
| Indicate the intended education and training focus, such as subject areas, qualifications, programmes and courses, that the organisation intends to offer <i>[use additional paper if needed or attach appropriate documents]</i> | | | | | | | | | |
| D. Intended Learner Profile | | | | | | | | | |
| Indicate in these boxes the estimated number of students in each age group that are likely to enrol in your organisation's programmes during the next calendar year | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">18 years and over</td> <td style="width: 20%;"></td> </tr> <tr> <td>14–17 years</td> <td></td> </tr> <tr> <td>11–13 years</td> <td></td> </tr> <tr> <td>10 years and under</td> <td></td> </tr> </table> | 18 years and over | | 14–17 years | | 11–13 years | | 10 years and under | |
| 18 years and over | | | | | | | | | |
| 14–17 years | | | | | | | | | |
| 11–13 years | | | | | | | | | |
| 10 years and under | | | | | | | | | |

E. Provider Registration Checklist

The Samoa Qualifications Authority requires that the following criteria are met prior to the granting of registration. Please check that all details are included, make direct reference in the comment section to supporting evidence (usually written) and enclose copies of certified key documents

| 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 | | | |

Statement of Management Commitment

We, the undersigned, confirm that this application for registration as a post school education and training provider represents an accurate statement of the current status and operations of our organisation and that the governing body supports the policies and procedures included in the application.

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

Telephone: 685 20976

Facsimile: 685 26314

E-mail address: sqa@lesamoa.net

Notes on Criteria for Provider Registration

1. *Ownership and Governance*

Those in governance and management roles are responsible for setting the direction and tone of the organisation, and for guiding it towards achieving its goals and objectives.

Governance may be in the form of directors, partners, a trust or some other ownership form.

The leaders set the direction of the organisation through a strong client focus, promoting learning, providing resources, enabling team performance as well as demonstrating ethical behaviour and public responsibility. They also ensure the organisation is effectively and efficiently led and managed, in accordance with the provider's mission, values and objectives, to ensure positive learning outcomes for learners.

Those in governance and management roles have a responsibility to ensure systems are in place to identify and manage risks concerned with compliance with the SQA Quality Standard.

The criteria for registration acknowledge the responsibility of organisations and their governing bodies to structure and manage their affairs in ways that are appropriate for themselves and their learners. Although acknowledging there are advantages in providers sharing and learning from each other, SQA does not expect or require all organisations to subscribe to any particular management styles or learning environments.

2. *Quality Management System (QMS)*

This should be an integrated set of clearly defined organisational structures, policies, procedures, responsibilities and resources which are used to assure quality provision of education and training. Organisational structures, policies, procedures and responsibilities should be easily understood and reflect actual practice. For a small provider they could be simple, straightforward statements about how the organisation carries out the activities that support its education and training functions. Structures, policies, procedures and responsibilities should be documented, approved, implemented and regularly reviewed. They should be appropriate to the size, nature and complexity of the provider and be developed to cover all relevant aspects. Providers may call their quality management systems other names and the structures, policies, procedures and responsibilities may be spread across a number of related documents, as long as they meet the registration criteria. The provider should be able to demonstrate that the quality management system it has in place contributes to better learning outcomes for its students.