

# TNQAB NEWS



Tonga National Qualifications and Authority Board Newsletter

Volume 2, Issue 1, 2021

## Message from the CEO

Welcome to our first TNQAB Newsletter for the first quarter 2021, and I hope you all had a safe and blessed holiday season. I have several important updates to share with you in this quarter's Newsletter.

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### **Regulatory and Quality Assurance Activities**

Following several key consultation and engagement activities at the end of last year, TNQAB has taken the opportunity, in the first month of 2021, to consolidate the outcomes of these projects at the same time as turning our attention inward to our own continuous improvement. We have been preparing for the continuation of key training workshops fully funded co-joint by *Skills and Employment for Tongans* (SET) Project and Ministry of Education and Training (MET) to our audit practice, programme development, programme approval and accreditation, which will include the separation of our quality assessment and compliance functions and the introduction of a moderation and assessment training on competency assessment. This will support a consistent focus on quality outcomes and self-assurance, enabling us to develop a deeper understanding of provider performance and provide an improved mechanism for compliance decision-making.



Dr. Opeti Pulotu, Chief Executive Officer, TNQAB

I have been really humbled by the level of engagement between TNQAB and the sector on this piece of work, and I will keep you updated as this work progresses.

### **TNQAB Bill and Regulations Review**

TNQAB Bill and Regulations review was started in the last quarter of last year. This work is progressing well, with relevant stakeholder's consultation commencing early this year to discuss and share the important changes to the Bill and associated Regulations. The review process featured a panel comprising of legal advisor, Mrs Sela Bloomfield, the TNQAB team, education and vocational training representatives, and industry representatives. We received some great insights and responses to inform the review process.

In addition to creating critical feedback loops directly with the stakeholders, TNQAB has also been working with local, regional, and international agencies, including NZQA, *Tonga Skills*, *Australia Pacific Training Coalition* (APTC), *Pacific Centre for Renewable Energy and Energy Efficiency* (PCREE), *Skills and Employment for Tonga* (SET) and the Pacific Community's *Educational Quality and Assessment Programme* (EQAP), to garner further input from providers and relevant sectors. We are also working on several other consultation opportunities, which will provide additional ways for you to input into the regulatory and quality assurance responsibilities of TNQAB.

We also thank you for the feedback we received to our stakeholder consultations through trainings and other regulatory activities, which will help us better understand your needs now and in the future. Your insights will help us plan, develop and deliver our services in a way that is relevant to your needs, support you in quality improvement, and align with your planning for the short, mid, and longer-term. I encourage you to have your say in shaping the future of our sector.

As we set out on another year, I want to affirm TNQAB's commitment to engaging and working with our stakeholders to develop our reform and quality assurance agenda. I am positively looking forward to working with you on the opportunities that lie ahead in 2021.

Malo mo e lotu,

Opeti Pulotu, PhD  
(CEO-TNQAB)

### Editors:

1. Miss Siniva Samani

2. Mr. Vilimaka Foliaki

We also welcome contributions from stakeholders. Please send us your articles and high definition photographs.

### Enquiries:

If you need further information.

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# Development of qualifications

## Establishing relevance of qualifications

by Vilimaka Foliaki

The qualifications which are approved for registration on the *Tonga Qualifications Framework* (TQF) are basically summaries of the skill-sets, knowledge, and attitudes that successful students graduate with when they complete the requirements of their training programmes (also known as a courses of study).

The receipt of a certificate that has been endorsed by relevant authorities is usually a testament that a graduate has been awarded the qualification and an indication that he/she has the attributes which are outlined in descriptors of the qualification.

However, there is evidence that many successful graduates find their skills and knowledge incompatible with those needed by either the workplace or their communities in general. While some graduates just accept any job offer and promise to learn on the job, many others would migrate overseas where they find jobs that better match the skills they had learned in their training.

The scenario described above was the focus of a training workshop, conducted by Mr. Vilimaka Foliaki, on Wednesday the 14<sup>th</sup> April 2021. The workshop was in two sessions: Session 1 and Session 2.



Participants of the workshop on 'Establishing relevance of qualifications, 14 April

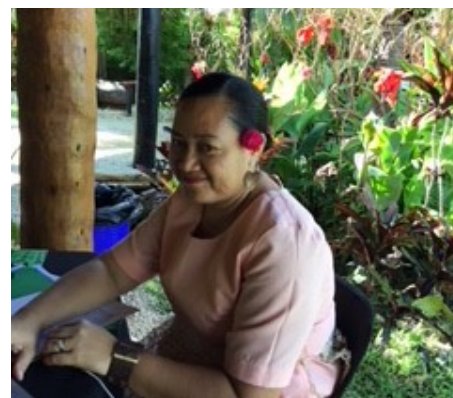
In Session 1, Vilimaka emphasized the need to ensure development of qualifications and training programmes is based on 'needs' - both *immediate needs* (the needs of provider, staff, students, Management, etc.) and *wider needs* (needs of community, industry, workplace, further education institutions, etc.).

The development of a qualification, when done well, can help to mitigate issues which can affect graduates as well as formal education, the workplace and wider Tongan society in future.

*Continue....*

Our students believe that our courses will provide them with the skills and knowledge they need to secure their dream job.

The needs for skills and knowledge of the workplace, our communities, and the Tongan society at large must be reflected in the purposes and outcomes of our qualifications.



TNQAB staff Lesieli Tupola, providing moral support during the training workshop



One of the participants presenting her group's ideas

## Quality jokes

*Staying constantly in touch with stakeholders, using all means of communication, is one of the strengths of TNQAB*

*A TNQAB staff receives a text message saying "...your adorable". The staff texted back "...you are adorable". Upon receiving the response, the receiver thinks she has a secret admirer not realizing she was being corrected for bad grammar.*



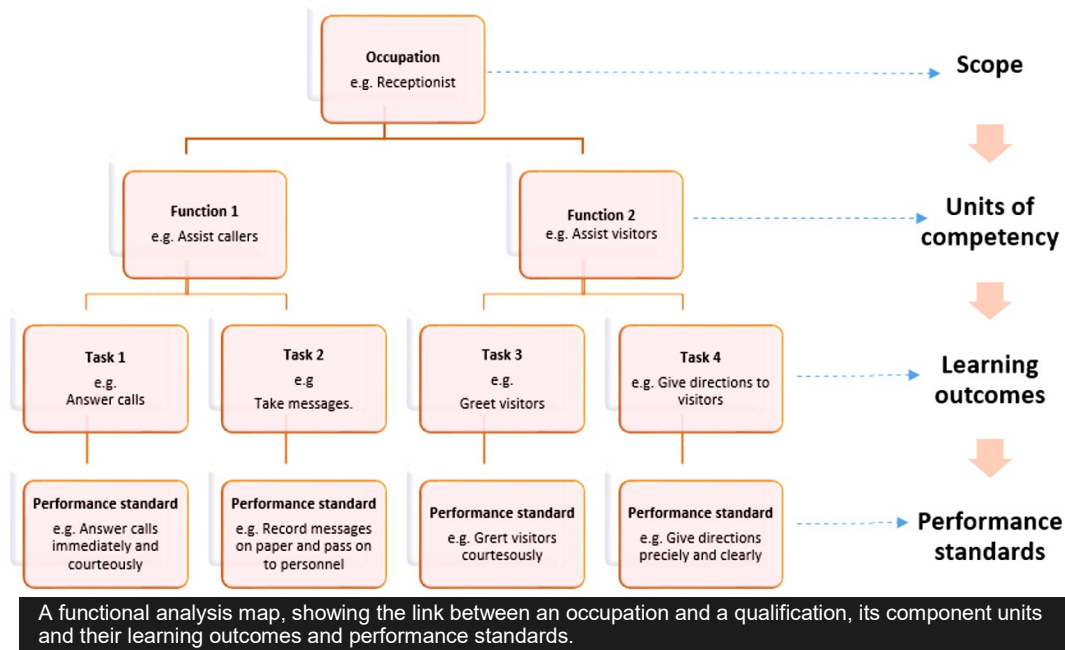
## Quality quotes

1. If you fail to do a good job during needs analysis, everything else goes wrong.
2. Training begins with great awareness of the needs for skills and knowledge.
3. Training reduces, if not eliminates skills gaps.
4. Stephen Jay Gould is credited for the following:

*“The more important the subject and the closer it cuts to the bone of our hopes and needs, the more we are likely to err in establishing a framework for analysis.”*

## FUNCTIONAL ANALYSIS

## QUALIFICATION

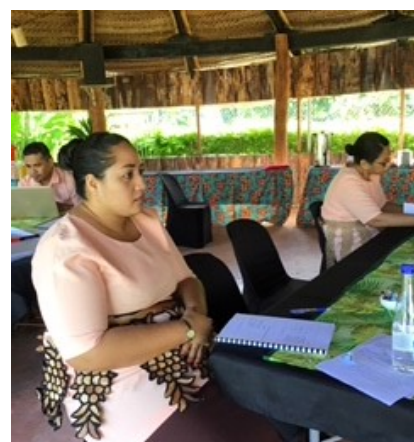


## Functional analysis for qualification development

by Vilimaka Foliaki



Workshop facilitator, Mr. Vilimaka Foliaki.



TNQAB staff Ikatonga Hingano and Tohu'ia Manuofetoea, providing moral support.

Most, if not all of the students who enroll in our courses will end up getting paid employment where they will be required to utilize their newly acquired skills and knowledge. This was one of the main messages in Session 2 of the training workshop on Wednesday the 14<sup>th</sup> April 2021. The workshop facilitator, Vilimaka reminded the participants that the needs of the workplace is particularly important to be considered carefully when they develop their qualifications.

By focusing on the process of *Functional analysis*, Vilimaka highlighted that many of the training programmes offered by our local post-compulsory education and training (PCET) providers are vocational in nature and aiming at preparing students for occupations available in the workplace. He added that the closer the outcomes of our training programmes are to the skills expectations of the workplace, the better will be the service delivery of our graduates in the workplace.

*Functional analysis*, as Vilimaka explained, is a working approach to identifying the main competencies inherent in the productive functions of an occupation. It involves breaking down an occupation into its main *functions*, *tasks*, and *performance standards*, as shown in the diagram above, in order to identify the essential competencies required to carry out the occupation as expected.

Vilimaka stressed that functional analysis is an effective way qualification developers must use to align the purposes and outcomes of qualifications to the needs of the workplace or industry. During the workshop, Vilimaka demonstrated how a qualification developer, or provider, can engage a group of experts from the workplace and industry to carry out a functional analysis.

By conducting a functional analysis, as witnessed by participants in the workshop, one can easily see the link between a qualification and the job that holders of that qualification will be doing when they graduate. It becomes easy to understand not only the scope of a qualification, but the required components or units (or 'courses') as well as the alignment of their outcomes and performance standards to the different tasks and level of performance required by occupations which will be taken up by graduates awarded with the qualification.

Functional analysis is not only for newly developed qualifications!. Vilimaka, also emphasized that it should also be used in the review of old qualifications. It can be an effective strategy for injecting new content to replace outdated ones, in order to keep a qualification current and relevant.

## Training requests:

We welcome training requests from our stakeholders especially training providers.

### Enquiries

If you need further information re the above, please get in touch.

Telephone: 28136

Email: [CEO@tnqab.to](mailto:CEO@tnqab.to)

## Quality jokes:

*The head of human resources is interviewing a potential candidate for the open position of corporate attorney. "Would you consider yourself an honest lawyer?" the HR person asks in the interview.*

*"Honest?" the lawyer responds. "Let me tell you how honest I am. My father sold everything he had to put me through law school. After my very first case, I paid him back in full."*

*"That's very impressive," the HR person admits. "What was the case?"*

*The attorney fidgets in his seat and says, "He sued me for the money."*



Workshop participants

## TNQAB accreditation

### Workshop on Accreditation process *by Ikatonga Hingano*

A half-day training workshop was held on the 17<sup>th</sup> of February, 2021 at the *Basilica of St. Anthony of Padua* in Nuku'alofa to inform and educate providers on TNQAB's accreditation process. The training was co-facilitated by Mrs Ikatonga Hingano who led the first session, and Mrs Fositina Pekipaki, who led the second session.

Prior to providing an overview and a discussion of the accreditation process, Mrs Hingano started by linking the TNQAB quality assurance processes to *Tonga's Strategic Development Framework 2015 – 2025*.



Facilitators of the training workshop: Mrs Ikatonga Hingano and Mrs Fositina Pekipaki

Mrs Hingano emphasized the importance of submitting Accreditation applications which have been completely and correctly filled in by applicant Post Compulsory Education and Training (PCET) providers.

Submissions of incomplete application forms as well as the inclusion of incorrect and irrelevant documents were highlighted as the main causes of delays to approve accreditation applications.



Workshop participants during group activities



## Continue.... from page 4

In the second session, Mrs Pekipaki elaborated on the documents which are submitted to support an application. The first document that has to be completed is the Accreditation application form which must to be filled out and signed by the school management.

One of the requirements in the application form also is to attach a list of all the resources which are available to deliver a program. She emphasized that this list is to be filled in by the relevant teaching staff. This is identified as the major area where support and clarification are needed for most accreditation applications.

During the training workshop, the participants were given the opportunity to ask questions, share their opinions and express concerns they may have. Evaluation surveys collected at the end of the workshop show that the participants would like more opportunities for more consultations and workshops with TNQAB, to simply share their experiences, their successes and failures in order to learn from each other on how to improve.

TNQAB takes such concerns and requests very seriously, and efforts have been made to ensure more training opportunities like this are available in future.

TNQAB wishes to thanks all participants for taking the time to participate in this training workshop.



Participants in the workshop



Left – Right: Participants from 'Ahopanilolo Technical Institute (ATI), Queen Salote Institute of Nursing and Allied Health (QSINAH), and Tonga Police College (TPC)



Participants in the workshop

### Quality quotes:

1. *Quality is not an act, it is a habit*
2. *Quality education grants us the ability to fight against ignorance and poverty*
3. *Quality education does not come by chance, it is the result of intelligent effort.*

### Accreditation application:

#### Ensure:

- 1) Application form is completely filled in.
- 2) A list of all of the required resources is attached.
- 3) Documents submitted as evidence are relevant.

#### Enquiries

If you need further information re the above, please get in touch.

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### Quality jokes:

*While watching a movie in the theater, a man can't hear the dialogue over the chatter of the two women sitting in front of him. Unable to bear it any longer, he taps one of them on the shoulder. "Excuse me," he says, "I can't hear."*

*"I should hope not," one woman replies sharply. "This is a private conversation."*

# TNQAB accreditation

## Training of accreditation panelists *by Ikatonga Hingano*

On the 10<sup>th</sup> of March 2021, a panel training workshop was held at *Ancient Tonga* in *Fanga-loto*, to equip selected personnel who are experts in their field to become effective quality assurance panel members for programme accreditation.



Front row: T. Fiu, S. Tutone, L. Latu, Dr. Fusimalohi, K. Moala, M. Hiliate, S. Selui, A. Latu, F. Uipi, H. Veikune.

The training also included representatives from providers whose programmes are yet to be accredited, as well as Ms Lisia Latu, a representative from the World Bank's *Skills and Employment for Tongans* (SET) project.

The training was conducted by the *Deputy Chief Executive Officer*, Mrs Pauline Moa who explained the panel composition for both degree and non-degree programmes as well as the different responsibilities of the panellists.



Left to Right:: M. Fifita, S. Talia'uli, T. Fakateli

Mrs Moa also highlighted the criteria for Programme accreditation and the specific standards that panel members are to evaluate.

The CEO and staff of TNQAB would like to thank the participants for their valuable contributions and for making time to attend the training workshop.

## Principles of *Trust* and *evidence* *by Ikatonga Hingano*

In a short speech to open this training workshop, the CEO, Dr. Opeti Pulotu, emphasized two important quality assurance principles, namely '*evidence*' and '*trust*'.

Quality assuring programmes of study, needs a culture in which *evidence* is valued over opinion in order for it to be effective.

Further, it is also a work that is intrinsically embedded in trust. TNQAB trusts that the individuals who are selected to become panel members will protect the integrity of the work they will carry out in assessing the quality of programmes of study.

At the same time, panel members trust that TNQAB will value the assessment and judgement they have made and will communicate this correctly to the provider delivering the programme.



Left to Right: S. Tutone, S. Selui, K. Moala



Left to Right: M. Hiliate, F. Uipi, Dr. Fusimalohi

## Quality jokes:

*"You can lead a man to Congress, but you can't make him think."*—MILTON BERLE

## Accreditation: the nuts and bolts *by Vilimaka Foliaki*

TNQAB accreditation, is a process many providers of education and training in Tonga struggle to come to terms with. While some struggle to meet the requirements of this process, most find it complicated to understand.

Any dictionary can provide a clear and simple definition for *accreditation*. For example, the online *Oxford* dictionary defines it as “the action or process of officially recognizing someone as having a particular status or being qualified to perform a particular activity.

The *TNQAB Act*, however, defines accreditation as “the confirmation of a course of study that has met the standards set by the Board and which leads to a qualification approved by the Board”. The *TNQAB Regulations 2010* elaborates on the standards set by Board’s known as *Accreditation standards 1, 2, and 3*. These are quality standards and are described in the following table.

Quality Standard	Description
Accreditation standard 1:	The provider is established and organised to provide quality education and training.
Accreditation Standard 2:	An educationally sound and effective process is used for the development, approval and review of all qualifications and courses associated with the provider
Accreditation Standard 3:	The provider is delivering quality education and training

Looks pretty simple and easy to understand!

The truth is, accreditation is not a straight forward process. If we study the definition provided by the TNQAB Act above carefully, we’ll be able to realise **three** important conditions about accreditation:

- i) It is the confirmation of **a** course of study..... Note: not ‘courses’ of study! This means that only one course of study is confirmed with an accreditation. When provider A is accredited to deliver and award a specific qualification, the accreditation is only for that qualification.
- ii) The course of study referred to in (i) must meet **standards** set by the Board.....Note: not ‘standard’ but ‘standards’. A TNQAB accreditation status is granted **ONLY** when **ALL** of the three standards above have been successfully met! When a qualification is approved for TQF-accreditation, it does not mean that it is also accredited. Accreditation also requires confirmation of delivery of quality training (that is, must comply also with Accreditation Standard 3).
- iii) The course of study which is to be accredited must be leading to a **qualification approved by the Board**. (Note: not any qualification). If the qualification you are awarding is one which has not been approved by the TNQAB, the qualification you are awarding is not an accredited one.

### Quality quotes:

1. *Accreditation recognizes a commitment to excellence and a high professional standards of operation.*
2. *Accreditation is achieved through an ongoing process of learning and improvement*

## Common misconceptions *by Vilimaka Foliaki*

The shortest answer to all the misconceptions described below is **NO!!**

1. Just because a provider has been approved to be established in Tonga **DOESN’T** mean it has been also accredited by TNQAB!

**Explanation:** When a provider is granted approval by the Minister for Education to be established in Tonga, it is only meeting Accreditation Standard 1. To be accredited, the provider needs to meet **ALL** Accreditation Standards 1, 2, and 3.

2. Just because a qualification has been approved by TNQAB to be registered on the TQF **DOESN’T** mean it is also accredited!

**Explanation:** By the time a qualification is approved to be registered on TQF, an applicant for accreditation has only met Accreditation Standards 1 and 2. To be accredited, the applicant needs to meet **ALL** Accreditation Standards 1, 2, and 3.

3. When a training institution is granted TNQAB accreditation to deliver a specific training programme, all its training programmes are also accredited!

**Explanation:** TNQAB accreditation is granted only to a specific training programme and not to a group of programmes.

4. A training programme developed and accredited in another country will automatically be granted TNQAB accreditation or recognize by TNQAB. No!

**Explanation :** TNQAB Accreditation requires a visit to the delivery site to verify availability of required resources and the capacity of institution to deliver quality training. Quality audit may be required to be conducted during delivery of training.



## Principles of assessment

TNQAB uses four main principles of assessment in their quality assurance of assessment:

1. **Is reliable:** A reliable assessment (method, tool, or instrument) is one that consistently and accurately measures performance.
2. **Is fair:** A fair assessment assesses all candidates equally. A fair assessment considers the needs of candidates.
3. **Is flexible:** A flexible assessment includes provisions to address the changing conditions of candidates. Flexibility is also about considering the needs of candidates. Making an assessment flexible also makes it fair.
4. **Is valid:** A valid assessment is one that actually assesses what it intends to assess.

## Rules of evidence

TNQAB also uses the four rules of evidence to quality assure assessment:

1. Evidence of learning must be valid;
2. Evidence of learning must be current;
3. Evidence of learning must be authentic;
4. Evidence of learning must be sufficient.

# Assessment and moderation

## Grounding assessment on standards of quality

by Vilimaka Foliaki

Assessment and moderation must be grounded on clear standards for quality. This was the main message that Mr. Vilimaka Foliaki put forward to participants of a 2-day training workshops on *Assessment and moderation* held at *Ancient Tonga* at *Fangaloto* on Wednesday 24<sup>th</sup> and Thursday 25<sup>th</sup> March 2021.

These workshops were intended mainly for providers of post compulsory education and training who are either developing new training programmes or reviewing existing programmes through funding assistance from the World Bank's *SET* project. However, representatives from other providers who also made it to the training venue were also welcomed.

The workshops attracted many participants, in both days!

On Day 1 of the workshop, Vilimaka divided the training into two sessions 1: *Session 1* and *Session 2*.

In Session 1, Vilimaka began by putting forward a simple definition for educational assessment as "a process of gathering information about what students know and can do as a result of their learning". In other words, he added, "assessment is a process of collecting *evidence* of learning". He emphasized the words *evidence of learning*.

He emphasized that assessment is an integral part of teaching and learning, and when one is teaching another is learning and no one will know the quantity and quality of learning unless he or she carries out some form of assessment and collects evidence which suggest that learning has taken place.

Based on evidences of learning, we evaluate our students' learning and make conclusions about their performances and capabilities. Further, many high-stakes decisions are also based on our evaluations of student learning.

The quality of educational assessment, according to Vilimaka, is dependent on two main factors: 1) Construction of assessment, 2) Collection and interpretation of learning evidence. If these two factors are carefully monitored, our assessments will be of the quality expected by TNQAB.

The following two guiding principles were discussed in the workshop.

1. Principles of assessment:
2. Rules of evidence

The four *Principles of assessment* and the four *Rules of evidence*, provided on the side-bar, of this page are used by TNQAB as the standards for quality assuring educational assessment in PCET in Tonga.

### Quality quotes:

1. "To Believe without evidence and demonstration is an act of ignorance and folly" Socrates
2. "Take nothing on its looks; take everything on evidence. There's no better rule." Charles Dickens
3. "It is wrong always, everywhere, and for everyone, to believe anything upon insufficient evidence." William James



## Competency-based assessment *by Vilimaka Foliaki*

Session 2 of the workshop was on *Competency-based assessment (CBA)*. Vilimaka re-emphasized at the beginning of this session that many of the training programmes which are delivered in Tonga are competency-based in nature.

He provided a definition for *competency* as *a set of measurable skills, knowledge and attitudes which a person requires in order to carry out a specific task in accordance with certain standards (expectations or established norms)*.

Vilimaka also grounded the session on *Competency-based education (CBE)*, a model of education which emphasizes progression of learning based on learners' ability to master competencies at their own pace regardless of the environment.

CBE has the following features:

1. It is used in technical and vocational fields to prepare students for the workplace.
2. Training programmes are designed around outcomes or competencies.
3. Training and assessment use authentic learning tasks based on real-life problems
4. Students progress towards completion of their training by demonstrating what they know and can do rather than meeting certain length of time enrolled in a training programme (that is, is not time-bound).
5. A student is competent when he/she demonstrates mastery of a job's performance standards.

Competency-based assessment, is founded in the CBE model of education and has the following features:

1. The focus of assessment is on outcomes/performance standards. It must allow for clear demonstration of the outcomes. Students are expected to demonstrate their competence in the performance standards. Evidence must be collected to show that a student has met every single performance standard.
2. In reporting achievement of competency in Competency-based assessment, there are only two judgements made. A student is judged as either:
  - Competent, or
  - Not yet competent.
3. Competency-based assessments use authentic or real-world tasks. This means that performance must be assessed and demonstrated under conditions as close as possible to those under which it would normally be practiced (e.g. students are assessed during workplace attachment, role-plays or simulations).

### Quality jokes:

1. *Two pilots have been assessed as competent in their training. One has a final mark of 100%, the other has a mark of 65%. Which of the two pilots would you like to fly with?*
2. *Grading in competency-based assessment: the good, the bad, and the buzzing.*
3. *Competency based assessment is where a grade of C is best.*
4. *There's a lot more to competence than a law degree and a modicum of courtroom skill.*

### Quality quotes:

1. *Assessment is an integral part of teaching and learning. One cannot teach without assessing.*
2. *As educators and policy makers, it is important to demonstrate for parents the connection between high levels of student participation in assessment and system accountability - ensuring the success of every student.*
3. *In competency-based assessment, you are either competent or Not yet competent.*
4. *Competency brings confidence.*
5. *Trust has two dimensions: competence and integrity. We will forgive mistakes of competence. Mistakes of integrity are harder to overcome*

### Training requests:

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#### Enquiries

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## Assessment moderation by Vilimaka Foliaki

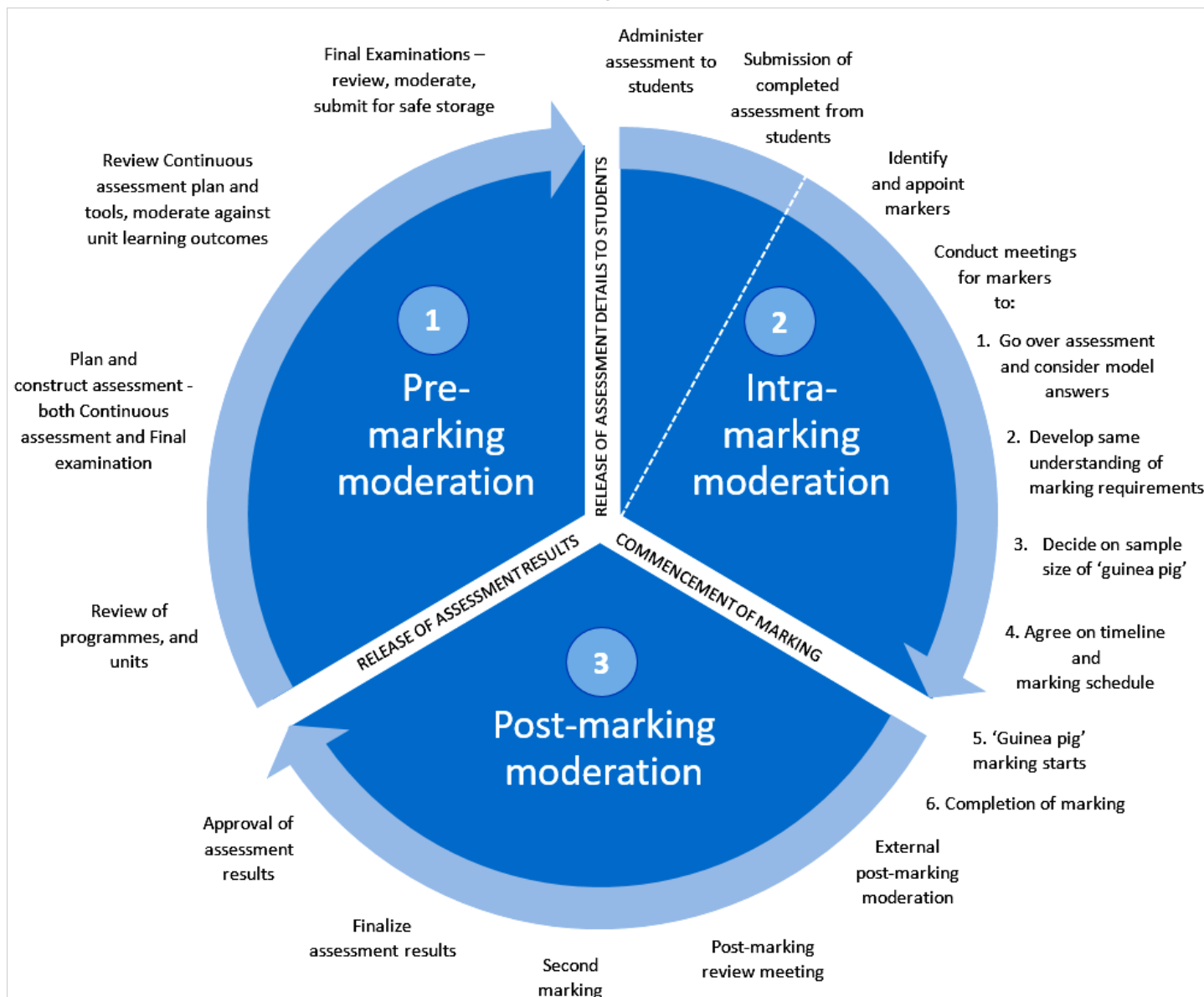
On Day 2 of the workshops on Assessment and moderation, Thursday the 25<sup>th</sup> April 2021, the focus was on *Assessment moderation* (or *moderation* for short). The training facilitator, Vilimaka Foliaki, defined moderation as the *process of scrutinizing the total assessment process to ensure it is valid, reliable, and fair as possible for all students*.

Moderation includes a diversity of activities that moderators carry out to ensure assessments are valid, reliable and fair. It can be as simple as providing feedback on an assessment plan or proof-reading assessment instructions and making corrections to structure and grammar to improve clarity, to using complex formulas and computer programmes to 'moderate' assessment marks.

Moderation is an integral part of assessment. It is inseparable from assessment. Every assessment must be moderated. Assessment is incomplete and lacks quality if they are not moderated. Without moderation, our assessment judgements and decisions (including our grades, marks, and feedback) are not reliable/valid/fair.

Three broad types of moderation were discussed in this workshop:

1. *Pre-marking moderation* - these are undertaken before assessment details are released to students.
2. *Intra-marking moderation* - these are undertaken after the submission of completed assessments by students and before marking is commenced.
3. *Post-marking moderation* - these are undertaken after marking and before the release of finalized results to students.



**Moderation classification:** The teaching and learning cycle showing the different types of moderation activities under each broad category of moderation.

# Quality audit

## *Audit corrective action plan*

The Deputy CEO and Head of the Quality Assurance Division, Mrs Pauline Moa, conducted a training workshop intended to equip providers with preparing the *Audit Corrective Action Plan*. The half-day workshop training was held at the *Ancient Tonga premises* in Fangaloto on the 24<sup>th</sup> of February 2021 and there was impressive turn-out at the event.



Workshop participants

The CEO, Dr. Opeti Pulotu, in his welcome address, emphasized the importance of collaboration between TNQAB and the providers of *Post-Compulsory Education and Training* (PCET) in Tonga, to ensure that the accredited programmes that are delivered by PCET providers still maintain the quality status by which they were approved.

During the training session, the DCEO highlighted the importance of ensuring that provider activities, as well as TNQAB activities, are consistent with the law, the TNQAB Act.

At the end of the training workshop, providers were able to complete the *Corrective Action Plan* and were also aware of the timeline for implementing such an important activity.

The end of workshop evaluation indicated that the participants are now more aware of the crucial role that TNQAB plays in the quality assurance of education. The evaluation also show that providers have come to appreciate the need for them to address audit recommendations within a given timeframe.

Last but not the least, TNQAB is immensely grateful to the SET Project of the Ministry of Education for including professional development for PCET providers in its funded activities. It is through provisions made by this generous sponsor by which this training was made possible.



Dr. Opeti Pulotu, TNQAB CEO, with members of his staff Mrs Moana Kivalu, Mrs Lesieli Tupola, Mrs Lapulou Tu'ipulotu 'Enosi, Mrs Ikatonga Hingano.

## Quality audit process: *what and why?*

by Vilimaka Foliaki

In brief, a training provider (PCET) is only granted accreditation to deliver education in Tonga when it has met three (3) quality standards commonly referred to as *Accreditation Standards 1, 2, and 3*.

Accreditation is granted only for a renewable term of 2 years (maximum). Once a provider is granted accreditation to deliver a specific training programme, TNQAB also schedules this provider into its quality audit timetable and informs the provider.

A quality audit is conducted only to providers that have already been granted a TNQAB accreditation status to ensure they are consistently complying with the criteria of Accreditation Standards 1, 2, and 3.

Depending on the need or scope of audit to be conducted by TNQAB, there are three (3) main types:

1. *Full audit* - this involves an evaluation against all the criteria of the three quality standards.
2. *Focused audit* - involves an evaluation against specific elements of the three quality standards.
3. *Special audit*— when major concerns about a provider have been identified.



# The SET Project

## *PCET providers benefit immensely*

by Vilimaka Foliaki

The *Skills and Employment for Tongans* (SET) Project deserves acknowledgment by the staff and management of TNQAB.

The training workshops which have been highlighted in our newsletter



releases this year 2021, including those covered in this release, would not have been made possible without funding assistance from this project.

The SET Project is a World Bank programme to improve opportunities for secondary school progression and facilitate the transition to jobs in the domestic and overseas labor markets for Tongans. Three Tonga government ministries work in tandem with the World Bank to ensure this project is a success: the Ministry of Education and Training, the Ministry of Internal Affairs, and the Ministry of Finance.

This project is consisted of four components, most of which are consistent with the core role of TNQAB of ensuring quality education in post-compulsory education and training (which include both TVET and higher education).

In SET-funded workshops, conducted by TNQAB, post-compulsory education and training providers (PCET) had opportunities to be trained on and better understand requirements to meet TNQAB accreditation requirements.

This is yet another example of positive interdependence and cost-effective collaborative partnerships in which hard-to-come-by financial resources are shared for mutual benefits.

## *Quality quotes:*

1. *"Interdependence is a choice only independent people can make." - Stephen R. Covey*
2. *"There is an interdependence between those who have and those who have not. The process of giving exalts the poor and humbles the rich. In the process, both are sanctified." - Marion G. Romney*
3. *"The spirit of interdependence will not cost us more than it's worth. On the steep slope ahead, holding hands is necessary. And it just might be that we can learn to enjoy it." - Paul Harvey*
4. *"The fundamental law of human beings is interdependence. A person is a person through other persons." - Desmond Tutu*

## *Quality jokes:*

*Two priests are standing by the side of the road holding up a sign that reads, "The End is Near! Turn yourself around now before it's too late!"*

*They plan to hold up the sign to each passing car.*

*"Leave us alone, you religious nuts!" yells the first driver as he speeds by.*

*From around the curve the priests hear screeching tires and a big splash.*

*"Do you think," one priest says to other, "it would be better to shorten the sign to 'Bridge*

*Three men are convicted of a crime and sentenced to twenty years in solitary confinement. They're each allowed to bring something into the cell. The first man chooses as many books as can fit in the cell. The second man requests painting supplies. The last man requests twenty years' worth of cigarettes. On the morning of their release, the warden goes to visit each man in his cell.*

*The first man tells the warden, "These last twenty years of studying have been amazing. I'm going to go back to school and get my teaching degree."*

*The second man tells the warden, "I've become an accomplished artist and my works will hang in some of the most famous galleries in the world."*

*The warden enters the third man's cell and finds him surrounded by all of the cigarettes. The man tells the warden, "I probably should have*

## Enquiries

If you need further information please get in touch.

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