

TONGA NATIONAL QUALIFICATIONS AND ACCREDITATION BOARD



QUALITY ASSURANCE POLICIES

2009

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1. INTRODUCTION

A major development challenge confronting the Kingdom of Tonga has been identified in the Strategic Development Plan Eight (SDP8) as the need for greater income-earning and employment opportunities in order to reduce hardship. Hardship in the Tongan context is defined as:

An inadequate level of sustainable human development, manifested by a lack of access to basic services; a lack of opportunities to participate fully in the socio-economic life of the community; and a lack of adequate resources (including cash) to meet the basic needs of the household or customary obligations to the extended family, village community and/or the church.

In response to this challenge the Government has adopted a vision that expresses the aims of all development activities that will be undertaken during the SDP8 period. The Vision is:

To create a society in which all Tongans enjoy higher living standards and a better quality of life through good governance, equitable and environmentally sustainable private sector-led economic growth, improved education and health standards, and cultural development.

In its efforts to realise the national Vision, the Ministry of Education, Women's Affairs and Culture (MEWAC) highlighted its concern over issues of equity of access to, and quality of the education being provided, as well as the readiness of school graduates for employment in a market economy by developing an "Education Policy Framework 2004-2019" (EPF) that was approved by Cabinet in May 2004. Two of the three goals of this Framework are:

To improve the access to and quality of post-basic education and training to cater for the different abilities and needs of students"; and

To improve the administration of education and training so that the quality of educational performance is enhanced.

In 1987, Cabinet approved the establishment of the Tonga National Qualifications and Accreditation Board (TNQAB). The resulting Tonga National Qualifications and Accreditation Bill was drafted in 1998, approved by Parliament in mid 2004 and enacted by Privy Council on 12 December 2007. The Tonga National Qualifications and Accreditation Board Regulations were first drafted in 1999, reviewed in 2006 and presented to Cabinet in 2007. The implementation of the TNQAB Act and its accompanying Regulations is a key development towards the achievement of the above EPF goals.

There are a growing number of education providers in Tonga in all sectors of education and the GoT aims to ensure that quality of education provision is transparent and reliable. Thus it is necessary to establish benchmarks of achievement and equivalency which will add clarity for all concerned. The TNQAB will not only set standards for qualifications, but also provide quality assurance services by registering providers, accrediting courses of study, and conducting audits and reviews.

The Board's quality assurance duties are outlined in Part II (8), of the TNQAB Act 2004:

(b) Establish policies, criteria, accreditation, monitoring, reviewing, register, and listing of providers of post compulsory education and training

Its quality assurance functions are detailed in Parts III and IV of the Act and in Parts IV and V of the TNQAB Regulations 2008.

2. QUALITY ASSURANCE

The key to enhancing the quality of education and training is to focus as far as possible on enhancing each education and training provider's capacity for self-improvement through the application of a quality management system that includes policies and procedures¹ that enable the provider to identify and implement improvement opportunities.

External quality assurance processes, such as provider registration, accreditation, external quality audit and external review, are designed to provide assurance that the provider is meeting regulatory standards and that the operation of its quality management system is delivering the expected results and outcomes.

3. QUALITY STANDARDS

The TNQAB Regulations 2008 sets out the following quality standards for the registration of post compulsory education and training providers and the accreditation of their courses of study:

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

The criteria that the provider has to address to demonstrate that they meet these quality standards are detailed in Schedule C of the TNQAB Regulations 2008 and in Appendix A of this document.

4. REGISTRATION OF PROVIDERS

- 4.1 Registration is the recognition given by the Board to an education and training provider to deliver post compulsory education and training (PCET) courses of study to specified standards. It is an evaluation of the capability of an organisation to provide and maintain a well organised, sound and stable learning environment.
- 4.2 For an organisation that wishes to set itself up as a legitimate education and training provider, provider registration is permission granted to enter the education and training market in Tonga.

¹ For example: internal review and evaluation, moderation of assessments, monitoring, internal audit and self-evaluation,

- 4.3 All existing providers of PCET must also apply to the Board for registration in order to continue to deliver education and training services in Tonga².
- 4.4 The Board maintains a register of all recognised education and training providers.
- 4.5 Providers must meet Accreditation Standard 1, elements 1.1 to 1.5, before being registered (see Appendix A). Provider registration will involve a site visit to the organisation.
- 4.6 Organisations that apply for registration will be charged an initial registration fee. A provider's registered status will then be maintained annually through the payment of the annual renewal registration fee by 31st January of each year³. The provider's registered status will be reviewed as part of accreditation and quality audit processes.

Provider Registration processes are detailed in “*TNQAB Guidelines for Registration of Providers of Post Compulsory Education and Training*”, a separate document.

5. ACCREDITATION

- 5.1 Accreditation is confirmation that a course of study (or short course) has met the standards set by the Board, and that it leads to a qualification approved by the Board and registered on the Tonga Qualifications Framework.
- 5.2 Education and training providers awarding credits towards qualifications, including assessment centres, trainers/ instructors, examiners/assessors, must be accredited by the Board.
- 5.3 The aim of the accreditation process is to evaluate an organisation's capability of delivering a course of study or short course to the required standards. Provider registration and the accreditation of its courses of study may be conducted separately or concurrently.
- 5.4 Providers must meet Accreditation Standards 1 and 2 prior to delivery before the Board will accredit a new course of study. Accreditation Standards 1, 2 and 3 must be met by providers on an ongoing basis for each course of study delivered, in order to maintain TNQAB accreditation (see Appendix A).
- 5.5 Providers will be required to conduct self evaluations for each course of study prior to submitting an accreditation application to the Board.
- 5.6 Each accreditation will be conducted by a TNQAB panel and will involve a site visit to the provider.
- 5.7 The provider whose courses of study are being accredited will be invoiced for the costs incurred by TNQAB⁴.

Accreditation processes are detailed in “*TNQAB Guidelines for Programme Accreditation*”, a separate document.

² TNQAB Act 2004 Part III, Section 10

³ However, all registrations conducted up to the end of June 2011 will be free of charge - see TNQAB Regulations 2008; annual registration fees will be charged from 2012 onwards.

⁴ However, all accreditations conducted up to the end of June 2011 will be free of charge - see TNQAB Regulations 2008.

6. REGULATIONS FOR GRANTING ACCREDITATION

- 6.1 The Board shall grant accreditation for specified courses of study and short courses for a period not exceeding two years, by which time an application for review shall be made to the Board.
- 6.2 The Board shall require the Chief Executive Officer to evaluate any application made to it, conduct such verification of the contents of the application, including a site visit if deemed necessary, and duly report to it the level of compliance with the quality standards set for accreditation.
- 6.3 The Board may grant accreditation when the applicant for accreditation meets the quality standards specified in Appendix A.
- 6.4 The Board may enlist the assistance of such industry or subject experts as necessary to determine the capacity of the applicant to deliver the course of study and or short courses.
- 6.5 The applicant shall be informed of the involvement of specific industry or subject experts in the consideration of an application for accreditation.
- 6.6 Accreditation shall be granted only for specified courses of study and or short courses subject to conditions imposed by the Board.
- 6.7 In the event that an application for accreditation is not granted, the notification to the applicant shall include reasons.

7. ISSUE OF CERTIFICATES OF REGISTRATION AND ACCREDITATION

- 7.1 After granting provider registration to an organisation, TNQAB shall issue a Certificate of Registration.
- 7.2 After granting accreditation, the Board shall authorise the issue of a Certificate of Accreditation, and, where the person, organisation or institution has not been previously registered, a Certificate of Registration.
- 7.3 Registration or accreditation shall be deemed to run from the date of issue of the Certificate of Registration or Accreditation.
- 7.4 The Board shall record issuance of all Certificates of Accreditation in the Register of Accredited Providers by recording the following:
 - (a) the legal name (and trading name where this is different) of the accredited body;
 - (b) the accreditation number allocated to that body;
 - (c) the date accreditation was granted;
 - (d) the period of accreditation granted (or the scheduled date for review or quality audit);
 - (e) the site for which accreditation has been granted;
 - (f) the scope of accreditation granted; and
 - (g) any accreditation conditions imposed by the Board.

7.5 Accredited bodies shall display their Certificate of Registration and Certificate of Accreditation in a prominent place.

8. NOTIFICATION BY ACCREDITED PROVIDERS OF SIGNIFICANT CHANGES

8.1 An accredited body shall notify the Board in writing, within 14 days, of any changes that may affect the validity of any previous decision by the Board to issue registration or grant accreditation, including changes to –

- (a) ownership;
- (b) legal status;
- (c) legal and or trading name;
- (d) decision to cease operations;
- (e) location of any head office;
- (f) the composition of the governing body;
- (g) senior management personnel;
- (h) funding sources;
- (i) any franchising or partnership arrangements;
- (j) delivery site; and
- (k) mode of delivery of any course covered by the accreditation, where significant.

8.2 On receiving such notification, the Board shall initiate such investigations as are necessary to determine the consequences of the change in terms of the accredited body continuing to meet the criteria for accreditation.

8.3 The Board may decide as a result of such an investigation, and acting on a written report from the Chief Executive Officer, to –

- (a) initiate formal processes towards the cancellation, in whole or in part, of the accreditation granted to the accredited body;
- (b) impose additional conditions to the accreditation granted; or
- (c) allow the accreditation to continue until the next scheduled review or quality audit.

8.4 All new conditions or details as to the character of the provider shall be entered in the Register of Accredited Providers.

9. CANCELLING AN ACCREDITATION OR REGISTRATION

9.1 Accreditation may be cancelled in whole or in part should the Board have good cause to believe that an accredited provider no longer meets the accreditation standards.

9.2 Before cancelling an accreditation the Board shall write to the manager and/or the governing body of the accredited body:

- (a) notifying them that the Board has good cause to believe that the accreditation criteria are no longer being met;
- (b) specifying the grounds constituting this belief;

- (c) indicating the steps that must be taken for accreditation to remain valid; and
 - (d) inviting a submission on the matter.
- 9.3 Following consideration of any submission made to it, the Board may then decide to:
- (a) reconfirm the accreditation until the next scheduled review or quality audit;
 - (b) reconfirm the accreditation with conditions imposed; or
 - (c) cancel the accreditation.
- 9.4 The Board shall update the Register of Accredited Providers should conditions be imposed or an accreditation is cancelled.
- 9.5 Where accreditation for a course of study or short course has been cancelled, the accredited provider must immediately return the Certificate of Accreditation to the Board.
- 9.6 Where new conditions have been imposed, a suitably revised Certificate of Accreditation shall be issued to the accredited provider.
- 9.7 Where an accredited provider has had the accreditation for all courses of study and short courses cancelled, it shall be removed from the Board's Register of Accredited Providers, its Certificate of Registration shall be cancelled, and such cancellation shall be published.
- 9.8 Where a provider's accreditation is cancelled the provider shall refund any relevant fee, or portion thereof, to effected students.

10. WORKPLACE ACCREDITATION

- 10.1 Where workplace learning is considered to be an essential element in a course of study or short course an evaluation shall be carried out by an evaluator approved by the Board.
- 10.2 Workplace learning providers shall meet relevant elements of Accreditation Standard 3 (see Appendix A).
- 10.3 All persons and organisations wishing to provide on-job training or workplace learning opportunities shall apply to the Board, using the approved accreditation application form.

11. RE-REGISTRATION AND RE-ACCREDITATION

- 11.1 Where a provider's registration or accreditation of courses of study has been cancelled the provider may apply for re-registration or re-accreditation after 6 months of the cancellation.

12. QUALITY AUDITS

- 12.1 Quality audit is a systematic and independent review of a registered provider's activities to confirm alignment with the TNQAB accreditation standards⁵, and whether these activities are effective.
- 12.2 Quality audits shall include an investigation of the following:

⁵ See Appendix A

- (a) the ability of the provider to continue delivering their accredited education and training courses of study;
 - (b) the quality of each accredited course of study;
 - (c) the appropriateness of each qualification; and
 - (d) the resources provided for the delivery of each course of study.
- 12.3 Quality audits shall be conducted at least every 2 years.
- 12.4 Before the audit visit, the PCET provider will conduct a self evaluation of its quality management system (QMS). The self evaluation should establish the extent to which the provider is meeting both the requirements of its QMS and the TNQAB Accreditation Standards (see Appendix A). The TNQAB quality audit team will seek to validate the provider's self evaluation.
- 12.5 Audit team members shall be independent of the provider being audited and shall consist of a minimum of-
- (a) a Chair nominated from the Board;
 - (b) a representative with an industry or community focus; and
 - (c) a representative from Tonga or overseas with educational expertise.
- 12.6 The Board shall notify the provider of the outcome of the audit within 3 weeks of its completion.
- 12.7 Where the Board approves the audit team's requirements and recommendations for improvement, the Board shall notify the provider of these requirements and recommendations. The Board shall allow the provider 3 months to implement the improvements identified and meet the requirements.
- 12.8 Where the provider has not carried out the improvements notified by the Board and based on the audit, the Board may cancel the provider's accreditation and, where appropriate, the provider's registration (see Section 9 above).
- 12.9 A special purpose audit of a provider may be conducted as a result of a complaint investigation or if there is evidence of non-compliance with accreditation requirements.

Quality audit processes are detailed in "TNQAB Guidelines for Quality Audit of Providers" – a separate document.

13. APPEALS

- 13.1 Any appeals against a decision of the Board shall be in writing and filed with the Board within 3 weeks of the date of such decision.
- 13.2 The notice of such appeal shall be in writing and shall contain a statement of the grounds of appeal.
- 13.3 An Appeal Committee shall be established by the Minister, and consist of the Chair and 2 others.
- 13.4 The decision of the Appeal Committee shall be final.

- 13.5 The Appeal Committee shall have the powers to summon, call for the production of documents, examine witnesses, administer oaths and record evidence.

14. ASSESSMENT

- 14.1 Assessment will involve the collection of evidence of what learners know, understand and can do. The evidence will then be judged against criteria expressed in qualification component descriptors.
- 14.2 Evidence can be collected from a variety of sources, which depends on the situation of the assessor, the circumstances of the learner, and the requirements of the qualification component descriptors.
- 14.3 Evidence may come from formal pen and paper tests, practical tasks, from the candidate's workplace or on-going learning activities, from prior achievements and/or from outside a formal learning or work environment. Assessment against the qualification component descriptors can use some or all of these sources.

15. MODERATION

- 15.1 The purpose of moderation is to provide assurance that assessment is fair, valid and at an approved standard, and that assessors are making consistent judgements about learner performance. In addition, moderation gives confidence to learners, gives credibility to the institutions and other learning providers and maintains consistency across education and training providers.
- 15.2 Internal moderation will be the responsibility of each accredited provider. This is necessary to ensure consistency of assessment within an accredited provider over time and between assessors.
- 15.3 National external moderation systems will be put in place to ensure that accredited providers of national qualifications are conducting assessment that is nationally consistent and at the national standard.
- 15.4 National qualification moderators (assessment verifiers) shall be registered by TNQAB and trained by accredited providers. The function of national moderators will be to check that the standards of assessment in the education and training providers or workplaces delivering national qualifications, or qualification components, are fair and consistent. They will check samples of assessed work to ensure that all accredited providers and workplace assessors make consistent and reliable judgments.

16. CROSS-CREDITING, CREDIT TRANSFER AND RECOGNITION OF PRIOR LEARNING

- 16.1 Credit towards a qualification or exemptions from specific course of study requirements can be awarded as a result of:

- Cross-crediting - from a short course or another course of study within the education and training provider;
 - Credit transfer - from a short course or course of study offered by another education and training provider; or
 - Recognition of prior learning - credit awarded for informal or un-certificated learning.
- 16.2 Cross-credit provision, credit transfer and recognition of prior learning (RPL) processes should be clearly defined in a post compulsory education and training provider's general or course-specific regulations.
- 16.3 An important principle of the Tonga Qualifications Framework is that skills, knowledge, and understanding gained outside formal education or training can be recognised. Recognition by assessment of prior learning acknowledges the skills and knowledge gained outside formal learning: from paid or unpaid work and experience; and/or from courses or study undertaken.
- 16.4 The following principles will be applied to both recognition of prior learning and credit transfer:
- Qualification and course of study development and design should promote and facilitate RPL and credit transfer.
 - The key focus of RPL and credit transfer decisions should be on the benefit for learners and on supporting effective learning pathways.
 - Transparency in decision-making for RPL and credit transfer across the education and training system is critical.
 - Credit transfer and RPL should be portable across different cultures and national borders, and robust policies and procedures need to be in place to support this.
- 16.5 The following additional principles should be applied to recognition of prior learning:
- Credit awarded as a result of RPL should be treated as of equal standing to credit awarded through other forms of assessment.
 - RPL assessors and administrators should undergo appropriate training to deal fairly and sensitively with candidates.
 - Education and training providers should ensure that support and guidance is available to candidates throughout the RPL process.
 - RPL candidates should have a right of appeal.
- 16.6 The integrity of a qualification must be considered in granting credit through cross-credit, credit transfer or recognition of prior learning. Providers are therefore required to assess candidates in terms of both the specific requirements of each component of the course qualification for which the granting of credit is being considered, and the distinctive characteristics and level of the qualification as *a whole*.

Recognition of Prior Learning processes are detailed in “*TNQAB Guidelines for Recognition of Prior Learning and Non-Formal Learning*”, a separate document.

17. POST COMPULSORY EDUCATION AND TRAINING PROVIDER TERMS

- 17.1 One of the criteria for accreditation by TNQAB is: “The provider’s name is appropriate and does not mislead learners about the nature of the education and training provision”⁶. Applying this criterion to current education and training providers indicates significant issues with only one group – those that use the term University/ ‘Univesiti.
- 17.2 In several countries (for example United Kingdom, Australia, New Zealand and Canada) the use of the term University is restricted to those institutions that meet defined characteristics. In other countries (for example the United States of America and the Philippines) there is no restriction on the use of the term. In the Philippines, the bachelor degrees from most “universities” are not recognised as such internationally; only a few have built up reputations as “quality” universities whose bachelor degrees are at an equivalent level to, for example, Australian university bachelor degrees.
- 17.3 The Board will only register an education and training provider that uses the term University/’Univesiti in its name if it has, or is likely to have in the near future, **all** of the following characteristics⁷:
- The provider facilitates wide diversity of teaching and research, especially at a higher level;
 - The provider is primarily concerned with more advanced learning, the principal aim being to develop intellectual independence;
 - The provider’s research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge;
 - The provider meets international standards of research and teaching;
 - The provider is a repository of knowledge and expertise;
 - The provider accepts a role as critic and conscience of society.

18. COMPLIANCE NOTICES

- 18.1 The Board may issue a compliance notice to a Registered Provider requiring the Provider to take, or refrain from taking, a particular action in relation to its registration and/or accreditation status.
- 18.2 Every compliance notice shall be in writing (a formal letter from The Board) and shall:
- give the date on which it is issued;
 - specify a time on or before which, or a period within which, the Provider must comply with the notice; and
 - state the consequences or possible consequences of non-compliance with the notice.
- 18.3 A Provider that receives a compliance notice must comply with it within the time period specified, which will normally be between a minimum of ten and a maximum of twenty

⁶ TNQAB Regulations 2008, Schedule C; see also Appendix A of this document

⁷ Based on New Zealand’s Education Act 1989

working days from the date of issue of the notice. The Board may extend the period of time for a provider to rectify compliance.

- 18.4 The Board may publish any compliance notice, or a summary of a compliance notice, in a manner designed to inform the public of the compliance notice.
- 18.5 If the Provider does not comply with the compliance notice, The Board may immediately impose new, amend or revoke any existing condition(s) on the Provider's registration and/or accreditation.

19. COMPLAINTS BY PCET PROVIDERS ABOUT TNQAB

- 19.1 Providers may lodge a complaint of irregularity or non-compliance with procedures relating to registration, accreditation or audit decisions against the Board or its agents.
- 19.2 A complaint should initially be made in writing to the Chief Executive Officer of TNQAB who may deal with it directly.
- 19.3 If the complainant is not satisfied that the complaint has been satisfactorily resolved by the CEO, or where the complaint relates directly to the CEO, they may write to the Chair of the Board. The Chair may deal with the complaint directly or, if it is not easily resolved, refer it to an ad hoc complaints committee made up of two members of the Board and, where appropriate, up to two external members from other PCET providers.

20. COMPLAINTS BY STUDENTS ABOUT PCET PROVIDERS

- 20.1 When a written complaint is received by TNQAB a record and log of the complaint is maintained.
- 20.2 If the complaint is not resolved easily the Board may write to the CEO of the Provider seeking a response to the matters raised.
- 20.3 If the Board considers the response to be inadequate, an investigation will be undertaken to establish the facts and determine a course of action.
- 20.4 When there is a clear case for proceeding as a result of an investigation, a special purpose quality audit will be conducted (see section 12 of this document).

21. CROSS BORDER PROVISION OF EDUCATION AND TRAINING⁸

- 21.1 Cross border education encompasses all types of education study programmes, courses of study, or educational services (including all forms of open and distance learning) in which the learners are located in a country different from the one where the awarding institution is based.

⁸ Adapted from the UNESCO/OECD Code of Practice in the Provision of Transnational Education, 2002

- 21.2 The Board will work closely with Government, and all PCET providers in Tonga to ensure protection of students and learners from investing in cross border education that is of low or dubious quality.
- 21.3 Courses of study will be subject to accreditation by the Board if they are provided in Tonga in an organised and directed manner where students enrol, pay fees and attend guided instruction at a particular location or locations.
- 21.4 The Board will make available all relevant information on Tonga's qualifications, registration, accreditation and quality audit processes to foreign providers who wish to offer cross border education and training in Tonga.
- 21.5 The Board will strengthen international co-operation and networking in partnership with international quality assurance and accreditation bodies in quality assuring cross border providers, since cross border education and training involves the sending country as much as Tonga who is the receiving country.
- 21.6 The Board will coordinate and facilitate the process of recognition or establishing equivalence between the Tonga Qualifications Framework and those of other countries, based on procedures and criteria mutually agreed to.
- 21.7 Local PCET providers that establish any arrangement with a foreign provider must take note of the following before confirmation of intent to do so:
 - a. Providers must amend their quality management systems to take full responsibility for the delivery of cross border education and training courses of study;
 - b. Local PCET providers and individuals must closely examine all information and guidance provided by foreign institutions and providers to ensure that they do not fall victim to dubious quality assurance and accreditation claims and low-quality provision, leading to qualifications of limited validity;
 - c. Where there is doubt about the reputation and standards of a potential foreign provider, their courses of study or qualifications, the Board must be consulted immediately, and full contact details of the foreign provider must be submitted to facilitate and expedite solicitation of information;
 - d. Local providers must ensure that the courses of study they offer on behalf of a foreign provider or institution are of the same level and quality as those offered in the country of origin;
 - e. Local providers must have in place appropriately qualified staff to provide supplementary student support as well as all other relevant resources that support the courses of study offered;
 - f. Assessment standards must be relevant, fair and consistent with course of study outcomes, context and the parent organisation's processes in the sending country.

APPENDIX A: Registration and Accreditation Quality Standards

(Extracted from Schedule C of TNQAB Regulations 2008)

For the purposes of this Schedule, “External stakeholders” may include teaching staff from other providers delivering similar courses of study, industry representatives, professional bodies, community representatives, government ministry representatives.

The following are minimum standards for post compulsory education and training providers. A new provider shall meet Standard 1, elements 1.1 to 1.5, before being registered. Accreditation Standard 2, elements 2.1 to 2.6, shall be met for each qualification, course of study and short course prior to delivery. In addition to Accreditation Standards 1 and 2, Accreditation Standard 3, elements 3.1 to 3.12, shall be met by the provider on an ongoing basis.

Accreditation Standard 1: The provider is established and organised to provide quality education and training

- 1.1 The provider or its governing body is a legally established or recognised enduring body.
- 1.2 The provider has measurable goals and objectives for education and training.
- 1.3 The provider has a coherent, documented quality management system of policies and procedures.
- 1.4 The provider has adequate and appropriate governance and management to achieve its education and training goals and objectives.
- 1.5 The provider’s name is appropriate and does not mislead learners about the nature of the educational and training provision.

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.

For each qualification, course of study and short course:

- 2.1 The title is appropriate and complies with the requirements of the National Qualifications Framework.
- 2.2 The learning outcomes have been developed and reviewed, where appropriate, in consultation with relevant external and internal stakeholders.
- 2.3 The learning outcomes and credit requirements are clearly defined and consistent with the requirements of the National Qualifications Framework.
- 2.4 The entry requirements are defined and are fair.
- 2.5 The assessment system is appropriate and relevant to the learning outcomes.
- 2.6 There is an appropriate system to moderate assessments.

Accreditation Standard 3: The provider is delivering quality education and training.

- 3.1 The provider's quality management system is effectively applied to the whole organisation, and is regularly reviewed and updated.
- 3.2 The provider has adequate and appropriate physical and learning resources to deliver its qualifications and courses of study.
- 3.3 Staff qualifications and experience meet the requirements of the Act.
- 3.4 Appropriate staff development plans, based on identified needs, are implemented and outcomes monitored to ensure effectiveness.
- 3.5 Appropriate entry and selection criteria for each course of study and short course are well publicised and applied consistently.
- 3.6 Timely, effective and appropriate student guidance and support systems are provided.
- 3.7 The provider defines and implements effective teaching and learning practices that are educationally sound and appropriate to the course of study and mode of delivery.
- 3.8 Course delivery undertaken in partnership with, on behalf of, or by another organisation either inside Tonga or outside Tonga, meets the standards set in the provider's quality management system.
- 3.9 Any off-site practical or workplace components of courses of study are effective and integrated into curricula.
- 3.10 The assessment of learning outcomes is fair, valid and consistently applied.
- 3.11 Notification of results and reporting on student achievement is adequate and appropriate.
- 3.12 Where degree courses of study are offered, adequate resources and support are provided to meet the provider's defined research goals and objective