

TONGA NATIONAL QUALIFICATIONS

AND

ACCREDITATION BOARD



TONGA QUALIFICATIONS FRAMEWORK

POLICIES

2018

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1 PREFACE

In 1987, the Cabinet of the government of Tonga approved the establishment of the Tonga National Qualifications and Accreditation Board (TNQAB). The Board aims to strengthen post compulsory education and training (PCET) by setting standards and guidelines for providers, their courses of study (programmes) and the qualifications they offer.

One of the Board's rights and key duties, as set out in Part II Section 8 of the Tonga National Qualifications and Accreditation Act 2004, is to develop a national qualification framework for post compulsory education, training, review and revise corporate plans. The nature of the national qualifications framework is specified in the Tonga National Qualifications and Accreditation Regulations 2010 Part III Sections 13 and 14:

1.1 The Framework

13. *The National Qualifications Framework (NQF) shall:*
- a. *consist of levels defined by a set of level descriptors relating to the complexity of the learning outcomes attained; and*
 - b. *include all national and post compulsory education and training qualifications that have been accredited by the Board or by an overseas quality assurance agency recognised by the Board,*

1.2 Qualification characteristics, titles and definitions

14. (1) *Each qualification on the National Qualifications Framework shall have a statement of learning outcomes which includes:*
- (a) *what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and*
 - (b) *the components of the qualification which, in their combination, make up the whole qualification.*
14. (2) *Each qualification on the National Qualifications Framework shall have a credit value attached to it.*
14. (3) *Each qualification shall be assigned to one of the levels of the National Qualifications Framework.*

14. (4) *Three broad types of qualifications shall be placed on the National Qualifications Framework – degrees, diplomas and certificates.*
14. (5) *Each qualification shall be defined by characteristics and credit requirements based on those listed in Schedule B¹.*
14. (6) *The terms “Tonga”, “Tongan” and “National” in relation to qualifications shall only be used in the titles of the Board approved qualifications that have been developed nationally.*

¹ The qualification titles and characteristics defined in Schedule B of the Regulations are detailed in Appendix 1 of this document.

2 TONGA QUALIFICATIONS FRAMEWORK (TQF)

2.1 Overview

- a) The Tonga Qualifications Framework is a way of classifying quality assured qualifications according to levels related to the complexity of the learning outcomes attained.
- b) The Tonga Qualifications Framework:
 - Includes all the post compulsory education and training qualifications available in Tonga that have been accredited by the TNQAB or by an overseas quality assurance agency recognised by the Board;
 - Is compatible with qualification frameworks developed and implemented by other Pacific nations and worldwide;
 - Provides a structure for establishing the interrelationships of qualifications;
 - Facilitates national and international comparability of qualifications;
 - Facilitates understanding of the knowledge, skills and attributes graduates have achieved;
 - Improves the transparency of and access to qualifications;
 - Facilitates the matching of skills demanded by the industry to the supply of skilled workers;
 - Is flexible and able to accommodate the development of new qualification types and specialisations as the need arises;
 - Provides opportunities for career development in clear and flexible pathways;
 - Facilitates the recognition of prior learning and current competencies; and
 - Provides opportunities to facilitate the pursuit of lifelong learning;
- c) The Tonga Qualifications Framework has ten levels. Each level is comprised of qualifications that are registered in accordance with qualification definitions detailed in Appendix 1 and qualification characteristics in Section 4. Each qualification is registered at one of the ten levels depending on the complexity of the knowledge, skills, and application of knowledge and skills, which are being recognised.

Level 1 is the least complex and Level 10 is the most complex. These levels do not equate to years spent learning, but reflect the outcomes of each qualification. Of the ten levels, there are:

- seven undergraduate levels containing nine types of qualifications; and
- three postgraduate levels containing five types of qualifications

2.2 Tonga Qualifications Framework (TQF) Matrix

Level	Qualification Title		
10			Doctoral Degree
9			Master's Degree
8	Postgraduate Certificate	Postgraduate Diploma	Bachelor's Degree with Honours
7	Graduate Certificate	Graduate Diploma	Bachelor's Degree,
6		Advanced Diploma	
5		Diploma	
4	Certificate Level 4		
3	Certificate Level 3		
2	Certificate Level 2		
1	Certificate Level 1		
	CERTIFICATE	DIPLOMA	DEGREE

- d) Each level of the Tonga Qualifications Framework is characterised by level descriptors that define the learning outcomes of the qualification in terms of knowledge, skills and application of knowledge and skills (refer to Appendix 2).
- e) Each qualification registered on the Framework is also defined in terms of its purpose, title, rationale, credit value, components, entry criteria and how it relates to other qualifications.

- f) TNQAB's programme accreditation processes are used to confirm the provider's capability to offer a programme of learning leading to the award of the qualification. These processes include the registration of the qualification on to the TQF.
- g) The Tonga Qualifications Framework is also supported by the following processes:
- Registration of education and training providers
 - Course approval, programme accreditation and qualification registration;
 - Quality audit and review of education and training providers;
 - Development and implementation of national qualifications; and
 - Recognition of prior learning and non-formal learning.

3 QUALIFICATIONS REGISTRATION ON TQF

- a) Every qualification to be registered on the TQF must meet all the Criteria for Qualification Registration summarized in Appendix 3. The details for Qualification Characteristics is found in Section 4.
- b) TNQAB may consult with relevant international providers and will organize a panel for approval of degree programmes² prior to registering qualifications at level 7 and above on the TQF. This is to ascertain the international academic and professional credibility of the qualification³.
- c) Individual components of qualifications⁴ cannot be registered on to the TQF. The TQF is a register of complete qualifications only.
- d) Where a new qualification has been developed to replace an existing registered qualification, no current learner should be disadvantaged. Transition arrangements should be documented that provide:
 - Specified time limits for the completion of the existing qualification
 - Credit transfer or exemptions for specified components
 - An appeals mechanism
 - How the arrangements will be managed

² Refer to Guidelines for approval and accreditation of Degree Programmes for further information.

³Including Bachelors, Graduate Certificates and Graduate Diplomas, Postgraduate Certificates and Diplomas, Masters, Doctorates

⁴Components of a qualification are also known as courses, modules, units, papers, work-based components.

4 QUALIFICATION CHARACTERISTICS

Before each qualification is registered on the TQF the following characteristics must be described:

- i. Title
- ii. Purpose Statement & Rationale
- iii. Outcome Statement
- iv. Level
- v. Credit Value
- vi. Qualification Components
- vii. Entry Requirements & Learning Assumed to be in Place
- viii. International Comparability
- ix. Recognition of Prior Learning
- x. Support for the Qualification
- xi. Review Date

4.1 Qualification Title

- a) All qualifications registered on the TQF are assigned a title based on the qualification definition that they most closely reflect (See Appendix 1).
- b) The title of the qualification must be
 - Unique;
 - Consistent with the purpose, nature, and composition of the qualification; and
 - Consistent with the recognised coverage of the TNQAB.
- c) The title must contain a TQF level indicator.
- d) The terms Tonga, Tongan and National must only be used in the titles of Board approved qualifications that have been developed nationally.
- e) For qualifications that have been developed by a particular provider or organization, the title includes the name of the provider or organization that developed and owns the qualification.

- f) The title of the qualification must be classified according to the field or subfield of the learning fields (see Appendix 4). The classification(s) in the title provides stakeholders, including those who may wish to gain the qualification, with an understanding of where the qualification fits on the TQF.
- g) The title includes the developer/owner of the qualification (or National/Tonga if a national qualification), the type of qualification (Certificate, Diploma, etc), its field or sub-field (Business, Building, Engineering, etc) and its level (for certificates and diplomas). Qualifiers⁵ may be included in brackets after the qualification field, if required.

For example:

“National Certificate in Building (Carpentry) Level 2”; *“XYZ Institute Certificate in Computing (Intermediate) Level 2”;* *C University Bachelor of Arts (Tourism Management).*

These and other examples are listed in the following table:

Developer	Qualification Type	Field or Sub-Field	Qualifier	TQF Level
National	Certificate	Building	(Carpentry)	Level 2
Institute XYZ	Certificate	Computing	(Intermediate)	Level 3
National	Diploma	Business	(Administration)	<i>Diploma</i>
Polytechnic B	Advanced Diploma	Engineering	(Mechanical)	<i>Adv Diploma</i>
University C	Bachelor	Arts	(Tourism Management)	<i>Bachelor</i>

4.2 Qualification Purpose Statement & Rationale

- a) A strategic purpose statement identifies why the qualification should be listed on the TQF.

⁵ For example, the qualifier could be a sub-field, a domain of learning, an international qualification name (such as “Master Class V” in the maritime sub-field)

- b) It clearly states the qualification's use and relevance to learners, industry and the community. The statement should also acknowledge the cultural and social aspirations of Tongans and other affiliated parties, where these are reflected in the need for the qualification.
- a) Should give evidence as to how the qualification will provide benefits to society and to the economy.

4.3 Qualification Outcomes Statement

- a) Each qualification registered on the TQF has an outcome statement that describes the knowledge, skills and attributes of a graduate. The outcome statement is used by prospective employers and other tertiary education organisations, and for comparing qualifications. Different learners will achieve the outcomes in different ways, so outcome statements indicate the minimum achievement expected from a qualification.

Each outcome statement includes:

- **Graduate profiles** that identify the expected graduate outcomes of a qualification. This comprehensively describes what a person awarded the qualification must be able to collectively do, be and know. In developing graduate profiles, the qualification developer should consider the full range of capabilities and competencies.
- **Employment pathways** that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community.
- **Learning/ Education Pathways**

An indication should be given of the learning pathway of which the qualification is a part. The relationship with other qualifications should be clear, including how the qualification articulates with others, both vertically and horizontally which graduates of this qualification can enroll. This should also include any specific arrangements that have been made for articulation with particular qualifications.

4.4 Qualification Level

- a) All qualifications registered on the TQF are assigned to a level by evaluating the qualification graduate profile against the level descriptors. The graduate profile is viewed holistically and the notion of best fit is applied in determining the level.
- b) The outcome level descriptors listed in Appendix 2 are statements describing the characteristics of the learning outcomes of each of the ten levels of the TQF.

- c) Each assigned level should also be consistent with the corresponding generic qualification definition and qualification outcomes level descriptors detailed in Appendix 2.
- d) TQF level descriptors are broad, generic qualitative statements that indicate specific learning outcomes at a given level of the TQF, and apply to all learning contexts. They are intended to be guidelines for qualification developers and programme accreditors, and are therefore not prescriptive. The assignment of levels to qualifications and their components based on the characteristics of their learning outcomes is important for equivalency purposes and referencing of qualification frameworks.

4.5 Credit Value

- a) Each qualification registered on the TQF is assigned a credit value for both the whole qualification and its component parts.
- b) In assigning credit values, a qualification developer estimates how long it would take an average learner to achieve the stated outcomes and/or competencies in the learning context, and at the level specified and to demonstrate that achievement through assessment.
- c) One credit is equivalent to ten notional learning hours. Notional learning hours include:
 - direct contact time with teachers and trainers ('directed learning')
 - time spent in studying, doing assignments, and undertaking practical tasks ('self-directed')
 - time spent in assessment.
- d) One year of fulltime learning is normally assigned a credit value of 120 (or 1,200 notional learning hours). A typical learner can usually complete 120 credits of learning in a year.
- e) The sum of the credit values for all the components that make up the qualification must be equal to or greater than the total credit value of the qualification.
- f) Credit values are expressed in whole numbers.

4.6 Qualification Components

- a) The components of qualifications should be described in terms of learning outcomes⁶. This facilitates the determination of equivalencies with components of other qualifications, credit transfer (cross-crediting) between qualifications and components of qualifications, and the recognition of prior learning (RPL). It also enables qualification components to be assigned a TQF level based on the relative level of their learning outcomes.
- b) The following should be specified in the qualification component descriptor or Unit of Competency:
 - i. Title
 - ii. Purpose
 - iii. Credit value
 - iv. TQF level
 - v. Learning outcomes and/or defined competencies
 - vi. Pre-requisites and co-requisites, where appropriate
 - vii. Assessment methodology
 - viii. Moderation arrangements
 - ix. Requirements for successful completion.
- c) For some qualifications, all components are compulsory. Others consist of compulsory components that represent essential skills and knowledge, and elective components for complementary or specialist skills. Electives allow and encourage depth and breadth, the development of specialization, and the recognition of different knowledge and skills in the qualification.
- d) Electives may be required from a specified list of components, from a specified subject area, from any subject area, or from a combination of these, depending on the structure of the qualification.

⁶These components are often directly related to the courses, units or modules that make up the programme (“course of study”) that leads to the award of the qualification.

4.7 Entry Requirements & Learning Assumed To Be In Place

- a) Any necessary entry requirements or pre-requisite qualifications should be specified. Entry requirements should not discriminate individuals because of descent, gender, social origin, place of birth, family status, or special needs. They should be reasonable for the level and complexity of the qualification.
- b) Whenever possible, open entry (where there is no pre-requisites) and recognition of prior learning is encouraged, in order to provide access to learning opportunities.

4.8 International Comparability of the Qualification

- a) International comparability of qualifications is important in order to ensure that Tongan qualifications are at least on a par with those that are offered internationally.
- b) A clear indication should be given of how and to what degree the qualification compares with equivalent qualifications offered internationally. International comparability of the qualification should not be restricted only to those countries that have qualification frameworks, although they are good sources to begin with.
- c) It is particularly important to compare the qualification and its components with:
 - Qualifications offered in countries that are leaders in the field or sub-field
 - Qualifications offered in other developing countries
 - Best practice in the field internationally.
- d) The comparison should not be restricted only to other nationally registered qualifications but should include, where appropriate:
 - In-house training offered by leading organisations/companies
 - Short courses
 - International accords/agreements covering training in the field or sub-field.
- e) An indication should be given of why particular countries and qualifications used were chosen for the comparison.
- f) A statement such as, *“Tonga is at the cutting edge in this field”* is unacceptable unless it is justified with evidence from what is offered internationally. When it is stated that international best practice was used as the benchmark, an indication must be given of the

nature of those best practices, where they can be found and how this qualification compares with those practices.

4.9 Recognition of Prior Learning (RPL)

- a) There should be a clear statement concerning how the qualification may be achieved in whole or in part through Recognition of Prior Learning, however such learning was achieved⁷.
- b) The approach to RPL should reflect the objectives and principles of the TQF and must be in line with TNQAB Guidelines for the Recognition of Prior Learning (a separate document).

4.10 Support for the Qualification

- a) Each qualification should have sufficient support from a relevant national (and, where appropriate, international) industry, professional, academic, community or other interested groups.

⁷ Through formal learning, non-formal learning , informal learning or work experience

5 STATUS OF A QUALIFICATION

All qualifications listed on the TQF must display and maintain clear information on their status using the following definitions:

5.1 Current

Qualifications that are current are those which are listed on the TQF and can be offered by training organizations.

5.2 Expiring

Qualifications which are expiring are those which are either being replaced with a new qualification or the decision has been made for them to be closed. This will normally be as a result of a review.

The qualification may continue to be available to existing individuals while they complete their programme, but no new learners will be able to enroll. Current candidates need to complete the qualification before the expiry date.

5.3 Discontinued

Qualifications designated as discontinued will no longer be available or awarded.

6 REVIEW OF A QUALIFICATION

All qualifications on the TQF are reviewed periodically to ensure that they remain useful and relevant and continue to meet the needs of the learners, industry and stakeholders for which they were initially developed.

A review provides an opportunity for the qualification developer and relevant stakeholders to reassess the need for the qualification, to determine whether it is still fit-for-purpose.

The review of national qualification must be completed within a period of no longer than five years after listing the national qualification on the TQF or the previous review but TNQAB may instigate earlier review if warranted. Factors to be considered in determining the review period include the rate of change in the industry and the size of the qualification.

Provider qualification will be reviewed by TNQAB as part of its programme accreditation or quality audit.

7 AWARD OF A QUALIFICATION

All registered providers and qualification developers have the right to be able to award national qualifications on the TQF. These include:

- owners of approved programmes leading to a qualification;
- Industry Training Organizations that arrange training leading to the qualification in the industry for which it is recognized; and
- Education organizations accredited to deliver a programme leading to the qualification.

The qualification is awarded by the education organization where the learner achieved the programme of study or industry training leading to the qualification. The minimum requirements for the formal certification document are set out below:

- Qualification Title;
- TQF reference number;
- Date of issue and/or award; and
- The logo or seal of TNQAB and/or the training provider or organization

8 RECORD KEEPING

Education organizations awarding the qualification must keep records of learner progress and programme completion, and the date the qualification was awarded and certificate issued.

A learner can only be awarded an individual qualification once. If additional learning (e.g. strands) relating to the qualification is undertaken it will be recorded on the learner's academic record or record of achievement. The qualification may be re-issued to include achievement of additional learning.

9 LAYOUT, FORMATTING AND LANGUAGE OF THE QUALIFICATION DESCRIPTION

- a) Qualification registration forms must be submitted in a text format compatible with the format, which will be used to capture the qualification on the TNQAB database e.g. plain text, Rich Text Format (RTF), HTML, Microsoft Word, or PDF.
- b) The qualification registration form must be submitted both in hard copy and in an electronic format easily captured by TNQAB, but not in zipped file format.
- c) The language used to describe the qualification should be:
 - simple and accessible to the learner for whom it is intended;
 - appropriate to the level at which it is to be registered on the TQF; and
 - precise and consistent with normal usage in the sector.

9.1 Notes

Any information that is regarded as vital for a complete understanding of the qualification and which is not included elsewhere in the qualification description may be included as notes. This must not include curriculum or subject matter content. This section should be used circumspectly and notes to a qualification description would be the exception rather than the rule.

10 CHANGES TO APPROVED QUALIFICATIONS

- a) If a developer or provider wishes to change the title, level, outcome statement, credit value, entry requirements or any component of a qualification registered on the TQF, approval must be sought from TNQAB as soon as practicable.
- b) The provider must complete the form - Application for approval of changes to Qualification and Short courses and submit it to TNQAB 3 months before the changes is expected to be implemented.
- c) The changes should not be implemented until they have been approved by TNQAB.

11 MANAGING RISK

TNQAB has rigorous processes to investigate and manage risk. TNQAB collects information on organizations from TNQAB's quality assurance processes (i.e. audits, registration, course approvals and accreditation applications and visits), complaints received and concerns raised by government organizations and other stakeholders. In its investigations, TNQAB gathers information on whether there is a risk to students or a breach of TNQAB's rules or legislative requirements and takes action, including statutory action to address these.

This can include:

- issuing compliance notices to and imposing conditions on organizations
- withdrawing quality assurance status granted by TNQAB (i.e. registration, approvals, accreditation)
- legal action for breaches of the TNQAB Act 2004.

12 DEREGISTRATION OF QUALIFICATIONS

- a) Where TNQAB considers that there may be grounds for deregistering a Provider's qualification from the TQF, it will give written notice to the governing body of the Provider:
 - i. setting out the grounds for its decision/action;
 - ii. stating a reasonable and defined period (normally two to four weeks) within which to make submission on the matter;

- iii. considering any written submissions and may give a further defined period of time to address the specified issues;
 - iv. making a decision after that period of time; and
 - v. sending a final written notice, specifying the details and the effective date of its decision.
- b) TNQAB may take the above action as a result of an investigation, external quality audit or review⁸.

13 REGAINING REGISTERED STATUS FOR A QUALIFICATION

- a) A provider whose qualification has been deregistered from the TQF as a result of an investigation, external audit or review will need to re-apply to the TNQAB for reinstatement of that status.

14 COMPLIANCE NOTICES

- a) TNQAB may issue a compliance notice to a provider requiring the provider to take, or refrain from taking, a particular action in relation to registration of any of its qualifications on the TQF.
- b) Every compliance notice will be in writing (a formal letter from TNQAB) and must:
- 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.
- c) A provider that receives a compliance notice must comply with it within the time period specified, which will normally be between ten and twenty working days from the date of issue.
- d) TNQAB may publish any compliance notice, or a summary of a compliance notice, in a manner designed to inform the public of the compliance notice.

⁸See TNQAB's "Guidelines for Quality Audit"

- e) TNQAB may extend the period of time for a provider to rectify compliance.
- f) If the provider does not comply with the compliance notice, TNQAB may immediately impose new, or amend or revoke any existing condition(s) on registration of any of its qualifications on the TQF.

15 DEVELOPMENT OF NATIONAL QUALIFICATIONS

- a) National qualifications are those developed to meet a specific priority national need or interest. Their development involves, and has widespread endorsement by, the appropriate national industry, profession or community⁹. The Industry Training Advisory Council (ITAC) or Sector Working Group (SWG)¹⁰ involved in the qualification development process must be appropriately representative for the resulting qualification to be termed a national qualification.
- b) National qualifications are competency-based or outcomes-based qualifications that specify the skills, knowledge and applications of knowledge and skills to jobs and activities, and include the terms “Tonga”, “Tongan” or “National” in their titles. Education and training providers who wish to offer programmes of learning leading to national qualifications must first gain accreditation¹¹ from TNQAB.
- c) The *Guidelines for developing national qualification and TQF registration*, a separate document, provides further information on this process.

⁹See TNQAB’s “Guidelines for the Development of National Qualifications ”

¹⁰ These are representative groups of stakeholders who assist in the process of developing national qualifications.

¹¹See TNQAB’s “Guidelines for Programme Accreditation”

APPENDIX 1: QUALIFICATION DEFINITIONS

Agreed definitions of the titles of qualifications support:

- the comparability of qualifications
- the easy understanding of qualifications; and
- international recognition of qualifications.

Each TQF qualification title will be defined by the characteristics listed below:

1.1 Certificates (Levels 1 – 4)

Certificates are used in a wide range of contexts, often to prepare people for both employment and further education and training. Certificates at levels 1, 2 and 3 can be benchmarked against current school qualifications, including Tonga School Certificate (level 1), Tonga Form Six Certificate (level 2) and Tonga National Form Seven Certificate (level 3).

Certificates level must have a minimum credit value of forty (40) (equivalent to one third of a year of full-time learning). The level of a certificate is determined beginning with the highest-level credits and counting back until a total of 40 credits is reached. The level at which the total of 40 is reached determines the level of the certificate.

Examples:

	Certificate A	Certificate B	Certificate C	Certificate D
Credits at Level 1	30	20	0	0
Credits at Level 2	10	80	100	0
Credits at Level 3	0	20	120	20
Credits at Level 4	0	0	20	40
Credits at Level 5	0	0	0	20
Total Credits	40	120	240	80
Level of Certificate	1	2	3	4

1.2 Diplomas (Levels 5 and 6)

Diplomas often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or prior experience and recognise capacity for initiative and judgement across a broad range of educational and vocational areas in technical, professional, and/or management roles.

Diplomas often have an entry requirement based on results in the South Pacific Form Seven Certificate, Tonga National Form Seven Certificate or a Certificate Level 3 or 4 qualification, or equivalent, and/or work and life experience.

A diploma must have at least 120 credits (equivalent to one year of full time learning) contributing to the qualification at level 4 or above, with a minimum of 80 credits at level 5 or above.

An advanced diploma must have at least 120 credits contributing to the qualification at level 5 or above, with a minimum of 80 credits at level 6 or above.

Examples:

	Diploma A	Diploma B	Advanced Diploma C
Credits at Level 4	40	20	0
Credits at Level 5	80	120	20
Credits at Level 6	0	40	100
Total Credits	120	180	120
Level of Diploma	5	5	6

1.3 Bachelor Degrees

A Bachelor degree is a systematic, coherent introduction to the knowledge, ideas, principles, concepts, chief research methods, and analytical and problem-solving techniques of a recognised major subject or subjects. It requires meeting specified requirements, as set down in the relevant degree regulations, and involves at least one sequential study programme in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study as well as directed research and scholarship in the major subject(s) of the degree.

Bachelor degree programmes are taught mainly by people engaged in research, and emphasise general principles and basic knowledge as the basis for self-directed work and learning.

A Bachelor degree builds on prior study, work or other experience and is open to those who have met the specified entrance requirements.

Outcomes:

A graduate of a Bachelor degree programme is able to:

- demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major);
- demonstrate the skills needed to acquire, understand and assess information from a range of sources;
- demonstrate intellectual independence, critical thinking and analytical rigour;
- engage in self-directed learning; and
- demonstrate communication and collaborative skills.

Credit Requirements:

A Bachelor degree requires a minimum of 360 credits (equivalent to 3 years of full time learning) from levels 4 to 7. Some Bachelor degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight semester (four year) degree would normally be equivalent to 480 credits.

Of the credits required for a Bachelors degree, a minimum of 80 credits should be at level 7 and a minimum of 200 at level 6 and above. A maximum of 20 credits should be at level 4 (such that the integrity of the qualification at the higher levels is maintained).

The degree should specify a spread of credit across levels so that the qualification reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

Relationship with other qualifications:

A person who holds a Bachelors degree may be permitted to enrol for the Postgraduate Diploma or the Masters degree.

1.4 Graduate Certificates

A graduate certificate is designed primarily as a vehicle for graduates to pursue further study at an undergraduate level. The graduate certificate can be designed as a bridging programme for candidates developing educational, professional or vocational knowledge in a new discipline, professional or subject area and/or as a broadening or deepening of skills or knowledge already

gained in an undergraduate programme. For example, Graduate Certificate in Teaching (Professional Knowledge for teachers).

Entry is usually open to degree graduates or to those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind.

A person with a graduate certificate is able to:

- acquire and possess knowledge, analyse and solve problems, work and study independently; and
- demonstrate intellectual independence, analytical rigour and sound communication skills.

The graduate certificate is registered at level 7, requires at least 60 credits from levels 5 to 7, and has minimum of 40 credits at level 7.

The graduate certificate may provide an entry point to postgraduate study.

1.5 Graduate Diplomas

A graduate diploma is designed as a vehicle for graduates to pursue further study at an undergraduate level. The programme can be designed to broaden knowledge and skills in a familiar subject or discipline or develop knowledge in a new area.

Entry is usually open to graduates or to those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind.

A person with a graduate diploma is able to:

- engage in self-directed learning and advanced study; and
- demonstrate intellectual independence, analytical rigour, and the ability to understand and evaluate new knowledge and ideas.

A graduate diploma is registered at level 7 and requires a minimum of 80 credits at level 7; and requires a minimum of 120 credits from levels 5 or above.

A graduate diploma may provide the basis for postgraduate study.

1.6 Post Graduate Qualifications

Postgraduate qualifications build on prior study at Bachelor degree level or above, and/or on work or other experience, and are open to those who have met the specified entrance requirements. They include the following qualifications:

- Bachelors Degree with Honours (level 8)
- Postgraduate Certificate (Level 8)
- Postgraduate Diploma (Level 8)
- Masters Degree (Level 9)
- Doctoral Degrees (Level 10)

Postgraduate qualifications should be benchmarked against similar qualifications offered at New Zealand, Australia and/or other Commonwealth universities.

Bachelor Honours Degree Level 8

Qualification Type - Bachelor Honours Degree Level 8	
Purpose	<p>A Bachelor Honours Degree recognizes distinguished study at level 8. It may either be a degree in itself, or a discrete postgraduate degree following a Bachelor Degree.</p> <p>The award of honours recognizes outstanding achievement, meritorious achievement or a pass; these may be termed first class honours, second class honours: first or second divisions, and third class honours.</p>
Entry	<p>Entry to honours study is normally based on achievement of above average performance in the credits within the Bachelor Degree that are relevant to the proposed honours study.</p>
Outcomes	<p>A graduate of a Bachelor Honours Degree is able to:</p> <ul style="list-style-type: none">• engage in self-directed learning and advanced study• demonstrate intellectual independence, analytical rigour, and the ability to understand and evaluate new knowledge and ideas• demonstrate the ability to identify topics for original research, plan and conduct research, analyze results, and communicate the findings to the

	satisfaction of subject experts.
Credit requirements	A Bachelor Honours Degree may be either a 480-credit degree, or a discrete 120-credit degree following a Bachelor Degree. The degree has a minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level.
Relationship with other qualifications	Achieved to an appropriate standard, a Bachelor Honours Degree should prepare graduates for admission to further postgraduate study.

Post Graduate Certificate Level 8

Qualification Type - Post Graduate Certificate Level 8	
Purpose	The Postgraduate Certificate is designed to extend and deepen an individual's knowledge and skills. The Postgraduate Certificate involves credits from a specified subject and cognate areas. It recognizes continuing professional development or academic achievement in advance of a Bachelor degree in the same area as the individual's original degree or Graduate Certificate or Diploma.
Entry	Postgraduate Certificates require either a Bachelor Degree or Graduate Certificate or Diploma in a cognate subject, or relevant skills and knowledge acquired through appropriate work or professional experience.
Outcomes	A graduate of a Postgraduate Certificate is able to show evidence of advanced knowledge about a specialist field of enquiry or professional practice.
Credit requirements	The Postgraduate Certificate requires a minimum of 60 credits at level 8.
Relationship with other qualifications	A Postgraduate Certificate provides the basis for further postgraduate study.

Post Graduate Diploma Level 8

Qualification Type - Post Graduate Diploma Level 8	
Purpose	<p>A Postgraduate Diploma is designed to extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, graduate diploma or graduate certificate. A Postgraduate Diploma prepares an individual for independent research and scholarship in the principal subject of the diploma.</p> <p>A Postgraduate Diploma may be awarded with distinction.</p>
Entry	<p>An individual for the Postgraduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor Degree or Graduate Certificate or Diploma, or is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience, at an additional level.</p>
Outcomes	<p>A graduate of a Postgraduate Diploma is able to:</p> <ul style="list-style-type: none"> • show evidence of advanced knowledge about a specialist field of enquiry or professional practice • engage in rigorous intellectual analysis, criticism and problem-solving.
Credit requirements	<p>The Postgraduate Diploma requires a minimum of 120 credits from levels 7 and above, with a minimum of 72 credits from level 8.</p>
Relationship with other qualifications	<p>A person who holds a Postgraduate Diploma may be eligible to enroll in a Master's Degree.</p>

Master's Degree Level 9

Qualification Type – Master's Degree Level 9	
Purpose	<p>A Master's Degree qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.</p> <p>Master's Degrees usually build on a Bachelor's Degree, Graduate Diploma, Bachelor Honours Degree or a Postgraduate Diploma. They may also build on extensive professional experience of an appropriate kind.</p> <p>Their outcomes are demonstrably in advance of undergraduate study, and require individuals to engage in research and/or advanced scholarship.</p> <p>Master's Degrees are constituted in one discipline or coherent programme of study. They may be undertaken by taught courses or research, or by a combination of both.</p>
Entry	<p>Providers of programmes leading to Master's qualifications are responsible for establishing entry requirements. The minimum entry qualification for a Master's Degree is a Bachelor's Degree or equivalent (to a Bachelor's Degree listed at level 7 on the TQF).</p> <p>A programme of study leading to the Master's Degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations.</p> <p>The minimum entry qualification for a Master's Degree of fewer than 240 credits but no fewer than 120 credits is either a Bachelor Honours Degree or a Postgraduate Diploma or an undergraduate degree followed by relevant professional experience.</p> <p>Admission as an individual to a Master's Degree is based on the evaluation of documentary evidence (including the academic record) of the individual applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice.</p>
Structure	<p>Master's Degrees are structured in three principal ways:</p> <p>1. Thesis</p> <p><i>Entry:</i></p> <p>Based on a Bachelor Honours Degree or a Postgraduate Diploma in the same field of study.</p>

	<p><i>Credits:</i></p> <p>The degree includes 120 credits, of which at least 90 credits (at level 9) consist of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work.</p> <p>2. Course work and Thesis</p> <p><i>Entry:</i></p> <p>Based on an undergraduate degree in the same field of study.</p> <p><i>Credits:</i></p> <p>The degree includes 240 credits, of which at least 90 credits at level 9 are in the form of a thesis, dissertation, substantial research paper or scholarly creative work, and of which up to 150 credits are from coursework.</p> <p>3. Course work</p> <p><i>Entry:</i></p> <p>Based on an undergraduate degree achieved at a specified level of attainment.</p> <p><i>Credits:</i></p> <p>The degree is at least 120 to 240 credits and is achieved through coursework consisting of courses, project work and research in varying combinations.</p> <p>It may build on undergraduate study in the same academic field, or it may build on the more generic graduate attributes of an undergraduate degree in other fields, or in some cases on relevant professional experience. Master's Degrees that build on generic attributes and/or experience (often called 'conversion Master's') are usually in professional fields and are recognized as appropriate professional preparation by the profession or industry concerned.</p>
<p>Outcomes</p>	<p>A graduate of a Master's Degree is able to:</p> <ul style="list-style-type: none"> • show evidence of advanced knowledge about a specialist field of enquiry or professional practice • demonstrate mastery of sophisticated theoretical subject matter • evaluate critically the findings and discussions in the literature • research, analyze and argue from evidence • work independently and apply knowledge to new situations

	<ul style="list-style-type: none"> engage in rigorous intellectual analysis, criticism and problem-solving. <p>If a Master's Degree includes a component of supervised research of not fewer than 90 credits at level 9, the graduate is also able to:</p> <ul style="list-style-type: none"> demonstrate a high order of skill in the planning, execution and completion of a piece of original research or creative scholarly work apply such skills learned during the study programme to new situations. <p>The research should be completed to internationally recognized standards and demonstrate that the graduate has a capacity for independent thinking.</p>
Credit requirements	<p>The Master's Degree is at least 240 credits except where:</p> <ul style="list-style-type: none"> it builds on a Bachelor's Degree with Honours or an equivalent qualification, or significant relevant professional experience, in which cases it can be fewer than 240 but no fewer than 120 credits it builds on a three-year Bachelor's Degree or an equivalent qualification, in which cases it can be fewer than 240 but no fewer than 180 credits. <p>The Master's Degree must comprise a minimum of 40 credits at level 9 with the remainder at level 8.</p>
Relationship with other qualifications	<p>A person who holds a Master's Degree achieved to an appropriate standard, that includes a research component, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.</p>

Doctoral Degree Level 10

Qualification Type - Doctoral Degree Level 10	
Purpose	A Doctoral Degree is a research degree whereby the individual becomes an increasingly independent scholar who makes a substantial and original contribution to knowledge.
Entry	It is normally the culmination of study which begins at the bachelor level and reaches a stage beyond the masters. For the PhD/DPhil and the named doctorate (e.g. DMus), the development takes place under the guidance of recognized experts in the field of study and under circumstances that allow the individual access to appropriate research resources.
Types of Doctoral Degrees	<p>Doctorate of Philosophy (PhD/DPhil) A thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the individual, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, individuals may present a creative work as part of the thesis requirement.</p> <p>Doctorate in a specified field or discipline – the named doctorate (e.g. EdD or the DMus) For a doctorate in a specified field, coursework may contribute to the assessed programme of study, but research or the scholarly creative activity and the associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree. The coursework, which is to be at a standard in advance of that expected for a masters paper, must be part of a coherent programme with the research work, and should normally cover no more than one full-time academic year. An individual for a named doctorate must gain a passing grade in both the coursework and the thesis or its creative work equivalent.</p> <p>Higher Doctorate (e.g. the DSc or the DLitt) Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enroll for the degree. Individuals will normally be expected to have completed at least ten years of independent work and to have published extensively.</p> <p>Publication will normally be in scholarly books and/or in reputable international journals. Individuals in the visual or performing arts will have made equally</p>

	<p>outstanding contributions in their creative work.</p> <p>Professional doctoral degree</p> <p>Professional doctoral degree programs are designed to offer practice-oriented content leading to an advanced academic credential. Professional doctoral degree programs identify and teach competencies that support advancements in the field of study. The professional doctoral degree program graduate demonstrates the ability to conduct, interpret, and apply the results of appropriate research. Adequate oversight and advising are provided through all phases of the doctoral program, including clinical practice or fieldwork required by the field of study.</p>
Outcomes	<p>The contribution to knowledge is judged by independent experts applying contemporary international standards of the discipline. The hallmark will be the individual’s capacity for substantial independent research or scholarly creative activity as attested by his/her educational institution and/or as demonstrated by submitted work.</p> <p>The major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one or more of the following:</p> <ul style="list-style-type: none"> • a thesis (the PhD/DPhil) • creative work in the visual or performing arts (the PhD/DPhil) • a thesis or equivalent creative work in combination with coursework (the named doctorate) • a creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate) • published work.
Credit requirements	<p>A Doctoral Degree requires at least 360 credits and is listed at level 10.</p> <p>Professional degree program of study requires 60 graduate-level semester credit hours or their equivalent beyond the master’s degree with a maximum of 15 semester credit hours for the dissertation or final research project. Professional doctoral degree programs are completed in no fewer than two years and no more than 10 years from the date of initial enrollment. A first professional degree in the same discipline may reduce the program requirements when the institution requires a minimum of 90 total graduate semester credit hours after the bachelor’s degree.</p>

APPENDIX 2: TQF OUTCOME LEVEL DESCRIPTORS

Level	Knowledge	Skills	Application of Knowledge and Skills
1	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - are limited in range - are repetitive and familiar - are employed within closely defined contexts 	<p>Employing:</p> <ul style="list-style-type: none"> - recall - a narrow range of knowledge and cognitive skills - no generation of new ideas 	<p>Applied:</p> <ul style="list-style-type: none"> - in directed activity - under close supervision - with no responsibility for the work or learning of others
2	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a moderate range of practical skills - are established and familiar - offer a clear choice of routine responses 	<p>Employing:</p> <ul style="list-style-type: none"> - basic operational knowledge - readily available information - known solutions to familiar problems - little generation of new ideas 	<p>Applied:</p> <ul style="list-style-type: none"> - in directed activity - under general supervision and quality control - with some responsibility for quantity and quality - with possible responsibility for guiding others
3	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a range of well developed skills - offer a significant choice of procedures - are employed within a range of familiar contexts 	<p>Employing:</p> <ul style="list-style-type: none"> - some relevant low level theoretical knowledge - interpretation of available information - some discretion and judgment - a range of known responses to familiar problems 	<p>Applied:</p> <ul style="list-style-type: none"> - in directed activity with some autonomy - under general supervision and quality checking - with significant responsibility for the quantity and quality of output - with possible responsibility for the output of others
4	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a wide range of technical or scholastic skills - offer a considerable choice of procedures - are employed in a variety of familiar and unfamiliar contexts 	<p>Employing:</p> <ul style="list-style-type: none"> - a broad knowledge base incorporating some theoretical concepts - analytical interpretation of information - informed judgement - a range of sometimes innovative responses to concrete but often unfamiliar problems 	<p>Applied:</p> <ul style="list-style-type: none"> - in self-directed activity - under broad guidance and evaluation - with complete responsibility for quantity and quality of output - with possible responsibility for the quantity and quality of the output of others
5	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a wide range of specialised technical or scholastic skills - involve a wide choice of standard and non-standard procedures - are employed in a variety of routine and non-routine contexts 	<p>Employing:</p> <ul style="list-style-type: none"> - a broad knowledge base with substantial depth in some areas - analytical interpretation of a wide range of data - the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements 	<p>Applied:</p> <ul style="list-style-type: none"> - in self-directed and sometimes directive activity - within broad general guidelines or functions - with full responsibility for the nature, quantity and quality of outcomes - with possible responsibility for the achievement of group outcome.
6	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a command of wide-ranging highly specialised technical or scholastic skills - involve a wide choice of standard and non-standard procedures, often in non-standard combinations 	<p>Employing:</p> <ul style="list-style-type: none"> - specialised knowledge with depth in more than one area - the analysis, reformatting and evaluation of a wide range of information - the formulation of appropriate 	<p>Applied:</p> <ul style="list-style-type: none"> - in managing processes - within broad parameters for defined activities - with complete accountability for determining and achieving personal and/or group outcomes

Level	Knowledge	Skills	Application of Knowledge and Skills
	<ul style="list-style-type: none"> - are employed in highly variable routine and non-routine contexts 	<ul style="list-style-type: none"> responses to resolve both concrete and abstract problems 	
7	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require a command of highly specialised technical or scholastic and basic research skills across a major discipline - require research skills and critical evaluation of different problem solving approaches - involve the full range of procedures in a major discipline - are applied in complex, variable and specialised contexts 	<p>Requiring:</p> <ul style="list-style-type: none"> - knowledge of a major discipline with areas of specialisation in depth - knowledge of methods of inquiry - the analysis, transformation and evaluation of abstract data and concepts - the creation of appropriate responses to resolve given or contextual abstract problems - application of established principles in different contexts, exercise initiative and independence in carrying out defined activities. 	<p>Applied:</p> <ul style="list-style-type: none"> - in planning, resourcing and managing processes - within broad parameters and functions - with complete accountability for determining, achieving and evaluating personal and/or group outcomes
8	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - require broad knowledge that encourages innovation and provision of systematic, coherent account of the key principles of the subject area and abstract thinking 	<p>Requiring:</p> <ul style="list-style-type: none"> - skills to undertake self-directed study, research and scholarship in a subject area. - Intellectual independence, analytic, rigour and sound communication 	<p>Applied:</p> <ul style="list-style-type: none"> - to a wide variety of contexts, taking responsibility for the nature and quality of outputs
9	<p>Carry out processes that;</p> <ul style="list-style-type: none"> - require knowledge and understanding which is in the forefront of a field of learning 	<p>Requiring:</p> <ul style="list-style-type: none"> - ability to integrate, handle complex situations and formulate judgements - mastery of a complex and specialised subject area - skills to plan and carry out - to internationally recognised standards – an original scholarship or research project - the completion of a substantial research paper, dissertation or in some cases a series of papers. 	<p>Applied:</p> <ul style="list-style-type: none"> - in new and unfamiliar contexts related to the field of study\ - well developed skills to lead complex, multiple and heterogeneous groups - take responsibility for own continuing academic/professional development
10	<p>Carry out processes that:</p> <ul style="list-style-type: none"> - involve knowledge and skills that enable the learner to provide an original contribution to knowledge through research or scholarship, as judged by independent experts applying international standards. 	<p>Requiring:</p> <ul style="list-style-type: none"> - specialist and transferable skills for managing complex and unpredictable situations; - ability to critique other’s work - ability to initiate change 	<p>Applied:</p> <ul style="list-style-type: none"> - in the discovery and development of new knowledge and skills - communication of results of research and innovation - engagement in critical dialogue.

APPENDIX 3: CRITERIA FOR REGISTRATION OF QUALIFICATIONS ON TQF

i. Qualification Purpose Statement

There is 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 Development Plan of the Government of Tonga

ii. Qualification Title

The title is indicative of the purpose and outcomes of the qualification
The title indicates the qualification type (certificate, diploma, etc) and field or sub-field
The title indicates the qualification level
The title is appropriate and complies with qualification definitions

iii. Rationale for Qualification

The rationale shows how the qualification meets specific needs in the sector for which it was developed
The range of typical learners is identified and is appropriate
Evidence is available of the societal and economic benefits of the qualification

iv. Qualification Outcomes Statement

Outcomes are clearly stated
Outcomes for the whole qualification are reasonable and reflect the stated purpose
Outcomes for qualification components are logical

v. Qualification Level

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

vi. Credit Value of the Qualification

The total number of credits is shown
The total credit value of the qualification equals the sum of the credits assigned to the components
The credit total is appropriate and conforms to qualification definitions

vii. Qualification Components

For each component descriptor, the purpose, title, credit value, level, learning outcomes and/or defined competencies are clearly stated
For each component descriptor, the entry requirements, the assessment requirements, the moderation arrangements, and the requirements for successful completion are appropriate for the learning outcomes and/or defined competencies
The components 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
There is a clear and appropriate statement of where the qualification fits into one or more learning pathways

viii. Entry Requirements & Learning Assumed to be in Place

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
There is a clear and appropriate statement of the knowledge, skills and understanding that it is assumed the entrants into the qualification will already have

ix. International Comparability

There is a clear and appropriate statement of how the qualification compares with similar qualifications offered internationally
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x. Recognition of Prior Learning

There is a clear and appropriate statement concerning how the qualification may be achieved in whole or in part through recognition of prior learning

xi. Support for Qualification

Evidence is provided to show support for the qualification by relevant, national and, where appropriate, international, industry, professional, academic, community or other interest groups
The evidence of support is sufficient

APPENDIX 4: LEARNING FIELDS OF QUALIFICATIONS AND THEIR COMPONENTS

The TQF is made up of qualifications that have meaningful learning outcomes. The breadth of outcomes that can be recognized in the Framework is immense. In order for people to find their way around the TQF, a classification system has been developed, based on those used overseas. This classification system will allow people to quickly locate qualifications on the TQF.

Fields of learning are the broadest division in the classification system. They represent aggregations of related knowledge, skills and competencies in a technical, vocational and/or higher education. Each field is split into a number of sub-fields which better define the scope of coverage. Field and/or sub-field names appear in the titles of the qualifications registered on the TQF.

Fields	Sub-Fields ¹²
01. Agriculture, Forestry and Fisheries	<ul style="list-style-type: none"> - 0101 Agriculture - 0102 Animal Care and Handling - 0103 Equine - 0104 Forestry - 0105 Horticulture - 0106 Pest Management - 0107 Pork Production - 0108 Poultry Production - 0109 Rural Contracting - 0110 Seafood - 0111 Wood Harvesting - 0112 Nature Conservation - 0113 Forestry and Wood Technology - 0114 Agriculture and Livestock - 0115 Fisheries and Wildlife
02. Business and Commerce	<ul style="list-style-type: none"> - 0201 Accounting - 0202 Finance - 0203 Business Administration - 0204 International Business - 0205 Economics and Accounting - 0206 Management and Human Resources - 0207 Purchasing and Procurement - 0208 Administration - 0209 Public Relations Marketing

¹² The sub-fields of learning in bold font are those where qualifications are currently available in Tonga

	<ul style="list-style-type: none"> - 0210 Information Management - 0211 Not For Profit Systems and Structures - 0212 Office Systems - 0213 Public Sector Services - 0214 Insurance and Banking
03. Culture, Arts and Crafts	<ul style="list-style-type: none"> - 0301 Fine Arts and Design - 0302 Design Studies - 0303 Multi-media - 0304 Visual Arts and Photography - 0305 Performing Arts - 0306 Cultural Studies - 0307 Recreation - 0308 Music - 0309 Sport - 0310 Electronic media - 0311 Drama - 0312 Dance - 0313 Television and Video
04. Education	<ul style="list-style-type: none"> - 0401 Teaching - 0402 General Education - 0403 Early Childhood - 0404 Teaching and Learning - 0405 Adult Education and Training - 0406 Adult Literacy Education - 0407 Educational Administration - 0408 Generic Education and Training - 0409 Pacific Islands Early Childhood Education - 0410 Special Education - 0411 Teacher Education - 0412 Teacher Aids - 0413 Workshop Assistants - 0414 Lab Assistants - 0415 Day Care Centre - 0416 Adult Learning Tutoring
05. Engineering and Manufacturing	<ul style="list-style-type: none"> - 0501 Automotive and Mechanical Fitters - 0502 General Engineering - 0503 Carpentry and Joinery - 0504 Electrical Engineering - 0505 Panel Beating and Spray Fitting - 0506 Refrigeration and Air Conditioning

	<ul style="list-style-type: none"> – 0507 Blaster coating – 0508 Civil Works and Services – 0509 Design – 0510 Electricity Supply – 0511 Electronic Technology – 0512 Highway Construction and Maintenance – 0513 Industrial Measurement and Control – 0514 Mechanical Engineering – 0515 Motor Industry – 0516 Pavement Surfacing – 0517 Textile
06. Health	<ul style="list-style-type: none"> – 0601 Nursing – 0602 Midwifery – 0603 Dental Support – 0604 Occupational Health and Safety – 0605 Curative Health and Rehabilitative Health – 0606 Emergency Services – 0607 Health Studies – 0608 Mental Health – 0609 Natural and Traditional Health and Healing – 0610 Radiography – 0611 Pharmacy – 0612 Preventive Health – 0613 Promotive Health, and Developmental Services – 0614 Public Health
07. Law and Security	<ul style="list-style-type: none"> – 0701 Criminal Investigation – 0702 Harms against the person – 0703 Policing – 0704 Property Crime and Procedures – 0705 Safety in Society – 0706 Biosecurity – 0707 Compliance and Law Enforcement – 0708 Justice in Society and Sovereignty of the State – 0709 Offender Management – 0710 Security – 0711 Justice in Society and Sovereignty of the State
08. Information & Communication Technology	<ul style="list-style-type: none"> – 0801 Computing – 0802 Information Technology – 0803 Communication Technology – 0804 Computer Human Interactions – 0805 Computing Systems Support – 0806 Information Security

<p>09. Social Services/ Service Sector</p>	<ul style="list-style-type: none"> – 0901 Civil Defence – 0902 Diving – 0903 Hospitality – 0904 Maritime – 0905 Secretarial Studies – 0906 Tourism – 0907 Tourism Management – 0908 Youth Development – 0909 Travel – 0910 Transport – 0911 Operations and Logistics – 0912 Personal Care – 0913 Wholesale and Retail – 0914 Consumer Services and Utilities – 0915 Age Care – 0916 First Aid
<p>10. Planning and Construction</p>	<ul style="list-style-type: none"> – 1001 Architecture – 1002 Building Construction – 1003 Construction – 1004 Construction Trade – 1005 Masonry – 1006 Painting and Decorating – 1007 Plumbing, Gas fitting and Drain laying – 1008 Quantity Surveying – 1009 Surveying – 1010 Design and Management – 1011 Civil Engineering Construction and Electrical Infrastructure Construction
<p>11. Generic Skills</p>	<ul style="list-style-type: none"> – 1101 Core Generic – 1102 Communication – 1103 Literacy – 1104 Numeracy – 1105 Problem Solving – 1106 Team Skills – 1107 Entrepreneurship – 1108 Self Management and Work Ready

12. Humanities	<ul style="list-style-type: none"> – 1201 Bible Studies – 1202 Divinity – 1203 Ministerial Formation – 1204 Lay Preaching – 1205 Theological Studies – 1206 Christian Ministries – 1207 Christian Studies – 1208 Christian Theology – 1209 Communication Skills – 1210 English – 1211 Health and Physical Education – 1212 Languages – 1213 Pacific Studies – 1214 Religious Studies – 1215 Sports Education
13. Sciences	<ul style="list-style-type: none"> – 1301 Mathematics – 1302 Science – 1303 Environment – 1304 Home and Life Sciences – 1305 Statistics and Probability

Names of fields and sub-fields of learning cannot be changed unless agreed to by the Board. It is important to ensure that there is good alignment of fields and sub-fields with other classification systems used in Tonga, and with other international qualification systems.

Sub-fields are often further divided into logical clusters of outcomes of learning at qualification component level. Their naming has an obvious relationship with the Sub-field.

For example, when naming qualifications in the Sub-field of Tourism, the following titles may be used as “qualifiers” in the titles of the qualifications¹³:

- Whale Watching Guiding
- Visitor Information Services
- Adventure Tourism

¹³ These are sometimes referred to as “domains” of learning

APPENDIX 5: INTERPRETATIONS

a) **Lifelong learning**

A qualification should recognize that learning can be gained in many different ways, at any stage during a person's life. Learning can be done either part-time or full-time study, and in a range of places and ways including on the job, in formal education institutions, electronically, online and distance mode as well as a mixture of ways. This means that the TQF does not limit where people can learn from or how people can learn.

b) **Knowledge** is what a graduate knows and understands. It is described as a progression from 'basic general knowledge' through to knowledge which is 'factual', 'operational', 'theoretical', 'technical', 'specialized' and 'frontier' knowledge.

Complexity of knowledge is described together with breadth and/or depth in the field of study or work.

c) **Skills** are what a graduate can do. The dimension of integration, independence and creativity is important to describing skills progression and reflects the degree of familiarity of the task/ problem requiring:

- Predictability or unpredictability;
- Analysis and judgment;
- Extent to which the processes involved are standardized or require adaptation and innovation.

Skills are described in terms of the:

- type, range and complexity of processes;
- types, range and complexity of problems and solutions.

d) **Application of knowledge and skills** is the context in which a graduate applies knowledge and skills. Specifically:

- Application is expressed in terms of self-management and leadership in a profession or responsibility for the performance of others
- The context may range from highly structured to dynamic
- The learner is progressively more autonomous and more accountable, more responsible for interacting and collaborating with, managing and leading others, within progressively less transparent, more dynamic contexts.

e) **Programme Accreditation** is used to confirm the provider's capability to offer a programme of learning leading to the award of the qualification. This process includes the registration of the qualification on to the TQF.

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The document is adapted from the New Zealand Qualifications Authority.

REFERENCES

1. New Zealand Qualifications Framework, New Zealand Qualification Authority, available online: www.nzqa.govt