

# **TONGA NATIONAL QUALIFICATIONS AND ACCREDITATION BOARD**



## **GUIDELINES FOR NATIONAL QUALIFICATION DEVELOPMENT AND TQF REGISTRATION**

**2018**

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## 1. Introduction

In 1987, the Cabinet of the Government of Tonga approved the establishment of the Tonga National Qualifications and Accreditation Board (TNQAB). The TNQAB Act was passed in 2004 and enacted by Privy Council in December 2007, leading to the setting up of TNQAB in 2008. 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.

TNQAB's initial focus was on developing policies and procedures for the Tonga Qualifications Framework (TQF), for Quality Assurance and for the Board itself. This was followed by processing applications for registration from the existing training providers. During 2010 the focus moved to the accreditation of the programmes currently offered by existing providers.

TNQAB supports the development of national qualifications in areas where there are skills shortages and skills gaps. Such qualifications will be made up of industry skills standards or units of competency, often based on New Zealand and Australia skills and training standards as well as, where necessary, locally developed components. These Guidelines for National Qualification Development and TQF Registration have been developed to facilitate this and other qualification development work in Tonga.

### 1.1 The Tonga Qualifications Framework (TQF)

The Tonga Qualifications Framework is a way of classifying quality assured qualifications according to levels related to the complexity of the learning outcomes attained. The TQF:

- 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 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 and clear and flexible pathways;
- Facilitates the recognition of prior learning and current competencies; and
- Provides opportunities to facilitate the pursuit of lifelong learning;

## The Tonga Qualifications Framework

Level	Qualification Title
10	Doctoral Degree
9	Masters Degree
8	Postgraduate Diploma, Postgraduate Certificate, Bachelor Degree with Honours
7	Bachelor Degree, Graduate Diploma, Graduate Certificate
6	Advanced Diploma
5	Diploma
4	Certificate Level 4
3	Certificate Level 3
2	Certificate Level 2
1	Certificate Level 1

### 1.2 Types of Qualifications

Two broad types of qualification are registered on the TQF:

- Provider Qualifications, which have been developed by a registered education and training provider and accredited by TNQAB; and
- National Qualifications, which have been developed in accordance with TNQAB's Guidelines for Qualification Development and TQF Registration to meet specific national priorities, industry or community needs.

National qualifications are competency and outcomes based and include the terms "National", "Tonga" or "Tongan" in their titles<sup>1</sup>. They are made up of units of competency<sup>2</sup> which specify skills, knowledge and attitudes applied to jobs and tasks, and the level of performance required to achieve expected outcomes. National qualification developments, validations and reviews are overseen by an Industry Training Advisory Committee (ITAC)<sup>3</sup> which will endorse each national qualification prior to its submission to TNQAB for approval and registration on the TQF.

Note that once a national qualification has been approved and listed on the TQF, individual education and training providers must then design a programme of learning that is appropriate for the purpose of training individuals to achieve the relevant competencies and outcomes, and gain the national

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<sup>1</sup> TNQAB Regulations 2008 Part III Section 14; see also TQF Policies 2009, Section 9

<sup>2</sup> Also known as "industry skills standards"

<sup>3</sup> ITACs are made up of stakeholder representatives from the relevant sector. See Section 4.1

qualification. The provider must seek accreditation for their programme from TNQAB prior to delivery.

National qualifications may be awarded, by a provider which has an accredited programme of learning, directly by assessment where a person believes they already possess the skill, knowledge and attitudes specified in the national qualification. Where a person does not possess all the skills knowledge and attitudes they may elect to enroll in short courses or a full programme of learning. A national qualification is awarded once a person has demonstrated the skills, knowledge and attitudes specified in the national qualification to the standards of performance also specified in the national qualification.

## 2. Overview of processes and timeline



Note:  
A week does not  
include weekends

Please refer to *Appendix O* as a guide to the different activities involved in each of the steps above.

### 3. Establish the Need for the National Qualification(s)

#### 3.1 Developer<sup>4</sup> Conducts a Needs Analysis

It is necessary to first establish that there is a need for the proposed national qualification, to justify its development and the resources that will be utilized in the process of development. A national qualification proposal report should be developed that covers:

- A. Initial thoughts on the characteristics of the proposed national qualification;
  - i. Purpose statement;
  - ii. Title;
  - iii. Rationale;
  - iv. Outcome statement;
  - v. TQF level;
  - vi. Credit value;
  - vii. Qualification components;
  - viii. Entry requirements.
- B. The importance of the proposed national qualification to the national development of Tonga;
- C. Sector-wide support for the development of the proposed national qualification including details of people and/or groups consulted;
- D. Confirmation that there are no existing national qualifications in the same sector or learning field at the same level, and that there are no plans by others to develop a similar national qualification;
- E. Potential pathways into and out of the proposed national qualification
- F. The likelihood that education and training providers will want to offer the national qualification.

Stakeholders that should be consulted include:

- The Industry Training and Advisory Committee (ITAC) if one has been established for the industry sector or learning field concerned;
- Industry or professional associations in the sector;
- Providers offering training in the area, or likely to take up the new national qualification;
- Government ministries/agencies with an interest in the area or responsible for regulations/licensing;
- Employers who are likely to employ graduates of the new national qualification;
- Community groups or Church groups with an interest in the area.

A template for the national qualification proposal report is included as Appendix A.

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<sup>4</sup> The development of national qualification(s) should be coordinated by a national body. This could be a Government ministry, agency or non-government organisation (NGO).



### **3.2 Consult TNQAB about the Proposal**

It is critical that TNQAB is engaged early in the process. The developer should send the national qualification proposal report to TNQAB for comment. If there are concerns with the proposal, TNQAB will notify the developer in writing so that the developer can address them. In addition, TNQAB will endeavour to ensure that the developer is aware of and understands the standards and criteria both for qualification registration on the TQF and for programme accreditation. Note that an ITAC will need to be established and approved by TNQAB prior to the development of the proposed national qualification(s).

## **4. Develop the Proposed National Qualification(s)**

### **4.1 Establish an Industry Training Advisory Committee (ITAC)**

National qualifications must be developed in partnership with an Industry Training Advisory Committee (ITAC) that is representative of the stakeholder groups in the relevant sector, sub-sector or learning field.

If no ITAC exists for the industry sector or learning field, the developer must apply to TNQAB for approval to establish an ITAC by completing the Application Form attached as Appendix B.

#### ***I. Terms of Reference for ITACs***

The following lists possible Terms of Reference for an Industry Training Advisory Committee (ITAC):

- Advise on sector or sub-sector skills gaps and training needs;
- Advise on national *industry standards*<sup>5</sup>
- Recommend technical experts to assist in researching the need for national qualification(s); and in the development of national qualification(s);
- Advise on likely pathways into and out of the proposed national qualification(s);
- Advise on economic, social and labour market trends in their area of expertise;
- Formally endorse, on behalf of the relevant industry/sector or community, proposed national qualifications;
- Inform the sector or sub-sector of training and national qualifications initiatives;
- Coordinate with other stakeholders not represented on the ITAC;
- Assist TNQAB, if required, in identifying personnel for an expert panel to evaluate the national qualification for registration on the TQF and to evaluate applications for programme accreditation from training providers.
- Submit work plan to TNQAB, indicating the necessary details such as meeting dates, venue, objectives, output, etc.

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<sup>5</sup> Industry-specific awareness, attitudes, knowledge, skills, and competencies which are required to the successful completion of tasks that are vital to national development.

## **II. Membership of Industry Training Advisory Committees**

Each ITAC should be made up of representatives from:

- Industry/professional associations in the sector;
- Regulatory/licensing bodies (where applicable);
- Relevant training providers;
- Individual enterprises that represent the sector or field;
- Church/community groups with an interest in the area;
- Other representatives that the developer believes will assist the development process.

It is important that members are able to provide or assist with the provision of essential technical assistance in the development and validation of proposed national qualification(s).

### **4.2 Conduct Functional Analysis to Identify Required Competencies**

The process of Functional Analysis breaks down an occupation into its main functions, tasks and performance standards, in order to identify essential competencies in carrying out the occupation. It is the recommended process for identifying the components of the proposed national qualification.

Functional Analysis should be carried out with individuals with technical/professional expertise in the qualification field. This is to ensure the functional analysis identifies accurately the functions and tasks involved in the competent performance of a particular occupation.

A Guide for Conducting a Functional Analysis is attached as Appendix C.

### **4.3 Develop a Draft Descriptor for the Proposed National Qualification**

The following characteristics must be specified in the descriptor of the proposed National Qualification<sup>6</sup>. An example of a National Qualification descriptor is attached as Appendix D.

#### **I. Qualification Purpose Statement**

The purpose statement for the proposed national qualification identifies who the qualification is for and how it meets the needs of the individual, professional, industry and/or community for which it is designed. It should succinctly capture what the qualifying learner will know and be able to do on achievement of the qualification.

It should determine the scope and relevancy of the proposed national qualification. For instance, the proposed national qualification may be relevant to an occupation, a group of related occupations, a sub-sector or an entire sector.

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<sup>6</sup> More information on the characteristics of qualifications is available in the *Tonga Qualifications Framework Policies* (TNQAB, 2009).

Examples are provided in the table below.

<i>Scope</i>	<i>Example of relevancy</i>
A single occupation	Kitchen assistant
Related occupations	Kitchen and catering assistants, cooks, waiting/serving staff
Sub-sector	Hospitality
Sector	Services

The purpose statement should also clearly state how the qualification supports the priorities established in the Government of Tonga’s latest Strategic Development Plan.

## ***II. Qualification Title***

The title of the qualification includes the type of qualification, the field/sector, and level of qualification. Use of the terms “Tonga”, “Tongan” or “National” in a qualification is restricted to qualifications that meet the criteria for registration as national qualification(s). The developer should ensure that the qualification title aligns with the TQF qualification definitions.

## ***III. Rationale for the Qualification***

The rationale should indicate how the qualification meets the specific needs in the sector or sub-sector for which it has been developed. The range of typical learners should be clearly identified.

## ***IV. Qualification Outcomes Statement***

A statement that clearly indicates what the qualification represents in terms of the knowledge, understanding, skills and capabilities of individuals holding the qualification.

## ***V. Qualification Level***

The Tonga Qualification Framework is organized into ten levels from 1 to 10, with outcomes descriptors for each level. All quality assured qualifications offered in Tonga will be registered at one of these levels. In order to determine the appropriate level for the proposed national qualification, the outcomes for each unit of competency should be compared to the level descriptors of the TQF to determine the best match.

The TQF Level Descriptors are detailed in Appendix E. A Guide for Determining Level on the TQF is attached as Appendix F.

## ***VI. Credit Value of the Qualification***

Credit values are determined by evaluating how long it would take an average person to learn and demonstrate the learning outcomes or competencies specified in each component of the proposed national qualification. A single credit represents 10 notional learning hours. Notional learning hours include:

- Contact hours (direct teaching, laboratory practical classes and/or workshops)
- Time spent on independent study and doing assignments
- Time spent on supervised work placements
- Time spent on assessment.

Credit values are identified by the qualification developer as an indication of the time needed to achieve the outcomes of a qualification, and guide providers when determining the time needed to deliver components of a qualification. However, because individual learners are different and have unique characteristics, they may achieve the required outcomes in less or more time than that indicated by the credit values.

A guide for determining credit values is attached as Appendix G.

### ***VII. Qualification Components***

A component of a qualification is a set of learning outcomes that must be achieved for the award of a qualification. There are usually more than one set of learning outcomes for a qualification, hence, a qualification is usually made of more than one component.

The components of national qualification are normally called units of competency, and are directly related to the functions identified during functional analysis. These are further explained in Section 4.4.

### ***VIII. Entry Requirements***

Any necessary entry requirements or pre-requisite qualifications should be specified. Entry requirements should not exclude individuals on the basis of gender, descent, social origin, place of birth, or special needs. Whenever possible, open entry is encouraged in order to widen access to learning opportunities.

### ***IX. Learning Assumed to be in Place***

This section should capture and reflect the “building blocks” of knowledge, skills and understanding which it is assumed the learners will already have prior to entry, and which support the achievement of the qualification by the learner. It should help the learner understand what is required in order to be successful with the learning involved in studying towards the national qualification.

### ***X. International Comparability***

A clear indication should be given of how and to what degree the national qualification compares with equivalent qualifications offered internationally. The national qualification and its components should be compared with qualifications offered in countries that are leaders in the sector, sub-sector or learning field and qualifications offered in other Pacific nations. As a guide, each national qualification should be benchmarked against at least two overseas competency-based qualifications.

### ***XI. Recognition of Prior Learning (RPL)***

There should be a clear statement concerning how the national qualification may be gained in whole or in part through Recognition of Prior Learning, however such learning was achieved<sup>7</sup>. 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).

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<sup>7</sup> Through formal learning, non-formal learning, informal learning or work experience

## ***XII. Learning Pathways***

Developers of each national qualification must indicate the relationship of this qualification with other available qualifications for this industry sector, sub-sector or learning field (national and international), and the likely pathways into and out of the qualification.

## ***XIII. Support for Qualification***

A national qualification must have the official endorsement of relevant national (and where appropriate international) industry, professional, academic, community and other interest groups.

## ***XIV. Accreditation Requirements***

Developers of national qualifications may specify accreditation requirements for an education and training provider wishing to offer the national qualification. Such specifications may cover, for example:

- Minimum qualifications and experience for trainers;
- Required physical and learning resources.

## **4.4 Units of Competency<sup>8</sup>**

For qualification registration purposes, the components of a national qualification must be expressed in terms of: title; purpose; credit value; TQF level; learning outcomes and performance standards; pre-requisites and co-requisites (where appropriate); underpinning skills and knowledge; assessment methodology; moderation arrangements; resource requirements; and requirements for successful completion of the unit.

To save time and resources, units of competency should be based on equivalent Australian, New Zealand or other internationally recognised unit or skills standards.

### ***I. Title***

The title of each Unit of Competency is the same as the title of each main function identified during Functional Analysis. It clearly states what the learner should be able to do in a single sentence. For example, one of the main functions for a Level 1 agricultural worker is to “Provide support to soil testing”. The title of the Unit of Competency will thus be “Provide support to soil testing”.

Supporting notes and a template for a writing Unit of Competency are attached as Appendices H and I.

### ***II. Purpose***

This statement expresses the skills and knowledge that a learner should be able to demonstrate, upon achievement of this Unit of Competency.

### ***III. Credit value***

The developer should estimate a credit value for each Unit of Competency based on the learning hours expected for an average trainee to achieve all the learning outcomes; in other words, the

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<sup>8</sup> Units of competency identified by industry are also known as “industry skills standards”

notional learning hours to achieve competency divided by 10. A guide for determining credit values is attached as Appendix G.

#### **IV. TQF level**

The developer should indicate the equivalent TQF level of the Unit of Competency. The TQF level outcomes descriptors should be used as a guide to the developer for this purpose (see Appendix E). A Guide for Determining Level on the TQF is attached as Appendix F.

#### **V. Learning Outcomes**

These are the learning outcomes in each unit of competency. Learning outcomes are directly derived from the tasks involved in performing each unit of competency, which were identified during functional analysis. Learning outcomes should be stated as actions which can be demonstrated and assessed. As a guide, a developer would expect between 3-6 outcomes per unit of competency although there may be more.

#### **VI. Performance Standards**

These are the assessment criteria used to assess learners' knowledge and skills. The performance standards help assessors determine whether each learning outcome has been achieved by stating measurable and assessable criteria for assessment. Demonstration of the performance standards indicates that an individual is competent in the learning outcomes that make up each unit of competency. As a guide, a developer may expect between 4-8 performance standards per learning outcome.

The table below shows the relationship between the Unit of Competency Title, Learning Outcomes and Performance Standards.

<b>Unit Title</b>	Provide support to soil testing
<b>Learning Outcome 1</b>	Prepare tools, equipment and materials required for collecting soil samples
<b>Performance Standards</b>	<ul style="list-style-type: none"> <li>1.1 Select appropriate tools and equipment</li> <li>1.2 Inspect tools and equipment and report faults</li> <li>1.3 Check site for pipes and cables in order to avoid damage to services</li> <li>1.4 Select and use appropriate personal protective equipment</li> <li>1.5 Use appropriate manual handling techniques when unloading tools and equipment</li> <li>1.6 Identify and report any occupational health and safety hazards</li> </ul>

#### **VII. Pre-requisites and Co-requisites (where appropriate)**

If there are pre-requisite and/or co-requisite Units of Competency, this should be clearly indicated in this section. Requirements regarding pre-requisite and co-requisite units should be reasonable and not constitute unfair barriers for learners.

## **VIII. Underpinning Skills and Knowledge**

These are the specific skills and knowledge needed in order to achieve the performance standards in each unit of competency. This statement will serve as a guide to curriculum developers when they make decisions regarding the content of a programme.

## **IX. Assessment Methods**

Assessors should use a range of assessment methods to ensure that a variety of evidence is collected for the assessment of both knowledge and skills. This will help the assessor make an informed decision on whether the learner has achieved competency in each unit. Assessment should be holistic in that it assesses the unit as a whole rather than individual learning outcomes or performance standards.

Assessment activities should be guided by the principles of fairness, validity, consistency and appropriateness to the learning outcomes.

Assessment methods include:

- Direct observation of a real or simulated activity;
- Oral and/or written tests/questions;
- Review of project/work samples;
- Structured activities such as projects, presentations, role-play and case studies;
- Portfolio assessment;
- Third party feedback.

## **X. Moderation Arrangements**

Moderation is the process of assuring that assessment is fair, valid and consistent with the required standards across a number of assessors and assessing organisations. Moderation is vital if the qualification is delivered at more than one site, or by more than one trainer/tutor/lecturer. TNQAB may coordinate moderation where necessary.

Providers conducting assessment for each unit of competency should provide an assessment report annually to TNQAB. The report should contain:

- A statistical analysis of the number of candidates successfully completing the Unit of Competency compared to the numbers applying for assessment;
- Evidence that assessors have met to compare samples and ensure consistency of assessment;
- A sample of assessment materials and candidate portfolios representing achievement and non-achievement of unit outcomes;
- A register of changes made to the assessment materials or process based upon assessor and candidate feedback;
- Details of steps taken to ensure consistency of assessment.

## **XI. Resource Information**

Included in each Unit of Competency should be a list of resources required for teaching/training and assessing the Unit.

## ***XII. Requirements to Complete the Unit of Competency***

A statement of what the learner needs to do to successfully complete the Unit of Competency. For example: "In order to achieve competency in this Unit, the learner should demonstrate achievement of all learning outcomes".



## **5. Validate and Submit the Proposed National Qualification to TNQAB**

### **5.1 Validate the Draft National Qualification Descriptor**

#### ***I. Purpose of validation***

Validation is the process of ensuring that the characteristics of the proposed national qualification, including each unit of competency, meet the needs and/or expectations of stakeholders and are technically correct. This is an important step because it demonstrates to TNQAB that the developer has consulted widely with stakeholders and has listened to their feedback.

#### ***II. Who should validate the draft descriptor?***

The Industry Training Advisory Committee (ITAC) can assist in the validation process by recommending people to be involved. It is important to keep a record of the people and organizations involved in validation, the comments received and their treatment by the developer. TNQAB may wish to discuss this feedback with those individuals or organisations who have provided the validation.

#### ***III. The validation process***

A generic validation survey that can be customised for each national qualification is attached as Appendix J. It is recommended that the validation process includes this survey as well as individual interviews and/or focus groups. The process should take as long as necessary to obtain the necessary feedback from stakeholders.

If it is not possible to obtain any comments for validation then a description of the processes used to validate the descriptors should be provided to TNQAB.

#### ***IV. Responding to comments from the validation process***

The validation process may identify needed changes to the characteristics of the national qualification, and/or to its individual components. Not every comment made during validation needs to be accepted, especially if it is an isolated comment from one respondent. However, where a number of people are making similar comments or where the comments come from a representative stakeholder (for example, an industry or professional association) they should be considered seriously. Appendix K provides a template for reporting on validation comments and the developer's response to such comments.

While it is not necessary for registration, it is a good idea to retain draft units of competency as well as the finalised versions after validation. They may be useful if TNQAB asks any questions during the TQF registration process.

### **5.2 Obtain Industry/Sector Endorsement for the Draft National Qualification Descriptor**

A final version of the draft national qualification descriptor should be prepared after addressing feedback from the validation process. This version should be sent to all relevant stakeholders for information and additional comment if appropriate, and then submitted to the ITAC for formal endorsement.

Endorsement by the ITAC or equivalent body confirms that stakeholders in the relevant sector or sub-sector consider that the national qualification descriptor accurately reflects the skills, knowledge and performance standards expected in the sector or sub-sector at the specified level.

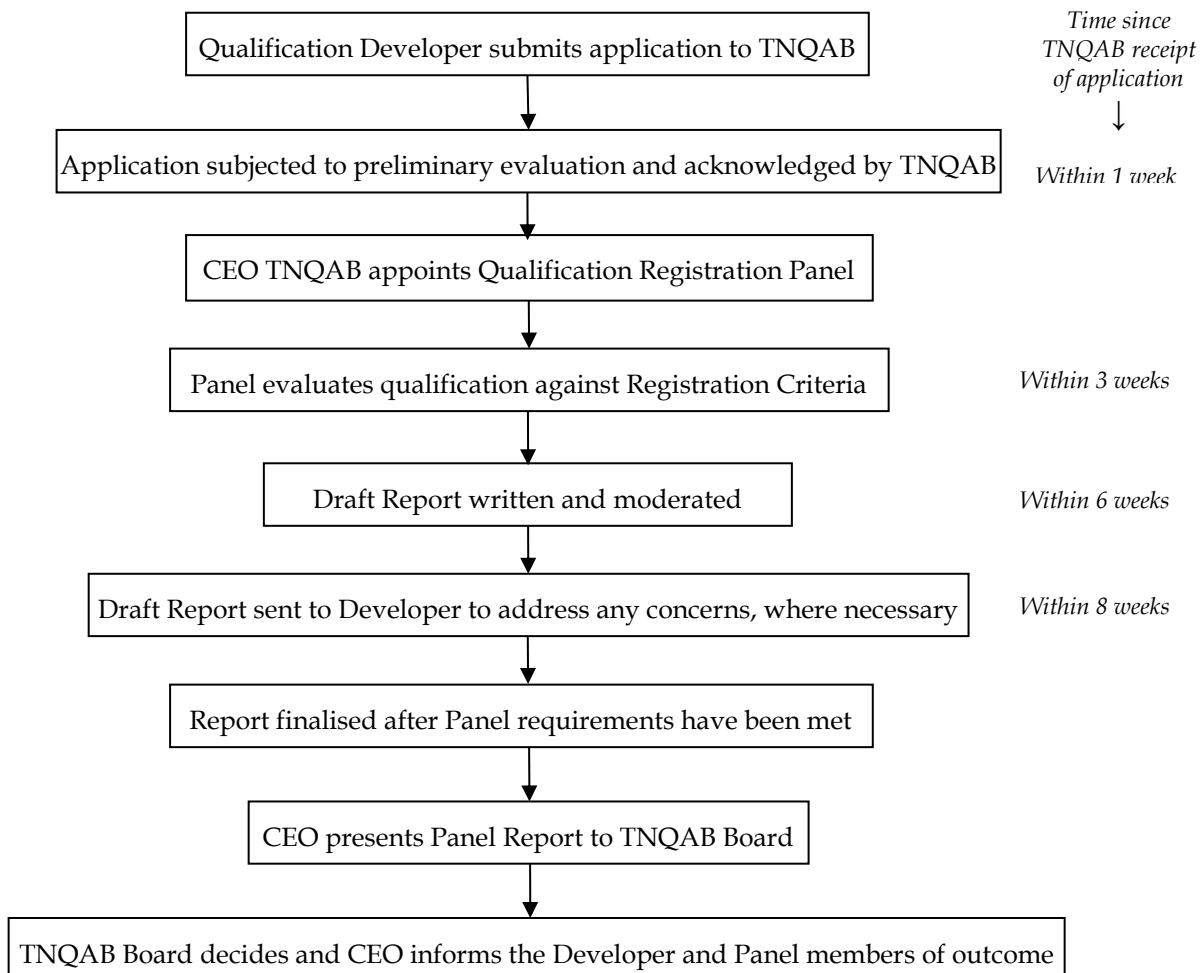
### **5.3 Submit the National Qualification Descriptor to TNQAB**

After the proposed national qualification has been validated by stakeholders and endorsed by the relevant ITAC or equivalent body, it is ready to be submitted to TNQAB for registration on the TQF.

A process checklist is attached as Appendix L to help the developer verify that they have followed these Guidelines for National Qualifications Development and TQF Registration.

## 6. TNQAB Process for the Registration of a National Qualification on the TQF

### 6.1 Process Overview



The above flowchart summarises the TNQAB process for the registration of national qualifications.

Note that the process from initial concept stage, to needs analysis, qualification development and approval will normally occur over a period of 12 months or more.

Note that each provider that wishes to offer a programme leading to the award of a national qualification will be required to apply to TNQAB for programme accreditation prior to delivering the programme.

### 6.2 The Application

The documents that must be submitted to TNQAB are:

- Completed Qualification Registration Form (see Appendix M);
- The descriptor of the proposed national qualification;
- Minutes of ITAC meetings;
- Letters of endorsement;

- List of individuals/groups consulted during the development process;
- The qualification validation report;
- Evidence of international benchmarking;
- Other supporting documents you think might assist TNQAB in its deliberations.

### **6.3 Panel Composition**

Panels for national qualification registrations are normally made up as follows:

- One or more industry, community or professional representatives, endorsed by the ITAC or equivalent national body;
- One or more external education and training representatives in the same, or similar, field;
- A TNQAB Quality Assurance Officer.

The Panel should have the following collective characteristics:

- Expertise in the field or discipline which corresponds to the scope of the application;
- At least 5 years relevant experience in industry, commerce, the community or the profession;
- Experience, expertise and familiarity with current practice and developments in teaching, learning and assessment at the level of the proposed qualification;
- The ability to make impartial judgments on the local and international comparability of the proposed national qualification;
- Familiarity with good practice in quality assurance.

Panel roles:

- The Panel Chairperson is either the industry/community/professional representative or the external education and training representative
- TNQAB's Quality Assurance Officer Panel member also acts as Secretary to the Panel

Panel members will be selected by the Chief Executive Officer of the TNQAB.

### **6.4 Panel Evaluation and Report**

The Panel evaluates the proposed national qualification against the Qualification Registration Criteria (see Checklist for the Evaluation of a Qualification, Appendix N).

The TNQAB Quality Assurance Division Panel member then writes the initial draft report and sends it to other Panel members for their comment. After appropriate revision, the TNQAB Quality Assurance Officer arranges for the draft report to be moderated by a person who has not been involved in the qualification registration process prior to this stage (for example, another TNQAB staff member or an experienced panel chair). See Programme Accreditation and Qualification Report Moderation Peer Review Form ??

If the Panel finds that the proposed national qualification does not meet the Qualification Registration Criteria, the draft report is sent to the developer. This step provides an opportunity to the developer to address Panel concerns.

Once the qualification developer has addressed the Panel's concerns, the TNQAB Quality Assurance Officer modifies the report, after consultation with Panel members if necessary.

The Panel Report is then sent, via the CEO, to the TNQAB Board which considers the Report and its recommendation(s) and makes a final decision regarding registration of the national qualification on the Tonga Qualifications Framework. The TNQAB Board will make a decision to either:

- Approve registration of the national qualification on the Tonga Qualifications Framework; or
- Not approve registration of the national qualification on the TQF.

The CEO will then inform the developer and Panel members of the TNQAB Board decision in writing. Notification of an unsuccessful application will include an explanation of the decision, as well as suggestions for further action.

## APPENDIX A: National Qualification Proposal Report Template

<b>A.</b>	<b>Characteristics of the proposed qualification</b>	<i>The developer should identify initial ideas on the following characteristics of the proposed National Qualification.</i>
<b>1.</b>	<b>A purpose statement</b>	<i>This explains what the qualification will prepare students for and should be related to identified needs and national priorities.</i>
<b>2.</b>	<b>A title</b>	<i>This indicates what the proposed National Qualification will be called and should be directly related to the study/skills area.</i>
<b>3.</b>	<b>A rationale</b>	<i>This indicates how the qualification meets the specific needs in the study/skills area for which it has been developed.</i>
<b>4.</b>	<b>An outcome statement</b>	<i>This outlines what the learner/candidate should be able to achieve/do to be awarded the proposed National Qualification.</i>
<b>5.</b>	<b>TQF level</b>	<i>Initial thoughts on the TQF level of the proposed National Qualification. See Appendix E</i>
<b>6.</b>	<b>Credit value</b>	<i>This is an estimate only</i>
<b>7.</b>	<b>Components of the qualification</b>	<i>Initial thoughts on the units of competency (or sets of learning outcomes) that will make up the qualification.</i>
<b>8.</b>	<b>Entry requirements</b>	<i>For the proposed National Qualification e.g. age, years of study, another qualification, prior experience etc.</i>
<b>B.</b>	<b>Importance of the proposed qualification</b>	<i>An explanation of the contribution of the proposed National Qualification to the national development of Tonga.</i>
	<b>Documents consulted</b>	<i>There should be evidence from consulted documents to support the need for a new national qualification.</i>
<b>C.</b>	<b>Sector-wide support for the development</b>	<i>The development of the proposed National Qualification should be supported by individuals and groups across the sector.</i>
	<b>Groups/individuals consulted</b>	<i>There should be evidence from consultations with stakeholders that the proposed development is needed. Stakeholders include the Industry Training Advisory Committee (ITAC) if already established, professional associations, government ministries/agencies, church and community groups, relevant training providers and possible employers of graduates.  <i>This section should include a list of groups/individuals consulted.</i></i>
<b>D.</b>	<b>Coordination with existing qualifications</b>	<i>Confirmation that there no existing national or provider qualifications in the same area at the same level.</i>
	<b>Similar development elsewhere</b>	<i>The developer should also confirm that there are no similar new qualification developments in the same area at the same level.</i>
<b>E.</b>	<b>Potential pathways</b>	<i>The developer should identify potential pathways into and out of the proposed qualification</i>
<b>F.</b>	<b>Interested providers</b>	<i>The developer should find out whether providers are interested in offering the proposed national qualification.</i>

**TONGA NATIONAL QUALIFICATIONS  
AND  
ACCREDITATION BOARD**



**Application for Recognition as an  
Industry Training Advisory Committee  
(ITAC) for Overseeing the Development and  
Review of National Qualifications**

# Section 1: Description of Applicant (Organization) and Proposal

## 1.1 Scope of Qualification Development

i. Name of the proposed Industry Training Advisory Committee (ITAC).

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ii. Name of applicant (group, Government ministry, agency or other organization)

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iii. Applicant's contact details:

<u>Physical/residential address:</u>	<u>Mailing address</u>	<u>Telephone and email</u>
<hr/>	<hr/>	Tel: <hr/>
<hr/>	<hr/>	Mob: <hr/>
<hr/>	<hr/>	Email: <hr/>
<hr/>	<hr/>	<hr/>

iv. List clearly the fields/sectors, or sub-fields/sub-sectors in which your group aims to develop qualifications and the levels at which they will be developed. (See, for example, APPENDIX 3 of TQF Policies 2016.)

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v. State, briefly, why you believe national qualifications in this area are necessary. What purpose will they serve?

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vi. Will your qualifications and their component units of competency be of significance locally (community or enterprise), nationally, and/or internationally? Elaborate.

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vii. To ensure that new qualifications are “up-to-date” and current, it is important that they are comparable to international equivalents. How do you plan to compare your qualifications and their component units of competency with international equivalents, where applicable?

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viii. Describe the legal status and membership of your committee or group. (For membership, please provide CVs and other endorsements of expertise applicable to qualifications development work in this area.)

**Description of legal status:**

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Are you attaching a supporting document? Please tick Yes or No.

Yes  No

If you had answered “Yes”, please list the documents and give each a brief description.

	Brief description of document
1.	
2.	
3.	
4.	

ix. a. Name the national key education and training stakeholder interest groups you represent.

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b. Briefly describe the consultative process you followed to achieve this (level of) representation.

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x. Describe the role or function of your group in the field/sector or sub-field/sub-sector. Please attach relevant documents

**Description of role or function:**

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Are you attaching a supporting document? Please tick Yes or No.

Yes  No

If you had answered “Yes”, please list the documents and give each a brief description.

	Brief description of document
1.	
2.	
3.	
4.	

xi. Describe, briefly, other project work your group, or its members, have undertaken in the past. Please attach relevant documentation, as evidence.

**Description of other project work:**

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Are you attaching a supporting document? Please tick Yes or No.

Yes  No

If you had answered “Yes”, please list the documents and give each a brief description.

	<b>Brief description of document</b>
1.	
2.	
3.	
4.	

xii. Please provide the name and contact details of your “official” contact officer:

Name of officer:	
Tel:	
Mob:	
Fax:	
Email:	

## Section 2: Knowledge, Skills, and Values Area (Field/Sub-Field) to be covered by the Proposed ITAC

### 2.1. Identification of the knowledge, skills, and values area:

i. Name the field/sector or sub-field/sub-sector to be covered by the proposed ITAC. (The list of fields and subfields in Tonga Qualifications Framework Policies (2016) document (APPENDIX 3) may be helpful to you in this regard.)


ii. Name any other group(s) who may have an interest in your specialist area, and describe the formal processes you will set up for consultation with it/them. Please attach relevant documents as evidence.

<b>Name of other group(s):</b>
<b>Description of formal processes:</b>

Are you attaching a supporting document? Please tick Yes or No.

Yes  No

If you had answered “Yes”, please list the documents and give each a brief description.

	Brief description of document
1.	
2.	
3.	
4.	

iii. Name any other areas in which the proposed ITAC has an interest.

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2.2. Submit a brief project plan indicating how your proposed qualifications development will be funded. Please attach relevant documents as evidence.

Are you attaching a supporting document? Please tick Yes or No.

Yes  No

If you had answered “Yes”, please list the documents and give each a brief description.

	Brief description of document
1.	
2.	
3.	
4.	

### Section 3: User Support

3.1. Name other groups in your specialist area who give their support to this application. Please attach relevant documents (e.g. Letter of endorsement, MOU, Agreement statement, etc).

Are you attaching a supporting document? Please tick Yes or No.

Yes  No

If you had answered “Yes”, please list the documents and give each a brief description.

	Brief description of document
1.	
2.	
3.	
4.	

3.2. Name other groups in your specialist area who have not yet given their support to this application, and **explain why**.

Name of group	Reason

3.3. Name all the groups who have licensing, certification and/or legislative responsibilities in your specialist area.

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#### Section 4: Declaration by authorized person

Please place a tick (✓) in the boxes below, and put your signature and date in the spaces provided.

- I certify that the information contained in this application is correct.
- I understand that the qualifications and units of competency which my group proposes to generate must conform to the requirements of TNQAB

**Signature:**

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**Date:**

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# APPENDIX C: Guide for Conducting a Functional Analysis

## 1. What is Functional Analysis?

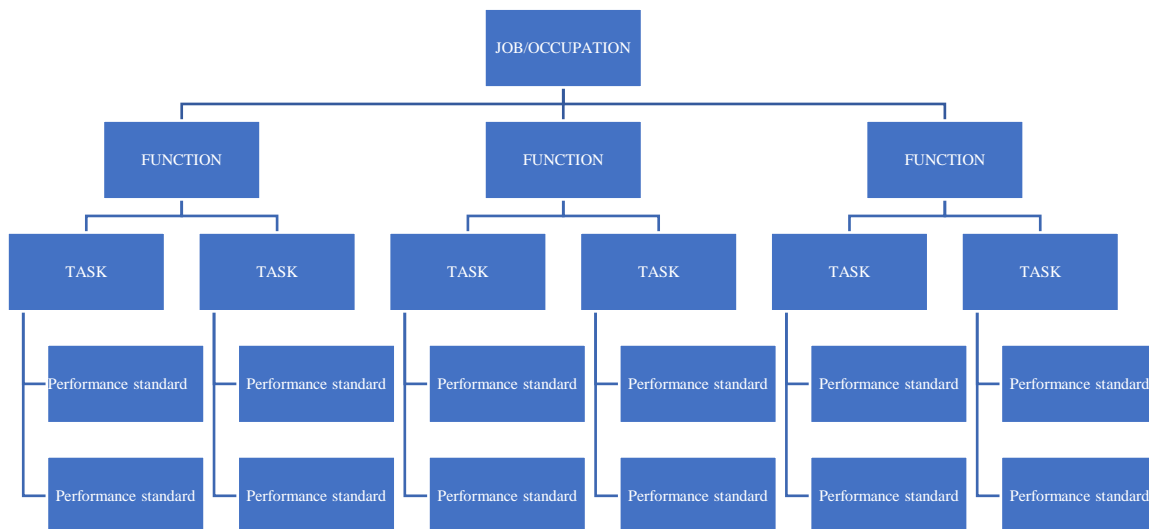
The excerpt below states an internationally accepted definition of Functional Analysis and outlines its usefulness.

*It is a technique used to identify the labour competencies inherent in a productive function. Such function may be defined at the level of an occupational sector, an enterprise, a group of enterprises or a whole sector of production or services. Functional analysis may be developed with different initial levels: an occupational sector (hotel); mainstream occupations at various sectors (occupational safety and health); or an occupation (PC repairman).*

*Functional analysis is not an exact method whatsoever. It is a working approach to the required competencies by means of a deductive strategy. It begins by establishing the main purpose of the productive function or service under study and then questions are asked to find out what functions need to be performed in order for the previous function to be achieved. Ideally, this is carried out on a group of workers who are familiar with the function object of the analysis. Its worth as a tool comes directly from its representative quality.*

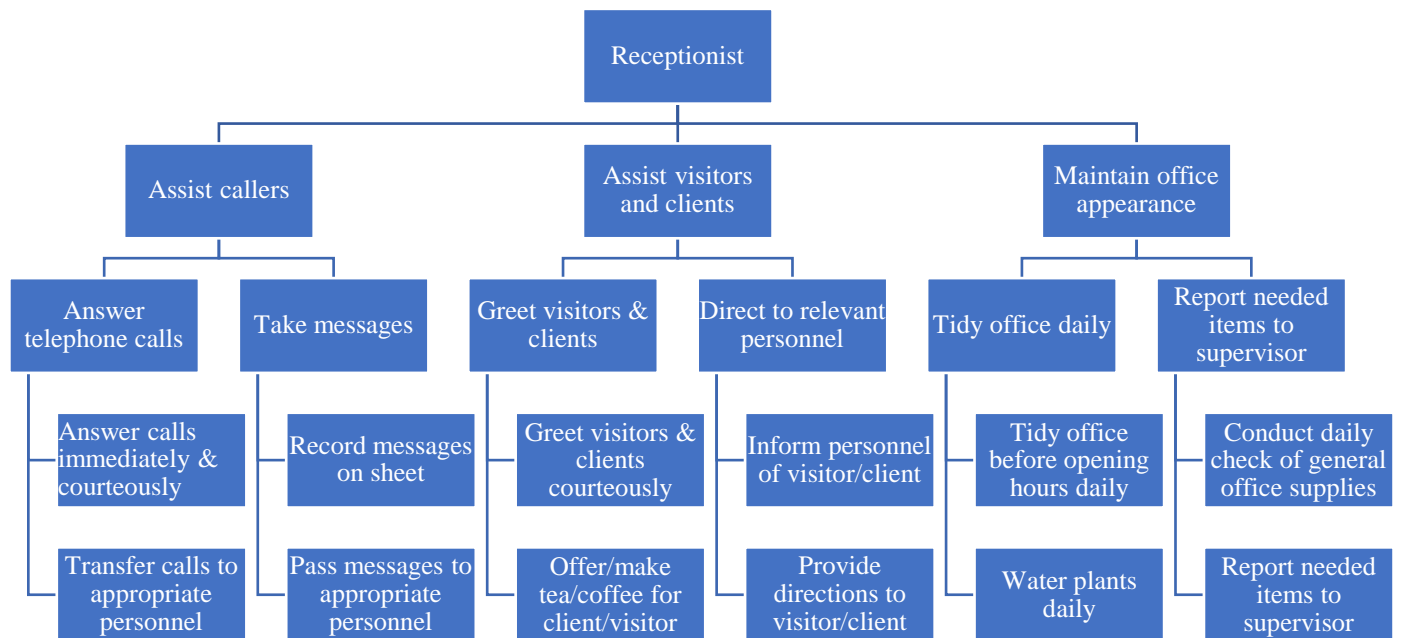
*Vargas Zuniga, F. (2004). Montevideo: CINTERFOR/ILO, p.39.*

The simple functional analysis diagram below shows the relationship between the job/occupation, its functions, tasks and performance standards:



An example of a functional map is shown on the next page.

**Example: A functional map for the occupation of Receptionist**



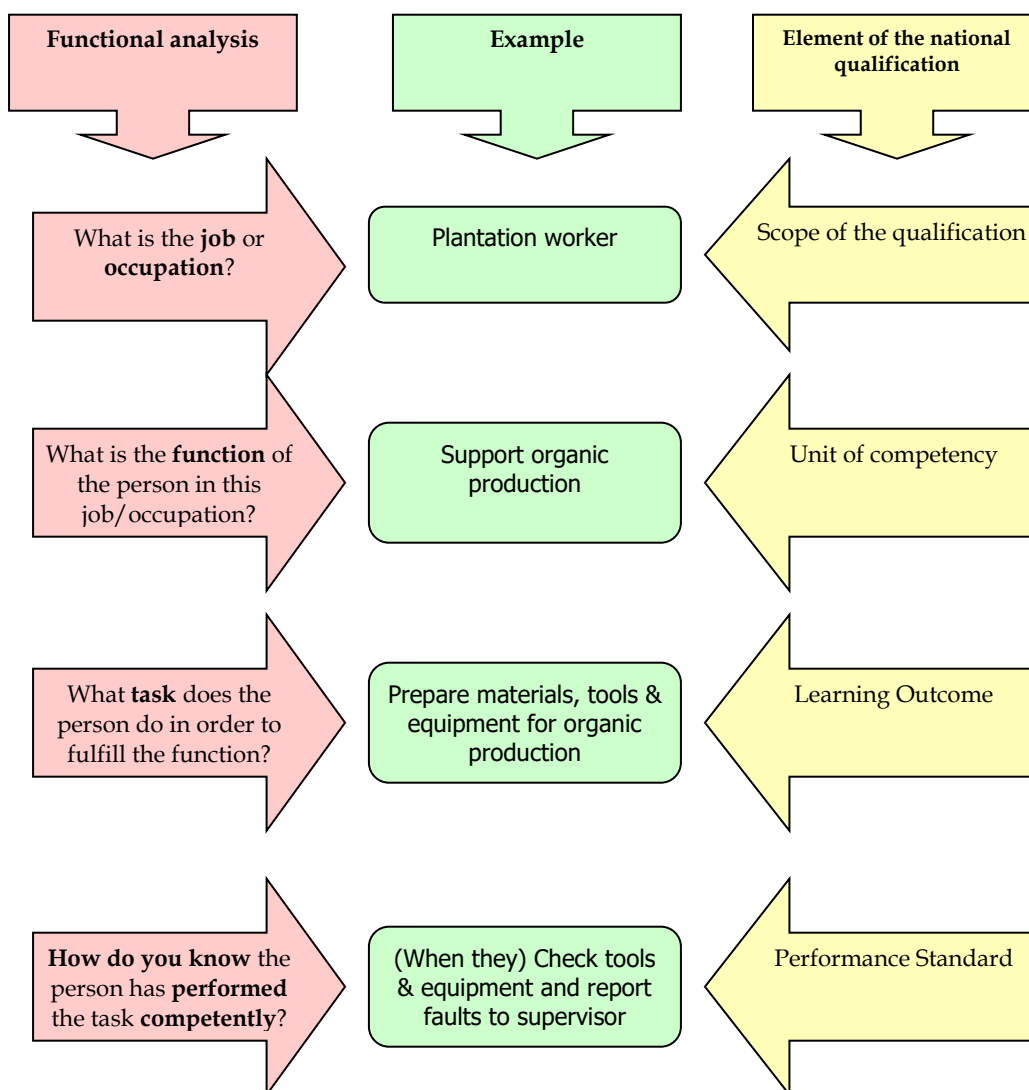


## 2. What is the Purpose of Functional Analysis in Qualification Development?

Functional Analysis identifies essential competencies which a person must demonstrate to indicate mastery of expected performance standards within a unit of competency. The job/functions identified during functional analysis become the units of competency – the components of the national qualification. The tasks identified for each function during functional analysis become the learning outcomes in each unit of competency. Likewise, the performance standards identified during functional analysis are the performance standards for each outcome in each unit of competency. Consequently, at the end of the functional analysis process, the developer will have the building blocks of a national qualification.

## 3. Questions Asked at each Stage of Functional Analysis

The diagram below shows the questions to ask at each stage of the functional analysis, the matching elements of a national qualification, and an example.



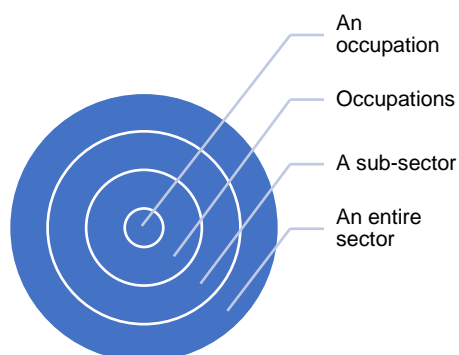
Note: the diagram above shows only one example for each stage of the functional analysis process. In reality, there will be multiple functions, outcomes and performance standards.

## 4. How to Carry out Functional Analysis when Developing National Qualifications

### Step 1 Determine the scope and relevancy of the National Qualification

The first step in Functional Analysis is to determine the parameters or the scope of the occupation/s to be analysed. It is up to the Industry Training Advisory Committee (ITAC) and the qualifications developer to decide the scope and relevancy of the national qualification, whether it will be an entire sector or sub-sector (e.g. tourism) or selected related occupations (hotel workers, waiting staff, and kitchen & catering assistants), or a selected occupation (e.g. chefs/cooks).

#### *Examples of Scope*



If an entire sector or sub-sector is selected for qualification development, it may be useful to prioritise occupations. For example, the Hospitality ITAC might come up with the occupations listed below:

- Kitchen and catering assistants
- Chefs/cooks
- Bar staff
- Restaurant and catering managers
- Publicans and managers of licensed premises
- Hotel and accommodation managers
- Hotel workers
- Waiting staff
- Functions staff
- Conference/function managers

There are too many different occupations represented here for one national qualification, so the ITAC must work together with the qualifications developer to identify the priority occupation/s for qualification development. A national qualification can have an entire sector within its scope if the function(s) to be analysed apply across the whole sector; for example, provide customer service for the tourism sector.

## Step 2 Identify the functions of the selected occupation/s

A function is a major area of work, which becomes a unit of competency or component of the National Qualification. When identifying the functions of a particular occupation, the key questions are:

- What are the functions of this occupation?
- What does the person have to do in this occupation?

*For example:*

If the occupation is food and beverage services, its scope will extend to related occupations such as kitchen and catering assistants, bar staff, waiting staff and functions staff. Major functions identified might be as listed below.

---

### *Functions for food and beverage services*

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Develop and maintain knowledge of food and beverage  
Provide table food service  
Prepare and serve non-alcoholic beverages  
Provide alcoholic beverages to tables  
Provide buffet services  
Provide counter food and beverage services  
Provide function room services  
Provide food and beverage room services  
Prepare and serve espresso coffee  
Provide customer service

---

If the ITAC is not used to the process of functional analysis, they may provide a lot of smaller tasks rather than functions. A way to explain the difference is by using the example of a house on a block of land. Maintaining the property might be the job. Maintaining the block would be a function and cutting the grass a task.

Try to reach consensus with the ITAC on the main functions. Don't worry if there is no consensus because the information will be refined during the development process. Normally you would expect anywhere from six to twenty functions to be identified.

## Step 3 Identify Tasks for each Function

After identifying the functions of the job/occupation, it is necessary to break down each function into the tasks involved in carrying out the function. These tasks will become the learning outcomes in each unit or component of the national qualification. For technical or specialized functions, it might be necessary to mobilize a group of people who have technical expertise in the area to identify tasks for each function. For these workshops the ideal number is 8 – 12 people.

When identifying tasks for a stated function, the key question is:

- What tasks do you perform to fulfill this function?

Below are three examples of possible functions and tasks for an occupation in Food and Beverage Services.

*Example 1*

<i>Function</i>	Provide alcoholic beverages to tables
<i>Tasks</i>	1. Advise customers and guests on the range of alcoholic beverages available and take orders
	2. Serve alcoholic drinks to customers and guests

*Example 2*

<i>Function</i>	Provide function room services
<i>Tasks</i>	1. Prepare and set up function rooms for food and beverage service
	2. Greet customers and guests
	3. Provide food and beverage service to customers and guests
	4. Clear function rooms

*Example 3*

<i>Function</i>	Prepare and serve non-alcoholic beverages
<i>Tasks</i>	1. Prepare and serve a range of non-alcoholic beverages
	2. Use and maintain machinery and equipment used in preparing non-alcoholic drinks

It is important to make sure that the tasks identified are themselves outcomes. That is, they are not merely a small step, but that they actually achieve something. The tasks should be observable actions. They do not need to identify knowledge, attitude or tools and equipment. Sometimes, participants in the functional analysis will provide a long list of essential knowledge, skills, attitudes and step by step processes and procedures. Whilst it is important to retain this information for the development of the descriptors, the group should be asked to refine the list of tasks. If participants are providing a list of what people need to know, or attitudes they need to have, or a list of equipment, then key questions to ask in order to refine the information and identify tasks are:

- What does a person do with the knowledge?
- Why does a worker need to know something?
- What is the result of a worker showing a particular attitude?
- What does using a particular machine or tool produce?

By asking questions like this the developer should end up with tasks that are outcomes statements – not merely a “how to” checklist. Whilst there is no strict rule, each function would probably have between 4 and 8 tasks.

#### Step 4 Identify Performance standards for each Task

The performance standards are the assessment criteria or measures by which an assessor will determine whether a learner is competent in the specified functions (units of competency). When identifying performance standards, the key question is:

- How do you know when the task has been achieved?

Make sure to steer the group away from a long list of tasks or specific processes. For example, an outcome dealing with preparing a work site for building work does not have to list every piece of equipment or every process to be undertaken. It should be outcomes based. For example “Check tools and equipment for readiness and report malfunctions” “Clear site of debris” etc.

#### So far...

The developer working in partnership with the ITAC has identified: the scope of the qualification; the functions – which become the units of competency; the tasks – which become the learning outcomes in each unit; and the performance standards – which are also the assessment criteria, but remain called “performance standards”. Units, learning outcomes and performance standards are contained in a unit descriptor (description of the unit) which is essentially the building block of the national qualification. *For example:*

Unit/Function	Provide alcoholic beverages to tables	
<b>Task/Outcome 1</b>	<i>Advise customers and guests on the range of alcoholic beverages available and take orders</i>	
<b>Performance Standards</b>	1.1	Provide customers and guests with information in Tongan or English about the range of alcoholic beverages available as requested
	1.2	Provide customers and guests with a wine/drinks list and answer queries using appropriate wine and beverage terminology
	1.3	Promote alcoholic beverages in accordance with any special promotions being offered by the establishment
	1.4	Assist customers and guests in Tongan or English to select wine or other beverages to accompany their food orders as requested
	1.5	Take orders from customers and guests and verify that the orders are accurate
<b>Task/Outcome 2</b>	<i>Serve alcoholic drinks to customers and guests</i>	
<b>Performance Standards</b>	2.1	Check that the beverages have been properly stored at the right temperature and can be presented in an appropriate manner prior to serving and check with supervisor if required
	2.2	Select appropriate glassware and equipment for the beverages to be served and ensure that equipment and glassware is safe and ready for use
	2.3	Check that glassware is clean and presentable
	2.4	Load, carry and unload trays (where required), avoiding spilling beverages
	2.5	Present beverages to customers and guests, verifying that orders are correct
	2.6	Uncork and pour wine and serve beverages while avoiding spillage
	2.7	Respond to customer and guest complaints about wine or other beverages and check with supervisor where required
	2.8	Replenish wine and other beverages as required
	2.9	Remove glassware from tables as required

## 4. Suggested Workshop Programmes

The workshop programmes suggested below might be of assistance to qualification developers when planning functional analysis workshops.

### 1. Suggested Workshop Programme to Identify Functions

<i>Session</i>	<i>Activity</i>	<i>Outcomes</i>	<i>Time</i>
1	<ul style="list-style-type: none"><li>• Welcome and introduction</li><li>• Explain purpose of workshop</li></ul>	Agreement on workshop purposes	20 mins
2	<ul style="list-style-type: none"><li>• Ask participants to identify all the occupations/jobs that make up the industry (or activities if it is an area of community activity)</li><li>• Identify the occupations/activity areas relevant for the proposed national qualification</li></ul>	First draft of occupation scope	60 mins
3	<ul style="list-style-type: none"><li>• Refine list with group to reach agreement</li></ul>	Consensus on occupation scope	30 mins
4	<ul style="list-style-type: none"><li>• Brainstorm functions for chosen occupation/s</li></ul>	First draft of functions	60 mins
5	<ul style="list-style-type: none"><li>• Refine list with group to reach agreement</li></ul>	Consensus on functions	30 mins

Please note: the times are advisory only and should be adjusted according to:

- The time available
- The complexity of the occupations
- The degree of prior experience in functional analysis
- The quality of the first draft of information received

### 2. Suggested Workshop Programme to Identify Outcomes and Performance Standards

This workshop may need to be conducted over 2 or 3 separate sessions depending upon the time available to meet with the technical experts. Alternatively, after session 4 the remaining session could be in the form of concurrent workshops for each group of tasks if there are enough facilitators available.

<b><i>Session</i></b>	<b><i>Activity</i></b>	<b><i>Outcomes</i></b>	<b><i>Time</i></b>
1	<ul style="list-style-type: none"> <li>• Welcome and introduction</li> <li>• Explain purpose of workshop</li> </ul>	Agreement on workshop purposes	20 mins
2	<ul style="list-style-type: none"> <li>• Examine list of functions</li> <li>• Brainstorm amendments</li> <li>• Prepare amended functions</li> </ul>	Agreed functions for further work	60 mins
3	<ul style="list-style-type: none"> <li>• Small groups to identify tasks for each function</li> <li>• This can be done by giving each group one or more outcomes and having them pass their findings on to the next groups for additions.</li> </ul>	List of tasks	2 – 3 Hours
4	<ul style="list-style-type: none"> <li>• Whole group to reach consensus on tasks for each function.</li> <li>• This can be done through a range of brainstorming techniques to reach consensus</li> <li>• The facilitator should aim for 4 – 8 tasks for each function</li> </ul>	List of outcomes for each unit	2 Hours
5	<ul style="list-style-type: none"> <li>• Develop performance standards by repeating processes described in 3 and 4 above.</li> </ul>	Performance standards	3 – 4 Hours

## APPENDIX D: Example of a National Qualification Descriptor (*in Tourism*) for Qualification Registration

<b>Purpose Statement</b>	<p>This qualification recognises the skills and knowledge needed to enter employment or further education and training in the tourism industry.</p> <p>The Government of Tonga's Strategic Development Plan 8 regards Tourism as a key sector for development. In particular the implementation of this qualification will support the achievement of Goal 3 (<i>Promote sustained private sector led economic development</i>) and Goal 5 (<i>Improve education standards</i>).</p>																	
<b>Title</b>	National Certificate in Tourism Level 1																	
<b>Rationale</b>	<p>Tourism provides employment opportunities as well as foreign exchange for Tonga by supplying tourists with relaxation and recreation activities, cultural experiences, hospitality and other activities. The development of human resources for the tourism sector is of vital importance, and the draft National Certificate in Tourism Level 1 will help prepare young people for employment in the tourism sector.</p> <p>The competency statements in this qualification are relevant for tour operations, tour guiding, travel services and visitor information services. The standards are for entry level performance and include common sector skills in the areas of customer relations and information services.</p>																	
<b>Outcomes Statement</b>	<p>A person with this qualification is expected to follow instructions, perform routine tasks under supervision and follow established work procedures.</p> <p>He/she will be able to use basic skills in English and Tongan communication and numeracy, work with office technology, follow instructions, work in a team with others and demonstrate essential standards of personal appearance and hygiene.</p>																	
<b>Level</b>	Tonga Qualifications Framework Level 1																	
<b>Credit Value</b>	40																	
<b>Qualification Components</b>	<p>The National Certificate in Tourism Level 1 consists of the following units of competency (see attached):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Unit Code</i></th> <th style="text-align: center;"><i>Unit Title</i></th> <th style="text-align: center;"><i>Credit value</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">T101</td> <td>Develop and maintain tourism industry knowledge</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">T102</td> <td>Develop and maintain knowledge of Tonga as a tourist destination</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">T103</td> <td>Support staff assisting guests and customers to resolve tourism related problems</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">T104</td> <td>Develop employability skills</td> <td style="text-align: center;">15</td> </tr> </tbody> </table>			<i>Unit Code</i>	<i>Unit Title</i>	<i>Credit value</i>	T101	Develop and maintain tourism industry knowledge	10	T102	Develop and maintain knowledge of Tonga as a tourist destination	10	T103	Support staff assisting guests and customers to resolve tourism related problems	5	T104	Develop employability skills	15
<i>Unit Code</i>	<i>Unit Title</i>	<i>Credit value</i>																
T101	Develop and maintain tourism industry knowledge	10																
T102	Develop and maintain knowledge of Tonga as a tourist destination	10																
T103	Support staff assisting guests and customers to resolve tourism related problems	5																
T104	Develop employability skills	15																
<b>Entry Requirements</b>	Open entry for students who have completed Year 11 and for people aged 21 years or over.																	
<b>Learning Assumed to be in Place</b>	Advisors working with potential students must ensure that they are aware of the language, literacy and numeracy requirements of programmes of learning designed to meet the requirements of this qualification.																	
<b>International Comparability</b>	<i>Describes equivalent level 1 certificates in tourism and/or groups of tourism units of competency offered, for example, in Australia, New Zealand and Fiji</i>																	
<b>Recognition of Prior Learning</b>	Students already working in the tourism industry without formal qualifications may elect to undertake Recognition of Prior Learning/skills recognition for this qualification.																	
<b>Learning Pathways</b>	<i>Describes the relationship of this qualification with other available qualifications in the tourism sector (national and international)</i>																	
<b>Support for Qualification</b>	The standards in this qualification have been endorsed by the Tourism Industry Training Advisory Committee as the Level 1 industry standards for the tourism sector.																	
<b>Accreditation Requirements</b>	<i>To be determined</i>																	



## APPENDIX E: TQF Level Descriptors

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

Level	Knowledge	Skills	Application of Knowledge and Skills
	<p>evaluation of different problem solving approaches</p> <ul style="list-style-type: none"> <li>- involve the full range of procedures in a major discipline</li> <li>- are applied in complex, variable and specialised contexts</li> </ul>	<p>concepts</p> <ul style="list-style-type: none"> <li>- the creation of appropriate responses to resolve given or contextual abstract problems</li> <li>- application of established principles in different contexts, exercise initiative and independence in carrying out defined activities.</li> </ul>	<p>determining, achieving and evaluating personal and/or group outcomes</p>
8	<p><b>Carry out processes that:</b></p> <ul style="list-style-type: none"> <li>- require broad knowledge that encourages innovation and provision of systematic, coherent account of the key principles of the subject area and abstract thinking</li> </ul>	<p><b>Requiring:</b></p> <ul style="list-style-type: none"> <li>- skills to undertake self-directed study, research and scholarship in a subject area.</li> <li>- Intellectual independence, analytic, rigour and sound communication</li> </ul>	<p><b>Applied:</b></p> <ul style="list-style-type: none"> <li>- to a wide variety of contexts, taking responsibility for the nature and quality of outputs</li> </ul>
9	<p><b>Carry out processes that;</b></p> <ul style="list-style-type: none"> <li>- require knowledge and understanding which is in the forefront of a field of learning</li> </ul>	<p><b>Requiring:</b></p> <ul style="list-style-type: none"> <li>- ability to integrate, handle complex situations and formulate judgements</li> <li>- mastery of a complex and specialised subject area</li> <li>- skills to plan and carry out - to internationally recognised standards – an original scholarship or research project</li> <li>- the completion of a substantial research paper, dissertation or in some cases a series of papers.</li> </ul>	<p><b>Applied:</b></p> <ul style="list-style-type: none"> <li>- in new and unfamiliar contexts related to the field of study\</li> <li>- well developed skills to lead complex, multiple and heterogeneous groups</li> <li>- take responsibility for own continuing academic/professional development</li> </ul>
10	<p><b>Carry out processes that:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><b>Requiring:</b></p> <ul style="list-style-type: none"> <li>- specialist and transferable skills for managing complex and unpredictable situations;</li> <li>- ability to critique other's work</li> <li>- ability to initiate change</li> </ul>	<p><b>Applied:</b></p> <ul style="list-style-type: none"> <li>- in the discovery and development of new knowledge and skills</li> <li>- communication of results of research and innovation</li> <li>- engagement in critical dialogue.</li> </ul>

## APPENDIX F: Determination of TQF Levels for Qualifications and Components

TQF levels are assigned based on the outcome level descriptor that the qualification component or qualification most closely reflects (see pages 18-19 of “Tonga Qualification Framework Policies 2009”). The level assigned depends on the complexity of the learning.

When assigning a level, focus on the verbs and qualifiers used both in the qualification outcome statement and in the learning outcomes specified in the component descriptors. Then match these verbs and qualifiers against those used in the TQF outcome level descriptors.

Each component descriptor and qualification should also be benchmarked against similar unit standards, units of competency, modules, courses and/or qualifications registered in New Zealand, Australia and, where appropriate, other countries.

Note that the level of the qualification must also be consistent with the qualification definition (Certificate, Diploma, Bachelors Degree, etc - see pages 14-17 of “Tonga Qualification Framework Policies”). Qualifications should benchmark with related qualifications at that level, and should be consistent with entry requirements and opportunities for progression to higher level qualifications.

### Qualification Component Example 1:

The following is extracted from a component descriptor from a Certificate Level II in Hospitality (Food and Beverage Service):

<b>Component Title</b>	<b>TH211 Develop employability skills</b>
<b>Purpose</b>	The purpose of this unit is to equip candidates with the knowledge and skill to undertake basic work tasks and to work as a team with managers and colleagues. Candidates will gain the knowledge and skill to present a positive image to customers and guests that is consistent with the corporate image of a tourism/hospitality establishment. A person completing this unit is expected to work mainly under supervision, follow clear instructions and follow established procedures when making choices between alternative courses of action.
<b>Credit value</b>	<b>15</b>
<b>TQF level</b>	<b>2</b>
<b>Learning Outcome 1</b>	Perform basic calculations used in the tourism/hospitality industry
<b>Learning Outcome 2</b>	Work as part of a team in the tourism/hospitality industry
<b>Learning Outcome 3</b>	Maintain personal and establishment appearance and hygiene in a manner required by a tourism/hospitality establishment
<b>Learning Outcome 4</b>	Perform basic computing skills for the tourism/hospitality industry
<b>Learning Outcome 5</b>	Communicate orally with staff and customers in Tongan and English
<b>Learning Outcome 6</b>	Fill in forms and follow company communication procedures (in order to complete routine work duties.)
<b>Learning Outcome 7</b>	Follow written policies, procedures and verbal instructions (in order to complete routine work duties).
<b>Learning Outcome 8</b>	Draft written information

<b>Learning Outcome 9</b>	Use the telephone to communicate with colleagues and supervisors and customers and guests
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The words highlighted can be compared with the words and other statements used in the TQF outcome level descriptors. They are consistent with the assignment of level 2 to the component. This can be confirmed by benchmarking against equivalent level 2 units of competency and unit standards registered on the Australian Qualifications Framework and NZ's National Qualifications Framework.

### Qualification Component Example 2:

The following is extracted from prescriptions from the NZ Diploma of Business as delivered by Tupou Tertiary Institute:

<b>Component Title</b>	<b>400 Accounting Principles</b>
<b>Aim</b>	Students will understand financial statements and reports and be able to analyse and interpret business performance for sole traders and small companies
<b>Credit value</b>	<b>20</b>
<b>Level</b>	<b>4</b> ( <i>on New Zealand's National Qualification Framework</i> )
<b>Learning Outcome 1</b>	Students will understand the purpose of accounting and its relationship to the New Zealand business environment.
<b>Learning Outcome 2</b>	Students will understand accounting policies and prepare financial statements using accrual based accounting for a sole trader and/or a company.
<b>Learning Outcome 3</b>	Students will analyse and report on business performance for a sole trader or a company.
<b>Learning Outcome 4</b>	Students will demonstrate an understanding of management accounting tools.

<b>Component Title</b>	<b>501 Accounting Practices</b>
<b>Aim</b>	Students will record and process financial transactions and prepare financial statements and cash budgets for entities in accordance with current accounting practices.
<b>Credit value</b>	<b>20</b>
<b>Level</b>	<b>5</b> ( <i>on New Zealand's National Qualification Framework</i> )
<b>Learning Outcome 1</b>	Students will understand and process transactions manually and using commercial accounting software from source documents through to financial statements for a sole trader and/or small company registered for GST on the invoice basis.
<b>Learning Outcome 2</b>	Students will process transactions (GST invoice basis) through sub-systems and demonstrate knowledge of their internal controls.
<b>Learning Outcome 3</b>	Students will understand and apply accounting to different accounting entities.
<b>Learning Outcome 4</b>	Students will prepare a cash budget incorporating GST using spreadsheet software.

The words in the above descriptors that help to determine the appropriate level as 4 and 5 respectively are highlighted. NZQA has registered them as levels 4 and 5.

### Qualification Component Example 3:

The following is extracted from a component descriptor from the Tonga Institute of Science and Technology Carpentry and Joinery programme document:

<b>Component Title</b>	<b>TCJ 105 Prepare site and Set Out Footing</b>
<b>Purpose</b>	<i>Assumed to be: to equip trainees with the knowledge and skills necessary to prepare a building site and set out footings</i>
<b>Credit value</b>	<b><i>3 credits proposed</i></b>
<b>TQF level</b>	<b><i>Level 3 proposed</i></b>
<i>At the end of this module trainees will be able to:</i>	
<b>Learning Outcome 1</b>	Interpret plans and specifications relevant to this module
<b>Learning Outcome 2</b>	Set out footings of an L-shape brick veneer dwelling on a sloping site
<b>Learning Outcome 3</b>	Use levelling instrument to position profiles in a level plane
<b>Learning Outcome 4</b>	Draw a vertical section to scale showing relevant detail between the footing, foundation brickwork, bearer, floor joists and vermin plate
<b>Learning Outcome 5</b>	Set out and erect profiles*
<b>Learning Outcome 6</b>	Mark out footing and walls on the profiles*

\* LO5 and LO6 are listed in "Stage 1 Scheme of Work 2010", but not listed in module descriptor TCJ 105.

The highlighted words in the above descriptor are consistent with an allocation of level 3 for this qualification component. This can be confirmed by benchmarking against equivalent level 3 units of competency and unit standards registered on the Australian Qualifications Framework and NZ's National Qualifications Framework.

#### Qualification Component Example 4:

The following is extracted from a component descriptor from the Ministry of Health's Diploma in Nursing programme document:

<b>Component Title</b>	<b>1201 Human Bio-Science in Nursing II</b>
<b>Purpose</b>	To allow nursing students to understand the structure and function of the human body as a system and its subsystems
<b>Aim</b>	To provide the student with sound knowledge of the normal human body and a foundation where the nurse can relate changes resulting from trauma, infection or any pathology to nursing rationales for medical/surgical management and the provision of quality nursing care in various health care settings.
<b>Credit value</b>	<i>To be determined</i>
<b>TQF level</b>	<i>5 proposed</i>
At the end of the course, the student will be able to:	
<b>Learning Outcome 1</b>	Identify the different systems and structure of the human body
<b>Learning Outcome 2</b>	Explain the functions of each body system as well as the parts/organs of which each is comprised
<b>Learning Outcome 3</b>	Discuss the inter-relationship of body systems
<b>Learning Outcome 4</b>	Describe pharmacokinetics and pharmacodynamics
<b>Learning Outcome 5</b>	Explain different types of drugs and the action, dosage and side effect of each
<b>Learning Outcome 6</b>	Discuss problems related to drug abuses
<b>Learning Outcome 7</b>	Describe characteristics of living matter
<b>Learning Outcome 8</b>	Describe different types of micro-organisms and parasites causing disease in human beings
<b>Learning Outcome 9</b>	Discuss general measures of controlling the spread of micro-organisms
<b>Learning Outcome 10</b>	Describe factors affecting growth and death of micro-organisms
<b>Learning Outcome 11</b>	Understand terms and morphemes (terminologies/vocabulary) used in the subject

The words in the above descriptor that help to determine the appropriate TQF level as 5 are highlighted. These can be compared with the verbs and other statements used in the TQF outcome level descriptors. This can be confirmed by benchmarking against equivalent modules and courses within Diploma in Nursing and Bachelor of Nursing programmes offered by NZ and Australian institutions.

## Whole Qualification Example 5 – Certificate in Mechanical Engineering

You need the following minimum information about all the components of the qualification:

- Purpose statement or component aim
- Learning outcomes
- Credit value (notional hours/10)

### Step 1

Determine the TQF level of each component by analysing the purpose statement/ aim and learning outcomes of the component, and comparing with the TQF level descriptors.

### Step 2

Write down the levels and credit values of all the components in a table.

#### *Certificate in Mechanical Engineering*

	Level	Credits
Component 1	1	10
Component 2	1	10
Component 3	2	10
Component 4	2	15
Component 5	2	15
Component 6	2	10

Refer to the Qualification Definitions in Tonga Qualification Framework Policies 2009, which sets out the minimum credit values for Certificates, Diplomas and other qualifications. Note that a certificate must have a minimum of 40 credits, and a diploma a minimum of 120 credits.

In the above table there are 50 credits at level 2 and 20 at level 1. The Certificate will therefore be registered at Level 2 on the TQF.

## APPENDIX G: Examples of Credit Value Calculations

**Definitions** (see *Tonga Qualifications Framework Policies 2009 Section 4.6*)

- A. **One credit** is equivalent to **ten notional learning hours**. Notional learning hours include:
- contact hours (direct teaching, laboratory practical classes and/or workshops)
  - time spent on independent study and doing assignments
  - time spent on supervised work placements (where appropriate)
  - time spent on assessment.
- B. **One year** of full time learning is normally assigned a credit value of **120** (or 1,200 notional learning hours)

Credits allocated must be:

- whole numbers within the range 1-120 inclusive
- aligned with the definition of credit
- fair in relation to content
- consistent with credits allocated for comparable outcomes and similar contexts.

Supporting documentation should be provided.

### Course 1:

- a Assume that:
- The course is taken over a semester of 15 weeks
  - There are three lecture hours a week and one tutorial hour.
  - For **each lecture hour**, an average student **requires two hours independent study**; and for **each tutorial hour**, an average student **requires one hour independent study**.
- b Then the number of notional hours per week for an average student to achieve the outcomes of this course are:

Activity Type	Hours	Total Notional Hours
Lectures	3	3
Independent study for lectures	3x2	6
Tutorials	1	1
Independent study for tutorials	1x1	1
<b>Total notional learning hours per week</b>	<b>=</b>	<b>11</b>



- c Multiply by the number of weeks (15):

Then the **average student requires 11 x 15 = 165 hours** to achieve the learning outcomes of the course

- d Divide the result by 10:

**Then provisional credit value of Course 1 =  $\frac{165}{10} = 16.5$ , or 17 credits.**

### Course 2:

- a Assume that:

- The length of this course is also 15 weeks.
- For each week, there are three one-hour lectures, two one-hour tutorials and a four-hour supervised work placement.
- If for **each lecture hour**, an average student **requires three hours independent study time** (including assignments); for **each tutorial hour**, a student **requires one hour independent study**; and for **each work placement hour**, a student **requires no additional hours of independent study**.

- b Then the number of notional hours per week for an average student to achieve the outcomes of this course are:

Activity Type	Hours	Total Notional Hours
Lectures	3	3
Independent study for lectures	3 x 3	9
Tutorials	2	2
Independent study for tutorials	2x 1	2
Workshops	4	4
Independent study for workshops	4 x 0	0
<b>Total hours per week</b>		<b>20</b>

- c Multiply by the number of weeks (15):

Then the average **student requires 20 x 15 = 300 hours** to achieve the learning outcomes of the course

d Divide the result by 10:

**Then provisional credit value of Course 2 =  $\frac{300}{10} = 30$  credits.**

## APPENDIX H: Template for Units of Competency

<b>Unit Title and Code</b>	<i>The unit title describes a discrete function that can be achieved and measured. The unit title is derived from the Functional Analysis.</i>
<b>Unit Purpose</b>	<i>A statement that expresses the skill and knowledge that a learner should be able to demonstrate upon achievement of the Unit of Competency.</i>
<b>Unit credit value</b>	<i>Each unit of competency has a credit value, based on the nominal hours expected for a person to become competent to demonstrate the outcome described by the unit.</i>
<b>TQF Level</b>	<i>The developer should indicate the TQF level of the Unit of Competency.</i>
<b>Learning Outcome 1</b>	<i>This is a building block of the Unit of Competency. The learning outcomes describe the tasks that must be completed in order to perform the function described in the unit title.</i>
<b>Performance Standards</b>	<i>These describe the performance that is expected of a person applying the learning outcomes that achieve the unit function. The performance standards describe how a person could judge whether or not the learning outcome has been achieved.</i>
<b>Learning Outcome 2</b>	<i>As above</i>
<b>Performance Standards</b>	<i>As above</i>
<b>Learning Outcome 3</b>	<i>As above</i>
<b>Performance standards</b>	<i>As above</i>
<b>Pre-requisites and co-requisites</b>	<i>Pre-requisite units of competency are those that must be achieved before attempting this Unit of Competency. Co-requisite units are those that must be attempted at the same time as this unit.</i>
<b>Underpinning skill and knowledge</b>	<i>This describes the knowledge and skills that a person applies to the performance standards. Where a person does not possess such knowledge and skills a training provider will need to train them. It describes skills and knowledge that are integrated with the technical performance described in the unit. As such it is not assessed separately, but is integrated with other assessment.</i>
<b>Suggested assessment methods</b>	<i>Describes a range of methods for collecting evidence that a person is competent. One of more of the methods should be chosen by assessors</i>
<b>Resource requirements</b>	<i>Provides an outline of the resources required to train and/or assess someone in this unit.</i>
<b>Moderation arrangements</b>	<i>Arrangements for ensuring consistency in assessment so that different assessors reach similar conclusions from similar evidence.</i>
<b>Requirements to complete this unit</b>	<i>The number of learning outcomes and combinations of learning outcomes required to demonstrate competence. This could also include any licenses required.</i>

# APPENDIX I: Supporting Notes for Writing Units of Competency

## 1. General Guidelines

- i. The unit title should always begin with a verb. It should describe a discrete function that is achievable and measurable. The verb should be indicative of the level. For example, you would not use the verb “analyse” in a level one national qualification that describes work under constant supervision and following established procedures and processes.
- ii. Likewise, each learning outcome should also start with a verb.
- iii. Each performance standard should relate only to its learning outcome and not ask for a higher or lower level of performance than is in the outcome. The performance standards should be sequential so that all the performance standards together provide proof of performing the outcome.
- iv. Wherever possible avoid the use of double verbs – use the more inclusive of two verbs if possible (for example, “identify and select” can just be “select” because identification is necessary to make a selection)
- v. Wherever possible the unit should be capable of being assessed as a whole (“holistic assessment”). This means that it is not always necessary to develop assessment tools separately for each learning outcome, but assessment tools can be developed for the whole unit, ensuring that each outcome is assessed.
- vi. Resource information should be a summary only. It is not necessary to provide details of the numbers of each resource required.

## 2. Technical Points

### 2.1 Clear Language

National qualification units of competency must be able to be read and understood by those who use them – for example trainers, assessors, employers, employees and supervisors. This relates not only to their content, but also to their language and structure. Units of competency must also be interpreted in the same way by different users in different situations.

Thus precision of expression in national qualification units of competency is critical to their successful implementation in training and assessment. Performance standards could be open to interpretation if they end with words like: “..... conducted appropriately”.

It is better to be more precise, and relate wording to industry practice, as in the following:

“..... conducted in accordance with manufacturer’s manual, standard operating procedures, relevant OHS regulations or workplace procedures”.

### 2.2 Future Orientation

A key aspect of the content of units of competency is that they should provide the basis for skills formation now, and into the future. Industry skill requirements change over time and sometimes those changes can be quite rapid, for example when technology and workplace practices change.

Units of competency should capture the ability to apply skills in new situations and changing circumstances, rather than only reflecting the current situation. One way of identifying the current

and likely future workplace changes and the impact these may have on skills requirements is by benchmarking the competencies internationally.

An outcome tightly linked to current technology, such as: “service lithium batteries”, may be better expressed more generically to provide for future trends and changes in the area of electric vehicles, for example: “maintain power storage systems in electric vehicles”. (Then, types of battery or other systems that could be maintained could be specified in the underpinning skills and knowledge.)

### **2.3 Knowledge**

In recognition of the importance of knowledge in skills application and skills transfer, units must detail the underpinning knowledge required for competent performance.

The application of knowledge will often need to be assessed in order to ensure that the person understands the “WHY” as well as “HOW”. Clear articulation of the required underpinning knowledge will support training and assessment of the national qualification unit.

However, while knowledge must be expressed, units of competency, their learning outcomes and performance standards should not be entirely knowledge based unless a clear and assessable workplace outcome is described. Knowledge in units of competency:

- Should be in context;
- Should only be included if it refers to knowledge actually applied at work;
- Could be referred to in the performance standards and the underpinning skills and knowledge.

### **2.4 Attitude (Industry Values and Attitude)**

The values and attitudes of an industry or enterprise influence the achievement and exercise of competency. They are not necessarily appropriate, or capable of being reflected in the performance outcomes at an industry or cross-industry level.

In some industries, competency may be influenced by personal values, for example in approaches to communication. Values and attitude can be included in units as long as they remain focused on the learning outcomes required.

For example, performance standards in the unit of competency – Work with colleagues and customers include:

- Communicate in an open, friendly, courteous, polite manner
- Use appropriate tone
- Consider body language
- Use active listening
- Demonstrate high standards of personal presentation
- Accommodate cultural differences in the team.

Performance standards in the unit of competency – Work in a social diverse environment include:

- Treat people from all cultural groups with respect and sensitivity.
- Make efforts to communicate with people who speak other languages.
- Resolve misunderstandings (involving cultural differences).

These requirements focus on the application of sensitivity and inclusive approaches at work, and how, along with other skills, these contribute to quality outcomes. Individuals may apply a varied range of personal values and attitudes that can lead to these outcomes.

## **2.5 Language Literacy and Numeracy Skills**

Often, successful performance of a national qualification units of competency will depend on specific language, literacy or numeracy skills. The required language, literacy or numeracy skills need to be explicitly stated in the unit to ensure that assessment is fair and valid and to provide sufficient information to support training. Language, literacy or numeracy skills:

- Should be placed in context;
- Should only include those skills actually required for successful performance of work tasks;
- Could be included within outcomes, performance standards, or in the underpinning skills and knowledge, depending on how the skills relate to workplace tasks.

## **2.6 Regulations (Environmental Matters, Licensing and Regulation)**

Many enterprises and industries address environmental matters as a part of good business practice. In doing this, they may gain financial benefit and a market edge. Increasingly, there is public expectation that industries will be good corporate citizens and display a responsible approach to environmental issues. For example, rural industries may have a market edge because of a clean environment and to support this, farmers use fertilizers and pesticides carefully.

Various forces drive Government and industries to deal with environmental matters, including legislative imperatives, public concern, research and international treaties. These include the following:

- Industries and governments recognize the need to address environmental matters on a non-regulatory basis where practicable, including by the development and circulation of voluntary or mandatory codes of practice, and the promotion of good practice.
- In response to the environmental awareness of their customers some industries have developed environmentally friendly products and services.
- For some industries, there is a legislative requirement to limit harm, for example to maintain land and land forms, water, wildlife, ecosystems, cultural resources and heritage
- Some industry activities are controlled and may be subjected to legislation. This requirement may apply to a single enterprise, or to all enterprises in an industry or geographic area.
- In other industries, there are legislative requirements to control activities, waste, pollution and nuisance within levels that are designated to limit damage to the environment.
- Issues around waste and pollution have been identified as impacting on the health of the population and the environment and all industries are required to meet local waste management legislation.

National qualification units of competency can play an important role in building the skills and knowledge required to meet environmental legislation and expectations. Developers should address environmental matters within national qualification units where appropriate.

### 3. Suggested Verbs for Writing Units of Competency

If the group is struggling for appropriate verbs, the following list may help, adapted from Norton, R.E., *DACUM Handbook*, Ohio State University, Columbus, 1997

<b>Application functions and tasks</b>	<b>Creative functions and tasks</b>	<b>Management functions and tasks</b>	<b>Information collection functions and tasks</b>	<b>Evaluation functions and tasks</b>	<b>Problem solving functions and tasks</b>
address; apply; assign; care for; carry out; deposit; dispatch; distribute; effect; employ; implement; issue; obtain; process; specify	budget; change; conceive; conceptualise; create; design; develop; devise; forecast; formulate; initiate; modify; originate; revise; simulate	administer; approve; arrange; assign; conduct; contract; control; coordinate; direct; manage; negotiate; officiate; organise; oversee; regulate; review; schedule; supervise	collect; detect; convey; count; file; gather; inventory; locate; obtain; order; procure; requisition; secure; select; sort	adapt; appraise; assess; audit; check; evaluate; identify; inspect; interview; investigate; judge; measure; monitor; rate; test	analyse; calculate; decide; determine; diagnose; estimate; examine; plan; research; solve; study
<b>Communication functions and tasks</b>	<b>Maintenance functions and tasks</b>	<b>Production functions and tasks</b>	<b>Relationship functions and tasks</b>	<b>Verification functions and tasks</b>	<b>Writing functions and tasks</b>
advise; confer; consult; contract; convey; disseminate; inform; interpret; motivate; notify; post; present; read; recommend; survey; transcribe;	adjust; align; assemble; clean; install; maintain; manipulate; modify; lubricate; paint; preserve; regulate; remove; repair; replace; rewire; rotate; service; set up; store; straighten	build; complete; compute; construct; demonstrate; duplicate; execute; exhibit; fabricate; fasten; grind; layout; load; make; perform; practice; rebuild; solder; weld	assist; cooperate; counsel; follow; help; instruct; lead; participate; orient; teach; train	establish; facilitate; justify; prove; record; support; verify; weigh	author; compile; compose; correct; draft; draw; edit; illustrate; outline; prepare; record; revise; write

### 4. Dimensions of Competency

The development of national qualification units of competency should include four dimensions of competency. The four dimensions of competency are:

1. Task skills
2. Task management skills
3. Contingency management skills and
4. Job role/work environment skills

All four dimensions of competency may not be covered in one unit. However, most work activities that cover a cluster of units will usually include all the dimensions of competency.

#### **4.1 Task Skills**

Task skills refer to the routine work that is undertaken. Task skills involve the capacity to perform required workplace tasks. The following performance standards deal with tasks:

- Clean and replace bedding of boxes or kennels in accordance with stable/kennel routine.
- Carry out pre-start, start-up and shut down procedures in accordance with manufacturer's instructions and work site procedures.

#### **4.2 Task Management Skills**

Task management skills involve the requirement to manage a number of different tasks, capturing the skills people use as they plan and integrate a number of potentially different tasks to achieve a complete work outcome. It is about setting priorities (planning).

The following outcomes deal with task management:

- Plan and use dismantling procedures
- Plan and prepare for operation
- Identify sources of contamination, cross-contamination and spoilage

#### **4.3 Contingency Management Skills**

The contingency management skills cover the requirement to respond to irregularities and break downs in routine, encompassing the skills used in day-to-day employment and allowing for dealing with irregularity, imperfections and the unknown. Contingency management skills are about problem solving.

The following performance standards deal with contingency management

- Access, analyse and use relevant safety systems information to assist in or confirm hazard identification.
- Use results of evaluation to guide further training, where required.
- Agree, modify and incorporate final design concept.



#### **4.4 Job Role/ Work Environment Skills**

Job role/ work environment skills are those skills used in dealing with responsibilities and expectations of the work environment and in working with others. This can include interacting with people from within and outside the enterprise as colleagues, customers, clients and the public. The capacity to work with others and to adapt to different situations and the varied demands of employment across enterprises is central to successful performance.

The following performance standards deal with job/role environment:

- Give notification of shift availability, or non-attendance for shift without undue delay and according to store policies and procedures.
- Monitor and conduct rehearsal in accordance with director's requirement, rehearsal schedule, organizational policies and procedures.

## APPENDIX J: Validation Survey

National Qualification Title: \_\_\_\_\_

Please list the units of competency (industry standards) you have examined:

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Name of Validator: \_\_\_\_\_

Position: \_\_\_\_\_

Organisation: \_\_\_\_\_

Date: \_\_\_\_\_

Complete items 1-6 for each unit of competency examined. Make comments if appropriate.

### 1. Unit of Competency Title

1.1 Is the unit title appropriately worded to reflect the function of the occupation?  Yes  No

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1.2 Could you suggest an alternative unit title that better summarises the outcome of the function?

Yes  No

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1.3 Will this unit be applicable across a range of work contexts?  Yes  No

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### 2. Unit of Competency Learning Outcomes

2.1 Do the outcomes focus on the main tasks within this function?  Yes  No

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2.2 Are the outcomes assessable and demonstrable?  Yes  No

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2.3 Are any outcomes not relevant for this unit?  Yes  No

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2.4 Are there any outcomes you think should be included but are missing?  Yes  No

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### 3. Performance Standards

3.1 Are the performance standards clear?  Yes  No

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3.2 Is there any repetition in the performance standards?  Yes  No

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3.3 Are the performance standards applicable to all contexts?  Yes  No

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3.4 Are the performance standards clearly linked to the learning outcome?  Yes  No

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3.5 Are the performance standards assessable and measurable?  Yes  No

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#### **4. Underpinning Skills and Knowledge**

4.1 Does this section identify the underpinning essential skills and knowledge for this Unit of Competency?  Yes  No

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---

4.2 Does this section repeat information that is already contained in the performance standards?  
Please specify below.  Yes  No

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#### **5. Other Comments**

Please comment on other aspects of the draft National Qualification units of competency (industry training standards) for further improvement.

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**6. Validity of the draft National Qualification unit of competency (industry skills standard).**

Please tick one of the statements below

In my judgement the draft National Qualification unit of competency for \_\_\_\_\_ meet the requirements for work in the sector at the level specified, and can be used to develop training and assessment materials for the occupation.

In my judgement, the draft National Qualification unit of competency for \_\_\_\_\_ DO NOT meet the requirements for work in the sector at the level specified. Here are suggested improvements:

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## APPENDIX K: Validation Report Template

Qualification Title	Unit Code	Comments	Response

APPENDIX L: National Qualification Development Process Checklist

National Qualification Development Process Checklist	✓
Have you researched the need for a new National Qualification? (You should have evidence of this)	
Have you consulted TNQAB (in writing) about your proposal to develop a new National Qualification?	
Have you considered TNQAB's feedback before proceeding?	
Have you established an ITAC or equivalent to assist and advise on the development of the national qualification?	
Have you identified the scope and relevancy of the proposed National Qualification?	
Have you conducted functional analysis to identify required competencies for award of the National Qualification?	
Have you written up the draft descriptor of the National Qualification according to Section 4.3 of these Guidelines?	
Have you conducted international benchmarking of the proposed National Qualification? (You should have evidence of this)	
Have you conducted stakeholder validation of the draft National Qualification descriptor? (You should have evidence of this)	
Have you addressed the feedback from the validation process? (You should have evidence of this)	
Have you obtained sector/industry endorsement (in writing) of the proposed National Qualification?	
Have you checked and compiled all the information for the application to register the proposed National Qualification on the Tonga Qualifications Framework?	

## APPENDIX M: Checklist for the Evaluation of a Qualification

Qualification Title			
TQF No		Registered Provider	

Characteristics	Criteria	Evidence (documents and/or the information that your qualification meets the criteria)	Criteria Met? (please tick)	
			Provider	TNQAB
<b>I. Qualification Purpose Statement</b>	There is clear purpose stated for the qualification		<input type="checkbox"/>	<input type="checkbox"/>
	The purpose is related to identified individual, professional, industry or community needs		<input type="checkbox"/>	<input type="checkbox"/>
	The purpose supports the priorities established in the Statement for the Strategic Development Plan Eight (SDP8) of the Government of Tonga		<input type="checkbox"/>	<input type="checkbox"/>
<b>II. Qualification Title</b>	The title is indicative of the purpose and outcomes of the qualification.		<input type="checkbox"/>	<input type="checkbox"/>
	The title indicates the qualification type (certificate, diploma, etc) and field or sub-field.		<input type="checkbox"/>	<input type="checkbox"/>
	The title indicates the qualification level		<input type="checkbox"/>	<input type="checkbox"/>
	The title is appropriate and complies with qualification definitions		<input type="checkbox"/>	<input type="checkbox"/>
<b>III. Rationale for Qualification</b>	The rationale shows how the qualification meets specific needs in the sector for which it was developed		<input type="checkbox"/>	<input type="checkbox"/>
	The range of typical learners is identified and is appropriate		<input type="checkbox"/>	<input type="checkbox"/>
	Evidence is available of the societal and economic benefits of the qualification		<input type="checkbox"/>	<input type="checkbox"/>
<b>IV. Qualification Outcomes Statement</b>	Outcomes are clearly stated		<input type="checkbox"/>	<input type="checkbox"/>
	Outcomes for the whole qualification are reasonable and reflect the stated purpose		<input type="checkbox"/>	<input type="checkbox"/>
	Outcomes for qualification components are logical		<input type="checkbox"/>	<input type="checkbox"/>
<b>V. Qualification</b>	The level is consistent with the qualification definitions		<input type="checkbox"/>	<input type="checkbox"/>



Characteristics	Criteria	Evidence (documents and/or the information that your qualification meets the criteria)	Criteria Met? (please tick)	
			Provider	TNQAB
<b>Level</b>	The level is consistent with the outcome level descriptors		<input type="checkbox"/>	<input type="checkbox"/>
	The level is consistent with the qualification outcome statement		<input type="checkbox"/>	<input type="checkbox"/>
<b>VI. Credit Value of the Qualification</b>	The total number of credits is shown		<input type="checkbox"/>	<input type="checkbox"/>
	The total credit value of the qualification equals the sum of the credits assigned to the components		<input type="checkbox"/>	<input type="checkbox"/>
	The credit total is appropriate and conforms to qualification definitions		<input type="checkbox"/>	<input type="checkbox"/>

Characteristics	Criteria	Evidence (documents and/or the information that your qualification meets the criteria)	Criteria Met?	
			Provider	TNQAB
<b>vii. Qualification Components</b>	For each component descriptor, the purpose, title, credit value, level, learning outcomes and/or defined competencies are clearly stated		<input type="checkbox"/>	<input type="checkbox"/>
	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		<input type="checkbox"/>	<input type="checkbox"/>
	The components reflect the purpose, title and level of the qualification		<input type="checkbox"/>	<input type="checkbox"/>
	The qualification structure is reasonable and shows an appropriate balance between compulsory and elective components, theoretical and practical requirements		<input type="checkbox"/>	<input type="checkbox"/>
<b>viii. Entry Requirements</b>	Any entry requirements or pre-requisite qualifications are stated		<input type="checkbox"/>	<input type="checkbox"/>
	Entry requirements do not unreasonably exclude individuals because of descent, gender, social origin, place of birth, family status, or special needs		<input type="checkbox"/>	<input type="checkbox"/>
	Entry requirements are reasonable for the level of the qualification		<input type="checkbox"/>	<input type="checkbox"/>
<b>ix. Learning Assumed to be in Place</b>	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		<input type="checkbox"/>	<input type="checkbox"/>
<b>x. International Comparability</b>	There is a clear and appropriate statement of how the qualification compares with similar qualifications offered internationally		<input type="checkbox"/>	<input type="checkbox"/>
<b>xi. Recognition of Prior Learning</b>	There is a clear and appropriate statement concerning how the qualification may be achieved in whole or in part through recognition of prior learning		<input type="checkbox"/>	<input type="checkbox"/>
<b>xii. Learning Pathways</b>	There is a clear and appropriate statement of where the qualification fits into one or more learning pathways		<input type="checkbox"/>	<input type="checkbox"/>
<b>xiii. Support for Qualification</b>	Evidence is provided to show support for the qualification by relevant, national and, where appropriate, international, industry, professional, academic, community or other interest groups		<input type="checkbox"/>	<input type="checkbox"/>
	The evidence of support is sufficient		<input type="checkbox"/>	<input type="checkbox"/>

On behalf of Provider

On behalf of TNQAB

Checked by \_\_\_\_\_

Checked by \_\_\_\_\_

Date checked \_\_\_\_\_

Date checked \_\_\_\_\_

## APPENDIX N: STAKEHOLDER'S ATTESTATION

### Qualification Development Stakeholder's Attestation

Each Key stakeholder involved in the development of the qualification is required to attest to their support for the qualification in its complete and final form.

Please fill in the required information in the tables below:

<b>Name of Stakeholder</b>	
<b>Name of organization or party(ies) that you represent</b>	
<b>Position in the organization or party(ies) you represent</b>	

Please fill in the spaces below with the title of the qualification as well as the name and contact details of the developer.

**Qualification title:** \_\_\_\_\_

**Name of qualification  
developer:** \_\_\_\_\_

<u>Physical/residential address of developer</u>	<u>Mailing address of developer</u>	<u>Telephone and email of developer</u>
_____	_____	Tel: _____
_____	_____	Mob: _____
_____	_____	Email: _____
_____	_____	_____

Please attest to your involvement and support by responding to the questions in the table below.

**I confirm that:**

1.	I confirm that I and the party(ies) I represent have been involved in the development of the qualification ( <i>Please tick (√) either Yes or No</i> )	Yes <input type="checkbox"/>
		No <input type="checkbox"/>
Explanation if you had answered “No” above.		
I confirm that my/our involvement included ( <i>Please tick (√) the relevant choices that best explain your involvement. You can choose more than one type of involvement</i> ):		
	• Being asked to confirm support for the qualification content	<input type="checkbox"/>
	• Providing direct input into the development of the qualification	<input type="checkbox"/>
	• Providing comment on the qualification content	<input type="checkbox"/>
	• Other (specify in the space below):	<input type="checkbox"/>
2	I confirm that I and the party(ies) I represent support the qualification in its complete and final form ( <i>Please circle your answer</i> ).	Yes <input type="checkbox"/>
		No <input type="checkbox"/>
Explanation if you and the party(ies) you represent had answered “No” above.		
<p><b>Signature:</b> _____ <b>Date:</b> _____</p>		

## APPENDIX O: KEY PROCESSES AND TIMELINE

Key process	Milestone (measure to demonstrate progress)	Timeline
Establishing the need for the new qualification. Write a proposal for a new qualification: <ul style="list-style-type: none"> <li>Proposal submitted to TNQAB:</li> <li>Proposal approved by TNQAB</li> </ul>	Proposal for new qualification has been: <ul style="list-style-type: none"> <li>Written – using the format provided by TNQAB and shown in <b>Appendix A</b>.</li> <li>Submitted to TNQAB</li> </ul>	3 weeks
	Feedback from TNQAB received and considered.	1 week
Establishing ITAC	I. ITAC members confirmed	1 week
	II. ITAC members' CV compiled.	1 week
	III. ITAC application submitted to TNQAB – using the format provided in <b>Appendix B</b> .	1 week
	IV. ITAC application approval has been received from TNQAB	1 week
Conduct functional analysis to identify required competencies: <ul style="list-style-type: none"> <li>Develop draft qualification descriptor;</li> <li>Validate draft descriptor</li> <li>Submit draft descriptor</li> </ul>	Draft qualification descriptor for the proposed qualification has been developed using the format provided by TNQAB in <b>Appendix D</b>	4 weeks
	Draft descriptor been validated and endorsed by stakeholders.	5 weeks
	Draft descriptor has been submitted and approved by TNQAB	6 weeks
Develop units of competency	Each unit of competency has been developed following the format provided by TNQAB in <b>Appendix H</b>	2 weeks
Invite providers to develop training programmes (and apply for TNQAB for accreditation)	Agreement between developer and provider(s). Examples include <i>Letter of Agreement, Contract, MOU, Deed</i> .	7 weeks
Provider applies to TNQAB for programme accreditation and registration of new qualification on TQF	I. New training programmes are accredited by TNQAB II. New national qualifications are registered on TQF	8 weeks

Key process	Milestone (measure to demonstrate progress)	Timeline
Provider offer new training programmes towards new national qualification.	I. New national qualification is listed in Provider's Yearly Calendar and/or Handbook II. New training programmes are listed III. Students are enrolled into new study programmes..	
<b>Duration (in weeks) from concept stage and needs analysis to accreditation of new training programmes and registration of qualification.</b>  <b>Note: Weekends are not counted.</b>		<b>40 weeks</b>

## **Acknowledgement**

Key parts of this document are adapted, with permission, from the Samoa Qualifications Authority's *Guidelines for the Development and Registration of National Qualifications*, August 2009.