POLICY ON THE
REGISTRATION OF QUALIFICATIONS ON THE
FIJI QUALIFICATIONS FRAMEWORK
FIJI HIGHER EDUCATION COMMISSION

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FIJI QUALIFICATIONS FRAMEWORK

OVERALL STRUCTURE OF FQF

The Dynamics of the FQF

Quality higher education and training for sustainable development and a knowledge-based society
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## APPENDICES

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POLICY ON THE REGISTRATION OF QUALIFICATIONS ON THE FIJI QUALIFICATIONS FRAMEWORK (FQF)

1. POLICY OBJECTIVE

The purpose of this policy is to provide a framework for the management of the accreditation of qualifications on the Fiji Qualifications Framework [FQF] to ensure that qualifications are compatible with the knowledge and skills that are necessary for sustainable economic and social development.

2. POLICY

2.1 The process for the registration and accreditation of qualifications shall be transparent, fair, effective and responsive to the changing higher education environment and to the changing needs of the nation as well as of institutions, staff and stakeholders.

2.2 The process of assessing qualifications for accreditation shall be conducted by a Committee appointed by the Fiji Higher Education Commission (FHEC) through the FQC.

2.3 The registration of any qualification will be for 5 years or sooner if needs be, after which it will be reviewed, subject to the criteria existing at the time of the review to ensure continued relevance.

2.4 The FHEC through the FQC shall prescribe the guidelines and procedures for assessing applications for the registration of qualifications. It shall also determine the criteria for assessing qualifications from time to time and it shall issue certificates of registration to the approved institutions that provide the qualification(s).

2.5 The FHEC shall prescribe the criteria for the use of ‘National’ and ‘Fiji’ in the titles of Qualifications on the Fiji Qualifications Framework [FQF]. The title of the qualification shall be approved by the Fiji Higher Education Commission.

2.6 Qualifications that have been developed by a registered educational organization and accredited by FHEC will include the title and the name of the organization that developed and owns the qualification and therefore holds the copyright.

2.7 The FHEC shall appoint a FQC which will be the custodian of the FQF and which will delegate the secretariat to develop, implement and maintain the criteria and processes for the accreditation and registration of qualifications on the FQF.
3. **BACKGROUND**

3.1 This policy applies to all qualifications awarded in Fiji, including those that are awarded from overseas institutions which have been quality assured and are internationally recognized.

3.1.1 This policy will ensure partnering with the Higher Education Institutions (HEIs) through Recognition, Registration and Accreditation of qualifications, industry through assessment, moderation and ISACs, licensing recognition with professional groups and other stakeholders to ensure Fiji has a world-class qualifications system as well as high quality and credibility.

3.2 There are two types of Qualifications; National Qualifications and Provider Qualifications.

3.3 The registration and accreditation of qualification[s] is a confidential and a quality assurance process that is required before a qualification can be put onto the FQF.

4. **DEFINITIONS**

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiji Qualifications Framework</td>
<td>It is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. Such a framework is used as a tool for standardising qualifications as well as a tool for regulating the use of titles for qualifications and standards.</td>
</tr>
<tr>
<td>Higher Education Institution (HEI)</td>
<td>A Higher Education Institution in Fiji that provides award-conferring post-secondary education.</td>
</tr>
<tr>
<td>National Qualifications</td>
<td>Qualifications that are packages of nationally recognized standards, which reflect a meaningful milestone or end point on a learning pathway. The purpose of a qualification is to formally recognize significant achievements and to clearly identify what a person knows and can do. National Qualifications are developed by Industry Standards Advisory Committees (ISACs).</td>
</tr>
<tr>
<td>Provider Qualification</td>
<td>Qualifications that have been developed by a registered educational organization and accredited by FHEC/FQC. In this case the title will include the name of the organization that developed and owns the qualification.</td>
</tr>
<tr>
<td>Standards</td>
<td>The registered statements of desired education and training outcomes and their associated assessment criteria.</td>
</tr>
<tr>
<td>Qualification</td>
<td>The formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the Fiji Qualifications Framework [FQF] as may be determined by the relevant body registered for such purpose by the Fiji Qualifications Council [FQC].</td>
</tr>
</tbody>
</table>
5. **RELEVANT LEGISLATIONS AND OTHER LINKS**

5.1 **Relevant Legislation or Authority:**
- Peoples Charter Pillars 5, 8, 9, and 11.
- Roadmap for Democracy and Sustainable Socio-Economic Development.

6. **GUIDELINES AND PROCEDURES**

6.1 **The Fiji Qualifications Framework (FQF) Credit System:**

1. The FQF Credit System is based on the equivalence of one credit point to 10 notional hours of learning. This results in 120 credits per year and 1200 notional hours of learning per year. 120 credits measure the workload of a full time higher education student in one academic year.

2. A credit point is a measure of how long it takes an average learner in notional hours to achieve stated outcomes of a course or programme of study.

3. Notional hours refer to the learning time that a student takes on the average to meet the outcomes and performance standards of a qualification. It includes hours of lecture, tutorials, practice, revision and assessment.

4. A credit on the FQF is the measure used to compare provider qualifications with levels on the FQF for the accreditation of programmes and qualifications.

5. A course developer aligning with this credit system will use the equivalence of one credit to 10 notional hours in constructing a course.

6. Procedures for the award of credits:
   6.1 Credits can only be awarded after successful completion of a course of study.
   6.2 Qualifications at particular levels have prescribed credit points at those levels.
   6.3 The qualifications of all higher education institutions operating in Fiji will be translated to this credit points system for accreditation on the FQF.

7. The credit system will be revised from time to time to ensure its relevance and viability and ability to fulfill the goals of the FQF.
6.2 GENERAL CRITERIA FOR THE REGISTRATION OF NATIONAL AND PROVIDER QUALIFICATIONS

6.3 Definitions of Qualification Types on the FQF

6.23.1 Broad characteristics

Three broad types of qualifications are able to be placed on the FQF:

- Degree
- Diplomas
- Certificates

6.3.2 The following definitions are for Certificates and Diplomas. The definitions apply equally to National awards and Provider awards. They are included here because they are the most frequently used qualifications.

7. CERTIFICATE

7.1 Specific Purpose of a Certificate – Refer to Appendix 1(b)

Certificates may be used in a wide range of contexts across all levels up to and including level 7, and are often used to prepare candidates for both employment and further education and training.

Distinguishing between Certificates at different awarding levels may be achieved by the inclusion of the Level in the title (refer to appendix 1 (b)). Certificates may be an integral component of a degree and/or diploma and/or may be a stand-alone qualification.

Qualifications carrying the name Certificate generally recognise ability or preparedness for both employment and further education and training. Such qualifications recognise proven ability in a coherent cluster of outcomes of learning pertinent to a work role or a recognisable and meaningful milestone on an education and training pathway.

‘National Certificates’ (certificates approved to use the term ‘National’) recognise skills and knowledge that meet nationally endorsed standards. National Certificates may be gained in a wide range of areas. Some National Certificates may automatically recognise credit from provider qualifications as outlined by the qualification regulations.

Where Certificates are awardable at a level in advance of the level of certification of a Bachelor degree Post Graduate Certificate – such qualifications often recognise on-going professional development or continuing professional development in the same subject as an earlier degree. Such qualifications broaden, extend and/or deepen currently recognised knowledge and skills.

7.2 A Certificate must comply with the following requirements:

7.2.1 Entry requirements

Entry requirements into Certificate level courses can vary depending on the level of the certificate and the degree of technical difficulties of the course.
7.2.2 Credit Requirements – Refer to Appendix 1(b)
A Certificate must comprise a minimum of 40 credits at Levels 1-7 on the FQF. The level of a certificate is determined by beginning with the highest level credits and counting back until a total of 40 credits is reached. The level at which the total of 40 is reached determines the level of the Certificate.

7.3 Relationship with other Qualifications
A person, who holds a Certificate, depending on the level, may enrol for the next Certificate level or Diploma level although this is not necessarily a requirement.

8. DIPLOMA

8.1 Specific Purpose of a Diploma - Refer to Appendix 1(b)
Diplomas often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or experience and recognise capacity for initiative and judgement:
- across a broad range of educational and vocational areas
- in technical, professional, and/or management roles.

The knowledge, understanding and skills recognised in a diploma qualification are generally an extension of that recognised in prior qualifications or experience.

‘National Diplomas’ (diplomas approved to use the word ‘National’) recognise skills and knowledge meeting nationally set standards. Some National Diplomas may automatically recognise credit from provider qualifications as outlined by the qualification regulations.

8.2 A Diploma must satisfy the following requirements:

8.2.1 Entry Requirements
A programme of study leading to a Diploma often builds on prior qualifications or experience. The student may be required to have completed pre-requisite certificate level courses.

8.2.2 Credit Requirements – Refer to Appendix 1(b)
A diploma must:
- be registered at Level 5, 6, or 7, with the top 72 credits defining the level at which it can be registered.
- A level 5 Diploma must have at least 120 of all credits contributing to the qualification at Level 4 or above.
- Diplomas at Levels 6 and 7 must have at least 120 at Level 5 or above.
- The level of a diploma is determined by beginning with the highest level credits and counting back until a total of 72 credits is reached. The level at which the total of 72 is reached determines the level of the diploma.

8.3 Purpose - Refer to Appendix 1(b)
Qualifications carrying the name Diploma recognise:
- preparedness of learners for self-directed application of skills and knowledge

8.2.1 Relationship with other Qualifications
- A person who holds a Diploma may be permitted to enrol for the next Level or a Degree programme although this is not necessarily a requirement.
- Distinguishing between diplomas certificated at different levels may be achieved by the inclusion of the
Level in the title. Diplomas may be an integral component of a degree and/or stand-alone from any other qualification.

- The knowledge, understanding and skills recognised in a diploma qualification are generally an extension of that recognised in prior qualifications or experience.

9. Structure
Most qualifications consist of compulsory standards that represent essential skills and knowledge, and elective requirements for complementary or specialist skills. Electives, including strands, allow and encourage depth and breadth, the development of specialisation, and the recognition of different knowledge and skills in the qualification.

In the illustrations below outcomes may be substituted for standards.

9.1 Credits for elective standards may be required from a specified list of standards, or outcomes from a specified subfield or subject area, or from anywhere on the FQF, or from a combination of these.

9.2 Strands
Strands are included in a qualification where clearly identified sets of skills and knowledge represent different pathways through the qualification. A qualification with strands must have core requirements. Strands:
- must specify and recognise a distinct skill set in the qualification, unique to each strand
- may be of different credit size, level, and structure
- may have requirements that include compulsory and/or elective sets
• may be elective – one of the strands is required for award of the qualification (the core components and the elected strand represent one qualification)
• may be optional – none of the strands are required for award of the qualification (the core components, or the core components and the elected strand, are sufficient to meet the qualification definition).

10. BACHELORS DEGREE

10.1 Specific Purpose of a Bachelor's Degree - Refer to Appendix 1(b)
To provide individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.

10.2 Characteristics of the Bachelors Degree programme
A Bachelors degree is a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major). It requires meeting specified requirements, as set down in the relevant degree regulations, and involves at least one sequential study programme in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study as well as directed research and scholarship in the major subject(s) of the degree. Bachelors degree programmes are taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self-directed work and learning.

A graduate of a Bachelor's degree programme is able to:

a) demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods, and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major);

b) demonstrate the skills needed to acquire, understand, and assess information from a range of sources;
c) demonstrate intellectual independence, critical thinking, and analytic rigour;
d) engage in self-directed learning; and
e) demonstrate communication and collaborative skills.

10.3 A Bachelors Degree must comply with the following requirements:

10.3.1 Entry requirements
A programme of study leading to a Bachelor's degree builds upon prior study, work, or experience and is open to those who have met any specified entrance requirements.

10.3.2 Credit Requirements - Refer to Appendix 1(b)
A Bachelors Degree must comprise a minimum of 360 credits from Levels 5 to 7, including at least 72 credits at level 7. Some Bachelors degrees, notably in professional fields such as engineering, the health sciences, and law, encompass additional credits and may require a longer period of study.

10.4 Relationship with other qualifications
A person who holds a Bachelors degree may be permitted to enrol for the Postgraduate Diploma or the Master's degree.

11. GRADUATE CERTIFICATE

11.1 Specific Purpose of a Graduate Certificate - Refer to Appendix 1(b)
The purpose of Graduate Certificates is to act primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level.

11.2 A Graduate Certificate must comply with the following requirements:

11.2.1 Entry requirements
Entry requirements into Graduate Certificate level courses is usually a Bachelor's Degree.

11.2.2 Credit Requirements - Refer to Appendix 1(b)
A Graduate Certificate must comprise a minimum of 60 credits, including at least 40 credits at Level 7 or above.

11.3 Relationship with other qualifications
A Graduate Certificate may provide the basis for postgraduate study.

12. GRADUATE DIPLOMA

12.1 Specific Purpose of a Graduate Diploma - Refer to Appendix 1(b)
The purpose of Graduate Diplomas is to act as a vehicle for degree graduates to pursue a significant body of study at an advanced undergraduate level.

12.2 A Graduate Diploma must comply with the following requirements:

12.2.1 Entry requirements
Entry requirements into Graduate Diploma level courses is usually a Bachelors Degree.
12.2.2 Credit Requirements - Refer to Appendix 1(b)
A Graduate Diploma must comprise a minimum of 120 credits, including at least 72 credits at Level 7 or above.

12.3 Relationship with other qualifications
A Graduate Diploma may provide the basis for postgraduate study.

13. BACHELORS DEGREE WITH HONOURS

13.1 Specific Purpose of a Bachelors Degree with Honours - Refer to Appendix 1(b)
A Bachelor Honours Degree recognises distinguished study at level 8. It may either be a degree in itself, or a discrete postgraduate degree following a Bachelor Degree. A Bachelors degree may be awarded with honours to recognise advanced or distinguished study in advance of a level 7 Bachelor’s degree. This may occur by:

• recognising outstanding achievement in a 480 credit (or more) Bachelors degree especially in relation to work of a research nature (typically at level 8); or
• achieving 120 credits at Level 8 following a level 7 Bachelors degree (either as part of an integrated honours degree or as a separate qualification).

13.2 A Bachelors Degree with Honours must comply with the following requirements:

13.2.1 Entry requirements
Entry to honours study is normally based on achievement of above average performance in the credits within the Bachelor Degree that are relevant to the proposed honours study.

13.2.2 Credit Requirements - Refer to Appendix 1(b)
A Bachelor Honours Degree may be either a 480-credit degree, or a discrete 120-credit degree following a Bachelor Degree. The degree has a minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level.

13.3 Relationship with other qualifications
Achieved to an appropriate standard, a Bachelor Honours Degree should prepare graduates for admission to further postgraduate study.

14. POST GRADUATE CERTIFICATE

14.1 Specific Purpose of a Postgraduate Certificate - Refer to Appendix 1(b)
The Post Graduate Certificate is designed to extend and deepen an individual’s knowledge and skills.

The Post Graduate Certificate involves credits from a specified subject and cognate areas. It recognises continuing professional development or academic achievement in advance of a Bachelor degree in the same area as the individual’s original degree or Graduate Certificate or Diploma.

14.2 A Post Graduate Certificate must comply with the following requirements:

14.2.1 Entry requirements
Post Graduate Certificates require either a Bachelor Degree or Graduate Certificate or Diploma in a
cognate subject, or relevant skills and knowledge acquired through appropriate work or professional experience.

14.2.2 **Credit Requirements - Refer to Appendix 1(b)**

The Post Graduate Certificate requires a minimum of 60 credits at level 8.

14.3 **Relationship with other qualifications**

Post Graduate Certificate provides the basis for further postgraduate study.

15. **POST GRADUATE DIPLOMA**

15.1 **Specific Purpose of a Post Graduate Diploma - Refer to Appendix 1(b)**

A Post Graduate Diploma is designed to extend and deepen an individual’s knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, graduate diploma or graduate certificate. A Post Graduate Diploma prepares an individual for independent research and scholarship in the principal subject of the diploma. A Post Graduate Diploma may be awarded with distinction.

15.2 **A Post Graduate Diploma must comply with the following requirements:**

15.2.1 **Entry requirements**

An individual for the Post Graduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor Degree or Graduate Certificate or Diploma, or who is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience, at an additional level.

15.2.2 **Credit Requirements - Refer to Appendix 1(b)**

The Post Graduate Diploma requires a minimum of 120 credits from Levels 7 and above, with a minimum of 72 credits from Level 8.

15.3 **Relationship with other qualifications**

A person who holds a Post Graduate Diploma may be eligible to enroll in a Masters Degree.

16. **MASTERS DEGREE**

16.1 **Specific Purpose of a Masters Degree - Refer to Appendix 1(b)**

A Masters degree qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.

Masters Degrees usually build on a Bachelor Degree, Graduate Diploma, Bachelor Honours Degree or a Post Graduate Diploma. They may also build on extensive professional experience of an appropriate kind. Their outcomes are demonstrably in advance of undergraduate study, and require individuals to engage in research and/or advanced scholarship.

Masters Degrees are constituted in one discipline or coherent programme of study. They may be undertaken by taught courses or research, or by a combination of both.
16.2 A Masters Degree must comply with the following requirements:

16.2.1 Entry requirements
Master's Degrees are structured in three principal ways:

By thesis or primarily by thesis.
Entry to a Masters Degree by thesis is normally based on a bachelor honours degree or a postgraduate diploma in the same field of study. The degree includes 120 credits of which at least 90 credits (at level 9) consists of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work.

By coursework and thesis.
Entry to a Masters Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes 240 credits of which at least 90 credits (at level 9) are in the form of a thesis, dissertation, substantial research paper or scholarly creative work and of which up to 150 credits are from coursework.

By coursework.
Entry to a Masters Degree by coursework worth 120 to 240 credits is normally based on an undergraduate degree. The degree is achieved through coursework consisting of courses, project work and research in varying combinations. It may build on undergraduate study in the same academic field, or it may build on the more generic graduate attributes of an undergraduate degree in other fields, or in some cases on relevant professional experience. Masters Degrees that build on generic attributes and/or experience (often called “conversion Masters”) are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned.

Entry
Providers of courses leading to Masters qualifications are responsible for establishing entry requirements. The minimum entry qualification for a 240-credit Masters Degree is a Bachelor Degree or equivalent. For a Masters Degree of fewer than 240 credits, normally the minimum entry qualification is a Bachelor Honours Degree or a Postgraduate Diploma or an undergraduate degree followed by relevant professional experience.

An applicant who holds either a Bachelor Honours Degree or a Postgraduate Certificate or Postgraduate Diploma may be exempted from all or some of the taught courses, in a 240 credit degree.

16.2.2 Credit Requirements - Refer to Appendix 1(b)
The Masters Degree must comprise a minimum of 40 credits at Level 9 with the remainder at Level 8. It comprises at least 240 credits in total, except where it builds on 4 years of prior study at Bachelor Degree level or above, in which case it can be fewer than 240, but no fewer than 120, credits.

16.3 Relationship with other qualifications
A person who holds a Masters Degree achieved to an appropriate standard and including a research component of at least 90 credits may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.
17. **DOCTORAL DEGREE**

17.1 **Specific Purpose of a Doctoral Degree - Refer to Appendix 1(b)**

The Doctoral Degree is a research degree whereby the individual becomes an increasingly independent scholar who makes a substantial and original contribution to knowledge.

It is normally the culmination of study which begins at the bachelor level and reaches a stage beyond the masters. For the PhD/DPhil and the named doctorate (e.g. D Mus), the development takes place under the guidance of recognised experts in the field of study and under circumstances that allow the individual access to appropriate research resources.

The contribution to knowledge is judged by independent experts applying contemporary international standards of the discipline. The hallmark will be the individual's capacity for substantial independent research or scholarly creative activity as attested by his/her educational institution and/or as demonstrated by submitted work.

The major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one or more of the following:

- a thesis (the PhD/DPhil)
- creative work in the visual or performing arts (the PhD/DPhil)
- a thesis or equivalent creative work in combination with coursework (the named doctorate)
- a creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate)
- published work.

17.2 **A Doctoral Degree must comply with the following requirements:**

17.2.1 **Entry requirements**

A candidate for the Doctoral degree will normally have completed the Masters degree, the Bachelors degree with Honours, the Postgraduate Diploma or, in special circumstances, the Postgraduate Certificate.

A provider may enrol a person at a Doctoral degree level or someone who is not a graduate but who is deemed to have acquired the relevant skills and knowledge through work and/or professional experience. Before being enrolled, a person must have attained through formal study, work, or other experience, a high order of knowledge about the principal subject(s) of the degree, and have demonstrated interest in, and an aptitude for, original research.

17.2.2 **Credit Requirements - Refer to Appendix 1(b)**

A Doctoral Degree requires at least 360 credits and is listed at Level 10.

The following types of Doctoral Degree are recognised:

**Doctor of Philosophy (PhD/DPhil)**

A thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the individual, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, individuals may present a creative work as part of the thesis requirement.
Doctorate in a specified field or discipline - the named doctorate (e.g. EdD or the DMus)

For a doctorate in a specified field, coursework may contribute to the assessed programme of study, but research or the scholarly creative activity and the associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree. The coursework, which is to be at a standard in advance of that expected for a masters paper, must be part of a coherent programme with the research work, and should normally cover no more than one full-time academic year. An individual for a named doctorate must gain a passing grade in both the coursework and the thesis or its creative work equivalent.

18.0 EFFECTIVE DATE: 24th February 2012

R19.0 REVIEW DATE: 24th February 2014

20.0 KEY SEARCH WORDS

Fiji Higher Education Commission, Fiji Qualifications Council, Fiji Qualifications Framework, Accreditation of Qualifications

21.0 APPROVED BY THE FIJI HIGHER EDUCATION COMMISSION (FHEC)

[Signature]

SIGNATURE (FHEC Chairman) 14/12/2011

DATE
FIJI QUALIFICATIONS FRAMEWORK LEVEL DESCRIPTORS

**LEVEL 1**

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrate and/or work with:</td>
<td>✓ Relate knowledge with some prompting to personal and/or everyday contexts.</td>
<td>✓ Identify, with some prompting, a process to deal with a situation or an issue.</td>
<td>✓ Use simple skills—For example:</td>
<td>✓ Work alone or with others on simple tasks under frequent supervision.</td>
</tr>
<tr>
<td>• basic knowledge in a subject/discipline.</td>
<td>✓ Use a few basic, routine skills to undertake familiar and routine tasks.</td>
<td>✓ Operate familiar context using given criteria.</td>
<td>• produce and respond to simple written and oral communication in familiar, routine contexts.</td>
<td>✓ Participate in the setting of goals, timelines etc.</td>
</tr>
<tr>
<td>• simple facts and ideas associated with a subject/discipline.</td>
<td>✓ Complete pre-planned tasks.</td>
<td>✓ Take account of some identified consequences of action.</td>
<td>• carry out simple tasks to process data and access information.</td>
<td>✓ Participate in the review of completed work and the identification of ways of improving practices and processes.</td>
</tr>
<tr>
<td>✓ Use with guidance, basic tools and materials safely and effectively.</td>
<td>✓ Use simple skills—For example:</td>
<td>• Use simple numerical and graphical data in everyday contexts.</td>
<td>✓ Identify, given simple criteria, own strengths and weaknesses relative to the work.</td>
<td></td>
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</tbody>
</table>

Characteristic outcomes of learning at this level include the ability to:

Fiji Qualifications Framework-Level Descriptors Appendix 1A—(Adopted from the Scottish Level Descriptors)
# Appendix 1A

## LEVEL 2

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
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<tr>
<td>Characteristic outcomes of learning at this level include the ability to:</td>
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</tr>
</tbody>
</table>

- Demonstrate and/or work with:
  - basic knowledge in a subject/ discipline which is mainly factual.
  - some simple facts and ideas about and associated with a subject / discipline.
  - knowledge of basic processes, materials and terminology.
- Relate knowledge to personal and/or practical contexts.
- Use a few skills to complete straightforward tasks with some non-routine elements.
- Select and use, with guidance, appropriate tools and materials safely and effectively.
- Use, with guidance, given stages of a problem solving approach to deal with a situation or issue.
- Operate in straightforward contexts.
- Identify and/or take account of some of the consequences of action/inaction.
- Use straightforward skills—
  - produce and respond to simple written and oral communication in familiar contexts.
  - use the most straightforward features of familiar applications to process and obtain information.
  - use straightforward numerical and graphical data in straightforward and familiar contexts.
- Work alone or with others on straightforward tasks.
- Contribute to the setting of goals, timelines etc.
- Contribute to the review of completed work and offer suggestions for improving practices and processes.
- Identify own strengths and weaknesses relative to the work.

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
## LEVEL 3

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristic outcomes of learning at this level include the ability to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrate and/or work with:</td>
<td>✓ Relate ideas and knowledge to personal and/or everyday contexts.</td>
<td>✓ Use a problem solving approach to deal with a situation or issue which is straightforward in relation to a subject/discipline.</td>
<td>✓ Use a range of routine skills for example:</td>
<td>✓ Work alone or with others on tasks with minimum supervision.</td>
</tr>
<tr>
<td>✓ basic knowledge in a subject/discipline which is mainly factual but has some theoretical component.</td>
<td>✓ Complete some routine and non-routine tasks using knowledge associated with a subject/discipline.</td>
<td>✓ Operate in familiar context, but where there is a need to take account of or use additional information of different kinds, some of which will be theoretical or hypothetical.</td>
<td>✓ produce and respond to detailed written and oral communication in familiar contexts.</td>
<td>✓ Agree to goals and responsibilities for self and/or work team with managers and supervisors.</td>
</tr>
<tr>
<td>✓ a range of simple facts and ideas about and associated with a subject/discipline.</td>
<td>✓ Plan and organise both familiar and new tasks.</td>
<td>✓ Use some abstract constructs – e.g. make generalizations and/or draw conclusions.</td>
<td>✓ use standard applications to process, obtain and combine information.</td>
<td>✓ Take leadership responsibility for some tasks.</td>
</tr>
<tr>
<td>✓ knowledge and understanding of basic processes, materials and terminology.</td>
<td>✓ Select appropriate tools and materials and use safely and effectively (e.g. without waste).</td>
<td>✓ Adjust tools where necessary following safe practices.</td>
<td>✓ use a range of numerical and graphical data in straightforward context which have some complex features.</td>
<td>✓ Show an awareness for others’ roles, responsibilities and requirements in carrying out work. Make contribution to the evaluation and improvement of practices and processes.</td>
</tr>
</tbody>
</table>
### LEVEL 4

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate and/or work with:</td>
<td>Apply knowledge and understanding in known, practical contexts.</td>
<td>Obtain, organize and use factual and theoretical information in problem solving.</td>
<td>Use a wide range of skills-for example:</td>
<td>Take responsibility for the carrying out of a range of activities, where the overall goal is clear, under non-directive supervision.</td>
</tr>
<tr>
<td>- generalised knowledge of a subject/discipline.</td>
<td>Use some of the basic, routine practices, techniques and/or materials associated with a subject/discipline in routine contexts which may have non-routine elements.</td>
<td>Make generalisations and predictions.</td>
<td>- produce and respond to detailed and relatively complex written and oral communication in familiar and unfamiliar contexts.</td>
<td>Take some supervisory responsibilities for the work of others and lead established teams in the implementation of routine work.</td>
</tr>
<tr>
<td>- factual and theoretical knowledge.</td>
<td>Plan how skills will be used to address set situations and/or problems and adapt these as necessary.</td>
<td>Draw conclusions and suggest solutions.</td>
<td>- select and use standard applications to process, obtain and combine information.</td>
<td>Manage limited resources within defined and supervised areas of work.</td>
</tr>
<tr>
<td>- a range of facts, ideas, properties, materials, terminology, practices, techniques about/associated with a subject/discipline.</td>
<td></td>
<td></td>
<td>- use a range of numerical and graphical data in routine context which may have non-routine elements.</td>
<td>Take account of roles and responsibilities related to the tasks being carried out and play significant role in the evaluation of work and the improvement of practices and processes.</td>
</tr>
<tr>
<td>- relate the subject/discipline to a range of practical and/or everyday application.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
**LEVEL 5**

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristic outcomes of learning at this level include the ability to:</td>
<td>Use some of the basic, routine professional skills, techniques, practices and/or materials associated with a subject/discipline.</td>
<td>Present and evaluate arguments, information and ideas which are routine to the subject/discipline.</td>
<td>Use a wide range of routine skills and some advanced skills associated with the subject/discipline - for example:</td>
<td>Exercise some initiative and independence in carrying out defined activities at a professional level.</td>
</tr>
<tr>
<td>✓ Demonstrate and/or work with:</td>
<td>✓ Practice these in both routine and non-routine contexts.</td>
<td>✓ Use a range of approaches to addressing defined and/or routine problems and issues within familiar contexts.</td>
<td>✓ Convey complex ideas in well-structured and coherent form.</td>
<td>✓ Take supervision in less familiar areas of work.</td>
</tr>
<tr>
<td>• a broad knowledge of the subject/discipline in general.</td>
<td></td>
<td></td>
<td>• Use a range of forms of communication effectively in both familiar and new contexts.</td>
<td>✓ Take some managerial responsibility for the work of others within a defined and supervised structure.</td>
</tr>
<tr>
<td>• knowledge that is embedded in the main theories, concepts and principles.</td>
<td></td>
<td></td>
<td>• Use standard applications to process and obtain a variety of information and data.</td>
<td>✓ Manage limited resources within defined areas of work.</td>
</tr>
<tr>
<td>• an awareness of the evolving/changing nature of knowledge and understanding.</td>
<td></td>
<td></td>
<td>• Use a range of numerical and graphical skills in combination.</td>
<td>✓ Take the lead in implementing agreed plans in familiar or defined contexts.</td>
</tr>
<tr>
<td>• an understanding of the difference between explanations based on evidence and/or research and other forms of explanations, and of the importance of this difference.</td>
<td></td>
<td></td>
<td>• Use numerical and graphical data to measure progress and achieve goals/targets.</td>
<td>✓ Take account of own and others' roles and responsibilities in carrying out and evaluating tasks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use a wide range of routine skills and some advanced skills associated with the subject/discipline - for example:</td>
<td>✓ Work with others in support of current professional practice under guidance.</td>
</tr>
</tbody>
</table>

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
## LEVEL 6

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate and/or work with:</td>
<td>Use a range of routine skills, techniques, practices and/or materials associated with a subject/discipline, a few of which are advanced or complex.</td>
<td>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understanding of the subject/discipline.</td>
<td>Use a range of routine skills and some advanced and specialized skills associated with a subject/discipline - for example:</td>
<td>Exercise autonomy and initiative in some activities at a professional level.</td>
</tr>
<tr>
<td>- a broad knowledge of the scope, defining features, and main areas of a subject/discipline.</td>
<td>Carry out routine lines of enquiry, development or investigation into professional level problems and issues.</td>
<td>Use a range of approaches to formulate evidence solutions/responses to defined and/or routine problems and issues.</td>
<td>- convey complex information to a range of audiences and for a range of purposes.</td>
<td>Take significant managerial or supervisory responsibility for the work of others in defined areas of work.</td>
</tr>
<tr>
<td>- detailed knowledge in some areas.</td>
<td>Adapt to routine practices within accepted standards.</td>
<td>Critically evaluate evidence-based solutions/responses to defined and/or routine problems/issues.</td>
<td>- use a range of applications to process and obtain data.</td>
<td>Manage resources within defined areas of work.</td>
</tr>
<tr>
<td>- understanding of a limited range of core theories, principles and concepts.</td>
<td></td>
<td></td>
<td>- use and evaluate numerical and graphical data to measure progress and achieve goals/targets.</td>
<td>Take the lead on planning in familiar or defined contexts.</td>
</tr>
<tr>
<td>- limited knowledge and understanding of some major current issues and specialisms.</td>
<td></td>
<td></td>
<td></td>
<td>Take continuous account of own and others’ roles, responsibilities and contributions in carrying out and evaluating tasks.</td>
</tr>
<tr>
<td>- an outline knowledge and understanding of research and equivalent scholarly/academic processes.</td>
<td></td>
<td></td>
<td></td>
<td>Work in support of current professional practice under guidance.</td>
</tr>
</tbody>
</table>

Fiji Qualifications Framework—Level Descriptors Appendix 1A—(Adopted from the Scottish Level Descriptors)
LEVEL 7

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristic outcomes of learning at this level include the ability to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrate and/or work with:</td>
<td>✓ Use a selection of principal skills, techniques, practices and/or materials associated with a subject/discipline.</td>
<td>✓ Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</td>
<td>✓ Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline - for example:</td>
<td>✓ Exercise autonomy and initiative in some activities at a professional level.</td>
</tr>
<tr>
<td>✓ a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline.</td>
<td>✓ Use a few skills, techniques, practices and/or materials that are specialised or advanced.</td>
<td>✓ Identify and analyse routine professional problems and issues.</td>
<td>• make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences.</td>
<td>✓ Take some responsibility for the work of others and for a range of resources.</td>
</tr>
<tr>
<td>• a critical understanding of a selection of the principal theories, principles, concepts and terminology,</td>
<td>✓ Practice routine methods of enquiry and/or research.</td>
<td>✓ Draw from a range of sources in making judgements.</td>
<td>• use a range of IT applications to support and enhance work.</td>
<td>✓ Practice in ways which take account of own and others' roles and responsibilities.</td>
</tr>
<tr>
<td>• knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments.</td>
<td>✓ Practice in a range of professional level contexts which include a degree of unpredictability.</td>
<td></td>
<td>• interpret, use and evaluate numerical and graphical data to achieve goals/targets.</td>
<td>✓ Work under guidance with qualified practitioners.</td>
</tr>
<tr>
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</tbody>
</table>

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
LEVEL 8

Characteristic outcomes of learning at this level include the ability to:

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrate and/or work with:</td>
<td>✓ Use a range of principal skills, practices and/or materials associated with a subject/discipline.</td>
<td>✓ Critically identify, define, conceptualise and analyse, complex/professional level problems and issues.</td>
<td>✓ Use wide range of routine skills and some advanced and specialized skills in support of established practices in a subject/discipline - for example:</td>
<td>✓ Exercise autonomy and initiative in professional/ equivalent activities.</td>
</tr>
<tr>
<td>• knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject/discipline.</td>
<td>✓ Use a few skills, techniques, practices and/or materials that are specialised or advanced or at forefront of a subject/discipline.</td>
<td>✓ Offer professional level insights, interpretations and solutions to problems and issues.</td>
<td>• make formal and informal presentations about specialised topics to informed audiences.</td>
<td>✓ Take significant responsibility for the work of others and a range of resources.</td>
</tr>
<tr>
<td>• a critical understanding of the principal theories, concepts and principles,</td>
<td>✓ Execute a defined project of research, development or investigation and identify and implement relevant outcomes.</td>
<td>✓ Critically review and consolidate knowledge, skills, practices and thoughts in a subject/discipline.</td>
<td>• communicate with professional level peers, senior colleagues and specialists.</td>
<td>✓ Practice in ways which show a clear awareness of own and others’ roles and responsibilities.</td>
</tr>
<tr>
<td>• detailed knowledge and understanding of one or specialisms, some of which is informed by or at the forefront of a subject/discipline.</td>
<td>✓ Practise in a range of professional level contexts which include a degree of unpredictability and/or specialism.</td>
<td>✓ Demonstrate some originality and creativity in dealing with professional level issues.</td>
<td>• use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness.</td>
<td>✓ Work effectively under guidance in peer relationship with qualified practitioners.</td>
</tr>
<tr>
<td>• knowledge and understanding of the ways in which the subject/discipline is developed, including a range of established techniques of enquiry or research methodologies.</td>
<td>✓ Make judgements where data/information is limited or comes from a range of sources.</td>
<td>✓ Make judgements where data/information is limited or comes from a range of sources.</td>
<td>• use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness.</td>
<td>✓ Work with others to bring about change, development and/or new thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Demonstrate some originality and creativity in dealing with professional level issues.</td>
<td>✓ Deal with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Use a wide range of numerical and graphical data to set and achieve goals/targets.</td>
<td>✓ Recognise the limits of these codes and seek guidance where appropriate.</td>
</tr>
</tbody>
</table>

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
**LEVEL 9**

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Practice: Applied knowledge and understanding</th>
<th>Generic cognitive skills</th>
<th>Communication, ICT and numeracy skills</th>
<th>Autonomy, accountability and working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristic outcomes of learning at this level include the ability to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Demonstrate and/or work with:</td>
<td>✓ Use a significant range of principal skills, techniques, practices and/or materials that are associated with a subject/discipline.</td>
<td>✓ Apply critical analysis, evaluation and synthesis to issues which are at the forefront or informed developments at the forefront of a subject/discipline.</td>
<td>✓ Use a range of advanced and specialized skills as appropriate to the subject/discipline - for example:</td>
<td>✓ Exercise substantial autonomy and initiative in professional and equivalent activities.</td>
</tr>
<tr>
<td>• knowledge that covers and integrates most, if not all, of the main areas, of a subject/discipline – including their features, boundaries, terminology and conventions.</td>
<td>✓ Use a range of specialised skills, techniques, practices and/or materials which are at forefront or informed by the forefront developments.</td>
<td>✓ Identify, conceptualise and define new and abstract problems and issues.</td>
<td>• communicate using appropriate methods, to a range of audiences with different level of knowledge/expertise.</td>
<td>✓ Take responsibility for own work and/or significant responsibility for the work of others.</td>
</tr>
<tr>
<td>• a critical understanding of the principal theories, principles and concepts.</td>
<td>✓ Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry.</td>
<td>✓ Develop original and creative responses to problems and issues.</td>
<td>• communicate with peers, more senior colleagues and specialists.</td>
<td>✓ Take responsibility for a significant range of resources.</td>
</tr>
<tr>
<td>• a critical understanding of a range of specialised theories, principles and concepts.</td>
<td>✓ Plan and execute a significant project of research, investigation or development.</td>
<td>✓ Critically review, consolidate and extend knowledge, skills practices and thoughts in a subject/discipline.</td>
<td>• use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to increase effectiveness.</td>
<td>✓ Demonstrate leadership and/or initiative and make an identifiable contribution to change and development.</td>
</tr>
<tr>
<td>• extensive detailed and critical knowledge and understanding in one or more specialisms, much of which is at or informed by developments at the forefront.</td>
<td>✓ Demonstrate originality or creativity in the application of knowledge understanding and/or practices.</td>
<td>✓ Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.</td>
<td>• undertake critical evaluations of a wide range of numerical and graphical data.</td>
<td>✓ Practise in ways which draw on critical reflection on own and others’ roles and responsibilities.</td>
</tr>
<tr>
<td>• critical awareness of current issues in a subject/discipline and one or more specialism.</td>
<td>✓ Practice in a wide and often unpredictable variety of professional level contexts.</td>
<td>✓ Undertake critical evaluations of a wide range of numerical and graphical data.</td>
<td>• deal with complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</td>
<td></td>
</tr>
</tbody>
</table>

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
LEVEL 10

Characteristic outcomes of learning at this level include the ability to:

- Use a significant range of principal skills, techniques, practices and/or materials that are associated with a subject/discipline.
- Use a critical overview of a subject/discipline including critical understanding of the principal theories, principles and concepts.
- Use and enhance range of complex skills, techniques, practices and materials at forefront of one or more specialisms.
- Use a range of standard and specialised research or equivalent instruments and techniques of enquiry.
- Design and execute research, investigative or development projects to deal with new problems and issues.
- Demonstrate originality or creativity in the development and application of new knowledge understanding and practices.
- Practice in the contexts of new problems and circumstances.
- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualise and offer original and creative insights into new and complex abstract ideas, information and issues.
- Develop creative and original responses to problems and issues.
- Deal with very complex and/or new issues and make informed judgements in situations in the absence of complete or consistent data/information.
- Use a significant range of advanced and specialized skills as appropriate to the subject/discipline - for example:
  - communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose.
  - Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms.
  - Use a range of software to support and enhance work at this level and specify software requirements to enhance work.
  - critically evaluate numerical and graphical data.
- Exercise a high level of autonomy initiative in professional and equivalent activities.
- Take full responsibility for own work and significant responsibility for the work of others.
- Demonstrate leadership and/or originality in tackling and solving problems and issues.
- Work in ways which are reflective, self-critical and based on research/evidence.
- Deal with complex ethical and professional issues.
- Make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices.

Fiji Qualifications Framework-Level Descriptors Appendix 1A-(Adopted from the Scottish Level Descriptors)
## SUMMARY OF QUALIFICATIONS DEFINITIONS - Levels 1-10

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>To qualify individuals with basic knowledge and skills for work, further learning and/or community involvement.</td>
<td>A minimum of 40 credits at Level 1 or above.</td>
<td>To qualify individuals with theoretical and/or technical knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.</td>
<td>To qualify individuals to work or study in broad or specialised field(s)/areas.</td>
<td>To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>A minimum of 40 credits at Level 1 or above.</td>
<td>A minimum of 40 credits at Level 2 or above.</td>
<td>A minimum of 40 credits at Level 3 or above.</td>
<td>A minimum of 40 credits at Level 4 or above.</td>
<td>A minimum of 40 credits at Level 5 or above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Diploma 5</th>
<th>Certificate 6</th>
<th>Diploma 6</th>
<th>Certificate 7</th>
<th>Diploma 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>To qualify individuals with theoretical and/or technical knowledge and skills within a specific field of work or study.</td>
<td>To qualify individuals with theoretical and/or technical knowledge and skills within a specified context.</td>
<td>To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised / strategic contexts.</td>
<td>To qualify individuals with specialised and technical knowledge and skills within an aspect(s) of a professional context.</td>
<td>To qualify individuals with theoretical and/or technical knowledge and skills within a specific field of work or study.</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>A minimum of 120 credits from Level 4 or above, including at least 72 credits at Level 5.</td>
<td>A minimum of 40 credits at Level 6 or above.</td>
<td>A minimum of 120 credits from Level 5 or above, including at least 72 credits at Level 6.</td>
<td>A minimum of 40 credits at Level 7 or above.</td>
<td>A minimum of 120 credits from Level 5 or above, including at least 72 credits at Level 7.</td>
</tr>
</tbody>
</table>
# Appendix 1B

<table>
<thead>
<tr>
<th>Bachelors 7</th>
<th>Graduate Certificate 7</th>
<th>Graduate Diploma 7</th>
<th>Bachelor Honours 8</th>
<th>Postgraduate Certificate 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To provide individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning.</td>
<td>To act primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level.</td>
<td>To act as a vehicle for degree graduates to pursue a significant body of study at an advanced undergraduate level.</td>
<td>To recognise distinguished study at Level 8.</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>A minimum of 360 credits from Levels 4 to 7, including at least 72 credits at Level 7.</td>
<td>A minimum of 60 credits, including at least 40 credits at Level 7 or above.</td>
<td>A minimum of 120 credits, including at least 72 credits at Level 7 or above.</td>
<td>A minimum of 120 credits at Level 8, with a research component that represents at least 30 credits at that level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postgraduate Diploma 8</th>
<th>Masters 9</th>
<th>Doctoral 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree.</td>
<td>To qualify individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>A minimum of 120 credits from Levels 7 and above, including at least 72 credits at Level 8.</td>
<td>At least 240 credits, except where it builds on 4 years prior study at Bachelor Degree Level of above, in which case it can be fewer than 240, but no fewer than 120 credits. The Masters Degree must comprise a minimum of 40 credits at Level 9 with the remainder at Level 8.</td>
</tr>
</tbody>
</table>
SAMPLE NATIONAL CERTIFICATE

(Please note that the following qualification does not exist and is supplied as a guiding example only.)

National Certificate in Horticulture (Introductory) (Level 2)

Level 2
Credits 80
Credit Range

<table>
<thead>
<tr>
<th></th>
<th>Compulsory</th>
<th>Elective Set 1</th>
<th>Elective Set 2</th>
<th>Elective Set 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 credits</td>
<td>20</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
</tr>
<tr>
<td>Level 2 or above credits</td>
<td>40</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
</tr>
<tr>
<td>Minimum totals</td>
<td>60</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
</tr>
</tbody>
</table>

Purpose

This is an introductory certificate for people entering a career in the horticulture industry. The aim of the qualification is to provide a sound basis for further education and training.

This qualification is not a prerequisite for higher level certificates in horticulture; however, the higher level certificates do build on the skills and knowledge recognised by this qualification. People intending to progress to the following higher level certificates should bear this in mind when choosing electives:

- National Certificate in Horticulture (Level 4) with optional strands in Fruit Production, and General Vegetable Production [Ref: NCH002]
- National Certificate in Horticulture (Advanced) (Level 4) with strands in Fruit Production, Forest Nursery, and General Vegetable Production [Ref: NCH003].

The elective structure of this qualification allows trainees, providers, and employers the flexibility of tailoring programmes to meet individual skill needs that reflect the diverse roles in the horticulture industry. Providers are advised to consider on-job safety requirements and ensure that they include safety components in their training to cover such aspects as driving, chainsaws, first aid, and safety in the workplace.

Overall Outcome Statement

Holders of the National Certificate in Horticulture (Introductory) (Level 2) [Ref: NCH001] will be able to demonstrate fundamental knowledge and/or elementary skills relevant to various sectors of the horticulture industry.

Replacement Information

This is a new qualification.
Explanatory Notes

The qualification encompasses both theoretical learning and the practical application of acquired knowledge and skills.
Application for recognition of prior learning (RPL) should be made to the FHEC/FQC or accredited providers.

Requirements for Award of Qualification

Award of FQF National Qualifications

Summary of Requirements

This qualification will be awarded to people who have gained a minimum of 80 credits of which 40 must be at Level 2 or above.

All of the credits are required from the Compulsory Set.

Detailed Requirements

Compulsory Set

A minimum of 40 credits are required from this set

Agriculture and Nature Conservation (Field)>Horticulture (Subfield)

<table>
<thead>
<tr>
<th>Unit Standard id</th>
<th>Title</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1000</td>
<td>Practise and explain plant propagation techniques</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1001</td>
<td>Explain the effect the application of a growth regulator has on plant productivity</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1002</td>
<td>Demonstrate knowledge of plants and plant production</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>H1003</td>
<td>Describe plant propagation methods</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>H1004</td>
<td>Describe plant structure, function and processes, and plant management practices</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>H1005</td>
<td>Describe the properties and management of soil</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Appendix 2

20 credits are required from one of the following elective sets 1, 2, or 3.

**Elective Set 1**

Agriculture and Nature Conservation (Field)>Horticulture (Subfield)

<table>
<thead>
<tr>
<th>Unit Standard id</th>
<th>Title</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1006</td>
<td>Hand thin fruit to optimise crop loading</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1007</td>
<td>Demonstrate knowledge of fruit production in Fiji</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1008</td>
<td>Harvest a fruit crop under supervision</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>H1009</td>
<td>Plan a fruit crop</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Elective Set 2**

Agriculture and Nature Conservation (Field)>Horticulture (Subfield)

<table>
<thead>
<tr>
<th>Unit Standard id</th>
<th>Title</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1010</td>
<td>Prick out and transplant tree seedlings in a forest nursery</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1011</td>
<td>Identify seed trees and collect tree seed</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1012</td>
<td>Lift, cull, root trim, pack, transport, and store bare root tree stocks</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>H1013</td>
<td>Prepare tree seed for sowing in a forest nursery</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Elective Set 3**

Agriculture and Nature Conservation (Field)>Horticulture (Subfield)

<table>
<thead>
<tr>
<th>Unit Standard id</th>
<th>Title</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1014</td>
<td>Store vegetable crops</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1015</td>
<td>Pack and dispatch pre-graded vegetables</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>H1016</td>
<td>Demonstrate knowledge of vegetable production</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>H1017</td>
<td>Grade vegetables to pre-determined criteria</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Credit Transfer Arrangements

There are currently no credit exemption or transfer arrangements for the attainment of the outcomes of learning for this qualification.

Special Arrangements

This qualification will be awarded by the FHEC/FQC on behalf of the Horticulture ISAC. Accredited providers will need to comply with the internal and external moderation requirements as determined by the FHEC/FQC.

Transition Arrangements

Version 1

This is a new qualification and this is the first version.

FQF Registration Information

This information will be entered by the Fiji Qualifications Council

<table>
<thead>
<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
<th>Last Date for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>1</td>
<td>March 2011</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Qualification Developer

This qualification was developed by the horticulture Industry Standards Advisory Committee (ISAC) to FQC
PO Box/Address (FQC details)
Telephone        ### ########
Email             fFHEC@govnet.gov.fj
Website           www.fFHEC.gov.fj

Planned Review

Any person or organisation may contribute to the review of this qualification by sending feedback to the FQC or the training provider at the above address.

Next Review      December 31 2016
Appendix 2

Other ISACS whose standards are included in the qualification, and/or providers whose components are included in this qualification.

None.

Certification

This certificate will display the logo of the FHEC/FQC.

Quality Management Systems

Providers must be recognised and registered by FHEC/FQC before they can recommend the award of credits from assessment against standards. Providers must also be accredited to award credit for any component of a qualification registered on the FQF.

Workplace assessors (WPA) must be registered with FHEC/FQC before they can recommend the award credit from assessment against standards.

Providers and registered WPA assessing against standards must engage with the moderation system that applies to those standards, or components of qualifications as stipulated by FHEC/FQC or in their qualification documentation.
Appendix 3

SAMPLE PROVIDER CERTIFICATE

(Please note that the following qualification does not exist and is supplied as a guiding example only.)

Certificate in Horticulture (Introductory) (Level 2)

Level 2
Credits 80

Credit Range

<table>
<thead>
<tr>
<th>Credit Range</th>
<th>Compulsory</th>
<th>Elective Set 1</th>
<th>Elective Set 2</th>
<th>Elective Set 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 credits</td>
<td>20</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
</tr>
<tr>
<td>Level 2 or above credits</td>
<td>40</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
</tr>
<tr>
<td>Minimum totals</td>
<td>60</td>
<td>0-20</td>
<td>0-20</td>
<td>0-20</td>
</tr>
</tbody>
</table>

Purpose

This is an introductory certificate for people entering a career in the horticultural industry. The aim of the qualification is to provide a sound basis for further education and training.

This qualification is not a prerequisite for higher level certificates in horticulture; however, the higher level certificates do build on the skills and knowledge recognised by this qualification. People intending to progress to the following higher level certificates should bear this in mind when choosing electives:

- Certificate in Horticulture (Level 4) with optional strands in Fruit Production, and General Vegetable Production [Ref: CH002]
- Certificate in Horticulture (Advanced) (Level 4) with strands in Fruit Production, Forest Nursery, and General Vegetable Production [Ref: CH003].

The elective structure of this qualification allows trainees, providers, and employers the flexibility of tailoring programmes to meet individual skill needs that reflect the diverse roles in the horticulture industry.

Overall Outcome Statement

Holders of the Certificate in Horticulture (Introductory) (Level 2) [Ref: CH001] will be able to demonstrate fundamental knowledge and/or elementary skills relevant to various sectors of the horticultural industry.

Replacement Information

This is a new qualification.
Appendix 3

Explanatory Notes

The qualification encompasses both theoretical learning and the practical application of acquired knowledge and skills.

Requirements for Award of Qualification

Award of FQF National Qualifications

Credit gained for a standard or component of a programme may be used only once to meet the requirements of this qualification.

Reviewed standards that continue to recognise the same overall outcome are registered as new versions and retain their identification number (ID). Any version of a standard component of a programme with the same ID may be used to meet qualification requirements that list the ID and/or that specify the past or current classification of the standard.

Summary of Requirements

This qualification will be awarded to people who have gained a minimum of 80 credits of which 40 must be at level 2 or above.

All of the credits are required from the Compulsory Set.

A minimum of 20 credits must come from either Elective Sets 1, 2, or 3.

Detailed Requirements

Compulsory Set

A minimum of 40 credits are required from this set

<table>
<thead>
<tr>
<th>SHC Module Title</th>
<th>Non Unit Standard Outcomes of Learning</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Nursery Practice</td>
<td>Practise and explain plant propagation techniques</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Nursery Practice</td>
<td>Explain the effect the application of a growth regulator has on plant productivity</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Nursery Practice</td>
<td>Demonstrate knowledge of plants and plant production</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Nursery Practice</td>
<td>Describe plant propagation methods</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Nursery Practice</td>
<td>Describe plant structure, function and processes, and plant management practices</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Introductory Nursery Practice</td>
<td>Describe the properties and management of soil</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Appendix 3

20 credits are required from one of the following elective sets 1, 2, or 3.

**Elective Set 1**

<table>
<thead>
<tr>
<th>SHC Module Title</th>
<th>Non Unit Standard Outcomes of Learning</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Production</td>
<td>Hand thin fruit to optimise crop loading</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Fruit Production</td>
<td>Demonstrate knowledge of fruit production in Fiji</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Fruit Production</td>
<td>Harvest a fruit crop under supervision</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Fruit Production</td>
<td>Plant a fruit crop</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Elective Set 2**

<table>
<thead>
<tr>
<th>SHC Module Title</th>
<th>Non Unit Standard Outcomes of Learning</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Nursery</td>
<td>Prick out and transplant tree seedlings in a forest nursery</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Forest Nursery</td>
<td>Identify seed trees and collect tree seed</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Forest Nursery</td>
<td>Lift, cull, root trim, pack, transport, and store bare root tree stocks</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Forest Nursery</td>
<td>Prepare tree seed for sowing in a forest nursery</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Elective Set 3**

<table>
<thead>
<tr>
<th>SHC Module Title</th>
<th>Non Unit Standard Outcomes of Learning</th>
<th>FQF Level</th>
<th>FQF Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Vegetable Production</td>
<td>Store vegetable crops</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>General Vegetable Production</td>
<td>Pack and dispatch pre-graded vegetables</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>General Vegetable Production</td>
<td>Demonstrate knowledge of vegetable production</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>General Vegetable Production</td>
<td>Grade vegetables to pre-determined criteria</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
Credit Transfer Arrangements

There are currently no credit exemption or transfer arrangements for the attainment of the outcomes of learning for this qualification.

Special Arrangements

This qualification is intended to be awarded by the Suva Horticulture College only.

Transition Arrangements

Version 1
This is a new qualification and this is the first version.

FQF Registration Information

This information will be entered by the Fiji Qualifications Council

<table>
<thead>
<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
<th>Last Date for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>1</td>
<td>March 2011</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Qualification Developer
Suva Horticulture College
PO Box/Address (if a provider otherwise FHEC/FQC details)

Telephone         ### ####
Email              suvahortcol@fijiweb.co.fj
Website            www.suva hort.com

Planned Review
Any person or organisation may contribute to the review of this qualification by sending feedback to the FHEC/FQC or the training provider at the above address.

Next Review   December 31 2015
Appendix 3

Other ISACS whose standards are included in the qualification, and/or providers whose components are included in this qualification.

None.

Certification
This certificate will display the logos of the FHEC/FQC, and the accredited provider.

Quality Management Systems
Providers must be recognised and registered by FHEC/FQC before they can recommend the award of credits from assessment against standards. Providers must also be accredited to award credit for any component of a qualification registered on the FQF.

Workplace assessors (WPA) must be registered with FHEC/FQC before they can recommend the award credit from assessment against standards.
Providers and registered WPA assessing against standards must engage with the moderation system that applies to those standards, or components of qualifications as stipulated by FHEC/FQC or in their qualification documentation.
Appendix 4

FQF CLASSIFICATION SYSTEM

The Classification System for the Registration of Unit Standards and the Registration and Naming of National Qualifications on the Fiji Qualifications Framework (FQF)

Introduction

Purpose of this document
This document presents information on the structure and management of a FQF Classification System. This system is a key structural dimension of the National Qualifications System in Fiji.

Adoption of the FQF Classification System
The FQF Classification System was approved by the Fiji Higher Education Commission (FHEC).

The Need for a Classification System

Placement of qualifications
Qualifications will be placed on the FQF according to their level of certification and principal subject area. The scope of subject areas covered by a comprehensive FQF requires a mechanism to:

- establish some consistency in the understanding of what is included within each subject area; and
- to enable people to readily locate qualifications that may be of interest to them.

The proposed FQF Classification System will enable consistency and accession capabilities.

Naming of national qualifications
Consistency of understanding of the scope of learning outcomes recognised by a qualification will be further enhanced by requiring the naming of national qualifications to include an approved item from the FQF Classification System. Registration criteria for national qualifications require qualifications to be named according to the following convention:

Qualification Type in/of Classification System Item

There may be free text preceding and following the above format so long as the free text does not diminish or mislead as to the meaningfulness of the qualification title.

Defining scope of accreditation
Registered workplace assessors may be registered in broad terms rather than by specific unit standards or courses. This scope will be determined by the FHEC/FQC. For example, a workplace assessor may be granted accreditation to assess:

- All unit standards in the Subfield of Horticulture up to Level 5
- Programmes associated with the Subfield of Seafood to Level 5. Such specification may limit the need for continual application for expansions of scope by assessors.
Appendix 4

The FQC will have been assured that the assessor is sufficiently qualified and trained to assess all unit standards in the scope defined.

**Expressing qualification requirements**
Qualification developers may wish to enable their qualifications to recognise diverse attainment contexts through elective sets of required outcomes of learning. The FQF Classification System provides a coherent mechanism to express such elective requirements. For example, the qualification requirements might include the following statement:

To gain this qualification:

- Credit is required for all unit standards in the Compulsory List A; and
- a minimum of 15 credits up to Level 4 are required from the Subfields in Elective List B.

**Data sharing and comparison**
A FQF Classification System that provides clarity regarding the scope of subject coverage of qualifications will be able to be used, particularly at the broadest level of the System, to share and/or compare learning and qualification attainment data with other agencies within Fiji (the Department of Statistics for Census purposes, for example) and with other countries.

A need for such comparison may be amplified with the actualisation of the Pacific Plan which indicates developments of a Regional Pacific Qualifications Framework.

**The FQF Classification System**

**Two tiered system**
The FQF Classification System shall have two tiers:

1. Fields of learning, being the broadest aggregation of learning outcomes with a coherent alignment;
2. Subfields of learning, being logical sub categorisations of Fields; and

Unit standards will be registered in a Subfield.

**Illustrative example of tiers**
To illustrate the two tiers described above, the following, hypothetical example is given.

The Field of *Agriculture and Nature Conservation* could be divided into Subfields such as:

- Animal Care and Handling
- Arable Farming
- Horticulture
- Forestry
-Livestock
Appendix 4

Pork Production
Poultry Production
Seafood
Wildlife Management
Wool Harvesting

A unit standard, *Catch a tuna on a hand line* would be registered on the FQF in the Subfield of Seafood. This Subfield would be a logical place for people to search for such a unit standard.

**Control of Fields of learning**
Fields of learning have been determined by the FQC and may only be amended by the FQC. This tight control is to protect the viability of the FQF Classification System to act as a mechanism for data sharing between agencies and countries. Such sharing is generally viable at the broadest categorisation of any taxonomy.

**Fields of learning**
The following thirteen Fields have been approved as the broadest categorisation of learning outcomes on the FQF:

- Agriculture and Natural Resources
- Business and Commerce
- Communication Studies and Language
- Culture, Arts and Crafts
- Education, Training and Development
- Hospitality
- Manufacturing, Engineering and Technology
- Human and Social Studies
- Law and Security
- Health and Social Services
- Physical and Computer Sciences
- Planning, Designing and Construction
- Services and Life Sciences

**Subfields**
Subfields shall be nominated by recognized ISACS developing unit standards and/or qualification developers. The approval and subsequent management of the FQF Classification System shall be the responsibility of the FQC.

**Management of Subfields**
The FQC shall ensure that nominated Subfields retain high levels of obvious coherence with the highest tier the Field in which it sits. They will also look to ensure that the nominated nomenclature is likely to be understood by the wider public and that there is no unnecessary duplication of terms.
Management of the FQF Classification System shall be guided by the rules shown overleaf.

**Subject Nomenclature in Higher Education Qualifications**

*Designators and qualifiers*

It is common for higher education qualifications to include, in their titles, a:

- **Designator** – the broad area of learning recognised by the qualification, e.g., a Bachelor of Arts;
- **Qualifier** – the specialist area of learning recognised by the qualification, e.g., a Bachelor of Arts in Anthropology.

It is common for the Designator to be prefixed by ‘of’ and for the Qualifier to be prefixed by ‘in’. Additional sub-qualifiers may be added to show increasing subdivisions.

**Naming aligns with outcomes of learning**

The qualifier used must have a coherent alignment with the outcomes of learning covered by the qualification, especially those making up a sizeable part of the highest level of outcomes in the qualification.

In general, the minimum volume associated with this subject area is 50 - 66% of the outcomes of learning at the highest level.

**Control of naming**

As the use of Designators and Qualifiers assist commonality of understanding of qualification coverage across institutions, the assignation of allowable names is usually controlled by a central body. FQC should consider this when accrediting Provider Qualifications.

**Management of the FQF Classification System**

**Need for management**

The broad Fields of the FQF Classification System have been determined by the FHEC/FQC in establishing the FQF. These Fields may only be altered with the approval of the FHEC/FQC.

Subfields will be added and amended as the FQF grows and develop.
Appendix 5

EVALUATION OF ACCREDITATION APPLICATION

Stated below are the outcomes against which an accreditation application would be evaluated. The outcomes are stated under the respective sections of the form.

B Details of Qualification

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Qualification offered in partnership with another organization(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name of the Joint Awarding Partner given</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Person(s) responsible for the following tasks is stated:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Registration of Candidates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Certification of Qualifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Approval of Center(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Agency Conducting External Verification/External Quality Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5 Production of Assessment Guide</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Agreement in support of the change in existing partnership arrangement supplied (if applicable)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Qualification type specified</td>
<td></td>
</tr>
</tbody>
</table>

C Title, Purpose, Learning Outcomes and Coherence

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The title is concise, distinctive, appropriate and indicative of the content.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The title includes a classification category (or subject).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The qualification fits the outcome, credit and level requirements for the relevant type of qualification on the FQF.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The total number of credits is shown.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The credits are shown for each Level.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The credits by level are shown for each set (and strand).</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The arithmetic is correct.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Other bodies (providers or ISACS) whose unit standards or components are used are listed (where relevant).</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The outcome(s) represented by attainment of the whole qualification is/are stated clearly in the purpose statement.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The components that make up the qualification are stated.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The learning outcomes for each component are measureable.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Details of component outcomes that are not unit standards are publicly accessible and include criteria for assessment decisions.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The component outcomes that are not unit standards are appropriately assigned levels and credit values.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The explanation for any strands or optional sets is provided.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Entry restrictions are clear and the reason(s) for restricted access is/are given.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Registration or licensing requirements, if applicable, are stated.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Clear progression pathways are provided from the proposed qualification to other qualification(s).</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 5

#### D Delivery and Learning Methods

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Delivery mode(s) for each of the site(s) are stated.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Delivery and learning methods are appropriate to the nature of the qualification, the learning outcomes and the prospective learners.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Policy, procedures and guidelines on industrial attachment:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The policy, procedures and guidelines on industrial attachment contain provisions for the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(a) Feedback mechanism from supervisors/employers to providers for practical work-based components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Specific roles and responsibilities of supervisors/employers for practical work-based components (include OHS requirements)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Personnel responsible for carrying out assessment, moderation and evaluation of practical work-based components</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) Coordinating and reporting assessment, moderation and evaluation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e) Student welfare</td>
<td></td>
</tr>
</tbody>
</table>

#### E Assessment Methodology and Quality Assurance

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment methodologies are outlined and valid.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment plan(s) are outlined and practicable in terms of resources, personnel and timeliness.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Relevant unit standards/learning outcomes for the assessment of each component of the qualification are listed.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The following information is provided in respect of each unit standard:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identity number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td></td>
<td>credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>level</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>All listed unit standards are currently registered.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There is a system for the provision of regular feedback to students on their progress and final achievement.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Internal moderation policies and procedures are provided and are credible.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>External moderation policies and procedures are provided and are credible.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5

F  Acceptability of Qualification

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is evidence of relevant stakeholders support for the qualification.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Details of stakeholder involvement in the development of the qualification are provided.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Rationale (if applicable) is provided where a similar national qualification already exists.</td>
<td></td>
</tr>
</tbody>
</table>

G  Resources

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher to learner ratio for the qualification for the stated delivery mode(s) is acceptable.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Staff are adequately qualified and/or experienced to deliver the qualification.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>There is a sufficient level of teaching and learning resources. For items not yet purchased,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>there is a detailed and acceptable acquisition plan.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The learning package is appropriate for distance learning (if applicable).</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Support and guidance systems accessible to learners for the qualification are suitable and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sufficient.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There is evidence of financial support for the implementation and sustainable delivery of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>qualification.</td>
<td></td>
</tr>
</tbody>
</table>

H  Monitoring, Evaluation and Review

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is a reliable and valid process for the regular monitoring, evaluation and review of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the components of the qualification.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reviewed qualifications or any component parts or unit standards must have adequate transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>arrangements in place to protect learner interests.</td>
<td></td>
</tr>
</tbody>
</table>
## Documentation

<table>
<thead>
<tr>
<th>No.</th>
<th>Policy on Academic Issues:</th>
<th>Outcome</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Requirements for entry into the qualification are fair, transparent and equitable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Requirements for student's selection are fair, transparent and equitable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Any credit transfer represents not more than 50% of the qualification requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Assessment provisions including, recognition of prior learning, re-assessment and appeals are available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>There are assessment provisions for dealing with impaired performance resulting from unavoidable circumstances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The requirements for the award of the qualification are coherent and clearly stated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Provision on transition arrangements for a non-FQF qualification (if applicable).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The structure of the qualification is appropriate to the purpose and learning outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The combination of components is consistent with the purpose of the qualification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The length of the qualification is clearly defined and is appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Appropriate levels and credits are allocated to each component of the qualification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The level and credit value of the qualification to which the programme of study leads is appropriate, clearly identified, and where necessary, meet the minimum requirements of the FQF.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Appropriate classification is identified (subject area or field, sub field)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The document meets current FHEC formatting requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The text is free from typographical, grammatical, and punctuation errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6

CRITERIA, REQUIREMENTS and GUIDELINES

for

QUALIFICATION REGISTRATION AND ACCREDITATION

Incorporating the Registration and Accreditation Criteria for Qualification Registration and Accreditation onto the Fiji Qualifications Framework Qualifications (published Jan 2012).
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4. Delivering Qualifications Overseas and Overseas Qualifications in Fiji
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   2. DELIVERY AND LEARNING METHODS
   3. ASSESSMENT
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   5. REGULATIONS
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Introduction
This document has been developed to assist organisations designing qualifications that require qualification accreditation by the Fiji Higher Education Commission (FHEC).

The document should be read in conjunction with:

The Qualification Accreditation webpage of the FHEC website, which explains the accreditation process and how to make an application www.fhec.gov.fj/qualification/accreditation. The Fiji Qualifications Framework, which explains the criteria for qualifications www.FHEC.gov.fj. Information will be published at a later date for qualifications leading to degrees and degree-related qualifications.

Terminology
The term qualification is used throughout this document and refers to a full programme of study. A component is an identifiable part of a qualification. A qualification usually, but not always leads to the award of a qualification.

FHEC recognises that applicants may have alternative terms, such as programme and module, which they may prefer to use in their application documentation.

General Requirements for Qualification Accreditation
1 Qualification and Qualification Titles
Qualification and qualification titles should provide a concise, accurate and informative indication of the aims and outcomes of qualifications. Qualifications will generally use the title of the qualification awarded as a result of successful completion of the qualification. Qualification titles should be consistent with the requirements of the FHEC policies and the following conventions for naming qualifications. Use of the terms ‘National’ and ‘Fiji’ is protected in qualification and qualification titles and requires approval of FHEC.

A qualification title is made up of two or three parts: a qualification type, a designator and if required, a qualifier.
Appendix 6

**1.1 Designators**
A designator should identify the main disciplinary emphasis of the qualification and:

- have wide national or international acceptability, or
- be necessary for national or international recognition of that qualification, or
- be a requirement of a professional body that has a formal role in the approval of the qualification.

For example: *Certificate in Horticulture; Diploma in Computing*

**1.2 Qualifiers**
Qualifiers may be added to the title of the qualification and qualification if this improves general understanding of the qualification and/or qualification. A rationale is required to justify the use of a qualifier. Qualifiers must be placed after the qualification title.

A discipline qualifier may be added to indicate that the qualification and qualification has a tighter focus on a sub-field within the discipline. A discipline qualifier may also be used to indicate a pathway within a qualification (e.g. a major). This qualifier will be written in brackets following the designator.

For example: *Diploma in Design (Computer Graphics)*

Some qualifications may offer learners the option of concentrating on a particular sub-field without formally identifying this in a qualifier.

A focus qualifier such as *Applied* may be added to indicate a particular focus of a qualification and/or qualification.
For example: *Diploma in Applied Theology*

A level qualifier such as *Advanced*, *Intermediate* or *Introductory* may be added to Certificate and Diploma titles either before or after the designator.

For example: *Diploma in Advanced Electronics; Certificate in English (Intermediate)*
Appendix 6

An awarding organisation qualifier may be added to Certificate and Diploma titles before the title of the qualification.

For example: **BULA Institute Certificate in Naturopathy**

2 Professional Accreditation

Some qualifications prepare learners for a career as practitioners in a particular field. Where a qualification is a recognised or required component of professional registration, the professional body will have specific requirements relating to qualification content and quality. FHEC will, where appropriate, invite a representative of the professional registration body to participate in FHEC’s evaluation processes and will take the views of this representative into account in reaching its decisions on accreditation. In situations where the requirements or timeframes of the professional registration body and FHEC do not coincide, FHEC will discuss this with the professional registration body before reaching a decision on an application. FHEC may involve a number of other bodies in the evaluation process. Where FHEC considers that a qualification is of interest to a particular stakeholder group outside the requirements of professional registration, FHEC may seek advice from representatives or members of that group in carrying out its evaluation of an application.

3 Collaborative Arrangements for Qualification Accreditation (Joint Qualifications)

The development and delivery of qualifications often involves collaboration between organisations. This may include:

- jointly awarded qualifications;
- jointly delivered qualifications;
- franchised delivery; and
- consortium arrangements.

Such collaborative arrangements may require some flexibility in quality assurance processes to ensure that key issues are satisfactorily addressed in the arrangements and to avoid excessive duplication of external quality assurance measures. FHEC has established the following requirements to address collaborative arrangements:

**Qualification accreditation**

Each of the partner organisations concerned must be:

- an institution as defined in the Education Act XXX (i.e. a university, polytechnic, college of education, or specialist college), or
- a secondary school, or
- a registered private training provider, or
- a body approved by FHEC for qualification ownership.

**Memorandum of cooperation**

In addition to the normal documentation required for qualification accreditation, applications for joint qualifications must include a formal memorandum of co-operation that identifies the respective responsibilities of all parties concerned.
The purposes of the memorandum are to define the means by which the standards of the qualification will be maintained, to ensure that collaborative arrangements are clearly set out and operate smoothly, and that clear channels of authority, accountability and executive action are identified.

The memorandum of cooperation clarifies the responsibilities for different aspects or elements of the quality of a qualification. It must be signed by the legally recognised signatories of the parties to the agreement and must specify, as appropriate to the application:

- the names of the parties to the agreement;
- the allocation of responsibility for the management of quality systems to oversee and maintain standards;
- the procedures for resolving any differences that might arise between the parties to this agreement;
- procedures and responsibilities for ensuring accreditation procedures and responsibilities in respect of the management of the qualification, its ongoing monitoring of, and the provision for the implementation of changes to the qualification;
- assessment and moderation arrangements;
- procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human;
- responsibility for communication of all necessary reports and other information to FHEC;
- an indication of the wording which will appear on certificates awarded to learners who have met all the requirements of the qualification;
- responsibility for all administrative arrangements such as student enrolment, student welfare services, decisions relating to progress through the qualification, assessment, appeals, reporting student results, and remuneration of monitors and moderators (if applicable);
- procedures for the protection of learners should the arrangement terminate.

4 Delivering Qualifications Overseas and Overseas Qualifications in Fiji

4.1 The delivery and awarding of overseas-based qualifications in Fiji
Where an overseas qualification is to be offered in Fiji and approval is required, the Fiji provider will be required to provide evidence of accreditation by an overseas agency and details of the approval process undertaken by that agency. If the criteria applied to the proposal are sufficiently similar to those of FHEC and the process applied was rigorous, FHEC may be prepared to approve the proposal or to negotiate an amended accreditation process. FHEC will consider the potential for legal, professional or cultural requirements and concerns to impact on the acceptability of the qualification for Fiji conditions.

If the qualification is to be managed in conjunction with a Fiji based organisation, a memorandum of cooperation between the partner organisations will be required. A memorandum of cooperation must specify responsibility for the delivery, assessment, moderation, resourcing, and monitoring of the qualification.

4.2 The delivery and awarding of Fiji qualifications overseas
Any organisation considering delivering a qualification or qualifications overseas needs to contact the Institutional Programmes and Accreditation team at fhec@govnet.fj for detailed information about what is required.
5 Post-Approval Processes
FHEC is also responsible for ongoing quality audit of all providers of tertiary education. Audit processes will include evaluation of information relating to the quality of individual qualifications as an indicator of the effectiveness of the provider’s quality management system.

5.1 Monitoring
In certain circumstances FHEC may determine that a qualification or category (classification) of qualifications will be subject to ongoing monitoring by FHEC.

5.1.1 The purposes of monitoring
Monitoring of qualifications by FHEC is designed to reassure FHEC and all stakeholders that:

- the qualification is being implemented and managed as planned and presented at the time of approval;
- appropriate consideration is given to any recommendations made by FHEC;
- any modifications made by the provider are broadly consistent with the intent of the qualification and the ongoing development of a quality qualification;
- there is independent, external input during reviews and consideration of qualification enhancements;
- FHEC is made aware of issues affecting the satisfactory provision of the qualification.

Monitoring by FHEC is in addition to the providers’ own monitoring and reviewing of their qualifications, and to any requirement to notify FHEC of proposed changes.

5.1.2 The monitoring process
Monitoring involves analysis of an annual qualification evaluation report from the provider to FHEC.

During the early years of delivery of a qualification, FHEC monitoring may also include an annual visit to the provider and a report by a monitor appointed by FHEC. The FHEC appointed monitor will report directly to FHEC in terms of the purposes of monitoring as specified in Section 1 above.

The monitor may be accompanied for the first year’s visit by an independent assessor, also appointed by FHEC. FHEC, following discussion with the independent assessor, the monitor and the provider will determine the involvement of the independent assessor on future visits. A provider may request the ongoing participation of the independent assessor.

5.1.3 FHEC-appointed monitors
If it is determined that a monitor is required, FHEC will seek to appoint a monitor who is experienced in academic processes and expert in the discipline area of the qualification. They will have an independent and neutral perspective on the qualification and the provider.

Monitors will be appointed by FHEC following consideration of recommendations from the provider. Where appropriate, FHEC will also ensure that the monitor is acceptable to the relevant professional body.

5.2 Qualifications approved for a fixed period
Where qualification accreditation is granted for a set period, at the end of the set period the accreditation will expire. If the provider wishes to continue to offer the qualification, a further application for accreditation must be made at least three months prior to the end of the set period. The application must address all criteria.
5.3 Special review
FHEC retains the right to undertake a special review of the accreditation of a qualification. FHEC will establish a special review if it becomes aware of serious or ongoing concerns about the quality and/or stability of the qualification.

5.4 Changes to FHEC-accredited qualifications

5.4.1 Introduction
From time to time, providers will identify the need to make modifications or enhancements to accredited qualifications. The need for changes can result from ongoing stakeholder feedback (e.g. student evaluations, teaching staff evaluations, advisory committee recommendations), formal qualification review, and external factors (e.g. changes to legislation or changes to unit standards by standard-setting bodies (e.g. FHEC or Industry Standards Advisory Committees (ISACs)).

Categories of Changes to Accredited Qualifications
There are two categories of changes: Category 1 and Category 2.

Category 1 changes can be made without any involvement of FHEC. In general, such changes relate to changes to the components of a qualification. They have no impact on the overall qualification level, credit value, or learning outcomes.

Category 2 changes require written approval before being implemented. These changes affect the structure of the qualification and generally relate to the level, credits, or learning outcomes of the qualification and may result in a change to the qualification details that appear on the FQF.

Examples relating to these two categories of changes are given below. Note that the list is not exhaustive; if in doubt, contact FHEC and ask to speak to the Institutional Programmes and Accreditation team or email fhec@govnet.fj.

Category 1 – Changes that DO NOT need prior approval from FHEC
These can include changes to the:

- content of a component;
- title of a component;
- learning outcomes or purpose/aim statement of a component (but not the overall);
- outcomes or purpose/aim of the qualification;
- level of a component (while retaining the overall level of the qualification);
- credit value of components (while retaining the overall credit value of the qualification);
- purpose statement of a component;
- pre- or co-requisite that does not affect the entry requirements for the qualification;
- teaching resources of the component;
- teaching/learning strategies of the component;
- assessment of the component (quantitative change);
- elective components of the qualification (addition/deletion) while retaining the overall credit value of the qualification.
Appendix 6

In order to effect these changes, qualification owners should follow the processes in their own quality management system (QMS).

**Category 2 – Changes that require prior approval from FHEC**

Applications for Category 2 changes will be assessed by FHEC. In some cases evaluation by a panel will be required, which may require a site visit and formal approval by the FHEC Board.

*If there are a significant number of changes, a new qualification accreditation may be required.*

**Changes to accredited qualifications**

These can include changes to the:

- title and/or type of the qualification;
- type of qualification awarded;
- level of the qualification;
- credit value of the qualification;
- outcome statement of the qualification;
- entry requirements;
- length of the qualification;
- compulsory components (addition or deletion);
- assessment of a component (qualitative change);
- regulations for award of qualification;
- changes to the mode of delivery\(^1\);
- change to allow for delivery at another site (including overseas sites)\(^2\);
- change to the scope of accreditation (e.g. new standards).

**5.4.2 Documentation required**

For approval for a Category 2 change, documentation should include details and evidence of:

- full details of the changes;
- rationale for the changes;
- internal consultation and support for the changes;
- external consultation and support for the changes;
- transition arrangements for existing learners (where necessary);
- internal formal approval for the changes (academic board or equivalent);
- resourcing (teaching/learning resources, library resources etc.);
- staffing (numbers, qualifications);
- resulting changes to quality management systems;
- meeting the requirements for overseas delivery.

---

\(^1\) Where accreditation for delivery of approved qualifications is mode specific (e.g. by contact, distance, “blended” etc), providers are required to apply for extensions to accreditation even if only one component of the qualification/programme is to be offered via a mode not covered by the original accreditation.

\(^2\) Where accreditation for delivery of approved qualifications is site specific, providers are required to apply for an extension to deliver at each additional site. Note that accreditation to deliver any qualification overseas requires separate, site-specific accreditation.
Appendix 6

The application should include sufficient detail to enable FHEC to confirm that the criteria for accreditation will continue to be met following implementation of the change.

Guidelines for Criteria and Requirements
The seven criteria for qualification accreditation are shown in the shaded boxes. The criteria are followed by the requirements for each criterion. An explanation accompanies each requirement, giving evidence needed and extra information you may need.

General Guidelines for Applications
Please refer to the FHEC website for full details of documentation required for applications for qualification accreditation. You must include a full description of the qualification, including a description of each component (including a description of any component from other approved qualifications that are to be included in the proposed qualification). The description of the qualification should include the following:

- title qualifications;
- qualification outcome statement;
- the length of the qualification in weeks, specifying any teaching weeks, holiday weeks, time spent in work-based training and any other weeks that are included in the qualification;
- an indication of learner workload on a weekly basis;
- a table of any unit standards to be assessed in the qualification;
- the sequence in which the components are delivered;
- options for progression through the qualification, including compulsory, elective and optional components, pre- and co-requisites;
- any links to other qualifications, either from this provider or from another provider;
- a descriptor for each component including:
  - title and any identification code (e.g., the date it was written or other system of version control);
  - the level and credit value of each component;
  - mode of delivery, and method of delivery, in terms of classroom, lecture, tutorial, workshop, fieldwork, work-based, distance and online;
  - clearly defined learning outcomes (that are consistent with the overall aims and the level of the component);
  - expected standards of performance for each learning outcome;
  - the content of the component (i.e. the topics that will be covered that will allow learners to achieve the learning outcomes);
  - assessment information, including the number and type (e.g. open book test, written assignment, oral presentation, practical observation) of all summative assessments;
  - a list of the teaching/learning resources that will be used for the delivery of the component.

Further details are included after each requirement.
1. TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE
The adequacy and appropriateness of the title, aims, stated learning outcomes and coherence of the whole qualification.

REQUIREMENTS

1.1a The title of the qualification provides an accurate indication of its subject area.

The qualification title is used to identify the qualification. The title of a qualification is listed on FHEC website.

For a qualification that leads solely to a single national qualification, the title of the qualification and the resulting qualification must be that of the title of the national qualification.

1.1b The title of any qualifications must be consistent with the title of the qualification and the requirements on nomenclature in the general registration criteria for the Fiji Qualifications Framework (FQF) conventions (Refer to Section 2 Qualification and Qualification Titles above).

The qualification title is the name of the certification resulting from successful completion of an accredited qualification. At all times qualification titles must clearly identify the subject area. This will ensure that learners are clear about what qualification results from a course.

For nomenclature of qualifications, refer to Section 2 Qualification Titles above.

The use of ‘qualifiers’ (Advanced, Intermediate, Applied) is limited to their use in relation to the discipline of the qualification, not to the qualification itself.

For example:

A Diploma in Advanced Aviation is a valid name for a qualification.
An Advanced Diploma in Aviation is not valid.

FHEC maintains a Record of Learning (ROL) to learners who have achieved unit standards, and National or Provider qualifications. These are recorded when the provider has submitted the assessment results to FHEC.

1.2a The stated aims are clearly defined and appropriate to the nature and level of the qualification to which the qualification leads.

Subject specialist input required

1.2b The aims identify any specifically targeted student body and the relationship between the qualification and any industrial, professional or community need.

Subject specialist input required

Aims must:
• identify the purpose of delivering the qualification;
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• identify why learners should study the qualification;
• consider the needs of industry, needs identified through analysis or market research, or through surveys, evaluations or reviews, and how the qualification aims to meet these needs;
• identify the target group of learners.

For example:

An English Language qualification targeted at international teenage learners would have different aims, outcomes and structure to an English Language qualification for elderly migrants.

• match the level of the qualification.

For example:

An aim of a carpentry qualification may be to provide basic skills for hobby carpenters (level 1 or 2) rather than providing training for master builders (level 4 or 5).

You may wish to include some development background at this point. This will help to show what process has been followed to develop the aims and how the qualification will be able to meet those aims.

Aims differ from learning outcomes. Aims identify why the qualification should be delivered; learning outcomes identify what learners should achieve as a result of the qualification.

For example:

The aim of this carpentry qualification is to provide well-trained carpenters for the building industry.

The learning outcome for this carpentry qualification is that graduates will have the skills and knowledge to practice independently as a carpenter.

The application should demonstrate how the specified aims of the qualification will be met.

1.3a The qualification outcome statement is consistent with the requirements of the FQF.

In a short paragraph, the outcome statement summarises the learning outcomes of the qualification. The outcome statement:

• expresses what graduates gain as a result of the qualification in terms of applied knowledge, skills, understanding and attitudes;
• identifies pathways to further study or into industry;
• assists potential learners to understand more about the qualification and where the qualification can lead;
• allows meaningful comparison with other qualifications.
For example:

*On completion of this qualification, graduates will be able to operate as an office supervisor, with competence in communication skills and with a basic understanding of small business management. The qualification can lead to study at diploma level or directly into the workforce.*

Accredited qualifications’ outcome statements are published on the FQF website [www.fhec.gov.fj](http://www.fhec.gov.fj).

1.3b The proposed qualification certification is appropriate.

Include a copy or a draft of what learners will receive in recognition of completing the qualification.

All certifications granted must be appropriate. It should have acceptance from industry and must comply with ‘Register criteria’.

Where accreditation for delivery of approved qualifications is site specific, providers are required to apply for an extension to deliver at each additional site. Note that accreditation to deliver any qualification overseas requires separate, site-specific accreditation.

1.3c Clear learning outcomes are specified for each component of the qualification.

**Subject specialist input required**

1.3d Learning outcomes are consistent with the aims of the qualification.

**Subject specialist input required**

Components must include learning outcomes.

Although there are many ways of expressing learning outcomes, they are usually written in the following format: *On successful completion of this component, learners will be able to …*

Learning outcomes identify the attitudes, knowledge and skills expected of successful learners. They should be measurable (able to identify when a learner has achieved a learning outcome) and achievable within the component.

Learning outcomes are required for any content not assessed by unit standards. The learning outcomes must reflect the level of the component. The level and learning outcomes must match the FHEC published level descriptors for the FQF found at [www.fhec.gov.fj](http://www.fhec.gov.fj).

Provide evidence that there is consistency between the stated qualification aims, the outcome statement, the learning outcomes and the level of the qualification.
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1.4a The structure of the qualification is appropriate to the aims and learning outcomes.

**Subject specialist input required**

1.4b The combination of components is consistent with the aims of the qualification.

**Subject specialist input required**

1.4c The length of the qualification is clearly defined and is appropriate.

**Subject specialist input required**

Qualification structure describes how the components of a qualification are integrated to provide a balanced and logical learning programme. It demonstrates how learners will achieve the outcomes and aims of the qualification in the most effective way.

Describe the overall qualification structure, the components (including credits and levels) and the links between them. A diagram may be helpful.

Demonstrate how the selection of components in the qualification is appropriate.

1.4d Appropriate levels and credits are allocated to each component of the qualification.

One credit represents 10 notional hours of learning. This learning includes classroom, supervised and self-directed hours, assessment time, workplace training, assignment writing and fieldwork.

A normal year of full-time study (including contact hours and self-directed hours) is 1200 hours (120 credits). Any variation from this requires specific justification. Similarly, any variation from 120 FQF credits in one full-time year requires specific justification.

Refer to: [www.thec.gov.fj/FQF/levels](http://www.thec.gov.fj/FQF/levels).

1.4e The level and credit value of any qualification to which the qualification leads are appropriate, clearly identified and where necessary, meet the minimum requirements of the FQF.

The level and credit value of the qualification must conform to requirements for the type of qualification.

Refer to: [www.thec.gov.fj/policies](http://www.thec.gov.fj/policies).

When determining the level of a qualification composed of unit standards, the level and credit value of the individual unit standards are used to determine the level of the qualification.
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1.4f An appropriate classification is identified (Subject area or Field, or Subfield.
Where qualifications address different subject areas, the main outcome of the qualification will determine the
classification.

For example:

*The classification for a business qualification with a computing focus may be: Text Processing and Office Tools.*
*The classification for a computing qualification with a business focus may be: Database Management.*

### 2. DELIVERY AND LEARNING METHODS

The adequacy and appropriateness of delivery and learning methods, for all modes of delivery, given
the stated learning outcomes.

#### REQUIREMENTS

2.1 Proposed modes of delivery and delivery sites are clearly identified.

**Subject specialist input required**

2.2 Delivery and facilitated learning methods are appropriate to the nature of the qualification, the learning
outcomes, the proposed modes of delivery and the likely student body.

**Subject specialist input required**

Specify modes of delivery and delivery sites and ensure they are consistent with:

- the target learner group;
- the learning outcomes;
- learner support needed;
- resources available.

Many qualifications involve mixed mode (or ‘blended’) delivery methods that include some traditional face-to-
face activities such as lectures and tutorials and are supplemented with material and activities delivered through
the Internet, by learning packages or CD-Rom for distance learning.

Specify what modes will be used for each part of the qualification. Specify if there are options for distance,
part-time and online study.

Specific approval must be sought from FHEC to deliver a qualification or component by distance learning.

Explain how the modes or delivery will allow the learning outcomes and aims of the qualification to be
achieved. This is particularly important for distance delivery mode. Provide examples of how the qualification
will be delivered.
Specify every delivery site at which the provider intends delivering the qualification. Include a justification for the proposed delivery methods in relation to the target learner group and the nature of the qualification. In all cases, the proposed delivery methods must be supported by feedback from stakeholders.

2.3 Any practical, field-based or work-based components ‘based away’ from the delivery site are integrated into the qualification.

**Subject specialist input required**

Provide a sound educational rationale for any practical, field-based or work-based experience. These parts of a qualification must be linked directly to the learning outcomes of the qualification and must be effective in enabling learners to achieve the qualification outcome.

2.4 Delivery methods do not place learners or the public at risk (e.g., cultural, emotional or physical).

**Subject specialist input required**

Describe how the safety and welfare of learners is addressed during qualification delivery.

For example:

*Occupational safety (working with sharp tools or chemicals),
emotional stress (counselling clients, dealing with conflict)
and repetitive strain injury (prolonged keyboard use).*

Provide evidence how these factors will be addressed in the qualification.

Provide assurance that students will not be at risk regardless of delivery mode or delivery site.

### 3. ASSESSMENT

a) The adequacy of the means of ensuring that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes.

b) The fairness, validity, consistency and appropriateness of the assessment methodology, given the stated learning outcomes.

**REQUIREMENTS**
3.1 Assessment methodology and planning are appropriate.

Subject specialist input required

3.2 The required standards for assessment are clearly specified in relation to each component of the qualification.

Subject specialist input required

Assessors must be able to make accurate judgements about whether or not learners have met the learning outcomes.

Assessments and assessment tools must be appropriate in terms of the level of learning they are meant to assess and in terms of accurately assessing the correct skills, attitudes and knowledge of the learning outcomes.

For each component of the qualification:

- describe the assessment tools (e.g. written examination, open book test, observation of skills, written assignment, verbal presentation);
- provide the standard of performance expected for each learning outcome;
- explain how assessment tools will assess specific learning outcomes;
- identify the appropriate weighting for each assessment where appropriate.

Assessments must be appropriate for the mode of delivery of the qualification.

Provide a schedule of assessments for the qualification.

3.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.

Provide evidence of how learners will receive regular feedback on progress from tutors and supervisors. This could include interviews, formative tests, discussions, self-assessments etc.

Describe how regular feedback will ensure that any learners who are not progressing sufficiently are identified early on and what action will be taken to improve their progress.

Describe how learners will receive results of assessments.

3.4 Moderation processes ensure that assessment is appropriate, fair, valid and consistent.

Explain how moderation policies and procedures in your quality management system will be applied to this qualification.

Provide plans for internal and external moderation of assessments.
Appendix 6

Explain how external and internal moderation is managed for the proposed qualification. Include how assessments will be selected for moderation, when moderation will take place, who is responsible for moderation and who will carry out the moderation.

Assessment of unit standards must meet the national moderation requirements.

4. ACCEPTABILITY OF THE QUALIFICATION

The acceptability of the proposed qualification to the relevant academic, industrial, professional and other communities, in terms of its stated aims and learning outcomes, nomenclature, content and structure.

REQUIREMENTS

4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.

Subject specialist input required

4.2 The actual or likely interests of these stakeholders in respect of the proposed qualification are clearly identified.

Subject specialist input required

4.3 The interests of stakeholders have been appropriately addressed.

Subject specialist input required

Stakeholders’ interests must be reflected in the aims of the qualification (Criterion 1).
Identify internal and external stakeholders that have interests in the delivery of the qualification.

Examples of internal stakeholders:

- Academic Board, Board of Studies or equivalent;
- Board of Trustees, Board of Directors or equivalent;
- Staff (academic and administrative);
- Learners (past, present, future).

Examples of external stakeholders:

- Local and national industry or businesses (prospective employers, prospective providers of internships or work-based training);
- Industry Standards Advisory Committees (ISACs);
- Local community;
- Family of the learners;
Appendix 6

- The government and its agencies;
- Other providers, schools, polytechnics, universities (consider any staircasing to or from the qualification) in Fiji or overseas;
- Professional bodies;
- Professional registration bodies (for example, Fiji Teachers’ Registration Board (FTRB)).

Identify specific interests of stakeholders. Include direct evidence of stakeholder involvement in developing the qualification.

This may include letters from stakeholders, minutes of Academic Board or equivalent, advisory group meetings, endorsements from stakeholders etc.

Include evidence that procedures for internal approval have been followed according to your QMS.

Include the subject expert report and evidence of how the results of the report have been integrated into the qualification development.

Demonstrate how stakeholders’ comments, feedback and interests have been incorporated into the qualification development.

Demonstrate how stakeholders’ requirements, such as policies and strategies, have been met.

Include copies of any memoranda of understanding or contracts between the provider and other organisations on which the qualification is reliant. These would include any agreements for delivery, qualification ownership, subcontracting arrangements, articulation agreements, franchise agreements, staircasing and cross-crediting. Include any agreements with Fiji organisations and with overseas organisations.

4.4 Where a national qualification exists in the same field as the proposed qualification, a rationale for not offering a qualification leading to this qualification or its components is provided.

Subject specialist input required

Provide a rationale if national qualifications or unit standards are available and are not used in the qualification. The rationale must identify why a local qualification is being used. The rationale provided should include relevant stakeholder support.
5. REGULATIONS
The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, qualification length and structure, integration of practical/work-based components, assessment procedures, and normal progression within a qualification.

REQUIREMENTS

To assist how the provider has met this criterion, providers may find it helpful to provide a learner handbook, learner qualification guide or a draft copy.

A learner handbook should include:

- entry requirements;
- selection requirements;
- regulations for cross-credit, credit transfer and recognition of prior learning;
- assessment provisions, including reassessment and appeals;
- provisions for dealing with impaired performance;
- qualification structure (see also Criterion 1);
- progress through the qualification;
- requirements for completion of the qualification and for the award of any qualifications, including provisions for the award of grades etc

5.1 General and qualification-specific regulations are clear, comprehensive and fair, and cover the following areas where appropriate:

(Qualification regulations should be available to all learners. Regulations would normally be included in a learner or qualification handbook. Include a handbook (or a draft) with the application.)

5.1a Requirements for admission to the organisation and to the qualification.

Subject specialist input required

Include any entry information that prospective learners need to know. Entry requirements should include academic requirements, age limits, requirements for literacy, numeracy, experience, previous study and any legislative requirements (police records etc). Include any additional requirements for international learners.

Entry requirements should be appropriate to the level of study. They must not pose any unreasonable barriers to entry. Providers should only accept applicants who have a reasonable likelihood of completing the qualification, or provide suitable support to do so.
Appendix 6

Where the number of qualification applicants exceeds the number of places available on the qualification, describe how students will be selected. Include any selection criteria or processes, including interview procedures, submission of evidence (references etc). Selection criteria must be sufficiently explicit so that they can be explained if challenged.

5.1b Provisions for awarding credit towards a qualification or exemptions from specific qualification requirements as a result of:

- cross-crediting (from another qualification within the organisation);
- credit transfer (from a qualification awarded by another organisation);
- recognition of prior learning (credit awarded for informal or uncertificated learning).

Subject specialist input required

Qualification and programme development and design should promote and facilitate credit recognition.

Show how this area of your quality management system is applied to the qualification.

Provide details of any opportunities or arrangement for cross-credit or credit transfer to or from this qualification.

Include what is required for learners to gain recognition of previous learning, including gaining credit from non-academic experience. Include any limitations (and rationale) on credit awarded from cross-credit or RPL.

5.1c Qualification structure, including any specified pre- and co-requisites, compulsory and optional/elective components, practical/work-based components and alternative entry and exit points.

Subject specialist input required

In the qualification structure, identify pre- and co-requisites, compulsory, elective and optional components, and practical/work-based components and alternative entry and exit points. Provide any further regulations or information on the qualification structure that has not been included previously.

5.1d Normal progress through the qualification and minimum and maximum periods for completion of the qualification.

Identify how long learners are allowed to complete the qualification. For example, learners may be allowed to repeat parts in a subsequent delivery or may be able to study the qualification part-time. Include any limits to these arrangements.

5.1e Assessment, including provisions for re-assessment and appeals.

Show how this area of your quality management system is applied to the qualification. Provide any regulations or procedures for reassessment and appeals.
5.1f Provisions for dealing with instances of impaired performance (e.g. aegrotat passes).

Impaired performance is where learners cannot complete an assessment because of circumstances beyond their control, such as a bereavement, illness or injury. Where appropriate, your quality management system should include provisions for dealing with impaired performance.

Aegrotat passes (where a learner is granted a result for an assessment where for reasons beyond their control the learner could not complete the assessment) are often used to deal with impaired performance instances. Show how the area of your quality management system that deals with instances of impaired performance is applied to the qualification. Describe processes in place for this qualification that will identify and remedy impaired performance early on.

5.1g Requirements for the award of the qualification.

Describe all requirements that learners must meet to be awarded any qualification or other awards.

For example:

*To qualify for the award of Certificate in Business, learners must gain a grade of Pass or better in all compulsory components and at least two of the elective components. They must also have attended at least 80% of all scheduled classes.*

5.1h Rules and criteria governing any awarding of merit, distinction or other grades.

Where results other than achieved or not yet achieved are included, describe the criteria for gaining those grades. This may need to be done for each component or for each assessment.

6. RESOURCES

The capacity of the organisation to support sustained delivery of the qualification, in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services.

REQUIREMENTS

6.1a Teaching staff are adequate in number and appropriately qualified.

**Subject specialist input required**

6.1b Teaching staff have appropriate experience and expertise in teaching, with regard to the proposed delivery modes.
Subject specialist input required

Identify the likely number of learners and the corresponding number of staff involved with the delivery of the qualification. Where exact learner numbers are not known, identify the staff: learner ratios.

Demonstrate how the personnel element of your quality management system is applied to the proposed qualification. The minimum qualifications and experience required for teaching staff must be specified.

If staff have already been recruited, or provider’s current staff are to deliver the qualification, brief CVs should be included with the application. Include relevant qualifications and experience in the subject area and in the mode of delivery, as well as appropriate qualifications and experience in teaching and assessing.

If staff are yet to be appointed, person specifications (a profile of the person being sought, minimum qualifications and experience etc) must be supplied.

Identify that you have followed their quality management system in the recruitment of staff.

6.1c In the case of qualifications with practical, field or work-based components, the roles and responsibilities of the supervisory staff and the institution are formalised.

Subject specialist input required

Agreements between the organisation, learner and the employer (provider of work-based training) must be included with the application. In the agreement, include:

- who will be responsible for the student during work-based components;
- how supervisors/employers will provide feedback to the provider;
- who will have responsibility for assessment, moderation and evaluation of the work-based components;
- how assessment, evaluation and moderation will be reported and coordinated.

6.1d Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the qualification implementation timetable are in place.

Include the likely recruitment plans for any planned increase in learner numbers on the qualification.

Demonstrate how development plans for teaching staff in your QMS will support the qualification on an ongoing basis.

6.2a The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the qualification in all proposed modes of delivery.

Subject specialist input required

6.2b The organisation has put in place the necessary teaching facilities and physical resources.
Subject specialist input required

6.2c The organisation has established detailed development and acquisition schedules appropriate to the qualification implementation timetable.

Subject specialist input required

Provide a complete list of the physical, teaching and learning resources to support the delivery of the qualification.

If specific items have not yet been purchased, submit a detailed acquisition plan and evidence of commitment of the necessary financial resources to enable purchase and delivery in a timely manner, to ensure that the qualification will be delivered as planned.

Provide learning packages for any distance learning.

For example:

*CD-ROMs, workbooks, qualification notes, textbooks.*

6.3 Adequate and appropriate qualification information and guidance and support systems are accessible to students.

Include examples of information that you provide to learners. The information should relate specifically to the proposed qualification. As in other sections, a learner/qualification handbook (or draft) could be included in the application to demonstrate how this requirement has been met.

General support and guidance services offered to learners are verified during the regular quality audits. Include reference to that part of the quality management system that addresses guidance and support services to learners and how they will be applied to this qualification.

6.4 The organisation’s financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the qualification.

The quality audit process provides evidence that this requirement has been met.

The application should provide assurance from persons responsible for these areas of the organisation that the qualification can be supported and sustained.

6.5 Any changes to the organisation’s quality management system necessary to support implementation and sustained delivery of the qualification have been identified.

Clearly indicate where any changes have been made to the quality management system to accommodate delivery of the proposed qualification. For example, a provider moving into a new delivery mode or subject area may need to revise its policies and procedures.