

TONGA NATIONAL QUALIFICATIONS AND ACCREDITATION BOARD



Job Title: Principal Qualification Officer, QA	Salary Band: H
Reporting to: Deputy CEO	Division: Monitoring and Review Division
Hours of work: 40 hours/week	Date of appointment:
Reviewed:	Version: 3
Next Review This Job Description will be review annually	
Special Conditions: On occasions, there will be a requirement to work outside normal hours to complete urgent tasks.	

Job Purpose

This position is responsible for effective coordination of the Monitoring and Review Division (MRD), planning and effective implementation of quality assurance processes and monitoring to ensure efficient delivery of Board's services to non-degree and degree programmes in post compulsory education and training providers.

Job Specification

- i. **Professional Attributes**
 - Excellent nature in working as a team– Team work
 - Excellent Planning Skills – Planning
 - Flexible and Approachable - Relationship
 - Fluent in both oral and in writing, both Tongan and English - Communication
 - High standard of skills in servicing client – Client Focus
 - High analytical skills (ability to think analytically) – Work Ethics
 - High problem solving knowledge and skills – Problem Solving
- ii. **Technical Competencies**
 - Proficiency in evaluation and analysis of accreditation applications
 - Sound knowledge of quality assurance processes
- iii. **Required Qualification and Experiences (minimum)**
 - A Master's Degree from a recognized Tertiary Institution, with at least 3 year working experiences in a quality assurance agency or Bachelor degree from a recognized Tertiary Institution with 7 years in education.

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Key responsibilities:

Key Result Areas	Responsibilities	Tasks
1. Registration on Higher Institutions implemented effectively	1.1 Analysis of Application for Registration of Universities: - The provider or its governing body is a legally established or recognised enduring body - Measurable Goals and objectives for its education activities - a coherent, documented quality management system (QMS) of policies and procedures. - Analysis of the provider's governance and management	- Confirm the relevant application fees are paid - Log and acknowledge applications received - Confirm legal establishment of applicant as: -company, charitable trust or similar - Establishment as a Government of Tonga Ministry or Department, or Public Enterprise under the Public Enterprises Act 2002 - Registration as a Managing Authority under the Education Act 1974 -others, to specify - Evaluate the educational purpose, goals and objectives of the provider, including the scope of the education and training that is being conducted and/or planned in the immediate future - Evaluate its set of policies, structures and processes that guide and control management, administrative, teaching and learning related activities to ensure the delivery of quality education and training - Analysis of Policies and procedures that they satisfactorily cover all appropriate elements of the TNQAB Registration and Accreditation Quality Standards - Confirm ownership and governance - Analyse responsibilities, authorities and lines of reporting - Analysis of financial statements, such as a statement of financial position signed off by a chartered accountant to confirm financial soundness

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	Confirm provider's name is appropriate and does not mislead learners about the nature of the organisation.	- Verify trust account, or similar, to protect student fees - Confirm evidence of approval to use terms protected by Government legislation or regulations - Confirm Provider's name is appropriate for the type of education and training offered
	1.2 Confirm if provider meets criteria for research	- Evaluates the provider's ability to facilitate a wide diversity of teaching and research, especially at a higher level; - Analyse the provider level of learning and its principal aim - Analyse the relationship between the provider's research and teaching and teaching staff - Evaluate whether the provider meets international standards of research and teaching; - Evaluate whether the provider is a repository of knowledge and expertise; - Evaluates whether the provider accepts a role as critic and conscience of society."
2. Degree Programme Accreditation implemented effectively	2.1 Analysis of Application for degree programme Accreditation based on the following criteria: Assessment, Moderation and Notification of results The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning	Assessment - Evaluates the assessment methodology used to ensure that degree level assessment of the learners is fair, valid, equitable and reliable. - Confirm that the degree level assessment requirements are clearly specified for each component of the degree programme. - Confirm that sample assessments are provided for each level of the degree programme, which should reflect different assessment methods, or evidence of the experience of staff teaching and assessing degree level programme would demonstrate the institution's ability to design degree level assessments and to assess via

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	outcome.	the different assessment methods appropriate to the degree. • Confirm evidence of the experience in teaching of/ or long service teaching and assessing degree level programmes which demonstrates the institutions ability to design assessments and to assess via the different assessment methods appropriate for degree level programmes. • Confirm that standards for assessment for each course ie information is provided to learners giving clear specification of what is required to pass each component /part of the degree programme including evaluation of: -criteria for awarding merit, distinction or other grades -effective procedures for reassessments and appeals of assessment results -mechanisms to detect academic misconduct and instances of academic fraud • Confirm that learners are provided with fair and regular feedback on progress and fair reporting on final achievements, including information on what learners should do if they wish to appeal an assessment decision • Evaluate the teaching staff's capacity to design appropriate degree level assessments. Moderation • Evaluate whether the institution has an effective system for both internal and external moderation pre and post-assessment, including the identification of external arrangements for post assessment moderation. • Confirm whether the moderation processes ensure assessment is appropriate, fair, valid and consistent given the stated learning outcomes, strategies include standard marking scheme, course coordinator for courses that are co-teaching • Assess compliance with external moderation requirements (where necessary) • Confirm adequate storage of student's work to meet moderation, re-assessments and learner's
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		appeals requirements Notification - Assess the systems in place to store assessments whether it can maintain academic integrity in degree programme assessment and record learner's achievements - Confirm whether there is a procedure in place to ensure completing learners have met all the requirements for the award of the qualification.
	2.2 Evaluate the institution's capability and capacity to support sustained delivery of the programme, through appropriate academic staffing, teaching facilities, educational and physical resources and support services, financial and administrative infrastructure.	Teaching staff - Assess the institution delivering degree programmes whether the degree programmes are taught mainly by research-active teaching staff - Confirm if there are sufficient teaching staff involved in the degree programme to deliver the range of content and skills development required - Confirm that policies and procedures relating to teaching staff is part of their quality management system. - Confirm any additional teaching staffing needs and provide detailed recruitment and/or staff development plans appropriate to the degree programme implementation timetable.
		- Confirm requirement for teaching staff is met and years of experience in the field at the level of the programme and qualification to teach and assess - Assess degrees programmes where research includes developing and recording indigenous knowledge, it is expected that teaching staff, while they may not hold a higher academic qualification, have equivalent standing within their indigenous community. - Assess the evidence that the teaching staff member is an expert in the profession and have supervised at an appropriate level - Confirm whether teaching staff have a tertiary teaching qualification or the applicant Teaching staff engaged in research



		• Assess proportion of staff engaged in research • Assess the experience and expertise of research supervisor at an appropriate level or work under guidance of a lead researcher • Most staff teaching on the degree programme will be engaged in research, in a field that supports the delivery of the degree programme and underpins its theoretical framework. Appropriate resources and facilities • Assess the adequacy of the institution's range of teaching facilities and physical resources in place to support the implementation and sustained delivery of the programme in terms of: • the premises • teaching facilities • library facilities • equipment • Evaluate the institution's commitment to sustain the programme long term by providing any additional equipment and resources required to deliver the degree programme and put in place the necessary teaching facilities and physical resources, or established detailed development and acquisition schedules appropriate to the degree programme implementation timetable. • Confirm the provider Implement procedures to ensure the health, safety and comfort of learners and staff, meet building requirements, safety equipment, safety zones (around power equipment, for natural disasters) • Assess whether there is access for learners with special needs, where appropriate, to facilities and other physical resources • Confirm if the roles and responsibilities of the supervisory staff, the institution and, if relevant, the registration body are formalized for degree programmes with practical, field or work-based courses, then In some situations, experience in Tongan language and culture, and appropriate
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		knowledge, skills and Tongan kinship will also be necessary. Support services • Confirm evidence whether there is sufficient number of appropriately qualified and/or experienced support staff for the outcomes of the degree programme • Evaluate appropriateness of support system and staffing including learner enrolment (student academic services), clerks, pastoral care, university counsellor, university doctor, learning support and international learner support as appropriate. • Evaluate evidence that adequate and appropriate degree programme information, guidance and support systems are accessible to learners (student learning services) Financial and administrative infrastructure • Evaluate evidence to confirm the institution's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the degree programme. • Confirm that a qualified Accountant is employed in the Finance division with Finance officer in each school, where appropriate, to be responsible for financial matters. • Evaluates the institution quality management system that it includes policies and procedures to: - ensure the recruitment of appropriately qualified staff - support staff professional development as teachers and/or supervisors - support staff engagement in research and the development of a robust research culture - supervise those staff developing their research and supervision of research expertise. - Confirm and evaluates the institution's quality management system to also include structured processes associated with an academic board or
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		equivalent (with delegations to faculty or programme) - Support for Delivery: • Confirms If the institution is not the holder of the programme approval, there is support from the holder of the programme approval. • Evaluates the agreement which include provisions for dispute resolution, managing changes to the degree programme and arrangements should dissolve when the degree programme ceases.
	2.3 Effective implementation of Self-Assessment and Review There must be adequate and effective review of programme performance and the institution's capability to support the programme. There must be monitoring of improvement following review, and processes for determining whether the programme should continue.	• Evaluates the effectiveness of the institution's system for the regular monitoring, evaluation and review of the degree programme, including structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic and research communities and other stakeholders are taken into account. • Evaluates the efficacy of any improvements made to the degree programme as a result of any reviews. • Assess whether the changes to approved degree programme are managed consistently with any external requirements, including registration bodies' requirements. • Confirm if the institution has a process for determining whether the degree programme should continue to be delivered. • Assess the assessment and review systems in place if sufficient to allow the institution to conduct graduating year reviews for the degree programme.
	2.4 Determine the adequacy of the the research facilities and the support staff involved in research, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the	• Assess the monitoring quantity and quality of research outputs of staff teaching degree programme and the collective output being consistent with the development and maintenance of an ongoing research culture in support of the degree programme and establishment of a research centre. • Evaluate proportion of teaching staff engaged in

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	research teaching links are made in the curriculum are appropriate.	research and continue to conduct, research within areas of their expertise, which advances knowledge and understanding and supports the continued development of the degree programme. - Evaluates the balance between pedagogical and discipline specific research, and that the collective research outputs will be varied and appropriate to the nature of the degree programme. Systems and facilities - Analyse appropriateness of Organisational systems and facilities provide support to teaching staff involved - Confirm if there is an appropriate ethics committee in research - Evaluate the appropriateness of systems and facilities to the level and scale of the research including guidance on the development, approval and submission of research projects, criteria and procedures for the appointment of appropriately qualified and experienced supervisors, code of conduct for researchers and research supervisors and mechanisms for ethical approval of research projects.
3. Panel members	3.1 Organize panel documents and meetings	- Liaise with provider and panel members to confirm meeting dates - Print and organize and send panel documents - Compile panel's initial evaluation for panel meeting - Develop agenda for panel meeting - Meet with panel members to discuss the initial evaluation of the application - Discuss and confirm issues with the application and assignment for site visit
4. Site visits	3.2 Organize site visits	- Liaise with provider and panel members to confirm site visit date - Prepare and send site visit arrangement letter to provider to confirm - Develop site visit agenda and confirm with

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		provider and panel members • Prepare change of Site visit Form for approval if site visit changes from agreed date • Record opening and closing meeting attendance • Conduct interview sessions with students, staff and stakeholders and record feedback • Review documents and provide feedback to panel team
5. Reporting and peer review	5.1 Effective reporting and peer review pro	• Compile draft reports from panel members • Conduct self-review of draft report to confirm that the comments and analysis are aligned with the requirement of the criteria • Send report for peer reviewing, discuss and address comments for improvement • Send report for panel endorsement • Send endorsed report to provider to confirm factual accuracy • Discuss comments from providers with panel members where necessary and update report • Send report for final checking
6. Quality Audit and Monitoring	6.1 Evaluate the appropriateness of the assessment system to the learning outcomes	• Organize monitoring visits of degree programmes • Identify monitor and liaise on monitoring programme • Conduct onsite monitoring visit and report Assess the variety of evidences collected for the assessment of both knowledge and skills that helped the assessor make an informed decision on whether the learner has achieved competency in each unit. • Analyse the Assessment if holistic, ie it assesses the unit as a whole rather than individual learning outcomes or performance standards. • Assess fairness, validity, consistency and appropriateness of assessment activities to the learning outcomes • Evaluate the appropriateness of the assessment methods to assess the learning outcomes

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7. Effective moderation of assessment	7.1 Effectively evaluate the appropriateness of the system to moderate assessment	• Confirm there is Moderation conducted if the qualification is delivered at more than one site, or by more than one trainer/tutor/lecturer. • Schedule assessment submission six months before the audit and inform providers • Conduct assessment alignment to confirm validity for each course • Prepare an assessment report to inform quality audits
8. Pre-analysis and document review	8.1 Review of previous reports and documents submitted for quality audit	• Review latest accreditation report and identify any outstanding issues • Review latest quality audit report and identify any outstanding issues • Review latest Quality Management System of provider to be audited • Review provider's self evaluation report • Organize Panel meetings to self evaluation report and relevant documents • Conduct Site visit and triangulation of evidence • Compile audit report and recommendations and submit for peer review and panel endorsement
9. Planning, Monitoring and Performance Management	9.2 Effective implementation of PMS	• Develop annual plan for division aligned to corporate outcomes • Consult on key outputs and activities • Implement Annual Activities as scheduled and follow up on progress • Report on achievements within timeframe • Develop individual plan with objectives for PMS • Set objectives with at least 4 indicators and discuss with staff and supervisor

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		• Conduct mid review and end of year appraisal of QA division • Identify and Discuss training needs relevant to improve performance • Sign and send appraisal form to Corporate Services – Human Resources • Complete appraisal form for mid and end of year review
10. Training and Workshops	10.1 Ensure adequate training and support is provided to providers and staff	• Plan, organize and conduct annual trainings to providers on registration, programme accreditation, quality audit and monitoring of degree programmes • Conduct in-house training/ coaching and mentoring of QA staff • Schedule Support visits and consultations to clarify accreditation criteria and relate issues • Endorse requisition for division's stationaries needs
11. Other tasks required by the CEO from time	11.1 Assist in any other tasks assigned by the CEO from time to time	• Attend all staff meetings • Attend committee meetings • Attend to any urgent tasks approved by the CEO

Declaration:

I hereby acknowledge that I have received and understand my duties and responsibilities.

Name of Employee: Signature:

Date:.....

Chief Executive Officer: Signature:

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Date: