



Procedures

ACCREDITATION – UNIVERSITY QUALIFICATIONS FQF 1 - 10

Version Control	
Document Number	2-1c Procedures
Status (draft version / approved)	Final
Policy owner	Deputy Director Operations and Quality Assurance
Effective from	Date of approval by the Director
Review date	+3 years

Related FHEC documents: policies / procedures / guidelines, etc.	Policy 2-1: Accreditation of FQF Qualifications levels 1 – 10
--	---

1.0 FHEC and FQC Responsibilities

- 1.1 The evaluation team is responsible for reviewing university submissions and ensuring that the requirements of the FQF and the Quality Standards for Accreditation of FQF Qualifications are met. The evaluation team makes a recommendation to the FQC as to whether the submission should be approved and the qualification recorded on the National Register for Fiji Higher Education.
- 1.2 The FQC is responsible for the decision to record such qualifications on the National Register for Fiji Higher Education.
- 1.3 Accreditation of qualifications including their components is a necessary step towards recording on the National Register for Fiji Higher Education as an accredited FQF qualification.

2.0 Universities

- 2.1 Universities are responsible for:

- 2.1.1 The research and development of their proposed qualifications.
 - 2.1.2 The establishment of a development committee (or similar) to provide advice and guidance for the development of the qualification.
 - 2.1.3 Undertaking consultation with the relevant industry, regulator, licensing body, or community to establish the need for the qualification and ensure that the proposed qualification meets this need.
 - 2.1.4 Ensuring that the qualification submission meets the requirements of the FQF and the Quality Standards for Accreditation of FQF Qualifications 1 – 10.
 - 2.1.5 Establishing academic governance arrangements for the internal accreditation of the qualification.
- 2.2 Universities by virtue of their establishment are responsible for qualification accreditation. However, these qualifications require confirmation that the FQF requirements and the Quality Standards for Accreditation of FQF Qualifications 1 – 10 are met for them to be recorded on the National Register for Fiji Higher Education. Universities will have the FQF accredited qualifications listed on their HEI register for delivery of education and training services.

3.0 Development Steps: Undertaken by the university

- 3.1 Universities are to have appropriate academic governance arrangements in place to ensure that:
 - 3.1.1 Research is undertaken that confirms:
 - There is support for the outcomes that the qualification will provide.
 - The purpose of the qualification is to be identified.
 - The proposed qualification does not duplicate qualifications or components that already exist at the national level.
 - The proposed qualification meets a current and future need.
 - Major stakeholders have agreed to advise on the development of the qualification.
- 3.2 University processes for internal accreditation of the qualification assure that:
 - Qualifications are based on graduate profiles and learning outcomes.
 - They meet an industry, enterprise, education sector, regulator, professional, or community need.
 - They are designed with learner needs in mind.
 - Pathways and articulation opportunities are facilitated.
 - They are developed in consultation with, and endorsed, by appropriate industry, enterprise, education sector, regulator, professional, or community group(s).
 - Qualifications are referenced to external benchmarks.

- There is a clear 'coherence' and logic to the structure of the qualification.
 - There is an accreditation period of not more than 5 years.
- 3.3 For qualifications levels 7 -10, international accreditation from relevant quality assurance regulators or professional associations is gained and/or international peer review is undertaken.
- 3.4 University processes for internal accreditation of the qualification assure that the qualification and its components are accurately assigned an FQF level and also credit points. Reference should be made to the *Guide for qualification developers*. This guide provides advice on how to assign FQF levels and credit points (the rating process). The team undertaking the rating process should include at least one subject expert.
- 3.5 University processes provide assurance that the decision to internally accredit or reaccredit a qualification includes an evaluation of the structure, time allocation, delivery and assessment, and that the facilities and resources required to provide the programme will be available when needed.

4.0 Processing the Submission – FHEC

- 4.1 Upon receipt of the application, the FHEC will review the documents to verify the completeness of the application. Where an application is incomplete, it is returned to the university.
- 4.2 The process of assessing qualifications for accreditation shall be conducted by FHEC internal evaluators and may include other experts or stakeholders if required. A recommendation made to the FQC.
- 4.3 The FHEC for specific qualifications, e.g. high-risk qualifications, may appoint an accrediting panel and may involve external panellists. The panel will include two FHEC representatives, one stakeholder representative (or subject expert) and one representative from an accrediting agency within the region. The FHEC retains the right to include an international representative where necessary. The panel will evaluate the application against the FQF and the Quality Standards for Accreditation of FQF Qualifications levels 1 - 10.
- 4.4 The application is assessed against the FQF and the Quality Standards for Accreditation of FQF Qualifications levels 1 - 10.
- 4.5 FHEC will produce a report with a recommendation regarding the accreditation of the qualification for recording on the National Register for Fiji Higher Education. Three possible recommendations may be made:

- 'Accredited' – having met all requirements.
- 'Accreditation pending' – some minor requirements have not been met and the qualification will not be recorded on the national Fiji Qualifications Register until the changes have been made and resubmitted within a specified timeframe.
- 'Not Accredited' – requirements have not been met for recording.

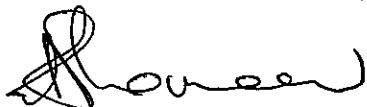
4.6 In the case of successful submission, FHEC will confirm the correct FQF title, the FQF level and the accreditation period.

4.7 Should a decision not to record the qualification on the Register is upheld, the university may re-submit a revised submission in a time period negotiated with FHEC.

5.0 Appeals

5.1 All efforts will be taken to ensure that all submissions are treated fairly and with transparency. The FHEC will discuss with the applicant any issues arising. However, if issues cannot be resolved, the applicant can appeal to the FHEC.

6.0 APPROVED BY THE DIRECTOR, FIJI HIGHER EDUCATION COMMISSION



Dr Nikhat Shameem
Interim Director
Fiji Higher Education Commission

Date 5/02/19.

CRITERIA USED AS A BASIS FOR RECORDING UNIVERSITY QUALIFICATIONS ON THE FIJI QUALIFICATIONS FRAMEWORK 1 - 10.

1 Title of the qualification.

Criterion: The title is concise, distinctive, appropriate and indicative of the outcomes.

2 Purpose statement specifying the aims and objectives of the qualification.

Criterion: The aims and objectives of the programme are clearly identified in a purpose statement.

3 Learning outcomes represented by attainment of the whole qualification (graduate profile).

Criterion: The programme learning outcomes represented by the attainment of the whole qualification are stated clearly and are consistent with the aims and objectives in the purpose statement.

4 Components of the programme showing outcomes, level and credit value.

Criteria: The components (courses, papers or units) that make up the programme are stated. The learning outcomes for each component are measurable, clear and explicit and are assigned appropriate levels and credit values.

5 Requirements for specialisations/majors.

Criterion: Requirements for specialisations and majors are provided.

6 Qualification Structure

Criterion: The structure of the programme and the requirements for the award of the qualification are coherent, clearly presented and appropriate to the purpose and learning outcomes.

7 The length of the programme

Criterion: The minimum time to complete the qualification is clearly defined and is appropriate in relation to the learning outcomes.

8 Professional registration/licensing requirements

Criterion: Professional registration or licensing requirements relevant to the learning outcomes, if applicable, are stated.

9 Entry Requirements

Criterion: Requirements for entry into the programme are appropriate, fair, transparent and fully documented.

10 Delivery mode and learning methods

Criterion: The delivery mode and learning methods are appropriate to the nature of the qualification, the learning outcomes and the prospective learners.

11 Rationale/ Support for the qualification

Criterion: A rationale for offering the qualification is provided. Where a similar national qualification already exists, or another higher education institution is already providing a similar programme, convincing argument in support of the need for the qualification is provided.

There is evidence of support for the qualification from relevant stakeholders.

12 Teacher: Learner ratio as applied to this programme.

Criterion: Teacher to learner ratio for the delivery of the programme is compliant with the norm for the relevant field of study and mode of delivery.

13 Academic staff qualifications and experience

Criterion: Academic staff are adequately qualified and/or experienced to deliver the qualification.

14 Teaching/learning resources available to support the delivery of the programme. Criterion: Teaching and learning resources are sufficient and fit for purpose.

15 Periodic monitoring, evaluation and review of the programme

Criterion: The programme is subject to periodic monitoring, evaluation and review.

Attachments:

1. Copy (or extract) of Senate approval of the qualification, and its review date.
2. For qualifications aligned to professional or licensing careers (or similar), provide evidence of professional or licensing endorsement.
3. For qualifications levels 7 – 10, evidence of international peer review (e.g. report from an expert), AND/OR international recognition or accreditation from relevant quality assurance regulators or professional associations (where relevant).