



Review

7/25/2015

ACCREDITATION STANDARDS & GUIDELINES

South Pacific Association
Theological Schools

Accreditation Commission
SPATS

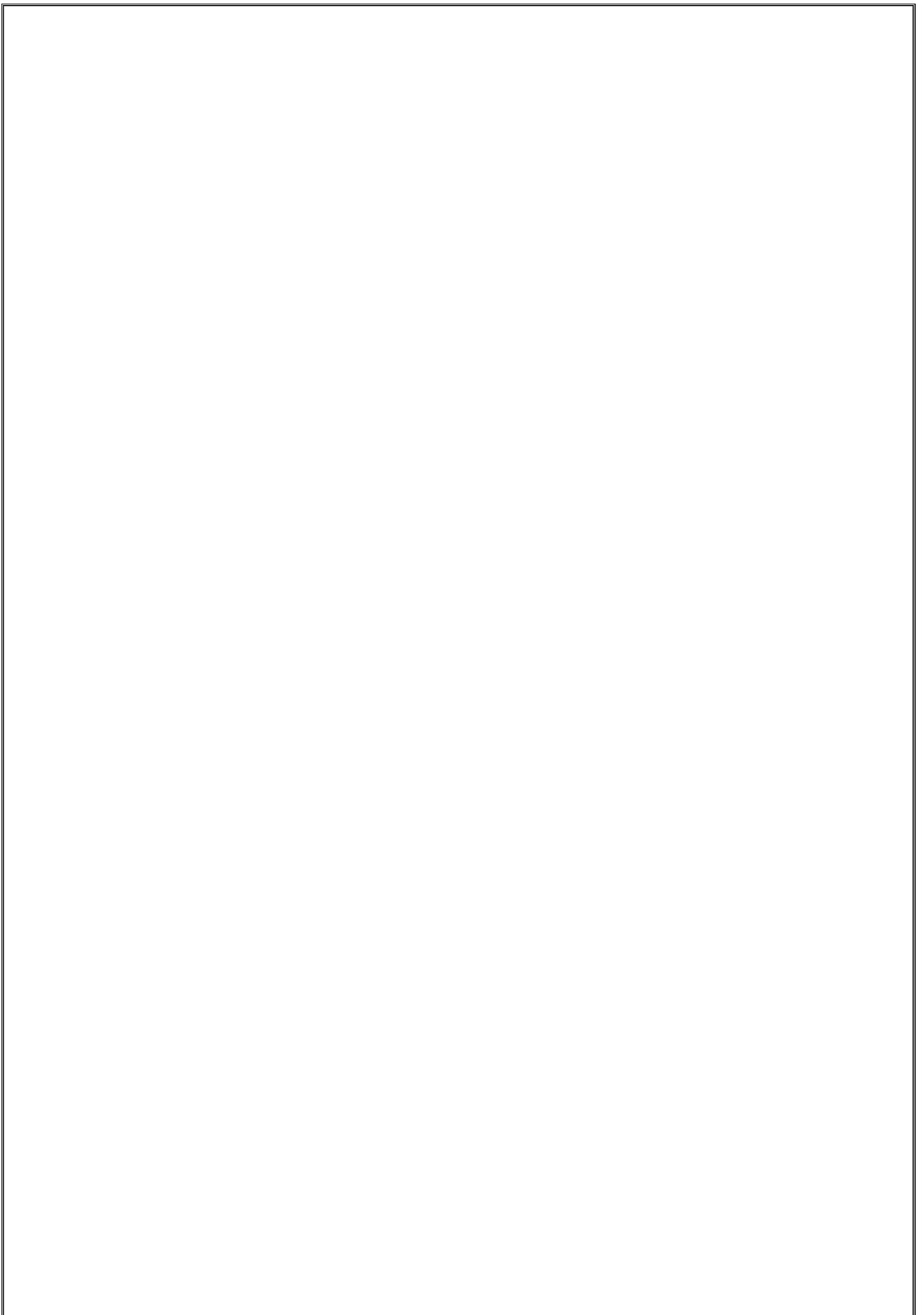


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In creating these revised Accreditation Standards and Guidelines, the Accreditation Commission is indebted to:

- The Educational Qualifications and Assessment Program [ECAP] of the Secretariat of the Pacific Community [SPC] for the Pacific Qualifications Framework [PQF] and the Pacific Quality Assurance Framework [PQAF]
- The Fiji Higher Education Commission [FHEC] for the Fiji Qualifications Framework [FQF] and various templates and forms
- The Accreditation Standards of the Association of Theological Schools [ATS]
- The UK Quality Assurance Agency [QAA] for its benchmark statements on Theology & Religious Studies, and Code of Conduct for Placement Learning and
- The SPATS Accreditation Standards & Guidelines 2006

INTRODUCTION

The South Pacific Association of Theological Schools [SPATS] commenced its accreditation activities in 1969. The purpose of this was to encourage excellence in theological education. The initial approach was to evaluate the delivery of an institution's academic program against the expectations set by each institution and its sponsoring organization.

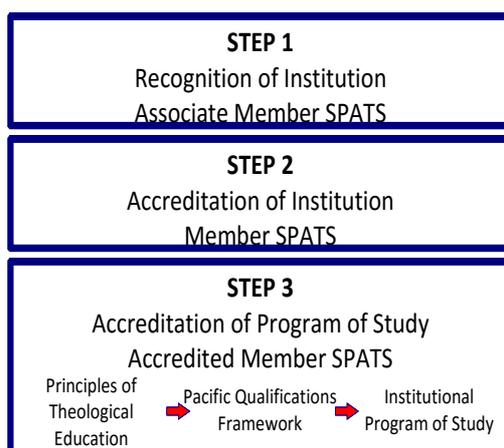
In 2000, after 30 years of this approach, SPATS enhanced its accreditation processes to include some commonly agreed standards for academic awards. This brought an external dimension to the standards and provided some clear and specific guidelines for every award.

With the advent of the Pacific Qualifications Framework, the Pacific Register of Qualifications and Standards, and National Agencies regulating the Higher Education Sector, including in most cases Theological Education, SPATS has again needed to review its guidelines. This current approach combines much of the two previous approaches requiring the levels and the awards of Theological Education to be compliant with the Pacific Qualifications Framework and yet demonstrating that the curriculum is informed by the outcomes defined by the sponsoring organizations. Implicit in this development is a focus on providing evidence that the standards and quality of Theological Education are commensurate with the standards and quality of both the Pacific Framework and Register of Qualifications and its international equivalents. As SPATS has a Pacific-wide mandate, these guidelines are based on the Pacific Qualifications Framework and the Pacific Register of Qualifications and Standards. Currently, the national versions of these documents are very similar. In some cases, references will be made to differences between them.

Consequently, these revised SPATS Accreditation Standards and Guidelines are in response to these developments in Higher Education throughout the Pacific and to streamline SPATS processes to parallel the processes of National Agencies, in order to minimize duplication for institutions. These revised SPATS Standards and Guidelines differentiate between the ability for an institution to deliver a program and the accreditation of a qualification. Both aspects are important. The Accreditation of an Institution is the focus of Section 3:1 (application template in Appendix 5) and the Accreditation of the Qualifications is the focus of Section 3:2 (application template in Appendix 6).

These revised Standards and Guidelines also describe the principles involved in all aspects of theological education, including the

- SPATS requirements for holistic development (Section 1): the HEAD (the principles of academic knowledge and skill); the HAND (the principles of Field Education); and the HEART (the principles of pastoral formation).
- Pacific Qualifications Framework and the Pacific Register of Qualifications and Standards (Section 2).



Accreditation Process

Each institution is expected to integrate these principles into their specific programs of Theological Education in the context of the South Pacific. This will provide institutions with a greater range of options for the delivery of a variety of programs to suit the needs of their constituencies. Some examples may be necessary to assist member schools adapt to this new process.

During both the institutional and qualification accreditation processes, the onus is on the Institution to provide evidence that they are implementing the principles outlined in these SPATS Standards and Guidelines.

1. CHARACTERISTICS OF THEOLOGICAL EDUCATION

Theological education is an interdisciplinary study of the nature of God, the nature of humanity, the way in which God has revealed himself to humanity and the way in which humanity can represent God to other humans in the service of ministry. Those entering a program of Theological Education bring with them a calling/vocation with its own set of values. They expect that the education offered by institutions will provide them with the necessary knowledge of theology in all its aspects and teach them skills for applying this theology in the practice of ministry within the South Pacific. In addition, to the integration of the theory and practice, the program also needs to shape the personal and professional life of the person so that there is congruence between who they are and what they teach and practice.

Typically for an award to be considered by SPATS, it would have 80% of the curriculum reflecting the Theological disciplines. If Theology is a component of a joint award or double major it would have a minimum of 40% of the curriculum reflecting the above Theological disciplines.

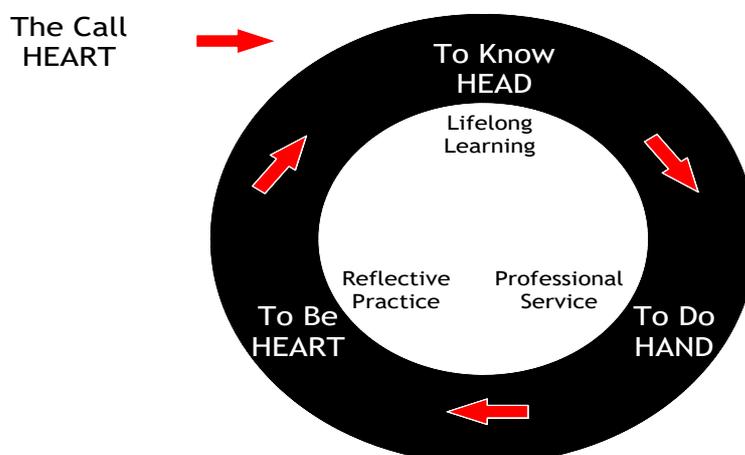
This section will discuss the holistic nature of theological education, its relationship to other academic disciplines, a graduate profile of knowledge and skills, and threshold and typical statements of achievement.

1.1 HOLISTIC FORMATION

As these SPATS Standards and Guidelines focus on the holistic formation of the professional, including the integration of theory in practice and the development of the critically-reflective practitioner, these standards are organised into the three areas required for pastoral formation: **Head** (academic knowledge and understanding); **Hand** (application in field education); and **Heart** (formation of the person). Thus, Theological Education can be viewed as an ongoing cycle. Programs of Theological Education should provide both this initial cycle of development as well as encourage and contribute to the ongoing repetition of such a cycle in life-long learning.

However, it is acknowledged that different institutions may choose different emphases for their programs as well as different methods and processes to achieve the graduate outcomes. It is also noted that the higher

Levels of academic awards, postgraduate and research degrees may reflect different emphases.



Aspects of Theological Education

1.11 HEAD: Learning to Know

The study of Theology is an interdisciplinary task. It incorporates four basic sub-disciplines: Biblical Studies, Theological Studies, History of Christianity and Pastoral Ministry. Institutions may choose different weighting for these aspects. This weighting should be represented in the title of the award.

The extent and depth of coverage will vary according to the level of the academic program (see the Level Descriptors for the Pacific Qualifications Framework in Appendix 1, pp.39-41). The profile of faculty also should reflect specialization in the above sub-disciplines.

1.111 Biblical Studies

- a. Introduction to Biblical Hebrew and New Testament Greek
- b. Old Testament: Ancient Near Eastern cultures and comparison with Pacific cultures; history of Israel, and critical interpretation of history and tradition; study of canon and manuscripts; exegetical tools and methods; exegesis of selected passages from each genre including homiletic use; and critical use of translations.
- c. New Testament: Cultural setting of the New Testament, first century Judaism, and the Hellenistic world; exegesis of selected exegetical tools and methods; exegesis of selected passages from each genre including homiletical use; and critical use of translations.

1.112 Theological Studies

- a. Critical understanding of the historical development of doctrine in the cultural and ecumenical context; relationship of theology to the sources; Inculturation and contextual theology; knowledge of basic ancient, classical, and modern texts; hermeneutical methods and the critical use of general theological literature; and a personal synthesis.
- b. Systematic theology including faith/reason, revelation, inspiration, biblical authority, tradition of the church; history of theology; systematic study of the Triune God, Christology and Ecclesiology; selective courses on Trinity, Soteriology, the Liturgy and Sacraments, Pneumatology, and Eschatology; and modern theological trends.
- c. Christian Ethics including sources and systems - biblical and philosophical; and selected special ethics - eg. Bioethics, genetics, medical ethics, business ethics etc.

1.113 History of Christianity

- a. Critical understanding of the main events, movements and persons in the history of Christianity; periods, (beginnings of Christianity, Patristics, Middle Ages, Reformation, post-Reformation, 19th Century, 20th Century); movements (Monastic; Missionary; Ecumenical); Church and Politics; Sectarianism; the history of Christianity in the Pacific.
- b. Historical development in the spread of the faith, beliefs and doctrines; patterns of worship and spirituality, patterns of organization, leadership and ministry; relationship of Christianity and the Church to Society, culture and the state; and Ecumenical relationships.

1.114 PASTORAL MINISTRY

- a. Evangelization and Mission: Theology of evangelization and mission; methods and practices of evangelization in the Pacific.
- b. Worship and Liturgy: Worship, spirituality and prayer; expressive arts in worship,(drama, dance, mime); forms of worship and devotional life including historical development of liturgical worship; models of worship based on cultural practices (cf. Supporting Studies); church music; principles and praxis of creativity in worship.
- c. Preaching: Construction and practice of sermons/homilies using a variety of models: exposition, storytelling, dialogue, etc.; speech training, use of audio-visual techniques; communications and modern media technology.
- d. Christian Education: Defining Christian nurture and faith development; methodologies of teaching, (pedagogy/andragogy); preparation of programs for different age groups; education programs on Christian family and Christian ethics; familiarity with the administration of schools (if applicable).
- e. Pastoral Care: Traditional approaches to counselling and pastoral care; strengths and weaknesses of traditional approaches; identification of pastoral and personal problems/concerns; if possible includes a clinical pastoral education program (cf. Supporting Studies and references to Psychology).
- f. Leadership Skills Training - relational, managerial: Models of leadership; leadership by serving; practical experiences of leadership and exercising authority in the parish and local community; self-awareness of personal leadership weaknesses/strengths.
- g. Church Administration: Familiarity with church discipline and written laws and regulations for pastors/ministers; church and civil law regarding births, deaths and marriages, and other register

work; comparative church policies; principles of financial administration including basic accounting; principles and methodology of stewardship of fundraising; development of resources to meet local needs of pastors/ministers.

1.115 Supporting Studies

These studies are vital to the holistic academic development of the students.

An integration of related studies may include:

- a. Anthropology & Sociology: Introduction to basic concepts of culture, cultures as an integrated system, cultural and social change, values and traditions, and evolution of culture and society.
- b. Pacific Studies: Genesis of Pacific cultures, migration, kinship, mythology, oral traditions, rituals and symbolism.
- c. Philosophy: Introduction to basic philosophical concepts and systems, logic etc.
- d. Remedial Studies and Development of Academic Competencies: Use of English/French language including study skills, time management, comprehension and communication.
- e. Psychology: Experimental and developmental psychology.
- f. Media/Communication: Awareness of the power of modern media and communication in the Pacific as an instrument for evangelization and as obstacles to gospel values; an introduction to basic skills and technology for media use.

Because of the interdisciplinary nature of theological education, methods and assessments typical of the knowledge and skills of these related disciplines can be included:

- anthropology
- archaeology
- area studies
- classics
- counseling
- cultural studies
- economics
- education
- ethics
- gender studies or
- women's studies
- health studies
- history
- language(s)
- law
- literature
- media studies
- natural sciences
- philosophy
- political science
- psychology
- sociology
- social policy and social work
- visual and performing arts

Students will be expected to document their HEAD learning through essays, presentations, examinations, research, literature critiques, problem-based learning, etc.

1.12 **HAND: Learning to Do**

Theological Education should include a well-structured and carefully supervised field education program. Such a program should be under the direction of the faculty in cooperation with the church (es) which the institution serves. The primary focus of field education is to provide the opportunity of experiential learning by engagement in ministry.

The field education program should be planned in such a way as to assist students in five areas:

- **SELF AWARENESS:**

Field Education will enable the student come to greater self-awareness so as to recognize talents and gifts and accept and address deficiencies that may limit ministry

- **RELATIONSHIP DEVELOPMENT:**

Field Education will enable the student to experience and assist in the development of both personal and professional relationships. Ministers must learn to relate with each other and with those they serve.

- **ADAPTING THE MESSAGE:**

Field Education will allow students to learn how to teach, interpret and communicate the Christian faith to all people all ages and conditions

- **VARIETY OF EXPERIENCES TO HELP DISCERNMENT:**

Field Education will allow student to be exposed to different facets of, ministry to determine which, if any, is suited to them

- **APPLYING ACADEMIC LEARNING:**

Field Education offers the opportunity to integrate and apply academic learning to the work of ministry:

- To understand their own strengths and limitations in the light of which they will develop a model for their own ministry and a clearer understanding of the theological basis of the ministry;
- To nurture the ability to think theologically about the practical tasks of ministry;
- To acquire the skills necessary for effective ministry;
- To help students integrate the various components in their theological education, especially classroom learning and the practice of ministry.

The field education program should be under the direction of a member(s) of the faculty with appropriate qualifications - the Director of Field Education (DFE), who should have the responsibility for the development and oversight of the program and related teaching responsibilities. In larger schools, the DFE should be fulltime; in smaller schools the DFE may combine the work in field education with other teaching responsibilities.

Field education should include structured and evaluated participation in a field situation in church or community under the supervision of trained supervisors. A student pastorate without supervisor and evaluation should not

be regarded as a satisfactory form of field education. (See Appendix 3 pp.49-51 for the Accreditation Standards for Field Education).

Students will be expected to document their HAND learning through a combination of a range of practices including reflective critiques, video/audio samples of work, verbatim, portfolios, etc.

1.13 HEART Learning to Be

The ultimate outcome of the HEART Learning to Be process is the integration of the above into the life of the student. Students should be able to demonstrate:

CREDIBILITY through

- Commitment to the ongoing development of their spiritual life, character and ethical base
- Continuing congruity between who the student is and what the student does

COMPETENCE by

- Reflecting theologically on ministerial experiences, tasks and processes
- Integrating theory with the practice of ministry, enhancing the student's classroom learning experiences

CONFIDENCE through

- Broad exposure to and experience in the ministry of a variety of local church communities
- The mentoring of experienced pastoral supervisors

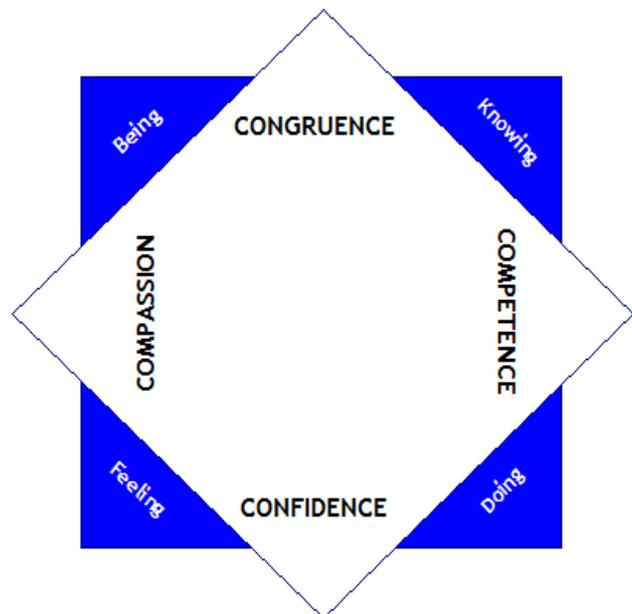
COMPASSION by

- Entering into other people's worlds and ministering incarnationally

As illustrated below, each of these four outcomes occur when two experiential dynamics coalesce.

Congruence occurs when being and knowing coalesce; **Competence** occurs when knowing and doing coalesce; **Confidence** occurs when doing and feeling coalesce; and **Compassion** occurs when being and feeling coalesce.

Thus the task of personal and professional formation is an important aspect of Theological Education. While students are primarily responsible for their own formation still a well-structured and carefully supervised program must be in place. 'Ministers are bridges not obstacles to meeting Christ'. Accordingly, the faculty, who are shepherds after the 'Heart of the Shepherd', must ensure the students are formed to love the Shepherd and the flock. Students are formed to live what they will preach and become prayerful and loving ministers. As with the holistic nature of theological education, such formation impacts the whole of an individual's life.



- SPIRITUAL LIFE

Students know God in their lives and ministries. They love to spend time with God in prayer. They are open to the work of the Holy Spirit, leading to a deep communion with Jesus, the Good Shepherd, through a filial attitude and trustful attachment to the church. They find joy and encouragement in reading and meditating on the Word of God.

- MORAL LIFE

Students nourished by the academic agenda cultivate human qualities. Such qualities include: being balanced, capable of pastoral responsibility, love truth and justice, loyal, respect all persons, compassionate, hospitable, people of integrity. They are capable of building good relationships with others and encouraging the same in others. They are responsible and exemplary in marriage or celibacy.

- SOCIAL LIFE

Students nourished by the Word and the academic agenda are fully human. They enjoy spending time visiting and being with people. Organized religion has the unfavorable habit of separating people; this calls on students to be ecumenical in relating to all people. Students need to love reading as a social practice. The one who reads is never lonely.

- HEALTHY LIFE

Being holy and being healthy are the same. Students are formed to be healthy people and to appreciate being healthy. This demand of them to do some physical exercises. The school must ensure sporting facilities are available. Times for manual work must also be set. Too many ministers are unhealthy due to food; students are to form themselves to 'eat to live' and to eat healthy food.

Students will be expected to document their HEART learning through a combination of a range of practices including Journaling, Personal/Professional Development Portfolio comprising reflective critiques, etc.

1.2 EXAMPLE FOR A BACHELOR'S PROGRAM IN THEOLOGY

1.21 Graduate Profile

The qualities of mind that a competent student should acquire by studying Theology may be characterized as follows:

1.211 Knowledge & Understanding

- a. Demonstrate knowledge of a particular Christian tradition and engage intelligently with its values, skills and attitudes.
- b. Be able to think critically and reflectively about the sources of theology, at levels which fit with the program.
- c. Be familiar with the fundamental skills in exegesis, historical and theological methodologies and show some knowledge (understanding) of appropriate related disciplines (humanities, social sciences, philosophy, pacific studies, anthropology etc.).

1.212 Application

- a. Effectively communicate ideas in crafted writing (e.g. essays), articulate and focused preaching and teaching and through visual media.
- b. Skillfully use library resources, IT and computer skills to capture data, identify source material, inform research and enhance presentations
- c. Demonstrate knowledge and appreciation of the unity and diversity of Pacific island cultures particularly to be able to critically evaluate them in terms of theology and scripture.
- d. Developed a style of leadership in management and for worship that is truly collaborative, respectful, shows care for the marginalized and reflects fully what they teach and preach
- e. Be a person who possesses a critical self-awareness of one's own strengths and weaknesses as a learner.

1.213 Autonomy

- a. Work independently (and collaboratively); be self-directed in learning and study.

The above description reflects the student attainments that providers focus upon achieving by the time of graduation.

1.22 *Guidelines on Expected Learning Outcomes*

In Theological Education, the distinction between the academic levels has more to do with a deepening of experience than with introducing radically new elements. There is a spiraling effect as a student moves to the next level and the components become more comprehensive in its depth and treatment of a particular aspect. The following statements are an example using the Bachelor

of Theology. These Learning Outcomes are expansions of the Graduate profile listed in 1.21.

These will need to be adjusted for different levels and programs of study with different nomenclatures.

This section is divided into three categories:¹ knowledge and understanding; application; and autonomy. Within these categories are statements outlining the minimal requirements (threshold outcomes) for an award and the statements identifying the desirable outcome (typical outcomes) for an award.

1.221 Knowledge and Understanding

Threshold outcomes

On graduating with a Bachelor's degree in theology, students should be able to:

- Demonstrate knowledge of at least one Christian tradition in some of its varied and central forms
- Describe in broad terms some of the following: political, social, textual, intellectual, historical, theological, ritual, ethical, institutional and aesthetic expressions of Christianity.
- Describe, where appropriate, Christianity's and to an extent Judaism's classical sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods, and in different social, political, economic or geographical settings
- Summaries, represent and interpret a range of both primary and secondary sources of theology including materials from different disciplines
- Demonstrate an awareness of key themes, debates, and methods of the discipline of theology and, where appropriate, related disciplines from, for example, the humanities or the social sciences eg. Anthropology, Sociology, Pacific Studies, Psychology.
- Demonstrate an understanding of a variety of religious traditions (Christian and non-Christian) and be able to explore with sensitivity possibilities for closer relationships.
- Use a number of appropriate methods of study, for example, philosophical, historical, systematic, dogmatic, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological
- Demonstrate awareness of Christian religious contributions to debate in the public arena about, for example, values, truth, beauty, identity, health, peace and justice

¹The PQF describes this profile using these three categories: Knowledge & Understanding; Application; and Autonomy. The Fijian Qualifications Framework has an additional two categories: Generic [G]; and Communication, Information Literacy and Numeracy [CIN]. Statements which apply to the FQF G category are identified by "*" and statements which apply to the CIN category are identified by "#".

Typical outcomes

On graduating with a Bachelor's degree in theology, students should be able to:

- Demonstrate comprehension of and intelligent engagement with the richness of at least one Christian tradition in its varied and central forms
- State clearly, discuss and demonstrate critical comprehension of some of the following: the political, social, textual, intellectual, historical, theological, ritual, ethical, institutional or aesthetic expressions of Christianity.
- Discuss and demonstrate, where appropriate, critical comprehension of Christianity's and to an extent Judaism's classical sources and their subsequent articulations by some interpreters of the tradition(s) in different historical periods and in different social, political, economic, or geographical settings
- Evaluate and critically analyses a diversity of primary and secondary sources of theology, including materials from different disciplines
- Demonstrate comprehension and critically analyses a range of themes, debates and methods of the discipline and where appropriate related disciplines from, for example, the humanities or social sciences and evaluate a range of critical scholarship associated with these disciplines eg. Anthropology, Sociology, Pacific Studies, Psychology, etc.
- Demonstrate an understanding of a variety of religious traditions (Christian and non-Christian) and be able to explore with sensitivity possibilities for closer relationships.
- Demonstrate intellectual flexibility through the practice of a variety of complementary methods of study, for example, philosophical, historical, systematic, dogmatic, phenomenological, linguistic, hermeneutical, empirical, speculative, social scientific, archaeological
- Demonstrate awareness of and critical assessment of Christian religious contributions to debate in the public arena about, for example, values, truth, beauty, identity, health, peace and justice

1.222 Application

Threshold outcomes

On graduating with a Bachelor's degree in theology, students should be able to:

- Represent views other than the student's own with fairness and integrity and as appropriate express their own identity without denigration of others
- Communicate information, ideas, arguments, principles and theories by a variety of means, for example, essays of various lengths which are clearly organised and presented

- Communicate information, ideas, principles and theories by appropriate oral and visual means eg. demonstrating skills in preaching and teaching
- Identify, gather and discuss primary data and source material, whether through textual studies or fieldwork
- Attend to, reproduce accurately and reflect on the ideas and arguments of others
- Engage with empathy and integrity with the convictions and behaviors of others with particular emphasis on those who are marginalized, sick, migrants etc. who need special pastoral care
- Work collaboratively as a member of a team or group
- Demonstrate an understanding of principles of leadership and the associated management practices for parish and congregational organizations
- Lead meaningful congregational worship to enable participants to respond to a personal encounter with God
- Use library resources in order to identify source material, compile bibliographies, inform research and enhance presentations
- Use IT and computer skills for data capture, to identify source material and support research and presentations

Typical outcomes

On graduating with a Bachelor's degree in theology, students should be able to:

- Represent views other than the student's own sensitively and intelligently with fairness and integrity, while as appropriate expressing their own identity without denigration of others, through critical engagement in a spirit of generosity, openness and empathy
- Communicate information, ideas, arguments, principles, theories, and develop an argument by a variety of means, for example essays of various lengths and dissertations which are clearly and effectively organised and presented
- Communicate information, ideas, principles and theories and develop an argument effectively by appropriate oral and visual means, and relate materials to an intended audience eg. demonstrating skills in preaching and teaching
- Identify, gather and analyses primary data and source material, whether through textual studies or fieldwork
- Attend to, reproduce accurately, reflect on and interact with the ideas and arguments of others
- Engage with empathy, integrity and critical reflection with the convictions and behaviors of others with particular emphasis on those who are marginalized, sick, migrants etc. who need special pastoral care
- Work collaboratively as a member of a team or group in a way which allows each individual's talents to be utilized effectively
- Demonstrate an understanding of principles of leadership and the associated management practices for parish and congregational organizations (adjust for typical)

- Lead meaningful congregational worship to enable participants to respond to a personal encounter with God (adjust for typical)
- Make discriminating use of a full range of library resources in order to identify appropriate source material, compile bibliographies, inform research and enhance presentations*
- Use IT and computer skills for data capture, to identify appropriate source material, support research, and enhance presentations[#]

1.223 Autonomy

Threshold outcomes

On graduating with a Bachelor's degree in theology, students should be able to:

- undertake independent study (including time management)
- Show critical self-awareness about one's own beliefs, commitments, and prejudices.

Typical outcomes

On graduating with a Bachelor's degree in theology, students should be able to:

- Undertake independent/self-directed study/learning (including time management) and reflect on one's strengths and weaknesses as a learner
- Show independence in thought, and critical self-awareness about one's own beliefs, commitments and prejudices.

Theological Schools need to reflect these principles in the design and delivery of their programs of Theological Education.

2. THE PACIFIC QUALIFICATIONS FRAMEWORK [PQF]

SPATS Accreditation Standards and Guidelines apply the principles of the Pacific Qualifications Framework [PQF] in the context of Theological Education in the South Pacific, as outlines in Section 1. The following excerpts highlight the core components of the PQF. However, SPATS recommends institutions designing and reviewing their curriculum refer to the complete documentation outlining the Pacific Qualifications Framework.

2.1 CREDIT VALUE

The PQF is a credit-based framework. The volume of learning of complete qualifications and their components is defined in terms of credits where a credit represents the notional time it takes an average learner to achieve the learning outcomes of a component of a qualification. Notional hours include time in direct contact (as in lectures and tutorials), practical and field work, time in independent study and time spent doing assessments. One credit is equivalent to ten notional hours of learning at the appropriate level. A year of full-time study is, therefore, notionally equivalent to 120 credits. The total credit volume of a qualification is the sum of the credits of its components which may be units, modules, courses, papers, or competencies expressed as whole numbers.

2.11 Credit points

Credit points are used to quantify complete qualifications and components of qualifications and to give them a value. The numerical value (number of credits) assigned to a full qualification (as well as to its components) represents the estimated time needed for a typical learner to demonstrate that all the specified outcomes have been achieved.

2.2 LEVELS

There are ten levels within the PQF that are described in terms of their level of complexity of learning. Generic descriptors are used across three domains: knowledge and skills, application, and autonomy.

The levels:

- Enable comparison of qualifications and components of qualifications regardless of length or duration of the designed program
- Are open-ended at the top and bottom levels, enabling all learning to be recognized
- Do not discriminate between qualifications derived from different sectors.

2.21 Generic Level Descriptors²

The generic learning outcomes for each of the ten levels are listed in Appendix 1. Each level is defined by generic outcomes descriptors that reflect the degree of complexity of knowledge and skills, application and autonomy. The generic level descriptors will be used for making broad determinations of the outcomes of a qualification or a component of a qualification. Along with the qualification type descriptors, they will be used for referencing purposes for accredited qualifications and components of qualifications listing on the PRQS. The level descriptors were informed by the European Qualifications Framework, the 2009 Samoa Qualifications Framework and the 2011 New Zealand Qualifications Framework, *The Credit Matrix: Building bridges*. (Victorian Registration and Qualifications Authority, March 2008) and by the recently revised Australian Qualifications Framework, 2010.

²Pacific Qualifications Framework, Appendix 1 pp.39-47.

2.3 QUALIFICATIONS

2.31 Qualification Type Descriptors

Qualification type descriptors apply to whole qualifications recognized by the PQF. There are two sets of descriptors:

- The profiles for the level and credit points of each PQF qualification type
- The summary descriptors for each PQF qualification type.

2.32 Qualification Type Overview³

This section provides the summary descriptors for each qualification type. These descriptors outline for each qualification type the purpose, entry requirements (if any) and the qualification's relationship to other qualifications.

2.33 Title of Awards⁴

The following naming conventions have been adopted.

1. Doctor of [*field of study*]
2. Masters of [*field of study*]
3. Post-graduate diploma of [*field of study*]
4. Post-graduate certificate in [*field of study*]
5. Graduate diploma of [*field of study*]
6. Graduate certificate in [*field of study*]
7. Bachelor (Honours) of [*field of study*]
8. Bachelor of [*field of study*]
9. Diploma of [*field of study*] (6)
10. Diploma of [*field of study*] (6)
11. Certificate in [*field of study*] (4)
12. Certificate in [*field of study*] (3)
13. Certificate in [*field of study*] (2)
14. Certificate in [*field of study*] (1)
15. Program in [*field of study*] - This title is to be used for accredited programs that have a specified outcome, consist of more than one component but do not meet a qualification outcome.

³Pacific Qualifications Framework, Appendix 1 pp.39-47.

⁴Pacific Qualifications Framework, Appendix 1 pp.39-47.

3. ACCREDITATION STANDARDS

These Accreditation Standards and Guidelines differentiate between the ability for an institution to deliver a program and the accreditation of a qualification. Both aspects are important. The Accreditation of an Institution is the focus of the first part of this section (application template in Appendix D) and the Accreditation of the Qualifications is the focus of the second part of this section (application template in Appendix E).

3.1 INSTITUTIONAL STANDARDS

The Accreditation of the Institution examines a range of evidence to demonstrate that the institution has the capacity (infrastructure and resources) to deliver a program of study. The evidence is grouped into the following seven categories.

3.11 Theological Institution

3.111. The institution offers at least one program of study in Theological Education.

3.112. The co-curricular life of the institution provides opportunities for spiritual formation and growth.

This category requires institutions to demonstrate that they are offering programs of Theological Education within the South Pacific, by providing a list of all programs of study. Evidence of opportunities for spiritual formation and growth in co-curricular activities should also be provided.

3.12 Legal Status

The institution is legally constituted and registered and has an appropriate governance structure.

This category focuses on documentary evidence that the institution is a bona fide institution lawfully constituted and registered in the country(s) of operation and/or that it is an authorized agency, branch, center or campus of a lawfully constituted overseas institution. It also focuses on the governance structures and bodies in place, including the qualifications and experience of the governing body and management to govern and operate the institution.

3.13 Management & Finance

3.131. The institution's operations are governed by its statutes or by-laws or rules.

3.132. The institution irrespective of its size or purpose has demonstrated sound and transparent accounting and financial practices and shows its financial viability.

3.133. Fee policies, including fee refund policies are clearly stated.

This category seeks documentation on the relationship between the governors and the management as well as the structure of the organization. Policies, procedures and other systems to ensure coordination and consistency in operations should also be documented. Evidence of the financial viability of the institution, compliance with taxation requirements, transparency of accounting and financial practices as well as the regular maintenance or upgrade of facilities is required. Details of the programs and fees, including fee refund policies, as well as institutional publications, including the website, are also requested.

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

3.14 Quality Processes

3.141. The institution has a system of assuring the quality of its programs, components and qualifications i.e. A Quality Processes.

This category focuses on the three key quality processes expected of a theological institution: benchmarking; quality assurance; and quality improvement. (See Appendix 6 for more information).

Benchmarking involves comparing a set of products or services against the best that can be found within the relevant industry sector. This usually requires four steps: understanding your own institutional processes; analyzing another institutions processes; comparing your processes and performance with that of those analysed; and implementing steps to close the performance gap.

Quality Assurance (QA) is a process oriented to guaranteeing that the quality of a product or a service complies with some pre-determined standard. These standards would be expected to reflect the norms of the relevant industry. This usually requires a comparison of the quality of the product with the minimum standard set either by the producer or provider or some external government or industry standards authority.

Quality Improvement (QI) is concerned with the continuous raising of the quality of a product or service. The comparison made is between

the quality of the current product and the standard being aimed for. This is a comparison with self rather than others and focuses more on specific aspects of an organizational unit's performance.

Documentation of the QMS, including arrangements for benchmarking, QA and QI are requested.

3.15 Teaching & Learning

3.151. There are appropriate and adequate academic policies, structures, including relevant positions for academic governance and leadership.

3.152. The curriculum is designed, developed and monitored by qualified people.

3.153. Students are assessed in accordance with assessment procedures that promote fairness, transparency and integrity.

3.154. There is adequate learning support for students at orientation and throughout their studies.

This category focuses on the structures which govern the academic program of the institution, including the processes of curriculum development, monitoring, evaluation and review, often associated with an internal quality assurance process. Documented assessment policies and practices are required. Documents which outline the academic programs offered as well as the orientation and support for the learners are requested.

3.16 Faculty, Staff & Students

3.161. The institution has appropriately qualified faculty to deliver the programs.

3.162. The institution has policies on staff recruitment, appraisal and development which is fair and is consistent with the institution's mission and goals.

3.163. The institution has processes to deal with both grievances and discipline of faculty, staff and students.

3.164. Expectations and procedures for Field Education are clearly stated.

This category documents the qualifications and experience of academic faculty and support staff, ensuring that the qualifications of the faculty are one level above the level of their lecturing, there is an adequate faculty/student ratio, and policies for faculty recruitment, appraisal and development. This category requests documented evidence of rules and regulations which explicitly state the responsibilities of faculty, staff and students, policies on field education, including the responsibilities of providers, the institution and the student, and processes to deal with both grievances and discipline of faculty, staff and students.

3.17 Infrastructure and Environment

3.171. The institution has appropriate facilities for teaching and learning

3.172. The institution is OHS compliant and it ensures the continuous health and safety of its students and staff through appropriate arrangements.

3.173. The institution ensures regular upgrading of buildings and equipment.

This category documents the provision of buildings, facilities and services which are approved by the relevant authorities, including the Fire Authority, as well as work practices which are compliant with Occupational Health & Safety regulations. Provision of adequate space for learning and teaching as well as facilities for the disabled are to be documented. The environment for the institution, as well as the hygiene of the institution will also be considered. Evidence is required that there are adequate facilities, equipment and resources, including Library and information and communications technology (ICT), for learning and teaching (cf. 3.23).

As these requirements for the successful operation of Institutions of Higher Education are somewhat generic, in jurisdictions where Theological institutions are required by law to be registered with a government agency, SPATS will mutually recognize such a registration, requiring institutions to only document any additional elements unique to the SPATS Standards and Guidelines for the Accreditation of Institutions.

3.2 PROGRAM ACCREDITATION

3.21 Curriculum

The curriculum for this program, including its title, purpose and learning outcomes, is coherent.

3.211 The title of the qualification provides an accurate indication of the subject area and conforms to the naming protocols (See 2.33 Title of Awards).

3.212 The purpose statement identifies any specifically targeted student body and the relationship between the program and employing entities, such as the Church.

Purpose statements must:

- identify why learners should study the qualification;*
- consider the needs of the Church and congregations, needs identified through analysis, surveys, evaluations or reviews, and how the qualification aims to meet these needs*
- identify the target group of learners*
- match the level of the qualification*
- identify 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*

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

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

3.213 The qualification outcomes are consistent with the requirements of the PQF.

The learning outcome of each component of the qualification should be stated. The learning outcome statements should express what graduates gain as a result of the qualification in terms of applied knowledge, skills, understanding and attitudes.

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

Learning outcomes are required for every module. The learning outcomes must reflect the level of the component.

Learning outcomes must be accompanied with evidence requirements i.e. how do we know a good one when we see it?

Learning outcomes are consistent with the purpose of the qualification.

The level and learning outcomes must match published level descriptors for the PQF (See 2.21)

Components must include measurable 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 preach an expository sermon. (an applied skill)

But on its own this learning outcome is not measurable. It needs an evidence statement or requirement. For example an evidence statement might be expressed:

Each sermon should apply a passage of scripture to life today in a structured and coherent presentation.

Evidence requirements that enable learning outcomes to be measured are written in the format:

-Noun + verb + condition or context.

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.

3.214 The structure of the qualification is appropriate to the purpose and learning outcomes.

The combination of components is consistent with the purpose of the qualification.

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

The qualification structure describes how the components of a qualification are integrated to provide a balanced and logical learning program.

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

One credit represents 10 notional hours of student learning activity. This learning includes classroom, supervised and self-directed hours, assessment time, assignment writing and field education.

A normal year of fulltime 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 PQF credits in one full-time year requires specific justification.

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 PQF.

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

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. The certification should have acceptance from industry and must comply with PQF criteria.

3.215 The qualification reflects the characteristics of Theological Education - its content, processes and outcomes as outlined in Section 1.

Each qualification appropriately reflects the sub-disciplines of theological education as discussed above.

Each qualification demonstrates the integration of the processes of HEAD, HAND and HEART.

Each qualification has outcomes appropriate to the designated levels of the Pacific Qualifications Framework and consistent with each of the sub-disciplines of Theological Education.

3.22 Faculty

The institution has the capacity, with regard to appropriate academic staffing, to support sustained delivery of the qualification, in all delivery modes.

3.221 Teaching staff is adequate in number and appropriately qualified. Identify the likely numbers 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.

3.222 Teaching staff have appropriate experience and expertise in teaching, with regard to the proposed delivery modes.

- *Demonstrate how the personnel element of your Quality Processes is applied to the proposed qualification.*
- *If staff have already been recruited, or provider's current staff are to deliver the qualification, brief CVs should be included with the application (if they were not provided at the time of Institutional Accreditation. 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 staffs are yet to be appointed, person specifications (a profile of the person being sought, minimum qualifications and experience etc.) must be supplied.*

3.223 In the Field Education components, the roles and responsibilities of the supervisory staff and the institution are formalized.

Agreements between the organization, learner and the employer (provider of Field Education) must be included with the application. In the agreement, include:

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

3.224 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.

3.225 Teaching Staff will keep up-to-date with the scholarly literature in their discipline and with practice-based developments in the context in which their graduates are expected to work

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

3.23 Resources

The institution has the capacity, with regard to library & IICT facilities, teaching facilities, physical resources and support services, to support sustained delivery of the qualification, in all delivery modes.

3.231 LIBRARY -

The library contributes to the teaching in the institution, as a well-organised, well-used source of relevant information for students and staff. *(See further details in Appendix 2 p.47)*

The library should allow staff and students adequate access to library materials through convenient opening hours and loan periods. It should be organised so those users are guided to materials on particular subjects as well as drawing them to find specific items where the author and title are known. There should be reference books that are not borrowed and a reserve collection of items recommended for programs currently being taught. Inter-library loan schemes and internet connections are encouraged.

3.232 ICT (where available)

The institution provides staff and students adequate access to appropriate information technology (computers, printers, scanners, internet, etc.) through intranet and/or convenient opening hours for ICT facilities.

The institution should provide electronic resources including journals and books.

Where these provisions are available, institutions should be expected to educate staff and students to the ethical use of these resources including issues of intellectual property, discriminatory skills in analyzing the quality of such information, and morally appropriate sites.

3.233 The organization 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.

3.234 The organization has put in place the necessary teaching facilities and physical resources.

3.235 The organization has established detailed development and acquisition schedules appropriate to the qualification implementation timetable.

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, program notes, textbooks.

3.236 Adequate and appropriate program 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 program. As in other sections, a learner/program/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 processes that addresses guidance and support services to learners and how they will be applied to this qualification.

3.237 The organization's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the qualification.

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

3.238 Any changes to the organization's Quality Processes necessary to support implementation and sustained delivery of the qualification have been identified.

Clearly indicate where any changes have been made to the QMS 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.

3.24 Modes of Delivery & Learning Methods

The delivery and learning methods, in the light of the stated learning outcomes, are adequate and appropriate for all modes of delivery.

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

3.242 Delivery and facilitated learning methods are appropriate to the nature of the qualification, the learning outcomes, the proposed modes of delivery and the prospective learners.

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

- The target learner group;*
- The learning outcomes;*
- Learner support needed; and*
- 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 SPATS to deliver a qualification by distance learning. (See Appendix 5 for guidelines on Distant and Flexible Learning)

Explain how the modes or delivery will allow the learning outcomes and purpose 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.

(See Appendix 3, which contains specific accreditation standards for an Extension Campus, and Appendix 4, which contains specific accreditation standards for institutions that offer their Programs of Study via Distance Flexible Learning.)

3.233 All field education components are integrated into the qualification.

Provide a sound educational rationale for the field education components. 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.

See Appendix 2, which contains specific accreditation standards for Field Education.

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

3.25 Assessments

- a. The institution has processes to ensure that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes.
- b. The institution uses appropriate assessment methodology to ensure fairness, validity and consistency in assessment, given the stated learning outcomes.

3.251 Assessment methodology and planning are appropriate.

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

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, and 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.

3.253 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.
Describe any timelines for the provision of formative and summative feedback,
e.g. marked assignments with written comments will be provided
within 3 weeks of the due date.*

3.254 Where the qualification includes a research component or is a research-based qualification, learners are provided with appropriate research supervision

Provide evidence as to the appointment of suitable research supervisors who are appropriately qualified and experienced to oversee the research project.

Provide evidence of regular feedback on progress from supervisors.

Demonstrate how this feedback has identified any learners who are not progressing sufficiently are identified early on and what action will be taken to improve their progress.

Provide evidence of the processes in place should there be breakdown in the supervisory relationship, including

Evidence that should a change of supervisor be required, appropriate transitional arrangements have been implemented.

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

Explain how moderation policies and procedures in your QMS will be applied to this qualification.

Provide plans for internal and external moderation of assessments.

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 has responsibility for moderation and who will carry out the moderation.

Assessment of unit standards must meet the national moderation requirements.

3.26 Policies

The institution has adequate and appropriate regulations to 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.

Qualification regulations must be available to all learners. Regulations would normally be included in a learner or program handbook - see below. Include a handbook (or a draft) with the application.

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

Requirements for admission to the organization and to the qualification. Include any entry information that prospective learners need to know.

Entry requirements must 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.

Where the number of qualified 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.

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

Cross-crediting (from another qualification within the organization);

-credit transfer (from a qualification awarded by another organization);

-recognition of prior learning (credit awarded for informal or uncertificated learning).

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

Show how this area of your Quality Process 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.

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

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.

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 on these arrangements.

Assessment, including provisions for reassessment and appeals.

Show how this area of your quality process is applied to the qualification. Provide any regulations or procedures for reassessment and appeals.

Provisions for dealing with instances of impaired performance due to unavoidable circumstances (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 process 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.

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 Diploma in Theology, 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.

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.

3.27 Monitoring, Evaluation and Review

The institution has adequate and effective processes: for the evaluation and review of course delivery against defined program standards and regulations; for the monitoring of improvements following evaluation and review; and for determining whether a program shall continue to be offered.

3.271 There is an effective system for the regular monitoring, evaluation and review of programs such that the program approval and accreditation criteria and requirements continue to be met.

The system must include structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic communities, and other stakeholders are taken into account.

- *Demonstrate how this area of your Quality Processes is applied to the program.*
- *Explain how ongoing monitoring, evaluation and review of this program will take place, what stakeholders will be involved and who will be responsible for ensuring the process is completed.*
- *Ensure that delivery at all sites and delivery by each mode is evaluated and contributes to the overall program review.*
- *Indicate a date when the organization will carry out a major review of this program. This review should involve consultation with initial stakeholders.*
- *Specify those that will be consulted for the major review. Evidence of the major review will be verified at the next quality audit.*
- *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 resulting from unavoidable circumstances*
- *Qualification structure (see also 3.1)*
- *Progress through the qualification*
- *Requirements for completion of the program and for the award of any qualifications, including provisions for the award of grades etc.*

3.272 Changes to approved program are managed consistently with external requirements (e.g. Program and component change requirements, Professional Body requirements).

Show how this area of your Quality Processes is applied to the program. Ensure that all program changes incorporate any requirements set by external bodies are kept up-to-date. External bodies may include PRQS, National HE Agencies, and renewing contracts with other providers, SPATS etc.

4. ACCREDITATION PROCEDURES & PROCESSES

There are two phases to the process of Accreditation. The first is the accreditation of the institution which documents the necessary evidence to demonstrate that the institution has the capacity (infrastructure and resources) to deliver a program of study. The second phase is the accreditation of the qualifications offered by the accredited institution.

4.1 ACCREDITATION OF THE INSTITUTION

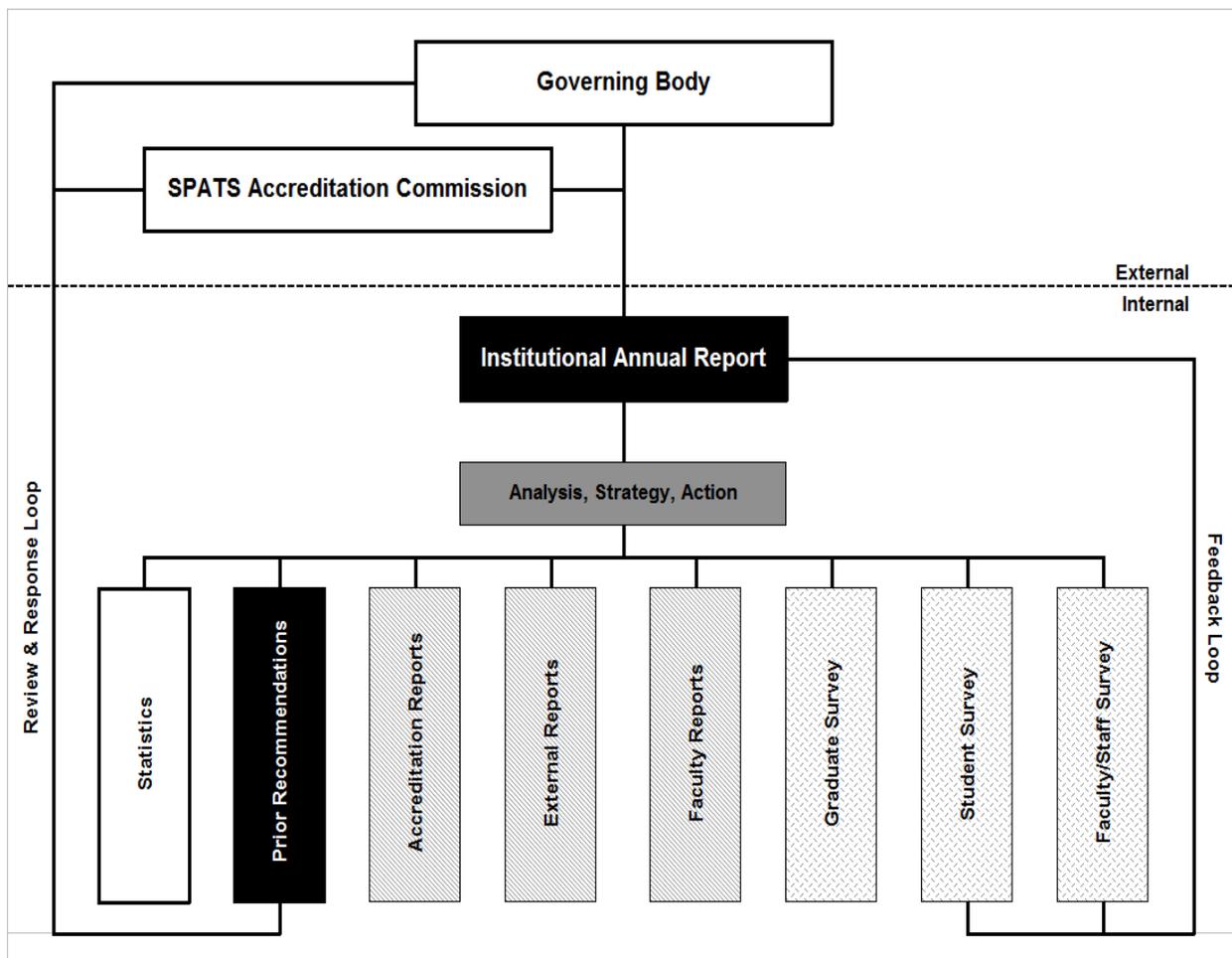
Requirements for the successful operation of Institutions of Higher Education are somewhat generic. In jurisdictions where Theological institutions are required by law to be registered with a government agency, SPATS will mutually recognize such registration. Only additional elements unique to the SPATS Guidelines for the Accreditation of Institutions will be required. In other jurisdictions the following process will apply.

4.11 Initial Application

- When a member school decides to seek accreditation, the Principal of the institution should write to the General Secretary of SPATS with a statement indicating the intention to begin the accreditation process.
- The General Secretary will pass the information to the Accreditation Commission, which will contact the institution in order to:
 - Provide all necessary information and forms; and
 - To offer assistance through correspondence and in person through a preliminary visit to the institution by an Accreditation Commission member.
- Institutions will complete the application form in Appendix 7 and provide the necessary documentary evidence as required.

4.12 Annual Reports

A part of the Internal Quality Assurance process underpinning the SPATS Accreditation is the Annual Reports. There are four components to the Annual Report: Data collection; data analysis; report to SPATS; and response to SPATS. Typically this internal quality assurance process would also include a feedback loop to the internal stakeholders. (See Appendix 10 provides a template for the Annual Report.)



Annual Reporting Process

DATA COLLECTION

Data is collected from the following eight sources:

- i. Prior recommendations
- ii. Statistics
- iii. Accreditation reports
- iv. External Examiner reports
- v. Faculty/Staff reports
- vi. Graduate surveys
- vii. Student Evaluation of Teaching & Learning
- viii. Student and Faculty surveys of support services

DATA ANALYSIS & STRATEGIES

Once this data is collected and processed, it is assessed and evaluated by employees within each part of the institution. As a result of such critical reflection, good practice is identified and commended, and actions plans are proposed to address the challenges noted.

SPATS ACCREDITATION COMMISSION

The Annual Report is then submitted to the SPATS Secretariat for consideration by the Accreditation Commission. The report from the Accreditation Commission would cluster around four responses:

- Commendations
- Concerns
- Recommendations
- Requests

RESPONSE LOOP

The institution would consider the concerns, recommendations and requests of the SPATS Accreditation Commission and formally respond to them in the next Annual Report, outlining the actions taken to address the requests, responses to the recommendations and consideration given to the concerns.

4.13 Renewal

Institutional Accreditation will be for a period up to SIX years. Renewal should be completed while the accreditation is still valid. A renewal process would usually be scheduled in conjunction with the renewal of the Accreditation of Qualifications. Notification of this will be initiated by the SPATS Secretariat around a year before the expiry of the accreditation.

4.2 ACCREDITATION OF PROGRAMS

As the accreditation of Theological qualifications require specific requirements, SPATS will utilize the professional expertise of its Accreditation Commissioners to review and evaluate proposals for program accreditation. The following process will apply.

4.21 Initial Application

- When a member school decides to seek program accreditation, the Principal of the institution should write to the General Secretary of SPATS with a statement indicating the intention to begin the accreditation process.
- The General Secretary will pass the information to the Accreditation Commission, which will contact the college in order to:
 - (a) Provide all necessary information and forms; and
 - (b) To offer assistance through correspondence and in person through a preliminary visit to the institution by an Accreditation Commission member.
- Ideally new programs should be accredited before they are offered.

4.22 Self-study

The institution will then undertake a self-study against the Program Accreditation Standards. A Committee made up of Faculty and other members of the institution, possibly including students, graduates and members of the governing body, should undertake this self-study. The guidelines published in this document provide the outline of the self-study.

Note: It is likely that the self-study will identify some areas for improvement. Institutions should commence making improvements they identify through the self-study, for discussion during the site visit. That is, there is no need for an institution to wait until after the completion of the accreditation process if there are obvious improvements that can be commenced. Making a start demonstrates that the institution has learnt from the self-study process.

4.23 Application

The institution will then complete the application form. The application form is in Appendix 8 provides.

4.24 Supporting Documents

In addition to the application form, various documents and evidence are also needed. These include:

- The self-study
- copies of curriculum, including graduate & learning outcomes

- Information on staffing
- Teaching loads for each teaching member of staff
- Institutional Handbook(s)
- Samples of assessment tasks, work done by students and assessed by staff and the assessment criteria. These samples would include all three aspects of the accreditation standards - Head; Hand; and Heart. Each sample should include at least three assessments in each of the disciplines of study, at each of the levels offered and represent good, average and poor work.
- Budgets

4.25 Initial Review by Accreditation Commission

When the report of the self-study (consisting of the written responses to the items in the guideline and the various supporting documents) is received, members of the Accreditation Commission will review it. An accreditation visit will then be planned, a visitation team mutually acceptable to the Commission and the college nominated, and a time convenient to both the college and the team agreed on. (If it is not possible to arrange for a visit at the time the written material is submitted, the accreditation Commission may make a provisional recommendation to the executive on the basis of written materials. A final recommendation would then follow when the visitation was carried out, which must be within two years of the accreditation Commission's provisional recommendations.)

4.26 Site Visit

The visit of the accreditation visitation team to the college applying for accreditation is an important aspect of the process, but it should not be thought of as the central or most important part. The essential part of the accreditation process is the self-study that is done by the college itself.

These visitations share in the life and work of a school over a period of time (usually two or three days) in order to assess its effectiveness in training students for a ministry equipped and competent to meet the current needs of a particular church and community.

In order to do this it is necessary to:

- a. observes the institution in its context;
- b. evaluate the capacity of teachers and the effectiveness of the educational process as a whole;
- c. assess the eligibility of students for a particular program;
- d. see how the program of study relates to the context of continuing regional and global issues; involves students in the Christian community and its way of life, and requires them to reflect on its significance; involves students in and provides resources for understanding it and for the opportunity for service within it; encourages the growth of the whole person, and develops skills of immediate use in the Christian community;

- e. meet with the governing board to review policies and plan for development if possible;
- f. meet with the staff regarding methods of assessment, methods of education and use of resources;
- g. meet with the students or their representatives in order to receive their perception of the academic programs.

The site visit essentially aims to confirm or otherwise the claims in the self-study, to triangulate and validate evidence already provided and to obtain new evidence. An initial report (see Appendix 9 for Template) will be prepared by the team and discussed with the Principal of the institution, and with institution staff as agreed by the Principal. This will give the institution an opportunity to comment on any errors of fact or emphasis. The team will review this feedback and adjust the report accordingly. The report will then be submitted to the Accreditation Commission.

4.27 Review by Accreditation Commission

The Accreditation Commission will review the Visitation Team's Report and recommend accreditation or postponement of accreditation to the Executive. The recommendation will include details of the programs to be accredited and the exact dates of accreditation.

Either the Executive Committee or the Council of SPATS will take the final action on the recommendation of the Accreditation Commission.

4.28 Changes to Accredited Programs

The following statements outline the responsibilities for institutions should changes to accredited programs be required within the period of accreditation.

- a. Changes that must be **approved** by the Accreditation Commission
 - The introduction of a new academic qualification (including those that are the property of another institution).
 - The introduction of new subjects or courses, which is defined as a collection of papers with a common theme, constituting a "major", whether or not that term is used.
 - The introduction of a minor subject or course when there is no established major in the subject.
 - The introduction of a new conjoint program.
 - Substantial changes in the structure of a qualification.
 - Changes to the entry requirements for a qualification.
 - A change to the name of the qualification.
- b. Changes that must be **reported** to the Accreditation Commission
 - Introduction of a graduate or postgraduate certificate or diploma where the qualification is made up of components from existing approved programs.
 - Introduction of a Level 7 certificate or diploma where the qualification is made up of components from an existing approved bachelor's degree.

- Introduction of a minor subject in an undergraduate degree when the institution has an approved major in that subject.
 - The deletion of subjects or an entire program.
- c. Changes that need not be submitted to the Accreditation Commission
- Minor proposals involving the addition or deletion of components within approved programs, addition or deletion of pre/co-requisites to individual components, amendments to the wording of prescriptions or other minor adjustments to regulations.

4.29 Maintenance and Renewal of Accreditation

Mid-term of the initial accreditation (or renewal), the institution will receive an interim visit from at least one qualified person on behalf of the Accreditation Commission to assess with the institution the level of theological education and to discuss changes since the last visit. In preparation for the interim visit, the institution should identify any changes that have taken place in the areas covered by the original self-study report and prepare a brief report.

The process for renewal of accreditation is essentially the same as that of initial accreditation. Much of the material submitted in the first report may still be relevant; though it should be reviewed and changed as necessary. The same guidelines for self-assessment at each academic level should be followed.

The Accreditation of Qualifications will be for a period up to SIX years. Renewal of accreditation should be completed while the accreditation is still valid. Notification of this will be initiated by the SPATS Secretariat around a year before the expiry of the accreditation. The renewal process and documentation cycle will begin with the Self Study (See 4.22).

APPENDIX

1. A SUMMARY OF THE PQF

PACIFIC QUALIFICATIONS FRAMEWORK

1.1. Educational Quality and Assessment Programme Secretariat of the Pacific

1.11: DEFINITIONS OF QUALIFICATION TYPES

The summary descriptor for each PQF qualification type outlines the purpose, entry requirements (if any) and how one qualification relates to other qualifications on the framework. The PQF qualification type summary is included for explanatory purposes and for those Pacific states that choose to adopt the PQF as their national qualifications framework.

Doctorate PQF Level 10

Credit range is 360-480

Purpose

The doctorate is a research-based degree whereby the candidate 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 master's degree. For the PhD/DPhil and the named doctorate this development takes place under the guidance of recognized experts in the field of study and under circumstances that allow the candidate access to appropriate research resources. The doctorate is awarded on the basis of an original and substantial contribution to knowledge as judged by independent experts applying contemporary international standards from within the discipline. The hallmark for achievement will be the candidate's capacity for substantial independent research or creative activity as attested by the 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 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 thesis in combination with a creative work in the visual or performing arts (the named doctorate);
- Published work (the higher doctorate).

Doctorate of Philosophy (PhD/DPhil)

The thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, candidates 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 master's paper, must be part of a coherent programme with the research work, and should normally cover no more than one full-time academic year. A doctorate must constitute a passing grade in both the coursework and the thesis or its creative work equivalent.

Higher doctorate (e.g. the DSc or the DLitt)

Higher doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enroll for the degree. Candidates will normally be expected to have completed at least ten years of independent work and to have published extensively. Publication will normally be in scholarly books and/or in reputable international journals. Doctorates in the visual or performing arts will constitute equally outstanding contributions in creative work.

Master's

PQF Level 9

Credit range is 120-240

Purpose

A master's degree qualifies candidates who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship. Master's degrees usually build on a bachelor degree, graduate diploma, bachelor degree with honours or a post-graduate diploma. They usually build on extensive professional experience of an appropriate kind. Their outcomes are demonstrably in advance of undergraduate study, and require candidates to engage in research and/or advanced scholarship.

i. By coursework only

Entry to a master's 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. Master's degrees that build on generic attributes and/or experience (often called conversion masters) are usually in professional fields and are recognized as appropriate professional preparation by the profession or industry concerned.

ii. By thesis or primarily by thesis

Entry to a master's degree by thesis is normally based on a bachelor degree with honours or a post-graduate diploma in the same field of study. The degree consists of a research project that is presented in the form of a thesis, dissertation, substantial research paper or creative work, worth at least 90 credits (at Level 9).

iii. By Course work and theory

Entry to a master's degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes a thesis, dissertation, substantial research paper or creative work worth at least 90 credits and may include up to 150 credits of coursework.

Master's degrees usually build on undergraduate degrees, bachelor degrees with honours or post-graduate diplomas. They may also build on extensive professional experience of an appropriate kind. The outcomes of master's degrees are demonstrably in advance of undergraduate study and require students to engage in scholarship and/or research.

Entry requirements

The normal minimum entry requirement for a 240 credit master's degree is a bachelor degree or equivalent. For a master's degree of fewer than 240 credits, normally the minimum entry qualification is a bachelor degree with honours or a post-graduate diploma or undergraduate degree followed by relevant professional experience.

Relationship to other qualifications

A person, who holds the master's 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.

Bachelor with honours

PQF Level 8

Credit range is 120-480

Purpose

A bachelor degree with honours recognizes distinguished study at Level 8. It may either be a degree in itself, or a discrete post-graduate degree following a bachelor degree. A bachelor degree with honours may recognize: a particular level of achievement in a bachelor degree (480 credits or more) especially in relation to work of a research nature (typically at Level 8); achievement of Level 8 following a Level 7 bachelor degree.

Relationship to other qualifications

A bachelor degree with honours should prepare graduates for admission to further post-graduate study.

Note: Where the honours degree is a 480 credit (or more) programme, the qualification must include an exit point that meets the requirements of a Bachelor degree.

Post-graduate diploma

PQF Level 8

Credit range is 120-240

Purpose

A post-graduate diploma is designed to extend and deepen a candidate's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, graduate diploma or graduate certificate. It prepares a candidate for independent research and scholarship in the principal subject of the diploma.

Entry requirements

A candidate 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 has the relevant skills and knowledge acquired through appropriate work or professional experience at an additional level.

Relationship to other qualifications

A person who holds a post-graduate diploma may be eligible to be enrolled in a master's degree.

Post-graduate certificate

PQF Level 8

Credit range is 60-120

Purpose

The post-graduate certificate is designed to extend and deepen a candidate's knowledge and skills. A post-graduate certificate involves credits from a specified subject and its associated areas. It recognizes continuing professional development or academic achievement in advance of the candidate's original bachelor degree or graduate certificate or diploma.

Post-graduate certificates require a bachelor degree or graduate certificate or diploma in a related subject or relevant skills and knowledge acquired through appropriate work or professional experience.

Relationship to other qualifications

A post-graduate certificate provides the basis for further post-graduate study.

Graduate Diploma P QF Level 7 Credit range is 120-240

Purpose

A graduate diploma is designed for degree graduates to pursue a significant body of study at an advanced undergraduate level. The graduate diploma is typically designed as a bridging qualification to post-graduate study as well as broadening knowledge and skills in a familiar subject or discipline, or developing knowledge in a new area.

Entry requirements

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

Relationship to other qualifications

A graduate diploma may provide the basis for post-graduate study.

Graduate certificate P QF Level 7 Credit range is 60-120

Purpose

A graduate certificate is designed as a vehicle for degree graduates to pursue further study at an advanced undergraduate level. The graduate certificate is typically designed as a bridging qualification to post-graduate study for candidates developing educational, professional or vocational knowledge in a new discipline, professional or subject area and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate qualification.

Entry requirements

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

Relationship to other qualifications

The graduate certificate may provide the basis for post-graduate study.

Purpose

A bachelor degree is a systematic and coherent introduction to a body of knowledge of a recognized 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 for self-directed work and learning. A bachelor degree involves at least one sequential study programme in which content is progressively developed such that it might form a basis for post-graduate study and/or professional practice.

Entry requirements

A programme of study leading to a bachelor degree builds on prior study, work or experience and is open to those who have met the specified entrance requirements.

Relationship to other qualifications

A person who holds a bachelor degree may be permitted to enroll in a post-graduate qualification.

Purpose

An associate degree is a programme designed to recognize successful progression to the full degree or directly to employment. These degrees focus on learning within a work context, underpinned by both vocational and academic understanding, and enable learners to demonstrate learning outcomes that are explicitly relevant to employment and professional requirements. The associate degree will have at least 240 credits of which at least 90 will match the Level 6 descriptor.

Purpose

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

Purpose

Certificates may be used in a wide range of contexts across Levels 1-4, and are often used as enabling programmes or to prepare candidates for employment and/or further education and training.

Certificates can be benchmarked against school qualifications (e.g. at Forms 5, 6 and 7 levels if relevant).

1.2: The PQF Level Descriptors

The Application domain can be deconstructed to *type* and *problem solving*; while the Autonomy domain can be deconstructed to *level of support* and *degree of judgement*.

Level	Knowledge and Skills	Application	Autonomy
10	<p>Demonstrated knowledge and skills that:</p> <ul style="list-style-type: none"> ▫ involve critical understanding of a substantial and complex body of knowledge at the most forefront of a discipline or area ▫ involve high level critical analyses, reflection of independent and original thinking ▫ involve the creation and interpretation of new knowledge or practice, through original advanced research that satisfies formal academic review 	<p>Applied in context that:</p> <ul style="list-style-type: none"> ▫ are highly complex and specialized involving new or evolving aspects ▫ involve the formulation and testing of theories and processes to resolve significant highly complex, abstract and emergent issues 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> ▫ minimal guidance and high level of autonomy, initiative, adaptability and self-direction ▫ authoritative judgement and high planning, management and innovation required
9	<p>Demonstrated knowledge and skills that:</p> <ul style="list-style-type: none"> ▫ involve mastery and integrated understanding of a complex body of knowledge some of which is at the forefront in one or more disciplines or areas ▫ involve high level critical analyses, evaluation, reflection and independent thinking ▫ involve research as the basis for extending or redefining 	<p>Applied in context that:</p> <ul style="list-style-type: none"> ▫ are complex and specialized, generally involving some new or evolving aspects ▫ involve the formulation and testing of theories and processes to resolve highly complex, abstract and emergent issues 	<p>In conditions where there is:</p> <ul style="list-style-type: none"> ▫ minimal guidance and substantial autonomy, initiative, adaptability and self-direction ▫ expert judgement and considerable planning and management required

Level	Knowledge and Skills	Application	Autonomy
	knowledge or practice in one or more disciplines or areas		
8	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are highly advanced, theoretical and technical, within one or more disciplines or areas involve critical, analytical and independent thinking 	Applied in context that: <ul style="list-style-type: none"> are complex with some specialization involve the formulation of processes to resolve highly complex and abstract issues 	In conditions where there is: <ul style="list-style-type: none"> minimal guidance and demonstrated self-direction or autonomy significant judgement, planning, coordination and organization required
7	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> Are highly theoretical and/or technical with significant underpinning knowledge, within one or more disciplines or areas Involve critical and analytical thinking 	Applied in context that: <ul style="list-style-type: none"> Are subject to complex change Involve the formulation of or substantial adaptation of processes to resolve complex and abstract issues 	In conditions where there is: <ul style="list-style-type: none"> Broad guidance and demonstrated self-direction Significant judgement, planning and coordination is required
6	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are highly theoretical and/or abstract or technical, within a broad field or with depth in one area 	Applied in contexts that: <ul style="list-style-type: none"> are subject to change with some complexity involve the formulation of or adaptation of processes to resolve complex and sometimes abstract issues 	In conditions where there is: <ul style="list-style-type: none"> broad guidance or direction well-developed judgement and planning required
5	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are mainly technical and theoretical, within a broad field or with depth in one 	Applied in contexts that: <ul style="list-style-type: none"> are both known and changing involve unfamiliar issues that are 	In conditions where there is: <ul style="list-style-type: none"> general guidance or direction both judgement

Level	Knowledge and Skills	Application	Autonomy
	area	addressed using a range of processes that require some adaptation	and planning required
4	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are broadly factual, with technical and theoretical aspects 	Applied in contexts that: <ul style="list-style-type: none"> are stable but sometimes unpredictable involve familiar and unfamiliar issues that are addressed by interpreting or varying processes 	In conditions where there is: <ul style="list-style-type: none"> routine direction or guidance judgement and some planning required
3	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are factual, procedural, technical, with some theoretical aspects 	Applied in contexts that: <ul style="list-style-type: none"> are stable and predictable involve familiar issues that are addressed by selecting from known solutions 	In conditions where there is: <ul style="list-style-type: none"> routine supervision and direction or guidance some judgement and discretion required
2	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are factual or manual or operational 	Applied in contexts that: <ul style="list-style-type: none"> are structured and stable involve straightforward issues that are addressed by set, known solutions 	In conditions where there is: <ul style="list-style-type: none"> close support and direction or guidance minimal judgement or discretion required
1	Demonstrated knowledge and skills that: <ul style="list-style-type: none"> are basic, foundational and explicit 	Applied in contexts that: <ul style="list-style-type: none"> are highly structured, defined and repetitive involve straightforward and everyday issues that are addressed by simple and rehearsed procedures 	In conditions where there is: <ul style="list-style-type: none"> immediate support and clear direction almost no judgment or discretion required

2. STANDARDS FOR THEOLOGICAL LIBRARIES

The library should contribute to the teaching in the institution, as a well-organised, well-used source of relevant information for students and staff.

1. Size:

An adequate library should aim at about 10,000-15,000 relevant titles (Books, e-books, audio or video-cassettes). It should also provide access to relevant journals (physical or virtual). It may contain additional useful resources that are not directly relevant to the teaching of the college.

2. Use:

A library does not contribute to the teaching in the institution unless it is used.

3. Budget:

At degree level the Institution library budget should not be less than \$US5,000 per year and include the purchase of books, periodical, and equipment. There should be at least 100 relevant new titles added to the collection each year. The library budgets for Institutions offering certificates and Diplomas should not be less than \$US3, 000 per year.

4. Staffing:

The library preferably should be administered by a suitably trained and full-time librarian supported by an acquisition or library Commission. The number of staff and their qualifications can determine the effectiveness of the library within the college.

5. Services:

The library should allow staff and students adequate access to library materials through convenient opening hours and loan periods. It should be organised so those users are guided to materials on particular subjects as well as drawing them to find specific items where the author and title are known. There should be reference books that are not borrowed and a reserve collection of items recommended for programs currently being taught. Inter library loan scheme and internet connection is encouraged.

6. Management:

The library should be planning to make use of available material in other libraries and become what it needs to be to support the future teaching of the institution.

3. STANDARDS FOR FIELD EDUCATION

GENERAL PRINCIPLES

Where work-based or placement learning is part of a program of study, awarding institutions ensure that its intended learning outcomes are:

- clearly identified
Awarding institution are responsible to determine the learning outcomes, usually involving working with the partners (churches) who manage the placement. The means by which learning outcomes can be agreed and achieved need to be flexible to accommodate the diversity of students and learning opportunities
- contribute to the overall and coherent aims of their program
Learning outcomes are to be designed with the overall aims of a program in mind together with any professional practice based standards and requirements.
- are assessed appropriately.
Awarding Institutions in consultation with the partners determine the types and frequency of student assessment in a work based/placement learning

RESPONSIBILITIES FOR ACADEMIC STANDARDS AND QUALITY

Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.

The institution, while maintaining responsibility for academic standards, will need to define how much responsibility will be shared with the partners. It must be clear who is responsible for what. This can be achieved through, for example, memoranda of understanding, various forms of agreements, the provision of handbooks for students, staff of the partner agency as well as by learning contracts.

Institutions will also need to have policies in place about how to deal with situations where the placement cannot be completed by the students for reasons beyond his/her control. These will include the provision of guidance and support for the student and identification of how the student will be able to continue with the program of study.

RESPONSIBILITIES OF PARTNERS

Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.

Institutions will set out the partner's responsibilities associated with each work-based or placement learning experience. A memorandum of understanding can assure the institution that the provider can carry out its responsibilities, while ensuring that the level of skill and experience of the student and where the learning is taking place, are taken into account.

RESPONSIBILITIES AND ENTITLEMENTS OF STUDENTS

Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.

Students undertaking work based or placement learning have:

- entitlements as individuals
- obligations and responsibilities to the institution, the learning provider, its clients etc.

ENTITLEMENTS

- Students are entitled to expect a supportive learning environment
- Students are entitled to expect that the assigned field experience will enable them to achieve the educational requirements.
- Students are entitled to expect good supervision by a competent professional

RESPONSIBILITIES

Students

- Students have a responsibility to meet the norms and expectations for professional conduct in that field of work and students should be informed of these clearly at the outset. The awarding institution should provide a range of information, which could be supported by the provider taking responsibility for what is specific to its policies.
- Students will take responsibility for their own learning and it is helpful if they keep a log or a diary or another way set out in a learning agreement.
- There should be clarity about how problems - such a poor or unsatisfactory performance will be dealt with by provider and institution.

Institutions

Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.

Students should know the level and amount of support and guidance available to them, how they can access that information, who will provide it and who to contact in case of emergencies or where they encounter problems.

Where possible such information should be developed in collaboration with the partners to ensure clarity and coordination

Partners

Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.

Providers need clear information about the objectives of the placement, the particular roles and responsibilities of each partner and how reporting of progress and the final report will be achieved. Information will include the timing of a visit from the staff of the institution and how to handle the situation if the placement is unable to be continued for whatever reason.

Awarding institutions ensure that:

- Their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)
- Where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.

The staff of the institution and the staff who lead the field education placement program all need adequate training. Regular meetings and workshops workshop together will be a distinct help in developing mutual trust.

MONITORING AND EVALUATION

Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.

Regular and effective monitoring helps all involved gain maximum benefit from field placement opportunities.

4. STANDARDS FOR OPERATING WITH TWO OR MORE CAMPUSES.

The issues identified in each of the seven Institutional Standards are all present, though from a different perspective, in extension education activities. This subsection seeks to focus the Institutional Standards with respect to the distinctive concerns of extension education.

- In what ways does the institution demonstrate that it has developed its programs of extension education in ways that are congruent with the institution's mission and purpose, appropriate to the students and context being served, and adequate to fulfill the purposes of the degree programs?
- How has the institution addressed the purposes of its extension site programs in its overall strategic planning and evaluation procedures? What evidence is there that the institution has used the results of its evaluation to modify its extension programs?
- How does the institution establish, approve, and review the programs of study and curricula for extension education programs in ways that are consistent with its formal institutional policies and procedures?
- How does the institution ensure that library and information resources are appropriate and sufficient for the purposes of the extension program(s) and the needs of students at extension sites? If library resources and facilities of other institutions are used to meet the needs of extension education programs, how does the school demonstrate that those libraries offer the functional availability and adequacy of appropriate resources?
- Do the full-time faculty members share sufficient responsibility for teaching and academic oversight of extension education to ensure that the institution's goals and ethos are evident wherever the institution conducts its work?
- In what ways does the institution ensure that students in extension programs have access to appropriate services, including advisory and administrative support, program and vocational counseling, financial aid, placement, and academic records?
- Has the institution met the licensing regulations of the community in which the program is offered?

5. STANDARDS FOR THE DELIVERY OF DISTANCE AND FLEXIBLE LEARNING

The issues identified in each of the Accreditation Standards are all present, though from a different perspective, in distance education programs and components. This subsection seeks to apply the standards with respect to the distinctive concerns of distance education.

- There is a mandatory expectation that the institution will have a process by which it verifies that the student who registers in a distance education program is the same student who participates in and completes the program and receives the academic credit. This expectation should be treated in the same fashion as a mandatory requirement. Does the institution have such a process in place?
- In what ways does the institution demonstrate that it has developed its programs of distance education in ways that are congruent with the institution's mission and purpose, appropriate to the students and context being served, and adequate to fulfill the purposes of the degree programs?
- In what ways, if any, is the institution's terminology inconsistent with the standard's definition of distance education, (e.g., describing an extension site as "distance education" because it occurs at a distance from the main campus)?
- How has the institution included planning and evaluation processes for its distance education programs in its overall strategic planning and evaluation procedures? What evidence is there that the institution has used the results of its evaluation to modify either its distance education programs or its mission statement or both?
- In what ways does the school demonstrate how programs offered through the mode of distance education seek to meet the standards of learning, teaching, and research; the goals of the theological curriculum addressed in this standard; requirements regarding library and information resources; and the provisions for faculty control, involvement, and development?
- How has the institution guarded against allowing the accumulation of distance education components to constitute a significant portion of a degree program that, as a result, lacks coherence, intentionality, and curricular design?
- How does the institution ensure that distance education programs provide students with appropriate opportunities for collaboration, personal development, interaction with faculty members and among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program?
- In what ways does the institution provide for faculty development and assistance, thus ensuring consistent, effective, and timely support?
- What procedures are in place to ensure that faculty members possess requisite credentials, demonstrate competence appropriate to the specific purposes of these instructional programs, and benefit from institutional practices regarding scholarly development and support for faculty research?
- How accurately do the institution's recruitment efforts and publications represent the technological aspects of the distance education programs, including a description of the hardware and software used and the ability, skill, and access needed for students to participate satisfactorily in the program?
- How does the institution integrate the administration of its distance education programs into its regular policies and procedures?

6. QUALITY PROCESSES

In the literature related to quality in higher education, three terms commonly appear: benchmarking, quality assurance, and quality improvement. These terms refer to distinct yet closely related functions. Judgments about quality are comparative and what distinguish among these three functions are the types of comparisons that are made.

Benchmarking

'Benchmarking' (see also Reid, this issue) is a term that is now widely used within the quality arena. Benchmarking involves comparing a set of products or services against the best that can be found within the relevant industry sector.

The European Benchmarking Code of Conduct defines benchmarking as being "the process of identifying and learning from Good Practices in other organizations" (The European Federation of Quality Management, n.d., p. 1). The Public Sector Benchmarking Service in the United Kingdom describes benchmarking as involving:

Regularly comparing aspects of performance (functions or processes) with best practitioners, identifying gaps in performance, seeking fresh approaches to bring about improvements in performance, following through with implementing improvements, and following up by monitoring progress and reviewing the benefits. (Public Sector Benchmarking Service, n.p.)

O'Reagain and Keegan (2000) have described the four steps involved in benchmarking as:

1. Understanding in detail one's own processes
2. Analyzing the processes of others
3. Comparing your own performance with that of others analyzed and
4. Implementing the steps needed to close the performance gap.

However, as often happens when a term comes into everyday use, some of the original precision of its meaning is lost. Within the higher education sector in Australia, the term 'benchmarking' is now sometimes used to refer to processes that are more concerned with the other quality functions.

In the area of distance education, various sets of guidelines have been produced to support good practice (Twigg, 2001). Having reviewed the literature on guidelines, the Institute for Higher Education Policy produced a set of 24 benchmarks by which success in the online delivery of programs could be judged (Phipps and Merisotis, 2000).

Quality Assurance

Quality Assurance (see also Inglis and McConachie, Danaher, Luck and Jones, this issue) is a process oriented to guaranteeing that the quality of a product or a service meets some predetermined standard. Quality assurance makes no assumptions about the quality of competing products or services. In practice, however, quality assurance standards would be expected to reflect norms for the relevant industry. The process of quality assurance therefore compares the quality of a product or service with a minimum standard set either by the producer or provider or by some external government or industry standards authority. By rights, this standard should bear some relationship to best practice, but this is not a necessary condition. The aim in quality assurance is to ensure that a product or service is fit for the market. In a higher education context, quality assurance aims to ensure that an institution achieves an adequate quality of graduates, research and management, taking into account

international norms for learning and scholarship, employer or agency requirements and the need for ongoing stakeholder support.

Quality Improvement

Quality Improvement (see also Cummings, Phillips, Tilbrook and Lowe, this issue) is concerned with raising the quality of a product or service. The type of comparison that is made when engaged in quality improvement is between the current standard of a product or service and the standard being aimed for. Quality improvement is concerned with comparing the quality of what is about to be produced with the quality of what has been produced in the past. Quality improvement is therefore primarily concerned with self rather than with others. Processes focused on quality improvement are also focused more on specific aspects of an organizational unit's performance than on overall performance. It is usually the case that constraints dictate that efforts at improvement need to be targeted at areas of greatest need.

What Is Meant by a “Framework?”

What are being compared in this paper are what have been described as two “frameworks.” Each framework also has associated instructions and examples, and both frameworks are each embedded in larger documents. The frameworks themselves, however, are the focus of interest here. It is therefore useful to begin by clarifying what is meant in this context by a framework.

A framework is generally something that provides form and a degree of rigidity. The framework of a building gives the building its structural integrity. The types of frameworks being described here are intended to bring structure to processes to which they are applied. They are intended to assist institutions to organize the processes that are being used in the area of quality management. They don't completely prescribe quality processes, but they channel processes in particular directions that accord with best practice.

While it is possible for both of the frameworks compared to be used for quality improvement, quality assurance, and benchmarking, for the purposes of clarity the framework described in McKinnon, Walker, and Davis (2000) will, from here on, be referred to as the “Benchmarking Framework,” while the framework described in Inglis, Ling, and Joosten (2002) will be referred to as the “Quality Improvement Framework.” Benchmarking and quality improvement are the processes to which the respective frameworks are most suited. This does not mean, however, that they cannot be applied to the other quality processes. This issue is discussed in more detail below.

The Structures of the Frameworks

The most important differences between the frameworks relate to the ways in which the elements are conceptualized. These differences have, in turn, an important bearing on the ways in which the Frameworks are used as well as on the purposes for which they are used.

Structure of the Benchmarking Framework

The Benchmarking Framework comprises a series of 67 benchmarks, of which 25 have been designated as a core subset. As the Manual explains, the purpose of defining the core set was to provide a more manageable set of indicators to monitor on a regular basis, and the Manual goes into considerable detail in explaining the rationale for selection of the core subset and the implications of the benchmarks selected.

The complete set of benchmarks covers the range of a university's operations. They are grouped into nine areas:

1. Governance, Planning and Management
2. External Impact
3. Finance and Physical Infrastructure
4. Learning and Teaching

5. Student Support
6. Research
7. Library and Information Services
8. Internationalization
9. Staff

There are a number of aspects of the Benchmarking Framework that make the structure of the Framework difficult to grasp initially. First, the numbering of the individual benchmarks is according to the chapters of the Manual in which the indicators are placed. As a consequence, the numbering starts at 3.1 rather than 1.1. Secondly, the definitions of the individual benchmarks contain several components, but the purpose of these components and the ways in which it is intended that these should be used is not fully described. In most cases, the purpose and use are fairly obvious. This is not always the case, however. For example, the Levels component provides a criterion by which to judge an institution's practices but the status and origins of the criterion are not explained.

Structure of the Quality Improvement Framework

The Quality Improvement Framework is organized around 10 key principles. These principles are meant to encompass the range of functions involved in supporting online delivery:

1. Informed planning and management of resources
2. Sustained committed leadership
3. Improving access for all clients, incorporating equity, and promoting cultural diversity
4. Understanding the requirements of the learner and reflecting stakeholder requirements
5. Design, development, and implementation of programs for effective and active learning
6. Creating confident and committed staff with new competencies
7. Managing and maintaining the technical infrastructure
8. Evaluating for continuous improvement
9. Provision of effective and efficient administrative services
10. Supporting the needs of learners

Associated with each of the principles is a set of best practice indicators. The indicators provide criteria for demonstrating whether the principles are being applied.

Application of the Framework also involves the development of checklists and evidence guides that are then the tools that are used in the field. The Quality Improvement Framework can therefore be thought of as a conceptual structure for guiding quality processes rather than as an evaluative instrument.

7. TEMPLATE OF APPLICATION FOR ACCREDITATION OF THE INSTITUTION

Initial Institutional Accreditation

Renewal of Accreditation

Date of Last Accreditation

Institutional Information

1. Name of the Institution

--

Registration Certificate, Date Issued & Date of Expiry (if applicable)

--

Address of the Institution

Postal Address	Physical Address

Contact details of Institution

Telephone	
Fax	
E-mail	
Website (if any)	

2. Particulars of authorized contact person

Name

--

Designation [CEO / Managing Director / Chairman/ Vice- Chancellor etc.]

--

Postal Address

Contact details

Telephone	Office:	Mobile:
Fax		

E-mail	
--------	--

3. Particulars of Head Office (if applicable)

Address

Postal Address	Physical Address

Contact details of head office

Telephone	
Fax	
E-mail	

4.

Date of Submission:	
Date of Approval:	

1. PROGRAMS OF STUDY

Provide detailed information on the theological programs of study offered by the institution. The name of the program should be stated in full, for example: Diploma in Ministry, Master of Arts [Ministry & Mission], etc.

Name of Program	Highest Level (1-10)	Entrance Requirements	Delivery Mode On-campus /DFL/ Other	Minimum Duration (in months)

Current/Proposed site(s) for program delivery

Name of Centre(s)	Contact details	Programs to be delivered
Physical address:		1
		2
Postal address:		3
		4
Telephone:		5
Fax:		11.

Physical address:		1
		2
Postal address:		3
		4
Telephone:		5
Fax:		6.

2. LEGAL STATUS OF INSTITUTION

Registration details

Legal name of the institution

Official trading names (and acronym if applicable)

Company registration number (if applicable)

Country of origin of the Institution

C. MANAGEMENT & GOVERNANCE INFORMATION

Particulars of Management & Governance

a. Chief Executive Officer or head of the institution

Name and Title

--

Academic qualifications [name university]

--

Designation [CEO / Director / Principal etc.]

--

Contact details

Telephone	
Fax	
E-mail	

b. Names and designations of the current Board Members/Governors of the institution

Title	Name in Full	Designation	Highest Academic Qualification

c. Holding Company or any other organization to which the institution is subordinate (*if applicable*).

--

Relationship between the institution and the holding company or other organization.

--

d. Details of the auditors of the institution

Name of the auditor of the institution	
--	--

Attach a copy of the latest Audit Report with this application.

Tax and business registration details

VAT Registration Number	
Tax Account Number	
Business Registration Number	
Name of Bank & Account Number	

4. QUALITY PROCESSES

List the organizations against which you have benchmarked your institution and explain the rationale for your choice.

Discuss the Quality Processes, both internal and external, utilized within the institution.

Attach a copy of the Quality Processes to this application.

Discuss the Quality Improvement Cycles utilized within the institution.

5. TEACHING & LEARNING

Discuss the governance of the Academic Program.

Attach a copy of the Academic Policies and Procedures with this application.

Discuss the Curriculum Design Process.

Discuss the Assessment Process.

A large empty rectangular box with a black border, intended for the applicant to discuss the assessment process.

Attach a copy of the Assessment Policies and Procedures with this application.

6. STUDENT, FACULTY AND STAFF INFORMATION

Student Information

- a. In the case of an institution that is already operating, include the total number of students registered, on full-time and part-time basis, for the institution’s educational programs.
- b. In the case of a new institution, include total number of students expected to be registered, on full-time and part-time basis, during the first 3 years of operation.

Program of Study (Full name of program)	Enrolment/Projected Numbers (Headcount)						Total
	Year 1		Year 2		Year 3		
	F/T	P/T	F/T	P/T	F/T	P/T	

Attach copies of the Student Handbook to this application.

Faculty

- a. In the case of an institution that is already operating, include the number of Academic staff employed in each of the departments. Examples of departments could be: Department of Biblical Studies; Department of Church History; Department of Theological Studies; Department of Pastoral Studies; etc.
- b. In the case of a new institution, include the number of Academic staff expected to be employed in each of the departments.

Department	No of Current/Projected Staff		Total
	Full-Time	Part - Time	

7. INFRASTRUCTURE & ENVIRONMENT

General Information: Site, lease, rentals etc.

These three tables need to be completed for all sites where programs are delivered.

Name of Location				
Type of Property	Ownership	Monthly Rental	Lease Tenure [in years]	Evidence
1. Site				
2. Buildings				
3. Other assets: [please state]				

Buildings: Classrooms, Libraries, Theatres, Laboratories etc.

Name of Location			
Type of Facility	Number	Capacity	
1. Lecture rooms			
2. Lecture theatres			
3. Library			
4. Staff offices			
5. Other			

Other Staff and Student facilities

Name of Location	
Type of Facility	Tick if available for use
6. Internet	
7. Photocopy	
8. Printing	
9. Telephone	
10. Computers	
11. Others: [list below]	

SOUTH PACIFIC ASSOCIATION OF THEOLOGICAL SCHOOLS

DECLARATION

I,
[full name of authorized officer]
the
[designation of the authorized officer]
of
[name of the institution]

do solemnly and sincerely declare that the information contained on the preceding pages is true and correct, and I make it with the understanding and belief that a person who makes a false declaration is liable for prosecution.

Declared at _____
this _____ day of _____,
_____, 20____.

[Signature]

(To be signed in front of the witness)

Official Stamp of the Institution

Before me:

[Full name of witness**]

[Signature of witness]

Occupation:

Address:

Date:

Phone No.:

** This declaration can only be witnessed by a legal practitioner

DOCUMENTS TO ACCOMPANY APPLICATION

- Certificate of Recognition issued by SPATS or the National Higher Education Authority
- Company registration documents
- Business registration certificates or other proof of legal status.
- Occupational Health and Safety [OHS] compliance certificates and license.
- Business Plan including
 Audited financial statements (existing institutions) OR
 Financial forecasts (new institutions).
- Quality Process documentation
- Academic Policies and Procedures
- Student Handbook
- Documentary Evidence of Faculty Qualifications
- Employment Policies
- Student prospectus, calendar or brochure
- Enrolment forms
- Fee Schedule

8. TEMPLATE OF APPLICATION FOR ACCREDITATION OF A PROGRAM OF STUDY

Initial Program of Study Accreditation

Renewal of Accreditation

Date of Last Accreditation

Institutional Information

1. Name of the Institution

--

Registration Certificate, Date Issued & Date of Expiry (if applicable)

--

Address of the Institution

Postal Address	Physical Address

Contact details of Institution

Telephone	
Fax	
E-mail	
Website (if any)	

2. Particulars of authorized contact person

Name

--

Designation [CEO / Managing Director / Chairman/ Vice- Chancellor etc.]

--

Postal Address

Contact details

Telephone	Office:	Mobile:
Fax		

E-mail	
--------	--

1. Program of Study

--

Level

--

Credits

--

Credit Range

Level	
Level	
Level	
Level	
Total Credits	

Purpose

--

Rationale

--

Graduate Outcomes

The program lists the following Graduate Outcomes for the components of the program.

Components	Learning Outcomes

Process of Development

Identify the relevant stakeholders for the qualification and their specific interest.

Provide direct evidence of stakeholder involvement in the development of the qualification.
Attach evidence of this process (Minutes).

Admission Criteria

Requirements for Award of Qualification

Summary of Requirements *(credits, levels, distribution across sub-disciplines)*

Overview of Program *(by year of study and sub-disciplines)*

Detailed Requirements

A. Compulsory Set *(expand as required)*

Units	Learning Outcomes	Level	Credits

Theological Studies		
History of Christianity		
Pastoral Studies		
Complementary Studies		

IT - including computers, printers, scanners, network, bandwidth etc. (if applicable)

No	Name of Resource	Qty	Condition (Operational/Faulty)

Other facilities - including teaching spaces, administration space, desks & chairs, data projectors, photocopiers etc.

No	Name of Resource	Qty	Condition (Operational/Faulty)

Support & Guidance

List all support/guidance systems accessible to learners for the qualification.

Attach documentary evidence, in form of assurance of financial support, for the implementation and sustainable delivery of the qualification.

4. State the delivery site(s) and mode(s)

Delivery Site	Delivery Modes

Distance Learning

Do you intend to deliver any component by distance learning?

Yes

No

Attach a copy of the Distance Learning Package.

Field Education

Are there any practical, field or work-based components based away from delivery site(s)

Yes No

If yes, describe how the safety and welfare of learners is addressed during qualification delivery. (Comment on cultural, emotional and physical risk management)

--

--

Attach a copy of the policy, procedures and guidelines for Field Education.

5. Assessment

Provide an outline of the assessment methodologies and assessment plan(s) for each component. **Attach the completed Assessment Plan Template.**

--

Feedback on Assessment

Describe how the learners would be provided with regular feedback on progress and final achievement.

--

Moderation

Explain your internal and external moderation policies and procedures.

--

6. Policies

Credit Transfer Arrangements (if required)

--

Special Arrangements (if required)

--

Transitional Arrangements (if required)

This qualification contains standards and/or modules that replace earlier standards and or modules. For the purposes of this qualification, people who have gained credit for the expiring standards and/or modules are exempt from the requirement to gain credit for the replacement standards and/or modules - see table below.

Credit for	Exempt from

Attach a copy of the Academic Policies and Procedures.

7. MONITORING, EVALUATION & REVIEW

Do you have provisions for regular monitoring, evaluation and review of this program of study? Yes No

If yes, provide details of structures and processes.

Attach a copy of the institution's policy on monitoring, evaluation and review.

Next Review	
-------------	--

ASSESSMENT PLAN TEMPLATE FOR A HEI

Name of Institution: _____ Program: _____

This plan is for the period of - from: _____

Components	Module	Assessment Methodologies	Learning Outcomes (See Module Descriptor)	Date of Assessment	Lecturer	2nd marker	External Moderator	Date of Pre-assessment moderation	Date of Post-assessment moderation
Component 1									
Component 2									
Component 3									
Component 4									

SOUTH PACIFIC ASSOCIATION OF THEOLOGICAL SCHOOLS

DECLARATION

I,
[full name of authorized officer]
the
[designation of the authorized officer]
of
[name of the institution]

do solemnly and sincerely declare that the information contained on the preceding pages is true and correct, and I make it with the understanding and belief that a person who makes a false declaration is liable for prosecution.

Declared at _____
this _____ day of

[Signature]

_____, 20____.

(To be signed in front of the witness)

Official Stamp of the Institution



Before me:

[Full name of witness**]

[Signature of witness]

Occupation:

Address:

Date:

Phone No.:

** This declaration can only be witnessed by a legal practitioner

DOCUMENTS TO ACCOMPANY APPLICATION

- Certificate of Institutional Accreditation issued by SPATS or the National Higher Education Authority

- Curriculum Development Process

- Module Descriptors

- Sample Transcript and Testamur

- Faculty Qualifications and Experience

- Financial Guarantee

- Field Education Policies

- Assessment Plan

- Academic Policies

- Monitoring Evaluation and Review Policies and Procedures

9. TEMPLATE FOR SITE VISIT REPORT

SPATS
ACCREDITATION VISIT REPORT

[INSTITUTION]

[PROGRAM OF STUDY]

[DATE]

[VISITATION TEAM]

Introduction

[Institution background]
[Details of the visit - date and team]
[Appreciation]

Program for the Accreditation Visit

[Visitation Schedule - meetings, interviews, observation sessions]

Documents sighted by the Visitation Team

[Prior to the visit]
[Additional documents sighted during the visit]

Accreditation Visit Report

[Reference to the Accreditation Standards and Guidelines being used]
The visitation team will use the following four headings to categorize their observations:

Commendations identify for the areas where the visitation teams were impressed with the activities, procedures and/or facilities at the institution,

Concerns note areas where the visitation team saw issues which had the potential to impact the future of the program. However, at this stage the snapshot provided by the visit did not provide conclusive evidence as to the long-term impact this could have on the operation of the institution.

Recommendations identify areas where the visitation team would recommend action by the institution. However, in these areas, the institution is invited to consider such recommendations and implement them if they are worthy or discard them if they are inappropriate ensuring that the rationale for such action is noted in follow-up documentation such as Annual Reports.

Requirements are aspects of the program where the visitation team require the institution to take action. Only in exceptional circumstances should an institution discard these requirements and the rationale for such action must be noted in follow-up documentation such as Annual Reports.

The Visitation Team will use the following three responses to categorize their perspective of compliance:

Optimal Compliance...

Threshold Compliance...

Non-compliant...

1. INSTITUTIONAL STANDARDS

1.1 Theological Institution

- **The institution offers at least one program of study in Theological Education.**
- **The co-curricular life of the institution provides opportunities for spiritual formation and growth.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

1.2 Legal Status

- **The institution is legally constituted and registered and has an appropriate governance structure.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

1.3 Management & Finance

The institution's operations are governed by its statutes or by-laws or rules.

- **The institution irrespective of its size or purpose, has demonstrated sound and transparent accounting and financial practices and shows its financial viability.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

1.4 Quality Processes

- **The institution has a system of assuring the quality of its programs, components and qualifications.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

1.5 Teaching & Learning

- **There are policies and structures, including relevant positions for academic governance.**
- **The curriculum is designed, developed and monitored by qualified people.**

- **Students are assessed in accordance with assessment procedures that promote fairness, transparency and integrity.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

1.6 Students & Staff

- **The institution has appropriately qualified faculty to deliver the programs.**
- **The institution has a policy on staff recruitment, appraisal and development which is fair and is consistent with the institution's mission and goals.**
- **Expectations and procedures for Field Education are clearly stated.**
- **Fee policies, including fee refund policies are clearly stated.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

1.7 Infrastructure and Environment

- **The institution has appropriate facilities for teaching and learning**
- **The institution is OHS compliant and it ensures the continuous health and safety of its students and staff through appropriate arrangements.**
- **The institution ensures regular upgrading of buildings and equipment.**

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2. PROGRAM OF STUDY STANDARDS

2.1 Curriculum

The curriculum for this program including its title, purpose and learning outcomes is coherent.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2.2 Faculty

The institution has the capacity, with regard to appropriate academic staffing, to support sustained delivery of the qualification, in all delivery modes.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2.3 Resources

The institution has the capacity, with regard to library & IT facilities, teaching facilities, physical resources and support services, to support sustained delivery of the qualification, in all delivery modes.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2.4 Modes of Delivery & Learning Methods

The delivery and learning methods, in the light of the stated learning outcomes, are adequate and appropriate for all modes of delivery.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2.5 Assessments

a. The institution has processes to ensure that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes.

b. The institution uses appropriate assessment methodology to ensure fairness, validity and consistency in assessment, given the stated learning outcomes.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2.6 Policies

The institution has adequate and appropriate regulations to 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.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

2.7 Monitoring, Evaluation and Review

The institution has adequate and effective processes: for the evaluation and review of program delivery against defined program standards and regulations; for the monitoring of improvements following evaluation and review; and for determining whether a program shall continue to be offered.

[Commendations (Sources of Information - documents, interviews, observations)]

[Concerns (Sources of Information - documents, interviews, observations)]

[Recommendations (Sources of Information - documents, interviews, observations)]

[Requirements (Sources of Information - documents, interviews, observations)]

[Statement of compliance]

OVERALL RECOMMENDATION

In the light of the SPATS Accreditation Standards and Guidelines the visitation team recommend the

[Type of Accreditation] of the [Name of Program and (Level)] at [Institution] for [Period of Accreditation] until [Expiry Date].

[Any Conditions]

[Team Leader] (Chair)
SPATS Accreditation Visitation Team
[Date]

[Team Members]

10. TEMPLATE FOR ANNUAL REPORT

ANNUAL PROGRAM EVALUATION

[INSTITUTION]

[DATE]

SECTION A: STATISTICS

A1. BEGINNING OF THE YEAR

1.1	Program Enrolment	1 st yr.	2 nd yrs.	3 rd yrs.	4 th yrs.	TOTAL
		No. %	No. %	No. %	No. %	No. %
	a. Students					
	b. Students by Ethnicity	No. %	No. %	No. %	No. %	No. %
	Information refused					
	Unknown					
1.2	Recruitment Trends			2012	2013	2014
	Target					
	Applied					
	Offered Place					
	Enrolled					
	Number enrolled with advanced standing*					
1.3	Highest Educational Qualification (Census at point of entry)			No.	%	
	Matriculation					
	Foundation					
	APL/APEL					
	First Degree					
1.4	Age (Census at point of entry)			No.	%	
	17-20					
	21-24					
	25-29					
	30-39					
	40-49					
	50+					
	Not known					

1.5	Gender (Census at point of entry)	No.	%
		Female	
		Male	
1.6	Disability (Census at point of entry)	No.	%
		Total number of students	
		Total known to have a disability	
		Number with dyslexia*	

Glossary

Number enrolled with advanced standing - Number of students admitted beyond the normal entry point for the program by AP (E) L or other means. This is a subset of the total number of students enrolled.

Number with dyslexia - This is a subset of the total number of students known to have a disability.

A2. COMMENTS ON STATISTICS AT THE BEGINNING OF THE YEAR

How do statistics compare with previous years? Are there discernable trends? How do they fit with the institution's mission? Please include explanations for any distinctive or unusual patterns:

2.1 Comments on recruitment, entry qualifications and student profile patterns

2.2 Comments on ethnicity and disability data

A3. END OF ACADEMIC YEAR

3.1 Progression & retention

	Yr 1	Yr 2	Yr 3	Yr 4
Number enrolled				
Withdrawn				
Transferred*				
Deferred*				
Referred*				
Repeat Year				
Failed				
Progressing*				
Completion				

3.2

Appeals etc.	No.
Total number of students on program	
No. of appeals (No. upheld)	
No. of complaints (No. upheld)	
Disciplinary (other than plagiarism)	
Plagiarism	

3.3 Graduate Classifications and Grades

	Total	Pass	Merit	Distinction
2014				
2013				
2012				

3.4 Destination

		No.	%
Employment	Related to study program		0%
	Unrelated to study program		0%
Further Study			0%
Not Known			0%

A4. COMMENTS ON STATISTICS AT END OF YEAR

How do statistics compare with previous years? Are there discernable trends? How do they fit with the institution's mission? Please include explanations for any distinctive or unusual patterns:

4.1 Comments on progression and retention patterns

4.2 Comments on classifications and grades. How does this compare national standards?

4.3 Comments on appeals and complaints data

4.4 Comments on destination

SECTION B: CRITICAL ANALYSIS

B1. QUALITY ASSURANCE FEEDBACK

Report on the progress made on acting on feedback received from the institutional Quality Assurance Committee in the previous year's annual program evaluation.

Please attach all the feedback received from the Quality Assurance Committee. Please comment on action taken and planned following receipt of the reports by the program team, the department and the committees responsible for quality assurance. Please give the rationale for any inaction.

1.1 CONCERNS

1.2 RECOMMENDATIONS

1.3 REQUESTS

B2. ACCREDITATION FEEDBACK

Report on progress made in relation to conditions of approval and recommendations arising from the latest accreditation report

Please attach all the conditions of approval and recommendations together with evidence of the responses back to the accreditation body. This evidence should be in the form of a copy of the report or letter sent.

Please comment on action taken and planned following receipt of the reports by the program team, the department and the committees responsible for quality assurance. Please give the rationale for any inaction.

B3. PROFESSIONAL BODY FEEDBACK

Report on progress made on addressing issues arising from engagements with other professional/statutory bodies

B4. EXTERNAL EXAMINERS' REPORTS

Please attach all the external examiners' reports together with evidence of the responses back to the external examiners. This evidence should be in the form of a copy of the letter sent back to externals.

Please comment on action taken and planned following receipt of the reports by the program team, the department and the committees responsible for quality assurance. Please give the rationale for any inaction. Where reports from external examiners have been judged to provide insufficient information or have been submitted very late, please indicate the measures taken to ensure this does not recur.

B5. STUDENT FEEDBACK

5.1 Evaluation of the student feedback process including all the formal methods through which feedback is collected, analysed, how action is taken as a result of feedback and how it is communicated to students.

5.2 Please provide separate accounts of the issues arising from student feedback on EACH of the following areas:

5.2.1 Teaching Quality

5.2.2 Learning Resources

5.2.3 Assessment and feedback to students

5.2.4 Student support and guidance

B6. GRADUATE FEEDBACK

6.1 Evaluation of the graduate feedback process including all the formal methods through which feedback is collected, analysed, how action is taken as a result of feedback.

6.2 Please provide separate accounts of the issues arising from graduate feedback.

B7. EMPLOYER/PRACTICUM FEEDBACK

Evaluation of employer feedback and practicum arrangements

Where the validated program has employer links, employers' feedback should form part of program evaluation. Where the program involves student placement, an account should be given of the effectiveness of the arrangements in place, and how they can be enhanced in light of engagements with employers and student feedback.

B8. FACULTY FEEDBACK

Evaluation of comments by those who teach on the programs on curriculum, assessment, program outcomes and external factors:

As part of normal good practice, a program team will independently reflect upon the success of the program and consider whether any amendments to current practice are desirable in the following areas. Supporting evidence might include feedback from external sources such as professional bodies or employers, student evaluation, graduates' feedback, comments from External Examiners, student progression and achievement data, employment data/destination.

- 8.1 Curriculum Design, Content and Organisation, and how they enable the achievement of learning outcomes
- 8.2 Whether the program's outcomes remain appropriate
- 8.3 How the assessment strategy has enabled learners to demonstrate achievement of learning outcomes
- 8.4 Any external factor affecting the program

B9. FACULTY RESOURCE

Evaluation of staffing resources, including an updated list of key staff teaching on the program and an evaluation of the impact of staff turnover. Details of staff development activities undertaken and how this is informed by staff appraisal systems should be included.

- 9.1 UPDATED LIST OF FACULTY TEACHING ON PROGRAM
- 9.2 PROFESSIONAL CONTRIBUTION OF FACULTY (RESEARCH, PUBLICATIONS, SEMINARS & WORKSHOPS - PRESENTATIONS & ATTENDANCE)
- 9.3 EVALUATION OF STAFFING RESOURCES
- 9.4 EVALUATION OF FACULTY TURNOVER
- 9.5 STAFF DEVELOPMENT LOOP WITH STAFF APPRAISAL SYSTEMS (INCLUDING PEER REVIEW)

B10. STUDENT SUPPORT

- 10.1 Evaluation of the student support process including all the formal methods through which support is given.

B11. PHYSICAL FACILITIES

Please provide below an account of any significant changes to the physical resource base for the program

B12. REPORT ON IMPLEMENTATION OF ACTION PLAN

Report on the implementation of previous year's enhancement action plan (please refer to last year's annual program evaluation)

SECTION C: PLANS FOR FUTURE ENHANCEMENT OF THE PROGRAMME

This should consist of a forward-looking account and action plan of future developments rather than a further reflection on enhancement carried out over the past year. Program teams should consider enhancement in relation to the following areas, identifying any barriers to its achievement and consider how they might be overcome:

- *Curriculum Content, Design and Organisation*
- *Teaching, Learning and Assessment*
- *Management of the program*
- *Student Experience including resources and learning support*
- *Quality management and enhancement*
- *Staffing and Staff Development*
- *Research*

As a result of the above, institutions should provide a list of plans and targets for future action and consider:

- *How these plans fit within the program's outcomes and the institution's mission.*
- *Any developments in institution-wide policies as a result of the operation of the program.*
- *Whether the program is due for re-accreditation in the forthcoming academic year.*
- *Whether there is a need to nominate any new external examiners*

- C1. Proposals for the enhancement of the program identifying any barriers to be addressed, for which solutions should be proposed. Timescale for monitoring and completion should be included.**
- C2. Identification of good practice which might be incorporated into other programs and including a timescale for implementation**
- C3. Report on preparation for forthcoming events or interactions with SPATS and other professional or statutory bodies.**
- C4. Reference to any program amendments that are planned to be put forward for approval during the coming year**

C5. Action Plan

Action	Person	Status	Time
a.			
b.			
c.			
d.			
e.			

GLOSSARY

Term	Definition
Accreditation	The process of assessment and review that enables a higher education programme or institution to be recognized or certified as meeting appropriate quality standards.
Accredited qualifications	Qualifications which have been quality assured or granted approval by an accrediting agency as having met appropriate standards.
Accrediting agency	Accrediting agencies are those entities that manage programme accreditation under national legislation e.g. national qualifications agencies, official review boards or other nationally approved bodies or agencies with the remit to accredit qualifications. All accrediting agencies are subject to ongoing monitoring and periodic review of their performance against standards.
Assessment (of institutions Or programme)	The process for establishing the educational quality of a higher education institution or programme.
Assessment (of an individual)	The process of collecting and evaluating evidence to establish the level of an individual's achievement or performance.
Benchmarks	A set of points of reference or standards against which something may be measured or compared.
Competency	The ability to use knowledge and/or skills in work or study situations and in professional and/or personal development.
Components of a qualification	Components of a qualification; also known as subjects, units, modules, courses, papers, competencies. This is the smallest part of a qualification or programme that can be separately assessed and certified.
Credit	The numerical value assigned to a full qualification, as well as to its components, that represents the estimated or notional time needed for a typical learner to demonstrate that all the specified outcomes have been achieved.
Credit transfer	Credit transfer assesses the initial accredited qualification or component of a qualification that an individual is using to claim access to, or the award of credit in a destination qualification or component of a qualification. The assessment determines the extent of equivalence of outcome and may be facilitated by the PQF rating of level of difficulty and credit value.
Deferred	Students who have temporarily suspended their studies with a view to completing the program at a later date

Term	Definition
Learning outcome	Learning outcomes are statements of what a learner can be expected to know, understand and/or do as a result of a learning experience. Learning outcomes provide a clear statement of achievement.
Level descriptors	The description of the characteristics of a qualification or components of qualifications that includes broad statements on levels of complexity of knowledge and skills, application and autonomy.
Life skills	Knowledge, skills, attitudes, values and behaviors embedded in the local (and embracing the global) context which empower an individual to improve and sustain a suitable quality of life in their community and beyond.
Literacy	Knowledge and skills necessary to empower a person to communicate through any form of language of their society, with respect to everyday life.
National qualifications	National qualifications are developed to meet a specific national priority need or interest. Their development has involved the appropriate national industry, profession or community group related to the qualification outcomes. The qualification and its development process must have widespread endorsement to be termed a <i>national qualification</i> .
Numeracy	Knowledge and skills necessary to empower a person to be able to use numbers in mathematical processes, as well as the language of mathematics, for a variety of purposes, with respect to everyday life.
Pacific Qualifications Framework	<p>The Pacific Qualifications Framework is a translation device for Pacific Island country qualifications:</p> <ul style="list-style-type: none"> • to enable a coherent understanding of the various national Pacific Island country frameworks, qualifications and components of qualifications; • To facilitate credit transfer; and • To promote workers' and learners' mobility between countries and facilitate opportunities for lifelong learning.

Term	Definition
Pacific Register of Qualifications And Standards	<p>The Pacific Register of Qualifications and Standards is the regional database of quality assured:</p> <ul style="list-style-type: none"> • qualifications (and components of qualifications); • occupational skills and standards; and • Pacific traditional knowledge and indigenous skills.
Programme	A programme is a coherent cluster of well-designed units, modules, courses, subjects that may lead to a complete qualification.
Progressing	Students proceeding to the next level of the program. This figure should include students who have passed at resit, or who are carrying a failed module.
Provider	A person or an organization that plans and delivers Education/training and assessment services that lead to the award of qualifications or components of qualifications.
Qualification	Any degree, diploma or other certificate issued by an institution, attesting the successful completion of an education/training programme.
Qualification (award of)	Formal recognition by a recognized awarding organization that a person has successfully achieved all the required learning outcomes relevant to an identified programme of study.
Qualification framework	A coherent structure that establishes clear relationships between all quality assured qualifications offered within an education and training system according to an established set of criteria.
Quality	<p>Quality is the degree to which a set of inherent characteristics fulfils requirements.</p> <p>Quality is a complex, multiple dimensional and often subjective concepts as it is most often determined by different stakeholders under usually very different circumstances. In assuring the quality of education and training activities, 'quality' is applied and understood to mean any of 'excellence', 'fit for purpose', 'achieving thresholds' and 'enhancement'. In this context, all of these meanings are assumed and will predominantly be both 'fit for purpose' and for 'continuous improvement'.</p>
Referred	Students who are required to repeat one or more assessments.
Transferred	Transferred to another program or institution