## Contents

### Part 1: PNG Qualifications Framework

- Introduction .......................................................................................................................... 3
- Acronyms and Abbreviations .............................................................................................. 4
- Acknowledgments ................................................................................................................ 5
- What is NQF? ....................................................................................................................... 6
- Definitions ............................................................................................................................ 7
- Qualifications Structure .................................................................................................... 8-10
- Standard 1. Trainer ........................................................................................................... 11-15
- Standard 2. Course ........................................................................................................... 16-18
- Standard 3. Institution ..................................................................................................... 19-21
- Classes of Registration Forms .......................................................................................... 22

### Part 2: PNG Quality Assurance

- PNGQA ............................................................................................................................... 24
- Acronyms and Abbreviations .......................................................................................... 26
- Acknowledgments .............................................................................................................. 27
- Qualifications Structure ................................................................................................. 28
- General Control Document ............................................................................................. 29
- Accreditation, Registration and Quality Audit processes .................................................. 30
- General Principles ........................................................................................................... 31
- Standard 1- Trainer ......................................................................................................... 32
- Appendix A – Trainer Competency .................................................................................. 33
- Standard 2 – Course ......................................................................................................... 34
- Standard 3 – Institution .................................................................................................... 35
- APQN Chiba Principles ................................................................................................... 36
Introduction

The PNG Qualifications Framework (PNGQF)-TVET consist of a set of guidelines or qualifications structures for the development of the National Qualifications. The quality training framework consists of three standards for the accreditation and registration of Private TVET Training Provider Establishments (PTVETTPE).

Both of these frameworks are not intended for higher education sector.

This document provides an explanation of the structured national qualifications and each element of the standard.

Accreditation Bodies

Accreditation bodies/competent authorities are responsible for the accreditation, registration, auditing and inspection of PTVETTPE based on the PNG Quality Assurance (PNGQA and PNG Qualifications Framework (PNGQF). The two accrediting agencies are National Training Council and TVET Division of the National Department of Education (TVETDoNDoE).

National Training Council

The National Training Council coordinates the review of the PNG Quality Assurance with all stakeholders and provides assistance to other competent authorities that are involved in the accreditation and registration of PTVETTPE. The National Training Council also directly registers PTVETTPE, foreign organisations and government providers not otherwise accredited by TVET Division of the National Department of Education (TVETDoNDoE).

TVET Division, National Department of Education

TVET Division registers Department of Education Technical/Business Institutions, Vocational Training Centres, Community Colleges and Technical High School.

Version 2.4

PNGQF and PNGQA intended for;
Private TVET Training Provider Establishments
(Private and Public training providers who do not receive direct funding from the Government).
“NGOs, CHURCHES, INDUSTRIES AND ORGANISATIONS”

¹Technical and vocational education and training (TVET) is all training for all sectors of the economy that are carried out, for the occupations that are below professional levels (require higher education qualifications.) The TVET sector includes technical/business institutes of the Department of Education, vocational training centres, community colleges, technical high schools, government training institutions, private sector training centres and private training colleges. This Framework supports Private TVET Training Provider Establishments; NGOs, Churches, Industries and Organisations.
### Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAAC</td>
<td>Screening and Accreditation committee</td>
</tr>
<tr>
<td>PTVETPE</td>
<td>Private TVET Training Provider Establishments.</td>
</tr>
<tr>
<td>PNGQF</td>
<td>Papua New Guinea Qualifications Framework</td>
</tr>
<tr>
<td>PNGQA</td>
<td>Papua New Guinea Quality Assurance</td>
</tr>
<tr>
<td>UOC</td>
<td>Units of Competency</td>
</tr>
<tr>
<td>NATTB</td>
<td>National Apprentice Trade Testing Board</td>
</tr>
<tr>
<td>NEB</td>
<td>National Education Board</td>
</tr>
<tr>
<td>NEC</td>
<td>National Executive Council</td>
</tr>
<tr>
<td>CHE</td>
<td>Commission of Higher Education</td>
</tr>
<tr>
<td>NTC</td>
<td>National Training Council</td>
</tr>
<tr>
<td>ODFL</td>
<td>Open, Distance and Flexible Learning</td>
</tr>
<tr>
<td>OHE</td>
<td>Office of Higher Education</td>
</tr>
<tr>
<td>PNG</td>
<td>Papua New Guinea</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Qualification Training Framework</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical Vocational and Education Training</td>
</tr>
<tr>
<td>PTP</td>
<td>Private Training Provider</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>EQUOC</td>
<td>Equivalent Units of Competency</td>
</tr>
<tr>
<td>NC</td>
<td>National Certificate</td>
</tr>
<tr>
<td>IFS</td>
<td>Independent Fellowship Scholarship</td>
</tr>
<tr>
<td>NSTF</td>
<td>National Scholarship Training Fund</td>
</tr>
</tbody>
</table>
Acknowledgements

The National Qualifications in Training and Assessment was developed by the National Training Council and its stakeholders including TVET Division of Department of Education (DoE), Office of Higher Education (OHE), Department of Personal Management (DPM) and various other agencies and Industry to complement the PNGQF qualifications structure and the PNGQA institution registration and accreditation requirements.

The PNGQF, PNGQA, NQTA is a PNG-AusAID funded project as part of the PNG – Australia Co-operation Development Program.

The project advisor:
Dr. Paul Brady, ASF Advisor; 2008- January 2010

Major Contributors:
Members of 2007 Steering Committee (Qualification Framework Steering Committee)
NTCS
Ministry of Labour and Industrial Relations
National Training Council
TVET Division of NDoe
OHE
DPM
Department of Planning and Monitoring
Employees Federation of PNG
Public Employee Association
PNG IPA

Editorial:
Joe Lokes; 2010 - 2014

Reviewed by:
Joe Lokes - 2013
1.1 What is a National Qualifications Framework?

A National Qualifications Framework is a unified system of national qualifications for a country. A framework may include all qualifications of the Schools, TVET, and Higher Education sectors, or separate frameworks can operate for each of the three sectors.

Public and private institutions operating with a nationally coordinated quality system of education can issue qualifications from a National Qualifications Framework.

1.2 What is a Qualification?

The Australian Qualifications Framework defines qualification as:

formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industrial or community needs.

This definition accommodates programs which are defined by learning outcomes for general education or by competencies for TVET.

Qualifications are recognised education and training outcomes or exit points of a country’s education and competency recognition system.

1.3 General Features of a National Qualifications Framework

A National Qualifications Framework links together all the qualifications of the sector or sectors.

It is a highly visible national system of education and competency recognition which promotes community understanding of education and training outcomes, lifelong learning and educational pathways for learners.

Each qualification level has documented guidelines which describes the main features and characteristics of the qualification. The guidelines contain the main criteria for defining qualifications based on general characteristics of education and competency gained at each qualification level. The guidelines assist industry, professions, unions, course developers, accrediting bodies and the wider community, to understand the factors defining a qualification within the framework.

The totality of learning outcomes or competencies under consideration is evaluated against the qualification guidelines and classified at one of the qualification levels of the National Qualifications Framework.

1.4 National Qualifications Framework for TVET (future)

Features of a National Qualifications Framework for TVET

For the TVET sector, a qualifications framework has some distinctive features. TVET is primarily concerned with relevant skills and knowledge applied to work functions and occupations in the workplace and communities. The TVET’s primary stakeholders are industry, the community and government.

TVET qualifications are defined by industry competency standards and or modules of training based on industry competency standards.

In the TVET sector, qualifications are awarded for the achievement of competencies. TVET defines competency as the possession of attributes and application of both knowledge and skills to defined standards expressed as outcomes that correspond to relevant jobs and workplace requirements.

It focuses on what is expected of a person in applying what they have learned and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

The qualification descriptors of a TVET National Qualifications Framework define levels of competence in terms of scope, complexity, responsibility and accountability. The qualification descriptors are not defined in terms of entry level or duration of training.

The qualification descriptors enable the awarding of qualifications based on the achievement of competencies, not necessarily the completion of a prescribed program of training. Such descriptors give recognition to the workplace and self development as valued modes of learning, as well as structured programs of training provided by institutions.
**DEFINITION**

**Assessor** is a registered person who only assesses the outcomes of training programs. The person must possess National Certificate 1 in Training and Assessment - NC1TRA10020B or equivalent units of competency in TAE40110 (AQF).

**Consultant trainer (Institution)** is a registered person who provides key education advisory services to institutions. Key functions include: advising measures to improve the overall quality of that institution in accordance with the quality framework. The person must possess PNGQF-TVET Diploma of Training and Assessment NCDIPTRA50020B or AQF Diploma of Training and Assessment (TAA 50410) equivalent units of competency. **Institutional Consultant** trainer must have over five (5) years training and industry/work experience on the subject matter to be delivered or assessed. He/she must have the ability to manage training/assessment services/operation efficiently and effectively. This particular registration category is RESTRICTED within Institution only.

**Consultant trainer (Private)** is a registered person who delivers training in a number of places or offer training services to small/large clientele and he/she must deliver courses that are registered. The person must possess PNGQF-TVET Diploma of Training and Assessment NCDIPTRA50020B or AQF Diploma of Training and Assessment (TAA 50410) equivalent units of competency. **Private Consultant** trainer must have over five (5) years training and industry/work experience on the subject matter to be delivered or assessed. He/she must have the ability to manage training/assessment services/operation efficiently and effectively.

Note that AQF Certificate IV in Training and Assessment Code: TAA40104 equivalent units of competency are no longer recognised by PNGQF/PNGQA for the registration of training personal. It has been superseded by AQF TAE40110 as of July 2013.

**Master trainer** is a registered person who provides overall educational leadership within an institution of ten or more equivalent full time staff directly involved in training and assessment. The person must possess National Certificate 5 in Training and Assessment - NC5TRA50020B. This particular registration category is RESTRICTED within Institution only.

Key functions include: managing overall quality of that institution in accordance with the quality framework; training staff; determining and addressing training needs; and, managing the registration of the institution; and development of individuals and teams.

**Senior trainer** is a registered person who provides overall educational leadership within an institution of less than ten full time staff directly involved in training and assessment. Key functions include: managing the overall quality of that institution in accordance with quality framework; determining and addressing training needs; and, managing the registration of the institution. The person must possess National Certificate 4 in Training and Assessment - NC4TRA40020B. This particular registration category is RESTRICTED within Institution only.

**Trainer** is a registered person who provides educational supervision in the training of specific occupations in an institution. Key functions include: developing learning programmes, training aids and training materials, resources and tools; providing guidance to **Instructors**; monitoring the effectiveness of delivery and assessment; planning delivery and assessment; addressing the learning needs of students; and delivering and assessing training programs. The person must possess National Certificate 3 in Training for Trainer - NC3TFT30020. This particular registration category is RESTRICTED within Institution only.

**Instructor** is a registered person who delivers and assesses training programs. The person must possess National Certificate 2 in Training and Assessment - NC2TRA20020B. This particular registration category is RESTRICTED within Institution only.

**New applicant** is a training personal seeking trainer registration under the PNGQF-TVET registration and processes. He or she can register as a Instructor, Trainer, Senior Trainer, Master Trainer or Consultant Trainer providing he or she has possessed relevant qualifications in Workplace Training and Assessment or equivalent units of competency in AQF Certificate IV in Training and Assessment -- TAE40110 or Diploma of Training and Assessment - TAA50104. TOT or Diploma of Education or Teaching Certificate or any other academic qualifications in education are not equivalent to workplace training and assessment qualifications.

**Registered training organisation (RTO)** is any organisation that is registered nationally or internationally to deliver and/or assess and issue qualifications. The organisation can only issue qualifications that it is registered to deliver.

**Technical and Vocational Education and Training (TVET)** is all training for all sectors of the economy that are carried out for occupations that are below professional levels (i.e. require higher education qualifications). Hence TVET is focused on a wide range of occupations including those in the public sector, the retail and services sector, finance, garment production, hospitality, primary industry and manufacturing. TVET programs are distinguished by having clearly defined training outcomes that address the capability require for an occupation below professional level.

**Units of Competency** constitute by areas of performance or functions expected in an occupation. Generally units of competency address the specific products or services provided by an individual in that occupation. Units of competency are generally complete in themselves rather than forming part of something else such as specific knowledge or skills. Each unit of competency is comprised of elements, associates performance criteria for each element, a range statement and an evidence guide.
PNG Qualifications Structure

National Certificate 1 (NC1):

**Basic skills and Knowledge**
1. Basic practical skills and operational knowledge in a define range of tasks.
2. Can receive and pass on information.

**Applications**
Applied in contexts that:
♦ are limited in range and routine

**Autonomy**
In conditions where there is:
♦ limited responsibly for own output
♦ some analysis of situations and directions
♦ close supervision

National Certificate 2 (NC2):

**Basic skills and knowledge**
1. Practical skills and operational knowledge in a range of tasks.
2. Define range of skills.

**Applications**
Applied in context that:
♦ involves application of a range of well developed skills with discretion and judgment is selection of equipment, service or contingency measures.

**Autonomy**
♦ access and record of information from a range of sources
♦ some application of known solutions to some range of predictable problems.
♦ some clear directions
♦ some complex or non-routine activities
♦ takes responsibility for own output.

National Certificate 3 (NC3):

**Basic Skills**
1. Some theoretical knowledge and a range of well developed skills

**Applications**
Applied in the context that:
♦ can interpret available information using discretion and judgement.
♦ involves the application of known solution to a variety of predictable problems.

**Autonomy**
In conditions where there is:
♦ complex or non complex activities
♦ responsibility for action output of others
National Certificate 4 (NC4):

Basic skills
1. A knowledge base incorporating theoretical concepts with substantial depth in some areas.

Applications
Applied in context that:
♦ can identify, analyse and evaluate information
♦ involves the application of solutions to define range of unpredictable problems.

Autonomy
In conditions where there is:
♦ responsibility for the achievement of group outputs
♦ responsibility for own outputs in relation to specified quality standard
♦ responsibility for own quantity and quality of others.

National Diploma:

Basic Skills
1. A knowledge base incorporating theoretical concepts with substantial depth in some areas.

Applications
Applied in context that:
♦ involves the analysis and planning of approaches to technical problems or management requirements.
♦ can evaluate information using it to forecast for planning or research purposes.

Autonomy
In conditions where there is:
♦ responsibility for the achievement of group outputs
♦ responsibility for own outputs in relation to broad quantity and quality.

National Advance Diploma:

Basic skills
1. Specialised knowledge with depth in some areas.

Applications
Applied in contexts that:
♦ involves analysis, diagnose, design and execution of judgment across a broad range of technical levels.
♦ generate ideas through the analysis of information and concept at abstract level.

Autonomy
In conditions where there is:
♦ accountability for personal and group outcomes with broad parameter.
**PNG Qualification Framework - TVET Private Sectors**

(Private Training Providers; NGOs, Churches, Industries, Organisations)

Developed by NTC 2008

Reviewed Version 1.3/2013

<table>
<thead>
<tr>
<th>National Qualifications</th>
<th>Basic Skills and Knowledge</th>
<th>Applications</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Advance Diploma</strong></td>
<td>Specialised knowledge with depth in some areas.</td>
<td>Applied in the context that:</td>
<td>In conditions where there is:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>• Involves analysis, diagnose, design, and execution of judgments across a</td>
<td>• Accountability for personal and group outcomes with broad parameters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>broad range of technical level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Generate ideas through the analysis of information and concept at abstract</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>level.</td>
<td></td>
</tr>
<tr>
<td><strong>National Diploma</strong></td>
<td>A knowledge base incorporating theoretical concepts with substantial depth in some areas.</td>
<td>Applied in the context that:</td>
<td>In conditions where there is:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>• Involves the analysis and planning of approaches to technical problems or</td>
<td>• Responsibility for the achievement of groups outputs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>management requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Can evaluate information using it to forecast for planning or research</td>
<td>• Responsibility for own outputs in relation to broad quantity and quality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>purposes.</td>
<td></td>
</tr>
<tr>
<td><strong>National Certificate 4</strong></td>
<td>Knowledge base and can apply some theoretical concepts.</td>
<td>Applied in the context that:</td>
<td>In conditions where there is:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>• Can identify, analyse and evaluate information.</td>
<td>• Responsibility for own outputs in relation to specified quality standard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Involves the application of solutions to defined range of unpredictable</td>
<td>• Responsibility for quality and quality of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>problems.</td>
<td></td>
</tr>
<tr>
<td><strong>National Certificate 3</strong></td>
<td>Some theoretical knowledge and a range of well developed skills.</td>
<td>Applied in the context that:</td>
<td>In conditions where there is:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>• Can interpret available information using discretion and judgment.</td>
<td>• Complex or non complex activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Involves the application of known solution to a variety of predictable</td>
<td>• Responsibility for action output of others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>problems.</td>
<td></td>
</tr>
<tr>
<td><strong>National Certificate 2</strong></td>
<td>Practical skills and operational knowledge in a range of tasks.</td>
<td>Applied in the context that:</td>
<td>In conditions where there is:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>• Involves application of a range of well developed skills with discretion</td>
<td>• Access and record of information from a range of sources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and judgment in selection of equipment, service or contingency.</td>
<td>• Some application of known solutions to some range of predictable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some clear directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some complex or non-routine activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Takes responsibility for own output.</td>
</tr>
<tr>
<td><strong>National Certificate 1</strong></td>
<td>Basic practical skills and operational knowledge in a define range of task.</td>
<td>Applied in the context that:</td>
<td>In conditions where there is:</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td>• Are limited in range and routine.</td>
<td>• Limited responsibility for own output.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some analysis of situations and directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Close supervision.</td>
</tr>
</tbody>
</table>
The Private TVET Training Provider Establishment (PTVETTPE) has trainers who are capable of developing delivery and assessment strategies and materials and, assessing training for each qualification.

Elements

1.1 Each Private TVET Training Provider Establishment (PTVETTPE) with ten or full time equivalent staff directly involved in training and assessment must either employ a registered master trainer or contract a registered consultant trainer to manage the educational processes.

Explanation

Private TVET Training Provider Establishment (PTVETTPE) must have expertise in educational leadership at the institutional level. For institutions that have more ten full time equivalent staff involved directly in training and assessment, there should at least be one person registered as a master trainer. Key function of a master trainer include: managing the overall quality of that institution in accordance with the quality framework; training staff; determining and addressing training needs; and, managing the registration of the institution. In managing quality, the master trainer exercises a leadership role in the delivery and assessment practices within the institution.

Institutions however without a master trainer can satisfy this requirement through employing the service of a consultant trainer. In employing consultant trainers, institutions should document the use of a consultant and demonstrate clearly that the key educational leadership services within the functions of master trainer have been provided.

1.2 Each Private TVET Training Provider Establishment (PTVETTPE) with less than ten full time equivalent staff directly involved in training and assessment must either employ a registered senior trainer or a consultant trainer to manage the educational processes.

Explanation

Private TVET Training Provider Establishment (PTVETTPE) must have expertise in educational leadership at the institutional level. For institutions with less than ten full time equivalent staff directly involved in training and assessment, there should at least be one person registered as a senior trainer. A senior trainer performs all the leadership functions of a master trainer with the expectation of not having to perform the functions of training other staff and undertaking the more complex aspects of training needs analysis. Institutions however without a senior trainer can satisfy this requirement through employing the service of a consultant trainer.

In employing consultant trainers, institutions should document the use of a consultant and demonstrate clearly that the key educational leadership services within the functions of consultant/senior trainer have been provided.
1.3 Each Private TVET Training Provider Establishment (PTVETTPE) must employ at least one registered trainer for every ten or less full time equivalent instructors.

Explanation

Private TVET Training Provider Establishment (PTVETTPE) must demonstrate that they have educational leadership at the delivery and assessment level. Institutions must demonstrate that they employ at least one registered trainer and more than one if they have in excess of ten full time equivalent instructors. For example: The requirement for an institution of twenty one full time equivalents is three registered trainers.

A full time instructor will be a person who works 35 hours per week in education related work. Hence a person who works in an institution for nine hours a week constitutes a 2.5 full time equivalent in partially non educational related work.

1.4 All classes of trainer must have at least achieved the qualification/unit of competency that they are directly involved in delivering and/or assessing. Possession of the qualification/unit of competency must be documented to satisfy audit purposes.

Explanation

Private TVET Training Provider Establishment (PTVETTPE) must ensure that everyone who delivers and/or assesses a unit/s of competency, must possess technical/professional qualifications and experience that is at least the same as the unit/s of competency.

This means that the person will either have a transcript indicating achievement of the unit/s of competency (for example, results of NATTB skills test) or will have an equivalent qualification.

Equivalency however must be documented. Institutions should have documentation for audit examination that explains how the qualifications and experience that is at least at the level of the unit/s of competency. Particular care needs to be exercised for qualifications at National Certificate 3 or higher. In the case of National Certificate 3 qualifications in trade areas, there should be documentation that recognises the individual as a tradesperson. Example; Tradesman Certificate should include the transcript of the specific trade/skills.

1.5 All trainers involved in direct delivery and assessment must have had at least two years work experiences directly related to the subject matter being delivered/assessed. The work experience should at least at the level of the qualification/unit of competency.

Explanation

Work experience means full time employment or self-employment. The level of work experience required will be highly dependent upon the level of the unit/s of competency. For National Certificate 3 unit/s of competency, it will be necessary that the person has had skilled worker experience (e.g. as a tradesperson).
For qualifications at National Certificate 5 and above, the trainer must have worked either in a technician or professional role.

1.6 Master, consultant and senior trainers must have had at least five years training experience.

Explanation

To gain registration as a master, consultant or senior trainer, the applicant must have had a total of five full years in direct delivery/assessment and other educational functions primarily within post schooling TVET institutions. The experience should include performing an educational leadership role within a TVET institution. Experience in administration or general management of an institution will not count towards the experience.

1.7 Trainers must have had at least three years training experience.

Explanation

To gain registration as a trainer, the applicant must have had at least three full time years experience in direct delivery/assessment and other educational functions primarily within post schooling TVET institutions.

The experience should include significant involvement in resources development and providing educational supervision/team leadership within a group of trainers’ directly delivering and assessing training. Again experience in administration or general management of an institution will not count towards the requirement.

1.8 Trainers must possess relevant national qualifications in training. For each class of trainer there will be a national qualification each of which will require the achievement of a set of units of competency. For example, master and consultant trainers must possess all units of competency in the table below whereas instructor only requires three units of competency. The units of competency associated with each of these classes of trainer are as follow:

Explanation

The list on page 14 indicates the units of competency required for each class of trainer. Hence the requirements for a master/consultant/senior trainer are completion of all units of competency.

Achievement of these units of competency will require enrolment with training provider that is registered and capable to deliver and assess these units of competency. The person involved in delivering National Qualifications in Training and Assessment must possess Diploma of Training and Assessment (NDIPTRA50020B) or equivalent units of competency in AQF DIP TAA050104.

Once the applicant has received a certificate/testamur (official document) from the registered training provider; which lists all the relevant units on the table in page 12 and satisfied other requirements, the RTO can apply for registration on behalf of the applicant.

Registration documentation can only be processed and endorsed by the RTO, not an individual.
<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Class of Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and develop competency standards</td>
<td>✅</td>
</tr>
<tr>
<td>Develop teams and individual</td>
<td>✅</td>
</tr>
<tr>
<td>Undertake organisational training needs analysis</td>
<td>✅</td>
</tr>
<tr>
<td>Determine and manage scope of training and assessment services</td>
<td>✅</td>
</tr>
<tr>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>✅</td>
</tr>
<tr>
<td>Lead and coordinate assessment systems and services</td>
<td>✅</td>
</tr>
<tr>
<td>Lead and coordinate training systems</td>
<td>✅</td>
</tr>
<tr>
<td>Use competency standards to meet client needs</td>
<td>✅</td>
</tr>
<tr>
<td>Design and develop learning programs</td>
<td>✅</td>
</tr>
<tr>
<td>Plan and organise assessment</td>
<td>✅</td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td>✅</td>
</tr>
<tr>
<td>Design and organise learning resources</td>
<td>✅</td>
</tr>
<tr>
<td>Facilitate Individual learning</td>
<td>✅</td>
</tr>
<tr>
<td>Assess competence</td>
<td>✅</td>
</tr>
<tr>
<td>Facilitate group based delivery</td>
<td>✅</td>
</tr>
</tbody>
</table>
Because many people will have already completed or will be completing a range of significant existing trainer training programs, provision has been made for equivalency for training qualifications. **Up till January 2011, TAA40104/TAE40110 Certificate IV in Training and Assessment will be an equivalent to the set units of competency required for trainer, senior and master/consultant trainers.**

**Up till January 2013,** the following qualifications are equivalent to the training qualification requirements for **instructor level and below:** Diploma of Teaching (Technical) and Diploma in Technical & Vocational Education and Training from University of Goroka; and the Diploma of Vocational Education & Training from PNGEI. Higher education TVET qualifications similar in the nature to the university of Goroka and PNGEI qualifications are also equivalent to the qualification requirements of trainers.

**Extended period of changes to happen up till January 2015** Private TVET Training Provider Establishments (PTVETTPE) must ensure that all their training personal must acquire PNGQF-TVET Certificate 2, 3, 4 in Training and Assessment or Diploma in Training and Assessment or AQF Certificate IV (TAE40110) equivalent units of competency prior to seeking registration and accreditation. **Please refer to PNGQA-TVET Standard 1, compliance element 1.8.1**

1.9 Where more than one person is involved in delivering and assessing unit of competency, one person can satisfy the pedagogical requirements and the other can satisfy the technical expertise requirements provided that the totality of the requirements for an instructor or assessor is present.

**Explanation**

To satisfy the quality framework, anyone engage in delivering and assessing units of competency must process all the trainer units of competency as well as the relevant technical background. Where more than one person is involved, it is possible to pool expertise. Provided the totality of requirements is met, one person can satisfy the trainer standard while one or more people can provide the technical expertise. This will be particularly useful in work based learning where the training provider provides guidance in delivery and assessment to workplace mentors who in turn train and assess staff.

---

*Note that AQF Certificate IV in Training and Assessment Code: TAA40104 equivalent units of competency are no longer recognised by PNGQF/PNGQA for the registration of training personal. It has been superseded by AQF TAE40110 as of July 2013.*
Standard 2 - Course

The courses registered must be PNGQF-TVET qualifications.

Elements

2.1 All courses must address nationally registered qualifications NATTB standards (where they exist) and use the title of the national qualification or NATTB standards (for example, National Certificate 2 in Commercial Cookery). Extended period of changes to happen Up till January 2015 Private TVET Training Provider Establishment (PTVETTPE) must fully comply with all the registration and accreditation requirements.

Explanation

Industry will define the outcomes that it requires in various occupations through creating national qualifications. Training providers in turn will be required to use these qualifications rather than develop their own qualifications. Training providers however can develop their own subjects and modules as pathways to these units of competency. A key issue for each training provider is whether they can enable students to achieve all the units of competency as a national qualification (i.e. National Certificate 1, 2, 3 etc). If not, they may have to create other qualifications such as “Statement of Attainment” (explained below).

In all documentation the Private TVET Training Provider Establishment (PTVETTPE) must use the exact title of the qualifications.

2.2 Where a course achieves some but not all units of competency from a qualification/s the course title will be “Statement of Attainment in (name, as agreed by the industry)”.

Explanation

Some Private TVET Training Provider Establishment (PTVETTPE) may wish to offer part of a national qualification. Private TVET Training Provider Establishment (PTVETTPE) can create a course, provided that at least one unit of competency can be achieved by the students. A condition of registration of the qualification will be industry verification that the course provides an employable outcome and agreement with the use of the name of the course. A course of this nature must use the title of “Statement of Attainment” (for example, Statement of Attainment in Cooking Seafood”). The title should also reflect the unit of competency achieved.

2.3 Where a course provides some of the underpinning knowledge and skills associated with a set of units of competency, the course title will be “Statement of Attendance in (name)”.

Explanation

Some Private TVET Training Provider Establishment (PTVETTPE) may be able to offer either a national qualification or a “Statement of Attainment” but nonetheless provide a significant level of theory and skills associated with national qualifications.

In these situations the course should be called a “Statement of Attendance” (for example, “Statement of Attendance in Village Motor Maintenance”).

2.4 Where standards do not exist for an occupation, the course proponents must develop draft standards (or adopt existing standards from elsewhere) in association with industry and achieve those standards.

Explanation

National Certificates 1 to 4, National Diploma and National Advanced Diploma courses must be comprises of units of competency. Where national qualification does not exist, training providers in association with the industry will need to create them.

This will involve either developing national units of competency or using existing national or international units. A qualification created this way will become the national qualification to be used by all training providers.

In submitting a course for registration, the Private TVET Training Provider Establishment (PTVETTPE) must indicate the process of consultation with the industry, including all those involved.

The Private TVET Training Provider Establishment (PTVETTPE) must also provide a signed statement agreeing that the national qualification (i.e. the qualification structure and the units of competency) can freely be used by other PTVETTPE.

2.5 Where units of competency do not exist or do not meet a specific training need, short courses can be created but require support from the industry that they meet a defined need.

The course will carry the title of “Course in (name)”.

16

jl_ntcs_pngqf/pngqa_reviewed march 2014
Explanation

Where a Private TVET Training Provider Establishment (PTVETTPE) wants to offer a short course (i.e. a program below 200 hours) dealing with specific skills and knowledge that are not covered or only partly covered by existing units of competency, the program will carry the title of the “Course in”. Support however will be required from the industry that it meets a defined need. The process of determining the need for the course must be documents including consultations and support.

2.6 Delivery and assessment specifications (which include duration, staff/student ratios and on job experience) must be appropriate for the achievement of the standards.

Explanation

When a Private TVET Training Provider Establishment (PTVETTPE) wishes to be registered to deliver a given qualification, a training plan with delivery and assessment specifications must be developed and presented to the accrediting authority. The training plan should include the content/ activities and how they are structured (including duration) and the assessment scheme.

The overall plan should particularly indicate how each unit of competency is delivered and assessed. The plan should be appropriate for the qualification level and target group of students. A Diploma qualification aimed at school leavers for example is unlikely to be achieved in less than six months. Care needs to be exercised that an adequate level of work experience is provided especially for units of competency that are unlikely to be achieved solely through an institutional pathway.

2.7 Where NATTB skills testing is a requirement for a national qualification, the national qualification can only be issued if the learner successfully passes the NATTB skilled test.

Explanation

Industry has strongly supported the establishment of skills tests in seven occupational areas to ensure that individuals with qualifications have the associated capability. For this reason, no national qualification in the seven (7) occupational areas should be issued without the individual passing the associated skills test. Where training providers have been involved in training and assessing in the seven occupational areas, it will be desirable for training providers to have a partnership arrangement with NATTB. As part of the partnership arrangement, the parties can jointly issue a testamur/certificate.

2.8 All courses must include studies about HIV/AIDS prevention.

Explanation

Private TVET Training Provider Establishment (PTVETTPE) should demonstrate that each national qualification has studies not less than a half an hour duration dealing with HIV/ AIDS prevention.
2.9 Qualifications that have been registered overseas by accreditation bodies recognised by the NTC, and which comply with the Government policy and regulations will gain automatic recognition as foreign (but not national) qualifications.

Explanation

*Private TVET Training Provider Establishment (PTVETTPE)* may wish to offer foreign qualifications. These qualifications will be automatically recognised with the status of a foreign qualification. Because they will not have the status of a national qualification, the national logo should not be used in any associated documentation or promotion.

For automatic recognition to be given, there are the following provisos:

a) The qualification must be registered by an accreditation body/competent authority recognised by NTC.

b) Quality control of the delivery and assessment of the qualification is vested with the foreign accreditation body.

c) The qualification complies with the government policy and regulations.

2.10 National logos can be used on testamurs for registered national qualifications and *Private TVET Training Provider Establishment (PTVETTPE)*

Explanation

A national logo will be an important symbol of quality as it will signify that the course and provider satisfies national quality standards. This in turn will give greater confidence to both employers and potential students about the qualification received.

The use of this logo will be restricted to national qualifications and training providers registered to deliver and/or assess the national qualification. Hence a training provider who is registered to deliver national qualifications will be able to use the logo on the certificates/testamurs for each of the qualifications on the scope of registration.

Conversely, a training provider who is not registered to deliver/assess specific national qualifications will not be able to use the logo on the certificates/testamurs of those qualifications.

2.11 Testamur with national logos may only contain the following information: name of RTO/s and associated signature/s, name of graduate, qualification title and unit/s of competency achieved. Details of modules/subjects studied can be provided if necessary on a separate document which should not contain the national logo.

Explanation

In order to provide clear consistent information to employers about graduates’ overall performance, there needs to be a defined set of information on each certificate/testamur with the national logo.

The certificate should contain the name of the RTO or RTOs (in the case of more than one *Private TVET Training Provider Establishment (PTVETTPE)* being responsible), signatures of the *PTVETTPE*s management, the name of the students, the qualification title and the units of competency achieved. Because the focus is on the national qualifications, the same information will be on each certificate/testamur regardless of the training provider.

No other information such as subjects or modules studied should appear on the certificate/testamur. This information however can be provided on a transcript which should not contain the national logo.

2.12 Where more than one training provider has been involved in the training/assessment of a student, the testamur for qualification should have the names of all the providers.

Explanation

More than one training provider may have been involved in the delivery/assessment of a qualification. In such cases of partnership between training providers, the certificate/testamur issued to graduates should carry the name of all *Private TVET Training Provider Establishment (PTVETTPE)*.

An example is where a training provider has delivered and assessed a national qualification which is also subject to a NATTB skills test. In this situation, the certificate/testamur should have the name of the training provider as well as the NATTB.
The Private TVET Training Provider Establishment (PTVETTPE) has the capability to deliver and/or assess qualifications in their scope of registration in accordance with the Government of PNG policy.

Extended period of changes to happen Up till January 2015 Private TVET Training Provider Establishment (PTVETTPE) must fully comply with all the registration and accreditation requirements.

Elements

3.1 The Private TVET Training Provider Establishment (PTVETTPE) must possess or have access to facilities, tools, equipment and material appropriate to achieve the relevant standards.

Explanation

Units of competency contain in a range of specifications about the performance that is required. This may often include the use of specific tools and equipment, the products to be produced and various contextual factors. It is therefore a requirement for all training providers who wish to offer national qualifications/units of competency to possess or to have access to all the facilities, tools, equipment and materials implied by the specifications.

This means either the institution has all the requirements on its own premises or has rental arrangements for specific equipment when required or has structured arrangements in place with workplaces which have all necessary physical resources. Structured arrangements with workplaces will normally comprise the organisation of experiences of students on key activities related to the unit/units of competency.

Training providers may require students to gain workplace experience before issuing a qualification. However training providers cannot simply satisfy the physical resource requirement through students undertaking their own work experience.

3.2 The Private TVET Training Provider Establishment (PTVETTPE) is a viable entity both from a management and financial perspective.

Explanation

The Private TVET Training Provider Establishment (PTVETTPE) must be able to provide documentation to demonstrate that it is a viable entity.

Documentation should include the following:

a) Contact details – residential address, postal address and telephone number.
b) A mission statement addressing HRD objectives.
c) A set of objectives for the institution.
d) An inventory on physical assets of the institution
e) A staff list indicating for each staff member: name, position (including in the case of teachers-subject matter taught), hours per week, qualifications and experience.
f) Bank financial statements
g) Estimates income and expenditure for a 12 months period.

3.3 Private TVET Training Provider Establishment (PTVETTPE) must be registered with the Investment Promotion Authority (IPA).

Explanation

Local private companies and foreign companies seeking registration as RTOs must provide documentation showing they are registered with the Investment Promotion Authority.

3.4 The fees charged are reasonable.

Explanation

A condition of registration is that Private TVET Training Provider Establishment (PTVETTPE) does not charge excessive fees. At registration, providers should provide a schedule of fees. If the fees significantly exceed that of other PTVETTPE, include an explanation (generally with inputs and costing) why fees are much higher.
3.5 Promotion should:

a) only include courses that are registered.
b) contain such as entry/selection requirements, course requirements and employment outcomes.

**Explanation**

*Private TVET Training Provider Establishment (PVTETTPE)* is expected to be ethical in the promotion of their programs. All promotion material must not be misleading and it must accurately convey key information to prospective students. If a training provider is not registered to conduct a specific course, the latter should not be promoted.

Advertisements and course/s (as approved); entry requirement²; course selection criteria³; specific requirements for completing the course such as personal equipment and clothing, work placement and travel; and, the employment outcomes from the program. All requirements need to be inclusive and not discriminatory (e.g. has a gender bias).

At registration, the training providers will supply copies of their promotional material. Monitoring of promotional material will be an ongoing part of the registration agency.

3.6 Have a program of awareness raising of HIV/AIDS within the workplace.

**Explanation**

*Private TVET Training Provider Establishment (PVTETTPE)* must ensure for registration purposes that their institution supports the Government of PNG policy in regard to HIV/AIDS. There should be a program for raising awareness about HIV/AIDS with the employees and strategies in place to deal with those who have become HIV positive. In applying for registration, training providers should provide a copy of their workplace policy on HIV & AIDS management & prevention.

3.7 Comply with all Government of PNG laws and regulations including those related to the employment of foreign expertise.

**Explanation**

A condition of ongoing registration is compliance with PNG laws and regulations. An area of particular concern is the employment of foreign nationals in private organisations. The private institution must have work permits for all foreign nationals and have structured training in place for local staff.

**Explanation**

A condition of ongoing registration is compliance with PNG laws and regulations. An area of particular concern is the employment of foreign nationals in private organisations. The private institution must have work permits for all foreign nationals and have structured training in place for local staff.

3.8 Training organisations that have been registered overseas by accreditation bodies recognised by NTC will gain automatic recognition.

**Explanation**

Where a training organisation has been registered in another country to deliver specific qualifications, then the institution will gain automatic registration subject to the following provisos:

a) The institution must be registered by an accreditation body recognised by the NTC.
b) Quality control of the institution including activity in PNG is vested with the foreign accreditation body.
c) The institution complies with the government policy and regulations.

Indicate that they are “registered Applicants for registration should provide documentation of their registration with the foreign accreditation body. Institutions that gain automatic registration may not use the PNG national logo but may with the NTC (or other relevant body)”.
Explanation

A condition of ongoing registration is compliance with PNG laws and regulations. An area of particular concern is the employment of foreign nationals in private organisations. The private institution must have work permits for all foreign nationals and have structured training in place for local staff.

3.8 Training organisations that have been registered overseas by accreditation bodies recognised by NTC will gain automatic recognition.

Explanation

Where a training organisation has been registered in another country to deliver specific qualifications, then the institution will gain automatic registration subject to the following provisos:

a) The institution must be registered by an accreditation body recognised by the NTC.

b) Quality control of the institution including activity in PNG is vested with the foreign accreditation body.

c) The institution complies with the government policy and regulations.

Indicate that they are “registered Applicants for registration should provide documentation of their registration with the foreign accreditation body. Institutions that gain automatic registration may not use the PNG national logo but may with the NTC (or other relevant body)”.

The organisation must be registered with Investment Promotion Authority (IPA). The organisation can only issue qualifications that it is registered to deliver. The organisation must also establish a partnership with PNG Private TVET Training Provider Establishment (PTVETTPE), Company/Industry to deliver foreign qualification with a written MOU/MOA.

3.9 Consultancy Training Services must have basic facility to operate from.

Explanation

Where a training organisation has been registered as a Consultancy Training Services to deliver specific qualifications, the provider must have the following basic facilities including:

• Administration office,
• Classroom to sit at least 10 people, adequate toilets and simulated/workshop area.
• Adequate training materials and training resources.
• Adequate stock of consumables.
• Adequate audio visual equipments.
• Range of other resources to compliment learning and assessment process.
• Effective Quality Management System (QMS).
• Financially viable.

¹Entry requirements are the minimum requirements for entry to a course to ensure successful completion. Hence a student who does not meet the minimum requirements should not be enrolled regardless of whether there are vacancies or not. ²Selection criteria are the means of choosing students for a course where are more eligible applications (i.e. students who satisfy the entry requirements) than places.
### REGISTRATION APPLICATION FORMS

<table>
<thead>
<tr>
<th>Submission Type</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration of national qualifications.</td>
<td>No specific form. Submission must include documentation of the industry ratification of the units of qualification package in the qualifications. Where the units of competency are developed they should be in the format of the form.</td>
</tr>
</tbody>
</table>
| Registration of PNG qualifications for delivery and assessment. | MECR1 - Application for Registration of Delivery & Assessment of a Qualification.  
MECR3 - Course specification.  
MECR4 - Module Template.  
MECR5 - Unit of Competency Templates.  
MECR6 - Work Evidence Template. |
| Registration of a foreign qualification.             | MECR2 - Registration of a foreign qualification                      |
| Trainer registration.                               | METR1- Application for registration as a Master or a consultant trainer.  
METR2 – Application for registration as a senior trainer.  
METR3 – Application for registration as a trainer.  
METR4 – Application for registration as an instructor.  
METR5 – Application for registration as an assessor.  
MCETR1b - Application for registration as a private consultant trainer (Reviewed 1.1/2011) |
| Registration of an Institution.                      | METR01 – Application for registration as a training provider or a TVET programs. |
| Quality assurance audit                              | RTO4 Quality assurance audit form                                      |
Part 2:

PNGQA

Quality Assurance

Version 1.3  2013

TVET Sector

This PNGQA is not intended for Higher Education
PNG QUALITY ASSURANCE (PNGQA)
TVET SECTOR - PTVETTPE

Quality Audits and Registration Standards
Private TVET Training Provider Establishments
(Private and Public training providers who do not receive direct funding from the Government).
“NGOs, CHURCHES, INDUSTRIES AND ORGANISATIONS”

Version 1.3 2013

Document code: NTCPNGQA1213

Publication Code: NTCPNGQA-132014
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acronyms and Abbreviations</td>
<td>27</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>28</td>
</tr>
<tr>
<td>Introduction</td>
<td>29</td>
</tr>
<tr>
<td>General Control Document</td>
<td>30</td>
</tr>
<tr>
<td>Accreditation, Registration and Quality Audit processes</td>
<td>31</td>
</tr>
<tr>
<td>General Principles</td>
<td>32</td>
</tr>
<tr>
<td>Standard 1 - Trainer</td>
<td>33</td>
</tr>
<tr>
<td>Appendix A – Trainer Competency</td>
<td>34</td>
</tr>
<tr>
<td>Standard 2 – Course</td>
<td>35</td>
</tr>
<tr>
<td>Standard 3 – Institution</td>
<td>36</td>
</tr>
<tr>
<td>APQN Chiba Principles</td>
<td>37</td>
</tr>
</tbody>
</table>
### Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAAC</td>
<td>Screening ana Accreditation committee</td>
</tr>
<tr>
<td>PTVETTPE</td>
<td>Private TVET Training Provider Establishments.</td>
</tr>
<tr>
<td>PNGQF</td>
<td>Papua New Guinea Qualifications Framework</td>
</tr>
<tr>
<td>PNGQA</td>
<td>Papua New Guinea Quality Assurance</td>
</tr>
<tr>
<td>UOC</td>
<td>Units of Competency</td>
</tr>
<tr>
<td>NATTB</td>
<td>National Apprentice Trade Testing Board</td>
</tr>
<tr>
<td>NEB</td>
<td>National Education Board</td>
</tr>
<tr>
<td>NEC</td>
<td>National Executive Council</td>
</tr>
<tr>
<td>CHE</td>
<td>Commission of Higher Education</td>
</tr>
<tr>
<td>NTC</td>
<td>National Training Council</td>
</tr>
<tr>
<td>ODFL</td>
<td>Open, Distance and Flexible Learning</td>
</tr>
<tr>
<td>OHE</td>
<td>Office of Higher Education</td>
</tr>
<tr>
<td>PNG</td>
<td>Papua New Guinea</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Qualith Training Framework</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical Vocational and Education Training</td>
</tr>
<tr>
<td>PTP</td>
<td>Private Training Provider</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>EQUOC</td>
<td>Equivalent Units of Competency</td>
</tr>
<tr>
<td>NC</td>
<td>National Certificate</td>
</tr>
<tr>
<td>IFS</td>
<td>Independent Fellowship Scholarship</td>
</tr>
<tr>
<td>NSTF</td>
<td>National Scholarship Training Fund</td>
</tr>
</tbody>
</table>
Acknowledgements:

The National Qualifications in Training and Assessment was developed by the National Training Council and its stakeholders including TVET Division of Department of Education (DoE), Office of Higher Education (OHE), Department of Personal Management (DPM) and various other agencies and Industry to complement the PNGQF qualifications structure and the PNGQA institution registration and accreditation requirements.

The PNGQF, PNGQA, NQTA is a PNG-AusAID funded project as part of the PNG – Australia Cooperation Development Program.

The project advisor:
Dr. Paul Brady, ASF Advisor; 2008- January 2010

Major Contributors:
Members of 2007 Steering Committee (Qualification Framework Steering Committee)
NTCS
Ministry of Labour and Industrial Relations
National Training Council
TVET Division of NDoE
OHE
DPM
Department of Planning and Monitoring
Employees Federations of PNG
Public Employee Association
PNG IPA

Editorial:
Joe Lokes; 2010 - 2014

Reviewed by:
Joe Lokes - 2013

Published by: National Training Council
Editor: Joe Lokes
Year of Publication: 2014

Publication Printed by: Biona Investment
2014

Authorised by:
a/Director; Mr. Stanislaus Motolova
2014

Publication Code: NTC-PNGQA-132014
The PNG Quality Assurance Standard is a set of benchmarks/principles for the quality audit and inspection processes of Private TVET Training Provider Establishment (PTVETTPE). These standards are not intended for higher education sector. The quality assurance guidelines comprises of three (3) standards for quality audits and inspections of facilities, resources and the quality management system (QMS) of private TVET training provider establishments.

**Accreditation, registration and quality audit processes**

The ARQAP comprises of twelve (12) phases/steps of screening, risk assessment, reviews, approval and endorsement of accreditation and provider registration including facilities, programs/courses and trainers etc.

**Explanation**

**Phase 1:** Self review is the responsibility of the provider to ensure that the quality of their facility including basic education and training infrastructure (classrooms, workshops, tools, learning resources, learning material, learning aids, consumables are adequate and maintained to the level of standard required to deliver/offer training to the public.

**Phase 2:** Internal review is the processes of screening of pre audit documents and applications for program/course accreditation and registration of facilities and trainers. The process takes up to one month after the provider launched its applications.

**Phase 3:** External review-1 (external independent reviewers - SAAC) is the process of further screening and assessment of submissions documents for program/course accreditation and registration of facilities and trainers. The process takes up to three months after the submissions were prepared.

**Phase 4:** External review-2 (external independent reviewers - Council) is the process of further screening and assessment of recommendations and approvals by the review-1 submission documents. The process takes up to three-four months after the submissions were submitted.

**Phase 5-11:** Administrative process etc. The process takes up to one month after the endorsement of submissions.

**Phase 12:** Registration database updated and information published; in the website/local paper.

Ultimately, the PNGQA guidelines will provide auditors; assessors and reviewers the necessary tools to make the right judgment and decisions to aid PTVETTPE do excellence in everything they do.
General document control requirements

General document control requirements:


Document control code: PNGQANTC1213

1st Reviewed date: 1.1/2012

2nd Reviewed date: 1.2/2013 - 28/8/2013

Expiry date: 28/8/2015

Reviewers (internal):
Joe Lokes – a/AD MER Branch
Kevin Kalis – Monitoring and Evaluation Officer
Dianne Pakalu - Research Officer

Distributions:
Kevin Kalis - Monitoring and Evaluation Officer
Dianne Pakalu - Research Officer
Florence Bana - Monitoring and Evaluation Officer (Private TVET Coordinator)

Objective:
Guidance based on relevant audit and inspection compliance requirements and other PNG legislation and guidelines.

Area of applications:
Quality management systems covering quality audit, inspection and self-inspection of private TVET training provider establishments including Industries/Organisations

Editor: Joe Lokes
PSWDP Project Officer to NTC
a/Assistant Director, MER Branch
Date: 28/8/2013

Signature:
National Quality Assurance Principles - TVET

Developed by National Training Council 2011

Core Values:
- Respect for cultures and traditions.
- Teamwork
- Service excellence
- Flexibility
- Respect for national, regional & international policies, legislation and regulation.

Quality Management System (QMS)
- Quality Planning Operation
- Document Control
- Record preservation/retention

Continuous Improvements

Monitoring (Compliance)
- Management responsibility:
  - Quality policy
  - Planning
  - Review
- Measurements, analysis and improvements:
  - Internal audit
  - Monitoring
  - Improvement
- Resources Management:
  - Education & Training
  - Regulations
  - Training & Competence
  - Facility
  - Management
- Accreditation & Registration Processes:
  - Risk assessment
  - Quality audit
  - Approvals & endorsement

Focus on public/private sector (government and industry) requirements:
- Policies, legislation and regulation.
- Provider registration (program accredited, facilities registered).
- All types of resources; physical, learning, financial, HR are in place for appeals by stakeholders/customers.)

Focus on stakeholders satisfaction:
- Provider QA systems in place & effective.
- Appeals committee established & functioning effectively.
- Provider resources are adequate & sustainable.
- Programs/courses are credible and meets stakeholder’s needs and requirement.
- Qualifications meets national, regional and international standards.

Measurement, analysis and improvements

Continuous Improvements
**STANDARD 1 – Trainer**
The Private TVET Training Provider Establishment s (PTVETTPE) has trainers who are capable of developing delivery and assessment strategies, learning resources and assessing training for each qualifications.

<table>
<thead>
<tr>
<th>Criterion - Trainer Requirements</th>
<th>Compliance Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Each Private TVET Training Provider Establishment with ten or full time equivalent staff directly involved in training and assessment must either employ a registered master trainer to manage the educational processes.</td>
<td>1.1.1 Existence of master (for institutions with 10 or more full time equivalent staff).</td>
</tr>
<tr>
<td>1.2 Each Private TVET Training Provider Establishment with less than ten full time equivalent staff directly involve in training and assessment must either employ a registered senior trainer to manage the educational processes.</td>
<td>1.2.1 Existence of senior trainer (for institutions with less than 10 full time equivalent staff).</td>
</tr>
<tr>
<td>1.3 Each Private TVET Training Provider Establishment must employ at least one registered trainer for every ten or less full time equivalent instructors.</td>
<td>1.3.1 Employment of at least one registered trainer for every ten or less full time equivalent instructors.</td>
</tr>
</tbody>
</table>
| 1.4 All classes of trainer must have at least achieved the qualification/unit of competency (specialised skills; e.g. trade/technical/professional skills) that they are directly involved in delivering and/or assessing. Possession of the qualification/unit of competency must be documented to satisfy audit purposes. | 1.4.1 Trainers have at least achieved the qualification/unit of competency in the specialised skills area subject matter they are involved in delivering and/or assessing. Example:  
- Mechanical  
- Accounting  
- Electrical  
- Health  
- Fisheries  
- Textile etc. |
<p>| 1.5 All trainers involved in direct delivery and assessment must have had at least two years work experiences directly related to the subject matter being delivered. | 1.5.1 Trainers have at least two years relevant work experience in the subject matter to be delivered and or/ assessed. The work experience should at least at the level of the qualification/unit of competency. |
| 1.6 Master, consultant and senior trainers must have had at least five years training experience (non technical professional experience). | 1.6.1 Master, Consultant or Senior Trainers must have five years full time job experience; an occupation or a paid job as a trainer in an industry. Part time job, teaching or lecturing in an institution is not an equivalent. |
| 1.7 Trainers must have had at least three years training experience. | 1.7.1 Trainers, Instructors or Assessors must have three years full time job experience; an occupation or a paid job as a trainer in an industry. Part time job, teaching or lecturing in an institution is not an equivalent. |
| 1.8 Trainers must possess relevant national qualifications in training and assessment. For each class of trainer there will be a national qualification each of which will require the achievement of a set of units of competency (refer to appendix A page 9). | 1.8.1 Master and consultant trainer must possess at least fourteen units of competency. Senior trainer must possess at least six (6) units of competency. Trainer must possess five (5) units of competency. Instructor must possess at least three (3) units of competency and the Assessor must possess at least two (2) units of competency. Refer to appendix A page 9 for sample list of units of competency. |
| 1.9 Where more than one person is involved in delivering and assessing unit of competency, one person can satisfy the pedagogical (instructive/educational) requirements and the other can satisfy the technical expertise requirements provided that the totality of the requirements for an instructor or assessor is present. | 1.9.1 Where two people deliver/assess, the totality of expertise is present. |</p>
<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Class of Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master/Consultant Trainer</td>
</tr>
<tr>
<td>Research and develop competency standards</td>
<td>✓</td>
</tr>
<tr>
<td>Develop teams and individual</td>
<td>✓</td>
</tr>
<tr>
<td>Undertake organisational training needs analysis</td>
<td>✓</td>
</tr>
<tr>
<td>Determine and manage scope of training and assessment services</td>
<td>✓</td>
</tr>
<tr>
<td>Lead and conduct training and/or assessment evaluations</td>
<td>✓</td>
</tr>
<tr>
<td>Lead and coordinate assessment systems and services</td>
<td>✓</td>
</tr>
<tr>
<td>Lead and coordinate training systems</td>
<td>✓</td>
</tr>
<tr>
<td>Use competency standards to meet client needs</td>
<td>✓</td>
</tr>
<tr>
<td>Design and develop learning programs</td>
<td>✓</td>
</tr>
<tr>
<td>Plan and organise assessment</td>
<td>✓</td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td>✓</td>
</tr>
<tr>
<td>Design and organise learning resources</td>
<td>✓</td>
</tr>
<tr>
<td>Facilitate Individual learning</td>
<td>✓</td>
</tr>
<tr>
<td>Assess competence</td>
<td>✓</td>
</tr>
<tr>
<td>Facilitate group based delivery</td>
<td>✓</td>
</tr>
</tbody>
</table>
**STANDARD 2 – Course**
The courses registered by Private TVET Training Provider Establishment must be National Qualifications (NC1, NC2, NC3, NC4, National Diploma and Advance Diploma), Course in (courses under six months and SoA (part of a training package)).

<table>
<thead>
<tr>
<th>Criterion - Trainer Requirements</th>
<th>Compliance Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 All courses must address nationally registered qualifications NATTB standards (where they exist) and use the title of the national qualification or NATTB standards (for example, National Certificate 2 in Commercial Cookery).</td>
<td>2.1.1 Courses must address nationally registered qualifications or NATTB or industry standards and use the title of the national qualification. All Academic programs must be accredited with PNG Commission of Higher Education (PNGCHE).</td>
</tr>
<tr>
<td>2.2 Where a course achieves some but not all units of competency from a qualification/s the course title will be “Statement of Attainment in (name, as agreed by the industry)”.</td>
<td>2.2.1 Course/s is/are “Statements of Attainment” and meets an industry need. Diploma programs should take at least two years or twenty four months duration.</td>
</tr>
<tr>
<td>2.3 Where a course provides some of the underpinning knowledge and skills associated with a set of units of competency, the course title will be “Statement of Attendance in (name)”.</td>
<td>2.3.1 Short or one-day course(s) are “Statements of Attendance” or “Certificate of Participation” in (name)</td>
</tr>
<tr>
<td>2.4 Where standards do not exist for an occupation, the course proponents must develop draft standards (or adopt existing standards from elsewhere) in association with industry and achieve those standards.</td>
<td>2.4.1 Standards have been developed with industry and the course meets those standards (e.g. tourism &amp; hospitality, industry, IT, maritime, legal, social, community and health, etc).</td>
</tr>
<tr>
<td>2.5 Where units of competency do not exist or do not meet a specific training need, short courses can be created but require support from the industry that they meet a defined need. The course will carry the title of “Course in (name)”.</td>
<td>2.5.1 Short courses must have industry support.</td>
</tr>
<tr>
<td>2.6 Delivery and assessment specifications (which include duration, staff/student ratios and on job experience) must be appropriate for the achievement of the standards.</td>
<td>2.6.1 Delivery and assessment specifications must be appropriate for the achievement of the standards.</td>
</tr>
<tr>
<td>2.7 Where NATTB skills testing is a requirement for a national qualification, the national qualification can only be issued if the learner successfully passes the NATTB skilled test.</td>
<td>2.7.1 NATTB skills test carried out for issue of qualifications.</td>
</tr>
<tr>
<td>2.8 All courses must include studies about HIV/AIDS prevention.</td>
<td>2.8.1 All courses must include studies about HIV/AIDS prevention</td>
</tr>
<tr>
<td>2.9 Qualifications that have been registered overseas by accreditation bodies recognised by the by the NTC, and which comply with the Government policy and regulations will gain automatic recognition as foreign (but not the title of national) qualifications.</td>
<td>2.9.1 Foreign qualifications – only foreign institution and or/ personal has the authority to issue the qualification and quality control is vested with an external and or/foreign body.</td>
</tr>
<tr>
<td>2.10 NTC logos can be used on testamurs for registered national qualifications and Private TVET Training Provider Establishment (PTVETTPE).</td>
<td>2.10.1 NTC logos to be used only for registered national qualifications and training providers.</td>
</tr>
<tr>
<td>2.11 Testamur with national logos may only contain the following information: name of RTO/s and associated signature/s, name of graduate, qualification title and unit/s of competency achieved.</td>
<td>2.11.1 Testamurs/certificates contain limited information and must include transcript. Details of modules/subjects studied can be provided if necessary on a separate document which should not contain the national logo.</td>
</tr>
<tr>
<td>2.12 Where more than one training provider has been involved in the training/assessment of a student, the testamur for qualification should have the names of all the providers.</td>
<td>2.12.1 Testamur/certificate for the qualification should have the names of all the providers involved in the delivery/assessment and must include transcript.</td>
</tr>
</tbody>
</table>
### STANDARD 3 – Institution

The Registered Private TVET Training Provider Establishment has the capability to deliver and/or assess qualifications in their scope of registration in accordance with the Government of PNG policy.

<table>
<thead>
<tr>
<th>Criterion - Trainer Requirements</th>
<th>Compliance Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The PTVETTPE must possess or have access to facilities, tools, equipment and material appropriate to achieve the relevant standards.</td>
<td>3.1.1 Access to facilities and tools.</td>
</tr>
<tr>
<td>3.2 The PTVETTPE is a viable entity both from a management and financial perspective.</td>
<td>3.2.1 The registered Private TVET Training Provider Establishment (PTVETTPE) is a viable entity.</td>
</tr>
<tr>
<td>3.3 Private training providers must be registered with the Investment Promotion Authority (IPA).</td>
<td>3.3.1 Private TVET Training Provider Establishment must be registered with IPA. The organisation can only issue qualifications that it is registered to deliver. Foreign RTOs must establish a partnership with PNG PTVETTPE, Company/Industry to deliver foreign qualification with a written MOU/MOA.</td>
</tr>
<tr>
<td>3.4 The fees charged are reasonable.</td>
<td>3.4.1 Fees charged are reasonable (must include detail explanation if fees are significantly higher than other institutions).</td>
</tr>
</tbody>
</table>
| 3.5 Promotion should:  
  a) only include courses that are registered.  
  b) contain such as entry/ selection requirements, course requirements and employment outcomes. | 3.5.1 Promotion only should include courses that are registered. Contain key information needed for student decision making that is not misleading and inaccurate. |
| 3.6 Have a program of awareness raising of HIV/AIDS within the workplace. | 3.6.1 Have a program of awareness raising of HIV/AIDS within the workplace. |
| 3.7 Comply with all Government of PNG laws and regulations including those related to the employment of foreign expertise. | 3.7.1 Comply with all Government of PNG laws and regulations including those related to the employment of foreign expertise. |
| 3.8 Training organisations that have been registered overseas by accreditation bodies recognised by NTC will gain automatic recognition. | 3.8.1 Organisation is quality controlled by a foreign accreditation authority. |
| 3.9 Consultancy Training Services must have basic facility to operate from. | 3.9.1 Consultancy Training Services must have a basic facility to operate from. This include an office, a classroom to sit at least five (5) – ten (10) people, training materials, training resources, adequate stock of consumables, audio visual equipments, range of other resources to compliment learning and assessment process and training/enrolment recording system or database and must be financially viable. |
| 3.10 PTVETTPE contact detail must include Land Line (telephone and fax machine). | 3.10.1 RTO contact detail must include Land Line (telephone and fax machine). |
| 3.11 QMS – Quality Management System must be effective, efficient and accessible to all staff, the national, regional, and international Quality Assurance Agencies. | 3.11.1 Quality Management System (QMS) must be effective, efficient, and accessible and should integrate updated or continuous improvement records of (provide a copy of QMS processes): financial statements, stock list of training material, training resources, consumables, equipments, tools, training aids, students certifications, staff personal files and records, enrolment including course fees, programs development, staff development and training, program delivery, assessment and certifications issued, course advertisement., student’s disputes and appeals process., improvements and changes (reference to QA audit report) and other relevant educational activities. |
Quality Assurance Agencies (item C of the APQN CHIBA Principles)

- Are independent and have autonomous responsibility for operations-judgment should not be influenced by third parties.
- Written mission statement, goals and objectives are clearly defined.
- Human and financial resources are adequate and accessible.
- Policies, procedures, reviews and assessment reports are fully and clearly disclosed publicly.
- Documentation that states standards used, assessment methods, processes, decision criteria and appeals processes are clear.
- Periodic review of activities, efforts and value.
- Cooperates with other agencies and key players across national boundaries.
- Undertake research and provide information and advice.
- Inclusive of different forms:
  - accreditation
  - audit

Published by:
National Training Council Secretariat (NTCS) 2014
Contact address:
P.O. Box 1170
Boroko 111,
NCD
Papua New Guinea
Tel: 6753200247 / 3212028
Fax: 6753200639
Website: http://www.ntcwebsite5.com