Implementing the NQF and Quality Framework.

New Forms and Processes
Introduction

The PNG National Training Quality framework is a set of standards for the registration and audit of technical and vocational education and training (TVET)¹ institutions. This framework is not intended for higher education sector. The quality framework comprises of standards for trainers, courses and institutions. For registration and audit purposes, institutions must comply with all three sets of standards.

This document provides an explanation of each element of each standards.

Accreditation Bodies

Accreditation bodies are responsible for registration and auditing TVET training providers based on the National Training Quality. The two accrediting agencies are National Training Council and TVET Division of the National Department of Education.

National Training Council

The National Training Council coordinates the review of the National Training Quality Framework with all stakeholders and provides assistance to other agencies that are involved in the registration of training providers. The National Training Council also directly registers private organisations, foreign organisations and government providers not otherwise accredited by TVET Division of the National Department of Education.

TVET Division, National Department of Education

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

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.

Version 1.0

Definitions:
Assessor is a registered person who only assesses the outcomes of training programs.

Consultant trainer is a 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.

Instructor is a registered person who delivers and assesses training programs.

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. 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 registered trainers.

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

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.

Trainer is a registered person who provides educational leadership in the training of specific occupations in an institution. Key functions include: developing delivery and assessment 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.

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 that 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.

Version 1.0

Standard 1
The Registered Training Organisation (RTO) has trainers who are capable of developing delivery and assessment strategies and materials and, assessing training for each qualification.

Elements

1.1 Each RTO 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

Registered Training Organisation (RTOs) 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 RTO 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

Registered Training Organisation (RTOs) must have expertise in educational leadership at the institutional level. For institutions with less than ten full time equivalent staff involved directly 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 senior trainer have been provided.

1.3 Each RTO must employ at least one registered trainer for every ten or less full time equivalent instructors.
**Explanation**

Institutions 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.

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**

Institutions must ensure that everyone who delivers and/or assesses a unit/s of competency, must possess technical 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.

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. 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 4 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 leadership within a group of trainers’ directly delivering and assessing training. 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 require two units of competency. The units of competency associated with each of these classes of trainer are as follow:

<table>
<thead>
<tr>
<th>Units of competent</th>
<th>Classes of trainer</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>x x</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 services</td>
<td>x x</td>
</tr>
<tr>
<td>Use competency standards to meet client needs</td>
<td>x x x</td>
</tr>
<tr>
<td>Design and develop learning programs</td>
<td></td>
</tr>
<tr>
<td>Plan and organise assessment</td>
<td>x x x</td>
</tr>
<tr>
<td>Develop assessment tools</td>
<td></td>
</tr>
<tr>
<td>Design and organise learning resources</td>
<td>x x x</td>
</tr>
<tr>
<td>Facilitate group based delivery</td>
<td></td>
</tr>
<tr>
<td>Assess competence</td>
<td>x x x x</td>
</tr>
</tbody>
</table>

**Explanation**
The list above indicates the units of competency required for class of trainer. Hence the requirements for a master trainer are completion of all units of competency. Achievement of these units of competency will require enrolment with training provide that is registered to deliver and assess these units of competency. Once the applicant has received a certificate/testamur (official document) form the registered training provider which lists all the units above and satisfied other requirements, he/she can apply for registration.

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 Certificate IV in Training and Assessment will be an equivalent to the set units of competency required for master/consultant trainers. Up till January 2013, the following qualifications are equivalent to the training qualification requirements for trainer 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.

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 standards 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.
Standard 2

The courses registered must be NQF 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).

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 in 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 RTO 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 RTOs may wish to offer part of a national qualification. RTOs 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 RTOs 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 Advanced Diploma courses must be comprised of units of competency. Where national qualifications do 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 RTO must indicate the process of consultation with the industry, including all if those involved. The RTO must also provide a signed statement agreeing that the national qualification (i.e. the qualification structure and the units of competency) can freely used by other RTOs.

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)”.

**Explanation**

Where a training provider 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 documented 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 training provider 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 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**

Training providers 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 a foreign (but not national) qualifications.

**Explanation**

Training providers 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 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 training providers.

**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/testamur 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 RTO being responsible), signatures of the RTO/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 a cases of partnership between training providers, the certificate/testamur issued to graduates should carry the name of all RTOs. 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.
Version 1.0

Standard 3

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

Elements

3.1 The RTO 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 RTO is a viable entity both from a management and financial perspective.

Explanation

The RTO 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 training providers must be registered with the Investment Promotion Authority.

**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 RTOs do not charge excessive fees. At registration, providers should provide a schedule of fees. If the fees significantly exceed that of other RTOs, include an explanation (generally with inputs and costings) 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**

RTOs are 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. It 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**

RTOs 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.

---

2 Entry 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.

3 Selection 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.

---

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 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)”.
Summary of Accreditation and Registration Forms Approved by the NTC in 2008/2009

<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. <strong>MECRS Unit of Competency Templates.</strong></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. 
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. |
| Registration of an Institution.                           | METR01 – Application for registration as a training provider or a TVET programs. |