APPLICATION TO: TONGA NATIONAL QUALIFICATION AND ACCREDITATION BOARD

FOR: REGISTRATION AS POST COMPULSORY EDUCATION AND TRAINING PROVIDER

DATE: 18 FEBRUARY, 2013

This document contains general information about the ‘Atenisi Institute, the Standards on which the QMS is built and lists policy relevant to each Standard.
FOREWORD

Approximately 50 years ago, the late Prof ‘I Futa Helu returned to Tonga after a decade of study at Australian universities. Futa’s studies had been so wide-ranging that he had not earned a single tertiary degree, but they did give him an educational philosophy that would see the opening of the home Futa built his school on sixteen acres of low-lying, swampy land in Nuku’alofa. Many educators would have had their dreams dampened by this unglamorous and unpromising location, but Futa’s pioneering spirit and commitment to the hungry minds of Tongans prevailed.

Futa called this university ‘Atenisi, which is the Tongan word for Athens, the city where Plato opened his famous university more than two thousand years ago, and by doing so helped inaugurate a Western tradition of critical thought. Futa wanted to bring the best parts of this European tradition together with the best parts of Tongan culture, and ‘Atenisi soon became a place where Tongan poetry and dance were taught alongside Greek philosophy and Italian opera. As ‘Atenisi’s roll and reputation grew, it began to attract not only some of Tonga’s finest young minds but palangi scholars excited by Futa’s dream of a dialogue between European and Polynesian cultures. At the same time, ‘Atenisi graduates began to teach and publish abroad, spreading the name of their old school. Futa Helu died in 2010, but ‘Atenisi remains true to his vision.

This document explains the ideas and practices of ‘Atenisi in more detail. Our Quality Management System is about the shared values and attitudes which enable staff to do their jobs well, and to improve their performances.

*Sisi’uno Helu Langi
Founder Director

February 2013*
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(c) Head of Pacific Studies
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QUALITY MANAGEMENT SYSTEMS
FOR THE ‘ATENISI INSTITUTE

A INTRODUCTION

This introduction inclusive of the short biography of the Founder; the abbreviated history of the Institute including, our vision, mission and values begins a code of practice under which the staff of ‘Atenisi Institute Incorporated will serve. Changes to this document must be authorized by the Board of Directors.

The definitive version of the Quality Management System will be maintained on the official ‘Atenisi Institute Incorporated website. The whole document including the QMS and its policies will be available to all staff in READ ONLY form. A collated version will be published through the Dean’s office at least once each year for access by staff and external parties.

Our vision of reaching our potential together is underpinned by age old values of faka’apa’apa, fe’ofa’ofani, fetokongi’aki and faka kainga. We aim at:

- Providing opportunities for people to achieve their education and skill development goals;
- Being active in the intellectual, cultural, social and economic development of Tonga and its region;
- Developing strategic relationships to add value to the students ‘learning outcomes’; and
- Contribution to the realization of the national tertiary education strategy.

Scope of the Quality Management Services (QMS)

The QMS includes coverage of the following standards:

1. Legal Status, Governance and Management
   Academic Quality Management;
2. Development and review of qualification and educational programmes;
3. Programme Delivery;
4. Position Descriptor;
5. General information and admission to programmes;
6. Student guidance and support;
7. Assessment and moderation;
8. Research; and
Rationale to Approach

The approach to this policy for the QMS has been to develop the system from the practices and procedures that have evolved from the teachings and influence of the late Prof Futa Helu with the assistance of others with the same resolve to build an institute fit for global education. Documents to be developed such as Academic Statutes, Program Regulations, Terms of Reference for future Boards and Committees; the Student Handbook are all essential elements of the QMS and be cross-referenced in due course.

System Maintenance

The Dean has the responsibility for maintaining the QMS, making changes to it and document control. Individual managers have responsibility for parts of the system and for review of these parts. Employees are encouraged to signal system non-compliance to the relevant manager.

A SHORT BIOGRAPHY OF THE FOUNDER

‘Ilaisa Futa-Ki-Ha’angana Helu was born on the 17th June 1934 in the village of Lotofoa on the island of Foa in the Ha’apai archipelago in the Kingdom of Tonga. In 1947 Futa was selected by the then Crown Prince of Tonga who succeeded to be King Taufa’ahau Tupou IV in 1967, to study at Newington College in 1953. From here Futa studied at the University of Sydney where he focused on philosophy under John Anderson, English literature, mathematics and physics. Without completing one single degree Futa returned to Tonga in 1961 and instead of becoming a government bureaucratic he held himself out as a tutor to those having trouble at school. He was successful with teaching these students that many have gone on to claim that Futa had instilled in them a love of learning. In 1966 Futa registered ‘Atenisi High School (now defunct) with the government and leased 16 acres of land at Kolomotu’a in central Nuku’alofa, Tonga. In 1975 Futa opened the university arm of the institute.

The first Bachelors of Arts degree were awarded in 1980 with Bachelors of Science awarded a few years later. By the 1990s, some Masters of Arts and even a PhD degree were awarded in collaboration the universities of Australia and New Zealand.

Professor Helu was not only the administrator, head teacher of the institute but he was also the head designer of all of the buildings on campus. These were built in classical style by contractors but under the practical lead and “hands on” by Prof Helu.

In 1992 Prof Helu was joined by Tonga’s Catholic Bishop Patelision P. Finau, and the former president of the Free Wesleyan church, Dr Sione ‘Amanaki Havea, in sponsoring a conference advocating Tonga’s transition from a feudal to parliamentary monarchy. The
government of the day resisted this call and went on to punish ‘Atenisi by thenceforth refusing to employ its university graduates. In 2006 the government conceded to democratic principles.

Prof Helu was the author of several books and most significantly two books on Tongan culture, a monograph on Herakleitos, and a collection of essays regarding South Pacific culture. In 1999 the University of the South Pacific awarded him an honourary doctorate in literature.

This legend retired as the institute director and dean of its university in 2007 and replaced in the post of director by his daughter Sisi’uno. In retirement Prof Futa remained the authority on Tongan history, tradition, and education. Although he was not a politician he was most influential in Tongan politics due to his advocacy of democracy. Here at ‘Atenisi he retained the title of Professor Emeritus of Philosophy and Tongan Culture.

Futa was married to Kaloni Schaaf and together they produced Niulala (a former lecturer in Tongan culture at the University of Auckland); Sisi’uno (founding director on the Board of Directors and director of ‘Atenisi’s performing arts troupe and orchestra and having staged Tongan faiva and spirited excerpts from Italian opera on tours of the Pacific, Europe and United States of America); Luisa; ‘Atolomake (who has sung soprano in noted international venues such as Sydney and Auckland Town Halls); ‘Ilaisa; Veisinia; and an adopted grandson Tu’ahai. Futa passed away on the 2nd February 2010 and is survived by his children and many grandchildren.

**AN ABBREVIATED HISTORY OF ‘ATENISI ‘INSTITUTE INCORPORATED:**

The institute commenced with a High School in 1960s. It offered inexpensive and innovative education. Academic standards were high with the choice of the more challenging syllabus of the New South Wales syllabus over the New Zealand syllabus. The 70s and 80s were the heyday of the High School with enrollments reaching about 800 students. Unfortunately enrollments fell in the 1990s as other institutes came into being. The High School was forced to close permanently in 2009.

Tertiary level courses had been offered on an irregular basis at ‘Atenisi since 1971, but it was not until late 1975 that the university division was formally instituted with the first full academic term of its degree program beginning in February 1976. The first graduating class of 7 students received Associate of Arts and Associate of Science degree on 1 December 1977, with their diplomas bestowed by His Majesty King Taufa’ahau Tupou IV. The Bachelor’s programme was devised during 1981-1982, had its first degree recipient in December 1983. It’s first Tongan student recipients (who entered it following an Associate degree) graduated in 1984. Over several years, good academic relations had been established with several universities in New Zealand, Australia and United States, with recognition granted to the ‘Atenisi degrees, and course work toward them being accepted as transfer credits.

‘Atenisi university is unique in being the only privately founded university in the Pacific and therefore autonomous from any church or government. The obvious advantage is that the university can freely train critical thought without fear of offending either bureaucracy or
religious dogma. However, the obvious disadvantage is that it does not receive adequate funding support from the two most significant sources of funding leaving it to survive on other donations and modest tuition fees.

The university arm of the Institute regards method of thought to be its pedagogical priority. Hence philosophy has always been considered its most important course. Facility with English language and appreciation of English literature remains a second key objective. Additionally, the university continues to offer core courses in the natural sciences, social sciences, arts, and humanities.

As part of its Arts curriculum, the Institute offers courses in music performance in piano, violin and voice. Many students also join AFPA: the ‘Atenisi Foundation for the Performing Arts. A small but well-equipped orchestra was established in 2000. AFPA regularly tours overseas performing European classical and operatic excerpts side by side with traditional Tongan music and dance astonishing audiences from Australasia to Europe and to the United States of America. This cross-cultural approach is typical of the ‘Atenisi ethos and is consistent with the Heraclitian sentiment of “one world, many things, an everlasting fire, common to all”.

In August 2012, a film called the Tongan Ark about the life and times of Prof Futa Helu and the Institute’s development was screened at the New Zealand International Film Festival. The film screening resulted in favourable New Zealand Herald reviews. It was created, directed and photographed by Paul Janman, a Welsh-Kiwi anthropologist and former ‘Atenisi lecturer and produced by his wife Echo Janman, also a former ‘Atenisi instructor.

In the 21st century ‘Atenisi is expanding its unique pedagogy training in classics to encompass other fields of learning in vocational disciplines recognizing the growing pressure for vocational success. However, for the most talented students ‘Atenisi’s classical credo remains with vigour welcoming all students who appreciates that a well grounded and rounded education begins with the classics.

STRATEGIC DIRECTIONS

The following strategic directions were approved by the Board of Directors in July 2008 on Prof Futa’s retirement from directorship of ‘Atenisi Institute transferring all privileges and duties to the Board of Directors.

Our Vision Statement:

(a) To foster the development of critical skepticism, intellectual autonomy, rationality, logical analysis, and, where appropriate, scientific methodology in the Pacific Islands;

(b) To foster the development of autonomous institutions in the Pacific Islands, specifically intellectual independence from religious and political institutions;
(c) To deepen appreciation of European civilization among the people of the Pacific Islands, including their proficiency in the English language and their appreciation of European literature, drama, music and opera;

(d) To deepen global appreciation of the civilization, wisdom and art of the people of the Pacific Islands, including song and dance;

(e) To foster partners between Tongan and international academics and performing arts personnel at all levels of the institution including governance and operational;

(f) To develop and maintain systems for the institution to ensure the achievement of excellence in all service delivery and development;

(g) To help students help themselves by empowering them to take control over their own destination.

Our Mission Statement:

(a) To offer tertiary instruction based on the traditional disciplines within the natural sciences, social sciences, humanities and arts, with an emphasis on the interaction between theory and practice in these disciplines;

(b) To assist professional proficiency in tertiary education towards the eventual attainment or postgraduate and professional degrees;

(c) To maintain discrete colleges of both the Performing Arts & Arts and Sciences, to be supplemented when appropriate by discrete colleges instructing technology, applied science, commerce and vocational trades.

Three Strategic Values have been identified:

(a) To regard philosophy as the mother of theory guiding the traditional disciplines;

(b) Exclude academic courses confined to subcultures defined by gender, race, or sexual orientation;

(c) Permit the established components of the Institute, that is, the tertiary side and the Performing Arts Foundation to operate autonomously within the Institute as a means of guaranteeing academic and artistic freedom.
B QUALITY MANAGEMENT SYSTEMS STANDARDS

STANDARD 1.1 – Legal Identity of the Institute

‘Atenisi Institute is an incorporated society under the Incorporated Societies Act 1984 as evidenced by the attached certified certificate from the Ministry of Labour Commerce & Industries (TAB 1). It was established by constitution which was reviewed and replaced by the current Constitution on the 16th July 2008 (TAB 2).

By clause 9.1 of the said Constitution the Board of Directors is primarily responsible for managing the funds and for implementing the policy of the institute and making all administrations decisions. By clause 9.3 the Board of Directors may delegate any of its functions to any directors.

STANDARD 1.2 – ‘Atenisi Institute has measurable goals and objectives for education training

1.2.1 Scope of education activities

Refer to STRATEGIC DIRECTIONS section on pp9-10 of this application.

The pedagogical method of teaching will be employed as the central way of teaching at ‘Atenisi. It is anchored in classics and philosophy and is the key to open the door to understanding of the complexity of personal, social and political demands of life. “Critical thinking” is the art of unwrapping what was known but has been forgotten. Critical thinking is demonstrated in the current curriculum fields of study in Pacific Studies, Performing Arts and Human Sciences. We aim at enlarging our curriculum in semesters to follow to include other fields of study when funds and staff members become available.

As a university ‘Atenisi will lead the way in its proper role as producing serious thinkers and will continuously engage in the art of unwrapping. In its short history of approximately 40 years of being a higher educational provider in this Kingdom, ‘Atenisi has produced a remarkable number of graduates from its courses enabling graduates to go on with various fields of post graduate study in overseas universities succeeding with the highest degree attainable, the Doctorate of Philosophy degree. This success has its genesis in the pedagogical method of teaching employed by the late founder Prof ‘Ilaisa Futa Helu. Central to this method was his extreme passion for the study of ideas. He emphatically stressed the significance of teaching the classics and philosophy to his students and these, so he argued, are the keys with which one uses to open the door to understanding of the complexity of personal, social, and political demands of life.

‘Atenisi has been running post graduate degrees with graduates such as Dr Siosifa Ika who completed his Master’s degree in Philosophy at ‘Atenisi University. He went on to complete his doctorate degree at the University of Tasmania. Currently we have Ms Lose Miller-Helu enrolled at ‘Atenisi to complete her doctorate degree in social linguistics. ‘Atenisi aims at offering the students of Tonga the opportunity to attain not only undergraduate degrees at home but also post graduate degrees up to and including doctoral degrees.
Please also refer to Standard 1.3.9 which is the STUDENT HANDBOOK below in this section which describes the courses on offer for 2013.

1.2.2 Needs of targeted students and other interested parties

In ‘Education and Development”, an essay he wrote in 1995 to sum up the lessons he had learned over a long teaching career at the ‘Atenisi Institute, Futa Helu pointed out that Tongan tertiary institutions must meet the diverse needs of the Tongan people. Under the leadership of Futa Helu, ‘Atenisi established a reputation for educating sections of the Tongan community with widely varying ages, skills, and expectations, as well as students from overseas. ‘Atenisi catered to the needs of highly talented young people who wanted to prepare themselves for postgraduate study abroad, troubled high school dropouts with learning difficulties, Tongans of mature age looking to learn new schools and add to their CVs, and palangi visitors eager to discover Tongan culture and history. Members of these different groups required differing styles of education.

Today the ‘Atenisi Institute seeks to continue the tradition Futa Helu established. Our staff members have both an advanced understanding of the academic discipline they teach and the ability to share their knowledge clearly and affably with students. They can meet the different needs of advanced students, who are beginning to undertake their own research, more modestly equipped students, who are still leaning to think cogently about their subjects, mature students, who often have very specific interests and limited amounts of study time, and palangi students, who often combine scholarly sophistication with a very basic knowledge of things Tongan.

1.2.3 Outcomes to be achieved

Tongan society benefits from the success of the various types of students ‘Atenisi attracts. The talented high school graduates who do undergraduate courses at ‘Atenisi then moves on to study at overseas universities such as Sydney University, Australia National University, any of the universities in New Zealand or the hungry minds of the Tongan student can move on to engage in post graduate studies at ‘Atenisi University itself. These outcomes no doubt have raised the international profile of Tonga as producing students attaining higher education qualifications and are being very productive members of society. These graduates may return to their homeland to share their skills and wealth as is evident in the current political climate of the Tonga parliament. ‘Atenisi had been the genesis for the higher education of three Crown Ministers namely: His Lordship Tu’ifafita (of Health); Tu’utafaiva (of Police and Corrections) and Dr Viliami Latu (of Tourism). The current Dean of ‘Atenisi Dr ‘Opeti Taliai is likewise a recent return home to share his educational skills with the would be students of ‘Atenisi.

We believe that an educationally sound, effective process is to be developed for the approval and review of all qualifications, programs and courses at ‘Atenisi. Stakeholders
will have appropriate opportunities to give feedback on the programs and to be involved in the development and review of these outcomes.

Our philosophy behind this is that we aim at designing and developing and enhancing quality learning programs and we will do this by using as a guideline the following questions although never losing site of our goals and objective to teach students how to think critically:

1. How well do the courses and activities match the needs of the students;
2. How well are students guided and supported?
3. How effective is our teaching?
4. How well do students achieve?
5. What are the valued outcomes for our students?

Therefore, we believe that improvement will occur through students providing evaluative comment and feedback on their courses, teaching and their learning; action plans being developed and implemented; professional development and mentoring for staff and program enhancements at ‘Atenisi.

This evaluation process is the systematic determination of the quality of the outcomes for our students. It will include a planned approach to gathering, analyzing and synthesizing evidence from various sources.

1.2.4 Performance Indicators

Please refer to the various submitted Course Outlines by the staff. The information thereon can be cross referred to this standard in terms of performance indicators. In addition to the internal assessments and examinations indicated on these course outlines ‘Atenisi has developed a policy for evaluating academic programs under A11 to be found in ‘Atenisi Policies Document. In conjunction to this policy will be a policy on assessments and moderation as mentioned in the application for registration under the heading STANDARD 1.3.7.

‘Atenisi Institute has created a team of external moderators to monitor and to offer constructive comments to improve its performance. The moderators will examine the outline of ‘Atenisi courses, read through representative examples of students’ coursework, and check that the exam marks given to the students are accurate reflections of their performances. Dr Eleanor Rimoldi University of Massey anthropologist taught at ‘Atenisi, will moderate our anthropology papers. Dr David Bedggood, a long-time senior lecturer in sociology at the University of Auckland until his recent retirement, will moderate the papers we offer in sociology and history. David Howard, the senior New Zealand poet and 2013 Burns Fellow at Otago University, will moderate our Creative Writing paper and Dr Wendy Pond, a long-time associate of the founder who acted as her advisor for her doctorate degree, and also a research scholar on Tongan history and founding member of the Tonga History Association will be invited to moderate the Pacific Studies papers.
ATENISI’S QUALITY MANAGEMENT SYSTEMS

STANDARD 1.3- ACADEMIC QUALITY MANAGEMENT

The ‘Atenisi Institute currently operates one campus for the running of its business as a provider of post compulsory education and training. That campus is located on 16 acres of land at Kolomotu’a Tongatapu, leased by its founder the late Prof Futa Helu. The institute currently holds a second lease on 20 acres of land situated at Sopu Tongatapu on which a second campus will be located if and when the need arises.

‘Atenisi is opened for anyone in the whole of Tonga to enroll for obtaining a tertiary qualification which can lead them on to post graduate study at other universities around the world or to simply enter into the civil service of Tonga or indeed to continue life as usual but with a worldview of questioning the government and non-government systems that affects one’s personal freedom in one’s environment. A student graduating from ‘Atenisi will have acquired a new and deeper meaning to very old and basic human rights concepts of justice and freedom and education. Many of ‘Atenisi’s graduates have gone on to succeed to the highest level of tertiary post graduate qualifications and have attained posts at high levels of administration. Currently, there are three ‘Atenisi graduates serving as ministers of the Crown in the Kingdom of Tonga Parliament namely Ministers Tu’iafitu (of Health); Sifa Tu’utafaiva (of Police, Prisons and Inland Revenue); and Dr Viliami Latu (of Tourism).

Since the humble beginnings of the ‘Atenisi High School and then the ‘Atenisi University the late Prof Futa Helu was single handedly the administrator, the finance controller, the founding director of the institute, the lecturer/tutor/ the media contact person, the architect and builder of the various buildings that are scattered on the 16 acres at Kolomotu’a; and he was also responsible for every other aspect to the running of ‘Atenisi as an education and training facility.

Hence, the late Prof Futa Helu carried the policies that he had conjured up for the running of ‘Atenisi mainly in his thinking. He later wrote some policies and procedures but these were not all contained in any identifiable manual for the benefit of the future administrators or managers nor indeed lecturers nor tutors.

Since the 7th February 2013 after receiving notice from the TNQAB that the prior application for registration by the institute had been declined as it failed to meet 70% of the requirements, a concerted effort has been made by a team of very dedicated and devoted people to the cause of ‘Atenisi and to the memory of the late great founder and inspirator Prof Futa Helu to put together this document which is being tendered to enable the institute to become registered under the Tonga National Qualification and Accreditation Board Act 2014.

- ‘Atenisi will document academic quality systems, policies and will gather evidence of their effectiveness;
- Authority and responsibilities for academic quality will be clearly assigned in accordance with policy;
• ‘Atenisi is committed to attaining the highest standards of excellence in education, training and research, with due concern for the public interest and for the well being of student in attendance.

**Philosophy**

‘Atenisi is committed to develop and enhance its reputation for the provision of quality learning and teaching for our students in a safe and supporting environment. To achieve this commitment ‘Atenisi is committed to the development and maintenance of a Quality Management System which will:

• Provide the students and other stakeholders with an assurance that quality education and training services and products are supplied;
• Establish clear procedures for all staff and suppliers which allow the development of appropriate quality systems;
• Ensure students and other stakeholders have the opportunity to provide feedback on the quality of services received and the appropriateness of the qualifications, skills and experience offered to students.

‘Atenisi will provide an environment where Tongan development, aspirations and achievements are valued, encouraged and supported. In particular, ‘Atenisi will demonstrate in governance, management and delivery its obligation to fulfill the principles of *faka’apa’apa, fetokoni’aki, fakakainga and others of the Tongan culture.*

**STANDARD 1.3.1 (a)** CURRICULUM VITAES of members of the current Board of Directors and Key staff members as attached under TAB 3

**Directors:**
- President……………………………………………………………Lord Tu’iafitu
- Vice President…………………………………………………….Ms Lose Helu
- Chairman Director …………………………………………..Mrs ‘Emeline Tuita
- Vice Chairman Director……………………………………….Mr Failo Taufa
- Secretary Director..................................................Ms ‘Atolomake Helu
- Founder Director & Head of AFPA.........................Mrs Sisi’uno Helu Langi
- Financial Controller & Lawyer Director...............Ms Mele Finau Tu’ilotolava
- Academic Administration Director......................Dean and Head Pacific Studies
  - Dr ‘Opeti Manisela Taliai

**Key Staff Members:**
- Dr Scott Hamilton...........................................Associated Dean and Head of
  - Arts & Humanities

- Feritia Velt......................................................Head of Science, Astrology & IT
**STANDARD 1.3.1 (b)** Details of stakeholder engagement processes and assessments of their needs

Apart from opening its doors and inviting the public at large to enroll in courses that may appeal to individual interests, Atenisi has engaged in visiting high schools at Nuku’alofa and speaking with senior students promoting our programmes by handing out of leaflets. ‘Atenisi has been holding public lectures for years with a standing invitation usually disseminated by radio. We hold seminars with invited keynote speakers from the public sector and these have been well attended.

We have forged links with both the intellectuals of Tongan diaspora and with Palangi thinkers by holding a series of successful events in Auckland and other cities over the past 12 months.

Our aims relates to:

- Providing opportunities for people to achieve their education and skill development goals;
- Being active in the intellectual, cultural, social and economic development of the Tongan people and its region;
- Developing strategic relationships to add value to the student’s “learning outcomes”; and
- Contributing to the realization of the national tertiary education strategy.

**STANDARD 1.3.2 (a) - Development and Reviews of Qualifications and Educational Programmes**

An educationally sound, effective process is used for the development, approval, and review of all qualifications, programmes and courses associated with the institution. Students and other stakeholders have appropriate opportunities to give feedback on programmes and to be involved in the development and review of programme outcomes.

**Philosophy**

The Institute aims to design, develop and enhance quality learning programmes. We will do this by implementing evaluative quality assurance that considers such evaluative questions as:

(i) how well do programmes and activities match the needs of students and stakeholders?
(ii) how well are students guided and supported?
(iii) how effective is the teaching?
(iv) how well do students achieve?
(v) what is the value of outcomes for key stakeholders?
(vi) how effective are governance and management in supporting educational achievement?

- monitoring market trends to design develop and promote innovative educational and vocational programmes.
- replacing education programmes that are not working.
- ensuring programmes remain educationally sound through systematic review.
- obtaining feedback from students and stakeholders on quality of services received and the appropriateness of the qualifications, skills and experience offered to students.
- collaborating with other education providers.
- establishing consortium agreements with other providers.

**STANDARD 1.3.2 (b)- Responsibility for the Design**

The coordinating body with the function of implementing and developing overall policy is the Institute Executive Committee. This committee is selected by the Board of Directors and it is chaired by the Founder Director with the Dean, the Secretary to the Board, the Student Registrar and 2 Advisors. This committee for the time being will act as the Academic Board and it has the responsibility for academic approval and review activities. The committee has the overall responsibility for the quality of academic programs in all departments and for maintaining and reviewing the systems and policies.

**Standard 1.3.3 - Program Delivery – (a) resources**

‘Atenisi defines and implements effective teaching and learning practices that are educationally sound, and appropriate to the program and mode of delivery. Good teaching is about effective engagement between the teacher and the student. In the first instance it is about establishing a quality relationship. In order to establish the relationship, teachers must ‘know their student, their names, their histories, their experience, their fears and their goals. Good teaching is also about reciprocity so as part of the establishment of the relationship a little sharing of the teacher’s story is also important. For students to be actively involved in learning, they need to have trust and confidence in the teacher and to feel safe in the learning environment. Good teaching is centered on the student, motivates and facilitates learning, encourages discovery and problem solving approaches and celebrates successes. Good teachers ‘know their stuff’, continue to keep up to
date, and have outstanding facilitation skills. Good teachers should be committed to supporting students to critically self-reflect on how society has shaped the way that they view the world. Good teaching is about ‘transformation’ – that is, rather than just adding to what a student already knows, it is about transforming existing knowledge and constructing new knowledge together. Ultimately good teaching and learning is about supporting students with the knowledge, skills and perspectives to make valuable contribution to society.

Philosophy

‘Atenisi will deliver programs of learning which foster learning and development in a holistic approach which prepares students for effective participation in the society of Tonga. In order to foster good teaching practice ‘Atenisi will:

- Ensure that every program has an approved curriculum which will reflect ‘Atenisi’s curriculum design principles;
- Create flexible patterns of program delivery which recognize the needs of all students, industry, community and other stakeholders;
- Develop collaborative relationships that enhance the delivery options for the benefit of the students;
- Deliver higher level educational and vocational programs with credit value and recognized pathways into appropriate diploma, degree and post-graduate programs within Tonga or in other countries;
- Encourage excellence in teaching and the sharing of best practice.

Responsibility

The Dean has the delegated responsibility for the delivery and assessment of all teaching programs. The Heads of Departments are responsible for ensuring that program delivery and assessment is in accordance with the curriculum.

STANDARD 1.3.3 (b) Health and Safety

For effective learning to take place students and staff are continuously consulted on and are kept advised of their respective responsibilities to ensure that onsite practical components of any program fully contributes to student’s progress and achievement. The health and safety of all stakeholders is paramount. ‘Atenisi will maintain a Code of Practice onsite, activities to cover risks associated with outdoor education and other learning experiences including offsite outings.

Responsibility

The Director, Academic has the delegated responsibility for the delivery and assessment of all teaching programs. The Heads of departments are responsible for ensuring off-site programs delivery and assessment is in accordance with curriculum and policy.
STANDARD 1.3.3 (c) Sites to be used and official approval for land use
The only site to be used for teaching and learning and for administration is situated at Kolomotu’a, the land of 16 acres. The site is leased to the applicant for the specific purpose of building a learning institute. At this juncture there are no plans to move the university elsewhere.

STANDARD 1.3.4 (a) Position Description
(a) Dean will serve as a director on the Board of Directors: as the head of the overall administration of the university: as a member of the Academic Committee responsible for the overall policy making for the organizations. He will chair the Senate meetings and is responsible and accountable directly to the Board of Directors.

(b) Associated Dean will serve as an associated or first assistant to the Dean in all the duties for the Dean and will head the Humanities department with the primary responsibility for drafting affected policies for that department. He is accountable directly to the Dean.

(c) Head of Pacific Studies is to serve in this department by being the primary person responsible for drafting affected policies for the department, he will liaise with other groups. Likewise the Heads of Humanities, Science and AFPA will observe the same duties with the additional onus on the head of AFPA to organize all fund raising events with the assistance of the whole senate.

(d) Administration and Financial Control will be shared by the Dean and Financial Controller. Refer to the Policy document for the overall structure of the institute.

STANDARD 1.3.4 (b) Policy for Staff Recruitment

Staff qualifications and experience enable quality delivery of programs. Appropriate staff development plans, based on identified needs is implemented and outcomes monitored to ensure effectiveness.

Philosophy

Human resources covers all positions and levels at ‘Atenisi whether directly related to program development and delivery or to broader support. ‘Atenisi recognizes that employees are key assets and will strive consistently to exceed the obligations of a good employer. Consequently, ‘Atenisi will always aim:

- Ensure consistency, equity and fairness in the management of human resources;
- Employ and retain staff with appropriate knowledge and expertise through employee recruitment, professional development and performance development systems;
- Operate a performance development system to identify opportunities for development and further advancement;
• Support professional development initiatives which provide benefits to ‘Atenisi, employees and other stakeholders;
• Remunerate staff based on performance against key result areas, expected behaviours and external market relativities; and
• Maintain formal and informal systems of communication and cooperation within ‘Atenisi with facilitates sharing of knowledge and best practice.

Responsibility
The Board of Directors is the employer at ‘Atenisi but responsibility for the various attributes of Human Resources has being delegated.

• To employ the Dean – the Board of Directors;
• To dismiss the Dean - the Board of Directors;
• To employ anyone else - the Dean;
• To dismiss anyone else – the Dean;

STANDARD 1.3.5 – General Information
Prospective and continuing students receive effective information and guidance to assist with making informed decisions on their intended program of study. Appropriate entry and selection criteria for each program of study are well publicized and applied consistently and fairly. ‘Atenisi has effective transfer and recognition of prior learning policies and procedures in place.

Philosophy
‘Atenisi accepts a moral and social responsibility in education provisions for the Tongan public. We will seek to develop and enhance our reputation for the provision of quality, relevant learning and teaching in a safe and supportive environment that reflects the values of faka’apa’apa, fetokoni’aki, fetu’utaki and others. The over-riding value is one of working together and to achieve this ‘Atenisi is committed to:

• Ensure the criteria for student entry are well founded in terms of entry level, clearly written and support the likelihood for student success;
• Ensure that selection criteria are appropriate and fairly consistently applied;
• Plan and implement initiatives to eliminate or minimize barriers to student entry and student selection to our programs;
• Ensure potential students receive sufficient and timely guidance to select a program appropriate to their educational and career aspirations;
• Ensure that academic staff are supported to provide good teaching that supports effective student engagement; and
• Promoting opportunities for students to move between programs, courses or units offered by other tertiary providers.
Responsibility

The Dean has primary responsibility for enrollment. He is also responsible for the maintenance and development of the enrollment system. He can delegate these responsibilities to an appropriately qualified person. Responsibility for the integrity of data on the Student Management Information System will be delegated to that department in due course.

STANDARD 1.3.6 – STUDENT GUIDANCE & SUPPORT

Students are provided with learning and pastoral support, which is timely, effective and appropriate. Safeguards are in place to protect student’s physical and emotional well-being. ‘Atenisi has effective policies and procedures which are accessible, appropriate and fair, for resolving student complaints.

Philosophy

‘Atenisi will strive to provide quality learning and teaching in a safe supportive environment. We are committed to:

- Providing students with access to appropriate guidance and support systems;
- Continuing the development and provisions of campus facilities and activities which reflects the needs of students;
- Providing a safe on-campus working and learning environment;
- Extending the range of learning environments to cater for different approaches to learning and ensure equity of learning opportunities for all students;
- Developing and promoting services which assist and support student learning and which facilitate access to educational opportunities for all students.

Responsibility

The Director Academic and Dean will share the responsibility for services in this area.

STANDARD 1.3.7 – Assessment and Moderation

We are revising our systems to ensure that assessment of learning outcomes is fair, valid and consistently applied. Student learning outcomes are accurately, effectively and fairly assessed. Students should receive accurate and timely advice on their learning progress. Effective and appropriate policies and procedures will be developed to enable students to appeal assessment outcomes.

Philosophy

‘Atenisi aims to use formative and summative assessment methods that are fair, valid, reliable and consistent and that are appropriate to supporting learning and achievement. It will develop a framework for the evaluation of academic courses or programs to ensure there is a uniform interpretation and application of assessment standards. Moderation checks that assessment is valid and reliable. Assessment will be subject to internal moderation that ensures consistent
interpretation and assessment of defined standards (learning outcomes and performance criteria. Further, assessment will be subject to appropriate external moderation.

The need to maintain an associated appeals procedure is also to be developed.

Procedure – Internal Moderation – a 2 prong process:

1. **Pre-assessment Moderation**

(a) The Dean, or in due course, Head of Departments (HOD) is responsible for checking that the Course Requirement statements to be given to students at the beginning of each course match the assessment requirements as specified in the approved course outline. A copy of each Course Requirement statement, verified with the relevant lecturer’s signature is to be given to Academic Committee Chair in the week before the beginning of the semester.

(b) The lecturer is responsible for submitting all assessment tasks with the criteria for assessment and mark/grade distribution (if marks or grades are to be used) to the Dean/HOD for moderation before they are given to students.

(c) The Dean/HOD has assessment tasks for courses he/she teaches moderated by another member of the faculty or department as the case may be.

(d) The Dean/HOD is responsible for keeping copies of the moderated tasks on file, signed and dated appropriately.

(e) Moderation and proof reading of examination papers is the responsibility of the Dean/HOD.

2. **Post-assessment Moderation**

(a) Each lecturer is responsible for collecting samples of marked students’ work for internal moderation by another suitably experienced lecturer before being returned to the students.

(b) The Academic Committee is responsible for internally auditing the moderation procedures. This may involve calling a formal meeting with the lecturers, or require individual lecturers to justify moderation actions, or require a review of moderation procedures for a particular department perhaps as a response to comments in an external moderators report.

The following diagram illustrates the procedures for internal moderation:
Internal Moderation Procedures

The Dean/HOD checks Course Requirement statements given to students to ensure they match the assessment requirements as specified in the approved course outline. A signed copy is given to Academic Committee Chair.

Lecturers submit examination papers to the Dean/HOD for moderation and editing. The moderator signs, dates and files moderated examination papers.

Lecturers submit all assessment tasks and assessment criteria for moderation before they are given to students. The moderator signs, dates and files moderated assessment tasks.

Post Assessment Moderation
Lecturers provide samples of marked students’ work for internal moderation by another suitably experienced lecturer before being returned to the students.

Receive feedback and recommendations and implement improvements and changes.

Internal Audit of Moderation
The established Academic Committee is to monitor moderation procedures by auditing moderation actions.

Results documented and filed.

Procedure – External Moderation

This monitoring process is conducted in consultation with external academics who are either still on staff at universities around the world or recent retirees from universities around the world. Currently, ‘Atenisi has secured the consent of Dr Eleanor Rimoldi from Massey University Albany New Zealand to moderate our anthropology papers; David Howard, the senior New Zealand poet and 2013 Burns Fellow from Otago University New Zealand will moderate our creative writing paper; and Dr David Bedggood, a long-time senior lecturer in sociology at the University of Auckland until his recent retirement, will moderate our sociology and history papers.
'Atenisi will continue to request the availability of external moderators up to and including requests being sent to known individual academics and/or to external universities around the globe to lend assistance in acting as external moderators.

The material for this external assessment will include the following although the list is not to be considered exhaustive:
1. course outlines,
2. schemes of work,
3. assessment tasks,
4. examinations, and
5. samples of students work in all courses.

A typical external moderator’s report will verify the assessment decisions made and endorse the Academic Committee’s decisions as to which students have completed the requirements for the award of the qualification. The report could also contain some general statements regarding academic changes made since the previous report was written, some general recommendations on any areas that could be improved academically, and some specific comments on each lecturer individually.
Feedback from external moderation is invaluable for evaluation of ‘Atenisi’s teaching culture. For this reason general issues raised in reports will be made available to all the lecturers and individual comments will be relayed confidentially by the Chairman of the Academic Committee to those concerned for self-assessment.

STANDARD 1.3.8 – Research

‘Atenisi has defined research objective, appropriate to the level and type of qualifications delivered. We will ensure adequate resources and support are available to meet the defined research objectives and will systematically evaluate and report its achievement or research outcomes.

Philosophy

Research is central to study at ‘Atenisi for:
- Developing our knowledge base;
- Establishing our reputation and capability;
- Enhancing and supporting quality learning and teaching;
- Promoting the professional development of staff; and
- Building relationship with key stakeholders.

‘Atenisi will support research through:
- Actively fostering, supporting and encouraging research;
- Ensuring the provisions of adequate resources for research projects;
- Monitoring and supporting research activities to ensure high quality and ethical standards are maintained.
- Assisting and mentoring researchers in publishing and presenting research findings;
- Effectively engaging with community and other organizations in research.
Research may be found in the following contexts although they are not mutually exclusive:

(a) Basic or fundamental research: experimental or theoretical work undertaken primarily to acquire new knowledge without any particular application or use in view.

(b) Strategic research: work that is intended to generate new knowledge in an area that has not yet advance sufficiently to enable specific applications to be identified.

(c) Applied research: work that develops or tests existing knowledge and is primarily directed towards either specific practical objectives or towards the evaluation of policies or practices.

(d) Scholarship: work which is intended to expand the boundaries of knowledge and understanding within and across disciplines by the analysis, synthesis and interpretation of ideas and information, making use of a rigorous methodology.

(e) Creative work: the invention and generation of ideas hypotheses, images, performances or art effects, including design, in any field of knowledge, leading development of new knowledge, understanding of expertise.

This policy applies to all research activities of staff and students at ‘Atenisi. For Students there are a number of scenarios in which students are currently involved in research and these are:

- courses require the student to complete individual, group or even class research projects as part of gaining course credit;
- student participating as research assistants in internal research projects carried out by staff that have been approved by the research committee;
- student participating as research assistants in projects carried out by staff members who are conducting research as part of their own post-graduate qualifications;
- students carrying out research projects within programs run the other tertiary institutions; and
- students carrying out research for a Bachelor’s honours dissertation, Master’s or Doctoral thesis’

The research committee will ensure that appropriate advice, guidance, academic and operational procedures are in place to recognize and support the role of research within the institute. We will use best endeavours to comply with all legislation and will support research projects that have the potential to enhance the professional profile of staff, improve student outcomes, the content and delivery of educational programs and develop or foster relations with the community.

A Research Committee will be set up by the Academic Committee. Their job will be to oversee all research functions including identifying the areas and disciplines of strategic importance for the degrees and courses on offer at ‘Atenisi; administer research funds when available and advise the Academic Committee board on research policy and procedures.

All research conducted by staff and students at ‘Atenisi will be required to go through the formal approval process. ‘Atenisi will ensure clear ethical guidelines are in place to provide protection for ‘Atenisi’s staff and students. Further ‘Atenisi will support staff researchers to disseminate their
research findings widely through publication and public presentations and where appropriate to incorporate such activities into their professional development plan.

Responsibility
The academic committee is primarily responsible for research.

STANDARD 1.3.9 – Student’s Handbook 2013 (attached as TAB 4 – a work in progress to be read together with Student Policies as attached under TAB 6)

(a) Entry Requirements

To begin an Associate Degree a candidate must have completed Form Six or Seven at a high school. This rule may be waived by the Senate if a candidate who has not completed Six or Seventh Form nonetheless has the ability to study for an Associate degree.

To begin a Bachelors program a student must first complete an Associate Degree. This rule may be waived at the Senate’s discretion.

(b) Selection Requirements

All candidates must view the outline of a course before they register for it.

(c) Regulation for cross-credits, transfer of credits and recognition of prior learning

Students may bring credits from other legitimate tertiary institutions to ‘Atenisi where they are relevant. The Senate will decide where relevance is unclear. Written proof of credits earned at other institutions is required. No course can be accepted as credit if it is not announced at the beginning of the year.

(d) Assessment provisions and Reassessment and Appeals

Assessment will be by coursework and exam or by exam only, depending on the nature of the course. Students have the right to appeal for review of marked examination papers. This must be discussed with the Dean. The right to appeal for a review of grades or marked examination papers, is for one F grade paper only or two passed paper where the student wishes to dispute the Instructor’s marking.

(e) Impaired Performance

A full-time student who fails to pass half of a course for three years in succession may be asked to leave the institution. A part-time student who fails to pass a paper for three years in succession may be asked to leave the institution. In the case of an F grade, it is the decision of the Instructor whether to re-examine the student, ask for extra works or not allow the revision.

(f) Course Structure
There are separate Core Curricula for Arts and Science degrees.

**g) Progress through the courses, and Requirements for the completion of the course**

Students may take up to four papers in one semester. Eighteen papers earn an Associate degree; and additional sixteen earn a Bachelors degree.

The Associate and Bachelor programs are taken in association. Progress towards them is monitored as follows:

1. A count of 18 (minimum) full semester courses (or equivalent) for either Associate degree;

2. A count of an additional 16 (minimum) full semester courses (or equivalent) for either Bachelor degree.

For either Associate degree, 8 full semester courses are to be chosen by candidate in consultation with the Dean (or his appointed substitute). For both the Bachelor of Arts and the Bachelor of Science degree, an additional 16 courses must be chosen by the candidate. At least 10 of them should be on the 300-level (third year courses) or higher. 4 courses maybe 200- level (second year) or higher, and 2 courses maybe 100- level (first year course) or higher.

**i) The award of Grades and Qualifications**

It is compulsory for students receiving a degree to attend the ‘Atenisi graduation ceremony, which traditionally been held in November. Each graduand is given a certificate at the ceremony.

**STANDARD 1.4 – ‘Atenisi has adequate and supportive governance and management to achieve our goals and objectives**

The current Board of Directors and all future Board of Directors is charged with meeting the requirements of the Tonga National Qualification & Accreditation Board acting under it Act of 2004; the Education Act 1974 and laws relating to taxation and such other legislation as it applies. Under current employment contracts all employees are employees of the Institute.

The Board of Directors monitors the management of the two arms of its business: the ‘Atenisi University and ‘Atenisi Foundation for Performing Arts by advice from the respective directors who is the Dean of the university, the Head of AFPA, and the director who is also the appointed financial controller.

In its Board meeting of November 2012, a resolution was passed to appoint Dr ‘Opeti Taliai as the Dean of the university and as joint financial controller with his wife Ms Mele Tu’ilotolava who is also a qualified and practicing barrister and solicitor in New Zealand for a maximum period of 5 years. Attached under TAB 5 is a copy of that agreement. Ms Tu’ilotolava had served on several boards of director including the first board of directors for Radio 532pi currently running very successfully in Auckland New Zealand. Further, she had served on the board of TaPasifika Health a primary health organisation serving the Pacific Island diaspora in Auckland New Zealand. Currently, she is serving on the St John’s College Trust Board administering the wealth of the Anglican Church of New Zealand, Aotearoa and Polynesia. A copy of her CV is included herewith for consideration.
It is nevertheless intended to rely on the Board’s accountancy firm of JKCA (Kisione Tupou) to continue to prepare the annual financial reports to clearly depict a true and fair view of the Board’s financial situation.

Attached herewith and marked with **TAB 6** are the following:

- Strategic Plan for the next 12 months of business;
- Initial key policies version 1 February 2013;
- The most recent annual financial accounts and annual report for year ending 2012.
- The annual budget for the first semester 2013

**Financial, Administrative and Physical Resources:**

An effective process is used to identify and allocate adequate resources (including physical resources) to achieve the outcomes of qualifications, programmes and courses and to implement, maintain and improve our QMS. We will need effective policies and procedures to meet the health and safety requirements.

**Philosophy**

‘Atenisi is responsible for the management, control and maintenance of financial, physical and administrative resources. We are committed to:

- Developing and managing physical assets to obtain maximum utilization and maximum benefit from the capital to be invested;
- Operating according to sound business principles with a reliable and consistent quality of performance and financial responsibility;
- Ensuring technologically appropriate services and systems are provided to support teaching, learning and customer service;
- The diversification of educational activities to reduce dependence on individual income sources;
- Continuing the development and provision of campus facilities and activities which recognize and reflect the needs of students and staff;
- Maintaining adequate and appropriate financial and administrative systems to enable required programme activities to be carried out; and
- Ensuring a safe and healthy work environment.

**Responsibility**

Overall responsibility for the financial accountability is delegated to the financial controller director who should be working with a pre-determined budget.

**STANDARD 1.5 – Our legal name is the ‘ATENISI INSTITUTE INCORPORATED.’**
We are simultaneously referred to as ‘Atenisi University or just simply ‘Atenisi. It is respectfully submitted that the late founder Prof Futa Helu had spent most of his life branding this learning institute that it is ingrained in the minds of every Tongan and in the academia world around the globe as the smallest university in the world but nonetheless, a university with the theory of critical thinking as its theme... “paucased matura”

CONCLUDING REMARK:

The Quality Management System

This document has primarily been prepared for the staff of the ‘Atenisi Institute as a description of how quality is to be managed in this organisation. It has been designed to provide general system overview of the QMS as well as to meet the Tonga National Qualification and Accreditation Board criteria for registration and accreditation as a post compulsory education and training provider. In addition to guiding staff, the QMS will also be used for Framework and other accreditation purposes through being available to panels.

This section of the QMS provides a statement of document authorization and organisation, the scope of the Quality Management System (QMS) rationale for the QMS design, system maintenance, stakeholder consultation and a glossary of abbreviations and terms.

Document Authorisation

This document is authorized by the President for the time being of the ‘Atenisi Institute Incorporated.

Lord Tu’iafitu as President

Date