

# **REGIONAL QUALIFICATIONS REGISTER (RQR)**

*A Brief Background*

# Forum Ministers of Education 2001

- Auckland, May 2001 – considered priorities for improving basic education in the region- FBEAP conceived.
- agreed to “*consider the setting up of a regional qualifications framework, (RQF) covering **basic, primary, secondary, TVET and tertiary education benchmarked against appropriate international standards and qualifications**”*”

# Forum Ministers of Education 2004

- A paper - based on a research study by UNESCO Apia which was finalised at the 2003 Cook's UNESCO directors of Education meeting in Cook Islands – recommending the development of the RQR with RQF as long-term goal - prepared by PIFS was presented to the Education Ministers in Apia, 2004

# Forum HRD Working Group

- November, 2004 – agreed to seek approval for SPBEA to take the lead role in the establishment of the RQR
- PIFS in consultation with SPBEA to prepare project proposal for possible funding of the development of the RQR

# Forum Ministers of Education 2005

- May 2005- Apia, Ministers reaffirmed the development of the RQR
- SPBEA agreed to take the lead role **provided all physical and human resources are given.**

# Forum Ministers of Education 2006

- September 2006 – Nadi
- Australia (AusAID) – indicated it could fund the first stage of a number of stages for developing RQR - **“Introductory Development”** - through subregional cluster meetings for eastern, western and northern Forum Countries.

# Introductory stage

- Purpose- to produce a report for PIFS on the scope of development and make recommendations for the way forward – the other stages.
- 3 cluster meetings to form the basis of the report to the Ministers of Education in November 2007.

# Requirements

- Countries – ownership
- Need for a (legal) foundation on which to frame RQR
- RQR needs to be inclusive – to be a useful tool
  - Eg the regional inventory of TVET by SPC must be included into the RQR.

# Why such a tool?

- Labour mobility
- Comparability
- Regionalism
- Qualifications with increased standards and integrity
- Better trained

# Approaches - mobility

- Common curriculum
- Common currency

# What is PRQR?

- Provides a register of all qualifications from Pacific Island Countries where each qualification from a country has been **accredited and approved by the National Qualifications Authority in each country** as a **quality assured qualification** to be included in its National Qualification Register (NQR) and then accepted into the RQR.

# Key Function of RQR

- To provide a platform with relevant quality assurance and quality control procedures for comparing the equivalence of recognised qualifications from NQFs/NQRs from the Pacific Island countries.

# Two tier

- Needs to be **two tier** by covering :
  - National (country) requirements
  - Regional requirements

# The National level

- Needs to reflect the educational needs of individual countries.
- there is a diverse range of countries in the Region:
  - having their own curriculums, qualifications and assessment requirements
  - having the requirements of their own legislation
  - at different stages of development of NQF/NQR

# NQF/NQR

- it is not possible/appropriate for a regional organisation to dictate the assessment requirements of an individual country
- a country needs to develop its own qualifications following its own legislation and needs

# Regional Level

- There are qualifications within the region that cross the borders of the countries eg. SPBEA's PSSC and SPFSC, SAT, Maritime training for seamen
- Countries have common assessment philosophies and similar requirements
- Students and the demands on qualifications move across country boundaries
- Promote regional unity

# Purpose 1

- Clearly identify all quality assured qualifications in the region and then identify comparable standards of such qualifications on a ladder of qualification levels

# Purpose 2.

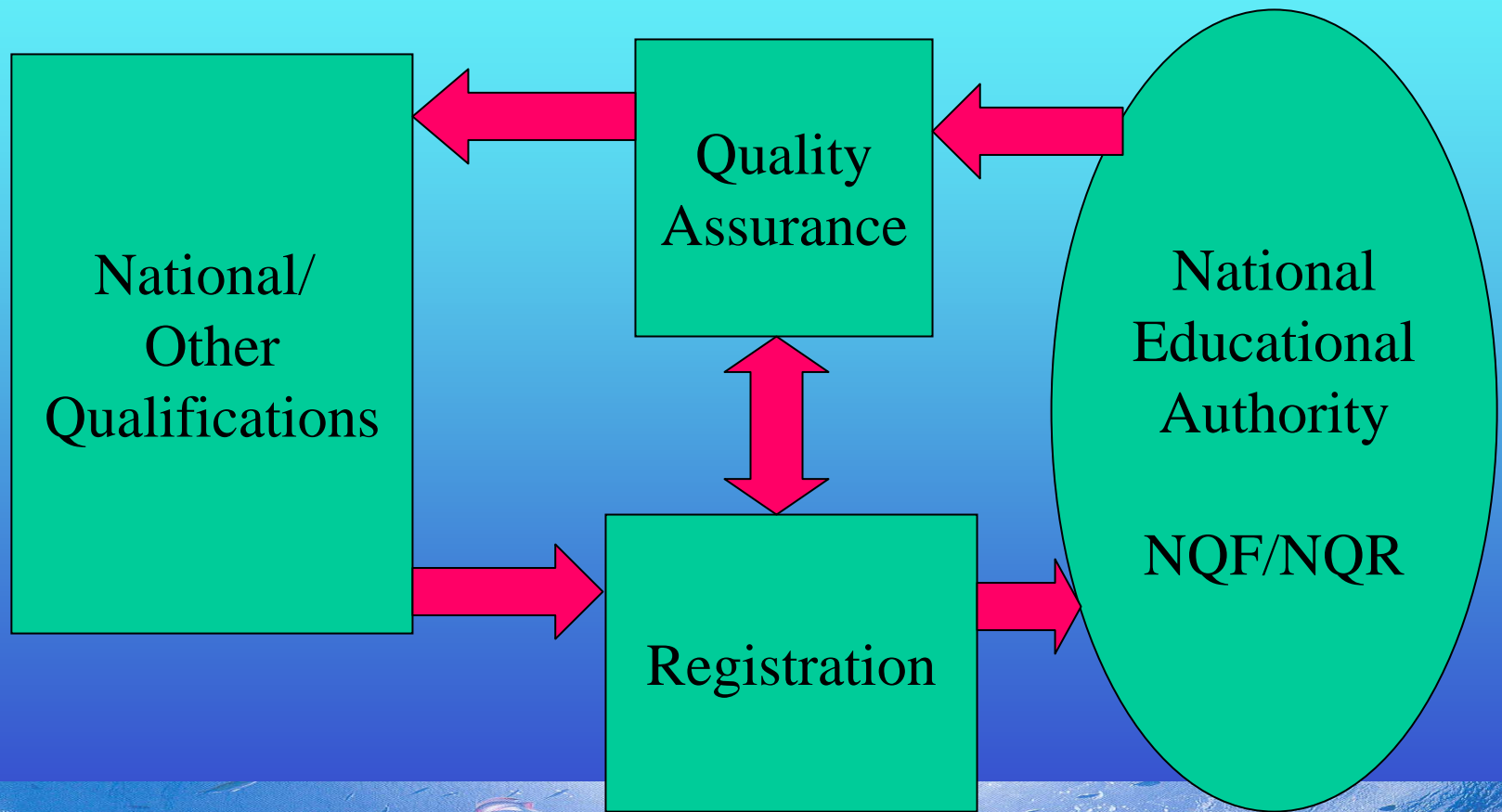
- Ensure that all qualifications have **appropriate academic and/or vocational substance** and relate to each other in a way(s) that **students and the public** can understand.

# Purpose 3.

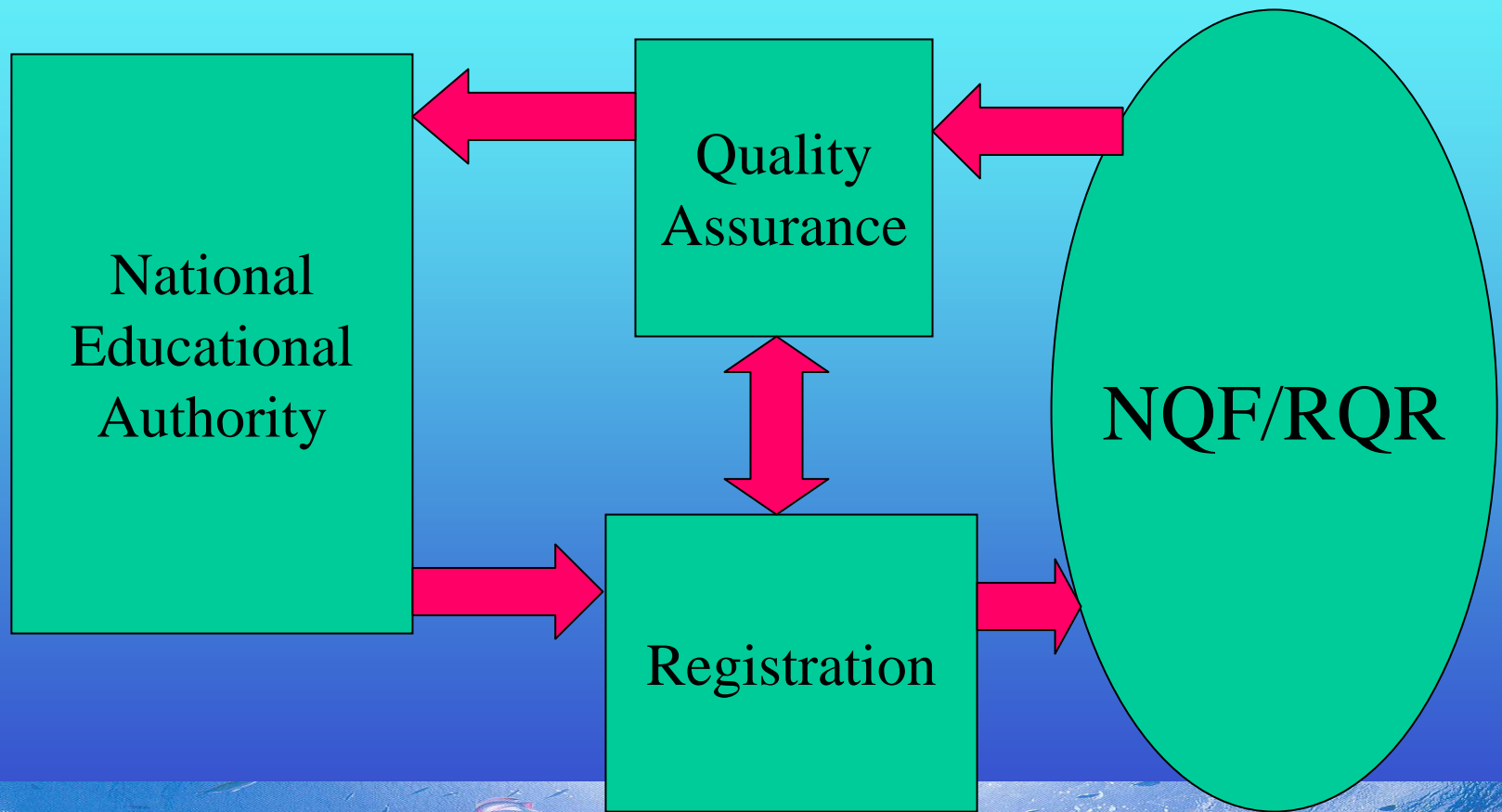
- Enhance and build on the **international recognition** of the region's qualifications.

# The Registering Process

## The National Level



# The Registering Process The Regional Level



# Objectives of subregional cluster meetings

- To introduce the theory and practicalities of a Qualifications Register
- To discuss the basic template for the Register
- To discuss the level descriptors/benchmarks
- To discuss quality assurance and control measures including accreditation and moderation processes
- To discuss a plan for countries to develop their own Registers based on where they are up to
- To discuss the way forward

# P-RQR Proposal

## •Stage 1: Introductory development

The main purpose of this stage is to produce a report for the Secretariat on the scope of the development and make recommendations for the way forward. At the completion of this stage would give a clear indication of the scope of the next stages.

## •Stage 2: Resourcing of SPBEA for the development of the Register (and negotiation of International recognition)

## •Stage 3: Development of the Regional Qualification Register Template

## •Stage 4: Development of Country Qualifications Registers

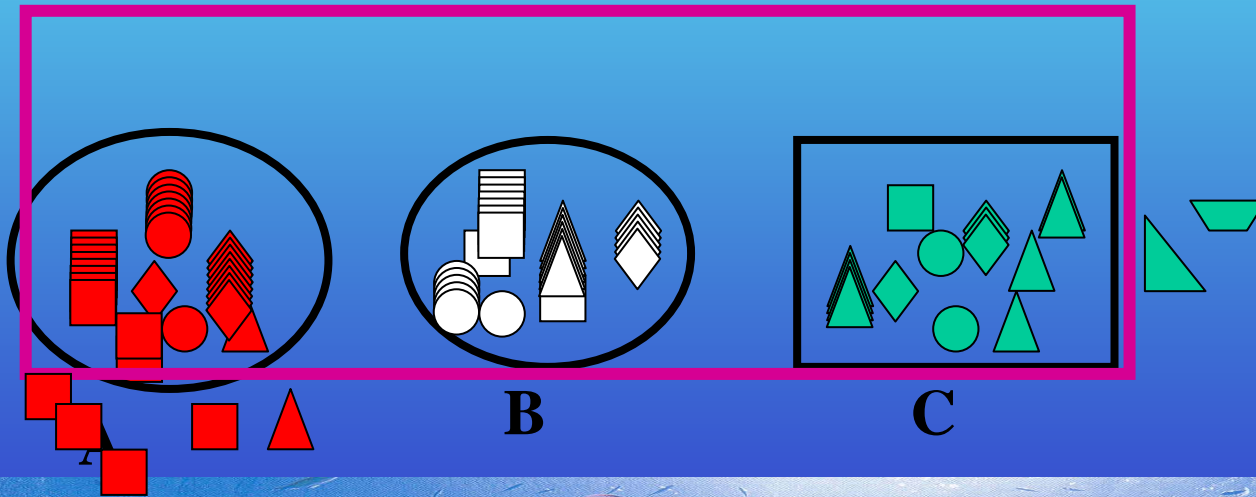
## •Stage 5: Development of the Regional Qualifications Register

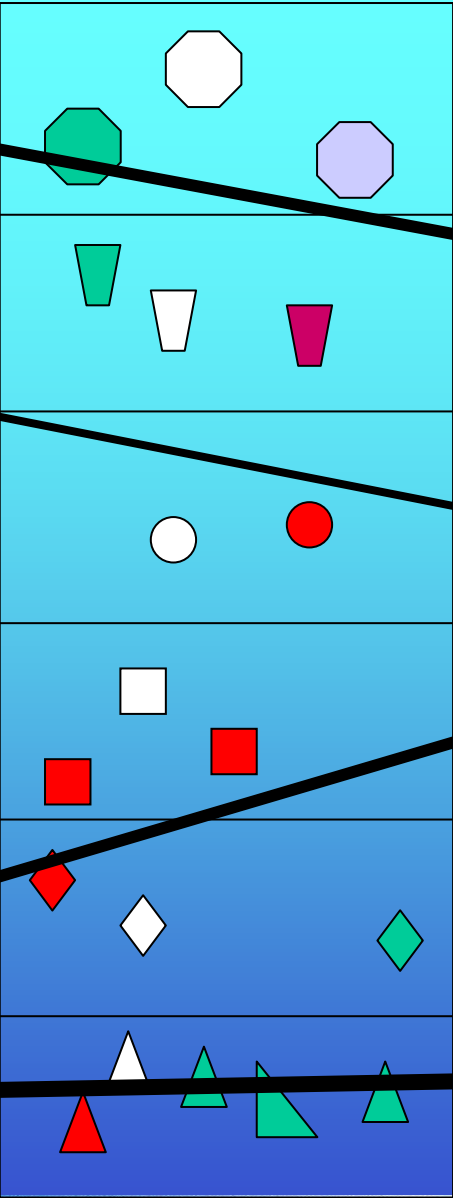
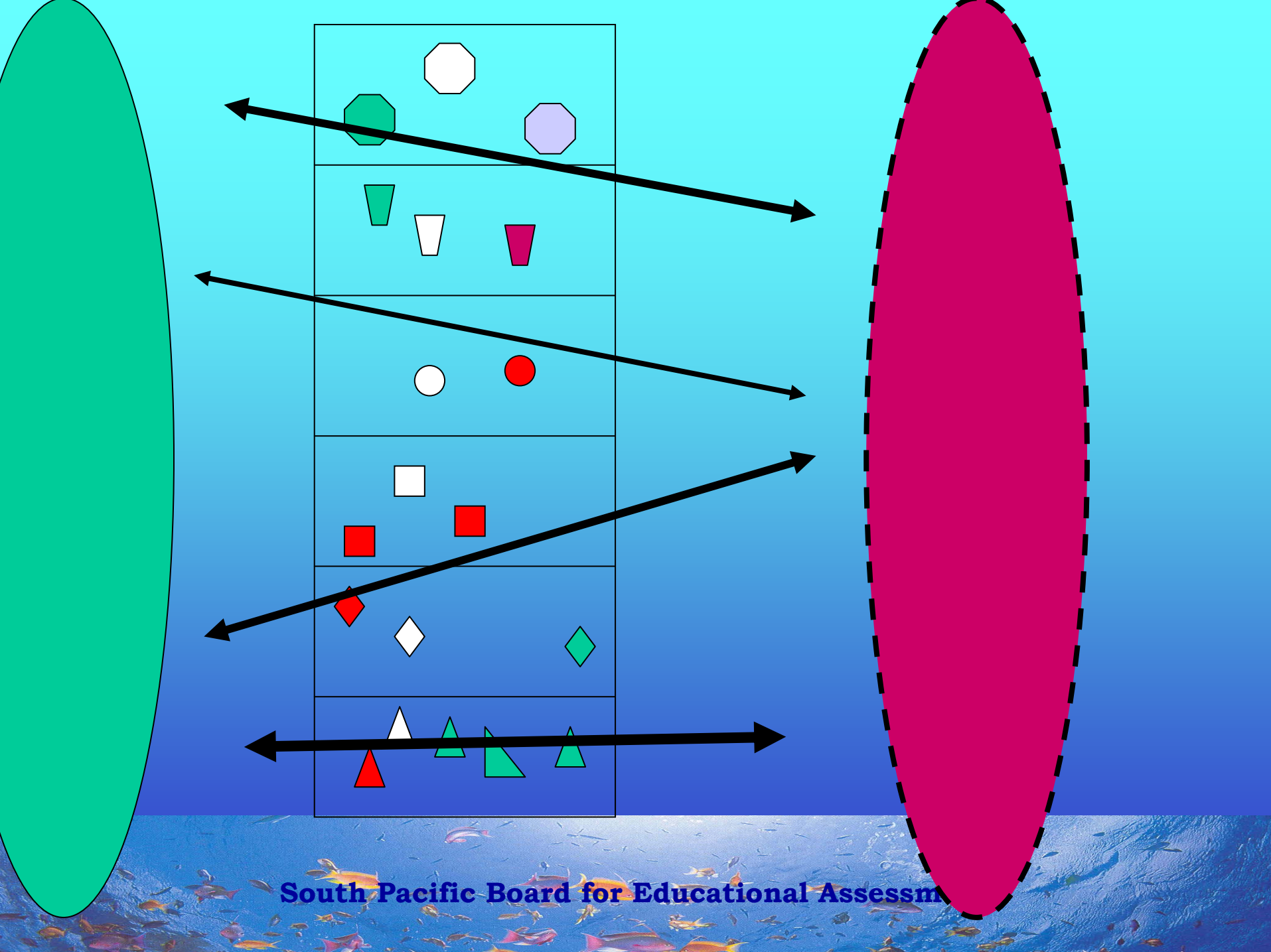
## •Stage 6: On-going operation/maintenance of the Regional Qualifications Register

# P-RQR

Education/Training Providers – opt/mandated to join national qualification register/framework

National qualifications registrar “courses” automatically become – part of the PRQR





# • Vinaka vakalevu

