



EMPLOYER SATISFACTION SURVEY REPORT

For 2015, 2016 and 2017 Graduates from Formal Post School Education
& Training (PSET) Providers in Samoa

Report compiled by the
RESEARCH, POLICY AND PLANNING DIVISION
July 2020

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The SQA would also like to acknowledge the following that have made this survey possible:

- All employers; Government Ministries and Corporations, private businesses, church organizations, regional and international organizations, non-government organizations in Savaii and Upolu, for their support in allowing fieldwork assistants and allocating time for interview sessions;
- Fieldwork Assistants and Data Entry Clerk recruited by SQA to work together with the Research, Policy and Planning Division (RPPD) in carrying out the fieldwork/interviews and data entry; and
- All formal PSET providers & graduates that show support & assistance for the survey.

The SQA is very appreciative of you all for your valuable contributions from the beginning of the study to the completion of this Report.

ACRONYMS

AHCBC	Apia Harvest Centre Bible College
CCCSFAM	Congregational Christian Church of Samoa Fine Arts and Museum
CCCSVS	Congregational Christian Church of Samoa Vocational School
DBCTVC	Don Bosco College and Technical Vocational Centre
DBTC	Don Bosco Technical Centre
ECETTI	Early Childhood Education Teacher Training Institution
HTC	Harvest Theological College
LOP	Laumua o Punaoa
MBS	Malua Bible School
MCILAPP	Ministry of Commerce, Industry and Labor Apprenticeship Scheme
MHIL	Martin Hautus Institute of Learning
MTC	Malua Theological College
NUS	National University of Samoa
PTC	Piula Theological College
SSMA	Samoa Shipping Maritime Academy
TI	Tesese Institute
USP	University of the South Pacific
UVC	Uesiliana Vocational College
WMTC	World Mission Training Centre
SQA	Samoa Qualifications Authority

EXECUTIVE SUMMARY

The Samoa Qualifications Authority conducted the *Survey for Employer Satisfaction with 2015, 2016, and 2017 Graduates from Formal PSET Provider in Samoa* in the financial year 2019-2020. This survey was to follow-up graduates' employment outcome information that was provided by graduates in the previous *2019 Tracer Studies with 2015, 2016, and 2017 Graduates from Formal PSET Provider in Samoa*.

Objectives of the survey were to:

- determine employers' level of satisfaction with the generic and technical skills of graduates being used in the workplace;
- seek employers feedback on the qualities generally expected of employees, in particular, those from PSET providers; and
- obtain employers' views on how formal PSET providers can improve their graduates to better meet the labor market and industry demand for skills.

A total of 1,395 graduates were targeted with 398 employers. The aim was to obtain the graduates immediate supervisors' assessment of the graduates' performance in the workplace. Only 73.7 percent of graduates' supervisors were able to provide valid responses to the study. From this proportion, a high percentage of graduates are found to be employed in Government Ministries and Agencies. Female graduates dominate (62 percent) the majority of valid responses that were received from employers.

Qualifications distribution shows that 68 percent of graduates hold higher education qualification, and 31 percent are graduates with TVET graduate qualifications. Moreover, more than 50 percent of graduates that were assessed by employers are Bachelor degree holders, followed by Certificate holders. Employers also reported that 94 percent of graduates' qualifications match their jobs. In terms of employers' assessment by field of training/studies, it shows employer satisfaction level consistently high ranging from 96 percent to 83 percent across all fields of training, with natural and physical science being the highest.

Skills analysis by employers shows the need for graduates to improve on their technical skills, such as *coaching and mentoring colleagues, ability to set goals and allocate time to achieve them, negotiation skills, management skills in terms of organizational resources & projects and assignments*, which received fewer ratings on the graduate performance in the workplace. *Computing skills, critical thinking, communication skills, leadership skills, and interpersonal skills* were some of the general skills that employers raised in their assessment for graduates to develop. Personal behavior & attribute was also a challenge as employers pushed for graduates to improve on their personal qualities.

Moreover, to improve the quality of graduates and PSET providers, employers have also provided suggestions for both parties to consider. Notable comments that came through employers' assessment are for providers to provide more opportunities for students to be involved in more practical activities, or workplace attachment opportunities to obtain experience, building skills in their area of study. Employers also suggest for graduates to pursue further studies to upgrade qualifications and gain more knowledge and skills. Also, PSET providers are to update learning & education resources to better training delivery for graduates.

Recommendation 1: PSET providers to make available enough opportunities for work placement so that graduates are exposed to the workplace and gain knowledge and experience on the expected skills required in the labor market.

Recommendation 2: PSET providers to put more emphasis on training of graduates' technical skill in order to meet the labor market needs.

Recommendation 3: PSET providers should take into account the findings specific to qualifications and/or training programs, and make changes accordingly to meet the skills needs of workplaces as indicated for each of their graduates' area of study.

Recommendation 4: SQA to continuously advocate for programme accreditation so that providers qualifications can be registered and internationally recognized.

Recommendation 5: The SQA must take into account all the issues identified from the 2018 tracer study and the 2019 survey of employers in the planning, preparation, and conduct of the next national tracer survey, and survey of employers.

Recommendation 6: Survey methodology be further developed to thoroughly gather feedback from employers on graduates' generic and technical skills.

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1. INTRODUCTION

The Samoa Qualifications Authority (SQA) is mandated under the SQA Act 2010 to provide policy advice, regulate, quality assure and coordinate Post School Education and Training in Samoa.

In 2019, SQA launched the Tracer Study Report of 2015, 2016, and 2017 Graduates from formal Post School Education and Training in Samoa. The Report identified the graduates' assessment and feedback on training received from various PSET providers on the relevance of their education and training to jobs or employment secured by graduates thereafter. The Survey for Employer's Satisfaction is a follow up on employed graduates, which were identified in the SQA Tracer Study. While employers are one of the most important stakeholders of PSET, there is limited research in Samoa on employer satisfaction.

The SQA Survey for Employers' Satisfaction measures the employers' views on the attributes of 2015, 2016, and 2017 Graduates from formal PSET in Samoa. It targets graduate supervisors in employment and aims to garner feedback on the relevance and quality of programmes offered by training and education providers concerning the labor market. It also provides information on how graduates have progressed in the workplace, employer satisfaction of the skills and knowledge of graduates, as well as the value and relevance of qualifications offered by PSET providers.

This Report details results from that survey of employers' views of the qualities, technical skills, and generic skills and work readiness of graduates from post school and trainings.

The main objectives of the survey were to:

- i. determine employers' level of satisfaction with the generic and technical skills of graduates being used in the workplace;
- ii. seek employers feedback on the qualities generally expected of employees, in particular, those from PSET providers; and
- iii. obtain employers' views on how formal PSET providers can improve their graduates to better meet the labor market and industry demand for skills.

The survey for employers' satisfaction was independently administered by SQA, through its Research, Policy and Planning Division (RPPD).

2. METHODOLOGY

This section provides a summary of the methodology used in the survey, including procedures and strategies on how the survey was conducted. The survey adopts the mixed-method research approach.

2.1. Target population

The study population are immediate supervisors of employed graduates from findings of the Tracer Study of 2015, 2016, and 2017 Graduates from formal PSET Providers in Samoa. The survey targets the immediate supervisors as these are the people that directly work with graduates and supervise their performance regularly. A total of 1,415 graduates were identified to be employed, however, 20 of these are self-employed, hence participation is irrelevant due to the absence of a supervisor to provide an assessment. Therefore, immediate supervisors of 1,395 graduates in the workplace were sought to participate in the survey.

2.2. Questionnaire

The questionnaire was designed by the RPPD to gather information. A copy was attached to the letters that were distributed to employers informing them of the study so that they have an understanding of the data needed.

The first section of the questionnaire seeks confirmation of the graduate's employment as identified in the PSET Graduate Tracer Study such as details of positions as well as identifying if there had been any promotion and/or change in occupation since recruitment date, the income earned by graduates and the relevance of qualifications to the workplace.

The second section focused on obtaining employer feedback and satisfaction on knowledge and understanding, qualities, generic and technical skills of the graduates

2.3. Approach and Data Analysis

A total of 20 fieldwork assistants and one data entry clerk were recruited to take part in the survey preparations and data collection. All participated in the five days' workshop facilitated by the RPPD on the survey methodology, equipping themselves with the relevant skills to carry out the fieldwork.

During the survey, three RPPD staff acted as Team Leaders in four teams, to conduct interviews with employers that each team was assigned to cover, whereas the data entry clerk remains in the Office to check and enter completed questionnaires collected from each day.

The approach involved the identification of the graduates' immediate supervisors in the workplaces for interviews. These supervisors were selected for interviews as they oversee the graduates daily, and would provide valid assessments of the skills and knowledge used in the workplaces. The 'questionnaire per graduate' method was used to ensure that the information sought from the supervisors was specific to each of the graduates' occupations. Phone interviews were also conducted to reach busy employers as well as using email to follow up employers on the study.

Fieldwork for Upolu was conducted from the 14th of October – 8th November 2019. During this course, one team was deployed to Savaii for fieldwork from 28th October – 1st November 2019. The measles epidemic in November puts the survey on hold and resumption of fieldwork for follow up commenced on 17th to the 28th of February.

Upon completion of the fieldwork, completed questionnaires were coded and data were entered and recorded into the SPSS Statistics. This database of the coded data was used in the analysis to produce the most significant and relevant findings to meet the survey objectives.

2.4. Limitations

In conducting the study, the survey team anticipates the usual limitations or challenges that can hinder the data collection process. These include the non-favorable responses from employers; too many refused interviews due to employers unavailability and busy schedule. Strategies were put in place to continually follow up on the employers, however, attempts were unsuccessful as supervisors or workplaces decided not to be part of the survey.

Another limitation that the survey team came across is tracking down of school inspectors to assess principals. School inspectors are responsible for all schools in a district, which result in them moving around to inspect schools daily.

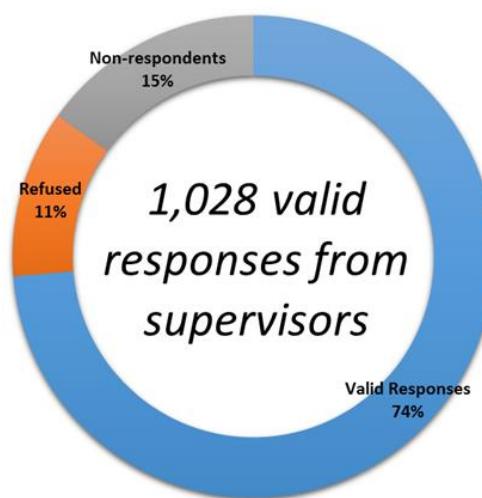
Lastly, the measles epidemic that occurred in late 2019 impacted the progress of the survey. It was unexpected and it delayed interviews that were scheduled with the Ministry of Health. The bulk of the study population is employed in the health sector, unfortunately, during the first round of data collection, appointments were put on hold, and the survey teams were prohibited from visiting the graduates' workplaces (hospital), due to restrictions put forward by the Ministry of Health.

3. KEY FINDINGS

3.1. Response Rate

A total of 398 employers with 1,395 graduates, were targeted to have interviews with their respective supervisors. During the data collection phase, survey teams were able to visit all targeted employers. However, the study was not in favor of other workplaces due to their busy schedules and work commitments. At the end of the data collection phase, a proportion of 73.7 percent (1,028 graduates) valid responses by employers was recorded, and this figure will be used throughout the report for analysis.

Figure 1. Analysis of respondents



In Figure 1, a proportion of 11.3 percent of responses was recorded as 'refused', due to the immediate supervisor's reluctance to participate in the survey. Employers were not willing to provide an assessment of graduates for reasons that; graduates have resigned and/or terminated from their jobs; graduates never worked for the employer.

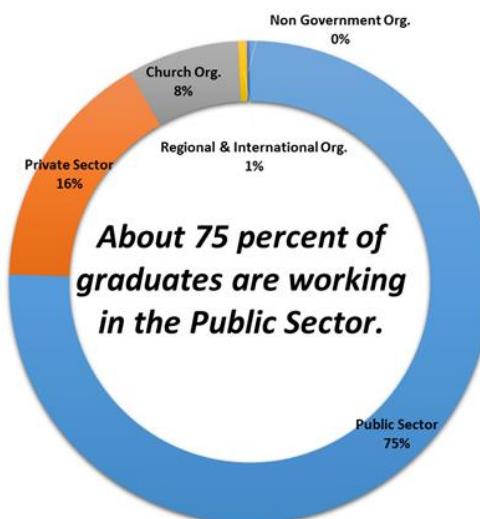
Supervisors of 210 graduates (15.1 percent) were not able to respond in time to the survey due to their busy schedules, and other employers identified to be out of operation.

Of the 398 targeted employers, a high proportion of 76 percent (303 employers) responds and provides assessments of their graduates.

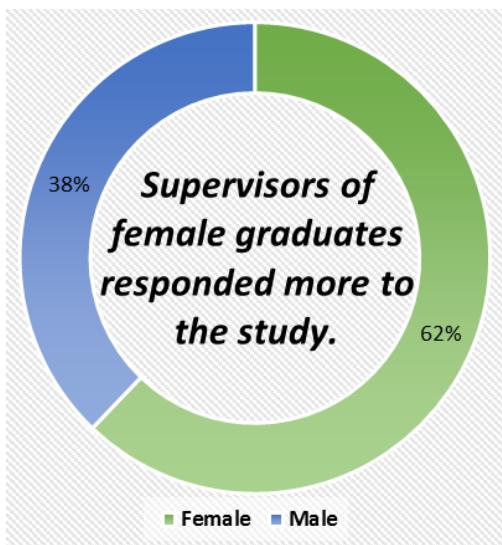
Figure 2 shows that Government Ministries and Corporations employed the highest proportion of graduates (776). This is followed by the private sector where 16 percent (167 graduates) are employed in the workforce.

Furthermore, a proportion of 8 percent found jobs in church organizations, whereas less than 1 percent are identified to be employed in non-government organizations, as well as regional and international organizations.

Figure 2. Graduates distribution by employers



3.2. Gender comparison



Out of the target response of 1395 graduates, male dominates by 55 percent, compared to females with a proportion of only 45 percent that responded to the Tracer Study.

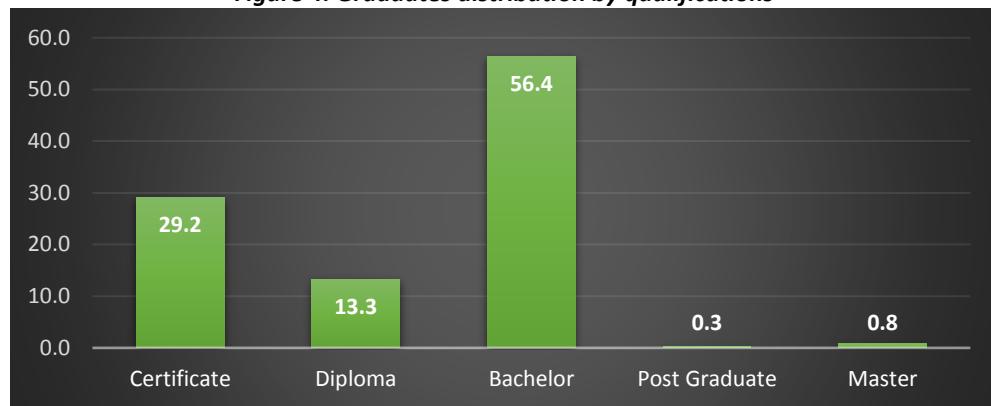
However, in this study, analysis shows that the majority of graduates that were assessed and given feedback by employers are females compared to males. More than 60 percent of valid responses are constituted of female graduates, whereas responses from supervisors of male graduates were reported below at 40 percent.

Figure 3. Gender comparison

3.3. Graduates by qualifications

In terms of qualifications distribution, more than half of valid responses were graduates that hold Bachelor degrees as shown in Figure 4 below. The remaining proportion is distributed across the other four levels, with Certificate level being the highest at 29 percent, followed by Diploma holders. Postgraduates and master's degree holders are noted to have a low percentage. This is due to the low number of PSET providers that offer these high-level qualifications, and a low number of graduates that pursue this learning pathway. Moreover, the result also shows that 701 (68 percent) qualifications that were assessed in the survey were of higher education. A total of 315 qualifications (31 percent) were of TVET graduates, and the remaining (1 percent) were held by graduates that have been trained in religious institutions.

Figure 4. Graduates distribution by qualifications



3.4. Qualification relevancy and graduates by fields of training

Employers were asked to assess whether graduates are working in the right jobs according to their field of studies, and results indicate that majority of the graduates are employed in jobs that are directly linked to their field of studies. A high proportion of 94 percent (962 graduates) reported by immediate supervisors, that their qualifications are essentially relevant to their jobs.

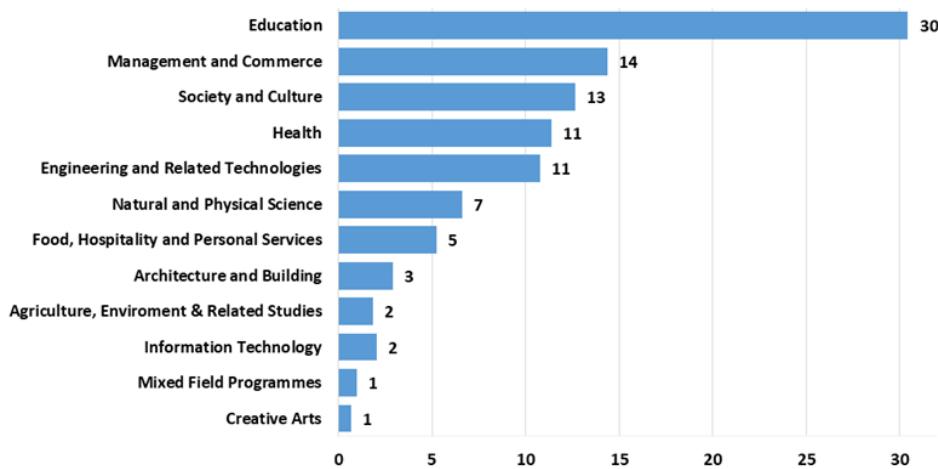
94%
qualifications
MATCHED jobs

Table 1 and figure 5 below shows the distribution of graduates according to their field of studies, which also matched to their employment as mentioned above. The majority of graduates hold qualifications in the field of '*education*', followed by '*management & commerce*' (14 percent), and '*society and culture*' (13 percent). Lowest is recorded for '*creative arts*' and '*mixed field*' programs.

Table 1. Graduates distribution by field of training

	Fields of training	Count	Percentage
1	Agriculture, Environment & Related Studies	19	2
2	Architecture and Building	30	3
3	Creative Arts	7	1
4	Education	313	30
5	Engineering and Related Technologies	111	11
6	Food, Hospitality and Personal Services	54	5
7	Health	117	11
8	Information Technology	21	2
9	Management and Commerce	148	14
10	Natural and Physical Science	68	7
11	Society and Culture	130	13
12	Mixed Field Programs	10	1
	TOTAL	1028	100

Figure 5. Graduates distribution by field of training (percent)



3.5. Employer assessment and satisfaction by fields of training

Employers were requested to rate their satisfaction with graduates across four (4) attributes domains/ or skills set, and similarly, indicated their ratings of the importance of these attributes to the successful performance of the job for which the graduate was hired. The four attributes and skills are listed as follows:

- i. Knowledge and understanding – general awareness of the field of study, job-related information, the knowledge required for the job, and understanding of the workplace; understanding of the organizational system; knowledge and understanding of national competency standards and professional standards in the job.
- ii. Qualities – distinctive attributes of graduates; flexibility, creativity, empathy, reliability, integrity, self-discipline, positive attitude towards work, willingness to learn, understand and takes the direction of work assessments; accountability.
- iii. General skills – general literacy and numeracy, written and verbal communications, critical thinking, computing skills, use of equipment/tools/ or technology specific to the job, leadership, teamwork, and customer service.
- iv. Technical skills – application of professional and technical knowledge and standards; skills in the field of study, ability to translate/apply theory into practice, management of organizational resources, fluency in English, negotiation, coaching and mentoring, ability to set goals, and allocate time to achieve them.

To assess graduates' performance, employers were asked to measure these skills set on a scale from one to three (1= 'not very important and/or satisfied' to 3= 'very important and/or satisfied'). The responses were recorded and converted into average ratings and percentages to obtain an overall level of employer satisfaction.

In the following sections, immediate supervisors also provided comments and suggestions to improve the quality of graduates and PSET providers. It is important to note that not all suggestions/or comments in each area of training is address to all graduates. Not all employers provided comments to improve performance or quality of graduates and PSET providers, as some only gave comments on one either graduates or PSET providers, and other employers did not give any suggestion/comments.

3.5.1. Agriculture, Environment and Related Studies

Employers' assessment and level of satisfaction

A total of 19 graduates (2 percent of responses) were identified to have qualifications in agriculture, environment, and related studies, from two major PSET providers which are USP and NUS. The qualifications that were covered in this field of training are listed in Annex 1. While 95 percent of this total have matched qualifications with their jobs, only 1 graduate is reported by a supervisor that qualification is not relevant to the workplace.

Figure 6. Employers' ratings on the importance of the four skills set to the workplace and level of satisfaction.



Figure 6 shows the immediate supervisors' ratings on the importance of graduates' skills in the workplace as well as employer level of satisfaction. Employers gave ratings above 90 percent indicating how crucial for graduates to have these sets of skills, with 'qualities' being at the highest at 98 percent. However, across all four sets of skills, the employer level of satisfaction is slightly lower compared to its significance in the workplace.

Employers reported a satisfaction rate of 88 percent on graduates' technical skills compared to other skills. Findings show that *ability to set goals & achieving them in time, negotiation, and coaching/mentoring* are some of the skills that graduates lack in the workplace under technical skills. In 'general skills', *critical thinking* and *leadership* are rated low by employers compared to other skills, whereas *creativity* is considered the lowest rating of employer satisfaction under graduate's qualities.

Nevertheless, a high rating for employer satisfaction was reported with various graduate skills such as *interpersonal & teamwork skills, communication, flexibility, accountability,*

literacy and numeracy, basic and advanced computing. Overall employer satisfaction on graduates with agricultural and environment qualifications is reported at 92 percent.

Income and hourly rate

In terms of income earned, all employers reported graduates to work at eight (8) hours daily, earning an income depending on the qualification, position they hold in the workplace, performance, and years of experience. Shown below are the graduate's different average hourly rate by qualifications and paid by employers.

Figure 7. Average hourly wage rate



Figure 8 shows average annual income graduates earned by qualification level. Highest earning is reported at \$26,752.60 for Bachelor degree holders followed by certificate holders at \$26,047.00. As mentioned above, the majority of graduates that were identified in this field of training are bachelor holders hence the high in salary reported. It is also noted in the analysis that five graduates were able to secure promotion in the workplace, which means an increase in their salary as well.

Figure 8. Average annual salary



Employers' suggestions for improvement

As part of the assessment, the immediate supervisors were asked to provide comments and/or suggestions for improving the quality of PSET graduates, as well as graduates' PSET providers. Outline in the table below is extracted feedback provided by employers.

Table 2. Comments and suggestions by employers

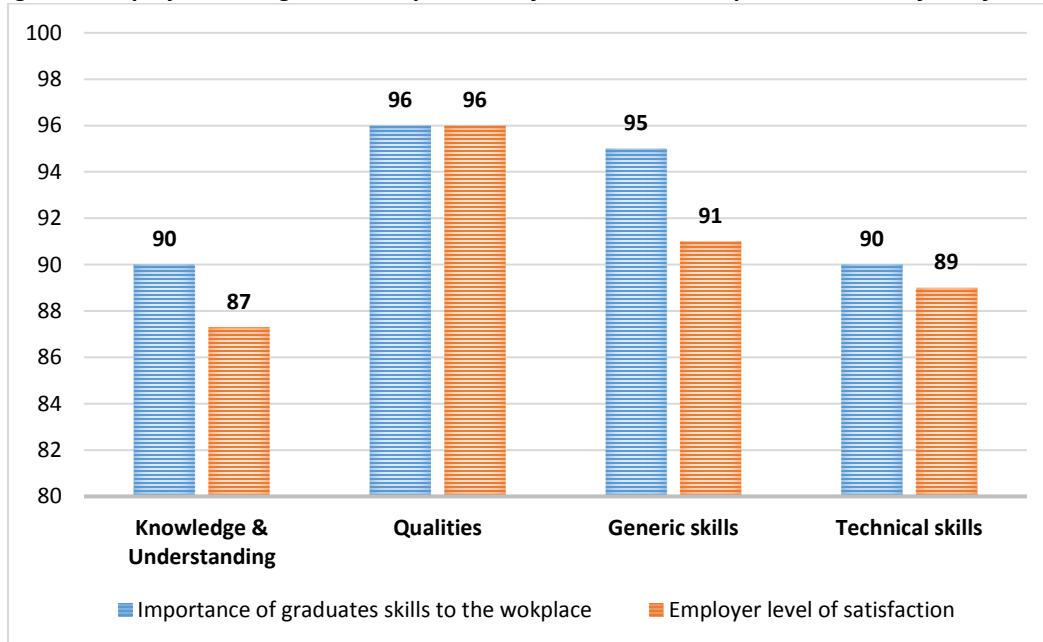
Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none">The graduate should upgrade their degrees	<ul style="list-style-type: none">More practical work for students and engage in critical thinking activities
<ul style="list-style-type: none">Need to communicate more	<ul style="list-style-type: none">Need to provide an allowance for the students
<ul style="list-style-type: none">Upgrade research skills	<ul style="list-style-type: none">Facilities should be repaired and upgraded
<ul style="list-style-type: none">Develop leadership, management, and administration skills	<ul style="list-style-type: none">Offer more courses related to jobs in the real world
<ul style="list-style-type: none">A graduate needs more information related training to be sufficient with her work	<ul style="list-style-type: none">USP's system can be more broadened especially to Samoa's current economy and how it's the student can be more contributed
<ul style="list-style-type: none">Engage in more laboratory-based activities	<ul style="list-style-type: none">Promote report writing at tertiary level as it is needed in the workforce
<ul style="list-style-type: none">Interpersonal skills need improvement	<ul style="list-style-type: none">PSET should get the local and regional lecturer
	<ul style="list-style-type: none">Need to improve buildings

3.5.2. Architecture and Building

Employers' assessment and level of satisfaction

Graduates that were identified to have qualifications in architecture and building profession accounts only 3 percent (30 graduates) of the total number of valid responses. These graduates were trained and graduated from the following PSET providers; CCCSVS, DBTC, DBCTVC, UVC, LoP, and NUS. List of qualifications that were covered in employers attached in Annex 1. All graduates hold certificate level qualifications in this field of training, with 77 percent reported qualifications to match their jobs, while 7 graduates worked in jobs that do not match their training in PSET.

Figure 9. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



In Figure 9, the immediate supervisors gave ratings of 90 percent and above across the four skills set on their importance in the workplace. However, results show that level of employer satisfaction is lower on three (3) set of skills (knowledge & understanding, generic skills, technical skills), except for graduates qualities, where ratings of employer satisfaction correspond with their assessment on the significance of such attribute in the workplace.

Results reported low percent of employer satisfaction in 'knowledge and understanding', compared to other skill sets. Low average ratings reported by supervisors in this area include graduates' lacking *knowledge & understanding of national competency standards & professional standards in the job*, as well as *specific knowledge required for the job*. For 'qualities', even though a high level of employer satisfaction in most skills, however, graduate's *creativity* has been rated less by employers. Similarly, with general skills,

employers gave low ratings on graduates' *basic and advanced computer skills* and *organizing information for work assignments*.

Overall employer satisfaction on graduates with architecture and building qualification training is reported at 91 percent.

Income and hourly rate

As mentioned before, all graduates in this field of training are Certificate holders, calculations of the average hourly rate, and annual is based on a single qualification. Supervisors reported that all graduates worked 8 hours daily and the average hourly wage rate and average annual income are reported in Figure 8 below. Findings also show that out of the 30 graduates in this field, 30 percent received promotions in the workplace hence an increase in salary.



Employers' suggestions for improvement

After assessing each skill set, employers also provided feedback to improve the quality of graduates, as well as comments for the development of their graduates PSET providers. Feedbacks and comments by employers were extracted and listed below:

Table 3. Comments and suggestions by employers

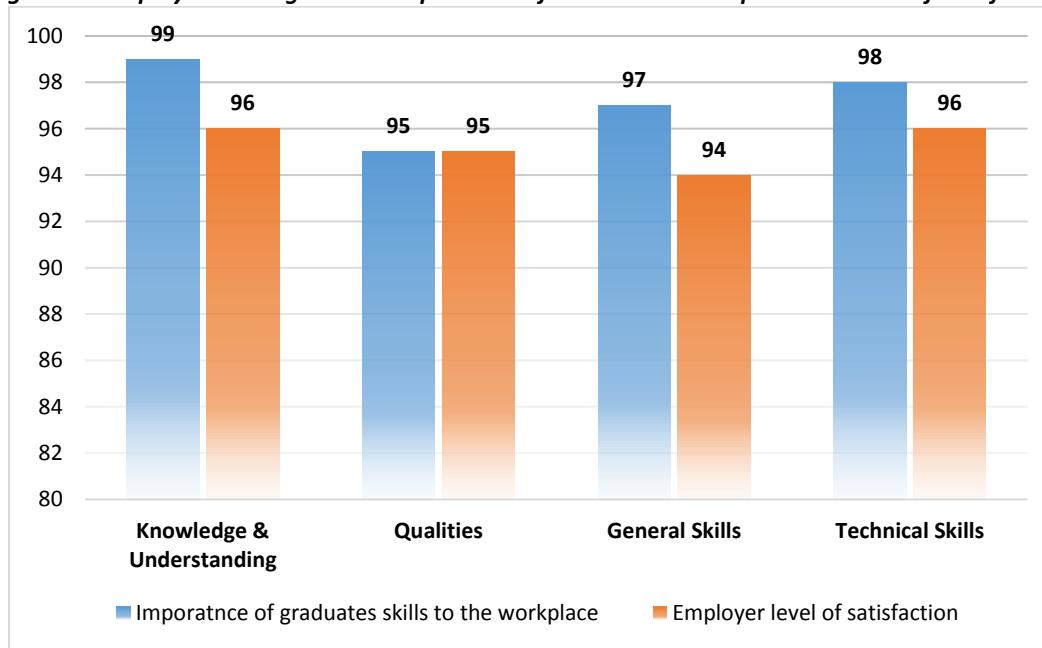
Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> • A graduate needs to seek other ways to upgrade skills and knowledge in his field 	<ul style="list-style-type: none"> • Provide more practical activities needed for graduates
<ul style="list-style-type: none"> • Graduates have to be aware of his and customers safety 	<ul style="list-style-type: none"> • Ensure and monitor learning
<ul style="list-style-type: none"> • Be committed to the job 	<ul style="list-style-type: none"> • Need to offer more training for graduates
<ul style="list-style-type: none"> • Work more on customer service and personal behavior 	<ul style="list-style-type: none"> • Train students to be creative and think outside of the box
<ul style="list-style-type: none"> • Need to upgrade qualification 	<ul style="list-style-type: none"> • Must to encourage learners the English language
<ul style="list-style-type: none"> • Learn to double-check their work 	<ul style="list-style-type: none"> • This <i>*particular provider*</i> should add customer service course or public relation course in the curriculum
<ul style="list-style-type: none"> • Further studies in English is needed for communication 	<ul style="list-style-type: none"> • Report writing basic skills also need to be included in the curriculum

3.5.3. Creative Arts

Employers' assessment and level of satisfaction

Out of the total respondents, only 7 graduates were noted to hold qualifications in this area of study, which is 1 percent of valid responses. These graduates were trained in PSET providers such as CCCSFAM, LoP, and NUS. Only certificates and diploma holders were identified in this field and qualifications are listed in Annex 1. Employer assessment shows a 100 percent match of graduates' qualifications to the workplace.

Figure 10. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



High ratings above 95 percent by employers shows how important it is for graduates to have such skills in the workplace. Astonishingly, employer level of satisfaction is practically on par with their ratings on the importance of three skills set, except for qualities where employers satisfaction meets their expectations with graduates skills.

Furthermore in their assessment, supervisors have indicated few skills that graduates needed improvement which includes *basic, and advanced computing (spreadsheet and database)*, and also written communication. However, most of the skills under the skill set have been highly rated by employers with ratings around 2.5 to 3.0. This shows a high level of employer satisfaction on the performance that graduates display in the workplace.

Lastly, the overall employer satisfaction level is reported at 95 percent.

Income and hourly rate

In terms of income earned, all graduates worked 8 hours a day and while diploma holders earn an average hourly income of \$7.71, certificate holders receive \$4.15. For annual salary, graduates with diploma qualifications earn an average annual income of above \$16,000 whereas certificate holders receive an average income above \$8,000.



Employers' suggestion for improvement

To improve the quality of graduates and PSET providers, employers also provide suggestions and comments for consideration. Feedbacks and comments by employers were extracted and listed below:

Table 4. Comments and suggestions by employers

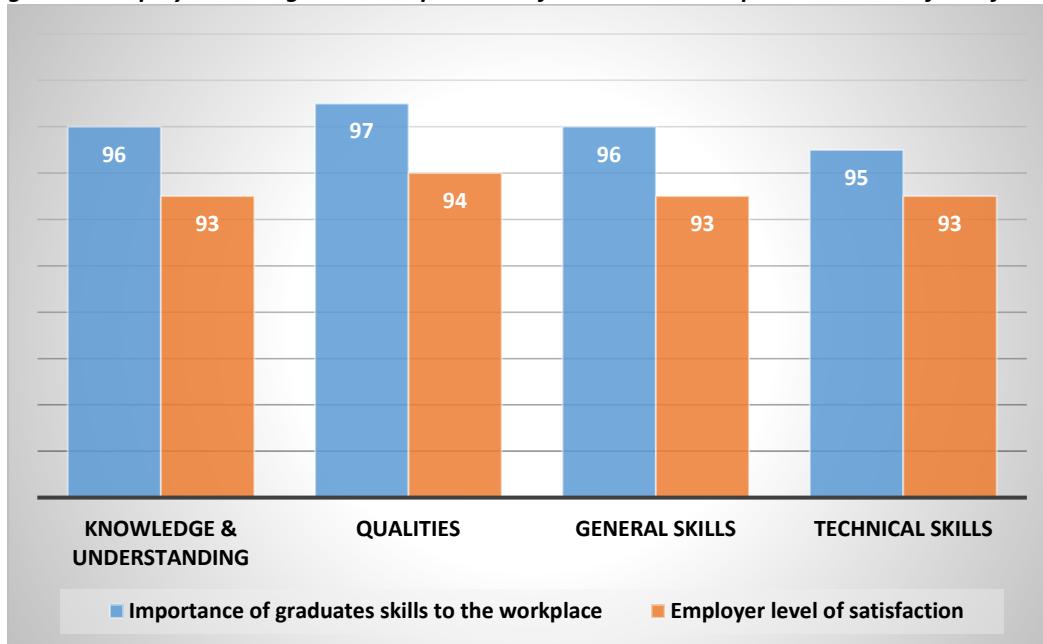
Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none">• Need continuation of studies for higher-level educational qualification	<ul style="list-style-type: none">• Need to implement more practical training in journalism and media studies
<ul style="list-style-type: none">• Graduates need more practice in their field of study	<ul style="list-style-type: none">• Update resources and used for training & improve the quality of journalism and media studies
<ul style="list-style-type: none">• Need more computing skills	

3.5.4. Education

Employers' assessment & level of satisfaction

The result shows that the majority of employers interviewed in this study hired graduates from this area of training. A total number of 313 responses received from employers which account for 30 percent of total respondents. Out of this total, employers reported a 98 percent qualification match, and PSET providers that supply these graduates as found in the study include NUS, USP, and ECETTI. The list of qualifications is in Annex 1.

Figure 11. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



In terms of skills assessment, high proportions above 95 percent are noted for all skills set, indicating employers' high ratings on the significance of such skills in the workplace. However, the level of employer satisfaction fell slightly short below 95 percent when assessing graduates' performance on each set of skills.

Similarly, with analysis of previous fields of training, supervisors are concern with graduates' *basic and advanced computer skills*, as well as *knowledge of computer applications and programs required for the job*, to which employers gave low ratings in their assessment. Other than that, the assessment shows that employer satisfaction on skills in each skill set practically corresponds with employers' expectations in the workplace.

Overall employer satisfaction with graduates' performance in the education field of study is reported at 93 percent.

Income and hourly rate

While all other graduates worked at 8 hours daily, findings show that graduates with certificates level qualifications worked between 3 to 7 hours a day, especially in the early childhood level of education, where normal working hours depend on each pre-school. Shown in Figure 10 are graduate's different average hourly rates by qualifications.

Figure 12. Average hourly wage rate



Figure 13 shows average annual income graduates earned by qualification level. Highest earning are graduates with master's qualifications, followed by post-graduate holders. Certificated holders are reported to earn the lowest average annual income, which is below \$10,000. It is also noted in the analysis that 8 percent of these graduates were able to secure promotion in the workplace, which means an increase in their salary.

Figure 13. Average annual salary



Employers' suggestion for improvement

Table 5 shows employers' comments and suggestions for the improvement of graduates and their PSET providers. Feedbacks were extracted from employers' assessment and summarize as follow:

Table 5. Comments and suggestions by employers

Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> • Further studies to upgrade qualification and gain more skills and knowledge in the teaching profession 	<ul style="list-style-type: none"> • Improve passion for teaching at different levels
<ul style="list-style-type: none"> • Graduates must upgrade skills and knowledge for teaching students 	<ul style="list-style-type: none"> • Ongoing professional developments/workshops/involvement in MESC training for teachers
<ul style="list-style-type: none"> • Need more training to improve more teaching skills and be resourceful 	<ul style="list-style-type: none"> • Recruit well-equipped trainers for high-level institutions
<ul style="list-style-type: none"> • Improve personal attributes & behavior; should know dress code 	<ul style="list-style-type: none"> • Provide more updated resources for learning and training of students
<ul style="list-style-type: none"> • Invest in students well-being 	<ul style="list-style-type: none"> • Provide specialized train for graduates on specialized courses
<ul style="list-style-type: none"> • More practical work & exposure in work experience before practice 	<ul style="list-style-type: none"> • More opportunities & scholarships for graduates to further studies and access higher education qualification (e.g. PhD)
<ul style="list-style-type: none"> • Improve personal performance and commitment to achieve set goals 	<ul style="list-style-type: none"> • Raise standards for teachers
<ul style="list-style-type: none"> • Provide new strategies to deliver syllabus in classroom 	<ul style="list-style-type: none"> • Lower tuition fees/ affordable fees
<ul style="list-style-type: none"> • Improve data analysis and evaluation skills 	<ul style="list-style-type: none"> • More emphasis and upgrade programs available for Savaii campus
<ul style="list-style-type: none"> • Graduates should be influenced in both English and Samoan 	<ul style="list-style-type: none"> • NUS programs should match the curriculum delivered in school
<ul style="list-style-type: none"> • Must be familiar with the curriculum before teaching 	<ul style="list-style-type: none"> • Upgrade programs and more resources at the Early Childhood Education level
<ul style="list-style-type: none"> • Graduates need to be computer literate 	<ul style="list-style-type: none"> • Teach more computing skills/ computing programs should be compulsory.
<ul style="list-style-type: none"> • Able to use observation and assessment to support every student need 	<ul style="list-style-type: none"> • Criteria for a different course should be revised
	<ul style="list-style-type: none"> • All education qualification to be internationally recognized

3.5.5. Engineering and Related Technologies

Employers' assessment and level of satisfaction

Out of the total responses, 11 percent were identified to have qualifications classified under this area of training. Qualifications varied from certificate to bachelor levels and are listed in Annex 1. Employer assessment shows a 92 percent qualification match, indicating the majority of graduates that undertook this area of study are working in jobs that match their PSET training. And these graduates were products of PSET providers such as DBTC, DBCTVC, LoP, SSMA, UVC, and NUS.

Figure 14. Employers' ratings on the importance of skills to the workplace and level of satisfaction.

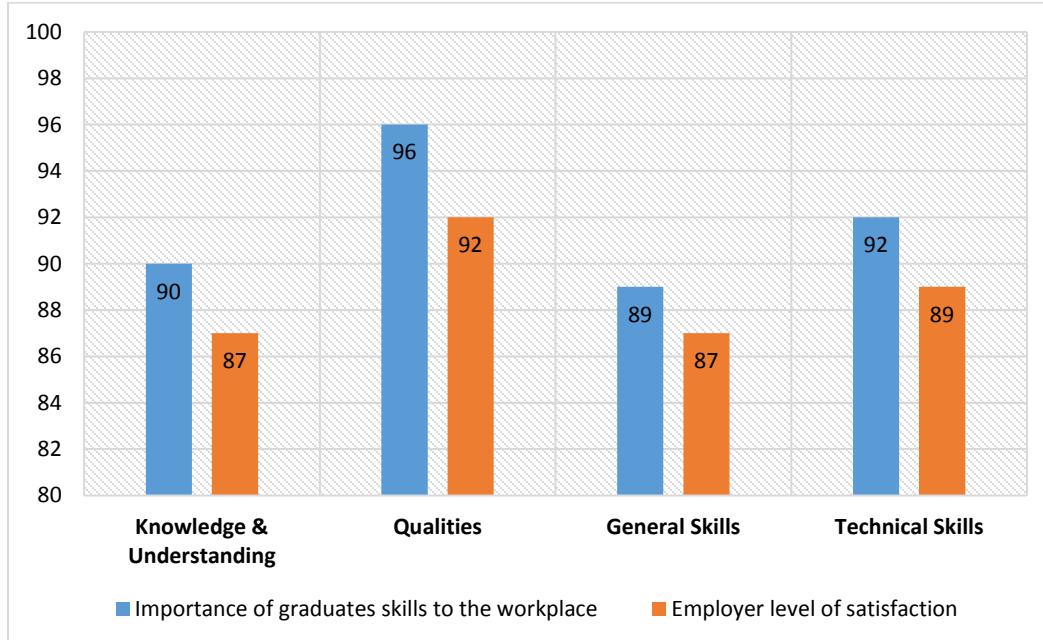


Figure 14 shows employer assessment gave slightly different ratings on the significance of each set of skills in the workplace. Qualities and technical skills are reported at above 90 percent, whereas knowledge and understanding, and general skills are reported at 90 percent and below. This is because employers have different expectations for their employees on which skills are more required and more needed which contributes to the successful completion of the job.

Furthermore, though high expectations on the relevance of all skill sets, the employer gave marginally ratings indicating their level of satisfaction. Notable skills that have been given low ratings by an employer include graduates' *empathy and creativity, mentoring and coaching, knowledge and computer applications, and program required for the job*.

For this area of training, overall employer satisfaction with graduates' performance in the workplace stands at 89 percent.

Income & hourly rate

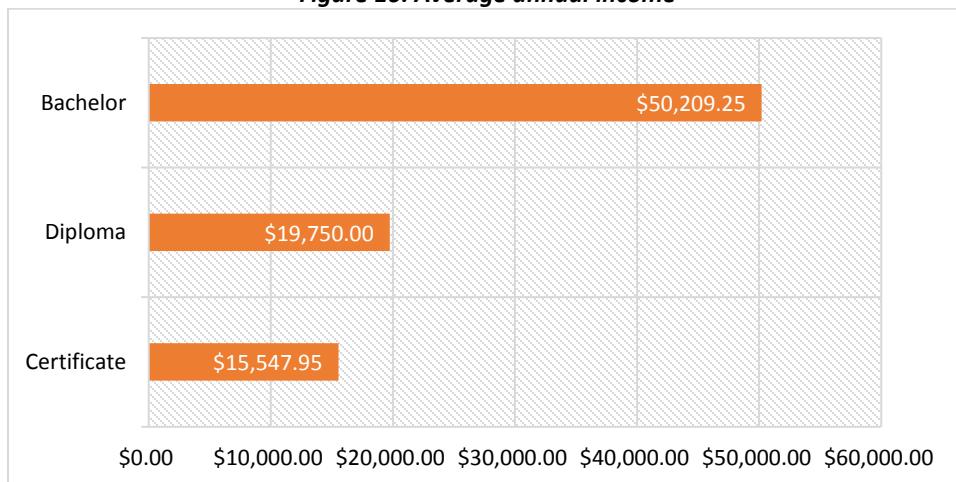
The majority of graduates are reported by employers to work for 8 hours a day, except for a few certificate holders, who work more hours depending on the nature of their employment. The figure shows that graduates who are paid a higher average hourly rate are those with a high level of qualification, in this case, bachelor degree, whereas low hourly are earned by certificate holders.

Figure 15. Average hourly wage rate



Similar results are also shown for graduates' average annual income. The higher the hourly rate, the higher the income a graduate received. Figure 16 shows that bachelor holders earn the highest average income compare to diploma and certificate holders. Results also show that 46 percent of graduates were able to have a pay rise through an income increase and/or a promotion in the workplace.

Figure 16. Average annual income



Employers' suggestion for improvement

Similar to the previous assessment, employers also provide comments and feedback on ways to better improve the quality of graduates a well qualities of PEST provider. These comments were extracted from employers' assessment and summarize as follows:

Table 6. Comments and suggestions by employers

Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> • Further studies to gain more knowledge and upgrade qualifications 	<ul style="list-style-type: none"> • More resources to buy used by students for their training
<ul style="list-style-type: none"> • Look for jobs that are relevant to qualifications 	<ul style="list-style-type: none"> • More practical work for students to be well equipped with skills before looking for work
<ul style="list-style-type: none"> • Need to improve attitude and personal behavior 	<ul style="list-style-type: none"> • Need more qualified teachers in PSET.
<ul style="list-style-type: none"> • Learn more computer skills and be a quick learner in the workplace 	<ul style="list-style-type: none"> • Incorporate workplace skills in curriculum
<ul style="list-style-type: none"> • More commitment and keep and open-minded 	<ul style="list-style-type: none"> • More opportunities for graduates to upgrade their qualifications.
<ul style="list-style-type: none"> • Need to have an understanding of the occupational and health safety act. 	<ul style="list-style-type: none"> • Providers to incorporate OHS in their curriculum
<ul style="list-style-type: none"> • Graduates to have more physics background in their training. 	<ul style="list-style-type: none"> • Modern tools used in employments should match with tools used in training.

3.5.6. Food, Hospitality and Personal Services

Employers' assessment and level of satisfaction

A total of 54 (5 percent) graduates were identified to undertake training in food, hospitality, and personal services. Graduates were trained in PSET providers such as LoP, MHIL, and NUS. Only certificate and diploma holders were reported in this area of training, and a list of qualifications can be found in Annex 1. Findings show that while 20 percent of graduates are working in jobs that do not match their training in PSET, 80 percent match their skills and qualification to their workplaces.

Figure 17. Employers' ratings on the importance of skills to the workplace and level of satisfaction.

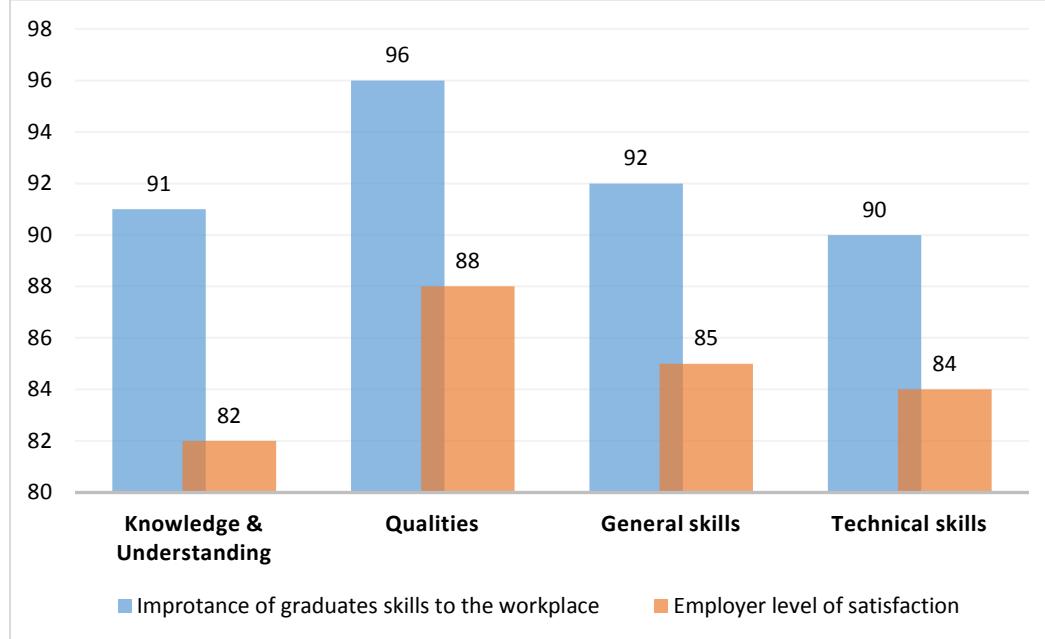


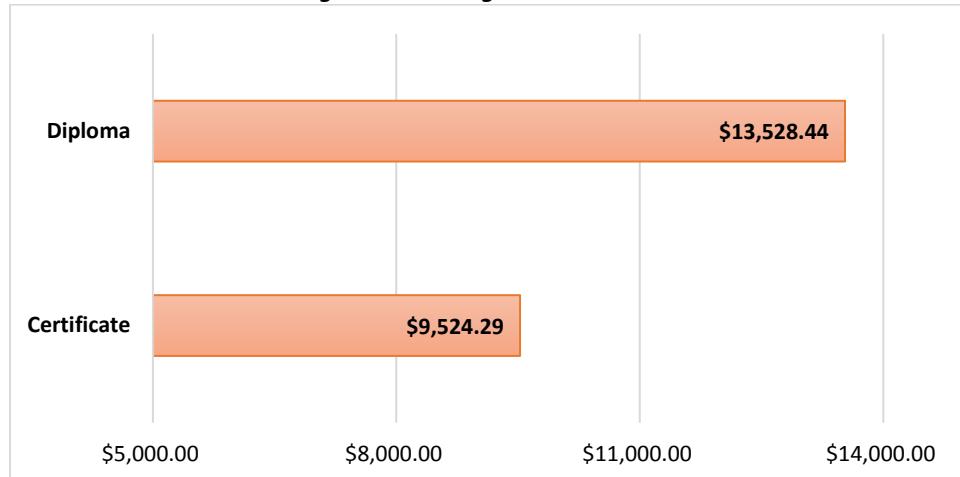
Figure 17 shows ratings of 90 percent and above on the important for graduates to have these skill sets in the workplace. Qualities of graduates are considered to be the most significant in this area of study, while technical skills are reported to have fewer ratings compared to other attributes. Employer level of satisfaction shows a significant difference as all ratings are below 90 percent across on each skill set compared to ratings on the importance of skills. This can be an effect of the 20 percent that reported a mismatch in qualification, hence employer dissatisfaction with performance.

As supervisors provided good ratings for most attributes, some notable skills that PSET provider should consider to improve graduates. These include *leadership skills, basic and advanced computing, negotiation skills, project and management skills, creativity, knowledge in the field of study, as well as knowledge and understanding of national competency standards & professional standards in the job*. Lastly, the overall employer level of satisfaction for graduates' performance is reported at 85 percent.

Income & hourly rate

Employers reported graduates to be working at 8 hours a day, with diploma holders earn an average hourly rate of \$6.32, while certificate holders earn an hourly rate of \$4.58. And similarly, the higher the hourly rate, the higher the income. Shown in Figure 18 are both qualifications average annual income. Results also show that 22 percent of graduates receive a pay rise indicating employer rewarded employees through a promotion or income increase through their good performance in the workplace.

Figure 18. Average annual income



Employers' suggestion for improvement

Reported in Table 7, are employers' comments and suggestions to better improve the quality of graduates as well as qualities of PEST provider. These comments were extracted from employers' assessment and summarize as follows:

Table 7. Comments and suggestions by employers

Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> • Improve customer service skills and interpersonal relations skills 	<ul style="list-style-type: none"> • More practical activities on customer service
<ul style="list-style-type: none"> • Learn more computer skills, especially data entry, analysis, and record-keeping 	<ul style="list-style-type: none"> • Provider to update materials and resources used for training
<ul style="list-style-type: none"> • Training begins in PSET providers, not on the job 	<ul style="list-style-type: none"> • Put more emphasis on literacy and communication skills
<ul style="list-style-type: none"> • Incorporate communication skills program specifically interacting with guests 	<ul style="list-style-type: none"> • Marketing courses
<ul style="list-style-type: none"> • more emphasis on work ethics and attitude 	<ul style="list-style-type: none"> • qualified lecturers and trainers
<ul style="list-style-type: none"> • Further studies and training to gain more experience in the tourism industry 	<ul style="list-style-type: none"> • Seek international opportunities for more exposure

3.5.7. Health

Employers' assessment and level of satisfaction

A proportion of 11 percent (117 graduates) out of the total responses, were identified to hold qualifications in the health sector, varied from certificate level to postgraduate level (see Annex 1). Employer assessment reported a 95 percent qualification match, a majority of graduates in this profession flows right into employment after completion of studies. All graduates were trained by NUS.

Figure 19. Employers' ratings on the importance of skills to the workplace and level of satisfaction.

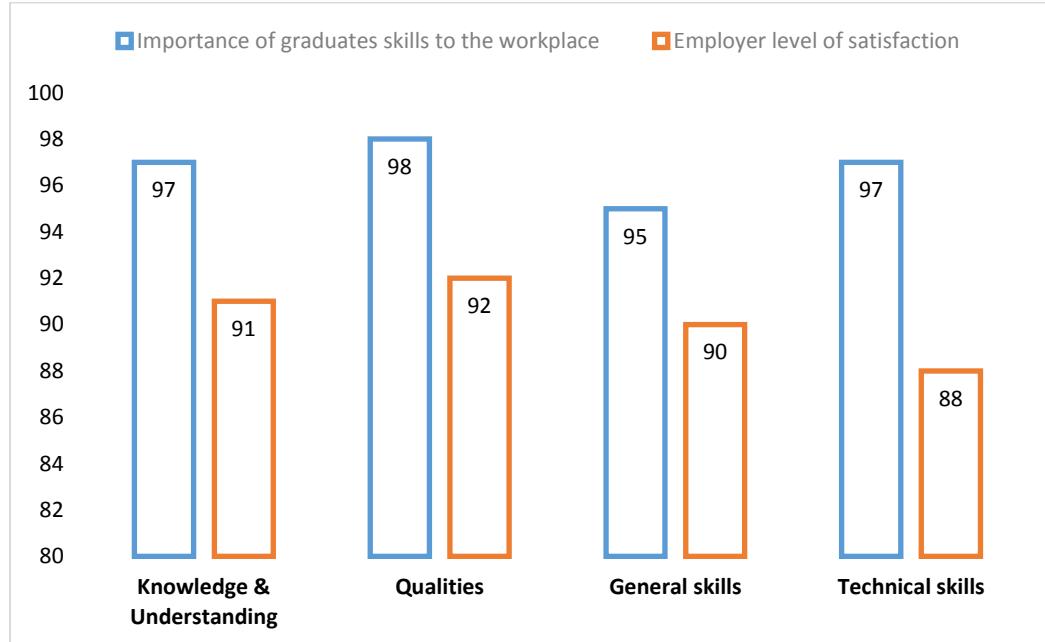


Figure 19 shows high average ratings above 95 percent from employers' assessment on the importance for graduates to have each attribute in the workplace. However, employers' level of satisfaction on graduates' skills and performance is not consistent with employers' expectations in the workplace.

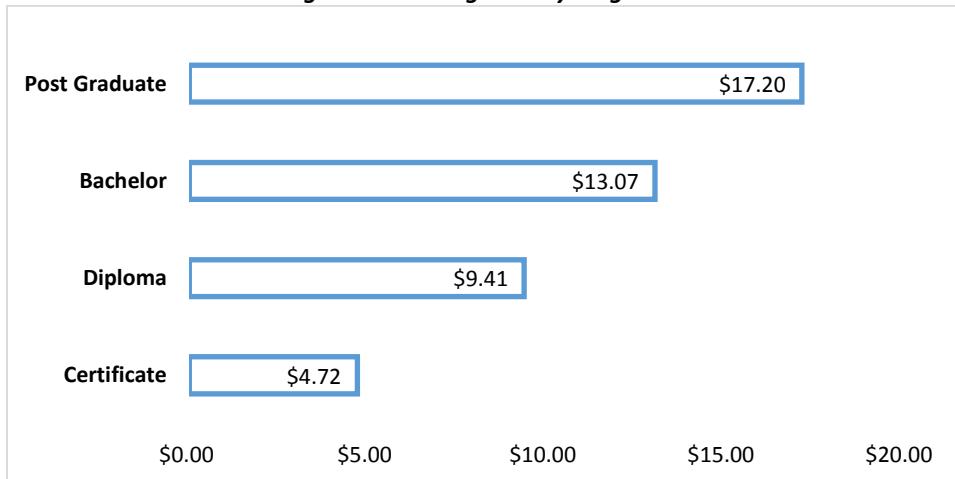
A significant difference is noted for technical skills where ratings on employer satisfaction are reported at 88 percent. Skills in this set that were rated low by employers include *mentoring and coaching colleagues, management skills, ability to set goals and allocate time to achieve them*. Similarly, with general skills, employers gave low ratings for *advanced computing, leadership skills, as well as numeracy skills*.

Overall employer satisfaction with graduates' performance in the health field of study is reported at 93 percent.

Income & hourly rate

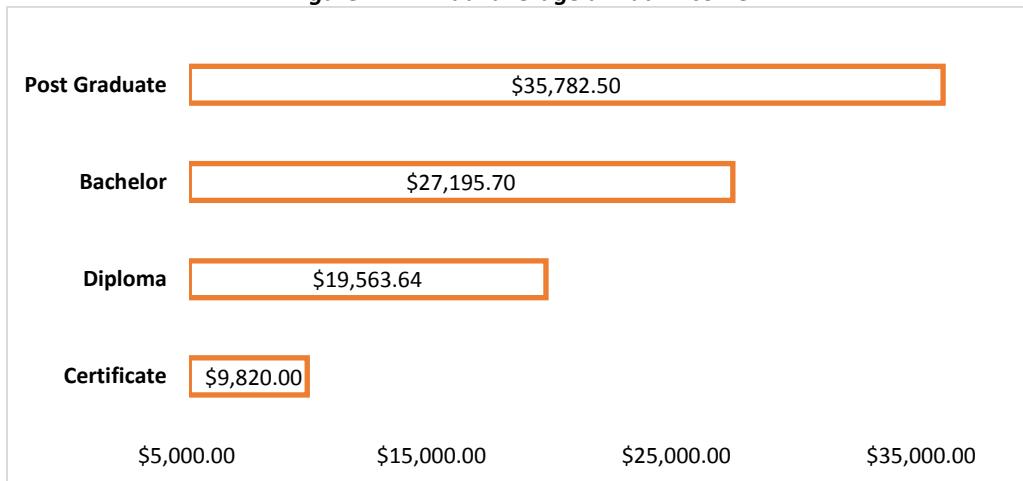
Employers reported that the majority of graduates in the health profession worked at 8 to 12 hours daily depending on shifts, earning average hourly rates according to their qualifications as shown in Figure 20 below. Postgraduate degree holders earn the highest hourly rate compared to other qualifications.

Figure 20. Average hourly wage rate



In terms of average annual income, postgraduate holders earn the highest annual income, while certificate holders earn the lowest. This pattern is most consistent with other areas of studies, where the higher the qualification, the higher the income. Employers also reported that 23 percent received an increase in salary through promotion in the workplace.

Figure 21. Annual average annual income



Employers' suggestion for improvement

To improve the quality of graduates and PSET providers in this area of training, employers also provide suggestions and comments for consideration. Feedbacks and comments by employers were extracted and listed below:

Table 8. Comments and suggestions by employers

Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none">• Engage in more practical training	<ul style="list-style-type: none">• Students to expose more in practical training and work experience in the final year
<ul style="list-style-type: none">• Committed to the job	<ul style="list-style-type: none">• Recruit more qualified nursing lecturers and trainers
<ul style="list-style-type: none">• Further studies to upgrade qualification and obtain more skills	<ul style="list-style-type: none">• Update resources and nursing facilities
<ul style="list-style-type: none">• Continuous training to improve the skills required to perform and carry out duties	<ul style="list-style-type: none">• More opportunities for professional development trainers/lecturers
<ul style="list-style-type: none">• Improve knowledge and understanding in the organizational context	<ul style="list-style-type: none">• Balance theory and practical sessions
<ul style="list-style-type: none">• Improve personal behavior	<ul style="list-style-type: none">• Review the nursing curriculum
	<ul style="list-style-type: none">• Teach basic nursing skills thoroughly
	<ul style="list-style-type: none">• Provide more specialized training in Advance Nursing practices
	<ul style="list-style-type: none">• Providers should provide more sponsors for nurses to upgrade their degrees

3.5.8. Information Technology

Employer assessment and level of satisfaction

A total of 21 graduates were found by the survey to hold qualifications in the information technology area, with qualifications ranging from certificate level to a bachelor level. Graduates were trained in providers such as NUS, LoP, TI, USP, and their qualifications are listed in Annex 1. In employers' assessment, results show that all graduates that undertook training under this field of study are working in jobs that match their qualifications.

Figure 22. Employers' ratings on the importance of skills to the workplace and level of satisfaction.

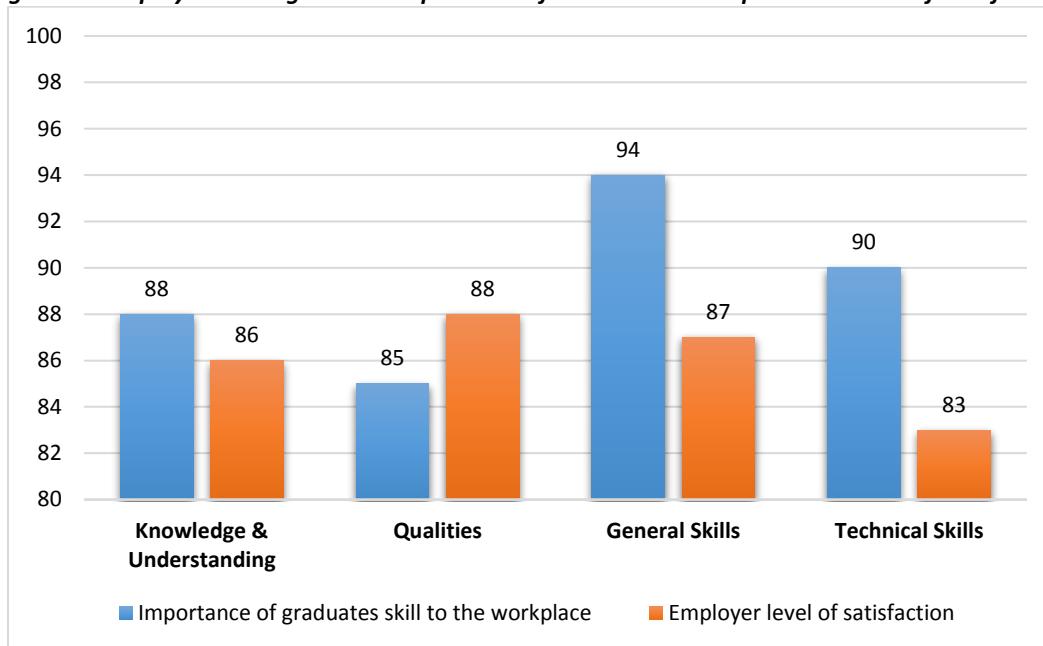


Figure 22 shows interesting ratings on how employer assessment for information technology graduates differs from other fields of training. Employer ratings on the importance of skill set range from 85 percent (qualities) to 94 percent (general skills) being the highest. Employer level of satisfaction is recorded at below 90 percent for all skills set, however, for graduates' qualities, ratings for employer satisfaction exceeds the expectation of employers by 3 percent. *Flexibility, creativity, & positive towards works* are qualities that have been reported by employers where graduates excel.

A proportion of 83 percent is recorded the lowest employer satisfaction level across skills set, where supervisors gave low ratings for graduates technical skills on *mentoring and coaching colleagues, management skills, management of organizational resources, ability to apply theory into practice and negotiation skills*.

Overall employer satisfaction for graduates that undertook training in this area is reported at 83 percent.

Income & hourly rate

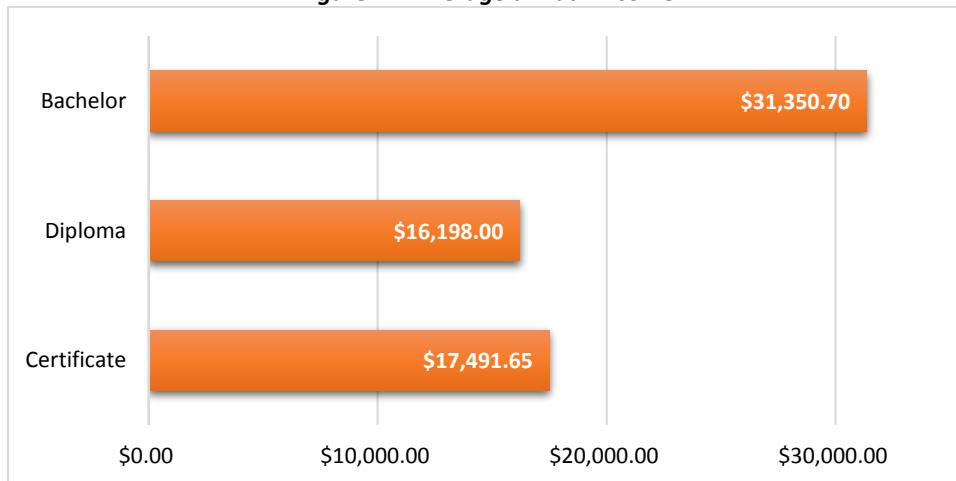
As all graduates are reported to work at 8 hours a day, employers pay them an average hourly rate as shown in Figure 23. The result shows that certificate holders earn more compare to diploma holders and this is due to a high total of graduates with certificate qualifications in this area.

Figure 23. Average hourly wage rate



Since bachelor holders earn the highest hourly rate, it is expected that they earn the highest annual income as well compare to diploma and certificate holders as shown in Figure 24 below. Assessment by employers also shows that only two graduates were able to get promotions and pay increases by their employers.

Figure 24. Average annual income



Employers' suggestion for improvement

As part of the assessment, supervisors were asked to provide comments and/or suggestions for improving the quality of PSET graduates, as well as graduates' PSET providers. Outline in the table below is feedback provided by employers.

Table 9. Comments and suggestions by employers

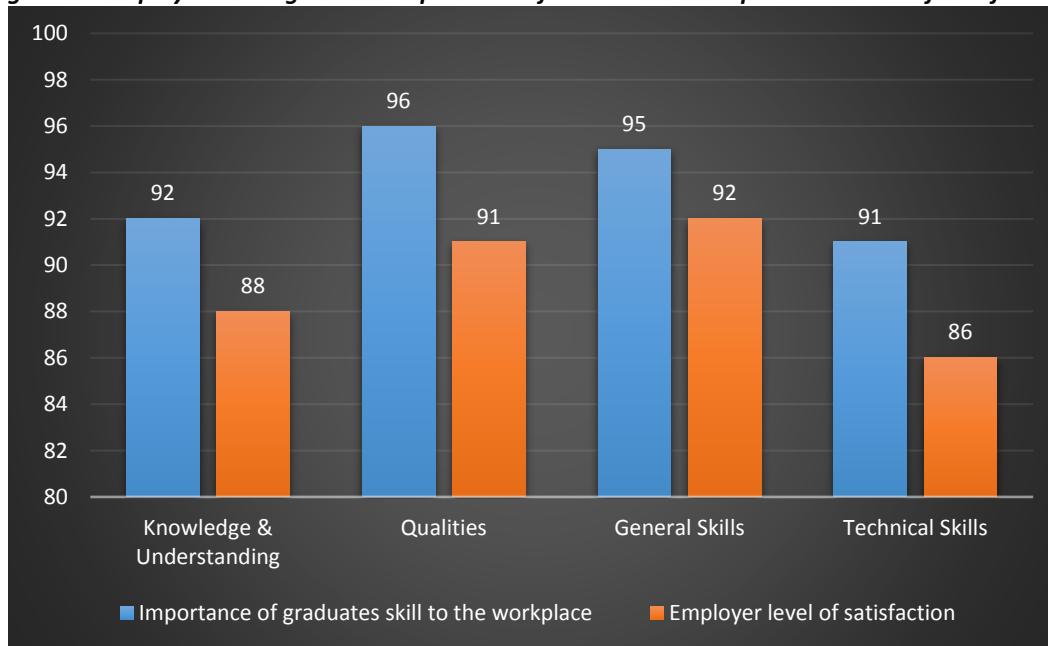
Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none">Pursue further studies for more knowledge and experience in information technology	<ul style="list-style-type: none">Review course to comply with new technology and software requirements
<ul style="list-style-type: none">Upgrade qualifications	<ul style="list-style-type: none">Offer courses that cover advanced networking
<ul style="list-style-type: none">Improve technical skills	<ul style="list-style-type: none">Offer software and development courses
<ul style="list-style-type: none">Commitment and integrity needed in the workplace	<ul style="list-style-type: none">More opportunities for work attachments so that students can get knowledge of IT standards and skills needed in the workplace
	<ul style="list-style-type: none">Review training package offered in providers
	<ul style="list-style-type: none">Improve course content
	<ul style="list-style-type: none">Update resources and IT equipment to match with the workplace

3.5.9. Management and Commerce

Employer assessment and level of satisfaction

A total of 148 graduates were identified to receive qualifications (see Annex 1) under this area of training, which is 14 percent of the total responses. A proportion of 72 percent was trained and graduated from NUS, 20 percent are TI graduates and the rest received training in USP. Results from employers' assessment reported that 93 percent of graduates match qualifications with their place of employment.

Figure 25. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



Employer assessment shows ratings above 90 percent on the importance of the four skill set in the workplace, with graduates' qualities being the most significant. Nonetheless, the employer level of satisfaction across all skill set is short by an average of 4.2 percent. Qualities and technical skills have significant differences in terms of the importance and the satisfaction of employers on the skills and performance of graduates.

For technical skills, supervisors gave low ratings on skills such as *mentoring and coaching colleagues*, *negotiation skills*, and *management skills*. In other skill sets, low ratings by employers were recorded for *creativity*, *leadership skills*, as well as *knowledge of computer applications & programs required for the study*.

The overall level of employer satisfaction for management and commerce graduates is recorded at 93 percent.

Income and hourly rate

Similarly as reported in other areas of training, graduates worked 8 hours daily, earning an average hourly rate as shown in Figure 26. In this case, the higher the qualifications, the higher the hourly rate as reported by employers in their assessment.

Figure 26. Average hourly rate



With a high hourly rate comes a high average annual salary as reported below. Bachelor degree holders earn the highest income compared to diploma and certificate holders. Employer assessment also shows that 39 percent of graduates were also promoted in the workplace which also increases income as well.

Figure 27. Average annual income



Employers' suggestion for improvement

Supervisors for graduates were also allowed to provide comments or feedback for graduates to improve performance. Also, suggestions were given by employers for PSET providers, in order improve to quality and also for better improvement of the PSET sector in Samoa. Employers' comments were extracted and summarized in the table below.

Table 10. Comments and suggestions by employers

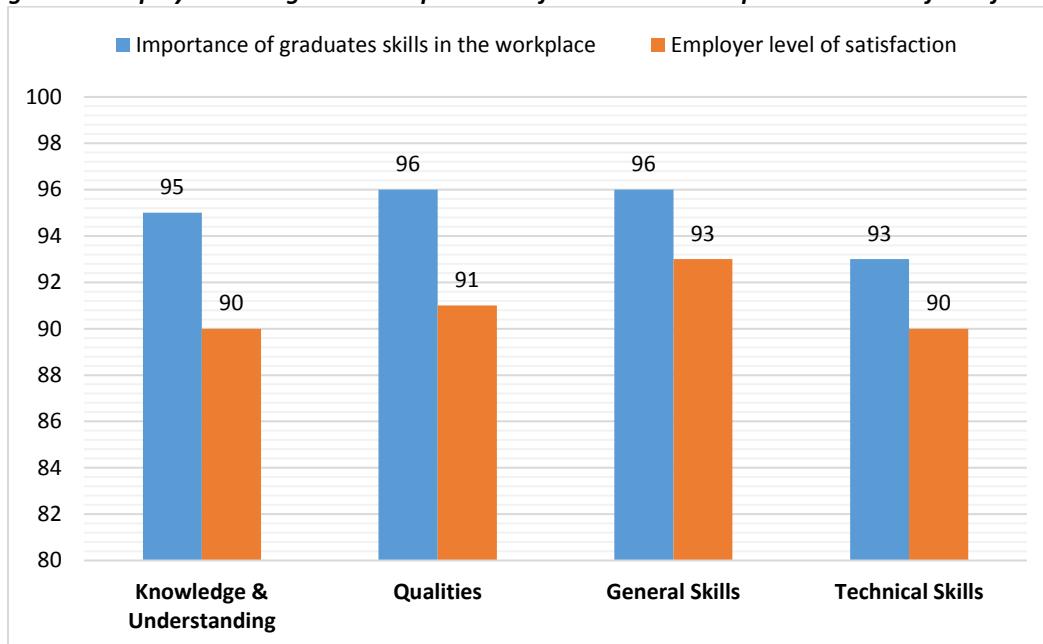
Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> Pursue further studies to upgrade qualifications 	<ul style="list-style-type: none"> Assist for graduates to pursue higher qualification and certification
<ul style="list-style-type: none"> Good in theory but not in practical activities 	<ul style="list-style-type: none"> Provide opportunities for students for work placement/attachments
<ul style="list-style-type: none"> More exposure to accounting standards & accounting software like Xero 	<ul style="list-style-type: none"> Continue to provide opportunities for graduates to observe and undertake works within government ministries
<ul style="list-style-type: none"> Improve the management and leadership skills 	<ul style="list-style-type: none"> NUS needs to offer orientation programs to students based on what profession they aspire to do
<ul style="list-style-type: none"> Improve research and reporting skills 	<ul style="list-style-type: none"> Improve practical in helping students be more prepared for jobs
<ul style="list-style-type: none"> Literacy and numeracy skills 	<ul style="list-style-type: none"> Update course material
<ul style="list-style-type: none"> Critical thinking and decision making 	<ul style="list-style-type: none"> Curriculum & courses should be shared to employers
<ul style="list-style-type: none"> Improve attitude and behavior; positive attitude towards work 	<ul style="list-style-type: none"> Provide low tuition fees
<ul style="list-style-type: none"> Learn the code of conduct 	<ul style="list-style-type: none"> Providers should be well aware of the need that is desired by employers and in the workplace
<ul style="list-style-type: none"> Need to have good computing skills 	<ul style="list-style-type: none"> Should incorporate public sector policies in the training material
	<ul style="list-style-type: none"> Capacity building training for students
	<ul style="list-style-type: none"> Offer course on the work readiness of graduates

3.5.10. Natural and Physical Science

Employer assessment and level of satisfaction

In this field of training, 68 graduates (7 percent) were identified with qualifications related to this area. Almost 60 percent of these graduates came out of NUS, and the rest receive training out of USP. In the employers' assessment, it is reported that 96% of graduates are working in jobs that match their qualifications. A proportion of 71 percent are employed as teachers in government and church schools, and the rest found employment in the public sector and private employers.

Figure 28. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



Across all skills set, ratings on the significance of graduates' skills in the workplace are reported above 90 percent. Similarly, employers' level of satisfaction on graduates' performance is maintained at above 90 percent but falls short by an average of 4 percent when comparing to the importance of each skill in the workplace.

Notable skills from all skills set that were awarded fewer ratings by employers include *leadership skills, management skills (organizational resources, projects, and assignment), negotiation skills, mentoring and coaching colleagues, knowledge, and understanding of national competency standards, and professional standards in the job, and understanding organizational systems (processes with the public sector and private sector)*. Employers have indicated in their assessment that these skills need improvement for graduates to perform effectively in the workplace.

The overall level of employer satisfaction with graduates' performance stands at 96 percent

Income and hourly rate

Correspondingly with the previous analysis, the higher the qualification, the higher the hourly rate and income received by graduates. Graduates were reported by employers to be working for normal hours and are receiving average hourly income as shown below.

Figure 29. Average hourly income

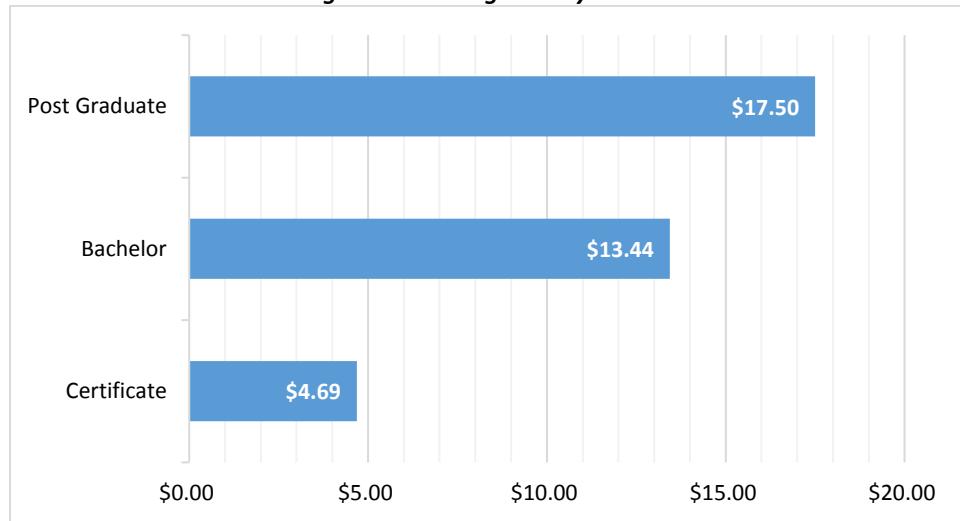
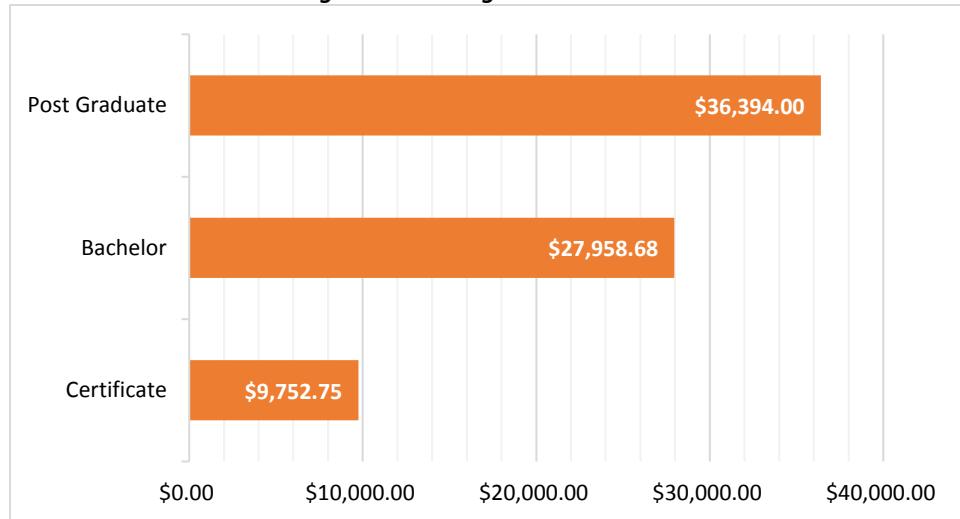


Figure 30 shows the graduates' average income that they receive in a year. Out of the figures shown in the graph, post-graduate holders earn the highest compare to bachelor degrees and certificate holders. Moreover, 16 graduates from this area of training were reported by employers to have been promoted and receive an income increase.

Figure 30. Average annual income



Employers' suggestion for improvement

To improve the qualities of graduates and PSET providers, employers provided comments and suggestions for both parties. This feedbacks should be taken into consideration, not only for the personal development of graduates but also for providers to advance their services. Comments were extracted from employers' assessment and summarized in the table below.

Table 11. Comments and suggestions by employers

Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> • More training for graduates to enhance the quality of education 	<ul style="list-style-type: none"> • Include work ethics in training
<ul style="list-style-type: none"> • Learn leadership and management skills 	<ul style="list-style-type: none"> • More training on communication skills
<ul style="list-style-type: none"> • Pursue further studies and personal development and upgrade qualifications 	<ul style="list-style-type: none"> • Providers to have more resources and ability to support financially unstable students
<ul style="list-style-type: none"> • Graduates should be committed to their jobs and have a passion for the work they do 	<ul style="list-style-type: none"> • Personal development training for lecturers and trainers
<ul style="list-style-type: none"> • more work experience and training before graduating 	<ul style="list-style-type: none"> • more opportunities for work experience and practical training
<ul style="list-style-type: none"> • Be more professional in the workplace 	<ul style="list-style-type: none"> • In-corporate food science into the curriculum
	<ul style="list-style-type: none"> • Look into those with more than 20yrs experience and recognize their years of service by issuing certificates with few courses to be taken
	<ul style="list-style-type: none"> • Criteria for courses should be revised
	<ul style="list-style-type: none"> • Flexibility for part-time students

3.5.11. Society and Culture

Employer assessment and level of satisfaction

Findings show that 130 graduates (13 percent) have qualifications in this area of training. Interestingly, where the previous assessments of graduates across areas of training only have four or fewer qualification types, graduates under this field as found in the survey holds qualifications range from certificate level up to master degree. Graduates received training from various providers such as AHCBC, HTC, MBS, MTC, NUS, PTC, USP, and WMTC. Furthermore, employer assessment shows an 88 percent qualifications match of graduates with the workplace.

Figure 31. Employers' ratings on the importance of skills to the workplace and level of satisfaction.

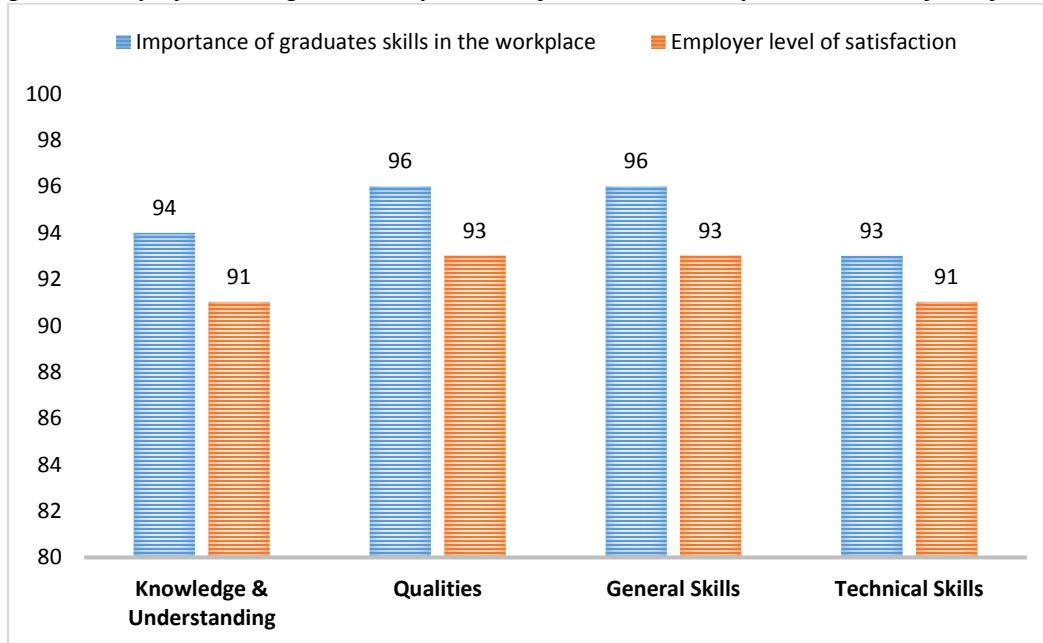


Figure 31 shows employer ratings of above 90 percent on the importance of graduates' skills in the workplace. Similarly, although short by an average of 2.2 percent, employer satisfaction ratings on the skills displayed by graduates are above 90 percent as well. This shows that, though employers have very high expectations for skills, they are very satisfied with the performance that graduates produced in the workplace.

Employer assessment also displays less rating of some skills and this should be taken into consideration. These include *mentoring or coaching colleagues*, *computation (math)*, and *knowledge and understanding of national competency standards & professional standards in the job*.

The overall level of employer satisfaction for graduates that undertook the study in society and culture stands at 92 percent.

Income and hourly rate

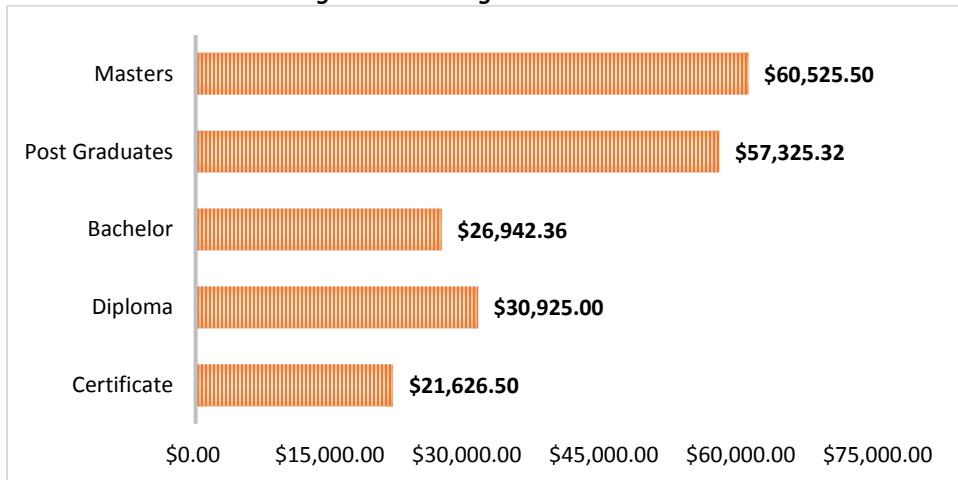
Findings show that graduates are employed in a range of professions, with working hours from 8 to 13 hours daily, earning an average hourly income as classified in the figure below according to their qualifications. As prior assessment shows high-level qualifications holders earn a higher income, it is noted that diploma holders receive a high hourly rate compared to bachelor holders.

Figure 32. Average hourly rate



For graduates' annual income, a significant difference in income is observed between postgraduate level and bachelor degree holders. This is due to prominent positions in the workplace with higher income and is held by postgraduate holders. On the other hand, 80 percent of bachelor holders earn an income between ranges of \$20,000 to \$30,000. Employer assessment shows that 29 percent of graduates were able to get a pay rise through promotion in the workplace. The majority are bachelor degree holders.

Figure 33. Average annual income



Employers' suggestion for improvement

The table below shows employers' comments and suggestions to improve the quality of graduates and the quality of PSET providers. Feedbacks were extracted from employers' assessment and summarize as follow:

Table 12. Comments and suggestions by employers

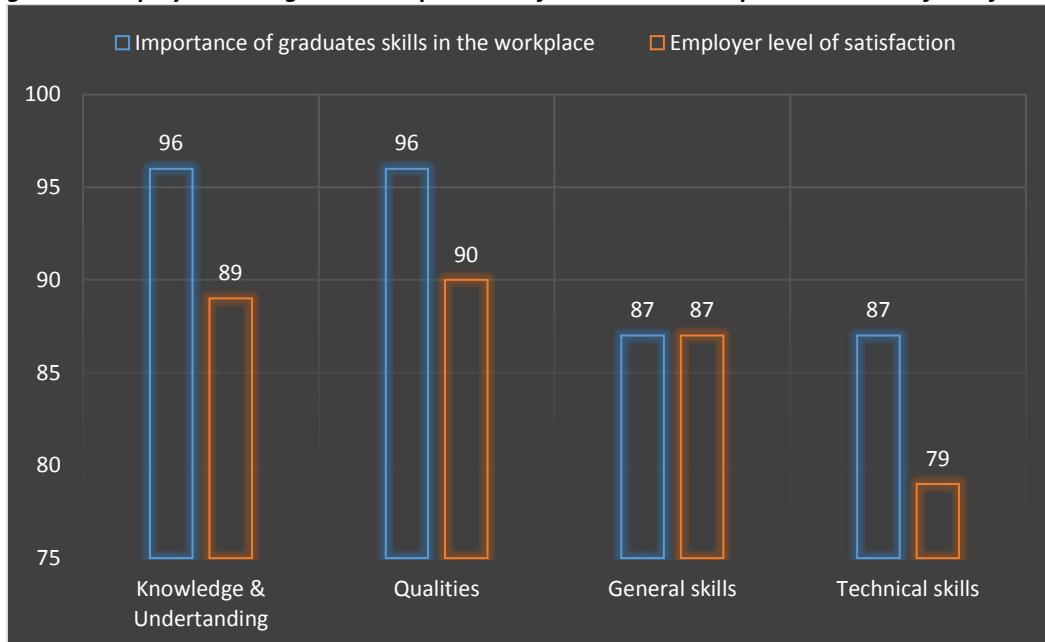
Suggestions for graduates	Suggestions for PSET providers
<ul style="list-style-type: none"> Pursue further studies to upgrade qualifications 	<ul style="list-style-type: none"> Accreditation and recognition of programs in providers
<ul style="list-style-type: none"> Need to improve literacy and numeracy skills 	<ul style="list-style-type: none"> More practical activity and work placement for students
<ul style="list-style-type: none"> Character training; especially with attitude and behavior 	<ul style="list-style-type: none"> Establish internship opportunities between providers and employers for graduates to get jobs
<ul style="list-style-type: none"> Be more committed and have the passion to work 	<ul style="list-style-type: none"> Raise the bar of training
<ul style="list-style-type: none"> Should be able to mentor and train colleagues 	<ul style="list-style-type: none"> Recognition of qualifications overseas
<ul style="list-style-type: none"> Computation skills 	<ul style="list-style-type: none"> Include work ethics in programs and training
<ul style="list-style-type: none"> Know and understand national competency standards and professional standards in the job 	<ul style="list-style-type: none"> Update resources and learning materials
<ul style="list-style-type: none"> Public relation skills and be more confident 	<ul style="list-style-type: none"> Customer services training
<ul style="list-style-type: none"> Needs to be professional 	<ul style="list-style-type: none"> Review and update training programs
	<ul style="list-style-type: none"> Offer more online courses (especially for Savaii students)
	<ul style="list-style-type: none"> Uptake NCS and SQs
	<ul style="list-style-type: none"> Programs and training must align with industries and workplace requirements
	<ul style="list-style-type: none"> Providers to recognized years of experience & prior learning for those who want to pursue a qualification

3.5.12. Mixed Field Programs

Employer assessment and level of satisfaction

After analysis of most graduates according to their fields of training, the 10 remaining graduates, which accounts for only 1 percent of the valid responses holds certificate level qualifications in general studies (Foundation Certificate in General). All received training from NUS, and employers' assessment shows all graduates are working in employers that match their qualifications.

Figure 34. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



In terms of the importance of skill set, knowledge and understanding, as well as graduates qualities are equally rated at 96 percent, whereas general and technical skills are equally rated at 87 percent, a difference by 9 percent. For employer satisfaction in graduates' qualities, and knowledge & understanding, the level of satisfaction is behind by an average of 6.5 percent. Employer satisfaction on general skills meets their prospects of the skills in the workplace, but for technical skills, the level of satisfaction is behind by 8 percent.

Notable technical skills that receive fewer satisfaction ratings by employers include *management of projects and assignments, mentoring and coaching colleagues, negotiation skills, and ability to set goals and allocate time to achieve them*. From other skills set, fewer ratings on employer satisfaction were noted for *critical thinking, leadership skills, and computer skills*. Overall employer satisfaction reported for graduates in mixed field programs stands at 86 percent.

Income and hourly rate

With graduates securing jobs in government offices and some private employers, results show graduates are working 8 hours a day, earning an hourly wage rate of \$6.14. This amounts to their average income of over \$12,000 annually. Only 3 graduates were reported by their employers to get a promotion in the workplace, hence an increase in salary.



Employers' suggestions for improvement

Reported in Table 13, are employers' comments and suggestions to better improve the quality of graduates as well as qualities of PEST provider. These comments were extracted from employers' assessment and summarize as follows:

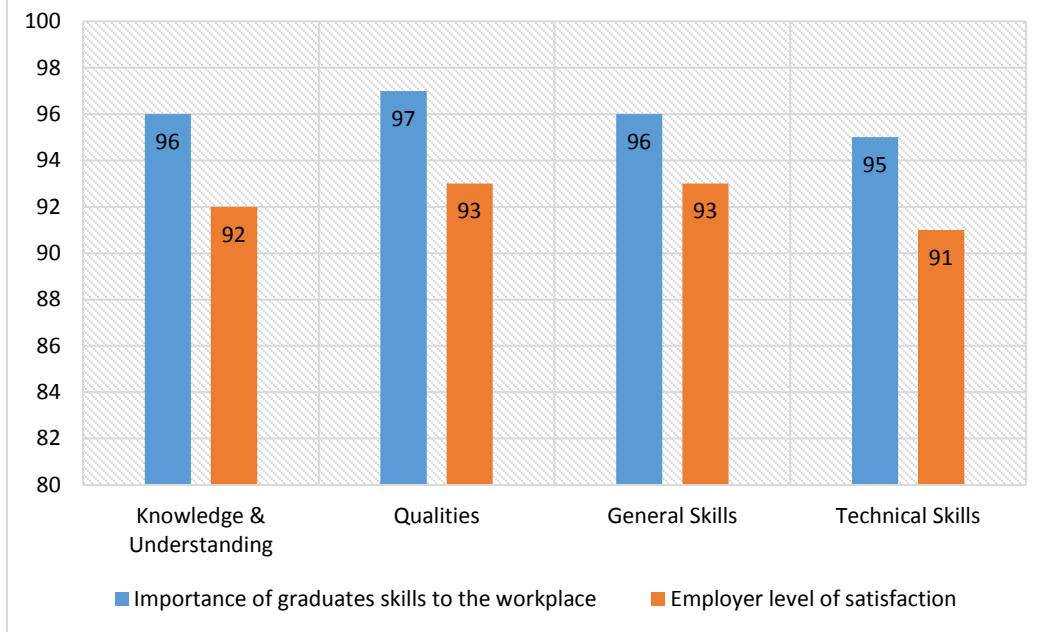
Table 13. Comments and suggestions by employers

Suggestions for graduates	Suggestions for PSET providers
• Improve oral & aural skills	• Lower tuition fees
• Further studies to gain more knowledge and skills	• Improve leadership and management support
• Improve interpersonal skills	• be resourceful and update training materials
• Commitment to the job	• Qualified lecturers and tutors
• Improve personal attributes	• More practical exercise
• Work attachment opportunities for students	

3.6. Employer satisfaction with higher education graduates

As mentioned in key findings 3.3, a total of 701 graduates were identified to hold higher education qualifications, which account for 60 percent of the total population. These qualifications range from certificate level to master degrees and are mainly offered by NUS and USP.

Figure 35. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



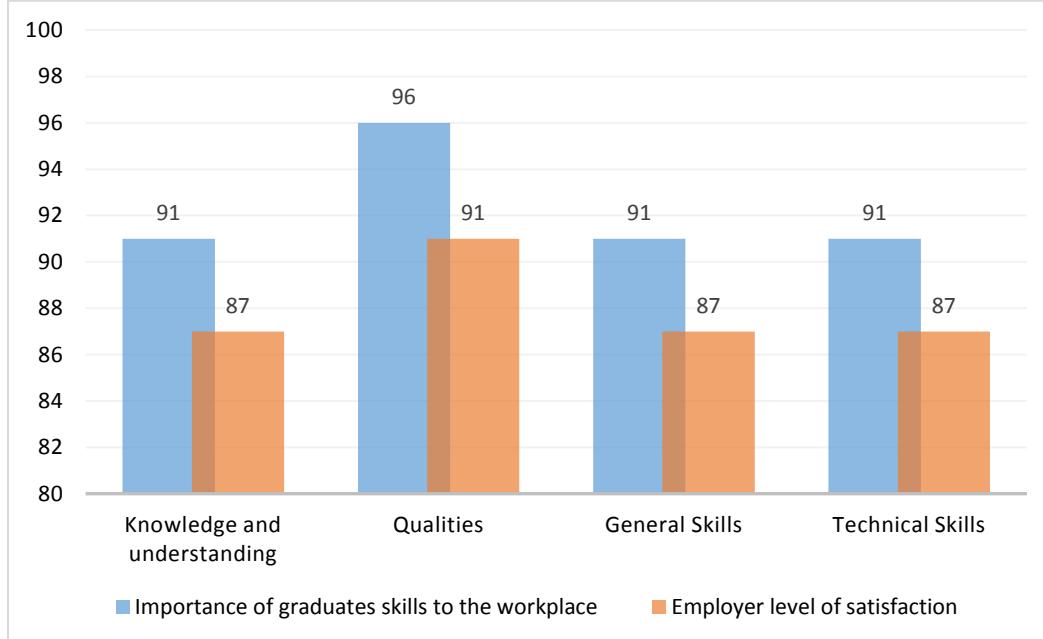
The significance of the four skill sets in the workplace are highly rated by employers, which indicated by Figure 35 above, with high ratings of 95 percent and above, however, when it comes to how satisfied the employers with the graduates performance, employer level of satisfaction is behind by an average of 3.7 percent. This is an indication that employers are highly satisfied with graduate performance, nevertheless, there is still opportunities for graduates to improve more on their kills.

Moreover, findings shows a 94 percent qualification match for higher education, yet, employer assessment on gradates skills and their performance in the workplace gives a 92 percent employer satisfaction level.

3.7. Employer satisfaction with TVET graduates

Out of the valid responses, 31 percent (315) of graduates were identified to hold qualifications on TVET related areas. These qualifications are mostly Certificate and Diploma, and are mostly offered by various TVET institutions (PSET provider) in Samoa. Included within this percent are providers programmes that were already accredit by SQA, and also Samoa Qualifications and National Competency Standards that are registered on the Samoa Qualifications Framework. An 89 percent qualification relevancy is reported for these graduates.

Figure 36. Employers' ratings on the importance of skills to the workplace and level of satisfaction.



Employer assessment shows consistency in ratings across knowledge and understanding, general and technical skill of graduates, whereas qualities is rated highest by employers in terms of satisfaction and significant of skills. The importance of the fours skill set in the workplace is rated above 90 percent by supervisors, however, employer satisfaction level is behind by an average of four percent across all skills. This is consistent with assessment across field of studies, though employer are pleased with graduates' performance in the workplace, there is still room for graduates to improve performance in order to meet employer expectations.

Overall, the employer satisfaction on the performance of TVET graduates in the workplace is reported at 88 percent.

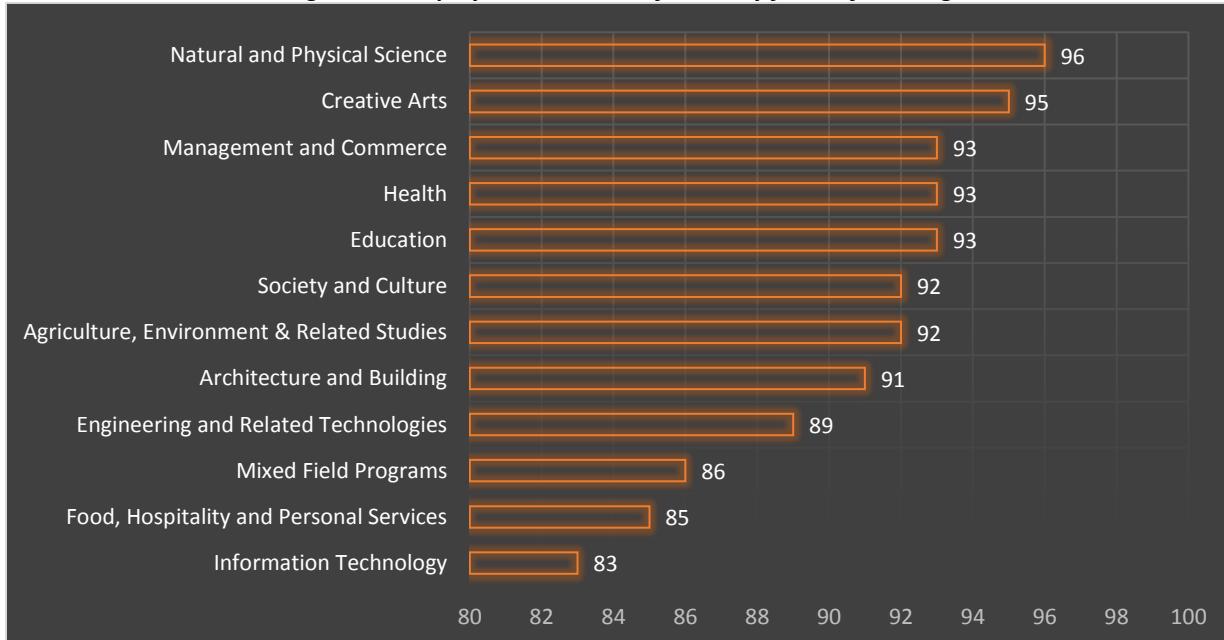
3.8. Overall employer satisfaction

Shown in Figure 30, is a comparison of employers' overall level of satisfaction with graduates' performances in their respective workplaces. Overall employer satisfaction is consistently high ranging from 96 percent to 83 percent across all fields of training.

Natural and Physical Science and Creative Arts qualifications were rated by employers as being more satisfied with the performance of graduates compared to other qualifications holders, whereas the least employer satisfaction is recorded for 'information and technology' graduates. This does not mean that graduates in the 'information technology' field of study have poor performance in the workplace, as the level of employer satisfaction is determined and affected by the number of graduates in this area, and also the nature of the profession that graduates are being assessed on.

Moreover, these figures were generated from employers' assessment and calculate accordingly to have the overall employer satisfaction with the performance of 2015, 2016, and 2017 graduates from PSET providers, which stands at 92 percent.

Figure 37. Employers overall satisfaction by fields of training



3.9. Accredited programmes

Findings show that a total of 83 (8 percent of valid responses) graduates up took programs accredited by SQA. 89 percent (74 graduates) were trained and graduated on providers programmes, and remaining graduated with Samoa Qualifications. Moreover, the majority are employed in the Government Ministries and Corporations (71 percent), and the rest found employment in the private sector. Out of these 83 graduates, a very low proportion (10 percent) have been identified by employers that their qualifications are not relevant to the place of employment. Assessment by employers indicated an 89 percent employer satisfaction on the performance of these graduates.

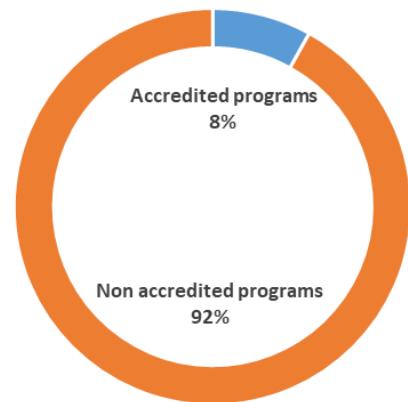
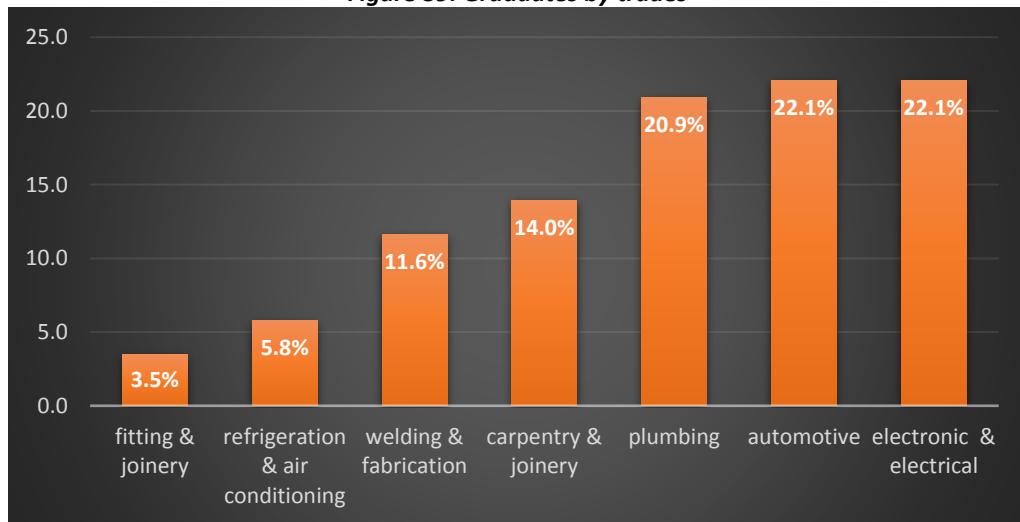


Figure 38. Accredited and non-accredited programs

3.10. Graduates with trades qualifications

Out of the valid responses, a total of 86 graduates were identified to have trades qualifications. A high proportion of 95 percent reported in workplaces that are relevant to their qualifications, whereas the remaining are working in jobs that are not relevant to their qualifications. For instance, a graduate with a Certificate in Electrical Engineering is employed as a cook in a restaurant. Figure 32 shows that majority of graduates that came out of the survey have trade credentials in plumbing, automotive, and electronic and electrical engineering, but the low percentage is reported for fitting and joinery, as well as refrigeration and air conditioning. And according to employer assessment on the performance of these graduates in the workplace, an 87 percent employer satisfaction is reported.

Figure 39. Graduates by trades



3.11. Skills need analysis

Though high employer level of satisfaction with graduates' performance, some skills have been identified in employers' assessment that needs to be improved or obtain by graduates, so that their performance in workplaces is up to the expectation of the employer and can lead to the successful completion of a task.



The majority of graduates were reported in employers' assessment to lack technical skills in areas such as *coaching and mentoring colleagues, the ability to set goals and allocate time to achieve them, negotiation skills, management skills in terms of organizational resources & projects, and assignments*. Moreover, graduates also lack the skills to *apply theory to practice*. During the SQA Annual Conference held in 2019, a Chief Executive Officer (CEO) of a government agency raised the same issue, quoting "*What students learned in the classroom are not really applicable in the workplace. We expect them to think outside the box to resolve these problems using common sense and logic and encourage them to come up with new ideas*"¹. Fewer ratings have been awarded much to graduates' technical skills as they do not fully meet employers' expectations and satisfaction in the workplace.

For general skills, graduates seem to lack *computing skills (basic & advanced)* as stated by employers. Other general skills that need improvement include *critical thinking, communication skills, leadership skills, and interpersonal skills*. Furthermore, for graduates' knowledge and understanding, employers have pointed out the need for graduates to have an understanding of *national competencies standards & professional standards in the job*.

Qualities in graduates have also been raised by supervisors concerning their performance in the workplace. Although equipped and perform better in other skills set, employers gave fewer ratings on *work ethics, flexibility, and creativity*. Graduates' personal characteristics such as *self-discipline & personal behavior* have been noted as an issue in employers' assessment. It was also reported as a challenge to some employers in the SQA Annual Conference report 2018. "*Some plumbing students recruited have a bad attitude towards work. Especially when they are asked by their respective Managers to do a different task other than plumbing i.e. making coffee or do office administration work. They complained that they were not hired to do these types of work. It has been noted that graduates from Savaii providers have better attitudes than those from Upolu providers*"². Again, this was also quoted by a CEO on the poor work ethics and personal behavior of graduates in the workplace.

¹ Post School Education and Training Annual Conference 2019 Report

² Ibid

PSET providers should also address consider a matter mostly raised by employers on opportunities for practical exercise and work experience, as these activities can help improve graduates' skills and help them to be work prepared.

4. CONCLUSION

Findings of the survey have provided employment-related outcome graduates, with regards to their qualifications, the skills applied and the skills need of graduates in the workplace, and the aspects of the education and training offered by PSET providers that required improvement.

The proportion of employers participated in the study and the number of valid responses received from the supervisor's assessment of graduates in the workplace amounts to over 70 percent of the targeted population. Out of the 5 groups of employers that were identified, the highest proportion of 75 percent of graduates are hired and employed in the public sector (government ministries & agencies), which indicates the enormous contribution from this sector to the provision of employment opportunities for PSET in Samoa.

The study also found out females outnumbered males in terms of the overall number of graduates that were assessed by supervisors in the workplace. In terms of qualification level distribution, the majority of qualifications that were covered in this study were bachelor degrees, followed by certificate level. Moreover, a high proportion of graduates holds high education qualifications, followed by graduates with TVET types of qualifications.

Findings have also satisfied the objectives of the study, and concluding summaries against each objective are as follows:

i. Determine the employers' level of satisfaction with the generic and technical skills of the graduates being used in the workplace.

Findings report that overall level of employer satisfaction on graduates' general skills across the twelve fields of training is 90 percent, a very high proportion, but short by 4 percent when compared to employers' ratings on the importance of these skills in the workplace, which stands at 94 percent. Assessment by employers shows that employers were quite satisfied with the performance of graduates in the workplace in applying their general skills, but notable skills that were awarded fewer ratings and needed more improvement in graduates' *basic computing skills, leadership skills, and communications skills*.

Similarly, with technical skills, the overall employer level of satisfaction is reported at 88 percent. However, this does not meet employers' expectations of the importance of technical skills in the workplace, which stands at 93 percent. Out of the four skill sets that

were assessed by employers, technical skills have fewer ratings. Skills that needed improvement in graduates as pointed out by employers include *mentoring & coaching, negotiation skills, management skills, and practical skills.*

ii. Seek employers' feedback on the qualities generally expected of employees, in particular, those from PSET providers

In terms of graduates' qualities, employers awarded high ratings to graduates' quality characteristics as listed in the questionnaire. In their assessment, the employer gave fewer ratings for qualities such as flexibility and creativity, as these needed more improvement in graduates to perform effectively in the workplace.

Furthermore, graduates' behavior & attitude have been noted as one of the most common qualities that came through the graduates' assessment. With less rating, indicating that employers are not satisfied with this area despite graduates' good performance in other areas. Comments from employers suggest that work ethics should be incorporated into graduate training in PSET. Overall employer satisfaction level on graduates' quality is reported at 93 percent, showing that employers are much satisfied, but there is still a need to address other shortcomings on graduates' qualities as stated in this section.

iii. Obtain employer views on how formal PSET providers can improve their graduates to meet the labor market and industry demand for skills.

To improve the quality of PSET graduates to meet the demand for skills, employers have provided comments and suggestions in their assessment for PSET providers' consideration, not only to progress graduates but also for the improvement of PSET providers.

The most common feedback that pushed through by employers for providers to consider is to provide more opportunities for students to do practical activities or work attachment. This will expose students to the reality of the work environment and the performance that is expected by supervisors in the workplace, and will also give them the chance to hone their abilities and skills in their area of study. Such an opportunity can also have employers assist in training students and prepared them to be work-ready when they graduate.

Furthermore, employers had suggested for graduates to pursue further training and education, not only to upgrade qualifications to higher levels but also to gain more knowledge and skills in their area of study. PSET providers also have a vital role to play by offering opportunities to graduates, as well as considering tuition fees for high-level training and education. On the same note, a notable suggestion that was made by one employer was for providers to consider those who had years of experience and skills in the workplace

or prior learning, but no qualification. An opportunity is needed for these employees to have their skills and knowledge documented in the form of qualification.

Moreover, other employers' feedback that frequently came through their assessment including the need for PSET providers to update their learning resources, training equipment & tools to match those that used in the workplace, revise programs and curriculum, in-corporate work ethics in students training, train students to have good personal attributes or behavior, more qualified trainers/teachers, and also for providers to have their programs accredited and to be internationally recognized.

5. RECOMMENDATIONS

- i. PSET providers to make available enough opportunities for work placement so that graduates are exposed to the workplace and gain knowledge and experience on the expected skills required in the labor market.
- ii. PSET providers to put more emphasis on training of graduates' technical skill in order to meet the labor market needs.
- iii. PSET providers should take into account the findings specific to qualifications and/or training programs, and make changes accordingly to meet the skills needs of workplaces as indicated for each of their graduates' area of study.
- iv. SQA to continuously advocate for program accreditation so that providers' qualifications can be registered and internationally recognized.
- v. The SQA must take into account all the issues identified from the 2018 tracer study and the 2019 survey of employers in the planning, preparation, and conduct of the next national tracer survey, and survey of employers.
- vi. Survey methodology be further developed to thoroughly gather feedback from employers on graduates' generic and technical skills.

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7. ANNEXES

Annex 1: PSET Formal Programs by Field of Study

1. Agriculture, Environment and Related Studies	
NUS	Certificate in Tropical Horticulture
	Foundation Certificate Agriculture
USP	Diploma in Agriculture
	Diploma in Tropical Agriculture
	Bachelor of Agriculture
	Bachelor of Agriculture in Agribusiness
	Bachelor of Agriculture in Applied Sciences
	Bachelor of Science (Marine Sciences)
	Bachelor of Science In (Environmental Science)
	Postgraduate Diploma in Climate Change
	Master of Agriculture
2. Architecture and Building	
APTC	Certificate III in Plumbing
DBCVTC	Certificate in Plumbing and Sheet Metal
	Certificate in Carpentry and Woodwork
DBTC	Certificate in Carpentry and Joinery
	Certificate in Plumbing
MTCC-LoP	Certificate in Carpentry and Joinery
	Certificate in Plumbing and Fitting
MCIL–Apprenticeship Scheme	Certificate of Due Completion Apprenticeship in the Carpentry and Joinery Trade
	Certificate of Due Completion Apprenticeship in the Plumbing and Sheet Metal Trade
NUS	Samoa Certificate II in Construction**
	Samoa Certificate II in Plumbing**
UVC	Certificate of Achievement in Carpentry and Joinery
	Certificate of Achievement in Plumbing
CCCSVS	Certificate in Carpentry and Joinery
	Certificate in Plumbing and Sheet metal
3. Creative Arts	
CCCS-SFAM	Certificate in Fine Arts
	Diploma in Fine Arts
MTCC-LoP	Certificate of Achievement in Fine Arts
NUS	Diploma in Media and Journalism
UVC	Certificate of Achievement in Fine Arts

4. Education	
APTC	Certificate III in Early Childhood Education and Care
	Certificate IV in Training and Assessment
ECETTI	Certificate II in Early Childhood Education**
NUS	Foundation Certificate in Education
	Diploma in Education (Primary)
	Diploma in Education (Secondary)
	Graduate Diploma in Education
	Bachelor of Education (Primary)
	Bachelor of Education (Secondary)
	Bachelor of Science (Secondary Teaching)
	Postgraduate Diploma in Education
	Master of Education
USP	Certificate in Early Childhood Education
	Certificate in Early Childhood Education (Level III)
	Bachelor of Education
	Postgraduate Diploma in Education
	Master of Education
5. Engineering and Related Technologies	
APTC	Certificate III in Engineering Fabrication
	Certificate IV in Mechanical Trade
	(Refrigeration and Air conditioning
DBCVTC	Certificate in Motor Mechanic
	Certificate in Welding and Metal Fabrication
DBTC	Certificate in Basic Trade Skills
	Certificate in Electronics and Electrical
	Certificate in Motor Mechanic
	Certificate in Welding and Metal Fabrication
MTCC– LoP	Certificate of Achievement in Automotive
	Mechanic
	Certificate of Achievement in Electrical
	Engineering
	Certificate of Achievement in Welding and Fabrication
MCIL– Apprenticeship Scheme	Certificate of Due Completion of Apprenticeship in the Electrical Trade
	Certificate of Due Completion of Apprenticeship In the Fitting and Machining Trade
	Certificate of Due Completion of Apprenticeship in the Motor Mechanic Trade
	Certificate of Due Completion of Apprenticeship in the Refrigeration and Air Conditioning Trade
	Certificate of Due Completion of Apprenticeship in the Welding and Fabrication

CCCSVs	Certificate in Automotive
NUS	NUS Certificate II Maritime (Marine Engineering R2)
	NUS Certificate II Maritime (Nav. R2)**
	NUS Certificate III Maritime **(Marine Engineering Class IV)
	NUS Certificate III Maritime (Nav. R1)
	NUS Certificate IV Maritime (Master Class V)**
	NUS Certificate II in Panel-Beating and Spray**Painting
	Samoa Certificate II in Automotive Engineering**
	Samoa Certificate II in Electrical Engineering**
	Samoa Certificate in Fitting and Machining**
	Samoa Certificate in Refrigeration and Air Conditioning**
	Samoa Certificate in Welding and Metal Fabrication**
	Diploma in Radio and Electronics
	Bachelor of Technical and Vocational Education and Training
SSMA	Certificate II in Onboard Deck Rating Program**Able Bodied Seafarer Engine Program**
	Certificate II in Onboard Engine Rating**Deck Rating Program
	SSMA Certificate Level IV In Engineering Class 5 1 Year
	SSMA Certificate Level IV in Ship Master Class5 1 Year
USP	Bachelor of Engineering (Electrical and Electronics)
UVC	Certificate of Achievement in Automotive Engineering
	Certificate of Achievement in Electrical Engineering
	Certificate of Achievement in Welding

6. Food, Hospitality and Personal Services

APTC	Certificate III in Commercial Cookery
	Certificate III in Hospitality
MTCC– LoP	Certificate of Achievement in Food and Textiles Technology
MHIL	Certificate II in Tourism**
NUS	NUS Tourism & Hospitality Certificate II in Cookery**
	NUS Tourism & Hospitality Certificate II in Food and Beverage**
	NUS Tourism & Hospitality Certificate II in Tour Guiding**
	NUS Tourism & Hospitality Certificate II In Front Office and Accommodation Services**
	Diploma in Tourism
USP	Certificate in Tourism and Hospitality
UVC	Certificate of Achievement in Food, Textile and Technology

7. Health

APTC	Certificate III in Allied Health Assistance/Certificate III in Health Services Assistance
NUS	Foundation Certificate (Nursing)
	Diploma in Nursing
	Bachelor of Health Science in Environmental Health
	Bachelor of Nursing

	Bachelor of Health Science in Medical Laboratory Science
	Postgraduate Diploma in Nursery (Midwives)
	Postgraduate Diploma in Nursing
	Postgraduate Certificate in Pacific Health Leadership and Management Development
	Postgraduate Diploma in Tertiary Teaching for Nurses and Health Professional
	Bachelor of Medicine and Bachelor of Surgery (MBB)
OUM	Bachelor of Medicine and Bachelor of Surgery

8. Information Technology

MTCC– LoP	Certificate of Achievement in Computer Studies
NUS	Certificate in Computer Operating
	Certificate in Computer Studies
	Diploma in Computer Studies
	Bachelor of Science in Computing (major, minor or electives)
TI	Certificate I in Computer Studies
	Certificate II in Computer Studies
	Certificate III in Computer Studies
USP	Certificate in Computing
	Diploma in Computing
	Diploma in Information Systems
UVC	Certificate of Achievement in Computer Studies
CCCSVS	Certificate in Computer Studies

9. Management and Commerce

NUS	Foundation Certificate (Commerce)
	Certificate in Commerce
	Diploma in Accounting
	Diploma in Business
	Diploma in Management
	Diploma in Office Management
	Diploma in Banking and Finance
	Diploma in Economics
	Bachelor of Commerce
	Graduate Diploma in Commerce
	Bachelor of Commerce (Honours)
TI	Certificate I in Office Management and Computing
	TIAS Certificate II in Office Management and Computing**
	TIAS Certificate III in Office Management and Computing**
	TIAS Certificate IV in Office Management and Computing
	Diploma in Office Management and Computing
	Diploma in Document Production
USP	Certificate in Management Studies

	Graduate Certificate in Public Sector Management
	Diploma in Accounting Studies
	Diploma in Hotel Management
	Diploma in Police Management
	Bachelor of Arts (Marine Management)
	Bachelor of Commerce in Professional Accounting
	Bachelor of Commerce in Hotel Management
	Bachelor of Commerce
	Postgraduate Diploma in Commerce
	Master of Commerce
	Master of Business Administration

10. Natural and Physical Science

NUS	Basic Certificate in Science
	Foundation Certificate (Science)
	Certificate in Science
	Certificate in Mathematics
	Diploma in Mathematics
	Diploma in Environmental Science
	Bachelor of Science in Mathematics
	Bachelor of Science (major, minor or electives)
	Postgraduate Diploma in Science
USP	Preliminary Science
	Foundation Science
	Bachelor of Science
	Postgraduate Diploma in Science

11. Society and Culture

AHCBC	Certificate (Level IV) in Biblical Studies
	Diploma in Biblical Studies
	Diploma in Ministry
	Bachelor of Arts Degree in Biblical Studies
MOTC	Certificate IV in Ministry**
	Diploma of Theology
MTC	Foundation Studies
	Diploma in Theology
	Bachelor of Theology
	Bachelor of Divinity with Honors**
NUS	Foundation Certificate (Arts)
	Diploma in Arts
	Bachelor of Arts
	Bachelor of Samoan Studies

	Postgraduate Diploma in Development Studies
	Postgraduate Diploma in Samoan Studies
	Master of Development Studies
	Master of Samoa Studies
PTC	Diploma in Theology
	Bachelor in Divinity
RHEMA	Certificate of Completion
	Ministerial Diploma
	Advanced Ministerial Diploma
SPNTC	Diploma V in Theology**
USP	Bridging Preliminary Social Science
	Preliminary Social Science
	Foundation Social Sciences
	Certificate in Library/ Information Studies
	Certificate in Community Development
	Diploma in Library and Information Studies
	Diploma in Prosecution
	Diploma in Leadership, Governance and Human Rights
	Diploma in Multilingual Studies
	Bachelor of Arts
	Bachelor of Arts and Bachelor of Law
	Bachelor of Arts and Graduate Certificate in
	Education
	Bachelor of Laws (Graduate Stream)
	Bachelor of Laws
	Professional Diploma in Legal Practice
	Postgraduate in General Studies
WMTC	Certificate in Christian Mission
	Diploma in Christian Mission
MBS	Certificate IV in Theological Studies**
	Diploma in Theological Studies
12. Mixed Fields Program	
DBCVTC	General Studies
NUS	Foundation Certificate (General Studies) Certificate of Attainment-Trades and Health Preparatory Year
	Doctor of Philosophy