



SAMOA QUALIFICATIONS AUTHORITY

CORPORATE PLAN 2015-2017

(July 2014 – June 2017)



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July 2014

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The Chief Executive Officer
Samoa Qualifications Authority
PO Box L851
APIA, SAMOA

MESSAGE FROM THE HONOURABLE MINISTER



The prosperity of our nation depends to a great extent on the skills and abilities of every Samoan and that Samoan qualifications have international credibility.

The Samoa Qualifications Authority (SQA) plays the key role in enhancing the quality and maintaining internationally benchmarked standards of Post School Education and Training (PSET) in Samoa.

This *Samoa Qualifications Authority Corporate Plan 2015-2017* supports Government's initiatives to improve the quality of education outcomes and emulates the vision of 'Improving the quality of life for all' as specified in the *Strategy for the Development of Samoa 2012-2016* and 'All people in Samoa are educated and productively engaged' in the *Education Sector Plan 2013-2018*.

I am pleased to endorse this Corporate Plan and offer my acknowledgement and congratulations to everyone involved in its development. It will be the focus for SQA for the next three years.

A handwritten signature in blue ink, which appears to read 'Magele'. The signature is fluid and cursive.

Hon. Magele Mau'iliu Magele
MINISTER OF EDUCATION, SPORTS AND CULTURE

MESSAGE FROM THE SQA BOARD CHAIRPERSON



The Samoa Qualifications Authority Act 2010 provides the SQA Board with legislative platform for leading the development of Post School Education and Training (PSET) in Samoa.

I commend the significant work that has been done by the SQA team in collaborative efforts with the PSET providers and stakeholders in achieving the performance indicators of the SQA Corporate Plan 2013-2015.

This has not been a simple task given the wide range of providers and stakeholders involved in education and training activities in PSET sub-sector in Samoa.

This Corporate Plan 2015-2017 will continue to implement the continuation of activities left from PHASE 1 and initiatives identified for PHASE II in the PSET Strategic Plan 2008-2016; Strategy for the Development of Samoa 2012-2016; and the newly established Education Sector Plan 2013-2018.

The SQA Board will mentor, support and monitor the implementation of this Corporate Plan to ensure that goals and objectives are met and that PSET in Samoa gains international credibility.

A handwritten signature in blue ink, which appears to read 'H. Petana', written over a horizontal line.

Hinauri Petana
CHAIRPERSON
SAMOA QUALIFICATIONS AUTHORITY BOARD

MESSAGE FROM THE SQA CHIEF EXECUTIVE OFFICER



This Corporate Plan 2015-2017 has been produced in accordance with the Public Bodies (Performance and Accountability) Amendment Act 2012 and Public Bodies Amendment Regulations 2011.

The Corporate Plan sets a clear direction for SQA's operations over the next three years. It maps out priorities for the Authority and describes how it will work together with providers, its partners and stakeholders to fully implement the PSET Strategic Plan 2008-2016 and the newly established Education Sector Plan 2013-2018.

The values and professional approach that underpin SQA's work in achieving key goals and objectives are also defined in the Plan. The Plan also focuses on the development and enhancement of capabilities within the SQA for optimal performance and delivery of services.

The Corporate Plan will serve as the strategic guide through which SQA's contribution to the development and achievement of a high quality, relevant and 'holistic' post school education and training for Samoa can be achieved.

A handwritten signature in black ink, appearing to read 'Fepulea'i Sinapi Moli'.

Fepulea'i Sinapi Moli
CHIEF EXECUTIVE OFFICER
SAMOA QUALIFICATIONS AUTHORITY

TABLE OF CONTENTS

MESSAGE FROM THE HONOURABLE MINISTER.....	3
MESSAGE FROM THE SQA BOARD CHAIRPERSON.....	4
MESSAGE FROM THE SQA CHIEF EXECUTIVE OFFICER.....	5
EXECUTIVE SUMMARY.....	7
INTRODUCTION.....	8
VISION.....	9
MISSION.....	9
MANDATE.....	10
FUNCTIONS.....	11
GUIDING VALUES AND PRINCIPLES.....	12
PROFILE.....	13
• History	
• Governance and Management	
• Organisational Structure	
• SQA Board 2014 Photo	
• SQA Staff 2014 Photo	
ACHIEVEMENTS/PROGRESS OF CORPORATE PLAN 2013-2015.....	18
STRATEGIC ISSUES FOR THE PLANNING PERIOD.....	20
• Environment Analysis	
KEY OBJECTIVES.....	20
OPERATIONAL PRIORITIES.....	21
OBJECTIVES, OUTPUTS, SRATEGIES & ACTIVITIES AND PERFORMANCE INDICATORS.....	21
• Objective 1.....	22
• Objective 2.....	25
• Objective 3.....	26
• Objective 4.....	29
• Objective 5.....	31
FINANCIAL STATEMENTS	34
SPECIFIC PROJECTS & GOVERNMENT POLICIES.....	37
ACRONYMS.....	39

EXECUTIVE SUMMARY

The Samoa Qualifications Authority (SQA) is the principal organisation mandated to provide policy advice, coordinate and ensure the quality assurance of Post School Education and Training (PSET) in Samoa conforms with the highest standards of excellence acceptable to the community stakeholders and its international partners.

This Corporate Plan is SQA's strategic document. It sets out a planning framework through which the 'holistic' approach to the development of PSET sought by Government can be achieved for Samoa for the 2015-2017 planning period.

This Corporate Plan will ensure the full implementation of activities continued from PHASE I and new initiatives identified for PHASE II in the PSET Strategic Plan 2008 – 2016 and is the development platform for other closely linked educational programmes. It is also closely aligned to the Strategy for the development of Samoa (SDS) 2012 – 2016 and the newly established Education Sector Plan 2013-2018. Five key objectives have been identified by SQA to effectively carry out its operational priorities for this Corporate Planning period.

These operational priorities are addressed accordingly under the key objectives that deal mainly with strategic leadership, enhancing research and policy development capability, enhancing quality, relevance and access to PSET and ensuring the efficient and effective use of resources.

An implementation and monitoring framework that specifies the strategies and activities as well as performance indicators is provided. Forecasts for revenue and expenditure which takes into account major developments anticipated over the three year period have also been included.

INTRODUCTION

This SQA Corporate Plan 2015-2017 is based on the importance that the Government of Samoa has placed upon skills and knowledge to the achievement of its aspirations for the future of the nation.

Government has acknowledged that the level of skills and knowledge of the whole community is becoming a critical measure of the ‘ability’ of the nation to deal with the challenges ahead in maintaining and sustaining economic and social development of the country.

Education has been a major development platform of the SDS over the last decade. It continues to be a major thrust in the current SDS both as a priority on its own and through the central role it plays for the achievement of other strategies outlined in the SDS.

A PSET environment that is in touch with the needs of the community, of business and Government is recognised as important for the future of Samoa. High quality learning and training of international standing is a fundamental requirement.

PSET is delivered through many agencies and providers spanning the formal and non formal sectors of the learning environment in Samoa.

The SQA has been established to coordinate and provide the strategic direction for PSET to optimise the value of education and training for learners and for the nation.

The development of the first PSET Strategic Plan 2008 – 2016 has identified a range of strategies to enhance connection and coordination across PSET, to create pathways for learners and to enhance the value of education and training for all stakeholders of PSET. The Corporate Plan provides the implementation vehicle for many of the initiatives in the PSET Strategic Plan and is the development platform for other related strategic plans. The SQA will continue to review its Corporate Plan within the planning period.

The Corporate Plan sets out a planning framework through which the ‘holistic’ approach to the development of PSET sought by Government can be achieved for Samoa.

‘A genuine desire for improvement in individuals for themselves and for the communities in which they live is the strongest possible impetus for national development. For this to become a reality, lifelong learning and accessibility to opportunity is fundamental. All learning should open the door for continuing development. Optimising the development of learning pathways, inter-provider collaboration, skills recognition and credit transfer processes, can have significant impact on individuals and the nation’

(Post School Education and Training Strategic Plan 2008-2016)

VISION

“To be the lead agency that promotes post school education and training that is acclaimed nationally and internationally for its quality, its relevance to the needs of learners, the community and to the directions established for the nation”

MISSION

“To work in partnership with all stakeholders to promote the achievement of high quality post school education and training that is nationally and internationally acclaimed and meets national economic, social and cultural goals”

MANDATE

SQA is formally mandated under the Samoa Qualifications Authority Act 2010.

It also has responsibilities under the following:

- Public Bodies (Performance and Accountability) Amendment Act 2012 and Amendment Regulations 2011
- Public Finance Management Act 2001
- Strategy for the Development of Samoa 2012-2016
- Ministry of Education Strategic Policies and Plan 2006-2015;
- Post School Education and Training Strategic Plan 2008-2016
- Education Sector Plan 2013-2018
- Cabinet Directives.

FUNCTIONS

The Samoa Qualifications Authority Act 2010 under Part II, Section 4, lists the following functions:

- a) Provide policy advice to Government on strategies and priorities for Post School Education and Training;
- b) Monitor and report to Government and the Post School Education and Training sector, on the activities, resourcing and overall performance of the post school education and training sector in relation to national strategic goals for economic, social and cultural development;
- c) Provide advice to Government and the Post School Education and Training sector on findings and implications arising from research, monitoring or evaluation conducted by the Authority or other agencies, bodies or persons;
- d) Regulate qualifications and quality standards for all the Post School Education and Training providers in Samoa;
- e) Coordinate and strengthen all Post School Education and Training so as to better focus the post school education sector on national development goals and to promote and develop articulation among programmes;
- f) Promote links and learning pathways between the school sector and the Post School Education and Training sector and offer career advisory services;
- g) Develop and facilitate partnerships between stakeholders in business, industry, professional, non-government and community organisations and the Post School Education and Training organisations;
- h) Work with national stakeholder groups to ensure standards and training requirements are established in particular for trade, technician and professional occupations;
- i) Determine a national qualifications structure for Samoa, including the definition of terms to ensure and maintain the national and international credibility of qualifications and the good standing of post school education and training organisations;
- j) Develop criteria and processes for the registration of all providers of Post School Education and Training;
- k) Develop criteria and processes for the accreditation and quality audit of all Post School Education and Training providers;
- l) Promote quality assurance in non-formal education and training programmes;
- m) Work collaboratively with all Post School Education and Training providers, in particular to verify that they are using quality management policies and processes that ensure qualifications meet or exceed international standards, and that their programmes align with national priorities;
- n) Work with overseas government agencies and other organisations to recognise overseas qualifications in Samoa and to achieve international recognition for qualifications awarded in Samoa;
- o) Provide assurance that Post School Education and Training in Samoa maintains international comparability;
- p) Coordinate and conduct registration of providers, accreditation of providers, programmes, registration of qualifications, and quality audit of providers and to maintain appropriate registers to this effect; or
- q) Perform any other function conferred on the Authority by this or any other Act, or requested by the Government from time to time.

GUIDING VALUES AND PRINCIPLES

SQA strategic approaches for PSET sub-sector development activities are guided by the following values and principles:

Quality

- A high standard of education and training achievement that reflects holistic and critical learning, strong cultural understanding of Samoan society and social behaviour

Relevance

- All learning that pertain to individual, community and national development

Equity

- Treat all individuals fairly and justly in the provision of services and opportunities

Sustainability

- The wise utilisation of human, financial and material resources to ensure balanced and continual development in the PSET sub-sector.

Efficiency/Effectiveness

- The SQA will endeavour to be fair, decisive in all its actions and strive to be committed to conducting its business efficiently and effectively.

Accountability and Transparency

- Upholding the importance of being accountable for and transparent in all actions taken and decisions made

Collaboration

- The SQA will seek always to work collaboratively and in partnership with stakeholders and development partners, sharing information and seeking consensus so that there are a few surprises in policy directions or regulatory decisions

Flexibility

- The SQA is committed to being responsive when change is needed and has the ability to adapt quickly to handle any challenges we encounter with our stakeholders. Therefore, we make it a priority to have in place strategies and be ready to change course as required to meet or exceed our stakeholders' expectations.

Integrity

- Doing the right thing requires consistency of actions, values, methods, measures, principles, expectations and outcomes. It requires honesty and fairness in our entire decision making to ensure that we do the right thing when serving our stakeholders.

History

The establishment of a national body for coordinating PSET in Samoa was identified in the Education Policies and Strategies (Education Policies 1995-2005; and Education Strategies 1995-2005). The need for a coordinated PSET approach for Samoa was reinforced in a 2003 review by the International Labour Organisation (ILO) and the United Nations Development Programme (UNDP). As a result, SQA was legally established under the SQA Act 2006 to provide policy advice, coordinate and quality assure the PSET sub-sector in Samoa. The work of SQA is continuing under the SQA Act 2010 which strengthened the regulatory functions of the SQA for PSET.

The need for closer links between PSET and the human resource capability needs of Samoa has been signalled as important for future development of the nation. Establishing national quality standards and a culture of continuing improvement is a fundamental step toward achieving this goal.

In the past, opportunities to establish links between qualifications and creating career paths for learners have not been obvious. Qualifications awarded have been very institutionally focused and prospects for development of clear pathways have therefore been limited. Meeting the needs of the wider community, Government, employers and of learners has become urgent for both social and economic development.

The internationalisation of business, the demand for skills, and the opportunities that follow have contributed to the pressure that has led to the establishment of national quality assurance systems for recognising qualifications.

The inclusion of non formal learning presents some special challenges, but most significantly, it establishes opportunities to impact very directly on the performance of the existing workforce, and to open the door for recognition of learning and skills developed in the areas of traditional knowledge, community and second chance education. This step presents a major opportunity to create value for learners and skilled people at all levels in the community.

Governance and Management

• **SQA Board**

The SQA Board is responsible to the Minister of Education, Sports and Culture for policy and general governance. Representation on the Board is defined in the SQA Act 2010. The Board is responsible for the appointment of the Chief Executive Officer (CEO). The Board members are as follows:

<i>Chairperson</i>	-	<i>Hinauri Petana</i>
<i>CEO – MESC</i>	-	<i>Matafeo Falana 'ipupu Tanielu Aiafi</i>
<i>CEO – MWCSO</i>	-	<i>Leituala Kuiniselani Toelupe Tago</i>
<i>CEO – MCIL</i>	-	<i>Auelua Samuelu Enari</i>
<i>Vice Chancellor NUS</i>	-	<i>Leapai Lau Ilaoa Professor Asofou So'o</i>
<i>Non-Government Schools Rep</i>	-	<i>Alalatoa Breda Tipi-Faitua</i>
<i>President SAME</i>	-	<i>Tagaloa Eddie Wilson</i>
<i>President Chamber of Commerce</i>	-	<i>Jennifer Ula-Fruean (rep)</i>
<i>CEO – SQA</i>	-	<i>Fepuleai Sinapi Moli</i>

- **SQA Management**

Strategic leadership and overall stewardship of the SQA is the function of the CEO. The CEO is responsible for maintaining and managing SQA as well as building relationships at an executive level across the wide range of stakeholders, including Government and non-Government agencies.

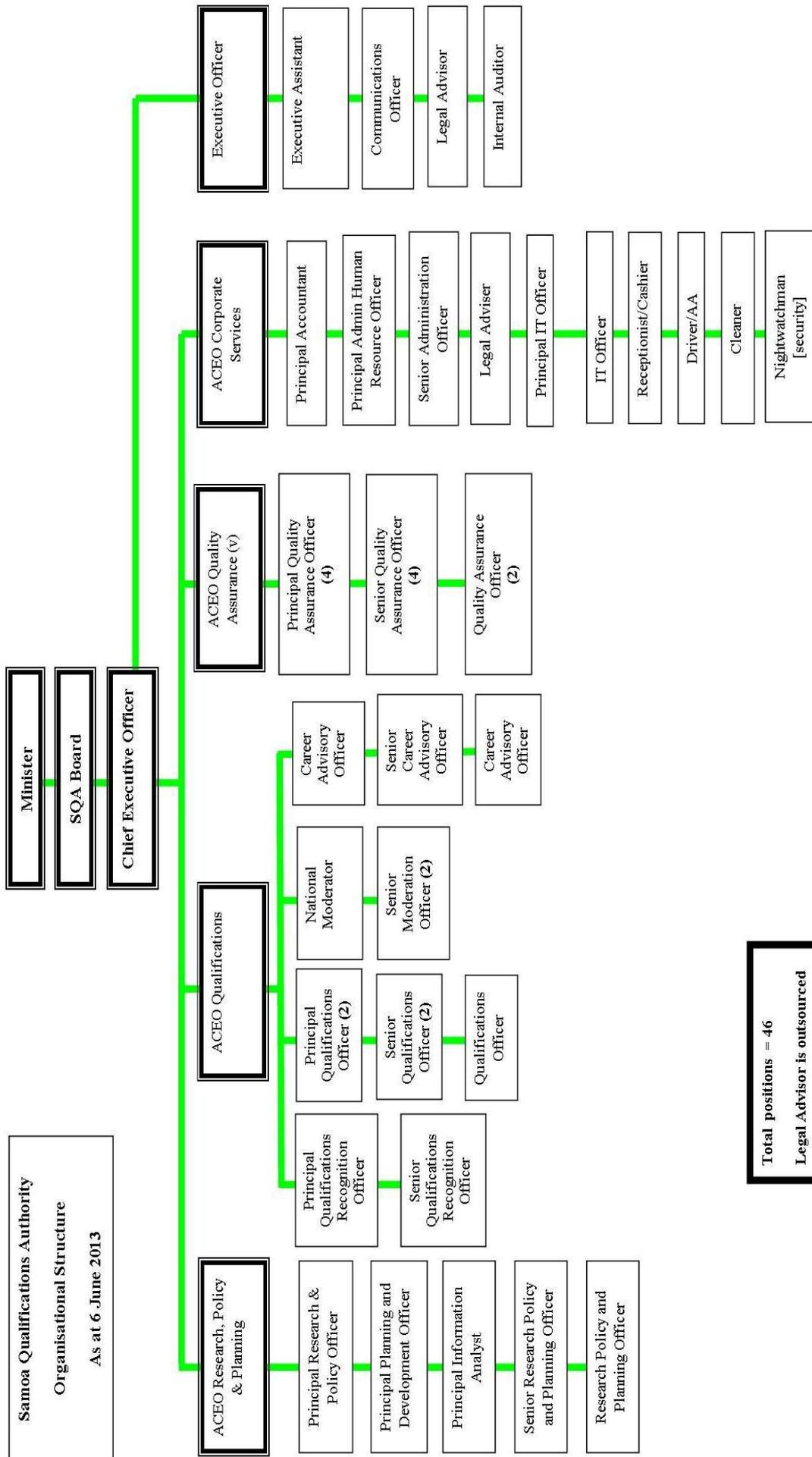
SQA is managed through the Office of the CEO and four operational Divisions. The CEO is ultimately responsible for the performance and working conditions of SQA staff.

Assistant Chief Executive Officers (ACEOs) report directly to the CEO and are accountable for development and operation of specific functions for SQA, the day to day management of staff, servicing consultants, stakeholder relationships as well as the management of stakeholder advisory committees established to assist SQA in performing its functions.

- **Organisational Structure**

For the SQA to achieve its core functions and strategies stated in this Corporate Plan, its Organisational Structure was reviewed and approved by the Board in 2013. As the scope of the SQA work increases in both depth and breadth and the implementation of policies roll out, modifications to the structure were approved by the Board as required.

SQA ORGANISATIONAL STRUCTURE



Total positions = 46
Legal Advisor is outsourced
 Structure Updated 30 April 2013 by the (Corporate Services Division)

SQA BOARD OF DIRECTORS 2014



Standing L-R: Auelua Samuelu Enari (CEO MCIL), Tagaloa Eddie Wilson (President/ SAME), Matafeo Falanaipupu Tanielu Aiafi (CEO MESC),

Leapai Lau Illaoa Professor Asafou So'o (Vice Chancellor/President NUS)

Sitting L-R : Fepuleai Sinapi Moli (CEO SQA) Jennifer Ula Fruean (Secretary, Samoa Chamber of Commerce) Hinauri Petana (Chairperson SQA Board of Directors, Alalafoa Breda Faitua (Representative Non Government Schools & Institutions), Leifuala Kujiselani Toeaso Tago (CEO MWCSD)

SQA STAFF 2014



Front Row: Forest Time (QAO), Tofilau Anisi Tua (PITO), Joseph Mulipola (SQAQ), Vaela'a Nunuimalo (ITO), Falepau Aumalaga (SRPPO), Ray Malo (RPPO)

Second Row: Savea Fiti Tausisi (PQAO), Easter Manila-Silipa (ACEO RPPD), Tea Tepora Wright (ACEO QD), Maposua Mose Asani (ACEO CSD), Fepuleai Sinapi Moli (CEO), Kovi Fonoti – Aiolupotea (ACEO QAD), Seuamuli Veni Gaugatao (PPDO).

Third Row: Faanimonimo Mata'u (SQO), Naomi Mavaega (Receptionist/Cashier), Pina Mu'a (PA), Maria Uliale (PHRAadm), Aterina Samasoni (CO), Fefiloi Siupolu (EA), Faafetai Vaevaina (SQAQ), Leativa Okesene (QAO), Joyce Adams (SQAQ), Angela Palu – Phineas (SQO), Epenesa Sctuli (SHRAO).

Fourth Row: Lagaata Gase (PQRO), Maria Tiatia (PCAQ), Lealasa Tago (Cleaner), Alamoana Sua-Sagaga (SQAQ), Terenia Simanu (PIA), Merina Gae'e (PQAO), Melesete Lino-Mariner (PQAO), Shirley Vaafusuaga (PQO), Delphine Petatia (PQAO), Luuvai Avealalo (SQAQ),

Back Row: Fagalima Tuatagaloa (PQO), Iokapeta Eteuati (EO), Christina Taua (PRPO), Perefoti Timothy Komiti (QO)

ACHIEVEMENTS/PROGRESS OF CORPORATE PLAN 2013-2015

- Conducted the inaugural PSET Annual Conference 2014 & Report approved by Board in February
- Launching of the SQA NCS, SQs, Revised SQF and Corporate Plan 2013-2015 in March 2013
- Implementation of the Revised Samoa Qualifications Framework
- 16 PSET Providers registered with SQA
 - APTC, DBTC, ECETTI, HBC, LPTC, MBS, MHIS, NUS, OUM, RHEMA, SSMA, SBEC, SPNTC, TIAS, UVTC, WMTC
- 11 Provider were granted Annual Renewal Registration
 - APTC, DBTC, HBC, LPTC, NUS, OUM, RHEMA, SPNTC, TIAS, UVTC, WMTC
- 11 PSET Providers signed MOAs with SQA
 - APTC, DBTC, HBC, LPTC, NUS, OUM, RHEMA, SPNTC, TIAS, UVTC, WMTC
- Monitoring and Review Reports of signed MOAs between SQA and PSET Providers
 - Monitoring reports produced with UTVC, LPTC, NUS, RHEMA, SPNTC, WMTC, TIAS, LFSFA, VFTC, DBTC, HBC
 - Review reports produced with VFTC, TIAS, LFSFA, WMTC, NUS, DBTC, HBC
- Activities completed for PHASE I on the Implementation of the Strategy for International Recognition of Samoa Qualifications
 - Desk Review of International Standards for Quality Assurance Agencies
 - Self Review of SQA against INQAHHE Guidelines for Best Practice
 - Tools for Self Review of SQA
- Development of Samoa Qualifications (SQs) and National Competency Standards (NCS) in Agriculture, Trades, Generic Skills, Traditional Knowledge & Skills and Tourism & Hospitality Sectors
 - Trades Sector – 471 NCS developed and 22 Samoa Qualifications registered on the SQF
 - Tourism & Hospitality Sector – produced 96 Draft NCS and 12 Draft Samoa Qualifications
 - Generic Skills Sector – produced 45 Draft NCS
- Registration of 6 NUS School of Maritime Programmes, 22 Samoa Qualifications in Trades and 3 Agriculture SQs on the SQF
- 6 NUS School of Maritime Programmes registered on the SQF
 - Certificate Level II in Maritime (Basic Marine Engineering Safety Certificate Rating 2)
 - Certificate Level III in Maritime (Marine Engineering Rating 1)
 - Certificate Level III in Maritime (Marine Engineering Class V)
 - Certificate Level II in Maritime (Basic Nautical Rating 2)
 - Certificate Level III in Maritime (Navigation Watch keeper Rating I)
 - Certificate Level IV in Maritime (Master Class V)
- Establishment of Qualifications Registration Panels
- Establishment of a Pool of Trainers to assist the Quality Assurance Division with its quality assurance functions
- Recognition of 9 Non-Formal Learning activities from 6 NFE Providers
 - SUNGO (Project Management), SBEC (Start your own business), WIBDI (Fine Mat & Coconut Oil), SIOD (Directors Course), SENESE (Teacher Aide, Spectacle Technician & Vision Screening) and METI (Basic Life Skills)

- Establishment of Sector Advisory Groups for Generic Skills and Tourism & Hospitality Sectors
- Implementation and monitoring of TVET Support Programme under the Samoa/Australia Partnership for Development
 - TVET Programme 3rd Progress Report (July-Dec 2012)
 - TVET Programme 4th Progress Report (Jan-June 2013)
 - TVET Programme CDC Progress Report No.01
- Development & implementation of the SQA Manual of Operational Policies and Procedures
- Implementation of the Foreign Recognition Qualifications Services
- Implementation of the Small Grant Scheme for Non-Government and Non-Formal Education Providers under the TVET Support Programme
 - 4 applications approved (DBTC, TIAS, SFA and SUNGO)
- CAS visits conducted for government, private and mission secondary schools and colleges for both Upolu and Savaii
- Research conducted & reports approved by the Board and circulate to all stakeholders for Information:
 - Situational Analysis on the Development of Community Learning Centres in Samoa 2012
 - PSET Expenditure Review 2012
 - PSET Tracer Survey of 2009, 2010 and 2011 TVET Graduates 2013
- Conducted Mid-Term Review of the PSET Strategic Plan 2008-2016 and report approved by the Board and circulate to all stakeholders for information
- Publication of the 2012 and 2013 PSET Statistical Bulletins
- SQA Quarterly Newsletters published and circulated to stakeholders
- Human Resource Policies produced:
 - Policy on Appeals against non-appointment or promotion
 - Policy on Termination of employment
 - SQA Vehicle Policy
 - Outgoing Letter Correspondence Policy
 - Document Receipt, Registration and Transmittal Policy
 - Document filing, access and archiving Policy
 - Staff Discipline Policy
 - IT Back-Up Policy

STRATEGIC ISSUES FOR THE PLANNING PERIOD

Environment Analysis

The strategic directions and the achievements of SQA's objectives for the next three years will be impacted by the internal and external environmental factors.

Internal Environment:

The working environment for SQA is categorised by the following conditions:

- A highly professional and committed staff
- Clearly defined roles and responsibilities
- Appropriate policies and legislation
- Appropriate allocation and utilisation of resources
- Updated systems, processes and procedures
- Professional development opportunities for staff
- Management Information Systems in development

External Environment:

The following factors that may impact on the overall performance of the Authority's functions and roles:

- Political will and its impact on budgetary priorities
- Level of awareness and commitment of PSET Providers and other Stakeholders on the work of the Authority
- Impacts of Samoa's accession to the World Trade Organisations
- Positive and Negative implications of Regional and International Agreements on PSET
- Changes in Government policies, processes and procedures
- Changes in Information Communication and Technology
- Impacts of Natural Disasters
- Impacts of Global and Regional initiatives, e.g. the development of the Pacific Regional Qualifications Register
- Non-compliance of PSET providers and stakeholders
- Online learning/programmes

KEY OBJECTIVES & OPERATIONAL PRIORITIES

The following Key Objectives have been identified by SQA to effectively carry out its operational priorities for the period 2015 – 2017:

- 1) To promote PSET and provide strategic leadership to the sub-sector
- 2) To conduct research and formulate policy to provide sound PSET policy advice
- 3) To enhance the quality of PSET
- 4) To enhance relevance of PSET and access to PSET opportunities
- 5) To ensure the efficient and effective use of resources

The SQA Operational Priorities are:

- Provision of strategic leadership and development to PSET
- Communication Strategy to promote SQA's role & PSET
- Provision of policy advice to Government and PSET
- Research informed development
- National Quality Assured PSET system
- Samoa Qualifications Framework
- National Competency Standards and Samoa Qualifications
- Applications of NCS and SQs
- Career Advisory Service
- Links and Learning Pathways
- Recognition of Current Competency
- Strategy for International Recognition of Samoa Qualifications
- Recognition of Foreign Qualifications in Samoa
- Access Grant for formal and Non-Formal PSET providers
- Organisational Planning
- Professional development programmes and consumables support for PSET providers
- Knowledge Management Information System
- Recognition of Non-Formal Learning
- PSET Support Services
- SQA Board services

OBJECTIVES, OUTPUTS, STRATEGIES & ACTIVITIES, PERFORMANCE INDICATORS MATRIX

OBJECTIVE ONE: To promote PSET and provide strategic leadership to the sub-sector

Outputs	Strategies & Activities	Performance Indicators
1. Strategic leadership and development of PSET	1.1. Lead and promote cross sector collaboration to enable a coordinated and integrated PSET <ul style="list-style-type: none"> • Establish and Monitor Memorandum of Agreements (MOAs) • Establish SQA Advisory networks • Administer Legislation • Conduct stakeholders consultations, meetings, workshops and trainings on all focus areas of the SQA to ensure collaboration within the PSET sub-sector 	<ul style="list-style-type: none"> • At least 2 MOAs established per year • At least 11 Monitoring reports of signed MOAs produced per year • At least 1 Sector Advisory Group established per year • SQA reports prepared in accordance with legislative requirements • Coordinated and integrated PSET sub-sector through the working in collaboration of SQA and its stakeholders
	1.2. Develop, foster and maintain regional and international links, networks and cooperation <ul style="list-style-type: none"> • Strengthen policies and operations of SQA through positive contribution from regional and international networks • Maintain memberships with APQN, IHQAAHE, CHEA, SPBEA and other international and regional QA agencies 	<ul style="list-style-type: none"> • Appropriate and relevant Regional and International best practices are reflected in SQA Policies and Operations • Reports approved by Cabinet
	1.3. Establish funding model that reflects strategic needs of PSET <ul style="list-style-type: none"> • Develop a PSET Funding Policy to enable development and ensure accountability • Develop a PSET Funding Mechanism Guidelines and Procedures • Develop and finalise Collaboration and Impact Statement (CIS) • Implement the PSET Funding Policy 	<ul style="list-style-type: none"> • PSET Funding Policy developed and approved by the Board by June 2015 • PSET Funding guidelines and procedures developed and approved by June 2015 • CIS developed and finalised by June 2015 • Produced PSET Funding implementation report produced by June 2016

Outputs	Strategies & Activities	Performance Indicators
	<ul style="list-style-type: none"> Conduct Awareness workshops on SQA Plans, Research, Policies and Statistical Bulletin with Providers and relevant stakeholders 	<ul style="list-style-type: none"> At least 1 awareness workshop conducted per year
	2.2 Conduct PSET Annual Conferences	<ul style="list-style-type: none"> Annual Conference conducted and report approved by the Board every year

OBJECTIVE TWO: To conduct research and formulate policy to provide sound PSET policy advice

Outputs	Strategies & Activities	Performance Indicators
1. Policy advice to the Board and Minister	1.1. Develop, formulate and provide advice to the Board and Minister on policies relating to PSET and core functions of SQA <ul style="list-style-type: none"> • Formulate policies on priorities and areas identified for development • Monitor and manage the database of national and international information relating to PSET Policies 	<ul style="list-style-type: none"> • At least 1 strategic policy approved by the Board per year • 2 Monitoring reports produced per year
	1.2 Profile existing national and international agreements that impact on PSET sector planning and development <ul style="list-style-type: none"> • Analyse agreements and provide appropriate policy advice 	<ul style="list-style-type: none"> • At least 1 profile produced per year
2. Research Informed Development	2.1. Implement Framework for Research and Analysis <ul style="list-style-type: none"> • Profile existing PSET research reports to produce policy advice • Undertake research in priority areas to assist with policy advice and planning 	<ul style="list-style-type: none"> • At least 1 research profile approved annually for policy decision making • At least 1 strategic research conducted and report approved with recommendations by the Board per year
	2.2 Establish a PSET Knowledge and Management Information System Framework <ul style="list-style-type: none"> • Conduct Feasibility study to inform the design of PSET Knowledge and Management Information System Framework 	<ul style="list-style-type: none"> • Feasibility study report approved by June 2017
3. Research, Information analysis and policy formulation capacity building	3.1 Research Development and Information Analysis <ul style="list-style-type: none"> • Conduct training for RPPD Staff on research methods, tools and analysis 	<ul style="list-style-type: none"> • Training conducted by June 2015
	3.2 Train RPPD staff on policy formulation <ul style="list-style-type: none"> • Conduct training for RPPD Staff on policy development, monitoring and evaluation 	<ul style="list-style-type: none"> • Training conducted by June 2016

OBJECTIVE THREE: To enhance quality of Post School Education and Training

Outputs	Strategies & Activities	Performance Indicators
1. Establish National Quality Assured PSET System	1.1. Implement and review Quality Assurance Policies and Guidelines <ul style="list-style-type: none"> • Conduct formal provider registration • Conduct Annual Registration Renewal for Formal Providers • Update Register of Registered Providers • Document all programmes accredited by SQA and other QA agencies • Conduct Training for Potential panel members to conduct programme accreditation • Conduct programme accreditation 	<ul style="list-style-type: none"> • At least 75% increase in the number of formal providers are registered by June 2017 • All Registered Provider Annual Registration Renewed • Provider Registration Register updated annually • Programme Accreditation Register updated annually • At least 30% increase in the number of trained potential panel members annually • At least 30% of providers offer one or more accredited programmes by June 2017
	1.2. Recognise Non Formal Learning (NFL) Activities <ul style="list-style-type: none"> • Implement recognition of NFL Guidelines 	<ul style="list-style-type: none"> • At least 80% increase in the number of NFL activities recognised
	1.3. Monitor provider compliance with QA processes (continuous improvement) <ul style="list-style-type: none"> • Conduct monitoring activities on provider compliance with QA processes 	<ul style="list-style-type: none"> • All registered providers Annual Registration renewed annually • All providers offering accredited programmes continue to comply with Programme Accreditation requirements annually
	1.4. Implement the Record of Achievement (ROA) <ul style="list-style-type: none"> • Trial the ROA system • Operate the national Record of Achievement 	<ul style="list-style-type: none"> • ROA System and Process in place by July 2015 • 3 pilots completed for ROA by December 2015 • Record of Achievement issued by January 2016
	1.5 Set standards for lecturers and trainers <ul style="list-style-type: none"> • Implement professional standards for TVET Trainers 	<ul style="list-style-type: none"> • Professional standards for TVET trainers implemented by December 2014

Outputs	Strategies & Activities	Performance Indicators
	1.6 Register Qualifications (Providers and Samoa) on the Samoa Qualifications Framework: <ul style="list-style-type: none"> • Register qualifications (provider and Samoa) • Update the Register of Samoa’s Quality Assured Qualifications 	<ul style="list-style-type: none"> • At least 75% increase in number of registered qualification (Provider and SQs) by June 2017 • Register of Samoa’s Quality Assured qualifications updated annually
	1.7 Coordinate Implementation of Strategy for Recognition of Samoa Qualifications <ul style="list-style-type: none"> • Develop and implement plan for SQA Mutual Recognition with PQF • Facilitate comparability exercise for SQF with Framework for NZ and Australia and develop and implement plan for mutual recognition 	<ul style="list-style-type: none"> • Plan for Mutual Recognition implemented by June 2015
	1.8 Coordinate implementation of Recognition of Current Competency (RCC) <ul style="list-style-type: none"> • Review Guidelines for RPL • Integration of Current Competency into Assessment against NCS 	<ul style="list-style-type: none"> • Revised Guidelines produced by December 2014 • Number of Providers conducting RCC per year
2. PSET Support Services	2.1 Coordinate provision of PSET Support Services <ul style="list-style-type: none"> • Plan PSET Support activities on an annual basis 	<ul style="list-style-type: none"> • At least 30% increase in provider complying with QA requirements annually
	2.2 Identify Support Needs on an annual basis <ul style="list-style-type: none"> • Identify support needs for PSET Providers through Annual PSET survey & liaison with stakeholders • Provide Professional developments support for TVET providers to offer Samoa Qualifications • Provide Consumables support for TVET providers to offer Samoa Qualifications 	<ul style="list-style-type: none"> • Report prepared annually • At least 75% of provider’s needs supported annually • Quarterly monitoring reports produced per year • Quarterly monitoring reports produced per year
	2.3 Manage the PSET Access Grant to assist formal and Non-Formal PSET providers <ul style="list-style-type: none"> • Implement the PSET Access Grant 	<ul style="list-style-type: none"> • At least 50% of formal & Non-Formal PSET providers are assisted by June 2015

Outputs	Strategies & Activities	Performance Indicators
	<ul style="list-style-type: none">• Monitor implementation of the PSET Access Grant	<ul style="list-style-type: none">• Monitoring Reports approved by the TVET Programme Implementation Committee & SQA Board

OBJECTIVE FOUR: To enhance relevance of PSET and access to PSET opportunities

Outputs	Strategies & Activities	Performance Indicators
1. National Qualifications (SQs) and National Competency Standards (NCS) for priority sectors	1.1. Coordinate and facilitate development of National Qualifications and National Competency Standards in priority sectors <ul style="list-style-type: none"> • Conduct Needs Analysis • Develop draft NCS and SQs • Conduct validation of draft NCS and SQs • Conduct endorsement of proposed NCS and SQs 	<ul style="list-style-type: none"> • 3 Needs analysis reports approved by June 2016 • 3 Sets of NCS produced approved by June 2016 • 3 Validation reports approved by June 2016 • 3 Endorsement reports approved by June 2016
	1.2. Coordinate Application of NCS in PSET sub-sector <ul style="list-style-type: none"> • Conduct Awareness programs to PSET Providers • Facilitate Provider support • Implement Moderation System 	<ul style="list-style-type: none"> • 75% of providers receive awareness in each of the existing sectors by June 2016 • 75% of providers receive provider support in each of the sectors by June 2016 • Moderation cycle implemented annually
	1.3. Develop and promote application of Generic Skills National Competency Standards (NCS) <ul style="list-style-type: none"> • Conduct Needs Analysis • Develop draft NCS • Conduct validation of draft NCS • Conduct endorsement of proposed NCS • Conduct awareness workshops 	<ul style="list-style-type: none"> • 1 Needs Analysis reports approved by June 2016 • 1 set of NCS approved by June 2016 • 1 validation report approved by June 2016 • 1 endorsement reports approved by June 2016 • 3 awareness workshops conducted by June 2016
2. Qualification Recognition Services	2.1. Provide efficient foreign qualification recognition services <ul style="list-style-type: none"> • Conduct Public awareness • Provide service • Produce Quarterly monitoring reports 	<ul style="list-style-type: none"> • Quarterly public awareness • 95% of reports produced within the timeline • 4 Quarterly Reports produced per year
3. Careers Advisory Services and Learning Pathways	3.1. Provide Career Advisory Service <ul style="list-style-type: none"> • Conduct CAS school visits • Provide walk-in services • Produce Quarterly newsletter items 	<ul style="list-style-type: none"> • 2 school visits reports produced per year • 1 report produced per year capturing the number of walk-in requests • 4 quarterly newsletter items produced per year

Outputs	Strategies & Activities	Performance Indicators
	3.2. Facilitate Learning Pathways initiatives <ul style="list-style-type: none">• Coordinate initiative• Monitor impact	<ul style="list-style-type: none">• At least 1 Learning Pathway initiative implemented per year

OBJECTIVE FIVE: To ensure efficient and effective use of resources

Outputs	Strategies & Activities	Performance Indicators
1. Human Resource Management	1.1. Develop and implement SQA Operational Policies and Procedures. <ul style="list-style-type: none"> • Review Terms and Conditions of Employment • Implement and monitor recruitment and selection processes • Implement staff performance appraisal Policy • Develop Capability Plan for SQA • Develop Workforce Development Plan • Develop Resourcing Plan • Review SQA IT Resource Policy • Review SQA Internet Policy 	<ul style="list-style-type: none"> • Revised Terms and Conditions of Employment approved by the Board by June 2015 • Report prepared according to recruitment and selection processes and procedures annually • Recruitment and Selection Database System maintained and updated annually • Number of Performance Appraisal Reports completed for all SQA Staff per year • Capability Plan developed and approved by the Board by June 2015 • Workforce Development Plan developed and approved by the Board by June 2016 • Resourcing Plan developed and approved by the Board by June 2016 • SQA IT Resource Policy reviewed by June 2015 • SQA Internet Policy reviewed by June 2015
2. Budget and Financial Services	2.1. Provide financial and accounting services <ul style="list-style-type: none"> • Implement budgetary planning, monitoring and reporting process systems • Prepare monthly, quarterly and annual financial statements and reports 	<ul style="list-style-type: none"> • Effective budget planning, monitoring and reporting systems implemented • Financial statements and reports prepared accordingly
	2.2. Review SQA financial policies and procedures <ul style="list-style-type: none"> • Conduct the review of the SQA financial policies and procedures to be aligned with new developments in the Government budgetary processes 	<ul style="list-style-type: none"> • Revised SQA Financial policies and procedures approved by the Board in June 2015
	2.3. Manage and implement SQA Fee Structure <ul style="list-style-type: none"> • Coordinate the implementation and managing of the SQA Fee structure 	<ul style="list-style-type: none"> • Reports on implementation and management approved annually

Outputs	Strategies & Activities	Performance Indicators
	2.4 Implement and monitor the Access Grant for Non Formal Education & Non Government providers <ul style="list-style-type: none"> • Manage the process of approval applications for the Scheme • Monitor the Access Grant 	<ul style="list-style-type: none"> • Number of Applications approved every year • 4 Quarterly Monitoring Reports produced per year
3. Asset Management	3.1 Implement and Manage the Asset Management System <ul style="list-style-type: none"> • Maintain and update the SQA Assets Register 	<ul style="list-style-type: none"> • 1 Asset stock take report produced per year
4. Administration Services	4.1 Provide of efficient and effective administration services <ul style="list-style-type: none"> • Maintain a proper payroll management system 	<ul style="list-style-type: none"> • Fortnightly payroll implemented per year
	4.2 Provide quality services to the Board and Minister <ul style="list-style-type: none"> • Prepare meeting documents and coordinate Board and Board sub-committee meetings • Prepare submissions and timely reports for meetings • Coordinate strategic seminars/workshops and meetings • Manage and Implement SQA Board Manual 	<ul style="list-style-type: none"> • Number of Board and Board sub-committee meetings coordinated and conducted annually • Submissions and reports are prepared on time for meetings annually • Number of Strategic seminars/workshops and meetings coordinated and completed annually • SQA Board Manual managed and implemented by June 2015
5. Management Information System	5.1 Develop and implement Information systems for PSET sub-sector and SQA <ul style="list-style-type: none"> • Develop a PSET Management Information System Plan • Finalise and implement SQA Management Information System Plan • Manage and implement SQA database systems (NEXUS, IMS, MYOB, HR Database, R&S Database and Payroll) • Implement the data and information protection policy • Update SQA website • Monitor and maintain SQA Website 	<ul style="list-style-type: none"> • PSET sub-sector MIS Plan developed by December 2015 • SQA MIS Plan and network database implemented by July 2015 • Implementation reports produced every year • Implementation reports prepared annually • SQA website upgraded by June 2015 • 4 Quarterly Monitoring reports produced per year
	5.2 Collect, analyse and disseminate PSET performance data <ul style="list-style-type: none"> • Analyse data and produce PSET Statistical Bulletin 	<ul style="list-style-type: none"> • PSET Statistical Bulletin published annually
	5.3 Train staff on usage of new program software and IT related	

Outputs	Strategies & Activities	Performance Indicators
	programs <ul style="list-style-type: none"> • Conduct trainings for staff on new programme software and IT related programs 	<ul style="list-style-type: none"> • At least two (2) staff trainings conducted annually
6. Project Management	6.1 Coordinate and monitor the management of donor funded projects <ul style="list-style-type: none"> • NZQA Project monitored • Australia’s support for TVET under the Samoa/Australia Partnership for Development • Prepared and submit project reports to the Cabinet Development Committee (CDC) 	<ul style="list-style-type: none"> • Monitoring report produced annually • 2 TVET Programme Six Monthly Progress Reports approved by the Board annually • Reports prepared and submitted annually
7. Audit	7.1 Conduct Financial Audit <ul style="list-style-type: none"> • Conduct SQA Financial Audit 	<ul style="list-style-type: none"> • Financial audit conducted and report approved by the Board annually

FINANCIAL STATEMENTS

SAMOA QUALIFICATIONS AUTHORITY						
BALANCE SHEET						
FINANCIAL PERFORMANCE						
	Audited	Actuals	Estimates	Estimates	Estimates	Estimates
	June 2013	Jul -Feb 2014	Jun 2014	June 2015	June 2016	June 2017
	\$	\$	\$	\$	\$	\$
Equity	1,431,456	1,549,455	1,167,948	956,639	963,225	976,079
<i>Represented by:</i>						
CURRENT ASSETS						
Petty Cash	100	100	100	100	100	100
Cash at bank	637,040	620,458	183,489	331,023	331,023	331,023
Term deposit	700,006	700,000	700,000	288,945	288,945	288,945
UTOS Units		300,006	300,006	300,006	300,006	300,006
Accounts Receivable	61,232	77,932	77,932	29,447	58,894	88,341
Prepayments	5,371		-	-	-	-
Provision for Doubtful Debts		525	525	525	525	525
	1,403,749	1,699,021	1,262,052	950,046	979,493	1,008,940
CURRENT LIABILITIES						
Accounts Payable	(98,303)	(262,787)	(262,787)	(131,394)	(131,394)	(131,394)
	(98,303)	(262,787)	(262,787)	(131,394)	(131,394)	(131,394)
WORKING CAPITAL	1,305,446	1,436,234	999,265	818,652	848,099	877,546
NON-CURRENT ASSET						
Fixed Assets	239,901	211,221	195,883	156,707	125,366	100,293
NON CURRENT LIABILITIES						
Deferred income-PSIF Project	(1,797)					
Deferred income - TVET Project	(31,467)	(27,200)	(27,200)	(18,720)	(10,240)	(1,760)
Deferrerd Income on Grants	(80,627)	(70,801)	-			
	(113,891)	(98,001)	(27,200)	(18,720)	(10,240)	(1,760)
NET ASSETS	1,431,456	1,549,454	1,167,948	956,639	963,225	976,079

**SAMOA QUALIFICATIONS AUTHORITY
STATEMENT OF REVENUE AND EXPENDITURE
FINANCIAL PERFORMANCE**

	<i>Audited</i>	<i>Actuals</i>	<i>Estimates</i>	<i>Estimates</i>	<i>Estimates</i>	<i>Estimates</i>
	2013	Jul - Feb 2014	Jun 2014	June 2015	June 2016	June 2017
	\$	\$	\$	\$	\$	\$
REVENUE						
Amortized deferred income	17,946	5,945	8,480	8,480	8,480	8,480
Government Grant	2,095,392	1,615,237	2,422,856	2,906,355	2,796,360	1,975,204
Addition for Budget Support					1,531,184	2,437,324
Registration Fees	12,977	1,800	1,800	3,900	3,900	3,900
Annual Renewal Registration		11,815	13,300	12,850	15,050	15,050
Recognition of Foreign Qualifications				3,750	3,750	3,750
Interest from term deposit	58,882	35,975	33,694	29,447	29,447	29,447
Dividend from UTOS	18,750		56,260	-	-	-
Other income	1,203	4,393	4,393	-	-	-
Peer Review- SIQF		8,846	8,846	-	-	-
TVET Small Grant Scheme	19,373	9,827	80,628	-	-	-
Sponsorship PSET Conference		6,660	6,660	-	-	-
Total Revenue	2,224,523	1,700,498	2,636,916	2,964,782	4,388,171	4,473,155
EXPENDITURE						
Accommodation expenses	1,017	9,708	9,708	9,620	14,810	14,810
ACC levy	13,526	5,675	14,754	-	-	-
Advertising	48,418	18,105	31,500	48,300	86,100	69,300
Administration cost			-	17,900	17,900	17,900
Allowances		12,669	46,260	-	-	36,600
Audit fees	12,167	8,111	12,500	12,500	12,500	12,500
Bank charges	1,236	1,072	1,204	940	1,486	1,486
Board allowances & expenses	54,717	3,498	5,001	-	-	-
Cleaning Expense	95	201	201	2,000	2,000	2,000
Consultation & meeting expense	34,387	42,490	42,490	10,000	15,000	15,000
Depreciation	105,054	48,819	64,817	39,176	31,341	25,073
Depreciation PSIF project			1,797	-	-	-
Depreciation TVET project			6,339	-	-	-
Donations	200	200	200	546	546	546
Directors fees		18,333	39,931	-	-	-
Functions & related expenses	2,780	400	400	37,550	57,550	57,550
Health and Safety expense	105	329	1,123	1,000	1,000	1,000
Hiring expenses	1,274	9,905	18,810	20,860	60,560	73,160
Insurance		5,371	5,371	2,000	2,000	2,000
Occupancy Cost/Rent	228,240	152,160	228,240	257,440	257,440	257,440
Internet expenses	34,549	19,068	30,000	30,000	36,860	36,860
Legal fees & consultation fees	485	2,773	20,000	20,000	20,000	20,000
Loss on fixed asset	9,901		-	-	-	-
Membership fee & Subscription fee	16,406	9,090	17,500	22,300	24,100	24,100
Motor vehicle expenses	28,985	13,341	29,800	24,000	31,000	31,000
NPF contribution	67,713	51,682	93,937	-	-	-
Office Stationery	6,771	5,373	15,771	17,973	21,034	21,397
Office Supplies	6,384	13,223	13,223	2,400	2,400	2,400
Printing	44,950	27,875	41,048	39,956	96,175	81,662
Postage and Freight	30	315	315	200	200	200
Publication	3,760		-	67,338	167,500	187,316
Professional services-Panel fees	22,179	15,750	65,750	136,000	639,376	639,376
Repairs & maintenance	6,314	13,042	13,042	11,250	49,850	49,850
Salary and wages	1,354,058	1,037,490	1,892,211	2,109,265	2,190,412	2,218,110
Software expense	6,937		7,000	1,800	1,800	1,800
Sports & related equipment	978	850	850	-	-	-
Telephone & fax expenses	11,755	8,440	15,600	15,600	15,600	15,600
Travel expenses	23,316	14,525	29,787	54,466	214,128	225,876
VAGST Expense Account			-	145,911	281,717	289,189
Water expense		2,471	3,000	3,800	4,600	4,600
Training & Development		317	319	14,000	24,600	24,600
TVET Small Grant Scheme	19,373	9,827	80,628			
Total Expenses	2,168,060	1,582,498	2,900,424	3,176,091	4,381,585	4,460,301
Excess of Revenue over Expenditure	56,463	118,000	(263,508)	(211,309)	6,586	12,854
Add: Opening Equity Balance	1,374,993	1,431,456	1,431,456	1,167,948	956,639	963,225
Total Equity	1,431,456	1,549,456	1,167,948	956,639	963,225	976,079

**SAMOA QUALIFICATIONS AUTHORITY
STATEMENT OF CASH FLOW
FINANCIAL PERFORMANCE**

	Audited	Actuals	Estimate	Estimate	Estimate	Estimate
	2013	Jul-Feb 2014	June 2014	June 15	June 16	June 17
	\$	\$	\$	\$	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES						
Cash receipts from other customers	14,180	54,154	124,107	20,500	22,700	22,700
Small Grant Scheme	100,000		-			
Cash paid to employees	(1,634,513)	(1,239,052)	(1,906,965)	(2,109,265)	(2,190,412)	(2,218,110)
Cash paid to suppliers	(519,015)	(150,354)	(833,549)	(1,381,217)	(2,159,832)	(2,217,118)
<i>Net cash flows from operating activities</i>	(2,039,348)	(1,335,252)	(2,616,407)	(3,469,982)	(4,327,544)	(4,412,528)
CASH FLOWS FROM INVESTING ACTIVITIES						
Interest from term deposit	32,618	-	40,000			
Dividend from UTOS Unit	-	18,750	-			
Purchase of fixed assets	(24,807)	(15,319)	-	-	-	-
Proceeds from Sale of Assets	1,758	-	-			
<i>Net cash flows to investing activities</i>	9,569	3,431	40,000	-	-	-
CASH FLOWS FROM FINANCING ACTIVITIES						
Grant from the Government of Samoa	2,095,392	1,615,239	2,422,856	2,906,355	4,327,544	4,412,528
<i>Net cash flows from financing activities</i>	2,095,392	1,615,239	2,422,856	2,906,355	4,327,544	4,412,528
Net increase / (decrease) in cash	65,613	283,418	(153,551)	(563,627)	-	-
Cash and cash equivalent at the beginning	1,271,533	1,337,146	1,337,146	1,183,595	619,968	619,968
Cash and cash equivalent at year end	1,337,146	1,620,564	1,183,595	619,968	619,968	619,968
<i>Represented by:</i>						
Cash on Hand and at Bank	637,140	620,558	183,589	331,023	331,023	331,023
Term Deposits	700,006	700,000	700,000	288,945	288,945	288,945
UTOS Term Investment		300,006	300,006	300,006	300,006	300,006
	1,337,146	1,620,564	1,183,595	619,968	619,968	619,968

SPECIFIC PROJECTS & GOVERNMENT POLICIES

SPECIFIC PROJECTS

SQA is coordinating the implementation of the Technical and Vocational Education and Training (TVET) Programme under the Samoa-Australia Programme for Development in support of TVET. The Programme started in July 2011 under TVET Roadmap 1 and in April 2013, the programme was reviewed and results in a Roadmap2 to carry forward the implementation until June 2015. The overall management of the TVET Programme is overseen by SQA and the TVET Programme Implementation Committee (PIC) that was established in June 2011 and the newly established TVET Programme Coordination Committee consists of SQA, MOF and Government of Australia. The tables below shows the funds available for the financial year 2014/2015 for implementation of the TVET support programme.

Technical and Vocational Education and Training (TVET) Support Programme – Roadmap 2:

KRA	ACTIVITY	TOTAL COST 2014/15 FY
KRA1	Activity 1.3: Develop and implement the Labour Market Information System	\$ 39,180.00
KRA1	Activity 1.4: (a) Develop industry-endorsed NCSs an SQs in priority TVET Areas (a)	\$ 21,710.00
KRA2	Activity 2.1: To quality assure and strengthen TVET providers	\$ 19,400.00
KRA2	Activity 2.2: To accredit TVET Programmes	\$ 3,100.00
KRA2	Activity 2.4: Support for professional development programmes for trainers from RTPs delivering accredited programmes aligned to identified skills development priorities	\$ 601,800.00
KRA2	Activity 2.5: Consumables support for all TVET providers to offer National Competency Standards and Samoa Qualifications	\$ 251,800.00
KRA2	Activity 2.7 (a): To achieve international recognition/equivalence/comparability of selected Samoan qualifications Printing and Promotion of the Revised SQF	\$ 10,850.00
KRA2	Activity 2.7 (b) Register SQs and quality check NCSs	\$ 4,450.00
KRA2	Activity 2.7 (c)Implement Strategy for International Recognition of Samoan Qualifications	\$ 4,050.00
KRA2	Activity 3.1:To develop an overarching guidelines, processes and procedures for the application of the small grants for TVET and Non Formal Learning Providers	\$ 500.00
KRA3	Activity 3.2: To implement and monitor the small grants to assist TVET and Non Formal Learning Providers and to increase access to learners	\$ 464,000.00
KRA4	Activity 4.1:Introduce funding approach that enables growth and development and ensures accountability	\$ 23,320.00
TVET PM	Activity 1: To coordinate and manage TVET Programme	\$ 399,240.00
TVET PM	Activity 3: To conduct a survey of Employers (Employers of Satisfaction) based on findings from the PSET Tracer Study	\$ 37,254.00
TVET PM	Activity 4: Provision of Strategic Advice to the CEO and SQA on strengthening PSET	\$ 1,100.00
		\$ 1,881,754.00

*KRA – Key Result Area, TVET PM – TVET Programme Management

Report by Expenditure (as per Road Map 2):

ROADMAP 2	TOTAL BUDGET 2014/15 FY
Access Grants	200,000.00
Consultants	395,780.00
Incentive Funds & Scholarship	260,000.00
Materials & Consumarble	250,000.00
Others	56,500.00
Professional Developments	600,000.00
Travel	33,372.00
Workshop and Meetings	86,102.00
Grand Total	\$ 1,881,754.00

Another project identified for implementation within the Corporate Plan 2015-2017 is the Cooperation Agreement between the SQA and the New Zealand Qualifications Authority (NZQA) which is to share and strengthen quality assurance practices between the two Agencies. The funds for this project are with and the responsibility of the NZQA.

SUPPORT FOR GOVERNMENT POLICIES

The last four SQA Corporate Plans (2008-2012, 2010-2013, 2011-2014 & 2013-2015) and the PSET Strategic Plan 2008-2016 were developed taking into account both the Strategy for the Development of Samoa (SDS) 2008-2012 & 2012-2016 and the Ministry of Education, Sports and Culture (MESC) Strategic Policies and Plans 2006-2015.

The SQA contributed to the development of the SDS 2012-2016 and the newly established Education Sector Plan 2013-2018. The SQA contributions were based on the last four years of the PSET Strategic Plan and this Corporate Plan 2015-2017 is the implementation vehicle for the priorities in the SDS 2012-2016 and the ESP 2013-2018.

The Mid-Term Review of the PSET Strategic Plan 2008-2016 was completed in December 2013 and the Mid-Term review of the SQA Corporate Plan 2013-2015 in February 2014 which informed the development of the SQA Corporate Plan 2015-2017.

ACRONYMS

ACEO	Assistant Chief Executive Officer
AMP	Annual Management Plan
APQN	Asia Pacific Quality Network
APTC	Australia Pacific Technical College
CAS	Career Advisory Services
CDC	Cabinet Development Committee
CEO	Chief Executive Officer
CHEA	Council for Higher Education Accreditation
CIS	Collaboration and Impact Statement
CO	Communications Officer
CSD	Corporate Services Division
DBTC	Don Bosco Technical Centre
EA	Executive Assistant
ECETTI	Early Childhood Education for Teacher Training Institute
EO	Executive Officer
HBC	Harvest Bible College
ILO	International Labour Organisation
IMS	Information Management System
INQAAHE	International Network of Quality Assurance Agencies in Higher Education
IT	Information Technology
ITO	Information Technology Officer
LPTC	Laumua o Punaoa Technical Centre
MBS	Malua Bible School
MCIL	Ministry of Commerce Industry and Labour
MESC	Ministry of Education, Sports and Culture
METI	Matuaileoo Environmental Trust Inc
MHIS	Martin Hautus Institute of Samoa
MIS	Management Information System
MOA(s)	Memorandum of Agreement(s)
MWCSD	Ministry of Women, Community and Social Development
NCS	National Competency Standards
NFE	Non Formal Education
NFL	Non Formal Learning
NUS	National University of Samoa
NZ	New Zealand
OCEO	Office of the CEO
OUM	Oceania University of Medicine
PA	Principal Accountant
PCAO	Principal Careers Advisory Officer
PHRAdm	Principal Human Resource/Administration Officer
PIA	Principal Information Analyst
PITO	Principal Information Technology Officer
PPDO	Principal Planning and Development Officer
PQAO	Principal Quality Assurance Officer
PQO	Principal Qualifications Officer

PQRO	Principal Qualifications Recognition Officer
PRPO	Principal Research and Policy Officer
PSET	Post School Education and Training
QA	Quality Assurance
QAD	Quality Assurance Division
QAO	Quality Assurance Officer
QD	Qualifications Division
QO	Qualifications Officer
RCC	Recognition of Current Competency
ROA	Record of Achievement
RPL	Recognition of Prior Learning
RPPD	Research, Policy and Planning Division
RPPO	Research, Policy and Planning Officer
SAME	Samoa Association of Manufacturers and Exporters
SBEC	Small Business Enterprise Centre
SDS	Strategy for the Development of Samoa
SFA	Samoa Farmers Association
SHRO	Senior Human Resources Officer
SIOD	Samoa Institute of Directors
SPBEA	Secretariat of the Pacific Board for Education Assessment
SPNTC	South Pacific Nazarene Theological College
SQA	Samoa Qualifications Authority
SQAO	Senior Quality Assurance Officer
SQs	Samoa Qualifications
SQF	Samoa Qualifications Framework
SQO	Senior Qualifications Officer
SRPPO	Senior Research, Policy and Planning Officer
SSMA	Samoa Shipping Maritime Academy
SUNGO	Samoa Umbrella for Non-Government Organization
TIAS	Tesese Institute of Administrative Studies
TKS	Traditional Knowledge and Skills
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UTVC	Uesiliana Technical and Vocational Centre
WIBDI	Women in Business Development Inc
WMTC	World Mission Training Centre