Samoa-Australia Partnership for Development in Support for the

Technical and Vocational Education and Training (TVET) Sector

(Samoa-Australia Partnership Agreement #59178)

Completion Report

February 2016

Coordinating Agency: Samoa Qualifications Authority

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Acronyms

ACEO	Assistant Chief Executive Officer
ACG	Accountable Cash Grant
AEC	Apia Employment Company
APTC	Australian Pacific Technical College
AusAID	Australian Agency for International Development
BTS	The Body Therapy Spot
CEO	Chief Executive Officer
DBTC	Don Bosco Technical Centre
DFA	Direct Funding Agreement
DFAT	Department of Foreign Affairs and Trade
FOAS	Faculty of Applied Science
FY	Financial Year
GoS	Government of Samoa
HCHIT	Hospitality and Community Health Institute of Training
KRA	Key Result Area
LFSFA	Leulumoega Fou School of Fine Arts
LoP	Laumua o Punaoa
MCIL	Ministry of Commerce, Industry and Labour
MAF	Ministry of Agriculture
MBS	Malua Bible School
METI	Matualeo'o Environment Trust Inc
MHIL	Martin Hautus Institute of Learning
MoF	Ministry of Finance
MTC	Malua Theological College
NCSs	National Competency Standards
NFL	Non-Formal Learning
NUS	National University of Samoa
NZ	New Zealand

TVET Programme Completion Report

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PCC	Programme Coordination Committee
PIC	Programme Implementation Committee
PRIPD	Planning, Research & Information Analysis, Policy & Development Projects
PSET	Post School Education and Training
QA	Quality Assurance
QAAs	Quality Assurance Agencies
QAD	Quality Assurance Division
QSD	Qualifications Services Division
RPPD	Research, Policy and Planning Division
SIOD	Samoa Institute of Directors
SPNTC	South Pacific Nazarene Theological College
SQA	Samoa Qualifications Authority
SQF	Samoa Qualifications Framework
SQs	Samoa Qualifications
SSAB	Samoa Stationery And Books
SSMA	Samoa School of Maritime Academy
T/H	Tourism and Hospitality
STA	Samoa Tourism Authority
TIAS	Tesese Institute of Administrative Studies
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
UVC	Uesiliana Vocational Centre

Executive Summary

1. Background

Australia's support for economic growth through targeted skill development in Samoa began in 2011 under the Samoa-Australia Partnership for Development with the Samoa Qualifications Authority (SQA) as the coordinating Authority. The TVET Programme Stage 1, with a value of AUD1 million, was designed to facilitate access to quality assured and accredited training derived from industry endorsed competency standards to enable graduates to have greater opportunity for productive employment in national and international labour markets.

In October 2013 the Australian Government agreed to a further 2 years of support for TVET to the value of AUD1.5 million. The focus of Stage 2 has been the application of incentive mechanisms to encourage training providers to accredit courses in priority skill development areas and to actively participate in the national quality assurance system under the SQA.

2. Activity Description

The TVET Programme has been implemented over two stages - Roadmap I and II. The first stage commenced in May 2011 and concluded in June 2013. The second stage commenced immediately in July 2013 and was scheduled to conclude in June 2015. In May 2015, DFAT approved a 6 month no-cost extension to enable the SQA to complete all activities committed under the existing budget.

The **Development Goal** for the TVET Programme is:

> *Increased employability of Samoan women & men, including those with a disability, through quality assured post-secondary training in areas of demand.*

The **Programme Goal** is:

Improved student outcomes (in terms of jobs, wages, productivity, further study) and increased employer satisfaction with TVET.

There are five TVET Programme KRAs (1) TVET Programme Management, (2) Economic Relevance, (3) Quality, (4) Access, and (5) Financial Efficiency, are all aligned specifically to the five Education Sector Plan Goals:

- Enhanced quality of education and training at all levels.
- Enhanced education access and opportunities at all levels
- Enhanced relevance of education and training at all levels
- Improved sector coordination of research, policy and planning developments
- Establish sustainable and efficient management of all educational resources

In combination, the KRAs aim to improve the linkages between the training system in Samoa and the skill requirements of the economy.

3. Programme Progress

The following table provides a summary of the TVET Programme implementation in which by December 2015 all have been completed as planned.

Table 1: Overview Status of the TVET Programme

KRA	ACTIVITY	STATUS	PERCENTAGE COMPLETED									
			10	20	30	40	50	60	70	80	90	100
TVET Programme Management	1. To coordinate and manage the TVET Programme	100% of tasks completed										
	2. To conduct a PSET tracer study for all formal PSET providers	100% of tasks completed										
	3. To conduct Survey of TVET Graduates' Employers from findings of the 2013 PSET tracer survey	100% of tasks completed										
	4. Provision of strategic advice to the CEO and SQA on strengthening of PSET	100% of tasks completed										
1. Economic Relevance	1. Develop and apply industry-endorsed competency standards in apprenticeship	100% of tasks completed										
	2. Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in 7 trades	100% of tasks completed										
	3. Develop industry-endorsed National Competency Standards (NCS) and Samoa Qualifications (SQs) in TVET areas (Tourism, Hospitality, Cookery, Electronic Engineering & Construction Engineering)	100% of tasks completed										
	4. Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in Tourism & Hospitality	100% of tasks completed										
	5. Undertake comprehensive review and reform of apprenticeship systems	100% of tasks completed										
	6. Review of NUS Faculty of Applied Science programmes against trades National Competency Standards and Samoa Qualifications	100% of tasks completed										
	7. To conduct a survey of trades employers including PSC based on the 22 Samoa Qualifications in trades registered on the SQF	100% of tasks completed										
	8. Develop and implement the Labour Market Information System (LMIS)	100% of tasks completed										
2. Quality	1. To quality assure and strengthen TVET Providers	100% of tasks completed										

KRA	ACTIVITY	STATUS	PERCENTAGE COMPLETED									
			10	20	30	40	50	60	70	80	90	100
	2. To accredit TVET Programmes	90% of tasks completed										
	3. Develop Professional Standards for TVET Trainers	100% of tasks completed										
	4. Support for Professional development programmes for trainers from registered training providers delivering accredited programmes aligned to identified skills development priorities	100% of tasks completed										
	5. Consumables support for all TVET providers to offer NCS and SQs	100% of tasks completed										
	6. Improved information about provider performance available to the market place	100% of tasks completed										
	7. To achieve international recognition/equivalence /comparability of selected SQs	100% of tasks completed										
	8. Design and deliver personalised professional development programme for all NUS-IOT lecturers	100% of tasks completed										
	9. Budget support to NUS-IOT for consumables	100% of tasks completed										
3. Access	1. To review of Guidelines to incorporate policies, strengthen processes and procedures for Recognition of Non Formal Learning in Samoa and to establish a Small Grant Scheme to assist Non-Government provider and Non Formal Learning providers.	1000% of tasks completed										
	2. To develop overarching Guidelines, processes and procedures for the application of the Access Grants for TVET and Non Formal Learning providers	100% of tasks completed										
	3. To implement and monitor the Access Grants to assist TVET and Non Formal Learning providers and to increase access for learners	100% of tasks completed										
4. Financial Sustainability	1. Introduce a new funding approach that enables growth and development and ensures accountability	100% of tasks completed										

4. Finance Report Summary

Total expenditure for both stages of the TVET Programme has amounted to SAT $5,197,834 as illustrated in the following table:

	Stage 1 (Roadmap 1)	Stage 2 (Roadmap 2)	Total
Total Expenditure	$2,322,214	$2,875,620	$5,197,834

The expenditure patterns for each KRA during Stages 1 and 2 are illustrated in the chart at right. As the chart illustrates, Stage 1 was very much a preparatory stage with higher levels of expenditure in KRA 1 and Programme Management reflecting the early investment in national competency standards and national qualifications development and substantial recruitment of technical assistance respectively. In Stage 1 there was also substantial investment in KRA 2 related to work around the review and revision of the Samoa Qualifications Framework in

Total Expenditure by KRA and Stage

	Roadmap 1	Roadmap 2
KRA 1: ECONOMIC RELEVANCE	$267	$146
KRA 2: QUALITY	$680	$1,357
KRA 3: ACCESS	$208	$830
KRA 4: FINANCIAL SUSTAINABILITY	$1	$19
TVET POJECT MANAGEMENT	$1,166	$523
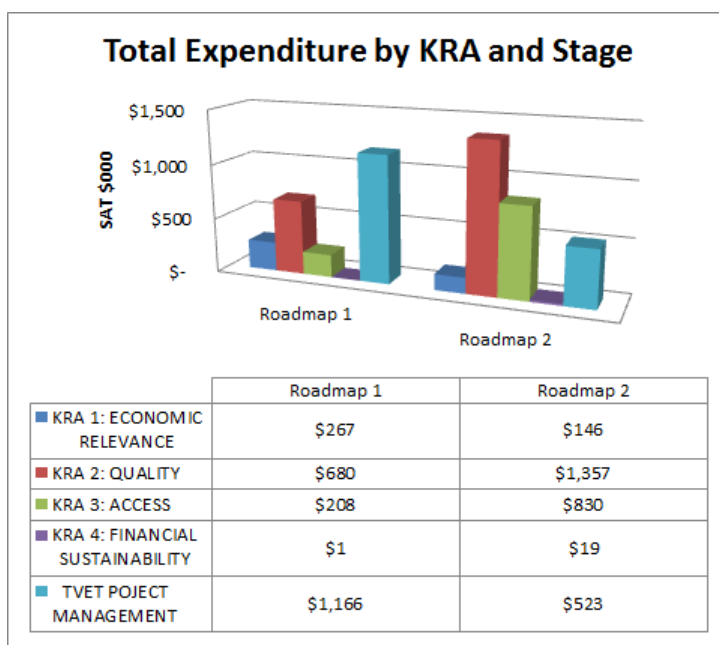
particular. Building from the base established in Stage 1, there were marked increases in expenditure in both KRA 2 and KRA 3. The primary reason in KRA 2 related to the Incentive Fund which was applied to professional development and materials and consumables support for TVET Providers. A considerable increase in Access Grants was the main reason for the uplift in KRA 3 expenditure. There was some increase in the relatively small levels of expenditure against KRA 4 and it was pleasing to see the significant reduction in reliance of external short term technical assistance (STA) in Stage 2 as seen in the much lower Programme Management line.

5. Implementation Principles

Analysis of the TVET Programme in relation to each of the Australian Government's key evaluation criteria indicates substantial accomplishment across the board. In summary:

5.1 **Relevance** – the Programme continues to be highly relevant to the Strategy for the Development of Samoa (SDS) 2012-2016 and Australia's new *Strategy for Australia's aid investments in education 2015–2020*[1] especially '*Priority 4 – Skills for prosperity*' which emphasises flexible learning pathways to enable access to market-oriented training for improved livelihoods, as well

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[1]   DFAT (2015)

as a focus on quality assurance and qualification recognition, which have clear employment and labour mobility benefits.

5.2 **Effectiveness -** The TVET Programme has achieved significant progress in all of the key result areas. All TVET providers are registered with the SQA and maintain compliance with the quality standards through annual renewal of their registration. Although it has taken some time there is increasing momentum toward programme accreditation. Whilst there is significant achievements and progress made since the TVET Programme has started it is still too early to observe any measurable outcomes in terms of systemic qualitative improvements in training delivery, the quality of apprentices, improved graduate outcomes and higher levels of employer satisfaction with the quality of graduates. These however have always been longer-term outcomes beyond the life of the TVET Programme. There are three areas of concern at this stage with regards to delay in development of labour market information system, delay in review and development of SQA's management information system and, PSET funding approach report being focused on status quo and not really examining alternative funding approaches for future consideration.

5.3 **Efficiency -** At various stages of TVET Programme implementation the assessment of efficiency has changed. Under-expenditure and a high reliance on external short term advisers in Stage 1 raised value for money questions but it was accepted that Stage 1 was very much preparatory in form, designed to lay the foundations for future activity, and that in time this investment would yield dividends. This proved to be the case with significant increase in the rate of expenditure particularly in productive areas related to incentive funding in the form of professional development, materials/consumables and access grants all targeted to encourage increased training provider participation in the quality based reforms being implemented by the SQA.

5.4 **Monitoring and Evaluation -** In November 2014 the various M&E frameworks that were currently in practice were reviewed and rationalised. These included frameworks for the Education Sector Plan (ESP); Education Sector Support Program (ESSP); TVET Programme (Roadmap 2) Design; SQA TVET Programme Implementation Plan; and PSET Strategic Plan. One concern was the relationship between the Mid-Term Expenditure Review (MTEF) and current TVET Programme M&E Framework. A need was identified to change the M&E framework accordingly to make sure that data and information needed to measure the performance of the Programme was accurately recorded and available to inform the higher order frameworks (MTEF and ESP in particular).

5.5 **Sustainability -** The momentum that is currently underway for a national quality assured post-school education and training system should be sustained as SQA policies and procedures become more generally understood and respected by training providers, employers and Government alike. There are indications from the accreditation evaluation process that further professional development support for TVET provider managers may be necessary but if the current trajectory continues, the quality assurance systems and processes supported by the TVET Programme will definitely improve graduate opportunity for paid employment in national and international labour markets in the future.

5.6 **Gender Equality and Cross Cutting Issues** - the TVET Programme has sought to increase the participation of females and people with a disability in formal PSET courses and to improve access through the flexible delivery of accredited or recognised short courses in non-formal settings. It has done so through a range of mechanisms such as:

- Access grants to support skill development that can be recognised by the SQA in community settings;
- Incentive mechanisms for training providers to deliver accredited training in non-formal settings for those disadvantaged by gender, physical impairment, lack of schooling or geographic isolation;
- Incentive mechanisms for training providers to attract enrolment and graduation of females in non-traditional trade area training;
- Scholarships for females to undertake training in non-traditional trade areas; and
- Incentive mechanisms for flexible delivery of accredited training in workplace settings.

5.7 Risk Analysis and Monitoring - The SQA has a broad risk profile including political risk, financial risk, legal compliance risks, reputational risk, stakeholder risks and quality compliance risks. Governance arrangements for the TVET Programme have been extensive including the SQA Board, CEO, and Executive Management Team (EMT) supported by a Program Implementation Committee (PIC) and a Program Coordinating Committee (PCC).

5.8 Innovation and the Private Sector - In design the TVET Programme is intended to promote innovative ways by which economic development can be supported through targeted skills training in skill priority areas determined by the private sector.

6. Principal Lessons

At this point of completion it is clear that a great deal has been achieved over the past 54 months of TVET Programme implementation. Nevertheless it has not been an easy process to get to this point. There has been considerable learning over the life of the TVET Programme. A number of the principal lessons learned include:

1. It does not necessarily follow that the offer of incentive mechanisms will naturally lead to training provider buy-in to the national qualification system reforms being promoted by the SQA. There is evidence of a number of factors which cause resistance to change and slow the reform process. These factors include:
   - Perceived loss of institutional autonomy;
   - The value of compliance with SQA policies and procedures not being well understood or appreciated;
   - Entrenched systems, processes and approaches to training developed and continued over time by training providers and lack of willingness for change;
   - Additional workload required for compliance with SQA requirements;
   - Lack of resources available for full compliance with SQA requirements including personnel, facilities, equipment and recurrent budget.

2. It does not necessarily follow that despite training providers having responded to the incentives on offer and accepted professional development and materials/consumables support will actually complete programme accreditation requirements.

3. Nevertheless, the incentive mechanisms offered through the TVET Programme in Stage 2 have produced results given the momentum that has now been established for programme accreditation.

4. An extensive communications strategy needs to be developed and applied on a continual basis to engage key stakeholders both on the demand side (employers/productive sector

agencies) and the supply side (training providers and their respective public or private governance authorities) to build a common understanding and a constituency for national system reform.

5. Both the demand side and the supply side of an effective quality assured national skill development system need to be well represented on Programme governance structures such as the Programme Implementation Committee (PIC) and the Programme Coordination Committee (PCC).

6. It is essential to ensure that consultants/advisers, engaged to assist training providers develop their quality management systems and complete their compliance requirements for programme accreditation, fully understand the principles and practice that underpin SQA quality assurance policies and processes.

7. Conclusion

With Australian Government support, the TVET Programme has made a substantial contribution to the development of a quality assured national post school education and training system that will lead to improved graduate outcomes and contribute to economic and social growth throughout Samoa.

At this point of completion, the TVET Programme goal of: *Increased employability of Samoan women and men, including those with a disability, through quality assured post secondary training in areas of demand,* is well on the way to be realised.

1.   Background

Australia's support for economic growth through targeted skill development in Samoa began in 2011 under the Samoa-Australia Partnership for Development with the Samoa Qualifications Authority (SQA) as the coordinating Authority. The TVET Programme Stage 1, with a value of AUD1 million, was designed to facilitate access to quality assured and accredited training derived from industry endorsed competency standards to enable graduates to have greater opportunity for productive employment in national and international labour markets.

In October 2013 the Australian Government agreed to a further 2 years of support for TVET to the value of AUD1.5 million. Stage 2 of the TVET Programme retained the overarching results framework established in Stage 1 including the development and program goals as well as the four Key Result Areas of Economic Relevance, Quality, Access and Financial Sustainability.

The focus of Stage 2 has been the application of incentive mechanisms to encourage training providers to accredit courses in priority skill development areas and to actively participate in the national quality assurance system under the SQA.

Subsequent to the commencement of TVET Programme implementation the Government of Samoa has adopted a sectoral approach to education and training under the Education Sector Plan (ESP 2013-2018). Australia's support for skill development is now incorporated in the Education Sector Support Program (ESSP 2014-2018).

In November 2014 the SQA undertook a review in order to rationalise the various M&E frameworks that were currently in practice. These included frameworks related to:

-   Education Sector Plan (ESP)
-   Education Sector Support Program (ESSP)
-   TVET Programme (Roadmap 2) Design
-   SQA TVET Programme Implementation Plan
-   SQA Strategic Plan (2008 – 2016)

The major purpose of the review was to ensure that the frameworks related to the SQA TVET Programme and the SQA more generally were fully aligned and consistent with the ESP, so that the transition to budget support would be seamless from an M&E perspective. In addition, the PSET specific M&E Framework, with its discrete set of outcomes and indicators, was aligned to ensure PSET specific data can readily inform the higher-level frameworks.

2.   Activity Description

2.1.   Duration and Resource Allocation

The TVET Programme has been implemented over two stages - Roadmap I and II. The first stage commenced in May 2011 and concluded in June 2013. The second stage commenced immediately in July 2013 and was scheduled to conclude in June 2015. In May 2015, DFAT approved a 6 month no-cost extension to enable the SQA to complete all activities committed under the existing budget.

Funding for Stages 1 and 2 has been through an Accountable Cash Grant and a Direct Funding Agreement respectively. Budgets for the 2 stages have been as follows:

- Roadmap 1 (2011-2013) – AUD1 million, and
- Roadmap 2 (2013 -2015) – AUD1.5 million

2.2.   Logic and expected outcomes

The TVET Programme design was based on the premise that by facilitating access to quality assured and accredited training derived from industry endorsed competency standards, graduates will have greater opportunity for productive employment in national and international labour markets.

The concomitant logic was that the establishment of a National Qualifications Framework, developed and benchmarked to international quality standards, facilitates mutual recognition of qualifications and establishes pathways for continuing education and training both nationally and internationally.

The **Development Goal** for the TVET Programme is:

Increased employability of Samoan women & men, including those with a disability, through quality assured post-secondary training in areas of demand.

The **Programme Goal** is:

Improved student outcomes (in terms of jobs, wages, productivity, further study) and increased employer satisfaction with TVET.

The five TVET Programme KRAs (1) TVET Programme Management, (2) Economic Relevance, (3) Quality, (4) Access, and (5) Financial Efficiency, are all aligned specifically to the five ESP Goals:

- Enhanced quality of education and training at all levels.
- Enhanced education access and opportunities at all levels
- Enhanced relevance of education and training at all levels
- Improved sector coordination of research, policy and planning developments
- Establish sustainable and efficient management of all educational resources

In combination, the KRAs aim to improve the linkages between the training system in Samoa and the skill requirements of the economy. The intended sectoral and sub-sectoral outcomes in relation to each ESP Goal are provided in the following table:

ESP Goals	Sector Outcomes	PSET Sub-sector Outcomes
Quality	- Improved PSET learning outcomes	- Improved quality of PSET programmes - Accredited courses in areas of skill demand

ESP Goals	Sector Outcomes	PSET Sub-sector Outcomes
Access	- More PSET students including those with special needs have access to quality educational opportunities in safe, climate resistant learning environments	- People disadvantaged by gender or disability enrol and complete PSET courses
Relevance	- Improved employability of school leavers as a result of education and training responding to national economic, social and cultural needs	- Increased numbers of PSET graduates with knowledge and skills relevant to the Samoa job market
Coordination	- Effective and respected PSET coordination and management - Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector	
Efficiency	- PSET resources are increasingly managed efficiently and sustainably across the sub-sector	- Increased investment in skills development through efficiency gains, diversification of funding for PSET and improved cost-sharing between government, employers and students - Flexible performance based funding approaches to stimulate training provider participation in PSET sub-sector reforms

In addition to ESP sectoral and sub-sectoral outcomes a number of TVET Programme specific outcomes have been identified in relation to the Quality, Access and Relevance Goals:

ESP Goals	TVET Programme Specific Outcomes
Quality	- Professional development for instructors delivering courses in areas of skill demand - Improved practical training through greater access to learning resources and materials in priority skill development areas - Improved information about provider performance available to the marketplace - International recognition / equivalence / comparability of selected Samoan qualifications
Access	- People disadvantaged by gender, disability, lack of schooling or geographic isolation access accredited courses or modules in non-formal settings - Non-formal training in peri-urban and rural Samoa is recognised through Record of achievement - Females undertaking formal courses of training in trades areas and finding work on graduation - Modules of accredited courses in skill demand areas delivered to existing workers either on the job or in training provider facilities under contract with employers
Relevance	- Current and reliable labour market data - National competency standards (NCS) developed in relevant sectors - TVET Providers offer programs aligned with National Competency Standards - There are more graduates available in areas of market need - New Apprenticeship Act implemented

3. Programme Progress

3.1. Key Accomplishments

Across the life of the Programme (May 2011 – December 2015) the key accomplishments have been:

- 74% of all Providers registered
- 100% TVET Providers registered
- 40 Samoa qualifications registered on the Samoa Qualifications Framework (SQF)
- 9 Provider qualifications registered on the SQF
- All 49 Qualifications registered on the SQF are also registered on the Pacific Register of Qualifications and Standards (PRQS)
- 789 NCS covering Trades, Tourism and Hospitality Sectors
- 2 Sector Advisory Groups covering 8 Trade areas plus Tourism & Hospitality
- Increased rapport with industry, employers and individuals
- Tracer study indicating improving employer satisfaction
- Apprenticeship Act 2014
- Revised SQF and Quality Assurance policies
- Quality Management System support for providers to assist registration compliance
- 43 quality assurance (27 accreditation and 16 qualification registration) panels established
- 60 trained potential accreditation panel members
- Two SQA self assessments against International Network of Quality Assurance Agencies for Higher Education Guidelines for Best Practice
- Professional standards for TVET instructors
- Professional Development support - 74 individuals obtained additional qualifications of which 59 are international qualifications
- Consumable support worth of 500,000 Tala invested to enable programme accreditation and delivery of NCSs and SQs
- Small grants scheme worth of 100,000 Tala to assist in delivery of recognized NFL and consumable support for non Government TVET providers
- Access grants to assist in increasing access
  o Scholarships – disadvantaged students (536 male and 327 female)
  o Scholarships – 38% female commensurate with female proportion of TVET enrolments
  o Scholarships – completion rate 94%
  o Scholarships –of those who completed pass rate >96%
  o 27 females enrolled in non-traditional trade areas
  o PD support for special needs school (teacher training)
- Revised Non Formal Learning (NFL) recognition guidelines
- 24 NFL activities recognized and delivered
- 847 participants (54% female) in NFL training
- Samoa PSET Funding Approach Report
- SQA Qualifications Recognition process in place
- Revised Strategy for Recognition of SQs

3.2. Key Result Areas

The following provides an overview of Programme progress over the past 4½ years by key result areas. A more detailed account is provided in **Annex 1.**

3.2.1 TVET Programme Management

Activity 1: To coordinate and manage the TVET programme

- Program Implementation Committee - Established, maintained regular schedule of meetings and prepared reports – initially fortnightly for the first year and monthly thereafter
- Program Coordinating Committee - Established, maintained regular schedule of meetings and prepared reports on a 6 monthly basis for Stage 2
- TVET Plan and Budget developed and revised as appropriate at each stage of implementation

Activity 2 & 3: To conduct a PSET tracer study for all formal PSET providers and Employer Survey

- Designed, undertook necessary research and completed PSET tracer study in 2013 and validated through Employer Survey

Activity 4: Provision of strategic advice to the CEO and SQA on strengthening of PSET

- Managed SQA Board Review and provided strategic advice to SQA CEO and EMT

3.2.2   Key Result Area 1 – Economic Relevance

Activity 1: Develop and apply industry-endorsed competency standards in apprenticeship

- Developed and registered 22 SQs and 599 NCS on the SQF for 7 trade areas

Activity 2: Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in 7 trades

- Published 22 SQs in 7 Trades and conducted awareness workshops for all TVET providers
- 12 Trainers from NUS, DBTC, LoP and UVC were trained on how to take up newly developed NCSs and SQs in trades

Activity 3: Develop industry-endorsed National Competency Standards (NCS) and Samoa Qualifications (SQs) in TVET areas (Tourism, Hospitality, Cookery, Electronic Engineering & Construction Engineering)

- 118 NCS for tourism and hospitality
- Developed and registered 12 SQs (4 Tourism, 4 Hospitality & 4 Cookery) on the SQF
- Development of construction NCS and SQs underway

Activity 4: Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in Tourism & Hospitality

- Awareness workshop held with both formal non-formal PSET providers and programme development training conducted with NUS, MHIL, HCHIT & SBEC
- Assistance also provided under the PSET Access Grant, Consumables Support and Professional Development Programme to support delivery, development of provider programmes using endorsed NCSs and to build capacity of providers

Activity 5: Undertake comprehensive review and reform of apprenticeship systems
- Apprenticeship Act reviewed and redrafted with the new Apprenticeship Act 2013 passed by parliament in April 2014
- Awareness programmes were conducted in Upolu and Savaii and international study tour to Australia completed in November 2014

Activity 6: Review of NUS Faculty of Applied Science programmes against trades National Competency Standards and Samoa Qualifications
- External review completed and review report approved by PIC

Activity 7: Conduct a survey of trades employers including PSC based on the 22 Samoa Qualifications in trades registered on the SQF
- Survey report establishing priority skill demand areas concluded that most of the trade areas were regarded as high priorities for Samoa. The overarching view of employers that the highest priority need was at the higher Certificate IV level rather than lower level qualifications.

Activity 8: Develop and implement the Labour Market Information System (LMIS)
- Has taken a while to commence, however, a LMIS was development and implement by the MCIL by December.

3.2.3 Key Result Area 2 – Quality

Please Note: Full details of the status of SQA Quality Assurance Processes are provided in Annex 2.

Activity 1: To quality assure and strengthen TVET Providers
- Conducted consultations with PSET providers and conducted training for both PSET Providers and SQA staff on implementation of the Model QMS Framework and Guidelines of Good Practice
- Conducted one on one provider awareness and training sessions for seven (7) Formal PSET Providers

Activity 2: To accredit TVET programmes
- Sixty accreditation panel members recruited and trained
- Accreditation of programmes on-going resulting in 47 programmes submitted for accreditation by 10 providers, 35 of which are undergoing accreditation and 3 programmes have been accredited

Activity 3: Develop Professional Standards for TVET Trainers
- Samoa Professional Standards for TVET Trainers approved and launched in May 2015
- Development of the Implementation Strategy to implement professional standards for TVET Trainers underway

Activity 4: Support for professional development programmes for trainers from Registered Training Providers delivering accredited programmes aligned to identified skills development priorities
- A range of professional development activities have been supported:

  - 61 trainers graduated with APTC Certificate IV Training & Assessment.
  - 16 trainers completed First Aid Training
  - 11 NUS staff attended Auto CAD training at MIT, NZ
  - 2 NUS staff attended TVET Leaders training in Singapore
  - 3 NUS lecturers have completed training at MIT, NZ
  - 8 trainers completed APTC Certificate IV in Tourism & Hospitality

Activity 5: Consumables support for all TVET providers to offer National Competency Standards and Samoa Qualifications

- Procurement of consumables for 6 TVET providers – total value over SAT 720,000

Activity 6: Improved information about provider performance available to the market place

(a) Review of the SQA Information Technology system
- Originally contract STA unable to complete the review since 2013 and PIC approved to terminate the contract and to revise the TOR and advertise for a TA to complete the review of the SQA IT system
- Board approved the revised TOR for the SQA IT Review TA to focus on conducting a Business Analysis to inform the development of the SQA MIS. TA completed in Dec 2015 and report produced for Board approval.
(b) Strengthening staff capacity in research development, information analysis and policy formulation
- Produced SQA Planning, Research & Information Analysis, Policy and Development Projects (PRIPD) Framework
- Procurement of SPSS software completed and training conducted of RPP & relevant staff on the SPSS software and the PRIPD framework

Activity7: To achieve international recognition/equivalence/comparability of selected Samoa Qualifications registered on the SQF

(a) Printing and promotion of the revised Samoa Qualifications Framework
- Approved and implemented Revised SQF and associated policies
- Conducted training on revised SQF and associated policies (leveling of qualifications, courses, national competency standards on SQF) for SQA staff and providers
- More than 300 copies of the revised SQF poster (A2 size); 300 copies of the revised SQF level descriptors and the 300 copies of the revised SQF policies (booklet) have been printed and circulated
- One on one Provider awareness and training sessions conducted for all PSET Providers on the revised SQF
(b) Register Samoa Qualifications and quality check National Competency Standards
- 22 SQs in 7 Trades and 6 Tourism & Hospitality SQs have been registered on the SQF
- Quality Check completed for 6 SQs & 22 new NCS in Tourism & Hospitality and 3 SQs in Electronic Engineering. Work in progress on the registration of the remaining revised 6 SQs in Tourism & Hospitality, 22 new NCS in TH and 3 SQs in Electronic Engineering.
(c) Implement Strategy for International Recognition of Samoa Qualifications
- All 49 Qualifications registered on the SQF are also registered on the Pacific Register of Qualifications and Standards (PRQS)
- Initiated discussions with other QAAs but New Zealand and Australia are not willing to participate immediately as they have other priorities.
- Self Review of SQA against INQAAHE Guidelines was conducted in preparation for the SQA External Review by INQAAHE in 2016.

3.2.4 Key Result Area 3 – Access

Please Note: Full details of Access Grant funding of recognised Non-Formal Training (NFL) and Scholarships are provided in Annexes 3 and 4.

Activity 1: To review Guidelines to incorporate policies, strengthen processes and procedures for Recognition of Non Formal Learning in Samoa and to establish a Small Grant Scheme to assist Non-Government provider and Non Formal Learning providers.

- Revised Guidelines for Recognition of Non Formal Learning (NFL) approved and training conducted for NFL providers and potential panel members
- For the Small Grant Scheme, a total of 7 applications from 3 TVET Providers and 4 Non-Formal Education Providers have been approved and procured.

Activity 2: To develop overarching Guidelines, processes and procedures for the application of the Access Grants for TVET and Non Formal Learning providers

- Access Grant Guidelines and Monitoring and Evaluation template approved and awareness workshop conducted for PSET Providers and NFL Providers

Activity 3: To implement and monitor the Access Grants to assist TVET and Non-Formal Learning Providers and to increase Access for Learners

- 26 applications from Formal PSET Providers and Non-Formal Education Providers have been approved for Access Grant to assist with the submission of programmes for accreditation and learning activities for recognition
- 8 applications from Formal PSET Providers have been approved for scholarship & incentive fund to offer scholarship to disadvantaged students.
- A total of 863 vulnerable students have been sponsored to pay for tuition fees and out of these 863 students, 327 (38%) were females which indicates the low level participation of females in formal TVET training programmes

3.2.5 Key Result Area 4 – Financial Efficiency

Activity 1: Introduce a new funding approach that enables growth and development and ensures accountability

- TA developed new PSET Funding Approach however concern that it did not take sufficient account of alternative and innovative funding models
- EMT reconsidering report for further development

4.   Financial Report

Total expenditure for both stages of the TVET Programme has amounted to SAT5,197,834 as illustrated in the following table:

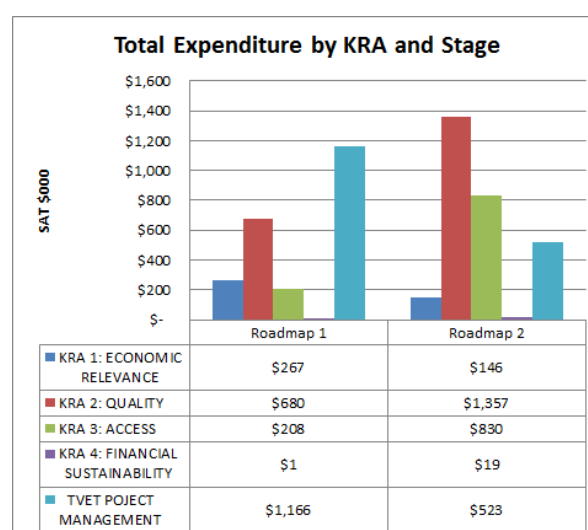|	Stage 1 (Roadmap 1)	Stage 2 (Roadmap 2)	Total
Total Expenditure	$2,322,214	$2,875,620	$5,197,834

Stage 1 commenced in May 2011 and was planned to conclude in June 2013. However, implementation was slower than expected. As a result, expenditure for Stage 1 continued into the third year of the programme. The graph at right shows the overall expenditure pattern per year.
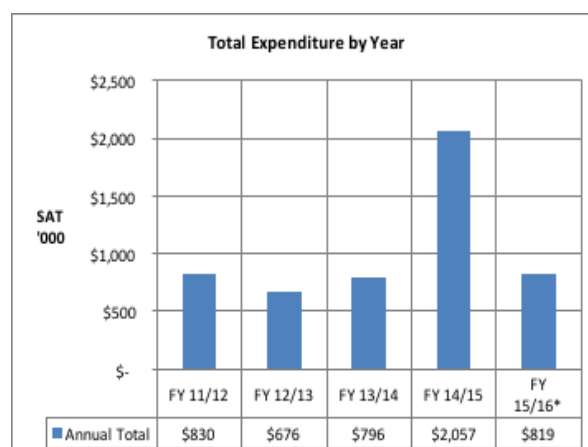
Stage 2 expenditure did not commence until June 2014 which placed significant pressure on the capacity of the SQA to fully expend the budget available. Nevertheless, as the graph indicates, real effort was shown in FY1415 across

Total Expenditure by Year

	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16*
Annual Total	$830	$676	$796	$2,057	$819

*No Cost Extension Period (July 1 – December 31, 2015)

the SQA to ensure all planned activities for Stage 2 were completed. Expenditure in this year was a little under the combined expenditure for the previous 3 years. Despite this increased level of activity there remained some activities that, while funds were committed, had not actually been delivered. A no-cost extension was granted by DFAT for Stage 2 earlier in 2015 to allow for these previously committed activities to be completed before December 31, 2015.

The expenditure patterns for each KRA during Stages 1 and 2 are illustrated in the diagram at right. As the charts illustrate, Stage 1 was very much a preparatory stage with higher levels of expenditure in KRA 1 and Programme Management reflecting the early investment in national competency standards and national qualifications development and substantial recruitment of technical assistance respectively. In Stage 1 there was also substantial investment in KRA 2 related to work around the review and revision of the Samoa Qualifications Framework in particular. Building from the base established

Total Expenditure by KRA and Stage

	Roadmap 1	Roadmap 2
KRA 1: ECONOMIC RELEVANCE	$267	$146
KRA 2: QUALITY	$680	$1,357
KRA 3: ACCESS	$208	$830
KRA 4: FINANCIAL SUSTAINABILITY	$1	$19
TVET POJECT MANAGEMENT	$1,166	$523

in Stage 1, there were marked increases in expenditure in both KRA 2 and KRA 3. The primary reason in KRA 2 related to the Incentive Fund which was applied to professional development and materials and consumables support for TVET Providers. A considerable increase in Access Grants was the main reason for the uplift in KRA 3 expenditure. There was some increase in the relatively small levels of

expenditure against KRA 4 and it was pleasing to see the significant reduction in reliance of external short term technical assistance (STA) in Stage 2 as seen in the much lower Programme Management line.

As illustrated in the Charts at right, around 55% of the Stage 1 budget was spent on STA. This situation was reversed in Stage 2 with STA expenditure shrinking to just 21% of total budget and a much larger proportion of the overall budget going to TVET Providers. In fact when the Access Grant, Incentive Funds and Scholarships, Materials and Consumables and Professional Development lines are combined it shows that 62% of the overall budget was used to directly assist TVET Providers.

The actual expenditure for each budget line for both Stage 1 and Stage 2 is provided in the chart at right. The major characteristic that is different between the two stages is the introduction of the Access Grant, Incentive Funds and Materials and Consumables support in Stage 2 to encourage the registration and accreditation processes. Other noticeable changes have been a sharp decline in Travel and Workshop and Meetings related expenditure; again reflecting a reduction in the preparatory type activity that characterised Stage 1. Investment in computers and related software was another area of difference between Stages 1 and 2.

The SQA has noted that running two systems of disbursement (one for the SQA local budget and one for the TVET Programme through the Ministry of Finance) required a lot more resources then it had envisaged. While the SQA has only a Principal Accountant to do disbursement it has been necessary to use other staff such as the Senior Administration Officer and Receptionist/Cashier to take up full responsibility of preparing necessary documents required by MOF. As it has also been necessary to follow payments up with MOF to avoid delays, additional staff have been required. SQA would like to recommend that future projects should be implemented using the SQA disbursement procedures to minimize risk to financial sustainability. Financial Tables are provided in Annex 7.
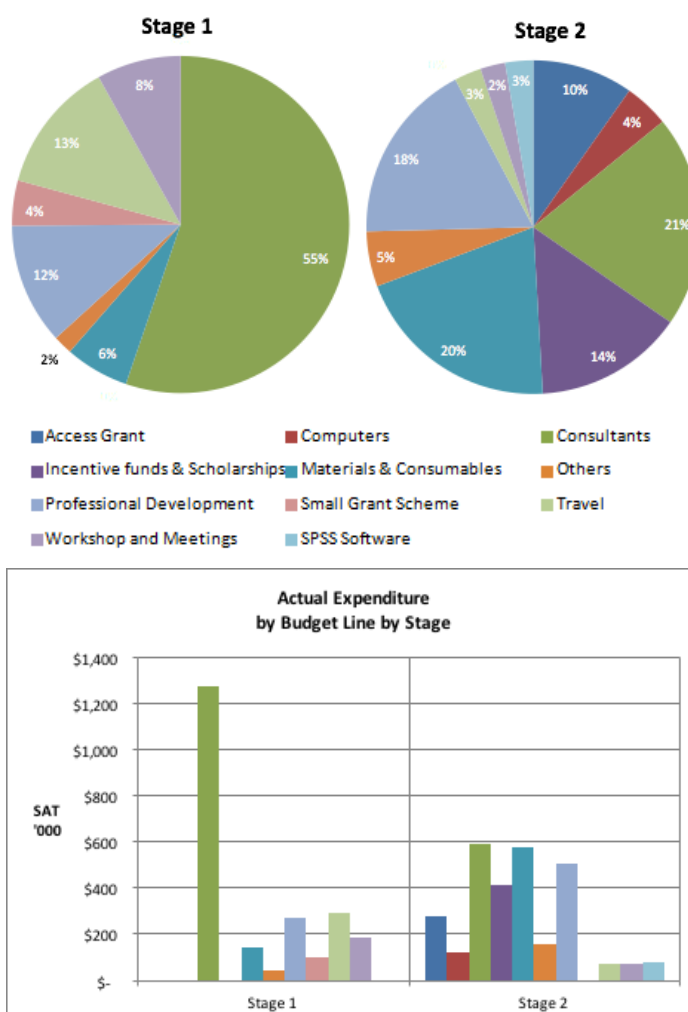
5. Implementation Principles

5.1 Relevance

The TVET Programme remains relevant to Samoa's *Strategy for the Development of Samoa (SDS) (2012-2016)* with its theme of 'boosting productivity for sustainable development' and its vision for 'improved quality of life for all'.

This key theme of the Government is further reflected in the five goals of the *Samoa Education Sector Plan 2013-2018*:

1. Enhanced quality of Education at all levels
2. Enhanced educational access and opportunities at all levels
3. Enhanced relevance of education and training at all levels
4. Improved sector coordination and research, policy and planning development
5. Sustainable and efficient management of all education resources

In this context the overarching development goal of the TVET Programme remains highly relevant:

> *Increased employability of Samoan women and men, including those with a disability, through quality assured post school training in areas of demand.*

The TVET Programme logic also aligns with *Australia's New Development Policy and Performance Framework (DFAT, 2014)* which has at its core sustainable economic growth and poverty reduction through human resource and private sector development. While its implementation has pre-dated Australia's new *Strategy for Australia's aid investments in education 2015–2020*[2] it is in accord with '*Priority 4 – Skills for prosperity*' which emphasises flexible learning pathways to enable access to market-oriented training for improved livelihoods, as well as a focus on quality assurance and qualification recognition, which have clear employment and labour mobility benefits.

The TVET Programme also responds directly to the Australian Government's continuing commitment to gender equality, empowering women and girls, and assisting the most disadvantaged including people with disabilities to find pathways to skill development and economic growth opportunities. Clear priorities, strategies and opportunities to improve women's economic empowerment by improving women's successful participation in skill development underpins Australia's 'Pacific Women Shaping Pacific Development' program. The priority of the aid program to improve participation by people with disabilities in productive economic activity through better access to flexible, demand-driven driven skills training is central to Australia's new disability-inclusive development strategy, 'Development for All 2015-2020'[3].

5.2 Effectiveness

The TVET Programme has achieved significant progress in all of the key result areas. All TVET

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[2] DFAT (2015)

[3] Development for All 2015-2010: Strategy for strengthening disability-inclusive development in Australia's aid program (DFAT, 2015e).

providers are registered with the SQA and maintain compliance with the quality standards through annual renewal of their registration. Although it has taken some time there is increasing momentum toward programme accreditation. The assistance in preparing programmes for accreditation and incentives offered under the TVET Programme has resulted in 47 programmes submitted for accreditation by 10 providers, 35 of which are undergoing accreditation and 3 programmes have been accredited. National Competency Standards (NCS) are used in 26 programmes with 18 programmes leading to Samoa Qualifications. Also through the Access Grants mechanism 24 recognized Non Formal Learning Activities have been delivered.

Other areas where original Programme design intentions have been substantially progressed include:
- 40 Samoa qualifications registered on the Samoa Qualifications Framework (SQF)
- 9 Provider qualifications registered on the SQF
- 789 NCS covering Trades, Tourism and Electronic Engineering Sectors
- 2 Sector Advisory Groups covering 8 Trade areas plus Tourism & Hospitality
- Increased rapport with industry, employers and individuals
- Tracer study indicating improving employer satisfaction
- Apprenticeship Act 2014
- Revised SQF and Quality Assurance policies
- Quality Management System support for providers to assist registration compliance
- 43 quality assurance (27 accreditation and 16 qualification registration) panels established
- 60 trained potential accreditation panel members
- Two SQA self assessments against International Network of Quality Assurance Agencies for Higher Education Guidelines for Best Practice
- Professional standards for TVET instructors
- Professional Development support - 74 individuals obtained additional qualifications of which 59 are international qualifications
- Consumable support worth of half million Tala invested
- Small grants scheme worth of 100,000 Tala to assist in delivery of recognized NFL and consumable support for non Government TVET providers
- Access grants to assist in increasing access
  o Scholarships – disadvantaged students (536 male and 327 female)
  o Scholarships – 38% female commensurate with female proportion of TVET enrolments
  o Scholarships – completion rate 94%
  o Scholarships –of those who completed pass rate >96%
  o 27 females enrolled in non-traditional trade areas
  o PD support for special needs school (teacher training)
- Revised NFL recognition guidelines
- Samoa PSET Funding Approach Report

Whilst there is significant achievements and progress made since the TVET Programme has started it is still too early to observe any measurable outcomes in terms of systemic qualitative improvements in training delivery, the quality of apprentices, improved graduate outcomes and higher levels of

employer satisfaction with the quality of graduates. These however have always been longer-term outcomes beyond the life of the TVET Programme.

There are three areas of concern at this stage with regards to delay in development of labour market information system, delay in review and development of SQA's management information system and, PSET funding approach report being focused on status quo and not really examining alternative funding approaches for future consideration. Intervention strategies to progress these works are in place such as redefining the scope of works on the two information systems and having the consultant broaden the funding approach report so to include other funding options.

5.3   Efficiency

At various stages of TVET Programme implementation the assessment of efficiency has changed. The financial analysis above has highlighted the rate and composition of expenditure over time. In the early periods expenditure levels were lower than budgeted which, as illustrated in the chart, resulted in expenditure continuing 6 months beyond the planned 2 years of Stage 1. At this point efficiency concerns arose
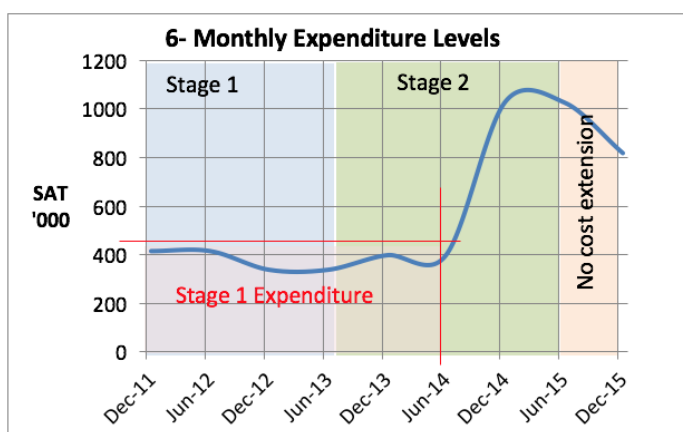
on the basis that planned activities were taking longer to complete than planned. Value for money questions also arose given both the high proportion of the budget at that time was used to fund short term technical advisers and the delays in completion of activities.

Nevertheless it was accepted that Stage 1 was very much preparatory in form, designed to lay the foundations for future activity, and that in time this investment would yield dividends. This proved to be the case. With the Samoa Qualifications Framework, National Competency Standards, Samoa Qualifications, and the SQA registration and accreditation processes in place, it became possible to invest heavily in the incentive mechanisms designed to encourage and support training provider participation in the national quality assured TVET system.

Once Stage 1 expenditure had been completed, a significant increase in the rate of expenditure related mostly to professional development, materials and consumables support, and access grants proceeded in Stage 2. During the final 18 months of Stage 2 substantial activity resulted in virtually all of the Stage 2 budget being committed. However, principally related to the lead time required to compete professional development activities it was not possible to actually expend all of the available funds within the planned Stage 2 timeframe. As a consequence, DFAT allowed a no-cost extension period of 6 months to enable all outstanding activities to be completed and paid for.

A further indicator of improving efficiency is in the nature, volume and timing of Short Term Technical Advisers. As illustrated in the charts below, there has been almost 1,200 days of STA input overall, most of which were by national advisers (61%). International STA inputs were concentrated during the preparatory Stage 1 with 80% of all international STA inputs occurring during this period.

The focus of most STA input, particularly national STA, has been in the KRA 1 (Economic Relevance) and KRA 2 (Quality) areas where local assistance has been engaged for the development of National Competency Standard (NCS), Samoa Qualifications and accreditation of programmes. Relatively little STA inputs, in terms of input days, has been directed toward internal SQA Programme Management; the most significant being in the development of a management information system. Issues related to inadequate performance of the international STA commissioned to undertake the MIS work has required additional inputs and detracted from what has otherwise been an efficient use of STA in support of TVET Programme outcomes.
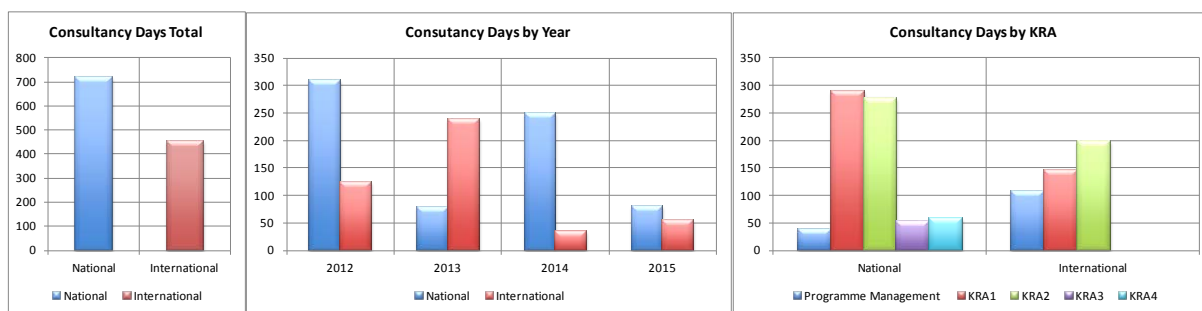
A description of all STA inputs is provided in Annex 6.
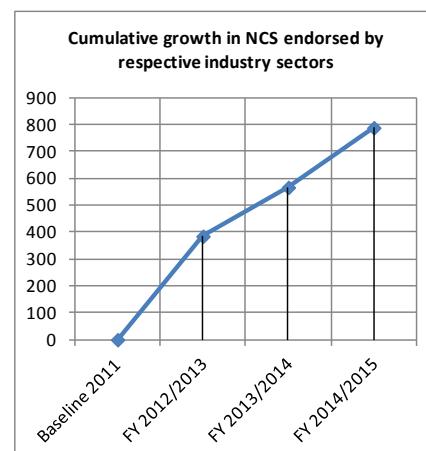
5.4   Monitoring and Evaluation

In November 2014 the various M&E frameworks that were currently in practice were reviewed and rationalised. These included frameworks for the Education Sector Plan (ESP); Education Sector Support Program (ESSP); TVET Programme (Roadmap 2) Design; SQA TVET Programme Implementation Plan; and PSET Strategic Plan.

One concern was the relationship between the Mid-Term Expenditure Review (MTEF) and current TVET Programme M&E Framework. A need was identified to change the M&E framework accordingly to make sure that data and information needed to measure the performance of the Programme was accurately recorded and available to inform the higher order frameworks (MTEF and ESP in particular).
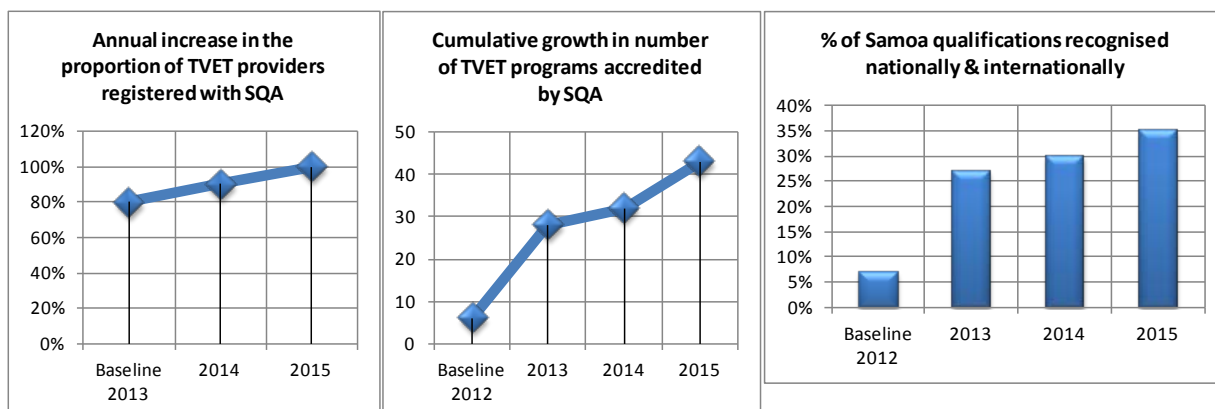
The revised M&E Framework including accomplishments to date is provided in Annex 5. The following are a number of headline results against three of the KRAs – Economic Relevance, Quality and Access.

KRA 1 - Economic Relevance

Over the period of the TVET Programme (2012-2015) the SQA has developed a large number (789) National Competency Standards (NCS). Initially these were focused on the 7 trade areas but now include NCS for Tourism and Hospitality and Electronic Engineering.

KRA 2 - Quality

Annual increase in the proportion of TVET providers registered with SQA	Cumulative growth in number of TVET programs accredited by SQA	% of Samoa qualifications recognised nationally & internationally

There has been steady progression in the number of registered TVET Providers from the baseline of 80% in 2013 to the point now where 100% of all TVET providers are now fully compliant with SQA registration requirements. The development of Samoa Qualifications in the trade areas added substantially to the number of accredited programs during the period 2012/13. Over the past two years this has been progressively added to with now 43 programs either accredited or in the process of becoming accredited. In all, there are currently 34 Samoa qualifications registered on the Samoa Qualifications Framework and the Pacific Register of Qualifications and Standards meaning that now over 35% of Samoa post-school qualifications have international recognition.

KRA 3 - Access

Total TVET Enrolments by gender:	Total TVET Enrolments by gender:	Total TVET Graduates
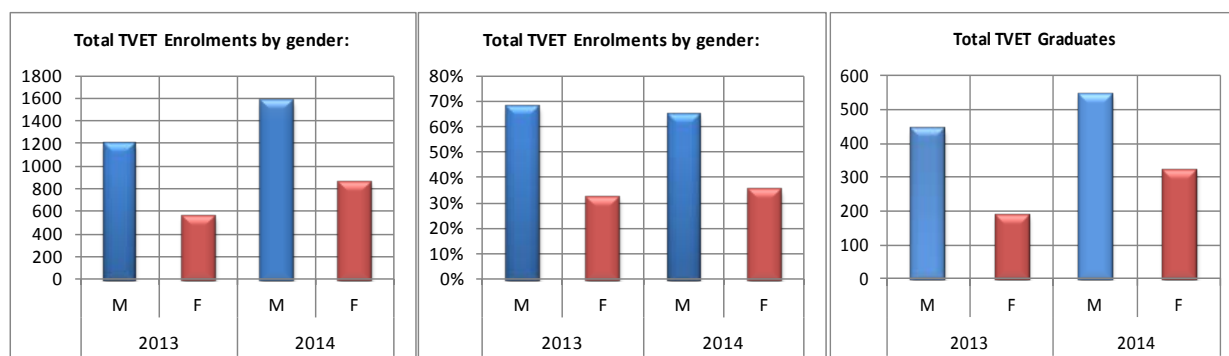
Figures for 2015 are not yet available but over the period 2013 – 2014 both male and female enrolments have increased. During this time the proportion of females to males has increased indicating the rate of increase rate for female enrolments between the 2 years has been greater than the rate of increase rate for males. The increase in the number of female graduates between 2013 and 2014 has also been greater than for males with an additional 130 female graduates compared to an additional 101 male graduates. This represents a 69% increase of female graduates between 2013 and 2014 compared with a 23% increase for males over the same period.

Enrolment and graduation numbers for people with disabilities are low representing about half of 1% of total enrolments for both males and females in 2013. While the actual number of female enrolments held up from one year to the next the proportion in relation to total enrolments actually

fell to one third of 1%. The actual and proportionate drop of male enrolments was even greater. The graduation numbers for females improved in 2014 but the male graduation rate was zero.
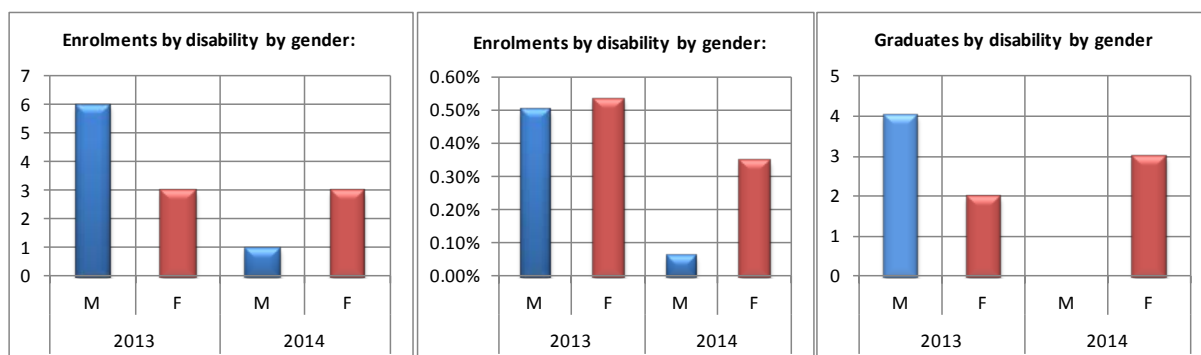
These figures indicate that substantial work is still required to address the barriers to enrolment and completion of programs by people with disabilities.

It is unfortunate that the number of people with disabilities who have participated in Non Formal Learning (NFL) trainings under the Access Grant mechanism has not been recorded. The gender based statistics though point to a solid increase in the number of both male and female participation in NFL recognised trainings. Male participation has more than doubled (126%) while female participation has increased threefold (326%). Given the more flexible delivery arrangements associated with NFL recognised trainings, closer to people's

place of residence in non-institutional settings, it is assumed that the rate of participation by people with disabilities would be greater than the proportion of enrolment and graduation rates reported above. This assumption will need to be validated by the SQA Research, Policy and Planning Division.
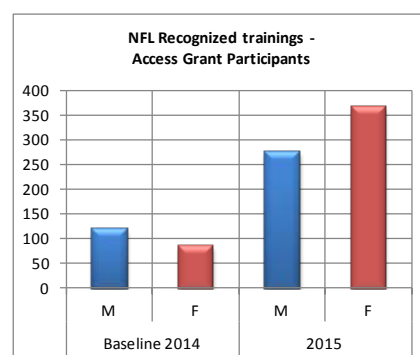
5.5   Sustainability

The momentum that is currently underway for a national quality assured post-school education and training system should be sustained as SQA policies and procedures become more generally understood and respected by training providers, employers and Government alike.

Over the past 12 months 7 Programmes from DBTC, 10 from NUS Faculty of Applied Science, 4 from LPTC and UVC, and 4 from NUS School of Tourism and Hospitality that have been submitted to SQA for accreditation. Most of the programmes submitted have integrated NCSs in trades or take up SQs for delivery. These programmes are currently going through the accreditation process with the ultimate goal of gaining accreditation status early in 2016. Recently, 2 Qualifications from the Tesese Institute of Administrative Studies (TIAS) have been accredited with assistance through an Access Grant.

The feeling of local ownership is now in the making with providers starting to value the importance of having their training programmes quality assured and recognised on the Samoa Qualifications Framework. The hurdle that the SQA now has to overcome is to make sure that providers are able to deliver these programmes that have integrated NCSs or providers that have taken on board SQs. The

slowness from some providers to fully integrate or deliver NCSs and SQA may be due to lack of resources that will need continuing incentive mechanisms through the SQA, such as trainer training and consumables funding. There are indications from the accreditation evaluation process that further professional development support for TVET provider managers may be necessary. In addition, perhaps it is timely for SQA to look into a funding approach that will assist providers to sustain the quality of their training programmes.

However, if the current trajectory continues, the quality assurance systems and processes supported by the TVET Programme will definitely improve graduate opportunity for paid employment in national and international labour markets in the future. The successful achievement of this outcome will generate higher levels of Government and community satisfaction that should ensure sustainable support for demand driven quality based education and training in Samoa.

5.6   Gender Equality and Cross Cutting Issues

Aligned with the ESP goal for *Enhanced education access and opportunities at all levels,* gender equality and improved access to skill development opportunities for people with a disability have been key outcome objectives of the TVET Programme. As such, it has sought to increase the participation of females and people with a disability in formal PSET courses and to improve access through the flexible delivery of accredited or recognised short courses in non-formal settings. It has done so through a range of mechanisms such as:

- Access grants to support skill development that can be recognised by the SQA in community settings;
- Incentive mechanisms for training providers to deliver accredited training in non-formal settings for those disadvantaged by gender, physical impairment, lack of schooling or geographic isolation;
- Incentive mechanisms for training providers to attract enrolment and graduation of females in non-traditional trade area training;
- Scholarships for females to undertake training in non-traditional trade areas; and
- Incentive mechanisms for flexible delivery of accredited training in workplace settings.

The TVET Programme M&E Framework includes a requirement for indicators to be gender disaggregated wherever relevant and the annual SQA Statistical Bulletin includes gender disaggregated data on enrolments, graduates, drop-outs, trainers and national statistics such as 'Highest qualification attained by Gender and Age Group'. Gender related data is reported above in the M&E section and in Annex 5.

It is expected that with the significant increase number of programmes seeking accreditation, access to quality assured education and training will also increase. In turn it increases the possibility of females and disadvantaged groups having access and completing quality assured training. As programme accreditation processes are in progress at this stage data on this is not currently available. However, given the continuation of TVET Programme strategies under the ESSP and the alignment of the TVET Programme M&E Framework to the ESP and ESSP Frameworks, this data will progressively be monitored and made available through the annual ESP review process.

5.7 Risk Analysis and Monitoring

The SQA has a broad risk profile including political risk, financial risk, legal compliance risks, reputational risk, stakeholder risks and quality compliance risks.

Governance arrangements for the TVET Programme have been extensive including the SQA Board, CEO, and Executive Management Team (EMT) supported by a Program Implementation Committee (PIC) and a Program Coordinating Committee (PCC). The PIC includes training provider and key partner agency representation such as the Ministry of Commerce, Industry and Labour, and the Education Sector Working Group. The PCC also includes these key partner agencies as well as DFAT and the Samoa Ministry of Finance.
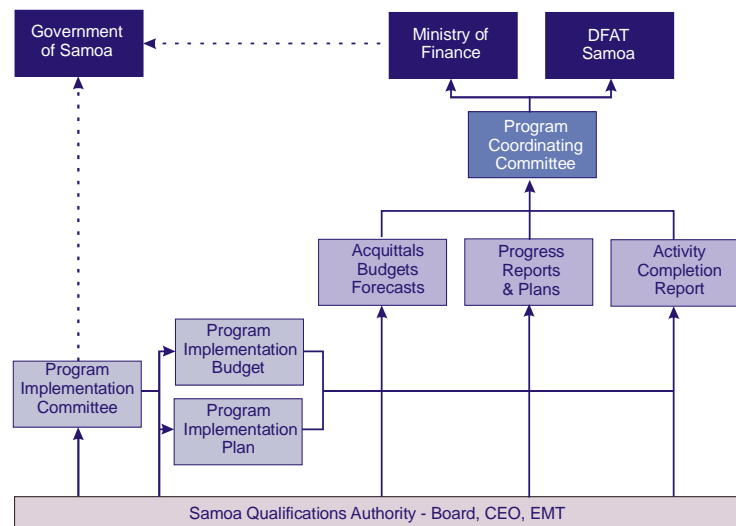
The evaluation of emerging risks and associated mitigation strategies occurs at each of these governance levels:

1. The SQA Board has within its charter to regularly verify that the SQA has appropriate processes that identify, assess, monitor and manage potential risk. However, a recent (2015) review of the SQA Board noted that no formal approach to the identification of risks and the development of appropriate mitigation strategies has occurred. Nevertheless, the Board applies due diligence principles on a routine basis to its consideration of issues brought before it and develops strategies to address risks as they arise. The Finance and Audit Sub-Committee plays a very active role in this regard.

2. The SQA Board role is underpinned by routine reporting by the CEO to the Board incorporating Program Implementation Committee and Executive Management Team considerations of issues, emerging risks and problem resolution. EMT meetings are conducted weekly as a minimum but often more frequently.

3. The PIC meets monthly and routinely receives operational and financial reporting. It provides an important forum for stakeholder feedback and the opportunity to identify emerging risks as a result.

4. The PCC is a higher level group with direct accountabilities to the Governments of Samoa and Australia. Comprehensive 6-monthly reports have been prepared covering all aspects of TVET Programme implementation. As part of the preparation of periodic 6 monthly Progress Reports for the PCC, the TVET Programme Risk Matrix (included in Annex 8) has been regularly reviewed. The primary risk has been the slowness of training providers to respond to SQA quality assurance processes. In response the SQA has conducted training and awareness on the PSET Access Grants (AG) and enabled AG funds to be used for TA to assist providers complete accreditation

requirements. In addition one-on-one Provider awareness and trainings have been conducted for all Formal PSET providers on the revised SQF and QA Policies.

Financial risks associated with over or under expenditure has been an important consideration of the SQA Executive Management Team who have undertaken considerable analysis to carefully develop monthly expenditure forecasts to facilitate monitoring of spending patterns and to establish on a monthly basis strategies to address variance between forecast and actual expenditure.

The protracted delay with the finalisation of the Management Information System (MIS) continues to impede SQA data management capacity. The MIS Adviser contract has been terminated and the SQA IT Unit has taken over the development of the system. Further assistance is also being sought through the procurement of another STA. The finalisation of the MIS will be monitored closely and EMT is reviewing the Terms of Reference for the STA very carefully to ensure that the situation with the previous MIS Advisor will not be repeated.

5.8   Innovation and Private Sector

In design the TVET Programme is intended to promote innovative ways by which economic development can be supported through targeted skills training in skill priority areas determined by the private sector. Employers have been engaged to identify skills priorities, support the related development of national competency standards and Samoa Qualifications, provide input into the review of the Samoa Qualifications Framework, contribute technical expertise on course accreditation panels, and support evaluation of graduate outcomes through participation in the Survey of Employers Satisfaction.

While not specific to the TVET Programme, it is noteworthy that the legislated SQA Board structure includes the President of the Samoa Association of Manufacturers and the President of the Samoa Chamber of Commerce and Industry.

6.   Principal Lessons

At this point of completion it is clear that a great deal has been achieved over the past 54 months of TVET Programme implementation. Following on from the foundations established during Stage 1, the clear focus on demand and the establishment of incentive mechanisms in Stage 2 has now created momentum and buy-in for continuing and broader training provider participation in a national, quality assured post school education and training system.

Nevertheless it has not been an easy process to get to this point. There has been considerable learning over the life of the TVET Programme. The following is a list of principal lessons from which future system reform processes may be guided:

1. It does not necessarily follow that the offer of incentive mechanisms will naturally lead to training provider buy-in to the national qualification system reforms being promoted by the SQA. There is evidence of a number of factors which cause resistance to change and slow the reform process. These factors include:
   - Perceived loss of institutional autonomy;
   - The value of compliance with SQA policies and procedures not being well understood or appreciated;

- Entrenched systems, processes and approaches to training developed and continued over time by training providers and lack of willingness for change;
- Additional workload required for compliance with SQA requirements;
- Lack of resources available for full compliance with SQA requirements including personnel, facilities, equipment and recurrent budget.

2. It does not necessarily follow that despite training providers having responded to the incentives on offer and accepted professional development and materials/consumables support will actually complete programme accreditation requirements.

3. Nevertheless, the incentive mechanisms offered through the TVET Programme in Stage 2 have produced results given the momentum that has now been established for programme accreditation.

4. An extensive communications strategy needs to be developed and applied on a continual basis to engage key stakeholders both on the demand side (employers/productive sector agencies) and the supply side (training providers and their respective public or private governance authorities) to build a common understanding and a constituency for national system reform.

5. Both the demand side and the supply side of an effective quality assured national skill development system need to be well represented on Programme governance structures such as the Programme Implementation Committee (PIC) and the Programme Coordination Committee (PCC).

6. It is essential to ensure that consultants/advisers, engaged to assist training providers develop their quality management systems and complete their compliance requirements for programme accreditation, fully understand the principles and practice that underpin SQA quality assurance policies and processes.

7. Consultants/advisers engaged to assist training providers need to be advocates of the national education and training quality assurance reforms being implemented by the SQA.

8. Training provider participation in the development of National Competency Standards (NCS) and Samoa Qualifications (SQ) would improve their understanding of SQA quality assurance processes and facilitate the adoption of NCS and SQs by providers.

9. A specific policy on the use of NCS and SQs could encourage the integration of NCS in programmes and the award of SQs.

10. There needs to be continuous collaboration between training providers, consultants and SQA right from the beginning to ensure that all stakeholders understand the policies and requirements for accreditation of programmes.

11. In an economy the size of Samoa there is a shortage of people with the necessary skills and experience to perform the role of an accreditation panel member. Low level fees available for panel members exacerbate this issue making it very difficult to attract suitably qualified people.

12. It is difficult for both the providers and the SQA to deal will multiple programme accreditation submissions at the same time. It would be advantageous for all if programmes were submitted for accreditation one by one rather than all at once. In this way lessons learnt from one programme could be used to improve on the next as part of a continuous improvement process. In addition, this would enable the work of accreditation panels to be

routinely scheduled over time to fit in with Panel members' other business/job commitments.

13. Given the issues encountered with the development of an SQA management information system and delays with the development of the MCIL labour market system there needs to be substantial attention given to the design of appropriate systems before technical assistance is contracted to develop the necessary system(s).

14. TVET Programme funding has been provided by MOF to the SQA separately to normal appropriation processes. This has necessitated managing a dual accounting system and put additional pressure on limited accounting resources within the SQA.

15. In a national reform programme, the expectation of graduate employability outcomes are unrealistic within a four year timeframe given the extent of preparatory and compliance processes that need to be implemented, before quality assured programme delivery can occur and graduates produced.

7. Conclusion

With Australian Government support, the TVET Programme has made a substantial contribution to the development of a quality assured national post school education and training system that will lead to improved graduate outcomes and contribute to economic and social growth throughout Samoa.

At this point of completion, the TVET Programme goal of: *Increased employability of Samoan women and men, including those with a disability, through quality assured post secondary training in areas of demand,* is well on the way to be realised.

The SQA, in partnership with education and training providers and related public and private sector agencies, is building a sustainable quality assured and valued education and training system that will maximise opportunities for graduates to gain productive employment in national and international labour markets.

With on-going Australian Government assistance through the Education Sector Support Programme (ESSP) the SQA will continue to lead improvements in the relevance and quality of PSET programmes and will continue to implement inclusion mechanisms to encourage greater access to quality based skills training for women, people with disabilities and others disadvantaged by poverty or geographic location.

PSET system monitoring will continue to be a major facet of SQA operations. Once new MIS and LMIS systems are in place the preparation and expansion of the annual Statistical Bulletin as the cornerstone of SQA data analysis and reporting will be facilitated. This has been supported by other key research activities such as employer surveys, graduate tracer studies and education sector monitoring and evaluation.

Annex 1   TVET Programme – Progress Report to Completion

TVET PROGRAMME – PROGRESS OF ACTIVITIES SINCE 2011

1.1   TVET Programme Management
Activity 1:   *To coordinate and manage the TVET programme*
Activity 2:   *To conduct a PSET tracer study for all formal PSET providers*
Activity 3:   *To conduct a Survey of Employers (Employers Satisfaction) based on the findings from the PSET Tracer Study*
Activity 4:   *Provision of strategic advice to the CEO and SQA on strengthening of PSET*

Outcome 1:   *Effective and efficient management of the TVET programme*
Outcome 2:   *Produce a Tracer Study of all formal PSET providers for determination of all employability of students graduating from formal PSET providers*
Outcome 3:   *Satisfaction level of employers in the skills and knowledge acquired by students from the providers attended*
Outcome 4:   *SQA and PSET sub-sector is strengthened*

TASKS	STATUS	OUTPUT
Activity 1: *To coordinate and manage the TVET Programme*		
TVET Programme Management and Monitoring: Programme implementation Committee (PIC)	Completed	- Establishment of TVET PIC in July 2011 with 11 members and later joined by the Education Sector Coordinator and a Representative from DFAT, Office of the Australian High Commissioner as an observer in 2014 - Meetings were held on a fortnightly basis since July 2011 until July 2012 as members agreed to give more time for activities to implement before progress reports are noted.
6 Monthly Meetings of the Programme Coordination Committee (PCC)	Completed	- Established in 2013 and held its first meeting in August 2013 to discus and approve TVET Programme Progress Report - Last PCC meeting is scheduled in January in 2016
TVET Programme Progress Report	Completed	- 8 TVET Programme Progress Reports including finances were approved by DFAT and MoF since implementation in July 2011
Coordinate and manage the development, implementation, monitoring and review of the TVET	Completed	- TVET Plan and Budget were developed and revised many times since implementation started in July 2011 due to the signing of new agreements as well as the review of Review of Roadmap 1 which

TASKS	STATUS	OUTPUT
Programme IP & Budget 2015		produce the Roadmap 2
Activity 2: To conduct a PSET tracer study for all formal PSET providers		
Consultations on initial findings	Completed	- Consultation on the initial findings with providers took place in September 2013 - Two days trainings for RPPD staff carried out by the consultant - Produced Tracer Study Manual for RPP
Survey Report	Completed	- Report approved by the Board
Activity 3: To conduct Survey of TVET Graduates' Employers from findings of the 2013 PSET tracer survey		
Validation consultations on survey findings		- Completed Validation with employers involved in the survey - Completed Consultation with PSET providers on findings
Survey Report	Completed	- Report approved by the Board
Activity 4: Provision of strategic advice to the CEO and SQA on strengthening of PSET		
Review of the SQA Board	Completed	- SQA Board Review Report approved by the Board - Provided strategic advice to the SQA CEO and Executive Management Team on SQA's mandated functions

1.2 KEY RESULT AREA 1 – ECONOMIC RELEVANCE

Activity 1: Develop and apply industry-endorsed competency standards in apprenticeship
Activity 2: Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in 7 trades
Activity 3: Develop industry-endorsed National Competency Standards (NCS) and Samoa Qualifications (SQs) in TVET areas (Tourism, Hospitality, Cookery, Electronic Engineering & Construction Engineering)
Activity 4: Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in Tourism & Hospitality
Activity 5: Undertake comprehensive review and reform of apprenticeship systems
Activity 6: Review of NUS Faculty of Applied Science programmes against trades National Competency Standards and Samoa Qualifications
Activity 7: To conduct a survey of trades employers including PSC based on the 22 Samoa Qualifications in trades registered on the SQF
Activity 8: Develop and implement the Labour Market Information System (LMIS)

Outcome: At least 20% of employers in Samoa are satisfied with the work readiness of TVET graduates and the competencies they develop through accredited TVET

TASKS	STATUS	OUTPUT
Activity 1: Develop and apply industry-endorsed competency standards in apprenticeship		
Development of NCS & SQs for 7 Trade Areas	Completed	- Developed and registered 22 SQs and 599 NCS on the SQF
Activity 2: Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in 7 trades		
Application of 7 Trade areas	Completed	- Published 22 SQs in 7 Trades - 12 Trainers from NUS, DBTC, LoP and UVC were trained on how to take up newly developed NCSs and SQs in trades - Conducted awareness workshops for all TVET providers - Completed Training in programme development & curriculum development for 7 SQs for all TVET Providers - Training conducted with workplace assessors - On-going support as needed by providers
Activity 3: Develop industry-endorsed National Competency Standards (NCS) and Samoa Qualifications (SQs) in TVET areas (Tourism, Hospitality, Cookery, Electronic Engineering & Construction Engineering)		
Recruitment of SDPs for the	Completed	*Construction Engineering*

TASKS	STATUS	OUTPUT
development of NCS & SQs for Construction Engineering		- Approved the selection of James Moeono using the Single Source Selection component of the GoS R & S of consultants - Activity scheduled to commenced in November and to be completed in January 2016
Registration of Tourism, Hospitality & Cookery SQs and NCSs on the SQF	Completed	***Tourism, Hospitality & Cookery*** - Developed 12 SQs and 118 NCS in TH - Registered 12 Tourism, Hospitality & Cookery SQs (4 Tourism, 4 Hospitality & 4 Cookery) on the SQF
Registration of Electronic Engineering SQs & NCSs	Continuing beyond the TVET Programme timeframe	***Electronic Engineering*** - 3 SQs and 50 NCSs for Electronic Engineering are now undergoing registration process on the SQF
Activity 4: Coordinate and facilitate application of National Competency Standards and Samoa Qualifications in Tourism & Hospitality		
Application of Tourism, Hospitality & Cookery SQs and NCSs	Completed	- Printing of 22 SQs and NCS in 7 trade areas in progress - Awareness workshop held on 31st July attended by 3 Formal and 4 Non-Formal PSET Providers - Programme Development Training conducted with NUS, MHIL, HCHIT & SBEC - Assistance also provided under the PSET Access Grant, Consumables Support and Professional Development Programme to support delivery, development of provider programmes using endorsed NCSs and to build capacity of providers
Activity 5: Undertake comprehensive review and reform of apprenticeship systems		
Finalise Legislation and public awareness	Completed	- Apprenticeship Act 2013 passed by parliament in April 2014 - Awareness programmes for the new Apprenticeship Act 2013 were held on the 16th June for Upolu and 20th June for Savaii - Completed work attachment in Australia for 2 MCIL staff, 1 NUS staff & 1 SQA staff from 16th -29th November 2014.

TASKS	STATUS	OUTPUT
Activity 6: Review of NUS Faculty of Applied Science programmes against trades National Competency Standards and Samoa Qualifications		
Trade Programme external review	Completed	- Final Review report produced and approved
Activity 7: To conduct a survey of trades employers including PSC based on the 22 Samoa Qualifications in trades registered on the SQF		
Conduct Survey	Completed	- Completed survey and report approved by the PIC - Key findings of the survey: The Survey for Trades employers has been completed. Employers were asked to rank the 7 trades areas according to demand for skills. Of the employers who responded to each trade, a clear majority regarded each trade as being high priority for skills development. However, a majority of employers ranked automotive engineering, carpentry and electrical engineering skills as being most in demand, compared to the other trades. Secondly, employers were asked to rank the available Samoa Qualifications in each trade according to their demand. Without fail, the results showed that employers preferred graduates with Samoa Certificate IV over the lower level certificates.
Activity 8: Develop and implement the Labour Market Information System (LMIS)		
Recruitment of TA	Completed	- Approved the recruitment of Pelenato Pelenato to develop the LMIS - TA commenced work in early November to be completed before December

1.3 KEY RESULT AREA 2 – QUALITY

Activity 1:   *To quality assure and strengthen TVET Providers*
Activity 2:   *To accredit TVET Programmes*
Activity 3:   *Develop professional standards for technical and vocational trainers*
Activity 4:   *Support for Professional development programmes for trainers from Registered Training Providers delivering accredited programmes aligned to identified skills development priorities*
Activity 5:   *Consumables support for all TVET providers to offer National Competency Standards and Samoa Qualifications*
Activity 6:   *Improved information about provider performance available to the market place*
Activity 7:   *To achieve international recognition/equivalence/comparability of selected Samoa Qualifications*
Activity 8:   *Design and deliver personalised professional development programme for all NUS-IOT lecturers*
Activity 9:   *Budget support to NUS-IOT for consumables*

Outcome 1:   *Annual increase in the proportion of TVET providers registered with SQA*
Outcome 2:   *Annual increase in the number of programmes accredited SQA*
Outcome 3:   *TVET lecturers and trainers meeting standards for teaching and assessment, industry skills and industry experience*
Outcome 4:   *Other registered training providers in priority skill development areas meet international TVET standards for teaching and assessment, industry skills and industry experience*
Outcome 5:   *Measurable improvement in student outcomes*
Outcome 6:   *Information Management of TVET Providers improved*
Outcome 7:   *Annual increased in the number of young Samoans with national qualifications that are regionally accepted and /or internationally recognized*
Outcome 8:   *NUS-IOT lecturers meet international TVET standards for teaching and assessment, industry skills and experience.*
Outcome 9:   *Measurable improvement in student outcomes.*

TASKS	STATUS	OUTPUT
Activity 1: To quality assure and strengthen TVET Providers		
Develop and implement Quality Management System for PSET Providers	Completed	- Report of desk-based review of PSET providers QMS from 10 selected providers (5 registered & 5 unregistered) approved - Conducted consultations with PSET providers on draft Model QMS

TASKS	STATUS	OUTPUT
		Framework and Guidelines of Good Practice - Training conducted for PSET Providers and SQA staff on implementation of the Model QMS Framework and Guidelines of Good Practice - Assisted PSET providers with implementation of Model QMS Framework and Guidelines of Good Practice
Conduct training and awareness workshops for SQA, PSET providers, stakeholders & panel members on approved QA standards, policies & guidelines	Completed	- One on one Provider awareness and training sessions conducted for seven (7) Formal PSET Providers VFTC, MBS, DBCVTC, IFTC, MHIL, HCHIT & HBC
Activity 2: To accredit TVET programmes		
Train & recruit accreditation panel to accredit programmes to deliver NCSs and SQs	Completed	- Trainings were conducted for potential panel members from the since the beginning the programme to accredit TVET programmes submitted by TVET providers
Coordinate accreditation of programmes to deliver SQs & NCSs	Continuing beyond the TVET Programme timeframe	- Preliminary check completed for all the 13 programmes submitted by DBTC & NUS **DBTC 7 Programmes** - DBTC withdrew their application on accreditation of five (5) Level III SQs programmes in August due to misunderstanding and interpretation of SQF policies - A series of meetings were held with DBTC Principal on preparation of application for accreditation of DBTC programmes to deliver Samoa Certificates III in Automotive, Plumbing, Electrical Engineering and Metal & Woodwork **NUS 8 Trade Programmes** - Work in progress on panel reports for the remaining 6 programmes **LoP & UVC 3 Programmes** - Panels are working on evaluation reports for the three (3) programmes
Activity 3: Develop Professional Standards for TVET Trainers		

TASKS	STATUS	OUTPUT
Develop professional standards	Completed	- Samoa Professional Standards for TVET Trainers approved - Official Launch held on Thursday, 28th May 201
Develop strategy to implement professional standards for TVET Trainers	Completed	- Produced Draft discussion paper to inform the development of the Implementation Strategy to implement professional standards for TVET Trainers
Activity 4: Support for professional development programmes for trainers from Registered Training Providers delivering accredited programmes aligned to identified skills development priorities		
Implement Professional Development Programme	Completed	- A total of 61 trainers were completed and graduated with APTC Certificate IV Training & Assessment. - Completed First Aid Training for 16 trainers; LoP (2), NUS (2), MHIL (4), SSMA (3), TIAS (1), ECETTI (1) and 3 from SQA. - 11 NUS staff attended Auto CAD training at MIT, NZ from 31st August – 4th September - 2 NUS staff attended TVET Leaders training in Singapore from 28th Sept – 02 October - 3 NUS lecturers have completed training at MIT, NZ - Training completed for 8 HCHIT trainers from 13th -23rd October for APTC Certificate IV in Tourism & Hospitality
Activity 5: Consumables support for all TVET providers to offer NCS and SQs		
Implement Consumables budget support	Completed	- Completed procurement of all consumables for 6 TVET providers; HCHIT, MHIL, NUS (2), SSMA, DBTC and LoP. - Received new applications from DBTC, NUS Engineering Department, NUS Automotive Department, NUS Fitting & Machinery Department and NUS Welding Department and assessment to be carried out soon.
Activity 6: Improved information about provider performance available to the market place **(a) Completion of the review and development of the SQA management and information technology systems**		
Review of SQA IT System	Completed	- SQA IT Review report produced and approved - Unfortunately the TA unable to complete the review since 2013 and PIC

TASKS	STATUS	OUTPUT
		approved to terminate the contract and to revise the TOR and advertise for a TA to complete the review of the SQA IT system
Revised TOR	Completed	- Approved the revised TOR for the SQA IT Review TA to focus on conducting a Business Analysis side of things to inform the development of the SQA MIS
Activity 6: Improved information about provider performance available to the market place **(b) Strengthening staff capacity in research development, information analysis and policy formulation**		
Conduct and prepare review report of the RSPDP Framework	Completed	- Produced Revised Framework and Guidelines (PRIPD)
Produced final RPP framework	Completed	- Produced SQA Planning, Research & Information Analysis, Policy and Development Projects (PRIPD) Framework
Implement training plan for software and framework	Completed	- Procurement of SPSS software completed - and framework - Training conducted of RPP & relevant staff on the SPSS software and the PRIPD framework held from the 9 – 12th June 2015
Activity 7: To achieve international recognition/equivalence/comparability of selected Samoa Qualifications registered on the SQF **(a) Printing and promotion of the revised Samoa Qualifications Framework**		
Review SQF & Associated policies	Completed	- Approved and implemented Revised SQF and associated policies - Conducted training on revised SQF and associated policies (levelling of qualifications, courses, national competency standards on SQF) for SQA staff and providers
Print revised SQF, level descriptors and its associated policies	Completed	- More than 300 copies of the revised SQF poster (A2 size); 300 copies of the revised SQF level descriptors and the 300 copies of the revised SQF policies (booklet) have been printed and circulated - Printed pull up banners
Conduct awareness and training (leveling) workshops on revised SQF and policies	Completed	- One on one Provider awareness and training sessions conducted for all PSET Providers on the revised SQF
(b) Register Samoa Qualifications and quality check National Competency Standards		

TASKS	STATUS	OUTPUT
Register Samoa Qualifications	Completed	- 22 SQs in 7 Trades and 6 Tourism & Hospitality SQs have been registered on the SQF
Conduct quality check of NCS	Completed	- Completed Quality Check for 6 SQs & 22 new NCS in Tourism & Hospitality and 3 SQs in Electronic Engineering
(c) Implement Strategy for International Recognition of Samoa Qualifications		
SQA Self Review	Completed	- Completed 1st and 2nd self review of SQA against INQAHHE guidelines for best practices
Review the Strategy for International Recognition of Samoan Qualifications and develop work plan for the implementation of the revised strategy	Completed	- Revised Strategy for Achieving International Recognition of Samoan Qualifications approved - Work plan for implementation of revised Strategy for Achieving International Recognition of Samoan Qualifications approved
Develop and implement a plan for the established SQF mutual recognition process	Completed	- Work in progress in addressing action items from the self review against INQAAHE Guidelines of good practice
Facilitate liaison with NZQA, AQF Council and SPBEA on mutual recognition of SQF and register SQs - Develop mutual recognition tool and seek approval of NZQA, AQF Council and SPBEA - Arrange for mutual recognition activities	Completed & continuing beyond the TVET Programme timeframe	- All 43 Qualifications registered on the SQF are also registered on the Pacific Qualifications Framework (PQF)
Facilitate mutual recognition of mutual recognition activities such as evaluation by each QAAs using tool, observation in QA processes	Completed & continuing beyond the TVET Programme timeframe	- Initiated discussions with QAAs

TASKS	STATUS	OUTPUT
Activity 8: Design and deliver personalised professional development programme for all NUS-IOT lecturers		
Professional Development for FOAS lecturers	Completed	- A total of 7 NUS Faculty of Applied Science (FOAS) lecturers went on Short Term Attachments and 2 went on Long Term Study to the Manukau Institute of Technology
Activity 9: Budget support to NUS-IOT for consumables		
Consumables support for NUS-FOAS	Completed	- All consumables have been procured

1.4   KEY RESULT AREA 3 – ACCESS

Activity 1:   To review of Guidelines to incorporate policies, strengthen processes and procedures for Recognition of Non Formal Learning in Samoa and to establish a Small Grant Scheme to assist Non Government provider and Non Formal Learning providers.

Activity 2:   To develop overarching Guidelines, processes and procedures for the application of the Access Grants for TVET and Non Formal Learning providers

Activity 3:   To implement and monitor the Access Grant to assist TVET and Non Formal Learning providers and to increase access for learners

Outcome 1:   Increased number of vulnerable Samoan males and females (including those with disability) undertaking community based post school TVET programmes across Samoa

TASKS	STATUS	OUTPUT
Activity 1: To review of Guidelines to incorporate policies, strengthen processes and procedures for Recognition of Non Formal Learning in Samoa and to establish a Small Grant Scheme to assist Non Government provider and Non Formal Learning providers.		
Review Guidelines for Recognition of Non-Formal Learning	Completed	- Revised Guidelines for Recognition of Non Formal Learning approved - Conducted training for Non Formal Learning providers and potential panel members on the revised Guidelines for Recognition of Non Formal Learning - Process and criteria for implementation of Small Grant Scheme for non-government and non-formal learning approved
Implement the Small Grant Scheme	Completed	- For the Small Grant Scheme, a total of 7 applications from 3 TVET Providers and 4 Non-Formal Education Providers have been approved and procured.
Activity 2: To develop overarching Guidelines, processes and procedures for the application of the Access Grants for TVET and Non Formal Learning providers		
Produce Access Grant Guidelines	Completed	- Access Grant Guidelines and Monitoring and Evaluation template approved - Awareness workshop was conducted in June for PSET Providers and NFE Providers
Activity 3: To implement and monitor the Access Grants to assist TVET and Non Formal Learning providers and to increase access for learners		
Implement and monitor Access	Completed	- 26 applications from Formal PSET Providers and Non-Formal Education

TASKS	STATUS	OUTPUT
Grant		Providers have been approved for Access Grant to assist with the submission of programmes for accreditation and learning activities for recognition. These includes nine (9) Formal PSET Providers: NUS, LFSFA, DBTC, TIAS, ECETTI, UTVC, LPTCC, AHCBC, SSMA and seventeen (17) Non-Formal Education Providers: NUS, BEN, BTS, STA, PAS, SSAB, EPC, WIBDI, SIOD, METI, SENESE, SUNGO, MAF, AEC, RHEMA, VFTC, Fatuaiupu Consult. - 8 applications from Formal PSET Providers have been approved for scholarship & incentive fund to offer scholarship to disadvantaged students. Eight (8) Formal PSET Provide includes: DBTC, ECETTI, TIAS, SSMA, UVC, LoP, NUS & LFSFA. - A total of 735 individual vulnerable students have been sponsored to pay for tuition fees and out of these 735 students, 327 (35%) were females which indicates the low level participation of females in formal TVET training programmes. The overall passing rate for students sponsored in 2014 was at 99% (248 out of 251 students) and after the first semester of 2015, the overall passing rate was at 94% (527 out of 563 students. Furthermore, the SQA hosted a National Career Day for the time inviting College students from Upolu and Savaii in July.All cheques for 2015 scholarship for eight (8) PSET Providers (DBTC, ECETTI, TIAS, SSMA, UVC, LoP, NUS & LFSFA) have been disbursed.

1.5   KEY RESULT AREA 4 – FINANCIAL SUSTAINABILITY

Activity 1:   Introduce a new funding approach that enables growth and development and ensures accountability

Outcome 1:   Increase investment in skills development through efficiency gains, diversification of funding for TVET and improved cost-sharing between government, employers and students

TASKS	STATUS	OUTPUT
Activity 1: Introduce a new funding approach that enables growth and development and ensures accountability		
Finalize a draft PSET funding approach for EMT & Board approval	Completed	- Produced Final PSET Funding Approach - Produced Draft PSET Funding Mechanism now with SQA Management for finalization
Submit PSET funding approach to cabinet for approval	Continuing beyond the TVET Programme timeframe	- Produced draft cabinet submission

Annex 2: Status Report on Quality Assurance Processes as of September 2015 [Extract]

This extract includes just the main body of the report document. The full document including annexes is available separately from the SQA.

Status Report on Quality Assurance Processes as of September 2015
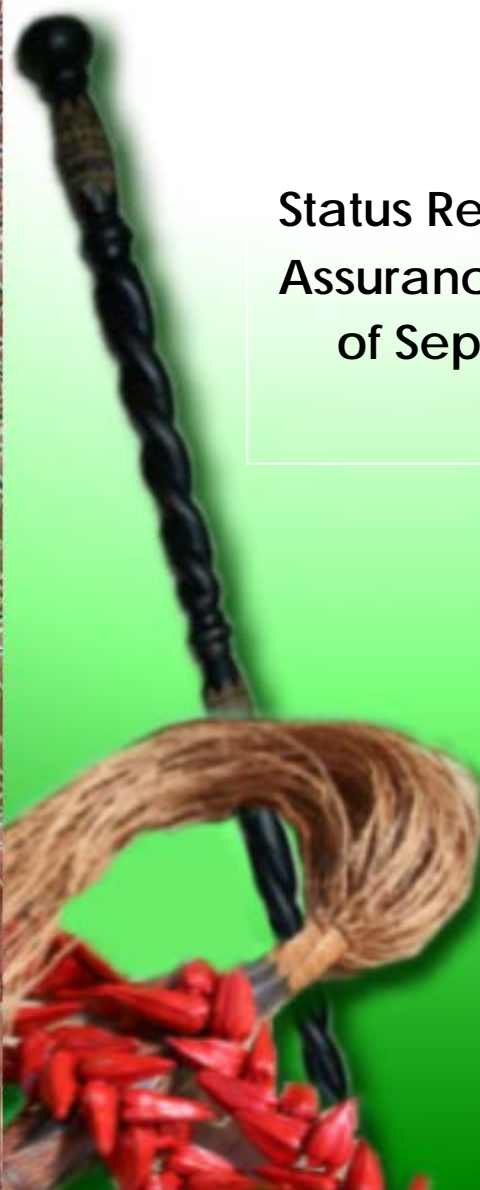
Status Report on Quality Assurance Processes as of September 2015

Purpose

This report presents progress to date on Quality Assurance (QA) Processes.

Summary of Progress

Overall there is significant progress in all QA processes. There are factors that contribute to this such as support under the TVET project, increasing commitment by Providers, all QA staff on board, ongoing staff development training and continuous support from SQA Board, Executive Management and SQA.

Summary of progress on each QA process is given below and details attached.

Registration of Provider and Annual Renewal of Provider Registration

Since registration of PSET providers and renewal of registration was enforced in 2008 and 2012 respectively, an increase in number of PSET providers that comply with provider registration criteria is noted. 2014 has the highest number of providers registered with SQA. Other than the reasons stated before, increased awareness and realisation of the value of meeting QA Standards are other contributing factors.

PSET Provider Registration as of September 2015
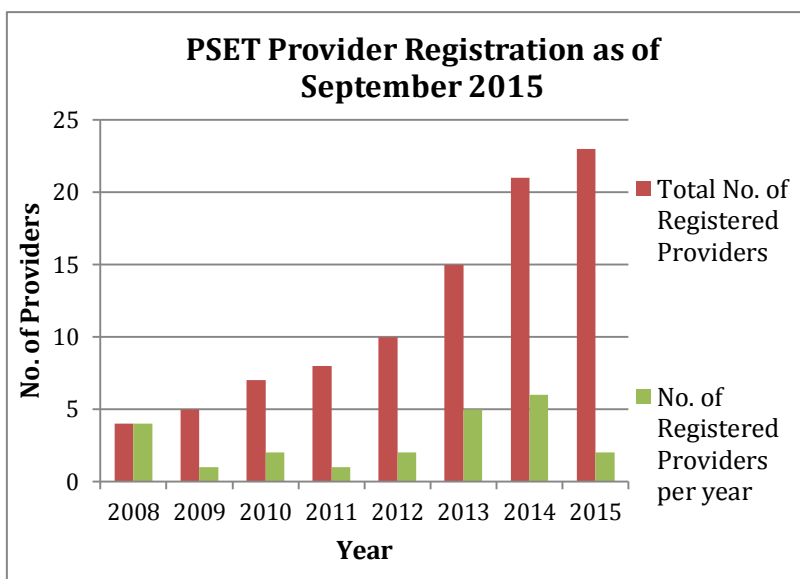
Year	Tot. No. of Registered Provider	No. of Registered Provider per year
2008	4	4
2009	5	1
2010	7	2
2011	8	1
2012	10	2
2013	15	5
2014	21	6
2015	23	2

Out of the 30 operational PSET providers in Samoa, 23 (77%) are registered with the SQA as of September 2015. 5 (17%) providers are listed[4] with SQA. Out of the 5 (17%), 3 (60%) are undergoing registration and 2 (40%) have made no progress on their registration. There are 2 (7%) providers that are not listed with SQA.

The QA Team is continuing to provide support to listed provider on their applications and remind the other two to work with SQA on their registration. In addition, for providers that are registered with SQA, the QA Team is monitoring the recommendations made during their registration through the annual renewal registration process.

Refer to Annex 1 for Update on Providers Registration as of September 2015 on p11.

Status of Provider Registration as of September 2015
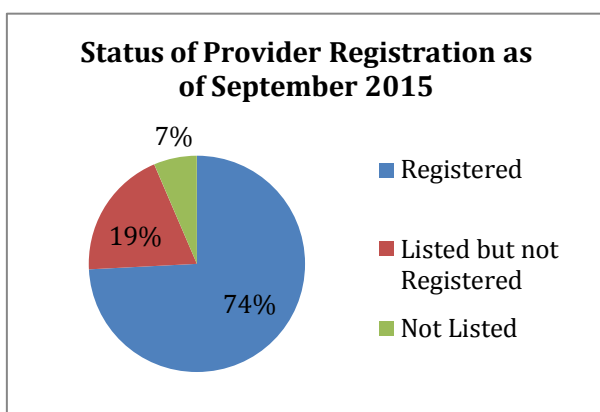
Status	No. of Provider
Registered	23
Listed but not Registered	6
Not Listed	2

There has been a steady increase in number of providers that renew registration annually. 100% of registered providers have renewed their registration with SQA. 13 (87%) providers renewed their registration within the specified timeline (7th April 2015) and 3 (13%) beyond the timeline.

Status of Annual Registration Renewal
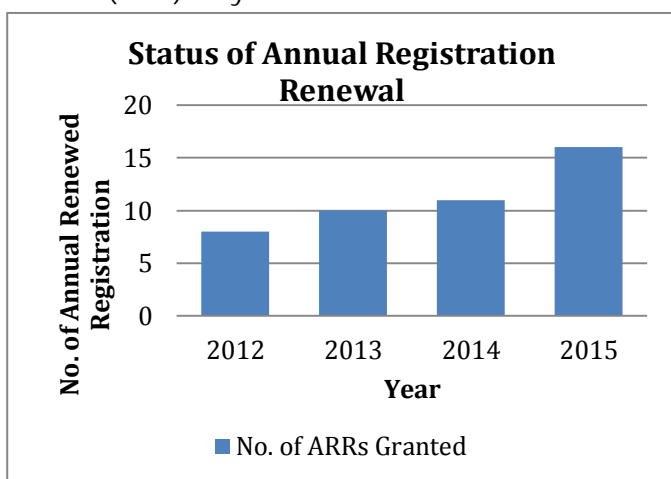
Year	No. of ARRs Granted
2012	8
2013	10
2014	11
2015	16

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4   A provider is 'listed' with the SQA when they complete the Provider Listing Form. This Form gathers Provider contact information and name of programmes offered or intending to offer (for new providers). Once SQA receives the Provider Listing Form, the provider is then 'listed' with the SQA and, the Provider will then be given the form for application form.

Refer to Annex 2 for Status of Annual Registration Renewal as of September 2105 on page 12.

Accreditation of Programmes

The accreditation of programmes has been very slow since the process was introduced in 2009. The newness of the process, capacity of providers to meet requirements and personnel to provide support are key contributing factors. In 2014 significant increase was noted in the number of applications received as well as those that went through the whole accreditation process.

The increase in number of personnel and assistance under the TVET Support Programme for consultants to help providers in their applications contributed to this. Most submitted programmes are not accredited. This is mainly due to not meeting criteria for programme accreditation in particularly those pertaining on Programme Development and Review and Physical and Learning Resources. Programmes can only be accredited when all quality standards and criteria are met.

Programme Accreditation as of September 2015
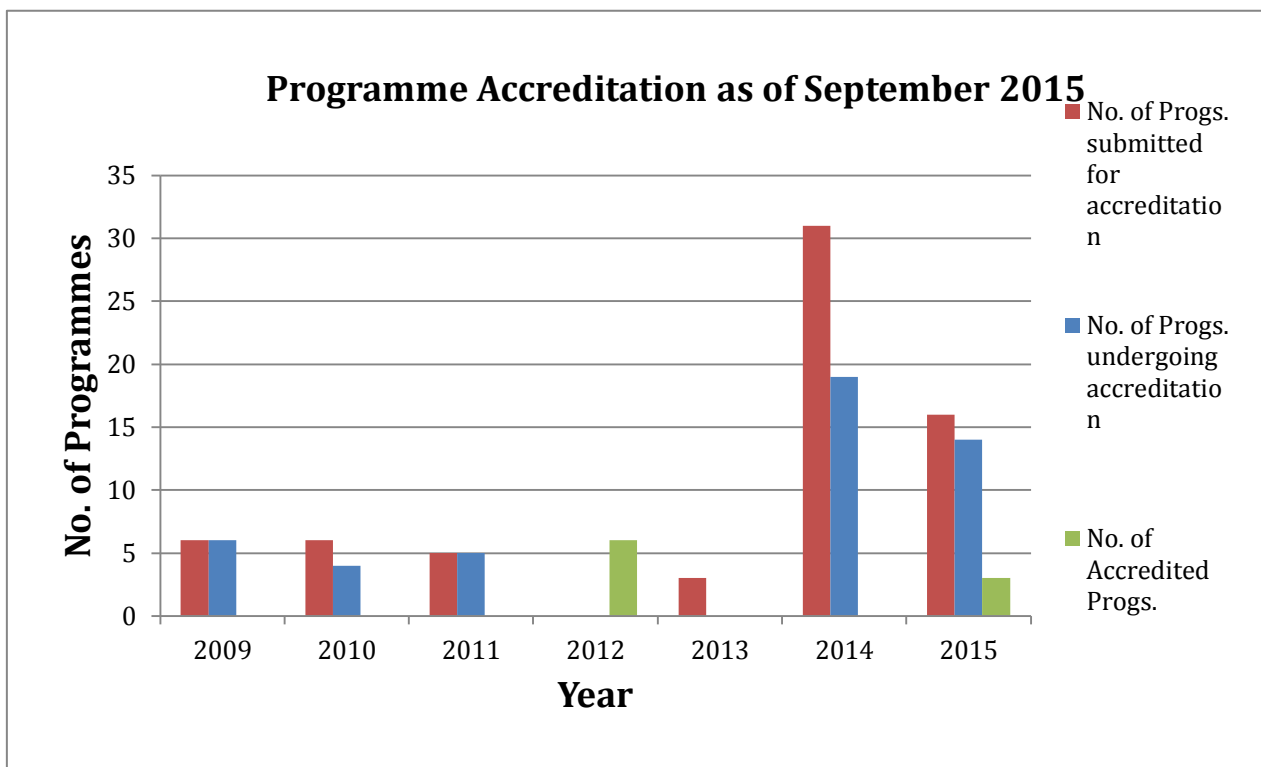
Year	No. of Progs. submitted for accredtn	No. of Progs. that went through the whole accreditation process	No. of Accredited programmes
2009	6 NUS(6)	6	6 (These programmes were accredited in 2012 after meeting all requirements.
2010	6 TIAS (2), HBC (2), LFSFA (2)	4 TIAS (2), HBC (2)	0 None of the programmes were accredited as requirements were not met despite supports rendered. TIAS submitted new application in 2015.
2011	5 DBTC (5)	5 DBTC (5)	0 None of the programmes were accredited as requirements were not met despite supports rendered. DBTC submitted new application in 2014.
2012	0	0	6 NUS (6) These were submitted in 2009.
2013	3 UVC (1), SPNTC (1), WMTC (1)	0 (Incomplete applications despite supports rendered)	0
2014	31 DBTC (7), NUS (8), HCHIT (4), MHIL (8), SSMA (4)	19 DBTC (7), NUS (8), SSMA (4) (Incomplete applications despite supports rendered hence)	0 Evaluation at final stage. DBTC has withdrawn its 6 programmes
	16	14	3

Refer to Annex 3 for Update on Programme Accreditation as of September 2015 on page 13.

Registration of Qualifications on the Samoa Qualifications Framework (SQF)

The SQF contains Samoa Qualifications and Provider Qualifications. Samoa Qualifications are comprised of National Competencies Standards which have been endorsed by employers, industry groups, professional bodies and stakeholders.

Slow progress is noted in the registration of qualifications on the SQF since the process was introduced. This reflects the accreditation rate with regards to provider qualifications as registration of qualification is subsumed in the accreditation process.

To date out of all registered qualification, 81% are Samoa Qualifications and 19% are Provider Qualifications.

No. Registered Qs as of September 2015
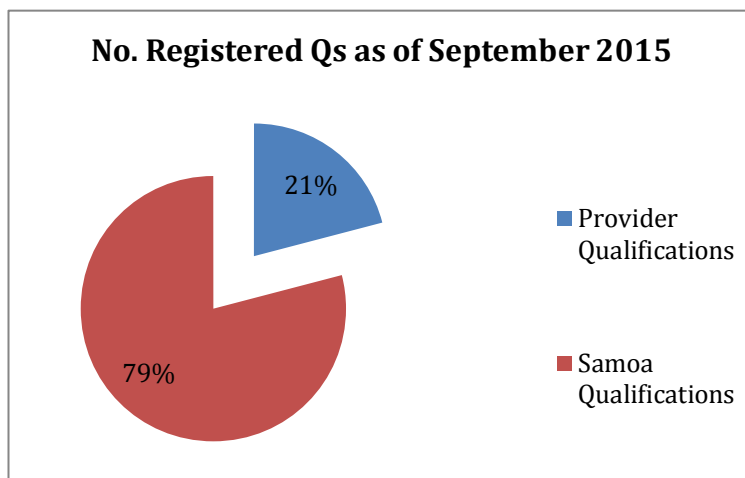
Type of Qualification	No. Registered Qs
Provider Qualifications	9
Samoa Qualifications	34

A significant increase in number of qualifications registered over the years is noted. This started in 2012 when SQA embarked on developing qualifications that are comprised of National Competency Standards. This continues in 2013 with assistance obtained under the TVET Support Programme for development of Samoa Qualifications.

Registered Qualifications as of September 2015
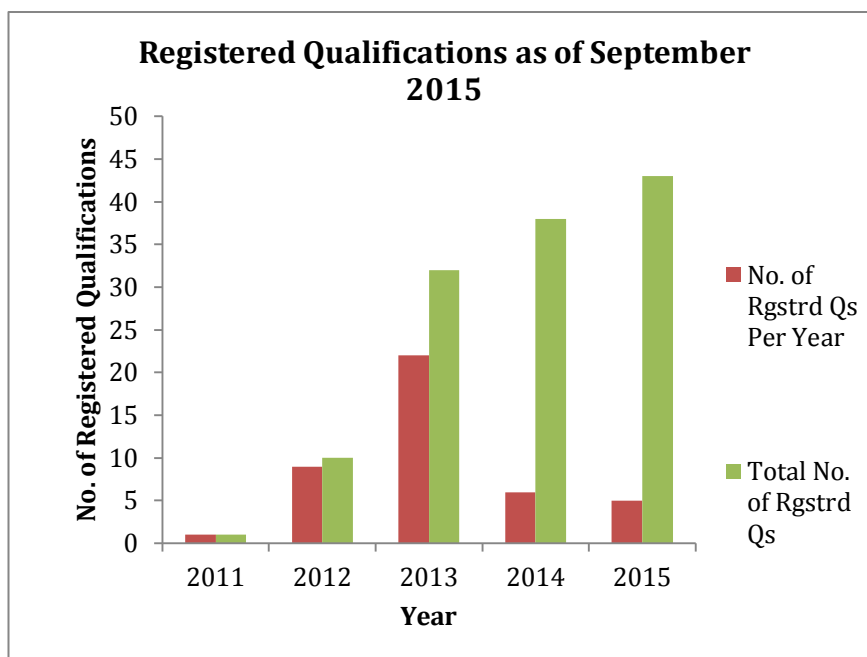
Year	No. of Rgstrd Qs Per Year	Total No. of Rgstrd Qs
2011	1	1
2012	9	10
2013	22	32
2014	6	38
2015	5	43

Most of qualifications submitted for registration are in the Engineering and Related Technologies Field with 48%. Out of qualifications submitted for registration, the rate in which qualifications are registered is high in all fields (more than 70%) except for Food, Hospitality and Personal Services that is 25%.

Registered Qualifications Per Field

	Agriculture, Environmental & Related Fields	Engineering & Related Technologies	Management & Commerce	Food, Hospitality & Personal Services	Achitecture & Building	Education
■ Submitted Qs	7	28	6	12	4	1
■ Registered Qs	6	25	5	3	3	1
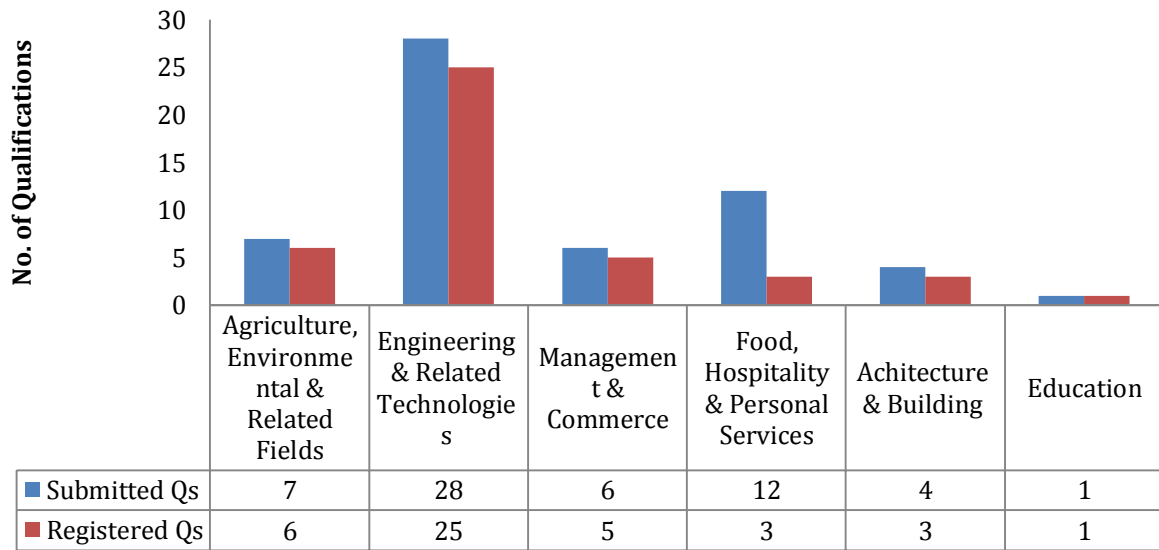
Registered Qualifications per Field and Sub-field
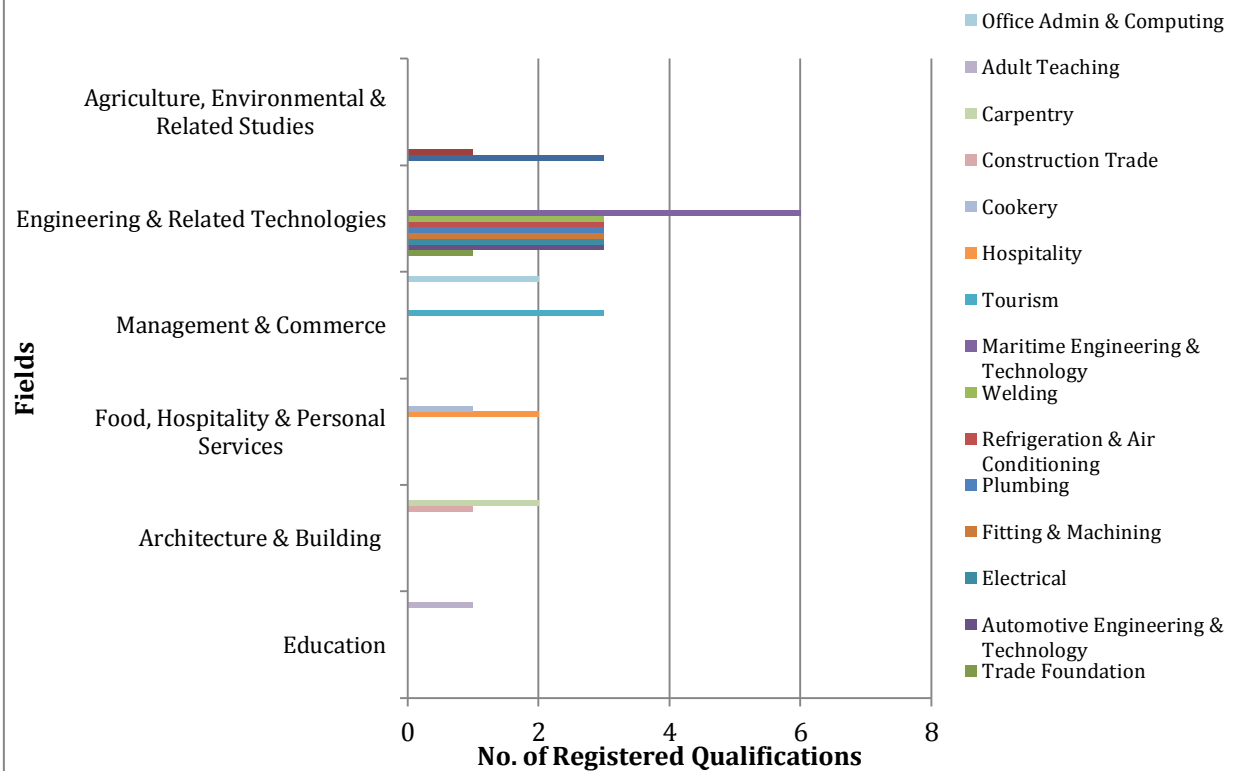
Refer to Annex 4 for List of Registered Qualifications on page 16. Annex 5 contains the classification of the Samoa Qualifications Framework on page 18.

Recognition of Non Formal Learning (NFL)

There has been significant yearly increase in number of recognized NFL. As more providers of non formal education become aware and familiar with the process the number of applications and recognition rate also increases. The number for 2015 is expected to increase.
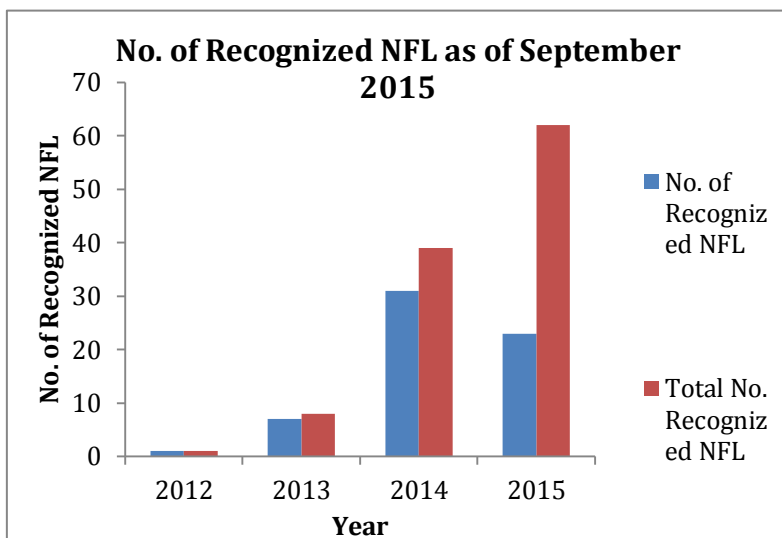
No. of Recognized NFL as of September 2015

Year	No. of Recognized NFL	Total No. Recognized NFL
2012	1	1
2013	7	8
2014	31	39
2015	23	62
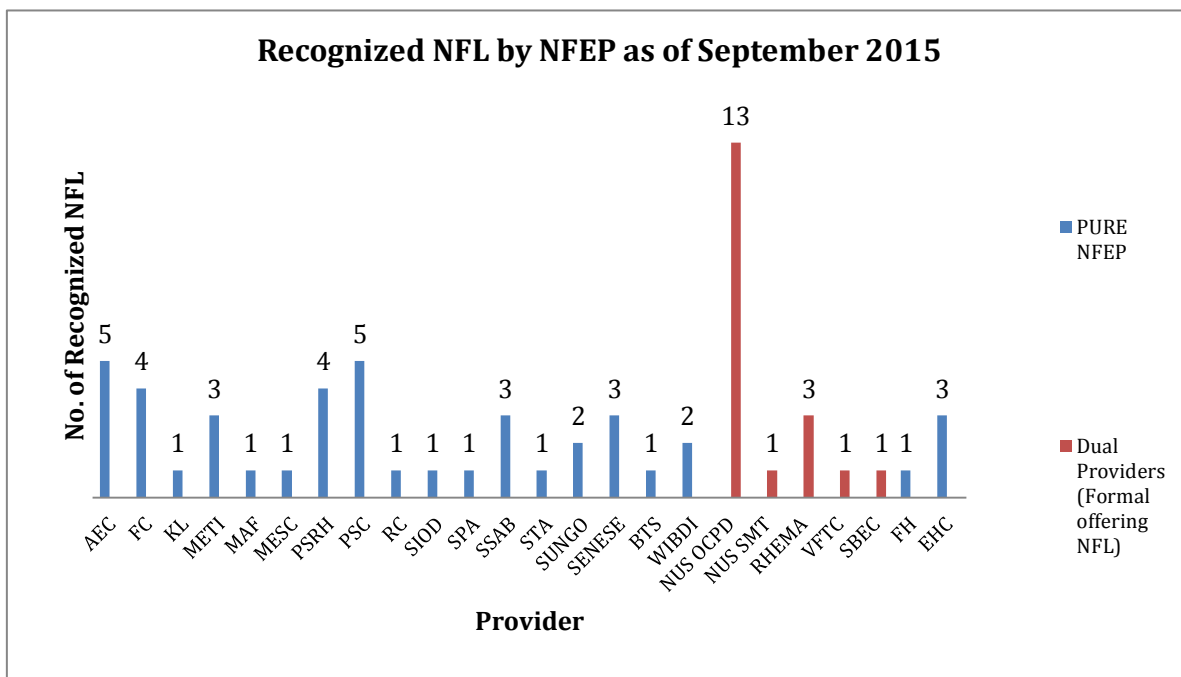
Refer to Annex 6 for Update on Recognition of Non Formal Learning as of September 2015 on page 21.

Discussion

The implementation of all QA processes has started to gain momentum. Awareness and continuous working collaboratively with PSET providers contribute largely to this. There are challenges encountered both by PSET providers and SQA during the process in terms of resources. SQA continues to work with PSET providers to address and reduce these challenges. The continuous improvement model SQA adopted in the implementation of QA processes is applied in working with providers to meet QA standards.

Conclusion

Progress rate varies in all QA processes. Significant progress is noted in registration of providers, registration of qualifications and recognition of NFL. Continuous support is being provided in order for providers to meeting quality assurance requirements. Hence close collaboration with PSET providers in preparing their programmes for accreditation should continue.

Annex 3: Access Grant NFL Trainings Analysis Report

ACCESS GRANT NFL TRAININGS ANALYSIS REPORT

FOR EMT MEETING 26 OCTOBER 2015

Table 1: Total Grant Received by NFL Provider (2014 & 2015)

Provider	TotalGrant	Female	Male	Total
Apia Employment Company	$19,574.91	40	25	65
Fatuaiupu Consult	$31,830.00	0	22	22
METI	$14,958.00	59	101	160
Ministry of Agriculture and Fisheries	$7,885.00	4	14	18
National University of Samoa	*$16,541.70*	*0*	*20*	*20*
Plumbers Association of Samoa	$12,524.90	0	20	20
RHEMA	$9,999.74	21	38	59
Samoa Stationary And Books	$11,338.60	93	49	142
Samoa Tourism Athority	$9,280.40	25	15	40
SENESE	$8,560.00	49	4	53
SIOD	$10,630.49	41	78	119
The Body Therapy Spot	$12,896.00	6	0	6
WIBDI	*$6,575.10*	*114*	*9*	*123*
TOTAL	**$172,594.84**	**452**	**395**	**847**

A total of **$172,594.84** has been expended to date by 13 Non Formal Learning (NFL) Providers to deliver their recognised trainings under the PSET Access Grant Scheme. NUS and WIBDI's grants reported are subject to change as they have outstanding funds to be used. SUNGO has not been listed above as their project funds remain unused.

Of the 847 individuals that completed these trainings, 47% of them were female.

Provider	Recognised NFL Training	Female	Male	Total
Fatuaiupu Consult	Fauga fale Samoa	0	10	10
Women in Business Development Inc.	Virgin Coconut Oil Production Training	3	9	12
Apia Employment Company	Customer Service Training	18	22	40
Samoa Institute of Directors	Governance Workshop for School Committees	10	78	88
	Governance Workshop for Aspiring Women	31	0	31
SENESE	Teacher Aide Training	24	2	26
TOTAL		**86**	**121**	**207**

Five NFL Providers delivered six different trainings in 2014 under the PSET Access Grant. Two hundred and seven (207) learners successfully completed the trainings, 42% of them being female.

Provider	Recognised NFL Training	Female	Male	Total
Fatuaiupu Consult	Building Traditional Falesamoa	0	12	12
SENESE	Teacher Aide Training	25	2	27
The Body Therapy Spot	Fundamentals of Relaxation Massage	6	0	6
Plumbers Association of Samoa	PAS Capacity Building Program	0	20	20
Samoa Tourism Athority	Business Planning Training For Tourism Sector	25	15	40
RHEMA	Uttermost Witness Course:Believers Authority	21	38	59
Ministry of Agriculture and Fisheries	Basic Tilapia Husbandry	4	14	18
National University of Samoa	Non-Formal Safety Training	0	20	20
METI	Participatory Guranteed System (Upolu)	36	57	93
	Participatory Guranteed System (Savaii)	23	44	67
Apia Employment Company	Job Search Workshop	7	2	9
	Job Seeker Workshop	15	1	16
Samoa Stationary And Books	Maths Laboratory Readers Training	30	9	39
	Basic Computer Skills	38	21	59
	Science Laboratory Readers Training	25	19	44
WIBDI	Fine Mat Weaving Training (Savaii)	58	0	58
	Fine Mat Weaving Training (Upolu)	53	0	53
TOTAL		**366**	**274**	**640**

For 2015, 12 NFL Providers delivered 14 different recognised trainings under the PSET Access Grant. Six hundred and forty (640) learners successfully completed these trainings, 57% of them being female.

Annex 4:   **Access Grant Scholarships Grant Analysis Report**

ACCESS GRANT SCHOLARSHIPS GRANT ANALYSIS REPORT

FOR EMT MEETING 23 OCTOBER 2015

Table1: Scholarships Awarded by Provider (2014 & 2015)

Provider	TotalGrant	2014Grant	Scholarships2014	Female2014	2015Grant	Scholarships2015	Female2015
ECETTI	$34,800	$9,000	30	27 (90%)	$25,800	43	37 (86%)
LoP	$59,780	$9,910	154	63 (41%)	$49,870	147	60 (41%)
NUS	$141,171	$4,000	4	4 (100%)	$137,171	74	54 (73%)
TIAS	$29,830	$12,750	13	11 (85%)	$17,080	8	7 (88%)
UVC	$37,850	$3,660	58	20 (34%)	$34,190	93	30 (32%)
SSMA	$37,500	0	0	0	$37,500	25	9 (36%)
DBTC	$49,800	0	0	0	$49,800	176	0
LFSFA	$19,069	0	0	0	$19,069	38	5 (13%)
TOTAL	$409,800	$39,320.00	259	125 (48%)	$370,480.00	604	202 (33%)

A total of **$409,800.00** of the scholarship fund under the PSET Access Grant Scheme was expended in 2014 and 2015 to sponsor the tuition fees of **735** individuals enrolled in 8 TVET Providers. Almost ten percent (9.6%) was distributed in 2014 to 5 PSET Formal Providers for 259 students, 48% of them being female. In 2015, $370,480.00 was given out to sponsor 604 students in eight PSET Formal Providers, 33% being female.

Table 2: Scholarships Awarded in 2014

Provider	TotalScholarships	FinalYear2014	Graduated2014	FemaleGrads	FirstYear2014	Passed2014Exan	Dropouts
ECETTI	30	30	30	27	0	0	0
LoP	154	67	67	26	87	82	5
NUS	4	4	3	3	0	0	0
TIAS	13	5	5	4	8	8	0
UVC	58	18	18	5	40	35	3
TOTAL	259	124	123	65	135	125	8

From the 259 students that were sponsored in 2014, 124 (48%) were in the final year of their study programmes. Of that 124, 99% graduated with qualifications. One student from NUS sat final exams in 2014 but failed.

Of the 135 scholarship recipients in their first years of study in 2014, 8 dropped out with 125 out of 127 (98%) passing 2014 final exams. Two students from Uesiliana Vocational Centre did not pass their exams, however re-enrolled in 2015 to continue their studies. **Overall, 248 out of 251 (99%) students sponsored in 2014 passed their final exams, with only 3 students failing.**

Table 3: Scholarships Awarded in 2015

Provider	TotalScholarships	ContinuingStudent	PassedMidTerm	Drop-outs	NewStudents	PassedMidTerm	Drop-outs
ECETTI	43	0	0	0	43	39	4
LoP	147	82	64	10	65	56	5
NUS	74	0	0	0	74	61	0
TIAS	8	8	2	0	0	0	0
UVC	93	38	37	1	55	48	7
SSMA	25	0	0	0	25	25	0
DBTC	176	0	0	0	176	160	14
LFSFA	38	0	0	0	38	35	0
TOTAL	604	128	103	11	476	424	30

For 2015, only Laumua o Punaoa and Uesiliana Vocational Centre had students with continuing sponsorship from 2014. The 38 listed for UVC includes two repeaters who failed final exams in 2014 and one student who enrolled in 2015 as a first year student in Welding after graduating with a qualification in Automotive in 2014. Eleven students dropped out during the first term and 103 out of 117 (88%) passed all their mid-term courses; 100% for UVC and 88.9% for LoP.

A total of 476 new students also received sponsorship in 2015. Thirty students dropped-out with 426 out of 446 (95%) students passing all their mid-term courses. A total of 22 students did not pass all their courses; 13 from NUS, 4 from LoP, 2 from DBTC and 3 from LFSFA. **Overall, 527 out of 563 (94%) of students sponsored in 2015 passed all of their mid-term exams**.

The main reasons rendered for dropping out include, disciplinary issues, personal family matters, health issues especially pregnancy and unknown reasons where students just cease coming to school without notice.

Table 4: Expected Graduates of 2015 Scholarship Scheme.

Provider	New Total Scholarships	# Of Expected Graduates
ECETTI	39	39
LoP	132	64
NUS	74	74
TIAS	8	8
UVC	85	33
SSMA	25	25
DBTC	162	72
LFSFA	38	17
TOTAL	**563**	**332**

A total of 332 out of the 563 (59%) remaining sponsored students are expected to graduate with TVET qualifications at the end of the academic year 2015. These figures are based on the number of students in their final years (Year 2 and Year 4 for DBTC and LFSFA) who have passed mid-term exams with the exemption of TIAS. TIAS's programme are competency based and the six students that failed some exams are being re-assessed.

Annex 5: **Monitoring and Evaluation Framework**

Monitoring and Evaluation Framework

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
Goal 1				
Enhanced <u>quality</u> of education and training at all levels				
Sector Outcomes				
Improved PSET learning outcomes	– % of all PSET graduates with internationally recognized qualifications – % of Samoa qualifications recognized nationally and internationally	Baseline 2012: - 52 graduates in 2012 - 26 SQs (trades) & 6 Maritime Qualifications registered on the SQF in 2013.	– 108 graduates in 2013 – 84 graduates in 2014 – 2015 Graduates TBA – 9 (2 TIAS & 7 NUS) accredited – 40 SQs registered on the SQF.	– SQA Quality Assurance Records – PSET Provider Records of Graduates – Annual PSET Statistical Bulletin
Sub-sector outcomes				
Improved quality of PSET programmes	– Annual increase in the proportion of TVET providers registered with SQA	Baseline 2013 proportion of TVET providers registered with SQA: - 80% of TVET Providers Registered with SQA (1 out of 10 TVET providers failed its ARR)	- 100% PSET Providers registered with SQA in 2015 (NUS, SSMA, ECETTI, DBTC, TIAS, LFSFA, HCHIT, MHIL, LoP, UVC, APTC, DBCVTC)	- SQA Quality Assurance Records.

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
Accredited courses in areas of skill demand	− Annual increase in number of TVET programmes accredited by SQA	Baseline 2013 number of accredited courses: - 26 SQs (trades) & 6 Maritime qualifications registered on the SQF.	− 14 new SQs registered on the SQF (4 Samoa Cert 1- IV Tourism, 4 Samoa Cert 1-IV Hospitality & 2 Samoa Cert III & IV Commercial Cookery & 2 Samoa Cert I & II Kitchen Operations & 2 Samoa Cert II & IV Horticulture) − 3 new Provider Programmes accredited (TIAS Cert II & III in Office Admin & Computing and NUS Cert IV In Adult Teaching) and registered on the SQF.	− SQA SQF Register
PSET Specific Outcomes				
Professional development for instructors delivering courses in areas of skill demand	− Increased numbers of Instructors in priority skill development areas meet international TVET standards for teaching & assessment, industry skills and industry experience	Baseline 2013 number of TVET trainers with international qualifications: - 39 TVET Trainers with internationally recognised qualifications.	- 92 TVET Trainers with internationally recognised qualifications.	− PSET Provider Records − Annual PSET Statistical Bulletin

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	Baseline and/or Targets	To November 2015 accomplishment	Methodology & Data Sources
Improved practical training through greater access to learning resources and materials in priority skill development areas	– Higher levels of expenditure on learning resources and materials in priority skill development areas	Baseline 2013 TVET Programme expenditure levels on learning resources and materials in priority skill development areas – $141,000	– Additional $588,000 bringing total to $730,000	– Training provider financial reports – SQA financial reports
Improved information about provider performance available to the marketplace	– SQA Statistical Bulletin includes employer satisfaction data and graduate tracer study data	Baseline 2013 MCIL Employer Survey- N/A Baseline 2013 Tracer study- 31% finding employment	– N/A – 2015 Tracer Study to be completed	– Roadmap M&E Data – Annual evaluation reports – Tracer studies – Employer surveys
International recognition / equivalence / comparability of selected Samoan qualifications	– Annual increase in number of young Samoans with national qualifications that are regionally accepted and/or internationally recognized	Baseline 2013 number of students graduating from accredited courses that have international recognition : - 108 graduates of NUS accredited Maritime programmes (7 Female, 101 Male).	- 84 graduates of NUS accredited Maritime Programmes (3 Female, 81 Male) in 2014 (22% decrease from 2013) - 28 graduates of the TIAS Cert III in OAC in 2015 (25 Female, 3 Male) - Other 2015 Graduation figures TBA	– PSET Provider Records of Graduates – Annual PSET Statistical Bulletin

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
Goal 2				
Enhanced education <u>access</u> and opportunities at all levels				
Sector Outcomes				
More PSET students including those with special needs have access to quality educational opportunities in safe, climate resistant learning environments	− Enrolment rate within formal PSET by gender and disability − Percentage completion rate by gender and disability	Baseline 2013 TVET students enrolment and graduation rates disaggregated by gender and disability: Total TVET Enrolments by gender: Female: 564 out of 1757 (32%) Male: 1193 out of 1757 (68%) Enrolments by disability by gender: Female: 3 out of 564 (total TVET female enrolments) (0.5%) Male: 6 out of 1193 (total TVET male enrolments) (0.5%) Total TVET Graduates by gender: Female: 189 out of 634 (30%)	Total TVET Enrolments 2014 by gender: Female: 865 out of 2446 (35%) Male: 1581 out of 2446 (65%) 2014 Enrolments by Disability by gender: Female: 3 out of 865 (0.4%) Male: 1 out 1581 (0.06) Total TVET Graduates 2014 by gender: Female: 319 out of 865 (36.9%) Male: 546 out of 865 (63.1%) 2014 Graduates by Disability	− Training provider records − Annual PSET Statistical Bulletin

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
		Male: 445 out of 634 (70%) Graduates by disability by gender: Female: 2 out of 189 (total TVET female graduates) (1%) Male: 4 out of 445 (total TVET male graduates) (0.9%)	by gender: Female: 3 out of 319 (0.9%) Male: 0 out of 546.	
Sub-sector outcomes				
People disadvantaged by gender or disability enrol and complete PSET courses	− Numbers enrolled in PSET institutions, by gender − Numbers of students with disabilities enrolled in PSET institutions	Baseline 2013 number of students enrolled disaggregated by gender and disability: Total TVET Enrolments by gender: Female: 564 out of 1757 (32%) Male: 1193 out of 1757 (685) Enrolments by disability by gender: Female: 3 out of 564 (total TVET female enrolments) (0.5%) Male: 6 out of 1193 (total TVET male enrolments) (0.5%)	− Total TVET Enrolments 2014 by gender: Female: 865 out of 2446 Male: 1581 out of 2446 − 2014 Enrolments by Disability by gender: Female: 3 out of 865 (0.4%) Male: 1 out 1581 (0.06) − 27 females enrolled in non-traditional trade areas	− PSET provider Reports − Annual PSET Statistical Bulletin

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
PSET Specific Outcomes				
People disadvantaged by gender, disability, lack of schooling or geographic isolation access accredited courses or modules in non-formal settings	− Increasing numbers of accredited modules delivered by registered training providers in non-formal settings	Baseline 2013 number of accredited modules delivered by registered training providers in non-formal settings - nil	− N/A	− NUS Reports − Training provider records − Annual PSET Statistical Bulletin
Non-formal training in peri-urban and rural Samoa is recognized through Record of achievement	Increasing numbers of non-formal training trainees receive Record of Achievement recognized for RPL purposes	Baseline 2013 number of statements of achievement issued: 2014 NFL Recognized Trainings delivered under the Access Grant: Female: 86 Male: 121 Total: 207	− 2015 NFL Recognized Trainings delivered under the Access Grant: Female: 366 Male: 274 Total: 640	− Non-formal training provider records − Annual PSET Statistical Bulletin
Modules of accredited courses in skill demand areas delivered to existing workers either on the job or in training provider facilities under contract with employers	− Increasing numbers of non-formal training trainees receive Record of Achievement recognized for RPL purposes	2014 NFL Recognized Trainings delivered under the Access Grant: Female: 86 Male: 121 Total: 207	− 2015 NFL Recognized Trainings delivered under the Access Grant: Female: 366 Male: 274 Total: 640	− Non-formal training provider records − Annual PSET Statistical Bulletin

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
Goal 3				
Enhanced <u>relevance</u> of education and training at all levels				
Sector Outcomes				
Improved employability of school leavers as a result of education and training responding to national economic, social and cultural needs.	− % of PSET graduates finding employment within 6 months of completion	Baseline 2013 labour market data - 31% of graduates found employment	− 2015 Graduation N/A	− Tracer Studies − Employer Surveys − MCIL Labour Market Survey
Sub-sector outcomes				
Increased numbers of PSET graduates with knowledge and skills relevant to the Samoa job market	− Employers of school leavers and PSET graduates level of satisfaction with the relevance of their knowledge and skills to the workplace	Baseline 2013 SQA employer survey – 80% relevant	− Tracer Study and Employer Survey scheduled for 2016	− Tracer Studies − Employer Surveys − MCIL Labour Market Survey − Independent labour market studies
PSET Specific Outcomes				
Current and reliable labour market data	− Labour market studies published on at least a biennial basis − Training providers adjust course delivery in response to changing labour market data	Baseline 2013 labour market data- NA	− MCIL Labour Market Survey scheduled for 2016	− MCIL Labour Market Survey − National Statistics Office − Independent labour market studies

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
National competency standards (NCS) developed in relevant sectors	− NCS endorsed by respective industry sectors	Baseline 2013 endorsed NCS – 567 (471 trades & 96 T/H)	− 599 NCS – Trades − 140 NCS T/H − 50 Elect Eng	− SQA Reports
PSET Providers offer programs aligned with National Competency Standards	− Number of graduates receiving Samoa (National) Qualifications	Baseline 2013 number of students completing accredited courses – N/A	− 2015 Graduation N/A	− Annual PSET Statistical Bulletin
There are more graduates available in areas of market need	− Number of economically relevant NUS courses and programs developed	Baseline 2013 number of courses accredited in areas of skill demand - 6	− 47 courses submitted for accreditation − 9 courses accredited	− Labour market data − Annual PSET Statistical Bulletin
New Apprenticeship Act implemented	− Apprenticeship training aligned to NCS	Baseline 2013 apprenticeship program - NA	− 2015 Graduation N/A	− MCIL and Apprenticeship Council reports − NUS student data
Goal 4				
Improved sector <u>coordination</u> of research, policy and planning developments				

PSET (TVET) Programme Monitoring & Evaluation Framework

	Indicators	Baseline and/or Targets	To November 2015 accomplishment	Methodology & Data Sources
Sector Outcomes				
Effective and respected PSET coordination and management	− PSET intermediate outcomes being achieved	Periodic M&E evaluation reports – Annual Review of ESP for first year of implementation	− 1 ESP Annual Review & 2 Quarterly Review reports	− 6 monthly and Annual evaluation reports
Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across sector	− The extent to which future PSET policy and planning documents articulate clearly the evidence and analysis upon which they are based	Baseline 2013 reports and corporate documents	− SQA internal benchmarking review against the INQAAHE *Guidelines for Good Practice* − Board Review	− SQA research reports − Annual Review copies − Copies of Implementation Plans
Goal 5				
Establish <u>sustainable</u> and <u>efficient</u> management of all educational resources				
Sector Outcomes				

PSET resources are increasingly managed efficiently and sustainably across the sub-sector	− Actual PSET expenditure outturn as a % of budget
	  o Recurrent SIG
	  o Recurrent ESSP
	  o Projects
	− No of annual PSET audit plans (as approved by MoF IAD before commencement of FY)
		Baseline Survey in Year 1	ESP Annual Review TBA	− Estimates, Finance One, MYOB and Attached accounts
				− ESCD quarterly financial reports
				− PSET financial reports
				− MoF IAD confirmation
				− PSET procurement plans

PSET (TVET) Programme Monitoring & Evaluation Framework				
	Indicators	**Baseline and/or Targets**	**To November 2015 accomplishment**	**Methodology & Data Sources**
	− No of quarterly PSET progress reports against audit plans by the independent auditors to their CEO and copied to MoF IAD − Annual PSET procurement plans prepared by the IA and the ESCD and submitted to ESWG before start of FY			
Sub-sector outcomes				
Increased investment in skills development through efficiency gains, diversification of funding for PSET & improved cost-sharing between government, employers & students	− Higher levels of funding available for quality assured PSET provision	2011-2012: AusAID regional research program "Financing TVET in the Pacific" in partnership with SQA for Samoa case study	− 2016 MCIL employer Survey TBA	− SQA analysis; Ministry of Finance sectoral analysis
Flexible performance based funding approaches to stimulate training provider participation in PSET sub-sector reforms	− Increased number of registered PSET providers − Increased numbers of accredited courses − Increase numbers of graduates with national qualifications	Baseline 2012 SQA PSET Statistical Bulletin – 12 registered providers, 6 accredited programmes	− 24 registered providers & 9 accredited programmes including 6 TVET courses	− SQA Records − Training provider records

Annex 6: **Technical Assistance Input Schedule**

STA Position	National/ International	Brief Description of Role	Relevant KRA	Inputs (days)	Which Year(s)
Develop of NCS and SQs for 7 Trade areas	International	The purpose of this consultancy is to develop and apply internationally comparable Samoa NCS for the 7 Trades occupations, deliver training in development and ongoing review of such Standards, and deliver training in all aspects of delivery and assessment of the NCS for the Trades occupations	1	65	2012
Application of Samoa Qualifications for 7 Trades	International	The aim of this activity is to strengthen the economic relevance of Technical and Vocational Education and Training (TVET) in Samoa and strengthen the capacity of TVET providers to offer training programmes based on National Competency Standards and Samoa Qualifications that are informed and endorsed by industry stakeholders	1	45	2013
Development of Level I, II & III NCS & SQs for Trades Occupations	International	The specific purpose of this consultancy is to develop internationally comparable and stakeholder-validated Samoa NCS and Samoa Qualifications for the Trades occupations	1	36	2012/2013
Undertake comprehensive review and reform of the Apprenticeship Systems	National	The purpose of this consultancy is to have a complete review and overhaul of the Apprenticeship Scheme, producing of Amendments Bills and Regulations for Apprenticeship Laws in Samoa plus undertaking of related training and preparation of Training Manual	1	50	2012
Development and application of NCS & SQs in Tourism &	National	The purpose of this consultancy is to develop and apply internationally comparable and stakeholder-validated Samoa NCSs and Samoa Qualifications for the Tourism and Hospitality	1	80	2013

STA Position	National/ International	Brief Description of Role	Relevant KRA	Inputs (days)	Which Year(s)
Hospitality		field.			
Develop Labour Market Information System	National	The overall purpose of this work is to Design and Develop an electronic Data Base for LMI system, support and oversees the implementation of the data base and provides on-the-job training to assigned staff within the Employment and Labour Market team of the Apprenticeship, Employment and Labour Market (AELM) division to effectively manage and maintain the database/software.	1	20	2015
7 Local Contractors to assist the on the Development of NCS and SQs for 7 Trade areas	National	The purpose is to work with a National Competency Standards Consultant on the development of National Competency Standards (NCS) for each of the 7 Trades Occupations:	1	140	2012
Conduct the Review of quality standards, policies and guidelines	International	The aim of this consultancy is to strengthen quality assurance system and processes for ensuring quality PSET in Samoa through conducting review of Quality Standards, Quality Assurance Policies and Guidelines as well as the Samoa Qualifications Authority.	2	58	2013
Peer review of SQA's QMS and Mutual recognition of the SQF	International	The purpose is to conduct peer review of the SQA's assessment and establish a process for mutual recognition of the SQF with Qualifications Frameworks regionally and internationally.	2	35	2014
Strengthen SQA's	International	The purpose of this consultancy is to conduct assessment of	2	46	2013

STA Position	National/ International	Brief Description of Role	Relevant KRA	Inputs (days)	Which Year(s)
Quality Management System and transition to international standards for Quality Assurance Agencies		SQA's QMS and to facilitate continuous improvement to achieve international standards			
Develop and implement Quality Management System for PSET providers	International	The aim of this consultancy is to work in collaboration with the SQA and PSET providers to develop a Model QMS Framework and Good Practice Guidelines that will explicitly set out the ways in which quality management systems may be developed and implemented by PSET providers.	2	29	2012
Conduct the review of SQA Management information System	International	The purpose is to review the performance of the information system and assess how well it is meeting the evolving needs of SQA and PSET sub-sector.	2	30	2012
7 Accreditation Panels for DBTC programmes	National	Accreditation of DBTC programmes 14 days for each panels	2	98	2014
8 Accreditation Panels for NUS programmes	National	Accreditation of NUS programmes 14 days for each panels	2	112	2014
3 Accreditation panels for LoP &	National	Accreditation of LoP & UVC programmes 14 days for each panels	2	42	2015

STA Position	National/ International	Brief Description of Role	Relevant KRA	Inputs (days)	Which Year(s)
UVC programmes					
Develop Samoa Professional Standards for TVET Trainers	National (SDP)	The purpose is to develop internationally comparable and stakeholder-validated professional standards for TVET Trainers in Samoa.	2	25	2014
Review of the NFL Guidelines and develop of a small grant scheme	National	The purpose of this consultancy is to review guidelines for the Recognition of Non Formal Learning and to establish a Small Grants Scheme to assist Non Government providers and Non Formal Learning providers.	3	40	2012
Develop Guidelines for the implementation of PSET Access Grant to assist PSET Providers	National	The purpose of this work is to develop Guidelines on the implementation and monitoring of the Grant as well as to train relevant SQA staff on the proposed Guidelines.	3	15	2014
Conduct PSET Expenditure Review	National	To conduct a PSET Expenditure Review and provide an analysis of PSET revenues, expenditures, costs and financing mechanism for the PSET sub-sector in Samoa	4	40	2012
Development of PSET Funding Approach that enables growth and development and ensures accountability	National	The main purpose of this consultancy is to develop a sound, effective and efficient funding approach to assist SQA and to strengthen the PSET sector.	4	20	2015

STA Position	National/ International	Brief Description of Role	Relevant KRA	Inputs (days)	Which Year(s)
Conduct PSET Tracer Study on 2009, 2010 & 2011 graduates of TVET Providers	International	The purpose of this consultancy is to conduct PSET Tracer Study with the assistance of RPP staff and develop Tracer Study Manual for future studies	Programme Management	53	2013
Review of the SQA Research, Policy & Planning Systems & processes and strengthening staff capacity	International	The main purpose of this Framework is to put in place protocols and guidelines that would ensure consistency and coherence across SQA's activities in research, strategic policy and development projects.	Programme Management	16	2015
Strategic Advisor to the CEO of the SQA	International	The purpose of this assignment is to support the SQA's mandated functions through providing high level and strategic support and advice to the CEO and the Executive Management Team (EMT), in particular with strengthening the overall management, coordination, monitoring, quality assurance and regulatory roles of the Authority within the overall context of the ESP, PSET Plan, and Corporate Plan implementation, and any new developments underway and future directions.	Programme Management	40	2015
TVET Programme Management	National	The main purpose is to assist the SQA by providing programme management services to implement and manage the progress of the TVET programme.	Programme Management	40	2012

Annex 7:   Financial Tables 2011 – 2015

Table 1: Expenditure by Activity (Total)

Project Name: TVET Roadmaps 1 (Cash Grant Agreement No 59178) & Roadmap 2 (Direct Finance Agreement 69091)

Donor: DFAT

Implementing Agency: SQA

Period of Implementation: 1 November 2011 to 31 December 2015

EXPENDITURE	30 June 2014	30 June 2015
Activity 1.1: To conduct a Survey of Trades Employers including PSC based on the 22 Samoa Qualifications in Trades registered on the SQF	$ 196,717.24	
Activity 1.2: Implementation of the Apprenticeship Act and Regulations 2013	$ 60,889.42	$ 62,766.42
Activity 1.3: Develop and implement the Labour Market Information System	$ -	$ 16,878.00
Activity 1.4: (a) Develop industry-endorsed NCSs an SQs in priority TVET Areas (a)	$ 4,339.00	$ 13,811.00
Activity 1.4 (b) Develop National Competency Standards and Samoa Qualifications in Tourism and Hospitality	$ 4,866.06	
Activity 1.4 (c)Develop National Competency Standards and Samoa Qualifications in Levels I & II in Trades	$ -	
Activity 1.5(a): Coordinate and facilitate application of NCSs and SQs in TVET	$ 455.00	$ 44,280.93
Activity 1.5 (b) Coordinate and Facilitate application of NCSs and SQs in Tourism and	$ 225.40	$ 8,459.20
KEY RESULT AREA 1: ECONOMIC RELEVANCE TOTAL	**$ 267,492.12**	**$ 146,195.55**
Activity 2.1: To quality assure and strengthen TVET providers	$ 142,583.42	$ 25,811.65
Activity 2.2: To accredit TVET Programmes	$ -	$ 14,201.40
Activity 2.3: Develop Professional Standards for TVET trainers	$ 17,079.60	$ 4,655.50
Activity 2.4: Support for professional development programmes for trainers from RTPs delivering accredited programmes aligned to identified skills development priorities	$ 344,301.28	$ 535,762.41
Activity 2.5: Consumables support for all TVET providers to offer National Competency Standards and Samoa Qualifications	$ 30,202.65	$ 576,300.83
Activity 2.6(a) : Completion of the review of the SQA Information TechnologySystems	$ 53,200.00	$ 108,106.00
Activity 2.6(b):Strengthening staff capacity in research development, information analysis, and policy formulation	$ -	$ 78,430.00
Activity 2.7 (a): To achieve international recognition/equivalence/comparability of selected Samoan qualifications Printing and Promotion of the Revised SQF	$ 72,472.77	$ 4,987.00
Activity 2.7 (b) Register SQs and quality check NCSs	$ 20,112.61	$ 7,276.50
Activity 2.7 (c)Implement Strategy for International Recognition of Samoan Qualifications	$ -	$ 1,307.60
KEY RESULT AREA 2: QUALITY TOTAL	**$ 679,952.33**	**$ 1,356,838.89**
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	$ 108,343.30	
Activity 3.2: To implement and monitor the small grants to assist TVET and Non Formal Learning Providers and to increase access to learners	$ 99,718.91	$ 830,450.82
KEY RESULT AREA 3: ACCESS TOTAL	**$ 208,062.21**	**$ 830,450.82**
Activity 4.1:Introduce funding approach that enables growth and development and ensures accountability	$ 600.00	$ 19,030.00
KEY RESULT AREA 4 : FINANCIAL SUSTAINABILITY TOTAL	**$ 600.00**	**$ 19,030.00**
Activity 1: To coordinate and manage TVET Programme	$ 1,086,421.18	$ 507,337.45
Activity 2:To conduct a PSET Tracer Study for all formal PSET Providers	$ 58,242.96	
Activity 3: To conduct a survey of Employers (Employers of Satisfaction) based on findings from the PSET Tracer Study	$ 21,443.20	$ 15,767.33
Activity 4: Provision of Strategic Advice to the CEO and SQA on strengthening PSET	$ -	
TVET POJECT MANAGEMENT TOTAL	**$ 1,166,107.34**	**$ 523,104.78**
GRAND TOTAL of EXPENDITURE	**$ 2,322,214.00**	**$ 2,875,620.04**

Table 2: Expenditure by KRA per Financial Year

	FY 11/12	FY 12/13	FY 13/14	FY 14/15	FY 15/16*	Program Total
KRA 1: Economic Relevance	$219,988	$26,684	$20,820	$114,630	$31,586	$413,688
KRA 2: Quality	$402,069	$110,988	$166,895	$933,216	$423,623	$2,036,791
KRA 3: Access	$85,486	$102,731	$19,845	$735,970	$94,481	$1,038,513
KRA 4 : Financial Sustainability	$600			$19,030		$19,630
TVET Programme Management	$114,880	$436,325	$614,903	$254,570	$268,535	$1,689,212
Annual Total	$823,023	$676,728	$822,463	$2,057,395	$818,225	$5,197,834

*No Cost Extension Period (July 1 – December 31, 2015

Table 3: Expenditure by Budget Line by Stage

	Stage 1	Stage 2	Stage 1	Stage 2
Access Grant		$275,061		10%
Computers		$124,984		4%
Consultants	$1,271,935	$593,088	55%	21%
Incentive funds & Scholarships		$415,470		14%
Materials & Consumables	$159,100	$579,747	6%	20%
Others	$262,009	$153,783	2%	5%
Professional Development		$508,657	12%	18%
Small Grant Scheme	$99,718		4%	0%
Travel	$342,525	$75,000	13%	3%
Workshop and Meetings	$186,923	$71,401	8%	2%
SPSS Software		$78,430		3%
	$2,322,214	$2,875,620	100%	100%

Annex 8:   Risk Management

Risk Assessment

Likelihood (L)		Consequences (C)				
		Negligible 1	Minor 2	Moderate 3	Major 4	Severe 5
A	Almost Certain	Moderate	Moderate	High	Very High	Very High
B	Likely	Moderate	Moderate	High	High	Very High
C	Possible	Low	Moderate	High	High	High
D	Unlikely	Low	Low	Moderate	Moderate	High
E	Rare	Low	Low	Moderate	Moderate	High

Risk Management Matrix

Objective/s	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Implementing Treatment/s	Implementation Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Likelihood	Consequence	Risk Rating					Likelihood	Consequence	Risk Rating
Economic Relevance	1	Current labour market analysis lacks strategic vision and unable to identify future skill demand	− SQA implementing employer surveys to guide decision making − PIC includes MCIL representative to improve coordination − MCIL regular employer surveys	C	4	H		− Work through the PIC to extend thinking on labour market findings and develop projections for future skill demand − Encourage the sharing of employers' and Government agencies' human resource development plans − Establish linkages with agencies responsible for infrastructure planning and identify potential occupations that suitably skilled Samoans could provide − Aggregate HRD plans to inform national skills planning	SQA ACEO/ QS	2014 /201 5	D	4	M
	2	Poor workplace attitude limits employability	− MCIL regular employer surveys highlight issue − MCIL Job Seeking Skills	C	4	H		− Incorporate workplace attitude elements in training programs – including	SQA ACEO/ QS	2014 /201 5	D	4	M

Objective/s	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Implementing Treatment/s	Implementation Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Likelihood	Consequence	Risk Rating					Likelihood	Consequence	Risk Rating
			Training Program					communications, team participation, customer service, workplace literacy and numeracy as necessary − Support MCIL Job Seekers Register and Job Seeking Skills training					
Quality	3	National training providers lack capacity to deliver	− NUS professional development programs partially funded through Stage 1 − Some budget support for consumables provided through Stage 1	B	4	H		− Assist national training providers through targeted trainer training and support course development in priority skill areas − Support recurrent consumables expenditure through the incentive payment mechanism − Provide management training to national training provider managers to better their understanding of the advantages of quality provision that gives access to external	SQA ACEO/ QA	2014 /201 5	D	4	M

Objective/s	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Implementing Treatment/s	Implementation Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Likelihood	Consequence	Risk Rating					Likelihood	Consequence	Risk Rating
								funding sources					
	4	National Training Providers slow to respond to SQA quality assurance processes	− SQA quality assurance processes well documented − SQA Quality Assurance Division well resourced	C	4	H		− Support the SQA streamline processes to accredit courses − Encourage sequential accreditation of courses rather than attempting to accredit all of a training provider's course simultaneously − Assist registered national training providers accredit courses in priority skill demand areas where possible	SQA ACEO/ QA	2014	E	4	M
	5	Stakeholder attitudes narrowly focused on the status quo and restricting reform	− Broad stakeholder representation on PIC fosters coordination and collective approach to reform	B	4	H		− Advocate the benefits of quality assurance systems that facilitate flexible and responsive training delivery that leads to improved employment outcomes for graduates − Develop innovative models that yield positive economic outcomes and	SQA ACEO/ QA	2014	E	4	M

Objective/s	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Implementing Treatment/s	Implementation Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Likelihood	Consequence	Risk Rating					Likelihood	Consequence	Risk Rating
								– promote an appetite for active participation in a quality assured training environment					
Access	6	Focus on trade skills limits opportunities for female participation in training	– Access grants provided through Stage 1	A	3	H		– Provide added incentive to training providers who attract females into non-traditional trades training – Fund scholarships for females undertaking training in non-traditional trades training – Promote widely the success of female graduates amongst employers and the community generally	SQA ACEO/ RPPD	2014 /201 5	D	3	M
Financial Sustainability	7	Lack of reporting of actual expenditure against budget by output to external stakeholders in both the financial statements and in quarterly reports diminishes accountability	– Dedicated Corporate Service Division in SQA responsible for financial accounting – Regular financial reporting to SQA Board, the PIC and the PCC	D	3	M	Y	– develop quarterly reporting formats that consolidate reporting from the Stage2 budget – Provide capacity building support to finance officers from SQA and the TVET Providers in receipt of Stage funding support as required	SQA ACEO/ CS	2014	E	3	M

Objective/s	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Implementing Treatment/s	Implementation Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Likelihood	Consequence	Risk Rating					Likelihood	Consequence	Risk Rating
								− Ensure rigorous application of all acquittal procedures for Stage2 grant recipients					
	8	Accountability for Direct Funding Agreement Funds – lack of transparency in reporting	Six-monthly reports to SQA Board, PIC and PCC	D	3	M	Y	− the format for 6 monthly Reports should include columns to allow a comparison of Actual Expenditure against both Original Estimates and Revised Estimates.	SQA ACEO/ CS	2014	E	3	M
	9	No established internal audit function in SQA	Nil	C	3	H	Y	− SQA to establish its internal auditor position as soon as possible, reporting directly to the CEO − Until this position is filled, the MoF Internal Audit & Investigation Division should include high risk areas in their annual audit plan	SQA ACEO/ CS	2014	E	3	M
	10	Poor procurement management resulting in fragmented procurement arrangements, additional cost or delays, loss of value for money	− Dedicated Research, Policy and Planning Division and Corporate Service Division in SQA responsible for procurement	C	3	H	Y	− Amend SQA Financial Procedures Manual to require compliance with the GoS legal framework for procurement − Streamlining of the	SQA ACEO/ CS	2014 /201 5	D	3	M

Objective/s	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Implementing Treatment/s	Implementation Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Likelihood	Consequence	Risk Rating					Likelihood	Consequence	Risk Rating
			management					requisition process − Capacity building for all procurement officers − Use the reformed national legal framework for procurement − Maintain a database of all procurement processes and outcomes − Details of public tenders and results of those tenders to be notified on SQA website; provide feedback to unsuccessful bidders when required					