



SAMOA QUALIFICATIONS AUTHORITY
STATEMENT OF CORPORATE OBJECTIVES
2017-2020

(July 2016 – June 2020)



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MĀLŌ O SAMOA

OFISA O LE MINISITA

Ā'OGA, TA'ALOGA & AGANU'U, IUNIVESITĒ AOA O SĀMOA MA LE PŪLEGA O FA'AIOGA MA
TUSI PASI TAUALOA O SĀMOA

8 Setema 2016

Afioga Leaupepe T. Toleafoa Fa'afisi
Honourable Speaker of the House
Legislative Assembly
MULINUU

In accordance with the Samoa Qualifications Act 2010 and Section 22 of the Public Bodies (Performance and Accountability) Act 2001 and Amendments 2012, I am honored to present on behalf of the Board of Directors of the Samoa Qualifications Authority, the *Statement of Corporate Objectives 2017-2020* for the Samoa Qualifications Authority.

A handwritten signature in black ink, appearing to read 'Solamalemalo Loau Keneti Sio'.

Solamalemalo Loau Keneti Sio

MINISTER OF EDUCATION, SPORTS AND CULTURE

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June 2016

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The Chief Executive Officer
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MANDATED FUNCTIONS

SQA is formally mandated under the Samoa Qualifications Authority Act 2010. It lists the following functions:

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

SQA also has responsibilities under the following:

- Public Bodies (Performance and Accountability) Act 2001
- Public Finance Management Act 2001
- Strategy for the Development of Samoa 2016-2020
- Post School Education and Training Strategic Plan 2016 – 2020
- Education Sector Plan 2013-2018
- Samoa Qualifications Authority Corporate Plan 2017-2020
- Cabinet Directives

ENTITY PROFILE

HISTORY

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

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

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

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

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

GOVERNANCE AND MANAGEMENT

SQA Board of Directors

The SQA Board provides oversight governance for the Samoa Qualifications Authority. It is responsible for the strategic direction and long term goals. It reports to the Minister of Education, Sports and Culture for policy and general governance of the SQA and the technical services for the sector. The recently established Ministry of Public Enterprises is responsible for the overall State Owned Enterprises accountability and performance, is the other Minister of the SQA. Representation on the Board is defined in the SQA Act 2010. The Board is responsible for the appointment of the Chief Executive Officer (CEO).

The Board members are as follows:

Chairperson	-	<i>Gatoloifaana Tilianamua Afamasaga</i>
CEO – MESC	-	<i>Dr Karoline Afamasaga-Fuata 'i</i>
CEO – MWCSD	-	<i>Fuimapoao Naea Beth Onesemo-Tuilaepa</i>
CEO – MCIL	-	<i>Vacant</i>
Vice Chancellor/President – NUS	-	<i>Fui Le'apai Lau Ilaoa Professor Asofou So'o</i>
Non-Government Schools Rep	-	<i>Fu'a Meki Hazelman</i>
President SAME	-	<i>Tagaloa Eddie Wilson</i>
President Chamber of Commerce	-	<i>Jennifer Ula-Fruean (rep)</i>
CEO – SQA	-	<i>Vacant</i>

SQA Executive Management

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

SQA is managed through the Office of the CEO and four (4) operational Divisions. The CEO is ultimately responsible for the performance and working conditions of SQA staff. These are the four (4) main divisions:

- *Quality Assurance*
- *Qualifications*
- *Research, Policy and Planning*
- *Corporate Services*

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

Organisational Structure

For the SQA to achieve its core functions and strategies stated in this Corporate Plan, its Organisational Structure was recently reviewed and approved by the Board in February 2016. As the scope of the SQA work increases in both depth and breadth and the implementation of policies roll out, modifications to the structure were approved by the Board as required.

VISION

Relevant, accessible and sustainable quality Post School Education and Training for all Samoan learners to enhance quality of life

MISSION

To regulate, quality assure and coordinate Post School Education and Training through partnership with all stakeholders to improve quality of education and training for all Samoan learners

KEY OBJECTIVES

- 1) To regulate and quality assure Post School Education and Training
- 2) To enhance relevance of Post School Education and Training and access to Post School Education and Training opportunities
- 3) To conduct research and formulate policy to provide sound Post School Education and Training policy advice
- 4) To provide strategic leadership and strengthen networking amongst the Post School Education and Training sector
- 5) To achieve effectiveness, efficiency and sustainability of resources

PERFORMANCE INDICATORS

The following Performance Indicators have been identified for the Corporate Plan period:

Performance Indicators	Timeframe
1 PSET Provider registered (24 out of 30 providers now registered with SQA)	Annually
All registered providers Annual Registration Renewed	Annually
10 potential panel members trained	Annually
2 providers offer one or more accredited programmes	Annually
5 new programmes accredited	Annually
6 Audited programmes	June 2018
At least 3 Quality Assurance staff undergoing Professional Development	Annually
4 Training and awareness for the National External Moderation process conducted	Annually
2 National External Moderation reports produced	Annually
Established a Workplace Assessment Process	June 2017
1 Workplace assessment report approved	Annually
50% of Non Formal Learning activities submitted are recognised	Annually
Revised Non Formal Learning Guidelines approved	June 2017
Record of Achievement (ROA) system and process in place	June 2018
3 pilots completed for ROA	June 2019
3 providers ROA captured	June 2020
2 awareness workshop for TVET trainers on professional standards conducted	December 2016
50% of TVET trainers meeting Professional Standards	June 2020
50% of qualifications submitted (Providers and Samoa Qualifications) are registered on the Samoa Qualifications Framework (SQF)	Annually
Mechanism established for recognition of Samoa School Leaving Certificate and School Certificate on the SQF	June 2020
All qualifications registered on the SQF are also registered on the Pacific Register of Qualifications and Standards	Annually
External review of SQA against the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) conducted and report approved	June 2017

Performance Indicators	Timeframe
Proposal for hosting international conference submitted	December 2019
Situational analysis inform to the development of Recognition of Current Competency (RCC) approved	June 2018
Policy and processes for RCC approved	June 2019
RCC system trialled with 2 individuals	June 2020
At least 30% increase in provider complying with QA requirements	Annually
Collaboration and Impact Statement (CIS) approved	June 2017
5 providers supported through Professional Development assistance	Annually
5 lecturers and trainers supported through Professional Development assistance	Annually
5 providers supported through Consumables support	Annually
Impact assessment report of the PSET Access Grant approved	June 2017
1 Needs Analysis Report for the development of NCSs and SQs approved	Annually
1 set of NCSs for priority sectors approved	Annually
1 Validation report of draft NCSs and SQs approved	Annually
1 Endorsement report of draft NCSs and SQs approved	Annually
4 workshops, trainings and awareness sessions on the application of NCSs and SQs conducted and report approved	Annually
2 Public Awareness of Foreign Qualifications Recognition Services (FQRS) conducted	Annually
5 FQRS report approved	Annually
Revised FQRS Guidelines approved	June 2017
FQRS database approved	June 2017
4 up to date reports of FQRS database produced	Annually
Review report of the Career Advisory Service (CAS) approved	June 2017
1 Career Advisory Service schools visits report approved	Annually
1 National Career Day conducted and report approved	Annually
1 report of walk in clients approved	Annually
Situational Analysis to inform the development of learning pathway approved	June 2018
Learning pathways Process and Procedures approved	January 2019
Learning pathways Policy approved	June 2019
Delivery of NCSs and SQs policy approved	June 2017
Recognition of Current Competency policy approved	June 2018
Learning pathways policy approved	June 2019
PSET Accessibility policy approved	June 2020
1 profile of international agreements that impacted on PSET approved	Annually
Survey of Employers Satisfaction report approved	June 2017
PSET Graduates Tracer Survey report approved	June 2019
Survey of Employers Satisfaction report approved	June 2020
1 research profile approved	Annually
At least 2 RPP staff undergoing professional development	Annually
1 Memorandum of Agreement established	Annually
1 Sector Advisory Group established	Annually
4 PSET Taskforce meetings conducted	Annually
1 Quality Assurance Focus Group meetings conducted	Annually
SQA reports prepared in accordance with legislative requirements	Annually
Amended SQA Act in place	June 2020
SQA Regulations approved	June 2020

Performance Indicators	Timeframe
3 meeting and conference reports of international QA meetings attended by SQA approved by Cabinet	Annually
4 workshops and work attachments conducted with NZQA, VQA and similar QA agencies	Annually
Appropriate and relevant Regional and International best practices are reflected in SQA Policies and Operations	Annually
SQA Strategic Planning Seminar conducted	Annually
SQA input for SDS 2016-2020 review and new SDS 2020-2024 produced	February 2020
SQA input for Education Sector Plan Quarterly and Annual reviews produced	Annually
SQA input for the new Education Sector Plan produced	February 2018
PSET Strategic Plan produced	December 2016
Mid-Term Review report of the Corporate Plan 2016-2020 produced	March 2018
Mid-Term Review report of the PSET Strategic Plan 2016-2024 produced	March 2020
4 Annual Management Plan Quarterly Review reports produced	Annually
1 Annual Management Plan Annual Review report produced	Annually
SQA Corporate Plan and Statement of Corporate Objectives 2020-2024 produced	March 2020
1 SQA Annual Management Plans produced	Annually
4 SQA Newsletter produced and disseminated	Annually
100 Brochures produced and disseminated to stakeholders	Annually
2 awareness programmes on SQA mandated functions conducted	Annually
PSET Annual Conference conducted and report approved	Annually
SQA Workforce Development Plan developed and approved	June 2017
2 operational policies reviewed	June 2020
Approved SQA budget	Annually
Financial statements and reports prepared accordingly	Annually
SQA Fees Structure reviewed	December 2016
1 SQA Asset stock take report approved	Annually
Review of the current office space conducted	December 2017
Implement findings from the review of the SQA Office space	January 2018
Fortnightly staff payroll implemented	Annually
Staff attendance report produced each month	Annually
12 Board and 4 Board sub-committees meetings conducted	Annually
Reports submitted to the Ministry of Public Enterprises on the implementation of the Corporate Plan	Annually
SQA Management Information System implemented	December 2016
PSET Statistical Bulletin produced and published	Annually
4 internal audit reports of all SQA systems of internal control approved	Annually
Financial audit conducted and report approved	Annually

SPECIFIC PROJECTS AND GOVERNMENT POLICIES

SPECIFIC PROJECT

The SQA will receive funds under the Education Sector Budget Support to implement activities identified in the Education Sector Plan to achieve its objectives for this planning period in addition to the government grant under the local budget.

SUPPORT FOR GOVERNMENT POLICIES

The last SQA Corporate Plan 2015-2017 and the Education Sector Plan 2013-2018 were developed taking into account both the Strategy for the Development of Samoa 2012-2016 and the PSET Strategic Plan 2008-2016.

The Full-Term Review of the PSET Strategic Plan 2008-2016 and the Bi-Annual Review of the SQA Corporate Plan 2015-2017 in February 2016 informed the development of the SQA Corporate Plan 2017-2020.

MAIN ASSUMPTIONS AND RISKS

The SQA is assuming that by the end of the planning period, implementation of all operational priorities have been implemented to regulate the quality assurance of PSET, enhance relevance and access to PSET opportunities, conducting research and policy development, provision of strategic leadership, and achieving effective, efficient and sustainable use of available resources. However, the commitment and availability of PSET providers and relevant stakeholders are major risks in achieving these assumptions within the planning period.

To ensure the implementation of activities within the planning period, Annual Management Plans will be developed with associated costing and these will be reviewed quarterly and annually by the SQA Board and Management.