



# **POST SCHOOL EDUCATION AND TRAINING**

## **STATISTICAL BULLETIN**

**2020**



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SAMOA

## The PSET Bulletin

The Post School Education and Training (PSET) sub-sector of Samoa's education system encompasses all learning that occur outside of the formal early childhood, primary, and secondary education levels. PSET includes tertiary level education at university, pre and in service professional education, technical and vocational education, theological and providers of religious instruction, apprenticeship, non-formal and on the job training.

The Samoa Qualifications Authority (SQA) is mandated under the SQA Act 2010 to provide policy advice and ensure the quality assurance of PSET in Samoa conforms to the highest standards of excellence acceptable to the community, stakeholders and its international partners.

Formal PSET providers are the main providers of PSET in Samoa with a total of 25 registered and 30 Non Formal Education providers listed with SQA by the end of 2020. There were 23 formal PSET providers able to contribute in the production of the PSET Statistical Bulletin 2020.

The PSET Statistical Bulletin 2020 contains basic statistical information on formal PSET providers for the academic year ended December 2020, unless otherwise stated. It covers a range of performance areas including enrolments, graduates and PSET lecturers and trainers qualifications. It also includes information on Non Formal Learning Activities recognized by SQA and delivered in 2020.

Response to the Annual PSET Data Collection is on an obligatory basis.

The information presented in this bulletin will be of interest to a wide variety of people including education planners and policy analysts, prospective students, local businesses to quantify the supply of graduates in their business area and researchers and academics to try and understand the underlying trends in PSET.

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## Formal PSET Providers Operating in 2020

### UNIVERSITIES

**(3)**

National University of Samoa	Registered
Oceania University of Medicine—Samoa	Registered
University of the South Pacific—Samoa Campus	Registered

### RELIGIOUS PROVIDERS

**(10)**

Assembly of God of Samoa Theological College*	Registered
Apia Harvest Centre Bible College*	Registered
Malua Bible School	Registered
Malua Theological College	Registered
Moamoa Theological College	Registered
Piula Theological College	Registered
RHEMA Bible Training Centre - South Pacific	Registered
South Pacific Nazarene Theological College	Registered
Youth With A Mission	Registered
Worldwide Mission Training Centre	Registered

### TVET PROVIDERS

**(12)**

Australia Pacific Training Coalition	Registered
Congregational Christian Church of Samoa (CCCS) School of Fine Arts and Museum	Registered
Congregational Christian Church of Samoa Vocational School	Registered
Don Bosco College and Vocational Technical Centre	Registered
Don Bosco Technical Centre	Registered
Early Childhood Education Teachers Training Institute	Registered
Methodist Technical and Creative Centre - Laumua o Punaoa Technical Centre	Registered
Pesega Technical and Vocational Education and Training Institute	Registered
Samoa Business Hub	Registered
Tesese Institute	Registered
Uesiliana Vocational Centre	Registered
Vaiola Technical and Vocational Education and Training Institute	Registered

### TOTAL PSET FORMAL PROVIDERS

**25**

### PROVIDERS REGISTERED WITH SQA

**25(100%)**

Providers marked with an asterisk\* were excluded in the production of this Bulletin. For *Apia Harvest Centre Bible College*—no enrollment in 2020 due to COVID-19 and *Assembly of God of Samoa Theological College*—not forthcoming with the data despite numerous follow up

## **Non Formal Education Providers**

### **Government Agencies (9)**

Electric Power Corporation  
Ministry of Agriculture and Fisheries  
Ministry of Education, Sports and Culture  
Ministry of Health  
National University of Samoa  
Public Service Commission  
Samoa Institute of Directors  
Samoa Tourism Authority  
Ministry of Police, Prisons and Correction

### **Non-Governmental Organisations (21)**

Apia Employment Company  
Body Therapy Spot  
Every Home for Christ  
Fatuaiupu Consult  
KL Security Services  
Leadership Samoa  
Matuaileoo Environment Trust Incorporated  
Pacific Society for Reproductive Health  
Pesega Dental Clinic  
Plumbers Association of Samoa  
Samoa Red Cross Society  
RHEMA Bible Training Centre - South Pacific  
Samoa Association of Manufacturers and Exporters  
Samoa Family Health Association  
Samoa Umbrella for Non-Governmental Organisations  
Samoa Stationery and Books  
Samoa Victim Support Group  
SENESE Inclusive Education Support Services  
Small Business Hub  
Women in Business and Development Incorporated  
Event Marketing and Distribution

**Post School Education and Training Key Performance Indicators  
(Education Sector Plan 2019-2024)**

KPI No.	Goal No.	Result Indicator	Number	Percentage/ Rate
3	1	Number of PSET accredited programmers delivering NCS in generic skills (literacy and numeracy)	60	
8	1	Percentage (%) of TVET lecturers and trainers meeting TVET Professional Standards	N/A	N/A
13	2	Gross Enrolment in Formal PSET	Female: 2906 Male: 2063	Female: 30.4% Male: 20.1%
14	2	Gross Graduation in Formal PSET	Female: 947 Male: 757	Female: 32.6% Male: 36.7%
18	2	Number of students with disability enrolled at all levels	Female: 3 Male: 11	
21	3	Percentage (%) of employed PSET graduates who found employment within 6 months of completion (2015, 2016 & 2017)	742	52%
22	3	Process for PSET providers to report on graduate employment outcomes each year established and implemented	N/A	N/A
23	3	Percentage (%) of employers of PSET graduates satisfied with the application of graduates' knowledge and skills in the workplace (2015, 2016 & 2017)		92%
24	3	Number of PSET programmes accredited by SQA	60	
27	3	Percentage (%) of PSET graduates with nationally and regionally recognized qualifications	Female: 314 Male: 357	Female: 33.2% Male: 47.2%

# Summary Statistics

## Enrolment

- ◇ In 2020, a total of 4,969 students enrolled in formal PSET education in Samoa, 58.7% were female and 41.3% were male
- ◇ The majority (66.1%) of students enrolled in formal PSET education were within the age group of 25 years and below.
- ◇ International students constituted 2.6% of total formal PSET enrolments.
- ◇ A total of 3,604 students were enrolled in universities studies, 873 students in Technical and Vocational Education and Training and 492 students enrolled in Religious based programmes.
- ◇ Society and Culture, Education, Management and commerce were the most enrolled fields of study in 2020.
- ◇ A total of 106 Certificate level, 22 Diploma level, 29 Bachelor, 22 Graduates and Postgraduates level programmes were delivered by 23 registered formal PSET Providers.

## Graduates

- ◇ In 2020, a total of 1,704 students attained PSET Qualifications, 56% were female and 44% were male.
- ◇ A total of 1,197 students attained Universities qualifications, 393 graduated with TVET qualifications and 114 received qualifications from Religious instructions.
- ◇ Society and Culture, Education and Engineering and related technologies were the most common qualification fields in 2020
- ◇ A total of 671 students were graduated with registered qualifications and 53% were male and 47% female.

## Non formal Learning

- ◇ A total of 908 learners were trained in recognized non formal learning activities in 2020.
- ◇ Majority (59% ) of learners were male and 41% were female.
- ◇ In 2020, 96% of learners were trained in non government agencies.

## PSET Lecturers and Trainers

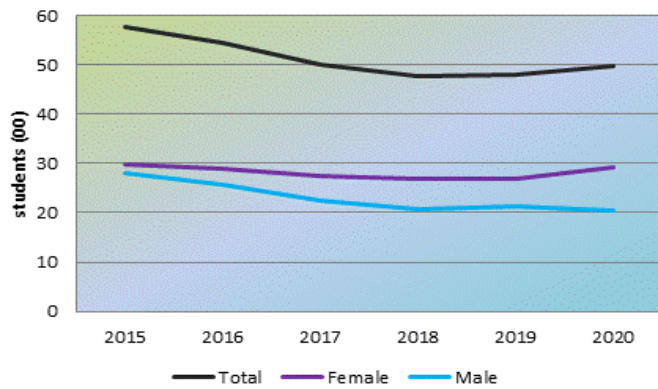
- ◇ In 2020, a total of 419 lecturers and trainers were delivering formal PSET education., 37% were female and 63% male.
- ◇ Universities lecturers and trainers constituted 59%, 27% from TVET providers and 14% from religious instructors.
- ◇ The majority of lecturers and trainers were Bachelor (39%) and Postgraduates (24%) holders.



# FORMAL PSET ENROLMENTS

## 1. FORMAL PSET ENROLMENTS OVERVIEW

Figure 1: Students in formal study



In the academic year 2020, a total of 4,969 students enrolled in formal PSET Education in Samoa, an increase of 3.4% was noted relative to 2019. Of the total student enrolments, 58.7% were female and 41.3% were male

## Enrolments by selected age group-2020

	Total	Female	Male
Aged under 25	3285	61.7%	38.3%
Aged 26 -39	755	68.3%	31.7%
Aged 40 years and over	387	62.3%	37.7%
Not stated	542	24.7%	75.3%

66.1% of students enrolled in formal PSET education in 2020 were within the age group of 25 years and below. The majority of these students were female. The average age of students in formal education in 2020 was 39 years.

## Enrolment by Student Type– 2020

Enrolments by student type - 2020	Total	%
<b>Domestic</b>	<b>4839</b>	<b>97.4</b>
Female	2875	59.4
Male	1964	40.6
<b>International</b>	<b>130</b>	<b>2.6</b>
Female	31	23.8
Male	99	76.2

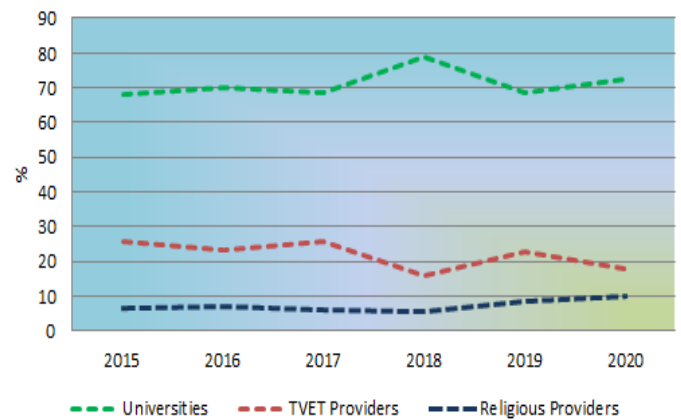
International students constituted 2.6% of total PSET enrollments in 2020, a decrease of 46.5% compared to 2019. Of 130 international students, 25.4% enrolled in TVET programmes, 35.4% in University studies and 39.2% in Religious institutes.

## Enrolment by Provider Type

Enrolments by selected provider type

	2015	2016	2017	2018	2019	2020
All formal Enrolments	5785	5453	5000	4777	4804	4969
Universities	3924	3811	3424	3756	3301	3604
TVET Providers	1478	1273	1272	756	1098	873
Religious Providers	383	369	304	265	405	492

Figure 2: Students in formal study by Provider Type



Universities studies constituted 72.5% of total formal PSET education enrolments in 2020. An increase of 9.2% compared to 2019 Universities studies enrolments. Students enrolled in programmes delivered by TVET providers decreased by 20.5% and the number of students enrolled in Religious programmes increased by 21.5%.

## Enrolment by Provider Type by Gender-2020

	Female	Male	Total
Universities	2312	1292	3604
TVET Providers	456	417	873
Religious Providers	138	354	492

The majority (64.2%) of students enrolled in Universities studies were female with an increase of 7.8% relative to 2019. Male students enrolments increased by 11.7% in 2020 compared to 2019.

Female students amounted to 52.2% of TVET Providers enrolments while male students comprised 47.8%. A drop of 35% in Male students enrolments was noted relative to 2019.

Male students continuing to dominate enrolments in Religious Providers with 72%. Females in Religious providers increased by 60.5%.

Total Female enrolments was increased by 8.2% while male enrolments dropped by 2.6% in 2020 in comparison with 2019.

# FORMAL PSET ENROLMENTS

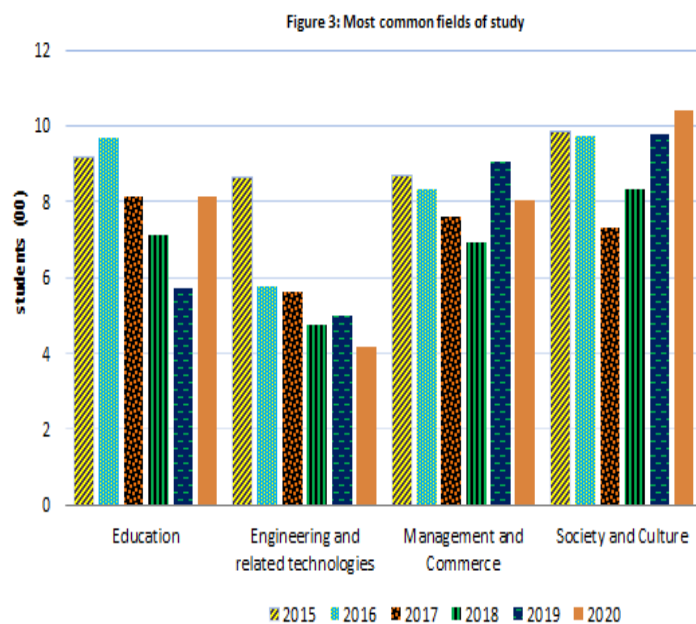
## Enrolments by Field of Study

Enrolments by Field of Study						
	2015	2016	2017	2018	2019	2020
<b>All formal Enrolments</b>	<b>5785</b>	<b>5453</b>	<b>5000</b>	<b>4777</b>	<b>4804</b>	<b>4969</b>
Agriculture, Environment and related studies	106	258	151	348	286	138
Architecture and Building	252	231	265	120	168	161
Creative Arts	85	44	54	49	53	56
Education	916	968	815	714	573	815
Engineering and related technologies	865	578	564	474	501	418
Food, Hospitality and Personal Services	600	206	216	270	344	284
Health	469	440	489	450	405	360
Information Technology	142	241	260	93	88	293
Management and Commerce	867	831	758	693	905	803
Mixed Field Programmes	71	311	440	350	211	343
Natural and Physical Sciences	426	373	255	385	291	257
Society and Culture	986	972	733	831	979	1041

*Society and Culture, Education, Management and Commerce and Engineering and Related Technologies* were the most popular choice for area of study in 2020. Due to the nature of job opportunities available in Samoa, these four field of studies remain as top choice of study since 2012.

An upsurge in Information Technology enrolments was noted in 2020 relative to 2019.

## Most common fields of study



Enrolments in Education field of study amplified by 42.2%, a slight increase of 6.3% was noted in the Society and culture in 2020.

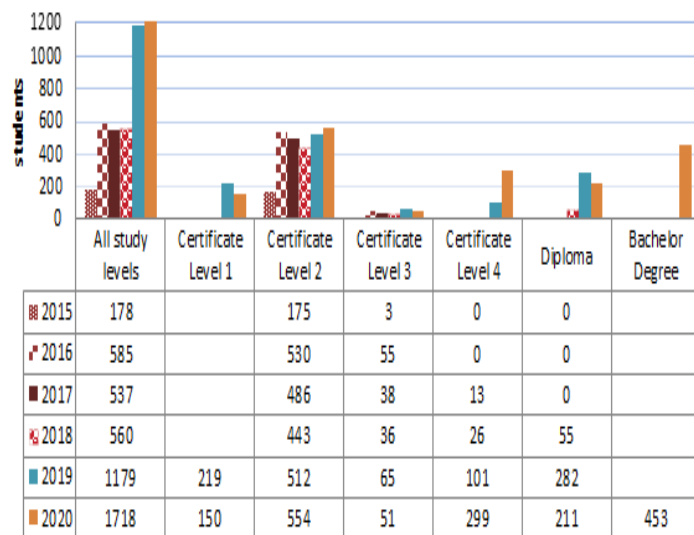
## Enrolments by Level of Study

	2015	2016	2017	2018	2019	2020
Non Award					34	23
Certificates	3119	2929	2626	2247	2326	2380
Diplomas	617	519	430	443	493	474
Bachelors degrees	1749	1826	1810	1920	1807	1904
Graduate dips/certs	22	37	25	25	14	29
Postgraduates	118	101	105	112	90	115
Masters				27	32	25
Doctorate				3	8	19

In 2020, increases in enrolments Certificates, Bachelor, Graduates Certs and Postgraduates were noted. However, a slight decrease of enrolments in Diplomas and Masters level of study were also noted.

## Enrolments in Accredited Programmes

Figure 4: Enrolments by Accredited level of study



A total of 1,718 students enrolled in accredited programmes in 2020. As a result of increase of number of programmes accredited by SQA and the SQA Vulnerable Student Assistance through the provision of the PSET Support Fund mechanism, an increase of 45.7% was obtained.

In 2020, two Bachelor Degree level programmes were accredited, the National University of Samoa *Bachelor of Education (Primary School)* and Malua Theological College *Bachelor of Divinity with Honors (Level III)*

# FORMAL PSET ENROLMENTS

## 2. STUDENTS IN FORMAL EDUCATION BY LEVEL OF PROGRAMME

### Certificate level programmes

In 2020, a total of 106 Certificates level programmes were delivered by registered PSET Providers. Of the total, 37% were accredited by SQA and registered on the Samoa Qualifications Framework (SQF), in which 11 were Samoa Qualifications programmes and 28 Provider Programmes.

### Students in Certificate level programmes

The total number of students enrolled in Certificates level programmes amounted to 2,380. An increase of 2.3% was noted as compared to 2019.

Of the total Certificates level enrolments, 51% were male and 49% female. However, more female than male students enrolled in Universities and TVET based Certificates level programmes.

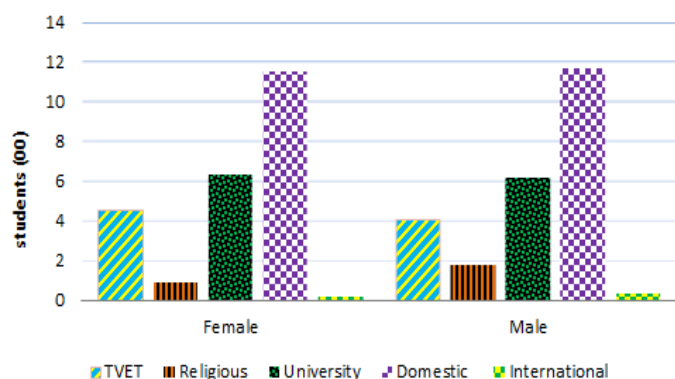
University enrolments constituted 53% of total Certificates levels enrolments, 36% from TVET Providers and 11% from Religious Providers.

Domestic or local students obtained 98% of total enrolments whereas international students covered 2%. A decrease of 48% in mobile students enrolments relative to 2019.

#### Certificate enrolments

	Female	Male
TVET	451	407
Religious	92	177
University	633	620
<b>TOTAL</b>	<b>1176</b>	<b>1204</b>
Domestic	1159	1168
International	17	36

Figure 5: Students in Certificate level study by gender



	Total	%	Female	%	Male	%
<b>All formal Enrolments</b>	<b>2380</b>		<b>1176</b>		<b>1204</b>	
Agriculture, Environment and related studies	38	1.6	26	68.4	12	31.6
Architecture and Building	161	6.8	12	7.5	149	92.5
Creative Arts	42	1.8	5	11.9	37	88.1
Education	167	7.0	112	67.1	55	32.9
Engineering and related technologies	401	16.8	17	4.2	384	95.8
Food, Hospitality and Personal Services	225	9.5	181	80.4	44	19.6
Health	42	1.8	31	73.8	11	26.2
Information Technology	281	11.8	227	80.8	54	19.2
Management and Commerce	166	7.0	104	62.7	62	37.3
Mixed Field Programmes	331	13.9	200	60.4	131	39.6
Natural and Physical Sciences	107	4.5	60	56.1	47	43.9
Society and Culture	419	17.6	201	48.0	218	52.0

Enrolment at Certificates level were higher in the Society and Culture field, Engineering and related technologies and Mixed field programmes. Male students populated the natural Trades fields of study whereas female students favoured the Food, Hospitality and Personal services.

### Diploma level programmes

There were 22 different Diploma level programmes offered by 9 formal PSET providers in 2020. 13.6% were accredited by SQA and registered on the SQF.

The majority (63.3%) of Diploma level programmes offered were University based, 27.3% Religious Study and 9.1% from TVET Providers.

### Students in Diploma level programmes

A total of 474 students enrolled in Diploma level programmes in 2020. A decrease of 4% was noted compared to 2019.

Female students dominated the Diploma level enrolments with 65% rate. Enrolments in University based Diploma level programmes resulted in 72%, Religious study with 25% and TVET providers with 3%.

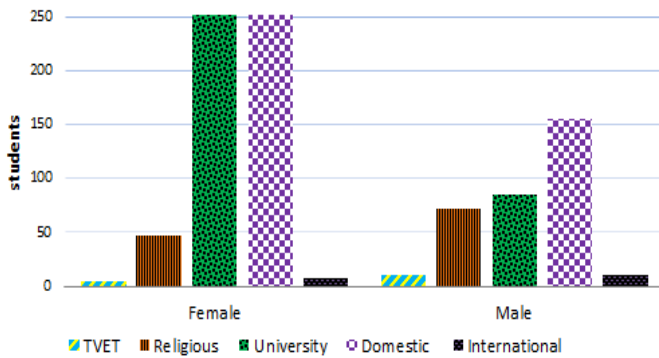
Of the total Diploma level enrolments, 96% were domestic students and 4% international students. A drop of 81.2% in mobile students enrolments relative to 2019.

#### Diploma enrolments

	Female	Male
TVET	5	10
Religious	46	71
University	257	85
<b>TOTAL</b>	<b>308</b>	<b>166</b>
Domestic	300	155
International	8	11

# FORMAL PSET ENROLMENTS

Figure 6: Students in Diploma level study by gender



Diploma enrolments by Field of Study						
	Total	%	Female	%	Male	%
<b>All formal Enrolments</b>	<b>474</b>		<b>308</b>		<b>166</b>	
Agriculture, Environment and related studies	24	5.1	14	58.3	10	41.7
Creative Arts	14	3.0	1	7.1	13	92.9
Engineering and related technologies	17	3.6	10	58.8	7	41.2
Food, Hospitality and Personal Services	59	12.4	52	88.1	7	11.9
Health	64	13.5	55	85.9	9	14.1
Information Technology	12	2.5	6	50.0	6	50.0
Management and Commerce	161	34.0	119	73.9	42	26.1
Natural and Physical Sciences	1	0.2	1	100.0	0	0.0
Society and Culture	122	25.7	50	41.0	72	59.0

Society and Culture and Management and Commerce field remained as most enrolled fields of study since 2014.

With the exception of Creative Arts and Society and Culture fields, female students outnumbered male learners in most of the fields even in engineering and related studies which considered as male dominated field of study.

## Bachelor level programmes

There were 29 different Bachelor level programmes offered by 4 formal PSET providers in 2020. Two (2) were accredited by SQA and registered on the SQF.

Of the 29 different Bachelor level programmes, 82.8% were University based programmes and 17.2% were Religious based.

## Students in Bachelor level programmes

A total of 1,904 students were enrolled in Bachelor level programmes in 2020. An increase of 5.4% was noted compared to 2019. Female students with 68% enrolment rate outnumbered male (32%) learners in Bachelor level programmes.

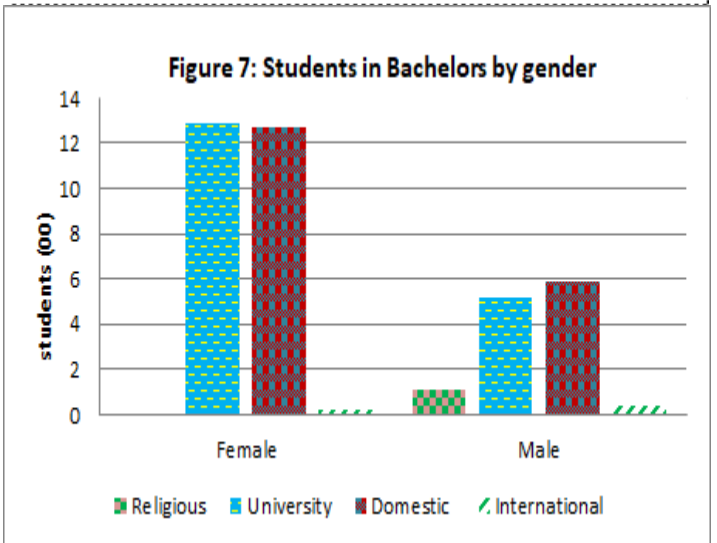
97% of enrolments in Bachelor level programmes were domestic students.

University based programmes constituted 94% of enrolments in Bachelor level programmes whereas Religious providers obtained 6%.

Female (71%) students dominated Universities based Bachelor level programmes, however, there were no female students enrolled in Religious Bachelor level programmes.

## Bachelor enrolments

	Female	Male
Religious	0	106
University	1282	516
<b>TOTAL</b>	<b>1282</b>	<b>622</b>
Domestic	1266	587
International	16	35



Bachelor enrolments by Field of Study						
	Total	%	Female	%	Male	%
<b>All formal Enrolments</b>	<b>1904</b>		<b>1282</b>		<b>622</b>	
Education	593	31.1	469	79.1	124	20.9
Health	244	12.8	174	71.3	70	28.7
Management and Commerce	439	23.1	329	74.9	110	25.1
Natural and Physical Sciences	133	7.0	69	51.9	64	48.1
Society and Culture	436	22.9	217	49.8	219	50.2
Agriculture, Environment and Related studies	59	3.1	24	40.7	35	59.3

Management and Commerce, Education and Society and Culture were the most common choice of study amongst students in Bachelor level programmes since 2014. Female learners outnumbered the male population in most of the fields except for Agriculture, Environment and Related studies.

# FORMAL PSET ENROLMENTS

## Postgraduates level programmes.

There were two (2) Graduates level and 20 Postgraduates level programmes offered in 2020. All of these programmes were University based studies.

## Students in Graduates and Postgraduates level programmes

A total of 188 students were enrolled in Graduates and Postgraduate level programmes. An increase of 31% relative in 2019. Of the total enrolments, 65% were female and 35% male.

Graduates Diploma enrolments was as twice comparatively, with female students constituted 62%.

Postgraduate Diploma level increased by 27.8% and dominated by female learners by 70%.

Masters level enrolments was fairly amongst the genders. A drop of 22% was noted in Masters level enrolments in 2020 relative to 2019.

Doctorates level enrolments increased since 2019 and was up by 137.5% compared to 2019. Female learners dominated the total enrolments by 63%.

International or mobile students enrolment rate decreased by 12 students relative to 2019.

	Total	%	Female	%	Male	%
<b>All formal Enrolments</b>	<b>188</b>		<b>123</b>		<b>65</b>	
Agriculture, Environment and Related Studies	17	9.0	9	52.9	8	47.1
Education	55	29.3	39	70.9	16	29.1
Health	10	5.3	7	70.0	3	30.0
Management and Commerce	33	17.6	25	75.8	8	24.2
Mixed Programmes	1	0.5	0	0.0	1	100.0
Natural and Physical Sciences	12	6.4	10	83.3	2	16.7
Society and Culture	60	31.9	33	55.0	27	45.0

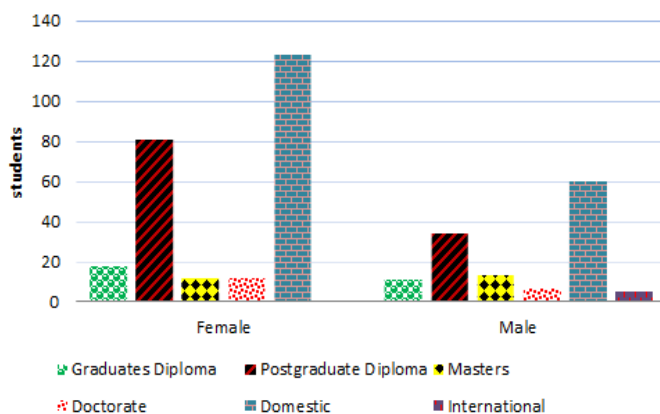
Society and Culture field of study and Education field of study were the common choice amongst students enrolled in Graduates and Postgraduates level programmes.

Enrolments in Education and Commerce and Management Fields of study increased compared to 2019. Female learners outnumbered male learners in most of the fields study.

## Graduates and Postgraduates

	Female	Male
<b>Graduates Diploma</b>	<b>18</b>	<b>11</b>
<b>Postgraduate Diploma</b>	<b>81</b>	<b>34</b>
<b>Masters</b>	<b>12</b>	<b>13</b>
<b>Doctorate</b>	<b>12</b>	<b>7</b>
<b>TOTAL</b>	<b>123</b>	<b>65</b>
<b>Domestic</b>	<b>123</b>	<b>60</b>
<b>International</b>	<b>0</b>	<b>5</b>

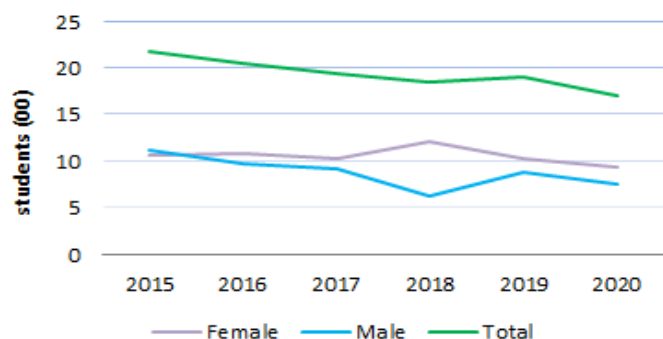
Figure 8: Students in Graduates and Postgraduate by gender



# FORMAL PSET GRADUATES

## 3. FORMAL PSET GRADUATES OVERVIEW

Figure 9: Graduates of Formal Education



A total of 1,704 students attained PSET qualifications in 2020. A drop of 11% relative to 2019 and mainly impacted by pandemic surge in 2020. Of total graduates, 56% were female and 44% male.

Female graduates decreased by 8% whereas male graduates number dropped by 14%.

International students constituted 2% of total graduates in 2020.

## Graduates by Field of Study

Graduates by Field of Study	2015	2016	2017	2018	2019	2020
<b>All formal Graduates</b>	<b>2174</b>	<b>2056</b>	<b>1943</b>	<b>1859</b>	<b>1909</b>	<b>1704</b>
Agriculture, Environment and related studies	30	42	29	204	133	38
Architecture and Building	101	86	119	64	90	74
Creative Arts	26	18	24	19	8	26
Education	263	336	313	296	220	225
Engineering and related technologies	502	309	312	203	297	212
Food, Hospitality and Personal Services	251	116	127	134	150	167
Health	190	147	157	152	148	116
Information Technology	56	79	76	88	34	64
Management and Commerce	268	260	224	162	293	211
Mixed Field Programmes	66	176	218	178	117	170
Natural and Physical Sciences	147	167	115	140	116	119
Society and Culture	274	320	229	219	303	282

Society and culture, Education, Commerce and Management and Engineering and related technologies were the most common qualification fields in 2020. Since 2012, these four fields of study remained as the most common choice of qualifications amongst students.

In 2020, the graduation rate of the most common qualifications field dropped by 16% compared to 2019.

## Graduates by Provider Type

In 2020, 70% of formal PSET graduates attained PSET qualifications from Universities, 23% from TVET Providers and 7% from Religious Providers.

Universities graduates rate decreased by 6% comparatively, TVET decreased by 26% and graduates from Religious Providers increased by 16%.

Graduates by selected provider type	2015	2016	2017	2018	2019	2020
<b>All formal Graduates</b>	<b>2174</b>	<b>2056</b>	<b>1943</b>	<b>1859</b>	<b>1909</b>	<b>1704</b>
Universities	1343	1445	1296	1378	1278	1197
TVET Providers	715	529	575	400	533	393
Religious Providers	116	82	72	81	98	114

Figure 10: Graduates of formal education by Provider type

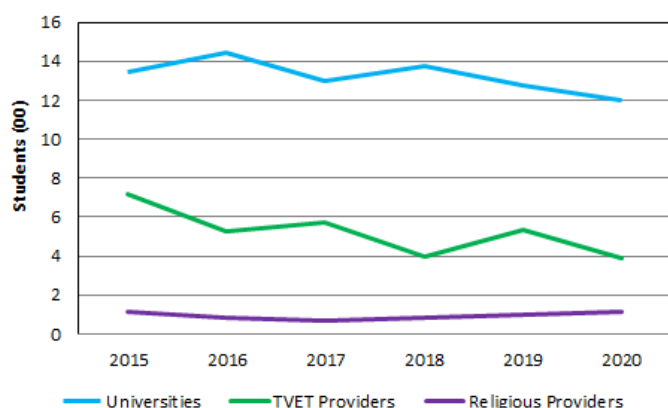
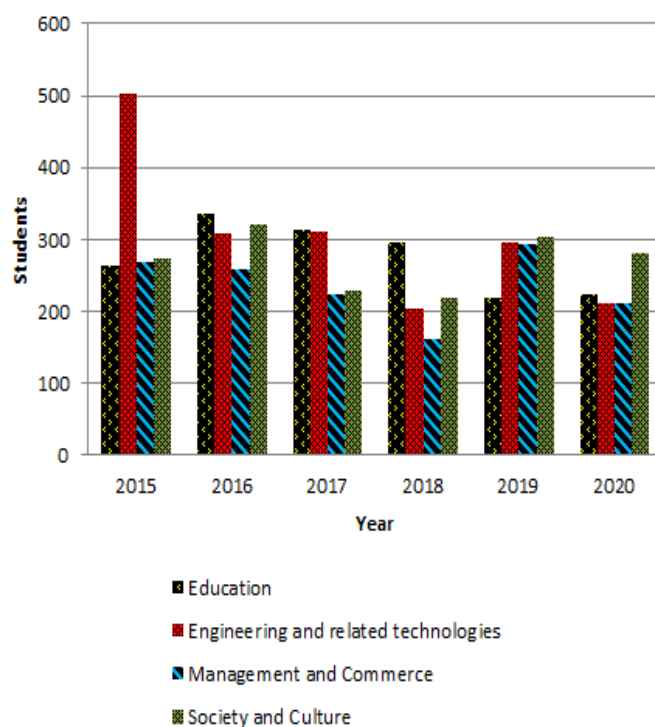


Figure 11: Most common qualification field



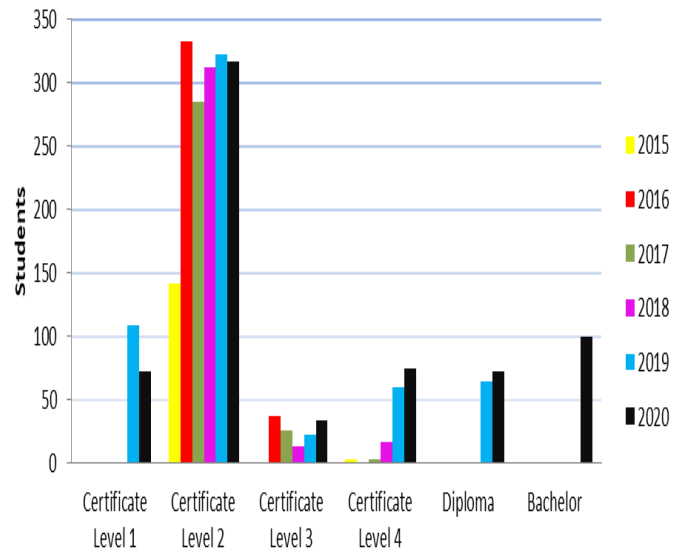
# FORMAL PSET GRADUATES

## Graduates by Level of Qualification

A slight decreased in graduates of all Qualification levels in 2020 except for graduates in Diploma level qualification which increased by 13%.

Graduates by Qualification level							
	2014	2015	2016	2017	2018	2019	2020
Certificates	1326	1661	1420	1403	1258	1344	1127
Diplomas	198	203	148	107	127	134	152
Bachelors degrees	227	250	427	387	418	387	386
Graduate Diploma	17	20	13	10	11	5	4
Postgraduates Diploma	37	40	48	36	29	27	26
Masters						12	9

Figure 12: Graduates of Registered Qualifications



## Graduates of Registered Qualifications

A total of 671 students were graduated with registered qualifications in 2020. An increase of 16% compared to 2019, thus reflected the increase in number of accredited programmes and is directly proportional to enrolments in accredited programmes.

Graduates in Certificates level II were higher with 47% comparatively. Although a slight dropped of 2% relative to 2019.

Certificate level I constituted 11% and the number of graduates dropped by 34%.

Certificate level III covered 5%, a decrease of 34% was noted compared to 2019.

Certificate level IV obtained 11% of total graduates of registered qualifications and was increased by 55% proportionally.

Graduates in Diploma covered 11% of total, and was increased by 14% relative to 2019.

Bachelor graduates of registered qualifications constituted 15% of total graduates of registered qualifications.

Graduates of Registered Qualifications by gender												
	2015		2016		2017		2018		2019		2020	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Certificate Level 1									4	105	15	57
Certificate Level 2	37	106	115	218	128	157	137	175	163	159	117	200
Certificate Level 3	0	0	22	15	22	4	0	13	17	5	20	14
Certificate Level 4	2	1	0	0	1	2	8	9	24	36	31	44
Diploma									47	17	53	20
Bachelor											78	22
<b>Total</b>	<b>39</b>	<b>107</b>	<b>137</b>	<b>233</b>	<b>151</b>	<b>163</b>	<b>145</b>	<b>197</b>	<b>255</b>	<b>322</b>	<b>314</b>	<b>357</b>

With an increase in number of natural trades programmes accredited by SQA, more male (53%) than female (47%) were awarded with registered qualifications in 2020. However female graduates increased by 23% relative to 2019. Male graduates of registered qualifications increased by 10%.

Of the total graduates of Registered Qualifications, 28% attained Samoa Qualifications and 72% awarded with Provider Qualifications.

# FORMAL PSET GRADUATES

## 4. GRADUATES BY LEVEL OF QUALIFICATION ATTAINED

### Certificate Graduates

A total of 1,127 students graduated with qualifications at Certificate level. A drop of 16% in graduates in Certificates level rate compared to 2019. Certificate graduates constituted 66.1% of total Graduates in 2020.

52% of graduates in Certificate level were female and 48% male.

University graduates constituted 64% of total Certificate level graduates. A slight decrease of 8% compared to 2018. 53% of University graduates were female and 47% were male.

TVET graduates obtained 34% and the graduation rate dropped by 27% compared to 2019. 53% of total graduates from TVET providers were female and 47% male.

Graduates of Religious studies constituted 2%, graduation rate decreased by 38%.

International students constituted 2% of total graduates of Certificate levels. A massive drop of 81% compared to 2019.

### Certificate Graduates by Qualification Field

The most common qualification fields for Certificates graduates in 2020 were Engineering and related technologies, Mixed field of studies, Food, Hospitality and Personal services.

Female graduates dominated most of the qualification fields

Certificate Graduates by Qualification Field						
	Total	%	Female	%	Male	%
<b>All formal Graduates</b>	<b>1127</b>		<b>588</b>		<b>539</b>	
Agriculture, Environment and related studies	25	2.2	17	68.0	8	32.0
Architecture and Building	74	6.6	6	8.1	68	91.9
Creative Arts	19	1.7	1	5.3	18	94.7
Education	91	8.1	70	76.9	21	23.1
Engineering and related technologies	209	18.5	13	6.2	196	93.8
Food, Hospitality and Personal Services	148	13.1	125	84.5	23	15.5
Health	33	2.9	26	78.8	7	21.2
Information Technology	59	5.2	45	76.3	14	23.7
Management and Commerce	98	8.7	66	67.3	32	32.7
Mixed Field Programmes	170	15.1	99	58.2	71	41.8
Natural and Physical Sciences	81	7.2	43	53.1	38	46.9
Society and Culture	120	10.6	77	64.2	43	35.8

### Diploma Graduates

There were 152 students graduated with qualifications at Diploma level. An increase of 13% was noted relative to 2019. Graduates of Diploma qualifications constituted 8.9% of total graduates in 2020.

51% of total Diploma graduates were female and 49% were male.

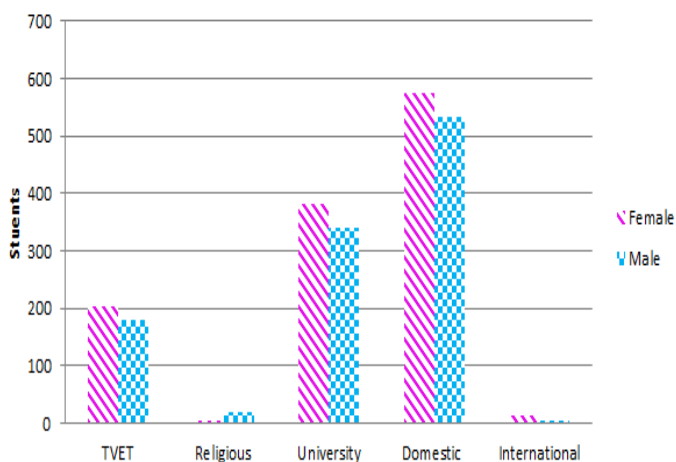
University graduates constituted 71% of total diploma graduates. Graduates of University qualifications increased by 19% relative to 2019. 56% of total graduates attained diploma qualifications from Universities were female and 44% male.

Diploma graduates of TVET providers constituted 7% of total Diploma graduates. The graduation rate increased by 57% compared to 2019. 64% were male and 36% were female.

Graduates of Religious studies contributed 22% in total Diploma graduates. A slight decrease of 8% in graduation rate relative to 2019. 61% of diploma graduated from religious studies were male.

Certificate Graduates		
	Female	Male
TVET	203	179
Religious	4	19
University	381	341
<b>TOTAL</b>	<b>588</b>	<b>539</b>
<b>Domestic</b>	<b>575</b>	<b>534</b>
<b>International</b>	<b>13</b>	<b>5</b>

Figure 13: Certificate level Graduates by gender



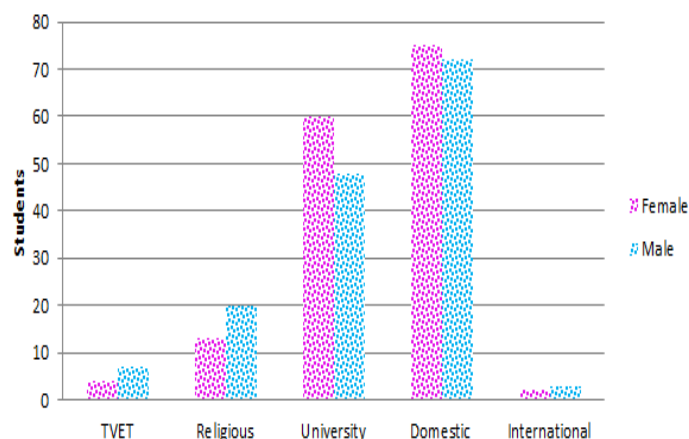


# FORMAL PSET GRADUATES

International students constituted 3% of total Diploma graduates whereas domestic or local students dominated the Diploma graduates by 97%.

Diploma Graduates		
	Female	Male
TVET	4	7
Religious	13	20
University	60	48
<b>TOTAL</b>	<b>77</b>	<b>75</b>
Domestic	75	72
International	2	3

Figure 14: Diploma level Graduates by gender



## Diploma Graduates by Qualification Field

Society and Culture and Management and Commerce remained as most common qualification fields in 2020.

Female graduates outnumbered male graduates in most of qualifications fields except for Creative Arts and Society and Culture.

Diploma Graduates by Qualification Field						
	Total	%	Female	%	Male	%
<b>All formal Graduates</b>	<b>152</b>		<b>77</b>		<b>75</b>	
Agriculture, Environment and Related Studies	4	2.6	2	50.0	2	50.0
Creative Arts	7	4.6	0	0.0	7	100.0
Engineering and Related Studies	3	2.0	2	66.7	1	33.3
Food, Hospitality and Personal Services	19	12.5	19	100.0	0	0.0
Health	8	5.3	5	62.5	3	37.5
Information Technology	5	3.3	5	100.0	0	0.0
Management and Commerce	45	29.6	31	68.9	14	31.1
Society and Culture	61	40.1	13	21.3	48	78.7

## Bachelor Graduates

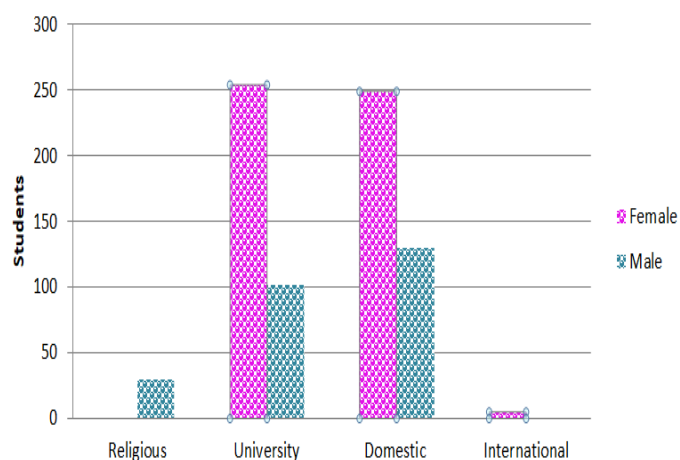
There were 386 students awarded with Bachelor degrees in 2020. 66% of these graduates were female and 34% were male.

Universities graduates constituted 92% of total Bachelor graduates. A slight decrease of 2% comparatively. 71% of total Universities Bachelor graduates were female and 29% were male.

Religious graduates constituted 8% of total Bachelor graduates and all were male.

Bachelor Graduates		
	Female	Male
Religious	0	30
University	254	102
<b>TOTAL</b>	<b>254</b>	<b>132</b>
Domestic	249	130
International	5	2

Figure 15: Bachelor level Graduate by gender



## Bachelor Graduates by Qualification Field

Bachelor Graduates by Qualification Field						
	Total	%	Female	%	Male	%
<b>All formal Graduates</b>	<b>386</b>		<b>254</b>		<b>132</b>	
Agriculture, Environment and related studies	7	1.8	1	14.3	6	85.7
Education	121	31.3	93	76.9	28	23.1
Health	75	19.4	58	77.3	17	22.7
Management and Commerce	68	17.6	53	77.9	15	22.1
Natural and Physical Sciences	33	8.5	14	42.4	19	57.6
Society and Culture	82	21.2	35	42.7	47	57.3

Majority of Bachelors students graduated with qualifications in the Education field followed by Society and culture.

## Graduates Diploma and Postgraduates Graduates

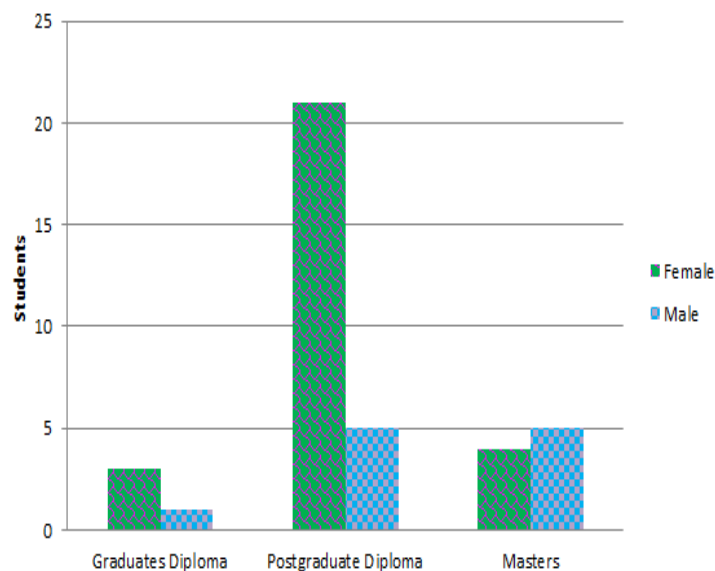
There were 39 students graduated with Graduates and Postgraduates qualifications. 72% of these graduates were female and 28% were male. Graduates Diploma and Postgraduates constituted 3% of total Graduates.

Graduates awarded with Graduates Diploma qualifications constituted 10%, Postgraduates Diploma obtained 67% and 23% were Masters Graduates.

There were no international students graduated in Graduates Diploma and Postgraduates qualifications in 2020.

Graduates and Postgraduate Graduates		
	Female	Male
Graduates Diploma	3	1
Postgraduate Diploma	21	5
Masters	4	5
<b>TOTAL</b>	<b>28</b>	<b>11</b>
Domestic	28	11
International	0	0

Figure 16: Graduates and Postgraduates level by gender



## Graduates Diploma and Postgraduates Graduates by Qualification field

Society and Culture and Education are the most awarded qualification field in 2020. Female graduates dominated all the qualification fields

Postgraduate Diploma by Qualification Field						
	Total	%	Fema	%	Male	%
All formal Graduates	30		24		6	
Agriculture, Environment and related studies	2	6.7	2	100.0	0	0.0
Education	10	33.3	8	80.0	2	20.0
Natural and Physical Sciences	5	16.7	5	100.0	0	0.0
Society and Culture	13	43.3	9	69.2	4	30.8

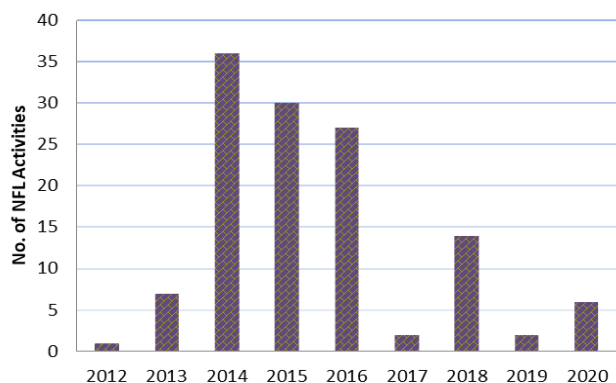
Masters by Qualifications Field						
	Total	%	Fema	%	Male	%
All formal Graduates	9		4		5	
Education	3	33.3	2	66.7	1	33.3
Society and Culture	6	66.7	2	33.3	4	66.7

*Society and Culture* and *Education* field were the most common choice of qualification in Masters degrees amongst learners in 2020.

### 5. Non Formal Learning Overview

A total of 125 non formal learning activities were recognized by SQA since 2012. There were six new non formal learning activities recognised by SQA in 2020.

Figure 17: New NFL Activities Recognised by Year



#### Non Formal Learning Learners

There were 908 learners trained in six recognised non formal learning activities conducted in 2020. 59% were male and 41% were female. NFL learners decreased by 19% relative to 2019.

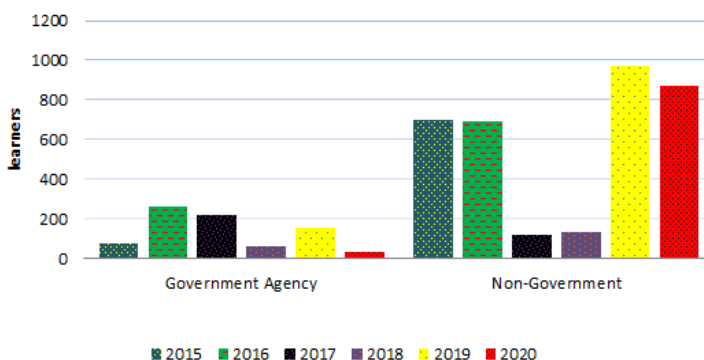
NFL Learners by Gender

	2015	2016	2017	2018	2019	2020
All learners	780	953	336	193	1122	908
Female	493	425	167	126	520	369
Male	287	528	169	67	602	539

#### Non formal Learners by Provider Type

In 2020, 96% of learners were trained in non formal learning activities conducted by non-government agencies and 4% trained in recognised learning activities delivered by government agencies.

Figure 17: Non-formal learners by Provider Type



### 6. PSET Lecturers and Trainers Overview

#### Lecturers and Trainers by Provider Type

There were 419 lecturers and trainers delivering formal PSET education in Samoa. 37% were female and 63% male.

Of the total numbers of lectures and trainers, 59% were from Universities, 27% from TVET providers and 14% were Religious instructors.

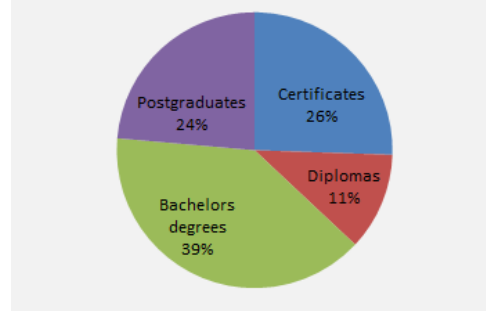
	FEMALE	Male
	154	265
Religious Providers	4	53
TVET Providers	41	74
Universities	109	138

#### Lecturers and Trainers by Teaching field

	Total (% by column)	Female (% by row)
Agriculture, environment and related studies	3.8	31.3
Architecture and building	6.2	0.0
Creative arts	2.9	33.3
Education	6.9	75.9
Engineering and related studies	14.1	5.1
Food, Hospitality and Personal Services	6.4	81.5
Health	17.9	44.0
Information Technology	6.7	57.1
Management and Commerce	5.7	62.5
Natural and Physical Science	6.0	44.0
Society and culture	23.4	23.5

#### Lecturers and Trainers by highest technical qualification

Figure 18: Lecturers' Highest Technical Qualifications by level



The majority of lecturers and trainers were Bachelor degrees and Postgraduates holders in which 5% of them were TVET trainers.

# PSET Formal Programmes by Field of Study

## Broad Field of Study: Agriculture, Environment & Related Studies

<b>USP</b>	Bachelor of Agriculture	3 Years
	Diploma in Agriculture	2 Years
	Master of Agriculture	4 Years
	Master of Education	4 Years
	Postgraduate Diploma in Agriculture	2 Years
	Postgraduate Diploma in Climate Change	2 Years
	Doctor of Philosophy-Agriculture	
<b>NUS</b>	Certificate IV in Tropical Horticulture**	1 Year
	Diploma in Sustainable Agriculture	2 Years
<b>VTVETI</b>	Certificate in Agriculture	2 Years

## Broad Field of Study: Architecture and Building

<b>APTC</b>	Certificate III in Plumbing	<1 Year
<b>CCCSVS</b>	Certificate II in Carpentry & Joinery	1 Year
	Certificate II in Plumbing and Sheetmetal	1 Year
<b>MTCC-LOP</b>	Certificate in Plumbing	2 Years
	Certificate in Carpentry and Joinery	2 Years
<b>UVC</b>	Certificate in Plumbing	2 Years
	Certificate in Carpentry & Joinery	2 Years
<b>NUS</b>	Samoa Certificate II - Construction Trades**	1 Year
<b>MCIL</b>	Certificate of Due completion of	
<b>Apprenticeship</b>	Apprenticeship in Carpentry and Joinery	4 Years
	Certificate of due completion of	
	Apprenticeship in Plumbing and Sheetmetal	4 Years
<b>DBTC</b>	Samoa Certificate II in Construction	2 Years
	Certificate II in Plumbing	2 Years
<b>VTVETI</b>	Certificate in Carpentry and Joinery	2 Years

## Broad Field of Study: Creative Arts

<b>CCCSFAM</b>	Certificate III in Fine Arts**	1 Year
	Diploma in Fine Arts	2 Years
<b>CCCSVS</b>	Certificate I in Fine Art	1 Year
	Certificate II in Fine Art	1 Year
<b>MTCC-LOP</b>	Certificate of Achievement in Fine Arts	2 Years
<b>UVC</b>	Certificate in Fine Arts	2 Years
<b>NUS</b>	Diploma in Media and Journalism	2 Years

## Broad Field of Study: Commerce and Management

<b>APTC</b>	Certificate IV in Leadership and Management	1 Year
<b>SBH</b>	Certificate II in Small Business Operations	<1 Year
<b>USP</b>	Bachelor of Commerce	3 Years
	Bachelor of Commerce in Professional Accounting	3 Years
	Diploma in Management Studies	2 Years
	Diploma in Police Management	2 Years
	Foundation Business	1 Year
	Preliminary Business	1 Year
	Postgraduate Diploma in Commerce	2 Years
	Unclassified Undergraduate	1 Year
	Professional Diploma in Business Management	2 Years
	Master of Business Administration	4 Years
	Certificate in Project Management	1 Year
	Professional Diploma in Legal Drafting	2 Years
	Postgraduate Certificate in Business Administration	2 Years
<b>NUS</b>	Foundation Certificate Commerce	1 Year
	Diploma V in Business**	2 Years
	Diploma V in Office Management**	2 Years
	Bachelor of Commerce	3 Years
	Graduate Diploma in Commerce	2 Years

## Broad Field of Study: Education

	ECETTI Certificate II in Early Childhood Teaching**	<1 Year
<b>ECETTI</b>	Certificate II in Skills for Work and Vocational Pathways	<1 Year
<b>APTC</b>	Certificate III in Education Support	<1 Year
<b>USP</b>	Bachelor of Education	3 Years
	Postgraduate Certificate in Tertiary Teaching	2 Years
	Postgraduate Diploma in Education	2 Years
	Preliminary Certificate in Technical Vocational Education and Training	1 Year
<b>NUS</b>	Foundation Certificate Education	1 Year
	Certificate IV In Adult Teaching**	1 Year
	Bachelor of Education (Primary)**	4 Years
	Bachelor of Education (Secondary)	4 Years
	Bachelor of Education in Early Childhood Education	4 Years
	Bachelor of Science (Secondary Teaching)	3 Years
	Bachelor of Technical and Vocational Education and Training	3 Years
	Graduate Diploma in Education	2 Years
	Postgraduate Diploma in Education	2 Years
	Master of Education	3 Years

\*\* Indicates programmes accredited by SQA

# PSET Formal Programmes by Field of Study

## Broad Field of Study: Engineering and Related Technologies

<b>APTC</b>	Certificate III in Engineering - Fabrication Trade	<1 Year
<b>CCCSVS</b>	Certificate II in Automotive Engineering	1 Year
	Certificate II in Electrical	1 Year
<b>MTCC-LOP</b>	Certificate I in Welding and Fabrication**	2 Years
	Certificate I in Automotive Engineering**	2 Years
	Certificate I in Electrical Engineering**	2 Years
	Certificate in Air Conditioning and Refrigeration	2 Years
	Samoa Certificate II in Automotive Engineering	2 Years
<b>PTVETI</b>	Samoa Certificate II in Construction Trades	2 Years
<b>UVC</b>	Certificate in Welding and Fabrication	2 Years
	Certificate I in Electrical Engineering	2 Years
	Certificate I in Automotive Engineering	2 Years
<b>NUS</b>	Certificate II in Maritime Training (Basic Marine Engineering Rating 2)**	1 Year
	Certificate II in Maritime Training (Basic Nautical Rating 2)**	1 Year
	Certificate II in Qualified Fishing Deckhand**	1 Year
	Certificate IV in Maritime (Master Class V)**	1 Year
	Samoa Certificate II - Automotive**	1 Year
	Samoa Certificate II - Electrical**	1 Year
	Samoa Certificate II - Fitting and Machining**	1 Year
	Samoa Certificate II - Plumbing**	1 Year
	Samoa Certificate II - Refrigeration and Air Conditioning**	1 Year
	Samoa Certificate II - Welding and Metal Fabrication**	1 Year
	Diploma in Radio and Electronics	2 Years
<b>MCIL</b>		
<b>Apprenticeship Scheme</b>	Certificate of Due Completion of Apprenticeship in Electrical Engineering Trade	4 Years
	Certificate of Due completion of Apprenticeship in Motor Mechanic Trade	4 Years
	Certificate of Due Completion of Apprenticeship in Electronic Technology	4 Years
	Certificate of Due Completion of Apprenticeship in Refrigeration and Air Conditioning	4 Years
	Certificate of Due Completion of Apprenticeship in Welding and Fabrication	4 Years
<b>DBTC</b>	Certificate II in Electrical	2 Years
	Samoa Certificate II in Automotive Engineering	2 Years
	Certificate II in Welding	2 Years

## Broad Field of Study: Food, Hospitality and Personal Services

<b>APTC</b>	Certificate III in Commercial Cookery	<1 Year
	Certificate III in Hospitality	<1 Year
<b>CCCSVS</b>	Certificate I in Tourism	1 Year
	Certificate II in Tourism	1 Year
<b>DBCVTC</b>	Samoa Certificate I in Hospitality Program**	2 Years
<b>MTCC-LOP</b>	Certificate in cookery	2 Years
	Certificate in Sewing	2 Years
<b>PTVETI</b>	Samoa Certificate II in Hospitality	2 Years
	Samoa Certificate II in Kitchen Operations	2 Years
<b>UVC</b>	Certificate in Sewing	2 Years
	Certificate in Cookery	2 Years
<b>USP</b>	Bachelor of Commerce in Tourism Hospitality Management	3 Years
<b>NUS</b>	Certificate II in Tourism and Hospitality (Cookery)**	1 Year
	Certificate II in Tourism and Hospitality (Food & Beverage Services)**	1 Year
	Certificate II in Tourism and Hospitality (Front Office and Accommodation Services)**	1 Year
	Certificate II in Tourism and Hospitality (Tour Guiding)**	1 Year
	Diploma V in Tourism**	2 Years
<b>VTVETI</b>	Certificate in Food and Textiles	2 Years
	Certificate in Tourism and Hospitality	2 Years

## Broad Field of Study: Health

<b>OUM</b>	Doctor of Medicine	5 Years
<b>NUS</b>	Foundation Certificate Nursing	1 Year
	Diploma in Nursing	2 Years
	Bachelor of Medicine and Bachelor of Surgery	6 Years
	Bachelor of Nursing	3 Years

## Broad Field of Study: Information Technologies

<b>USP</b>	Bachelor of Networks and Security	3 Years
	Certificate in Information System	1 Year
	Certificate IV in Info Technology (Support)	1 Year
<b>NUS</b>	Certificate in Computer Studies	1 Year
	Certificate IV in Computer Operating**	1 Year
	Diploma in Computing	2 Years

# PSET Formal Programmes by Field of Study

<b>MTCC-LOP</b>	Certificate of Achievement in Computer Studies	2 Years
<b>TI</b>	Certificate in Office Administration and Computing Level 1	1 Year
	Certificate in Computer Studies Level 1	1 Year
	Certificate in Office Administration and Computing Level 2**	2 Years
	Certificate in Computer Studies Level 2	2 Years
	Certificate in Office Administration and Computing Level 3**	2 Years
	Certificate in Computer Studies Level 3	2 Years
	Certificate in Office Administration and Computing Level 4**	2 Years
	Software Applications & Word Processing - Level 2	2 Years
	Diploma in Office Administration and Computing	2 Years

## Broad Field of Study: Mixed Field

<b>CCCSVS</b>	Samoa Certificate I in Trades Foundation Skills**	1 Year
<b>DBCVTC</b>	General Studies	1 Year
	Samoa Certificate I in Trades Foundations Skills**	1 Year
<b>USP</b>	Unclassified Preliminary	1 Year
	Unclassified Undergraduate	1 Year
	Unclassified Foundation	1 Year
	Unclassified Preliminary	1 Year
	Unclassified Postgraduate	2 Years
<b>NUS</b>	Bridging	1 Year
	Certificate of Attainment: Trades & Health Preparatory Year (Cert. 1)	1 Year
	Foundation Certificate General	1 Year
<b>DBTC</b>	Certificate I in Basic Trade Skills	1 Year

## Broad Field of Study: Natural and Physical Science

<b>DBCVTC</b>	Foundation Certificate in Science	1 Year
<b>USP</b>	Bachelor of Science	3 Years
	Foundation Science	1 Year
	Preliminary Science	1 Year
	School Based Foundation Science	1 Year
<b>NUS</b>	Foundation Certificate Science	1 Year
	Diploma in Mathematics	2 Years
	Bachelor of Science	3 Years
	Postgraduate Diploma in Science	2 Years

## Broad Field of Study: Society and Culture

<b>WMTC</b>	Certificate I in Christian Mission**	1 Year
	Diploma in Christian Mission	2 Years
<b>DBCVTC</b>	Foundation Certificate in Arts	1 Year
<b>MoTC</b>	Certificate IV in Theology**	4 Years
<b>PTC</b>	Foundation Pathway Programme	1 Year
	Diploma in Theology (Level 6)	2 Years
	Bachelor of Divinity Level 7	4 Years
	Bachelor of Divinity Level 8	4 Years
	Bachelor of Divinity with Honors	4 Years
<b>RBTC</b>	First Year Completion	1 Year
	Second Year Completion	1 Year
	Diploma V in Ministry	2 Years
	Advance Ministerial Diploma	2 Years
<b>USP</b>	Bachelor of Arts	3 Years
	Bachelor of Arts/Bachelor of Laws (combined)	4 Years
	Bachelor of Arts (Environmental Management)	3 Years
	Bachelor of Arts in Environmental Studies	3 Years
	Certificate IV in Library & Information Studies	1 Year
	Certificate in Social Work	1 Year
	Certificate of Justice	1 Year
	Diploma in Library Information Service (level 5)	2 Years
	Foundation Art	1 Year
	Bachelor of Laws	4 Years
	Bachelor of Laws (Grad Stream)	4 Years
	Preliminary Arts	1 Year
	Postgraduate Diploma in Arts	2 Years
<b>NUS</b>	Foundation Certificate Arts	1 Year
	Certificate IV in Customary Adjudication**	1 Year
	Diploma in Arts	2 Years
	Bachelor of Arts	3 Years
	Bachelor of Samoan Studies	3 Years
	Postgraduate Diploma in Development Studies	2 Years
	Postgraduate Diploma in Samoan Studies	2 Years
	Master of Development Studies	3 Years
	Master of Samoan Studies	3 Years
	Doctor of Philosophy	
<b>MBS</b>	Certificate IV Theological Studies**	2 Years
	Diploma of Theological Studies	2 Years
<b>MaTC</b>	Bachelor of Theology	4 Years
	Bachelor of Divinity with Honors **	4 Years
	Diploma of Theology	4 Years
<b>YWAM</b>	Certificate in Discipleship Training	2 Years

\*\* Indicates programmes accredited by SQA

## Non Formal Learning Activities by Year of Recognition

### NON FORMAL LEARNING ACTIVITIES BY YEAR OF RECOGNITION

NFEP	Learning Activity	Year of Recognition		
<b>SBH</b>	Start Your Own Business	2012		
<b>METI</b>	Basic Life Skills	2013		
	Participatory Guaranteed System	2014		
	Introduction to Permaculture Training	2014		
<b>SENESE</b>	Spectacle Technician Training	2013		
	Inclusion Support Officer Teacher Aid) Training	2013		
	Vision Screening Training for Teachers	2013		
<b>SUNGO</b>	Project Management for Community Based Organization and Managing Organizations	2013		
	Climate Change Project Management for Community Based Organizations	2015		
<b>WIBDI</b>	Finemat Weaving	2013		
	Virgin Coconut Oil	2015		
<b>SIOD</b>	The Directors Course S169	2016		
<b>AEC</b>	Promoting active employment by training Jobseekers and the unemployment on job Search activities and employer expectations	2014		
	Enhancement of human resource capacity Of current employees and employers in all Sectors, public, private and informal sectors			
	Customer Services– the Samoan Way	2014		
<b>Fatuaiupu Consult</b>				
	Faatinoga o Folasaga ma Lauga	2014		
	Fauga Fale	2014		
	Taga Va'a	2014		
	Faiga o Siapo	2014		
<b>NUS</b>	Basic Navigation and Marine Engineering Training for Boat operators of hotels and resorts recreational Boats, skippers of small crafts including fishing boats operating within 10 nautical miles offshore	2014		
<b>Red Cross Society</b>	First Aid Training	2014		
<b>MAF</b>	Basic Tilapia Husbandry	2015		
<b>OCPDCE</b>	\$601 Customer Service in the Public Sector	2014		
	\$602 customer Service for frontline staff in the Private sector	2014		
	\$603 Values Based Management and Leadership In the Pacific NGOs	2014		
	\$604 Community Research	2014		
	\$605 Business Planning	2014		
	\$606 Basic Management	2014		
	\$607 Public Sector Policy, Research, Development and Analysis	2014		
	\$608 Financial Planning and Management for NGOs	2014		
	\$609 Financial Management for CBOs	2014		
	\$6010 Public Sector Conflict Management	2014		
	\$611 Basic Marketing and Communications	2014		
	\$702 Training for Human Resource Trainer	2015		
	Plant Maintenance & Overhauling of Generators	2015		
	Forensic Accounting (\$718)	2015		
	\$729 Resource Generation & Management	2015		
	\$727 Certificate for trainers (Training Assessment)	2016		
	\$800 Basic designs and assessment skills	2016		
	\$802 Basic Literacy for people with Special needs	2016		
	\$807 Customer Service for Tourism Industry	2016		
	\$817 Training Needs Analysis	2016		
	\$820 How to Submit Effective Tenders	2016		
	\$829 Skills to be an Effective Team Leader	2016		
	\$834 Proposal Writing	2016		
	\$836 Basic Computer & IT Skills	2016		
	\$801 Basic Financial Management system for CSOs	2016		
	\$805 Board Governance and Leadership	2016		
	\$806 Community Research	2016		
	\$810 Strategic Planning for NGOs	2016		
	\$813 International Financial Reporting Standards (IFRS) and Samoa Companies Act	2016		
	\$827 Public Sector Management	2016		

## Non Formal Learning Activities by Year of Recognition

	\$828 Business Management	2016	<b>STA</b>	Business Planning for the Tourism Sector	2015
	\$830 Leadership and Motivation	2016		Inspection on Electrical Installation	2016
	\$831 Human Resource Management	2016		Transformer Maintenance	2017
	\$833 Write Right for Business Professionals	2016		Tour guiding Training	2019
	\$835 Report Writing	2016			
	\$839 Applied Training Skills for Community Trainers	2016	<b>SFHA</b>	Train the Trainers Workshop	2015
	\$900 Credit Management and Debt Recovery	2018		Youth Training on Life Skills and Sexual Reproductive Health	2016
	\$904 Ethics	2018	<b>EPC</b>	Basic Linesmen Training	2015
	\$907 Writing policies and procedures for New NGOs	2018		Electrical Distribution Faults Services	2016
	\$910 Corporate Social Responsibility	2018	<b>PSC</b>	Human Resource Coordinator Effective Leadership	2014
	\$913 Data Collection Analysis	2018		Human Resource Management RFT	2014
	\$915 Business Strategy	2018		Human Resource Coordinator Strategic Planning	2014
	\$917 Media Publications for CSOs	2018		Public Sector Report Writing	2014
	\$930 Annual Accounting and Auditing for NGOs	2018		S708 Time Management for PSC (Public)	2014
	\$925 Project Finance Systems	2018		S501 Public Sector Conflict Management	2015
	\$936 Risk Management	2018		S700 Human Resource Management for PSC (Public)	2015
	Professional Housekeeping Training	2019		<b>Every Home For Christ</b>	
				Basic Sewing, tailoring and Embroidering	2015
<b>RHEMA</b>	Scriptural Prayer	2015		Flower Arrangement	2015
	Christ the Healer	2015		Stencil designing and Fabric Printing	2015
	Foundation of Faith	2015			
			<b>SAME</b>	Hazard Analysis & Critical Control Points (HACCP) 2200-Food Safety Managing Training	2015
<b>The Body Therapy</b>				ISO 9001 Quality Management Training	2015
	Fundamentals of Relaxation	2015		ISO 9001 Internal Auditing Training	2015
<b>SSAB</b>	SRA Mathematics Laboratory Readers (Level 1 for Primary Level Teachers)	2015		<b>Leadership Samoa</b>	
				Leadership Samoa Programme	2016
<b>KL Security Services</b>			<b>SVSG</b>	SVSG Caregivers Training (Introduction to Caregiver Training)	2017
	Basic Security Guard Training Level 1	2015	<b>PDC</b>	Dental Assisting Training Programme	2018
<b>MESC</b>	Teaching Chinese Language Phase1 (Beginners Course)	2015	<b>ECETT</b>	Capacity building for Early childhood professionals	2018
	Teaching Chinese Language Phase2 (Proficient Course)	2015	<b>MoH</b>	Primary Trauma Care Learning	2018
<b>PSRH</b>	Pacific Emergency Maternal Neonatal Training	2015	<b>MPPC</b>	Basic Recruitment Training	2020
	Colposcopy Training	2015		Samoa Police Standard Driving Training	2020
	Research Training	2015		Samoa Police Instructor Training	2020
	Ultrasound Scanning Training	2015	<b>APTC</b>	International Skills Training	2020
<b>PAS</b>	Capacity Building Programmes	2015	<b>EMD</b>	Customer Service Training	2020



## PSET Indicators Formulae– Sector Plan 2019-2024

KPI No.	<b>Method of Calculation</b>
3	Number of accredited PSET programmes delivering NCS in generic skills (literacy and numeracy)
8	Number of TVET lecturers and trainers meeting requirements of TVET Professional Standards, divided by the total number of lecturers and trainers multiplied by a 100.
13	Total number of enrolments divided by the total population aged 18-23 years old, in that given year, multiply the result by 100
14	Total number of graduates, divided by the total enrolments multiply the result by 100
18	Total number of student with disability enrolled at all levels.
21	Number of recent, employed PSET gradates finding employment within 6 months of graduation, divided by the total number of employed graduates responding to the survey
22	Year 2 MoC: Established Process. Year 3-5 MoC: Number of PSET graduates from the previous year finding employment within 6 months of graduation, divided by the total number of graduates responding to the survey
23	The number of employers indicating their satisfaction with graduate knowledge and skills, divided by the total number of employer respondents, multiplied by 100
24	Total number of accredited programmes
27	Number of PSET graduates with nationally and regionally recognised qualifications, divided by the total number of PSET graduates, multiplied by 100

## Definitions

<b>Enrolment</b>	Persons enrolled and / or registered in a Programme
<b>Formal Provider</b>	<p>An organization is deemed to be 'formal' if it falls into one or more of the following categories</p> <ol style="list-style-type: none"> <li>a. Provides an education and training Programme that leads to a qualification registered on the SQF</li> <li>b. Receives or applies for funding from the Government or from any other donor through the Government for education and training programmes designed to meet the requirements of a qualification</li> <li>c. Uses or wishes to use a protected term in the organization or the names of any of the courses, programmes or qualifications that it provides</li> <li>d. Enrolls foreign students for a period of more than two months, in aggregate, in a calendar year in any of the education and training Programme it provides</li> <li>e. Is a Samoan based programmes or courses in Samoa through across boarder arrangements with a foreign based provider using any arrangements such as double joint degree, twinning or franchising and articulation</li> <li>f. Is an organization based in a foreign country that wishes to provide education and training programmes in Samoa</li> </ol>
<b>Gender</b>	Female or Male
<b>Graduates</b>	Graduates are those who have successfully completed programmes leading to the award of qualification during the reference year of the data collection
<b>Lecturers/Trainers</b>	Persons employed in the official capacity for the purpose of guiding and directing learning experiences of students, irrespective of his/her qualification or the delivery mechanism, i.e whether face to face and or at distance. The definition excludes educational personnel who have no active teaching duties (i.e Principal who do not teach and administration staff).
<b>Mode of Study</b>	Study load of the students, whether full-time or part-time
<b>Non-Award</b>	Parts of the Programme or courses students enrolled in without the intention of acquiring a Qualification
<b>Non Formal Education</b>	Organization who support and facilitate Non formal Learning (NFL) as well as individuals or Provider
<b>Non Formal Learning</b>	Organized learning which occurs outside the context of formal education institutions. Non formal Learning opportunities are characterized by diversity, flexibility and responsiveness to the identified learning needs of communities and individual learners
<b>Programme</b>	A coherent set of courses, modules, paper or units designed to meet the requirements of Qualification
<b>Provider</b>	An organization or person that intended to offer or is offering Post School education and Training (PSET) in Samoa
<b>Post School Education</b>	Learning that occurs outside of the formal early childhood education, primary and secondary and Training education school systems. It includes tertiary level education at university, pre and in service professional education, technical and vocational education, theological and providers of religious instructions, apprenticeship, non formal and on the job training.
<b>Qualification</b>	Formal certification that a person has successfully achieved all learning outcomes and / or competencies relevant to identified individual, professional, workplace or community needs.
<b>Students</b>	Persons enrolled and / or registered in a programmes of education.

## Acronyms

<b>AEC</b>	Apia Employment Company	<b>NUS</b>	National University of Samoa
<b>AHCBC</b>	Apia Harvest Centre Bible College	<b>OUM</b>	Oceania University of Medicine
<b>APTC</b>	Australia Pacific Training Coalition	<b>OCPDCE</b>	Oloamanu Centre for Professional Development and Continuing Education
<b>CCCSSFAM</b>	Congregational Christian Church of Samoa School of Fine Arts and Museum	<b>PAS</b>	Plumbers Association of Samoa
<b>CCCSVS</b>	Congregational Christian Church of Samoa Vocational School	<b>PDC</b>	Pesega Dental Clinic
<b>DBCVTC</b>	Don Bosco College and Vocational Technical Centre	<b>PSC</b>	Public Service Commission
<b>DBTC</b>	Don Bosco Technical Centre	<b>PSET</b>	Post School Education and Training
<b>EMD</b>	Event Marketing and Distribution	<b>PSRH</b>	Pacific Society for Reproductive Health
<b>ECETTI</b>	Early Childhood Education Teachers Training Institute	<b>PTC</b>	Piula Theological College
<b>EPC</b>	Electric Power Corporation	<b>SAME</b>	Samoa Association of Manufacturers and Exporters
<b>MAF</b>	Ministry of Agriculture and Fisheries	<b>SBH</b>	Samoa Business Hub
<b>MaTC</b>	Malua Theological College	<b>SFHA</b>	Samoa Family Health Association
<b>MBS</b>	Malua Bible School	<b>SIOD</b>	Samoa Institute of Directors
<b>MCIL</b>	Ministry of Commerce, Industry and Labour	<b>SPNTC</b>	South Pacific Nazarene Theological College
<b>MESC</b>	Ministry of Education, Sports and Culture	<b>SQA</b>	Samoa Qualifications Authority
<b>METI</b>	Matuaileoo Environment Trust Incorporated	<b>SSAB</b>	Samoa Stationery and Books
<b>MoH</b>	Ministry of Health	<b>STA</b>	Samoa Tourism Authority
<b>MoTC</b>	Moamoa Theological College	<b>SUNGO</b>	Samoa Umbrella for Non Governmental Organisations
<b>MPPS</b>	Ministry of Police, Prisons and Correction	<b>SVSG</b>	Samoa Victim Support Group
<b>MTCC-LoP</b>	Methodist Technical & Creative Centre- Laumua o Punaoa	<b>TI</b>	Tesese Institute
<b>NFEP</b>	Non Formal Education Provider	<b>TVET</b>	Technical and Vocational Education and Training
<b>NFL</b>	Non Formal Learning	<b>USP</b>	University of the South Pacific
		<b>UVC</b>	Uesiliana Vocational Centre
		<b>WIBDI</b>	Women in Business Development Incorporated
		<b>WMTC</b>	World Wide Mission Training Centre
		<b>YWAM</b>	Youth With A Mission

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