



Fiji Higher Education Commission

ANNUAL REPORT | 2014





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Commission's 11 Mandated Functions



1. To register and regulate higher education institutions according to provisions of the Promulgation;



2. To foster and safeguard the national interest, the interest of students and parents and also of local higher education providers;



3. To establish national standards for different qualifications;



4. To oversee the review process of higher education institutions;



5. To provide assurances that programmes developed by institutions meet national standards;



6. To promote the development of Fiji as a knowledge society;



7. To allocate government funds marked for higher education annually for higher education institutions according to a transparent and well publicized criteria for allocation;



8. To foster cooperation among higher education institutions and linkages between higher education institutions and industry;



9. To maintain a database of higher education information;



10. To develop or cause to be developed an academic broadband facility for use by higher education institutions;



11. To make recommendations to the Minister with respect to issues consistent with its functions including special projects.



Commission's Vision, Mission & Philosophy

Vision

The Commission has a vision of Fiji being a premier, world class higher education destination.

Mission

To ensure that higher education institutions pursue an indispensable level of quality, excellence and relevance in higher education that is globally competitive and internationally recognised.

Philosophy

The Commission's pursuit of the above mission is guided by the belief that higher education is essential for social, economic, political and cultural progress. Higher education also provides expanded opportunities for learners to realize their potentials so they can become productive and competitive in the workplace, constructive in the community, creative in their endeavours and peaceable.

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ABBREVIATIONS

ABP	-	Annual Business Plan	PS	-	Professional Services
APQN	-	Asia Pacific Quality Network	PSC	-	Public Service Commission
ANZ	-	Australia & New Zealand Banking Group Limited	PSET	-	Post- Secondary Education and Training
CATD	-	Centre for Appropriate Technology & Development	PSM	-	Professional Staff Meeting
CBT	-	Competency Based Training	Q & R	-	Qualifications & Research
CEO	-	Chief Executive Officer	QA	-	Quality Assurance
EER	-	External Evaluation & Review	QMS	-	Quality Management System
ENIC	-	European Network of Information Centers	RoL	-	Record of Learning
EQA	-	External Quality Assurance	RPL	-	Record of Prior Learning
EU	-	European Union	SGs	-	Solicitor Generals
FCEF	-	Fiji Commerce and Employers Federation	SOPs	-	Standard Operating Procedures
FHEC	-	Fiji Higher Education Commission	SPBEA	-	Secretariat of the Pacific Board for Educational Assessment
FNPF	-	Fiji National Provident Fund	TEST	-	Technical Employment Skills Training
FNU	-	Fiji National University	TVET	-	Technical Vocational Education and Training
FQC	-	Fiji Qualification Council	VTC	-	Vivekananda Technical Centre
FQF	-	Fiji Qualification Framework	UNESCO	-	United Nations Educational, Scientific and Cultural Organization
GCT	-	Governance Corporate & Technological	CAUQ	-	Committee for the Accreditation of University Qualifications
GGP	-	Guidelines of Good Practices	ONAW	-	Online Assessment With Evidence
HEIs	-	Higher Education Institutions	OER	-	Open Education Resources
HR	-	Human Resources	SFCCO	-	Strategic Framework for Change Coordinating Office
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education	HEC	-	Higher Education Commission
IQA	-	Internal Quality Assurance	TES	-	Technical Expertise Service
ISAC	-	Industry Standard Advisory Council	SEA	-	Service Excellence Award
IT	-	Information Technology	SPBEQ	-	Secretariat for the Pacific Board for Education and Qualifications
MoA	-	Memorandum of Agreement	PQF	-	Pacific Qualifications Framework
MBT	-	Monfort Boys Town	DMT	-	Dynamic Marketing Team
MoE	-	Ministry of Education	COL	-	Commonwealth Of Learning
MoL	-	Ministry of Labour	MQA	-	Malaysian Qualification Agency
MoU	-	Memorandum of Understanding	UN-APCICT	-	The United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development
MoY	-	Ministry of Youths	FBEA	-	Fiji Business Excellence Awards
NARIC	-	National Academic Recognition Information Centers	NUCES	-	National University of Computer and Emerging Sciences
NEC	-	National Employment Centre			
NQs	-	National Qualifications			
PINZ	-	Polytechnic International New Zealand			
PRQS	-	Pacific Register for Qualifications and Standard			





MESSAGE FROM THE EXECUTIVE CHAIRMAN

On behalf of the Commission, It gives me great pleasure to introduce the 2014 Annual Report of the Fiji Higher Education Commission, together with the audited financial statements for the financial year ended 31st December 2014.

The year witnessed a lot of achievements which was all made possible through the demonstrated input from the sections. Being in the fifth year of its operation, the Commission has yet, entered another phase towards excellence and productivity in the higher education sector. As we travelled across the 2014 calendar, sequence of events have occurred which triggered positive responses from our stakeholders. Each of the achievements outlined in our Annual Report represents the respective roles the Commission has undertaken to shift the focus closer towards the desired output for Fiji's higher education system.

Quality assurance in higher education services is a reality today and its future growth is expected to be very significant all over the world. The Commission has been following this trend and we are committed to the provision and maintenance of a desired level of quality education. The Quality Assurance procedures are integrated both internally and externally within higher education entities operating in Fiji and have been readily adopted within the operations at the Commission.

The continuation of financial incentives from the Government has cemented pathways to strengthen the current processes within the Commission. Recommendations on the development of National Qualifications have received positive responses from Industry and major Higher Education Institutions (HEIs) and advocacy has been in place to promote and understand how they enhance higher education provision in Fiji.

More broadly, in supporting an education framework that promotes quality, relevance and consistency, the Commission continued to seek new opportunities to further develop and strengthen its operations. Our challenge, therefore, is to continue searching for innovative growth opportunities and ensuring that we prioritise and capture these appropriately.

I take this opportunity to thank my fellow Commission members for their strong support during the year. As such, I would also like to express my sincere gratitude to the Minister for Education – Mr Filipe Bole, the Government Ministries, HEIs, Civil societies, faith based organisations, industries, professional associations, licensing bodies and donor agencies for their continued support in 2014. To the Director – Mrs Salote Rabuka, the Secretariat staff and members of various committees of the Commission, the combined partnership has provided a clear pathway on carrying out the desired tasks to meet the national targets – your efforts are greatly appreciated.

It has been the fifth year of operations. None of the success would have been possible without active stakeholders' engagement and support. Definitely, the Commission will continue to serve with a unified voice in uplifting the higher education system for Fiji.

Thank you and wish you all a blessed Christmas and a prosperous 2015.

Richard Wah

Executive Chairman



2014 marked the fifth year of the Commission's operation. With the gradual expansion of the scope of its work in the previous four years, the Commission needed to consolidate and strengthen the various processes that had resulted from the expansion to ensure the sustainability of these processes and their capacity to yield their expected outputs for the year. These outputs, in turn, contributed to the achievement of the Commission's objectives in the Strategic Development Plan for the period 2012 – 2015.

The Commission addressed this need through a number of initiatives in its key areas of operation. Quality assurance (QA) was upheld as a process that could raise and maintain quality and standards in terms of individual outputs, sectional outputs and the output of the agency as a whole. The latter was reinforced by a commitment to engage in 2015 in an external review of the Commission as an accrediting agency by the Asia Pacific Quality Network (APQN). The QA of higher education institutions (HEIs) was implemented in terms of the External Evaluation and Review (EER) process as well as their Internal Quality Assurance (IQA) to support their continuous improvement and enhance the quality of their educational outcomes.

Because QA had a place in all key areas of operation, a Quality Management Training for all the Commission's officers and heads of HEIs was held in April with the kind sponsorship of technical expertise service by the Asian Productivity Organization. For similar reasons and focusing specifically on awareness of the risks of corruption,

a workshop for the staff and the Commission's Committee members was organized in May and facilitated by the Fiji Independent Commission Against Corruption (FICAC). These workshops were most enlightening and inspiring in terms of individual growth and corporate responsibility.

The year marked the beginning of the allocation of government grants by the Commission to HEIs. This is a mandated function of the Commission which, after much research and analysis, was able to be implemented based on a transitional model which would continue to evolve in the coming years. A total of ten (10) HEIs including the three universities received operating grants as a result. There was increase in the staff capacity for this activity as it was necessary to consolidate the work and facilitate the processes that are necessary for fairness, equity, accountability, transparency and quality in the process of allocating grants.

The Commission was acutely aware of the need to strengthen its supporting infrastructure to enhance efficiency and accountability. For this reason, it moved away from accounting on a cash basis towards accrual accounting. Supporting this was a Digi Payroll system for a reliable, secure and on-time payroll that would minimize the time spent on related administrative tasks. There was consolidation also in the supporting IT system whereby applications for the Record of Learning; Fiji Qualifications Framework; ISAACs (Industry Standards Advisory Committees); ONAWE (Online Assessment With Evidence) and a system to cater particularly for the need of small HEIs called HECslysite were made part of the bigger HEC system. There was planning for IT support in the distribution of grants to HEIs to enable

regular and easier data flow from HEIs and timeliness in the delivery of grants by the Commission. Because of the complexities involved, this process is expected to take sometime.

The task of accrediting institutions and the programmes that they offer continued during the year. A significant achievement was the award of provisional registration to the Fiji National University and the University of Fiji. This gives a total of 23 registered HEIs and six (6) provisionally registered ones by the end of 2014. This leaves a total of 19 institutions to be registered.

A total of fourteen (14) programmes in levels 1 – 6 were accredited on the Fiji Qualifications Framework. Work on the CAUQ (Committee for the accreditation of University Qualifications) continued with the Committee meeting three times and two workshops were held to prepare the evaluators for their tasks in accrediting programmes in levels 7 – 10 on the Fiji Qualifications Framework. The support of academics outside of Fiji in this critical activity is greatly appreciated.

The year was not without its challenges in all areas and at all levels. It was the team spirit at the secretariat level and the commitment of the members of the Commission to the pursuit of their mandated functions that enabled the achievements and progress made during the year.

Salote Rabuka

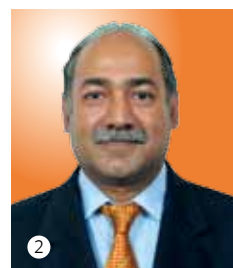
Director

OVERVIEW BY DIRECTOR

Members of the Fiji High Education Commission 2014

The Higher Education Promulgation was gazetted on 14th October 2008 and came into effect on 1st January 2010 establishing the Fiji Higher Education Commission as an autonomous governance framework. The FHEC comprises of Chairman, and six Commissioners who are patriotic citizens with high standing in their current or past fields of work. Since its inception in January 2010 the Commission has been working towards regulating the operation of Higher Education Institutions (HEIs) and the qualifications they offer through its recognition, registration and accreditation processes.

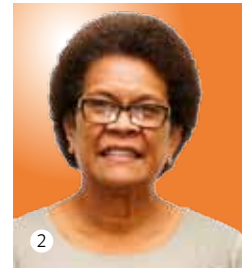
1. Dr. Richard Wah
- *Executive Chairman*
2. Mr. Arun Narsey
- *Chartered Accountant*
3. Mr. Savenaca Madanavosa
- *FQC Chairman*
4. Dr. John Fatiaki
- *Consultant Physician*
5. Mrs. Emi Rabukawaqa
- *Former Permanent Secretary for Education*
6. Mr. Alipate Qetaki
- *General Manager, iTaukei Lands Trust Board*
7. Mr. Pratarp Singh
- *President, Fiji Institution of Engineers*



Members of the Fiji Qualifications Council 2014

The Fiji Qualifications Council is a forum of the FHEC, whose primary role is to administer the Fiji Qualifications Framework (FQF). The Council is governed by the Higher Education (Qualifications) Regulations 2009. It comprises of a Chairman and seven members. The Council is responsible for accrediting qualifications at Levels 1-6 on the FQF and reviewing such qualifications every 5 years to ensure their currency and adherence to acceptable and relevant standards of teaching and assessment.

1. Mr. Savenaca Madanavosa (Chair)
– Retired University Administrator
2. Mrs. Salote Rabuka (Member)
– Director Fiji Higher Education Commission
3. Mr. Humphrey Chan (Member)
– Managing Director, Wing Lee Motors
4. Mr. Raymond Nicholls (Member)
– Company Manager/Director Intergrated Welding Industries
5. Mr. Meli Nacuva (Member)
– Pilot Project Manger Connexional Plan Methodist Church
6. Mr. Neeraj Kumar (Member)
– Senior Mechanical Engineer, Ministry of Labour



Recognition Committee

Applications by institutions for recognition by and registration with the Commission are thoroughly assessed and scrutinized by the members of the Recognition and Registration Committees respectively. The Committees then make recommendations accordingly to the Commission.

1. Mr. Etuate Koroi (Chair)
– Former CEO: Land Transport Authority
2. Rigieta Nadakuitavuki (Member)
– Former Director of Nursing
3. Mr. Vikram Deo (Member)
– Retired University Lecturer



Registration Committee

4. Dr. Robin Taylor (Chair)
– Director & Co Founder: Multiple Intelligence School
5. Mrs Salote Dugu (Member)
– Former Principal Education Officer TVET: Ministry of Education
6. Mr. Josefa Matau (Member)
– Former Permanent Secretary: Ministry of Defence



Committee for the Accreditation of University Qualifications (CAUQ)

The Committee for the Accreditation of University Qualifications (CAUQ) is a committee of the Fiji Higher Education Commission. It comprises of the Vice-Chancellors of the University of the South Pacific, the Fiji National University, University of Fiji, and an independent chairman, Dr. John Harré of New Zealand. The universities had been established by their individual statutes, which to varying degrees empowered them to approve their own qualifications. However, the power was not consistent with the statutory responsibilities of the Fiji Higher Education Commission.

For this reason, the Vice-Chancellors negotiated a procedure with the Commission whereby they took joint responsibility for the approval of new programmes at Level 7 and above on the Fiji Qualifications Framework.

This involved the formation of the CAUQ.

1. Dr. John Harre
– *Chairman*
2. Dr. Chandra Dulare
– *Acting Vice Chancellor, Univerisity of Fiji*
3. Dr. Ganesh Chand
– *Vice Chancellor, Fiji National University*
4. Professor Rajesh Chandra
– *Vice Chancellor, University of the South Pacific*



INDUSTRY STANDARDS ADVISORY COMMITTEES (ISACs)

ISACs are made up of people with standing in various trades and professions who are appointed by the Commission to develop National Qualifications in levels 1 to 6 on the the Fiji Qualifications Framework (FQF). Their membership is drawn from industry, professional associations, accrediting agencies and higher education institutions.

ISAC members are trained and registered by the FHEC. They ensure that training and assessment meet industry requirements and that each qualification outlines the minimum number of unit standards a learner must achieve in any particular field.

The ISACs support the Fiji Higher Education Commission's commitment to engage with industry stakeholders and selected institutions for the development of unit standards, workplace manuals, assessor guides and National Qualifications (NQs) in Fiji. The ISACs ensure that the NQs

developed and delivered by education providers in Fiji are aligned to the needs of the industries, and benchmarked to other recognised national and regional qualifications frameworks in other countries.

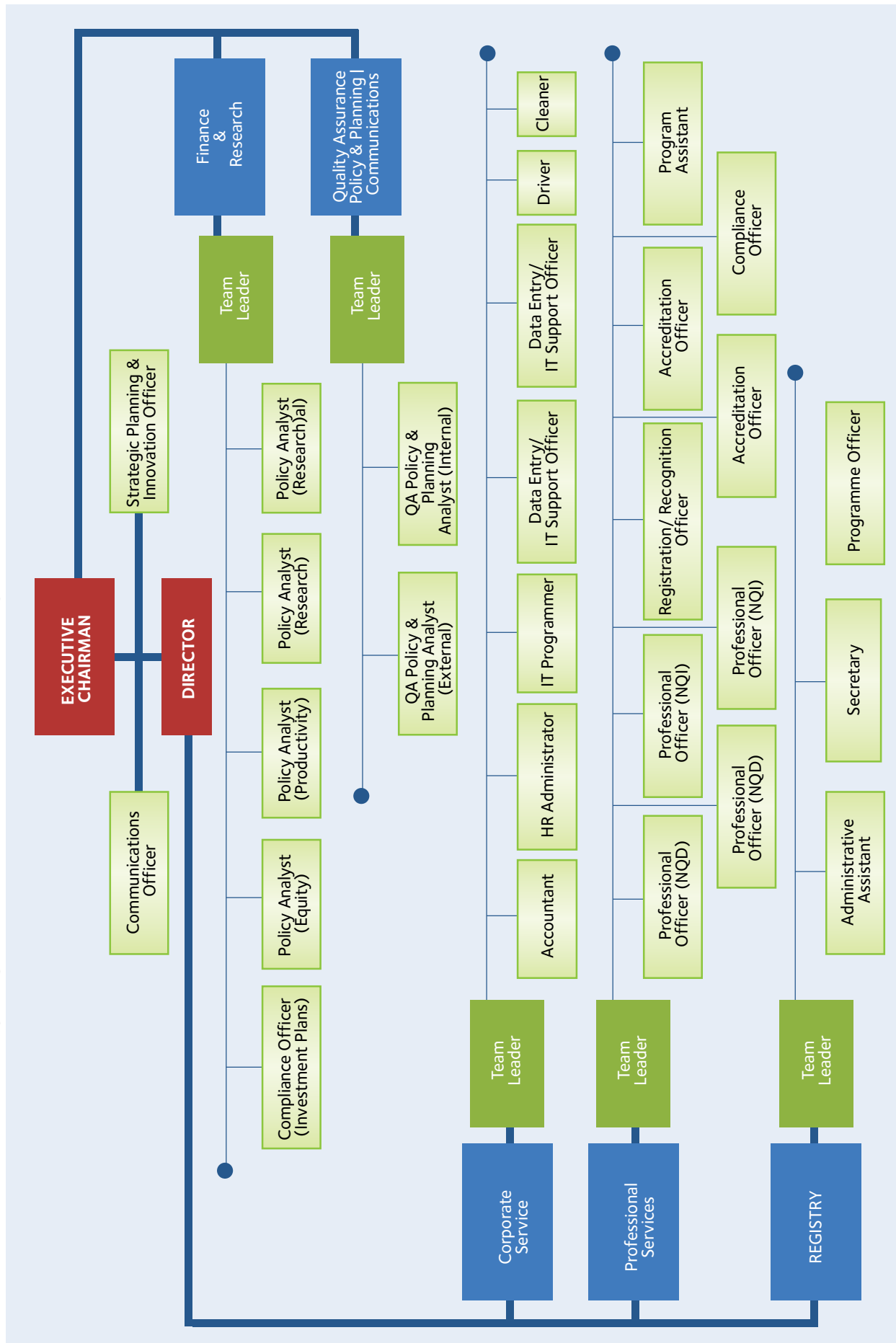
The ISACs meet on six or more occasions prior to the completion of a new qualification. Membership ranges from 8-16 persons per ISAC.

Training of members

Members are required to attend a one/two days training before they develop a NQ. In 2014, training was conducted for ISACs to develop NQs in bus driving, tour guiding, mining and basic security operations.



The Fiji Higher Education Commission Organisational Structure 2014



*The light blue background reflects QA's support in all sections

The **FHEC** Team Leaders



Mr Eci Naisele
Team Leader – Professional Services

Ms Sereseini Vuki
Acting Team Leader – Quality Assurance

Mrs Ronika Devi
Acting Team Leader – Finance & Research

Mrs Anu Mani
Acting Team Leader – Registry

Mr Robert Misau
Team Leader – Corporate Services

Statement of Service Performance

The FHEC gives effect to its overarching responsibilities for post-secondary education and training through a comprehensive framework of regulations that cover the establishment, recognition, registration, and development of Higher Education Institutions (HEIs) and the programmes that they offer. Simultaneously, it promotes the development of the sector as a whole through processes that foster collaboration, quality assurance and international recognition.

The FHEC is committed to quality higher education and training or sustainable development through:

- Quality academic and corporate governance;
- National Standards and Qualifications;
- Encouraging lifelong learning through pathways and progression opportunities;
- Administration of the National Qualifications Framework;
- Fostering collaborations between higher education institutions and industries.

Additionally, the FHEC is guided by the following Policies:

- Quality Assurance Policy
- Policy of Staff Bonding
- Human Resources Policies and Procedure Manual
- Finance Policy
- Accreditation Policy
- Complaints Policy
- Policy on Competency-Based Assessment [CBA]
- Policy on Recognition
- Policy on Registration
- Policy on development of National Qualifications
- Registrations of Qualifications

Better Economic Outcomes

In addition to the monitoring of the Strategic Plan 2012 – 2015, the FHEC in having developed its own policies and processes has incorporated the same in the strategic planning process to consider significant issues for the Commission, the HEIs and industries. The industries progressively steer the Fijian economy in directions where the FHEC provides significant support for and the enhancement of the aforementioned through its HEIs and leading-edge research.

Legislations and Policies

The FHEC is mandated and guided by the provisions of the following decree and legislations:

- Higher Education Promulgation 2008
- Higher Education Regulation 2009
- Higher Education (Qualifications) Regulation 2010
- Higher Education (Qualifications) (Amendment) Regulation 2013
- Crimes Decree 2009
- Employment Relations Promulgation 2009



Strategic Plan

For socio-economic progress, Fiji needs to be supported by a dynamic and focused higher education and training environment. This was to ensure a capable workforce and a way forward for its multi-cultural and healthy communities of people. The strategic planning document outlines the strategies to be pursued every four years and their resultant outcomes in key areas of Fiji's higher education sector.

The Strategic Plan is consistent with the vision, mission and values of the FHEC. These statements espouse the notion of a dynamic education and training culture that is responsive to the needs of industry and society, while fostering lifelong learning and having the desire to obtain international credibility.

The five outcomes identified in the 2012 – 2015 Plan are aligned with the President's mandate as stated in the Peoples' Charter for Change, Peace and Progress and the Roadmap for Democracy and Sustainable Socio-Economic Development.

Of particular interest are Pillars 5 and 9 from the People's Charter for Change, Peace and Progress which respectively

promote sustainable economic development and the growth of a knowledge society. The Strategic Plan also recognises the efforts made to strategically link important areas for economic growth as done through the application of the National Strategic Human Resources Development Plan 2011 – 2015. It takes into account the policies developed earlier at the then Training and Productivity Authority of Fiji [now under the Fiji National University] in collaboration with Polytechnics International New Zealand (PINZ) when the initial ground-work began on the development of the Fiji Qualifications Framework (FQF).

The FQF together with the regulatory and developmental work of the FHEC on institutions and their programmes are strategically linked to Fiji's education and training capacity.

This Plan identifies the priorities and objectives to be pursued to maximize this education and training capacity that is relevant to national needs. The FQF, in particular, is expected to establish a platform for planning and development at all levels of education and training.



STRATEGIC OUTCOME 1

Strategic Outcome 1

Quality, relevance and consistency of education and training provision across the nation is assured.

Strategy

Implement the FQF and Quality Assurance System and ensure their continuing development

Quality Assurance

The Quality Assurance (QA) unit is primarily responsible for quality assurance matters in the FHEC as an agency (internal) and HEIs (external) in Fiji. The quality assurance processes is an evidence-based approach that ensures goals are being achieved and that policies and practices are under continuous review as part of an overall continuous improvement and quality enhancement.

Affiliation to Quality Assurance Bodies

The FHEC is an associate member of the Asia Pacific Quality Network (APQN) whose internal practices are benchmarked against those of the International Network of Quality Assurance Agencies in Higher Education's (INQAAHE) Guidelines of Good Practice (GGP) and APQN criteria. As part of quality development and ensuring continuous improvement in service delivery, the QA section is responsible for the Secretariat's participation in the Service Excellence Award (SEA) and Fiji Business Excellence Awards (FBEA) initiative using the Malcolm Baldrige Framework.



FHEC's QA Process

The FHEC strives to maintain a close and good relationship with HEIs. It has continued to closely work with HEIs who require assistance to meet stipulated standards. The Quality Assurance processes; External Evaluation and Review (EER) and Internal Quality Assurance (IQA) are participatory and friendly approaches assisting the HEIs to improve quality academic outcomes and at the same time their process performance.

The FHEC has a given a QA process in place that is composed of both internal and external reviews as follows:

Internal review

- Internal Quality Assurance – Quarterly Review;
- Self-Assessment Reports; and

Compliance with

- Terms of Reference – Promulgation; Policies Reviewed and submitted to the Commission.

External review

- Strategic Framework for Change Coordinating Office (SFFCCO) – the FHEC presents evidences to the SFFCCO committee which is responsible for the monitoring of performances of government agencies and links directly to the Prime Minister's Office.
- Office of the Prime Minister (OPM) – the OPM requires the FHEC as a government agency to submit progressive reports and its findings and recommendations for improvements.
- Service Excellence Award (SEA) – the SEA conducts assessments on the FHEC's processes for improvement, progress and innovations.
- Secretariat for the Pacific Board for Education and Qualification (SPBEQ) – the SPBEQ is responsible for establishing the Pacific Register for Qualifications and Standards (PRQS). In order for the Fiji Qualifications Framework work to be recognised and accredited to the Pacific Qualifications Framework (PQF), the FHEC must be thoroughly assessed as an agency for categorising qualifications

Quality Assurance Operations at FHEC

Whilst the QA unit is a section within the FHEC structure, its QA upholding systems and standards measuring role cuts across the FHEC sections, sub sections, Commission, Commission Sub-Committees, HEIs and selected stakeholders to ensure that quality management and minimum standards are not compromised at any level of operation.

For this, it is evident in the FHEC structure that whilst all the other units, sections and committees are directly under the Commission, the QA unit runs parallel along the operation lines from the Commission to the line of individual staff level. The QA unit also ensures that while the internal systems follow strict QA guidelines at the backhand of operations, the Commission must also be quality assured through external QA agencies. For this, the QA unit ensures that a mandatory cyclical external review of the FHEC's activities is carried out at least once every five years. The APQN review in 2015 will assist in this area.

International Quality Management Training for the FHEC and Institution Heads

The Asian Productivity Organisation (APO) provided technical expertise service (TES) in sending Mr Farrukh Idrees from the National University of Computer & Emerging Science (NUCES) – Pakistan, to conduct training on Quality Management practiced in NUCES, which is ranked 5th out of 128 universities in Pakistan. The training workshop was conducted from April 08th to 16th.

The main objective of the training was to help address productivity – related issues.

Dr. Richard Wah, Executive Chairman of the Fiji Higher Education Commission inaugurated the training workshop. About twenty (20) participants from the FHEC and academic institutions from across the country participated in the workshop. Various models and mechanisms of quality management in the context of education management were discussed during the training sessions.



Participants at the FAST National University's Quality Enhancement Cell International Workshop in the Republic of Fiji

Educating on the Potential Risk and Corruption in Higher Education

The Fiji Independent Commission against Corruption (FICAC) is an anti-corruption agency that fights against corruption in the Public Sector of Fiji.

The FHEC had the privilege of gaining knowledge on the many obstacles businesses and organisations encounter because of poor decisions and lack of ethical values present.

The FICAC provided advice on ethical practices to assist the FHEC as a regulatory body for Higher Education Institutions.



Participants at the FICAC Workshop – Potential Risk and Corruption

Assessed by the SEA National Evaluators

The government is interested in the outputs and performance of all its government agencies especially in the areas of continuous improvement. For this purpose, the government through the Public Service Commission (PSC) has adopted the international Malcolm Baldrige Excellence Framework and Criteria to assess the performance of all its government agencies.

The FHEC as a unit under the Ministry of Education, is required to be assessed together with the other units under the Ministry. For the past 5 years, the FHEC has positively contributed to the Ministry's performance achievement.

The FHEC actively participates in this performance assessment as the QA internal process is directly linked to the seven categories of the Malcolm Baldrige Framework, thus making the QA approach an integrative one whereby the Policy for QA for the FHEC is integrated with the criteria and expectations of the Malcolm Baldrige Framework. With this approach, it has made it easier to develop a culture of QA that is both nationally and internationally benchmarked.

A man with dark, curly hair, wearing a blue and white patterned shirt, is focused on working on a complex electronic device. The device features a black cylindrical component, a white cylindrical component, and a large, coiled copper wire. The background is filled with various electronic components, including a blue capacitor and a green circuit board. A green banner with white text is overlaid on the image.

STRATEGIC OUTCOME 2

Strategic Outcome 2

Education and training that is internationally recognised.

Strategy

Advance initiatives to grow international recognition of education and training in Fiji.

Professional Services

The Professional Services unit is responsible for providing assistance to the Director of the Fiji Higher Education Commission to facilitate and manage the efficient operations of the FHEC. These areas consist of the Accreditation of Higher Education Institutions programmes, the development and implementation of National Qualifications, the conducting of Audits, CBT Assessments, the Moderation of the National Standards and Qualifications, the Recognition of Foreign Qualifications and the monitoring of Higher Education Institutions and compliance at all levels.

2014 Recognition of Institutions

In 2014, sixty eight (68) institutions were Recognised with twelve (12) to undergo the Recognition process. Below is a list of higher education institutions at different stages of the recognition process with the FHEC.



New Qualifications Identified And Developed - National Certificate in Mining



New Qualifications Identified And Developed - Basic Security Operation

Processed – Recognition Granted	
No	Higher Education Institution
1.	Academy of Kingdom Ambassadors Training Institute
2.	Advanced Aviation Training (Fiji) Limited
3.	Airports Fiji Limited Aviation Academy
4.	Apostolic College of Theological Studies
5.	Asia Pacific College Limited
6.	Australia Pacific Technical College
7.	Business and Language International College
8.	Caregivers Training Institute
9.	Caregivers Services International
10.	Centre for Appropriate Technology and Development
11.	Chevalier Training Centre
12.	College of Theology and Evangelism Fiji
13.	Cooperative College of Fiji
14.	Corpus Christi Teachers College
15.	Darul Uloom and Darul Yataam of The South Pacific
16.	Dateline Business College
17.	Davuilevu Theological College
18.	Delltech Institute of Computer Education
19.	Department of Forests
20.	Department of Youth and Sports
21.	Family Support and Education Group
22.	Fiji Corrections Academy
23.	Fiji Electricity Authority Training Centre
24.	Fiji Muslim League Islamic Education Centre
25.	Fiji National University
26.	Fiji Police Academy
27.	Fishers of Men Training Institute
28.	Fulton College
29.	HIM Ministry Training Centre
30.	Harvest Vernacular Bible School
31.	Institute of Computer Technology
32.	Integrated Information Services Limited
33.	Keshals Business Education Institute
34.	Light House Vocational Institute
35.	Marist Champagnat Institute
36.	Methodist Deaconess Training Centre
37.	Methodist Divisional Bible and Vocational Institution
38.	Methodist Lay Training Centre
39.	Montfort Boys' Town
40.	OPS Pacific Ltd
41.	Pacific Eye Institute
42.	Pacific Flying School

Processed – Recognition Granted	
No	Higher Education Institution
43.	Pacific Regional Seminary
44.	Pacific Theological College
45.	Pacifika Institute of Tourism Studies
46.	Republic of Fiji Military Forces
47.	Resource Business Training Centre of the Pacific
48.	Sangam Institute of Technology
49.	Service Pro International Tourism & Hospitality Institute
50.	Small Hospitality Training Institute
51.	Social Leadership Training Institute
52.	South Pacific Academy of Beauty Therapy
53.	South Pacific Bible College
54.	St John the Baptist Theological College
55.	St Louise Development Centre
56.	The Master's Use Baptist Institute
57.	The Pacific Institute of Technology
58.	The Style Gallery (Fiji) Institute of Hairdressing, Health & Beauty Therapy
59.	The University of Fiji
60.	The University of the South Pacific
61.	U-Tech Institute
62.	Universal Network of Infotech
63.	Vishaninfotech
64.	Vivekananda Technical Centre
65.	Western Division Bible Academy
66.	Workbridge Fiji
67.	World Harvest Institute
68.	Youth With A Mission



In Process – With Recognition Committee

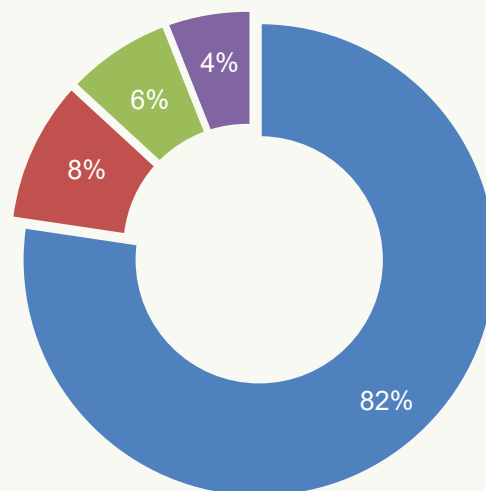
No	Higher Education Institution
69.	Academy of Information Technology
70.	Appin Technology Institute
71.	Charisma University
72.	Fiji LDS Teacher Training Institute
73.	Mission Hill CISCO Network Academy
74.	Northern Christian Training Centre
75.	PSC Centre for Training & Workforce Development

In Process – With Commission Staff for Preliminary Assessment

No	Higher Education Institution
76.	Black Meridian Watchers Academy
77.	Fiji Sugar Corporation Limited
78.	Mantra School of Beauty Therapy and Ayurveda Limited
79.	Nilsen College
80.	South Pacific Missionary Training Centre

Processed – Recognition Declined

No	Higher Education Institution
81.	City Educational Institute
82.	Comp Tech Training Institute
83.	South Pacific Baptist College

HEIs Recognition Status 2014

- Recognition Granted
- In Process - With Recognition Committee
- In Process - With Commission Staff for Preliminary Assessment
- Processed - Recognition Declined



Registration

Twenty three (23) HEIs were Registered with seven being conferred the Provisional Registered status. Nineteen (19) HEIs applications are in the process of being Registered; and is expected to be formalised by the Registration committee. Below is a list of higher education institutions at different stages of the registration process with the Fiji Higher Education Commission.

A. Submitted – Processed	
A.1	Registered
No	Higher Education Institution
1.	Airports Fiji Limited Aviation Academy
2.	Apostolic College of Theological Studies
3.	Australia Pacific Technical College
4.	Caregivers Services Incorporated (Fiji) Limited
5.	Centre for Appropriate Technology and Development
6.	College of Theology and Evangelism Fiji
7.	Dateline Business College
8.	Davuillevu Theological College
9.	Fulton College
10.	Keshals Business Education Institute
11.	Montfort Boys' Town
12.	Pacific Eye Institute
13.	Pacific Flying School
14.	Regional Seminary
15.	Pacific
16.	Pacific Theological College
17.	Sangam Institute of Technology
18.	Service Pro International Tourism & Hospitality Institute
19.	South Pacific Academy of Beauty Therapy
20.	South Pacific Bible College
21.	The Style Gallery (Fiji) Institute of Hairdressing, Health & Beauty Therapy
22.	The University of the South Pacific
23.	Vishaninfotech

A. Submitted – Processed	
A.2	Provisionally Registered
No	Higher Education Institution
24.	University of Fiji
25.	Republic of Fiji Military Forces
26.	Pacifika Institute of Tourism Studies
27.	Fiji National University
28.	Fiji Electricity Authority Training Centre
29.	Business and Language International College
30.	Workbridge Fiji

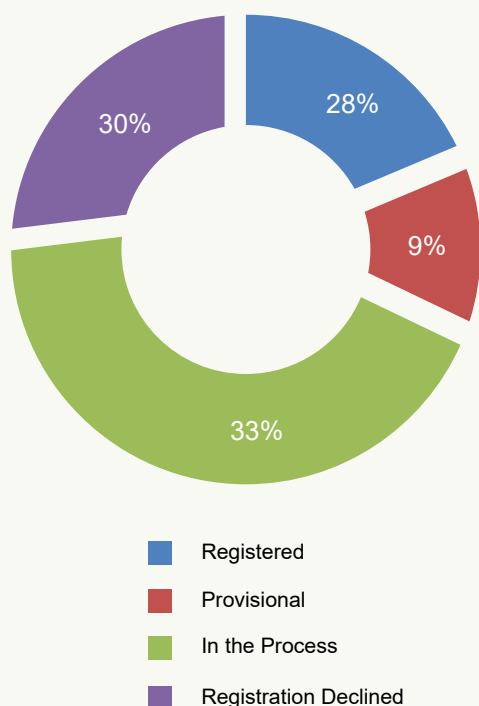
A. Submitted – Processed	
A.3	Registration Declined
No	Higher Education Institution
30.	U-Tech Institute
31.	Social Leadership Training Institute

B. Submitted – In Process	
B.1	With Registration Committee for Assessment
No	Higher Education Institution
32.	St. John the Baptist Theological College
33.	OPS Pacific Ltd
34.	Methodist Deaconess Training Centre
35.	Marist Champagnat Institute
36.	Fiji Corrections Service Academy
37.	Department of Youth & Sports
38.	Department of Forests
39.	Corpus Christi Teachers College
40.	Chevalier Training Centre
41.	Caregivers Training Institute
42.	Asia Pacific College Limited
43.	Advance Aviation Training (Fiji) Limited

B. Submitted – In Process	
B.2	With Commission Staff for Preliminary Assessment
No	Higher Education Institution
44.	The Masters Use Baptist Institute
45.	The Pacific Institute of Technology
46.	Universal Network of InfoTech
47.	World Harvest Institute
48.	Youth With A Mission Fiji
49.	Darul Uloom and Darul Yataam of The South Pacific

C. Withdrawn	
No	Higher Education Institution
50.	Institute of Computer Technology

HEIs Registration Status 2014



Programme Accreditation

Twenty two (22) Programme evaluators were registered and participated in workshops and evaluation of programmes. All evaluation reports were received for the fourteen (14) provider qualifications. The fourteen (14) programmes at Levels 1 – 6 on the Fiji Qualifications Framework were from seven Higher Education Institutions. The summary report of the evaluation was tabled to the Fiji Qualifications Council for approval, and these fourteen (14) programmes were accredited on the Fiji Qualifications Framework.

Pilot for National Qualifications

Two institutions, Montfort Boys Town (MBT) and Vivekananda Technical Centre (VTC) adopted the National Qualifications and completed the 2 year pilot programme with the Competency-Based Assessment of the trainees by the external FHEC registered assessors. The first cohort of trainees graduated from the institutions in December 2014; with fifteen (15) students from the VTC and thirty six (36) students from MBT.



Competency-Based Assessment and Moderation System

The assessment and moderation processes cover the back-end of the National Qualifications delivery process. A number of assessment forms and new assessment templates were redeveloped by the FHEC to customize the process with a user friendly approach.

The external assessors were registered with the FHEC and assessor's refresher training was conducted at the pilot centres; Montfort Boys Town (MBT) and Vivekananda Technical Centre (VTC) that had adopted the National Qualifications. The training included the assessors, teachers and students of both institutions.

In order to facilitate this process, the Record of Learning (ROL) is a compulsory requirement under the National Qualifications implementation Standard Operating Procedures.

MoE/TVET – Update on Registration of Vocational Centres under the Ministry of Education

The Ministry of Education (MoE) has taken steps toward the Recognition and Registration of the Vocational Centres in Fiji.

There are eighty three (83) Vocational schools to be grouped, upgraded and Registered with two Vocational Centres to undergo the Registration process.

The MoE's update and decisions are as follows;

1. The VTC completed the Recognition and Registration phase with the FHEC.
2. The MoE TVET is to determine the number of entities that can be developed, depending on TVET's annual budget.
3. The entities that require Registration do not require being from the same locality. The MoE will identify the priority entities to undergo the upgrade and this may be selected from the assortment.
4. Group Registration would reduce costs and documentation requirements.

Preparation for these centres began in December 2014.

Fiji Qualifications Framework

The Fiji Qualifications Framework (FQF) ensures that qualifications meet a minimum benchmark and are compatible with the knowledge and skills that are necessary for sustainable economic and social development. This will be refined to include values, attributes and entrepreneurial skills.

Policy on the Registration of Qualifications on the FQF

The Policy on the Registration of Qualifications on the Fiji Qualifications Framework applies to all qualifications awarded in Fiji, including those that are awarded from overseas institutions which have been quality assured and are internationally recognised. This process is called the accreditation of the qualifications onto the FQF.

There are two categories of Qualifications:

1. National Qualifications
2. Provider Qualifications



New Qualifications identified and developed

Two new qualifications were developed in 2013 and completed in 2014. External consultations were conducted with respective key stakeholders before being tabled to the FQC, followed by the endorsement of the Commission.

The new qualifications developed were:

- National Certificate in Mining (Level 1,2,3 and 4); and
- Basic Security Operations (Level 2)



Policy on the Registration of Qualifications on the FQF

The Policy on the Registration of Qualifications on the Fiji Qualifications Framework applies to all qualifications awarded in Fiji, including those that are awarded from overseas institutions which have been quality assured and are internationally recognised. This process is called the accreditation of the qualifications onto the FQF.

There are two categories of Qualifications:

1. National Qualifications
2. Provider Qualifications

The registration and accreditation of qualification(s) is a benchmarking and a quality assurance process that is required before a qualification can be registered on the FQF.

New Qualifications are identified through consultation with the Ministry of National Strategic Planning, Ministry for Employment and other relevant industry stakeholders, institutions and professional bodies.

The qualifications for development are based on the needs of Fiji, the demand and the readiness for any higher education institution to deliver and the programmes when they are completed.

The new National Qualifications are taken through consultation with key stakeholders before they are tabled to the FQC and the Commission for final endorsement before they are registered on the ten (10) Level Fiji Qualifications Framework.

A photograph of three students in blue shirts and lanyards standing behind a table with electronic equipment. The student on the left is a woman smiling, the middle is a man smiling, and the right is a woman looking off-camera. On the table are two black power supply units, a white breadboard with several lit light bulbs, and various cables. In the background, other students and a display with a picture of a group of people are visible.

STRATEGIC OUTCOME 3

Strategic Outcome 3

An informed and progressive Fijian society

Strategy

Optimize participation in education and training.

Open Education Resource (OER)

In April 2012, the Director of the FHEC attended a meeting on Open Education Resources (OER) in Bangkok, Thailand. The meeting was a Regional Policy Forum for Asia and the Pacific on Policies and Practices in OER. On 27th October 2014, the Senior Management of the Ministry of Education endorsed in principle the draft national policy on OER.

With the assistance of Mr. Matai Tagicaki (Head of PEMAC – Laucala Bay Secondary School), the promotion of OER at the Ministry and teacher's level, reached a new stage.

The Director and one of the Accreditation Officers of the FHEC attended a number of meetings, upon invitation by the USP, where experts in OER made presentations on the impact of OER in education and the variety of ways it can be used to promote and enhance learning and teaching. At the same time, websites and links have been created for teachers to use upon accessing OER, which they can adapt or make changes to while complying with the open licensing requirements.

As of 19th August 2014, the latest development in the promotion of OERs is reflected in the table below. The figures indicate the frequent views and usage by teachers that are accessing the OER tool:



Participants at the National Stakeholders meeting on OER



In April 2012, the Director of the FHEC attended a meeting on Open Education Resources (OER) in Bangkok, Thailand. The meeting was a Regional Policy Forum for Asia and the Pacific on Policies and Practices in OER. On 27th October 2014, the Senior Management of the Ministry of Education endorsed in principle the draft national policy on OER.

With the assistance of Mr. Matai Tagicaki (Head of PEMAC – Laucala Bay Secondary School), the promotion of OER at the Ministry and teacher's level, reached a new stage.

No	OERs Development	No. of Views
1	Open Education PD Slide	229
2	Web based learning PD slide	131
3	Digital Learning in Fiji	145
4	Teacher's Guide	125

With the MoE's endorsement, the draft for national policy has been submitted to the following Ministries for their comments:

- Solicitor General's Office
- Ministry of Finance
- Public Service Commission
- Ministry of Public Enterprise
- Ministry of Foreign Affairs

A stakeholders meeting is scheduled for March 2015 where the opportunity will be given to stakeholders to view the draft and make amendments that can be tabled in the final draft.

FHEC Advocacy

The Commission's Dynamic Marketing Team (DMT) visited several places in 2014 to conduct advocacy on the Commission's mandated functions, promote mutual collaboration on the up-taking of National Qualifications and provide guidance on possible career paths and options for post-secondary education.

The DMT liaised with the Provincial Offices in order to conduct meetings with senior officials and representatives in the respective education committees of the provinces. The DMT had aimed to visit six provinces in 2014; namely Bua, Kadavu, Lau, Lomaiviti, Namosi and Serua. These provinces, under the secondary school national examination analysis,

were regarded as underperforming provinces. The four provinces out of the six that were visited by the DMT include Bua, Kadavu, Namosi and Serua.

The FHEC also participated in the 2014 Ministry of Education (MoE) road show. This was organised to bring the services of the Ministry to the doorsteps of the people, especially for those in remote areas. The roadshow was completed in the Central, Western and Northern division.

Province visited in 2014	Provinces visited on the MoE Roadshow	Faith – Based Organisations
Kadavu	Ba	Pratinidhi Sabha of Fiji
Serua	Cakaudrove	Arya Samaj of Fiji
Namosi	Lomaiviti	Gujarat Education Society
	Macuata	Fiji Muslim League
	Ra	
	Rewa	
	Tailevu	



Schools that organised special staff meetings with the FHEC DMT

Ratu Latianara Secondary School

Namosi Secondary School

Nilsen High School

Bua College

Naikavaki Secondary School

Lekutu Secondary School

Immaculate Conception College

The FHEC was invited to conducted advocacy at the following school's education fair

Yat Sen Secondary School

Namosi Secondary School

Commonwealth of Learning Courtesy Visit

The Commonwealth of Learning [COL] President, Professor Asha Kanwar paid a courtesy visit to the Fiji Higher Education Commission.

The main purpose of the visit was to discuss collaboration opportunities between the FHEC and the COL. The COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

The COL aims to help developing nations improve access to quality education and training, and it also intends to share its publication resources and create network linkages between the FHEC and the COL team in Vancouver, Canada.



STRATEGIC OUTCOME 4

Strategic Outcome 4

Sustained economic growth supported by key capability development

Strategy

Ensure that education and training builds competitive advantage in areas of economic importance for Fiji.

Registry | FQC | CAUQ | FHEC Commission Board

Providing high-end administrative and secretarial support to the FHEC, FQC, CAUQ and other committees of the FHEC, the registry has enhanced the accessibility and visibility of its services and processes.

In 2014, the meetings below were conducted by the respective FHEC committees to discuss and make decisions on pertinent issues related to the higher education sector:

FHEC Committees	Meetings Conducted in 2014
The Commission Board	8 Meetings 2 Special Meetings
Fiji Qualifications Council	8 Meetings
Recognition Committee	5 Meetings
Registration Committee	14 meetings 2 Special meetings
Committee for the Accreditation of University Qualifications (CAUQ)	3 Meetings 2 Workshops



ISAC members for Basic Security Operation Programme and FHEC Staff



Committee for the Accreditation of University Qualifications (CAUQ) at USP

Committee for the Accreditation of University Qualifications (CAUQ)

For the year 2014, the CAUQ conducted three meetings and two workshops for the FHEC. The first workshop “Academic Evaluators Workshop” was conducted in September which involved the training of evaluators from the three universities. This workshop enabled them to prepare for any new programmes that seek approval from the CAUQ for 2015. The second workshop was conducted in November with the title “Industry Evaluators Workshop”.

The objective of the workshops was to educate participants about the processes of the CAUQ and to provide training on evaluating programmes using the criteria established by the committee.

The concluding CAUQ meeting in 2014 highlighted certain amendments to the CAUQ TOR and feedback from the workshop. Also, it was agreed that the CAUQ would appoint sub-committees to evaluate new programmes and that each sub-committee would comprise of only four members. To date, the Committee has been able to train 27 academic evaluators and 20 industry evaluators. The training of potential evaluators was to be conducted through the processes established by the Committee.

Overall, the FHEC has achieved a step closer to implementing the practices of its mandated functions:

- a) Establishing National standards for different qualifications; and
- b) Providing assurances that the programmes developed by the institutions meet national standards.

Complaints Management

Under its second mandated function, the Commission is committed to fostering and safeguarding the national interest, the interest of students and parents and also of local higher education providers. To achieve this, the FHEC has established a compliance system to address complaints from stakeholders and promote compliance with regulations and policies.

The Commission has two personnel who are responsible for receiving and addressing complaints.

Upon receiving a complaint, the details of the complaints are recorded. A letter of acknowledgement is written to the complainant to acknowledge receipt of the complainant's complaint.

The FHEC then contacts the institution concerned, requesting an explanation on the issue(s) raised. The institution is given 14 days to respond to the FHEC with its explanation regarding the complaint.

Upon receiving the feedback from the institution concerned, an assessment is made of the situation by the Secretariat and a letter is written to the complainant reflecting the explanation given by the institution concerned.







STRATEGIC OUTCOME 5



Strategic Outcome 5

An education and training culture based on continuous improvement.

Strategy

Encourage innovation, research, and continuous development to improve performance and create new opportunities for education and training

Organisational Development and Capacity Building

Asia – Pacific Quality Network 2014 Conference – Vietnam, 7th – 8th March, 2014

The Asia Pacific Quality Network (APQN) Conference and Annual General Meeting 2014 was held in Hanoi, Vietnam in which the FHEC was represented by the senior quality assurance officer, Mrs. Sereseini Vuki. The theme for the meet was “Higher Education Quality Assurance in a Changing World: Envisioning the Future of Asia Pacific”.

The conference provided a platform for information sharing as well as an opportunity to self-assess the higher education in Fiji to determine its strengths and weaknesses, and more importantly learning practical and relevant methods from QA agencies in approaching new developments towards globalization and internationalization to ensure a more sustainable method of managing QA.

The conference was an opportunity to view the QA activities development, both from the higher education perspective as well as from the QA agency perspective. Setting academic standards by HEIs is a balancing act and must involve all relevant stakeholders such as HEIs as training providers, the External Quality Assurance (EQA), the professional organisations as well as the Qualification Framework, a tool used by the government.



INQAAHE Forum – Estonia, Tallinn, 26th– 28th May 2014

The Fiji Higher Education Commission (FHEC) became a member of the INQAAHE in 2011. The network meets every two years in Forums to discuss important issues pertaining to quality assurance in higher education.

The FHEC's representation to the forum was Accreditation Officer, Mrs. Amelia Siga which provided professional development on relevant topics of interest to QA organisations, and networking with other international agencies based on the theme "Partnerships in Quality Assurance in Higher Education".

The theme of the forum highlighted the importance of partnerships in higher education regarding QA. The theme called for fostering better partnerships with stakeholders involved in higher education, to achieve better standards and meet market demands.

Below are recommendations resulting from the INQAAHE Forum 2014 for the Fiji Higher Education Commission:

- Have Alliances with other QA agencies
- Have Capacity Building sessions to prepare for QA
- Academic partnership to be established or improved
- Monitoring of our HEIs and preparing comprehensive reports of our HEIs during period of accreditation of institution; HEIs to publish our reports
- Familiarise with databases of consultants for external perspectives
- Familiarise with the GGP and use it as our guide
- Conduct research on EQA activities of QAAs within different national contexts
- Ensure more flexibility and transparency of national regulations for the work of foreign QAAs
- Review Pacific frameworks and closely collaborate with other regional QAAs to work towards mutual recognition

13th Session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia and the Pacific, Colombo, Sri Lanka, 4 - 5 August

The meet was attended by about 115 participants from Asia and the Pacific. The UNESCO Asia-Pacific Regional Bureau for Education, Bangkok and the University Grants Commission of Sri Lanka with support from the Department of Education of Australia co-hosted the two-day event.

The main focus of the Session pertained to international academic recognition and quality assurance. The dele-

gates discussed the importance of promoting cross-border mobility of students, the need for the processes of evaluating foreign credentials with fairness and the application of the same throughout the region, as well as the hardships each representative country had encountered since the ratification of the 2011 Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (2011 Revised Convention).

In conjunction with the aforementioned, the regional workshop on Quality Assurance in Higher Education had also taken place. The meet also provided updates on the current developments of ICT, especially national information centre databases (NICs). In order to achieve the recommendations resulting from the meet. The FHEC requires the full support of the Fiji government, especially the Ministry of Education through the signing and ratification of the '2011 Revised Convention'. The FHEC Secretariat, in its attempt to contribute to the improvement of Quality Assurance processes in Higher Education in Fiji, must fully utilize the opportunities afforded by the APQN, INQAAHE, UNESCO Bangkok, and any similar networks or agencies in the Asia-Pacific region.

Quality Assurance Internship Programme, Malaysia, 3rd – 7th November

An Internship Programme was organised by the Malaysian Qualification Agency (MQA).

This was from the 03/11/2014 – 07/11/2014. There were seven (7) participants in total, three (3) from the Ethiopian National Qualifications Directorate, one (1) from Centre for Quality Assurance & Accreditation of Educational Institutes in Libya and the three (3) Fiji participants.

The five-day programme displayed the quality assurance system practiced within the MQA through briefings, discussions and presentations. This allowed the participants to see the quality assurance system in action through institutional visits for Programme Accreditation to two (2) local higher education institutions, Multimedia University and Taylor's University.

The internship programme was very useful in terms of enhancing the FHEC's staff knowledge on quality assurance of higher education as well as sharing of good practices



Quality Assurance Internship Programme, Malaysia.

on the quality assurance system in Ethiopia, Libya, Fiji and Malaysia.

Regional Dialogue on ICTD Capacity Building for Sustainable Development and Annual Partner Meetings for the Academy and Primer Programme, Korea, 24th November – 1st December

The United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (UN-APCICT) conducted their Regional Dialogue on ICTD Capacity Building for Sustainable Development and Annual Partners Meeting in Incheon, Korea on the 25th –28th November 2014.

The FHEC's Executive Chairman, Dr. Richard Wah represented Fiji at the dialogue where he was joined by over 60 participants from 25 countries from Asia and the Pacific. The Meeting was well-attended by representatives from various stakeholders including the Academic Institution representatives, Government agencies, civil society, private sector, international organisations and experts in the field of ICT and capacity development.

The dialogue was sponsored by the Republic of Korea's Ministry of Foreign Affairs, who has laid the foundation on achieving the outcomes below:

- Examine the status of capacity building in the use of ICT for development (ICTD);
- Identify the steps to align ICTD human capacity development work to the evolving sustainable development agenda;
- Share lessons learned and good practices from current ICTD human capacity building initiatives;
- Analyze the implications that the changing ICT landscape in the region has for ICTD capacity building;
- Discuss ways to design regional and national ICTD human capacity building initiatives to support the emerging sustainable development agenda;
- Provide feedback on how to strengthen and expand APCICT's flagship ICTD capacity building programmes.

The Executive Chairman had shared the importance of Capacity Building for Sustainable Development and the way forward for the Commission with regard to the outcomes of the forum.



Regional Dialogue on ICTD Capacity Building for Sustainable Development and Annual Partner Meetings.

Finance and Research

The Finance and Research section administers the funding model for the financing of institutions in Fiji's higher education sector. Underlying this broad function, the need was established to facilitate all higher educational data collection and analysis including any other research deemed important to Fiji's HE sector.

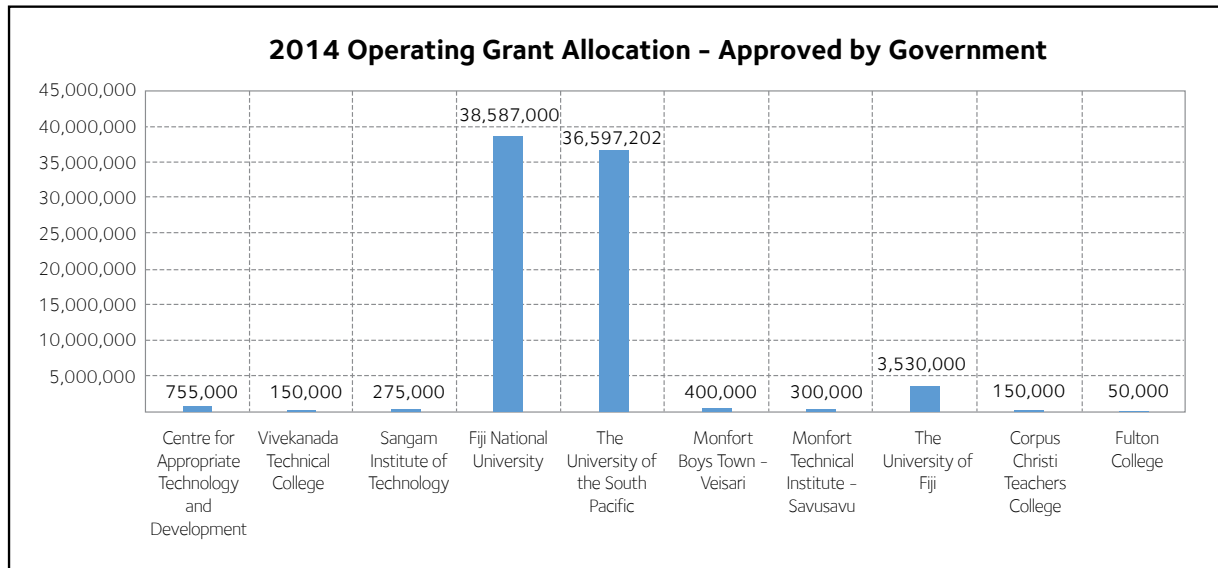
Funding Model

Through the funding model, the Commission fulfills its statutory obligation to "allocate government funds marked for higher education annually to higher education institutions according to a transparent and well-publicized criteria for allocation" (Higher Education Promulgation 24 of 2008).

The implementation of the funding model is the first attempt to bring some equity in the allocation of Government funds to the Higher Education Institutions. More specifically, it is the first step towards attempting to level the playing field amongst the Higher Education Institutions operating in Fiji to ensure that all Fijians have equitable access to quality higher education.

Funding is granted to eligible Higher Education Institutions (HEIs) on a three-year rolling cycle, with the first year guaranteed and the following two years approved on an indicative basis subject to review through an annual strategic planning process. Universities and any other HEIs with a major commitment to degrees are subjected to a modified system which provides a greater level certainty to the second and third years of funding.

Under this model, the following Higher Education Institutions were supported with the operational funding for the year:



The progressive implementation of strategic developments to the funding system would enhance the linkages between HEIs and industries, professional associations, licensing

bodies and relevant Government Ministries, to ensure that programmes offered are of the required standards, demand driven and relevant for the economic development of Fiji.



Operating Grants

Nine institutions were provided with funding for their operational grants for the year 2014, as stipulated by the MoE grants directive for schools.

Institution	Why the HEI was Considered	Percentage of ALL Fijians studying at the HEI	Approved Funding Amount (\$FJD)
Centre for Appropriate Technology & Development	Not registered but previously funded	0.25	755,000
Corpus Christi Teachers' College	Not registered but previously funded	0.97	150,000
Fiji National University	Not registered but previously funded	54.67	38,587,000
Fulton College	Fulfilled all criteria under funding model	0.82	50,000
Montfort Boys' Town (Veisari) & Montfort Technical Institute (Savusavu)	Fulfilled all criteria under funding model	1.13	700,000
Sangam Institute of Technology	Fulfilled all criteria under funding model	1.29	275,000
The University of Fiji	Not registered but previously funded	5.89	3,530,000
The University of the South Pacific	Fulfilled all criteria under funding model	32.5	36,600,001
Vivekananda Technical Centre	Fulfilled all criteria under funding model	0.92	150,000
TOTAL		98.44	80,797,001

Eligible HEIs	Loans Schemes	Allocated amounts (\$FJD)
Centre for Appropriate Technology & Development; Corpus Christi; Fiji National University; Fulton College; Montfort Boys' Town (Veisari); Montfort Technical Institute (Savusavu); Sangam Institute of Technology; The University of Fiji; and the University of the South Pacific	New TELS and Toppers	30,000,000
	COLA	10,000,000
	On-going TELS	12,000,000
	On-going Scholarships Support	26,000,000
	TOTAL	78,000,000

Following the institutional visits from the 7th – 30th October, the Finance and Research section were able to draft the proposal for funding, as well as the concerns and recommendations from the HEIs. The paper had been presented to the Minister for Education by the Executive Chairman. The paper sought endorsement of the implementation of the funding model for eligible HEIs for the following year. The need for additional resources for the FHEC Secretariat to cater for the increased workloads, the modification of the Tertiary Scholarships and Loan Decree 2014 to include all HEIs that have obtained full registration, the emphasis on TVET programmes and the available funding for the same, and the detailed categorization of the provision of resources to HEIs to eliminate non-priority areas for

education and development.

The FHEC made the following recommendations to Cabinet:

- To increase the amount of allocated funds to \$3.8 million FJD;
- To direct the FNPF board to provide fairer access to data regarding educational assistance for fully registered HEIs;
- To direct the list of eligible HEIs for TOPPERS and TELS to include the FHEC in consultations;

- To direct that only programmes accredited on the Fiji Qualifications Framework be eligible for funding;
- To direct the FNU to minimize expansion into new areas, and focus efforts into consolidating programmes to improve quality education; and
- To endorse, subject to approval by the Solicitor-General's Office, that existing agreements for government funding between the Government and eligible HEIs be set aside, and the proposed funding model be used for the allocation of funds across HEIs.

skills demand in the job market, with the aim to gather evidences of what type of skills are in demand and the later to be aligned to qualification development. The employment research has two main objectives, which were to collect data on the job market in the country and to identify areas where qualifications required development to address the demands of the job market.

The research is expected to provide an overview of the employment demands in the various industries and assist in building a platform on how to align the employment demands of the market to the qualification developments of the Higher Education Sector.

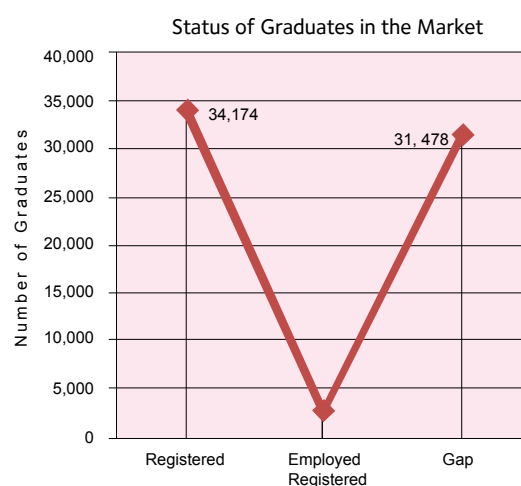
For the unemployed, data has been collected through the National Employment Centre who registers graduates on a regular basis.

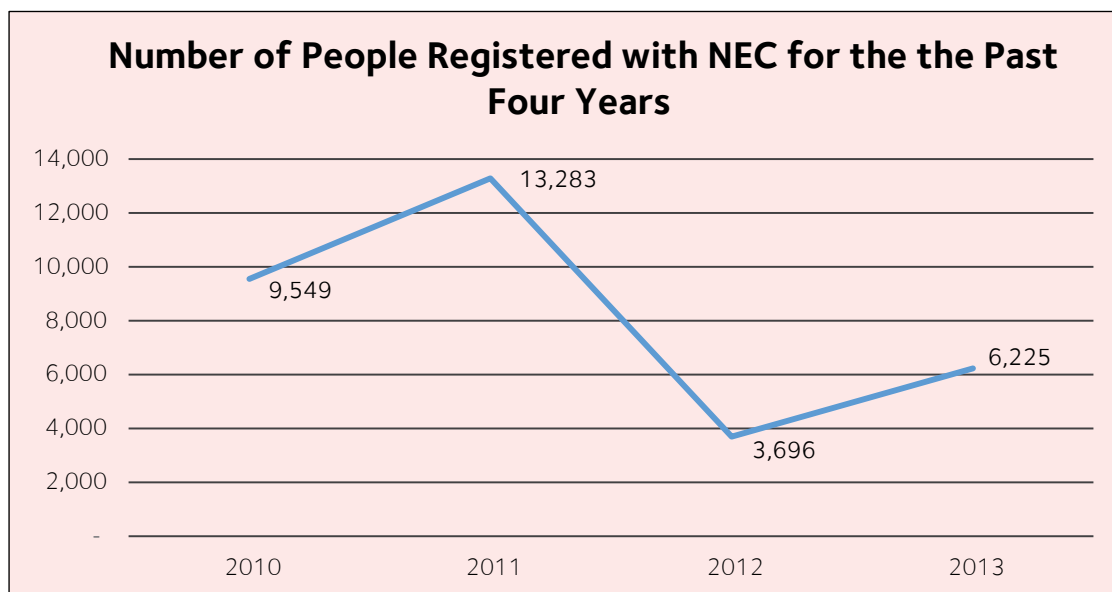
Research 2014

Basic findings from the research carried out by the Finance & Research section noted that there was a gap between what industry wanted and what the HEIs had equipped their students with. More and more employers want graduates with hands-on expertise but this is difficult to deliver from the perspective of HEIs.

The research initiative of collecting employment data was undertaken to contribute to the strategic objectives of the Commission. The research has been aligned to the outputs and objectives of the Annual Business Plan, particularly "That education and training builds competitive advantage in areas of economic importance for Fiji is ensured - To better align qualifications development to skills".

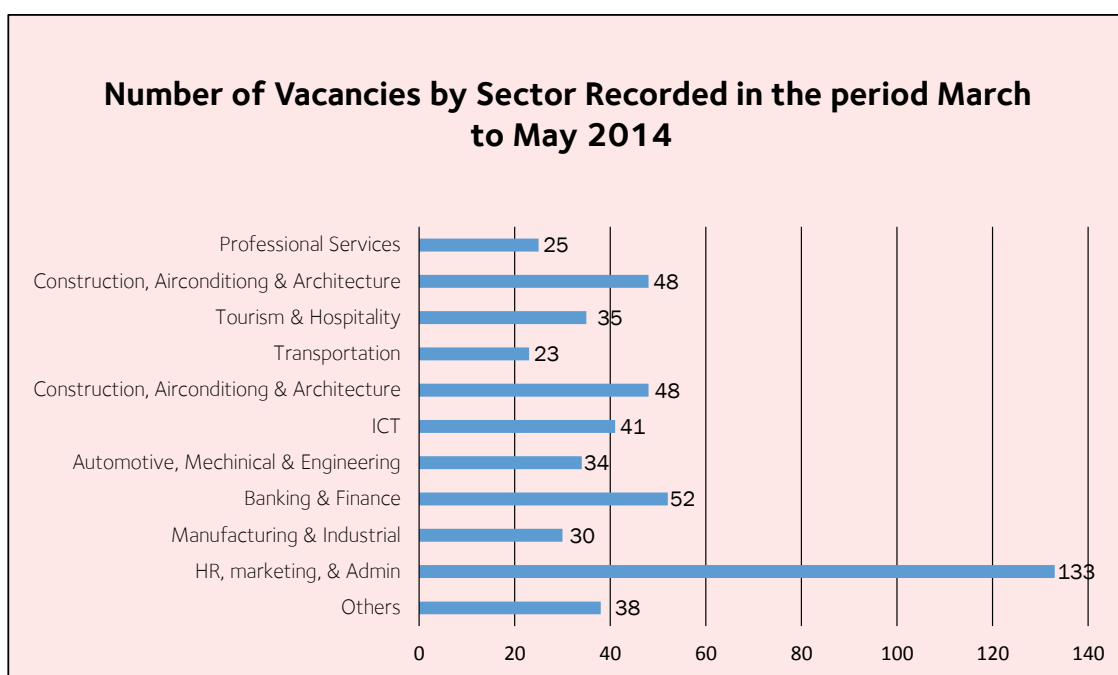
Employment research was initiated to determine the different





The graph indicates the number of people registered with NEC on an annual basis from 2010 to 2013. Registration with NEC peaked in 2011 (13,283) but since then has declined to less than half (6,225). While this may indicate more people are being employed, there still is quite a real number of people unemployed. FHEC is committed to the

fact that Fiji's education and career pathways need to be more inclusive of realistic economic self-sufficiency skills (entrepreneurial skills) so that people have informed and better options in both the formal and informal employment sectors.



The primary source of the data has been the Fiji Times Online Classified Archives under the Situation Vacant category. A subsidiary source of data has been the PSC Circular on Government vacancies.

Vacancies from different sectors have been grouped together for simpler clustering. The graph highlights that the human resources, administrative and marketing sector

had the most vacancies by far whereas vacancies in the transportation sector were the least for the given period thus highlighting the growing demand of white collar occupations.

This revelation is critical for FHEC's consideration as Government is assertive that Fiji needs a committed drive in the technical and vocational sectors. This is to balance

up its key areas necessary to assist, drive and sustain economic growth.

Research Report on Graduate Employability Skills Needed by Employers in Fiji (2014)

The Finance and Research section had conducted a number of researches in 2014, one of which was based on Graduate Employability Skills. The intention was to find out employers' perceptions of graduate qualities and skills. The USP Student Expo provided the opportunity for the Secretariat to gauge the general public's opinion, specifically employers. Questionnaires were given to the individuals, and as such, were based on graduate skills and qualities. The qualities and skills required of graduates were ranked in order of importance from one to ten (1= most important, 10 = least important).

The survey responses, indicated that employers regarded inter-personal communication skills as being the most important quality that graduates should possess, followed by logic and technical skills. Furthermore, it was noted that passion for work, academic results and the ability to work in a team were valuable assets. Also, work experience, cultural alignment, emotional intelligence and leadership skills registered on the spectrum. The last category of importance was the activities that graduates were required to perform or undertake. (Figure 1).



Employers required graduates to have additional skills, i.e. soft skills in order to be recruited by their respective organisations. These skills were honesty, customer service, time management, commercially-minded, able to handle stress and work in high-pressure work environments, understanding of sea conditions/environment, language skills, safety awareness, attention to detail, work ethics, willingness to learn and adopt, creativity, and writing concept ideas.

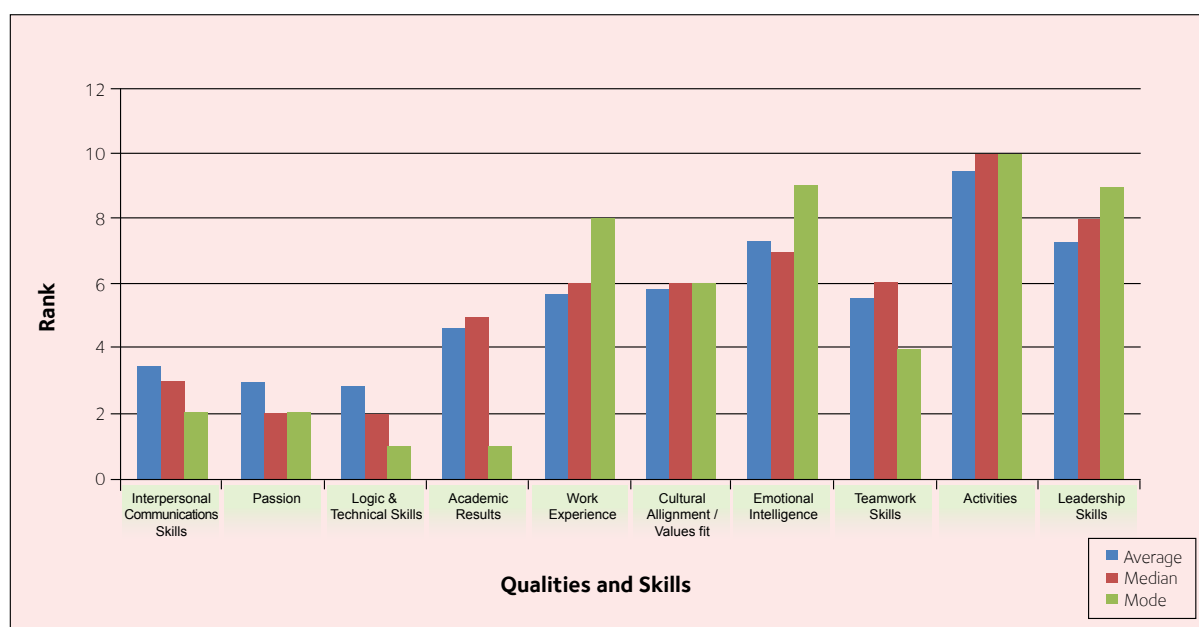


Figure 1. Average, Median and Mode of Graduate Qualities and Skills

Research on Comparative Analysis of Quality of Nursing Graduates in Fiji.

The purpose of this research was to compare the quality of nursing graduates between the two nursing education providers in Fiji, and to determine the factors affecting the quality of the nursing graduates. The study collected qualitative data which based on semi-structured questionnaires with seventeen (17) registered nurses, fifteen (15) supervisors and eighteen (18) patients. The registered nurses were first year interns. The questionnaire responses were recorded, transcribed and analysed using the grounded theory approach, which then identified many patterns.

Certain features such as competencies were studied in order to measure the concept of quality. With anticipation, the study would create awareness on the need for training providers to provide training that is inclusive of relevant

personal traits that will allow for a 'complete' graduate.

From the survey, it was found that students had very limited practical hours and mostly a classroom based approach was used. A lack of appropriate resources was also a major challenge for the students. For quality nursing care, it was identified that a lack of supervisors in or the intern to supervisor ratio was minimal, something that should help improve the learning outcomes. Key competencies that were pointed out to be part of the nursing development of practioners included: integrity, honesty and self-discipline, accepts responsibility for errors and communicate these to the appropriate person in a timely manner and shows commitment to developing own knowledge, skill and practice. Also, as a critical recommendation would be to include clinical lecturers as part of the pupils' assessment and evaluation. Perhaps more workshops to be organized for nurses in order to boost their quality; and it is important to consider the nurse to patient ratio for maximum quality care.

FINANCIAL STATEMENT

1



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File: 1359

26th September 2016

The Executive Chairman
Fiji Higher Education Commission
Red Cross Building
22 Gorrie Street
SUVA

Dear Sir

FINANCIAL STATEMENTS OF FIJI HIGHER EDUCATION COMMISSION FOR THE YEAR ENDED 31 DECEMBER 2014

Audited financial statements for Fiji Higher Education Commission for the year ended 31 December 2014 together with my audit report on them are enclosed.

Particulars of the errors and omissions arising from the audit have been discussed and forwarded to the Management for necessary actions.

Yours sincerely

Atunaisa Nadakuitavuki
for AUDITOR GENERAL

Encl.

**FIJI HIGHER EDUCATION COMMISSION
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014**

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**FIJI HIGHER EDUCATION COMMISSION
COMMISSIONERS' REPORT
FOR THE YEAR ENDED 31 DECEMBER 2014**

In accordance with a resolution of the Commissioners, the Commission herewith submit the statement of financial position of the commission as at 31 December 2014, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and report as follows:

Commissioners

The names of commissioners in office at the date of this report are :

Dr. Richard Wah - Executive Chairman
Dr. John Fatiaki
Emi Rabukawaqa
Savenaca Madanavosa
Arun Narsey (co-opted member)

Principal Activities

The principal activities during the year remained unchanged and are in accordance with the mandated functions of the Commission as per Higher Education Promulgation 2008.

Results

The deficit for the year was \$165,834 (2013 : surplus \$289,676).

Bad and Doubtful Debts

Prior to the completion of the commission's financial statements, the commissioners took reasonable steps to ascertain that action had been taken in relation to writing off of bad debts. In the opinion of commissioners, no further provision for doubtful debts is required.

As at the date of this report, the commissioners are not aware of any circumstances, which would render the amount written off for bad debts inadequate to any substantial extent.

Non Current Assets

Prior to the completion of the commissions financial statements, the commissioners took reasonable steps to ascertain whether any non current assets were unlikely to be realised in the ordinary course of its operation compared to their values as shown in the accounting records of the commission. Where necessary these assets have been written down or adequate provision has been made to bring the values of such assets to an amount that they might be expected to realise.

As at the date of this report, the commissioners are not aware of any circumstances, which would render the values attributed to non current assets in the commission's financial statements misleading.

Unusual Transactions

Apart from these matters and other matters specifically referred to in the financial statements, in the opinion of the commissioners', the results of the operations of the commission during the financial year were not substantially affected by any item, transaction or event of a material unusual nature, nor has there arisen between the end of the financial year and the date of this report any item, transaction or event of a material unusual nature likely, in the opinion of the commissioners', to affect substantially the results of the operations of the commission in the current financial year, other than those reflected in the financial statements.

Events Subsequent To Balance Date

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the commission, the results of those operations, or the state of affairs of the commission in future financial years.

Other Circumstances

As at the date of this report:

- (i) no charge on the assets of the commission has been given since the end of the financial year to secure the liabilities of any other person;
- (ii) no contingent liabilities have arisen since the end of the financial year for which the commission could become liable; and
- (iii) no contingent liabilities or other liabilities of the commission has become or is likely to become enforceable within the period of twelve months after the end of the financial year which, in the opinion of the commissioners, will or may substantially affect the ability of the commission to meet its obligations as and when they fall due.

As at the date of this report, the Commissioners' are not aware of any circumstances that have arisen, not otherwise dealt with in this report or the commission's financial statements, which would make adherence to the existing method of valuation of assets or liabilities of the commission misleading or inappropriate.

Commissioners' Benefits

Since the end of the previous financial year, no commissioner has received or become entitled to receive a benefit (other than those included in the aggregate amount of emoluments received or due and receivable by the commissioners shown in the financial statements or received as the fixed salary of a full-time employee of the commission or of a related entity) by reason of a contract made by the commission or by a related entity with a commissioner or with a firm of which he or she is a member, or with an entity in which he or she has a substantial financial interest.

For and on behalf of the commission and in accordance with a resolution of the commissioners.

Dated this 23rd day of September 2016.



Executive Chairman



Director

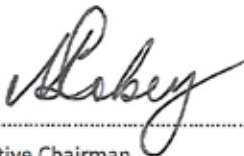
FIJI HIGHER EDUCATION COMMISSION
STATEMENT BY COMMISSIONERS'
STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2014

In accordance with a resolution of the commission, we state that in the opinion of the commissioners¹ :

- (i) the accompanying statement of comprehensive income of the commission is drawn up so as to give a true and fair view of the results of the activities of the commission for the year ended 31 December 2014;
- (ii) the accompanying statement of changes in equity of the commission is drawn up so as to give a true and fair view of the changes in equity of the commission for the year ended 31 December 2014;
- (iii) the accompanying statement of financial position of the commission is drawn up so as to give a true and fair view of the state of affairs of the commission as at 31 December 2014;
- (iv) the accompanying statement of cash flows of the commission is drawn up so as to give a true and fair view of the cash flows of the commission for the year ended 31 December 2014;
- (v) the financials statements have been prepared in accordance with International Financial Reporting Standards for Small and Medium sized Entities.
- (vi) at the date of this statement, there are reasonable grounds to believe that the commission will be able to pay its debts as and when they fall due ; and
- (vii) all related party transactions have been adequately recorded in the books of the commission.

For and on behalf of the commission and in accordance with a resolution of the commissioners¹.

Dated this 23rd day of September 2016.



Executive Chairman



Director

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INDEPENDENT AUDITOR'S REPORT

To the members of Fiji Higher Education Commission

I have audited the accompanying financial statements of Fiji Higher Education Commission, which comprise the statement of financial position as at 31 December 2014, the statement of comprehensive income, statement of changes in equity, statement of cash flows for the year then ended and a summary of significant accounting policies and other explanatory information as set out in notes 1 to 24.

Management's Responsibility for the Financial Statements

The Commission and management are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards for Small and Medium- sized Entities. These responsibilities include: designing, implementing and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free from material mis-statements, whether due to fraud or error, selecting and applying appropriate accounting policies, and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I have conducted my audit in accordance with International Standards on Auditing. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Commission's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Audit Opinion

In my opinion, the financial statements presents fairly in all material respects, the financial position of Fiji Higher Education Commission as at 31 December 2014 and of the statement of comprehensive income and changes in equity and its statement of cash flows for the year ended in accordance with International Financial Reporting Standards for Small and Medium-sized Entities.



Atunaisa Nadakuitavuki
for AUDITOR GENERAL

Suva, Fiji
26 September 2016



FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2014

	Notes	2014 \$	2013 \$
Government grant		1,247,579	1,301,135
FNU grant		472	-
Release of deferrred income	12	44,195	3,865
Other refunds		-	-
Total operating income		<u>1,292,246</u>	<u>1,305,000</u>
Depreciation and amortisation expense	5.2	(44,195)	(3,685)
Salaries and employee costs	5.1	(993,026)	(628,693)
Other operating expenses	5.2	(420,859)	(382,946)
Total operating expenses		<u>(1,458,080)</u>	<u>(1,015,324)</u>
(Deficit)/Surplus for the year		<u>(165,834)</u>	<u>289,676</u>

The accompanying notes on pages 11 - 21 form an integral part of this statement of comprehensive income.

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2014**

	Note	2014 \$	2013 \$
Accumulated Funds			
Balance at the beginning of the year		980,878	578,600
Effect of change in accounting policy	21	-	112,602
Opening balance restated under IFRS for SME's		980,878	691,202
(Deficit) / Surplus for the year		(165,834)	289,676
Balance at the end of the year		815,044	980,878
Accumulated Funds		815,044	980,878

The accompanying notes on pages 11 - 21 form an integral part of this statement of changes in equity.

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF FINANCIAL POSITION
AT 31 DECEMBER 2014**

	Notes	2014 \$	2013 \$
CURRENT ASSETS			
Cash and cash equivalents	10	920,455	981,180
Receivables	6	213	-
Other debtors, deposits and prepayments	7	16,629	1,575
Total current assets		937,297	982,755
NON CURRENT ASSETS			
Property, plant and equipment	23	164,856	97,552
Intangible assets	24	144,516	15,050
Total non current assets		309,372	112,602
TOTAL ASSETS		1,246,669	1,095,357
CURRENT LIABILITIES			
Trade payables and accruals	8	27,009	-
Provision for annual leave	13	2,327	1,877
Deferred income	11	326,511	112,602
Total current liabilities		355,847	114,479
NON CURRENT LIABILITIES			
Trade payables	8	75,778	-
Total non current liabilities		75,778	-
TOTAL LIABILITIES		431,625	114,479
NET ASSETS		815,044	980,878
ACCUMULATED FUNDS		815,044	980,878

Signed on behalf of the commission



Director



Chairperson

The accompanying notes on pages 11 - 21 form an integral part of this statement of Financial Position.

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2014**

	Notes	2014 \$	2013 \$
Cash flow from Operating Activities			
Receipt from grant and refunds		1,516,703	1,305,000
Payments to suppliers and employees		(1,336,463)	(940,706)
Net cash (used in) / provided by Operating Activities		<u>180,240</u>	<u>364,294</u>
Cash flow from Investing Activities			
Acquisition of property, plant and equipment, net		(240,965)	(70,631)
Net cash (used in) Investing Activities		<u>(240,965)</u>	<u>(70,631)</u>
Net decrease/(Increase) in cash and cash equivalents		(60,725)	293,663
Cash and cash equivalents at the beginning of the year		981,180	687,517
Cash and equivalents at the end of the year	10	<u><u>920,455</u></u>	<u><u>981,180</u></u>

The accompanying notes on pages 11 - 21 form an integral part of this statement of Cash Flow.

1. GENERAL INFORMATION

1.1 Reporting entity

Fiji Higher Education Commission is a government statutory body incorporated under the Higher Education Promulgation 2008. The address of its registered office and principal place of operation is at 22 Gorrie Street, Suva.

2. BASIS OF PREPARATION

2.1 Basis of preparation of the financial statements

The financial statements of the commission have been prepared under the historical cost convention. The financial statements are presented in Fijian dollars and all values are rounded to the nearest dollar.

2.2 Statement of compliance

The financial statements of the commission have been prepared in accordance with International Financial Reporting Standards ("IFRS for SME's").

The figures for 2013 have been restated to reflect accrual accounting and to conform with changes in the presentation of the financial statement in the current year.

2.3 Changes in accounting policy and disclosures

For all periods prior to and including the year ended 31 December 2013, the commission prepared its financial statements in accordance with Fiji Accounting Standards. The financial statement for the year ended 31 December 2014 is the first that the commission has prepared in accordance with IFRS for SME's.

Accordingly, the commission has prepared financial statements which comply with IFRS for SME's applicable for periods beginning on or after 1 January 2014 as described in the accounting policies. In preparing these financial statements, the commission's opening statement of financial position was prepared as at 1 January 2014, the commission's date of transition to IFRS for SME's. This note explains the principal adjustments made by the commission in restating its Fiji Accounting Standards statement of financial position at 1 January 2014 and its previously published Fiji Accounting Standards financial statements for the year ended 31 December 2013.

Adoption of these standards did have certain effects on the performance or position of the commission. It also gave rise to additional disclosures and revisions to accounting policies.

Changes to accounting policies as a result of the adoption of IFRS for SME's are:

- IAS 01 : *Presentation of financial statements*
- IAS 16 : *Property, plant and equipment*
- IAS 19 : *Employee benefits*
- IAS 20 : *Accounting for government grants and disclosure of government assistance*
- IAS 38 : *Intangible assets*

IAS 1 Presentation of financial statements

This standard requires the commission to make new disclosures to enable users of the financial statements to evaluate the commission's objectives, policies and processes for managing capital. These new disclosures are shown in Note 18 and 19.

IAS 16 Property, plant and equipment

Software costs which does not form an integral part of the hardware is recognised as intangible assets in the year of acquisition. Note 23.

a. Computer Software

Acquired computer software licenses are capitalized on the basis of the costs incurred to acquire and bring to use the specific software. These cost are amortized over the estimated useful life; generally over two to five years.

IAS 19 Employee benefits

This standard requires the commission to make new disclosures and account for any defined contribution plans and short term employee benefits. These new disclosures are shown in Note 13.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 DECEMBER 2014

2. BASIS OF PREPARATION (continued)

2.3 Changes in accounting policy and disclosures (continued)

IAS 20 Accounting for government grants and disclosure of government assistance

Government grants, including non-monetary grants at fair value, shall not be recognised until there is reasonable assurance that:

- a. the entity will comply with the conditions attaching to them ; and
- b. grant will be received

Government grants, including non-monetary grants at fair value, shall be presented in the statement of financial position either by setting up the grant as deferred income or by deducting the grant in arriving at the carrying amount of the asset.

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The preparation of the commission's financial statements requires management to make judgments, estimates and assumptions that affect the reported amounts of revenue, expenses, assets and liabilities, and the disclosure of contingent liabilities at the reporting date. However, uncertainty about these assumptions and estimates could result in outcomes that could require a material adjustment to the carrying amount of the asset or liability affected in the future.

a) Property, plant and equipment

Property, plant and equipment is stated at cost less accumulated depreciation and accumulated impairment losses. Such costs includes the cost of replacing part of the plant and equipment when that cost is incurred, if the recognition criteria is met. Likewise, when a major inspection is performed, its cost is recognized in the carrying amount of the plant and equipment as a replacement if the recognition criteria are satisfied. All other repair and maintenance costs are recognized in income statement as incurred.

Depreciation is calculated on a straight line basis over the useful life of the asset as follows:

Office equipment	12% -25%
Furniture and fittings	12% -25%
Computer equipment	30% - 40%
Softwares	20% - 50%

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected from its use or disposal. Any gain or loss arising on derecognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the asset) is included in statement of comprehensive income in the year the asset is derecognised.

The asset's residual values, useful lives and methods of depreciation are reviewed, and adjusted if appropriate, at each financial year end.

Software costs which does not form an integral part of the hardware is recognised as intangible assets in the year of acquisition.

b) Receivables

Trade receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. Trade receivables are initially recognised at original invoice (inclusive of VAT where applicable).

c) Cash and cash equivalents

For the purpose of statements of cash flows, cash equivalents include cash at bank.

3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Provisions

Provisions are recognised when the commission has a present obligation (legal or constructive) as a result of a past event, it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and reliable estimate can be made of the amount of the obligation.

The amount recognised as a provision is the best estimate of the consideration required to settle the present obligation at reporting date taking into account the risk and uncertainties surrounding the obligations. Where a provision is measured using the cash flows estimated to settle the present obligations, its carrying amount is the present value of those cash flows.

When some or all of the economic benefits required to settle a provision are expected to be recovered from a third party, the receivables is recognised as an asset if it is virtually certain that recovery will be received and the amount of the receivables can be measured reliably.

e) Employee entitlements

Provisions are made for wages and salaries, annual leave estimated to be payable to employees at balance date on the basis of statutory and contractual requirements.

f) Taxes

Value Added Tax

Revenue, expenses and assets are recognised gross of the amount of Value Added Tax (VAT) except:

- where the VAT incurred on a purchase of assets or services is not recoverable from the taxation authority, in which case the VAT is recognised as part of the acquisition of the asset or as part of the expense item as applicable; and
- receivables and payables are stated with the amount of VAT included.

The net amount of VAT recoverable from, or payable to, the taxation authority is included as part of receivables or payables in the statement of financial position.

Further to above, this policy will come into effect from September 2016 as FRCA has waived VAT from 2010 to July 2016.

g) Trade and other payables

Liabilities for trade creditors and other amounts are carried at cost (inclusive of VAT where applicable) which is the fair value of the consideration to be paid in the future for goods and services received whether or not billed to the entity. Amounts payable that have been denominated in foreign currencies have been translated to local currency using the rates of exchange ruling at the end of the financial year.

h) Government grant

Government grants are recognised in the statements of the financial position initially as deferred income where there is reasonable assurance that they will be received and that the group will comply with the conditions attached to them.

Government grants related to assets including non-monetary grants at fair value, shall be presented in the statement of financial position either by setting up the grant as deferred income or deducting the grant in arriving at the carrying amount of the asset and in the case of the entity it is treated as deferred income.

3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

i) Segment information

A business segment is a group of assets and operations engaged in providing products or services that are subject to risks and returns that are different from those of other business segments. A geographical segment is engaged in providing products and services within a particular economic environment that are subject to risks and returns that are different from those of segments operating in other economic environment.

(i) Industry segment

The commission operates predominantly in the education sector.

(ii) Geographical segment

The commission operates predominantly in Fiji and is therefore one geographical area for reporting purposes.

4 CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS

a.) Depreciation

In relation to acquired property, plant and equipment, the commissioners and the management apply judgement to determine the depreciation period based on the expected useful lives of the respective assets. Where estimated useful lives or recoverable values have diminished due to technological change and market conditions, depreciation is accelerated. The commissioners' assessment of useful lives or recoverable amount involves making a judgement, at the particular point in time, about inherent uncertain future outcomes of events and conditions. Accordingly, subsequent events may result in outcomes that are significantly different from assessment.

b) Amortisation/impairment of intangible assets

In relation to acquired intangible assets, the commissioners' and management apply judgement to determine the amortisation period based on the expected useful live of the respective assets. Where estimated useful lives or recoverable values have diminished due to technological change or market conditions, amortization is accelerated or allowance for impairment is provided. The commissions assessment of useful lives or recoverable amount involves making a judgement, at a particular point in time, about inherent uncertain future outcomes of events or conditions. Accordingly subsequent events may result in outcomes that are significantly different from assessment.

The commissioners' reasonably believe that no indicators for impairment exist as at balance date and therefore no impairment or provision was made during the year.

5. OPERATING EXPENSES		Notes	2014	2013
			\$	\$
5.1 EMPLOYEE BENEFIT EXPENSE				
Wages and salaries			863,028	587,334
Superannuation contributions			129,998	41,359
Total employee benefits expense			<u>993,026</u>	<u>628,693</u>
5.2 OPERATING EXPENSE				
Allowances	9		86,040	79,221
Depreciation and amortization			44,195	3,685
Travel and subsistence			107,927	45,690
Training Facilities and materials			1,470	-
Contingencies			767	10,841
Bank charges			2,995	1,272
Office equipment			684	122,081
Utility bills			34,440	14,285
Vehicle expense			54,416	16,797
Publication/subscription			17,576	29,753
Conference workshop seminars			-	17,273
Web based database			1,454	7,671
Other expenses			102,371	22,925
Audit fees			2,000	2,000

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 DECEMBER 2014

		2014	2013
		\$	\$
5. OPERATING EXPENSES (continued)			
5.2 OPERATING EXPENSE (Continued)			
Consultancy fees		8,719	13,137
Total operating expenses		<u>465,054</u>	<u>386,631</u>
6. RECEIVABLES			
Trade receivables		213	-
		<u>213</u>	<u>-</u>
At 31 December, the ageing analysis of receivables is as follows:			
Current		-	-
30 - 60 days		-	-
61- 90 days		213	-
> 90 days		<u>213</u>	<u>-</u>
7. OTHER DEBTORS, DEPOSITS AND PREPAYMENTS			
Prepayments and other receivables		5,099	-
Provisional tax		8,732	-
Provision for annual leave		-	1,575
Bond receivable		2,798	-
		<u>16,629</u>	<u>1,575</u>
8. TRADE PAYABLES AND ACCRUALS			
<u>Current</u>			
Trade creditors		2,863	-
Accruals and other liabilities		24,146	-
		<u>27,009</u>	<u>-</u>
<u>Non current</u>			
Trade creditors		75,778	-
		<u>75,778</u>	<u>-</u>
Total trade and other payables		<u>102,787</u>	<u>-</u>
9. ALLOWANCES			
Higher education commission		20,447	25,218
Fiji Qualification Council		4,005	2,828
Registration committee		9,678	13,015
Recognition committee		1,350	3,375
Assessors fees		39,930	21,655
Standard setting committee		2,580	12,630
Programme evaluators		8,050	500
		<u>86,040</u>	<u>79,221</u>
10. CASH AND CASH EQUIVALENTS			
Cash and cash equivalents consist of cash at bank.			
Government grant		701,910	325,789
FNU grant		218,545	655,391
Cash and cash equivalents		<u>920,455</u>	<u>981,180</u>

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 DECEMBER 2014

	2014	2013
	\$	\$
11. DEFERRED INCOME		
Deferred Income	326,511	112,602
	<u>326,511</u>	<u>112,602</u>
12. RELEASE OF DEFERRED INCOME		
Depreciation charge for the year	39,705	256
Amortization charge for the year	4,490	3,429
Less : charge on items acquired through normal operations	-	-
Release of deferred revenue liability - depreciation	<u>44,195</u>	<u>3,685</u>
13. PROVISION FOR ANNUAL LEAVE		
Opening balance	1,877	-
Additions	4,368	1,877
Total balance	<u>6,245</u>	<u>1,877</u>
Leave taken	<u>(3,918)</u>	<u>-</u>
Closing balance at year end	<u>2,327</u>	<u>1,877</u>

14. COMMITMENTS AND CONTINGENCIES

- a) Capital expenditure commitments at balance date amounted to Nil. (2013: Nil)
- b) Contingent liabilities at balance date amounted to Nil. (2013 : Nil)
- c) Operating lease commitments at balance date is \$7,212 payable to Fiji Red Cross Society : (2013:Nil)

15. PRINCIPAL ACTIVITY

The Commission's principal activities is to carry out regulatory and facilitative role in the higher education sector, as specified under section (7) of the Higher Education Promulgation 2008.

16. SUBSEQUENT EVENTS

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely, in the opinion of the commissioners, to affect significantly the operations of the commission in the subsequent financial period.

17. COMPARATIVE FIGURES

The figures for 2013 have been restated to reflect accrual accounting and to conform with changes in the presentation of the financial statement in the current year.

18. COMMISSION DETAILS

Registered Office

The registered office of the commission is located at:

22 Gorrie Street
 Red Cross Building
 Suva
 Fij Islands

Number of employees

As at balance date, the commission employed a total of 34 employees.

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 DECEMBER 2014**

19. Commission Transactions Administered for the Fiji Government

The Commission is responsible for collection of following revenue which are deposited directly by the Commission into the Government Consolidated fund:

	2014 \$	2013 \$
Registration Fee	<u>11,800</u>	<u>12,300</u>

20. RESTATEMENT OF EQUITY FROM FIJI ACCOUNTING STANDARDS TO IFRS FOR SME's

RECONCILIATION OF STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31ST DECEMBER 2013

	FAS \$	Adjustments \$	IFRS for SME's \$
Government Grant	1,301,135	-	1,301,135
Release of deferred income	-	3,865	3,865
Total income	<u>1,301,135</u>	<u>3,865</u>	<u>1,305,000</u>
Depreciation and amortisation expense	-	-	-
Salaries and employee costs	(626,816)	(1,877)	(628,693)
Other operating expenses	(384,521)	(2,110)	(386,631)
Total expenses	<u>(1,011,337)</u>	<u>(3,987)</u>	<u>(1,015,324)</u>
Surplus for the year ended	<u>289,798</u>	<u>(122)</u>	<u>289,676</u>

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 DECEMBER 2014

21. RESTATEMENT OF EQUITY FROM FIJI ACCOUNTING STANDARDS TO IFRS FOR SME's (continued)

RECONCILIATION OF STATEMENT OF FINANCIAL POSITION AS AT 1 JANUARY 2014

	FAS \$	Adjustments \$	IFRS for SME's \$
CURRENT ASSETS			
Cash on hand and at bank	981,180	-	981,180
Receivables	-	-	-
Inventories	-	-	-
Other debtors, deposits and prepayments	-	-	1,575
Total current assets	<u>981,180</u>	<u>-</u>	<u>982,755</u>
NON CURRENT ASSETS			
Property, plant and equipment	-	97,552	97,552
Intangible assets	-	15,050	15,050
Total non current assets	<u>-</u>	<u>112,602</u>	<u>112,602</u>
TOTAL ASSETS	<u>981,180</u>	<u>112,602</u>	<u>1,095,357</u>
CURRENT LIABILITIES			
Trade payables	-	-	-
Provision for annual leave	-	1,877	1,877
Deferred income	-	112,602	112,602
Total current liabilities	<u>-</u>	<u>114,479</u>	<u>114,479</u>
TOTAL LIABILITIES	<u>-</u>	<u>114,479</u>	<u>114,479</u>
NET ASSETS	<u>981,180</u>	<u>(1,877)</u>	<u>980,878</u>
ACCUMULATED FUNDS	<u>981,180</u>	<u>112,480</u>	<u>980,878</u>

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FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (Continued)
FOR THE YEAR ENDED 31 DECEMBER 2014

22. RESTATEMENT OF EQUITY FROM FIJI ACCOUNTING STANDARDS TO IFRS FOR SME's (continued)

RECONCILIATION OF EQUITY AS AT 1ST JANUARY 2014

	Note	FAS	Adjustments	IFRS for SME's
		\$	\$	\$
Accumulated Funds				
Balance at the beginning of the year		578,600	112,602	691,202
Surplus for the year		289,798	(122)	289,676
Balance at the end of the year		<u>868,398</u>	<u>112,480</u>	<u>980,878</u>

23. PROPERTY, PLANT AND EQUIPMENT

Particulars	Office Equipment	Computer Equipment	Furniture & Fittings	Total
<u>Cost</u>				
Cost at beginning - at cost	19,693	75,464	26,739	121,896
Additions	19,274	76,045	16,656	111,975
Disposals	(143)	(5,714)	-	(5,857)
Closing balance	38,824	145,795	43,395	228,014
<u>Accumulated depreciation</u>				
Acc. Dep. at beginning	3,355	15,520	5,469	24,344
Depreciation for the year	4,688	29,809	5,208	39,705
Disposals	(108)	(783)	-	(891)
Closing balance	7,935	44,546	10,677	63,158
WDV at beginning	16,338	59,944	21,270	97,552
Closing WDV	30,889	101,249	32,718	164,856

24. INTANGIBLE ASSETS

Particulars	Software	Database	Total
<u>Cost</u>			
Cost at beginning - at cost	6,172	9,983	16,155
Additions	18,746	115,210	133,956
Disposals	-	-	-
Closing balance	24,918	125,193	150,111
<u>Accumulated depreciation</u>			
Acc. Dep. at beginning	1,105	-	1,105
Depreciation for the year	4,490	-	4,490
Disposals	-	-	-
Closing balance	5,595	-	5,595
WDV at beginning	5,067	9,983	15,050
Closing WDV	19,323	125,193	144,516



FIJI HIGHER EDUCATION COMMISSION

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