



STANDING COMMITTEE ON SOCIAL AFFAIRS

Committee's Review Report on the Fiji National University (FNU) 2015 Annual Report



PARLIAMENT OF THE REPUBLIC OF FIJI
Parliamentary Paper No. 27 of 2018

Tuesday, 13th March, 2018

Table of Contents

CHAIR’S FOREWORD.....	3
INTRODUCTION	4
FINDINGS.....	5
RECOMMENDATION.....	5
GENDER ANALYSIS	6
CONCLUSION	7
SIGNATURES OF MEMBERS OF THE STANDING COMMITTEE OF SOCIAL AFFAIRS	8
APPENDICES	9
APPENDIX 1: LIST OF ACRONYMS	10
APPENDIX 2: POWERPOINT PRESENTATION BY THE FIJI NATIONAL UNIVERSITY (FNU).....	11
APPENDIX 3: VERBATIM NOTES	18
APPENDIX 4: RESEARCH BRIEFS	34

Chairman's Foreword

On behalf of the Standing Committee on Social Affairs, I am pleased to present the review report for the 2015 Annual Report of Fiji National University (FNU).

At the outset, the Committee's review process was aligned to the Standing Committee's mandated function stipulated in the Standing Order (110) (1) (c), particularly for this case, to scrutinise the University's administration, budget, functions, organization structure, policies and the courses/programmes offered in 2015.

The Committee acclaims the FNU's performance in 2015 despite the transition period. It reported Revenues of \$145 million against Expenses of \$124 million in 2015. The Committee noted with interest that Revenues actually declined for the first time with total costs increased significantly by 10 percent. The consequence was that, Operating Surplus fell quite significantly from \$21 million. The Operating Surplus is 14.8 percent in 2014 and it was down to 2.6 percent by 2015 and an Operating Surplus of 14.8 percent is far too high.

With regards to FNU's commitment, it strives to produce graduates who have critical thinking, communications and leadership skills to be successful in today's global marketplace. In order to achieve this, it needs to continue to recruit and retain high-quality academic staff who surpass in both teaching and research in 2015.

It was noted that regardless of the challenges faced in a number of areas, FNU is committed to meeting these challenges to ensure that it offers an appropriate environment for research, teaching and learning, and for the student experience, thus the University is contributing effectively to the betterment of society. As the outcome of the review, the Committee has produced this bipartisan report with few recommendations based on its findings.

Despite certain areas of challenges, the Committee recommended that FNU look into substantiating and hiring of more qualified staff for the Fiji Maritime Academy.

Overall, the Committee commends the progress made by the Fiji National University in its work since its establishment in 2009.

I express gratitude to all the Honourable Members and the secretariat staff involved in the formulation and compilation of this bipartisan Report.

On behalf of the Social Affairs Standing Committee, I commend this report to the Parliament.



Hon. Viam Pillay
Chairperson

Introduction

The Parliament at its sitting on 24th April, 2017 referred the 2015 Annual Report of the Fiji National University (FNU) to the Standing Committee on Social Affairs.

In the review process, Members had thoroughly gone through the Annual Report and also invited the Vice Chancellor of FNU, Professor Nigel Healey for a presentation on the 17th of January, 2018. The meeting with the Vice Chancellor had enlightened the Members on the functions and operations of the University. Issues discussed were focused on FNU's administration, budgetary allocation, staffing, fees structure, organization structure, functions, policies and its contribution to the Fijian economy. The Members also raised questions for further clarifications on areas of concern.

The Committee acknowledges the vision of the Fiji National University “to be a premier university for higher education, technical and vocational education and training, research and development in Fiji and the Pacific region, and to be the national centre of excellence in Fiji for all things to do with training and productivity”.

This review report on the Fiji National University's 2015 Annual Report contains the findings, recommendations and the concluding remarks.

Findings

The Committee during its deliberation identified that

- The Report had highlighted that the number of students decreased largely in 2015 by 2,431 when compared to 2014. The vast increase in academic staffing had reduced the number of students per staff member so all the other things are equal that would improve the quality of the educational provision to students since there are more academic staff available for the students. Although there are financial considerations, a lower student/staff ratio is preferable to a higher student/staff ratio with the support staff, there is a significant increase.
- The Committee observed that the University had achieved the National Accreditation to have the ISO or the International Accreditation. Within the University, the National Training Productivity Centre (NTPC) is mandated to improve the quality and efficiency within Fiji in business and so the ISO 9000 initiative originated in NTPC.
- The Committee in its findings identified that there has been a lack of student numbers attending classes to complete the Maritime Able Seamen Deckhand Training Courses for Levels 3 and 4.
- The University received an Operating grant of \$38.6m, Capital Grant of \$0.27m for the development of the Labasa Campus, \$0.86m for the Sustainable Livelihood Project (SLP), scholarship grant of \$0.16m for TVET and \$0.3m for Commercial Agriculture.

Recommendation

After thorough assessments of FNU's 2015 Annual Report, the Committee recommends the following:

Recommendation One:

- The University to look into substantiating and hiring of more qualified staff for the Fiji Maritime Academy. Currently, FNU engages expatriates from CINEC Sri Lanka (on short term purpose). They are employed by CINEC and assist the staff of FMA in addressing all the challenges and issues.
- *Future Plan:* The Committee recommends if FNU can look into avenues to engage some Master Mariners and Chief Engineers from CINEC Sri Lanka and train the local Lecturers (Master Mariners and Chief Engineers). Once these local lecturers are competent enough to navigate through Class 3, Class 2 & Class 1, then the Expatriates will leave.

Gender Analysis

Under SO 110(2), where a committee conducts an activity listed in clause (1), the committee ensures full consideration will be given to the principle of gender equality so as to ensure matters considered with regard to the impact and benefit on both men and women equally.

The Committee considered range of issues including recruitment process that were coordinated by the institution and how it affects both male and female in Fiji. In particular, the institution was very clear with all its policies that were in place and programs and courses that were offered to ensure that the benefits are equally distributed amongst the target groups including both men and women. The Fiji National University had also outlined that in 2015, out of the 969 graduates in bachelor programmes, 617 were females and 352 were males.


The gender analysis is provided in terms of the student studying in 2015, there were 4,980 females and 3,856 males. FNU partnered with Graduate Women International (GWI) to cohost a regional seminar with the Fiji Association of Graduate Women (FAGW) on 'Education in the Pacific: Bridging the Gender Gap' in November. The need to reach gender equality and women's leadership through secondary and tertiary education in the Pacific Islands was the major area of discussion.

Conclusion

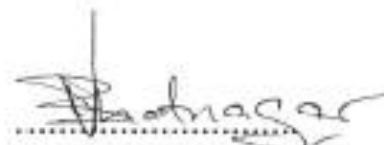
The Standing Committee on Social Affairs has fulfilled its mandate approved by Parliament which was to examine the FNU's 2015 Annual Report. The Committee review findings were positive with regards to the focused areas and commend the performance of the University in trying to improve in its future service delivery.

Finally, the Committee was satisfied with its assessment on FNU and noted their overall performance in 2015.


SIGNATURES OF MEMBERS OF THE STANDING COMMITTEE OF SOCIAL AFFAIRS




.....
Hon. Viam Pillay
(Chairperson)




.....
Hon. Veena Bhatnagar
(Deputy Chairperson)



.....
Hon. Salote Radrodro
(Member)



.....
Hon. Anare T. Vadei
(Member)



.....
Hon. Ruveni Nadalo
(Alternate Member for Hon. Mohammed M. A Dean)

APPENDICES

APPENDIX 1: LIST OF ACRONYMS

Acronyms	Meaning
SO	Standing Orders
FNU	Fiji National University
SLP	Sustainable Livelihood Project
GW	Graduate Women International
FAGW	Fiji Association of Graduate Women
CINEC	Colombo International Nautical and Engineering College
TVET	Technical and Vocational Education Teacher
NTPC	National Training Productivity Centre

APPENDIX 2: POWERPOINT PRESENTATION BY THE FIJI NATIONAL UNIVERSITY (FNU)



FIJI NATIONAL UNIVERSITY

Annual Report 2015

Standing Committee on Social Affairs



Professor Nigel Healey
Vice Chancellor

4:00pm, 17th January 2018



Overview

- Changes in governance and management
- Learning and teaching
- Research
- Student enrolments
- Staffing
- Student: staff ratio
- Financial performance
- Alumni Association

2



Learning and teaching

- Upgrading the quality of academic programmes
- Example: redesigning the Bachelor of Engineering to meet Washington Accord requirements in partnership with RMIT (new BEng (Hons) launched in 2017)
- Increasing numbers of graduates from bachelor's programmes:
 - Female: 617 (2015) vs 431 (2014)
 - Male: 352 (2015) vs 211 (2014)

4



Changes in governance and management

- Chancellor:
 - Hon. Dr Mahendra Reddy (Minister of Education): 01/01/15 – 20/04/15
 - Mr Ikbāl Jannif: 21/04/15 – 31/12/15
- Acting Vice-Chancellor:
 - Prof. Ian Rouse: 01/01/15 – 30/11/15
 - Mr Ikbāl Jannif: 01/12/15 – 31/12/15
- 4 Acting Deans / Directors in 2015

3



Research

	2014	2015
Journal articles	30	60
Conference proceedings	52	88
Conference attendances	66	50
Boos/book chapters	7	13
Technical reports	3	71
Consultancies	30	31
Other	56	31
Total	244	344

5



Student enrolments (headcount)

	2014	2015
National Training and Productivity Centre	14,671	12,024
College of Agriculture, Fishers and Forestry	1,268	1,219
College of Engineering, Science and Technology	6,407	5,180
College of Business, Hospitality and Tourism Studies	6,492	5,331
College of Humanities and Education	3,201	2,788
College of Medicine, Nursing and Health Sciences	2,485	2,493
Total	34,524	29,035

6



Student enrolments (EFTS)

	2014	2015
College of Agriculture, Fishers and Forestry	943	823
College of Engineering, Science and Technology	2,825	2,265
College of Business, Hospitality and Tourism Studies	2,643	1,996
College of Humanities and Education	1,661	1,259
College of Medicine, Nursing and Health Sciences	2,485	2,493
Total	10,557	8,836

7



Possible reasons for decline in enrolments

- Launch of Technical College of Fiji in 2015
 - Certificates 1 and 2
- Tertiary Scholarships and Loans Board 2014
 - Increased access to tertiary education
 - May have reduced price elasticity of demand
- Postscript: Memorandum of Cooperation with TCF, new Certificate 3 programmes and Dublin Accord diplomas for 2018. Academic portfolio completed restructured for 2018.

8



Academic staffing (headcount)

	2014	2015
National Training and Productivity Centre	145	154
College of Agriculture, Fishers and Forestry	42	48
College of Engineering, Science and Technology	232	231
College of Business, Hospitality and Tourism Studies	102	105
College of Humanities and Education	102	104
College of Medicine, Nursing and Health Sciences	173	192
Total (incl. other)	796	865

9



Support staffing (headcount)

	2014	2015
National Training and Productivity Centre	71	111
College of Agriculture, Fishers and Forestry	24	47
College of Engineering, Science and Technology	95	98
College of Business, Hospitality and Tourism Studies	17	17
College of Humanities and Education	24	32
College of Medicine, Nursing and Health Sciences	77	85
Total	308	390

10



Student: staff ratio (EFTS)

	2014	2015
College of Agriculture, Fisheries and Forestry	22.5	17.1
College of Engineering, Science and Technology	12.2	9.8
College of Business, Hospitality and Tourism Studies	25.9	19.0
College of Humanities and Education	16.3	12.1
College of Medicine, Nursing and Health Sciences	14.4	13.0
Total	16.2	13.0

11



Financial performance

	2014	2015
Government operating grant	30.1	33.4
Tuition fees	62.4	61.7
Other income	53.1	48.1
Total income	145.6	143.2
Employee-related expenses	(61.7)	(70.3)
Other operating expenses	(45.5)	(51.2)
Depreciation	(11.3)	(11.3)
NTPC levy expenses	(5.9)	(7.4)
Total expenses	(124.3)	(140.2)
Operating Surplus	21.6	3.8
Operating Surplus % Income	2.6%	14.8%

12



- For more information:
 - vc@fnu.ac.fj
 - Tel: 339-4000 Ext 2000
 - Cell: 999-6622

APPENDIX 3: VERBATIM NOTES

VERBATIM NOTES OF THE MEETING OF THE STANDING COMMITTEE ON SOCIAL AFFAIRS HELD IN THE COMMITTEE ROOM (WEST WING), PARLIAMENT PRECINCTS, GOVERNMENT BUILDINGS, ON WEDNESDAY 17TH JANUARY, 2018 AT 4.00 P.M.

Submittee : Fiji National University (FNU)

In Attendance:

Professor Nigel Healey : Vice Chancellor

DEPUTY CHAIRPERSON.- Honourable Members, welcome to this meeting this afternoon. Today, we have with us Professor Nigel Healey, the Vice Chancellor of the Fiji National University, and he is here to do his presentation.

A very good afternoon and a very happy New Year to you, Professor. On behalf of the Standing Committee, a warm welcome to the meeting.

Honourable Members, first, we will give the floor to Professor Healey and he will do the presentation. After that, I will give you time to question Professor Healey, if there are any questions. Thank you, Professor, the floor is all yours.

PROF. N. HEALEY.- *Vinaka*, and thank you very much for giving me the time to present this Report. I think this is bringing us quite close to-date now, this is the last Annual Report for the University the year before I joined, and I have prepared a short presentation that just summarises some of the key highlights of the 2015 Report.

So a very simple structure, I just thought it would be useful to lead you through the Core Business of the University, Learning and Teaching Research and comments on both the Students Enrolments and Staffing and finish with the Financial Performance of the University in 2015.

I think the first point to make is that, 2015 was an unusual year for the University. It was a year of some changes in terms of both governance and leadership.

Dr. Mahendra Reddy who had been the Dean of the College of Business in Hospitality and Tourism Studies became the Minister of Education after the Election in 2014. He was the Chancellor for about the first four months of 2015 after which he stepped down and was replaced by Mr. Iqbal Jannif, who previously was being the Pro-Chancellor at the University of the South Pacific or the other University (if you would like to call it), the second University of Fiji.

We also had a period where we had an Acting Vice-Chancellor in place for most of 2015. He left at the end of November and the Chancellor then stepped in as Acting Vice-Chancellor for the remaining period.

My involvement in this was that, I was interviewed and offered the job at the end of November, 2015 so at the point which Mr. Jannif took over as Acting Vice Chancellor, in that period we were moving and changing over. Of the ten directors and deans, almost half of them were in Acting positions, so it was a period of, I think, a little bit of uncertainty due to some changes at the University.

In terms of the Core Business (Learning, Teaching and Training), we have been on a mission to upgrade services and the quality of our academic programmes. That process has significantly accelerated now in the last 18 months, but it began at this point and one of the examples I have given there is that, we work closely with the Royal Melbourne Institute of

Technology (RMIT) with the Institute of Technology to redesign our entire portfolio of Engineering Undergraduate qualifications, the Bachelors Programmes in order to make them compatible with the Washington Accord. This is the International Accreditation for Engineering Programmes which will allow students to graduate from FNU in Engineering from the Four-Year Honours Programme and to work in any of the signatory countries through the Washington Accord which, of course, includes Australia and New Zealand, North America and most of the European States.

The other trend in Learning and Teaching was that, we had growing numbers of students graduating from the Bachelors Programmes as opposed to TAFE Programmes.

For the Diplomas and Certificates, you can see both for male and female students' significant uptake in 2014 in terms of the number of graduations.

As common with most universities, we have a larger female Undergraduate population but that is true, I think, in most of the Western world now.

The other part of our business is Research. You can see that we made good progress in 2015 in terms of productivity of research in all of the main categories, journal articles, published conference, proceedings, et cetera. We had an increase roughly in the order of something like 60 percent in growth, rather an increase in output.

Moving on to Student Enrolments, this is where I think the ages in terms of the changes in senior leadership, probably had their impact. You can see that we had a reduction in student enrolments in 2015. These are enrolments per head count, so it is the number of students enrolled. Some of these students might only be enrolled for one course as opposed to a full-load but you can see there the order of the decline was roughly about one-seventh, so quite a significant reduction.

If you turn over the page, you can see the figures for the colleges. For the National Productivity Centre, most of the National Productivity and Training, are all very short courses but for the colleges, we are primarily delivering diplomas, certificates and degrees. These are mainly full-time students so we conventionally express student enrolments, not as head count but as equivalent full-time students.

Again, you can see a decline here in the order of round about 20 percent across the different colleges but of all the colleges posting, with the exception of medicine posting, a decline.

On the next page, there are some reasons for this decline, one is the launch of the Technical College in Fiji in 2015. That has taken over the delivery of TVET (Technical and Vocational Education and Training) Programmes at Levels 1 and 2, so we no longer deliver those and that had an impact on both Engineering and some of the Trade Courses in Business and Hospitality.

It is also clear that the advent of the Tertiary Scholarship & Loans Board with the TEL Scheme has had a very positive impact in the sense that it has made tertiary education accessible but one of the immediate consequences was, it reduced price sensitivity, so our courses were less expensive than USP but in the world of TELS, students are paying for the courses upfront so their response to the kind of price difference is muted, so I think USP benefitted disproportionately from TELS in the first year, as students took advantage of the access.

I think it is worth saying as a postscript here, that we have responded very strongly to both of these. We have very close relationship with the Technical College of Fiji (TCF). We have Memorandum of Cooperation and we have developed a whole suite of new programmes that were launched this year for students to move from the Technical College of Fiji directly into FNU.

As you will know in the Budget last year, students can now progress seamlessly from TCF to the University with continued TELS funding for the first time, so that is the significant adjustment we have made.

The other is that we have been focussed, since I arrived, on rebuilding the quality of our programmes so that we compete head-on with USP in terms of quality, not price and we have had a very significant increase in the enrolments.

In 2017, we increased the enrolments by 9 percent and we are expecting probably a 10-percent increase this year so we have reversed all of these but we have to concede that this was an issue in 2015.

Moving on to academic, for the staffing position, one of the things that is quite striking about the 2015 Report is that, despite the fact that student numbers were declining, academic staff numbers and support numbers both increased. You can see there that the number of academic staff increased from just under 800 to 865, roughly a 10-percent increase and for the support staffing, the increase was actually larger. It was in the order of a 30-percent increase in support staffing. I think that there is a combination of things going on here.

I think that some of these were probably catch-up to previous expansion in student numbers but I think we have to concede probably a lack of cost-control at this point in the University's history that we were not managing the budget as effectively as we should have been, because you would not expect to see a 30-percent increase in support staff at a time when student numbers are declining.

If you look at the next page, one of the very important indicators used by universities around the world is Student Staff Ratio (SSR) so the number of students per staff member and as you would expect, if you have got the combination of declining student numbers and increasing academic staff numbers, the number of students per staff member is reducing. By 2015, these figures are, by international standards, rather low.

You would not expect to see the University running at an SSR of 13:1, it is too low. You would probably expect the University of our configuration figure to be something in the order of 15 or 16, so again as a kind of postscript, we have been in the last 18 months very focused on cost-control, managing staff numbers very proactively so that each college has now an agreed establishment staffing, and staff costs are kept at 60 percent of revenue where I think they had gone somewhat above that, so I think we have recaptured or recovered the control over that.

I think this period where we have a decline in student numbers and the lack of control on the staff numbers unsurprisingly means that there was an impact on Financial Performance which is on the next page. You can see that in 2014, we had Revenues of \$145 million against Expenses of \$124 million in 2015. Our Revenues actually declined for the first time and our costs increased significantly by 10 percent. The consequence was that, Operating Surplus fell quite significantly from \$21 million. The Operating Surplus is 14.8 percent in 2014 and it was down to 2.6 percent by 2015.

I think that if we look at that, an Operating Surplus of 14.8 percent is far too high. Government funds the University and students pay tuition fees so that that money is spent on students. It should not be going into reserves at that rate but there is very sharp decline in the Operating Surplus. I think it was a little bit too sharp. Subsequently, the position has been completely reversed. We now operate on the basis of an Operating Surplus of round about 5 percent, and we are holding that as a target of 5 percent and that Surplus goes into Reserves to pay for new buildings.

This year, our Capital Programme is just over \$51 million, and a large part is being funded by the Operating Surpluses and Depreciation.

The Financial Performance in 2015 was good, but I think the rate at which it had the expenses were growing, need to be controlled and we have been doing that.

To end on a higher note, we have very large Alumni although the University was only founded in its current form in 2010, of course, it dates back to the foundation of the Suva Medical School in 1885 and each of these constituent colleges has a very long history.

The Fiji School of Nursing was originally established in 1893; I think, Agriculture in 1954, et cetera, so we have got Alumni or graduates going back over a hundred and thirty years and we formed the Alumni Association towards the end of 2015 where we elected the Executive, the President and we have contacts with tens of thousands of past students.

We organise every year homecoming events now for our Alumni and the Alumni contributes to the University in various ways, so I think that is a very positive note to end on,

but I am happy to take questions on the aspect of this Report or the details of the published document, *vinaka*.

DEPUTY CHAIRPERSON.- Thank you very much, Professor Healey, for your presentation. We also went through the Annual Report, 2015 for FNU, so I give the floor to Honourable Members if they have any questions or clarifications from Professor Healey, as he is here to answer our questions.

Professor, actually, while going through the Report, you have also seen and highlighted that the number of students decreased largely in 2015. You have also given the reasons for the decrease in the number of students being enrolled at FNU in comparison to 2014 whereas the figure 14,671 came down to 12,240 and then the actual figures also decreased from 943 to 823.

The reasons given are fine but I also see in the other pages the support staffing and the academic staffing. Actually, how does the increase in the support and academic staffing really contribute to better performance?

PROF. N. HEALEY.- In answering the question, the academic staffing increase reduced the number of students per staff member so all the other things are equal, that would improve the quality of the educational provision to students because there are more academic staff available for the students. So generally speaking, although there are financial considerations, a lower student/staff ratio is preferable to a higher student/staff ratio with the support staff, there is a significant increase.

In some areas, you can see at NTPC it was quite large. It was also a big increase at the College of Agriculture, Fisheries and Forestry, et cetera. Some of these would have benefitted the students in terms of the range of services that were being provided. Some of it reflects the changing structure of the University so you have to be a little bit careful when you look at the support staff raw figures because if you contract out, for example, in August, 2016, FNU contracted out security. We are now with Pioneer Security Services, we were with Professional Security Services before that.

By contracting out, we reduced at a stroke support staff by 150. It has no impact on the students because by contracting out, we do not actually improve the efficiency and the quality of the security services. We or the University acquired (in 2014, I am not sure which year it was) a farm at Navua, and that brought with it a number of support staff who were farm workers. Before I arrived, we took a decision to disengage from that activity and we have leased out all of those sections of the farm to various different concerns and it is now being much more productively used but that again, the changes in staffing numbers would not impact students.

DEPUTY CHAIRPERSON.- Thank you, Professor, I just have one more question before I give the floor to the Members of the Standing Committee. If you have got with you the FNU 2015 Annual Report on Page 63 on Emphasis of Matter, the Auditor's Report.

Actually, on Page 63 of the Auditor's Report, this is in regards to the issues of Transfer of Lease which was mentioned in the Report and whether this exercise has been completed and if FNU could elaborate more on this matter, if you do not mind?

PROF. N. HEALEY.- Not at all, under the FNU decree as it was (now Act), the properties that were being used by the University would be transferred to the University from the various ministries, so all of the colleges previously were part of the Ministry, as you know, and that process of transferring the titles or the leases from the relevant ministries to the University has taken quite a slow process.

We have a standing item in the Council to review progress, most have now been completed. I believe, of those that have not yet been transferred, there are a couple of big ones that we keep on top of, one is Hoodless House. This was a building that was built with Australian funding (AusAID) and it is occupied by the College of Medicine, Nursing and Health Studies but we currently occupy it under an MOU from the Ministry of Health. It has not yet been transferred from the Ministry of Health to FNU. We have agreed with the transfer, as a matter of principle, but that process has not yet been completed.

Quite separately, we have acquired the Bayview Property, which is the University's Medical Clinic. We purchased that building from FNPF Mortgagee sale but there are a couple of caveats lodged by the previous occupants which have delayed the transfer of the title. These have now been resolved and, I think, we have signed now to effect the transfer, but there is not much left but there was in 2015, so we have tried to work pretty hard and with the various ministries to make those transfers.

It is a little tricky, because some of it is cloudy a lit bit in the past, so a good example would be, we have about 45 staff quarters. These were accommodation buildings that staff lived in and some of the staff had lived there for some time.

When I started, I got a petition that the quality of these accommodations were very degraded. We had staff quarters at Koronivia that was previously owned by the Ministry of Agriculture, staff quarters at Nasinu, about 35, I think, which were owned previously by the Ministry of Education.

We have staff quarters over in Lautoka, we had a couple in Samabula so we did the business case and we agreed with terms that if they moved out, we would invest, I think, something in the order of \$2.3 million, basically bringing them all up to a modern, "as-new" standard.

We began that process early last year in February, and we found that during that process that actually three of the properties on the Nasinu Campus were still owned by the Ministry of Education and were attached to a school. All six of the quarters at Koronivia, I think, were owned by the Ministry of Agriculture, so it is one of these things where the titles have never been transferred and actually the status quo was, they still belonged to the Ministry of Agriculture so we had to step back from that part of the exercise, so we have pretty much resolved all the outstanding issues; there is just a small number left.

DEPUTY CHAIRPERSON.- Professor, just beside Page 63, there is Page 62, where there are some outstanding grant payments to the University that were initially pledged by, I think, the Ministry of Health and the Ministry of Agriculture, has that been cleared?

PROF. N. HEALEY.- No, they have not been cleared, however, with regards to the first of these, we had agreed with the Ministry of Health that in order to expedite the transfer of Hoodless House from the Ministry of Health to FNU that if we could expedite then we will cancel that to outstanding fee.

This is essentially the Government grant that went to the Ministry of Health in 2010, for the training of doctors and had not been transferred to FNU because the dilemma that any Ministry has is its budget recurrent, and so this money was lost to the Ministry in 2010. It is not sitting in the bank somewhere for them to pay us. So we recognise that issue and we have been trying to be very pragmatic in resolving this from writing this off provided that as a quid pro quo, we can finalise the transfer of Hoodless House.

DEPUTY CHAIRPERSON.- Thank you, Professor, for your answers. Now, I give the floor to the Honourable Members, Honourable Maharaj?

HON. A.A. MAHARAJ.- Madam Chairperson, through you, Sir, you mentioned actually in your presentation that the Tertiary Scholarship & Loans Board 2014 would be a contributing factor to the decrease in the number of enrolment of students. Is there any data that claims or validates this particular statement in your presentation to actually say, "This was the number of Scholarships and Loans from the Scheme given to FNU and this was the number given to other universities"?

PROF. N. HEALEY.- I think I used very careful language and said possible courses. We have done quite extensive analysis of the data and what we can see is that in 2015 and to a lesser extent in 2016, FNU's numbers were down, USP's numbers were up and so overall, the numbers were up but we lost market share. UniFiji came in a little bit later but they are very small players.

We believe that, demonstrably, we lost market share, that is clear. Did we lose market share because students were less-price sensitive, it is a possible explanation. We may have lost market share because we did things wrong, because students did not think we were as good as USP and we were not trying as hard as USP, and that is really why we have really focused our efforts on strengthening the academic quality and trying to strengthen from the branding and positioning of the University so that we are very clear on what our position is.

I am actually a social scientist so I would not be stupid enough just to say that I can direct causation in this way but it is a possible explanation but I think we feel that we have to kind of focus on things that we can actually control. We cannot control the way students react to different prices, we can certainly control the quality of what we do and the way we communicate that quality to the students; and we have focussed very, very clearly on education for graduate employability, that is our position as a University.

We are a Vocational University where our offer to students is “you come to us and we will give you a diploma programme, degree programme that will get you a good job.” That is our positioning, unequivocal, everything like industrial attachments, all the programmes are developed with employers. All the programmes lead to employment. We do not do courses that do not go anywhere. That is a very different position from USP while USP will be running a range of traditional academic subjects that do not have any obvious career path. We believe, as Fiji’s National University, we need to provide career paths for our students.

HON. S.V. RADRODRO.- Can I just ask a supplementary question while I still remember: you said that you do not do courses that may not have a market demand, but I notice in your report, there is no Bachelor Programme for surveyors which is a much-needed programme in Fiji. How do you tie that in when there is a great shortage of that profession in the country and it is not in your programme? I note there is a Diploma, I specifically looked for it because I am very much aware of the need for this profession, and it is reflected in your Diploma Programme but not in the Degree Programme. Do you have any plans to include that to be able to meet the market gap or market demand?

PROF. N. HEALEY.- The answer is “ Yes”. I mean, that is one of our development plans in our programme. We need to hire appropriate staff to deliver that, so that is part of the exercise.

In terms of the College of Engineering, they developed something like 43 new programmes last year for launch this year. We had a Bachelor of Surveying as part of that development plan but with the changes that were announced in the Budget in June, you may recall that what the Government announced was that, TCF students could go directly to university with TELS funding, and that Year 12 students could enter the University directly with TELS funding, but only for Engineering Programmes in FNU.

What we needed and what we had to do in a very compressed timeframe was actually develop a range of programmes that would meet those two new markets. So in the second half of 2017, we had to develop a range of new Certificate III Programmes that built on the TCF Programmes so they could seamlessly move from TCF into University and we had to develop a range of new 3-Year Engineering Diplomas that would have met Year 12 students into Diploma Programmes that went through to Level 6, so it was really about relative priorities. There is definitely a plan for us but we had a huge amount of development work to do in the second half of 2017 that pushed it back a little bit, but we recognise the demand there. That point was very well made and we had discussions with the former Minister of Education about exactly this in the first half of 2017 when we started developing it.

HON. A.T. VADEI.- Just a supplementary question on that: in regards to the needs for the special schools or the disabilities here in Fiji, there is no speech therapist here in the country, and the College of Medicine is with FNU. What will FNU provide to those special schools on speech therapists for the disabilities that we need here in the country?

PROF. N. HEALEY.- We have been in discussion with the international body about developing speech therapy courses within the College of Medicine and Nursing Health Studies. We have a commitment to support disabled students. We have certainly done a review on all of our facilities to ensure that they are accessible for disabled students. We have invested in a new disability sports team within Student Services, that support students with very special needs, but I think this is the next stage, then going beyond that which is what we are trying to do. I think the first stage is to ensure that disabled students can access the Educational Services that we currently offer.

The next stage is to look at things like speech pathology, et cetera, to see where we can actually help those students directly to deal with their disability. So I think we are still in Phase 1 at the moment but that certainly is the second phase.

DEPUTY CHAIRPERSON.- Basically, that means the disabled people or the special needs students or children in those areas need teachers who are qualified to teach the disabled people in those areas so, basically right now, FNU does not have the provision to provide.

PROF. N. HEALEY.- I think the fair position is to say, we took the decision probably about a year-and-a-half to two years ago that we need to much-more-proactively support disabled students to make education accessible for all, as part of the Government's mandate.

In the first phase, what we were trying to do was to ensure that our existing academic provision was accessible to all students who could benefit from it. That means that it is accessible in the sense that we provide no takers for students who are deaf or are hard of hearing, we can provide things for students who have lack of eyesight, et cetera, we ensure that our buildings are accessible.

The next phase then is to be more proactive and think through, how can we work our way back to equip those students in the special needs schools so that they can better benefit and that, of course, is in teacher training, so we do have various special needs as one of our areas within our education, teacher training programmes, but speech pathology is quite specialised. That is why we have been talking to some international experts about how we could take that somewhat further.

DEPUTY CHAIRPERSON.- Thank you, Professor, Honourable Radrodro.

HON. S.V. RADRODRO.- Thank you, Professor Healey, my other question is on the accreditation of the institution according to the Fiji Higher Education Commission requirement as mentioned in the Chancellor's Forward that that was one of the biggest challenges and was one of the priorities of the institution. If you can just brief us, even though now we are into 2018 whether that requirement has been fulfilled; is the institution now fully accredited under the Fiji Higher Education Commission requirement?

PROF. N. HEALEY. - It is, when I arrived, we have been given a number of targets to achieve in order to fulfil the requirements for accreditation. We did a review of those requirements by our staff in August, 2016. In most cases we had fulfilled them. In a small number of cases, we had not yet fulfilled them so we developed a sort of an action plan to close all those gaps very quickly.

I made a presentation to the Commission in September, 2016, going through all of the requirements that we have already fulfilled and the timelines on the commitments on one or two of the areas. For example, one of them was to review and make changes in HR (Human Resource) policies and we went through that and say, “Here is our plan to make these changes”, and the Commission granted us full accreditation in November 2016.

HON. S.V. RADRODRO.- Following on with that, in terms of your HR policies, we note that you have a drop in the student population, even though we are only covering 2014 and 2015. We are not privy to the 2013 to be able to see the trend, so you have sighted some reasons like there is a drop in the student intake but there is an increase in the staff intake. What does that tell us in terms of your HR policy and your recruitment policy?

PROF. N. HEALEY.- That is a good question. I think, what it tells us is that, we have got a resourcing model at this time that does not link staff numbers with either the financial performance of the University or the student enrolments. In my view, that was the problem so that what was happening was that, the way the University has been running at that point was that, most budgets were centralised. They were held centrally and so Deans would go and ask the staff from the Vice Chancellor who held this budget, and they would allocate the staff numbers on the basis of the case being made but without reference to the performance of the college in terms of recruitment of students or its financial performance, because they did not even have the dates for the financial performance because they were not presenting the accounts in that way. So this, in my view, is a very poor way to manage a University. What I was used to was having a very clear position where, as the Dean of a college, I commit to achieve a certain target, the number of students, I have a budget including a staff budget based on those targets. If those targets are not achieved, I am in trouble, we will have to make cuts.

In no university where I have worked, would it ever be conceivable that you could have reduction in student numbers and come along and ask for more staff. The first thing I did when I started was to sit down with the Deans and say, “We are moving to a different budgeting model, one in which you agree with what the student numbers you will take, what income you will generate and then we will determine your expenditure budget based on that. If you cannot make your student recruitment target or if you cannot make your budget, you are going to have to take staff cuts or hold positions vacant.”

I think we have restored a very high degree of control back into the system now and so last year, when we closed the accounts at the end of 2017, we were completely within budget. We have tiny variances in terms of staffing, student numbers, student fees, et cetera, but I think that it was the fact that we did not have a clear relationship between the performance of a college in terms of its students’ recruitments, its income and the number of staff they wanted, so it was just really the way that the system was managed.

When I started, the dean of one of the colleges came to see me to say that he wanted to increase his academic staff by 100, and I looked at the number of students he had, he had 100 students. So I said, “There has got to be a link between the number of staff you need and have, and the number of students you have and we need to manage within that”. So I think we have got that discipline back in budgeting the staffing, but I think it was probably the fact that we had these changes in senior management and leadership at a period when student numbers were starting to go down but nobody was moving quickly enough to say, “You need to control your staffing” but it is clear nonetheless that when you look at the size of the surplus in 2014, it was excessive.

I mean, it is not right that you are taking \$100 and spending \$85 for your own students and just put the rest in the bank. It is not what the Government gives us the money for, and it

is not what students pay tuition fees for, so I think there probably had been excessive tightness beforehand but I can assure you we have got a model now that very clearly links student enrolments, budgeted income and budgeted expenditure so we would not be in that situation again.

HON. S.V. RADRODRO.- So would you say that there has been a review of your Human Resources Policy and Financial Policy to ensure prudent Financial Management?

PROF. N. HEALEY.- There has been a complete change so we have what we call “contribution margin model” in which we sit down with the dean, forecast, agree to targeted student intake for the following year, calculate the forecast income for the college and we then say, “All right, now your expenditure next year will be kept at 60 percent of your forecast expenditure. The Dean needs to then build a budget within that 60 percent, that includes all the staffing positions and the other expenditures on non-staff and then they are held to account. They have to achieve their budgeted numbers, budgeted revenue and keep to their agreed expenditure ceiling, so it is a completely different model. We are gradually devolving financial control out to the colleges so that there are finance managers within the colleges to control them rather than everything being centralised.

HON. A.T. VADEL.- Madam Chairperson, I wish to thank the Professor for the time and effort to come down to present the 2015 Annual Report of the University. My question is directed at No. 2 on the ISO Accreditation. I thank the University for achieving the National Accreditation and going beyond that to have the ISO or the International Accreditation because there are a lot of questions that I wish to ask after this. What is the benefit of the achievement of ISO 9000 2008 Accreditation?

PROF. N. HEALEY.- The ISO is a kind of quality management system to ensure that your systems and processes are lean, you are achieving the objectives that you set for yourself. Within the University, we have the National Training Productivity Centre (NTPC). One of its mandates is to improve the quality and efficiency within Fiji in business and so the ISO 9000 initiative originated in NTPC.

The logic was, if the mandate of NTPC is to improve and enhance quality in Fiji organisations, then it makes sense but that organisation itself, NTPC, is as efficient and high quality as possible. So using an International Framework like ISO provides a way of ensuring that your purpose, processes, in fact, are running in an efficient and lean way, et cetera. So NTPC was the first to do that and that was really, I think, on the basis that they need to be the exemplar. If they are going out providing training to businesses about how they can become more efficient and improved quality, they need to be, themselves, high quality and efficient.

It gradually then started to filter out to other parts of the University. So the other parts of the University have gone off to the same accreditation and successfully achieved this, so our library that we have now is a very effective library and they have got ISO 9000 accreditation.

The three big areas that we have agreed we want to put through exactly the same process to enhance quality and customer service is Student Services, the Registry and our Core Business, our students. If we are not giving them an efficient, high quality response and service, then we are failing, so this methodology allows you to test yourself against that.

The other areas are the two internal services that have a customer focus which are Human Resources (HR) and Finance, so Finance is only there to help people buy things they need to teach and do research. If they do not do a good job, they do not satisfy their

customers, they are failing the University. Similarly, we do not want to have an HR Department, no one wants an HR Department, we only want them so that we get paid and people get hired. If they are not doing that job well for the colleges then they are failing the University.

We have tried to use our ISO Accreditation and the experience that we have got of doing quality audits to improve the quality of what we do across the University, so we have been using it quite systematically. Through NTPC, we organise nationally quality circles for organisations across Fiji and we have the Business Excellence Awards each year which is a kind of process where people put themselves through a full quality audit. That is probably the biggest business event each calendar year, and takes place at Fiji's Sheraton. You have 1000 people there and many dozens of organisations are putting themselves through the auditing, so I think it is all about modelling the kind of right behaviour to provide leadership, as long as what we should be doing at the University is really important.

I recognise that there are areas like the Student Services, HR and Finance where we need to improve the quality of our service, so that is rather a long graph but so short a question but that is how we are doing it.

HON. A.T. VADEI.- Thank you, Madam Chairperson, the supplementary question to that is with regard to the Fiji Maritime Academy achieving that accreditation. We have received some complaints regarding the Maritime Able Seamen Deckhand Training, Levels 3 and 4 where students do not come in the right numbers to continue on their learning. So I find it very difficult to comprehend those two, the accreditation and the lack of student numbers to attend classes to complete the Maritime Able Seamen Deckhand Training Courses, so what is the University doing to rectify those issues?

PROF. N. HEALEY.- All right, that is a fair question. I think they are, in a way, separate questions in the sense that, for FMA, it is subject to international accreditation and the requirements of MSAF. So its programmes are externally audited very regularly and there are very very strict controls on who can teach on the programmes and the quality of the resources.

Together with the Government, we have invested pretty heavily in FMA. If you look at it, it is constantly a building site, and there is a new two-storey building just about to open, the new fire-fighting simulator being installed, two very state-of-the-art simulators for the bridges of the ships, and we have got a new three-storey building going up next year.

I think one of the challenges for us has been hard in recruiting the qualified staff because in order that the staff can teach on these programmes, they themselves need to have the necessary certifications, so if you want to teach navigation or if you want to teach Masters' Ticket, et cetera, you yourself need to be a ship's captain.

I think we have bitten the bullet on this, we have made a number of new appointments so we have had to pay some higher salaries but you will find that if some of the captains that we have hired are at sea, their salaries can easily be in the region of a quarter of a million US, which is half a million Fijian. When you say, "Well, all right, we are offering the salary at \$60,000," it is just not going to work.

We have talked at length to Seamech which is the management body for that. Clearly, when you are at sea, a big part of this is "How is your pay?" I am not going to pay you the same salary to be on land, going home to your family every night and living with your family. The ship is going to pay you to be out at sea for six months but we have had to make some adjustments in the salaries to try and hire the right people.

I think when we looked at it, the numbers of students have been growing and are set to grow further next year but the constraint is the ability to hire the staff. So it is not about the quality of the programmes, it is not about the quality of the physical infrastructure, we need the people to do the training and we do not want to have to rely on Sri Lankan staff because they are expensive as well. I have worked quite closely with the Chief Executive and we have made a number of appointments, so I think the numbers of students coming through would increase, but it is not that the students do not come because the programmes are poor, it is just that the number of places are rationed because you can only teach them with qualified staff. These qualified staff are very specialised people.

HON. S.V. RADRODRO.- Just to add on to that, because we are island nations and there is a great need for that particular trade or training. The students are being victimised at the end because they cannot continue and complete their programme because, now that you are mentioning that it is the lack of staff, but what they were told was that they did not have enough student numbers to be able to complete the programme so that they can graduate.

So these students are sort of left hanging and then they are sent off to go and do, I believe, extended to take up that time. It is good to hear that you are mentioning that and what kind of, may be, strategy to engage the needed teachers to come and take on the programme? Otherwise these students will never graduate and never be able to do that as a career because maybe in the beginning they were not fully briefed that “we do not really have the kind of staff to allow you to complete your programme.” That is the situation we have right now, but there is a need in Fiji for these students to graduate because we are island nations, so what is there as a remedy?

PROF. N. HEALEY.- The ideal is that we can hire a full-time faculty, that can come and be full-time with us but what we are finding is that, the way to solve this problem is actually to have people on shorter-term contracts so that they can rotate. I am giving an example, if we take someone, say, who is a captain and they just come and join us for six months and they go back to sea again. That is a more attractive option to some of the staff, so more flexible contracts where they join contracts with the help of the shipping company as well with us because you have got this dilemma and it is not just in FMA, there are other areas.

Let us take medicine, for example. You cannot teach doctors, medical students unless you are a clinician but being a clinician means you need to work in the hospital and see patients and have the clinical licence, so in that area, we have an MOU with the Ministry of Health under which our clinicians spend 40 percent of their time working as consultants in the hospitals. So what we are trying to do is look at something similar.

We have got three or four captains at the moment whom we hired relatively recently where they are still able to go to sea because if we take people permanently, how do they maintain their licences? You do not want to be taught and told, “We are going to teach you today on how to navigate into Singapore Harbour” and he is our lecturer, he has not been to Singapore for 20 years. I can tell you from going to Singapore from the last 20 years, the Harbour changes every time you go into it because they are constantly reclaiming land, so we are just looking at more flexible contracts as a solution to this, which I think is the way to go.

Other areas you might try and do are things like tax accounting. You cannot really learn tax accounting from someone who is not a Tax Accountant. If you are a tax accountant, you probably do not want to become an academic because you are going to get paid half as much, so having tax accountants who are adjuncts, come in and teach the students, certain forms of law universities tend to have to rely on adjunct faculty or part-time faculty so we are trying to be imaginative in looking at this.

HON. A.T. VADEI.- Deputy Chairperson, my last question is on Question No. 7. These are civil servants that have been graduated either from your University as an Agricultural Officer or Technical and Vocational Education Teacher (TVET) and posted to rural areas. What sort of provisions are there for them to further their studies if they are going to continue studies from their various remote areas?

PROF. N. HEALEY.- We are moving quite heavily into not pure Distance Learning but Blended Learning. We call it “Blended Learning” where it is a mixture of learning some of the knowledge online, but then coming in for intensive periods into face-to-face social learning settings.

In the recent past, we have appointed two senior Academic staff to lead the development of Distance and Blended Learning. So our game plan is this: we are investing very heavily in Virtual Learning Environment and in Computing Technology and Digital Technology. So at the end of last year, we signed the contract to connect the University directly to ONet so that it puts us on par with USP, that we have the direct connection to the landing station of FINTEL and that gives us probably something in the region of 10-15 fold increase in our broadband speeds and access to a whole range of online technologies, so that is part of the strategy.

We need to get a much-enhanced digital platform for our students and have Wi-Fi available everywhere but at very fast speeds. We have done that Part 1 of the plan.

Part 2 is that, we have moved from Traditional Libraries to Open Learning Commons where we do not have libraries that are just full of dusty books, clear all the books out, that makes social learning spaces and all of our materials, collections available online anywhere so that the students can access. I can sit there with my laptop and access several hundred thousand journals online through the library without ever leaving my office or without leaving my kitchen, so that is kind of Part 2 with easy access to the materials.

We have Moodle which is our Virtual Learning Environment for all our courses now. The intention is that, all our courses, learning materials will be available online for any course.

What we are planning to do is that, we have already got some courses that are available for Distance Learning. There are some new courses to Distance Learning but the fact that we have got a nationwide network of campuses to actually do intensive courses so, for example, we just had a meeting with FHEC (Fiji Higher Education Commission) .

One of the big needs we recognise is that for TVET in the Technical College of Fiji and in some of the secondary schools, et cetera, a lot of technical trades are being taught at TVET level by completely unqualified staff. They are experienced builders or plumbers, but they have no trade or academic qualifications, and yet they are teaching in schools or in the Technical College of Fiji.

So what we have developed is a Certificate in TVET and we are developing the online materials for that. What will happen is, the students can study some of the content online but then they will have to come on to one of the campuses for intensive face-to-face but which is obviously competence-based. If you want to teach someone competence-based assessment, you need to do that in a workshop where you can observe and actually teach them what to look for, et cetera. But we have got the advantage of USP which has quite a lot of Distance Learning materials.

We have got the advantage that we have 10 major campuses around the country, including the new campuses we are building in Labasa, Ba, Lautoka, Namaka in Nadi and we have got smaller field stations in places like Sigatoka. So we can use these to provide a kind of blended learning experience, so that is, really going forward, where we are investing our effort: the Digital Platform; Online Library Facilities; Virtually Learning Environment and then the Blended Learning.

We have hired a couple of very experienced course developers for Distance and Blended Learning. We have reorganised so we have a pro-Vice Chancellor (Learning and Teaching), one of the key objectives is to build this provision.

HON. R.N. NADALO.- Madam Chairperson, through you, Professor, on Question No. 6: FNU was launched as the UniClinic, Welfare and Wellness Centre in Nasinu Campus in 2015, do you intend to expand this initiative to other campuses in Fiji?

PROF. N. HEALEY.- I think the answer is, probably not. One of the things that I am concerned about is the way we currently operate this Welfare System. At the moment it is only for staff, not for students. I have a problem with that. I think where we have got residential students, we should be providing medical services in some form in partnership with Health Services but we have 2400 staff.

The Medical Welfare Scheme only has 400 members, so it is only touching about one-sixth of our staff. To be a member, it costs \$150 a year and we subsidise membership which is still quite low and I think at the moment, we are looking very carefully at whether this is the best way to provide medical welfare for the staff and students.

One of the things we are looking at very actively and we have got a kind of expression of interest going out now is whether we move as USP has done to a Medical Insurance Scheme. I think we have to do the numbers to see how it looks but my feeling is, if we had a comprehensive staff medical insurance scheme where all staff were covered, and the University provided a subsidy, we could probably get quite a competitive deal that will be attractive to staff. So what we intend to find at the moment with our welfare scheme is that, because it is optional and you pay into it, the membership tends to be people like me, old and better paid so I look at that and I say, “Well, it is a good deal for me because I am getting on and something might go wrong and it is only \$150 and that is not so much for me”.

If you are a young member of staff, particularly out in the field, doing manual work, you are probably at a much higher risk of injury than I am. But for them, they look and say, “\$150 is a lot of money, I cannot afford \$150 to pay for the Medical Scheme” so when they get hurt, they are not covered.

I would say, probably, once or twice a month, someone will say to me, “Can you help me? I am not in the Welfare Scheme and I have developed cancer”; “Well, no, we can’t because we can’t use funding from this Scheme for non-members because we will be in serious breach of the regulations” but it is a problem for me that we have people who are not covered, so I think we are looking very actively at whether providing medical services ourselves to our staff at an annual membership fee is the best way to do this, so I think we are actively looking at medical insurance.

More widely though, take the wider welfare and wellness, that for us is a major priority. We have made combatting NCDs a major party for the University, both as research team but also in terms of what we do, support the welfare of our staff and students, so we already have a kind of time-off for staff to play sports but we have done quite a lot of work with our staff.

What we know is that, for a lot of staff, they would like to exercise, and everyone knows the causes of NCDs, there is just too much food and too little exercise and it is not difficult to figure out. So what we have been trying to do is, on the food side, change the food that we serve on Campus to reduce salt, sugar and fat. On the wellness side, we have got facilities for staff to exercise and we give people time-off in the afternoon on Thursdays to play sports, and we organise sports.

We have got quite an ambitious plan to build a multi-purpose gymnasium in every campus, and obviously that is attractive for the students. They are very keen on this, we have got quite a relatively simple design with a basketball court, a big aerobic centre and then four small flat exercise rooms.

One of the things that I intend when we start to build these is that, we will run in-work-time exercise classes for different target groups. So we did a lot of focus groups with our

staff and we say to people, “Why don’t you exercise?” They might say, “Well, I have got a hired job, I am working eight hours a day and I am tired by the end of the day, and I am just expected to go home and cook dinner for the family and my husband is likely to be going out in the evenings, wants me to be with the family”. So we say, “All right, what we will do is, if you sign up for an exercise, say, zumba or aerobics class with other women from the University over the age of 40, these classes will be held in the afternoons on Mondays, Wednesdays and Fridays at 2.00 to 3.00, and we will give you the time-off to go to the exercise class, but only if you go to the exercise class, you cannot sneak off to the store, the deal is signed by your manager and you go to the class.”

We have got a number of initiatives like that going on, and then we have something where everyone signs up to try and lose some weight during the course of the semester and then there are different exercise groups to help them do that but I think that side of it is quite separate.

The UniClinic is the ambulance at the bottom of the cliff, dealing with people when they get sick. What we need to do is to stop people from getting sick in the first place and one of the things that we do every year is, we have these Pinktober, et cetera, with Symposia.

The Honourable Minister for Health comes with all these events and I keep saying to people, “As the University with a Medical School, we are dealing with all the end-problem, but actually we should be changing the outcomes in the first place, and actually that is not about treating diabetes, it is about changing the food people eat, the amount of exercise they have, the lifestyles, so that is the big agenda for us.

DEPUTY CHAIRPERSON.- Professor, this is just off-the-cuff, was there ever a survey done to ascertain job employment of the graduates coming out of FNU?

PROF. N. HEALEY.- I think for the University, this is the single most important piece of information we need, for me and I think for FNU because of our positioning as a Vocational University, we are there to get students jobs.

The single most important indicator of our performance is what proportion of our graduates get graduate level jobs and good salaries. We do a survey every year for all of our graduates to try and gather this data so we do have information on an annualised basis on students holding jobs at the time of graduation so it is part of the graduation ceremony. They have to actually complete the survey so we have data on their employment and salaries at graduation, and we use that data to design. We have a kind of traffic light system and so every year we look at that data and if we have got programmes with low employment then we say to the teams “You need to go back and redesign that”.

So we have a number of programmes where the Government is the employer and we have 100 percent deployment so we do not have unemployed doctors or unemployed nurses or unemployed teachers. They all get assigned but, of course, that is not the official case because the Government is the only buyer of the service.

In some cases, we are the only providers of the service. It is in the areas like Commerce, Finance, Law, et cetera, that we have to gather the data because they are going into private sector. So we do have data that we collect.

I have been working quite closely with FHEC, TSLB, and indirectly through those two agencies, with Fiji Revenue & Customs Services (FRCS) because I think that we actually have in Fiji, probably the best data of any other country I have ever lived, because with our loan scheme, the loans are recovered through the tax system.

Every student who graduates now with a tertiary loan is recapped, the money (20 percent) each year is taken through the income tax. So FRCS knows that for every single student that graduates from any university or tertiary institution in Fiji, they know how much that student earns, and whether they are employed, where they are employed and how much they are earning, that data is incredibly valuable.

Very few countries have got that, because most countries do not organise the loan scheme in this way through the tax system. So we are trying to see if we can put together a Memorandum of Cooperation with the FHEC, TSLB and FRCS, so we would have comprehensive employment data. But I do think this is one of the most important policy invasions that we could have in Fiji, because what we have at the moment in Fiji is we have a market-driven tertiary education system, so students can go anywhere to study, can they not? As long as they go and enroll, the loan will follow them. So when the students enroll, they do not know whether there are jobs for them in the end, so we need to provide the information to the students.

In the United Kingdom, for example, it is all published. The Government collects the data on graduate employment by programme, by university. For example, “All right, I am interested in doing accounting at Nottingham Trent University. So last years’ students, what percentage were employed six months after graduation?”; “If you go and look at it, it is available online, audited, 100 percent.”; “What is the average starting salary?”; “FJ\$60,000; “I am going to aim for that degree, I like that degree.” If I then look at a degree and I say, “I might do English at the University of Oxford,” and you have got 40 percent of students are employed six months after graduation, and the average salary they are getting is \$15,000, you will say, “No, I am not doing that.”

But we have not got that data but I think we could have that data if we can put it all together.

DEPUTY CHAIRPERSON.- Yes, that is important, I think if that can be included in the Annual Reports as well. Basically, it is like you are achieving your benchmarking, your performance, your staff, and it is for the students to come to your university as well. If a university is doing well, people would obviously like to join that university, and obviously the job employment rate, I think, is very important. If that data could be available somehow, it would be nice, very crucial and informative information, I think, for people.

There is just one more question: could you also work with FNPF, like sign a MOU to find the relevant information needed for the graduates?

PROF. N. HEALEY.- I think that is right, in fact, both Revenue & Customs through the income tax system and FNPF, through the contributions, they actually both have the same information sets. So at one level if you could not get it from Revenue & Customs, you could get it from FNPF because they have also got the same information. We are very well aware of that.

HON. M.D. BULITAVU.- Just one last question, through you, Madam Chairperson: the Aviation Course that is being done in Nadi, does that come under FNU or is it privately-owned?

PROF. N. HEALEY.- What we have in Nadi with Engineering is Aviation Maintenance so we teach Engine Maintenance for Aircraft, and that is a little bit the same as FMA. The staff who teach those courses have to be fully certified, so that is what we teach.

There was, at one point, a proposal to jointly set up Fiji Aviation Academy with Fiji Airways which we were in discussion for some time. The idea there would have been that we have got a block of land in Legalega which we were thinking about working with Fiji Airways to do that, but as it turned out, their first phase of the Aviation Academy of the two simulators for the 737 and Airbus 330s, they wanted the one on the CAAF compound.

That idea, I think, is stalled a little bit, being shelved because it does not work for them to build it at Legalega. Had we done that, we would have moved Aviation Maintenance into that new facility. We have got an aircraft hangar at Namaka with all the engineering facilities there.

DEPUTY CHAIRPERSON.- Thank you so much, Professor, and thank you, Honourable Members and the Secretariat. Today, we have heard Professor Nigel Healey, the Vice Chancellor for the Fiji National University, and I hope you are satisfied with all the answers the Professor has delivered today in this sitting.

Professor, once again a big *vinaka vakalevu* for your time and for your indulgence, and we wish you and FNU a very prosperous 2018.

PROF. N. HEALEY.- *Vinaka*, thank you.

The Committee adjourned at 5.40 p.m.

APPENDIX 4: RESEARCH BRIEFS

Annual Report Summary-Fiji National University 2015 Standing Committee on Social Affairs

Vision-"The University aims to be the premier university for higher education, technical and vocational education and training, research and development in Fiji and the Pacific region, and to be the national centre of excellence in Fiji for all things to do with training and productivity."

Mission-"The University shall provide leadership in all intellectual pursuits in higher education, research and development, and the development and acquisition of relevant and quality technical skills in all trades and soft skills that are necessary for development of nations businesses and communities."

Principal Activity	MPs Comments
The University are the provision of post-secondary programmes of study in higher education and technical vocational education and training that are responsive to the needs of industry, the market place and non-formal sector of employment to students from Fiji and other countries in the South Pacific region.	
Act in place	Fiji National University Decree 2009.
Organization structure	<p>FNU was established in 2009, under the Fiji National University Decree No. 39 of 2009.</p> <p>University Council- under the Decree, the FNU Council is the University's governing body and has overall responsibility for the University's sound and effective governance. The Council approves the University's strategic direction; monitors the University's progress, using agreed performance indicators; and approves the University's budget, its policies, and delegations of authority. The Council also reviews its own performance and the performance of its committees.</p> <p>Under the University there are colleges, the name as follows:</p> <ul style="list-style-type: none"> • College of Agriculture, Fisheries and Forestry • College of Business, Hospitality and Tourism studies • College of Engineering, Science and Technology • College of Humanities and Education • College of Medicine, Nursing and Health Sciences • National Training and Productivity Centre
Projects	<ul style="list-style-type: none"> • Launch of <u>Uniclinic</u>, Welfare & Wellness centre • Fiji Maritime Academy (FMA) achieves ISO certification-FMA was awarded the prestigious ISO 9001:2008 Quality Management System (QMS).

Prepared by Shrutkeertee Devi Email: shrutkeertee.devi@parliament.gov.fj 08 May 2017

PARLIAMENT OF THE REPUBLIC OF FIJI

Research and Library Services

Annual Report Summary 20044

	<ul style="list-style-type: none">• MOU between FNU and Kingdom of Tonga- the MOU would establish a cooperative partnership, based on friendship and cooperation, for the purpose of promoting mutual understanding, leading to the strengthening of both parties through identified development activities.• Regional Pathology Symposium-to strengthen the collaboration between FNU and International Academy of Pathology enabling international and local pathologists and clinicians to unify and support academic and professional development of services in the region.• MOU between FNU and National University of Samoa-highlight the importance of networking and strengthening ties with fellow Pacific Universities.• MOU between FNU and Grace Road Food Company-promote co-operation in the Agriculture, Education and Technical & Vocational Education and Training based on mutual beneficial partnership and collaboration.• MOU Between FNU and Nauru-to ensure training for public health nurses, general health professional development and the need for other areas for human resource training for health.• Organic Transit <u>Velamobile</u> ELF-as part of the ratified agreement between CSTD/FNU and IUCN, FNU research acquired organic transit vehicle (<u>velomobile</u>) Elf from organic transit in Raleigh North Carolina USA.• TV Series inspires Local Talent-the FNU's Film and Television (FTV) department launched a first ever local television series, featuring local actors incorporating the 3 major languages of the nation in October 2015.• PM reopened the new <u>Waivaka</u> pedestrian bridge in October, 2015 designed and built by students of FNU.• MOU between FNU and University of Porto-two institutions committed towards development and implementation of training <u>programmes</u>; exchange of ideas, expertise, and knowledge in the areas mutually agreed; exchange of publications, relevant technical information and academic material; joint research, lectures and symposia.													
Budget	The University received an Operating grant of \$38.6m, Capital Grant of \$0.27m for the development of the <u>Labasa</u> Campus, \$0.86m for the Sustainable Livelihood Project (SLP), scholarship grant of \$0.16m for TVET and \$0.3m for Commercial Agriculture.													
Financial Position	<table><tr><th></th><th>2015 (\$)</th><th>2014(\$)</th></tr><tr><td>Operating Profit</td><td>3,840,214</td><td>21,557,199</td></tr><tr><td>Comprehensive income for the year</td><td>4,566,503</td><td>21,787,138</td></tr><tr><td>Total Assets</td><td>321,142,124</td><td>307,506,047</td></tr></table>		2015 (\$)	2014(\$)	Operating Profit	3,840,214	21,557,199	Comprehensive income for the year	4,566,503	21,787,138	Total Assets	321,142,124	307,506,047	
	2015 (\$)	2014(\$)												
Operating Profit	3,840,214	21,557,199												
Comprehensive income for the year	4,566,503	21,787,138												
Total Assets	321,142,124	307,506,047												

Prepared by: Secretariat, Parliament of the Republic of Fiji, 11, 22, Nov 2015

Prepared by Shrutkeertee Devi Email: shrutkeertee.devi@parliament.gov.fj 08 May 2017



	Total Liabilities	54,747,001	45,677,427
	Net Assets	266,395,123	261,828,620
	Cash & cash equivalents at end of year	69,088,250	46,462,074
Auditor's Opinion (KPMG)	Audit Opinion		
	In the Auditor opinion, the financial statements give true and fair view of the financial position of the University as at 31 December 2015 and of its financial performance, its changes in equity and its cash flows for the year then ended in accordance with International Financial Reporting Standards.		
Gender Analysis	Emphasis of Matter		
	Without qualifying auditors opinion, draw attention to Note 12 (refer to page 85 of the Annual report) which describes the uncertainty related to the finalization of the transfer of lease arrangements to University in respect of certain leasehold land assets that were vested in the University under the Fiji National University Decree 2009 (as amended by the Fiji National University (Amendment) Decree 2010). The transfer of these lease arrangements has not been completed at the date of approval of these financial statements.		
	<ul style="list-style-type: none"> The gender analysis is provided in terms of the student studying in 2015, there were 4,980 females and 3,856 males. FNU partnered with Graduate Women International (GWI) to cohost a regional seminar with the Fiji Association of Graduate Women (FAGW) on 'Education in the Pacific: Bridging the Gender Gap' in November. The need to reach gender equality and women's leadership through secondary and tertiary education in the Pacific Islands was the major area of discussion. 		

08 May 2017

Disclaimer

The Annual Report Summary was prepared to assist the Standing Committee on Social Affairs in its review of the Fiji National University 2015 Annual Report. Although every effort has been made to ensure accuracy, it should not be taken as a complete or authoritative guide to the Report. The Research and Library Team shall not be liable for any errors or omissions, or for any loss or damage of any kind arising from its use, and may remove, vary or amend any information at any time without prior notice. The Research and Library Team accepts no responsibility for any references or links to, or the content of, information maintained by third parties. Other sources should be consulted in the review of the Report.