

Your Guardian in Higher Education



**ANNUAL  
REPORT**

For the Year Ended 31 July

**2 0 1 6**



## Vision

Building together an educated and globally competitive Fiji.

## Mission

To quality assure the delivery of higher education that meets the needs of our stakeholders.

## 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 realise their potential so they can become productive and competitive in the workplace, constructive in the community, creative in their endeavours and peaceable.

## Values

In fulfilling its mission, the Commission is committed to act in ways that are consistent with the value it places on:

- Aligning with national and international imperatives in higher education;
- Quality education and training to develop quality graduates;
- Equity, access and relevance in higher education;
- Critical thinking, creativity and free intellectual inquiry;
- Lifelong learning;
- Cooperation and partnerships with industry and professional bodies; and
- Transparency, accountability and responsiveness.

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## Acronyms

ABP	- Annual Business Plan
APQN	- Asia-Pacific Quality Network
CBA	- Competency-Based Assessment
CBT	- Competency-Based Training
CCA	- Climate Change Adaptation
CCEM	- Conference of Commonwealth Education Ministers
CIDESCO	- Comité International d'Esthétique et de Cosmétologie
CS	- Corporate Services
DRR	- Disaster Risk Reduction
EO	- Executive Office
EU PacTVET	- European Union Pacific Technical Vocational and Education Training
FEMIS	- Fiji Education Management Information System
FHEC	- Fiji Higher Education Commission
FM	- Funding Model
FNPF	- Fiji National Provident Fund
FNU	- Fiji National University
FQF	- Fiji Qualifications Framework
F&R	- Finance and Research
GGP	- Guidelines of Good Practices
HE	- Higher Education
HEA	- Higher Education Act
HEAB	- Higher Education Advisory Board
HEIs	- Higher Education Institutions
HES	- Higher Education Strategy
INQAAHE	- International Network for Quality Assurance Agencies in Higher Education
IQA	- Internal Quality Assurance
IUCN	- International Union for Conservation of Nature
ISAC	- Industry Standard Advisory Committee
IT	- Information Technology
LMI	- Labour Market Information
MBT	- Montfort Boys' Town
MFAT	- Ministry of Foreign Affairs, New Zealand
MoEHA	- Ministry of Education, Heritage and Arts
MP	- Member of Parliament
NQ	- National Qualification
NQD	- National Qualification Development
NQI	- National Qualification Implementation
NTPC	- National Training Productivity Centre
OER	- Open Educational Resources
Pacific TAFE	- Pacific Technical and Further Education, USP
PS	- Professional Services
PSC	- Public Service Commission
QA	- Quality Assurance
RQ	- Regional Qualification
SE	- Sustainable Energy
SPABTH	- South Pacific Academy of Beauty and Spa Therapy
SPC	- The Pacific Community
TCF	- Technical College of Fiji
USP	- University of the South Pacific
VTC	- Vivekananda Technical Centre



## Message from the Chairperson

*It is with great pleasure that I present this Annual Report that accounts for the first seven months of 2016.*

In March 2016, I was appointed the Chairperson of the Commission. It was a privilege to accept the offer, albeit a significant responsibility, knowing the great expectations and challenges of the role. I acknowledge my predecessor, Dr Richard Wah, for his leadership, foresight and commitment that progressed the work and raised the profile of the Fiji Higher Education Commission (FHEC) to its current standing. The FHEC Secretariat must be commended for the commitment to the betterment of Fiji's Higher Education (HE) sector, especially when the HE sector has continued to grow while our budget allocations have remained stagnant for the past four years.

The FHEC has much to be grateful for in terms of foreign aid given by the New Zealand Government through its Ministry of Foreign Affairs and Trade (MFAT). The FHEC secured a total of FJD\$7 million to undertake activities to improve the quality and access to skills training and higher education in Fiji. The grant has enabled linkages with other agencies, especially New Zealand-based entities, and improvements to our internal systems to match that of other quality assurance agencies abroad.

Another significant achievement was the successful hosting by the FHEC of two international conferences of two renowned international quality assurance agencies in Higher Education. From 22 - 24 May, the FHEC hosted the 2016 Biennial Forum of the International Network for Quality Assurance Agencies in Higher Education

(INQAAHE). The Forum was opened by the President, His Excellency Major General (Retd.) Jioji Konrote. This was followed by the 2016 Conference and Annual General Meeting (AGM) of the Asia-Pacific Quality Network from 25-27 May. The event was opened by the former Minister for Education, Heritage and Arts, Dr Mahendra Reddy. The FHEC was recognised for its contribution as a national quality assurance agency and its work on the improvement of Fiji's Higher Education system by being awarded the APQN Cooperation in Quality Assurance Award for the region. The positive feedback from the participants was overwhelming. Fiji stamped its mark as a key destination for international conferences by the successful hosting of these two events.

Another highlight was the major role played by FHEC in the development of two key regional qualifications – Disaster Risk Reduction and Climate Change. The FHEC was also chosen by the Commonwealth Tertiary Education Facility (CTEF) to host discussions with other Pacific Island Countries on researching a new funding model to ensure access and equity for Higher Education in the Pacific.

Within this period, I have come to learn and acknowledge the work of the FHEC Secretariat in advancing efforts to improve our Higher Education sector. I look forward to furthering and supporting the vision and mission of the FHEC.



## Overview by the Director

The year 2016 welcomed a new Strategic Development Plan (SDP) for the Fiji Higher Education Commission (FHEC). The 2016-2020 SDP reflected the Fiji National Development Plan and progressed the initial work towards the Tertiary Education Strategy (TES 2016-2020). Effective planning, collaboration and consultation ensured that the intended outcomes for the new SDP were well defined.

Meanwhile, adjustments had to be made to our operational plans later in the year when the Government changed its fiscal year from July – August due to the devastation caused by Severe Tropical Cyclone Winston and the subsequent recovery period. Thus, this report focuses on the first seven months of 2016 only.

Being the 6th year of the Commission's operation, it was found necessary to make amendments to several provisions of the Higher Education Act 2008. These changes would address identified issues in regulating the operation of Higher Education Institutions (HEIs), including universities and the qualifications that they offer.

During the fiscal year, the Commission continued in its efforts to promote quality assurance, especially within HEIs and their internal systems and programmes. A significant consequence was the establishment of the

Review Committee. Since several HEIs were nearing their expiration dates for registration, the Committee's work to review such HEIs would ensure that these institutions and others to be reviewed were operating to full effect while simultaneously offering quality programmes and training.

In terms of the quality assurance of programmes in their delivery and assessments, the Commission worked closely with the Technical College of Fiji (TCF) to realise the Government's initiative to enhance technical, vocational and lifelong skills training at all levels. The TCF is the largest provider of National Qualifications (NQs).

The FHEC's successful hosting of two international back-to-back conferences in May at the Natadola Resort has inherent benefits which would gradually be realised as Fiji benchmarks its practices in Higher Education against those of established quality assurance agencies around the world.

Overall, the FHEC has adjusted well to the change in the Government's fiscal year and the challenges encountered in all facets of its operation during the period.

Salote Rabuka  
DIRECTOR

## Our Role



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



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 publicised 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; and



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



# Year in Review

January-July 2016



**\$70,584.776**  
disbursed to 10 HEIs  
in 2016



**7 Programmes**  
were accredited on the Fiji  
Qualifications Framework



**1 HEI**  
granted  
Recognition



**3 HEIs**  
granted Full  
Registration

## The Fiji Higher Education Commission

The Education Act in Fiji (1978) did not cover the Higher Education Institutions (HEIs), and so the Government established the Higher Education Advisory Board (HEAB) to make significant recommendations to the Minister for Education on aspects pertaining to higher education, to determine a suitable legislative framework for the sector. The HEAB comprised of a Chairperson and six members from various professional and educational backgrounds, who were responsible for preparing and finalising the Higher Education Act, including the establishment of the Fiji Higher Education

Commission (FHEC). The Higher Education Act 2008 was gazetted on 14th October 2008.

The FHEC began its operations on 1st January 2010 following the commencement of the Higher Education Act 2008. The Commission is a statutory body that reports directly to the Minister for Education, Heritage and Arts (MoEHA); and is responsible for regulating the establishment, Recognition, Registration, operation and standard of higher education institutions. These responsibilities are contained in the Commission's 11 mandated functions.

## Appointment of a new Chairperson

On 21 March 2016, the Honourable Minister for Education, Heritage and Arts, Dr Mahendra Reddy, appointed a new Chairperson for the Fiji Higher Education Commission (FHEC). Dr Milika Naqasima Sobey replaced Dr Richard Wah, whose term had expired in February 2016. Dr Sobey served as an academic in the Faculty of

Science at the University of the South Pacific (USP) for more than 20 years before joining the International Union for Conservation of Nature (IUCN) as a consultant.

Dr Sobey's appointment is for a term of three years.





## New Commission Members

In addition to the newly elected FHEC Chairperson, the Minister for Education, Heritage and Arts appointed two new Commissioners - Mr Pratarp Singh and Mr Vimlesh Chand. Mr Singh is the President of the South Pacific Engineers Association and is serving his

second term as a Commissioner. Mr Vimlesh Chand is currently the Director of the Curriculum Advisory Services at the Ministry of Education, Heritage and Arts. He has a strong academic background and is well-versed with qualifications frameworks.



Dr Milika Sobey  
*(Chairperson)*



Savenaca Madanavosa



Dr John Fatiaki



Arun Narsey



Emi Rabukawaqa

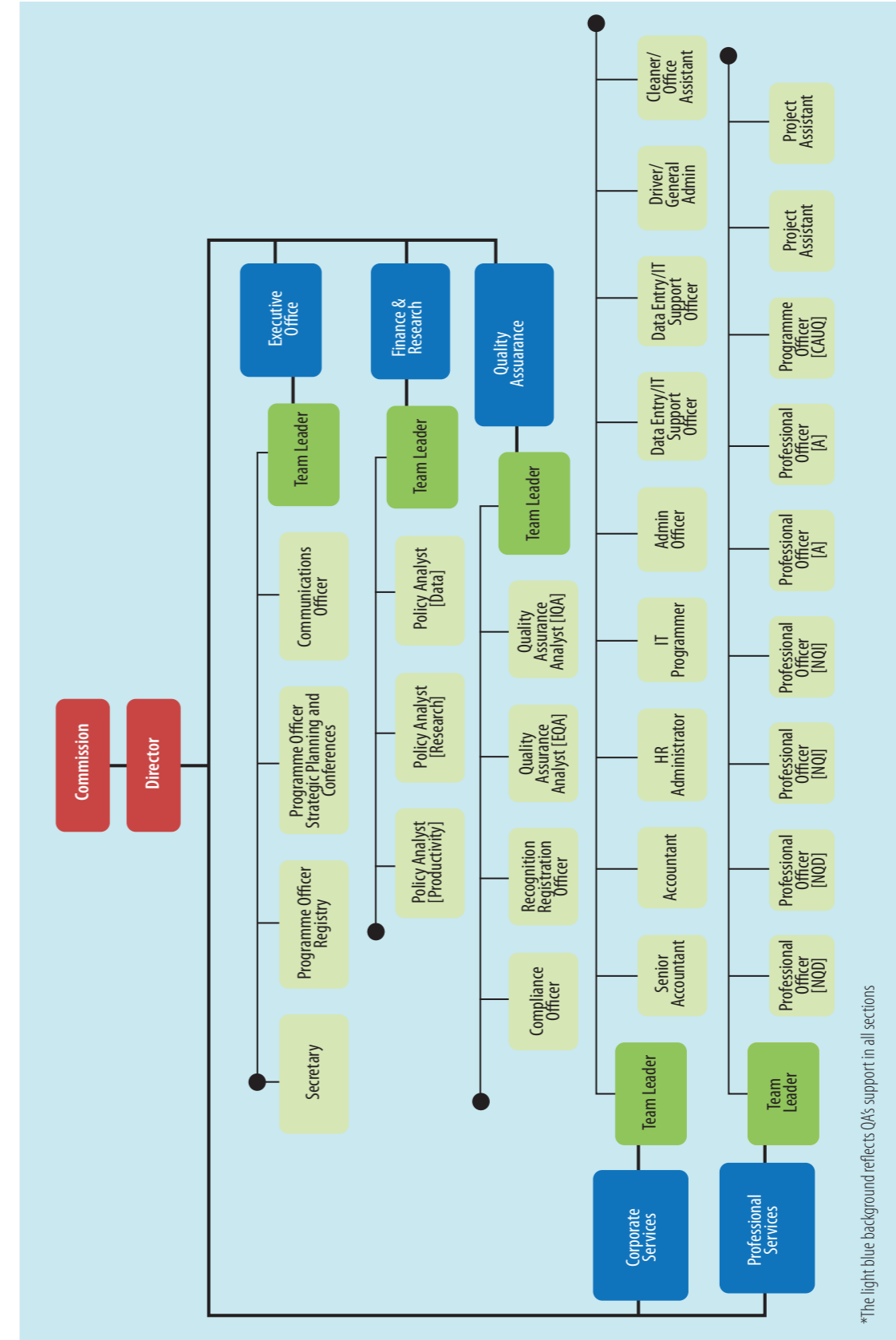


Pratarp Singh



Vimlesh Chand

## Organisational Structure





## Our People

### Executive Office (EO)

The EO team provides strategic and operational leadership which ensures the proper administration and management of the functions and affairs of the Commission in accordance with the Commission's governing legislation and policies.

The EO oversees strategic planning and conferences, finance, human resources, registry and communications.

### Quality Assurance (QA)

The QA team is primarily responsible for quality assurance matters in FHEC as an agency (internal) and Higher Education Institutions (HEIs) (external) in Fiji. The quality assurance process is an evidence-based approach that ensures goals are being achieved and that policies and practices are under on-going review as part of an overall continuous improvement and quality enhancement. The FHEC is a member of the Asia-Pacific Quality Network (APQN) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The FHEC meets the requirements of both of these quality assurance agencies to deliver as a regulating body.

### Professional Services (PS)

The PS team is primarily responsible for the accreditation of HEIs programmes, the development and implementation of national qualifications, conducting Audit/Competency-Based Training (CBT) assessment/moderation of national standards and qualifications, the recognition of foreign qualifications and monitoring of HEIs and compliance at all levels.

### Finance and Research (F&R)

The F&R team was setup to establish and administer the Funding Model (FM) for the financing of institutions in Fiji's Higher Education (HE) sector. Underlying this broad function was the need to establish a team to be the hub and facilitator of all higher educational data collection and analysis including any other research deemed important to Fiji's HE sector.

### Corporate Services (CS)

The CS team facilitates the administrative operations and Information Technology (IT) across the FHEC, including developing our capabilities to manage HE data and the FHEC's internal processes.



## FHEC Committees

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

### Recognition Committee

New members of the Fiji Higher Education Commission (FHEC) Recognition Committee were appointed in July 2016 to replace members who had completed their terms.

The four members have been appointed for a term of two (2) years. The newly elected members are:

1. *Vikram Deo (Chairperson);*
2. *Apiame Cegumalua;*
3. *Makelesi Driu; and*
4. *Ned Taito.*

The Recognition Committee is established in accordance with Section 8 of the Higher Education Act 2008.

### Registration Committee

New members of the FHEC Registration Committee

were appointed in July 2016 to replace members who had completed their terms.

The four members have been appointed for a term of two years. The newly elected members are:

1. *Releshni Karan (Chairperson);*
2. *Jimione Raiwalui;*
3. *Dr Neel Nitesh; and*
4. *Evisake Kedrayate.*

The members are eligible for reappointment but may not serve for more than three consecutive terms.

The Registration Committee is established in accordance with section 8 of the Higher Education Act 2008.

### Industry Standards Advisory Committees (ISACs)

The Industry Standards Advisory Committees (ISACs) support the FHEC's commitment by engaging the industry stakeholders and relevant institutions for the development of unit standards, workplace manuals, assessor guides and qualifications documents. The ISACs ensure that the qualifications developed and delivered by education providers are aligned to the needs of the industries.





# Our Strategy

## Higher Education Strategy (HES) 2016 – 2020

The development of the Higher Education Strategy (HES) started in 2015 and continued into 2016.

The HES is to be the first comprehensive document to provide direction on the development of the post-secondary (tertiary) education sector in Fiji. There have been extensive discussions with selected focus groups from various sections of the Fijian community such as providers, faith-based groups, civil society, industry, professional associations, licensing bodies, students, parents and government officials.

It is expected that each stakeholder would find itself reflected in the broad priority areas and that they could develop and implement within their niche area. It was important that the strategies were made known to the community at large so that all Fijians were fully aware of their joint and several responsibilities in the plan.

## FHEC Strategic Plan 2016 – 2020

The Fiji Higher Education Commission (FHEC) ensures that the Higher Education (HE) sector is delivering on the Government's priorities. The Government of Fiji has set out its priorities for HE through the HES 2016 – 2020.

These priorities guide the work of the HEIs and underpin the strategic direction of the FHEC. The three (3) key priorities for higher education in Fiji are:

1. *Facilitating learner participation;*
2. *Strengthening partnerships; and*
3. *Improving outcomes.*

The FHEC also contributes to the wider national goals for economic and socio-economic development set out in the National Development Plan and the Green Growth Framework.

## The FHEC's Strategic Direction

The FHEC's strategic direction reflects the objectives that the Government has set for the nation's development, the priorities set out in the HES and the opportunities the FHEC sees to respond to the changing environment. The outcomes that the FHEC is seeking are:

- *Better results for learners – more attention needs to be paid to improving the experience of students who are transitioning from school to HE, and increasing the number of students who obtain qualifications;*

- *Enhancing the quality and relevance of HE – there needs to be greater use of the National Qualifications (NQs) and other qualifications registered on the Fiji Qualifications Framework (FQF) and stronger relationships between providers and stakeholders including employees and communities; and*
- *Better learning environments – the HE system needs to deliver better outcomes overall by providing teaching, learning and assessment that is of a consistently high quality, culturally competent, and recognises the needs of individual students.*

Improving the contribution that HE and training make to economic growth and socio-economic development requires the FHEC to change how it operates, and the way it works with the sector and key stakeholders. To deliver these outcomes, the FHEC focused on:

### 1. Delivering on the Government's strategic priorities for higher education by:

- *Facilitating learner participation;*
- *Strengthening partnerships to ensure relevant higher education; and*
- *Improving the learning environment and a continuous focus on outcomes.*

### 2. Providing a platform for excellence through:

- *Assuring the quality, relevance, consistency, portability and flexibility of education and training provision;*
- *Supporting the governance and performance of the higher education sector; and*
- *Making better use of information to improve outcomes.*

### 3. Building our own capability by:

- *Investing in the capabilities of our own staff, and ensuring that our systems are fit for purpose.*

## Higher Education Amendment Bill

In its fifth year of operation, the FHEC found it necessary to amend a number of provisions in the Higher Education Act (HEA) 2008 to address certain issues that it had encountered in the process of regulating the operation of HEIs including universities, and the qualifications that they offer.

The Higher Education Amendment Bill was presented and discussed in a workshop for members of Parliament on 14 April. The presentation was made by the FHEC Director, Salote Rabuka. The Bill was drafted to broaden

the definition of 'Higher Education Institution' to enable all forms of training offered locally and sourced either locally or overseas to be subjected to the Commission's regulatory requirements for quality assurance.

The Bill also addressed an editing issue relating to the avoidance of repetitions; doing so with care to ensure

that there would be no detrimental effect to the entirety of the document.

The HEA 2008 commenced in January 2010 and has been the legal framework within which the FHEC has operated since its establishment in February 2010.



Mrs Salote Rabuka presenting the Bill at the MPs workshop.



Mrs Salote Rabuka [right] with MP Matai Akouala [standing left]



## Strategic Outcome 1

## Better results for learners

### Strategy

## Deliver on the Government's strategic priorities for higher education

### Facilitating Learner Participation

#### Fiji Education Management Information System (FEMIS)

Significant investments are being made by students, communities and the Government to increase the number of people undertaking Higher Education (HE). Anecdotal evidence shows that access to HE is increasing, many learners are not making the transition from secondary school to HE.

The FHEC is tasked with finding better ways to assist learners in preparing and engaging with HE. Learners need access to quality information to enable better choices of study in secondary school, to understand the requirements for entry into their chosen career, and to have confidence that employers will value their qualifications.

The FHEC has been working with the Ministry of

Education, Heritage and Arts (MoEHA) and Higher Education Institutions (HEIs) to track the rate at which learners progress from secondary school to HE. As part of the tracking mechanism, a central repository for the HE sector is being created to capture selected HE data in the Fiji Education Management Information System (FEMIS).

The MoEHA's FEMIS already has the capacity to hold data and information on students, tracked from primary school to the end of high school/secondary school; linking up with the HEIs and the FHEC would form the impetus towards, ideally having a seamless information system on student(s) into and through HE. This enhanced capability would assist stakeholders in attaining a relatively better comprehensive view and command of the education sector. The FHEC will continue to progress this project to enable the collation of data across the sector.

### Strengthening partnerships to ensure relevant higher education

A key strength of our nation is our capacity to engage with stakeholders in a meaningful way because of our shared cultural traditions and the relatively small size of our community. As part of its response to the outcome of 'better results for learners', the FHEC focused on two major activities:

- (1) Further develop the role of industry in setting standards and shaping qualifications; and
- (2) Support more effective stakeholder engagement by Higher Education Institutions (HEIs).



### Developing the role of industry in setting standards and shaping qualifications

#### Industry Standards Advisory Committees (ISACs)

For the period January – July 2016, the FHEC had a total of twenty-nine (29) ISACs. There were three (3) additions to the ISACs during this period:

- *Climate Change and Adaptation (CCA);*
- *Sustainable Energy (SE); and*
- *Wet Trades (this includes; Brick Laying, Painting, Decoration, and Plastering).*



### Supporting stakeholder engagement



Participants at the European Union Pacific Technical Vocational and Education Training (EU PacTVET) Conference

#### The Regional Industry Standards Advisory Committee (ISAC) meeting

Two Pacific Regional Qualifications (RQs) in Sustainable Energy (SE) and Resilience (including Climate Change Adaptation) and Disaster Risk Reduction (DRR) were endorsed in 2016. This endorsement occurred when 15 countries from the South Pacific met in Nadi, Fiji from 16 – 19 May 2016 for the European Union Pacific Technical Vocational and Education Training (EU PacTVET) Conference.

This work was part of the EU PacTVET project which is jointly implemented by The University of the South Pacific (USP) and the Secretariat of the Pacific Community (SPC).

The FHEC, being the national agency involved in developing these two qualifications, took a lead role in the discussion forum. To do this, the FHEC convened a number of meetings with the local ISACs and one meeting of the Regional ISACs from the 16th to the 19th of May 2016. The meeting was attended by over 100 participants over the four days comprising representation from various Climate Change, Energy and Education agencies from across the 15 Pacific –ACP countries as well as international resource persons from Australia and the United Kingdom.

The FHEC process to develop the competencies, skill sets and qualifications was undertaken over a period of six months. The regional ISAC group in the forum was asked to review jobs and tasks identified and finalise based on regional needs. The meeting supported the



Pacific Regional Federation for Resilience Professionals as the regional industry association for resilience to achieve sustainable outcomes in skills development, education, training and employment for CCA and DRR to align closely with regional and national needs and priorities.

Discussions on the qualifications included the development of learning and support resources to meet the training needs for addressing CCA and SE at the national and regional level, and the appropriate methods of delivery of these services, as well as assessing these mechanisms.



Discussion at the European Union Pacific Technical Vocational and Education Training (EU PactVET) Conference.

## Improving the learning environment and a continuous focus on outcomes

### National Open Educational Resources (OER) policy approved

Fiji's National Policy on Open Educational Resources (OER) was approved in 2016 and signed by the Minister for Education, Heritage and Arts (EHA) Hon. Dr Mahendra Reddy. The achievement is a milestone for the FHEC which facilitated the development of

the national policy under the leadership of its Director, Salote Rabuka. The FHEC has been promoting OER at the school and management levels.

The draft policy was developed in March 2015 and received encouraging remarks from three distinguished professionals whose comments are below:

**“** This Is A Proud Moment For Fiji. You Are Establishing A Global Leadership Role In Returning To The Core Values Of Education Which Is To Share Knowledge Freely.

We Will Share Your Achievement With Countries Around The World So More Can Follow You Example.

Viva, Fiji, Viva!

Dr Wayne Macintosh  
Founding Director – OER

**“** I'm delighted to hear of the approved Fiji National OER Policy. It's a great step for Fiji which again leads the Pacific region and will serve as a global beacon. The benefits will be enjoyed within one to two years and I'm proud to have made a humble UNESCO contribution starting all the way from the 2012 World OER Congress.

ABEL CAINE,  
UNESCO

Prof. Asha Kanwar  
President and CEO –  
Commonwealth of Learning  
(COL)

**“** Warm Congratulations On This Major Achievement. Through This One Document You Have Opened The Doors Of Quality Education To Thousands Of Fijian Learners. I'm Glad Col Was Part Of This Exciting Journey. You Are Our Valued And Valuable Partners And We Will Continue To Provide Whatever Support We Can.

## Strategic Outcome 2

### Strategy

## Enhancing the Quality and Relevance for Higher Education

### Providing a platform for excellence

## Assuring quality, relevance and consistency

### Technical College of Fiji (TCF) champions National Qualifications

The Technical College Fiji (TCF) was commended for championing the delivery of the National Qualifications (NQs) in 2016, given the relatively limited time and resources at its disposal to conduct its training.

More than 700 students of the TCF graduated in May 2016 after successfully completing their NQ programmes in different trade areas. The Fiji Higher Education Commission (FHEC) has been working closely with the TCF in the assessment by external assessors of the performance of students undertaking the NQ programmes that are being taught at the three TCF campuses in Suva, Nadi and Labasa.

The NQs are developed by the Industry Standards Advisory Committees (ISACs) under the auspices of the FHEC to address the training needs of industry and other workplaces thereby contributing to the pool of skills and competencies of the nation.

Most of the NQs developed are in the trade areas especially on construction and hospitality. The rolling out of the NQs by the institutions is also a new shift in training for Fiji because of its Competency-Based Training (CBT) model. The FHEC has been training national assessors who would part of this training model. NQs are registered on the Fiji Qualifications Framework and this guarantees its quality, credibility and marketability.

Apart from the TCF, other institutions offering the NQs include Montfort Boys' Town (MBT) and Vivekananda Technical Centre (VTC) while the Fiji National University and National Training Productivity Centre (NTPC) are also processing its uptake.



Cookery Students of the Technical College, Nadi Centre.

### FHEC supports Defence Ministry's programme

The first ever security industry decree awareness consultation was carried out in the Western Division in early February last year. This was spearheaded by the Ministry of Defence and supported by the Fiji National Provident Fund (FNPF), Ministry of Employment, Productivity and Industrial Relations and the FHEC.

The consultation provided the FHEC with the opportunity to inform the security companies and stakeholders on the availability of a formal qualification within the industry. The National Certificate in Basic Security Operations (Level 2) is being delivered by institutions.

The qualification was developed to provide formal training for security officers. In addition, it provides recognition and leverage for Fijian security officers to serve in overseas missions.





Stakeholders and facilitators of the Security Industry Decree Awareness Consultation after their session in Nadi.

### Beauty school puts Fiji on the map

The South Pacific Academy of Beauty and Spa Therapy (SPABTH) was assessed by the Comité International d'Esthétique et de Cosmétologie (CIDESCO) and designated as a CIDESCO school. CIDESCO is the most renowned governing body for quality assurance of beauty and spa therapy training in the world.

As a CIDESCO school, the SPABTH joins other schools and colleges in over 40 countries across five continents which offer the internationally acclaimed CIDESCO standards and qualifications.

The SPABTH which is also registered under the FHEC has two of its programmes accredited on the Fiji Qualifications Framework (FQF). Quality is now a significant issue in Higher Education (HE) and this level of achievement has made the vision of Fiji being a premier higher education destination a reality.

Fiji is the first country to have a CIDESCO school in the Pacific.

### Accredited programmes

From January to July 2016, the following programmes these programmes were accredited on the Fiji Qualifications Framework (FQF).

PROGRAMME	LEVEL
Certificate in Commercial Cookery	3
Certificate in Human Resources	4
Certificate in Project Management	4
Certificate in Information Technology	4
Diploma in Information Technology	5
Diploma in Office Management	5
Diploma in Accounting	5

## Supporting the governance and performance of the higher education sector

### 2016 Recognition of HEIs

From January to July 2016, the Commission approved only one application for Recognition. The Q4 I.T. Services and Consultation trading as APTECH Fiji was granted Recognition status on 18th March 2016. The institution delivers programmes in Information Systems and software engineering in Fiji.

### 2016 Registration of HEIs

From January to July 2016, three HEIs were granted full registration, whilst only one HEI was granted provisional registration:

#### Full Registration

- Caregivers Training Institute;
- Corpus Christi Teachers' College; and
- The University of Fiji.

#### Provisional Registration

- Asia Pacific College.

### Mandated Review

Work on the Mandated Review began in earnest in 2016 with the selection and approval of the Review Committee. The selected Review Committee members were as

follows:

- Mr. Niумаia Tabunakawai;
- Mrs. Susan Tuisawau;
- Mr. Manik Chand; and
- Mrs. Leba Mataitini.

The Committee, with the help of the Quality Assurance Team, then set about establishing their own procedures and processes, including developing and finalising the Review Criteria (through the use of Key Evaluation Questions (KEQs)), which is based off the Registration Criteria, how the same would be assessed and the reporting mechanism to the Commission.

Unfortunately, Mr. Tabunakawai had to leave the Review Committee and was replaced by the Director of FHEC, Mrs. Linda Aumua.

The Review Committee has focused its efforts on the first six HEIs that had been registered by the FHEC.



## Funding Allocations

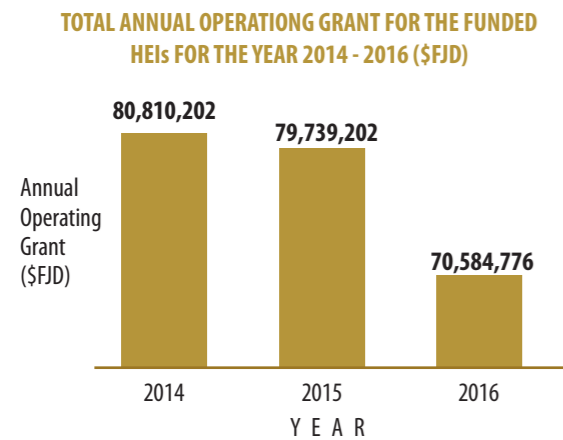
### Annual Operating Grant from the Government to 10 Higher Education institutions (HEIs) in 2016

Table 1: The graph illustrates the approved funding allocation to the registered HEIs in 2016

Institution	Percentage of Fijian EFTS	Percentage of Non-Fijian EFTS	Approved Funding Amount (\$FJD)
Fiji National University	96.6%	3.4%	\$36,038,134.00
The University of the South Pacific	50.7%	49.3%	\$30,217,468.00
The University of Fiji	92.2%	7.8%	\$2,334,862.00
Centre for Appropriate Technology & Development	100.0%	0.0%	\$736,009.00
Montfort Boys' Town (Veisari)	100.0%	0.0%	\$287,202.00
Montfort Technical Institute (Savusavu)	100.0%	0.0%	\$387,615.00
Sangam Institute of Technology	100.0%	0.0%	\$250,000.00
Corpus Christi Teachers' College	97.2%	2.8%	\$140,092.00
Vivekananda Technical Centre	100.0%	0.0%	\$143,394.00
Fulton College	56.2%	43.8%	\$50,000.00
<b>Total</b>			<b>\$70,584,776.00</b>



Figure 1: The graph illustrates the trend for the total Annual Operating Grant for funded HEIs from 2014 - 2016.

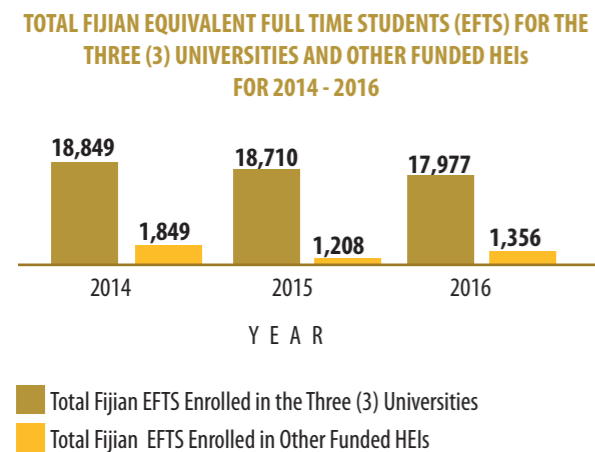


### Data Trends

Trend analysis is the process of measuring empirical data over time to identify any consistent results or trends. Trend analysis in the Higher Education (HE) context, helps to better understand the HE terrain in Fiji.

The data trends have been sourced from the funding model data, following the establishment of the funding model system in 2012. The data set for the years 2014, 2015 and 2016 was based on data submitted by the funded Higher Education Institutions (HEIs)

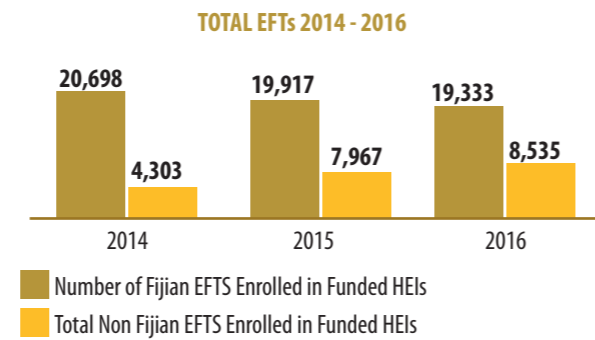
Figure 2: The graph illustrates the trend for Fijian Equivalent Full Time Students (EFTS) in the three Universities as well as Fijian EFTS in other funded HEIs from 2014 - 2016.



Source: FHEC Funding Model Data 2014 - 2016

On average from 2014 - 2016, 93% of Fijian EFTS were enrolled in universities while 7% were enrolled in other funded HEIs.

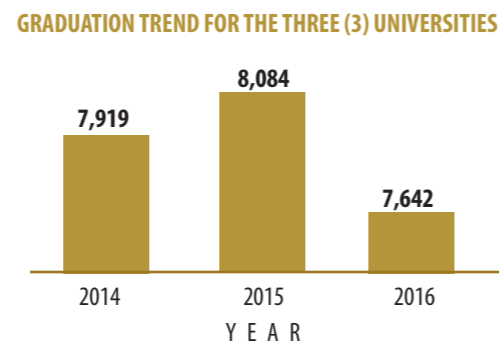
Figure 3: The graph illustrates the trend for total Fijian and non-Fijian EFTS in funded HEIs from 2014 - 2015



Source: FHEC Funding Model Data 2014 - 2016.

On average from 2014 - 2016, 74% of total EFTS were Fijian, while 26% were non-Fijian in funded HEIs.

Figure 4: The graph illustrates the graduation trend of the three Universities from 2014 - 2016.



## Strategic Outcome 3

## Better learning environments

### Strategy

### Building our own capability

## Investing in the capabilities of our own staff

Two staff members from the Fiji Higher Education Commission (FHEC) and one staff member from the Ministry of Education, Heritage and Arts (MoEHA) attended a two-week study programme in Wellington from 11th - 22nd April 2016. The programme was organised by Careers New Zealand.



used could be further developed. The programme also highlighted the importance of Labour Market Information (LMI)

The two week programme was designed for those working in career counselling at all levels who have responsibility for developing policies around post-secondary education and training pathways into employment, as well as career counsellors and student support officers working with young people in Higher Education Institutions (HEIs), secondary schools and community groups to provide information and support on different career pathways.

and supporting young people to better 'match' their qualifications and interests to the labour market and tertiary education options in their country.

The programme focused on careers theory knowledge and its applications and examined how resources being

Attendees at the workshop shared best practice with their colleagues from around the Pacific region, as well as gained new skills, ideas and resources to take home and use in their own countries.



The Scholarships Unit (New Zealand High Commission, Fiji) worked on an initiative with Careers New Zealand to build the capacity of career counsellors and those working in education policy in the Pacific and Timor Leste.



## Forging sustainable relationships with local, regional and international partners so we can draw on their expertise

### Fiji Higher Education Improvement Programme (FHEIP)

In supporting the Fiji Higher Education Commission (FHEC) to enhance the quality and relevance of Fiji's Higher Education (HE) sector, the Ministry of Foreign Affairs and Trade (MFAT) New Zealand is providing a five-year grant of FJD \$7 million.

The funding agreement was signed by the Minister for Education, Heritage and Arts (EHA), Hon. Dr Mahendra Reddy and commenced in July 2016.

The grant, which is part of the New Zealand Aid Programme, is for the implementation of the Fiji Higher Education Improvement Programme 2016 – 2021.

The improvements will focus on:

- Qualifications and standards development to meet industry needs;
- Improving the quality of higher education delivery and assessment;
- Supporting better use of technology through strategic planning and systems integration;
- Enabling of institutional linkages and provision of technical expertise; and
- Investing in the capability and systems of the FHEC.

While implementation is solely the role of the FHEC, the New Zealand High Commission in Suva, will on behalf of the MFAT provide support and close monitoring of progress throughout the implementation process.

## Maintain and expand relationships locally and internationally

### FHEC successfully hosted 2 International conferences

The Fiji Higher Education Commission (FHEC) received positive messages from participating countries after successfully hosting two back-to-back international conferences in May 2016.

The FHEC hosted the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) Biennial Forum at the InterContinental Fiji Golf Resort & Spa, Natadola from 22 – 24 May 2016. Taking a day break, the FHEC then hosted the Asia-Pacific Quality Network (APQN) Conference and Annual General Meeting from 25 – 27 May 2016.

### Fiji President officially opens INQAAHE Forum

The 2016 INQAAHE Biennial was officially opened by the President of Fiji, His Excellency, Major-General (Retired) Jioji Konrote.

Addressing about 140 delegates from around the world, President Konrote on behalf of the Government of Fiji, highlighted the importance of the conference and congratulated the INQAAHE Network President for advancing the cause of Higher Education (HE). HE, including training, is central to economic and political development and involves a process of constant change.



[L-R] His Excellency, Major-General (Retired) Jioji Konrote, Dr Milika Sobey (FHEC Chairperson) and Dr Jagannath Patil (INQAAHE Outgoing President)

President Konrote further commented that Fiji's smallness in size does not discount it from the influences of the changes happening in higher education globally. These changes are challenging countries to respond in ways that will bring about benefits rather than adversities. The President stressed it was vital to learn from gatherings such as the INQAAHE Biennial Forum researchers, experts and practitioners would share their views and experiences which were bound to go a long way in enhancing efforts to raise the quality of higher education and sustain quality assurance worldwide.

## 2016 International Network Of Quality Assurance Agencies In Higher Education (INQAAHE) Forum.

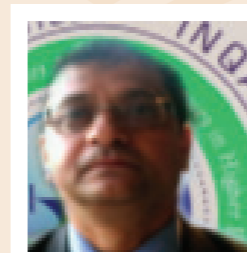


Hosted by the Fiji Higher Education Commission on 22 – 24 May 2016 at the InterContinental Fiji Golf Resort & Spa, Natadola

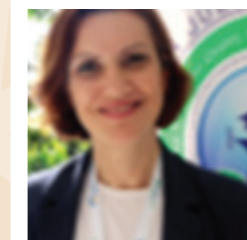
THEME: Quality Assurance in Higher Education in Challenging Times

The INQAAHE also celebrated its silver jubilee.

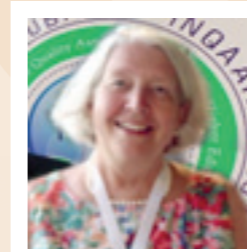
### REMARKS FROM THE INQAAHE PRESIDENTS



*"Fiji was the best host I have met for the INQAAHE forum. Having their President to inaugurate the forum shows Fiji's commitment".*  
INQAAHE OUTGOING PRESIDENT - DR JA GANNATH PATIL



*"The hospitality of this country is overwhelming and the host and the organizing of this event is absolutely outstanding. And world class. Looking forward to come to Fiji".*  
INQAAHE ACTING PRESIDENT - DR SUSANNA KARAKANYAN



*"I have never met such an incredible group. I don't think it's about the palm trees and the beach, it had to do with the people".*  
INQAAHE PAST PRESIDENT—DR CAROL BOBBY





## FHEC wins APQN quality award

Out of the five main 2016 Asia-Pacific Quality Awards, the Fiji Higher Education Commission did Fiji proud by winning the APQN Cooperation in Quality Assurance Award within the region. The FHEC had already made its mark with APQN in 2015 for being the first agency to be registered on the APQN Register.

The APQN Awards night was held at the InterContinental Fiji Golf Resort & Spa during the 2016 APQN Conference and Annual General Meeting (AGM).

APQN outgoing President, Dr Jagannath Patil, explained that the APQN award was an initiative to mark decennial celebrations of the APQN. While striving for international standards and maintaining and establishing national criteria for quality assurance, quality itself deserves to be recognised and rewarded. The awards granted to recipients aim to bridge the gap that exists in recognising even the smallest feat made by organisations irrespective of their size and reputation. While noting that each agency operates within a different context and mandate, the awards was not a competition, instead comparisons were not absolute. However, every effort is made to identify and distinguish extraordinary quality assurance contributions and good practices that have the potential of being adopted throughout the network.

## Commonwealth study higher education funding

A team from the Commonwealth Tertiary Education Facility (CTEF) conducted a three-day visit to study Fiji's higher education model and its funding.

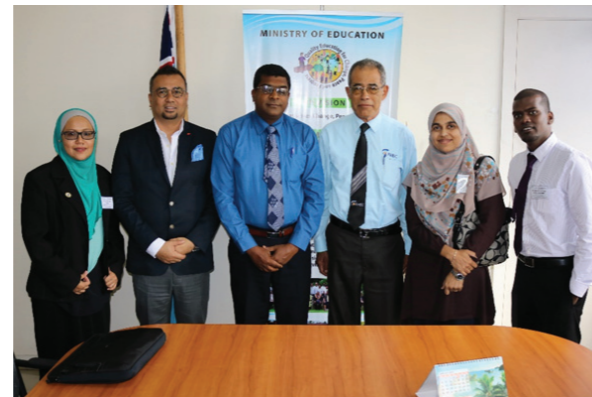
Starting with Fiji, the CTEF looked at higher education models in the Pacific and how these are financed. Hosted by the FHEC, the four-member CTEF team was led by Professor Abdul Razak Ahmad.

The CTEF was mandated by the Commonwealth Secretariat to carry out the work as this was requested by the Ministers for Education from the Pacific during

the Conference of Commonwealth Education Ministers (CCEM) meeting where they specifically requested for the researching and finding of a new model ensuring access and equity for Higher Education (HE) in the Pacific.

The CTEF in collaboration with the Fiji Higher Education Commission (FHEC) held a focus group discussion which included higher education stakeholders to talk about the scenario of financing and funding of higher education institutions in Fiji. The globalisation and advancement of HE and its underlying mechanisms requires a fresh perspective on the relevancy of HE systems to ensure improvement. Although the CTEF may operate in a different part of the world, there exists commonalities between the CTEF and the FHEC, specifically equity and access in HE. A research team comprising of representatives from the CTEF and stakeholders from a few Pacific Island nations would undertake a study of the effectiveness of HE financing models and eventually propose recommendations for reform to the Governments in the Pacific.

During their stay, the CTEF team held a meeting with the Hon. Minister for Education, Heritage and Arts (EHA) Dr Mahendra Reddy and visited the three Fiji universities.



The team from the Commonwealth Tertiary Education Facility and the former FHEC Chairperson, Dr Richard Wah, met with the Minister for Education, Heritage and Arts, Dr Mahendra Reddy.

# FINANCIAL STATEMENT

- Commissioner's Report
- Statement by Commissioners
- Independent Auditor's Report
- Statement of Comprehensive Income
- Statement of Changes in Equity
- Statement of Financial Position
- Statement of Cash Flows
- Notes to the Financial Statements



**FIJI HIGHER EDUCATION COMMISSION  
COMMISSIONERS' REPORT  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

In accordance with a resolution of the commissioners, the Commission herewith submit the statement of financial position of the Commission as at 31 July 2016, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the seven month period ended on that date and report as follows:

**Commissioners**

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

Dr. Milika Sobey - Chairperson  
Pratarp Singh  
Vimlesh Chand  
Arun Narsey (co-opted member)  
Dr. Sandhya Coll  
Dr. Joseph Veramu

**Principal Activities**

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

**Results**

The net loss for the period was \$298,076 (2015 : loss \$275,110).

**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 Commission's 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 period 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 period 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 period, other than those reflected in the financial statements.

**FIJI HIGHER EDUCATION COMMISSION  
COMMISSIONERS' REPORT (Continued)  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

**Events Subsequent To Balance Date**

No matters or circumstances have arisen since the end of the financial period 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 period to secure the liabilities of any other person;
- (ii) no contingent liabilities have arisen since the end of the financial period 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 period 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 29<sup>th</sup> day of August 2016.

  
.....  
Chairperson

  
.....  
Commissioner



**FIJI HIGHER EDUCATION COMMISSION  
STATEMENT BY COMMISSIONERS  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

In accordance with a resolution of the Commission, we state that in the opinion of the commissioners :

- (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 seven month period ended 31 July 2016;
- (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 seven month period ended 31 July 2016;
- (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 July 2016;
- (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 seven month period ended 31 July 2016;
- (v) the financial 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 commissioners.

Dated this 29<sup>th</sup> day of August 2018

  
.....  
Chairperson

  
.....  
Commissioner

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**INDEPENDENT AUDITOR'S REPORT**

**FIJI HIGHER EDUCATION COMMISSION**

**Opinion**

I have audited the financial statements of Fiji Higher Education Commission, which comprise the statement of financial position as at 31 July 2016, the statement of comprehensive income, statement of changes in equity, statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements give a true and fair view of the financial position of the Commission as at 31 July 2016 and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards for Small and Medium-sized Entities (IFRS for SMEs).

**Basis of Opinion**

I conducted my audit in accordance with International Standards on Auditing (ISA). My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Commission in accordance with the International Ethics Standards Board for Accountant's Code of Ethics for Professional Accountants (IESBA Code) together with the ethical requirements that are relevant to my audit of the financial statements in Fiji and I have fulfilled other ethical responsibilities in accordance with these requirements and the IESBA Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

**Emphasis of Matter**

As stated in note 22 of the Notes to the Financial Statements, the Commission collected and disclosed revenue from registration fees, annual fees and renewal of registration fees totaling \$26,025 which was deposited in the Consolidated Fund account of the Government. The Commission has not carried out a detailed survey of the institutes registered with the Commission for the seven month period ended 31 July 2016. Therefore, the Commission is not in a position to determine if all institutes operating in Fiji for the seven month period ended 31 July 2016 were registered and paid their registration fees.

**Responsibilities of the Management and Directors for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with IFRS for SMEs and for such internal control as the management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Commission's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the management intend to cease operations, or have no realistic alternative but to do so. The Directors are responsible for overseeing the Commission's financial reporting process.

**Auditor's Responsibilities for the Audit of the Financial Statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion.



## INDEPENDENT AUDITOR'S REPORT (Cont'd)

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISA will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with ISA, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 Commission's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of the management's and directors' use of going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Commission's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures, are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Commission to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the management and directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

### Report on Other Legal and Regulatory Requirements

In my opinion, the financial statements have been prepared in accordance with the requirements of the Higher Education Promulgation 2008 in all material respects, and:

- I have been given all information, explanations and assistance necessary for the conduct of the audit; and
- The Fiji Higher Education Commission has kept financial records sufficient to enable the financial statements to be prepared and audited.

  
Ajay Nand  
AUDITOR-GENERAL



Suva, Fiji  
17 September 2018

## FIJI HIGHER EDUCATION COMMISSION STATEMENT OF COMPREHENSIVE INCOME FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016

	Notes	2016 (7 months) (\$)	2015 (12 months) (\$)
<b>REVENUE</b>			
Government grant	3(h)	841,424	1,359,599
MFAT grant		-	134,678
EU PAC TVET		-	105,000
Release of deferred income	14	42,229	50,206
Conference collection		147,198	-
Other refunds		20,122	704
<b>Total operating revenue</b>		<b>1,050,973</b>	<b>1,650,187</b>
<b>EXPENSES</b>			
Depreciation and amortisation expense	11 & 12	(37,302)	(50,206)
Salaries and employee costs	5.1	(696,143)	(1,096,364)
Operating expenses	5.2	(615,604)	(778,727)
<b>Total operating expenses</b>		<b>(1,349,049)</b>	<b>(1,925,297)</b>
Operating loss for the period		<b>(298,076)</b>	<b>(275,110)</b>
Other comprehensive income		-	-
<b>Total comprehensive loss for the period</b>		<b>(298,076)</b>	<b>(275,110)</b>

*The statement of comprehensive income is to be read in conjunction with the accompanying notes.*



**FIJI HIGHER EDUCATION COMMISSION  
STATEMENT OF CHANGES IN EQUITY  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

	Notes	2016 (7 months) (\$)	2015 (12 months) (\$)
<b>ACCUMULATED FUND</b>			
Balance at the beginning of the year (Restated)	23	615,712	815,044
Loss for the year		(298,076)	(275,110)
<b>Accumulated Fund at end of the period</b>		<b>317,636</b>	<b>539,934</b>

*The statement of changes in equity is to be read in conjunction with the accompanying notes.*

**FIJI HIGHER EDUCATION COMMISSION  
STATEMENT OF FINANCIAL POSITION  
AS AT 31 JULY 2016**

	Notes	2016 (7 months) (\$)	2015 (12 months) (\$)
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	10	2,306,490	669,410
Receivable from staff	6	-	213
Other debtors, deposits and prepayments	7	37,118	80,338
<b>Total current assets</b>		<b>2,343,608</b>	<b>749,961</b>
<b>NON CURRENT ASSETS</b>			
Property, plant and equipment	11	233,946	218,196
Intangible assets	12	166,610	133,292
<b>Total non current assets</b>		<b>400,556</b>	<b>351,488</b>
<b>TOTAL ASSETS</b>		<b>2,744,164</b>	<b>1,101,449</b>
<b>CURRENT LIABILITIES</b>			
Trade payables and accruals	8	82,826	72,334
Deposits	16	-	7,341
Provisional tax		6,012	982
Provision for annual leave	15	26,799	50,468
Deferred income	13	2,310,891	430,390
<b>Total current liabilities</b>		<b>2,426,528</b>	<b>561,515</b>
<b>TOTAL LIABILITIES</b>		<b>2,426,528</b>	<b>561,515</b>
<b>NET ASSETS</b>		<b>317,636</b>	<b>539,934</b>
<b>ACCUMULATED FUNDS</b>		<b>317,636</b>	<b>539,934</b>

Signed on behalf of the Commission

  
.....  
Chairperson

  
.....  
Commissioner

*The statement of financial position are to be read in conjunction with the accompanying notes.*



**FIJI HIGHER EDUCATION COMMISSION  
STATEMENT OF CASH FLOWS  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

	Notes	2016 (7 months) (\$)	2015 (12 months) (\$)
<b>Cash flow from Operating Activities</b>			
Receipt of grants		2,999,911	1,657,526
Payments to suppliers and employees		(1,273,170)	(1,768,170)
Net cash (used in) / provided by Operating Activities		<u>1,726,741</u>	<u>(110,644)</u>
<b>Cash flow from Investing Activities</b>			
Acquisition of plant and equipment		(89,661)	(140,401)
Net cash (used in) Investing Activities		<u>(89,661)</u>	<u>(140,401)</u>
<b>Net decrease in cash and cash equivalents</b>			
		1,637,080	(251,045)
Cash and cash equivalents at the beginning of the period		669,410	920,455
<b>Cash and cash equivalents at the end of the period</b>	10	<u><u>2,306,490</u></u>	<u><u>669,410</u></u>

The statement of cash flows are to be read in conjunction with the accompanying notes.

**FIJI HIGHER EDUCATION COMMISSION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

**1. GENERAL INFORMATION**

**1.1 Reporting entity**

Fiji Higher Education Commission is a government statutory body incorporated under the Higher Education Act 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 for Small and Medium-sized Entities ("IFRS for SME's").

**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	20% - 30%
Softwares	12% - 40%

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 period the asset is derecognised.

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

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



**FIJI HIGHER EDUCATION COMMISSION**  
**NOTES TO THE FINANCIAL STATEMENTS (Continued)**  
**FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

**3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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.

**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 period.

**FIJI HIGHER EDUCATION COMMISSION**  
**NOTES TO THE FINANCIAL STATEMENTS (Continued)**  
**FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

**3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**h) Government grant**

Government grants received from the Ministry of Education, Heritage and Arts are recognised in the statements of the comprehensive income and where there is reasonable assurance that they will be received and that the Commission 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.

**i) MFAT Project**

The Commission has signed a five year FJ\$7,328,947 agreement with Ministry of Foreign Affairs and Trade (MFAT) of New Zealand on 27th June 2016. As at 31 July 2016, the Commission has received \$1,908,847 as year 1 allocation.

**j) 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**

**á.) 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 Commissioners' 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 period.

**5. OPERATING EXPENSES**

**5.1 EMPLOYEE BENEFIT EXPENSE**

	2016 (7 months) (\$)	2015 (12 months) (\$)
Wages and salaries	636,212	945,878
Superannuation contributions	59,931	150,486
	<u>696,143</u>	<u>1,096,364</u>



FIJI HIGHER EDUCATION COMMISSION  
NOTES TO THE FINANCIAL STATEMENTS (Continued)  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016

	Notes	2016 (7 months) (\$)	2015 (12 months) (\$)
<b>5.2 OPERATING EXPENSE</b>			
Allowances	9	72,825	77,800
Travel and subsistence		186,302	252,478
Training Facilities and materials		6,715	440
Contingencies		-	-
Bank charges		1,509	2,233
Utility bills		26,054	44,538
Vehicle expense		9,875	19,305
Publication/subscription		59,687	108,790
Conference workshop seminars		200,707	71,393
Web based database		-	-
Other expenses		35,207	28,367
Audit fees		2,500	2,000
Consultancy fees		14,223	171,383
		<b>615,604</b>	<b>778,727</b>
<b>6. RECEIVABLES</b>			
Receivable from staff		-	213
		<b>-</b>	<b>213</b>
<b>7. OTHER DEBTORS, DEPOSITS AND PREPAYMENTS</b>			
Prepayments and other receivables		34,664	78,540
Bond receivable		2,454	1,798
		<b>37,118</b>	<b>80,338</b>
<b>8. TRADE PAYABLES AND ACCRUALS</b>			
Trade creditors		1,750	36,787
Accruals and other liabilities		81,076	35,547
		<b>82,826</b>	<b>72,334</b>
<b>9. ALLOWANCES</b>			
Higher education commission		14,578	33,520
Fiji Qualification Council		1,050	3,923
Registration committee		1,591	9,868
Recognition committee		1,350	4,450
Assessors fees		49,881	23,350
Standard setting committee		4,375	2,689
		<b>72,825</b>	<b>77,800</b>

FIJI HIGHER EDUCATION COMMISSION  
NOTES TO THE FINANCIAL STATEMENTS (Continued)  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016

	2016 (7 months) (\$)	2015 (12 months) (\$)		
<b>10. CASH AND CASH EQUIVALENTS</b>				
Cash and cash equivalents consist of cash at bank accounts all maintained with ANZ Bank.				
Government grant - a/c # 11447457	261,974	543,926		
FNU grant - a/c # 10780690	89,613	118,301		
INQAAHE - a/c # 12463126	45,461	49		
APQN - a/c # 12463115	4,522	7,134		
MFAT Account	1,903,920	-		
Petty Cash	1,000	-		
	<b>2,306,490</b>	<b>669,410</b>		
<b>11. PROPERTY, PLANT AND EQUIPMENT</b>				
	Office Equipment (\$)	Computer Equipment (\$)	Furniture & Fittings (\$)	Total (\$)
<u>Cost</u>				
Cost at beginning - at cost	49,994	197,074	74,349	321,417
Additions	2,850	4,930	44,357	52,137
Disposal	-	-	(3,292)	(3,292)
<b>Closing balance</b>	<b>52,844</b>	<b>202,004</b>	<b>115,414</b>	<b>370,262</b>
<u>Accumulated depreciation</u>				
Acc. Dep. at beginning	11,278	76,352	15,590	103,221
Depreciation for the period	3,593	23,244	6,471	33,308
Prior Period Adjustment	-	-	(212)	(212)
<b>Closing balance</b>	<b>14,871</b>	<b>99,596</b>	<b>21,849</b>	<b>136,317</b>
<u>Carrying amount</u>				
Carrying Amount at beginning	38,716	120,721	58,759	218,196
<b>Carrying amount at period end</b>	<b>37,973</b>	<b>102,408</b>	<b>93,565</b>	<b>233,946</b>
<b>12. INTANGIBLE ASSETS</b>				
	Software (\$)	Database (\$)	Total (\$)	
<u>Cost</u>				
Cost at beginning - at cost	59,797	82,475	142,272	
Additions	3,172	34,352	37,524	
<b>Closing balance</b>	<b>62,969</b>	<b>116,827</b>	<b>179,796</b>	
<u>Accumulated depreciation</u>				
Acc. Dep. at beginning	8,980	-	8,980	
Depreciation for the period	4,206	-	4,206	
<b>Closing balance</b>	<b>13,186</b>	<b>-</b>	<b>13,186</b>	
<u>Carrying amount</u>				
Carrying amount at beginning	50,817	82,475	133,292	
<b>Carrying amount at period end</b>	<b>49,783</b>	<b>116,827</b>	<b>166,610</b>	



**FIJI HIGHER EDUCATION COMMISSION  
NOTES TO THE FINANCIAL STATEMENTS (Continued)  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

	Notes	2016 (7 months) (\$)	2015 (12 months) (\$)
<b>13. DEFERRED INCOME</b>			
<u>Government Grant</u>			
Opening Balance (Restated)		354,612	326,511
Additions		89,661	154,085
Release to income statement		(37,302)	(50,206)
		<u>406,971</u>	<u>430,390</u>
<u>MFAT Grant</u>			
Opening Balance		-	-
Additions		1,908,847	-
Release to income statement		(4,927)	-
		<u>1,903,920</u>	<u>-</u>
		<u>2,310,891</u>	<u>430,390</u>

MFAT grant relates to unutilised grant provided for the Fiji Higher Education Improvement Programme 2016 - 2021.

**14. RELEASE OF DEFERRED INCOME**

Depreciation charge for the period	33,096	44,385
Amortization charge for the period - Government Grant	4,206	5,821
Amortization of charge - MFAT	4,927	-
Release of deferred revenue to income statement	<u>42,229</u>	<u>50,206</u>

**15. PROVISION FOR ANNUAL LEAVE**

Opening balance	50,468	2,327
adjustment to opening balance	(618)	60,100
Additions	15,532	63,243
	65,382	125,670
Leave taken	(38,583)	(75,202)
Closing balance at period end	<u>26,799</u>	<u>50,468</u>

**16. DEPOSIT FOR CONFERENCE**

Registration fee - International Quality Assurance Agency for Higher Agency 2016 conference	-	90
Registration fee - Asia Pacific Quality Network 2016 conference	-	7,251
	<u>-</u>	<u>7,341</u>

**17. COMMITMENTS AND CONTINGENCIES**

- Capital expenditure commitments at balance date amounted to \$82,471 (2015: \$157,207)
- Contingent liabilities at balance date amounted to Nil. (2015 : Nil)
- Operating lease commitments at balance date amounted to Nil.(2015: Nil)

**18. 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 Act 2008.

**19. SUBSEQUENT EVENTS**

There has not arisen in the interval between the end of the financial period 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.

**20. COMPARATIVE FIGURES**

Where necessary, amounts relating to prior years have been reclassified to facilitate comparison and achieve consistency in disclosure with current period amounts.

**FIJI HIGHER EDUCATION COMMISSION  
NOTES TO THE FINANCIAL STATEMENTS (Continued)  
FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

**21. 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 37 employees.

**22. 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:

	2016 (7 months) (\$)	2015 (12 months) (\$)
Fees	<u>26,025</u>	<u>48,850</u>

The above fees represents application for registration fees, annual fees and renewal of registration fees.

**23 CORRECTION OF PRIOR PERIOD ERROR**

The opening balance for deferred income (liability) arising from government grant of \$430,390 and accumulated funds of \$539,934 is restated. This was due to the amount being verified and adjusted to reverse deferred income after the restatement in 2015.

Account	Closing Balance 2015 (\$)	Effect (\$)	Restated Opening Balance 2016 (\$)
<b>Statement of Financial Position</b>			
<u>Current Liabilities</u>			
Deferred income	430,390	(75,778)	354,612
<u>Equity</u>			
Accumulated funds	539,934	75,778	615,712

**24. INTERNATIONAL CONFERENCE**

The Commission hosted International Network for Quality Assurance Agencies in Higher Education (INQAAHE) forum and Asia Pacific Quality Network (AQPN) conference and annual general meeting, in May 2016 at Fiji Intercontinental Golf, Resort :

Conference related expenses	<u>163,264</u>	<u>-</u>
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**FIJI HIGHER EDUCATION COMMISSION  
 NOTES TO THE FINANCIAL STATEMENTS (Continued)  
 FOR THE SEVEN MONTH PERIOD ENDED 31 JULY 2016**

**25 RELATED PARTY DISCLOSURE**

**Management**

The names of the management in office at any time during the year are:

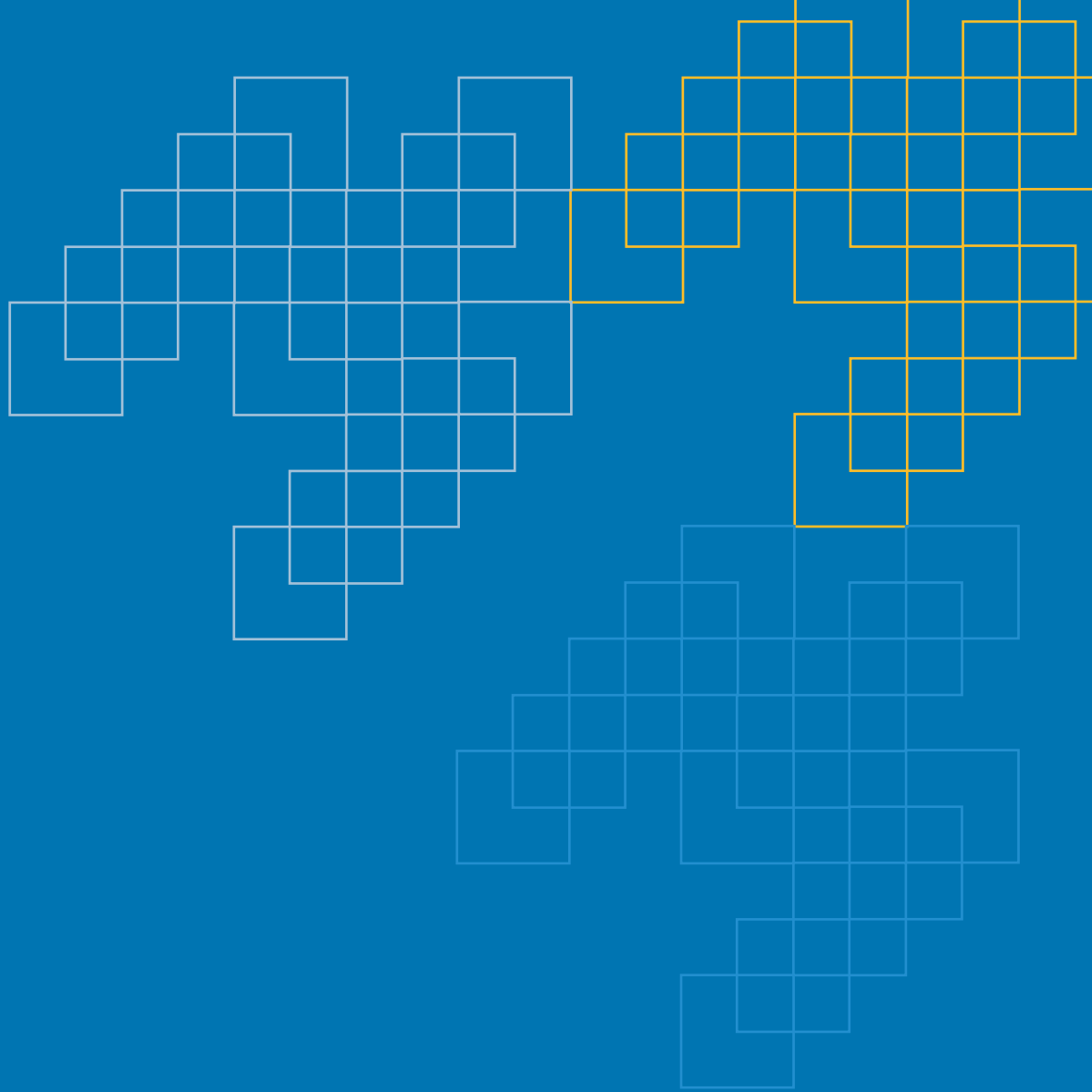
Mrs. Salote Rabuka	Director
Mr. Robert Misau	Team Leader Funding and research & Corporate Services
Mr. Eci Naisele	Team Leader Quality assurance
Mrs. Seresaini Vuki	Acting Team Leader Professional services
Mrs. Amelia Siga	Team Leader Professional services
Ms. Charmaine Kwan	Team Leader Executive Office

The above key management personnel's who have the authority and responsible for planning, directing and controlling the activities of the Commission directly or indirectly during the period.

During the period, remuneration of the key management personnel was as follow:

	2016 (7 months) (\$)	2015 (12 months) (\$)
Salaries and superannuation	217,680	261,757





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