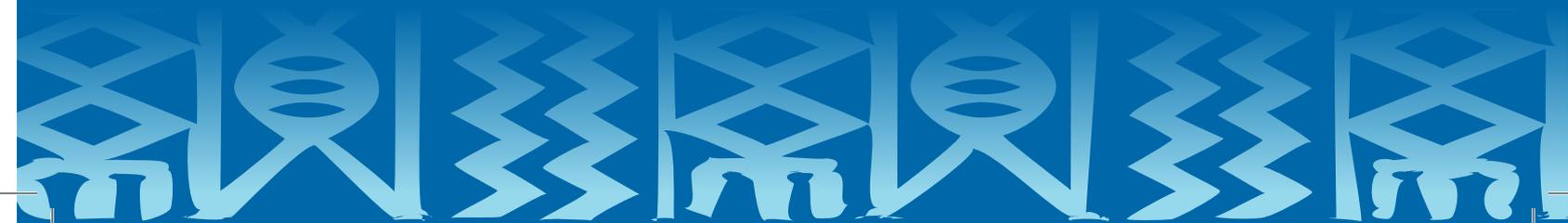




**Building Together An Educated
And Globally Competitive Fiji**



**2019 - 2020
ANNUAL
REPORT**



Our Vision

Building together an educated and globally competitive Fiji.

Our Mission

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

Our Values

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

- i. Commitment to excellence in higher education and training;**
- ii. Commitment to exceptional services when aiding all our stakeholders;**
- iii. Integrity and transparency;**
- iv. Innovation and responsiveness for continued relevance;**
- v. Lifelong learning for learners;**
- vi. Commitment to our people and their contributions.**



About the HEC

The Higher Education Commission was established in 2010 pursuant to Section 5 of the Higher Education Act 2008 (the Act) as a body corporate with perpetual succession and a common seal with 11 mandated functions as stipulated in section 7 of the Act and reports directly to the Minister for Education, Heritage and Arts; and is responsible for regulating the establishment, recognition, registration, operation, and quality standard of higher education institutions.

The Government of the Republic of Fiji has the importance of higher education, highlighting the need to provide quality education for all learners in Fiji as a critical strategy. The Fijian Government has implemented a wide range of changes to higher and post-secondary education over the past decade, including establishing a central agency for regulation, quality assurance, funding the HEC, and improving the quality and availability of vocational education and training across the country. Higher education is an area of comparative strength for Fiji among Pacific Island Countries. The key reason for this strength includes its role as a regional educational hub with an integrated national quality assurance system, strong community support for higher education, and a diverse provider sector.

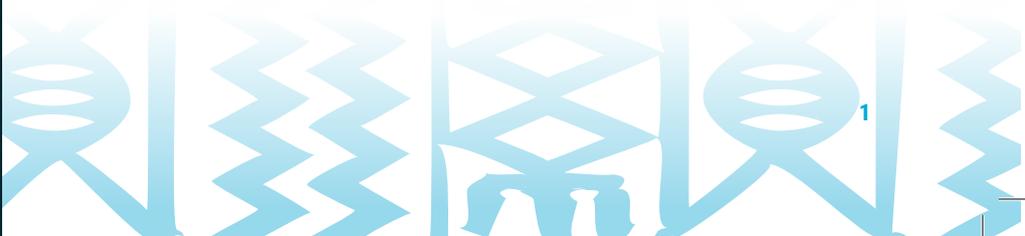
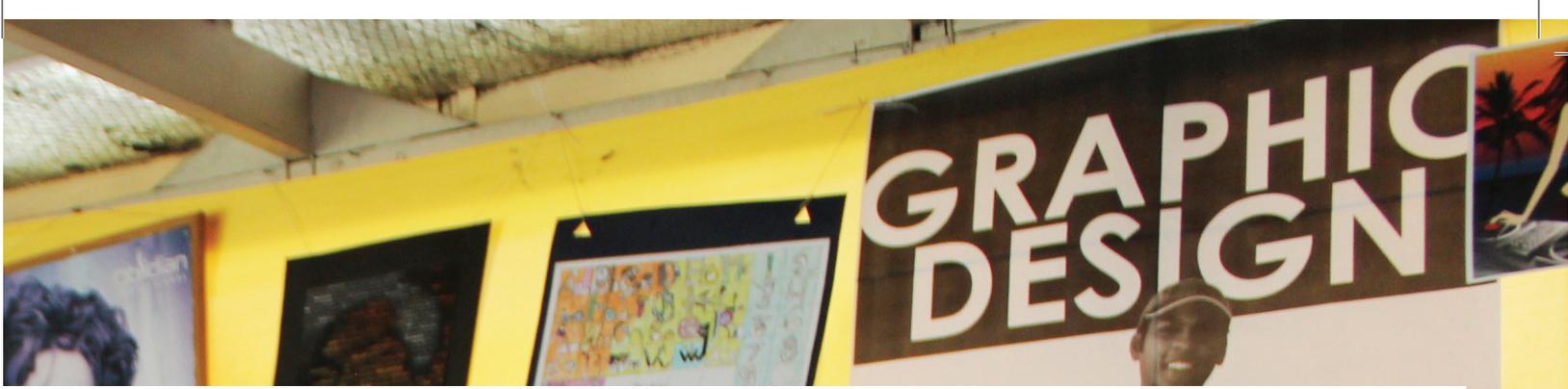


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The Year 2019 – 2020 Statistics



(Year ending 31st July 2020)

11

National
Qualifications
Developed

16

National
Qualifications
Reviewed

89

provider Qualifications
Registered on the Fiji National
Qualifications Framework

1

Higher Education
Institution
Registered

1

Higher Education Institution
Provisionally Registered

1

Higher Education
Institution Recognised

2

HEI(s)
Reviewed

1

Memorandum of
Understanding signed

**\$FJD
80,810,227**

Government Grant
Allocated to Higher
Education Institutions

**\$FJD
689,057**

Government Grant allocated to
Fiji Higher Education Commission as per
COVID-19 Response Budget Allocation

The Fiji Higher Education Statistics To-Date



(Year ending 31st July 2020)

The HEC has achieved:

152

National
Qualifications
Developed

337

Qualifications Registered on
the Fiji National Qualifications
Framework

45

Higher Education
Institutions
Registered

6

Higher Education
Institution Provisional
Registered

9

Higher Education
Institutions Recognised

21

HEI(s)
Reviewed

12

Memoranda of
Understanding signed

Executive Summary

This Annual Report covers the progress of the financial year 1st August 2019 – 31st July 2020 of the Higher Education Commission.

The report outlines the progress on the HEC's priority areas and financial performance towards supporting these activities under the priority areas in:

- Improving access and equity;
- Developing linkages to employment in Fiji;
- Strengthening the higher education system;
- Building the capacity of the HEC to support the delivery of the HES.

Progress towards Outcomes and Achievements

The HEC has progressed towards achieving activities outlined in the Annual Business Plan from August 2019 to July 2020. This report focuses on evidence gathered over the reporting period the results of which reflect the persistent and combined efforts of all the HEC's work since its inception. The following are major highlights for this reporting period:

- 11 National Qualifications Developed;
- 16 National Qualifications Reviewed;
- 89 Provider Qualifications Registered on FNQF;
- 1 HEI Registered;
- 1 HEI Provisionally Registered;
- 1 HEI awarded Recognition status;
- 2 HEI(s) Reviewed;
- 3 HEIs approved to deliver NQs;
- 3 HEIs adopted RPL/RCC policy
- Graduate Outcome Survey conducted for 2018 graduates;
- Access and Equity Research completed;
- Research Reference Group Guideline developed;
- Information Security Policy was designed;
- Review of the HEI Grants Management System;
- Staff Capacity Development opportunities;
- 1 Memorandum of Understanding signed with three organisations;
- \$FJD 690,000 Government grant allocated to HEI(s).

Financial Performance

Section 4 of this report provides details of funds received and expenditure for this reporting period.

- The total funds available to the HEC in this reporting year were \$FJD 1,027,675. Total expenditure for the period amounts to \$FJD 2,116,231.

HEC's Commitment towards SDG 4: Quality Education

In the reporting year the Higher Education Commission ensured that all strategic and operational activities pertaining to the 11 mandated functions as stipulated by Section 7 of the Higher Education Act 2008 were aligned towards the delivery of Sustainable Development Goals particularly **SDG 4: Quality Education**.

SDG 4 aims to "...ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and comprises of ten targets. Of the ten targets the HEC sought out to address four key areas within this reporting year.

Target 4.3 Equal access to affordable Technical, Vocational and Higher Education

TARGET 4.3



EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

"By 2030 ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education including university."

The HEC ensured that through its Institutional Recognition, Registration

and review processes as well as the accreditation



of the programs delivered by the HEIs, institutions met the Quality Standards to offer students the best possible and quality education. In this reporting year, the HEC approved Recognition for one HEI, Registration for one HEI, Provisional Registration for one HEI and completed the mandatory institutional review of two HEIs. Additionally, eighty-nine qualifications were registered within the Fiji National Qualifications Framework.

Moreover, the organisation had conducted research to explore the issues of access and equity of the Higher Education sector in Fiji. Seventeen HEIs were consulted including learners, trainers and administrators.

The HEC plays a pivotal role in building HEIs capacity to improve access, equity and supporting learner needs. The HEC was proactively engaged in the moderation of the National Qualifications (NQs) and registered forty-eight moderators. Two HEIs were also supported and approved to uptake and deliver NQs through the unpacking of NQs and capacity development.

Target 4.4 Increase the number of people with relevant skills for financial success.

TARGET 4.4



INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

“By 2030 substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship.”

The HEC’s role in setting standards through the development of NQs in consultation with Industry Standards Advisory Committees¹² ensures that the qualifications are “fit for purpose” in producing work-ready graduates with the relevant skills and knowledge. In this reporting year the HEC developed eleven new NQs and reviewed sixteen existing NQs to ensure that they were “fit for purpose”.

The development of entrepreneurial skills in NQs ensures that learners not only become job seekers but job-creators as well. The development of entrepreneurial skills in NQs ensures that learners not only become job seekers but job-creators as well. The HEC developed five new NQs with entrepreneurial skills embedded, and ensured that HEIs establish standards to meet industry needs in a flexible environment. For instance Recognition of Prior Learning¹³ and Recognition of Current Competency¹⁴ are two assessment tools used to determine and recognise the competencies of learners at HEIs. Furthermore three HEIs were approved to deliver NQs to meet the national priorities depending on the industry needs.

Target 4.6 Universal Literacy and Numeracy

TARGET 4.6



UNIVERSAL LITERACY AND NUMERACY

“By 2030 ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.”

The HEC conducted the Inaugural Graduate Outcome Survey to understand the graduate labor market and impact of HEI qualifications and mobility of graduates, which will assist HEC in decision-making.

4-A Build and Upgrade inclusive and safe schools

TARGET 4.A



BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

“Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”.

The HEC ensured that the HEIs had maintained a conducive learning environment and had adequate resources to deliver educational experiences. From registering an HEI to assisting the HEI in delivering a qualification, the HEC proactively assisted the HEIs to meet the quality standards for higher education.

Message from the Chairperson

The 2019-2020 financial year posed a unique set of challenges for HEC. With the onset of the COVID-19 pandemic the HEC had to quickly adapt to the new ways of working to ensure mandates were met while navigating the challenges of lockdown and working from home.

The reporting year is also the ninth year of the Commission's existence. New members of the Commission joined to assist the HEC in meeting its objectives. To meet the challenges the Commission divided itself into sub-committees for the first time. These three Committees include were Operational Governance Committee, Enterprise Committee, and the Recognition & Registration Committee.

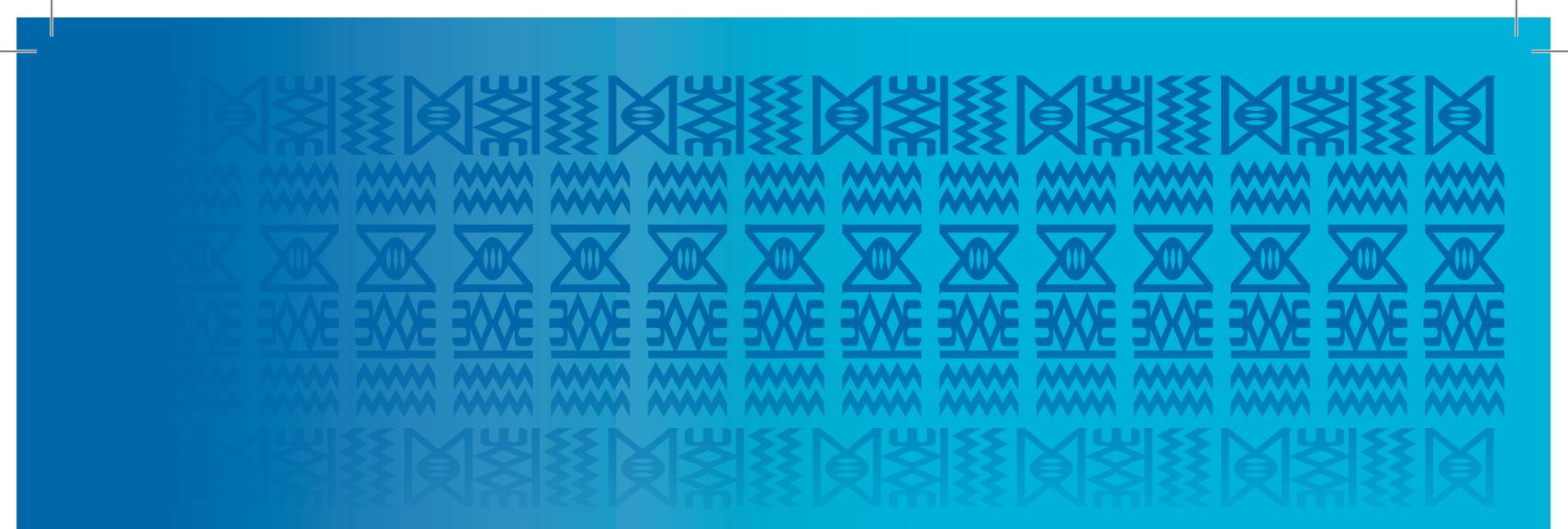
The COVID-19 pandemic directly impacted the activities of the Secretariat. Added to this was the increased cyclone activity which caused many challenges. A major cause for delays was the numerous movement restrictions which saw the delays in the key deliverables from the FHEC, partners and stakeholders particularly HEIs. For the safety of staff and customers all training, workshops, advocacy, awareness and other activities were either deferred or shifted to online platforms to minimise the health risk.

Beyond the COVID-19 response, there were some great accomplishments and milestones for the HEC. The Parliament of the Republic of Fiji on Wednesday, 19 February 2020 approved the ratification of the 2011 Asia

Pacific Regional Convention on the Recognition of Higher Qualifications, also known as the Tokyo Convention. This is a great accomplishment for the Higher Education Commission and another milestone for the Fijian Government to be the first in the Pacific to ratify the Convention.

In addition a total of 71 University qualifications were recorded and subsequently registered onto the Fiji Qualifications Framework. Thirty-nine qualifications were accredited. These include 18 provider qualifications and 21 National Qualifications. Together 11 new NQs were developed and approved, while 16 were reviewed. Due to the high cost of manual conduction moderation, the FHEC focuses on establishing online moderation. A total of 46 moderators were trained and registered in this fiscal year.

Moreover there were research projects rolled out and its data analysis would reveal essential findings for Fiji's higher education sector. These include the Access and Equity research project and the National Graduate Outcome Survey. Details of the two projects are provided in this report. Furthermore, the HEC has developed a Research Reference Group (RRG) Guideline to ensure the research validity of research projects and ensure a degree of quality assurance that the members of the RRG review all deliverables of research projects. The HEC also developed a Strategic Research Plan 2022-2026 setting a baseline to promote higher education research in Fiji.



There are other activities of national interest which the HEC actively contributed, and achievements were being made while awaiting the final output. These include the Teacher Attributes Framework the Apprenticeship Fiji and the Skills Council of Fiji.

At the regional front the HEC is grateful to be recognized and respected by its counterpart from the Solomon Islands. The Solomon Islands Tertiary Education and Skills Authority (SITESA) invited the HEC over to conduct a one-week capacity-building workshop to establish its procedures and processes under its legislated functions. This is also an accomplishment for the HEC in gaining such recognition.

The year also saw the HEC enhancing and nurturing its relationships with a range of stakeholders in government, industry and NGOs through collaborated activities and the signing of Memorandum of Understanding (MOUs). One to mention is the MOU signed between the Ministry of Education, Heritage and Arts, the Fiji Teachers Registration Authority (FTRA), Tertiary Scholarship and Loans Board and the HEC. It sought to facilitate the free exchange of information and data between the four organisations and promote areas of common interest to collaborate on.

The year also saw the Communications-Stakeholder utilise social media to activate Facebook Live Broadcasts to create awareness and advocacy. This

innovation enabled the HEC to advocate and create awareness during the pandemic.

I would like to acknowledge the Minister for Education, Heritage Arts, Honourable Rosy Akbar for her invaluable support to the HEC. Sincere gratitude is extended to the Permanent Secretary for Education, Heritage & Arts, Ms Alison Burchell for her genuine involvement and commitment to the HEC. Great appreciation to the Commissioners for their contribution through the organisational governance. The Commission is thankful to its stakeholders for their continued support. Vinaka vakalevu to the Secretariat's team for braving the year with great determination and effort.

As we move into uncharted waters with whatever unknowable new challenges ahead, let us remain optimistic that we can survive and we will survive through teamwork and trust.

Let's look forward to a new fiscal year with renewed hope, fresh energy, and determination.

Lapani Uluinaviti
CHAIR

Our Mandated Functions



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



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



3. To establish national standards for different qualifications;



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



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



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



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



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



9. To maintain a database of higher education information;



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



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

Our People

Commission (Board)

The Commission is responsible for the overall leadership, strategy and performance of the Higher Education Commission and comprises members from various and extensive professional and educational backgrounds. Members of the Commission are appointed by and report to the Minister for Education, Heritage and Arts. Presently the Commission comprises nine members, inclusive of a chairperson. For the period August 2019 – July 2020, the Commission consisted of the following members:

- Mr Julian Moti, QC CSI (Chairperson);
- Mrs Fantasha Lockington;
- Mr Filipe Jitoko;
- Mr Lepani Uluinaviti;
- Mr Penitiko Taoi;
- Mr Preayant Kumar;
- Mr Sachin Deo;
- Mrs Sharyne Fong; and
- Mr Vijay Naidu.

Secretariat

The Secretariat of the HEC is responsible for delivering on the strategy and direction provided by the Commission. In line with this responsibility, the Secretariat makes recommendations to the Commission on matters of the Higher Education sector for endorsement. The Director of the HEC Secretariat is responsible for the proper administration and management of the functions and affairs of the HEC operations and reports to the Commission. The HEC Secretariat comprises three departments; Corporate Services, Finance, and Data Management Systems and Operations and Quality Assurance and has 43 staff, 38 permanent staff, 5 temporary staff and NEC attachés'.



Gender Breakdown of the HEC

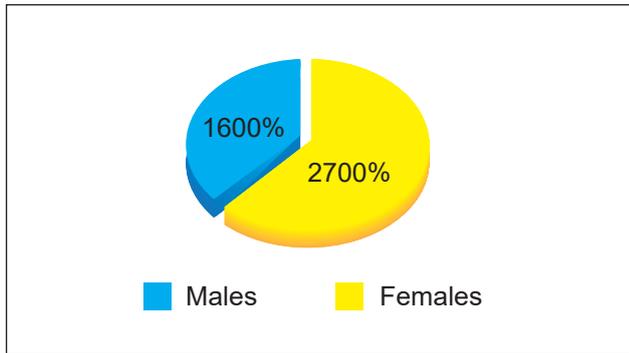


Figure 1 depicts the gender breakdown of the Higher Education Commission Secretariat. Sixty-three percent of the Secretariat comprises women (including permanent and temporary females), and thirty-seven percent include males. The Higher Education Commission gives equal opportunity to both genders.

Gender Breakdown of SMT

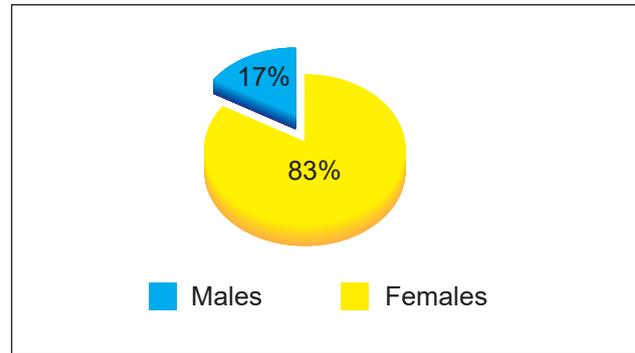


Figure 2 depicts the gender breakdown of the HEC Senior Management Team, which comprised six members, of which 83% were females and 17% were males.

The Senior Management Team consists of the HEC Director and department heads. They are responsible for supporting the Director in achieving proper administration and management of the functions and affairs of the HEC.



Corporate Services (CS)

The Corporate Services department provides strategic and administrative support, ensuring the proper administration and management of the functions and affairs of the HEC's governing legislation, regulations and policies. Key functions of the CS team are:

- Communication and Stakeholder Engagement;
- Human Resources;
- Information Technology;
- Planning and Reporting;
- Records Management;
- Policy; and
- General Administration.

Finance and Data Management Systems (FDMS)

The Finance and Data Management Systems department is responsible for managing and administering the Government funding annually to eligible higher education institutions in Fiji. The FDMS department is also responsible for the organisation's internal financial management and managing and facilitating all higher education data collection and analysis, including any relevant research to Fiji's HE sectors.

Operations & Quality Assurance (OQA)

The Operations & Quality Assurance department comprises of the Programmes Accreditation team, Quality Assurance team, National Qualification Development team and National Qualification Implementation team. The OQA department is now responsible for the following functions of the HEC:

1. External quality assurance – Recognition, Registration, Review, and Compliance (Monitoring of HEIs and compliance at all levels);
2. Accreditation of Higher Education Institutional programmes;
3. Development and implementation of National Qualifications;
4. Conduct Audit/Competency-Based Assessment, Training and Moderation of National Standards and Qualifications; and
5. Assessment and recognition of foreign qualifications.

HEC Committees

On the 09 October 2019 the Commission established three committees to assist in its mandated functions. In doing so the functions of the Recognition Committee and the Registration Committee were consolidated and taken over by the Recognition and Registration Committee. As listed below the first three committees are composed of the Commission members. The Chair of the FQC is also a Commission member.

Recognition and Registration Committee (RRC)

The Recognition and Registration Committee is primarily responsible for assisting the Commission in matters relating to the Fiji National Qualifications Framework, Recognition, Registration and the Review of higher education institutions and instructional stakeholder compliance.

Operational Governance Committee (OGC)

The Operational Governance Committee is primarily responsible for assisting the Commission in matters relating to the general oversight of the day-to-day management and operations of the Commission, including but not limited to the following: budget and finance, property, human resources and risk management.

Enterprise Committee (EC)

The Enterprise Committee is primarily responsible for assisting the Commission in matters relating to the development and implementation of plans and projects of the Commission, donor funding and institutional financial sustainability and the ratification and implementation of international conventions, treaties and agreements regulating the recognition of tertiary qualifications.

Review Committee (RC)

The Review Committee was established in accordance with Section 9 of the Higher Education Act 2008. The committee's primary role is to review HEIs for quality assurance, be consulted on the revocation of registered and provisionally registered Higher Education Institutions and in exceptional cases, conduct special audits of HEIs. The members of the Review Committee are:

1. Mrs Susana Tuisawau (Chairperson);
2. Mrs Leba Mataitini; and
3. Mr Manik Chand.

Industry Standards Advisory Committees (ISACs)

The Industry Standards Advisory Committees are formally established:

- To support the Higher Education Commission's commitment to engage industry stakeholders, relevant professional bodies, and selected institutions in the development of national standards and qualifications; and
- to ensure that national standards and qualifications developed and delivered by education providers in Fiji are aligned to the needs of industry and benchmarked to other recognised national and regional qualifications frameworks in other countries.

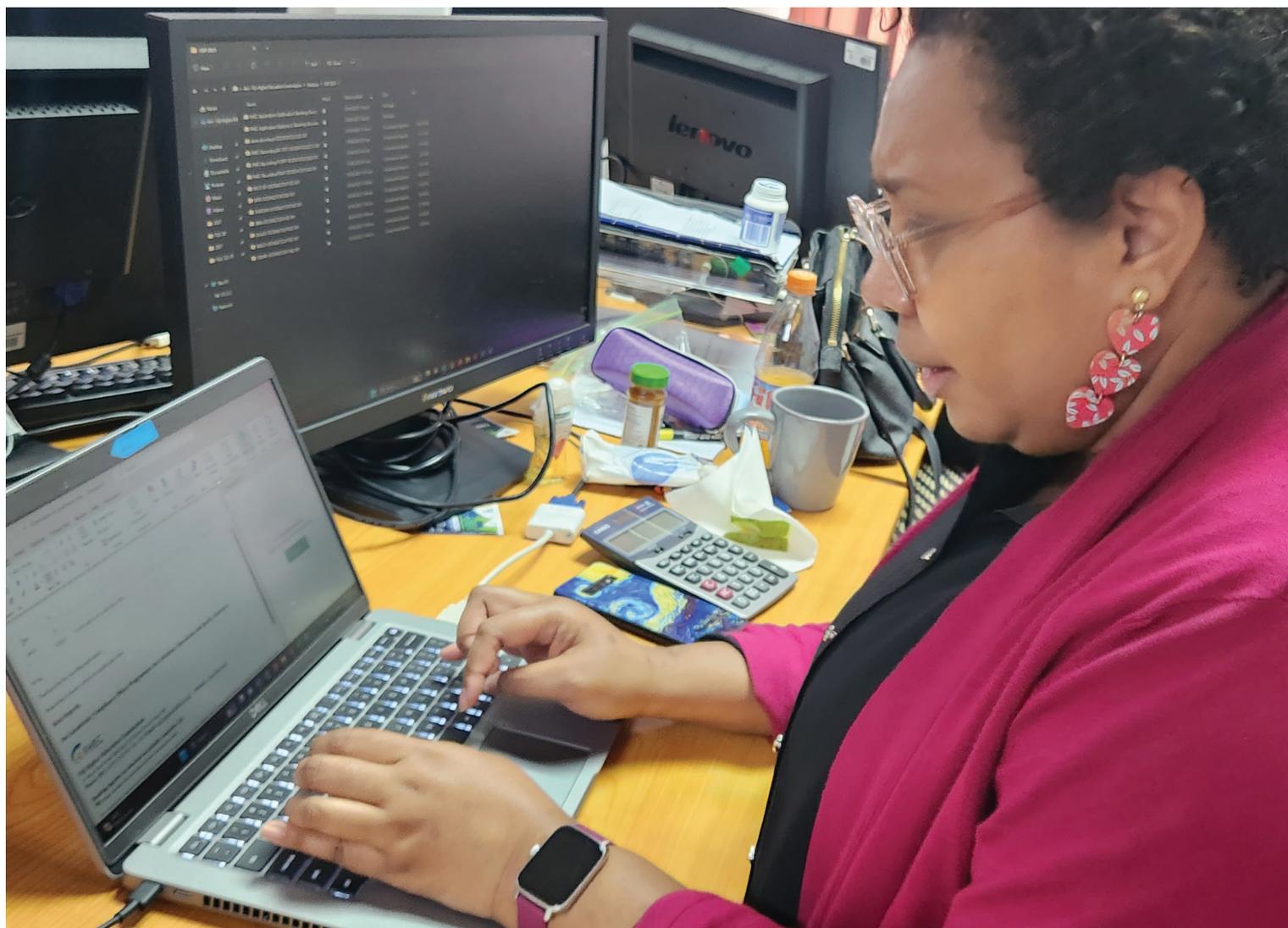
The development of National Standards and Qualifications will help ensure that Fijians acquire the required knowledge and skills applied in their respective work fields.

Fiji Qualifications Council (FQC)

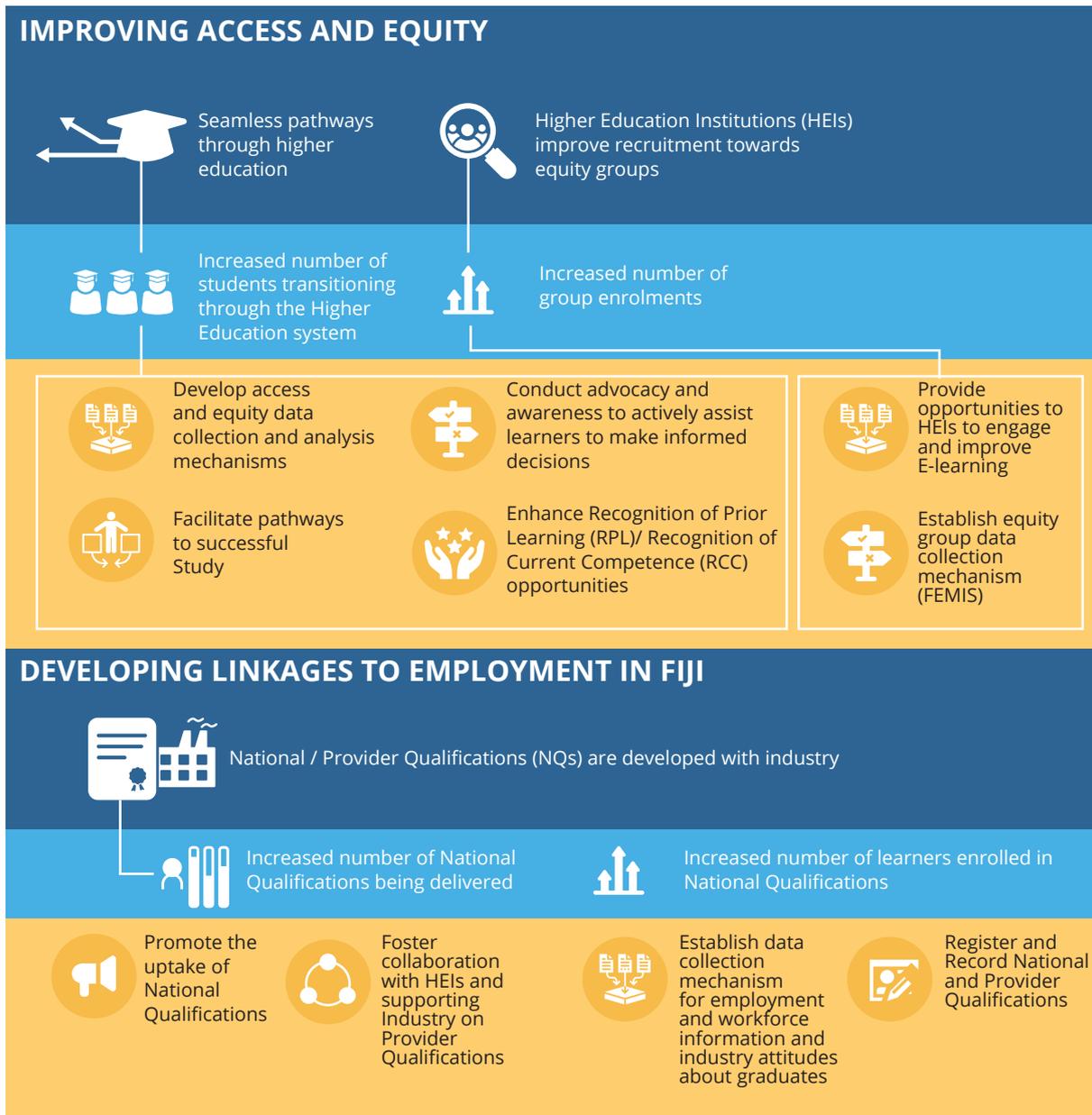
The Fiji Qualifications Council was established to administer and maintain the Fiji National Qualifications Framework functions. The FNQF stands as a beacon and reference for socio-economic planning. The Council is guided by the Higher Education (Qualifications) Regulations 2010 and the Higher Education (Qualifications) (Amendment) 2013. The Council is also responsible for accrediting Qualifications at Levels 1 – 6 on the Fiji National Qualification Framework and reviews such Qualifications every five years to ensure currency and adherence to acceptable and relevant teaching, learning, and assessment standards.

The Fiji Qualifications Council is made up of the following members:

1. Mr Sachin Deo (Chairperson);
2. Ms Barbara Biuvakaloloma;
3. Ms Ilisapeci Movono;
2. Mr Josefa Turaganivalu;
3. Mr Kamlesh Krishna Reddy;
4. Dr Litea Meo-Sewabu;
5. Dr Niumaia Tabunakawai;
6. Ms Ruci Yavu; (term till 6th February 2020);
5. Mr Shivam Naidu; and
6. Mr Simon Mow.



Our Strategy Functions



KEY



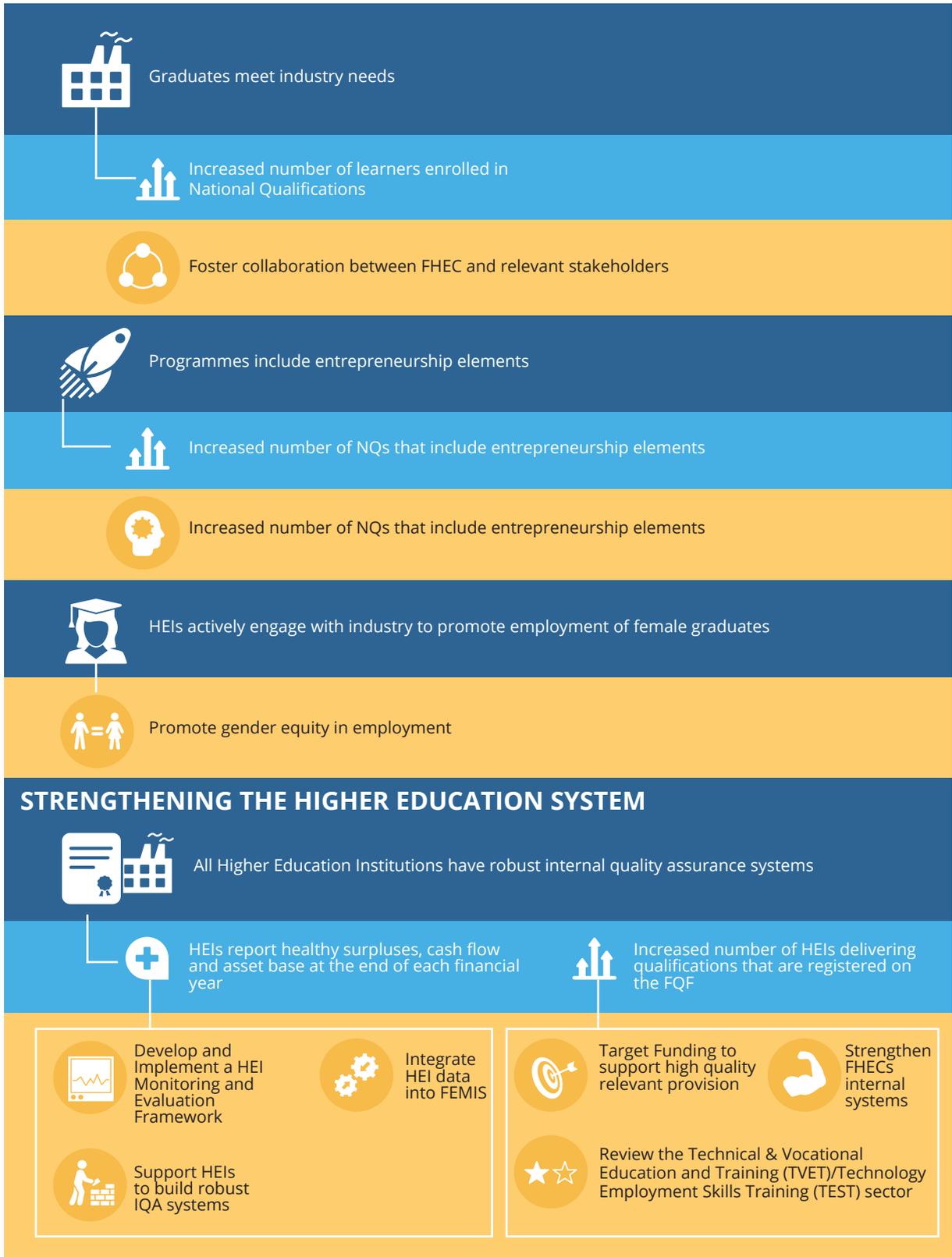
FHEC Desired Results
The impact that FHEC is seeking to achieve



Measures
The impact that FHEC is seeking to achieve



Priority Activities
How will FHEC know it has achieved its desired result at the end of 2021



KEY



FHEC Desired Results
The impact that FHEC is seeking to achieve



Measures
The impact that FHEC is seeking to achieve



Priority Activities
How will FHEC know it has achieved its desired result at the end of 2021



KEY



FHEC Desired Results
The impact that FHEC is seeking to achieve



Measures
The impact that FHEC is seeking to achieve



Priority Activities
How will FHEC know it has achieved its desired result at the end of 2021



The HEC's Progress Against Outcomes

The HEC assesses its performance against its Strategic Performance Framework measures. The HEC SPF aligns with the Ministry of Education, Heritage and Arts Sector Strategic Development Plan 2015 – 2018 and the National Development Plan. From 2017 to 2021, the HEC is working towards the following outcomes:

- I. Improving access and equity;
- II. Developing linkages to employment in Fiji;
- III. Strengthening the Higher Education System; and
- IV. Building the capacity of the HEC to support the delivery of the Higher Education Strategy.

This report aims to provide progress on activities achieved under the MFAT FHEIP project and the HEC Annual Business Plan of 2019 – 2020.



Priority 1: Improving Access & Equity

Activity 1: Integrate HEI data into FEMIS

Target 1.1: 7 funded HEIs and 3 Non-funded HEIs have integrated FEMIS.

In 2017 the HEC initiated dialogue with the Ministry of Education, Heritage and Arts to extend the Fiji Education Management Information System to include the higher education sector. The development of the HEI module has been completed on FEMIS with a user manual now available. Out of seven funded HEIs, the Vivekananda Technical Centre is the only HEI currently using FEMIS. Out of the three non-funded HEIs, the Pacific Flying School is the only HEI in the progress of getting integrated into the FEMIS system.

The critical challenge in implementing FEMIS is the reliance on the MEHA and the HEIs. In February 2020 the IT team provided a series of information workshops for HEIs to garner buy-in. Unfortunately the impact of COVID-19 restrictions has led to a delay in developing HEI profiles from MEHA and the information sessions have been postponed. The Sangam Institute of Technology for instance was due to come onboard for FEMIS, but this was postponed due to COVID-19 restrictions which led to the postponement of the onboarding and training workshop. While non-universities are more open to adopting FEMIS,

the three universities have been slow to progress work on FEMIS.

Furthermore, three additional HEIs had expressed interest in adopting FEMIS prior to the COVID-19 pandemic, and the team intends to develop video tutorials to progress this work further.



Figure 3: The HEC concluded its second FEMIS Information Session with registered HEIs in the Central Division on Wednesday 11th March 2020. The joint HEC and MEHA FEMIS team aimed to share information and engage stakeholders on the integration of Higher Education data on to the national education database.



Figure 4: The Information Session was an opportunity to share work being carried out in collaboration with the MEHA on the integration of Higher Education data on to the national education database and to outline the implementation phases of FEMIS for the next financial year. A key element of the FEMIS Project is collaboration between all stakeholders and the FHEC acknowledges the sentiments of partnership expressed by HEIs in attendance.

Activity 2: Conduct research to explore issues of access and equity of Higher Education in Fiji

Target 2.1: 10 Consultations with funded HEIs

The Access & Equity research project aligns with the Strategic Performance Framework Priority 1: Improving access and equity. In the efforts to address the concerns and the current challenges facing the higher education sector in Fiji and in line with the HEC's regulatory and supervisory role HEC team conducted this research to explore issues relating to access and equity within the higher education system in Fiji. The A&E research project commenced in June 2019 and concluded in June 2020. The research project aimed to:

- Assess the present situation to identify adversities to higher education access and equity;
- Assess the demand, level of interest, and preparedness of potential learners to pursue higher education courses;

- Assess the level of preparedness of Higher Education Institutions (HEIs) to cater to learners from disadvantaged backgrounds and learners with special needs to gain HEI admission and complete their program of study; and
- Identify feasible ways to strengthen access and equity for quality higher education opportunities for all.

This research adopted a mixed-method approach comprised of a quantitative survey (questionnaire) followed by qualitative interviews and focus group discussions, targeting administrators/admissions officers, trainers, and learners of twenty-four Higher Education Institutions (HEIs) selected for the study. Seventeen HEIs were from the Central division, five HEIs were from the Western Division and two HEIs were from the Northern division. Two hundred and ninety-four trainers, five hundred and seventy-eight learners and thirty-seven administrators responded to the questionnaire. Interviews included twenty-nine administrators, two hundred and two trainers and three hundred and fifty-six students.

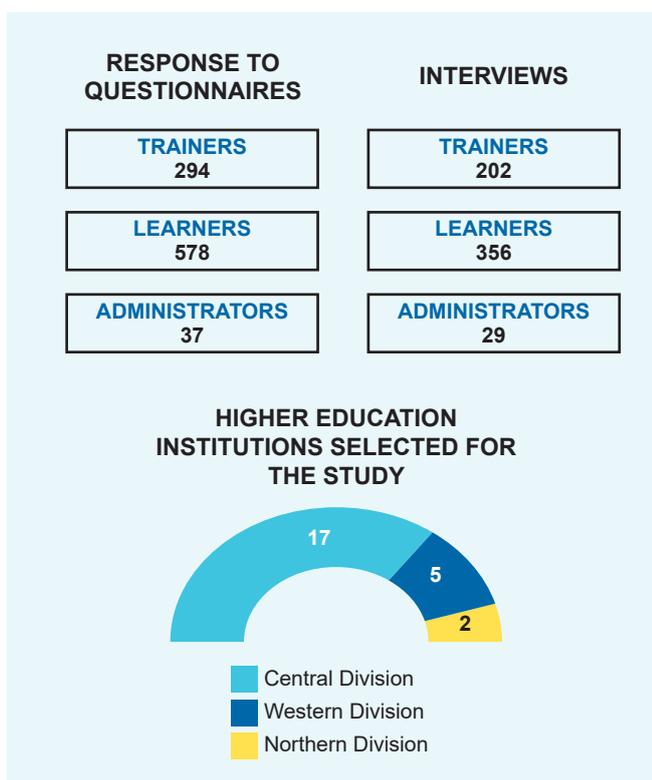


Figure 5: Summary of the data collection activity through a mixed method approach comprising a quantitative survey (questionnaire) followed by qualitative interviews and focus group discussions, targeting administrators/admissions officers, trainers, and learners from the Central, Western and Northern division.

Analysis of the data collected revealed essential findings of access and equity in higher education in Fiji. These findings also paved the way for the provision of a specific set of recommendations that the HEC may wish to consider in its effort to improve access and equity in the higher education sector in Fiji.

Activity 3: Establish standards for HEIs to meet industry needs in flexible environments

Target 3.1: Fifty recorded and four accredited

The 'Recording' process applies only to self-

accrediting higher education institutions set up under an Act or Charter. This currently applies to the three universities that are self-accrediting educational institutions. The recording of university qualifications is a process to recognise the quality assurance systems of self-accrediting educational institutions and their alignment with the requirements of the Fiji Qualifications Framework. The process of recording university qualifications began in early 2018 following the approval of the Fiji Qualifications Council on the criteria for recording qualifications from self-accrediting educational institutions. For this reporting year a total of seventy-one University Qualifications were recorded and subsequently registered on the FQF.

Accreditation is the process of approval undertaken by an accrediting authority to confirm that the programme's standard of study and delivery is appropriate to the award. A provider of post-secondary education and training must be fully registered with the HEC to apply for the Accreditation of at least one of its qualifications. Non-self-accrediting providers of post-secondary education and training must meet specified outcomes for qualifications at levels 1–6 and at levels 7–10 for their qualifications to be registered on the FQF. A total of eighty-nine Provider Qualifications were registered in the Fiji National Qualifications Framework during this reporting year.

Target 3.2: 10 developed and 20 reviewed

National Qualifications are pre-set qualifications developed by the Industry Standards Advisory Committees and have unit standards as

building blocks to these qualifications. The Fiji Qualifications Council on behalf of the HEC, is the custodian of National Qualifications. Situational analysis reports support the development of new NQs during the reporting period.

During the year, eleven new NQs were developed and approved, and sixteen NQs had been reviewed. The COVID-19 restrictions that came into effect delayed many of the scheduled activities for the latter part of the financial year. The draft NQs in Electronics Engineering has been mapped with the New Zealand Qualifications Authority and Australian Qualifications Framework. Learning pathway attributes have been compiled and are user-friendly to new HEI or industry members consulted.



Target 3.3: Entrepreneurship elements embedded in 5 new NQs

The process of developing National Qualifications is aligned to the Higher Education Act (2008) section 7 which states to "establish national standards for different qualifications." This is further supported by the Higher



Education (Qualifications) Regulation (2010) section 6 (1)(f), which mentions "the facilitation of partnership between business, industry, professional and community stakeholders and training institutions to ensure relevant qualifications and training programmes that are focused on the needs of business, industries and communities." The inclusion of entrepreneurial elements allows for the holistic development of learners pursuing the National Qualifications.

Five NQs have entrepreneurship element(s) embedded, including:

1. National Certificate in Music (Level 2);
2. National Diploma in Early Childhood Education and Care (Level 5);
3. National Certificate in Agriculture (Cane Cultivation) (Level 2);
4. National Certificate in Agriculture (Cane Harvesting) (Level 2); and
5. National Certificate in Agriculture (Cane Haulage) (Level 2).

Five entrepreneurial elements of Unit Standards have been developed and embedded into the National Qualifications.

Entrepreneurial Unit Standards (US)	US code #
1. Identify suitability for micro-business	EN00012
2. Develop a business plan for sustainable business practice	EN00023
3. Set up a small business	EN00032
4. Organise finances for a small business	EN00043
5. Determine resource requirements for a small business	EN00053

Additionally the following new NQs are currently in the process of development with the entrepreneurial elements embedded within:

- Music; and
- Early Childhood Education.

The challenge in securing the services of and engaging a suitable consultant for this technical area of work took longer than planned. Added delays in carrying out the ISACs meetings resulted from restrictions imposed on face-to-face meetings and consultations due to the COVID-19 pandemic.



Target 3.4: Two HEIs approved to uptake NQs

An expected outcome of developing the National Qualification is for the HEIs to adopt and teach the NQs. Before the approval is granted to deliver an audit visit is conducted to confirm the readiness of the HEIs to adopt the NQs. Approval to deliver the NQs is granted by the FQC and endorsed by the Commission.

Three HEIs have been approved to deliver NQs in this reporting year:

- **Vishan InfoTech (Lautoka);**
 - National Certificate in IT (Level 2)
 - National Certificate in IT – Software Application (Level 3)
 - National Certificate in IT – Support (Level 3)
- **Caregivers Training Institute, Nadi; and**
 - National Certificate in Aged Care & Community Care (Level 3)
- **Makoi Women's Vocational Training Centre.**
 - National Certificate in Aged Care & Community Care (Level 3)

Target 3.5: Three HEIs adopt RPL/RCC policy

Recognition of Prior Learning and Recognition of Current Competency are two assessment tools used to determine the competency level of learners at HEIs or for workers at the workplace.

Recognition of Prior Learning is an assessment process that involves evaluating an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual credit application.

Recognition of current competency assessment protocols enables individuals to gain formal qualifications that matches their respective skills with knowledge. This process includes an assessment of evidence provided by the candidate which must meet the relevant unit standard and outcomes.

Three HEIs adopted RPL/RCC policy during this reporting year include:

1. Montfort Technical Institute, Savusavu;
1. Navuso Agriculture and Technical Institute; and
1. Makoi Women's Vocational Training Centre.

Two HEIs were supported in the development of RPL/RCC policy, procedure, and guidelines:

1. Fiji Latter-Day Saints (LDS) Church College; and
2. Montfort Boys' Town



Priority 2: Developing Linkages to Employment in Fiji

Activity 4: Build HEI capacity to improve access, equity, and support learner needs

Target 4.1: One moderation conducted online for six National Qualifications and one moderator training conducted for 15 moderators

One online moderator platform developed

The Higher Education Commission's external moderation process ensures that for NQs, the quality of assessment judgments and the assessment of the prescribed learning outcomes or competencies are consistently applied. External moderation of Competency-Based Assessments focuses on the learning outcomes or competencies regardless of how, when, or where they were attained. Due to the high costs of manually conducting moderation, the HEC focuses on establishing online external moderations.

The current system, which uses Basecamp, is not accessible by everyone; thus, the external moderations are not achieving its primary purpose of moderation of NQs assessment which is part of the quality review process. Moderation is about improving assessment and assessor judgements and not controlling learner outcomes. Additionally the decision-making process of the moderation panel sessions will be based on a consensus decision. If a consensus

decision cannot be reached the External Moderator (the Chair) shall make the final decision. By moving to an online platform, the HEC aims to:

1. Create a platform for uploading learner samples, assessment tools, and mapping;
2. Enable access for moderators to upload and to conduct the moderation process by using the uploaded samples and templates; and
3. Facilitate an online platform for moderators to conduct moderation, consultation with Trainers/Assessors as a capacity building and improvement exercise.

There were delays in the latter half of the year in reviewing documentation provided and finalising necessary approvals. However the project is anticipated to be completed by February 2021.

One moderation conducted online for six National Qualifications

The online transformation will streamline current process as it allows the moderator to access the platform remotely to moderate assessments. The moderation platform facilitates the smooth exchange of information between the moderator and assessor without the need for face-to-face meetings which would be the preferred mode of assessment and moderation post-COVID-19 pandemic. The progress of this activity is dependent on the completion of the online moderator platform.

One moderator training conducted for 15 moderators

The work on moderation of the National Standards is critical in upholding the quality and integrity of the assessment process. Due to the limited number of moderators conducting moderation as compared to the increasing numbers of learners studying the National Qualifications⁵⁹ with assessment and moderation there is an urgent need to provide capacity development opportunities for moderators.

The HEC conducted one workshop focussed on moderator training in January 2020 for 25 moderators. Three training workshops were conducted in the Central, Western and Northern divisions. The HEC has trained and registered 48 moderators.

Target 4.2: Three training workshops conducted for MEHA - Technology and Employment Skills Training pilot schools to unpack National Qualifications and Assessments for teachers and MEHA Technical and Vocational Education and Training staff

As part of the National Assessment Model recommendations review the HEC developed a policy and procedures document on Competency-Based Assessment and external moderation introduced to HEIs currently delivering NQs.

The Technology and Employment Skills Training Department of the MEHA has been part of discussions and consultations on developing NQs in a few of their subject areas currently delivered at the secondary schools. The new NQs have been developed, accredited, and registered on the Fiji Qualifications Framework. The NQs range in Levels 1 and 2 in Agriculture, Applied Technology, Information Technology and Office Technology. It was initially proposed that the NQs be piloted into 15 secondary schools around Fiji in 2020 however as there are issues that need to be resolved before piloting, the HEC recommended the MEHA-TEST Department that the NQs be scheduled for piloting in the schools in 2021. For instance many of the selected schools lack the required physical resources to deliver NQs effectively. More teachers need to be re-trained on competency-based training and assessment. In addition, the MEHA-TEST needs to be registered with the HEC to gain approval to deliver NQs.

To support the MEHA-TEST Department HEC embarked on preparing the earmarked pilot schools to deliver the NQs in 2021 by providing capacity development workshops for trainers. Twenty-five trainers completed a series of capacity development workshops. The first workshop was focused on "*Unpacking of NQs into Programmes of Study*" and was held in October 2019. Additionally the trainers completed the second training on the "*Development of Assessment Tools and Assessor Training (WA00014)*" in November 2019. The third training conducted in January 2020 focussed on Assessment and Moderation.



Figure 6: HEC conducted three workshops simultaneously on the "Development of Assessment Tools and Assessor Training (WA00014)" for trainers in the Central, Western and Northern Divisions. Upon completion of the training, the trainers will be awarded a FHEC WA00014 to be qualified assessors.

Target 4.3: Two HEIs supported to unpack NQs

Two HEIs – Vishan Infotech, Lautoka, and Caregivers Training Institute Nadi, were supported to unpack NQs via capacity development workshops provided by the HEC. The workshop's objective was to assist the HEIs in developing a curriculum and programme of study for the NQs that they want to deliver. The HEIs will develop their programmes of study for the NQs and submit them to the HEC as part of the monitoring process.

Target 4.4/6.1: Apprenticeship Fiji established & Policy paper developed for the establishment of a Skills Council of Fiji

The HEC and the National Training and Productivity Centre commissioned a consultation exercise in 2018 to develop policy options for reforming the Fiji Apprenticeship Scheme. The Review intended to inform the open debate about the issues and potential solutions to the

function and performance of the apprenticeship scheme in Fiji. The approach was consultative with stakeholders engaged at the outset to develop a range of potential options for reforming the apprenticeship system. These options were then tested and revised through a series of employer workshops. The options were then reviewed in a workshop with the relevant ministries, senior employer representatives NTPC and the HEC representatives.

As a result of the consultation exercise, an apprenticeship task force was established, which spearheaded the development of the Cabinet paper for the apprenticeship review which was completed and submitted to the Minister for Education, Heritage and Arts. The paper is pending submission to the Cabinet. The delay in submitting the Cabinet paper is due to the completion of the national TVET review.

The sub-committee convened two meetings and at its most recent meeting, the TVET Review Committee met to discuss a way forward for the Cabinet paper. It is anticipated once approved by Cabinet and Parliament the Skills Council of Fiji will house the National TVET policy that will drive all TVET related activities including the new apprenticeship scheme trade testing department currently under the Fiji National University, TVET in schools, work placement, levy grant system, in-service training, industry training and industry attachment.

As an outcome of the national TVET review an external consultant (Skills International of New Zealand) was engaged to develop a policy paper on TVET Policy Reform. This policy paper forms

the basis of a Cabinet Paper expected to be developed by a TVET Review Committee.

Target 4.5: Teacher professional standards developed for one qualification in teacher training.

The development of professional standards in teacher training qualifications was a collaboration with the Ministry of Education, Heritage and Arts, Fiji Teachers Registration Authority and the HEC and in consultation with the five Teacher Training Institutions in Fiji. Given the evolving nature of teaching in the 21st century the activity aims to raise the professional standards and equip trainee teachers with the skills to deal with the diverse challenges that the teaching profession is now confronted with.

The Teacher Attributes Framework has been finalised and is ready for publication. The teacher training programmes from four TTIs have been reviewed against the Framework and the results have been forwarded to these HEIs. A challenge that arose later in the project was the withdrawal of the Fiji National University from phase two.

The final report on the Review of the teacher training programmes in Fiji addresses a range of objectives that relate to the use of what has been referred to as the Fiji Teacher Attributes Framework. This Framework consistent with the Australian and New Zealand frameworks for teachers is the focal point of a review of selected programmes on offer at five TTIs in Fiji to address the perceived gaps between new graduate teachers' competency profiles and the demands of Fiji's schools.

Activity 5: Conduct the Fiji Graduate Outcome Survey (GOS)

Target 5.1: GOS Survey Report and Implementation plan

The Graduate Outcomes Survey is linked to the Fiji Higher Education Strategy Priority 2: Developing linkages to employment in Fiji". The priority places Higher Education as contributing to Fiji's workforce and providing people with employability skills. To measure progress on the priority the HEC needed to improve its information on the alignment of Higher Education qualifications with employer needs. Information on the employment outcomes of graduates is important and the GOS would fill that information gap.

The survey will provide the first comprehensive, robust data on the employment outcomes, the earnings, and the skills of the 2018 graduates of Fiji's higher education system. Information from the GOS is intended to help:

1. HEC in its role as manager of the Fiji higher education system and its role as the government's higher education policy advisor;
2. HEIs who can use this GOS data as part of their quality assurance programmes;
3. Prospective students and their families who need reliable, impartial information on the likely outcomes of studying in the higher education system;
4. Insight on employment and earning outcomes; and
5. Insight on graduate employment destinations.

The overarching purpose of the GOS is to provide information analysis and understanding of the outcomes of graduates in the Fiji higher education system. The specific aims are to:

1. Gain insight into career destinations and the development of graduates;
2. Gain perceptions of graduates regarding the HEIs programmes;
3. Gain an insight into the state of the graduate labour market; and
4. Collect supervisors' details to conduct employer satisfaction surveys in the future.

The GOS survey was conducted on 2018 graduates from registered HEIs in Fiji including the Centre for Appropriate Technology and Development that is publicly funded. The survey was conducted for a period of 14 to 26 months post graduation. Surveying more than a year after graduation yields better quality data as more graduates will have selected career jobs in the questionnaire.

The survey questionnaire was developed following a wide-ranging literature review of GOS and the analysis in other countries relevant to the Fiji context. Contact details of graduates were obtained from the HEIs and poor contact data was mitigated by linking with data-holding government agencies such as the Fiji Revenue and Customs Services and Tertiary Scholarships and Loans Service. The GOS survey was implemented through an online survey platform, which went live on 23 March 2020 and concluded on 3 June 2020. To manage non-response from the online survey, a phone survey was implemented to contact as many

of graduates who were not computer literate in order to avoid sample bias.

The research design, approach to implementation survey instrument and analytical plans were further validated and refined based on the Research Reference Group feedback. The RRG members provided their feedback throughout the project. Nearly 1,200 graduates submitted responses to the GOS. There were some challenges with the response rate due to a lack of comprehensive contact details for respondents. The low response rate was also a result of the ongoing COVID-19 pandemic that resulted in numerous job losses and the economy. All surveys received despite the challenges are being compiled into a report for finalisation in the next financial year.



Priority 3: Strengthening the Higher Education System

Activity 7: Implement Communications + Stakeholder Engagement Plan

Target 7.1: 3 MOUs signed

The HEC formalised strategic partnerships with three organisations during this reporting year through one MOU. The MOU was signed between the Ministry of Education, Heritage and Arts the Fiji Teachers Registration Authority (FTRA), Tertiary Scholarship and Loans Board and the HEC. It sought to facilitate the free exchange of information and data between organisations and promote areas of common interest to collaborate on. The signing of the MOU with HEC and TSLB was of particular significance as the signing negotiations commenced in 2017. As partners in Fiji's higher education sector, the collaboration between these two agencies was critical to enhance and achieve a return on investment for the country.



Target 7.2: Stakeholder engagement plan developed

The development of the stakeholder engagement plan was initiated from the communications strategy 2018. The low visibility and awareness about the HEC amongst its stakeholders were identified as an opportunity for further development. The engagement plan with stakeholders will enable the development of tailor-made messages and engagement strategies appropriate to the HEC's diverse range of stakeholders.

To assist the team with archiving its mandate the team undertook a stakeholder mapping exercise held in May and will be used as the basis to formalise the stakeholder engagement plan in 2020.

Regional Partnership

The Solomon Islands Tertiary Education and Skills Authority had a weeklong capacity building workshop with the Higher Education Commission to establish its procedures and processes under its legislated functions.

The two organisations formally established relations in 2017 through the signing of a Memorandum of Understanding. Chief Executive Officer, SITESA Mrs Constance Nasi, acknowledged the HEC for assisting with the knowledge exchange and support offered to SITESA during their visit.



A National Qualifications Framework is being developed by SITESA in consultation with institutions and industries. The Higher Education Commission team was in the Solomon Islands for a week, and accompanied SITESA officials to the [Solomon Islands National University](#) to discuss the quality assurance framework of the University and the expectations from each party for the national framework. The HEC team during the discussions offered advice based on the experiences of the Fiji context.



Target 7.3: Indicators/targets in Implementation plan achieved

The reporting period saw concerted efforts by the Communications and Stakeholder Engagement team to promote the HEC in mainstream media and social media platforms.

Table 1 Breakdown of Communications and Stakeholder Engagement activities for this reporting year.

Summary of HEC mentions in the media from August 2019 – July 2020	
Media releases issued	7
Television News Coverage	25
Radio News Coverage	17
Television Show	3
Radio Talkback Show	2
Newspaper Advertisements	66
Television Advertisements	140
Cinema Advertisements	700
Radio Advertisements	175
Online News (by media organisations)	14
Regional Television news	3
Regional Radio News	4

Table 1: Summary of media exposure from Aug 2019-July 2020

The increased media coverage of the HEC throughout the reporting period has a direct correlation to the increased visits to the website and the HEC Facebook page:

WEBSITE

- 86 % increase in users;
- 80% increase in new users;
- 64% increase in the number of sessions recorded; and
- The decrease users in December 2019 is due to HEIs being closed. Visits to the website increased in January and February period as enrollment has concluded in HEIs; and

FACEBOOK

- An increase of 41.4 % in 'Likes' compared to the previous year; and
- 42.64% increase in the number of followers.

The HEC's increasing visibility is a positive indicator for the organisation. The HEC intends to increase its reach by engaging in more activities in rural and remote areas. A series of activities were planned including visits to the northern and western divisions, to improve the HEC's visibility in these areas. The social media and website statistics indicate that many followers are based in the central division.

Ongoing monitoring of reports on COVID-19 and the impact on the higher education sector dominated the March and April 2020 period. On this basis the Communications team advised the

Operations and Quality Assurance department to develop and release advisory memoranda to HEIs on their operations to safeguard learners and staff. Several potential risks were flagged for Quality Assurance, Funding and Programmes Accreditation teams on the operational status of HEIs during the COVID-19 pandemic. These issues were around learner welfare and access to online learning resources. These were carried out to ensure that risks were flagged and mitigated in a timely manner.

The HEC team supported the promotion of the Graduate Outcomes Survey through advertising on television, radio, print media and social media platforms and the development of the survey titled, "*Charting our future through your information*". This contributed to the increased 'reach' on social media and visits on the website.

The main challenge faced in providing support to other teams has been excluding the communications team during implementation. The GOS upon being launched experienced some delays which were addressed by the team. Despite the challenges the communication team continued to ensure the program was implemented to all stakeholders. to advocate and promote the HEC and some of its improvements in the higher education sector. The advent of the COVID-19 pandemic has opened new opportunities to innovate communications for the HEC.

Activity 8: Conduct Legislation Review

Target 8.1: Legislation Policy Paper developed

The current Higher Education legislation was developed when there was an unregulated system. Therefore the HEC needs a more robust regulatory framework to reflect the increasingly competitive and diverse higher education landscape. The review of the current legislation is expected to consider perspectives for improving Fiji's Higher Education legislation benchmarked against best practices and organisational transformations in Fiji and provide recommendations as required.

The key challenge faced during the policy paper review is the HEC and the MEHA lack jurisdiction to conduct a legislative review without Cabinet approval. This activity is expected to progress in the next financial year. Once the relevant ministries have provided approval the policy paper will be submitted to Cabinet for approval.



Activity 9: Collect, Analyse and provide HEI data to relevant stakeholders

Target 9.1: Data reports provided to stakeholders as requested and policy papers approved and published

The HEC collects a range of data from the HEIs, students, graduates, and at times from the government entities as the HEC is vested with statutory powers to access and obtain information and documents from the HEIs as the Commission reasonably requires performing its mandated functions or exercise its powers under section 7 of the Higher Education Act 2008 (the Act).

The HEC Information Security Policy ensures that the HEC is committed to protecting the privacy of data it collects and holds on HEIs, their students and graduates, and institutional data from government organizations by addressing the following:

1. Data privacy and safeguarding;
2. Maintaining data integrity; and
3. Ensuring the accountability of the HEC to its stakeholders.

To ensure that the data collection process, storage, and facilitation of the HEC is transparent, reliable, accurate and protects the privacy of the data providers, an Information Security Policy and accompanying Standard Operating Procedures were designed.

Furthermore the HEC has developed a Research Reference Group Guideline to ensure the research validity of research projects and ensure

a degree of quality assurance that the members of the RRG review all deliverables of research projects. The RRG membership is voluntary and the HEC individually headhunts members based on their academic credentials and prior research experience as is available on different research sites like [Google Scholar](#), [ResearchGate](#) and in higher education institutions databases. The ultimate responsibility of the RRG is to evaluate each project deliverable and provide feedback to the HEC.

The HEC developed a Strategic Research Plan 2022-2026 setting a baseline to promote higher education research in Fiji" to provide clear direction for HEC to provide relevant statistics, policy direction, higher education development updates, Commission reports, Ministerial advice and research publications. The ultimate aim is to develop the Centre of Higher Education Research and Development based at the HEC. Its primary function will be to design policy and practice measures for the sustainability of the higher education sector in Fiji in collaboration with local, regional and international higher education scholars, industry partners and policy developers and government lobby bodies.



Activity 10: Review the funding model in consultation with the HE sector and implement changes as appropriate

Target 10.1: Post-implementation review completed

The post-implementation Review is an internal evaluation exercise carried out on the processes undertaken by the HEC in developing advice to the Government for funding of eligible higher education institutions.

The Funding Model is used by the HEC to allocate and distribute Government funding marked for higher education institutions annually according to transparent and well-publicised criteria (Higher Education Act 2008, Part 7(g)). The review exercise will ensure that the HEC executes its function efficiently and effectively. The Funding Model can deliver well-informed funding advice to the Government and strike a balance with the expectations of higher education institutions. Consultations for the review exercise were conducted with funded higher education institutions and relevant line Ministries.

The HEC is in the final stage of finalising the report. Apart with the Post-implementation process review the HEC also conducted a review of the current Funding Model used and is in the process of obtaining Cabinet approval for the proposed revised Model.

Target 10.2: Preliminary report on the development of the research value component developed

This activity experienced delays due to a revised Funding Model. The HEC is currently in the process of obtaining Cabinet approval.

Target 10.3: Financial procedures/compliance of government grants to HEI's developed

This activity aligns with HEC Mandated Function 7(g) of the Higher Education Act 2008. In addition to the allocation of funding to ten Higher Education Institutions, the HEC is also responsible for the quarterly monitoring and compliance of the annual Government grant disbursed to HEIs.

During this reporting year, the HEC commissioned

a review of the HEI Grants Management System to streamline the quarterly reporting of the grant by the funded HEIs. The Review was conducted by KPMG Advisory (Fiji) Pte Limited, and the scope of works included reviewing, designing, and developing the Government grant management system for the funded Higher Education Institutions. The Review is in its final stages, and the new systems will be implemented in the next financial year. The revised HEI Grants Management System is designed to improve reporting and monitoring of the Government grant and will be used by both the HEC and funded HEIs to monitor, track and report the progress of programmatic and financial indicators on quarterly grants.



Activity 11: Implement the funding model for funded HEI's (10)

Target 11.1: Higher education funding allocations provided annually for funded HEI(s)

As part of its regulatory functions, the HEC disperses approved Government funding annually to ten HEI(s) using the Funding Model. The funded Higher Education Institutions were allocated **\$93,705,475** as an operating grant for the 2019-2020 fiscal year. The 2019 - 2020 COVID-19 Response Budget in March 2020, the National Budget to the HEI(s) was revised to **\$80,810,227**.



HEIs and budget allocation

Higher Education Institution	2019 – 2020 Budget Allocation	2019-2020 COVID-19 Response Budget
University of the South Pacific	\$ 32,025,864.00	\$ 27,618,635.00
University of Fiji	\$ 3,171,392.00	\$ 2,734,962.00
Fiji National University	\$ 56,243,093.00	\$ 48,503,218.00
Centre for Appropriate Technology and Development	\$ 572,646.00	\$ 493,841.00
Corpus Christi Teachers College	\$ 121,827.00	\$ 105,062.00
Fulton Adventist University College	\$ 141,204.00	\$ 121,773.00
Montfort Technical Institute	\$ 432,397.00	\$ 372,892.00
Montfort Boys Town	\$ 663,947.00	\$ 572,579.00
Sangam Institute of Technology	\$ 162,796.00	\$ 140,392.00
Vivekananda Technical Centre	\$ 170,309.00	\$ 146,873.00
Total	\$ 93,705,475.00	\$ 80,810,227.00

Table 2 summarises the budget allocated and revised budget to the ten funded HEIs.

Target 11.2: Quarterly monitoring reports of HEI grant utilisation

Linked to the HEC's mandated function stipulated in Section 7(g) of the Higher Education Act 2008, HEIs receiving Government grants are subject to quarterly monitoring and reporting as a condition to being a recipient of public funding. The team assesses the utilisation of the Government grant quarterly and provides advice to the Ministry of Education, Heritage and Arts on further grant disbursements.

The quarterly monitoring reports are financial and programmatic reporting made by the HEC on the grant utilisation each quarter by each of the funded HEI(s) with the recommendations on the next quarter grant disbursement to the MEHA. During this reporting year the HEC successfully managed to develop the Grant agreement for ten Funded HEIs, and in mid-July a Deed of Variation was signed with HEIs after the announcement of the COVID-19 Response budget.



Activity 12: Strengthen HEIs through compliance monitoring and audits

Target 12.1: Monitoring framework Operationalised

The Monitoring framework's operational design, process, and reporting templates had been developed and a trial was conducted. This activity aimed to gather data from 40 HEIs for the purpose of analysis and evaluation. Eventually only 38 HEIs were able to submit the requested data.

However, there were challenges regarding the compliance of HEIs to submit the requested data in a timely manner while others encountered difficulties in completing the data template accurately as per the specified data standards prescribed – particularly the ISCED field of study for programmes. Additionally the monitoring process relied on a manual process system of data input, storage collation and analysis hence leading to further delays and inconsistencies with the data being entered. Eventually, the KPI was put on hold pending a review.

It is advisable that HEI facilitators undergo training workshops regarding the monitoring framework, specifically the data entry process to improve efficiency in the data collection, evaluation and analysis phases of the monitoring activity.

Target 12.2: One evaluation framework developed

The Monitoring and Evaluation Framework is intended to provide a systematic process of measuring and determining the performance of HEI(s) based on an outcome-based approach. A conceptual model and manual were developed in 2018 in consultation with the HEC secretariat and selected HEI(s) in Fiji.

The M&E Framework has been contextualised to the current Registration and Review functions. The Framework outlines the adoption of an evaluative approach to assess the performance of an HEI to determine registration or re-registration. Registered HEI(s) will be monitored based on the evaluative outputs depending on the risk levels assessed against five broad evaluation standard areas. This means that an HEI categorised as a modest performer will trigger higher risk and closer monitoring by the HEC to address risks or compliance issues flagged during the evaluation stage.

During this reporting year and as part of phase two of the development of the M&E framework the HEC has been working with HEI(s) to revise monitoring data templates and has tested the templates with the HEI(s). To date the following achievements are noted:

- 88% of the HEI(s) have submitted HEI data for the template (total of 40 HEI(s)).
- 100% of HEI(s) educational data submission received and screened; and
- 0% of the HEI(s) data submission approved for analysis/reporting (total of 40 HEI(s)).

With the M&E Framework making progress to be operationalised there have been challenges as per below:

- Some HEI(s) have been unable to provide reasonable response and clarification to data queries due to COVID-19 restrictions in April 2020;
- Five HEI(s) are yet to make their data submission despite numerous reminders formally;
- The impact of COVID-19 has prevented visits to HEIs, initially scheduled as part of capacity building sessions to assist HEIs staff to correctly identify, fill and submit data due to social distancing advisories; and
- Delays in data submission from all HEI(s) have prevented full assessment and the reporting stage from commencing.

Additionally, the Mandatory Review Process of HEC was revised and adopted into the Recognition, Registration (Including Review) of the HEI(s).



Figure 7: The HEC engaged the services of Mr Roger Smyth of SPATE Contracting Ltd who has been working closely with the Operations Quality Assurance team to consult registered HEIs on the development of the monitoring system. Mr

Smyth facilitated training for HEIs on the data inputs for the monitoring system templates. The workshop aimed to build the capacity of HEIs to meet the required financial and educational data needs for the new system which will be trialled from September 2019 on-wards.

Target 12.3: Mandatory External Reviews completed for two HEIs

External Review is a process of evaluation with prescribed quality criteria where externally appointed professionals and subject expertise are contracted to assist in the Review of an institution. The review process is critical as it forms part of ensuring quality criteria are met before registration of an institution is granted.

During this reporting year, the HEC facilitated the completion of two HEI mandatory reviews (Davuilevu Theological College and Vishan InfoTech) and undertook preparatory and planning activities associated with the Review with the University of the South Pacific.

The mandatory External Review planned for the USP in April took longer than planned as this activity requires engaging external auditors. While an on-site visit cannot be conducted in a COVID-19 pandemic environment the auditors have commenced online work and have undertaken the preliminary desktop audit. The HEC consulted the Pacific Community's Educational Quality and Assessment Programme source subject expert roles to assist the externally-engaged auditors.

Target 12.4: 90% of complaints received are resolved

One of the mandated functions of the HEC is to "foster and safeguard the national interest, the interest of students and parents, and local higher education providers". From this legislative function, the HEC works with learners, HEIs, and third parties to resolve complaints raised by learners in a transparent, fair, and timely manner. The HEC tagline, "Your Guardian in Higher Education" was derived from this function and supported the promotion of the HEC as the regulator of the higher education sector.

The HEC has maintained a Complaints Register since 2015, which has been categorised into two types:

- o **Type 1 Complaint** - complaints that can be resolved through the HEC's intervention and review only (no third-party intervention) with a 21 day of turn around; and
- o **Type 2 Complaint** –complex and requires external Review and investigation (third-party intervention), which has a three to six-month turnaround time.

Figure 3 Complaints Summary for the Reporting Year August 2019 – July 2020

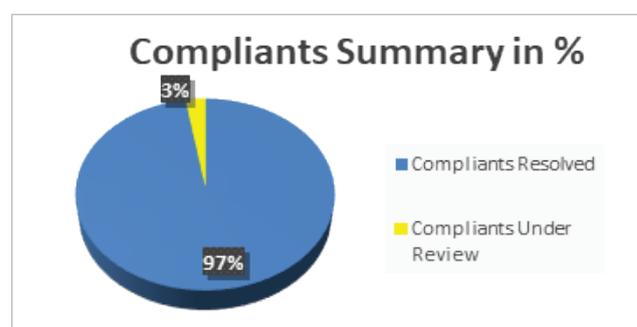


Figure 8: summarises a total of thirty-eight complaints were recorded during this reporting, of which 97% were resolved and 3% is under review.

Target 12.5: 100% audit visits for approval to deliver and revoke are conducted

The audit of HEIs is an activity aligned to the implementation of the HEI monitoring and evaluation Framework and the Quality Standards for Fiji Higher Education. The Framework and QS are used to emphasise and drive continuous improvement in Fiji's higher education sector.

During this reporting year, the Quality Assurance team conducted audits and revocation visits for the following HEIs:

- o Canaan Institute of Technology;
- o Lighthouse Vocational Institute;
- o Marist Champagnat Institute;
- o Crest Academy; and
- o Conservatorium of Dance.

Furthermore the QA team conducted site visits to various HEI(s) in the Central and Western divisions to ensure compliance with safety precautions and restrictions particularly regarding minimal face-to-face contact or classes with learners. It is anticipated that with the continued COVID-19 restrictions in place scheduled audit visits and engagement with external auditors will be deferred. To mitigate against the further postponement of audit visits and meetings, the HEC team will use online platforms for meetings and when necessary undertake planned site visits to HEIs while exercising the necessary precautions in line with government advisories.

Target 12.6: 5 HEIs Registered

Registration of HEIs means providing a certificate of registration issued under relevant promulgation and regulations. Recognition of HEIs means the status awarded to an institution that possesses features of a higher education institution and meets the criteria prescribed. One HEI (South Pacific Institute of Traditional Medicine) was granted provisional registration during this reporting year and One HEI (Navuso Agriculture Technical Institute¹⁰²) was granted full registration status. One HEI (Makoi Women's Vocational Training Centre¹⁰³) was granted recognition status.

The delay by HEIs in submitting additional documentation required for the registration and accreditation processes has posed a challenge. Over the last three months, there were some delays for this activity due to COVID-19 restrictions and the temporary closure of HEIs whose applications have been in process.

Target 12.7: One Appeals Tribunal established

The establishment of the Appeals Tribunal is required under section 41(1) of the Higher Education Act 2008. The Appeals Tribunal will conduct an independent review of a decision made by the Commission when a provider is aggrieved by that decision relating to an application for Recognition or Registration or Accreditation of a programme or course of study.

The Minister for Education, Heritage and Arts has advised the HEC that an Appeals Tribunal will be established if and when needed as the operation of the Appeals Tribunal is also dependent on available funding

Target 12.8: FQC meetings are fully supported (100%)

The Fiji Qualifications Council was established to administer and maintain the Fiji National Qualifications Framework functions. The FNQF stands as a beacon and reference for socio-economic planning. The FQC is also responsible for accrediting qualifications at Levels 1-6 on

the FNQF and reviews such qualifications every five years to ensure currency and adherence to acceptable and relevant teaching, learning and assessment standards. As per Regulation 10 (2) of the Higher Education (Qualifications) Regulations 2010, "the Council shall meet at least once every two months." During this reporting year a total of six FQC meetings were conducted.



Priority 4: Building the capacity of the HEC to support the delivery of the HES

Activity 13: Implement staff capacity building plan

Target 13.1: All HEC staff performance development plans implemented

Professional development and planning are critical activities for the HEC and are linked to the HEC's value on continuous learning. Staff performance plans were developed and approved during the annual planning and appraisal process. Continuous professional development ensures that knowledge and skills are enhanced and remain relevant. Learnings from the professional development opportunities undertaken include:

- Technical knowledge for staff enhanced in a workshop on the TVET sector and transfer of this knowledge into progressing the work in the TVET sector;
- Information from a workshop on Ethics, Values, and Anti-Bribery identified gaps in the HEC's current policy and therefore will need to be revised;
- Technical skills and knowledge gained from the quality audit training will enable the HEC staff to conduct future audits for HEIs (rather than outsourcing) and meet statutory requirements and regulations;

- Understanding the technicalities and processes required for processing cabinet approvals; and
- Technical knowledge gained from a course on Structured Query Language allows one staff member to administer and manage a SQL server database. It enables the staff member to configure, manage and maintain the SQL server installed at Higher Education Commission

Staff were offered 37 approved professional development opportunities to which 32 were undertaken. Five professional development opportunities could not proceed from March 2020 due to COVID-19 restrictions.

Target 13.2: Recommendations from the capacity needs analysis report implemented

The HEC wishes to be a practical, efficient and strategically focused organisation. The HEC has engaged an external consultant to undertake a capacity needs analysis. As part of the Capacity Needs Analysis a workshop was held with staff focused on developing the HEC's Capability Framework. The Capability Framework will identify core support functions of HEC. The external consultant has also conducted a work-task analysis exercise and is reviewing current role descriptions against the core functions required by the HEC. The activity is expected to be completed by the end of 2020.

Activity 14: Implement Dynamics 365 usage to meet Business Process

Target 14.1: Staff using D365 as the core business application

The IT team successfully worked in customising D365 to assist with the automation of three core processes of the Operations and Quality Assurance team – Registration, Recognition and Review. The software promised to accelerate the recognition, registration and renewal processes for HEIs by allowing contact persons from such HEIs upload documents and application forms on the various online portals accessible through FHEC's website. Once the framework for this undertaking was finalized, it was submitted to the Commission for vetting and approval.

However challenges were faced in its implementation phases as personnel required upskilling to make use of the D365 software. The IT team sought assistance from external consultants to aide in the development of the software and training of staff. However efforts to fully implement the project that was initiated in 2019 were unsuccessful hence this KPI was put on hold.

Target 14.2: HEC Staff continuously adapting to new technologies such as O365 + D365

Microsoft Office is a cloud-based subscription service that bring together the best tools for people to complete tasks while working from

home. Staff members have undergone training workshops with the IT team in its implementation phases to try an address the gap that existed due to the internal lack in capacity.

From the usage reports, the IT team identified the training needs for end users and a training plan has been developed to maximise usage around Microsoft Office 365 and Dynamics 365 CRM applications. With the introduction of this new application software teams become more equipped to work simultaneously on documents of all kinds relevant to their respective projects simultaneously from either a shared office space or remotely hence increasing team efficiency.

Target 14.3: % or number of licenses acquired

The IT Team had assigned 43 out the 45 Office 365 A5 Licenses purchased from the cloud service provider to members of the FHEC Team. Through this license users were granted access to powerful tools such as SharePoint Online, Exchange Online, OneDrive, Planner and Microsoft Teams.

According to the usage report generated from the O365 admin centre, FHEC recorded a increased activity on Exchange online, SharePoint Online and OneDrive, and minimal usage on Microsoft Planner and Teams – which is being addressed through frequent continuous O365 refresher training sessions.

Activity 15: Review HEC Policy Framework

Target 15.1: 1 Finance Policy reviewed and procedures in place

There have been delays in implementing the HEC's automated Finance and Human Resources systems. As such, the review of the Finance Policy has been deferred to the next financial year. The new system needs to be built-in with best practices to capture the finance processes. A Standard Operating Procedure for the Board of Survey has been developed and is pending Commission approval. The SOP has been developed to provide clear guidance on how the BOS should be conducted annually to ensure that the HEC Fixed Assets Register is updated and all HEC assets are correctly and accurately reflected in the HEC audited accounts. Delays from the Government ITC Services and the impact of the COVID-19 pandemic in the latter half of the year have delayed progressing the automated finance and HR systems.

Target 15.2: 14 HR Policies reviewed, and recommendations implemented, procedures are developed and implemented

The HEC scheduled to review Human Resources policies and develop procedures to bridge gaps identified since implementation. One policy on leave has been approved and implemented during this reporting year from November 2019. Insufficient staff capacity is the critical challenge for the HR policy review.

Activity 16: Facilitate General Administration Services

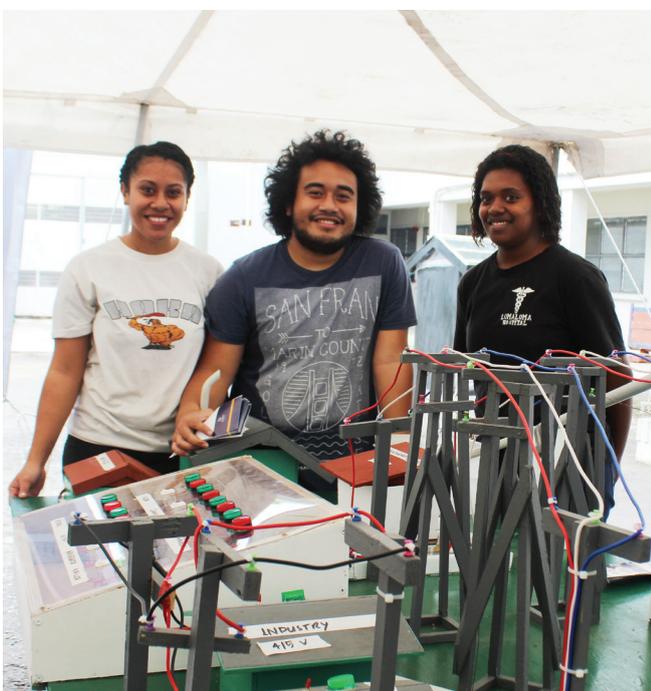
Target 16.1: Corporate Services department provides operational support to HEC

The Corporate Services department provided active support to the HEC as follows:

- The development, publication of the annual report for the FY 2016 - 2017 and endorsement by the Minister of Education, Heritage and Arts. Furthermore, the annual report for FY 2017 - 2018 is undergoing internal approval, and the annual report for FY 2018 - 2019 is in the development stage;
- Conducted a Reflection workshop in May to reflect and re-strategize for the next financial year;
- Provided secretarial support to the Commission and its sub-committees;
- Provided general administrative support to all teams;
- Maintain the records management of the HEC; and
- Facilitated the Organizational M&E and Strategic and Operational Risk management.



Figure 9: A time to evaluate and reflect on a financial year which is nearing its end is often an opportunity to acknowledge the achievements, challenges and lessons identified for continuous improvement. The impact of COVID-19 has pushed the HEC to reflect on our current mode of operations to better prepare for an uncertain future. With the support of our Commission (Board), the staff Secretariat held a reflections workshop on Wednesday 27th May 2020. The workshop was also an opportunity for the Secretariat to carry out a stakeholder mapping activity which stimulated great discussions to explore collaborative opportunities on how the HEC can best meet the needs of the higher education sector.



Activity 17: Manage HEC internal systems (HR & Finance system)

Target 17.1: New HR & Finance system (leave & payroll) is fully operational, and all teams are compliant with reporting requirements

The HEC plans to design, develop, implement and operationalise an automated HR and finance system to move towards automation and improve workflow processes and efficiencies. The design and development phase was completed and submitted to the Government Information Technology and Computing Services for review and endorsement in the latter half of the year. The Government ITC Services manages the tender process. The implementation phase will require the Government ITC Services approval; which is ongoing

Target 17.2: Annual staff satisfaction survey (internal) deployed, and results sent for action

The annual staff satisfaction survey is a powerful survey that the human resources team and the Senior Management Team of the HEC can use to measure and understand employees' attitudes, feedback, motivation and satisfaction. Employee feedback and ideas are invaluable in assisting the HEC in the workplace current dynamics and identifying training and professional development capacity. Measuring employee engagement with regular polls can assist the HEC in identifying issues at an earlier stage. The activity is planned for the next financial year.

Target 17.3: Annual HEC Performance survey report (external) deployed, and results sent for action

The HEC is the national agency mandated by the Higher Education Act, 2008 and subsequent legislation to oversee and foster higher education in Fiji. The HEC Performance Survey is a critical survey to evaluate the performance of the HEC as a regulator and improve its processes. The survey aims to gain valuable feedback from the Higher Education Institutions and other relevant stakeholders regarding the work of HEC. The HEC needed an independent person and organisation to carry out this survey. However, the HEC was unsuccessful in engaging an external consultant to undertake this activity will progress into the new financial year.

Activity 18: Manage back office and administration costs for HEC and projects

Target 18.1: Monthly Finance reports (12) and Annual Audited Accounts submitted

Monthly financial reports provide the Higher Education Commission with a real-time snapshot of funding distribution as the year progresses. During this reporting year the Finance Team completed the annual audit for the 2017- 2018 financial year and ensured that all the back-office costs were managed efficiently.





Financial:

Audited Financial Statements for the
Year ended 31st July 2020

**FIJI HIGHER EDUCATION COMMISSION
COMMISSIONERS' REPORT
FOR THE YEAR ENDED 31 JULY 2020**

In accordance with a resolution of the commissioners, the commission herewith submit the statement of financial position of the commission as at 31 July 2020, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and report as follows:

Commissioners

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

Julian Moti, QC CSI – Chairperson	Filipe Jitoko
Lepani Uluinaviti	Penitiko Talo
Sachin Deo	Sharyne Fong
Fantasha Lockington	Vijay Naidu

Principal Activities

The principal activities during the year remain unchanged and are in accordance with the mandated functions of the commission as per Higher Education Act 2008.

Results

The deficit for the year was \$1,250,175 [2019: surplus \$828,409]

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 bad debts. In the opinion of commissioners, no further provision for doubtful debts is required.

As 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 realized 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 realize.

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.

**FIJI HIGHER EDUCATION COMMISSION
COMMISSIONERS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020**

Unusual Transactions

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

Events Subsequent to Balance Date

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

Other Circumstances

As at the date of this report:

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

As at the date of this report, the commissioners are not aware of any circumstances that have arisen, not otherwise dealt within 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.

**FIJI HIGHER EDUCATION COMMISSION
COMMISSIONERS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020**

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

Dated this 29th day of January 2024.


.....
Chairperson


.....
Commissioner

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT BY COMMISSIONERS
FOR THE YEAR ENDED 31 JULY 2020**

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 year ended 31 July 2020;
- ii. The accompanying statement of changes in equity of the Commission is drawn up so as to give a true and fair view of the changes in equity of the commission for the year ended 31 July 2020;
- 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 2020;
- iv. The accompanying statement of cash flows of the commission is drawn up so as to give a true and fair view of the cash flows of the commission for the year ended 31 July 2020;
- v. The financial statements have been prepared in accordance with the 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 accordance with a resolution of the commissioners.

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

Dated this 29th day of January 2024.


.....
Chairperson


.....
Commissioner

OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



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INDEPENDENT AUDITOR'S REPORT

Fiji Higher Education Commission

Report on the Audit of the Financial Statements

Opinion

I have audited the accompanying financial statements of Fiji Higher Education Commission ("the Commission"), which comprise the Statement of Financial Position as at 31 July 2020, the Statement of Comprehensive Income, Statement of Changes in Equity and 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 2020, 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 for Opinion

I have conducted the 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 our 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 the 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

Without further modifying my opinion, I draw attention to the following:

Property, Plant and Equipment in the Statement of Financial Position which included fully depreciated assets, still held for use, with the cost totalling \$195,941.

My opinion is not modified in respect to these matters.

Other Information

The Management and/or Commissioners are responsible for the other information. The other information comprises annual report but does not include the financial statements and the auditor's report thereon.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with the audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained during the audit, or otherwise appears to be materially misstated. If, based upon the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

Responsibilities of the Management and Those Charged with Governance for the Financial Statements

The Management and Commissioners are responsible for the preparation and fair presentation of the financial statements in accordance with IFRS for SME's, and for such internal control as the Management and Commissioners determine 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, the Management and Commissioners are 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 Commissioners either intend to liquidate the Commission or to cease activities, or have no realistic alternative but to do so.

Those charged with governance 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. 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 and 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 scepticism 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 the Commission's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Management and Commissioners.

- Conclude on the appropriateness of the Management and Commissioners use of the 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 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 those charged with governance 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 our opinion, the financial statements have been prepared in accordance with the requirements of the Higher Education Act 2008 in all material respects, and;

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



Sairusi Dukuno
ACTING AUDITOR-GENERAL



Suva, Fiji
30 January 2024

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 JULY 2020**

Revenue	Notes	2020 (\$)	2019 (\$)
Government Grant	3 (i)	697,238	2,643,891
MFAT Grant	3 (j)	-	50,000
Release of Deferred Income	14	1,507,959	1,553,429
EUPACTVET		-	30,506
Other Refunds		-	14,115
Total Operating Revenue		2,205,197	4,291,941
Expenses			
Depreciation and amortisation expense	11 & 12	(126,596)	(82,101)
Salaries & employee costs	6.1	(1,896,359)	(1,560,026)
Operating expenses	6.2	(1,432,417)	(1,821,405)
Total Operating Expenses		(3,455,372)	(3,463,532)
Operating (loss)/profit for the year		(1,250,175)	828,409
Other comprehensive income		-	-
Total comprehensive (loss)/profit for the year		(1,250,175)	828,409

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 YEAR ENDED 31 JULY 2020**

Particulars	Accumulated Funds	Total
Balance as at 31 July 2017	321,186	321,186
Deficit for the year	(11,125)	(11,125)
Balance as at 31 July 2018	310,061	310,061
Surplus for the year	828,409	828,409
Balance as at 31 July 2019	1,138,470	1,138,470
(Deficit) for the year	(1,250,175)	(1,250,175)
Balance as at 31 July 2020	(111,705)	(111,705)

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

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF FINANCIAL POSITION
AS AT 31 JULY 2020**

Current Assets	Notes	2020 (\$)	2019 (\$)
Cash & cash equivalents	10	1,434,072	2,608,481
Other debtors, deposits and prepayments	7	153,641	13,209
Total Current Assets		1,587,713	2,621,690
Non Current Assets			
Property, plant & equipment	11	308,948	315,782
Intangible Assets	12	187,020	238,771
Total Non Current Assets		495,968	554,553
Total Assets		2,083,681	3,176,243
Current Liabilities			
Trade payables & accruals	8	218,310	255,708
Provisional Tax		2,907	4,417
Provision for annual leave	15	45,557	45,557
Deferred Income	13	1,928,612	1,732,091
Total Current Liabilities		2,195,386	2,037,773
Total Liabilities		2,195,386	2,037,773
Equity			
Accumulated Funds		(111,705)	1,138,470
Other Reserves		-	-
		(111,705)	1,138,470
Total Liabilities & Equity		2,083,681	3,176,243

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

Signed on behalf of the Commission


Chairperson


Commissioner

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 JULY 2020**

	Notes	2020 (\$)	2019 (\$)
Cash flow from Operating Activities			
Receipt of grants and other refunds		2,205,197	2,738,512
Payments to suppliers and employees		(3,311,594)	(1,173,110)
Net cash (used in)/ provided by Operating Activities		(1,106,397)	1,565,402
Cash Flow from Investing Activities			
Acquisition of plant and equipment		(68,012)	(212,430)
Net cash (used in) Investing Activities		(68,012)	(212,430)
Net (decrease)/increase in cash & cash equivalents		(1,174,409)	1,352,972
Cash & cash equivalents at beginning of year		2,608,481	1,255,509
Cash & cash equivalents at the end of the year	10	1,434,072	2,608,481

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 YEAR ENDED 31 JULY 2020**

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 22 Gorrie Street, Suva.

2.0 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 SMEs”).

3.0 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The preparation of the Commission’s financial statements requires management to make judgements, 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 & Equipment

Property, plant & equipment is stated at cost less accumulated depreciation and accumulated impairment losses. Such losses include the cost of replacing part of the plant & 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.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

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

- | | |
|------------------------|-----------|
| • Office Equipment | 12% - 25% |
| • Furniture & Fittings | 12% - 25% |
| • Computer Equipment | 20% - 30% |
| • Software | 12% - 40% |

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

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

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

B) Receivables

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

C) Cash & Cash Equivalents

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

D) Provisions

Provisions are recognized 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 a reliable estimate can be made of the amount of the obligation.

The amount recognized 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.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

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 recognized 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 recognized gross of the amount of Value Added Tax 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 recognized as part of the acquisition of the asset or as part of the expenses 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 the above, this policy was effective from September 2016 as the Fiji Revenue & Customs Services has waived VAT from 2010 to July 2016.

G) Income Tax

The Commission is not subject to Income Tax

H) Trade & Other Payables

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

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020**

I) Government Grant

Government grants received from Ministry of Education are recognized in the statement of 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.

J) MFAT Project

The Commission has signed a five year \$7,328,947 agreement with the Ministry of Foreign Affairs & Trade (MFAT) of New Zealand on 27th June 2016 to improve Higher Education Sector and Commission's internal capabilities.

In the MFAT project funding, a variation was made to allocate \$220,000 as diminishing assistance towards management remuneration for three years bringing the total project value to \$7,548,947. This variation was approved and signed off by MFAT Development Manager and FHEC Board Chairperson on 26/11/2016 and \$100,000 was released to FHEC in 2016/2017.

K) 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.

- Industry Segment – The Commission operates predominantly in the education sector.
- Geographical Segment – The Commission operates predominantly in Fiji and is therefore one geographical area for reporting purposes.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

4.0 CRITICAL ACCOUNTING ESTIMATES & JUDGEMENTS

A) Depreciation

In relation to acquired property, plant & 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 that 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) Amortization/Impairment of Intangible Assets

In relation to acquired intangible assets, the Commissioners and management apply judgement to determine the amortization period based on the expected useful life 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 Commissioner's assessment of useful lives or recoverable amount involves making a judgement, at a particular point in time, about inherent uncertain future outcomes of events or conditions. Accordingly, subsequent events may result in outcomes that are significantly different from assessment.

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

5.0 RISK MANAGEMENT

Operational risk management is carried out by the Senior Management Team (SMT). The SMT identifies, evaluates and monitors risks in close co-operation with operations team. The Commissioners provide policies for overall risk management. The Commission has put in place insurance covers as part of risk management activity and the covers are as follows:

Public Liability Cover

Personal Accident Cover

Directors and Officers Cover

Fire & Perils

Travel Insurance

Money Cover

All Risk Cover

Burglary & Fidelity Guarantee

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

6.0 OPERATING EXPENSES

6.1 Employment Benefit Expense

	2020 (\$)		2019 (\$)
Wages and salaries	1,628,683	\$	1,316,172
Superannuation contributions	267,676	\$	243,854
	1,896,359	\$	1,560,026

6.2 Operating Expenses

	2020 (\$)	2019 (\$)
Allowances	78,625	108,511
Travel & Subsistence	97,612	162,548
Training Facilities & Materials	40,906	99,415
Bank Charges	6,335	5,531
Utility Bills	167,809	164,198
Vehicle Expense	4,122	4,125
Publication/subscription	60,860	149,815
Conference workshop seminars	14,313	99,698
Other Expenses	202,744	141,128
Audit Fees	5,490	5,464
Consultancy Fees	753,601	880,972
	1,432,417	1,821,405

7.0 Other Debtors, Deposits & Pre-payments

	2020 (\$)	2019 (\$)
Prepayments & other receivables	134,922	11,587
VAT Receivable	18,719	-
Bond receivable	-	1,622
	153,641	13,209

8.0 Trade Payables & Other Accruals

	2020 (\$)		2019 (\$)
Trade Creditors	7,288	\$	30,033
VAT Payable	-	\$	65,893
VISA Credit Card	1,602	\$	1,907
Accruals & Other Liabilites	209,420	\$	157,875
	218,310	\$	255,708

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020**

The Commission has an ANZ visa credit card cash advanced facility with a limit of FJD 4,000 which is mainly used for payment of licensing and subscription fees which is paid through the operating account for any monthly outstanding balances and any overdue balances has an interest rate of 0.0561% as daily chargeable rates.

9.0 Allowances

	2020 (\$)	2019 (\$)
Higher Education Commission	19,350	13,776
Fiji Qualification Council	8,300	7,700
Registration Committee	-	437
Attachees & Amenities	50,975	34,353
Assessors Fees	-	3,810
Standard Setting Committee	-	48,435
	78,625	108,511

10.0 Cash & Cash Equivalents

Cash & Cash Equivalents consist of cash at bank accounts maintained with ANZ bank.

	2020 (\$)	2019 (\$)
Government Grant A/C: 11447457	231,055	1,435,407
MFAT Account	1,201,017	1,170,074
Petty Cash & Cash on hand	2,000	3,000
	1,434,072	\$ 2,608,481

The Purpose of the bank accounts are as follows:

- Government grant account captures all inflows and outflows of cash related to operation of the Commission.
- FNU Grant account captures all inflows and outflows of cash related to National Qualification Implementation Project.
- MFAT Project account captures all inflows and outflows of cash related to MFAT Project.
- Asia Pacific Quality Network (APQN) and International Network for Quality Assurance Agency in Higher Education (INQAAHE) account captures all inflows and outflows of cash related to hosting of conference.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

11.0 Property, Plant & Equipment

	Literature (\$)	Office Equipment (\$)	Computer Equipment (\$)	Furniture & Fittings (\$)	Total (\$)
Cost					
Balance as at 31 July 2019	9,865	98,507	276,963	239,243	624,578
Additions	-	23,142	27,922	16,947	68,011
Disposals	-	-	-	-	-
Balance as at 31 July 2020	9,865	121,649	304,885	256,190	692,589
Accumulated Depreciation					
Balance as at 31 July 2019	114	39,653	189,332	79,697	308,796
Depreciation for the year	989	13,289	33,484	27,083	74,845
Disposals	-	-	-	-	-
Balance as at 31 July 2020	1,103	52,942	222,816	106,780	383,641
Carrying Amount					
Carrying Amount At Beginning	9,751	58,854	87,631	159,546	315,782
Carrying Amount At Year End	8,762	68,707	82,069	149,410	308,948

12.0 Intangible Assets

	Software (\$)	Database (\$)	Total (\$)
Cost			
Cost at Beginning	141,375	140,211	281,586
Additions	-	-	-
Closing Balance	141,375	140,211	281,586
Accumulated Depreciation			
Acc Depreciation at Beginning	42,815	-	42,815
Depreciation for the year	16,698	35,053	51,751
Closing Balance	59,513	35,053	94,566
Carrying Amount			
Carrying Amount At Beginning	98,560	140,211	238,771
Carrying Amount At Year End	81,862	105,158	187,020

The Database System (comprising of various operational modules) was developed with the aim to capture institutional data, student data and provision for online application, assessment and moderation and generating certificates.

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020**

The development of the database was contracted out and due to a state of dispute, the Commission had exited the contract on 28th August 2017. The total project cost incurred as at 31st July 2018 was \$140,211.

While the Commission has no control over the database systems, it has potential benefits that could accrue value to the Commission in the future.

The Commission has therefore approved for the Secretariat to proceed with actions to salvage the project. Actions since undertaken include:

- Established contact with vendor and initiated first meeting in efforts to address the dispute.
- Upon request the Commission has received statement of claim and conditions to regain access to the system.
- Based on prudence, the Commission has decided to carry the value of the investment in its books as assets until all avenues have been exhausted in efforts to recover the investment.

The plan:

- The Commission wishes to re-establish the relation with the vendor and complete the project.
- The Commission plans to gain access and control of the systems under fresh arrangements with consultant.
- Conduct an independent assessment of the system developed thus far once access is restored.
- Verify the statement of claim and clear all matters of dispute.
- The independent assessment report will be used to determine future actions in order to salvage the investment.

Progress:

- The in-house IT Team has found a way to salvage the database system whereby the existing infrastructure and template is used to link the database to the official website database. This initiative allowed the Commission to save on engaging a Developer to migrate existing data. The database is in use from 3rd July 2019.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

13.0 Deferred Income

	2020 (\$)	2019 (\$)
Government Grant		
Opening Balance	389,667	366,374
Additions	6,723	82,844
Release To Income Statement	(56,784)	(59,551)
	339,606	389,667
MFAT Grant		
Opening Balance	1,337,374	847,053
Additions	1,697,757	1,905,719
Release To Income Statement	(1,449,339)	(1,415,398)
	1,585,792	1,337,374
EUPACTVET Grant		
Opening Balance	5,050	83,530
Additions	-	-
Release To Income Statement	(1,836)	(78,480)
	3,214	5,050
Totals	1,928,612	1,732,091

14.0 Release of Deferred Income

	2020 (\$)	2019 (\$)
Amortization of Charge - Government Grant	56,784	59,551
Amortization of Charge - MFAT	1,449,339	1,415,398
Amortization of Charge - EUPACTVET	1,836	78,480
	1,507,959	1,553,429

15.0 Provision for Annual Leave

	2020 (\$)	2019 (\$)
Opening Balance	45,557	34,953
Adjustment to opening balance	-	(5,441)
Additions	24,815	97,875
	70,372	127,387
Leave taken	(24,815)	(81,830)
Closing Balance at year end	45,557	45,557

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020

16.0 Consultancy Fees

	2020 (\$)	2019 (\$)
Overseas Consultants	617,035	558,182
Local Consultants	136,566	322,791
	753,601	880,973

17.0 Commitments & Contingencies

- Capital commitment expenditure at balance date amounted to \$100,000 (2019: \$56,981)
- Contingent Liabilities at balance date amounted to nil.
- Operating lease commitments at balance date amounted to nil.

18.0 Principal Activity

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

19.0 Subsequent Events

The coronavirus disease (COVID-19) outbreak has developed rapidly, bringing a significant health impact globally. Measures taken to contain the virus are already having a significant impact on global markets and economic activity. Fiji is also feeling the impact of business disruption and levels of activity already reducing in several market sectors, particularly from the second wave of the pandemic due to the delta variant.

There has not been a significant impact on the business to date. It is not possible to estimate the impact of the outbreak's near-term and longer effects or the Governments varying efforts to combat the outbreak and support businesses. This being the case, it is not considered practicable to provide a quantitative or qualitative estimate of the potential impact of this outbreak on the Commission at this time.

The financial statements have been prepared based upon conditions existing as at 31 July 2020 and considering those events occurring within and subsequent to that date, that provide evidence of conditions that existed at the end of the reporting period. As the outbreak of COVID-19 occurred within the financial year, its impact is considered an event that is indicative of conditions that arose after the reporting period and accordingly, no adjustments have been made to financial statements as at 31 July 2020 for the impacts of COVID-19.

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2020**

20.0 Comparative Figures

Where necessary amounts relating to prior years have been re-classified to facilitate comparison and achieve consistency in disclosure with current year amounts.

21.0 Commission Details

Registered Office

22 Gorrie Street,
Red Cross Building,
Suva,
Fiji.

Number of Employees⁶

As at balance date, the Commission employed 34 employees.

22.0 Commission Transactions Administered for The Fiji Government

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

<u>2020 (\$)</u>	<u>2019 (\$)</u>
(12 months)	(12 months)
33,923	88,985

23.0 Related Party Disclosure

Management

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

- Lucia Kafoa (Resigned: Oct 2020) - Senior Manager Finance and Data Management Systems
- Shirleen Aziza Ali (Resigned: 16th June 2020) - Senior Manager Corporate Services
- Nikhat (Terminated: 30th June 2020) - Interim Director

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

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

	<u>2020 (\$)</u>	<u>2019 (\$)</u>
Salaries and superannuation	\$424,603	\$441,232

Acronyms

A&E.....	Access and Equity
ABP	Annual Business Plan
AQF	Australian Qualifications Framework
BOS.....	Board of Survey
CATD	Centre for Appropriate Technology and Development
CBA.....	Competency-Based Assessment
CS.....	Corporate Services
CTI.....	Caregivers Training Institute
DTC.....	Davuilevu Theological College
ECE.....	Early Childhood Education
EQAP.....	Educational Quality and Assessment Programme
FAR.....	Fixed Assets Register
FDMS.....	Finance and Data Management Systems
FEMIS	Fiji Education Management Information System
FNQF.....	Fiji National Qualifications Framework
FNU.....	Fiji National University
FQC	Fiji Qualifications Council
FRCS	Fiji Revenue and Customs Services
FTAF	Fiji Teacher Attributes Framework
FTRA	Fiji Teachers Registration Authority
GOS.....	Graduate Outcomes Survey
HE.....	Higher Education
HEC.....	Higher Education Commission
HEIs.....	Higher Education Institutions
HES.....	Higher Education Strategy
HR	Human Resources
ISACs.....	Industry Standards Advisory Committees
ISCED	International Standard Classification of Data
IT	Information Technology
ITC.....	Information Technology and Computing
MEHA	Ministry of Education, Heritage and Arts
MOU.....	Memorandum of Understanding
MTI	Montfort Technical Institute

MWVTC	Makoi Women's Vocational Training Centre
NATI	Navuso Agriculture Technical Institute
NC	National Certificate
NEC	National Employment Centre
NQs	National Qualifications
NTPC	National Training and Productivity Centre
NZQA	New Zealand Qualifications Authority
OGC	Operational Governance Committee
OQA	Operations and Quality Assurance
PFS	Pacific Flying School
POS	Programmes of Study
QA	Quality Assurance
QS	Quality Standards
RC	Review Committee
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RR	Recognition and Registration Committee
RRG	Research Reference Group
SINU	Solomon Islands National University
SIT	Sangam Institute of Technology
SITESA	Solomon Islands Tertiary Education and Skills Authority
SMT	Senior Management Team
SOP	Standard Operating Procedures
SPC	The Pacific Community
SPF	Strategic Performance Framework
SQL	Structured Query Language
TEST	Technology and Employment Skills Training
TSLB	Tertiary Scholarships and Loans Board
TSLS	Tertiary Scholarships and Loans Service
TTIs	Teacher Training Institutions
TVET	Technical and Vocational Educational and Training
USP	The University of the South Pacific
VTC	Vivekananda Technical Centre

Appendix

Appendix 1 – Financial Year 2019-2020 Statistics

ⁱ11 NQs Developed (New):

1. NC in Music (Level 2)
2. NC in Agriculture (Dairy Prod.) (Level 2)
3. NC in Agriculture (Dairy Prod.) (Level 3)
4. NC in Agriculture (Dairy Prod.) (Level 4)
5. NC in Meat Processing (Abattoir) (Level 2)
6. NC in Meat Processing (Butcher) (Level 2)
7. NC in Meat Processing (Butcher) (Level 3)
8. NC in Agriculture – Cane Cultivation (Level 2)
9. NC in Agriculture – Cane Harvesting (Level 2)
10. NC in Agriculture – Cane Haulage (Level 2)
11. National Diploma in Early Childhood and Care (Level 5)

ⁱⁱ16 NQs Reviewed:

1. NC in Fitting and Machining (Level 1)
2. NC in Fitting and Machining (Level 2)
3. NC in Fitting and Machining (Level 3)
4. NC in Fitting and Machining (Level 4)
5. NC in Heavy Commercial Vehicle Mechanic (Level 1)
6. NC in Heavy Commercial Vehicle Mechanic (Level 2)
7. NC in Heavy Commercial Vehicle Mechanic (Level 3)
8. NC in Heavy Commercial Vehicle Mechanic (Level 4)
9. NC in Carpentry (Level 1)
10. NC in Carpentry (Level 2)

11. NC in Joinery and Interior Finishes (Level 1)
12. NC in Joinery and Interior Finishes (Level 2)
13. NC in Heavy Mobile Plant Mechanic (Level 1)
14. NC in Heavy Mobile Plant Mechanic (Level 2)
15. NC in Heavy Mobile Plant Mechanic (Level 3)
16. NC in Heavy Mobile Plant Mechanic (Level 4)

Provider Qualifications registered on the Fiji National Qualifications Framework as of 31 July 2020

No.	Qualification title (English/ Non-English)	Higher Education Institution	FQF Level	Period	Status
1	Post Graduate Diploma in Oral Surgery	Fiji National University	8	16/12/2015 – 15/12/2020	Current
2	Bachelor of Theology (Honours)	Fulton Adventist University College	8	30/06/2016 – 29/06/2021	Current
3	Post Graduate Diploma in Theology	Fulton Adventist University College	8	30/06/2016 – 29/06/2021	Current
4	Bachelor of Nursing Science	Sangam Institute of Technology	7	30/06/2016 – 29/06/2021	Current
5	Certificate in Accounting (Level 4)	The University of the South Pacific	4	30/06/2016 – 29/06/2021	Current
6	Certificate in Commercial Cookery (Level 3)	The University of the South Pacific	3	30/06/2016 – 29/06/2021	Current
7	Certificate in Hospitality Operations (Events, Food & Beverage and Front Office Operations) (Level 4)	The University of the South Pacific	4	30/06/2016 – 29/06/2021	Current
8	Certificate in Human Resource Management (Level 4)	The University of the South Pacific	4	30/06/2016 – 29/06/2021	Current
9	Certificate in Information Technology (Level 4)	The University of the South Pacific	4	30/06/2016 – 29/06/2021	Current
10	Certificate in Office Management (Level 4)	The University of the South Pacific	4	30/06/2016 – 29/06/2021	Current
11	Certificate in Project Management (Level 4)	The University of the South Pacific	4	30/06/2016 – 29/06/2021	Current
12	Diploma in Accounting	The University of the South Pacific	5	30/06/2016 – 29/06/2021	Current
13	Diploma in Information Technology	The University of the South Pacific	5	30/06/2016 – 29/06/2021	Current
14	Diploma in Office Management	The University of the South Pacific	5	30/06/2016 – 29/06/2021	Current
15	Master in Renewable Energy Management	University of Fiji	9	30/06/2016 – 29/06/2021	Current
16	Certificate in Fisheries Enforcement and Compliance (Level 4)	The University of the South Pacific	4	02/02/2017 – 01/02/2022	Current
17	Certificate in Library/ Information Studies (Level 4)	The University of the South Pacific	4	02/02/2017 – 01/02/2022	Current
18	Certificate in Commercial Cookery (Level 4)	The University of the South Pacific	4	22/05/2017 – 21/05/2022	Current
19	Diploma of Human Resources Management	The University of the South Pacific	5	04/06/2017 – 03/06/2022	Current
20	Bachelor of Geospatial Science	The University of the South Pacific	7	26/10/2017 – 25/10/2022	Current
21	Certificate in Early Childhood Education and Care (Level 4)	The University of the South Pacific	4	26/10/2017 – 25/10/2022	Current
22	Certificate in Training, Assessment and Evaluation (Level 4)	The University of the South Pacific	4	26/10/2017 – 25/10/2022	Current
23	Certificate in Production Horticulture (Level 3)	Vivekananda Technical Centre	3	26/10/2017 – 25/10/2022	Current
24	Master of Public Health in Non-Communicable Diseases	Fiji National University	9	14/12/2017 – 13/12/2022	Current
25	Bachelor of Applied Social Science	Fiji National University	7	28/03/2018 – 27/03/2023	Current
26	Bachelor of Arts (Language & Literature)	Fiji National University	7	28/03/2018 – 27/03/2023	Current
27	Bachelor of Education in Early Childhood	Fiji National University	7	28/03/2018 – 27/03/2023	Current
28	Bachelor of Engineering (Civil) with Honours	Fiji National University	8	28/03/2018 – 27/03/2023	Current
29	Bachelor of Engineering (Electrical) with Honours	Fiji National University	8	28/03/2018 – 27/03/2023	Current
30	Bachelor of Engineering (Electronics/ Instrumentation & Control) with Honours	Fiji National University	8	28/03/2018 – 27/03/2023	Current
31	Bachelor of Engineering (Electronics/ Telecommunication & Networking) with Honours	Fiji National University	8	28/03/2018 – 27/03/2023	Current
32	Bachelor of Engineering (Mechanical) with Honours	Fiji National University	8	28/03/2018 – 27/03/2023	Current
33	Bachelor of Urban & Regional Planning (Honours)	Fiji National University	8	28/03/2018 – 27/03/2023	Current
34	Certificate in Ageing and Community Support Care (Level 4)	Fiji National University	4	28/03/2018 – 27/03/2023	Current
35	Certificate in Automotive Bodyworks (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
36	Certificate in Automotive Engineering (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
37	Certificate in Beauty Therapy and Spa (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
38	Certificate in Carpentry (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
39	Certificate in Carpentry (Level 4)	Fiji National University	4	28/03/2018 – 27/03/2023	Current
40	Certificate in Child Care (Level 4)	Fiji National University	4	28/03/2018 – 27/03/2023	Current
41	Certificate in Engineering (Electrical) (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
42	Certificate in Engineering (Electronics) (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
43	Certificate in Fabrication & Welding (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
44	Certificate in Fitting and Machining (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
45	Certificate in Geology, Mining and Quarrying (Level 4)	Fiji National University	4	28/03/2018 – 27/03/2023	Current
46	Certificate in Hairdressing (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
47	Certificate in Joinery and Cabinet Making (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
48	Certificate in Plant Maintenance (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
49	Certificate in Plant Maintenance/ Manufacturing Engineering (Level 4)	Fiji National University	4	28/03/2018 – 27/03/2023	Current

50	Certificate in Plumbing & Sheetmetal (Level 4)	Fiji National University	4	28/03/2018 – 27/03/2023	Current
51	Certificate in Plumbing and Sheetmetal (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
52	Certificate in Printing Technology (Level 3)	Fiji National University	3	28/03/2018 – 27/03/2023	Current
53	Certificate in Teaching of TVET (Level 5) <i>*known in FNU as a Higher Education programme</i>	Fiji National University	5	28/03/2018 – 27/03/2023	Current
54	Diploma in Architectural Drafting	Fiji National University	6	28/03/2018 – 27/03/2023	Current
55	Diploma in Construction	Fiji National University	6	28/03/2018 – 27/03/2023	Current
56	Diploma in Engineering (Agricultural)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
57	Diploma in Engineering (Automotive)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
58	Diploma in Engineering (Civil)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
59	Diploma in Engineering (Electrical)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
60	Diploma in Engineering (Electronics/ Instrumentation & Control)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
61	Diploma in Engineering (Electronics/ Telecommunication & Networking)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
62	Diploma in Engineering (Mechanical)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
63	Diploma in Engineering (Plant)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
64	Diploma in Engineering (Renewable and Sustainable)	Fiji National University	6	28/03/2018 – 27/03/2023	Current
65	Diploma in Land Surveying	Fiji National University	6	28/03/2018 – 27/03/2023	Current
66	Diploma in Quantity Surveying	Fiji National University	6	28/03/2018 – 27/03/2023	Current
67	Diploma in Transport Technology and Management	Fiji National University	6	28/03/2018 – 27/03/2023	Current
68	Doctor of Philosophy (Biology)	Fiji National University	10	28/03/2018 – 27/03/2023	Current
69	Doctor of Philosophy (Chemistry)	Fiji National University	10	28/03/2018 – 27/03/2023	Current
70	Doctor of Philosophy (Mathematics)	Fiji National University	10	28/03/2018 – 27/03/2023	Current
71	Doctor of Philosophy (Physics)	Fiji National University	10	28/03/2018 – 27/03/2023	Current
72	Master of Education/ Master of Arts in Education	Fiji National University	9	28/03/2018 – 27/03/2023	Current
73	Master of Engineering	Fiji National University	9	28/03/2018 – 27/03/2023	Current
74	Master of Oral Surgery	Fiji National University	9	28/03/2018 – 27/03/2023	Current
75	Master of Science (Mathematics)	Fiji National University	9	28/03/2018 – 27/03/2023	Current
76	Master of Science in Biology	Fiji National University	9	28/03/2018 – 27/03/2023	Current
77	Master of Science in Chemistry	Fiji National University	9	28/03/2018 – 27/03/2023	Current
78	Master of Science in Physics	Fiji National University	9	28/03/2018 – 27/03/2023	Current
79	Post Graduate Diploma in Environmental Conservation and Climate Change	Fiji National University	8	28/03/2018 – 27/03/2023	Current
80	Postgraduate Diploma in Biology	Fiji National University	8	28/03/2018 – 27/03/2023	Current
81	Postgraduate Diploma in Chemistry	Fiji National University	8	28/03/2018 – 27/03/2023	Current
82	Postgraduate Diploma in Education	Fiji National University	8	28/03/2018 – 27/03/2023	Current
83	Postgraduate Diploma in Physics	Fiji National University	8	28/03/2018 – 27/03/2023	Current
84	Postgraduate Diploma in Science (Mathematics)	Fiji National University	8	28/03/2018 – 27/03/2023	Current
85	Certificate in Carpentry (Level 3)	Ministry of Youth and Sports	3	28/03/2018 – 27/03/2023	Current
86	Certificate in Music, Bandsman and Performance (Level 4)	Ministry of Youth and Sports	4	28/03/2018 – 27/03/2023	Current
87	Certificate in Organic Agriculture (Level 4)	Ministry of Youth and Sports	4	28/03/2018 – 27/03/2023	Current
88	Bachelor of Science in Agriculture	Fiji National University	7	16/05/2018 – 15/05/2023	Current
89	Bachelor of Science in Forestry	Fiji National University	7	16/05/2018 – 15/05/2023	Current
90	Certificate in Hair Dressing (Level 3)	Fiji National University	3	16/05/2018 – 15/05/2023	Current
91	Certificate in Joinery and Cabinet Making	Fiji National University	4	16/05/2018 – 15/05/2023	Current
92	Certificate in Community Development (Level 3)	The University of the South Pacific	3	25/07/2018 – 24/07/2023	Current
93	Certificate in Small Business Development & Management (Level 3)	The University of the South Pacific	3	25/07/2018 – 24/07/2023	Current
94	Diploma in Business Management (Professional)	The University of the South Pacific	6	25/07/2018 – 24/07/2023	Current
95	Bachelor of Science in Fisheries	Fiji National University	7	02/10/2018 – 01/10/2023	Current
96	Certificate in Film and Television (Level 4)	Fiji National University	4	02/10/2018 – 01/10/2023	Current
97	Certificate in Music (Level 4)	Fiji National University	4	02/10/2018 – 01/10/2023	Current
98	Diploma in Agroforestry <i>*known in FNU as a Trade programme</i>	Fiji National University	5	02/10/2018 – 01/10/2023	Current
99	Diploma in Forestry <i>*known in FNU as a Trade programme</i>	Fiji National University	5	02/10/2018 – 01/10/2023	Current
100	Diploma in Transport Technology and Management (Roads)	Fiji National University	6	02/10/2018 – 01/10/2023	Current
101	Certificate in Early Childhood Education and Care (Level 3)	The University of the South Pacific	3	02/10/2018 – 01/10/2023	Current
102	Diploma in Early Childhood Education and Care	The University of the South Pacific	5	02/10/2018 – 01/10/2023	Current
103	Diploma of Counselling	The University of the South Pacific	5	02/10/2018 – 01/10/2023	Current
104	Certificate in Production Horticulture (Level 4)	Vivekananda Technical Centre	4	02/10/2018 – 01/10/2023	Current
105	Diploma of Theology	Pacific Regional Seminary	6	05/12/2018 – 04/12/2023	Current
106	Bachelor of Arts and Graduate Certificate in Education	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current

107	Bachelor of Arts in Education	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
108	Bachelor of Arts in History	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
109	Bachelor of Arts in Journalism	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
110	Bachelor of Arts in Linguistics	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
111	Bachelor of Arts in Literature	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
112	Bachelor of Arts in Literature and Language	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
113	Bachelor of Arts in Marine Management	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
114	Bachelor of Arts in Pacific Policing	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
115	Bachelor of Arts in Pacific Studies, Heritage and Arts	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
116	Bachelor of Arts in Psychology	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
117	Bachelor of Arts in Social Work	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
118	Bachelor of Arts in Sociology	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
119	Bachelor of Commerce and Graduate Certificate in Education	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
120	Bachelor of Education (Early Childhood Education & Care)	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
121	Bachelor of Education (Primary)	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
122	Bachelor of Education (Secondary)	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
123	Bachelor of Engineering in Civil	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
124	Bachelor of Science and Graduate Certificate in Education	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
125	Bachelor of Science in Biology	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
126	Bachelor of Science in Chemistry	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
127	Bachelor of Science in Marine Science	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
128	Bachelor of Science in Physics	The University of the South Pacific	7	05/12/2018 – 04/12/2023	Current
129	Bachelor of Divinity	Pacific Regional Seminary	7	18/01/2019 – 17/01/2024	Current
130	Bachelor in Nautical Science	Fiji National University	7	03/04/2019 – 02/04/2024	Current
131	Certificate in Commercial Agriculture (Level 3)	Fiji National University	3	03/04/2019 – 02/04/2024	Current
132	Diploma in Animal Health <i>*known in FNU as a Higher Education programme</i>	Fiji National University	6	03/04/2019 – 02/04/2024	Current
133	Diploma in Animal Husbandry <i>*known in FNU as a Trade programme</i>	Fiji National University	5	03/04/2019 – 02/04/2024	Current
134	Diploma in Marine Engineering	Fiji National University	5	03/04/2019 – 02/04/2024	Current
135	Diploma in Nautical Science	Fiji National University	5	03/04/2019 – 02/04/2024	Current
136	Postgraduate Diploma in Dermatology	Fiji National University	8	03/04/2019 – 02/04/2024	Current
137	Postgraduate Diploma in Family Medicine	Fiji National University	8	03/04/2019 – 02/04/2024	Current
138	Postgraduate Diploma in Health Services Management	Fiji National University	8	03/04/2019 – 02/04/2024	Current
139	Bachelor of Arts and Bachelor of Laws	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
140	Bachelor of Arts in Environmental Management	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
141	Bachelor of Arts in Geography	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
142	Bachelor of Commerce and Bachelor of Laws	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
143	Bachelor of Laws	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
144	Bachelor of Science in Environmental Science	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
145	Bachelor of Science in Geography	The University of the South Pacific	7	03/04/2019 – 02/04/2024	Current
146	Bachelor of Arts in iTaukei and Management	University of Fiji	7	03/04/2019 – 02/04/2024	Current
147	Bachelor of Laws	University of Fiji	7	03/04/2019 – 02/04/2024	Current
148	Bachelor of Medicine and Bachelor of Surgery	University of Fiji	7	03/04/2019 – 02/04/2024	Current
149	Bachelor of Nursing Post Registration <i>*In Service</i>	University of Fiji	7	03/04/2019 – 02/04/2024	Current
150	Bachelor of Public Health & Primary Health Care	University of Fiji	7	03/04/2019 – 02/04/2024	Current
151	Diploma in iTaukei Language and Culture	University of Fiji	6	03/04/2019 – 02/04/2024	Current
152	Doctor of Philosophy in International Relations and Diplomacy	University of Fiji	10	03/04/2019 – 02/04/2024	Current
153	Doctor of Philosophy in Law	University of Fiji	10	03/04/2019 – 02/04/2024	Current
154	Master of International Relations and Diplomacy	University of Fiji	9	03/04/2019 – 02/04/2024	Current
155	Master of Laws	University of Fiji	9	03/04/2019 – 02/04/2024	Current
156	Postgraduate Certificate in Peacekeeping	University of Fiji	8	03/04/2019 – 02/04/2024	Current
157	Postgraduate Diploma in International Relations	University of Fiji	8	03/04/2019 – 02/04/2024	Current
158	Postgraduate Diploma in Legal Practice	University of Fiji	8	03/04/2019 – 02/04/2024	Current
159	Bachelor of Arts (English and iTaukei)	University of Fiji	7	05/07/2019 – 04/07/2024	Current
160	Bachelor of Arts (English Language and Literature & Information Technology)	University of Fiji	7	05/07/2019 – 04/07/2024	Current
161	Bachelor of Arts (English Language and Literature & Management)	University of Fiji	7	05/07/2019 – 04/07/2024	Current
162	Bachelor of Arts (Hindi Language and Indian Culture & English Language and Literature)	University of Fiji	7	05/07/2019 – 04/07/2024	Current
163	Bachelor of Commerce in Accounting	University of Fiji	7	05/07/2019 – 04/07/2024	Current

164	Bachelor of Commerce in Accounting & Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
165	Bachelor of Commerce in Accounting & Mathematics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
166	Bachelor of Commerce in Accounting and Economics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
167	Bachelor of Commerce in Economics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
168	Bachelor of Commerce in Economics and Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
169	Bachelor of Commerce in Management	University of Fiji	7	05/07/2019 – 04/07/2024	Current
170	Bachelor of Commerce in Management and Accounting	University of Fiji	7	05/07/2019 – 04/07/2024	Current
171	Bachelor of Commerce in Management and Economics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
172	Bachelor of Commerce in Management and Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
173	Bachelor of Environmental Science	University of Fiji	7	05/07/2019 – 04/07/2024	Current
174	Bachelor of Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
175	Bachelor of Science in Biology and Chemistry	University of Fiji	7	05/07/2019 – 04/07/2024	Current
176	Bachelor of Science in Biology and Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
177	Bachelor of Science in Chemistry and Physics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
178	Bachelor of Science in Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
179	Bachelor of Science in Information Technology and Mathematics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
180	Bachelor of Science in Physics and Information Technology	University of Fiji	7	05/07/2019 – 04/07/2024	Current
181	Bachelor of Science in Physics and Mathematics	University of Fiji	7	05/07/2019 – 04/07/2024	Current
182	Bachelor of Teaching (Primary) <i>*In Service</i>	University of Fiji	7	05/07/2019 – 04/07/2024	Current
183	Certificate in Foundation Studies (Commerce)	University of Fiji	4	05/07/2019 – 04/07/2024	Current
184	Certificate in Foundation Studies (Science)	University of Fiji	4	05/07/2019 – 04/07/2024	Current
185	Diploma in Accounting	University of Fiji	6	05/07/2019 – 04/07/2024	Current
186	Diploma in Economics	University of Fiji	6	05/07/2019 – 04/07/2024	Current
187	Diploma in Hindi Language and Indian Culture	University of Fiji	6	05/07/2019 – 04/07/2024	Current
188	Diploma in Information Technology	University of Fiji	6	05/07/2019 – 04/07/2024	Current
189	Diploma in English Language and Literature	University of Fiji	6	05/07/2019 – 04/07/2024	Current
190	Diploma in Management	University of Fiji	6	05/07/2019 – 04/07/2024	Current
191	Doctor of Education	University of Fiji	10	05/07/2019 – 04/07/2024	Current
192	Doctor of Philosophy in Accounting	University of Fiji	10	05/07/2019 – 04/07/2024	Current
193	Doctor of Philosophy in English Literature	University of Fiji	10	05/07/2019 – 04/07/2024	Current
194	Doctor of Philosophy in Management	University of Fiji	10	05/07/2019 – 04/07/2024	Current
195	Graduate Diploma in Teaching	University of Fiji	7	05/07/2019 – 04/07/2024	Current
196	Master of Arts (English Literature)	University of Fiji	9	05/07/2019 – 04/07/2024	Current
197	Master of Arts in Teaching English as a Second Language	University of Fiji	9	05/07/2019 – 04/07/2024	Current
198	Master of Arts in Governance and Public Policy	University of Fiji	9	05/07/2019 – 04/07/2024	Current
199	Master of Arts in Hindi Literature and Indian Culture	University of Fiji	9	05/07/2019 – 04/07/2024	Current
200	Master of Business Administration (General Management)	University of Fiji	9	05/07/2019 – 04/07/2024	Current
201	Master of Business Administration (Human Resources Management)	University of Fiji	9	05/07/2019 – 04/07/2024	Current
202	Master of Business Administration (Tourism & Hospitality Management)	University of Fiji	9	05/07/2019 – 04/07/2024	Current
203	Master of Commerce (Accounting)	University of Fiji	9	05/07/2019 – 04/07/2024	Current
204	Master of Commerce in Economics	University of Fiji	9	05/07/2019 – 04/07/2024	Current
205	Master of Commerce in Management	University of Fiji	9	05/07/2019 – 04/07/2024	Current
206	Master of Educational Leadership	University of Fiji	9	05/07/2019 – 04/07/2024	Current
207	Master of Information Technology	University of Fiji	9	05/07/2019 – 04/07/2024	Current
208	Master of Science in Information Technology	University of Fiji	9	05/07/2019 – 04/07/2024	Current
209	Master of Teaching	University of Fiji	9	05/07/2019 – 04/07/2024	Current
210	Postgraduate Certificate in Business Administration (General Management)	University of Fiji	8	05/07/2019 – 04/07/2024	Current
211	Postgraduate Certificate in Business Administration (Human Resources Management)	University of Fiji	8	05/07/2019 – 04/07/2024	Current
212	Postgraduate Certificate in Business Administration (Tourism & Hospitality Management)	University of Fiji	8	05/07/2019 – 04/07/2024	Current
213	Postgraduate Certificate in International Relations	University of Fiji	8	05/07/2019 – 04/07/2024	Current
214	Postgraduate Diploma in Accounting	University of Fiji	8	05/07/2019 – 04/07/2024	Current
215	Postgraduate Diploma in Business Administration	University of Fiji	8	05/07/2019 – 04/07/2024	Current

	(General Management)				
216	Postgraduate Diploma in Business Administration (Human Resources Management)	University of Fiji	8	05/07/2019 – 04/07/2024	Current
217	Postgraduate Diploma in Business Administration (Tourism & Hospitality Management)	University of Fiji	8	05/07/2019 – 04/07/2024	Current
218	Postgraduate Diploma in Economics	University of Fiji	8	05/07/2019 – 04/07/2024	Current
219	Postgraduate Diploma in Education	University of Fiji	8	05/07/2019 – 04/07/2024	Current
220	Postgraduate Diploma in Educational Leadership	University of Fiji	8	05/07/2019 – 04/07/2024	Current
221	Postgraduate Diploma in Energy and Environment	University of Fiji	8	05/07/2019 – 04/07/2024	Current
222	Postgraduate Diploma in English Language and Literature	University of Fiji	8	05/07/2019 – 04/07/2024	Current
223	Postgraduate Diploma in Governance and Public Policy	University of Fiji	8	05/07/2019 – 04/07/2024	Current
224	Postgraduate Diploma in Hindi Literature	University of Fiji	8	05/07/2019 – 04/07/2024	Current
225	Postgraduate Diploma in Information Technology	University of Fiji	8	05/07/2019 – 04/07/2024	Current
226	Postgraduate Diploma in Management	University of Fiji	8	05/07/2019 – 04/07/2024	Current
227	Postgraduate Diploma in Public Law	University of Fiji	8	05/07/2019 – 04/07/2024	Current
228	Postgraduate Diploma in Teaching English as a Second Language	University of Fiji	8	05/07/2019 – 04/07/2024	Current
229	Certificate in Traditional Leadership and Governance (Level 3) [Na Sauvaki ni Vanua (Tagede 3)]	Centre for Appropriate Technology and Development	3	26/07/2019 - 25/07/2024	Current
230	Bachelor of Media and Communication	Fiji National University	7	26/07/2019 - 25/07/2024	Current
231	Certificate of Horticulture (Level 4)	Fiji National University	4	26/07/2019 - 25/07/2024	Current
232	Bachelor of Agriculture	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
233	Bachelor of Arts in Politics	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
234	Bachelor of Commerce in Accounting	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
235	Bachelor of Commerce in Agriculture Economics and Agribusiness	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
236	Bachelor of Commerce in Economics	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
237	Bachelor of Commerce in Finance	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
238	Bachelor of Commerce in Hotel Management	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
239	Bachelor of Commerce in Human Resource Management & Employment Relations	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
240	Bachelor of Commerce in International Business Marketing	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
241	Bachelor of Commerce in Land Management	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
242	Bachelor of Commerce in Management & Public Administration	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
243	Bachelor of Commerce in Official Statistics	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
244	Bachelor of Commerce in Population Studies & Demography	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
245	Bachelor of Commerce in Professional Accounting	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
246	Bachelor of Commerce in Tourism and Hospitality	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
247	Bachelor of Commerce in Tourism Management	The University of the South Pacific	7	26/07/2019 - 25/07/2024	Current
248	Diploma of Library and Information Services	The University of the South Pacific	5	26/07/2019 - 25/07/2024	Current
249	Bachelor of Teaching (Primary) <i>*for Pre-service</i>	University of Fiji	7	29/11/2019 – 28/11/2024	Current
250	Certificate in Foundation Studies (Social Science)	University of Fiji	4	29/11/2019 - 28/11/2024	Current
251	Doctor of Philosophy in Education	University of Fiji	10	29/11/2019 – 28/11/2024	Current
252	Bachelor of Economics	Fiji National University	7	21/02/2020 – 20/02/2025	Current
253	Bachelor of Science in Animal Science	Fiji National University	7	21/02/2020 – 20/02/2025	Current
254	Master of Science in Agriculture	Fiji National University	9	21/02/2020 – 20/02/2025	Current
255	Postgraduate Diploma in Climate Change, Resilience and Mitigation	Fiji National University	8	21/02/2020 – 20/02/2025	Current
256	Postgraduate Diploma in Environmental Health (Disaster Management)	Fiji National University	8	21/02/2020 – 20/02/2025	Current
257	Postgraduate Diploma in Health Research	Fiji National University	8	21/02/2020 – 20/02/2025	Current
258	Postgraduate Diploma in Non-Communicable Diseases	Fiji National University	8	21/02/2020 – 20/02/2025	Current
259	Bachelor of Arts and Graduate Diploma in Teaching	University of Fiji	7	21/02/2020 – 20/02/2025	Current
260	Bachelor of Commerce and Graduate Diploma in Teaching	University of Fiji	7	21/02/2020 – 20/02/2025	Current
261	Bachelor of Science and Graduate Diploma in Teaching	University of Fiji	7	21/02/2020 – 20/02/2025	Current
262	Postgraduate Certificate in Child Health Care Nursing	Sangam Institute of Technology	8	26/09/2019 – 25/09/2024	Current
263	Diploma of Theology	Davuilevu Theological College	6	01/05/2020 - 30/04/2025	Current
264	Bachelor of Dietetics and Nutrition	Fiji National University	7	01/05/2020-30/04/2025	Current
265	Bachelor of Medical Laboratory Science	Fiji National University	7	01/05/2020- 30/04/2025	Current
266	Bachelor of Accounting	Fiji National University	7	01/05/2020- 30/04/2025	Current
267	Bachelor of Commerce in Accounting and Economics	Fiji National University	7	01/05/2020- 30/04/2025	Current
268	Bachelor of Commerce in Human Resources & Industrial	Fiji National University	7	01/05/2020- 30/04/2025	Current

	Relations and Accounting				
269	Diploma in Dental Technology	Fiji National University	6	01/05/2020- 30/04/2025	Current
270	Diploma in Accounting	Fiji National University	6	01/05/2020- 30/04/2025	Current
271	Diploma in Aquaculture	Fiji National University	5	01/05/2020- 30/04/2025	Current
272	Diploma in Applied Fisheries	Fiji National University	5	01/05/2020- 30/04/2025	Current
273	Certificate in Clinical Laboratory Technology	Fiji National University	5	01/05/2020- 30/04/2025	Current
274	Certificate in Phlebotomy	Fiji National University	5	01/05/2020- 30/04/2025	Current
275	Certificate in Ship Repair and Boat Building	Fiji National University	4	01/05/2020- 30/04/2025	Current
276	Certificate in Agriculture (Spice Production) (Level 2)	Vivekananda Technical Center	2	28/05/2020 – 27/05/2025	Current
277	Certificate in Universal Treatment for Substance Use Disorders (Level 4)	Fiji National University	4	28/05/2020 -27/05/2025	Current
278	Bachelor of Oral Health	Fiji National University	7	28/05/2020 -27/05/2025	Current
279	Bachelor of Dental Surgery	Fiji National University	7	28/05/2020 -27/05/2025	Current
280	Bachelor of Medical Imaging Science	Fiji National University	7	28/05/2020 -27/05/2025	Current
281	Bachelor of Pharmacy	Fiji National University	7	28/05/2020 -27/05/2025	Current
282	Master of Medicine in Family Medicine	Fiji National University	9	28/05/2020 -27/05/2025	Current
283	Master of Nursing (Emergency Nursing)	Fiji National University	9	28/05/2020 -27/05/2025	Current
284	Master of Medicine in Dermatology	Fiji National University	9	28/05/2020 -27/05/2025	Current
285	Postgraduate Diploma in Mental Health Nursing	Fiji National University	8	28/05/2020 -27/05/2025	Current
286	Postgraduate Diploma in Nursing (Emergency Nursing)	Fiji National University	8	28/05/2020 -27/05/2025	Current
287	Masters by Research	Fiji National University	9	28/05/2020 -27/05/2025	Current
288	Doctor of Philosophy	Fiji National University	10	28/05/2020 -27/05/2025	Current
289	Bachelor of Commerce in Tourism Studies	University of Fiji	7	28/05/2020 - 27/05/2025	Current
290	Certificate in Air Conditioning and Refrigeration (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
291	Certificate in Applied Fashion Design and Technology (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
292	Certificate in Carpentry (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
293	Certificate in Commercial Cookery (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
294	Diploma of Counselling	Australia Pacific Training Coalition	5	28/05/2020 - 27/05/2025	Current
295	Certificate in Engineering Mechanical Trade (Diesel Fitting) (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
296	Certificate in Engineering Mechanical Trade (Fitting and Machining) (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
297	Certificate in Hospitality (Food and Beverage) (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
298	Certificate in Individual Support (Ageing Home and Community) (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
299	Certificate in Light Vehicle Mechanical Technology (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
300	Certificate in Painting and Decorating (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
301	Certificate in Training and Assessment (Level 4)	Australia Pacific Training Coalition	4	28/05/2020 - 27/05/2025	Current
302	Certificate in Wall and Floor Tiling (Level 3)	Australia Pacific Training Coalition	3	28/05/2020 - 27/05/2025	Current
303	Diploma in Health Promotion	Fiji National University	6	03/07/2020 – 02/07/2025	Current
304	Bachelor of Health Promotion	Fiji National University	7	03/07/2020 – 02/07/2025	Current
305	Bachelor of Environmental Health	Fiji National University	7	03/07/2020 – 02/07/2025	Current
306	Bachelor of Health Services Management	Fiji National University	7	03/07/2020 – 02/07/2025	Current
307	Postgraduate Diploma in Internal Medicine	Fiji National University	8	03/07/2020 – 02/07/2025	Current
308	Postgraduate Diploma in Child Health	Fiji National University	8	03/07/2020 – 02/07/2025	Current
309	Postgraduate Diploma in Mental Health	Fiji National University	8	03/07/2020 – 02/07/2025	Current
310	Postgraduate Diploma in Obstetrics and Gynecology	Fiji National University	8	03/07/2020 – 02/07/2025	Current
311	Postgraduate Diploma in Anesthesia	Fiji National University	8	03/07/2020 – 02/07/2025	Current
312	Postgraduate Diploma in Physiotherapy (Rehabilitation)	Fiji National University	8	03/07/2020 – 02/07/2025	Current
313	Bachelor of Nursing Science (Honours)	University of Fiji	8	03/07/2020 – 02/07/2025	Current
314	Certificate in Fundamentals of Law	University of Fiji	4	03/07/2020 – 02/07/2025	Current
315	Certificate in Counselling (Level 4)	The University of the South Pacific	4	03/07/2020 – 02/07/2025	Current
316	Certificate in Food Processing (Level 2)	Vivekananda Technical Centre	2	31/07/2020 – 30/07/2025	Current
317	Certificate in Breeder Husbandry (Level 4)	Crest Academy	4	31/07/2020 – 30/07/2025	Current
318	Bachelor of Education (Specialist in TVET)	Fiji National University	7	31/07/2020 – 30/07/2025	Current
319	Bachelor of Public Health	Fiji National University	7	31/07/2020 – 30/07/2025	Current
320	Certificate in Public Health	Fiji National University	5	31/07/2020 – 30/07/2025	Current
321	Diploma in Public Health	Fiji National University	6	31/07/2020 – 30/07/2025	Current
322	Master of Medicine in Anaesthesia	Fiji National University	9	31/07/2020 – 30/07/2025	Current
323	Postgraduate Diploma in Surgery	Fiji National University	8	31/07/2020 – 30/07/2025	Current
324	Bachelor of Physiotherapy	Fiji National University	7	31/07/2020 – 30/07/2025	Current
325	Certificate in Automotive Engineering (Automotive Light	Fiji National University	4	31/07/2020 – 30/07/2025	Current

	Machinery) (Level 4)				
326	Certificate in Automotive Engineering (Heavy Commercial Vehicle) (Level 4)	Fiji National University	4	31/07/2020 – 30/07/2025	Current
327	Certificate in Automotive Engineering (Heavy Mobile Plant) (Level 4)	Fiji National University	4	31/07/2020 – 30/07/2025	Current
328	Certificate in Automotive Engineering (Light Motor Vehicle) (Level 4)	Fiji National University	4	31/07/2020 – 30/07/2025	Current
329	Certificate in Automotive Engineering (Motor Vehicle Electrical and Electronics) (Level 4)	Fiji National University	4	31/07/2020 – 30/07/2025	Current
330	Certificate in Automotive Engineering (Panel and Paint) (Level 4)	Fiji National University	4	31/07/2020 – 30/07/2025	Current
331	Bachelor of Education (Special & Inclusive Education)	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current
332	Bachelor of Science (Electrical and Electronics)	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current
333	Bachelor of Software Engineering	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current
334	Bachelor of Engineering (Mechanical)	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current
335	Bachelor of Engineering (Electrical and Electronics)	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current
336	Bachelor of Networks and Security	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current
337	Bachelor of Arts (Law)	The University of the South Pacific	7	31/07/2020 – 30/07/2025	Current

^{iv}1 Higher Education Institution Registered:

- Navuso Agriculture Technical Institute

^v1 Higher Education Institution Provisionally Registered:

- South Pacific Institute of Traditional Chinese Medicine

^{vi}1 Higher Education Institution Recognised:

- Makoi Womens Vocational Training Centre

^{vii}2 HEI(s) Reviewed:

- Davuilevu Theological College
- Vishan InfoTech

^{viii}1 Memorandum of Understanding Signed:

- Memorandum of Understanding signed on the 07th of October 2019 between:
 - Ministry of Education, Heritage & Arts
 - Fiji Higher Education Commission
 - Tertiary Scholarship and Loans Board
 - Fiji Teachers Registration Authority
- Purpose: For the effective facilitation and co-ordination of data/information sharing

ix Supplementary Budget Allocation Breakdown:

2019-2020 Higher Education Institution Budget				
Higher Education Institution	2019-2020			
	Budget Allocation	Supplementary Budget (Revised Budget in March 2020)	Actual Released	Grant Withheld
The University of the South Pacific	\$ 32,025,864.00	\$ 27,618,635.00	\$ 27,618,635.00	-
The University of Fiji	\$ 3,171,392.00	\$ 2,734,962.00	\$ 2,734,962.00	-
The Fiji National University	\$ 56,243,093.00	\$ 48,503,218.00	\$ 48,503,218.00	-
Centre for Appropriate Technology and Development	\$ 572,646.00	\$ 493,841.00	\$ 493,841.00	-
Corpus Christi Teachers College	\$ 121,827.00	\$ 105,062.00	\$ 105,062.00	-
Fulton Adventist University College	\$ 141,204.00	\$ 121,773.00	\$ 121,773.00	-
Montfort Technical Training Institute	\$ 432,397.00	\$ 372,892.00	\$ 265,579.00	\$ 107,313.00
Montfort Boys' Town	\$ 663,947.00	\$ 572,579.00	\$ 321,058.00	\$ 251,521.00
Sangam Institute of Technology	\$ 162,796.00	\$ 140,392.00	\$ 140,392.00	-
Vivekananda Technical Centre	\$ 170,309.00	\$ 146,873.00	\$ 146,873.00	-
Total	\$ 93,705,475.00	\$ 80,810,227.00	\$ 80,451,393.00	\$ 358,834.00

Appendix 2: Monitoring and Evaluation Framework

*List of 38 HEIs involved in the Monitoring Framework Trial Run:

Funded HEIs:

1. Centre for Appropriate and Technology Development
2. Corpus Christi Teachers College
3. Fiji National University
4. Fulton College
5. Montfort Boys Town
6. Montfort Technical Institute
7. Sangam Institute of Technology
8. University of Fiji
9. University of the South Pacific
10. Vivekananda Technical College

Non-Funded HEIs:

1. Airports Fiji Limited Aviation Academy
2. Asia Pacific College
3. Australia Pacific Training Coalition
4. Bible Institute of Raiwaqa
5. Caregivers Training Institute
6. Chevalier Training Institute
7. College of Theology and Evangelism Fiji
8. Cooperative College Fiji
9. Darul Uloom and Darul Yataam of the South Pacific
10. Davuilevu Theological College
11. DelTech Institute of Computer Education
12. Department of Youth and Sports

13. HIM Ministry Training Centre
14. Keshals Business Education Institute
15. Marist Champagnat Institute
16. Marist Training Tutu
17. Methodist Deaconess Training Centre
18. Methodist Lat Training Centre
19. Northern Christian Training Centre
20. Pacific Eye Institute
21. Pacific Flying School
22. Pacific Regional Seminary
23. ServicePro International Tourism & Hospitality Institute
24. South Pacofoc Aviation Training Centre
25. South Pacific Bible College
26. SPA Academy Fiji
27. St. John the Baptist Theological College
28. Vishan InfoTech



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