



FIJI HIGHER EDUCATION COMMISSION

2020 - 2021 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:

- Commitment to excellence in higher education and training.
- Commitment to exceptional services when aiding all our stakeholders.
- Integrity and transparency.
- Innovation and responsiveness for continued relevance.
- Lifelong learning for learners.
- Commitment to our people and their contributions.



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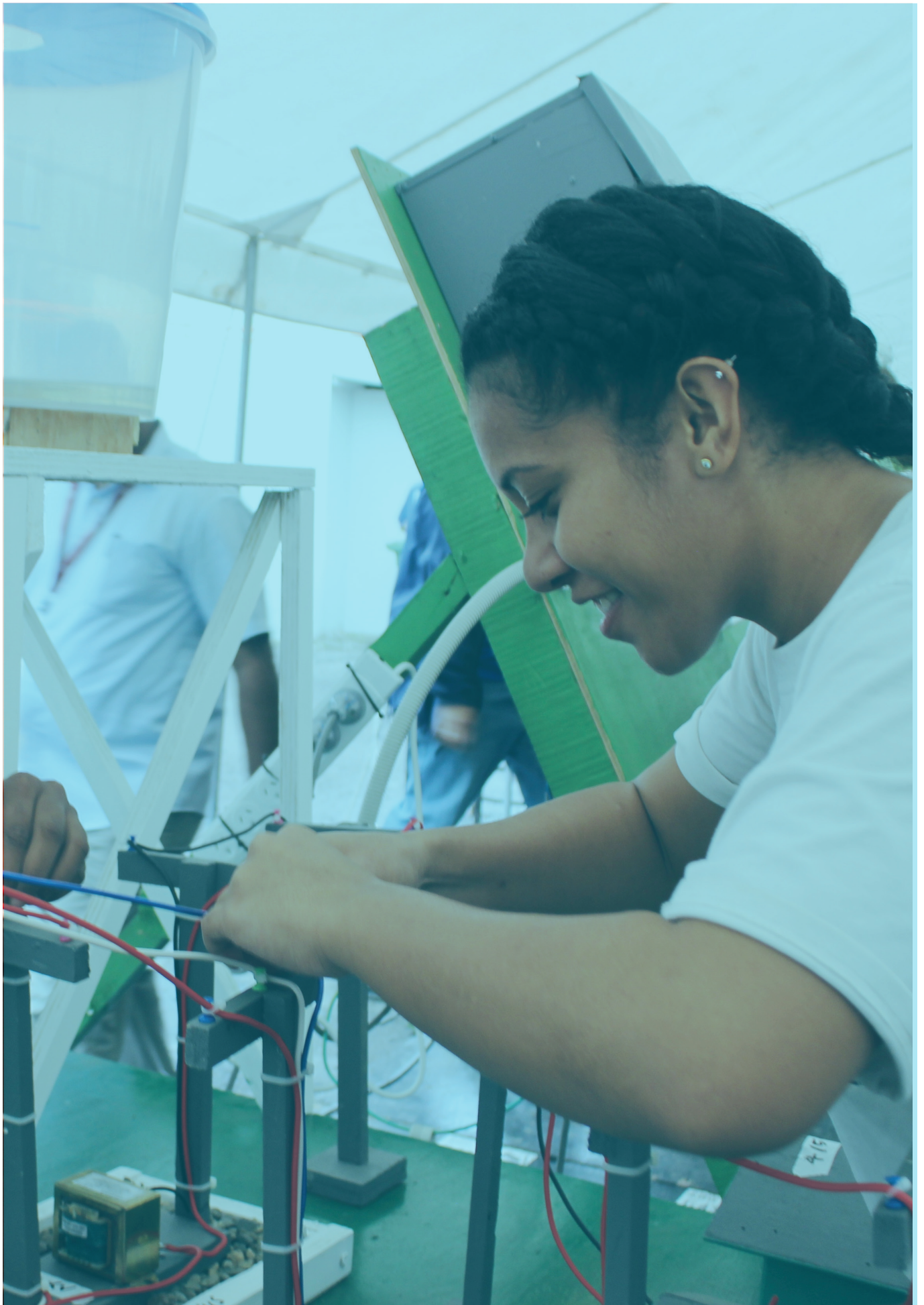
About the HEC

The Higher Education Commission was established in 2010 pursuant to section 5 of the Higher Education Act 2008 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 Hon. 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 2020 – 2021 Statistics

(Year ending 31st July 2021)

5

National
Qualifications
Developed

5

National
Qualifications
Reviewed

2

Higher Education
Institution
Registered

1

Higher Education
Institution Recognised

1

Higher Education
Institution Reviewed

119

provider Qualifications
Registered on the Fiji National
Qualifications Framework

\$FJD

81,385,814

Government Grant
Allocated to Higher
Education Institutions

The Fiji Higher Education Statistics To-Date

(Year ending 31st July 2021)

The HEC has achieved:

155

National
Qualifications
Developed

442

Qualifications Registered on
the Fiji National Qualifications
Framework

42

Higher Education
Institutions
Registered

21

Higher Education Institutions
Reviewed

12

Memoranda of
Understanding signed

EXECUTIVE SUMMARY

This Annual Report covers the overall progress of the Higher Education Commission during the financial year beginning 1st August 2020 and concluding 31st July 2021.

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

- Improving access and equity;
- Developing linkages to employment in Fiji;
- Strengthening the higher education system; and
- 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 2020 to July 2021. This report focuses on evidence gathered over the reporting period, and the results are due to the persistent and combined efforts of all the HEC's work since its inception. The following are major highlights for the HEC during this reporting period:

- Five National Qualifications Developed;
- Five National Qualifications Reviewed;
- 119 Provider Qualifications Registered on FNQF;
- Two HEIs Registered;
- One HEI awarded Recognition status;
- One HEI Reviewed;

- Three HEIs approved to uptake NQs;
- Three HEIs adopted RPL/RCC;
- Records Management System⁹ developed inhouse;
- Graduate Outcome Survey Report Completed;
- Review of the Funding Model completed;
- Grant Management System implemented;
- Launch of National Register;
- Finance, Human Resources and Payroll System operationalised;



- Three Capacity building workshops conducted for Higher Education Institutions;
- External moderation conducted for four HEIs in delivering two NQs;
- Fiji became the first Small Island Developing State to ratify the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (2011 Tokyo Convention);
- Staff Capacity Development opportunities; and
- \$FJD 81,385,814 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 1,910,000 . Total expenditure for the period amounts to \$FJD 1,496,796



HEC'S COMMITMENT TOWARDS SDG: QUALITY EDUCATION



During the reporting year, the HEC ensured that all strategic and operational activities pertaining to the 11 mandated functions as stipulated by Section 7 of the Act 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. During this reporting year, the HEC was involved in the following four targets by:

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.”

TARGET 4-3



EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

The HEC ensured that through its Institutional Recognition, Registration and Review processes as well as the accreditation of the programs delivered by the HEIs, it met the Quality Standards to offer learners the best possible and quality education. In this reporting year, the HEC approved Recognition for one HEI, Registration for two HEIs and completed the mandatory institutional review of one HEI. Additionally, 120 Provider Qualifications were registered on the Fiji National Qualifications Framework.

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

“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.”

TARGET 4-4



INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

The HEC's role in setting standards through the development of National Qualifications in consultation with Industry Standards Advisory Committees ensures that the qualification is “fit for purpose” in producing work-ready graduates with the relevant skills and knowledge. In this reporting year, HEC had developed five new NQs and reviewed five 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 also job-creators as well. The HEC development and review of NQs ensured that entrepreneurial skills were embedded. The

HEC ensured that HEIs establish standards to meet industry needs in a flexible environment. For instance, Recognition of Prior Learning and Recognition of Current Competency 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

“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 labour 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

“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 HEIs to meet the quality standards for higher education. In addition, HEC conducts audit checks for funded HEIs to monitor the implementation and progress of the HEIs annual work programme and verify compliance to the Annual Operating Grant Agreement that the HEC has with the funded institutions. The assessment is conducted for compliance check to support future funding recommendations.



DIRECTOR'S OVERVIEW



The 2020-2021 Annual Report for the Fiji Higher Education Commission highlights a year of remarkable achievements and resilience in the face of challenges carried over from the 2019-2020 period and the ongoing COVID-19 pandemic. Despite these obstacles, the FHEC continue to demonstrate unwavering commitment and adaptability

On August 27, 2020, Fiji became the first small island developing state to ratify the Asia Pacific Regional Convention on the Recognition of Qualifications in Higher Education, also known as the 2011 Tokyo Convention. This milestone underscores Fiji's commitment to international standards in higher education.

The FHEC has provided substantial support to higher education institutions (HEIs) through various capacity-building initiatives. Notably, HEIs received assistance towards the adoption and implementation of the Recognition of Prior Learning / Recognition of Current Competency Policy. Additionally, a series of capacity-building

workshops were conducted to help HEIs develop and strengthen their internal quality assurance capabilities. The Graduate Outcome Survey (GOS) responses were collated, analysed, and a final report was completed, providing valuable insights into the outcomes of graduates from HEIs.

Quality assurance and qualifications development were key areas of focus. The review report for the University of the South Pacific was submitted by the Review Committee, and similar reviews were conducted for other HEIs. Various HEIs were granted registration and recognition status, enhancing their credibility and standards. Additionally, two new National Qualifications (NQs) were developed, three HEIs were approved to deliver NQs, and five NQs were reviewed and registered on the National Qualifications Framework. National Qualifications Assessor Training was organized for HEIs to ensure quality assessment standards.

Significant operational and system enhancements were made during this period. The FHEC



operationalized the National Register for Higher Education, an online directory of quality-assured HEIs and their qualifications. Furthermore, work to integrate HEIs data into the Fiji Education Management Information System (FEMIS) continues, streamlining information management.

In terms of funding and financial management, HEIs were allocated \$81.4 million in the 2020-2021 budget. A post-implementation review of the funding process was conducted to evaluate and improve the system implemented in the previous funding cycle. This exercise was crucial in ensuring the effective allocation and utilization of funds within the higher education sector. The grant management system was fully implemented and is now used for reporting government grants to the Ministry of Education, facilitating the release of quarterly grants.

We extend our sincere gratitude to the Minister for Education, Heritage, Arts and the Permanent Secretary for their invaluable support to the FHEC. We deeply appreciate the Commissioners for their

dedication and effort in maintaining seamless organizational governance. We also commend the Secretariat's team for their tireless commitment and hard work throughout this financial year

The 2020-2021 financial year has been a period of substantial progress for the Fiji Higher Education Commission. The achievements outlined in this report highlight our commitment to enhancing the quality, recognition, and support of higher education institutions in Fiji. Moving forward, the FHEC will continue to build on these successes to further strengthen the higher education sector.

Vijay Naidu
Director

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 and report to the Hon. Minister for Education, Heritage and Arts. During this reporting period, the Commission comprised seven members, inclusive of the Chairperson: Mr Lepani Uluinaviti¹⁷, Mrs Fantasha Lockington, Mr Penitiko Taoi, Mr Preayant Kumar, Mr Sachin Deo, and Mr Vijay Naidu. Two new Commission members, Dr Salanieta Bakalevu and Ms Anaseini Raivoce, were appointed. During the period August 2020 – July 2021, there were two changes to the membership of the Commission, noting the loss of experience and immense knowledge with the following members: Ms Sharyne Fong and the late Mr Julian Moti, QC, CSI.

The Commission comprised the following members at the end of the reporting period:

- Mr Lepani Uluinaviti;
- Ms Anaseini Raivoce;
- Mrs Fantasha Lockington;
- Mr Penitiko Taoi;
- Mr Preayant Kumar;
- Mr Sachin Deo; and
- Dr Salanieta Bakalevu.

Acknowledgment

Mr Julian Moti, QC CSI was appointed as Chair of the Commission in 2019.

The Commission welcomed Mr Moti's who brought knowledge and experience to the committee. Among some his accomplishments, he served as a Queen's Counsel, Barrister-at-Law, Publisher, Professor of Law and Dean (UniFiji), Attorney General of the Solomon Islands, President of the Pacific Islands Branch of the International Law Association, Visiting Professorial Fellow (Jawaharlal Nehru University) and he successfully authored several journal and article publications.

He will be remembered for his ingenuity ability to inspire others to conform higher standards of excellence, his sunny disposition in times of great challenge and unique sense of humour. A prominent public figure he believed in giving back to the people of Fiji.

Mr Moti passed away in December 2020 in Suva, Fiji. He is survived by his siblings, Jessie, Josephine, Jonathan, and Jennifer.

May His Soul Rest in Eternal Peace.

HEC 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, 37 permanent staff and six temporary staff and NEC attachés'.



30% Male



70% Female

Gender Breakdown of the HEC

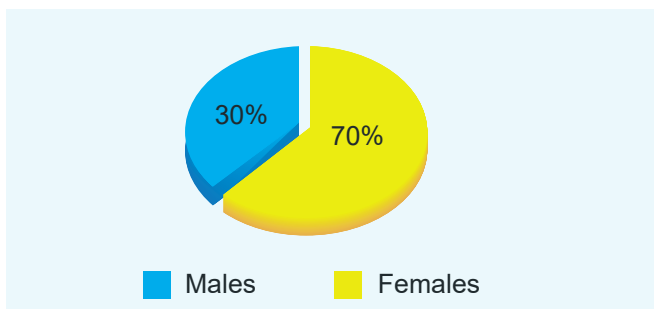


Figure 1: Illustrates gender breakdown of the Higher Education Commission Secretariat. 70% of the Secretariat comprised of females (including permanent and temporary females), and 30% are males. The Higher Education Commission gives equal opportunity to both genders.

The Senior Management Team²⁶ 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.

Gender Breakdown of SMT

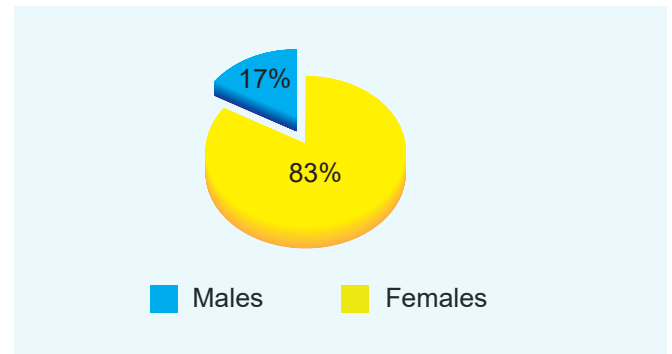


Figure 2: Depicts the gender breakdown of the HEC Senior Management Team, which comprised six members, of which 83% were females and 17% were males.

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 registered 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 Higher Education sector.

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 and Competency-Based Assessment, Training and Moderation of National Standards and Qualifications; and
5. Assessment and recognition of foreign qualifications.

HEC Committees

On 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.

Recognition and Registration Committee (RRC)

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

Operational Governance Committee (OGC)

The Operational Governance Committee is 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 according to Section 9 of the Act. The Review Committee's primary role is to review HEIs for quality assurance, be consulted on the revocation of registered and provisionally registered HEIs, 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 Committees³³ 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 all 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 (FNQF). 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 Act 2008. The Council is also responsible for accrediting Qualifications on the FNQF 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;
4. Mr Josefa Turaganivalu;
5. Mr Kamlesh Krishna Reddy;
6. Dr Litea Meo-Sewabu;
7. Dr Niumaia Tabunakawai;
8. Ms Ruci Yavu; (term till 6th February 2020);
9. Mr Shivam Naidu; and
10. Mr Simon Mow.

**All FQC members were reappointed on the 09th of December 2022 except Ms Ruci Yavu and Mr Simon Mow*



HEC STRATEGY FUNCTIONS

IMPROVING ACCESS AND EQUITY



Seamless pathways through higher education



Higher Education Institutions (HEIs) improve recruitment towards equity groups



Increased number of students transitioning through the Higher Education system



Increased number of group enrolments



Develop access and equity data collection and analysis mechanisms



Conduct advocacy and awareness to actively assist learners to make informed decisions



Provide opportunities to HEIs to engage and improve E-learning



Facilitate pathways to successful Study



Enhance Recognition of Prior Learning (RPL)/ Recognition of Current Competence (RCC) opportunities



Establish equity group data collection mechanism (FEMIS)

DEVELOPING LINKAGES TO EMPLOYMENT IN FIJI



National / Provider Qualifications (NQs) are developed with industry



Increased number of National Qualifications being delivered



Increased number of learners enrolled in National Qualifications



Promote the uptake of National Qualifications



Foster collaboration with HEIs and supporting Industry on Provider Qualifications



Establish data collection mechanism for employment and workforce information and industry attitudes about graduates



Register and Record National and Provider Qualifications

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 Framework³⁶ measures. The HEC SPF aligns with the Ministry of Education, Heritage and Arts³⁷ Sector Strategic Development Plan 2015 – 2018 and the National Development Plan. From 2017 to 2021, the HEC is working towards the four priority areas in the following areas:

- 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 provides progress on activities achieved under the New Zealand Ministry of Foreign Affairs and Trade FHEIP project and the HEC Annual Business Plan of 2020 – 2021.



PRIORITY 1: IMPROVING ACCESS & EQUITY



HEIS UPTAKE NQS

Three HEIs approved to uptake NQs

An expected outcome of the work in developing the National Qualification is for the Higher Education Institutions to adopt and teach the NQs. Before the approval is granted to deliver HEI must foremost submit their application to offer NQs for assessment by the Secretariat. Once an assessment is done and all requested documents are submitted, an audit visit will follow. 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 Fiji Qualifications Council⁴¹ and endorsed by the Commission.

When HEIs are granted approval to uptake NQs, the HEC recognizes that these institutions are ready to implement national standards. The HEC will continue to monitor these HEIs to ensure that these standards are consistently fulfilled.



Given the challenges of the preparations that are involved in ensuring HEIs are prepared to uptake NQs coupled with the challenges that arise in the pandemic the HEC targeted one HEI uptake approval by the end of this reporting period. During this reporting period, the team were able to facilitate three HEIs approvals to deliver NQs:

Higher Education Institute	National Qualification
Navuso Agriculture Technical Institute	National Certificate in Agriculture (Dairy Production – Level 2)
Corpus Christi Teachers College	National Diploma in Early Childhood and Care (Level 5)
Vishan Infotech	National Certificate in Business Administration and Technology (Level 3)

The uptake of NQs for delivery by HEIs is dependent on the availability of resources, appropriate facilities and instructor qualifications relevant to the NQ.

Monitoring of HEIs for the implementation of RPL/RCC

Recognition of Prior Learning and Recognition of Current Competency are two assessment tools used to determine the competency levels 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 is an assessment process that enables individuals to gain formal qualifications for the skills and knowledge. The process includes an assessment of evidence

supplied by the candidate against the relevant unit standard(s) outcomes.

Monitoring for the RPL/RCC implementation is done to ensure sufficient support is provided to HEIs that have adopted RPL/RCC and when needed facilitate capacity development training by the HEC to assist with the successful implementation. A total of three HEIs have been assisted through capacity building support training towards the adoption and implementation of RPL & RCC with the assistance of the following HEIs:

- i. Monfort Boys' Town;
- ii. Makoi Women's Vocational Training Centre; and
- iii. Navuso Agriculture Technical Institute.

INTEGRATION OF HEI DATA INTO FEMIS

FEMIS Integration Update

In 2017 the HEC initiated dialogue with MEHA to extend the Fiji Education Management Information System (FEMIS) to include the Higher Education sector.



In the current financial year the target was to integrate three HEIs into the FEMIS for a wider rollout for longitudinal reporting of student data (from Early Childhood Education to Higher Education). Longitudinal reporting of student data for the availability of data that can gauge the return on the Government's investment in the Education Sector. Due to certain circumstances the project has not progressed including:

- i. MEHA FEMIS team, who is the key owner and custodians of the FEMIS project lacked human resources in their IT team, which had affected the progress of the project; and
- ii. HEIs lack training and expertise in formatting data into CSV or SQL. To integrate the FEMIS, HEIs need to provide data in CSV or SQL formats that can be imported.

As a result a different systematic approach is being developed as required. The HEC IT team intends to build a HECSys2.0 System that the HEIs will have access to and for the HEIs to upload student data and other necessary data into the System. This can then be integrated with FEMIS on an API Level so that the HECSys2.0 System can generate the required data by FEMIS&MEHA from an API and export it into SQL or CSV format for upload into FEMIS.



TVET EDUCATION ADAPTATION – FNU

FNU Education for Employability

The Fiji National University TVET Pasifika programmes aims to support Fiji and Pacific Island economies bounce back from the impacts of COVID-19 by up-skilling the workforce, with a relentless focus on customer service and responsiveness to the labour market needs. With the launch of the new TVET Pasifika brand, Acting Associate Pro-Vice-Chancellor TVET Dr Rohit Kishore mentioned that FNU will work closely with

the 14 PICs in tailor-making programmes suitable for the current and future jobs market.

With the hands-on nature of TVET programmes, HEIs were tasked with addressing the challenge of having students adapt to online methods of delivery. FNU has taken further action by shifting its 280 TVET Programmes online to ensure that students continue to have access to quality education and training, modernising the learning experience by taking advantage of the readily available technology of today.

<https://www.fnu.ac.fj/blog/news/fnu-focuses-on-education-for-employability/>



**PRIORITY 2:
DEVELOPING LINKAGES
TO EMPLOYMENT IN FIJI**



ANNUAL FIJI GRADUATE OUTCOME SURVEY 'GOS'

Phase two implementation plan for 2019-2020

The Graduate Outcomes Survey will build the first comprehensive picture of career destinations and employment outcomes for fully Registered Higher Education Institutions graduates under the HEC. The phase two implementation plan for 2019-2020 relates to the designing and implementation of the inaugural Graduate Outcomes Survey. The survey provides an important measure of Fiji's investment in higher education effectiveness and performance. It enables comparisons of performance between types of higher education and types of graduates on a range of outcome indices. Over time it will eventually allow Fiji to benchmark itself against other countries.

During this reporting year, the survey responses were collated and analysed and the GOS report was completed, which then assessed the effectiveness of each aspect of the survey implementation and recommended how the HEC should conduct surveys in the future. This report had several companion reports.

The Technical Report provided an account of the approach to the analysis of the GOS data an assessment of the data's statistical robustness and an outline of the findings. This led to a more detailed analysis of the data. From an analytical perspective the Summary Report and the Policy Report respectively provided examples of more profound interpretations and analysis of the data. The Implementation Report provided an assessment of the implementation of the inaugural GOS activity and provided recommendations for future iterations of the GOS. These reports also further indicated other topics for possible future analysis using the inaugural GOS data.



GOS Annual Survey report for 2021

Following the inaugural Graduate Outcomes Survey on 2018 graduates, the GOS annual survey 2021 will capture information about the perspectives and activities of 2019 Graduates of the Fijian higher education system.

The GOS Annual Survey report provided information, analysis and understanding of the outcomes of 2019 graduates of the Fijian Higher Education system, which will assist the Higher Education sector and Government in developing policy advice. Higher education institutions can also use the GOS data as part of their quality assurance programmes to enhance teaching and learning, improve graduate outcomes and compare these results to the previous survey done on the 2018 graduates. The survey will also collect supervisors' details of the graduate to conduct a future Employer Satisfaction Survey.

The planning of the 2021 GOS is completed however due to resource constraints activity 2.2 was suspended.

Furthermore it was also recommended in the first Graduate Outcomes Survey that the HEC shift away from the idea of annual Graduate Outcomes Surveys and replace with surveys every three years recognising the resource costs of carrying out the survey, as the time needed to analyse GOS data and the fact that mostly outcomes change slowly over several years with changes in the national economy.

DEVELOPMENT OF NEW NQS

Five New NQs Developed with Entrepreneurial Elements Embedded

The HEC's role in setting standards through the development of National Qualifications in consultation with Industry Standards Advisory Committees ensures that the qualification is "*fit for purpose*" in producing work-ready graduates with the relevant skills and knowledge. The inclusion of entrepreneurial elements provides for the holistic development of learners pursuing these National Qualifications.

The development of entrepreneurial skills in NQs ensures that learners not only become job seekers but also potential job-creators. The HEC development and review of NQs ensured that entrepreneurial skills were embedded. The HEC ensured that HEIs offer programs aligned to National Standards to meet current and future industry needs.

Five NQs were developed during this reporting year, with entrepreneurial elements embedded and these were endorsed by the ISACs and approved by the FQC.



Table 1: Summary of NQs developed (entrepreneurship elements embedded)

National Qualifications	Level(s)
National Certificate in Counselling Support	Level 4
National Diploma in Counselling (School -Based)	Level 5
National Certificates in Fashion, Manufacturing and Design	Level 2
	Level 3
	Level 4

DEVELOPMENT OF COUNSELLING NATIONAL QUALIFICATIONS

Formation of the Counsellor’s ISAC

The Counselling ISAC consisted of 20 industry professionals who together formulated the:

- Level 4 National Certification in Counselling Support
- Level 5 National Diploma in Counselling (School – based)

Following the Facebook Live interviews conducted inhouse by our Communications Team the importance of having emotional support during the pandemic was consistently emphasised throughout most of the sessions. As such, HEC identified the need for the development of this NQ in particular

REVIEW EXISTING NQs

Five Existing NQs Reviewed

In reviewing NQs, the HEC checks that the qualification is still valid to deliver by holding consultations through ISACs and with other relevant stakeholders. In these consultations, the committees review the NQ’s content, structure, and outcomes in order to verify whether or not the NQ is still relevant in addressing the needs of the labour market. Adjustments and additions to the NQ are made as needed before the qualification is ready to be implemented.

During this reporting year five existing NQs have been reviewed and registered to the FNQF.

Table 2: Summary of NQs reviewed (entrepreneurship elements embedded)

National Qualifications	Level(s)
National Certificates in Carpentry	Level 3
	Level 4
National Certificates in Cabinet Making and Joinery	Level 3
	Level 4
National Certificate in Beauty Therapy Services	Level 4



RECORDING OF UNIVERSITY QUALIFICATIONS AND ACCREDITATION OF NATIONAL QUALIFICATIONS AND PROVIDER QUALIFICATIONS

Thirty qualifications recorded, and ten NQs and two Provider Qualifications accredited on the FNQF register

The 'Recording' process applies only to self-accrediting higher education institutions that are set up under an act or charter. This currently applies to the three universities that are self-accrediting educational institutions. This process allows the registration of qualifications that have been self-accredited by the three universities on the FNQF.

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 FNQF. The process of recording university qualifications began in 2018 following the approval of the Fiji Qualifications Council on the criteria for recording qualifications from self-accrediting educational institutions. During this reporting year one hundred and nineteen University qualifications have been recorded and subsequently registered on the FNQF.

Accreditation is the process of approval undertaken by an accrediting authority to confirm that the standard of the programme of study and its delivery is appropriate to the award. This is applicable to non-self-accrediting

institutions. During this reporting year, five provider qualifications from non-self-accrediting educational institutions have been accredited.

The key purpose of recording and accrediting the qualifications under the FNQF is to implement two of the HEC's mandated functions: "*establish national standards for different qualifications*" and "*provide assurances that the programmes developed by the institutions to meet national standards*". The HEC is working proactively to ensure that the information on the accreditation of qualifications is formatted and meets the requirements of registration on the FNQF.

The list of qualifications recorded are accessible using the NIC link available on the HEC website: <https://fhcc.org.fj/nic>



NATIONAL REGISTER FOR FIJI HIGHER EDUCATION

Operationalising the National Register for Fiji Higher Education

The National Register for Fiji Higher Education focuses on providing an online directory of HEIs and qualifications that have been quality assured by the HEC. The purpose of the online directory is to ensure that Fijians have access to information on quality assured post-secondary educational institutions and qualifications. The platform offers to provide students, parents, and other relevant stakeholders with information ensuring that the investments made into securing a post-secondary qualification is worthwhile by taking up accredited courses.

The National Register for Fiji Higher Education was launched on 11 September 2020. Users both locally and internationally can use this online portal to identify HEIs that have been legally recognised to operate as providers of post-secondary education and training and issue accredited qualifications in Fiji.

The directory is available on the HEC website:
<https://fhec.org.fj/>

CAPACITY BUILDING FOR HIGHER EDUCATION INSTITUTIONS

Three Capacity Building Workshops conducted for Higher Education Institutions

Capacity building workshops for HEIs on the quality standards for Higher Education were facilitated during this reporting year. The workshops enable post-secondary education institutions to develop and strengthen their internal quality assurance capabilities. This ensures the HEIs to develop the know-how to conduct diagnostics on areas for improvement to meet the quality standards for Fiji Higher Education.

The HEC conducted three capacity building workshops for HEIs, including theological schools, small size vocational training providers, and the security forces' training arms. The capacity building workshops enabled the representatives of the attending institutions to identify areas for improvement and where policies needed to be developed to support the HEIs operational framework.

The first was conducted with non-SPATS affiliated theological higher education institutions and other smaller TVET HEIs. The informative session offered the opportunity for the participating HEIs to discuss the processes of accreditation FNQF accreditation requirements, and the use of the programme plan template that assists HEIs in developing purpose statements, graduate profiles and learning outcomes. These were necessary steps taken to strengthen the internal quality assurance systems.

Similarly two other capability building workshops were conducted in the Central Division with



select government affiliated education training providers and the security forces, and the final conducted with vocational training providers. These workshops not only strengthened the institute's understanding of the Fiji Qualifications Framework, but also the HEI's capability to conduct self-assessments against each quality standard and develop action plans to address identified gaps that lie in the self-assessment activity.

SKILLS COUNCIL FIJI AND APPRENTICESHIP FIJI

Development of Cabinet Paper on the Establishment of a Skills Council Fiji and Apprenticeship Fiji

The HEC provides secretariat support to the TVET Sector Review Committee for the development of a cabinet paper on the establishment of a Skills Council Fiji and Apprenticeship Fiji, which is to be submitted to the Hon. Minister for Education, Heritage, and Arts.

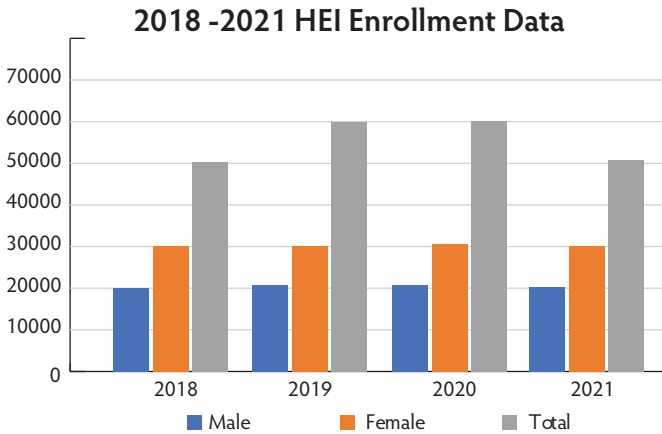
The SCF will be a legal entity to drive the TVET sector and act as an industry engagement platform to give the Higher Education industry a formal role in supporting the continuous development of TVET. The Council seeks to identify causes for the current growing skills mismatch, advise mitigation tactics and set up systems to continuously monitor the supply and demand of the TVET workforce, as well as establish a process for collecting industry intelligence, including commissioned research to advise the Fijian Government and HEC on current and future TVET knowledge and skills capacity development demands.

The Cabinet paper has been drafted and is to be endorsed by the TVET Sector Review Committee in consultation with the Permanent Secretary of the Ministry of Education, Heritage and Arts and the Ministry of Employment, Productivity, and Industrial Relations. The final draft will then be submitted to the Hon. Minister for Education, Heritage & Arts for approval. However due to the COVID-19 pandemic the engagements with the key stakeholders involved in the compilation of this paper have slowed significantly affecting its progress.

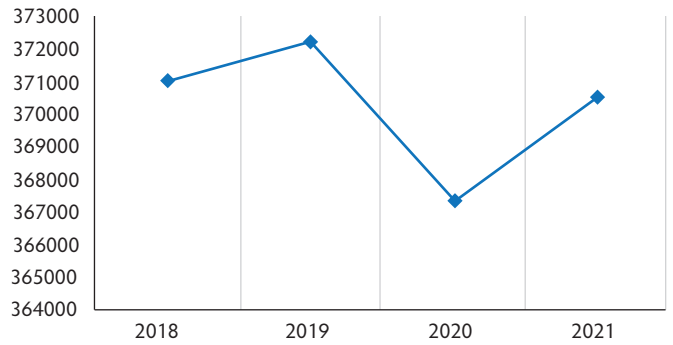


HIGHER EDUCATION ENROLMENT TRENDS – PRE, DURING AND POST COVID19

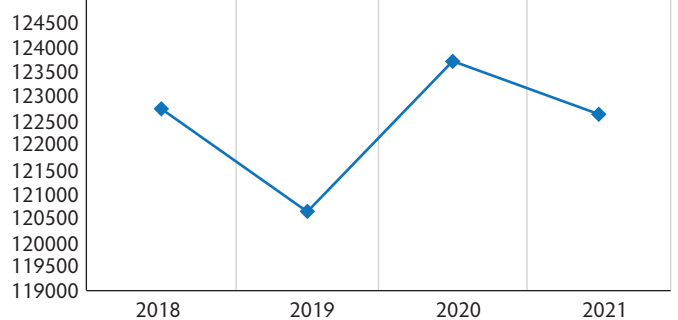
2018 – 2021 Data Analysis Comparison



Labour Force, Total 2018 - 2021 (Fiji)



Self Employed, Total 2018 - 2021 (Fiji)



In the years following the pandemic, Fiji’s labour force had experienced a myriad of challenges that resulted in several outcomes. The closure of international borders dealt a heavy blow on Fiji’s leading service industry which left hundreds of Fijians without a steady source of income and tourism operators were forced to let go of their workers or risk closure. In light of this majority HEIs around Fiji recorded increasing enrolment numbers.

There was an increased number of students interested in entrepreneurship-oriented courses alongside TVET programs. Falling employment opportunities in the pandemic led many Fijians to seek trade upskilling in TVET and business management. As a result, schools that specialize in these fields such as Cooperative College of Fiji (Business Administration), APTC (Vocational and Trade Upskilling) and Navuso Agricultural Technical institute (Agriculture).

Simultaneously data from the World Bank suggests that in mid-2020, the number of self-employed individuals grew from 120,714 workers in 2019 to 123,764 workers accounting for an increase of 1.27% proportionate to the total labour force. This evidence supports the fact that with the withdrawal of activity in the tourism sector more individuals became increasingly active in entrepreneurial ventures particularly in the service industry. The pandemic provided parameters for a cultural shift in the way Fijians viewed the impact that TVET education and skills training has on addressing key gaps in our national labour market providing a solution to the ongoing question of how to diversify Fiji’s economy.

Similarly during this time, there was increased intake in medical schools around Fiji, namely the College of Medicine, Nursing & Health Sciences at the Fiji National University through the Fiji School of Medicine and Sangam Institute of Technology in

Labasa. COVID-19 exposed the serious skills gap that exists in the Fijian health industry, especially considering the fact that government mobilized final year students from these institutions as front

liners during the pandemic.

<https://www.statsfiji.gov.fj/covid-19-impact-in-fiji.html>



**PRIORITY 3:
STRENGTHENING THE
HIGHER EDUCATION
SYSTEM**



HIGHER EDUCATION FUNDING POLICY PROPOSAL

Funding Process Post-Implementation Review Report

The post-implementation review is an internal exercise undertaken to evaluate the process undertaken in implementing the funding system for HEIs in the 2020-2021 funding cycle following its review in 2018-2019 financial year. It investigates the process undertaken to implement the model against the proposed implementation plan and evaluates the processes for each cycle phase.

The review is essential to ensure the process involved in implementing the proposed funding model is efficient, compatible and robust in delivering the funding advice to the Government as well as communicating the budget outcomes to the funded HEIs. The review's outcome is intended to strengthen the model's implementation further and contribute to achieving the policy outcomes.

The review was completed in October 2020. The review identified certain process improvements that could be made under each phase of the funding cycle, and these recommendations will be incorporated in the funding cycle for 2021-2022.

Audits conducted for 4 funded HEIs

Since 2013, the HEC has been responsible for allocating and managing annual operating Government grants to eligible HEIs as stipulated under Section 7 of the Act. As part of its monitoring and management role of the government grant, the HEC conducts a grant site visit to funded Higher Education Institutions under section 6.4 of the Government Grant Agreement which specifies that *"The Government may, upon*

reasonable notice to the Grant Recipient conduct site visits during the term of this agreement, to review and comment on the utilisation of the Government Grant."

The audit checks of funded HEIs are an onsite grant assessment of the funded HEIs to monitor the implementation and progress of the annual work programme and verify compliance to the Annual Operating Grant Agreement that the HEC has with the funded institutions. The assessment is conducted for compliance check in accordance with the Government grant agreement with the HEIs, and it provides information to support future funding recommendations as well as the quarterly grant disbursement for the HEIs to the line Ministry it is a mechanism for process improvement within HEIs for better accountability of public expenditure.

In this reporting year, the grant site visits for three HEIs were conducted and finalised:

- i. Centre for Appropriate Technology and Development;
- ii. Montfort Boys' Town; and
- iii. Montfort Technical Institute – Savusavu.

The team is conducting a remote assessment for one of the HEIs Fulton Adventist University College. The team will be closely monitoring the recommendations implemented by the HEIs to ensure efficient utilisation of the government grant.



IMPLEMENTATION OF FUNDING MODEL AND MONITORING 'GMS' OF FUNDED HEIS

Quarterly monitoring reports of HEI grant utilisation

A mandated function of the HEC's outlined in section 7(g) of the Act is to *"Allocate government funds marked for higher education institutions according to a transparent and a well-publicised criterion for allocations"*. The quarterly monitoring and reporting exercise are conducted as part of the HEIs obligation being a receiver of public funding from Government.

The team assesses the utilisation of the disbursed government grant quarterly and provides advice to MEHA on further grant disbursements. As part of its monitoring and management role of the government grant, the HEC through the Grant Management System project aimed to develop an improved, efficient and effective reporting system for a government grant that is in line with performance as well as financial monitoring of grant provided to the ten funded HEIs. The tool developed is under the reporting requirements of the HEC and MEHA.

The System is capable of importing the quarterly finances of the HEIs and further analysing the finances against the assigned budget and output and conducting compliance check against the grant agreement. During this reporting year the new System has been fully implemented and is used for reporting Government grant to MEHA for the release of the quarterly grant to the HEIs.

Through this system, financial and programmatic reporting is done by the HEC on the grant utilisation each quarter by each of the funded HEIs with the recommendations on the next quarter's grant disbursement being made to MEHA.

Annual Allocations on Higher Education Funding Provided for Funded HEIs

The activity relates to the commencement of the funding cycle using the proposed funding model reviewed in the 2018-2019 financial year. The model is used to develop the HEC's funding advice for eligible HEIs to the Government for the national budget, and to carry out the annual funding cycle using the proposed subsidy model beginning with pre-budget planning, then the pre-budget phase, following the budget phase and concluding with the funding phase. It enables the HEC to develop well-rounded, well-informed funding advice to the Government for institutional funding in the next financial year, based on the proposed funding model's key indicators.

During this reporting year the annual funding cycle commenced in November 2020 with identifying the appropriate mechanisms to collate the necessary data which was developed and approved by the Commission in March 2021

Higher Education Institutions have been allocated a total of \$81.4 million as part of the 2020-2021 Budget.

RECOGNITION AND REGISTRATION OF HEIS

Three HEI Registration Applications Submitted to the Commission

The HEC is mandated to “ensure all HEIs registered have robust internal quality assurance systems and can operate within the ambit of the quality standards”.⁵⁸ A requirement of the registration process is the submission of a programme document by the HEI for evaluation by the Programmes Accreditation team. External evaluators have been sought and engaged to evaluate programme documents of HEIs applying for institutional registration.

The registration process requires HEIs in Fiji to comply with the 53 assessment criteria for registration that fall under 15 Quality Standards⁵⁹. At the end of the reporting period, 42 HEIs have been fully registered with the HEC. For this reporting year, two HEIs were granted registration:

- i. The Crest Academy; and
- ii. Makoi Women’s Vocational Training Centre

Additionally, recognition of HEIs means the status awarded to an institution that possesses features of a Higher Education Institution meets the criteria prescribed. In the reporting period, one HEI was granted recognition status:

- i. Ministry of Education, Heritage, and Arts – Technology and Employment Skills Training (TEST) Department.

Notably the progression of the activities has been adversely affected by the level of non-compliance of existing recognition and registration applications that have been assessed against the quality standards. This delay is attributed to the resource constraints and technical challenges of

the applicants, which were further exacerbated by the COVID-19 pandemic. To assist the applicants to meet the requirements the Operational and Quality Assurance team conducted capacity building training workshops that thoroughly covered the recognition, registration, and review process requirements, and simultaneously presented an opportunity for HEIs to ask questions to our team.

REVIEW OF HEIS

Three HEIs review reports submitted to the Commission

The HEC is mandated to “oversee the review process of Higher Education Institutions”. Cyclical reviews are conducted on registered HEIs for quality purposes and to assist the Commission to determine a further registration cycle of HEIs. The HEI review function is a tedious but necessary process of quality assuring HEIs towards the end of their term of registration. In doing so, the HEC checks that at the end of their registration term, the governance, infrastructure, policies and frameworks, programs, trainer qualifications and overall operations are up to standard. If these conditions are met, the HEI is then granted a registration renewal to educate and train the next generation of skilled workers in Fiji.

The University of the South Pacific review report was submitted to the Commission for consideration and the two HEI reviews are currently in progress:

- i. Caregivers Training Institute
- ii. Ministry of Youth and Sports

Similar to the registration and recognition applications processed within this reporting period, the COVID-19 pandemic had adversely affected audit proceedings and site audit visits, both of which are crucial steps involved in reviewing HEIs.

COMPLAINT RESOLUTION

90% of Complaints Resolved

The HEC is obligated to “foster and safeguard the national interest, the interest of students and parents, and also of local higher education providers”. As per this legislative function, the HEC works with learners, HEIs and at times third parties to resolve complaints raised by learners in a transparent, fair and timely manner.

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

- i. **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
- ii. **Type 2 Complaint** – complaints that are complex and require external review and investigation (third-party intervention), which have a three to six-month turnaround time.

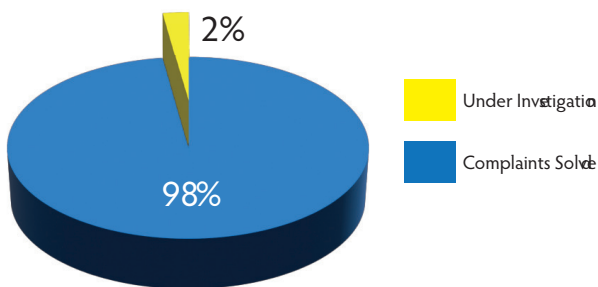


Figure 1: Illustrates that a total of 53 complaints were recorded during this reporting period, of which 98% of the complaints were successfully resolved and the remaining complaints are under investigation.

IMPLEMENTATION OF HEI MONITORING FRAMEWORK

Sector Monitoring Report

For HEC to “maintain a database of higher education information”, the Secretariat facilitates the data collection through a standardised and systematic approach. This approach was developed and adopted. Data collected will be used for compliance and research purposes.

During this reporting year a 2019 HE Sector Monitoring Report was developed. The focal points of this report revolved around educational performance and financial performance. A very poor educational performance indicates that the value of the HEI’s contributions to the nation’s skills development goal is threatened and students will be short-changed on their investment of time and money in their education. Similarly, poor financial performance often leads institutions to make compromises with the quality of delivering programs, as they undergo losses to the financial headroom to invest in improvements, and further threaten the HEI’s sustainability.

The report was based off the findings from the Monitoring Framework’s first trial conducted in 2019 by an external consultant from SPATE Contracting Ltd. It offered examples of how collected data can be compiled and presented by employing several Case Study HEIs that have already been granted registration status. These HEIs were monitored individually as per the framework, and further used as a sample to deduce trends for the sector as a whole.

Reports on the performance of the HE sector based on quantitative data are collected annually from HEIs. The data collected is housed in a central HEI database which can be used for internal monitoring purposes, policy-making and

public dissemination. Following the completion of the design and development phase of the HEI database in late 2019 the Quality Assurance and Institutional Funding team of HEC rolled out the new data collection mechanism in 2020 to collate the 2019 educational and financial data.

The 2020 educational data collections were received from most HEIs and are currently undergoing the data cleansing phase.

MAINTAIN COMPLIANCE BY REGISTERED HEIS

100% Registered HEIs Monitored for Compliance

The HEC ensures that the registered HEIs comply with the relevant and applicable standard procedures and regulations required by law as monitored for compliance. The compliance activities scope may expand in situations that require the HEC to undertake academic or physical audits.

The activity is progressing as part of continuous monitoring undertaken by the HEC includes:

- i. Administrating amendment of HEI details on the National Register;
- ii. Annual collection of HEI information (Annual Reports, audited financial statements and Calendar); and
- iii. Overseeing annual fee collection from HEIs.

Additionally the HEC team issued COVID-19 advisories to HEIs for both compliance purposes and to support the efforts of the Government to uphold the safety of the public by minimizing the risk of spreading the virus through physical transmission. While HEIs were expected to have begun mobilizing their own COVID-19 Safe Plans,

the HEC ensured that all HEIs had transitioned to adopt remote forms of learning and teaching. Face to face based classes were suspended on April 20th 2021 and HEIs were advised by the HEC two weeks prior to this suspension following the official public announcement made by Government.

CAPACITY DEVELOPMENT OF TEACHERS' ASSESSORS' AND MODERATORS

HEIs Supported on the Delivery, Assessment and Moderation of NQs

The NQs use the competency-based training and assessment model, which is a new initiative for the Fijian TVET education. Thus, the HEC is currently involved in the training and supporting the HEIs that receive approval to deliver a National Qualification. This includes the unpacking of the standards into a programme of study, assessment tool development and moderation process.

In this reporting year, HEC has worked with four HEIs to support on the delivery, assessment, and moderation of NQs:

- i. Navuso Agricultural Technical Institute;
- ii. Vishan Infotech;
- iii. Makoi Women's Vocational Training Center; and
- iv. Methodist Lay Training Center.

New NQ Assessor Training

The HEC organised an Assessor Training (HEC WA00014) for trainers from HEIs who currently do not have a qualification to support their assessment activity of their learners and also to HEIs who are in the process of rolling out NQs. In

this reporting year, three assessor training sessions have been conducted for new instructors. These trainers include those who will be delivering NQs and those who are delivering their TVET Provider Qualifications. Instructors credited with the HEC WA00014 will be able to prepare for and conduct assessment complete assessment administration; and review the assessment practice.

New NQ Assessors from several HEIs were in attendance for this training held in the Central Division:

- i. Centre for Appropriate Technology and Development;
- ii. Republic of Fiji Military Forces;
- iii. Methodist Lay Training Centre; and
- iv. Fiji Police Academy.

The second wave of the COVID-19 pandemic affecting Fiji has opened up the opportunity to transition this training to an online platform.

New NQ Moderator Training

“The development of processes for the assessment of candidates for the award of certificates of competencies, the moderation of assessments, and training of assessors and moderators” is a core responsibility for the HEC’s National Qualification Implementation Department..

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, in comparison to the increasing numbers of learners studying the NQs with assessment and moderation, there is an urgent need to provide capacity development opportunities for moderators.

The external moderator training was to be conducted in April, however due to the COVID-19 pandemic restrictions and lockdown the training was postponed to July 2021. The training was then conducted virtually from 05 – 07 July 2021. This training produced a new moderator for Early Childhood Education, and another for Dairy.

External moderation (face to face) Conducted for four HEIs Delivering NQs

The HEC’s external moderation aims to ensure that for National Qualifications, the quality of assessment judgments and the assessment of the prescribed learning outcomes or competencies are consistently applied. The external moderation focuses on the learning outcomes or competencies regardless of how when or where they were attained. The moderation process becomes valid in the case that there are two or more institutions delivering the same NQ during the proposed period of moderation.

In this reporting year, one external moderation was conducted for four HEIs for the delivery of two National Qualifications, which were the National Certificate in Carpentry (Level 2) and National Certificate in Automotive Mechanic (Level 2). The four HEIs include:

- i. Montfort Boys’ Town;
- ii. Montfort Technical Institute;
- iii. Fiji LDS Church College; and
- iv. Fiji Corrections Service Training Academy.

Moderation Training for Registered External Moderators (online)

The project was developed in response to the high cost of moderation and geographical challenges of the HEIs. The HEC has developed the Moodle platform where online moderation will take place. Moodle was preferred as this is the commonly used platform in Fiji that is both user-friendly and easy System to manage.

The platform was piloted with the National Certificate in Information Technology (Level 2) with an external moderator. The NQ is offered at the Keshals Business Education Institute and Vishan Infotech. The online moderation took place for 22 days in July 2020.

Assessor Trainings for MEHA TEST Pilot Schools

The MEHA TEST department has vocational qualifications taught in all Secondary Schools around Fiji. These vocational qualifications were converted to National Qualifications to be delivered in Secondary Schools. The vocational qualifications were Agriculture, Applied Technology, Computer Studies and Office Technology. Thus, to assist the MEHA TEST staff and teachers in the delivery of NQs, capacity development training was conducted with the new staff and teachers.

26 TEST/VOCAT Teachers graduate with the NC in TVET, Level 4

In this reporting year 26 Fiji Police Force officers and trainers graduated with the NCTTVET Level 4 from the Fulton Adventist University College. A further 13 learners will be graduating with the

NCTTVET when Fulton Adventist University College Examination Board meets. The NCTTVET is an accredited and recognised NQ that TVET trainers must have in order to teach TVET programmes.

STRENGTHENED FIJI NATIONAL QUALIFICATIONS FRAMEWORK

Foreign Qualifications Recognised

The verification and comparability assessment of awards obtained abroad from Fiji to the requirements of the FNQF is a mandated function of the HEC.

In this reporting year a total of 22 applications were received for verification of foreign qualification. 88% of the applications were facilitated and the remaining 12% of the applications are in the verification process.

2011 Tokyo Convention Ratified – Creation of National Information Centre

On 27th August 2020 Fiji became the first Small Island Developing State to ratify the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education known as the 2011 Tokyo Convention. Fiji became the ninth state to ratify the 2011 Tokyo Convention and joins the Asia-Pacific Network of National Information Centres with several others in the final stages of ratification procedures. As an outcome of ratifying the 2011 Asia Pacific Regional Convention on the Recognition of Higher Education Qualifications Fiji is to create, administer and manage a National Information Centre.

The Convention specifies the need for the

establishment of the NIC to capture academic mobility and recognition of qualifications offered in involved party states. A report on the establishment of the NIC was developed and tabled in the FQC Meeting.

The report provided the background information on UNESCO's Conventions on the global and regional recognition of qualifications their importance and role as relating to enhancing access, quality, and international mobility in higher education. It also provides a brief outline of Fiji's journey towards the ratification of the Tokyo Convention, an outline of projected activities on the establishment of the National Information Centre and its need to network with other NICs in the region.

FIJI QUALIFICATIONS COUNCIL

4 FQC meetings fully supported

The Fiji Qualifications Council was established to administer and maintain the functions relating to the FNQF, such that, the FNQF stands as a beacon and reference for socio-economic planning. The FQC is guided by the Higher Education (Qualifications) Regulations 2010 and the Higher Education Act. The FQC is also responsible for accrediting qualifications on the FNQF and reviews such qualifications every five years to ensure currency and adherence to acceptable and relevant standards of teaching, learning and assessment.

As per Regulation 10(2) of the Higher Education (Qualifications) Regulations 2010, *"the Council shall meet at least once every 2 months."* In this reporting year, 4 FQC meetings was convened. The delay in the reappointment of the FQC members and the COVID-19 pandemic contributed to the facilitation of only fewer meetings.

REVIEW OF THE HIGHER EDUCATION ACT 2008 (REVIEW)

Cabinet Paper submitted to the Solicitor General's Office through MEHA

The current Higher Education legislation was developed when there was an unregulated system. Therefore the HEC needed a more robust regulatory framework that could reflect the increasingly competitive and diverse higher education landscapes. The review of the current legislation is expected to consider perspectives for the improvement of Fiji's Higher Education legislation benchmarked against best practices and organisational transformations in Fiji and abroad and provide recommendations as required. However the HEC lacks jurisdictions to review the Act and subsidiary legislation on its own motion. Therefore the role of the Commission is to facilitate the review with MEHA and the Attorney General's Chambers (Office of the Solicitor General).

In this reporting year, the amended Cabinet paper has been submitted to the Office of the Solicitor General through MEHA. The HEC has obtained approval from MEHA. On 15 December 2020, the Hon. Minister for Education, Heritage and Arts presented the paper in the Cabinet. The Cabinet:

- i. Noted the need to update the current Higher Education Act 2008;
- ii. Approved that a legislative review be conducted for the Act; and
- iii. Agreed that the outcome of the review is brought back to Cabinet for its consideration.

Subsequently, the Terms of reference and Request for Proposals vetted by the Office of the Solicitor General and approved by the Hon. Minister for Education, Heritage & Arts.

The RFP for the review of the Higher Education legislation was published on 24 July and 31st July 2021 in Fiji Sun And Fiji Times. The same was also published on MEHA's website and Commission's website. However, by the closing date, 10th September 2021, no application had been received.

On 14 October the Commission in its resolution, approved amongst others agreed that the Legislative Review RFP and TOR were to be readvertised before September 2022.

**PRIORITY 4:
BUILDING THE
CAPACITY OF THE
HEC TO SUPPORT THE
DELIVERY OF THE HES**



ACTIVITY 21: IMPLEMENT HR FUNCTIONS

Annual Performance Planning & Appraisals

The HEC facilitates annual performance planning and appraisal at the end of the financial year to assess staff performance and plan and identify opportunities for capacity development. Professional development and planning are critical activities for the HEC and is linked to the organisation's value on continuous learning. During the staff annual planning and appraisal process staff performance development plans were developed and approved. Continuous professional development ensures that knowledge and skills are enhanced and remain relevant. A total of six professional development opportunities were approved and undertaken. Learnings from the professional development opportunities undertaken in this reporting year include:

- i. Development skills such as leadership training offered through the Fiji Commerce and Employers Federation;
- ii. Mandatory training such as Fire Warden and OHS training;
- iii. Internally facilitated development training on skills such as Microsoft Excel;
- iv. Women in Leadership training; and
- v. Fiji Institute of Accountants (FIA) Technical Workshops.

Capacity Needs Analysis

In its efforts to move towards being an effective, efficient, strategically focused and directed organisation, the HEC has engaged an external consultant to undertake a capacity needs analysis. The reporting year has seen the completion of

the Competency Assessments of staff and the HR team is working with the consultant to facilitate the completion and presentation of the final report. Some of the challenges that had impacted this project were the staffing changes and the COVID-19 pandemic which affected the face-to-face aspects of work with the consultants engaged, both in terms of leadership and within the HR team.

BRANDING AND ADVOCACY ACTIVITIES

Communications Style Guide

The Style Guide is a set of standards for the writing and designing of communications material at the HEC. It aims to provide staff guidance in the writing and formatting of written communications of the HEC. It will also outline procedures that ensure consistency in communications is maintained and adapted to the relevant audience. All written communications, including letters, emails, minutes, project proposals, project submissions, reports, and presentations, need to follow the Style Guide as a mandatory requirement.

During the reporting year the team had drafted a style guide which seeks to ensure the consistency across, presentation, and referencing irrespective of differing authors and/or editors. In doing so this will better assist the HEC in presenting information across to our highly valued stakeholders.

The implementation of the style guide will take place in the following financial year.

Higher Education Advocacy

During this reporting year, HEC maximised social media usage, particularly Facebook, to advocate and engage with members of the public.

Compared to the previous financial year (2019-2020), the HEC Facebook page recorded an increase of 37.7% 'Likes'. This has been aided in part by the boosting of Facebook posts to increase the reach and 'Likes' from the Northern and Western Divisions in particular. There are still opportunities though to extend this reach to other divisions, which includes most of the islands in Fiji's maritime zone where internet accessibility is slightly more challenging.

A total of eight Facebook Live broadcasts were hosted between August 2020 to July 2021 with the highest reaching 24,703 people in March 2021. This broadcast was held with the Keshals Business Education Institute, which is a registered HEI and the first in Fiji to offer the National Certificate in Information Technology (Level 2). The broadcast which achieved the highest engagements was a Talanoa Session with the Tertiary Scholarship and Loans Board (TSLB). The Facebook Live broadcasts have not only boosted the advocacy by extending the reach with members of the public, but it has also strengthened partnerships between the HEC and its stakeholders.

The use of social media, particularly Facebook to extend the reach of the HEC's advocacy activities was also coupled with a push to have members of the public access information on the HEC or the Higher Education sector through the website. There have been slight increases across page views, sessions, new users and existing users on the website, however, there are still opportunities to improve these numbers by keeping information current, engaging, and visually pleasing for members of the public.

In terms of new and innovative advocacy methods, the HEC for the first time used animated figures in a colourful and creative video campaign to drive messaging to the public on the importance of attaining accredited qualifications from registered

HEIs. The *"Don't Get Stuck with the Kosa"* campaign was animated and produced by *Kanalevu Animation and Illustrations* to create a 15-second video that was memorable, relatable, easy for all cross sectors of the public including various age groups to understand. The video campaign advocated for the importance of learners not wasting their educational investment on *"kosa"* or qualifications with no value from HEIs that have not undergone the rigorous quality assurances processes that come with achieving full registration status through the HEC. The campaign was intended for television and cinema advertising, but budgetary constraints as a result of COVID-19 had prevented this and so it was instead published on social media. On Facebook the post reached 13,208 individuals, generated 1,905 engagements and over 15,000 views.

Promotional products are an incredibly powerful marketing tool since they allow a brand to connect with people by engaging their senses. As one of the only forms of advertising that allows consumers to interact with a brand on a physical level, promotional products often create a more memorable brand experience. With the travel limitations and social gathering restrictions in place because of the COVID-19 pandemic, the team from the HEC is not able to physically travel to carry out advocacy and awareness activities. The promotional items will assist with *"advocacy travel"* as it is passed around. The procurement of these promotional items will also support efforts made in the previous financial year and messaging on social media around identifying the HEC as the *"Guardian in Higher Education"* tagline.

Memorandum of Understanding Signed

There are organisations both in Fiji and overseas with whom the HEC may formalise their relationships through Memoranda of

Understanding. One such organisation is the Fiji National Provident Fund which the HEC has worked closely on assessing the credibility of programmes and HEIs from members lodging educational assistance requests. Similarly, the Australia Pacific Training Coalition has expressed a desire to renew its MOU with the HEC to collaborate on several areas, including promoting and developing Fiji's TVET sector.

The Waikato Institute of Technology has also expressed a desire to renew its MOU with the HEC. A challenge in facilitating MOUs with international organisations is the clearances that must also be sought through the line Ministry, in this instance, MEHA, the Ministry of Foreign Affairs, and Cabinet endorsement. The HEC will need to engage with relevant Government stakeholders to ensure these MOUs are cleared for sign off with international organisations with minimal delay.

As a result of the COVID-19 pandemic, the progress of these two memoranda was temporarily halted.

2020 – 2021 National Disability Awards

The HEC sponsored the Youth Group Award for the 2020-2021 National Disability Awards. The HEC sponsored the Youth of the Year Award which was then won by Mr Nafitalai Ulunikorotabu. The HEC's sponsorship of this award was part and parcel of our efforts to raise awareness around access and equity for members of the disabled community.

SECRETARIAT SUPPORT SERVICES (CORPORATE SERVICES)

Annual Reporting

Pursuant with Section 49 of the Act, *"At the end of each financial year, the Commission shall submit an annual report, which must include an audited financial report, to the Minister on or before 30th September of the following year and the Minister shall cause a copy of the report to be tabled in Parliament."* The Annual Report encompasses the progress of activities for the Higher Education Commission's 4 priority areas of the Annual Business Plan and 6 Outputs of FHEIP and financial performance for the reporting year.

In this reporting year, the narratives of the two Annual Reports for the 2017-2018 and 2018–2019 financial years had been completed and approved by the Commission. The required Annual Report intends to provide public disclosure of the HEC's operating and financial activities over the year. The highlights and engagements of the HEC allow the Government and donors to make funding decisions and strengthen partnership opportunities.

Internal Monitoring Reports

The HEC's monitoring and evaluation report is captured under Priority 4 *"Building the capacity of the HEC to support the delivery of the Higher Education Strategy"*. The monthly M&E was introduced in January 2017 and refined with a *"traffic light"* rating system in 2018. This process was introduced as part of the reporting requirements for the Fiji Higher Education Improvement Programme a five-year project funded by MFAT New Zealand.

Monitoring and evaluation are a combination

of data collection, analysis and assessment to determine how a program or project has progressed. The M&E framework was developed to assist the HEC Secretariat in collecting information and data on projects, KPIs and activities, tracking the progress of projects or activities and making informed decisions about the effectiveness of the projects and the efficient use of the resources.

Monthly Internal IT Services Report

Reporting on the HEC IT Systems implementation and improvement of HEC processes using robust systems and applications is an integral part of ensuring that the HEC's operations continue to run smoothly. This includes collaborative and remote tools, to ensure the continuity of HEC's operations, irrespective of the fact, as to whether the locale is in the office or from remote locations. Robust, secure, and reliable systems and applications ensure that all services are efficient, scalable, secure, available and effective. This is an ongoing activity. With the increased adaptability of more and more service offerings with improved service delivery such as reduced wait times and improved service delivery times, for instance work from home, whether it is during COVID-19 pandemic or for any other reasons the IT Team can readily provide support to the HEC with the click of a button and without any limitations.

Records Management

There was a need to document and store the HEC's records properly into the HEC's registry system, digitising files to safeguard against unforeseen harm to all physical files and effectively monitor and maintain registry records for the proper functioning of the organisation. The HEC records management focuses on file digitisation and data entry for backup purposes and easy retrieval of

records, which greatly contributes to the need to manage the HEC records with the current registry system effectively.

In this reporting year, 51% scanning has been completed and a total of 691 files have been registered into the Registry Management System. The digitisation of the HEC's files has become even more crucial to the work of the Secretariat given the second wave of the COVID-19 pandemic and the extended period staff are now expected to work from home to abide by the restrictions which the Government has imposed.

A new RMS was set up, which includes improved features and allows for: increased efficiency in completing data entry work, multiple-user access (including access to electronic documents within the System), security improvements and version control and remote readiness.

Sub-Committee Meetings

The Commission established three committees on 9 October 2019 to assist the Commission with its 11 mandated functions. These committees include:

- Recognition and Registration Committee;
- Operational Governance Committee;
- Enterprise Committee.

Any submissions made to the Commission must be reviewed, scrutinised and endorsed by these Sub-Committees before the same can be tabled to the Commission for consideration and decision.

In this reporting year, sixteen committee meetings were convened, six OGC meetings, nine RRC meetings and one EC meeting. Given the current COVID-19 pandemic all work has been facilitated virtually since April 2021.

OPERATION OF NEW HR AND FINANCE SYSTEMS

Staff Training Workshop

An integrated Finance, Human Resources, and Payroll System is expected to promote a streamlined and end-to-end procedural efficiency, transparency, and accountability in all Finance, Human Resources, Procurement, and Grants Management processes. It allows a seamless

integration between the three systems which promotes data integrity and balance.

The systems were designed, developed, and went live at the end of this reporting year. After implementing the Integrated Finance, Human Resources and Payroll systems, a post review of Finance and HR policies will ensure compliance, streamline the processes, and automate as many processes as possible. The staff were fully trained on the new systems and were accepted by the users.



**FINANCIAL
STATEMENTS FOR THE
YEAR ENDED 31ST JULY
2021**



FIJI HIGHER EDUCATION COMMISSION COMMISSIONERS' REPORT FOR THE YEAR ENDED 31 JULY 2021

In accordance with a resolution of the commissioners, the commission herewith submit the statement of financial position of the commission as at 31 July 2021, 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:

Julin Moti, QC CSI – Chairperson (passed away on 21/12/2020)
Lepani Uluinaviti – Succeeded as interim Chair to 20/02/21
Penitiko Talo
Sachin Deo – Acting Chair from 23/02/21 to end of financial year
Fantasha Lockington
Vijay Naidu
Dr. Salanieta Bakalevu
Anaseini Raivoce

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 surplus for the year was \$37,613 [2020: deficit \$1,230,213]

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 2021**

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.

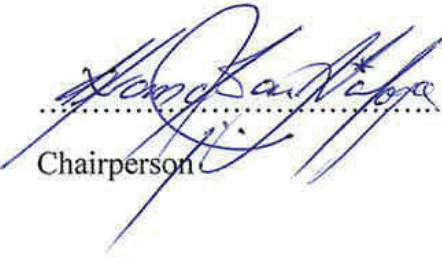
Commissioners' Benefits

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 2021**

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 2021**

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 2021;
- 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 2021;
- iii. The accompanying statement of the 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 2021;
- 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 2021;
- 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 in 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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Karsanji Street, Vatuwaqa
P. O. Box 2214, Government Buildings
Suva, Fiji



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Website: <http://www.oag.gov.fj>

**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 2021, 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 2021, 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

**STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 JULY 2021**

Revenue	Notes	2021 (\$)	2020 (\$)
Government Grant	3(i)	1,862,882	697,238
Release of Deferred Income	14	243,537	1,507,959
Total Operating Revenue		2,106,419	2,205,197
Expenses			
Depreciation and amortisation expense		(134,098)	(126,596)
Salaries & employee costs	6.1	(1,333,680)	(1,896,359)
Operating expenses	6.2	(601,028)	(1,432,417)
Total Operating Expenses		(2,068,806)	(3,455,372)
Operating profit/(loss) for the year		37,613	(1,250,175)
Other comprehensive income		-	-
Total comprehensive profit/(loss) for the year		37,613	(1,250,175)

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 2021**

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)
Surplus for the year	37,613	37,613
Balance as at 31 July 2021	(74,092)	(74,092)

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

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF FINANCIAL POSITION
AS AT 31 JULY 2021**

Current Assets	Notes	2021 (\$)	2020 (\$)
Cash & cash equivalents	10	1,142,263	1,434,072
Other debtors, deposits and prepayments	7	202,192	153,641
Total Current Assets		1,344,455	1,587,713
Non Current Assets			
Property, plant & equipment	11	278,954	308,948
Intangible Assets	12	265,929	187,020
Total Non Current Assets		544,883	495,968
Total Assets		1,889,338	2,083,681
Current Liabilities			
Trade payables & accruals	8	231,639	218,310
Provisional Tax		280	2,907
Provision for annual leave	15	45,557	45,557
Deferred Income	13	1,685,954	1,928,612
Total Current Liabilities		1,963,430	2,195,386
Total Liabilities		1,963,430	2,195,386
Equity			
Accumulated Funds		(74,092)	(111,705)
Other Reserves		-	-
		(74,092)	(111,705)
Total Liabilities & Equity		1,889,338	2,083,681

The statement of financial position is 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 2021**

	Note	2021 (\$)	2020 (\$)
Cash flow from Operating Activities			
Receipt of grants and other refunds		2,106,419	2,205,197
Payments to suppliers and employees		(2,215,216)	(3,311,594)
Net cash (used in)/ provided by Operating Activities		(108,797)	(1,106,397)
Cash Flow from Investing Activities			
Acquisition of plant and equipment		(183,012)	(68,012)
Net cash (used in) Investing Activities		(183,012)	(68,012)
Net decrease in cash & cash equivalents		(291,809)	(1,174,409)
Cash & cash equivalents at beginning of year		1,434,072	2,608,481
Cash & cash equivalents at the end of the year	10	1,142,263	1,434,072

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

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 JULY 2021**

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 2021**

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 2021**

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 based on 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 2021**

I) Government Grant

Government grants received from the 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 2021**

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 2021

6.0 OPERATING EXPENSES

6.1 Employment Benefit Expense

	2021 (\$)	2020 (\$)
Wages and salaries	1,223,151	1,628,683
Superannuation contributions	110,529	267,676
	1,333,680	1,896,359

6.2 Operating Expenses

	2021 (\$)	2020 (\$)
Allowances	40,756	78,625
Travel & Subsistence	9,331	97,612
Training Facilities & Materials	-	40,906
Bank Charges	3,945	6,335
Utility Bills	162,739	167,809
Vehicle Expense	794	4,122
Publication/subscription	54,060	60,860
Conference workshop seminars	31,441	14,313
Other Expenses	64,344	202,744
Audit Fees	6,907	5,490
Consultancy Fees	226,711	753,601
	601,028	1,432,417

7.0 Other Debtors, Deposits & Pre-payments

Prepayments & other receivables	190,746	134,922
VAT Receivable	11,446	18,719
	202,192	153,641

8.0 Trade Payables & Other Accruals

	2021 (\$)	2020 (\$)
Trade Creditors	4,219	7,288
VISA Credit Card	2,316	1,602
Accruals & Other Liabilities	225,104	209,420
	231,639	218,310

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2021**

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

	2021 (\$)	2020 (\$)
Higher Education Commission	19,350	19,350
Fiji Qualification Council	8,115	8,300
Attachees & Amenities	13,291	50,975
	40,756	78,625

10.0 Cash & Cash Equivalents

	2021 (\$)	2020 (\$)
Government Grant A/C: 11447457	682,242	231,055
MFAT Account	458,021	1,201,017
Petty Cash & Cash on hand	2,000	2,000
	1,142,263	1,434,072

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

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 2021**

11.0 Property, Plant & Equipment

	Literature (\$)	Office Equipment (\$)	Computer Equipment (\$)	Furniture & Fittings (\$)	Total (\$)
Cost					
Balance as at 31 July 2020	9,865	121,649	304,885	256,190	692,589
Additions	-	2,310	43,515	-	45,825
Disposals	-	-	-	-	-
Balance as at 31 July 2021	9,865	123,959	348,400	256,190	738,414
Accumulated Depreciation					
Balance as at 31 July 2020	1,103	52,942	222,816	106,780	383,641
Depreciation for the year	986	14,111	31,883	28,839	75,819
Disposals	-	-	-	-	-
Balance as at 31 July 2021	2,089	67,053	254,699	135,619	459,460
Carrying Amount					
Balance as at 31 July 2020	8,762	68,707	82,069	149,410	308,948
Balance as at 31 July 2021	7,776	56,906	93,701	120,571	278,954

12.0 Intangible Assets

	Software (\$)	Database (\$)	Work In Progress (\$)	Total (\$)
Cost				
Cost at Beginning	141,375	140,211	-	281,586
Additions	73,395	-	63,793	137,188
Closing Balance	214,770	140,211	63,793	418,774
Accumulated Depreciation				
Acc Depreciation at Beginning	59,513	35,053	-	94,566
Depreciation for the year	23,226	35,053	-	58,279
Closing Balance	82,739	70,106	-	152,845
Carrying Amount				
Balance As At 31st July 2020	81,862	105,158	-	187,020
Balance As At 31st July 2021	132,031	70,105	63,793	265,929

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 2021**

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.
- During the financial year \$63,793 was Work In Progress for the new accounting software Business Central. The project management and implementation is done by DXC Eclipse.

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.

FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2021

13.0 Deferred Income

	2021 (\$)	2020 (\$)
Government Grant		
Opening Balance	339,606	389,667
Additions	879	6,723
Release To Income Statement	(52,711)	(56,784)
	287,774	339,606
MFAT Grant		
Opening Balance	1,585,792	1,337,374
Additions	-	1,697,757
Release To Income Statement	(188,994)	(1,449,339)
	1,396,798	1,585,792
EUPACTVET Grant		
Opening Balance	3,214	5,050
Additions	-	-
Release To Income Statement	(1,832)	(1,836)
	1,382	3,214
Totals	1,685,954	1,928,612

14.0 Release of Deferred Income

	2021 (\$)	2020 (\$)
Amortization of Charge - Government Grant	52,711	56,784
Amortization of Charge - MFAT	188,994	1,449,339
Amortization of Charge - EUPACTVET	1,832	1,836
	243,537	1,507,959

15.0 Provision for Annual Leave

	2021 (\$)	2020 (\$)
Opening Balance	45,557	45,557
Adjustment to opening balance	-	-
Additions	24,815	24,815
	70,372	70,372
Leave taken	(24,815)	(24,815)
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 2021**

16.0 Consultancy Fees

	2021 (\$)	2020 (\$)
Overseas Consultants	157,948	617,035
Local Consultants	68,763	136,566
	226,711	753,601

17.0 Commitments & Contingencies

- Various CAPEX commitments have been made for the coming financial year.
- 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 Event

During the financial year, on 25 April 2021, the Fijian Government announced a number of measures including a lockdown of certain containment areas within Viti Levu in the wake of the second outbreak of the Covid-19 pandemic. Under the lockdown restrictions due to the highly contagious delta variant, all non-essential businesses were required to be closed unless the workplace was deemed part of a permitted industry as set out by the Government.

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 2021 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 2021 for the impacts of COVID-19.

**FIJI HIGHER EDUCATION COMMISSION
NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)
FOR THE YEAR ENDED 31 JULY 2021**

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 Employees

As at balance date, the Commission employed 32 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>2021 (\$)</u>	<u>2020 (\$)</u>
	12,630	33,923

23.0 Related Party Disclosure

Management

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

- Vijay Naidu (Appointed 07/10/2020 - Interim Director)
- Lucia Kafoa - (Resigned- Oct 2020)
- Rest of the Senior Management Positions were vacant due to Covid

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>2021 (\$)</u>	<u>2020 (\$)</u>
Salaries and Superannuation	\$153,557	\$424,603

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
FDMS.....	Finance and Data Management System
FNQF.....	Fiji National Qualifications Framework
FNU.....	The 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
IT	Information Technology
ITC.....	Information Technology and Computing
MEHA.....	Ministry of Education, Heritage and Arts
MOU	Memorandum of Understanding
MTI	Montfort Technical Institute

ACRONYMS

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	Programs of Study
QA	Quality Assurance
QS	Quality Standards
RC	Review Committee
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RRC	Recognition and Registration Committee
RRG	Research Reference Group
SIT	Sangam Institute of Technology
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
UniFiji	The University of Fiji
USP	The University of the South Pacific
VTC	Vivekananda Technical Centre

APPENDIX

This section of the report includes:

- **APPENDIX 1.0: FHEC Official Statistics 2020 – 2021**
- **APPENDIX 2.0: FHEC OFFICIAL STATISTICS TO-DATE**

APPENDIX 1.0: FHEC Official Statistics 2020 – 2021

Within the reporting period, the HEC was able to accomplish the following along with the aid of its stakeholders:

APPENDIX 1.1:	5 New National Qualifications Developed
APPENDIX 1.2:	5 National Qualifications Reviewed
APPENDIX 1.3:	2 HEIs Registered
APPENDIX 1.4:	1 HEI Recognized
APPENDIX 1.5:	1 HEI Reviewed
APPENDIX 1.6:	119 Provider Qualifications listed on the FNQF Register as of 31 July 2021
APPENDIX 1.7:	Government Grants Dedicated towards Institutional Funding 2020 – 2021

APPENDIX 1.1: 5 New National Qualifications Developed

- National Certificate in Fashion, Manufacturing and Design (Level 2)
- National Certificate in Fashion, Manufacturing and Design (Level 3)
- National Certificate in Fashion, Manufacturing and Design (Level 4)
- National Certificate in Counselling Support (Level 4)
- National Diploma in Counselling (Level 5 – School Based)

APPENDIX 1.2: 5 National Qualifications Reviewed

- National Qualification in Carpentry (Level 3)
- National Qualification in Carpentry (Level 4)
- National Qualification in Cabinet Making and Joinery (Level 3)
- National Qualification in Cabinet Making and Joinery (Level 4)
- National Qualification in Beauty Therapy Services (Level 4)

APPENDIX 1.3: 2 HEIs Registered

- Crest Academy
- Makoi Women's Vocational Training Centre

APPENDIX 1.4: 1 HEI Recognized

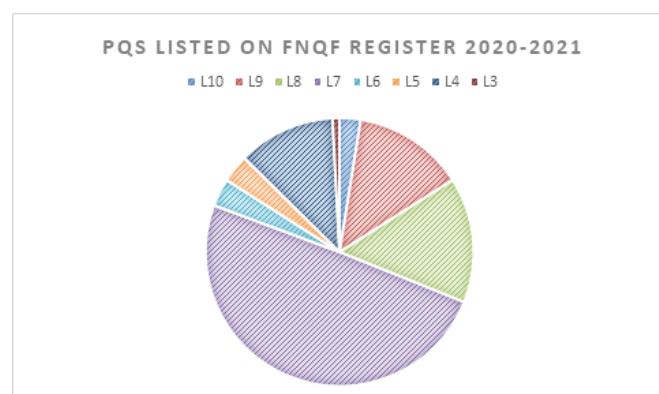
- Ministry of Education, Heritage & Arts

APPENDIX 1.5: 1 HEI Reviewed

- The University of the South Pacific

APPENDIX 1.6: 119 Provider Qualifications listed on the FNQF Register as of 31 July 2021

The following graph briefly illustrates a breakdown of all 119 PQs listed on the FNQF Register within the reporting period as per their respective Levels (3 – 10).

**Summary:**

Qualification Level	Number of qualifications
FNQF Level 10	3
FNQF Level 9	16
FNQF Level 8	18
FNQF Level 7	59
FNQF Level 6	4
FNQF Level 5	4
FNQF Level 4	14
FNQF Level 3	1
FNQF Level 2	-
FNQF Level 1	-
Total qualifications	119

APPENDIX 1.7: Government Grants Dedicated towards Institutional Funding 2020 – 2021

HEI	2020-2021
	Budget Allocation
The University of the South Pacific	\$ 27,618,635
The University of Fiji	\$ 2,734,962
The Fiji National University	\$ 49,000,000
Centre for Appropriate Technology and Development	\$ 572,646
Corpus Christi Teachers College	\$ 105,062
Fulton Adventist University College	\$ 121,773
Montfort Technical Institute	\$ 372,892
Montfort Boys' Town	\$ 572,579
Sangam Institute of Technology	\$ 140,392
Vivekananda Technical Centre	\$ 146,873
	\$ 81,385,814

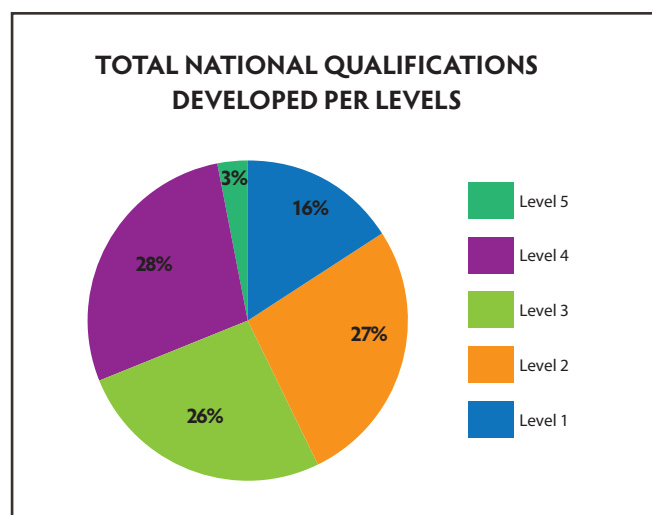
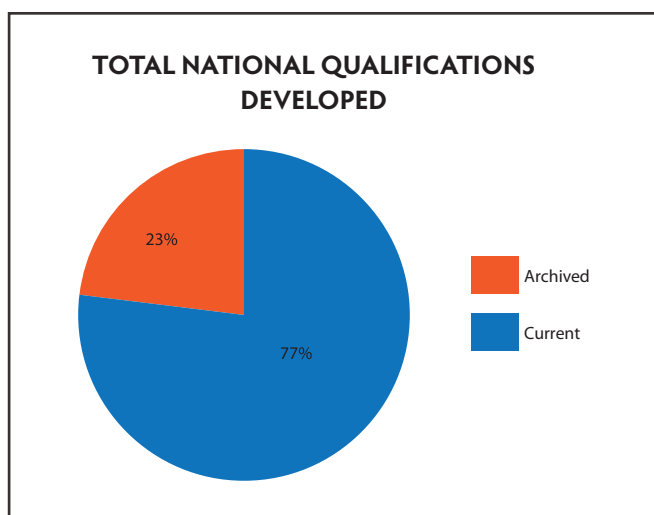
APPENDIX 2.0: FHEC OFFICIAL STATISTICS TO-DATE

At the end of the 2020-2021 Financial Year, the HEC had recorded the following total figures:

- 155 National Qualifications Developed
- 442 Qualifications Registered on the Fiji National Qualifications Framework
- 42 Higher Education Institutions Registered
- 12 Higher Education Institutions Recognised
- 21 Higher Education Institutions Reviewed
- 12 Memoranda of Understanding signed.

APPENDIX 2.1: Total National Qualifications Developed as of 31 July 2021

This infographic is inclusive of both those National Qualifications that were still deemed “Current” as of 31 July 2021 and those that have been archived.



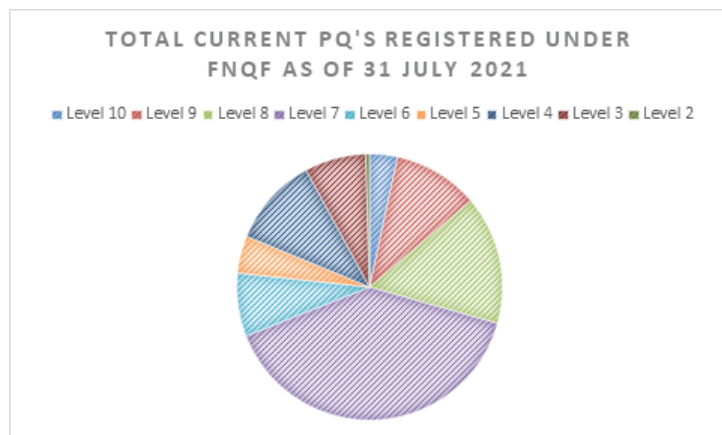
Summary

Qualifications Levels	No. of Qualifications
Level 1	24
Level 2	41
Level 3	41
Level 4	44
Level 5	5
TOTAL	155

This table captures the breakdown of the total number of national qualifications mentioned in this statistic according to their respective Qualification Levels

APPENDIX 2.2: Total Qualifications Registered on the FNQF as of 31 July 2021

This infographic depicts the ratios of those Provider Qualifications that were still marked “Current” as of 31 July 2021; depicting the total number of PQs awarded per FNQF Level (1-10). At the end of this reporting period, **442 Provider Qualifications were registered under the FNQF.**



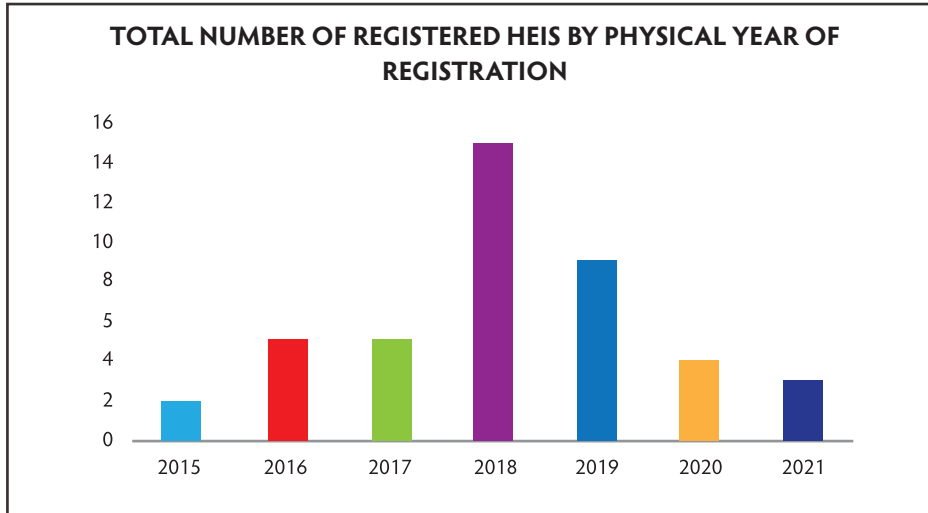
Summary

Qualifications Levels	No. of Qualifications
FNQF Level 10	15
FNQF Level 9	46
FNQF Level 8	69
FNQF Level 7	175
FNQF Level 6	34
FNQF Level 5	20
FNQF Level 4	48
FNQF Level 3	33
FNQF Level 2	2
TOTAL	442

This table captures the breakdown of the total number of current qualifications registered with the FNQF under their respective levels i.e., FNQF Level 1 – 10 as also represented by the above corresponding chart.

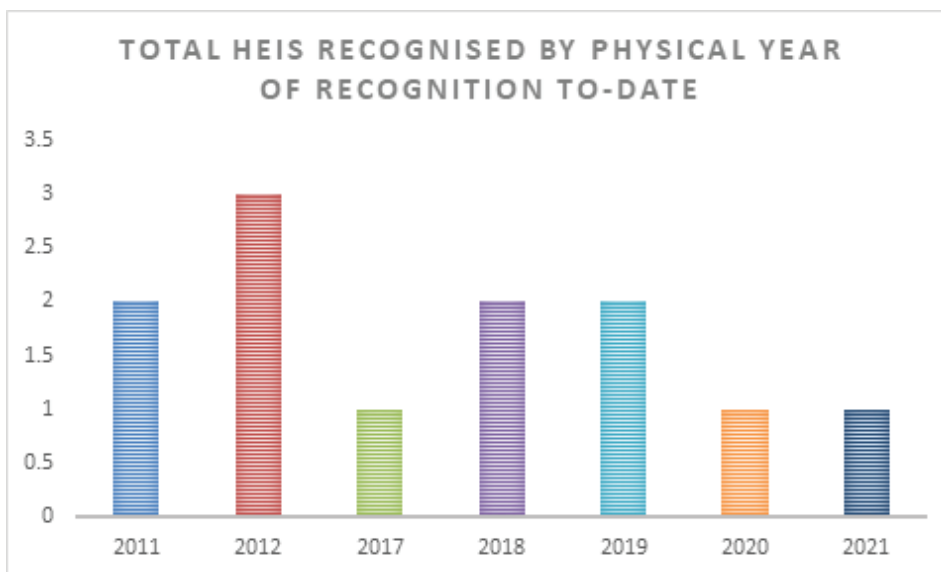
APPENDIX 2.3: Total HEIs Registered as of 31 July 2021

This chart represents the breakdown of the total number of HEIs that were registered at the end of the reporting period as per the years that they were granted their registration. It does not account for those HEIs that have either expired registration certificates, undergoing review, or currently on the provisional registration list. In total, 42 HEIs had been registered by the 31st of July 2021.



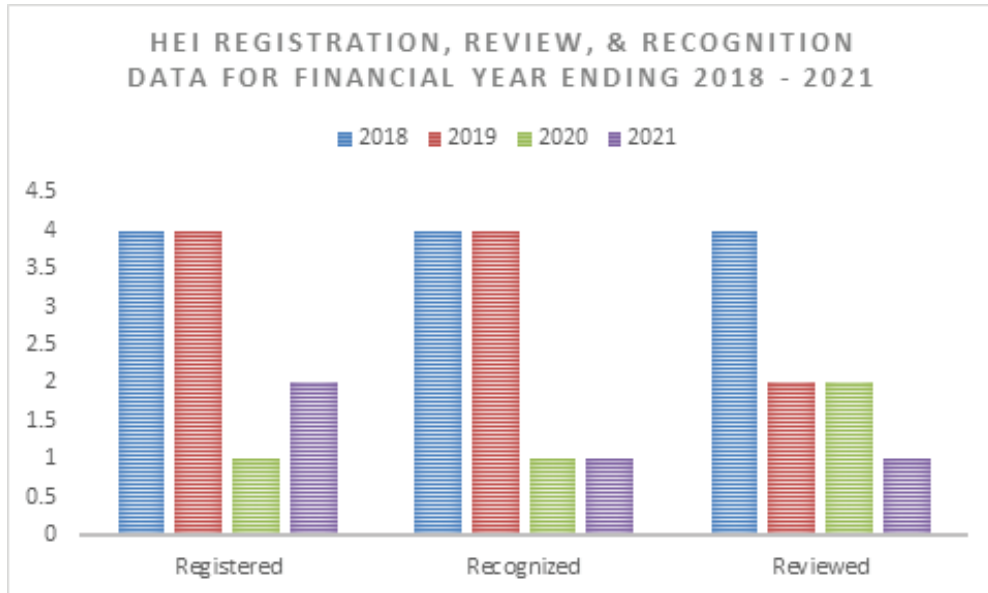
APPENDIX 2.4: Total HEIs Recognized as of 31 July 2021

The table below discusses the breakdown of the total number of HEIs currently recognized at the end of the reporting period. This chart does not include those HEIs that have since been revoked. In total 12 HEIs remained at recognition status at the end of the 2020 – 2021 reporting period.



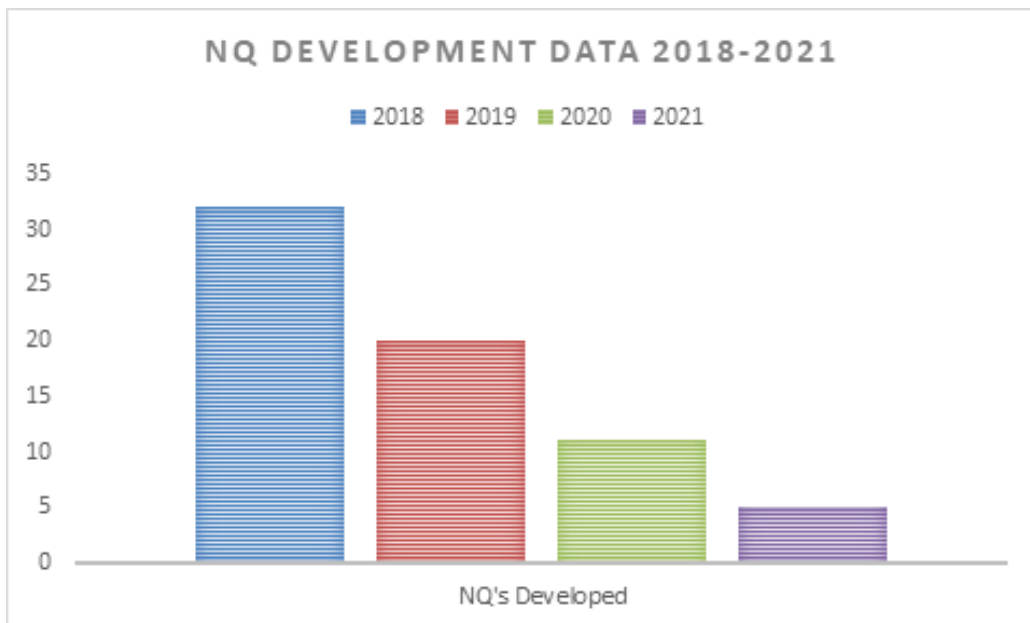
APPENDIX 2.5: HEI Registration, Recognition, and Review Comparative Data 2018 - 2021

This chart represents the breakdown of the number of HEIs that were Registered, Recognized and Reviewed at the end of each financial year from 2017/2018 till the end of the reporting period.



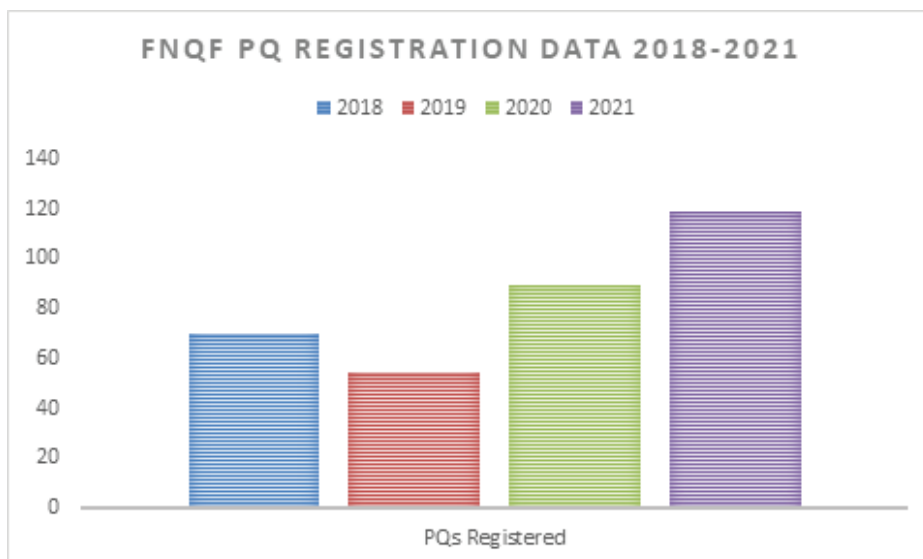
APPENDIX 2.6: New NQs Developed Comparative Data 2018 – 2021

This Chart illustrates a comparison of the number of NQs that were newly developed at the end of each financial year from 2017/2018 to 2020/2021.



APPENDIX 2.7: PQs Registered to FNQF Comparative Data 2018 - 2021

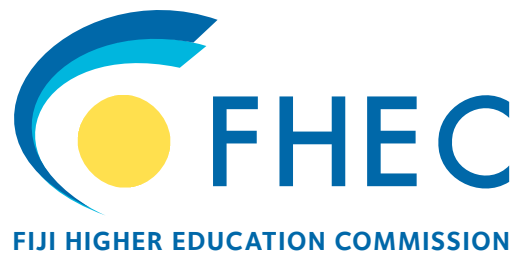
This graph shows the number of PQs registered under the FNQF per year comparatively at the end of each financial year from 2017/2018 to the end of this reporting period.



Overall, when comparing the data for the aforementioned financial years, Appendix 200 showed that in the more recent financial years (i.e., 2019/2020 and 2020/2021), the number of HEI registrations, recognition, and reviews processed by the HEC dropped. Similarly, the development of NQs also declined in numbers as this period approached.

This decline in HEIs and NQs being processed also coincides with the COVID-19 global pandemic that hit Fiji early 2020. As a result, movement was restricted, our officers were advised to work remotely, and HEIs needed to introduce online remote forms of learning.

On the contrary, the number of PQs being registered increased significantly at the end of the financial years ending 2020 and 2021. This was more so to do with changes in universities internal processes and increased number of applications for qualifications to be registered under the FNQF rather than any direct correlation with the pandemic.



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