



FIJI HIGHER EDUCATION COMMISSION

ANNUAL REPORT

August 2018 - July 2019

"Building together an educated and globally competitive Fiji"

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 FHEC 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.
1. Integrity and transparency.
 2. Innovation and responsiveness for continued relevance.
 3. Lifelong learning for learners.
 4. Commitment to our people and their contribution.

About the Fiji Higher Education Commission

The FHEC is a statutory body that reports directly to the Minister for Education, Heritage, and Arts and is responsible for regulating the establishment, recognition, registration, operation and standard of higher education institutions. These responsibilities are encompassed within the FHEC's 11 mandated functions.

The Fijian Government has recognized the importance of higher education, highlighting the need to provide Quality Education for all learners in Fiji as a key strategy.

The Government has implemented a wide range of improvements to higher and

post-secondary education over the past decade including the establishment of a central agency for regulation, quality assurance, and funding the FHEC, and its efforts to improve the quality and availability of vocational education and training across the country.

Fiji stands out as a leader in higher education among Pacific Island countries. This strength is attributed to several key factors: its role as a regional educational hub, the presence of an integrated national quality assurance system, strong community support for higher education, and a diverse range of educational providers.





Content

OUR VISION	ii
OUR MISSION	ii
OUR VALUES	ii
ABOUT FHEC	1
THE YEAR 2018 - 2019 STATISTICS	4
THE FIJIAN HE SECTOR STATISTICS	5
EXECUTIVE SUMMARY	6
MESSAGE FROM THE CHAIRPERSON	8
OVERVIEW BY THE DIRECTOR.....	8
OUR MANDATED FUNCTIONS	10
BACKGROUND.....	11
FHEC STRATEGY FUNCTION.....	14
FHEC'S PROGRESS AGAINST OUTCOMES.....	17
PRIORITY 1: IMPROVING ACCESS & EQUITY.....	18
PRIORITY 2: DEVELOPING LINKAGES TO EMPLOYMENT IN FIJI	23
PRIORITY 3: STRENGTHENING THE HIGHER EDUCATION SYSTEM	35
PRIORITY 4: BUILDING THE CAPACITY OF THE FHEC TO SUPPORT THE DELIVERY OF THE HES	52
AUDITED FINANCIAL STATEMENTS.....	58
ACRONYMS	80

The Year 2018 – 2019

Statistics

| 04

Higher Education Institutions
Registered

| 04

Higher Education Institutions
Recognised

| 04

Programmes Accredited on the
Fiji Qualifications Framework

| 20

National Qualifications
Developed

| 30

Existing National Qualifications
Reviewed

| 02

Memorandum of
Understanding signed

| FJD104,789,107m

Government Grants Allocated to
Higher Education Institution

The Fijian HE Sector Statistics to date

| 39

Higher Education Institutions Registered

| 24

Higher Education Institutions Recognised

| 115

Programmes Accredited on the Fiji Qualifications Framework

| 141

National Qualifications Developed

| 08

Memorandum of Understanding signed

Executive Summary

This Annual Report covers the progress of the financial year August 2018 to July 2019 of the FHEC.

The report provides progress on the FHEC's priority areas and financial performance towards supporting these activities. The progress on achievements in this reporting period are the four priority 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 FHEC to support the delivery of the HES.

Progress towards Outcomes and Achievements

The FHEC has made progress towards achieving activities outlined in the Annual Business Plan (ABP) from August 2018 to July 2019 on the priority areas under the FHEC Performance Framework.

This report focuses on evidence gathered over the reporting period, and the results are due to the persistent and combined efforts of all FHEC's work since its inception.

Section 3 of this report reviews progress and achievements against indicators included in the ABP. The following are major highlights:

- i. Twenty NQs developed;
- ii. Thirty Existing NQs reviewed;
- iii. Seven HEIs approved to deliver NQs;
- iv. The new tagline **"Your Guardian in Higher Education"** for the FHEC;
- v. Inaugural National Job Fair held;
- vi. Strengthened relationship with VQA;
- vii. Four HEIs awarded recognition status;
- viii. Four newly registered HEIs;
- ix. Four programmes accredited on the FQF;
- x. Communications Strategy implemented;
First-ever Stakeholder Talanoa Session held with members of the Construction Industry Council;
- xi. Review of the Teacher Training Programme;
- xii. Eight RQs and Eight NQs developed in Sustainable Energy and Resilience (Climate Change Adaptation/Disaster Risk Reduction) at certificate levels 1 – 4;
- xiii. Launch of Fiji Qualifications Framework and Quality Standards Booklet;
- xiv. Two Memoranda of Understanding signed; and
- xv. Dispersed the Government operating grant total \$104,789,107 allocated and administered to ten HEIs.

Financial Performance

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

- i. The total funding available to the FHEC in this reporting year was \$2,726,483. Total expenditure for the period was \$1,975,482.



Message from the Chairman

The fiscal year 2018-2019 saw the Fiji Higher Education Commission (FHEC) in its eighth year of existence. The year has been eventful, to say the least, noting numerous activities that took place. It is with great pleasure to present this Annual Report which accounts for the performance of the organisation the milestones reached and the challenges encountered.

Firstly, in leadership was the exchange in the chairmanship of the Commission. The late Mr Julian R Moti, QC CSI succeeded Dr Milika Sobey whose leadership term concluded. Dr Sobey is acknowledged for her contribution and impact during her tenure as Chair of the Commission. Due to the vacancy of the Chair's position, there were delays in progressing certain approvals. I acknowledge the Secretariat for ensuring continued operations.

Most activities centered around the Fiji Higher Education Improvement Project (FHEIP). Funded by the New Zealand Ministry of Foreign Affairs and Trade (MFAT), this project is currently in its second year of progress. The project's activities have been a significant focus for the Secretariat, driving engagement and development efforts.

The FHEC acknowledges MFAT's partnership and support toward improving Fiji's higher education sector.

Another FHEIP significant activity was the review of the Fiji Qualifications Framework (FQF) that was completed in 2017. Recommendations from this review created two major activities in this fiscal year.

These include:

1. Launch of two FHEC Strategic important documents

Fiji Qualifications Framework and Quality Standards Booklet, which are significant for quality assurance purposes in Fiji's higher education sector.

2. Review of Apprenticeship and Proposal on forming the Skills Council of Fiji.

Milestones are reached when the FHEC initiated of the National Job Fair in collaboration with the Ministry of Employment, Productivity and Industrial Relations to host this inaugural event.

The Job Fair was an overwhelming success in terms of the efforts of the FHEC to foster partnerships with its stakeholders, forge greater links with education and employment and raise the profile of the FHEC in the country.

In the area of quality assurance, a recording process only for self-accrediting



higher education institutions has been developed by the FHEC in line with the Higher Education Act 2008.

The recognition and registration processes have been streamlined to improve efficiency and effectiveness. The FHEIP has made allowances for the fast-tracking of programmes accreditation into the FQF as well as the review and development of new National Qualifications. The FHEC was instrumental in developing two regional programmes, a historical achievement for Fiji, the Pacific and the first-ever in the world, Certificate level qualifications in Sustainable Energy and Resilience (CCA/DRR).

The year also saw the FHEC enhancing and nurturing its relationships with a range of stakeholders in government, industry and NGOs through collaborated activities and the signing of Memorandum of Understanding (MOUs). One to mention is the work with the Ministry of Education, Heritage & Arts to modify the Fiji Education Management Information System to include the higher education sector.

The development of the FHEC tagline **“Your Guardian in Higher Education”** was another success for the financial year in terms of strengthening the

organisation’s brand. It highlights the role of safeguarding higher education in Fiji.

Even though much work remains we believe we are on the right path and we are making progress to pave a clearer path to improve the quality of higher education in Fiji. The Commission is thankful to all stakeholders for their continued support.

The Minister for Education, Heritage and Arts, Honourable Rosy Akbar is acknowledged for her valuable support to the FHEC. Sincere gratitude is extended to the Permanent Secretary for Education, Heritage & Arts, Ms Alison Burchell for her genuine engagements in FHEC affairs and projects. Great appreciation to the Commissioners for their time and effort in ensuring that the organisational governance was executed without disruptions. The Secretariat’s team is also acknowledged for their tireless effort and commitment in this financial year.

We look forward to a more productive and progressive 2019-2020.

Lepani Uluinaviti
Chairman

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.

Background

1.1 Commission Members

From August 2018 to July 2019, the Commission underwent a governance transition.

Outgoing membership

- Dr Milika Sobey, Chairperson;
- Mr Vimlesh Chand;
- Dr Joseph Veramu;
- Mr Arun Narsey, co-opted member;
- Dr Kesaia Seniloli, new member;
- Mrs Anaseini Raivoce, new member; and
- Ms Namrata Singh, new member.

Current Membership

- Mr Julian Moti, QC CSI was appointed as Chairperson;
- Mr Lepani Uluinaviti;
- Mr Sachin Deo;
- Ms Fantasha Lockington;
- Mr Filipe Jitoko;
- Mr Vijay Naidu;
- Ms Sharyne Fong;
- Mr Preayant Kumar; and
- Mr Peni Taoi.

1.2 FHEC Secretariat

i. Corporate Services (CS)

The CS team is responsible for the administrative operations of the FHEC including information technology, general administration, communications, records management, human resources, and planning and reporting.

ii. Finance and Data Management Systems (FDMS)

The FDMS team is responsible for administering the funding model for the Government's financing of HEIs, as well as the financials of the Commission and FHEC Secretariat. The team also serves as the hub and facilitator of all higher education data collection and analysis including any other research deemed important to Fiji's higher education sector.

iii. Operations and Quality Assurance (OQA)

The OQA team is responsible for all quality assurance issues relating to HEIs, including programmes.

These include but are not limited to the recognition, registration and review of HEIs as well as any compliance issues excluding government funding. The team is responsible for administering the functions related to the Fiji Qualifications Framework which include but are not

limited to programmes accreditation, assessment of foreign qualifications, development and implementation of NQs, Competency-Based Training and Competency-Based Assessment, moderation of national standards and qualifications, and the compliance of these requirements by all HEIs.

1.3 FHEC Committees

i. Recognition Committee

The FHEC Recognition Committee was established under Section 8 of the Higher Education Act 2008. Applications from institutions for recognition are assessed and scrutinised by this Committee. The Committee then makes recommendations to the Commission for approval. The Recognition Committee for the 2018-2019 fiscal year included internal management:

- Director, FHEC
- Deputy Director, OQA
- Senior Manager, Corporate Services
- Senior Manager, Finance and Data Management Systems and
- Programmes Accreditation Officer.

ii. Registration Process

Registration applications are assessed by the Recognition and Registration Officer and sent to Deputy Director and Director for further assessment/vetting before submitting to the Commission for final approval.

iii. Review Committee

The FHEC Review Committee was established under Section 9 of the Higher Education Act 2008. The primary role

of the Committee is to review HEIs for quality assurance as required periodically based on the type of HEIs. The members of the Review Committee are:

- Mrs Susana Tuisawau (Chairperson);
- Mrs Leba Mataitini; and
- Mr Manik Chand.

iv. Industry Standards Advisory Committees (ISACs)

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

v. Fiji Qualifications Council (FQC)

The Fiji Qualifications Council was established to administer and maintain the functions relating to the FQF, such that the FQF stands as a beacon and reference for socio-economic planning. The Fiji Qualifications Council (FQC) is guided by the Higher Education (Qualifications) (Amendment) 2013.

The FQC is responsible for accrediting qualifications at Levels 1-6 on the Fiji Qualifications Framework (FQF) and conducts reviews of these qualifications every five years. This review process ensures that the qualifications remain current and adhere to acceptable and relevant standards of teaching, learning, and assessment.

The FQC comprises the following members:

- Mr Filipe Jitoko (Chairperson);
- Dr Niumaia Tabunakawai;
- Dr Litea Meo-Sewabu;
- Mr Kamlesh Reddy;
- Mr Shivam Naidu;
- Ms Barbara Ratabacaca;
- Ms Ruci Yavu;
- Ms Ilisapeci Mavono;
- Mr Josefa Turaganivalu; and
- Mr Simon Mow.



FHEC Strategy Function



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



Graduates meet industry needs



Increased number of learners enrolled in National Qualifications



Foster collaboration between FHEC and relevant stakeholders



Programmes include entrepreneurship elements



Increased number of NQs that include entrepreneurship elements



Increased number of NQs that include entrepreneurship elements



HEIs actively engage with industry to promote employment of female graduates



Promote gender equity in employment

STRENGTHENING THE HIGHER EDUCATION SYSTEM



All Higher Education Institutions have robust internal quality assurance systems



HEIs report healthy surpluses, cash flow and asset base at the end of each financial year



Increased number of HEIs delivering qualifications that are registered on the FQF



Develop and Implement a HEI Monitoring and Evaluation Framework



Integrate HEI data into FEMIS



Target Funding to support high quality relevant provision



Strengthen FHECs internal systems



Support HEIs to build robust IQA systems



Review the Technical & Vocational Education and Training (TVET)/Technology Employment Skills Training (TEST) sector

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



Improved HEI performance (sustainable, financially stable, better reputation, better decision making and increased research activity).



HEIs are responsive to the Higher Education Strategy (HES)



Improved risk rating for HEIs inside the Monitoring & Evaluation Framework



HES priorities are reflected in HEI documents



Provide opportunities for Leadership training



Better qualified teachers/assessors/moderators



Increased number of HEIs using the Teacher Competency Framework



Number of teachers/ assessors/ moderators who have undertaken professional development



Develop a Teacher Competency Framework, teacher qualifications and; training modules for teachers, assessors, and moderators



The Fiji Qualifications Framework (FQF) is aligned with other qualification frameworks



Formal agreement between Fiji and international agencies



Progress efforts towards alignment of FQF with other qualifications frameworks



Develop partnerships with other International agencies

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



FHEC's Progress Against Outcomes

The FHEC assesses its performance against the measures in its Strategic Performance Framework. The FHEC SPF is aligned to the Ministry of Education, Heritage and Arts Strategic Plan and National Development Plan.

For the years 2017–2021, the FHEC is working towards the following priority 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 FHEC to support the delivery of the Higher Education Strategy.

This report provides progress on activities achieved under the MFAT Fiji Higher Education Improvement Programme and the FHEC Annual Business Plan of 2018–2019.



Priority 1:

Improving Access & Equity



Activity: Work with HEIs and MEHA to develop internal data collection capacity. Implement the Fiji Education Management Information System (FEMIS) for the higher education module.

Target 1: Developed an annual workplan and central data collection function to ensure that data is collected

Sub Target 1a: FEMIS

Having a seamless education pathway from pre-school, primary, secondary education to higher education and employment is one of the objectives of the FHEC. An inclusive society with accessible education at all levels ensures that this pathway is created and used. Implementing a tracking system with close monitoring is equally important to ensure that the goal is achieved for learner achievement of outcomes at all levels for learners to reach and perform in the workplace.

Additionally, having good quality, accessible and equitable data collection methods and analysis mechanisms is critical for making informed decisions and adopting appropriate strategies to move forward.

The FHEC collaborated with MEHA and HEIs to modify the FEMIS to include the higher education sector. An HEI module was developed for FEMIS which focused on developing useful internal data collection.

This approach required HEIs that are not universities to directly enter data into the FEMIS to support national reporting.

The larger universities with existing IT systems will exchange data with FEMIS to further enable that same national reporting. ServicePro International Tourism and Hospitality Institute is the only HEI piloted FEMIS as the Student Management System (SMS).

In July, Vivekananda Technical Centre (VTC) became the second higher education institution to be onboarded onto the Fiji Education Management Information System (FEMIS). A two-day workshop was conducted at VTC, and due to the participants' high computer literacy, they quickly grasped the workshop topics. They also suggested some minor changes, which are currently being implemented by the Ministry of Education, Heritage and Arts (MEHA) FEMIS team.

During this financial year, the FEMIS team also initiated discussions with Monfort Boys' Town, Sangam Institute of Technology, Corpus Christi Teachers College, and Fiji Latter Day Saints Church College. Moving forward and based on the lessons learned, the team planned to actively engage these HEIs for the roll out of FEMIS focusing on the funded HEIs to support the data needs for the Funding Model and the proposed HEI M&E framework projects.

The main challenge in the implementation of FEMIS has been to garner the buy-in and engage the HEIs. A revised plan has been put in place for the 2019-2020 period to support this process.

Sub Target 1b: Central Data Collection

The central data collection system generates an internal data evaluation report and work plans to ensure that appropriate and relevant data is collected, collated, analysed, and reported against. This work ensures that quality data gathering and analysis will provide information on levels of access and equity for learners in Fiji's higher education system.

Following on from the data centralisation project in 2017-2018, the FHEC initiated a data analysis project in 2019 to explore general trends, patterns, and relationships within higher education datasets and to draw out ways and areas in which the higher education system needed strengthening.

The project commenced with examining trends such as the movement in student enrolment numbers over a certain period, for programme levels from 4 to 10 on the Fiji Qualifications Framework and concluded with datasets from funded HEIs being reviewed, cleaned, and coded for analysis and graphing as part of the next phase.

Sub Target 1c: National FQF register

The project began in 2018 and was initially on the development of a register to list the details of qualifications registered on the FQF. Magnetism Solutions from New Zealand was selected by the senior management and contracted to develop the qualifications register. Consultations on the fields and parameters and user acceptance test

were completed in February 2019. The Qualifications Register was developed but it was noted that FHEC also had to keep a Register for HEIs.

Hence, the project was expanded, the Qualifications Register is to include fields and parameters on the required institutional information, and the revised register is now called the National Register for the Fiji Higher Education. The fields and parameters for the National Register for Fiji Higher Education have been identified.

Sub Target 1d: FHEC Performance Survey

The FHEC has been established to oversee the development and improvement of higher education in Fiji to ensure that learners have the best possible opportunity to gain relevant qualifications required to support and sustain Fiji's economic and social prosperity.

The overall purpose of the survey is to explore the performance of the FHEC as an organisation in carrying out its core business.

The FHEC Performance Survey aims to gain valuable feedback from the Higher Education Institutions, Learners and the Ministry of Economy, Employers, and any other relevant stakeholders on their views regarding their evaluation of FHEC as a regulator of higher education in Fiji.

The delays in this project are attributed to the need to engage an independent individual and organisation with the

relevant background and experience in higher education to provide a comprehensive and robust assessment of the FHEC's performance.

Activity: Ensure the details of all approved qualifications offered by HEIs are publicly available to assist learners and their families in making informed choices.

Target 2: 50 programmes for recording and 4 programmes for accreditation

Following the review recommendations in 2017, the Fiji Higher Education Commission (FHEC) developed a recording process specifically for self-accrediting higher education institutions. This process aligns with the Higher Education Act 2008 and the Higher Education Amendment Act 2017. Each University was supported to prepare their provider-developed qualifications for recording on the FQF Register.

Programme accreditation and recording are quality assurance processes that allow qualifications to be evaluated and registered on the FQF. The programme accreditation process allows non-university programmes to be evaluated against six broad areas whereas self-accreditation institutions like the universities submit programmes using the recording process.

The target for the year was 50 programmes for recording and four programmes for accreditation. In this reporting period, a total of 150

Universities qualifications were recorded on the FQF register and four qualifications were accredited from non-universities. The budget was reallocated as funds were available, and therefore utilised for program evaluation, capacity building of FHEC staff and staff from selected higher education institutions.

Activity: Develop policies, procedures, and guidelines to enable RPL and RCC in HEIs.

Target 3: Monitor the implementation of RPL/RCC for the funded HEIs and those HEIs offering NQs

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

Capacity building workshops were conducted for four HEIs. The primary objective of these workshops focused on assisting each HEI to develop an RPL Policy, Procedures and Guidelines. These four HEIs included:

- i. Technical College of Fiji;
- ii. Montfort Boys Town;
- iii. Fiji Latter Day Saints Church College; and
- iv. National Training & Productivity Centre of the Fiji National University (FNU).

During the reporting period only Montfort Boys Town and the Fiji LDS Church College had completed draft policies.



Activity: Determine ways in which HEIs can increase in capability to deliver to equity groups.

Target 4: Review report endorsed by the Commission

Research on Access and Equity in Higher Education is set to explore and investigate issues of access and equity of higher education in Fiji. More specifically it will:

- i. Assess the present situation and identify the adversities to higher education access as well as higher education equity;

- ii. Assess the demand level of interest, and preparedness of potential students to pursue higher education courses;
- iii. Assess the level of preparedness of higher education institutions to cater to students' disadvantages or special needs to enter and complete their program of study; and
- iv. Identify feasible ways to strengthen access and equity for quality higher education opportunities for all.

This project was initiated in January 2019 and remains ongoing with an expected completion date earmarked for 2020.



Priority 2:

Developing Linkages to Employment in Fiji



Activity: Develop NQs in areas where there is demonstrated industry demand. Entrepreneurship elements included if appropriate.

Target 5: 18 NQs developed for the Tourism, Sports, IT and Construction sectors

Target 5a: NQs developed

National Qualifications are qualifications developed by the Industry Standards Advisory Committees. These qualifications are quality assured by the Fiji Qualifications Council(FQC) on behalf of the FHEC.

Provider Qualifications on the other hand, are developed by higher education institutions. They are registered on the Fiji Qualifications Framework through the

accreditation and recording processes.

To determine the industry relevance of National Qualifications (NQs), situational analysis reports are developed to support the development and delivery of new NQs.

The target for this reporting year was to develop 18 NQs for the following sectors:

- Tourism;
- Sports;
- MEHA -TEST Curriculum Conversion Office Technology; and
- Construction.

The Fiji Qualifications Council (FQC) approved 20 National Qualifications during this reporting year. These NQs are expected to address human resource needs in the target sectors.

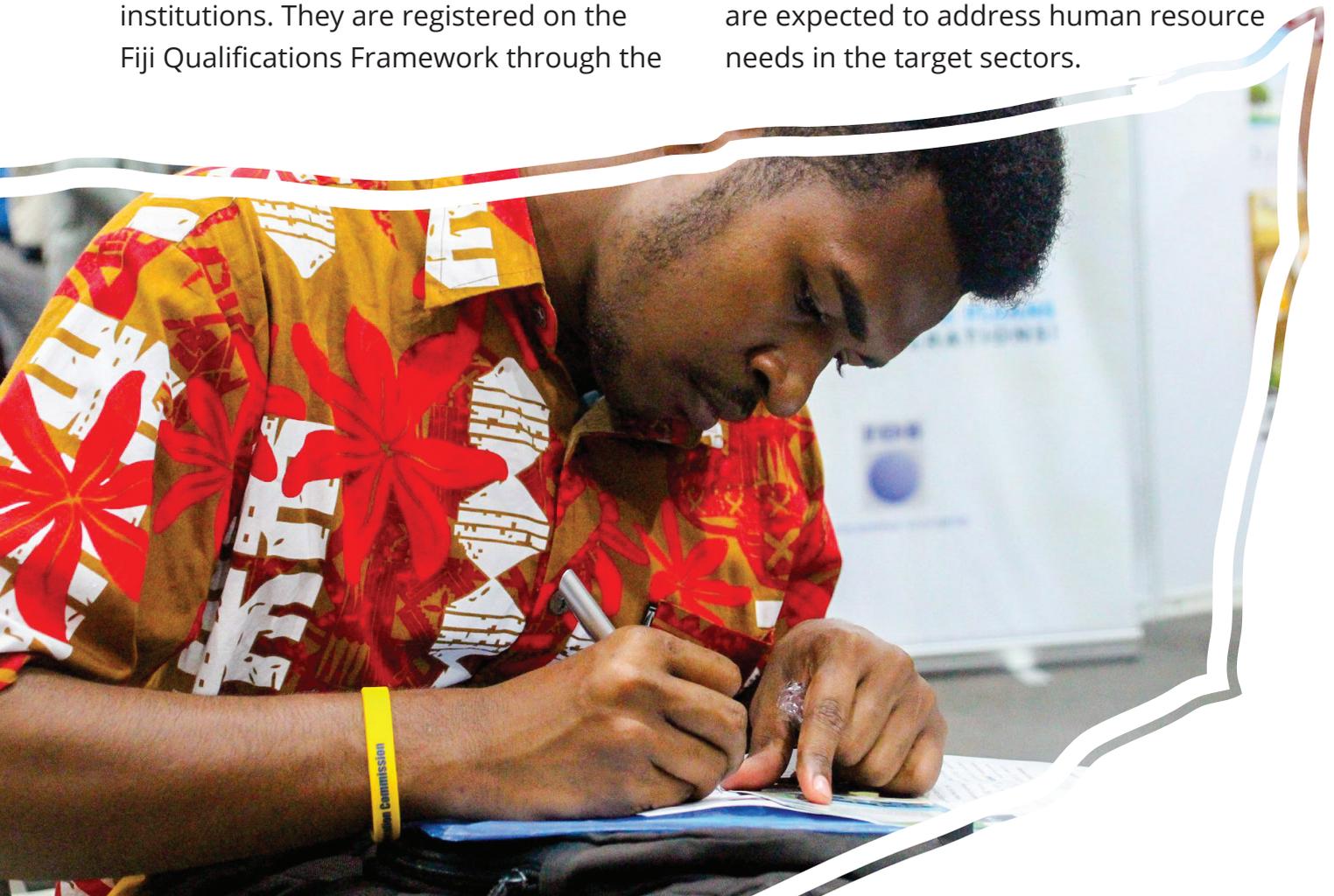


Table 1: National Qualifications approved by the FQC -Table 2

Sectors	National Qualification	Level (s)
Sports	National Certificate in Sports Coaching	4
	National Diploma in Sports Coaching	5
	National Certificate in Aquatics and Community Recreation	3
	National Certificate in Aquafitness	4
Tourism	National Certificate in Accommodation and Guest Service Certificate	3
	National Certificate in Accommodation and Guest Service Certificate	4
	National Certificate in Catering Service	4
Business Administration and Technology	National Certificate in Business (Administration and Technology)	3
	National Certificate in Business (Administration and Technology)	4
Agriculture	National Certificate in Agriculture (Crop Production)	3
	National Certificate in Agriculture (Crop Production)	4
Information Technology	National Certificate in Information Technology (Software Application)	3
	National Certificate in Information Technology (Support)	3
Ministry of Education-TEST Curriculum Conversion Office Technology	National Certificate in Office Technology	1
	National Certificate in Office Technology	2
Agriculture	National Certificate in Agriculture	1
	National Certificate in Agriculture	2
Information Technology	National Certificate in Information Technology	2
Applied Technology	National Certificate in Applied Technology	1
	National Certificate in Applied Technology	2

Target 5b: EU Pac TVET

The FHEC with the EU PacTVET Project based at the Pacific Community (SPC) was engaged for a short-term consultancy to support the European Union Pacific Technical Education and Training on two programmes including Sustainable Energy and Resilience (CCA/DRR) development of competencies and qualifications. The consultancy period commenced in August 2015 at the signing of the contractual agreement and was completed in December 2018. During the consultancy phase, the following was achieved:

- i. Development of Regional Qualifications at certificate level in SE Levels 1-4 and Resilience (CCA/DRR) Levels 1-4. Upon further consultations with the local ISACs, the RQs were converted into NQs at certificate level in SE levels 1-4 and Resilience CCA/DRR level 1-4. The eight NQs were accredited and registered on the FQF as Fiji NQs, as approved by the FQC.
- ii. Six industry scoping visits were conducted for the SE and Resilience (CCA/DRR). This led to the establishment of a National and Regional Industry Standard Advisory Committee. The ISACs consisted of ten to fifteen members from relevant Government Ministries; higher education institutions; industries; communities; licensing authorities and other relevant and key stakeholders. These were the main drivers during the development of the RQs.
- iii. Advocacy and awareness efforts were conducted for the RQs/NQs in

SE and Resilience (CCA/DRR) Levels 1-4 in Central, Western and Northern divisions. During the advocacy and awareness sessions, the HEIs (TCFs and Ministry of Youth and Sports) have shown interest in the uptake of the RQs/NQs. The FHEC team has been working closely with the HEIs to develop plans and implement the NQs in their respective institutions. The University of the South Pacific - PTAFE in collaboration with SPC EU PacTVET has pioneered the delivery of the RQ in Resilience (CCA/DRR) at Level 4.

- iv. The programmes accreditation process of the Education Quality and Assessment Programme, under the SPC, has completed two Regional programmes. This means that all the eight qualifications in SE Levels 1-4 and Resilience (CCA/DRR) Levels 1-4 have been fully accredited on the Pacific Qualifications Framework. This is a historical achievement for Fiji and the Pacific and an international milestone, the first-ever in the world, Certificate level qualifications in Sustainable Energy and Resilience (CCA/DRR).
- v. The RPL Workshop was conducted for capacity building and training the HEI personnel in implementing the newly developed RPL tool. A total of twenty participants from HEIs, the EU PacTVET team and FHEC attended the workshop.

Activity: Existing National Qualifications are reviewed and updated as necessary.

Target 6: 30 National Qualifications reviewed

Existing NQs are reviewed by the Industry Standards Advisory Committees (ISACs). The review is conducted when their duration of relevancy has expired based on given dates as initially proposed by the ISACs during the initial development process which ranges from 3-5 years. The review of an NQ qualifies an NQ to be current with regards to industry practices and technology changes with market skill market demand.

For this reporting year 30 NQs were reviewed.



Table 2: National Qualifications Reviewed

National Qualification	Level(s)
National Certificate in Automotive Electrical and Electronics	Level 1 Level 2 Level 3 Level 4
National Certificate in Automotive Mechanical Engineering	Level 1 Level 2 Level 3 Level 4
National Certificate in Baking and Patisserie	Level 1 Level 2
National Certificate in Body Works and Spray-Painting	Level 1 Level 2 Level 3 Level 4
National Certificate in Cookery	Level 1 Level 2
National Certificate in Electrical Fitter Mechanic	Level 1 Level 2 Level 3 Level 4
National Certificate in Fabrication and Welding	Level 1 Level 2
National Certificate in Heating, Ventilation, Air Conditioning and Refrigeration	Level 1 Level 2 Level 3 Level 4
National Certificate in Plumbing and Sheet Metal	Level 1 Level 2 Level 3 Level 4

There has been an increase from three to five HEIs delivering national qualifications. In 2017 three HEIs had undertaken NQs with a total of 3276 learners. These HEIs were:

1. Technical College of Fiji; 3174 learners undertaking NQs;
2. Monfort Boys Town; 56 learners; undertaking NQs; and
3. Monfort Technical College; 46 learners undertaking NQs.

Over the last year, five HEIs were approved to deliver one NQ each by the Fiji Qualifications Council. The HEIs were:

1. Navuso Agricultural Technical Institute;
2. Latter-Day Saints Technical College;
3. Fiji Correction Services Training Academy;
4. Fulton Adventist University College;
5. Pivot Point Fiji Institute.

Activity: Increase the number of HEIs delivering NQs and the number of learners undertaking NQs.

Target 7: Two providers who have had provider qualifications accepted as NQs

Target 7a: Two providers who have had provider qualifications accepted as NQs

The FHEC was able to partner with a local provider to convert one of its qualifications to a National Qualification. With the assistance of a local consultant, the Ministry of Youth and Sports Certificate 4 in Music, Bands and Performing Arts has been used to develop the National Qualification in Music Level 3.

Target 7b: Two HEIs approved to deliver 1 NQ each

A total of seven HEIs were approved by FQC to deliver thirteen NQs.



Table 3: Seven HEIs were approved by FQC to deliver 13 NQs

HEI(s)	National Qualification	Level
Fiji LDS Church College	National Certificate in Automotive Mechanic	Level 2
	National Certificate in Cabinet Making and Joinery	Level 2
	National Certificate in Electric Fitter Mechanic	Level 2
Fulton Adventist University College	National Certificate in Teaching TVET	Level 4
	National Certificate in Information Technology	Level 2
Keshals Business Education Institute	National Certificate in Information Technology – Software Application	Level 3
	National Certificate in Information Technology – Support	Level 3
Navuso Agriculture Technical Institute	National Certificate in Agriculture	Level 2
	National Certificate in Carpentry	Level 1
Pivot Point Fiji Institute	National Certificate in Beauty Services	Level 4
Technical College of Fiji	National Certificate in Sustainable Energy	Level 2
	National Certificate in Resilience (CCA & DRR)	Level 2
Fiji Corrections Service Training Academy	National Certificate in Automotive Mechanic	Level 2





Activity: Implement the revised assessment and moderation system.

Target 8: New assessment and moderation system for NQ implemented and evaluated. This includes assessment and moderation of industry-based learning at higher levels.

The revised competency-based assessment model and its moderation were implemented and reviewed.

One moderator training was conducted by an external consultant to support the pilot of the new moderation process. An online moderation was conducted in six NQs with six moderators. As a result of the review of the online moderation process further assistance is required to strengthen trainers' skills. These skills include assessment tool development and adoption of a new online moderation platform that is user-friendly.



The new assessment system for the NQs has been implemented at the institution level. Teachers and instructors who are trained assessors can assess unit standards for the learners at their institutions. However the moderation process is conducted by external assessors (called the national moderators) who are engaged by the FHEC to verify the assessment results with evidence.

The FHEC gives both internal assessors and external moderators relevant up-skill training. Facilitators need to attain a recognised qualification in “training and workplace assessment” from a recognised institution before they are eligible to conduct the assessment. A moderator can only qualify to conduct moderation after having completed moderation training and having conducted several assessments. Records and results of the assessment are recorded on the FHEC database called the Record of Achievement.

Activity: FHEC supports apprenticeship taskforce

The FHEC lead the review of the national apprenticeship scheme in early 2017 with an external consultant, Skills International (New Zealand). The review was completed with recommendations that set the stage for deliberations and discussions on the best working option for the new apprenticeship scheme for Fiji.

The scheme has been struggling in terms of low student intake capped with low retention and completion rate of graduates at the end of the training. Working in close consultation with the national apprenticeship training department within the FNU, a task force was established to help follow up the recommendations in the review document and eventually the development of a Cabinet Paper.

The recommendations were centred on four policy goals namely:

1. Ownership;
2. Funding;
3. Design of the apprenticeship scheme; and
4. Delivery of the apprenticeship scheme.

Target 9: Apprenticeship task force makes recommendations to Minister

The FQF Review Report recommendations in 2017 outlined the struggling scheme over the past 10 years which has not been meeting the minimum number of 300 apprentices enrolling into the programme each year. The review paper makes constructive recommendations with options for the apprenticeship task force to debate the issues and find potential solutions to enhance the function and performance of the apprenticeship scheme in Fiji, for the future.

After several taskforce meetings and deliberations, a Cabinet memorandum was developed with the following recommendations proposed to the Minister responsible and later to the Cabinet: Reform the Apprenticeship Training in Fiji to narrow the skills mismatch gap:

- i. Establish a new Apprenticeship Fiji with policy oversight from the Ministry of Education, Heritage and Arts as per the National Development Plan [2017-2036] educational priorities to enhance technical vocational and lifelong skills training at all levels;
- ii. Enable Government scholarship holders to undertake trade and technician courses at technical colleges, FNU, and other eligible training providers. By joining the Apprenticeship Scheme students will upgrade their skills and improve their employability;
- iii. Allocate a one-off \$6.2m from the NTPC levy to start the new Apprenticeship Fiji; and
- iv. Design modern apprenticeship legislation to support the new Apprenticeship Fiji, and especially its operational management system.

A subsequent Cabinet paper was developed by the Permanent Secretary for the Ministry of Employment, Productivity and Industrial Relations and is under final review by the Taskforce, Minister and the Permanent Secretary for Employment, Productivity, and Industrial Relations. The Cabinet paper was submitted to the Minister and Permanent Secretary for Education, Heritage and Arts in December 2018. However at the request of the Minister and the Permanent Secretary (PS) for Education, Heritage, and Arts the Cabinet paper was put on hold pending the results and outcomes of the National TVET policy review report. The paper was never progressed at the end of the reporting year.

Activity: FHEC supports TVET task force. The FHEC was engaged in the national TVET policy review between 2017-2018. The review was conducted by the Queensland University of Technology's, Professor Hitendra Pillay. The latter is

to review and align all TVET initiatives/ programmes under one TVET umbrella. The review was completed with proposed recommendations. A joint TVET/ Apprenticeship taskforce was established to monitor the recommendations and for the possibility of developing a joint Cabinet paper. The paper is to include the review of the apprenticeship scheme under the ambit of a national TVET body proposed to be called the **Skills Council Fiji**. The paper is still in the developing stage.

Target 10: TVET task force makes recommendations to Minister

TVET issues in Fiji have been discussed extensively at national and regional levels and continue to struggle for full recognition and adequate allocation of resources.

TVET in the secondary school system has few aligned pathways to the tertiary sector as TVET-based tertiary institutions align their TVET programmes to suit individual clients in their market.

The labour market short comings in the TVET sector may be addressed by well-researched and carefully designed government policy interventions in partnership with the industry. There is a range of issues that need to be addressed on both the supply and demand side of the labour market. Concerning the supply side, there are issues such as:

- i. Is the current TVET education system agile and equipped to respond to changing employer expectations in a

transforming economy?;

- ii. Is the curriculum and modes of teaching relevant to the needs of current employers in Fiji?;
- iii. More importantly, is the education system responsive to all young Fijians' aspirations?

Concerning the demand side of the labour market:

- i. What can Fijian employers do?
- ii. Can they advise on the scope and types of demand emerging in the labour market?
- iii. Can the Fijian industries provide more work attachments to high school and tertiary education students to gain the necessary work experience?
- iv. Is there scope for private/public partnership projects in Fijian towns, regions, and rural communities to prepare the necessary workforce?

Given the above, the need to have a national TVET policy is critical for this country and hence the review of the national TVET system.

In phase 1 of the project a report with recommendations plus an implementation plan to operationalise the recommendations has been completed. The project is now in phase 2 with the development of a Cabinet paper for establishing the Skills Council Fiji as the management authority to manage all TVET deliverables in Fiji.



Activity: The second phase of a longitudinal study on industry perceptions undertaken.

Target 11: Second round of data collected and analysed

The Fiji Graduate Outcome Survey is designed to collect rich and robust information on the activities and perspectives of graduates that have graduated or completed their studies in 2018 from the Registered, Provisionally Registered, and Recognised Higher Education Institutions (HEIs) under the FHEC. The GOS aims to gain insight into the career destinations and development of graduates. Additionally, it seeks to understand graduates' perceptions of the courses offered by higher education institutions (HEIs). The study intends to assess the state of the graduate labor market and gather employer and supervisor details from graduates to facilitate a future Employer Satisfaction Survey. The project commenced in September 2019 and is expected to be completed in 2020.



Priority 3:

Strengthening the Higher Education System



Activity: The HEI Monitoring and Evaluation Framework is in routine use.

Target 12: HEI Monitoring and Evaluation is on schedule. M&E reports are published on the registered HEIs and requirements for action are completed

The Monitoring Framework ensures that the Higher Education system serves the best interests of its stakeholders in delivering higher education in Fiji to all stakeholders; students, communities government. The FHEC will use this framework to drive the continual improvement of the Fiji Higher Education system in the way that HEIs deliver Higher Education and the outcomes (growth and development, employment, and social engagement) achieved for its stakeholders.

The earlier developed Monitoring Framework model required simplification given the local context and the operational expectation following a consultancy peer review. Consequently, the Monitoring Framework operational design was re-developed in consultation with key stakeholders as part of Phase 1.

The revised Monitoring Framework places greater emphasis on measuring the performance of higher education institutions (HEIs) using quantitative indicators derived from the financial and educational data that HEIs provide annually.

During this reporting year, eight selected HEIs were consulted on the monitoring system process.

The consultation was undertaken to engage with the sample HEIs groups on the formulation of a monitoring framework to monitor the performance of HEIs. Discussion included a presentation on the performance indicators and process associated with the HEIs input on the submission of data periodically in a systematic format.

Two communication bulletins were circulated twice this year to all registered HEIs. Feedback on the Monitoring Framework concept and monitoring templates were also invited. The key purpose of this bulletin was to update the stakeholders on the monitoring system for registered HEIs. Further to this two sets of data monitoring templates on educational and financial was developed. A draft data protection policy has been developed.

The policy ensures the FHEC is committed to protecting the privacy of HEIs data. This privacy policy sets a code of conduct about how the FHEC will collect, store, use and disclose information retrieved from HEIs and based on accepted data protection principles.

Target 13: 90% of type 1 complaints resolved in 21 days. 90% of type 2 complaints resolved in 28 days

The complaints register is managed and maintained by the Quality Assurance

team within the FHEC. Under its standards operating procedure, the register records students' complaints that are formally lodged at the Commission using a standards template. The complaints, however, must be first dealt with at the institution level before the FHEC can find solutions to solve them. Complaints lodged have increased over the years since the establishment of the FHEC. The register specifies the detail of complaints under the following:

- i. Reference Number;
- ii. Date complaint received;
- iii. Nature of Complaint;
- iv. Institution Involved;

- v. Complaint Detail; and
- vi. Investigation Outcome.

The complaints received are categorised into two types; Type 162 Complaint and Type 263 Complaint. A total of 29 type one complaints and one type two complaints were received in this reporting year. All complaints were resolved within the timeline. Some complaints need in-depth investigation and analysis, so requires more time for review and investigation (Third-party intervention). It has a three to six months turnaround time.

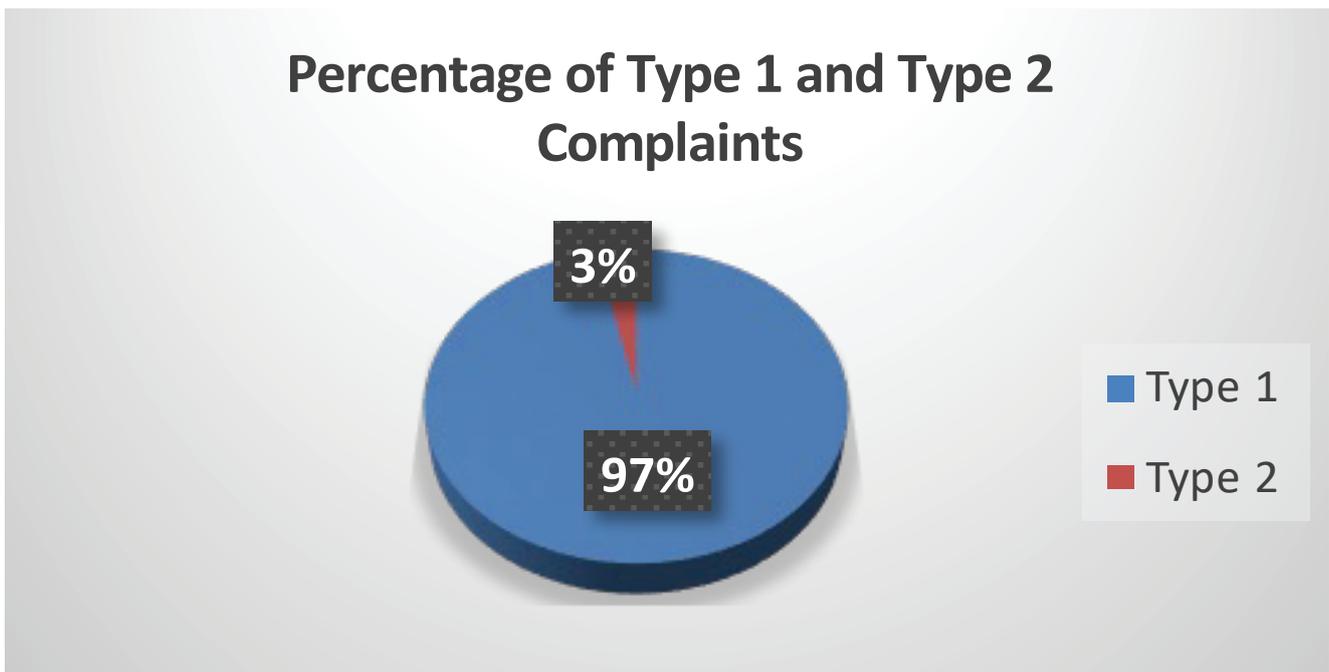


Figure 1: Percentage of Type 1 and Type 2 Complaints during the period August 2018 to July 2019

Target 14: Increase efficiency in Recognition and Registration process

The recognition and registration processes have been streamlined to improve efficiency and effectiveness. The FHEC has registered four new HEIs, declined three applications for recognition, and revoked the registration of four HEIs.

As of 31 July 2019, the status of HEIs in the Register of Higher Education Institutions shows the following numbers:

- i. Recognition: 16;
- ii. Full Registration: 39;
- iii. Provisional Registration: 7;
- iv. Revocations: 25.

Table 4: Baseline and current HEI data on the number of registered, recognised, provisionally registered, and revoked HEIs in the last three years

As of July 2017		As of July 2018		As of 31 July, 2019	
Registered HEIs	32	Registered HEIs	35	Registered HEIs	39
Recognised HEIs	28	Recognised HEIs	20	Recognised HEIs	16
Provisionally Registered HEIs	10	Provisionally Registered HEIs	7	Provisionally Registered HEIs	7
Revocation	9	Revocation	18	Revocation	25

An increase in registered HEIs has resulted in a decrease in HEIs being recognised. The applications in 2018 were pending as there was a backlog of applications in early 2017. The recruitment of a Registration and Recognition Officer in 2017 coupled with an improvement in the FHEC's systems and processes has led to the FHEC's quick turnaround in its application processing process.

Target 15: Completion of HEI Reviews on time

The review of HEIs is a quality assurance process that focuses on the quality and value of educational outcomes. The process of reviews provides a systematic basis evaluating registered HEIs operational processes and procedures to ensure that it conforms to acceptable standards and regulatory requirements for answering questions about quality and value.

The outcome of the HEI reviews is part of a regulatory requirement to assist the Commission in determining whether the reviewed HEI is granted another cycle of registration. Its use in higher education focuses on outcomes and key contributing processes, using both qualitative and quantitative information.

The review process adopts a participatory approach, encouraging higher education institutions (HEIs) to engage in self-reflection to assess their internal capabilities in meeting key assessment criteria, supported by relevant evidence. This inclusive approach fosters continuous improvement and a willingness to collaborate with the Fiji Higher Education Commission (FHEC) to develop a more effective and relevant higher education system. A high trust environment recognises that a HEI can manage its processes with minimal intervention by the FHEC. The review is conducted every five years after registration or every seven years for universities.

The process is mainly to re-confirm to the FHEC that the HEI can deliver their higher education targets for another five years and hence the re-registration.

A total of 13 HEIs were scheduled for mandatory reviews. Out of the 13 scheduled mandatory reviews 11 mandatory reviews were completed during this fiscal year;

Eight HEIs were granted renewal of registrations;

- i. ServicePro International Tourism & Hospitality Institute;
- ii. Sangam Institute of Technology;
- iii. Fulton Adventist University College;
- iv. Keshals Business Education Institute;
- v. Australia Pacific Technical Coalition;
- vi. Vivekananda Technical Centre;
- vii. Apostolic College of Theological Studies; and
- viii. Fiji Airports Aviation Academy.

One HEI was granted Provisional Registration;

- i. Caregivers Service International.

Two HEIs are awaiting the FHEC's approval for re-registration;

- i. Pacific Theological College; and
- ii. South Pacific Bible College.

Two HEIs mandatory review is still in progress;

- i. Vishan Infotech; and
- ii. Davuilevu Theological College.

Target 16: Appeals tribunal established

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

The Appeals Tribunal shall conduct a review of the Commission's decisions only when all means of reconsideration by the FHEC have been exhausted.

The FHEC has not received any appeals applications since its establishment. The previous management of the FHEC had decided to explore the possibility of using other available Government departments' appeals tribunals on a need-to basis. The discussions began with a few Government departments and the Solicitor General's Office. However in its response the SG's Office stated that the FHEC must establish its own Appeals Tribunal as stated in the legislation.

A tribunal appointed by the Minister for Education, Heritage, and Arts that has the jurisdiction to hear and review appeals based on the Commission's decision relating to applications for Recognition and or the accreditation of the programme. The discussions and response process from Minister and Commission took approximately six months.

Activity: Review the funding model in consultations with the sector and implement changes as appropriate.

Target 17: Funding model adjusted to support HES priorities in 2019

A funding model is a tool used by the FHEC to allocate and distribute Government funding marked for higher education institutions annually according to transparent and well-publicised criteria

(Higher Education Act 2008, part 7(g)).

In 2018 the model was reviewed and revised to be performance-driven and volume-based; focusing on outputs and eventually outcomes to bring about enhanced efficiency, productivity and innovation in the sector.

Extensive consultations were held with the ten funded institutions and two non-funded institutions various Government agencies, and stakeholders such as the Reserve Bank of Fiji, Fiji Development Bank and employer representatives the Fiji Commerce and Employers Federation.

The review concluded in June 2018 and the proposed new model acknowledged the most central difference between the funded institutions which were the size of the institution and the target groups of students. The proposal is for two separate models, one for Universities and one for Non-University Institutions.

The new models are designed to be built on robust data and are therefore linked to the Fiji Education Management Information System project. The student management system presently used by the Ministry of Education, Heritage and Arts and in which, the higher education module is being developed and rolled out progressively with HEIs.

As soon as user data is available in the system from HEIs, this data will be extracted for funding calculations and will replace the comprehensive spreadsheet template currently used to collect funding data.

Once consultations have concluded, the proposed model will be submitted to Cabinet for approval.

Activity: Provide public updates on progress against the HES.

Target 18: Annual targets for communications strategy met

In 2018, the FHEC developed its first-ever Communications Strategy. This strategy supports the delivery of the FHEC organisational strategy by:

- i. Promoting and maintaining the visibility of the FHEC and its work;
- ii. Strengthening and maintaining stakeholder engagement;
- iii. Encouraging all higher/post-secondary institutions to register with the FHEC;
- iv. Highlighting the value of the Fiji Qualifications Framework; and
- v. Strengthening communication processes and systems of the FHEC.

The Communications Strategy was developed following extensive consultations with stakeholders and approved by the Commission in 2018.

The strategy aims to increase the visibility of the FHEC amongst its stakeholders as the regulatory body for ensuring quality and relevant higher education for all Fijians, promote and advocate understanding of and adherence to higher education standards as set by the FHEC in consultation with all stakeholders and develop and strengthen dialogue and partnerships between key stakeholders in

higher education.

This financial year marks the first implementation of the Communications Strategy. The success of this strategy is evident in the diverse range of mediums the Fiji Higher Education Commission (FHEC) has used to promote itself and engage with its stakeholders.

Ultimately the success of the strategy can be seen with the number of views on the website and increased 'Likes' on our Facebook page. A brief analysis is provided.

The increased visibility of the FHEC has also been evident in the increased invitations for speaking engagements received by both the Director/ Interim Director, the anecdotal comments from the public recognising the logo or acronym of the FHEC and the heightened collaboration, inclusion with or of the FHEC in a wide range of stakeholder meetings/consultations.

The Communications Strategy has helped the FHEC be relevant and critically important stakeholder in providing our views on Fiji's HE sectors.

Website

The revamped FHEC website went live in August 2018 following work aimed at improving its ease of use and overall look for external stakeholders. As with other activities the revamp of the website was also aligned with the implementation of the Communications Strategy and improving visibility and the

external “**face**” of the FHEC. The analysis highlighted a few key conclusions on the increase in website users/visitors:

- i. The role of the first television campaign in September 2018 in drawing in more visitors to the website;
- ii. Increases in users associated with the start of the academic year and learners possibly seeking information on registered HEIs;
- iii. Further increases in April coinciding with the National Job Fair; and
- iv. The increase in vacancies, expressions of interest/consultancies.

To add to the success of the increase in website users in the new financial year, the FHEC will continue to keep the content engaging and creative and work with other teams and the IT section to keep information up to date.

Social Media

The use of social media and in particular, Facebook has continued to be an effective means of communicating key messages and engaging with stakeholders. It is interesting to note the link between

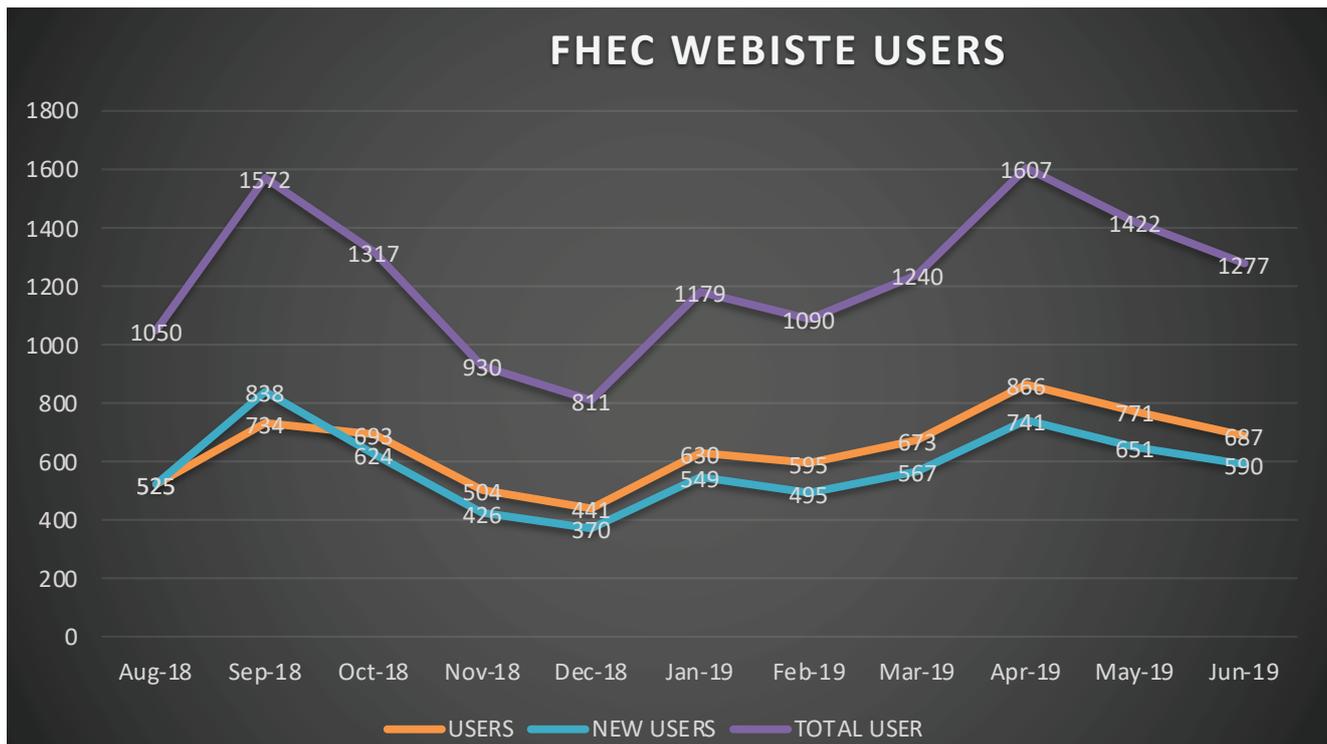
activities aimed at increasing public awareness (e.g., FHEC TVCs, National Job Fair and FQF and QS Booklet launch) and the increases in Likes. The page was created in January 2014 with nearly 4000 Likes and followers and although relatively low in comparison to other pages in the higher education space, the FHEC has much higher engagement with its audience.

The FHEC will continue to work towards increasing Likes and engagement on the FHEC page to support the overall strategy of increasing the organisation’s visibility.

The FHEC also has a LinkedIn page that was revamped to improve the visibility via other social media platforms. The FHEC LinkedIn page currently has 268 followers. The page has higher engagement with its audience at 25.43%. Increasing the presence here may allow the FHEC to reach professionals who frequent LinkedIn either looking for employment or seeking information on the HE sector. There are also opportunities to diversify the FHEC’s engagement on other social media platforms.



Figure 2: Shows the growing visibility of FHEC in this reporting year.



The graph gives insight into the growing number of users engaging with FHEC via social media (Facebook), which is indicative of FHEC’s visibility. Source: FHEC

The FHEC website was revamped and relaunched in August 2018. This revamp is evident in the consistent number of website users and new users. To have more than five hundred new users per month is very encouraging, especially for an organisation whose role is relatively unknown to the public. September 2018 – FHEC TV advertising campaign also has increased users.

A low record of users in December is due to the low number of activities carried out by the FHEC and the festive period. The rise of users from January and February is connected to the start of the academic year. The promotion of the FHEC activities through advertisements attracted users to the website.

This is reflected in the 1,067 users in April, which coincided with the inaugural National Job Fair that the FHEC initiated.

This reporting year was quite successful for the FHEC, largely due to the concerted efforts toward implementing the Communications Strategy. Innovative marketing and engagement strategies significantly enhanced the coordination and effectiveness of promoting the FHEC to all stakeholders.

FHEC Tagline “Your Guardian in Higher Education”

The FHEC tagline was another success for the financial year in terms of framing a short and memorable catchphrase that defined our important role in the sector.



The tagline reflects how the FHEC exists to protect the interests of students, parents, HEIs and the state; which ties directly as well to the 11 Mandated Functions of the Higher Education Act 2008. It also highlights the FHEC's role in safeguarding higher education in Fiji by ensuring HEIs programmes and qualifications offered are quality assured.

Lastly it ties into the custodianship of policies, processes and instruments related to higher education in Fiji. The first usage of the tagline was in the FHEC television commercials and radio ads which aired on FBC from October to November 2018.

In the new financial year the FHEC will work towards incorporating the tagline into all aspects of external communications (e.g. presentations, merchandise) to raise 'brand' association with the line and the FHEC's role in Fiji's HE sector.

Prize Giving Seeds

As part of efforts aimed at strengthening community engagement aligned to the FHEC priority activities on Improving Access and Equity and the Communications Strategy, Ratu Sauvoli Memorial School was selected as the first school for the Prize Giving Seeds initiative.

The school with a roll of approximately 300 students serving 10 villages in the Noco district in Rewa had limited resources to purchase prizes.

The FHEC was requested to sponsor prizes from classes one to eight and invited as the chief guest to officiate at the prize-giving ceremony held on 21 November 2018. The speech and brief talanoa session following the conclusion of the ceremony was an opportunity to share with the students, parents and the wider community the importance of education as a means of progressing their villages/communities and the important role of the FHEC in upholding the quality of HE in Fiji. The initiative was also part of the FHEC's efforts to become a socially responsible corporate organisation in supporting an under-resourced, remote school.

Student Champions

The concept of the Student Champs is aligned to the FHEC tagline "**Your Guardian in Higher Education**" and reinforcing the key message of the role the organisation plays to protect the interest of Fiji's learners. The students were selected from HEIs to support promotion, awareness and advocacy campaigns for the FHEC. This aimed to address a challenge faced previously around the awareness of the FHEC amongst the student demographic.

With the consent of the students the FHEC was also able to use them in marketing and promotional materials.

An example was seen in the use of the student champs in the new FHEC pull-up banners.

This placed a human face to the work we do and the reason why the work of the FHEC is critical to the HE sector in Fiji. The student champs also played a pivotal role as volunteers supporting the operations and logistics of the National Job Fair.

National Job Fair

The inaugural National Job Fair emerged as an initiative aimed at addressing the FHEC's priority activity of Developing Linkages to Employment in Fiji. This activity is also aligned to Priority 1 of the National Employment Policy which aims to create more opportunities for young people to follow clear pathways from education to productive employment.

It was an opportunity for the FHEC to enhance its working relationship with a range of stakeholders in government, industry and HEIs. Working in collaboration with the Ministry of Employment, Productivity and Industrial Relations and The Greenhouse Studios, engaged in managing the logistics of the event.

To breakdown the statistics of the event:

- i. Official numbers of registered participants – 1,955;
- ii. Floor surveys of 977 participants;
- iii. A higher number of those surveyed were “youth”, 37% in the 18-23 age and 33% in the 24-29 age brackets respectively;
- iv. Of those surveyed 66% were unemployed and a further 66% stated that they were seeking employment;
- v. A smaller number at 10% attended the Fair with prospects of re-engag-

ing with education;

- vi. Harnessing the power of social media, most participants, 34% in total had heard of the Fair via Facebook/Instagram/Twitter, and 44% came prepared with relevant supporting documents to apply for jobs e.g., CVs. In the marketing of the event this was an area heavily emphasised, so participants came to the Fair ready for interviews, etc;
- vii. With close to 50 exhibitors from government, industry, HEIs, and NGOs/CSOs.

The success of the Fair generated a lot of mileage for the FHEC but there were also a few lessons learned which the FHEC will take on board to improve the coordination of major events for the organisation. The Fair contributed significantly to the FHEC's brand recognition and increased views/Likes on our Website and Facebook page.

Launch of Fiji Qualifications Framework and Quality Standards Booklet

The FHEC successfully launched two of its strategically important documents; Fiji Qualifications Framework and Quality Standards Booklet, which are significant for quality assurance purposes in Fiji's higher education sector. The booklets were launched on Thursday, 6 June 2019 at the Grand Pacific Hotel by His Excellency Jonathan Curr, the New Zealand High Commissioner. The launch marks a national milestone for higher education in Fiji.

HE. Mr Curr in commending the FHEC for the work done mentioned that New Zealand is pleased to have partnered with the FHEC since 2016 to support its vision of 'Building together an educated and globally competitive Fiji.'

"As I have discovered in my short time in Fiji, the partnership between the FHEC and New Zealand is, I must say, one of the "hidden gems" of New Zealand's involvement in Fiji's education sector, and of the work of New Zealand's Aid Programme," Mr Curr explained.

The production of the two booklets was part of the recommendations from the review of the FQF. The review is part of the activities of the Fiji Higher Education Improvement Programme funded by NZ's Ministry of Foreign Affairs and Trade. The FQF was launched in 2010 and reviewed in 2017.

It is important for the FHEC's stakeholders to understand the values of the FQF and how it relates to them. The QS booklet is a set of quality standards that will guide institution owners for the registration of their institution onto the FQF. It also entails the standards required for the accreditation and recording of institutions' programmes. The availability of the QS booklet will also provide convenience and transparency in the quality assurance processes of registering institutions and accreditation of programmes.

The FHEC has follow-up activities to further promote the two booklets with

specific stakeholders.

FHEC's MOU Signings

i. Tertiary Education Quality and Standards Agency MOU

In August the FHEC signed an MOU with Australia's Tertiary Education Quality and Standards Agency. The MOU was a commitment by both parties to the general principles of Cross-Border Higher Education and aimed to promote collaboration around information sharing, cooperation in QA and the networking of agencies. The MOU is a definite milestone towards strengthening inter-agency partnerships with our international counterparts.

ii. APTC, FNU , and CIC MOU

This multi-agency MOU between the FHEC, HEIs (APTC and FNU) and industry, namely the Construction Industry Council was an achievement towards the FHEC's priority activity around developing linkages to employment and supports the Communication Strategy's initiative aim at engaging with industry. The MOU is an agreement for all parties to collaborate on the development, implementation and review of the Fiji NQs and programmes in the construction sector from Levels 1 to 4.

iii. Vanuatu Qualifications Authority Collaboration

In its efforts to strengthen its relationships with counterparts

in the region, the FHEC has also initiated discussions with the Vanuatu Qualifications Authority in June 2019. The MOU is yet to be drafted but the opportunities for collaboration and information sharing between regional QA agencies in HE is endless.

As the leader in the quality assurance of HE in the region, the FHEC as with the SITESA MOU has the opportunity to enhance the capacity of our counterparts based on our lessons learned and matured systems and processes.

General Communications and Stakeholder Engagement

i. Radio and Television Campaigns and Advertising

Two Television Commercials were produced in this financial year, which is a first for the FHEC. The campaigns aimed at raising public awareness on attaining accredited qualifications from HEIs registered with the FHEC. The advertisements also directly supported the work of the QA and Programmes Accreditation subunits by encouraging HEIs to register with the FHEC and to have their qualifications accredited on the FQF. Both television commercials were also produced for radio, and the second advertisement was run in cinemas.

The heightened visibility on radio and television was also supported through print media advertisements. Although mostly for vacancies, expressions of interest, and consultancies the

advertisements contributed towards raising the public awareness of the FHEC, both its role in the sector and as an employer and can be said to have contributed as well towards brand recognition.

ii. Marketing and promotional material

The FHEC has developed marketing and promotional items ranging from environmentally friendly tote shopping bags, reusable water bottles, pens, hats/caps, mugs, umbrellas and polo shirts.

The promotional items have been issued as gifts to our stakeholders and have contributed to the brand recognition stakeholders and the public.

The redesign of the FHEC pull-up banners that feature the Student Champs has also supported the efforts to increase visibility by focussing the FHEC's brand around the tagline and protection of Fiji's learners (FHEC's primary stakeholders). The simple design of the banners, colour palette and key messages promoting TVET qualifications, ensuring quality in HE, the FHEC's guardian role ensure that the organisation can have banners supporting a diverse range of messages at various events, workshops and meetings.

Stakeholder Engagement

i. Fiji Government Services Expo

The FHEC participated in the Government Expo which was held in Keiyasi Navosa from 9th-10th April 2019. It sought to expand the visibility and awareness of

the FHEC not only in the Western Division but also in rural communities as well. It also aimed to educate the public on the important role of the FHEC to create awareness of the FQF and inform the public and provide advice on matters relating to Fiji's HE sector. More than 7,000 people attended the two-day expo, of which the FHEC booth recorded 257 visitors. These numbers reflect those who signed the registration, but many who visited did not sign.

Some of the key messages were around the importance of studying at registered HEIs, NQs, FQF and general advice.

The success of this event was the information that was able to have been disseminated to rural communities from the interior of Viti Levu an audience that we had not made contact with within previous marketing and promotional activities. It also allowed the FHEC to work closely with Government stakeholders who were also participating in the Expo and to share information with them as well. The FHEC will pursue other opportunities to meet and share information with rural communities on our role and wider higher education sector in the next financial year.

Invitations for the FHEC to speak at events is an indication of the value organisations see in the FHEC sharing its insights on the sector and the efforts made towards strengthening relationships and engaging with all stakeholders. The speaking engagements also created a platform from which advocacy of our

role in the sector could be made to a unique demographic outside of the usual students, HEIs, Government, and industry representatives who are in the FHEC's meetings.

Activity: Begin the implementation of a teacher competency framework.

Target 19: 50 staff graduated from the new teaching qualification

The Teacher Competency Framework is a guide for the development of the first National Certificate Level 4 in TVET Teaching. This is the first time that such qualification has been made available to TVET instructors to support their teaching.

The new teaching qualification the National Certificate in Teaching TVET (Level 4) was pilot delivered by the APTC from 23 July to 14 December 2018. 50 staff had completed the programme. However, only 46 staff graduated from the teaching qualification as of 28 January 2019. The remaining four staff had attained statements of achievement. The inaugural graduation of the NCTTVET (Level 4) was held on 28 January 2019 at the Holiday Inn. The organising of the ceremony was conducted by the FHEC with the assistance of APTC.

The same qualification was delivered by the Fulton Adventist University College with the first Course completed on 3 May 2019. The International consultant (Dr Linda Keesing Styles) was engaged by the FHEC to provide support services to FAUC

on preparation for delivery of Course 1.

This output featured the development of the Teacher Competency Framework called the '1 coco Framework' which was completed after extensive consultations with key stakeholders and communities. The consultations resulted in the identification of the relevant teaching-TVET pedagogies to be adopted for TVET teachers at Levels 1-6 on the FQF. Key developments for this activity included the development of a National Certificate Level 4 in TVET teaching.

Activity: HEI Curriculum development capacity building (unpacking NQs into a programme).

Target 20: 3 HEIs are supported to increase their capacity to develop curriculum to deliver NQs

The unit standards are building blocks to the National Qualifications. Approved HEIs to deliver the National Qualifications are capacity built on the technique of unpacking the unit standards to map into the teaching curriculum for existing courses and new curriculum for the new course.

During the review year a series of HEI partnerships were established to develop curriculum programmes leading to NQs. A two day training workshop was organised on a specific NQ programme development for eight HEIs.

The scope of the training was to build on the capability and confidence of the teaching staff with at least one

programme of study to map to the selected NQs.

The training covered key areas in curriculum mapping and matching including:

- i. Understand the curriculum mapping template;
- ii. Apply the curriculum matrix unpacking;
- iii. Design, pack, and link matrix to the assessment and its delivery;
- iv. Ascertain the levels, notional hours, and credit points for the programme; and
- v. Align to the graduate and course learning outcomes.

International Consultant, Dr Linda Keesing Styles was engaged for the project of "HEI Uptake of NQ Capability Development" which was conducted and completed in 3 phases:

Phase 1: Limited Review and Gap Analysis

A review of existing programme curriculum development processes in the TVET Sector was carried out. Upon the review a gap analysis was required. The findings of the review and gap analysis were presented to the FHEC.

Phase 2: Development and Preparation for Implementation

Development of resources to support HEIs with the writing of programmes of study. The resources were trialled with the FHEC staff.

Phase 3: Full Implementation

The project was completed and the deliverables were achieved. The way forward from the project completion was for the NQI team to assist HEIs in developing their programmes of study. These HEIs include:

- i. Fiji LDS Church College;
- ii. Fulton Adventist University College; and
- iii. Technical College of Fiji.

Activity: Review of Teacher Training Programmes with FTRA

Target 21: Teacher training programme review has been completed

The teacher training programme review is a joint project effort by the FHEC, FTRA, and MEHA for the review and development of Teacher Professional Standards in teacher training qualifications. This is given the current challenges on the teacher's professional behaviour, conduct and performance in schools.

The review on teacher training programmes offered by five teachers training institutions with recommendations to align the programme with the teachers attributes framework and maximise their effectiveness and impact.

The five Teacher Training Institutions in Fiji are working with the FHEC to review their programmes against the Attributes Framework and international good practice. The TTIs participating in this

initiative are:

University of Fiji (UniFiji) currently offers a Graduate Diploma of Teaching and Learning and has plans for a Bachelor of Primary Teaching;

- i. Fulton Adventist University College offers a Diploma of Early Childhood Education and Bachelor of Teaching (Primary);
- ii. The University of the South Pacific currently offers Bachelor and Post Graduate programmes in Education;
- iii. Fiji National University currently offers Bachelor and Post Graduate programmes in Education; and
- iv. Corpus Christi Teachers College currently offers a Diploma in Education.

A term of reference was developed with the teachers' attributes framework. The attributes cover the three key areas of teaching practices namely:

- i. Professional Knowledge;
- ii. Professional Practice; and
- iii. Professional Attitude & Ethics.

Activity: Recognition of Fiji qualifications in the Asia Pacific region.

Target 22: Tokyo Convention for the Recognition of Foreign Qualifications

The FHEC has been working on getting qualifications registered on the FQF to be recognised on the Asia-Pacific qualifications framework also known as the 2011 Tokyo Convention. The objective of the Tokyo Convention is that

diplomas and degrees in its member countries are recognised as widely as possible, considering the great diversity of education systems and the richness of cultural, social, political, religious and economic backgrounds in the Asia Pacific region.

The 2011 Tokyo Convention is to facilitate the movement of people from one country to another in the region for further studies and employment. The Convention was developed in 1993 reviewed in 2007 and the outcomes of the review were reported at the tenth

session in Manila in 2009 and 2011 for the eleventh session in Bangkok.

Fiji began its journey to ratify the Convention five years ago when it joined the Asia Pacific Network for the recognition of foreign qualifications. A Cabinet paper was developed to seek government endorsement for ratification, and its approval by the Cabinet sub-committee on June 20, 2018, paved the way for Fiji to ratify the Convention. The final step of parliamentary approval is still pending and has experienced some delays.





Priority 4:

Building the capacity of the FHEC to support the delivery of the HES



Activity: FHEC proactively identifies and manages risks to a quality provision in the sector.

Target 23: Internal Monitoring and Evaluation demonstrates that strategic risk by the commission is effective

The FHEC reviews its risk registers monthly. The risk registers are categorised into two types:

Type 1: Strategic Risk classification

This risk type is classified as strategic when the risk identified is at a higher strategic level and warrants the deliberations and decision of the Commission. The risk is first identified and discussed at the senior management level before the Commission endorses the risk with its mitigation strategies.

Type 2: Operational Risk classification

This risk type is classified as operational when the risk identified focuses at the secretariat level where the secretariat team operates on the day activities, aligned to the annual business plan. This risk level warrants the deliberations and decisions of the senior management team. The risk is identified by the monitoring officer through the monitoring and evaluation process, discussed and approved at the senior management level with its mitigation strategies.

High risks identified for the implementation of FHEIP and FHEC included;

The absence of governance mechanisms such as the appointment of a Commission

and Director hinders decision-making and workflow. To mitigate these risks the FHEC continued to:

- i. Engage with the Permanent Secretary and /or Minister regularly;
- ii. Work with the Commission for increased visibility and advocacy in the higher education sector; and
- iii. FHEIP activities are embedded in the FHEC Annual Business Plan and are now seen as core business. Change management strategies have supported and motivated staff to seek improvements to current practices and systems. With the support of the FHEIP, FHEC is making progressive changes to systems and processes.
- iv. To improve the sustainability of these systems and processes, the FHEC's current budget will need to increase.

Activity: FHEC staff performance planning and appraisal completed for all staff.

The FHEC provided 38 professional development opportunities to staff. These opportunities covered a wide range of activities including; tertiary courses, workshops, programmes and conventions. Staff was able to identify their respective professional development needs through their staff appraisals which were aligned with the professional development opportunities undertaken.

During the February planning workshop staff members were given the opportunity to voice their concerns

particularly highlighting that many had not received any salary adjustments since their employment began at the FHEC.

The Senior Management Team has developed an equitable formula that would see all staff member receiving an increment (based on performance) which was approved by the Commission in its meeting in March. In terms of sustainability the FHEC as part of its budgeting exercise for future forecasts, has built-in annual increment costs into the government funding line.

Target 24: Evaluation of the performance planning and appraisal process demonstrates the enhancement of staff capability

In 2017 the FHEC engaged the services of KPMG to review its human resources functions. Part of the recommendations was the development and trial of a new performance management system. The new performance planning and appraisal process was first trialed in July 2018. The current process review staff achievements, according to the Annual Business Plan only. The next financial year will see the process reviewed and amended to ensure that all staff roles are captured through this process.

Another recommendation raised by the KPMG in its 2017 report was to develop a range of human resources policies. Over the last year the FHEC has developed and implemented four policies and seven procedure documents.

Through the FHEIP, the FHEC supported

37 professional development opportunities. This is a huge investment and reconfirms the MFAT's commitment to organisational development through investment in staff capacity and capability development.

Activity: All staff meet current standards of IT proficiency required of their roles.

Target 25: Staff are utilising new databases and Microsoft Dynamics 365 effectively

The Microsoft Office 365 a cloud-based subscription service that brings together the best tools for work. By combining Excel and Outlook with OneDrive and Microsoft Teams, Office 365 makes working more efficient.

The IT Team has assigned O365 A5 licenses to 43 users out of 45 purchased from the cloud service provider. Users on this license can access SharePoint Online, Exchange Online, OneDrive, Planner and Microsoft teams.

During and post-migration to cloud-based services, the IT team continuously carried out introductory and refresher training on O365 to increase the technical and practical knowledge of each staff to maximize O365 efficiency.

According to the usage report generated from the O365 admin centre, there has been a huge activity on Exchange Online, SharePoint Online and OneDrive and very minimal usage activity on Microsoft Planner and Teams which has been identified as a major gap and will

be eradicated with continuous O365 refresher training planned for next financial year.

The FHEC has configured the following processes during this financial year on Dynamics 365; Registration, Recognition, Monitoring and Evaluation, Accreditation, and Complaints.

The first phase of improvements covers the following processes:

- i. HEI and Non-HEI accounts – Records information about HEIs. Accounts are used to represent institutions;
- ii. Application for Self-Assessment - Portal Access will allow HEIs to log in and complete the self-assessment form online as well as attach relevant documents;
- iii. HEI (Provider) Qualifications - database of Provider and National Qualifications in Fiji that are listed in Dynamics 365 and linked to the National Qualifications Register; and
- iv. Application for accreditation - a summarised version of higher education institution details and their qualifications and whether the accreditation status of the qualification.

The FQF Register which is being modified to a National Register has been developed and will store all learners' records of learning for the programmes which have been accredited and recorded on the Level 10 - FQF and will also record pertinent HEI details.

The introduction of O365 and Dynamics 365 to the FHEC in 2017 has required a

shift from what was a previously manual-reliant system to online platforms. The shift has not been as fast as anticipated however, the FHEC continues to work with all staff to make maximum use of the systems that have been procured.

Activity: Staff resources are managed effectively.

Target 26: New HR & Finance systems (leave and payroll) fully operational and all teams are compliant with reporting requirements

The development of a new human resources payroll and the automated financial system began in February 2019. The design phase has been completed, and the implementation phase will commence from the next financial year.

Activity: Back office and administration FHEC and MFAT project.

Target 27: Internal monitoring and evaluation systems generate reports that identify to all stakeholders the project is on track

In this reporting year the following achievements that were the key approaches of internal monitoring and evaluation of the FHEC's systems;

Finance

The FHEC's audited Annual Report 2016 - 2017 was completed and draft Annual Report 2017-2018 was submitted to the Office of Auditor General.

Occupational Health & Safety

First Aid Training was conducted for 35 FHEC staff members. The training was conducted to provide the FHEC staff with the necessary skills to respond to emergencies before the arrival or intervention of professional medical help.

An incident report template was developed. The Incident Report Template is a form that must be completed for any office incident involving injury and illness, property and environmental damage, near misses, or reporting a workplace hazard, incidents involving actual or potential significant injury and illness must be reported immediately within less than 24hrs to the Commissions Health & Safety Committee.

OHS Training was conducted for six staff (OHS Committee) members - to provide a forum for employees and management to work together to solve health and safety problems. OHS Committee members can help prevent injury and illness on the job increases awareness of health and safety issues among workers, supervisors, and managers; and develop strategies to make the work environment safe and healthy. The workplace OHS Certificate was also renewed for the FHEC Secretariat office.

Activity: Ensure regulations and legislations fit for purpose.

Target 28: Review of legislation and regulations

The Higher Education Commission,

established under the Higher Education Act (2008), is responsible for quality assuring, regulating and facilitating the governance and the business of higher education in Fiji. The HEC or FHEC commenced operations in 2010.

In 2014 the FHEC approached the New Zealand Ministry of Foreign Affairs and Trade to assist in strengthening the organisation to be better able to direct and facilitate an effective HE sector that meets Fiji's future needs.

The programme of support is called the Fiji Higher Education Improvement Programme. This program started in January 2017 and is supporting FHEC to move toward being an effective, efficient, strategically focused and directed organisation.

Through the FHEIP the internal impact areas identified include the improvements to plans and strategy, policies, systems and processes.

Sector-wide focus areas include the four priority 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 FHEC to support the delivery of the Higher Education Strategy.

Rapid advances in technology are expected to result in significant changes



to Fiji's skills and knowledge needs. The Higher Education system needs to modernise and become more future focused to deliver these skills and knowledge needs.

The enabling legislation for the FHEC was conceived and constructed in the mid-2000s.

This legislation was developed to construct the mechanisms to begin to regulate the HE sector in Fiji.

The FHEC and the HE sector have matured since the review of the legislation to ensure that the HE enabling environment is structured so Fiji can better meet current and future needs.

The key purpose for Legislative review is to analyse and assess the Act and its Regulations and make recommendations for improvements to ensure that the FHEC can direct the HE sector to meet

the needs of the Fijian Government's development goals, sustainable development goals and Fiji Higher Education strategies.

Activity: Develop and operationalise Business Continuity Plan (BCP).

Target 29: Business Continuity Plan is operational

The FHEC has developed a Business Continuity Plan (BCP) to identify and address resiliency synchronisation between business processes, applications and IT infrastructure. The goal is to permit ongoing operations, before and during any Disaster Recovery processes. This is a first for the FHEC, and the establishment of a BCP team will ascertain implementation and monitoring of FHEC's business continuity. At this stage BCP is completed and work underway to pilot the new programme before implementation.



August 2018 – July 2019

Financials



OFFICE OF THE AUDITOR GENERAL

Promoting Public Sector Accountability and Sustainability through our Audits



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File: 1359

29 December 2022

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

Dear Mr. Thompson

FIJI HIGHER EDUCATION COMMISSION
AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 JULY 2019

The audited financial statements for Fiji Higher Education Commission for the year ended 31 July 2019 together with my audit report on them are enclosed.

Particulars of errors and omission arising from the audit have been forwarded to the management of Fiji Higher Education Commission for necessary action.

Yours sincerely

Sairusi Dukuno
ACTING AUDITOR GENERAL

Encl.

cc: Director of Fiji Higher Education Commission

Contents

Commissioners' report	2 - 3
Statement by Commissioners	4
Independent Auditor's report	5 - 7
Statement of comprehensive income	8
Statement of changes in equity	9
Statement of financial position	10
Statement of cash flows	11
Notes to the financial statements	12 - 20

**FIJI HIGHER EDUCATION COMMISSION
COMMISSIONERS' REPORT
FOR THE YEAR ENDED 31 JULY 2019**

In accordance with a resolution of the commissioners, the Commission herewith submit the statement of financial position of the Commission as at 31 July 2019, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and report as follows:

Commissioners

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

Julian Moti, QC CSI - Chairperson
Lepani Uluinaviti
Sachin Deo
Fantasha Lockington

Filipe Jitoko
Penitiko Talo
Sharyne Fong
Vijay Naidu

Principal Activities

The principal activities during the year remains 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 **\$828,409** (2018 : deficit **\$11,125**).

Bad and Doubtful Debts

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

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

Non Current Assets

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

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

Unusual Transactions

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

Events Subsequent To Balance Date

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

Other Circumstances

As at the date of this report:

- (i) no charge on the assets of the Commission has been given since the end of the financial year to secure the liabilities of any other person;
- (ii) no contingent liabilities have arisen since the end of the financial year for which the Commission could become liable; and
- (iii) no contingent liabilities or other liabilities of the Commission has become or is likely to become enforceable within the 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 with in this report or the Commission's financial statements, which would make adherence to the existing method of valuation of assets or liabilities of the Commission misleading or inappropriate.

Commissioners' Benefits

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

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

Dated this 22nd day of Dec 2022.



.....
Chairperson


.....
Commissioner

**FIJI HIGHER EDUCATION COMMISSION
STATEMENT BY COMMISSIONERS
FOR THE YEAR ENDED 31 JULY 2019**

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 2019;
- (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 2019;
- (iii) the accompanying statement of financial position of the Commission is drawn up so as to give a true and fair view of the state of affairs of the Commission as at 31 July 2019;
- (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 2019;
- (v) the financial statements have been prepared in accordance with International Financial Reporting Standards for Small and Medium-sized Entities;
- (vi) at the date of this statement, there are reasonable grounds to believe that the Commission will be able to pay its debts as and when they fall due ; and
- (vii) all related party transactions have been adequately recorded in the books of the Commission.

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

Dated this 22nd day of July 2022.


.....
Chairperson


.....
Commissioner

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INDEPENDENT AUDITOR'S REPORT

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS OF THE FIJI HIGHER EDUCATION COMMISSION

I have audited the financial statements of Fiji Higher Education Commission (the Commission), which comprise the Statement of Financial Position as at 31 July 2019, 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 present fairly, in all material respects, the financial position of the Commission as at 31 July 2019, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standard for Small and Medium-sized Entities (IFRS for SMEs).

Audit Opinion

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

1. Note 5 to the financial statements discloses the various insurance covers put in place by the Commission as part of risk management activity. These various insurance covers were not provided for audit review.
2. The Commission recorded Intangible Assets of \$238,771 which included Database of \$144,211 in the Statement of Financial Position as at 31 July 2019. Note 12 to the financial statements discloses the actions taken and actions planned to regain control of the database. There has not been no closure to this as the timeline was the same for prior years.
3. Note 19 to the financial statements discloses the novel coronavirus (COVID-19) global pandemic subsequent to 31 July 2019. No adjustment has been made to the financial statements as at 31 July 2019 for the financial implication, if any, that may be arising in the future.
4. The Commission was unable to disclose the foreign exchange gain or losses from foreign transactions amounting to \$558,182 made during the financial period ending 31 July 2019.
5. Property, Plant and Equipment in the Statement of Financial Position which included fully depreciated assets, still held for use, with cost totalling \$130,744.

My opinion is not modified in respect of 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 my 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 Financial Statements

The Management and Commissioners are responsible for the preparation and fair presentation of the financial statements in accordance with IFRS for SMEs, 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 management and Commissioners either intend to liquidate the Commission or to cease operations, 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 or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of the Management's and Commissioner's 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's 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 my 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
29 December 2022

FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 JULY 2019

	Notes	2019 (\$)	2018 (\$)
REVENUE			
Government grant	3 (i)	2,643,891	1,513,366
MFAT grant	3 (j)	50,000	70,000
Release of deferred income	14	1,553,429	1,874,402
EUPACTVET		30,506	-
Other refunds		14,115	8,064
Total operating revenue		4,291,941	3,465,832
EXPENSES			
Depreciation and amortisation expense	11 & 12	(82,101)	(81,866)
Salaries and employee costs	6.1	(1,560,026)	(1,588,765)
Operating expenses	6.2	(1,821,405)	(1,806,326)
Total operating expenses		(3,463,532)	(3,476,957)
Operating (loss)/profit for the year		828,409	(11,125)
Other comprehensive income		-	-
Total comprehensive profit /(loss)for the year		828,409	(11,125)

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 2019

	Notes	Reserves	Accumulated Funds	Total
Balance as at 31 July 2017 (Restated)	21	-	321,186	321,186
Deficit for the year		-	(11,125)	(11,125)
Balance as at 31 July 2018 (Restated)		-	310,061	310,061
Surplus for the year		-	828,409	828,409
Balance as at 31 July 2019		-	1,138,470	1,138,470

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

FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF FINANCIAL POSITION
AS AT 31 JULY 2019

	Notes	2019 (\$)	2018 (\$) (re-stated)
CURRENT ASSETS			
Cash and cash equivalents	10	2,608,481	1,255,509
Other debtors, deposits and prepayments	7	13,209	167,182
Total current assets		<u>2,621,690</u>	<u>1,422,691</u>
NON CURRENT ASSETS			
Property, plant and equipment	11	315,782	242,412
Intangible assets	12	238,771	181,812
Total non current assets		<u>554,553</u>	<u>424,224</u>
TOTAL ASSETS		<u>3,176,243</u>	<u>1,846,915</u>
CURRENT LIABILITIES			
Trade payables and accruals	8	255,708	201,490
Provisional tax		4,417	3,454
Provision for annual leave	15	45,557	34,953
Deferred income	13	1,732,091	1,296,957
Total current liabilities		<u>2,037,773</u>	<u>1,536,854</u>
TOTAL LIABILITIES		<u>2,037,773</u>	<u>1,536,854</u>
EQUITY			
Accumulated Funds		1,138,470	310,061
Other Reserves		-	-
TOTAL LIABILITIES AND EQUITY		<u>3,176,243</u>	<u>1,846,915</u>

Signed on behalf of the Commission


.....
Chairperson


.....
Commissioner

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

FIJI HIGHER EDUCATION COMMISSION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 JULY 2019

	Notes	2019 (\$)	2018 (\$)
Cash flow from Operating Activities			
Receipt of grants and other refunds		2,738,512	1,591,430
Payments to suppliers and employees		(1,173,110)	(2,109,098)
Net cash (used in) / provided by Operating Activities		<u>1,565,402</u>	<u>(517,668)</u>
Cash flow from Investing Activities			
Acquisition of plant and equipment		(212,430)	(66,625)
Net cash (used in) Investing Activities		<u>(212,430)</u>	<u>(66,625)</u>
Net decrease in cash and cash equivalents		1,352,972	(584,293)
Cash and cash equivalents at the beginning of the year		1,255,509	1,839,802
Cash and cash equivalents at the end of the year	10	<u><u>2,608,481</u></u>	<u><u>1,255,509</u></u>

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

1. GENERAL INFORMATION

1.1 Reporting entity

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

2. BASIS OF PREPARATION

2.1 Basis of preparation of the financial statements

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

2.2 Statement of compliance

The financial statements of the Commission have been prepared in accordance with International Financial Reporting Standards for Small and Medium-sized Entities ("IFRS for SME's").

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

a) Property, plant and equipment

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

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

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

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

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

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

3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

b) Receivables

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

c) Cash and cash equivalents

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

d) Provisions

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

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

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

e) Employee entitlements

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

f) Taxes

Value Added Tax

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

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

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

Further to above, this policy was effective from September 2016 as Fiji Revenue and Customs Service (FRCS) has waived VAT from 2010 to July 2016.

g) Income Tax

The Commission is not subject to income tax.

h) Trade and other payables

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

3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

i) Government grant

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

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

j) MFAT Project

The Commission has signed a five year \$7,328,947 agreement with Ministry of Foreign Affairs and 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 26/11/16 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.

(i) Industry segment

The Commission operates predominantly in the education sector.

(ii) Geographical segment

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

4 CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENTS

a) Depreciation

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

b) Amortisation/impairment of intangible assets

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

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

FIJI HIGHER EDUCATION COMMISSION
 NOTES TO THE FINANCIAL STATEMENTS (Continued)
 FOR THE YEAR ENDED 31 JULY 2019

5. 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 Commissions 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	Fidelity Guarantee
Directors and Officers Cover	Fire & Perils	
Travel Insurance	Money Cover	
All Risk Cover	Burglary	

6. OPERATING EXPENSES

	Notes	2019 (\$)	2018 (\$) (re-stated)
6.1 EMPLOYEE BENEFIT EXPENSE			
Wages and salaries		1,316,172	1,453,697
Superannuation contributions		243,854	135,068
		<u>1,560,026</u>	<u>1,588,765</u>
6.2 OPERATING EXPENSE			
Allowances	9	108,511	85,232
Travel and subsistence		162,548	94,339
Training Facilities and materials		99,415	31,398
Bank charges		5,531	3,883
Utility bills		164,198	124,237
Vehicle expense		4,125	8,404
Publication/subscription		149,815	32,153
Conference workshop seminars		99,698	72,219
Other expenses		141,128	90,391
Audit fees		5,464	4,500
Consultancy fees	16	880,972	1,259,570
		<u>1,821,405</u>	<u>1,806,326</u>

7. OTHER DEBTORS, DEPOSITS AND PREPAYMENTS

Prepayments and other receivables		11,587	163,560
Bond receivable		1,622	3,622
		<u>13,209</u>	<u>167,182</u>

8. TRADE PAYABLES AND ACCRUALS

Trade creditors		30,033	64,787
VAT		65,893	41,228
Visa Credit Card		1,907	-
Accruals and other liabilities	21	157,875	95,475
		<u>255,708</u>	<u>201,490</u>

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. ALLOWANCES

Higher Education Commission		13,776	30,483
Fiji Qualification Council		7,700	9,300
Registration committee		437	-
Attachees & Amenties		34,353	-
Assessors Fees		3,810	16,909
Standard Setting Committee		48,435	28,540
		<u>108,511</u>	<u>85,232</u>

FIJI HIGHER EDUCATION COMMISSION
 NOTES TO THE FINANCIAL STATEMENTS (Continued)
 FOR THE YEAR ENDED 31 JULY 2019

	2019 (\$)	2018 (\$)
10. CASH AND CASH EQUIVALENTS		
Cash and cash equivalents consist of cash at bank accounts all maintained with ANZ Bank.		
Government grant - a/c # 11447457	1,435,407	370,435
FNU grant - a/c # 10780690	-	27,943
MFAT Account	1,170,074	785,149
EUPACTVET	-	68,982
Petty Cash and Cash on Hand	3,000	3,000
	<u>2,608,481</u>	<u>1,255,509</u>

The purpose of the bank accounts are as follows:

- (i) Government grant account captures all inflows and outflows of cash related to operation of the Commission.
- (ii) FNU grant account captures all inflows and outflows of cash related to National Qualification Implementation Project.
- (iii) MFAT project account captures all inflows and outflows of cash related to the MFAT project.
- (iv) EUPACTVET captures all inflows and outflows of cash related to National Qualifications Development project.
- (v) Asia Pacific Quality Network (APQN) and International Network for Quality Assurance Agency in Higher Education (INQAAHE) accounts captures all inflows and outflows of cash related to hosting of conference.

11. PROPERTY, PLANT AND EQUIPMENT

	Literature (\$)	Office Equipment (\$)	Computer Equipment (\$)	Furniture & Fittings (\$)	Total (\$)
Cost					
Balance as at 31 July 2018	-	85,541	231,707	166,376	483,624
Additions	9,865	12,966	45,256	72,867	140,954
Disposal	-	-	-	-	-
Balance as at 31 July 2019	<u>9,865</u>	<u>98,507</u>	<u>276,963</u>	<u>239,243</u>	<u>624,578</u>
Accumulated Depreciation					
Balance as at 31 July 2018	-	28,831	155,079	57,302	241,212
Depreciation for the year	114	10,822	34,253	22,395	67,584
Disposal	-	-	-	-	-
Balance as at 31 July 2019	<u>114</u>	<u>39,653</u>	<u>189,332</u>	<u>79,697</u>	<u>308,796</u>
Carrying Amount					
Balance as at 31 July 2018	-	56,710	76,628	109,074	242,412
Balance as at 31 July 2019	<u>9,751</u>	<u>58,854</u>	<u>87,631</u>	<u>159,546</u>	<u>315,782</u>

FIJI HIGHER EDUCATION COMMISSION
 NOTES TO THE FINANCIAL STATEMENTS (Continued)
 FOR THE YEAR ENDED 31 JULY 2019

12. INTANGIBLE ASSETS

	Software (\$)	Database (\$)	Total (\$)
<u>Cost</u>			
Cost at beginning - at cost	69,899	140,211	210,110
Additions	71,476	-	71,476
Closing balance	<u>141,375</u>	<u>140,211</u>	<u>281,586</u>
<u>Accumulated depreciation</u>			
Acc. Dep. at beginning	28,298	-	28,298
Depreciation for the year	14,517	-	14,517
Closing balance	<u>42,815</u>	<u>-</u>	<u>42,815</u>
<u>Carrying amount</u>			
Carrying amount at beginning	41,601	140,211	181,812
Carrying amount at year end	<u>98,560</u>	<u>140,211</u>	<u>238,771</u>

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

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

Re-evaluation of the project note that 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 the 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 investment in its books as assets until all avenues have been exhausted in efforts to recover the investment.

The Plan:

- The Commission wishes to re-establish the relation with 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.
- *Tentative timeline to complete this exercise is 12 - 18 months.

FIJI HIGHER EDUCATION COMMISSION
 NOTES TO THE FINANCIAL STATEMENTS (Continued)
 FOR THE YEAR ENDED 31 JULY 2019

	2019	2018
	(\$)	(\$)
13. DEFERRED INCOME		
<u>Government Grant</u>		
Opening Balance	366,374	422,656
Additions	82,844	20,461
Release to income statement	<u>(59,551)</u>	<u>(76,743)</u>
	<u>389,667</u>	<u>366,374</u>
<u>MFAT Grant</u>		
Opening Balance	847,053	1,406,926
Additions	1,905,719	1,190,335
Release to income statement	<u>(1,415,398)</u>	<u>(1,750,208)</u>
	<u>1,337,374</u>	<u>847,053</u>
<u>EUPACTVET</u>		
Opening Balance	83,530	39,592
Additions	-	93,119
Release to income statement	<u>(78,480)</u>	<u>(49,181)</u>
	<u>5,050</u>	<u>83,530</u>
	<u>1,732,091</u>	<u>1,296,957</u>
<p>MFAT grant relates to unutilised grant provided for the Fiji Higher Education Improvement Programme 2016 - 2021.</p>		
14. RELEASE OF DEFERRED INCOME		
Property, Plant and Equipment Depreciation charge for the year - Government Grant	45,035	67,457
Intangible Assets Depreciation charge for the year - Government Grant	14,516	7,556
Amortization of charge - MFAT	1,415,398	1,750,208
Amortization of charge - EUPACTVET	78,480	49,181
Release of deferred revenue to income statement	<u>1,553,429</u>	<u>1,874,402</u>
15. PROVISION FOR ANNUAL LEAVE		
Opening balance	34,953	32,328
adjustment to opening balance	(5,441)	-
Additions	97,875	100,238
	<u>127,387</u>	<u>132,566</u>
Leave taken	(81,830)	(97,613)
Closing balance at year end	<u>45,557</u>	<u>34,953</u>

FIJI HIGHER EDUCATION COMMISSION
 NOTES TO THE FINANCIAL STATEMENTS (Continued)
 FOR THE YEAR ENDED 31 JULY 2019

	2019 (\$)	2018 (\$)
16. CONSULTANCY FEES		
Overseas consultants	558,182	1,109,615
Local consultants	322,791	149,955
	<u>880,973</u>	<u>1,259,570</u>

17. COMMITMENTS AND CONTINGENCIES

- a) Capital expenditure commitments at balance date amounted to \$56,981 (2018: \$56,981)
- b) Contingent liabilities at balance date amounted to Nil. (2018: Nil)
- c) Operating lease commitments at balance date amounted to \$166,622 (2018: \$130,403)

18. PRINCIPAL ACTIVITY

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

19. SUBSEQUENT EVENTS

The COVID-19 had an effect on the grant allocated to the Fiji Higher Education Commission in the 2019-2020 financial year. In the COVID-19 Response Budget for the financial year 2019-2020, the total budget allocation for the Commission was reduced by \$1,410,000 or 67%.

In line with the 5 year agreement signed with the Ministry of Foreign Affairs and Trade (MFAT) New Zealand, the Commission further received \$1,697,757 on 25/9/19 as grant from MFAT.

20. COMPARATIVE FIGURES

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

21. CORRECTION OF PRIOR PERIOD ERROR

The total balance of retained earnings and other liabilities for 2018 were retrospectively re-stated. This was because the audit fee for 2016 was reversed subsequently. The actual invoice for 2016 audit fees was charged and paid in July 2019.

Account	2018 (\$) Audited	Effects (\$)	2018 (\$) Re-stated
Trade Payables and Accruals			
Accruals and other liabilities	89,875	5,600	95,475
Retained Earnings			
Balance at the beginning of the year	326,786	(5,600)	321,186

22. COMMISSION DETAILS

Registered Office

The registered office of the Commission is located at:
 22 Gorrie Street
 Red Cross Building
 Suva
 Fiji

Number of employees

As at balance date, the Commission employed a total of 37 employees.

23. COMMISSION TRANSACTIONS ADMINISTERED FOR THE FIJI GOVERNMENT

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

	2019 (12 months) (\$)	2018 (12 months) (\$)
Fees	88,985	50,620

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

24. RELATED PARTY DISCLOSURE

Management

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

Mrs. Linda Anuma	Director
Mrs. Frentina Andrea	Acting Team Leader Executive Office
Mr. Robert Misau	Team Leader Funding and Research & Corporate Services
Mr. Eci Naisele	Monitoring & Evaluation
Mr. Akuila Savu	Team Leader Quality Assurance
Mrs. Amelia Siga	Team Leader Professional Services
Ms. Shirleen Ali	Team Leader Executive Office
Mr. Troy Irwin	MFAT Programme Manager

The above key management personnel who have the authority and 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:

Salaries and superannuation	441,232	567,880
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Acronyms

ABP	Annual Business Plan
APTC	Australia Pacific Training Coalition
BCP	Business continuity plan
CBA	Competency-Based Assessment
CBHE	Cross-Border Higher Education
CBT	Competency-Based Training
CCA	Climate Change Adaptation
CCTC	Corpus Christi Teachers College
CIC	Construction Industry Council
CSOs	Civil Society Organisations
CV	Curriculum Vitae
DRR	Disaster Risk Reduction
EQAP	Education Quality and Assessment Programme
FAUC	Fulton Adventist University College
FCEF	Fiji Commerce and Employers Federation
FDB	Fiji Development Bank
FEMIS	Fiji Education Management Information System
FHEC	Fiji Higher Education Commission
FHEIP	Fiji Higher Education Improvement Programme
Fiji LDS Church College	Fiji Latter Day Saints Church College
FNU	Fiji National University
FQC	Fiji Qualifications Council
FQF	Fiji Qualifications Framework
FTRA	Fiji Teachers Registration Authority
GOS	Graduate Outcome Survey
HE	Higher Education
HEAB	Higher Education Advisory Board
HEC	Higher Education Commission
HEIs	Higher Education Institute/Institutions
HES	Higher Education Strategy
IQA	Internal Quality Assurance
ISAC	Industry Standards Advisory Committee
IT	Information Technology
MBT	Montfort Boys' Town
MFAT	Ministry of Foreign Affairs and Trade, New Zealand
MOU	Memorandum of Understanding
MEHA	Ministry of Education, Heritage, and Arts
MEPIR	Ministry of Employment, Productivity, and Industrial Relations
NATI	Navuso Agricultural Technical Institute

NCT	National Certificate in Teaching
NDP	National Development Plan
NGO	Non-Governmental Organisation
NQI	National Qualification Implementation
NQs	National Qualifications
NTPC	National Training & Productivity Centre
OHS	Occupational Health and Safety
PQF	Pacific Qualifications Framework
PTAFE	Pacific Technical and Further Education
QA	Quality Assurance
QUT	Queensland University of Technology
QS	Quality Standards
RBF	Reserve Bank of Fiji
RCC	Recognition of Current Competency
ROA	Record of Achievement
ROL	Records of Learning
RPL	Recognition of Prior Learning
RQs	Regional Qualifications
RRG	Research Reference Group
SE	Sustainable Energy
SG	Solicitor General
SIT	Sangam Institute of Technology
SITESA	Solomon Islands Tertiary Education Skills Authority
SMS	Student Management System
SPC	Pacific Community
SPF	Strategic Performance Framework
TCF	Technical College of Fiji
TEST	Technology & Employment Skills Training
TEQSA	Tertiary Education Quality and Standards Agency
TOR	Terms of Reference
TSLB	Tertiary Scholarship and Loans Board
TTIs	Teacher Training Institutes
TVCs	Television Commercials
TVET	Technical and Vocational Educational and Training
USP	The University of the South Pacific
VQA	Vanuatu Qualifications Authority
VTC	Vivekananda Technical Centre





FIJI HIGHER EDUCATION COMMISSION

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"Building together an educated and globally competitive Fiji"