

**AUSTRALIA-PACIFIC  
TECHNICAL COLLEGE**



**2012 - 2013 Annual Report and Plan**

## Annual Report and Plan 2012 - 2013

It is with pleasure that I submit the 2012 - 13 Annual Report and Plan (ARP) on behalf of the Contractor, Management and Staff of the Australia-Pacific Technical College (APTC).

Section 16 of the APTC Contract, Scope of Services (SoS), requires the Contractor to provide AusAID an ARP by 15 January each year. The ARP reports against all SoS performance requirements for the period of 1 January – 31 December 2012 addressing any issues affecting implementation. Furthermore it provides the opportunity to highlight the many achievements against the APTC goals to improve participation and outcomes in;

- **Training:** Increased supply of skilled workers in targeted sectors in the Pacific region.
- **Employment:** Pacific Islander women and men with Australian qualifications realise improved employment opportunities nationally, regionally and internationally in targeted sectors.
- **Productivity:** Increased productivity of individuals and organisations in targeted industries and sectors.

The ARP focuses on training results including skill utilisation, employment and alumni activity for this period. The report shows that the APTC responds to the demand for skilled and qualified workers in a range of industry sectors. The report demonstrates an understanding of the specific labour requirements of participating Pacific Island Countries. It shows that the APTC is on track to deliver to an increased target of 4,000 graduates with a range of Australian qualifications, recognised by national jurisdictions that equip men and women for paid employment now and into the future.

The ARP contains a report on the progress made in applying the Performance Assessment Framework (PAF) along with financial reports on expenditure to date and accurate estimates for the coming year. Included in this report is a revised and updated risk management plan.

The achievements detailed in the ARP recognise the collaborative working relationship that has developed between AusAID, the APTC Leadership Team and the Consortium Board, Industry and TVET institutions as we work together in a 'partnering' model.

I commend the attached Annual Report and Plan 2012 - 2013 to your attention, noting it is submitted by the Australia-Pacific Technical College Contractor, the Consortium of Sunshine Coast Institute of TAFE; Box Hill Institute of TAFE; GRM International Pty Ltd and recommend that AusAID:

1. Formally acknowledge receipt of the document to the Chief Executive Officer.
2. Where applicable, provide advice as to the requirement for further information or clarification of content within the Report and Plan, and
3. Accept and approve the Report and Plan to enable advice to be provided to the Contractor by the Chief Executive Officer.

**Denise O'Brien**

Chief Executive Officer  
Australia-Pacific Technical College

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## EXECUTIVE SUMMARY

### *Scope of the Annual Report and Plan*

This ARP addresses specific reporting and planning requirements under the Scope of Services (SoS) (Refer Annex 1.1 Scope of Services Ref 16).

Reporting covers the period 1 January to 31 December 2012.

Planning covers the period 1 July 2013 to 30 June 2014.

Planning is based on the APTC's demand-driven business and risk management model, aligning SoS requirements and PAF outputs to thirteen strategic business areas.

Throughout this executive summary, specific SoS requirement clauses are referenced in brackets and relevant annexes are noted.

### *Structure of the Annual Report and Plan*

The structure of the ARP reflects the business planning model that the APTC has developed to manage the delivery of services. As such it integrates both activity reporting and planning within each section.

As we approach the mid-term contract review period, delivering quality training in support of regional economic growth and productivity remains the key focus of the Australia-Pacific Technical College (APTC).

This ARP reflects the APTC strategic focus implemented since the commencement of Stage II:

- A focus on demand-driven training
- Reducing reliance on AusAID funding
- Longer term sustainability of the APTC
- Developing consistent, college-wide approaches to service planning, development and delivery, and
- Managing risk

### **Key Achievements for 2012**

Consistent with the strategic focus, a major achievement during this calendar year has been the continued development of the processes that drive the business of the APTC, and the embedding of industry-based partnerships into our training delivery model and profile. This focus reinforces the foundations laid at the commencement of Stage II for meeting contractual obligations, and for supporting skills growth in the Pacific Region by developing the sustainability of the college beyond 2015.



Recognition of APTC's impact in the Pacific can be evidenced by the acknowledgement of its activities through the inclusion of APTC in the Strategy for the Development of Samoa 2012 – 2016, and in the Kiribati Development Plan 2012 -2015. The quality of APTC training delivery and the strength of its support systems and processes are also recognised in the pending (February 2013) registration of the college with the Fiji Higher Education Commission.

APTC business systems continue to be refined, with the imminent rollout of the new Microsoft Dynamics NAV financial management system and the planned Education Management Information System (EMIS) implementation (March 2013).

## **Key Strategic Initiatives for 2013**

### **Performance**

*Improve organisational performance, workforce capability and efficiency to meet Pacific needs.*

### ***Nationalisation***

Nationalisation initiatives are strongly linked to the ongoing sustainability of the APTC. The tutor to trainer capability development program is well developed and will continue to undergo improvement and ongoing implementation during 2013. A working party of the Academic Governance Group has been undertaking a review of the position descriptions for all tutor positions. This review will be completed and implemented in the first half of 2013.

Linked to the capability development initiatives is the development of succession planning processes. In the first instance these have been focused on the succession of tutors to trainers. However, similar processes will be developed for non-academic staff. This will be a major focus of this initiative as we move towards the attainment of nationalisation targets for 2013.

### ***Capability Development Framework***

Expansion of the Capability Development Framework to encompass all areas of the organisation. In 2012 there was significant work undertaken to develop policy and procedures to guide the allocation of funding for capability development activities. This work will be expanded in 2013 with the development of College wide programs across all levels of the organisation.

### ***Efficiency***

Review the costing structures for all programs to ensure they are delivered in the most cost-efficient manner while ensuring the maintenance of customer service and performance outcomes. Closely linked to this activity is the ongoing review and realignment of the training profile to ensure we are continuing to deliver training which is closely aligned to industry needs.

## **Relationships**

*Attract fee-for-service, tuition fees and other bi-lateral funds and develop local, regional and international opportunities for partnerships.*

### **Partnerships**

A key sustainability strategy for APTC is the development of partnerships with local TVET institutions. Underpinning these partnerships is the capability development of staff to deliver Australian qualifications. In 2013 we will be continuing this work with the implementation of capability development programs with individual institutions. Overarching these development programs will be the delivery of a Pacific-wide leadership program focused on skills development for the leadership and management of TVET programs.

### **Fee for Service**

While there has been some delivery of fee-for-service programs, a College-wide approach will be implemented in 2013. This revised approach to the delivery of fee-for-service will focus on the development of stronger market analysis and target development closely aligned to the targets for the College.

## **Responsiveness**

*Build a more flexible, responsive and adaptable organisation.*

### **Reach and Recruitment**

Review current processes to improve our organisational reach and recruitment of fee-paying and scholarship students. The ongoing role of the non-campus country representatives would be included in the development of a whole of College recruitment strategy.

### **Teaching and Learning**

Development of the Learning Management System (LMS) has been completed and the user trial will continue for the first quarter of 2013. The work of the project control group will be ongoing and focused on the expansion of the resource base within the LMS and ensuring the expansion of uptake beyond the current user trial. The development of the LMS is closely linked to the utilisation of appropriate learning resources and the ongoing assessment and improvement of our delivery approaches.

The LLN Co-ordinator will take up their position early in 2013. This role will work to ensure that the College has strong support for students both pre and post enrolment. Currently there are a number of groups looking at different initiatives in the LLN area, and the co-ordinator role will bring these together to develop a College wide strategy and provide clarification and support for the LLN Tutor role.

### **Business Systems**

Knowledge Management – the College will benefit from the development of a more robust knowledge management platform, which would incorporate the Quality Management System. A project group will be formed to develop a project proposal for the implementation of a College-wide knowledge management platform.

The EMIS system will be implemented during in 2013 and the current BLUE database system will be decommissioned. The current project group will continue to support the implementation of the system. The EMIS will deliver high level efficiencies and improved data and analysis outcomes.

## **Recommendations for approval**

Rationale for the following recommendations and requests for approval appear in the relevant section of the Annual Report and Plan.

### ***Annual Training Profiles*** (refer section 3.3.10)

It is recommended that AusAID approves:

- APTC Training Profile 2013 - 2014 Enrolment and Graduate Targets by Country of Origin and Gender (Annex 7.0)
- APTC Training Profile 2013 - 2014 Enrolment and Graduate Targets by Semester, School and Course (Annex 8.0)
- APTC Training Profile 2011 - 2015 Enrolment and Graduate Targets by Semester and School (Annex 9.0)

### ***Financial Report*** (refer section 3.8)

- The reallocation of Reimbursable Costs across the Basis of Payment components as outlined in Annex 12 (c) Financial Reports to better reflect APTC's expenditure profile.
- The submission of a revised Schedule 2 Basis of Payment by March 2013 to reflect recommendations in the Annual Report and Plans against expenditure items.

## **SECTION 1.0 - RECOMMENDATIONS 2011 - 2012**

### **1.1 Review of recommendations from 2011 – 2012 Annual Report**

The 2011 – 2012 ARP listed recommendations relating to program expansion (both in courses and delivery location), and for finance and workforce employment activities. This section of the 2012 ARP highlights the progress made for each of the recommendations in this calendar year.

#### ***Solomon Islands Feasibility Study***

Progress made in 2012 with reference to the recommendations made in the Solomon Islands Feasibility Study is outlined below.

Recruitment of staff for the Solomon Islands project has commenced, with the Operations Manager due to take up duty in February 2013. The primary role of the Operations Manager is the implementation of all aspects of the new partnerships, and to negotiate with stakeholders regarding the mobilisation of appropriate teaching staff. The Operations Manager will also ensure appropriate separation of accountabilities and responsibilities for all staff roles. An acting Office Supervisor also commenced on site in November. The immediate responsibilities of this position include facilitating the new office fit out and establishing the office as a functioning Country Office, establishing bank accounts, and to assist with in-country personnel visits, IT and communications set-up. Campus delivery is expected to commence in semester 1, 2013.

Partnerships with the Solomon Islands National University (SINU) and Don Bosco are currently being negotiated. Course areas are yet to be finalised, but there will be two pathways to the APTC Certificate III; one via a recognition process from the partner institute's existing entry level certificates, once the level has been validated. The second pathway will comprise an Australian jointly delivered course that has 100% mutual recognition with the Certificate II qualification.

The trade programs are designed to be a pre-apprenticeship type course that requires structured on-the-job training as an essential part of the course.

The new APTC office in the Solomon Islands will undertake an enhanced and active role in administering scholarships. There will be two scholarship pathways, one for courses not offered in the Solomon Islands, the second for students who have completed the full Certificate II program in-country.

## **School Based Studies**

The 2011 – 2012 ARP recommended the expansion of the School of Hospitality and Community Services, the establishment of a tourism and hospitality training venue in Papua New Guinea (PNG), and a review of the programs offered in the School of Hospitality and Community Services. The following sections evidence developments in these areas for this calendar year.

### *Progress against recommendation – December 2012 – (i) Expansion of the APTC School of Hospitality and Community Services (SHCS)*

The School of Hospitality and Community Services expanded the delivery of health and community services programs in 2012 with the addition of the Certificate IV in Disability.

Discussions with representatives from the Pacific Disability Forum and a review of past and current APTC students showed there are three principal areas of work in the Pacific region:

- Area 1: Special education/school settings
- Area 2: Care facilities including aged care settings
- Area 3: Advocacy/government/regional organisations

Workers in Area 1 are principally engaged with children although there is some activity with adolescents attending mainstream schools in countries such as Fiji and PNG.

Workers in Area 2 deal directly with people with a disability in government and non-government settings and have significant face-to-face contact in a range of settings with disability clients.

Workers in Area 3 are employed in government departments, non-government and civil society organisations. Their role in supporting and advocating for people with a disability generally does not include direct contact with people with a disability in a care facility or education setting. For example, some may be involved in policy development or implementing policy following ratification of documents such as the United Nations Convention on the Rights of Persons with a Disability. A number of PIF countries have ratified this convention and are now tasked with its implementation.

The Certificate III in Disability qualification is specifically suited to workers in Area 2, although due to the packaging rules of the qualification there is insufficient scope to include a range of education units suitable to people working in disability education settings.

The operational focus of the Certificate III qualification is not suited to the employment needs and requirements of Area 3 workers and does not provide them with the appropriate skills and knowledge for their role, which is focused on advocacy and policy development.

Given the range of disability workers and occupations within the region, it was decided to include the Certificate IV in Disability in the training profile 2013 - 2015. This course would build on the current delivery of Certificate III and would allow the college to offer two disability courses and stream applicants according to their industry experience and setting. It will also align the disability program with the other higher level health and community services programs. It is envisaged that APTC will offer both courses concurrently and use the Suva facility for the delivery of Certificate IV level programs and Apia (and PNG) for Certificate III.

Delivery of the Certificate IV program allows the college to increase training options without the expense of introducing a new program, through the utilisation of existing Certificate III training and assessment resources.

The planning and development for this program was completed in the third quarter of 2012 in preparation for delivery in semester 1, 2013. The program will be delivered at the Gorrie Street training centre in Suva.

The School of Hospitality and Community Services offerings have been expanded to include courses listed in the recommendations of the feasibility study. From semester 2, 2013 the school will offer training at four campus and one non-campus location.

The courses listed in the recommendations of the feasibility study include:

- CHC30808 Certificate III in Education Support
- CHC40808 Certificate IV in Community Development
- CHC41508 Certificate IV in Child, Youth and Family Intervention [Child Protection]
- HLT33107 Certificate III in Basic Health Care
- HLT32507 Certificate III in Health Service Assistant
- HLT31507 Certificate III in Nutrition and Dietetics
- HLT42507 Certificate IV in Allied Health

The school is currently in the development stage of implementing these courses. Planning for new courses involves a significant amount of work between the college and the RTO and much of the course planning activity will be completed between December 2012 and February 2013. Scope of registration for some of the courses listed above is underway with the RTO, as is the development of marketing and enrolment documentation.

Prior to courses commencing, further stakeholder consultation is required to ensure courses are aligned where possible to national strategies and policy directions in the campus countries. This will ensure the APTC is genuinely meeting the skills development needs of the sector. For example, in Vanuatu it is proposed to offer the Certificate III in Education Support and it will be important that the planning for this qualification takes into account the Vanuatu Education Roadmap and other initiatives in Vanuatu aimed at strengthening the education sector. Initial discussions were completed in October 2012 and further discussions will be undertaken in the first quarter of 2013 in preparation for delivery in semester 2, 2013.

Progress against other recommendations can be seen in the table below:

Recommendation	Progress
Models for flexible and work-based delivery are examined and incorporated in the delivery plans of each course	Work-based delivery model implemented for Certificate III in Children's Services in Suva. All students in this program are full-time early childhood educators and the APTC program is scheduled around their employment commitments. For example, the program is delivered in a mix of core and out-of-core hours including weekends. All health and community services courses include a significant practicum placement component to provide opportunity for assessment of theoretical knowledge and demonstration of skills in an industry setting. Where this is not possible, programs provide a simulated environment to assess competence.
HLTFA301C First Aid course be a compulsory inclusion in each of the seven suggested courses as this provides the skills and knowledge to provide first aid response until the arrival of other assistance. This is in recognition of the remote nature of the Pacific Islands.	Completed. This unit is included in all courses in the School of Hospitality and Community Services.
Commence course delivery for new courses in 2013 to ensure sufficient time for planning and preparation.	Planning and implementation is underway and anticipated course commencement is semester 2, 2013.
Sustainable partnership agreements be created to respond to current local and regional training demand.	The School has established additional partnerships in campus countries to support the delivery of new health and community courses in 2012. These partnerships extend to government departments, non-government organisations and regional organisations and will continue into 2013.

*Progress against recommendation – December 2012 - Establishing an APTC Tourism and Hospitality Venue in PNG*

SHCS commenced work on establishing a tourism and hospitality training venue in semester 2, 2012. Work to date includes:

- Design and specification of the catering/bakery/hospitality training centre
- Minor ground works at the POMTech
- Development of training resources and materials to support education delivery
- Recruitment of two teachers for Hospitality and Hospitality (Catering Operations)
- Recruitment process commenced for national hospitality tutors

In preparation for the start of the Certificate III in Hospitality (Catering Operations) program in PNG a partnership has been signed with NCS Holdings Pty Ltd. This partnership will include delivery of training at various mines sites managed by NCS Holdings. The delivery mode will be flexible and include a component of on-the-job and work-based training to maximise skills and knowledge development and minimise interruption to operations. The catering operations teacher will take up his post in December 2012 and complete pre-delivery discussions with the industry partner in preparation for course commencement in semester 1, 2013.

There are two new courses scheduled for delivery in PNG in 2013: Certificate III in Hospitality and Certificate III in Hospitality (Catering Operations). In addition, the Certificate III in Retail Baking (Bread) will become part of the 2013 - 2014 training profile once the bakery training centre on the POMTech site is commissioned.

*Progress against recommendation – December 2012 – (ii) Review of the School of Tourism and Hospitality*

SHCS continues to enrol students according to the 2011-2015 training profile and the recommendations of the feasibility study.

The streaming of hospitality courses to better accommodate industry needs, for example, Certificate III in Hospitality with specialisations in food and beverage and lodge, continues to meet the demand for graduates with a set of generic industry-wide skills and skills and knowledge in specific operational areas. This provides the opportunity for graduates to work in a range of roles within a single hospitality property or if required one particular area such as front office, bar or housekeeping.

The Certificate III in Hospitality (Patisserie) program at the Namaka campus was scheduled for two semesters in 2012 but due to regional and local demand the course will continue in semester 1, 2013. If there is sufficient demand in semester 2, 2013 the course will run again, although it will be slightly modified to meet the needs of industry – a bridging program for Certificate III in Hospitality (Commercial Cookery) graduates.

### **Annual Training Profiles**

*Progress against recommendation – December 2012 – (iii) Annual Training Profile schedules*

The anticipated enrolment of 1525 students for the 2012 - 2013 financial year is slightly above the planned profile target enrolment number of 1284. Estimated graduate numbers for the same period stand at 1231, slightly down from the projected target of 1327. The movement in these numbers can be attributed to adjustments to course delivery periods necessitated by delays in teacher recruitment, availability of students to attend training, and revised delivery patterns to facilitate efficient class sizes in some programs. The overall achievement against 2011 - 2015 total enrolment and graduate targets remains on schedule.

### **Financial Report**

*Progress against recommendation – December 2012 – Review of Basis of Payment structure*

The current structure of the *Basis of Payment Table 3 Reimbursable Costs* does not align easily with APTC as a business model and therefore requires significant activity for recording and reporting purposes. APTC has been working to redevelop the structure and layout of the reimbursable costs and to develop a model that aligns with the needs of the client and the business; and to provide a more cost efficient approach to financial reporting.



The review of the Basis of Payment has commenced and will be finalised as part of the continuing work with the NAV financial system implementation. The launch date for the system is 7 January 2013, and the revised Basis of Payment structure will be incorporated at that time.

### ***Workforce Employment***

#### *Progress against Request for Approval – December 2012 – Workforce Employment*

AusAID has approved the request to revise PNG packages to “fly-in, fly-out” model to better suit the environment. PNG remuneration packages were amended and approved by AusAID in March 2012, and has assisted in attracting suitable trainers. However, there are still shortages in key trade areas such as automotive, which has prevented training delivery expansion. Basis of Payment actions will be incorporated into the new Basis of Payment structure. This action has been completed.

## SECTION 2.0 - STUDENT ACTIVITY DATA

(Scope of Services 5.20 (q), 7.1)

This section provides an overview and analysis of student enrolment, graduation and scholarship achievements, and provides a valuable source of information that reflects attainment towards the quantitative requirements of the Scope of Services and informs business directions. Throughout 2012 the quality and accuracy of student data has continued to be refined by the Data Management Team.

These activities included the improvement of data input processes, and the modification of critical business processes and working instructions. Professional development designed to improve operator skills and reduce data entry errors has been rolled out across all administration offices of APTC and has resulted in increased accuracy and responsiveness in sourcing reliable student-related data.

The summary data for the first eighteen months of Stage II indicates that the broad gender balance trends evident in Stage 1 (graduated students 62% male: 38% female) continue to improve, with an overall gender balance of 55% male to 45% female students enrolled in Stage II to date.

Section 7.1 of the Scope of Services sets a minimum target of 3450 graduates from APTC over the four year Stage II period. It is proposed to increase the total target number of graduates for the project to 4000. With 1443 current enrolments, the APTC is on track to achieve this target. As considered elsewhere in this report, staffing issues continue to pose a risk to delivery in PNG, and consequently to achieving targets overall.

For courses that commenced in 2012, a total of 777 students accepted their scholarship offers and commenced study. Since the commencement of Stage II, 3254 scholarships applications have been received, with 1306 students commencing study.

The APTC Business Development Strategy aims to reduce reliance on AusAID funding over time. The figures below indicate the trends in this area:

- Total of industry/employer/self/privately funded enrolled students for Stage II = 109 (8% of all enrolments)
- Total number of students enrolled with a course fee waiver for Stage II = 70 (5% of all enrolments)

The following analysis provides an update of student activity for this calendar year, as at 31 December 2012.

## 2.1 Cumulative Enrolment Data (Annex 1.0 – Table 1)

In total, 6066 students have been enrolled into APTC programs since the inception of APTC in 2007: 4575 in Stage I and 1491 in Stage II. The total enrolments for Stage II represent an increase of 549 or 58% since the last report. Overall the gender balance of enrolments stands at 38% females and 62% males. In Stage I, females accounted for 36% of all enrolments; for Stage II females represent 43% of all enrolments to date.

Current scholarship enrolments are: 65% (3955) of all students received an APTC scholarship in Stages I and II. In Stage I, 58% of all enrolled students were APTC scholarship recipients whilst in Stage II, 88% of the students enrolled are APTC scholarship recipients. This increase can be attributed to an improved accounting mechanism introduced in Stage II for scholarship numbers, in particular Level 4 scholarships where there is no financial transaction involved. The gender balance amongst APTC scholarship students is 44% female and 56% male for both stages I and II. In Stage I, 43% of all scholarship recipients were females; for Stage II females represent 45% of all scholarships awarded to date.

Of the non-scholarship students the majority in Stage II are funded by industry or by other donors such as NZAid or other AusAID projects such as the Vanuatu TVET Strengthening Program. Industry funding has been particularly strong in Fiji with 83% of Stage II non-scholarship funding provided by industry, and in Vanuatu industry funding accounts for approximately 35% of the non-scholarship funding for APTC students.

## 2.2 Graduate Outcome Data (Annex 1.0 – Table 2)

In total 4449 students have graduated from APTC programs to date - 3611 in Stage I and 838 in Stage II. The overall gender balance of graduates is 41% females and 59% males. In Stage I females accounted for 40% of all graduates; for Stage II females represent 43% of all graduates to date.

In terms of scholarships, 65% of all graduates were recipients of an APTC scholarship in Stages I and II. For Stage I, 63% of graduates were scholarship recipients whilst for Stage II, 72% of the graduates were scholarship recipients. Females account for 46% of all scholarship graduates. In Stage I, 46% of all scholarship awardees who graduated were females, wherein Stage II female representation is also 46% of all scholarships awarded to date.

Analyses of scheduled End of Course Learner (EoCL) Surveys, Employer Satisfaction Surveys, and Graduate Student Tracer Surveys continue to indicate positive outcomes and high levels of student and employer satisfaction with the training provided by the APTC. These reports also indicate increased levels of productivity in the workplace as a result of training.

### **2.3 Country of Destination for Graduates (Annex 1.0 – Table 3a)**

Overall, 76 graduates have reportedly migrated from their countries of residence/citizenship following completion of their study with APTC. The two countries that received the majority of graduates were Australia and New Zealand, with a combined total of 75% of all migrations. The majority of migrants reported were graduates from APTC Stage I (75). Only one migration has been reported for a graduate from APTC Stage II.

### **2.4 Migrant Graduates Qualifications (Annex 1.0 – Table 3b)**

The highest number of migrants from Stage I were graduates of hospitality courses. Graduates with Certificate IV in Training and Assessment, Certificate III in Commercial Cookery, Certificate III in Hospitality, Certificate III in Tourism and Certificate IV in Hospitality recorded much greater mobility in comparison to other APTC courses, accounting for 71% of all migrations. Graduates from the School of Trades and Technology were fairly evenly distributed amongst the respective courses. The only Stage II graduate migration recorded up to the present time is for a graduate from the Certificate IV in Training and Assessment from the School of Trades and Technology.

### **2.5 Scholarship Applications (Annex 1.0 – Table 4)**

So far, a total of 13088 students have applied for a scholarship award to assist with the costs of studying at APTC, with 9834 in Stage I and 3254 in Stage II. Overall the gender balance of scholarship applications is 42% females and 58% males. In APTC Stage I, females accounted for 43% of all scholarship applicants, in Stage II females represent 40% of all scholarship applicants.

### **2.6 Scholarship Mobilisations (Annex 1.0 – Table 5)**

A total of 995 scholarship recipients have been mobilised to commence study, comprised of 147 in Stage 1, and 848 in Stage II. Overall the gender balance of scholarship mobilisations is 65% male and 35% female.

### **2.7 Scholarship Non-Mobilisations (Annex 1.0 – Table 6a)**

A total of 217 scholarship award recipients have not mobilised to commence study in an APTC program, comprised of 157 in Stage I and 60 in Stage II. Reasons for non-mobilisation include declining the scholarship offer, not presenting for mobilisation and applicants who deferred study on more than one occasion. Overall thus far, females have accounted for 48% of the non-mobilisation of scholarship awards: 46% in Stage I and 53% in Stage II.

### **2.8 Scholarship Non-Completions (Annex 1.0 – Table 6b)**

Currently a total of 163 APTC scholarship award recipients commenced their respective courses but have not completed: 130 in Stage I and 33 in Stage II. Students' studies were recorded as incomplete due to expulsion, personal reasons, ill health or non-progression in study. Females have accounted for 50% of the recorded non-completions after enrolment/mobilisation for scholarship awardees: 52% in Stage I and 42% in Stage II.

## SECTION 3.0 – APTC BUSINESS STRATEGIES

### 3.1 GOVERNANCE AND MANAGEMENT

#### 3.1.1 Governance Model

(Scope of Services 12.1)

The Australian Government, through AusAID are the owners of the APTC. AusAID have entered into a contractual agreement with a consortium consisting of the Queensland Government (Sunshine Coast Institute of TAFE), Box Hill Institute and GRM to be the Managing Contractor of the APTC Stage II contract.

The Board representing the Managing Contractor of the APTC Stage II contract has been established under a Consortium Agreement (Agreement) to provide strategic guidance and to oversight and exercise proper corporate governance in respect of the Chief Executive Officer (CEO) in the performance of the APTC Contract and the SoS.

There are duties imposed on the Board by the client AusAID which include taking all reasonable steps for the advancement of APTC's objectives and ensuring compliance with the Terms of the Contract. The functions of the Board are set out in clause 6.2 of the Agreement and provide the reference point for the accountabilities of the Board with respect to their governance accountabilities and contract performance with AusAID.

In carrying out functions as the governing body, and being the ultimate source of authority in terms of the contractor's accountability under the contract, the Board accepts particular responsibilities and undertakes a trustee role in partnership with AusAID, on behalf of Pacific communities to ensure that the resources available to APTC are used effectively and efficiently. Whilst the Board is the ultimate source of authority on behalf of the managing contractor for the APTC and must bear responsibility for the performance of APTC, it is necessary and expedient for the proper management of APTC that the Board assigns certain powers, duties and responsibilities to the CEO. Sound corporate governance requires that authority to the CEO be in writing.

Accordingly, the functions and powers of the CEO are set out in the Board's Instrument of Delegation to the CEO which provides the legal basis for the actions and performance of the CEO. These delegations should also be read in conjunction with the CEO position description, the CEO annual KPI's and also clauses 7.2 to 7.5 and Schedule 3 - Roles and Responsibilities of CEO, of the Agreement between AusAID and the Managing Contractor Consortium.

The Annual Performance Agreement detailed in the following sections of this document is the mechanism by which the Board and the CEO can work in a collaborative and accountable way to ensure the contract SoS is achieved within the timeframes and resources agreed between the parties and the aims and objectives of the APTC are realised within the quality and performance specifications expectations of the client, AusAID.

The CEO, APTC has overall responsibility for ensuring the successful operation of the APTC against its goals and objectives including discussion with AusAID and other key stakeholders on the strategic and longer term operation of the APTC.

The CEO will have a leadership and senior management role in supporting the APTC to provide industry responsive, work-ready AQF Certificate and Diploma graduates in the Pacific.

In doing so the APTC CEO leads and manages the APTC team to work across remote developing countries in the Pacific to:

- represent the APTC to enhance the reputation of the APTC with all stakeholder groups and project partners;
- provide education and strategic leadership across the college as a key provider of vocational education and training in the Pacific;
- deliver multiple outputs efficiently, including the delivery of Australian qualifications which respond to labour demand;
- manage all contract milestone and reporting requirements on time;
- support RTO training staff and any subcontractors to achieve deliverables effectively;
- deliver accurate financial forecasts and acquittals; and
- effectively manage information management systems.

The function and roles of the Leadership Team of the Academic, Corporate Services, Strategy and Development, Scholarships and Student Services has been active in addressing the strategic elements of their assigned business strategies and their terms of reference.

The activities of all these groups have the achievement of the deliverables of the APTC Work Plan as their focus. The Work Plan encompasses the requirements of the AusAID Contractual SoS, Business Strategies and Implementation Plans. The outcomes of the APTC Work Plan are aligned to the PAF.

In addition to these groups, a range of implementation and business unit teams make decisions within their operational scope.

### 3.1.2 Advisory Group

(Scope of Services 12.5)

The Advisory Group (AG) was established to provide strategic advice to the APTC and AusAID on regional industry trends and training requirements as well as members providing an advocacy role at the country level. Although the AG does not have formal decision-making powers, its guidance is critical in the strategic direction of the APTC as attested to by the outcomes from both the Fiji and Samoa meetings.

The first Advisory Group meeting was held in Fiji on 10 - 11 May 2012 and had a primary focus on setting the future work priorities for the group to ensure an alignment with its new (APTC Stage II) charter. The second Advisory Group meeting for 2012 was held in Samoa 24 - 27 October 2012 and provided strategic advice to the APTC and AusAID on:

- National, regional and international issues and trends impacting regional training priorities
- Culturally appropriate training strategies

- Marketing, promotion and communication strategies
- Annual Training Profile strategies and labour market trends
- APTC progress and performance
- Using Samoa as a 'case study' for accessing industry networks and governments as key stakeholders of the TVET system

Each AG member presented a paper outlining issues that are particularly relevant to their country, including economic outlook, local and/or regional development initiatives, labour market direction and employment initiatives, priority skills shortage areas, labour market trends, consolidation or decline areas, industry/enterprise developments related to new job outcomes, validation of demand and outcomes from APTC courses delivered to date.

The Chair requested all members endorse the Business Development Strategy (BDS) report disseminated and discussed at the meeting. The BDS detailed significant adjustments to the APTC program and capital investments required in order to respond to shifts in national and regional demand. The endorsement by the AG was important in supporting the need for contract amendment. The Business Development Strategy was unanimously endorsed by the AG membership to be submitted to AusAID for approval.

Their foundation-level appraisals have been incorporated into the final composition of the training profile submitted with this report.

### 3.1.3 Partnerships

(Scope of Service 8.9, 15.2 (b))

APTC has a strong strategic approach to the achievement of regional economic and training development through partnership arrangements with key stakeholders. The agreements have specific outcomes which are focused on the provision of training facilities; pathways for training; and delivery strategies. Each of these arrangements has been developed to meet the needs of the APTC and the partner institute.

These partnership agreements ensure a higher level of awareness of APTC's purpose and focus in the Pacific region. In addition they have resulted in a strengthening of networks and increased access to government departments and training intentions. Collaborating with local and national training providers supports the long-term commitment of the APTC to TVET in the Pacific region.

The focus of capacity building partnership agreements in Stage II includes payments for lease of land upon which APTC facilities sit, utilities and communication costs, contribution to the refurbishment of facilities, contribution to an assets maintenance fund and contribution to a capacity building strategy.

Of particular importance are the in-country partnerships APTC is proposing to undertake in the Solomon Islands (SI). An outline of the progress of the partnership arrangements in SI is provided in the Review of Recommendations from 2011 – 2012 Annual Report in section 1.0.

The review of the Partnership Agreements is an ongoing activity, and the status of each partnership agreement is outlined in Annex 2.0 - Status of Partnership Agreements.

## 3.2 WORKFORCE EMPLOYMENT

The APTC Workforce Employment Strategy (SoS 5.12-16) provides a college-wide framework for all human resource functions, and reflects equal opportunity principles. It forms part of the nationalisation strategy, and includes detailed mobilisation procedures, Position Description Handbook, and recruitment, induction and orientation guidelines.

There has been significant workforce activity since the 2011 ARP. All position descriptions have been reviewed, and all senior positions are now filled. Most long term contracts for national administrative staff are in place. It is expected that all tutor and trainer positions not currently in place will be filled prior to commencement of delivery in 2013. However, the appointment of teachers and tutors for PNG continues to prove challenging and this may result in the need for a longer timeframe to fill these positions. All staff have commenced their roles, and the preparation of individual professional development plans for national and expatriate staff, inclusive of a Nationalisation Strategy mentoring role for expatriate trainers is currently underway. Formal induction and orientation programs have been conducted for all new staff on their arrival.

As recommended and endorsed in ARP 2011 – 2012, the ongoing flexibility of inputs (outside of the specified personnel) within the allocated budget for advisors is paramount as it assists APTC to complete the required deliverables in building a sustainable entity in the Pacific.

### 3.2.1 Nationalisation Strategy

(Scope of Services 5.16)

During this twelve month reporting period APTC has developed a Nationalisation Strategy which fully addresses the requirements of the Scope of Services. A copy of the endorsed Nationalisation Strategy was included in the six-monthly report (Refer Annex 3 Nationalisation Strategy). At the time this report was completed the APTC employed a total of 159 staff. The proportion of male and female staff was 37% male and 63% female. The mix across functional areas is 51% non-academic employees and 49% academic (trainers and tutors).

APTC staffing breakdown is currently 46% international and 54% national. The breakdown of the total staff by citizenship is shown in the table below. A variety of roles are undertaken by national staff at entry level through to supervisory level.

**Table 1 – Staffing Levels by Citizenship – December 2012**

Citizenship	Non-Academic Male	Non-Academic Female	Academic Male	Academic Female	Number	Percentage
Australian	8	21	28	17	74	46%
Fijian	3	24	14	8	49	31%
Samoan	0	7	2	4	13	8%
Ni-Vanuatu	1	4	0	2	7	4%
PNG	1	8	2	1	12	8%
Other	0	4	0	0	4	3%



### 3.2.2 Recruitment

(Scope of Services 5.14, 5.20 (c))

Recruitment activities in 2012 have resulted in a changed APTC workforce profile, with increased numbers of national staff (51 FTE Stage I to 85 FTE Stage II). The increased proportion of national staff underlines the critical importance of capacity building activities and professional development support.

Over the past calendar year, the selection and recruitment of a large number of staff has been completed. In the main, these recruitments have targeted national staff, under the Nationalisation Strategy. The current number of contracted national tutors is thirty-five. Another fifteen tutor positions are awaiting the finalisation of the selection and recruitment process. Of the fifteen awaiting appointment, the majority are in PNG. APTC is seeking confirmation from AusAID that packages on offer can include an accommodation allowance to encourage a stronger pool of suitable applications. When these recruitments are completed the total number of national tutors will be fifty.

The APTC Recruitment Policy requirement for the inclusion of an Academic Manager on selection panels (or if unable to sit on the panels, to approve the selected trainer's academic qualifications) this will add value to the process and confirm that trainers and tutors meet the requirements of the Australian VET Quality Framework (VQF, formerly AQTF). All trainers and tutors engaged with APTC currently meet the VQF and national training package qualification requirements. Trainer and tutor qualification profiles are maintained by the relevant Australian employing institute on behalf of APTC.

The Non-Campus Country Representatives positions have been extended pending a full review of the admission and recruitment processes across the College.

The implementation of the new APTC recruitment processes has resulted in the attraction of a wider pool of suitable applications. Recruitment for a pool of trainers across all campuses, and for both schools, has been undertaken in 2012. This pool will facilitate a more timely trainer employment process, especially in PNG.

The majority of CSS staff completed their probation periods in the first six months of 2012. The positive probation reports reinforce that a successful recruitment strategy was initiated for the appointment of staff.

#### ***New Appointments CSS Nadi, Fiji (January - December 2012)***

Ms Denise O'Brien formally took up the role of CEO, APTC on 22 October 2012. Mr Barry Peddle PSM, APTC CEO from 1 July 2011 to 21 October 2012, acted in the capacity of APTC International Advisor (Pacific) for the period from 22 October to 30 November 2012.

The Manager Quality Performance and Research position has been filled with a long-term contract which commenced 14 May 2012. This position is critical for the planning and performance monitoring of business outcomes. This appointment will enhance the ongoing support for quality initiatives, labour market analysis and the development and monitoring of performance against the training profile targets.

The Centre for Professional Development Coordinator position has been filled with a long-term contract which commenced 16 May 2012. This position is critical to the expansion of delivery options for our fee-for-service programs as well as the development of capacity building initiatives for APTC staff and the staff of our partner institutions.

The EMIS Coordinator position commenced a twelve month placement on 1 July 2012, and is responsible for project coordination, design development, and staff training for the implementation of a new CRM (Customer Relationship Management) System and Educational Data System. The CRM will replace the current BLUE database and the Educational Data System will manage all course and student data.

Recruitment of a national EMIS Administrator was finalised in November. This position is based at the Corporate and Student Services Centre in Nadi, Fiji, and is responsible for providing support to the IT/EMIS Project Manager. This role will develop, implement and supervise the operation of the Education Management Information System (EMIS) for the APTC, ensuring it is operational, effective, efficient and contains accurate data at all times.

A Human Resources Officer and a Marketing Officer have been appointed and commenced in January 2012. These positions are located at Corporate Services office in Fiji West.

Two STA employees commenced with APTC at the CCS Office, Nadi, in semester 2, 2012. A Business Process Project Officer was engaged to develop Corporate Services policies and work instructions to ensure we have consistency in our approach throughout the organisation, and to provide clear guidance for all staff regarding APTC processes.

The Website Redevelopment Project Officer was tasked with designing and launching the renewed APTC website, and training relevant staff on the website administration, including the new APTC Facebook presence. The re-designed APTC website was launched 17 October 2012. The site employs Google Analytics, a tool that tracks the number of new visitors and returning visitors to website pages, and enables user analysis of data (Refer Annex 4 Google Analytics). This advisor is now engaged in the development of the APTC Learning Management System (LMS) – MyVillage. The LMS uses Moodle 2.3 to support teaching and learning outcomes using technology. Currently the LMS is being trialled with a group of trainers and tutors and will be more widely implemented in the second half of 2013.

Two new local data entry staff commenced in the Quality, Performance and Research Unit in January 2012, engagement of these staff has added stability to the quality of data produced from the BLUE database, and has helped ensure cleaner initial data input into the database.

The newly-contracted Finance Manager took up the role in September 2012 and the Manager, EMIS was extended in this position for a two year period.

### ***Employment Strategies***

The agreement with AusAID to approve amendments to the trainer employment packages for PNG has enhanced APTC's ability to attract trainers to PNG, and five of the required seven long term trainer positions have been filled. This will provide a greater degree of stability and increased confidence in training programs in PNG. An experienced administrator has joined the PNG team, bringing a strong background of APTC and trade training knowledge to the role.

Housing has been an issue in attracting and retaining trainers in PNG, especially in key areas such as automotive technology and diesel fitting. A briefing was prepared for AusAID Canberra, and subsequently approved, to allow for housing reimbursement to be included in tutor packages with the intent of increasing tutor applications. This is critical for PNG sustainability. Refurbishment of staff accommodation is also in the final phase, along with the upgrade of a number of teaching areas. Staff on-site accommodation has been increased from eight to twelve. These initiatives combined with the ongoing negotiations with Port Moresby Technical College (POMTech) will enable APTC to restore service levels in PNG.

Tutor recruitment in Samoa has been difficult to date. APTC will broaden advertising to regional areas, while continuing to ensure alignment with nationalisation strategy objectives. APTC currently employs one Fijian national in Samoa.

Trainers are contracted to align with the training profile. Some trainers have contracts up to three years in duration. Those with contract due dates in 2012 have received contract variations to extend contracts to 2013 where viable programs are in place. Specified position contracts as well as those identified in the staffing establishment (e.g. non-academic positions) will also be extended by the end of January 2013 for the remainder of Stage II.

### **3.2.3 Staff Induction**

(Scope of Services 5.15)

The APTC Induction and Orientation Policy has been developed incorporating equity and access practices, cultural awareness, AusAID Pacific Island development goals and general orientation matters. Orientation kits are in use for both international and national staff. New international staff members have undertaken pre-departure briefings in Australia and orientations on arrival in country. Feedback and staff experiences have been used to improve the program induction. For example, SHCS trainers now complete a detailed professional development program prior to departure to cover ASQA (previously AQTF) compliance, APTC academic expectations, templates to be provided and unit plans. Assessments and timetables are drafted prior to departure from Australia. The professional development program runs for three days for existing programs, and for five days for new courses.

Twenty-three international staff in Fiji West participated in a Cultural Awareness program covering language, culture and customs relating to Pacific Island nations. This program was delivered in March/April 2012 and October/November 2012 at the Namaka campus. The program was very well received by all participants, and is to be implemented in APTC Suva early in 2013.

### 3.2.4 Performance Reviews

(Scope of Services 5.17)

The development of processes for the implementation of staff performance management reviews has been undertaken. APTC now has a comprehensive policy and work instruction for staff performance planning and review, including capability development personal growth targets. The performance review process for staff members is derived from the business strategies and the CEO performance agreement. It is expected that implementation will commence in semester 1, 2013. Probation reviews for all national staff were also completed in 2012.

### 3.2.5 Centre for Professional Development

(Scope of Services – 9.1, 9.2)

The Co-ordinator for the Centre for Professional Development has been appointed and has implemented a College Capability Survey for all staff. The results of this survey have informed the development of the APTC Capability Development Plan which identifies priority programs for 2012 - 2013. A key capability development priority has been the National Tutor Development Program which commenced with the Certificate IV in TAE in Suva in July 2012. The National Tutor Development Program has clearly defined outcomes supporting the Nationalisation Strategy and has been a large body of work that will be completed for full implementation in 2013.

The implementation of a leadership program for partner institutions is in the early stages of development and this program is planned for delivery in 2013.

In this calendar year professional development has included:

- BLUE database training with all campus and CSS staff responsible for data entry and reporting
- NAV financial training for finance administration officers (from all campuses and office operations)
- Mandatory Occupational Health and Safety training for Fiji West employees
- Code of Conduct training
- Cultural Awareness training for expatriate staff
- Australian-based mentoring for the IT officer
- First Aid training
- Microsoft Word training
- Industry release to Australia for trainers and tutors
- Support for staff to act as judges in the NZ Culinary Fare

To ensure ongoing vocational currency to Australian industry standards the following capability development initiatives have been undertaken:

- Kaleopa Tausivi – The Certificate III in Metal Fabrication tutor in Samoa spent three weeks in Australia visiting engineering workshops and participating in industry moderation.
- Two Certificate III in Carpentry tutors Sajendra Bali and Paka Wakani Vonoloa, and their trainer Richard Babovic undertook a two week trip to Australia visiting construction sites to improve their industry knowledge and experience of Australian building standards.
- Etonio Bose – The Certificate III in Diesel Fitting tutor from Fiji attended a three day course on Mercedes engines in Brisbane. This was followed by further industry visits and another MTU Detroit Diesel workshop.

National staff also travelled to other campuses for workshops:

- HR Officer Susana Naiwasetawa (CSS Office Nadi) travelled to Australia in July for an HR workshop
- ICT Officer Lasaro Lawakeli (CSS Office Nadi) undertook professional development in Australia with Detox I.T. in March
- Operations Supervisor Soweri Qumivutia (Fiji East campus) visited the PNG campus in January

These opportunities have been a key component of the succession planning process in developing locally engaged tutors to become trainers. It has provided the tutors with increased confidence and credibility in the delivery of Australian qualifications.

### 3.3 TRAINING PROFILE RESEARCH AND PLANNING

#### 3.3.1 Demand Driven Training and TVET Delivery

(Scope of Services 2.12 (a), 2.12 (b), 5.25, 5.26, 5.27, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5)

The Annual Training Profile underpins APTC delivery activity. Course offerings continue to be refined and re-developed under the APTC demand driven model. The APTC delivers client-focussed innovative training products of the highest quality that are central to our teaching, learning, and community service responsibilities. The APTC mandate is to provide excellence in teaching through the creation of appropriate learning environments, and responding to student learning needs to facilitate positive graduate outcomes. A key driver at the core of quality accredited training is planning for delivery and the development of a demand-driven training profile to ensure strong employment outcomes. APTC has prepared this training profile to highlight grassroots industry intelligence about existing and emerging issues in the Pacific, especially with regard to workforce development. The training profile draws on a wide range of background information and research, as well as interviews with industry representative bodies, to align training outcomes to the future priorities of the Pacific community. In 2010 APTC undertook an extensive labour market analysis which together with country consultations, on-the-ground intelligence, ongoing review and input from the Leadership Team, informed the development of the training profile. In November 2012, a review of the labour market research component of this process was completed. This work informs the content and structure of the 2013 - 2014 training profile.

The profile comprises the collation of data from four central sources between January 2012 and November 2012:

- Regional labour market intelligence from country consultations completed in June 2011 (SoS 5.25, 26) continued to inform elements of this document
- Review and update of the Country Profiles first submitted to AusAID in the 2011 - 2012 ARP
- On-the-ground intelligence from APTC Country Managers and Directors of Schools
- In-depth interviews and meetings with key industry stakeholders
- Analysis of current policy and workforce data
- Information gathered through APTC industry engagement activities in 2012
- Information and advice from APTC Advisory Group meetings held in Fiji 10 - 11 May, and in Samoa between 24 - 27 October 2012

Progress against the 2011 - 12 Training Profile targets shows that achievement for STT is currently lower than originally planned. This is largely due to the difficulty experienced in recruiting trainers for PNG. This situation is expected to improve as a result of planned changes currently underway in PNG. The achievement of SHCS shows consistent outcomes against targets (Refer Annex 5.0 Training Profile Results 2011 – 2012).

The examples highlighted in this section demonstrate the flexible and responsive nature of the APTC Training Profile planning processes. The ongoing flexibility and responsiveness of these practices will ensure the development and continuation of the demand-driven training profile activity which provides strong linkages between skills development and industry and community needs.

### ***Delivery to New Industry Entrants***

Planned delivery to new industry entrants has commenced, with students enrolled in:

- AUR30405 Certificate III in Automotive Mechanical Technology
- MEM30205 Certificate III in Engineering - Mechanical Trade (Fitting and Machining)
- MEM30205 Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)
- MEM30205 Certificate III in Engineering - Mechanical Trade (Diesel Fitting)
- MEM30305 Certificate III in Engineering - Fabrication Trade (Heavy Fabrication)
- CPC30208 Certificate III in Carpentry
- CPC30608 Certificate III in Painting and Decorating
- CPC31308 Certificate III in Wall and Floor Tiling

### ***Industry Placement***

New industry placement opportunities have been negotiated with professional bodies and employers such as Samabula Senior Citizens' Home, Community Rehabilitation Centre, Tamavua Hospital, Catholic Archdiocese of Suva and the Ministry of Youth and Sports Fiji are engaged in student placements. Along with the employability skills incorporated into courses, the APTC to Work program trial commenced in 2012, has enabled the development of skills to assist student performance on work placements.

### **3.3.2 Training Resources**

(Scope of Services 5.11 (a))

A critical element in successful learning outcomes is the utilisation of appropriate and relevant training resources. During this reporting period APTC has modified or redeveloped a number of teaching resources to better fit the Pacific context. The language used has been contextualised to remove specific references to uniquely Australian ideas and concepts. For example the construction of brick veneer dwellings, a concept unheard of in the Pacific, has been modified in teaching materials. NIDA Systems have been installed in PNG and are now in use to support quality training in the electrical studies components across Electrical, Automotive and Heavy Equipment trades.

New resources are being developed to support a number of courses. In the Trades and Technology area resources are being developed by harvesting and updating existing resources to ensure that they cover the new sustainability components of reviewed training packages. Standardised kits are being developed in a number of areas to ensure consistency and a whole-of-college approach to the delivery of the same qualifications across the Pacific.

The School of Hospitality and Community Services and the School of Trades and Technology have moved from a model of developing teacher and learner guides to a model incorporating textbooks and other printed materials. This enables APTC to respond quickly and cost efficiently to changes in training packages, and helps to ensure continuity of resources provided to learners. In addition, a variety of electronic media to enhance the learning experience of students is being used. These resources are sustainable, practical and will have on-going value.

Some innovative approaches are currently being trialled using the Apple iPad technology for the development of resources such as student books using the eBook format. In addition, recording of assessments using iPad technology is also being piloted.

### 3.3.3 Training Facilities

(Scope of Services 5.10, 5.20 (d), 8.9, 15.2(a))

Training partnership arrangements for Fiji are still being negotiated. The two major agreements still to be finalised in Fiji are between:

- Fiji National University (FNU)
- Ministry of Works, Transport and Public Utilities

Whilst agreements are yet to be finalised, APTC continues to operate within the premises of partner organisations; a clear indication of the goodwill to continue. The FNU partnership is premised on both a training pathways approach as a feeder into APTC, complementing School of Trades and Technology programs, as well as shared or leased premises with a view to future sustainability in line with Stage II contract objectives.

A Memorandum of Understanding (MOU) with the Fiji Government's Ministry of Works, Transport and Public Utilities is progressing with support from the Ministry of Education. The forward planned School of Trades and Technology Training Profile provides for informed decision-making in all operational areas including the management of facilities in campus countries. Necessary support for relocated programs in terms of physical space requirements and plant tools and equipment has seen additional workshop space leased and facilities significantly upgraded.

In Fiji, planned Fitting and Machining delivery has seen the establishment of a dedicated engineering workshop. The required lathes, milling machines and other specialist equipment continue to be installed. This will ensure compliance with the Training and Assessment Strategy and the National Training Package qualification requirements and those of local industry.

Training facilities of the Namaka Campus in West Fiji have undergone significant refurbishment and redevelopment to cater for increases in the need for learning spaces and centralisation of administration staff. Additional equipment has been purchased for Cookery and Patisserie delivery in Fiji and modifications have been completed at Rakiraki to bring this facility up to required food hygiene and training package standards.

PNG's Port Moresby Technical College (POMTech) has planned a major refurbishment to be undertaken with student and staff accommodation. As part of this refurbishment significant plant tooling and equipment is being supplied for Diesel Fitting and Electrical. This will include specialist engine equipment, diesel simulators, training aids, and electrical simulators. This will ensure that POMTech can cater to planned increased numbers with the opportunity for all students to obtain the required hands-on practice consistent with competency-based training. The PNG



Country Manager, Office Supervisor and trainers participated in the development of the design for the POMTech Automotive Training Facility. The design is currently being costed on the basis of shared GoPNG and AusAID PNG Post funding.

Training partner agreements have now been signed to June 2015 with the National University of Samoa, and refurbishments have been completed to accommodate the delivery of the Certificate III in Disability and Certificate III in Children's Services training in Samoa. Visions the APTC training restaurant in Samoa has been re-commissioned as a training facility for the benefit of the commercial cookery students and the local community.

Additional equipment has been purchased and there has been a refurbishment of the playground at Vila North APTC Training Venue and the Vanuatu Institute of Technology training partners agreement has been signed to June 2015.

### 3.3.4 Expansion of Locations – Solomon Islands

(Scope of Services – 8.11, 8.12 (a-c))

Following the acceptance of the 2011 Solomon Islands Feasibility Report, progress is being made towards establishing an APTC training presence in the Solomon Islands. Partnerships with local organisations for the provision of quality training facilities are currently being finalised. A project plan for the establishment of a campus office and Centre for Professional Development have been put in place and the project outcomes set to ensure the campus is operational within the required timeframe. Recruitment of an Operations Manager has been completed, with a commencement date of February 2013. APTC has engaged a short term Office Manager (mobilised 6 November) to oversee the development of the office and associated processes. Some of the responsibilities include:

- Manage/facilitate the new office fit-out
- Establish and set up the new workplace as a functioning Country Office
- Establish bank accounts
- Support in-country personnel visits re development and implementation of agreements
- Assist with partnership development logistics
- IT and communications
- Office insurances, furniture acquisition
- Current student mobilisation – ensure processes are maintained
- APTC Signage
- Set up the Solomon Islands Office to replicate the Nadi CSS and other Country Offices in terms of student admissions and management systems, scholarships systems, student admissions, testing and screening, CSS policies and procedures and administrative systems

Development of training and assessment strategies is also underway to ensure training outcomes meet the local industry skill requirements. It is anticipated the first cohort of students will commence training programs in 2013.

### 3.3.5 BRIDGES Program and LLN Review

(Scope of Services 2.12 (e), 5.9 (a), 5.18 (h))

BRIDGES is designed as a bridging program in basic literacy and numeracy for those wishing to further their skills through training with APTC. The program was developed with construction and engineering trades in mind. It was designed primarily to assist potential applicants for APTC programs to improve their LLN skills prior to applying. The program supports students who may have unpractised LLN skills and helps to develop the skills needed for the rigors of a Certificate III program.

The course has been developed with the following assumptions about the potential students for the program. Namely that the average student will:

- Have completed primary schooling, as well as two to three years of secondary schooling; they may however have left school several years ago; good adult education practice needs to be incorporated into the course delivery
- Have basic but limited numeracy and English literacy skills
- Be able to do simple calculations involving adding, subtracting and multiplying, but will need to take these to a higher level
- Be able to read simple English passages with understanding, but will have difficulty understanding trade texts
- Have limited reading skills, not having learnt to read for and with meaning
- Be able to write at an intermediate level, but with limited accuracy and limited fluency
- Have adequate aural-oral English skills to enable them to participate fully and successfully in all activities set in the course
- Have some knowledge and experience of a trade, particularly the construction or automotive trades

Two trials of the BRIDGES program have been undertaken - one at the Kiribati Institute of Technology and one at the University of South Pacific Marshall Islands (USP MI) Campus. Whilst evaluation of the programs indicated that LLN skill levels were improved, it is yet to be determined whether it will adequately prepare the candidates for the demands of a Certificate III program.

BRIDGES programs for tourism and hospitality and health and community services are in development. The first draft of the programs is being reviewed by teachers, tutors and the LLN tutor at the Namaka campus. The format of the program mimics that created for the trades and technology BRIDGES program and uses some of the common content. It is anticipated the SHCS BRIDGES program will be trialled in semester 1, 2013 following completion of the review.

During this calendar year APTC has undertaken an extensive review of LLN delivery and the LLN trainer and tutor position descriptions. As part of this review a Program Design Document has been completed and the recommendations from this report have been referred to the Academic Governance Group (AGG). The AGG will review the design document and, in consultation with the newly appointed LLN co-ordinator to commence in January 2013, make recommendations on the implementation of a revised APTC LLN program to the leadership team.

Initial responses support the view that an extension of the current LLN program under the direction of the LLN co-ordinator and LLN tutors will support current and potential students. As part of the LLN program implementation, the testing process will be reviewed and procedures put in place to refer unsuccessful applicants for further support with a view to obtaining successful admission at a later date.

Samoa campus has established a drop-in LLN support centre, where all students are screened on arrival for LLN needs and students who are lacking in LLN are offered immediate support. Students are provided with a flyer about LLN to encourage their attendance and use of this support. They can self-refer and make appointments for individual and group sessions. Teaching staff also identify students who need support and arrange follow-up. The outcomes from this initiative will be reviewed and inform the development of the APTC LLN framework to be established and implemented in 2013.

### 3.3.6 APTC Reintegration Plan

(Scope of Services 5.9 (b))

In the AusAID – APTC Scope of Services agreement, under Component 3: Quality Learning (Training Delivery), item 5.9 states that:

*In providing flexible course delivery, the Contractor will:*

- b) Trial the development of Reintegration Plans with selected partners and other large employers and their employees. Reintegration Plans should promote effectiveness by indicating how the student's training will be utilised in the workplace, the student's career path and how the training will improve business productivity or otherwise contribute to the business objectives of their employing organisation. The contractor will need to follow up with employers/graduates after six (6) months to assess whether the employment/productivity objectives were achieved. The Contractor will provide an assessment on how effective the Reintegration Plans are in the Six Monthly progress Report, due 15 July 2012, with a recommendation on whether use of this tool should continue and be expanded.*

The Reintegration Plan Pilot conducted in semester 1, 2012 was comprised of students studying Cookery in Fiji, Hospitality in Samoa, and Mechanical Fitting in Fiji. The report was evaluated and submitted, along with recommendations, to AusAID on 15 July 2012.

The Reintegration Plan trial was developed to evaluate how APTC students utilise the skills and knowledge developed during training upon their return to the workplace, either at the completion of the course or in between training blocks. The plan is established prior to the students' commencement of study at the college and involves, where possible, input from the employer.

The plan documented what new skills students hoped to develop whilst studying at the APTC, how they would use their new skills and knowledge in the workplace, and how those skills are designed to contribute to the business objectives of their employer. In simple terms, the plan seeks to define the contribution learned skills make to the student's performance on-the-job after completion of the APTC training. For students not currently employed, the plan could serve as a guide to how newly acquired skills can be applied once employment is gained.

The tool proved valuable in determining whether or not enterprises are benefiting directly from the results of APTC training endeavours. It should be noted however, upon analysis of the plans, similar conclusions were capable of being drawn from surveys currently routinely conducted with APTC students and employers.

The existing APTC Graduate Student Tracer Survey seeks to gauge the student's progress twelve months after the conclusion of their training, and extracts much of the same (and additional) data made available through the Reintegration Plan.

Similarly, the Employer Surveys administered by APTC render the same evidence, but extensive information was then obtained from the Reintegration Plan.

It should also be noted that APTC currently conducts substantial surveying of its students (past and present) and their employers. As a result, there is a real possibility that both students and the industries they work in could suffer from "survey fatigue", leading to lower response rates and less reliable data being made available to the college if another layer of collection is imposed. Whilst valuable, the administration of this pilot by APTC with students and their employers proved time-consuming and onerous for the APTC staff involved. There was also substantial time and effort invested by students and employers. The commensurately low employer response rate pointed to the difficulties incurred in involving industry personnel in activities they may see as peripheral to their main business objectives.

Whilst the implementation of the Reintegration Plan indicated that there is good support from both employees and employers for the role APTC is performing, the recommendation from the trial was that rather than expanding the reintegration pilot, efforts be concentrated on including additional elements into the Graduate Student Tracer Surveys and the Employer Surveys.

### **3.3.7 Cross Cutting Implementation**

(Scope of Services 5.10 (b), 5.10 (c), 13.0, 14.0)

Induction of students and staff introduces everyone to access and equity information and best practices. The Student Handbook 2012 is distributed and utilised in all locations at the beginning of each study program and is available on the APTC website. The handbook has proven to be a very useful point of reference to assist students in navigating their way through their study program and managing their change in lifestyle while living and studying with APTC. An updated and revised version of the Student Handbook will be available to all students at the beginning of January 2013.

Students from Small Island States and women in non-traditional trade courses are provided with access to learning and welfare support through Pastoral Care Programs. Local language, literacy and numeracy tutors support students requiring specific learning assistance.

A review of the Student Conduct Management Policy in 2012 ensured that staff and students were fully aware of their responsibility in ensuring students are supported to undertake their study and fully understood their rights and the expectations of the APTC.

APTC marketing uses gender sensitive recruitment strategies including the use of photos depicting women undertaking training in non-traditional trades, especially on the APTC website, in advertising, and in official APTC brochures.

The course profile sets enrolment targets for gender (especially in non-traditional disciplines) and under-represented locations.

APTC facilities include provision for people with disabilities, where appropriate according to training package rules and requirements. Student programs include this information.

In addition to the provision of existing health-related information (primarily HIV/AIDS Prevention), APTC includes specific health and wellness component targeting Non-Communicable Diseases at student orientation sessions including:

- Eating well and staying well – healthy options and diet while studying at APTC and addressing factors that cause NCD's
- Sexual and reproductive health (including HIV/AIDS awareness and preventing STIs)
- Resilience – maintaining a balance between study and personal life; addressing mental health and wellbeing
- Where to go for help

Since the beginning of August 2012, the staff of APTC Fiji West, have been involved with the successful implementation of a wellness program. The program, which focussed on changing lifestyle habits, commenced with a group session with a doctor engaged to discuss the elements of a healthy lifestyles, followed by one-on-one meetings with the doctor to record individual health status and statistics. These were then used as a starting point for the program, whereupon physical activities, healthy cooking demonstrations and stress-release classes were scheduled every week. To maintain levels of interest, a "biggest loser" style competition was incorporated into the program.

The goals of the wellness program for staff were:

- Weight reduction
- Improved fitness
- Lowered levels of stress
- Increased sense of well-being

The benefits of a continued program may result in:

- Decreased rates of illness, injuries and absenteeism
- Improved employee relations and morale
- Increased productivity

The program is being considered across other APTC locations.

### 3.3.8 National Training Authority Registrations

(Scope of Services 15.2 (b))

During 2012, APTC submitted applications for registration with national training authorities for either new programs or extensions of registration. At present there is a submission awaiting approval with the Fiji Higher Education Commission to upgrade APTC to full registration status. This will enable APTC registration with the Fiji National Provident Fund to enable eligible applicants to draw down on their superannuation funds for educational purposes, as otherwise individual subscriber candidates can little afford current costs. Registration is also underway with the Vanuatu National Training Council for new programs in Community Services Work, Youth Work and Painting and Decorating, and in PNG with their respective training authorities for renewal of existing registrations through to 2015. It is anticipated that outcomes will be notified by early 2013. When these are received, APTC will notify AusAID. The Samoa Qualifications Authority Board at its meeting on 26 April 2012 granted Annual Registration Renewal for the APTC as a Registered Post School Education and Training Provider in Samoa, having complied with requirements for Registration under the SQA Act 2010. This Annual Registration Renewal is valid to 7 April 2013.

### 3.3.9 Student Satisfaction Surveys

(Scope of Services 7.1. 11.1)

#### *Graduate Student Tracer Survey*

The APTC Graduate Tracer Survey report summarises feedback received from former students of APTC who have graduated from their respective programs six months to a year prior to the commencement of the survey. Data for the survey was collected through administration of the APTC Past Student Tracer Questionnaire.

The survey was administered between 2 July and 17 August 2012, with the survey collection period ending on 30 October 2012. The survey population was 1200 students who graduated between 1 January and 31 December 2011 (continuing from the dates of graduation covered by the last survey of June 2011). The overall survey results indicate a 96% course satisfaction among APTC graduate students. Student feedback, listed below, shows that APTC training has significantly increased their technical and professional competence in the workplace:

- 92% fully understand requirements of an employee in terms of industry standards
- 93% are able to work to industry standards
- 94% are fluent in relevant technical vocabulary
- 91% are able to complete all allocated tasks
- 91% can work effectively with minimal supervision
- 92% are able to take on increased responsibilities
- 91% are able to communicate effectively with supervisors and co-workers
- 84% have experienced improved levels of self-responsibility
- 82% have improved their professional appearances (dress and hygiene)
- 86% have experienced a surge in their self-confidence
- 78% believe that their employment prospects have improved

- 67% have had an improvement in their position since graduation
- 37% have been promoted after graduation
- 76% feel more at ease in their jobs and enjoy better job satisfaction
- 69% feel they have better job security after training with APTC

A longitudinal survey of previous APTC students is planned for 2013 and will focus on the longer-term impacts of training on the lives of the graduates and their employers. A cohort of students including those who studied with APTC at the commencement of the project will be the focus of the survey.

#### *Employer Survey*

This report summarises the feedback obtained from surveys of employers of APTC graduates six to twelve months after the student completed their training with APTC. This period allows sufficient time for the students to re-join the workforce and demonstrate the outcomes of their training. The information summarised in this report was gathered by administering the APTC Employer Questionnaire. The survey focused on gathering information from those companies or individuals that have employed or still employ APTC graduates before and after their study.

The survey was distributed between 7 May and 25 June 2012. The survey population was 264 employers based on the principle that each employer will be allocated only one survey regardless of the number of their employees who graduated from APTC within the survey period.

- Overall, 80% of the employers were satisfied with the APTC training provided to their employees, indicating a high acceptance of APTC training programs within industries in the various PIF countries.
- A very high percentage (89%) of the employers reported that APTC graduates had improved the work standards of other employees or improved the productivity in their organisation, which indicates that APTC graduates are making significant contributions in their organisations towards improving overall business performance.
- Over 90% of the employers reported APTC graduates had undergone significant technical, personal and professional development in comparison with before training commenced, indicating that the training programs and the trainers had a positive impact on the employees leading to improved attitudes at work.
- Collectively, the survey results indicate that employers are very satisfied with the training being provided by APTC and that this training had led to significant positive impacts in business and employee performance.
- 96% of the employers reported that they would recommend APTC courses to other people and businesses.

#### *End of Course Learner Survey Report*

Results from the End of Course Learner Surveys conducted in the 2012 calendar year show an overall satisfaction rate with course and content delivery of 91%. Additionally, 87% of the students were satisfied with the quality of student support services. These results were based on surveys of 429 APTC students who completed thirty-four programs. The level of response achieved represents a 99% survey completion rate for these cohorts. The courses which were surveyed are listed below:

**Table 2 – 2012 Courses Surveyed on Completion**

Certificate III in Automotive Mechanical Technology	Certificate III in Hospitality (Operations)
Certificate III in Carpentry	Certificate III in Hospitality (Patisserie)
Certificate III in Children's Services	Certificate III in Painting and Decorating
Certificate III in Commercial Cookery	Certificate III in Refrigeration/Air Conditioning
Certificate III in Community Services Work	Certificate III in Tourism Operations
Certificate III in Diesel Fitting	Certificate III in Wall and Floor Tiling
Certificate III in Disability	Certificate IV in Hospitality (Supervision)
Certificate III in Electrotechnology	Certificate IV in Training and Assessment
Certificate III in Fabrication	Diploma Community Services Work
Certificate III in Hairdressing	Diploma of Management
Certificate III in Hospitality (Lodge)	

End of Course Surveys will be conducted following the agreed schedule and student feedback summaries will be provided in the next reporting period (Refer Annex 6.0 End of Course Learner Survey report).

### 3.3.10 Annual Training Profile 2013 - 2014

#### ***Preparation of a demand driven Training Profile***

The Training Profile is a key activity for the APTC and is used to inform and support other planning activities, including the financial forecasts, workforce recruitment, delivery resource and infrastructure planning, and budgeting provisions. The demand-driven training model is designed to ensure that APTC addresses the priority training needs within the Pacific and that skills training is targeted accurately, economically and efficiently for the intended population.

#### ***Profile inputs***

The 2013 - 2014 demand-driven training profile has been determined by evaluating information and evidence collected from the following sectors:

- Strategic level: includes Project Design, Australian Government and AusAID directions.
- Regional level: research from sources relevant to the broader Pacific Islands economic and industry developments (includes issues such as employment mobility and remittances). A major labour market analysis was undertaken in May 2011 covering a representative cross section of the Pacific Island Forum nations.



The work performed in the 2011 survey continues to inform the delivery design for the 2013 - 2014 course profile. Information on regional labour demand literature and economic profiles was obtained from meetings with the APTC Advisory Group representatives.

- Country level: information relevant to the analysis of each country's demographic profile, political, economic, social and labour market issues is provided via the specific Country Profiles and TVET Strategy.

Each country profile and TVET strategy document was updated between March and August 2012 to ensure that the most current information was captured for the purpose of informing the planning of the 2013 - 2014 course profile.

- School level: historical delivery, planning and training projections provided by in-country school staff, Country Managers and Directors of Schools, complemented by local industry and training demand intelligence has also been used to formulate the 2013 - 2014 course profile. Current enrolments spanning the 2012 - 2013 and 2013 - 2014 financial years have been included in the updated plan.

### **Setting targets**

The overall graduate target over the four years of the contract as specified is 3450, increased to a graduate target of 4000 in October 2012. Enrolment projections allow for approximately 5% student attrition to ensure that graduate targets are achieved. The percentage may vary to accommodate fluctuating graduate numbers from previous training periods. The integrated attrition rate also accounts for changing circumstances related to natural disasters, civil unrest, and economic factors including unforeseen changes in the labour market, which may affect scheduled training delivery. The planned enrolment of students into APTC is managed according to these factors, and to ensure APTC achieves its overall graduate target.

Regular monitoring of the progress of enrolments and graduates against semester and annual targets is an important element of managing the overall APTC graduate target and helps to inform the development of the profile. Consistent, timely information on the student population provides the Directors of Schools with sufficient advanced notice to rearrange delivery schedules to manage achievement against targets.

In generating the course profile, consideration must be given to the requirements of the Scope of Services (13.1), in particular;

*...the Contractor to demonstrate that particular consideration has been given to assuring equitable access for potential students from Small Island States, rural and remote communities, females and students with disabilities.*

The course profile configuration displays specific targets relating to gender and country of origin and is based on data gained from previous enrolment patterns, labour market surveys and country profiles.

Specifically, the scholarship student selection criteria, positively supports:

- Access and equity for women
- Applications from people from rural, remote or economically disadvantaged backgrounds and Small Island States
- People with disabilities

The 2013 – 2014 course enrolment profile therefore presents enrolment and graduate targets specifically by country, gender, Small Island State and rural and remote regions (Refer Annex 7 Enrolment and Graduate Targets 2013 – 2014 by Country of Origin and Gender).

### ***Supporting the Profile***

As previously stated, the Profile is at the core of all APTC planning, and every aspect of the APTC business process supports the delivery of the Training Profile. In anticipation of changing demand, all APTC courses have been left on scope.

In summary, the following business elements support delivery of the 2013 - 2014 Training Profile:

#### **1. Resources**

Trainers and tutors:	NVR (formerly AQTF) compliant – qualified and current
Venues:	Meet all local and NVR compliances
Training partnerships:	Sustainable, building capacity
Delivery resources:	NVR (formerly AQTF) compliant

#### **2. Student recruitment**

Brand APTC:	Recognised, high quality media profile
Recruitment drives:	Appropriate and directed
Skills and LLN testing:	Efficient and compliant
Admission processes:	Equitable, fair, defensible
Delivery modes:	Flexible, customised to purpose
Scholarships:	Targeted
Tuition fees	Flexible

#### **3. Retention and re-integration**

Training meets needs:	Work placements incorporated into training plans
Pastoral Care:	Students supported
Re-integration:	Employability skills in delivery; APTC to Work

#### **4. Post-graduation**

Alumni:	Alumni Network operational and supportive
Feedback:	Actioned under continuous improvement

## ***The 2013 - 2014 Profile***

### ***School of Hospitality and Community Services***

The following list of programs forms the proposed 2013 - 2014 delivery offerings for SHCS:

- Certificate III in Hospitality (Catering Operations)
- Certificate III in Hospitality (Commercial Cookery)
- Certificate III in Hospitality (Patisserie)
- Certificate III in Community Services
- Diploma in Community Services Work
- Certificate III in Children's Services
- Diploma in Children's Services
- Certificate III in Disability
- Certificate IV in Disability
- Certificate III in Home and Community Care/Aged Care
- Certificate IV in Youth Work
- Certificate III in Hospitality Lodge
- Certificate III in Hospitality
- Certificate IV in Hospitality Supervision
- Certificate III in Tourism
- Certificate III in Hairdressing
- Certificate III in Retail Baking (Bread)

### ***New courses Semester 1, 2013 in Community Services***

- Certificate III in Community Services Work in Fiji. This program is intended for community services workers who are working in a range of community development settings, but who are not dealing with case management and counselling; these elements are expected of entrants into the Diploma of Community Services Work program.
- Certificate IV in Disability in Fiji. This program is intended for disability sector workers who are employed in government departments, non-government and civil society organisations. Their role in supporting and advocating for people with a disability, generally this does not include direct contact with people with a disability in a care facility or education setting. The Certificate IV in Disability focusses on higher level units at the team leader, supervisor or manager level.

- Diploma in Community Services in Nauru. This program has been scheduled as part of the expansion of the School of Hospitality and Community Services and will be the first APTC community services program delivered in Nauru. The cohort will comprise students from Nauru and Kiribati and will be delivered in a part-time mode with three blocks of training over a twelve month period.

### ***The School of Trades and Technology***

The following list of programs forms the proposed 2013 - 2014 delivery offerings for STT:

- Certificate III in Automotive Mechanical Technology
- Certificate III in Engineering - Mechanical Trade (Fitting and Machining)
- Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)
- Certificate III in Engineering - Mechanical Trade (Diesel Fitter)
- Certificate III in Engineering - Mechanical Trade (Heavy Fabrication)
- Certificate III in Carpentry
- Certificate III in Painting and Decorating
- Certificate III in Wall and Floor Tiling
- Certificate III in Plumbing
- Certificate III in Electrotechnology Electrician

### ***New Industry Entrants (NIE)***

NIE programs are designed to increase the pool of skilled, work-ready operatives for specific industries. Previously, the programs offered through APTC addressed purely the up-skilling of existing workers. As a result of substantial applications from those without sufficient existing skills to qualify for the Existing Worker program, a commitment was made to introduce NIE courses to meet this demand. Restructured programs consistent with other APTC NIE programs were offered for both Diesel Fitting and Refrigeration and Air Conditioning. The first NIE Diesel Fitting program commenced on 17 September 2012 in Fiji with further offerings planned in 2013. The first Refrigeration and Air Conditioning NIE program is scheduled to commence in January 2013 with a further offering in July 2013.

These programs are of slightly increased duration to ensure graduates are work ready with the necessary skills to enter industry and hold their own amongst existing skilled workers.

The planned delivery to new industry entrants has commenced, with students enrolled in:

- AUR30405 Certificate III in Automotive Mechanical Technology
- MEM30205 Certificate III in Engineering – Mechanical Trade (Fitting and Machining),
- MEM 30205 Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)
- MEM30205 Certificate III in Engineering - Mechanical Trade (Diesel Fitting)
- MEM30305 Certificate III in Engineering - Fabrication Trade (Heavy Fabrication)
- CPC30208 Certificate III in Carpentry
- CPC30608 Certificate III in Painting and Decorating
- CPC31308 Certificate III in Wall and Floor Tiling

There are no current plans to cease any courses currently on offer between semester 2, 2013 and semester 1, 2014 in either school. There will in all probability be additions to the courses as a result of negotiations with the Solomon Islands National University, Don Bosco and APTC. These negotiations may see partnerships for in-country co-delivery and/or a recognition pathway of the status of current certification from these providers against the relevant Australian qualification.

***Additional programs under consideration for future delivery include:***

***Certificate III in Electrical Motor Repairs***

The consideration to offer Certificate III in Electrical Motor Repairs is primarily for the Fiji Ministry of Works, Transport and Utilities Public Works Department (PWD) employees. Whilst demand for this program has been limited to PWD, there is never-the-less a niche market requirement for this skills training. Negotiations with the PWD are currently continuing to establish a suitable training facility to ensure that programs can be delivered, and the timing of course offerings will depend on the outcomes of these negotiations.

***Certificate IV in Frontline Management***

Research indicates demand for middle – upper management training across a number of industry sectors, especially roles that interface with clients (internal and external) and the public. A generic management qualification such as the Certificate IV in Frontline Management is designed to address the skill needs of people in these roles, and in many cases can be tailored to company requirements.

***Certificate III in Formwork/Falsework, Certificate III in Civil Construction***

The Certificate III in Civil Construction program was initially identified from the labour market analysis in the Solomon Islands Feasibility Study and Kiribati as a means to address the skills needed for planned infrastructure projects. Subsequent consultation has indicated that the Certificate III in Formwork/Falsework is likely to address the skills sets associated with concreting work for road and bridge construction. The Certificate III in Formwork/Falsework qualification is within the current RTO scope, whereas civil construction is out of RTO scope of registration. Specific skill sets may be offered from the civil construction qualification under fee-for-service arrangements once further consultation confirms

the exact nature of skills required. The Certificate III in Formwork/Falsework qualification will offer a broad range of skills relevant for construction and infrastructure type projects.

Anticipated delivery in the Solomon Islands resulting from the Feasibility Study will be at Certificate II level equivalence, with subsequent training in the specifics of Formwork/Falsework planned for POMTech (PNG) and Suva (Fiji).

The School of Trades and Technology employs an enrolment pattern that sees students attend three blocks of training over an eighteen month period. This enables the student to return to industry for an extended time between training rounds to practice the skills learned at APTC. This pattern of rolling enrolments can extend across financial years and the 2013 – 2014 Training Profile takes this factor into account when quantifying enrolment and graduate student numbers (Refer Annex 8 Training Profile 2013 – 2014 by Semester, School and Course).

The revised overall enrolment and graduate targets for the 2011 – 2015 period have been adjusted to account for actual enrolment and graduate figures to date and reflect current extended planning for both schools. Overall achievement of graduate target numbers remains on track (Refer Annex 9 Enrolment and Graduate Targets 2011 – 2015 by Semester and School).

## 3.4 ADMISSIONS AND SCHOLARSHIPS

### 3.4.1 Scholarship Activity Summary

(Scope of Services 5.19)

#### ***Admissions and scholarships***

In 2012, there has been substantial progress made on the development of whole of college policies, procedures and work instructions relating to the management of student services.

The CSS Scholarships and Student Services team are the central coordination team that ensures the provision of timely and consistent student services to the fourteen PIF countries. The team have clearly identified roles which have been documented and distributed to all campus and non-campus student services staff. Processes have been streamlined and new communication tools implemented (through emails, forms and templates) to ensure clear consistent communication with the teams across campuses, non-campus and “third-party” representatives in Small Island States (SIS) where the team has developed relationships to support APTC applicants and students.

The centralised management of admissions, scholarships and student services continued to be refined in the 2012 calendar year. There are significant challenges in ensuring consistent, streamlined admissions and scholarship procedures across multiple campuses with applicants from fourteen countries. Scholarship rounds are programed twice per semester, with a five month lead time to enable accurate application and assessment information, streamlined approvals and a closely managed offer letter and class allocation process.

For courses that commenced in semesters 1 and 2, 2012, a total of 777 students accepted scholarship offers and commenced study. Due to the multiple block training pattern of all School of Trades and Technology certificate courses and some School of Hospitality and Community Services diploma courses, a further 50% of scholarship recipients were continuing students who had commenced their training in 2011.

Stage II has seen the development of an Admissions Policy (SoS 5.18), the Scholarship Manual (SoS 5.19) and a Student Pastoral Care Plan (SoS 5.18 (g)). Together, these policies provide platforms for workflow design and procedure development to ensure consistent implementation across all APTC sites, and support APTC achieving targets in key areas.

To ensure the consistent and transparent provision of student services, a range of APTC policies and work instructions have been developed including Pre-Departure Briefings, Code of Conduct, Student Handbook, Orientation Policy, Pastoral Care Policy, Student Conduct Management Policy, Graduation Policy.

Both the Admissions Policy and the Tuition Fee Policy and subsequent work flow practices currently being implemented reflect the college business development effort to derive income from tuition fees.

Other efforts to address targets include student recruitment activities and marketing of APTC programs in Small Island States (SoS 5.18(i)), including successful recruitment visits to the Marshall Islands and Tuvalu, timed to coincide with graduation ceremonies.

Graduations have been planned across the year and the following have been hosted to date: Nauru (10 graduates), Solomon Islands (two graduations comprising 55 and 50 graduates) Vanuatu (88 graduates), Tonga (28 graduates), Samoa (45 graduates), Fiji (198 graduates), Tuvalu (17 graduates), PNG (179 graduates).

### 3.4.2 Alumni

(Scope of Services 5.22, 5.23)

#### ***Alumni Network***

The APTC Alumni Network is firmly established (SoS 5.22). By 30 November 2012, there were twelve active chapters, with a total of 1713 registered Alumni members.

The Alumni Network Plan is operational, and meetings have been held with a number of the Chapters during 2012. The Alumni Officer position, due to staff movement is currently vacant, recruitment is planned for early 2013. (SoS 5.23)

Alumni Chapters have the potential to provide additional support to female graduates working in non-traditional trades, graduates with a disability, and graduates who are unemployed. Many of these activities are informally being provided within the alumni network however during 2013 we will be working with Chapters, where possible, to incorporate this support into their planned activities (SoS 13).

The major activity for 2012 was the APTC Alumni Forum held in June. This involved representatives from each of the Chapters together with campus staff responsible for co-ordinating Alumni activities and Non Campus Country representatives. The objectives of the forum were to:

- Develop the governance and leadership skills of the Chapter Chairs to assist them with the administration of the Chapters
- Develop the Alumni Network Plan for 2012 - 2013
- Endorse the Alumni Charter (incorporating the Alumni Code of Conduct and the role and responsibilities of the Chapter Chairs)
- Increase the networking opportunities for the Chapters across the PIF countries



One of the outcomes from the forum has been the development of the Alumni presence on the new APTC website. The Alumni Charter is also now available on the website.

One of the concerns raised at the Forum is the difficulty of communicating with Chapters and the need to develop strategies to remain connected with Chapter Chairs after they return to their countries. To address this, a STA has been appointed to develop an Alumni Facebook page and associated capability development for the Chapter Executive. It is proposed that the following will be created:

- An Alumni presence on Facebook
- Development of training resources for the Alumni to assist the Chapter Executive to effectively use the Facebook site
- Support for the Alumni Chapter Executive to form a community in Facebook

## 3.5 COLLEGE OPERATIONS

### 3.5.1 APTC – Quality Management System (QMS)

(Scope of Services 5.20 (b))

The APTC-QMS Framework supports the college to achieve operational quality, contractual objectives and compliance against national standards of the VET Quality Framework (formerly Australian Quality Training Framework). The APTC-QMS replicates a typical TVET quality management system and provides the means to manage quality standards, monitor effectiveness of work practices, and create a continuous improvement cycle. The APTC-QMS contains the college policies and work instructions, which support timely reports, surveys, client feedback and consistency across all locations.

The APTC-QMS supports quality teaching and learning outcomes for students and partners which are equivalent to those delivered by an Australian training organisation. While there is an acceptance that some aspects of delivery may differ in the Pacific region, there is a commitment from APTC to ensure that quality standards and continuous improvement processes are in place to enable compliance. The attainment of this compliance is one of the major drivers for the APTC-QMS Framework.

The APTC-QMS Framework replaces the previous Policy Management Plan. As previously stated, the APTC-QMS is the platform which will be used to manage all policies, work instructions, forms and supporting documentation. It utilises a pre-packaged online Quality Management System and is currently being customised to APTC requirements. It contains nine management systems that reflect APTC Business Strategies, AusAID Scope of Services and all relevant policies to manage operational quality and meets the Australian VET Quality Framework standards.

The Continuous Improvement Register is an important component of the APTC-QMS. The register is used to record and version control improvements to policies and procedures and to communicate changes to all staff. Actions arising from End of Course Learner (EoCL) Surveys and audits will be captured in the Register allowing risks to be identified and managed.

APTC-QMS capabilities will enable the scheduling of annual reviews of all policies and procedures. Enhancements and modifications will be recorded in the Continuous Improvement register after the annual review.

### 3.5.2 APTC Work Plan

(Scope of Services 5.20 (b), 11.3)

The APTC Work Plan, which incorporates the Business Strategies, Operational Plans and the PAF, has been developed to provide a vehicle for reporting against the Scope of Services. The APTC Work Plan aims to:

- Operationalise the objectives and deliverables of the Business Strategies
- Provide guidance to the Governance Groups
- Become a repository for quarterly reporting against the objectives and deliverables – matched to PAF requirements for ease of AusAID reporting, and
- Assist forward planning by identifying next steps and issues arising

The APTC Work Plan incorporating the thirteen Business Strategies and operational activities, supported by the Governance Model, provides a single document containing all of the APTC objectives, deliverables, and action plans and is a useful planning and reporting tool. Reports against deliverables are updated regularly and teams identify future actions and risks or issues as they arise. These are then incorporated into the Work Plan.

### 3.5.3 Report Management

(Scope of Services 7.1, 16.0)

Reporting requirements continue to be followed in accordance with the Scope of Services and AusAID contractual requirements. The following reports have been presented to AusAID during this period:

- ARP 2011
- Quarterly Financial Reports
- Quarterly Activity Reports
- Six-Monthly Progress Report
- Employer Survey Report
- Graduate Student Tracer Report

The outcomes of surveys of students, employers and graduates undertaken each year are used to guide corporate decision-making. A review of each of the survey tools used in the surveys has been conducted to refine the nature and accuracy of data obtained. A goal of the review of the survey instruments was to make them as user-friendly as possible, thereby encouraging a greater uptake from respondents. Valuable information within these reports has been identified and used to inform operations throughout APTC.

APTC student, employer, graduate and alumni data essential for reports is stored on excel databases. Training in the use of the databases will continue on an as-needs basis until the full EMIS is deployed in 2013.

### **3.5.4 Education Management Information System (EMIS)**

The development of the EMIS (with a fully integrated set of databases covering students, graduates, staffing, courses, assets, materials, internal and external reporting, and finances) has commenced. (SoS 5.20 (p), (q))

The successful tenderer, Eclipse, has completed the development of the NAV financial system. The NAV system was due to be implemented mid-2012. The project handover date has been delayed to March 2013 following a system go-live during January 2013. The extended timing reflects the introduction of the NAV system as part of a larger program of works to standardise and improve financial management practices across all APTC country campuses. A financial governance framework and a business process improvement program are now incorporated into the overall project.

Additionally, the build of the Customer Relationship Management (CRM) system and the Student Management System (SMS) elements of the EMIS are due for completion by the end of December 2012, with user testing occurring early in 2013. The EMIS replacement for the BLUE database system is scheduled to be released for use by APTC staff on 1 March 2013, with both systems running parallel for a short period to ensure continuity of business.

### **3.5.5 Learning Management System (LMS)**

The implementation of a Learning Management System (LMS) will facilitate additional flexibility in resource utilisation for APTC trainers and students. The LMS will support the administration, documentation, tracking, reporting and delivery of training programs. The LMS will be used to deliver online or blended courses (including training resource management) over the internet, with features for online collaboration between trainers and students, and between student groups, and will be capable of facilitating online assessment should we need this enhancement. The LMS will support classroom teaching and enable courses to be offered to a larger population of learners in remote locations. APTC has selected Moodle as the LMS, and it has been entitled MyVillage to reflect the Pacific origins of the content. MyVillage users will be introduced to the system by training delivered through the APTC Centre for Professional Development, and participants will learn how to design a course and interact with students using the MyVillage platform.

### 3.5.6 Annual Policy Review Cycle

(Scope of Services 5.20 (l-m))

The focus on the development and review of APTC strategies and policies has continued this calendar year.

Overall, thirty-two policies, thirty-seven work instructions and sixty-seven forms have been drafted, reviewed or completed. There has been a particular emphasis on documenting HR processes, with the engagement of an STA specifically for this function.

The APTC Policy Management Plan provides guidelines for the development or review of policies into the future. Policies, work instructions and College forms reside in the APTC QMS, which continues to be populated with new documents and resources.

#### ***APTC Policies: Status Report***

<b>Name of Policy</b>	<b>Owner</b>	<b>Status</b>
<b>CORPORATE / GOVERNANCE</b>		
Advisory Group Terms of Reference and Membership List	CEO	Final
Allowances Policy	D/CS	Final Draft
Alumni	D/S&D	Final
Communication Plan/ Strategy	D/CS	Final
ICT	EMIS PM	Draft
Staff Use of Internet and Email Policy	CEO	Draft
APTC Marketing Strategy 2011-2013	D/CS	Final Draft
Communication Policy and Protocols	D/CS	Final
ICT Equipment Replacement Policy	EMIS PM	Draft
Survey Procedures	M/QP&R	Draft
Assets Register	M/F	Final
Document Archiving	M/QP&R	Draft
Capability Development Policy	CPD	Final
Close Relations Policy	CEO	Final
Data Management Protocols	EMIS PM	Draft
Employee Exit Policy	D/CS	Draft
Equal Opportunity and Cultural Diversity Policy	D/CS	Final Draft
Fraud and Corruption Management	M/F	Final Draft
ICT Data Backup Policy	EMIS PM	Draft
Mobile Phone Policy	EMIS PM	Final Draft
Natural Disaster Emergency Procedures	D/S&D	Final

Privacy Policy	D/CS	Draft
Policy and Document Control Policy	D/S&D	Final
Report Management	D/S&D	Final Draft
Risk Management	CEO	Final Draft
Social Media Policy	D/CS	Draft
Staff Code of Conduct	M/SS	Final
Staff Conduct Policy	D/CS	Final Draft
Staff Recruitment Policy	D/CS	Final Draft
Staff Remuneration Policy	D/CS	Draft
Uniform Policy	D/CS	Draft
Instrument of Financial Delegation	M/Fin	Draft
OHS Policy	D/CS	Draft
<b>STUDENT SERVICES</b>		
Admissions Policy (whole of college & addresses range of entry options into APTC)	M/SS	Final
Fee-for-Service Policy	M/SS	Draft
Graduation Policy and procedures	MSS	Final
Student Grievance and Appeal Policy	M/SS	Final
Scholarships Policy and Procedures Manual	M/SS	Draft
Student Conduct Management Policy	M/SS	Final
Student Induction Program	M/SS	Final
Pastoral Care Plan	M/SS	Final
Child Protection Policy	M/QP&R	Final
Disabilities Policy/Action Framework	M/QP&R	Final Draft
Gender Access and Equality Strategy/Policy -Framework	M/QP&R	Final
Sexual Health and Wellness Policy	M/QP&R	Final
Vehicle Fleet Policy	D/CS	Final
Use of Vehicles Policy	D/CS	Final
Housing Allowance Policy	D/CS	Final
Critical Incident Management Policy	D/CS	Final
Staff Performance Review Policy	D/CS	Final
Quality Policy	M/QP&R	Final
Tuition Fee Policy	CEO & D/S&D	Final
Continuous Improvement Policy	M/QP&R	Draft

Domestic Violence Policy	D/S&D	Final
Safety and Security Policy	DCS	Final
Capability Development Policy	C/CPD	Final
Staff Pre-departure and Induction Policy	DCS	Final Draft
APTC Refund Policy	M/QP&R	Draft
Excursions Policy	M/QP&R	Draft
Document Archiving and Destruction Policy	M/QP&R	Draft
Nationalisation Strategy	D/S&D	Final

<b>Name of Work Instruction</b>	<b>Owner</b>	<b>Status</b>
<b>CORPORATE / GOVERNANCE</b>		
Critical Incident Management Work Instruction	D/S&D	Final
End of Course Learner (EoCL) Survey Administration	M/QP&R	Final
Employer Survey Administration	M/QP&R	Final
Staff Annual Performance Plans & Reviews	DCS	Final
PNG FIFO Conditions	DCS	Final
Develop or Review an APTC Policy	M/QP&R	Final
Develop or Review an APTC Work Instruction	M/PQ&R	Final
Version Control Guides	M/QP&R	Final
APTC Branding Style Guide	DCS	Final
Filing of Hard Documents	M/QP&R	Draft
Media Approval Procedures	DCS	Draft
Procedures in Using P Drive	M/QP&R	Draft
Obtaining approval to recruit and placing advertisement	D/CS	Final
Staff Selection	D/CS	Final
Employment Offer and Contract	D/CS	Final
National Staff Probation	D/CS	Final
Leave entitlements - International	D/CS	Final
Leave entitlements - National	D/CS	Final
Staff Pre-departure Briefing & Induction	D/CS	Final Draft
Managing TOIL – International Staff	D/CS	Draft
Managing TOIL and overtime – national staff	D/CS	Draft
Staff Fortnightly Attendance	D/CS	Final
Remuneration Assessment - National	D/CS	Final Draft

Remuneration Assessment - International	D/CS	Final Draft
Housing Allowance	D/CS	Final Draft
Mobility Allowance	D/CS	Final
Managing Performance	D/CS	Draft
Employee Exit	D/CS	Draft
International Staff Repatriation	D/CS	Draft
Capability Development Application	CPD	Draft
Managing a Complaint	D/CS	Draft
Staff Discipline	D/CS	Draft
Gift Exchange	D/CS	Final Draft
Managing a Staff Grievance	D/CS	Final
Social Media Administration	D/CS	Draft
Staff Use of Internet and Email	D/CS	Draft
Mobilisation Allowance	M/Fin	Draft
Performance Management	D/CS	Draft
Staff Insurance Cover	D/CS	Draft
Business Travel	D/CS	Draft
<b>STUDENT SERVICES</b>		
Receipt Processing of Applications	M/QP&R	Final
Responding to Applicant Enquiries	M/QP&R	Final
Admissions Documentation Filing	M/QP&R	Final
Scholarship Administration (Steps 1-6)	MSS	Final
Preparing for Graduations	MSS	Final
Managing Graduations	MSS	Final
Establishment of Scholarship Mobilisation Records	MSS	Final
Student Conduct Management	MSS	Final
Student Administration – Course Attendance	DoS	Draft
Procedures for Receiving Applications	M/QP&R	Draft
Student Conduct Management	MSS	Draft



## 3.6 MARKETING AND COMMUNICATIONS

### Marketing, media and public relations

#### 3.6.1 Events

(Scope of Services 5.2, 5.3)

During this year there have been a number of events highlighting APTC achievements:

- The Centre for Professional Development and the Corporate and Student Services office in Nadi was officially opened on 22 November. The AusAID Project Manager, Tina Seniloli, cut the ribbon to officially open the facility. The launch was also attended by Mr John Maddock, Chair of the Managing Contractor Board, as well as a number of APTC industry partner representatives.
- The Prime Minister, the Honourable Willy Telavi, was the keynote speaker when seventeen Tuvalu citizens graduated in a ceremony at the Tuvalu Government Conference Room. The welcome address was given by Mr John Davidson, Minister Counsellor Pacific, AusAID. The ceremony took place in the presence of seventy invited guests, which included the New Zealand High Commissioner for Tuvalu and other Australian, New Zealand and Tuvaluan Government dignitaries, AusAID staff, industry partners, friends and family.
- Celebrations of APTC's 5th year anniversary were held during July 2012. In PNG, the Australian High Commissioner, Mr Ian Kemish, unveiled a plaque marking the five year partnership between APTC and POMTech.
- The Honorable Prime Minister Mr Tuilaepa Sa'ilele Malielegaoi opened the new School of Health and Community Services training facilities in Samoa. This facility is for the delivery of training in disability and children's services. The facility is named the Va'aimamao Centre which means Focus on the Future Centre.
- The President of the Republic of Kiribati, the Hon. Anote Tong, was the keynote speaker when nine Kiribati students graduated from the APTC in a ceremony in Betio, Tarawa, in August
- APTC PNG featured in an episode of the Resource PNG program on the local TV station EMTV. The program highlighted the August 2012 graduation and showed trainers and students engaging in training activities. Many positive student comments were captured and demonstrate the quality of APTC training and the positive impact it is having on many lives in the Pacific Islands.
- Competing in the Moffat Salon Culinaire against professional chefs from all over Fiji, Certificate III in Patisserie students from the SHCS Namaka campus won seven gold, eight silver and ten bronze medals in a range of categories – an outstanding achievement by any standards.
- APTC hosted graduation functions at Kiribati, PNG, Vanuatu, Tonga, Samoa, Fiji, Tuvalu and the Solomon Islands. The ceremonies were conducted in the presence of invited guests, local government dignitaries, AusAID staff, industry partners, friends and family.
- APTC supported a range of not-for-profit events throughout the year, providing valuable work experience opportunities for hospitality students. These events also provide tangible benefits for NGOs, social clubs and fundraising bodies.

APTC staff and students support the community in a number of activities. These are an opportunity to support local events and also provide excellent workplace practice for our students, a few of this events this year have been:

- The Samoan hospitality and cookery students catered to one hundred people attending Samoa's Longest Lunch under a marquee stretching across the NUS oval.
- Hairdressing students gained valuable experience by providing their services to the Shave it or Save it (SOS) event in the Suva Vodafone Arena, Fiji Fashion Week and Project Bula Mai-Style Fiji.

### 3.6.2 Communications

(Scope of Services 5.2, 5.3)

The review of the Communications Policy and Protocols is ongoing. It will guide external engagement with key stakeholders as well as supporting achievement towards improved internal communications, external promotional, and public relations activities. A more targeted communications strategy that builds on the foundations of the policy will be developed in 2013. An advisor will be appointed on a short term input to undertake this deliverable.

A broad communication strategy has been developed with the following purposes identified:

- Public awareness of the APTC throughout the Pacific
- Marketing for students to achieve the APTC graduate target
- Ensure awareness within AusAID and Australian Government of APTC achievements to demonstrate effectiveness of aid funding

Communication strategy targets have been agreed with AusAID Canberra to further support the reputation of APTC in Australia.

### 3.6.3 Media and PR Activity

(Scope of Services 5.2, 5.3)

The new marketing officer has undertaken a refresh of APTC branded materials for all campus locations and has overseen the installation of consistent signage on the front office windows at the CSS Office and in each campus location, for increased visibility and promotional exposure.

An APTC student recruitment DVD has been developed for promotional use across the region. The DVD highlights training programs and outlines the application process for prospective students.

The APTC Marketing Strategy for 2011 - 2013 has been implemented. Consistency in branding for emails and signage has been completed for all staff.

There have been thirty-five newspaper articles or radio spots on APTC activities across the Pacific Island nations including Kiribati, Nauru, Solomon Islands, Tonga, Tuvalu and Marshall Island since 1 January 2012. In this time, APTC has featured in six television items highlighting APTC activities or support. This includes one documentary. The APTC website has been redesigned, and was re-launched in October 2012. The

renewed website ensures easy access to information about courses and schedules, and easy access to up-to-date course brochures. Social media links have also been established with approval from AusAID for Facebook and YouTube.

Casual journalists have been contracted in Australia, Vanuatu, PNG and Fiji. These engagements will ensure increased volume in news items to promote APTC in Australia and other international locations. In January 2013 a contractor will be engaged to undertake photo shoots and videos in Fiji and Vanuatu. The resulting video footage will be used on YouTube as well as for APTC promotional DVDs.

A television documentary for Resource PNG, featuring APTC in PNG, aired in November. The screening included a focus on females in traditional male-dominated trades.

Most recently, APTC has featured in AusAID publications for:

- APTC response to cyclone Evan in Samoa
- Early Childhood training facilities in Samoa
- Student chef involvement in the Moffat Fiji Salon Culinaire

A workshop was also held in June 2012 for Country Representatives to undertake professional development with regard to marketing of APTC.

In excess of ninety media articles promoting student activities and campus events have been released on the APTC website. The Marketing and Media Report provides a full listing of all media stories published between January and November 2012 (Refer Annex 10 Marketing and Media Report and Annex 11 Pictorial Highlights).

## 3.7 BUSINESS DEVELOPMENT

### 3.7.1 Business Development Strategy

(Scope of Services 2.2 (j), 10.1- 10.5)

The APTC Business Development Strategy (BDS) outlines how the APTC will reduce college costs and increase revenue during Stage II (SoS 15.2). Key elements of the Strategy include approaches to reducing operational costs and reliance on scholarships, increasing revenue through tuition fee-paying students and fee-for-service training, and increasing efficiency and productivity in training delivery. The overarching principle of the BDS is to maximise the contribution by the Consortium to the aims and objectives of the APTC by optimising Basis of Payment funding and from revenue streams such as tuition fee and fee-for-service, as a key element of the APTC sustainability objectives.

The BDS outlines the commitment of the Consortium to ensure full utilisation of the project budget thus maximising the financial contribution to the APTC's regional aid and development agenda.

The Strategy also provides direction for additional value contributions by the Consortium partners in accordance with Part D of the contractor's bid.

The reduced budget for Year 2012/13 has seen APTC defer delivery of some business development activity including the Solomon Islands operations to Year 2013/14. The budget constraints for 2012/13 however, have not impacted on the business development strategies overall. The constraint has delayed some activity which will require additional resourcing in a shorter timeframe, but is being managed by APTC.

### 3.7.2 Programs offered through Fee-for-Service

(Scope of Services 2.2 (j), 7.3, 10.1-10.5)

Fee-for-Service Activity year-to-date is shown in Table 3. There has been a number of proposals submitted, with some of these accepted by clients.

**Table 3 – Fee-for-Service Activity**

FFS ACTIVITY AUD\$				
FFS Activity	Stage II Count	Stage II	4 <sup>th</sup> Quarter Count	4 <sup>th</sup> Quarter 2012
1. Business proposals	36	4,509,392	8	365,559
2. Submitted to client	30	4,284,447	7	365,559
3. Accepted by client	6	266,364	1	49,668

## FFS Proposals Current

Country	Client	Program	Value	Current Status
PNG	Strengthening TVET	Cert IV TAE		RFQ has been sent to RTO's awaiting quote
PNG	Gold Mine	Cert IV TAE		Mark Riley to meet with the client
Fiji	FNU	Cert IV TAE RPL	\$9200FJD	Will go ahead
Tonga	Ministry of Education	Cert IV TAE		BHI preparing a quote
Kiribati	Maritime Training College	Cert IV TAE		Under negotiation
Fiji/ Pacific	Public course	Cert IV TAE	\$2750FJD per person	Awaiting the RTO's approval to run
Fiji	Australian Sport Commission	Elements of Cert IV TAE	\$70,000	Initial stage has been accepted – waiting on the client
Fiji	USP	Diploma of TAE	\$46,000	Waiting on agreement on delivery model
Vanuatu	Public course	Diploma of Management		TBA
Solomon Is.	IPAM	Cert IV TAE	\$42,000	Has been approved – postponed until 2013
Vanuatu	Strengthening TVET	Cert IV TAE		Currently underway

The revision of the Fee for Service strategy during 2013 will set the agenda for how the APTC continues to grow revenue through increasing the numbers of fee-for-service enrolments.

In 2012 SHCS delivered two fee-for-service programs in Fiji, with the Centre for Professional Development also delivering training to FFS clients:

### ***Responsible Service of Alcohol***

This training program was developed in response to a request from the training department at the Shangri-La Fijian Resort and Spa. The hotel requested training in the responsible service of alcohol for selected food and beverage staff. Thirty-five students completed the program.

### ***Hygiene for Food Handlers***

This program was delivered at Fiji Beach Resort and Spa (managed by Hilton) in response to a request from the training manager. The content of the program, delivered to sixty-four employees, addressed the operational requirements of the Hilton property acting as a refresher for existing staff, and presented training on food handling requirements under the Fiji Food Safety Regulations 2010.

### ***Certificate IV in TAE***

In addition the Certificate IV in TAE continues to be well supported as a fee-for-service program by the Centre for Professional Development.

### 3.7.3 Tuition Fees

The college's other way for students to be engaged in courses is through payment of a tuition fee (TF). The TF level is set through evaluating the fee level of local providers in each campus country, considering the actual cost of delivery of APTC courses (and that tuition fees might only account for a percentage of actual cost of delivery), and the capacity of individuals, employers and industry to pay the set fees.

The final determination of the appropriate fee level for APTC Stage II courses is a balance of all the above and needs to at the same time ensure that APTC remains competitive. The annual review of tuition fees, by negotiation with AusAID, will occur in March 2103.

To date, Stage II has seen 125 TF enrolments from a total of 942 enrolments, generated from the Schools of Trades and Technology and Hospitality and Community Services.

Course	TF Paying Students in 2012	TF Paying Students for Stage II
Training and Assessment	10	10
Automotive Mechanical	5	5
Carpentry	10	10
Commercial Cookery	24	38
Diesel Fitting	3	3
Hospitality Operations	31	34
Hospitality Supervision		15
Mechanical Fitting	1	1
Painting and Decorating		1
Patisserie	3	3
Systems Electrician		2
Tourism Operations	2	3
<b>Grand Total</b>	<b>89</b>	<b>125</b>

### 3.8 CORPORATE SERVICES

Substantial development has occurred in this twelve month period to develop college-wide operational work guidelines. (SoS 16 (b))

Key deliverables are:

- Workforce Employment and Management policies and work instructions developed including:
  - Staff performance assessment policy and procedures developed
  - Recruitment and selection
  - Employment contracts
  - Workforce management
  - Pre-departure and Induction
  - Demobilisation / Repatriation of international staff
- Reviewed and updated APTC Safety and Security Policy
- Revision on a quarterly basis of the Safety and Security Handbooks per campus country, which includes basic information about natural disaster emergency plans and critical incident management and reporting procedures. This also includes emergency phone trees
- An up-to-date asset register system put in place (SoS 5.20 (i))
- A standard ICT platform has been rolled out across all APTC sites
- Financial management system implemented
- Reporting templates prepared for Consortium Board Financial Reporting including cash flow; YTD expenditure reports; Consortium Fee for Service; Client Quarterly Reporting including personnel and travel requirements; ARP Reporting
- Financial policy framework developed

**2012 Outcomes**

During 2012, the APTC Business Development Strategy was incorporated into the forward budget. This resulted in a reallocation of estimated expenditure across the Basis of Payment components and the inclusion of new line items to recognise business development strategy projects and future sustainability initiatives.

The APTC Financial Policy Framework was also developed during 2012 and fulfils many financial management and governance obligations. The framework provides a transparent mechanism that contributes to better outcomes for our stakeholders and provides reasonable assurances that ensure:

- The activities of APTC are conducted in a manner that facilitates the achievement of objectives
- Error, fraud and other irregularities are prevented as far as possible and promptly detected, investigated and actioned if they do occur, in line with AusAID fraud policy
- Assets owned or under control of APTC are safeguarded from unauthorised use or disposal and adequately maintained for handover
- Operational activities and individual transactions are completed within authorised delegations and accurately recorded on a timely basis
- Financial and performance management reports are timely, relevant, reliable and accurate
- There is compliance to the applicable legislative and regulatory requirements and in accordance with the Contract

Monitoring the financial progress and impact of APTC activities is a challenging task. During 2012, APTC has made significant improvements to its financial management system aimed at supporting corporate governance and quality agenda. The changes will strengthen the ability to monitor, analyse and report on financial performance. The new financial system made available to staff in January 2013 provides comprehensive reporting for both management and AusAID, introduces a single general ledger and ensures tracking of financial progress in accordance to the Contract.

**2013 Outlook**

During 2013, APTC plans to improve its system of internal control underpinned by a comprehensive financial competency and capability strategy. The strategy is designed to develop the financial knowledge and skills across all staff levels to ensure that:

- Staff have the opportunity to develop the financial skills necessary for their roles
- Staff are able to continually improve their performance
- Financial processes enable staff to work at their optimum
- Financial data supports the decision making requirements of APTC



### 3.8.1 New Financial Management Information System

(Scope of Services 5.20 (f))

The NAV Financial Management Information System selected by APTC to be the electronic financial management software solution for the college was implemented during the reporting period.

With the system operational, work will continue to standardise and improve financial management practices across all country campuses. A financial governance framework and a business process improvement program are now incorporated into the overall project.

### 3.8.2 Major Procurements January – December 2012

During this period the following procurement has been undertaken:

- Campus/office lease agreements in Suva and Nadi, Fiji
- National University of Samoa partnership arrangement finalised 2011 – 2015
- Vanuatu Institute of Technology partnership arrangement finalised 2011 – 2015
- POMTech PNG partnership arrangement finalised 2011 – 2015
- Eurest PNG for student accommodation 2012 – 2013
- Tanoa Rakiraki Facilities Agreement 2012 – 2013
- MIS Systems development with Eclipse – NAV system; Edupoint and CRM
- Scholarship student accommodation pre-payments for 2012 - 2013 period in Fiji and Samoa
- Scholarship student travel to December 2012
- Refurbishment of APTC Namaka Fiji campus
- Major equipment purchases for School of Trades and Technology including NIDA simulator; Mega simulator; Static Machinery (Carpentry)
- Security Plus and Shoreline Monitoring Service for PNG Campus for 2012
- New teaching environment equipment including iPads for each campus

## 3.9 RISK MANAGEMENT

Risk management involves establishing an appropriate governance infrastructure and culture, and applying logical methods for establishing the context, identification, analysis, treatment, monitoring and communication of risks. The purpose of the plan is to ensure that APTC incorporates these activities into its management processes as an integral part of business planning. APTC business and risk management model ensures risk is addressed in each of the strategic business areas. All new APTC activities are subject to assessment and ensure that controls in place. The risk management process comprises the systematic application of APTC management policies and appropriate written procedures and practices to identify, analyse, evaluate, monitor and minimise risk.

The APTC Risk Management Plan is subject to regular review by both the Leadership Team and the Consortium Board.

### 3.9.1 Business Risk

(Scope of Services 16.2(b) (viii))

The Risk Management Plan provides an updated analysis and a revised format for the risks and assumptions identified. Identified risks are reviewed regularly for continued relevance, likelihood, potential impact and mitigation. The restructured plan now identifies not only the nature of the risk and associated controls, but assigns ownership of the risk to specific Leadership Team member, for mitigation and a revised risk rating once the control has been implemented. The Risk Management Plan will form part of a monthly report to the Consortium Board.

The Plan is organised into two major sections – Risks to Business Continuity and Risks categorised to the applicable Business Strategy.

APTC Business Strategy categories:

- |   |                               |
|---|-------------------------------|
| 1. Workforce Employment                             | 8. Risk Management            |
| 2. Demand-driven Training and TVET Service Delivery | 9. Fraud Prevention           |
| 3. Admission and Scholarship                        | 10. EMIS Project              |
| 4. Alumni Network                                   | 11. Report Management         |
| 5. Media, Marketing and Public Relations            | 12. Corporate Services        |
| 6. Operations Policies and Procedures               | 13. Management and Governance |
| 7. Business Development                             |                               |

As the APTC moves into 2013 the following areas are among those which pose a risk to the capacity of the APTC to deliver on the Scope of Services.

***Achieving Tuition Fee targets***

Achieving the TF targets across APTC is a risk. Potential students continue to view the major avenue for entry into the APTC as scholarship support. Capacity for potential students to afford fees is limited. The following risk controls have been implemented to manage risk:

- APTC Business Development Strategy provides a platform for effective business development.
- Admissions policy and enrolment process design via the CRM focuses on entry into the APTC as a fee paying student.
- Course offerings not in competition with local providers, or provided in partnership.
- Recruitment focussed on a range of entry points into APTC.

***Fraud and prevention***

APTC has developed a zero tolerance Fraud Control Strategy (SoS 5.20 (n)) as an integral part of the risk management plan. The strategy tasks all managers with responsibility for the prevention, detection and reduction of business risk or exposure. All staff are required to sign the APTC Code of Conduct on commencement. The Code includes the requirement to report fraud or corrupt conduct. There has been no reportable fraud for APTC this calendar year.

**3.9.2 Environmental and Physical Risk**

(Scope of Services 16.2(b) (viii))

The APTC Staff Safety Handbooks have been reviewed in this period and updated for all countries. They will in due course be uploaded to the networked APTC QMS for ease of off-campus and remote access. The Emergency Contact Tree is updated on the first day of each month and is distributed to staff.

Occupational health and safety requirements for Fiji have been updated to account for the increased staffing levels. There is now a requirement for occupational health and safety committees to be established in Fiji. The guiding parameters for these requirements are contained within the recently updated Occupational Health and Safety Policy.

An OH&S Committee has been established for Fiji West including CSS, Namaka and Rakiraki campuses. Fiji Occupational Health and Safety registration is in place with all campuses in Fiji registered with the National Fire Authority.

Security alert devices which link to a security service that provides immediate response have been installed in APTC vehicles in PNG.

# ANNEXES

## ANNEX 1.0 STUDENT ACTIVITY DATA

**TABLE 1 - CUMULATIVE ENROLMENT DATA** (Data extracted 17-12-12)

This table provides a summary of enrolment data disaggregated by: APTC stage, course, campus, country of citizenship, gender and scholarship status

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
1	Certificate IV Training & Assessment	SHCS	FJ	FJ	107	47		60	
				TV	22	9		13	
			KI	JP	2	1		1	
				KI	25	12		13	
				RS	1			1	
			TO	TO	49	17		32	
			VU	VU	94	36	2	54	2
			WS	FJ	1	1			
				PG	1			1	
				WS	50	19		31	
1	Children's Services	SHCS	FJ	FJ	72	2	67		3
				FM	4		2		2
				KI	6		5		1
				PG	8		7		1
				SB	5		4		1
				TO	5		5		
				TV	9		9		
				VU	6		4		2
			VU	KI	1		1		
				PG	7		6		1
				SB	22		20		2
				TO	11		11		
				VU	104	2	94		8

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
1	Commercial Cookery	SHCS	FJ	FJ	161	34	18	46	63
				KI	9		6		3
				NR	1				1
				PG	20		1		19
				SB	6		2		4
				TV	4		1		3
				WS	1				1
			VU	KI	2		1		1
				NR	1				1
				PG	59		23		36
				SB	17		5	1	11
				TO	2		1		1
				VU	71	14	4	41	12
			WS	FJ	1				1
				KI	2		1		1
				NU	2		1		1
				PG	6	1	4		1
				SB	1		1		
				TO	48	1	26		21
				WS	67	7	19	12	29
			1	Diploma Children's Services	SHCS	FJ	FJ	29	1
PG	1						1		
SB	5						4		1
TO	2						2		
VU	6						4		2
VU	24					23		1	
1	Diploma Community Services Work	SHCS	FJ	FJ	16		10		6
				KI	6		3		3
				MH	4		2		2
				PG	7		4		3

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				PW	2		2		
				TO	1		1		
				WS	7		3		4
			VU	NR	2		1		1
				TO	2		2		
				VU	14		8	3	3
				WS	1		1		
1	Hairdressing	SHCS	FJ	FJ	25		18		7
				PG	8		4		4
				SB	5		4		1
				TO	9		6		3
				VU	1		1		
				WS	6		4		2
1	Hospitality Operations	SHCS	FJ	FJ	133	27	83	4	19
				KI	14		14		
				MH	2		1		1
				PG	31		21		10
				SB	7		6		1
				TO	1		1		
				TV	6		6		
			VU	KI	1		1		
				PG	49		37		12
				SB	49	1	32		16
				VU	172	73	46	37	16
			WS	FJ	2		1		1
				KI	1				1
				NR	3		3		
				PG	23		15		8
				SB	9		6		3
				TO	16		14		2

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				WS	116	35	44	14	23
1	Hospitality Supervision	SHCS	FJ	FJ	49	18	13	12	6
				KI	7		6		1
				PG	15		5		10
				SB	9		5		4
				VU	2			2	
			VU	KI	1				1
				NR	2		2		
				PG	8		2		6
				PW	1				1
				SB	18		11		7
			VU	31	12	3	13	3	
			WS	FJ	4		3	1	
				PG	29	1	13		15
				PW	1		1		
				SB	7		6		1
TO	3			3					
WS	21	5	7	6	3				
1	Patisserie	SHCS	FJ	FJ	52	4	16	5	27
				NR	2		2		
				PG	8		5		3
				SB	4		4		
				TO	1				1
				TV	2		1		1
				VU	1				1
				WS	1				1
1	Tourism Operations	SHCS	FJ	FJ	13	1	10		2
				KI	1		1		
				PG	4		2		2
				SB	1		1		

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship				
			VU	NR	1	1							
				PG	51		36		15				
				PW	1		1						
				SB	12		8		4				
				VU	34	13	6	14	1				
			WS	FJ	3		2		1				
				MH	1				1				
				PG	23	1	13		9				
				PW	1				1				
				SB	16		8		8				
				TO	35	2	27		6				
				WS	49	7	17	6	19				
				1	Automotive Mechanical	STT	FJ	FJ	36			4	32
								KI	5				5
NR	1								1				
NU	1								1				
TO	2								2				
TV	4								4				
VU	7							1	6				
WS	17								17				
PG	PG	146					3	99	44				
	SB	23						7	16				
	WS	1						1					
WS	FJ	15							15				
	KI	3							3				
	TO	2							2				
	VU	6							6				
	WS	21				21							
1	Carpentry	STT	FJ	FJ	93			48	45				
				KI	12		2		10				



Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship	
				NR	3				3	
				NU	1				1	
				TO	3				3	
				VU	33				33	
				WS	46			2	44	
			PG	FJ	1			1		
				PG	107			2	62	43
				SB	28				28	
			VU	VU	25			25		
			1	Certificate IV Training & Assessment	STT	FJ	CA	1	1	
CK	1						1			
FJ	239	54					1	183	1	
KI	1						1			
MH	13	5					3	4	1	
NR	15	7					1	7		
SB	3						1	1	1	
TO	16	10						6		
TV	2							1	1	
US	1						1			
PG	PG	38				15		23		
	PH	1						1		
	SL	1						1		
1	Diesel Fitting	STT	FJ	FJ	74		1	30	43	
				KI	4				4	
				NR	1				1	
				NU	2				2	
				VU	1				1	
			WS	7			1	6		
			PG	PG	182			168	14	
				SB	18			1	17	

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
1	Fabrication Welding	STT	PG	PG	95	1	1	51	42
				SB	5				5
				VU	1				1
			WS	FJ	36			2	34
				NR	1				1
				NU	2				2
				TO	5				5
				VU	1				1
WS	40			2	38				
1	Housing Repair Indigenous	STT	WS	WS	15			15	
1	Mechanical Fitting	STT	FJ	FJ	12			11	1
				PG	PG	115		3	38
			WS	FJ	34			1	33
				KI	1				1
				PG	1				1
				TO	2			1	1
				VU	2			1	1
				WS	20			7	13
1	Painting & Decorating	STT	FJ	FJ	116	30	13	55	18
				PG	4		4		
				SB	10		3		7
				VU	11		8		3
1	Plumbing	STT	WS	FJ	23		2		21
				NR	1				1
				PG	5				5
				SB	2				2
				VU	2				2
				WS	11			5	6
1	Refrigeration & Air Conditioning	STT	PG	PG	22	1		18	3
			WS	FJ	13				13

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				KI	3				3
				NR	2				2
				PG	4			2	2
				SB	3				3
				TO	7				7
				VU	7		1		6
				WS	11			1	10
1	Systems Electrician	STT	PG	PG	75		2	50	23
				SB	24		1		23
			WS	FJ	64			15	49
				KI	1				1
				NU	2			1	1
				VU	10		2		8
WS	23			15	8				
1	Wall & Floor Tiling	STT	FJ	FJ	25		18	4	3
				PG	2		2		
				SB	1		1		
				VU	4	1	2		1
2	Aged Care	SHCS	FJ	FJ					
				KI					
				PG					
				SB					
				WS					
2	Children's Services	SHCS	FJ	FJ	55	1	52		2
				KI	4		4		
				NR	4		4		
				PG	10		8		2
				SB	11	1	10		
				TO	4		4		
				TV	7		7		

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			WS	TV	4		4		
				WS	16		16		
			VU	PG	9		9		
				SB	37		32		5
				VU	40	3	33		4
2	Commercial Cookery	SHCS	FJ	FJ	35	1	3	18	13
				KI	3		2		1
				MH	1		1		
				NU	2		2		
				PG	5		1		4
				SB	16		6		10
				TO	1		1		
			VU	TV	2				2
				PG					
				TO					
			WS	VU	16	2	5	4	5
				PG	7		1		6
				SB	10	1	7		2
				TO	5		3		2
				TV	1				1
WS	20	1	9		10				
2	Community Services	SHCS	FJ	FJ	3		3		1
				KI	6		6		
				PG	1		1		
				SB	5		3		2
				WS	1		1		
2	Diploma Community Services Work	SHCS	FJ	FJ	6		4		2
				KI	5		2		3
				PG	22		12		10
				SB	10		3		7

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship	
			VU	MH	4		2		2	
				PG	2		2			
				SB	3		2		1	
				WS	2		1		1	
				VU	10	1	1	1	7	
2	Diploma of Management	SHCS	VU	VU	18	4		14		
2	Disability Services	SHCS	FJ	FJ	15	1	12		2	
				KI	1		1			
				MH	1		1			
				NR	2		2			
				PG	3		2		1	
				SB	5		4		1	
				TO	2		1		1	
				TV	1				1	
			WS	2		2				
			WS	WS	17		11		6	
2	Hairdressing	SHCS	FJ	FJ	23	1	15		7	
				PG	5		5			
				SB	8		8			
				TO	1		1			
				WS	4		2		2	
2	Hospitality Operations	SHCS	FJ	FJ	39	14	5	18	2	
				KI	1		1			
				PG	3		3			
				SB	21		13	1	7	
				TO	1				1	
				VU	1				1	
			VU	PG						
				SB	7		5		2	
				VU	42	9	22	3	8	

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			WS	MH	1				1
				PG	9		2		7
				SB	17		12		5
				TO	1		1		
				WS	11	1	8		2
2	Hospitality Supervision	SHCS	FJ	FJ	19		12		7
				KI	1		1		
				PG	6		3		3
				SB	12		7		5
				WS	2		1		1
			VU	VU	18	13	2	2	1
			WS	PG	17	1	10	1	5
				SB	7		5		2
				TO	1				1
				WS	3		2		1
2	Patisserie	SHCS	FJ	FJ	15	1	3	3	8
				PG	5		1		4
				SB	7		7		
				TV	2		2		
2	Tourism Operations	SHCS	FJ	FJ					
			VU	VU	51	5	23	2	21
			WS	FJ	1				1
				PG	12		6		6
				SB	16		6		10
				TO	1				1
				WS	12		8	2	2
2	Youth Work CIV	SHCS	FJ	KI	8		4		4
				MH	2		2		
				TV	1		1		
				WS	6		2		4

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			VU	SB	8		2		6
				VU	14		7		7
2	Automotive Mechanical	STT	FJ	FJ	27			1	26
				KI	1				1
				NR	3				3
				TO	1				1
				VU	8		1		7
				WS	9				9
			PG	PG	14			6	8
				SB	2				2
2	Carpentry	STT	FJ	FJ	33			1	32
				KI	3		1		2
				NR	1				1
				TO	6				6
				VU	9				9
				WS	9		2		7
			PG	PG	17			3	14
				SB	23				23
			VU	VU	11			11	
2	Certificate IV Training & Assessment	STT	FJ	FJ	14	6		8	
				MH	1				1
			PG	PG					
2	Diesel Fitting	STT	FJ	FJ	38				38
				KI	5				5
				NR	1				1
				SB	1				1
				TO	2				2
				VU	2				2
				WS	3				3
			PG	PG	20			2	18

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				SB	15		1		14
2	Fabrication Welding	STT	PG	PG	27		1		26
				SB	3				3
				VU	6				6
			WS	FJ	13				13
				KI	1		1		
				NR	1				1
				SB	2			1	1
				TO	2				2
WS	4					4			
2	Mechanical Fitting	STT	FJ	FJ	30			9	21
				KI	1				1
				PG	4				4
			PG	PG	1				1
				SB					
				VU					
			WS	FJ	7				7
				KI	1				1
				NR					
				SB					
				PG	5				5
TO	2				2				
WS	3					3			
2	Painting & Decorating	STT	FJ	FJ	31		13	2	16
				KI	6		3		3
				NR	1		1		
				PG	4		3		1
				SB	8		8		
				VU	10		9		1
				WS	3		1		2



Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
2	Plumbing	STT	WS	FJ	10			1	9
				NU	2				2
				PG	6				6
				SB	3				3
				WS	2			1	1
2	Refrigeration & Air Conditioning	STT	WS	FJ	8				8
				PG	3				3
				SB	2				2
				TO	1				1
				WS	2				2
2	Systems Electrician	STT	PG	PG	11			2	9
				SB	23		3	1	19
				VU	4				4
			WS	FJ					
2	Wall & Floor Tiling	STT	FJ	FJ	26		4		22
				KI	4		3		1
				NR	2		1		1
				PG	5		5		
				SB	1				1
				TO	1				1
				TV	2		2		
				VU	1				1
WS	2		1		1				
	Total Previous Period				942				
	Total current 6 month period				549				
	Cumulative Total Stage II All Schools				1491	67	587	118	719
	Total Stage I all Schools				4575	530	1137	1396	1512
	Cumulative Total Stage I & II All Schools				6066	597	1724	1514	2231

**TABLE 2 - GRADUATE OUTCOME DATA**

This table summarises APTC graduate numbers disaggregated by course, campus, country of origin, gender and scholarship status.

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non -Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
1	Certificate IV Training & Assessment	SHCS	FJ	FJ	72	35		37	
			KI	JP	2	1		1	
				KI	19	11		8	
				RS	1			1	
			TO	TO	41	14		27	
			TV	TV	22	9		13	
			VU	VU	78	30	2	44	2
			WS	FJ	1	1			
				PG	1			1	
WS	47	19			28				
1	Children's Services	SHCS	FJ	FJ	67	2	63		2
				FM	4		2		2
				KI	5		4		1
				PG	8		7		1
				SB	5		4		1
				TO	5		5		
				TV	9		9		
				VU	6		4		2
			VU	KI	1		1		
				PG	7		6		1
				SB	22		20		2
				TO	11		11		
				VU	94	2	84		8
1	Commercial Cookery	SHCS	FJ	FJ	117	25	14	25	53
				KI	6		4		2
				NR	1				1
				PG	18		1		17

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship		
				SB	6		2		4		
				TV	3		1		2		
				WS	1				1		
			VU	NR	1				1		
				PG	59		21		38		
				SB	15		4	1	10		
				TO	2		1		1		
				VU	54	11	4	29	10		
			WS	FJ	2			1	1		
				KI	2		1		1		
				NU	2		1		1		
				PG	5	1	3		1		
				SB	2		2				
				TO	46	1	24		21		
						WS	54	4	18	9	23
			1	Diploma Children's Services	SHCS	FJ	FJ	28	1	27	
PG	1						1				
SB	5						4		1		
TO	2						2				
VU	6						4		2		
VU	VU	21					20		1		
1	Diploma Community Services Work	SHCS	FJ	FJ	15		9		6		
				KI	6		3		3		
				MH	3		2		1		
				PG	7		4		3		
				PW	2		2				
				TO	1		1				
				WS	6		3		3		
			VU	NR	2		1		1		
				TO	2		2				

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
				VU	13		7	3	3
				WS	1		1		
1	Hairdressing	SHCS	FJ	FJ	25		18		7
				PG	8		4		4
				SB	5		4		1
				TO	9		6		3
				VU	1		1		
				WS	6		4		2
1	Hospitality Operations	SHCS	FJ	FJ	113	23	72	3	15
				KI	13		13		
				MH	2		1		1
				PG	29		21		8
				SB	6		5		1
				TO	1		1		
				TV	6		6		
			WS	1	1				
			VU	KI	1		1		
				PG	49		36		13
				SB	48	1	31		16
			VU	139	60	44	21	14	
			WS	FJ	3		2		1
				KI	1				1
				NR	3		3		
				PG	20		13		7
				SB	10		7		3
	TO	18			16		2		
	WS	98	23	41	12	22			
1	Hospitality Supervision	SHCS	FJ	FJ	39	16	13	5	5
				KI	7		6		1
				PG	15		5		10

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship	
				SB	9		5		4	
				VU	KI	1				1
					NR	2		2		
					PG	8		2		6
					PW	1				1
					SB	18		11		7
					VU	24	12	1	8	3
				WS	FJ	3		2	1	
					PG	25	1	11		13
					PW	1		1		
					SB	6		5		1
					TO	1		1		
					WS	11	1	4	4	2
				1	Patisserie	SHCS	FJ	FJ	41	3
NR	2		2							
PG	8		5						3	
SB	4		4							
TO	1								1	
TV	2		1						1	
VU	1								1	
WS	1								1	
1	Tourism Operations	SHCS	FJ	FJ	12	1	9		2	
				KI	1		1			
				PG	3		2		1	
				SB	1		1			
			VU	NR	1	1				
				PG	51		35		16	
				PW	1		1			
				SB	12		8		4	
				VU	26	9	6	10	1	

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
			WS	FJ	3		2		1
				MH	1				1
				PG	23	1	13		9
				PW	1				1
				SB	15		8		7
				TO	35	2	28		5
				WS	45	6	15	6	18
1	Automotive Mechanical	STT	FJ	FJ	25			2	23
				KI	4				4
				NR	1				1
				NU	1				1
				TO	1				1
				TV	3				3
				VU	4				4
				WS	11				11
			PG	PG	70		3	45	22
				SB	7				7
			WS	FJ	14				14
				KI	3				3
				TO	2				2
				VU	6				6
WS	21					21			
1	Carpentry	STT	FJ	FJ	71			41	30
				KI	6				6
				NR	2				2
				NU	1				1
				TO	3				3
				VU	21				21
				WS	31			2	29
			PG	PG	77		1	38	38

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
				SB	20				20
			VU	VU	16			16	
1	Certificate IV Training & Assessment	STT	FJ	CK	1		1		
				FJ	181	39	1	140	1
				KI	1		1		
				NR	15	7	1	7	
				SB	3		1	1	1
				TO	9	5		4	
			TV	1				1	
			PG	PG	35	14		21	
				PH	1			1	
SL	1				1				
1	Diesel Fitting	STT	FJ	FJ	44		1	19	24
				KI	4				4
				NR	1				1
				NU	2				2
				WS	5			1	4
			PG	PG	130			122	8
				SB	12				12
1	Fabrication Welding	STT	PG	PG	65	1	1	29	34
				SB	5				5
				VU	1				1
			WS	FJ	26			1	25
				NR	1				1
				NU	2				2
				TO	4				4
WS	33				33				
1	Indigenous Housing Repairs	STT	WS	WS	14			14	
1	Mechanical Fitting	STT	FJ	FJ	5			4	1
			PG	PG	89		1	33	55

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
			WS	FJ	29			1	28
				KI	1				1
				PG	1				1
				VU	2		1		1
				WS	11			2	9
1	Painting & Decorating	STT	FJ	FJ	72	6	13	36	17
			FJ	PG	4		4		
			FJ	SB	7				7
			FJ	VU	7		4		3
1	Plumbing	STT	WS	FJ	20		2		18
				PG	4				4
				SB	1				1
				VU	1				1
				WS	4			1	3
1	Refrigeration & Air Conditioning	STT	PG	PG	7			7	
			WS	FJ	8				8
				KI	1				1
				NR	2				2
				PG	2				2
				SB	3				3
				TO	7			1	6
				VU	4		1		3
				WS	8			1	7
1	Systems Electrician	STT	PG	PG	47		1	34	12
				SB	18		1		17
			WS	FJ	37				37
				KI	1				1
				NU	1				1
				VU	6		1		5
				WS	20			13	7



Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
1	Wall & Floor Tiling	STT	FJ	FJ	38		8	5	25
				PG	1		1		
				SB	1		1		
				VU	1		1		1
2	Certificate IV Training & Assessment	SHCS	WS	WS	1			1	
2	Children's Services	SHCS	FJ	FJ	15		14		1
				KI	3		3		
				NR	4		4		
				PG	7		6		1
				SB	7		7		
				TO	2		2		
				TV	3		3		
			VU	PG	9		9		
				SB	31		27		4
VU	24	1	19		4				
2	Commercial Cookery	SHCS	FJ	FJ	17		2	2	13
				MH	1		1		
				NU	2		2		
				PG	5		1		4
				SB	4		1		3
				TO	1		1		
				TV	1				1
			VU	VU	14	2	4	3	5
			WS	PG	6				6
				SB	6	1	4		1
				TO	1				1
WS	9	1		2		6			
2	Diploma of Management	SHCS	VU	VU	16	4		12	
2	Disability	SHCS	FJ	FJ	6		5		1
				MH	1		1		

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
				NR	2		2		
				PG	1		1		
				SB	4		3		1
2	Hairdressing	SHCS	FJ	FJ	13	1	9		3
				PG	5		5		
				SB	4		4		
				TO	1		1		
				WS	3		2		1
2	Hospitality Operations	SHCS	FJ	FJ	34	15	2	17	
				KI	1		1		
				PG	2		2		
				SB	5		3	1	1
				TO	1				1
			VU	VU	14	4	4	1	5
			WS	PG	13	1	4		8
				SB	15		12		3
				TO	1				1
				WS	7		4		3
2	Hospitality Supervision	SHCS	FJ	FJ	18		12		6
				PG	9		5	1	3
				SB	7		4		3
				WS					
			VU	VU	17	12	2	2	1
			WS	WS	2			1	1
2	Patisserie	SHCS	FJ	FJ	13	1	1	5	6
				PG	4		1		3
				SB	4		4		
2	Tourism Operations	SHCS	VU	VU	25	5	10	1	9
			WS	PG	10		5		5
				SB	8		5		3

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
				WS	8		5	1	2
2	Automotive Mechanical	STT	FJ	FJ	5				5
				KI	1				1
				TV	1				1
				VU	2				2
				WS	2				2
			PG	PG	24			23	1
				SB	1				1
WS	FJ	1				1			
2	Carpentry	STT	FJ	FJ	17			1	16
				KI	5		2		3
				NR	1				1
				TO	1				1
				VU	12				12
				WS	18		1		17
			PG	PG	17			9	8
				SB	14				14
			VU	VU	10			10	
2	Certificate IV Training & Assessment	STT	FJ	CA	1	1			
				FJ	36	11		25	
				MH	13	4	3	4	2
				TO	1	1			
				TV	1			1	
				US	1			1	
2	Diesel Fitting	STT	FJ	FJ	39		1	8	30
				VU	1				1
				WS	1				1
			PG	SB	5				5
2	Fabrication Welding	STT	PG	PG	23			3	20
				SB	1				1

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non-Scholarship	Female Scholarship	Male Non-Scholarship	Male Scholarship
			WS	FJ	14				14
				TO	1				1
				WS	5				5
2	Painting & Decorating	STT	FJ	FJ	32	11	4	11	6
				PG	3		3		
				SB	5		5		
				WS	1		1		
				VU	6	1	5		
2	Refrigeration & Air-conditioning	STT	WS	FJ	7				7
				KI	2				2
				PG	1				1
				SB	1				1
				VU	2				2
				WS	4				4
2	Systems Electrician	STT	PG	PG	15		1	4	10
				SB	18		2	1	15
				VU	4				4
2	Wall & Floor Tiling	STT	FJ	FJ	12		8		4
				VU	3	1	1		1
	Total Previous Period*				616				
	Total Current 6 Month Period				222				
	Cumulative Total Stage II All Schools				838	78	268	149	343
	Total Stage I all Schools				3611	400	1042	941	1228
	Cumulative Total Stage I & II All Schools				4449	478	1310	1090	1571

\*Contained graduate figures from APTC Stage I & Stage II

## MIGRANT GRADUATE DESTINATION DATA

**Table 3a** – Country of destination for graduates, disaggregated by APTC stage and country of citizenship

(Data obtained from Campus Offices for students who have graduated from APTC and moved overseas for employment or further education)

Stage	Country Migrated To	FJ	KI	PG	SB	TO	TV	VU	WS	TOTAL
1	American Samoa								1	1
	Australia	9		5	2			13	3	32
	Austria			1						1
	China				3					3
	Fiji	█	1							1
	Guinea			1						1
	ND	1						1		2
	New Zealand	5	3			10	1		6	25
	Norfolk Island							1		1
	PNG			█	1					1
	Samoa	1		1				1	█	3
Vanuatu	2		1	1			█		4	
2	Australia	1								1
Total Graduate Migrations Stage 1										75
Total Graduate Migrations Stage 2										1

**Table 3b** - Migrant graduate qualifications disaggregated by APTC stage, school and citizenship

Stage	School	Course	FJ	KI	PG	SB	TO	TV	VU	WS	Total	
1	SHCS	Certificate IV Training & Assessment					9		3		12	
		Commercial Cookery	2	1	1	1		1	2	2	10	
		Hairdressing				1						1
		Hospitality Operations	2	2		3				4		11
		Hospitality Supervision	1	1						5	1	8
		Patisserie	2									2
		Tourism Operations			3	2				4	1	10
1	STT	Automotive Mechanical	2							2	4	
		Carpentry BCG			1							1
		Certificate IV Training & Assessment	2									2
		Diesel Fitting			1							1
		Fabrication Welding	1					1			2	4
		Mechanical Fitting	2		1							3
		Refrigeration & Air Conditioning	2		1							3
		Systems Electrician UTE			1						2	3
Wall & Floor Tiling BCG	2									2		
2	STT	Certificate IV Training & Assessment	3								3	
Total Migrant Graduate qualifications										Stage 1 SHCS	54	
Total Migrant Graduate qualifications										Stage 1 STT	23	
Total Migrant Graduate qualifications										Stage 2 SHCS	0	
Total Migrant Graduate qualifications										Stage 2 STT	3	

\*Some graduates have completed more than one qualification

**TABLE 4 - SCHOLARSHIP APPLICATIONS**

This table summarises the number of scholarship applications received disaggregated by stage, citizenship and gender.

Stage	Citizenship Country	Female	Male	Total
1	Australia		2	2
	Cook Is.	1		1
	Fiji	933	1776	2709
	FSM	9	22	31
	Kiribati	223	167	390
	Marshall Is.	18	34	52
	Nauru	56	95	151
	Niue	2	19	21
	Palau	9	5	14
	PNG	967	1528	2495
	Samoa	249	474	723
	Solomon Is.	742	757	1499
	Tonga	274	185	459
	Tuvalu	57	38	95
	Vanuatu	673	519	1192

Stage	Citizenship Country	Female	Male	Total
2	Fiji	425	559	984
	FSM		1	1
	Kiribati	169	167	336
	Marshall Is.	5	13	18
	Nauru	8	24	32
	New Zealand	1	2	3
	Niue	3	3	6
	PNG	186	480	666
	Samoa	118	159	277
	Solomon Is.	200	291	491
	Tonga	18	25	43
	Tuvalu	27	45	72
Vanuatu	142	183	325	
Total Stage I		4213	5621	9834
Cumulative Total Stage II		1302	1952	3254
Cumulative Total Stage I & II		5515	7573	13088



**TABLE 5 - SCHOLARSHIP MOBILISATIONS**

This table summarises the number of scholarship students disaggregated by school, citizenship and gender that have been mobilised to commence study

School	Citizenship Country	Female	Male	Total
SHCS	Fiji	64	15	79
	Kiribati	17	8	25
	Marshall Is.	2	2	4
	PNG	23	16	39
	Samoa	46	15	61
	Solomon Is.	57	40	97
	Tonga	7	2	9
	Tuvalu	11	3	14
	Vanuatu	51	17	68
Total SHCS		278	118	396
STT	Fiji	18	208	226
	Kiribati	9	14	23
	Nauru	3	7	10
	Niue		2	2
	PNG	12	133	145
	Samoa	2	43	45
	Solomon Is.	11	73	84
	Tonga		17	17
	Tuvalu	2		2
	Vanuatu	12	33	45
Total STT		69	530	599
Total All Schools		347	648	995

**TABLE 6 - SCHOLARSHIP NON-MOBILISATIONS**

**Table 6a** – Scholarship award recipients who did not mobilise to commence study disaggregated by stage, school, citizenship reasons for non-completion and gender

Stage	School	Citizenship Country	Reason Not Mobilised	Female	Male
1	SHCS	Fiji	Declined	10	15
			No show	4	7
		FSM	No show		1
		Kiribati	Declined	1	
			No show	2	
		Marshall Is.	Declined		1
		Nauru	Deceased		1
		Palau	No show	2	1
			Reapply-Deferred	1	
		PNG	Declined	5	2
			No show	10	8
			Reapply-Deferred	2	2
		Samoa	Declined	6	3
			No show	2	1
		Solomon Is.	Declined	2	1
			No show	1	5
			Reapply-Deferred	1	3
		Tonga	Declined	4	2
			No show	6	1
		Tuvalu	Declined	2	
		Vanuatu	No show	1	
	Declined		1		
	STT	Fiji	Declined	7	11
		Nauru	Declined	1	
		PNG	Declined	1	7
			No show		1
		Samoa	Declined		3
No show			3		

Stage	School	Citizenship Country	Reason Not Mobilised	Female	Male	
2		Solomon Is.	Declined		1	
		Vanuatu	Declined		3	
			No show		2	
	SHCS	Fiji	Declined	6	1	
			No show	6	1	
			Reapply-Deferred		1	
		PNG	Declined	3		
			No show	3	1	
			Reapply-Deferred		1	
		Solomon Is.	Declined	1	2	
			No show	3	1	
			Reapply-Deferred	6	2	
		Samoa	Declined		1	
		Tonga	Declined	1	1	
		Vanuatu	Declined	1	2	
			No show	1	1	
		STT	Fiji	Declined	1	5
			Niue	Declined		1
	PNG		No show		1	
	Samoa		Declined		2	
Solomon Is.	No show			1		
Tonga	Declined			1		
Tuvalu	Declined			1		
Vanuatu	Declined			1		
Total Stage I All Schools				72	85	
Cumulative Total Stage II All Schools				32	28	
Cumulative Total Stage I & II All Schools				104	113	

## SCHOLARSHIP NON-COMPLETIONS

**Table 6b** – Scholarship award recipients who mobilised and commenced study but did not complete the qualification disaggregated by stage, school, citizenship reasons for non-completion and gender

Stage	School	Citizenship Country	Reason Not Completed	Female	Male	
1	SHCS	Fiji	Withdrawn	24	17	
		Kiribati	Expelled	1		
			Withdrawn	4	2	
		PNG	Expelled	1	1	
			Withdrawn	4	7	
		Samoa	Withdrawn	9	11	
		Solomon Is.	Expelled	1		
			Withdrawn	4	1	
		Tonga	Withdrawn	1		
		Tuvalu	Withdrawn		1	
		Vanuatu	Expelled	1	1	
			Withdrawn	17	3	
		STT	Fiji	Expelled		2
				Withdrawn		6
	PNG		Expelled	1		
			Withdrawn		2	
	Samoa		Deceased		1	
			Expelled		1	
			Withdrawn		2	
	Solomon Is.		Withdrawn		1	
Tonga	Expelled		1			
Vanuatu	Deceased		2			

Stage	School	Citizenship Country	Reason Not Completed	Female	Male
2	SHCS	Fiji	Withdrawn	1	1
		PNG	Expelled		1
			Withdrawn	2	1
		Samoa	Withdrawn	1	1
		Solomon Is.	Withdrawn	1	4
		Tonga	Withdrawn	1	
	Vanuatu	Withdrawn	5	6	
	STT	Fiji	Expelled		1
			Withdrawn	2	3
		Samoa	Withdrawn		2
		Vanuatu	Withdrawn	1	
Total Stage I All Schools				68	62
Cumulative Total Stage II All Schools				14	19
Cumulative Total Stage I & II All Schools				82	81

## ANNEX 2.0 - STATUS OF PARTNERSHIP AGREEMENTS

Country	Partner	Type of Service/Facility	Status of Agreement
<b>Fiji</b>	University of South Pacific	Training Pathways	Subject to ongoing negotiations
	Ministry of Public Works, Transport and Public Utilities	Training Facilities and Courses	Contract is with the PWD Ministry pending approval
	Tanoa Hotels Group (Rakiraki)	Training Facilities	Finalised - Renewed 07/10/12
	Pure Fiji	Training Facilities	Finalised
	National Training and Productivity Centre of Fiji	Training Facilities	Finalised locally – pending FNU approval
	Fiji National University Suva	Training Facilities	Subject to ongoing negotiations
<b>Papua New Guinea</b>	Boroko Motors	Training Facilities and courses	Finalised
	Ela Motors Port Moresby	Training Facilities and courses	Under Negotiation
	Hastings Deering Port Moresby	Training Facilities and courses	Reviewed and signed 12/4/2012
	Port Moresby Technical College	Training Facilities/Services	Reviewed and signed 2 June 2012
	Airways Hotel Group	Training Facilities	Partnership proposal submitted
	Kumul Hotels	Training Facilities	Partnership proposal submitted
	Coral Sea Hotels	Training Facilities	Partnership proposal submitted
	NCS Holdings Limited	Training Facilities	Partnership proposal submitted
<b>Samoa</b>	National University of Samoa	Training Facilities/Services	Finalised
<b>Vanuatu</b>	Vila North Public School	Training Facilities/Services	Finalised
	Ministry of Education	Training Facilities/Services	Finalised
	Vanuatu Institute of Technology	Training Facilities/Services	Under Negotiation
<b>Solomon Islands</b>	Solomon Islands College of HE	Training, Capacity Building, Facilities	Under Negotiation
	Don Bosco	Training, Capacity Building, Facilities	Under Negotiation

## ANNEX 3.0 – NATIONALISATION STRATEGY

### Introduction

Dependence on an expatriate workforce has the potential to diminish the long-term sustainability of the APTC. While there are a number of critical factors which contribute to the success of any long term strategy for the reduction of reliance on expatriate workers, the factors considered to be most critical to success for the APTC Nationalisation Strategy are maximising and developing the strategic value of our national employees.

The APTC Nationalisation Strategy aims to provide local employment opportunities which:

- **Maximise the strategic value of APTC national employees.** This will be achieved by recruiting local talented individuals who are able to bring an appropriate mix of skills and diversity to the organisation. This will be supported through the APTC Workforce Employment Strategy.
- **Develop the strategic value of APTC national employees.** This will be achieved by a long-term investment in building operational and technical skills and ensuring that there are appropriate workplace opportunities as well as training and development programs in place. This will be supported through APTC career planning and succession planning processes and programs offered through the Centre for Professional Development.

These aims support the ongoing sustainability of the APTC. However, APTC is also committed to the broader capability development of TVET in the Pacific and we will achieve this through our third aim to:

- **Contribute to the capability development of TVET institutions in the Pacific.** This will be achieved by working with our local partner institutions to develop their understanding of and to meet the necessary requirements for the delivery of programs which meet the Australian Quality Training Framework (AQTF) and Standards for NVR Registered Training Organisations (SNR). This will be supported by working in consultation with our partners to develop a capability program and workplace opportunities for the skilling of their national staff.

In addition to our organisational objectives APTC has the following contractual obligation (Scope of Services - 5.16) to provide a nationalisation approach to employment opportunities:

*The contractor should manage its resources through a cost-effective mix of Australian and local staff. By 30 June 2012, the Contractor will have implemented a Localisation Strategy, as approved by AusAID. This Strategy will include approaches to how to increase the employment of qualified/experienced local staff where possible and explore options on how local VET trainers can obtain the necessary qualifications and experience to deliver AQTF courses.*

This contractual obligation, while important, should not be seen as the major driver for the development of the APTC Nationalisation Strategy.

As previously stated, the APTC Employment Strategy for national appointments plays a major role in supporting this strategy. The major objectives of the APTC Workforce Employment Strategy is to, wherever possible, appoint local qualified staff. The following criteria are applied to all targeted recruitments (in order of preference):

1. Nationality of Pacific Island Forum nation (excluding Australia and New Zealand) and resident where the position is located,
2. Nationality and resident from a Pacific Island Forum nation (excluding Australia and New Zealand), if neither of these are viable options, then
3. Citizenship of the host country and local resident may be considered for an appointment.

The primary responsibility for implementation of the APTC Nationalisation Strategy lies with the Leadership Team. The strategy implementation will be guided by feedback received from all stakeholders. The Leadership Team will formally review the strategy and monitor progress towards the achievement of targets on an annual basis.

### **Current Situation**

APTC has undertaken a strong campaign to nationalise as many positions as possible. We currently employ a total of 47 non-teaching national staff in a variety of positions from entry level to supervisor.

The approach taken to the nationalisation of teaching positions has been to initiate a National Tutor Program (NTP). In implementing this program the APTC has undertaken to employ a national tutor to work with each of our vocational trainers. Appointments will not be made until programs have been running for at least one semester in any location. If there are multiple classes for a course and the current tutor is at the top of the tutor skills level (i.e. tutor level 3) the appointment of an additional tutor may be approved.

In addition, to vocational tutors there has been the appointment of national tutors to deliver our APTC to Work and LLN programs.

National Tutor Program provides strong mentoring and over time the development of the vocational and teaching skills of the national tutors to meet the AQTF and SNR requirements. Currently APTC has a total of 35 tutors engaged and plans are in place to increase this number to 50 by the end of 2013.



## Future Directions

As outlined above we have achieved some significant outcomes in attaining our first aim: maximising the strategic value of APTC national employees. We believe that our staff are well qualified and demonstrate good skill levels. However, we still need to do more work to achieve the other two aims of our Nationalisation Strategy.

### 1. Develop the strategic value of APTC national employees

As recommended in the Stage II Design Document:

*It is proposed that a Centre for Professional Development be established .... It would provide, if appropriate, centralised professional development programs through the APTC, including support to APTC staff to ensure that they are abreast of changing developments in teaching, learning practices and AQTF requirements.*

In response to this recommendation and to support the attainment of the aims of the APTC Nationalisation Strategy the Centre for Professional Development has been created and a designated position has now been recruited for a co-ordinator to manage the Centre. This position will work closely with national staff (both teaching and non-teaching) to develop individual capability development plans. These plans will detail skills developments to assist staff to better undertake their current job as well as the development of generic skills, such as, negotiation, work place communication, time management, initiative, etc.

Individual plans will be synthesised to create the APTC Capability Development Plan and programs will be delivered using a number of innovative approaches which will ensure that staff in all locations are able to access this learning.

There will be an additional capability development program for national tutors. This program will focus on the teaching and learning aspects of their roles. The initial focus will be on ensuring all tutors have the Certificate IV in TAE. However, there will need to be a complimentary program developed to ensure a high level of vocational skills and teaching and learning pedagogy, this program will be further supplemented by a mentoring and networking program.

When completing the APTC Stage II Tender the following undertaking was made by the Consortium:

*Introduce an expanded localisation strategy with a goal of all administrative and training delivery support positions (located outside Australia) being localised by 2015.*

In addition the tender stated:

*This strategy will ensure 15% of trainer contact hours over the four years will be provided by local trainers and/or tutors. Furthermore a high number of programs will combine Australian and local staff working together to accelerate the localisation of training delivery. This will enable the development of career pathways for local staff through a structure program of support, mentoring, and professional development.*

To meet this undertaking the APTC is proposing to have a ratio of one national trainer for every six expatriate trainers by the end of 2014. Using the current numbers of trainers as a guide this would equate to 5 national trainers being employed to commence their roles at the beginning of the 2015 teaching year.

## **2. Contribute to the capability development of TVET institutions in the Pacific**

While the APTC is not primarily an instrument for capacity building of national Technical and Vocational Education and Training (TVET) institutions the contribution that has been made by the APTC was acknowledged in the Stage II Design Document which states:

*There is a demand from Pacific training institutions for teachers to upgrade pedagogical skills and their understanding of competency-based assessment. There is also a need to recognise and upgrade the technical skills of existing and potential national training staff. APTC provides an avenue for capacity building and linkages to national TVET institutions .....there have been spin-offs and demonstrated effects particularly where the APTC is co-located with national organisations.*

The APTC is committed to maintaining its contribution to the capability development of Pacific TVET institutions. This will be achieved through the ongoing delivery of the Certificate IV in TAE and other relevant programs through the Centre for Professional Development.

These outcomes are also supported by the National Tutor Program. APTC employs tutors in areas that do not have continuous course offerings. These tutors undertake course delivery and participate in the national tutor's development program. The outcomes of this approach result in increased skills development for trainers from partner institutions or other providers.

In addition, APTC will offer a leadership program for institution partners, this program will provide a qualification in TVET educational leadership, as well as high level skills in areas such as: training packages, competency-based learning and assessment, adult learning pedagogy and the Australian VET environment.

## Conclusion

The ability to reduce the APTC's dependence on an expatriate workforce is essential to the long-term sustainability of the organisation. APTC is committed to a long-term presence in the Pacific and to supporting capability development for our own staff and for those of our partner institutions.

The goal of the APTC Nationalisation Strategy is to maximise and develop the strategic value of our national employees. We are strongly committed to ensuring that we achieve this goal and this will be accomplished through the following objectives:

- Maximising the strategic value of APTC national employees.
- Developing the strategic value of APTC national employees.
- Contributing to the capability of TVET institutions in the Pacific.

APTC believe that the successful implementation of the APTC Nationalisation Strategy as it is outlined in this document will support the future sustainability of APTC and contribute to the capability development of other TVET institutions in the Pacific region.

## ANNEX 4.0 – GOOGLE ANALYTICS



Visits

**3,805**

% of Total: 100.00% (3,806)

Pages / Visit

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Site Avg: 5.28 (0.00%)

Avg. Visit Duration

**00:05:48**

Site Avg: 00:05:48 (0.00%)

% New Visits

**67.31%**

Site Avg: 67.31% (0.00%)

Bounce Rate

**28.04%**

Site Avg: 28.04% (0.00%)

Country / Territory	Visits	Pages / Visit	Avg. Visit Duration	% New Visits	Bounce Rate
1. <a href="#">Australia</a>	<b>1,496</b>	4.98	00:04:33	69.99%	28.61%
2. <a href="#">Fiji</a>	<b>1,066</b>	6.38	00:07:02	54.22%	22.14%
3. <a href="#">Papua New Guinea</a>	<b>220</b>	5.42	00:06:53	71.82%	35.00%
4. <a href="#">Samoa</a>	<b>207</b>	4.63	00:04:23	76.81%	30.92%
5. <a href="#">(not set)</a>	<b>165</b>	4.48	00:08:09	76.36%	37.58%
6. <a href="#">Vanuatu</a>	<b>151</b>	4.31	00:05:08	84.77%	38.41%
7. <a href="#">United States</a>	<b>96</b>	4.29	00:03:54	79.17%	34.38%
8. <a href="#">New Zealand</a>	<b>71</b>	6.10	00:05:42	81.69%	22.54%
9. <a href="#">Solomon Islands</a>	<b>67</b>	3.99	00:04:48	62.69%	28.36%
10. <a href="#">Tuvalu</a>	<b>56</b>	4.43	00:12:07	48.21%	26.79%



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Overview



### 2,582 people visited this site

- Visits: 3,805
- Unique Visitors: 2,582
- Pageviews: 20,079
- Pages / Visit: 5.28
- Avg. Visit Duration: 00:05:48
- Bounce Rate: 28.04%
- % New Visits: 67.31%



■ **67.52% New Visitor**  
 2,569 Visits

■ **32.48% Returning Visitor**  
 1,236 Visits

## New vs Returning

Oct 6, 2012 - Nov 5, 2012

● % of visits: 100.00%

Explorer

Site Usage



Visits

**3,805**

% of Total: 100.00% (3,806)

Pages / Visit

**5.28**

Site Avg: 5.28 (0.00%)

Avg. Visit Duration

**00:05:48**

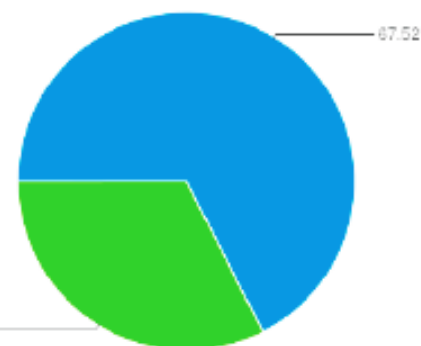
Site Avg: 00:06:48 (0.00%)

Bounce Rate

**28.04%**

Site Avg: 28.04% (0.00%)

Visitor Type	Visits	Visits	Contribution to total: Visits
1. <span style="color: blue;">■</span> New Visitor	<b>2,569</b>	87.52%	87.52%
2. <span style="color: green;">■</span> Returning Visitor	<b>1,236</b>	32.48%	32.48%

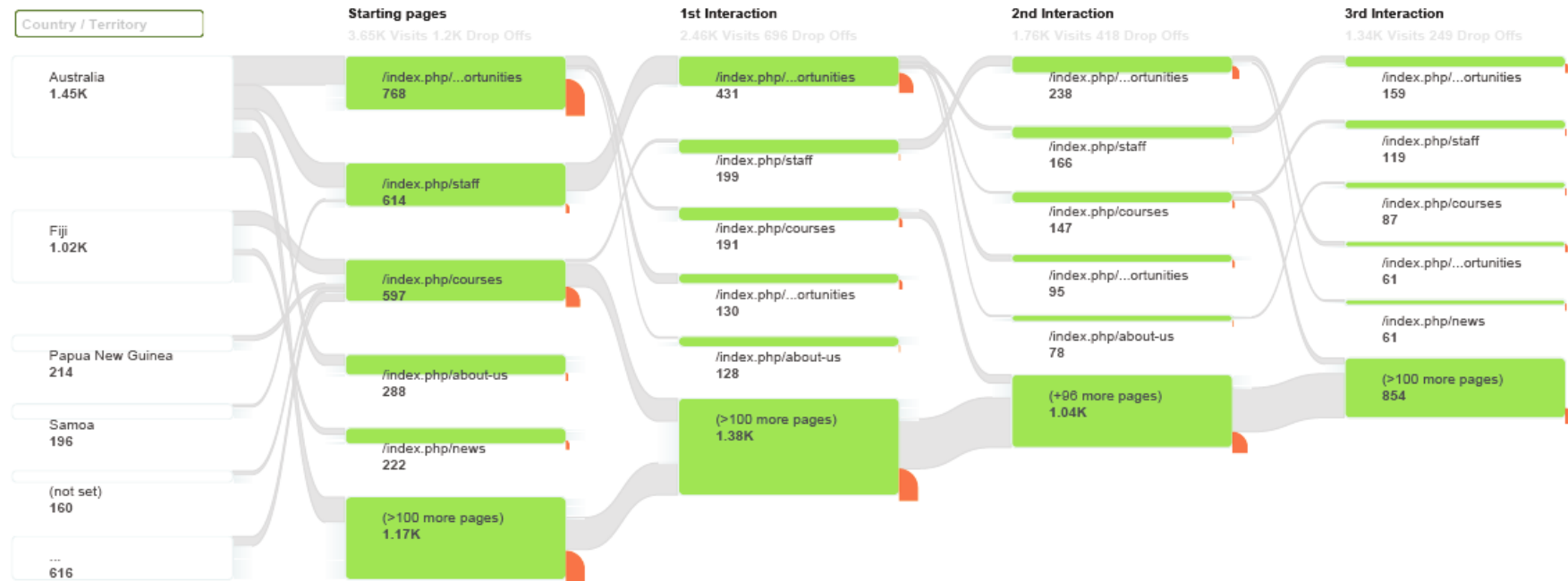




APTC - <http://aptc.oceanicfiji.com>  
 APTC [DEFAULT]

### Visitors Flow

Oct 6,



## ANNEX 5.0 - TRAINING PROFILE RESULTS 2011 – 2012

TRAINING PROFILE RESULTS 2011 – 2012												
Includes Graduates from Stage I and Stage II												
Note 1: Total 4 Year Contracted Graduate Target of 4,000 Graduates Note 2: Graduates may be from multiple semesters; Note 3: Semester 2 = July - December; Semester 1 = January - June	Enrolment and Graduate Targets 2011- 2012											
	Enrol				Graduate				Totals 2011-12			
	S 2/11		S 1/12		S 2/11		S 1/12		Enrol		Graduate	
COURSE NAME and QUALIFICATION	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Certificate IV in Training and Assessment*	54		13		50	53			54	13	50	53
Cert III in Automotive Mechanical Technology	65	17	45	48	24	28			110	65	24	28
Cert III in Engineering - Mechanical Trade (Fitting and Machining)	35	13	55	28	6				90	41	6	0
Cert III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	22	9	10	6					32	15		0
Cert III in Engineering - Mechanical Trade (Diesel Fitter)	68	29	45	36					113	65		0
Cert III in Engineering - Mechanical Trade (Heavy Fabrication)	60	37	52	11	6	6	17		112	48	23	6
Cert III in Carpentry	63	39	45	44	30	26	15	12	108	83	45	38
Cert III in Painting and Decorating	43	42	30	20	32	25		4	73	62	32	29
Cert III in Wall and Floor Tiling	39	27	15		13	2	2		54	27	15	2
Cert III in Plumbing	33	22							33	22		0
Cert III in Electrotechnology Electrician	41	23	16				10		57	23	10	0
<b>School of Trades and Technology Total</b>	<b>523</b>	<b>258</b>	<b>313</b>	<b>206</b>	<b>161</b>	<b>140</b>	<b>44</b>	<b>16</b>	<b>836</b>	<b>464</b>	<b>205</b>	<b>156</b>

\*Data extracted as of 17-12-12



<b>TRAINING PROFILE RESULTS 2011 – 2012</b>												
Note 1: Total 4 Year Contracted Graduate Target of 4,000 Graduates Note 2: Graduates may be from multiple semesters; Note 3: Semester 2 = July - December; Semester 1 = January - June	<b>Enrolment and Graduate Targets 2011- 2012</b>											
	<b>Enrol</b>				<b>Graduate</b>				<b>Totals 2011-12</b>			
	<b>S 2/11</b>		<b>S 1/12</b>		<b>S 2/11</b>		<b>S 1/12</b>		<b>Enrol</b>		<b>Grad</b>	
<b>COURSE NAME and QUALIFICATION</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
Certificate IV in Training and Assessment*						29						29
Cert III in Hospitality (Catering Operations)												0
Cert III in Hospitality (Commercial Cookery)	78	55	48	51	73	63	45	26	126	106	118	89
Cert III in Hospitality (Patisserie)			16	14		15	15	4	16	14	15	19
Cert III in Retail Baking (Combined)										0		0
Cert III in Community Services										0		0
Diploma in Community Services Work	40	42		1		23			40	43	0	23
Cert III in Children's Services	60	66	60	73	54	72	54	63	120	139	108	135
Diploma in Children's Services						22			0	0	0	22
Diploma of Management										0		0
Cert III in Disability			20	15					20	15	0	0
Cert III in Home and Community Care/Aged Care										0		0
Cert IV in Youth										0		0
Cert III in Hospitality	69	37	40	65	65	122	36	19	109	102	101	141
Cert IV in Hospitality Supervision	40	34	20	19	36	18	18	33	60	53	54	51
Cert III in Tourism	40	37	40	25	36	33	36	29	80	62	72	62
Cert III in Hairdressing	18	15	18	10	17	13	17	15	36	25	34	28
<b>School of Hospitality and Community Services Total</b>	<b>345</b>	<b>286</b>	<b>262</b>	<b>273</b>	<b>281</b>	<b>410</b>	<b>221</b>	<b>189</b>	<b>607</b>	<b>559</b>	<b>502</b>	<b>599</b>
<b>Total TARGET Enrolments and Graduate By Semester</b>	<b>868</b>	<b>-</b>	<b>575</b>	<b>-</b>	<b>442</b>	<b>-</b>	<b>265</b>	<b>-</b>	<b>1443</b>	<b>-</b>	<b>707</b>	<b>-</b>
<b>ACTUAL Enrols and Graduate by Semester and Financial Year = Totals</b>	<b>-</b>	<b>544</b>	<b>-</b>	<b>479</b>	<b>-</b>	<b>550</b>	<b>-</b>	<b>205</b>	<b>-</b>	<b>1023</b>	<b>-</b>	<b>755</b>

\*Data extracted as of 17-12-12

## ANNEX 6.0 - END OF COURSE LEARNER SURVEY REPORT – 2012

School of Hospitality and Community Services						
School	Course Name	Semester/Year	No. Completed Survey	% Completed Survey	% Satisfied with Course Content and Delivery	% Satisfied with Quality of Student Support Services
SHCS	Diploma Community Services Work	Semester 1, 2012	20	100	88.31	78.63
SHCS	Community Services Work CIII	Semester 1, 2012	16	100	90.05	81.19
SHCS	Commercial Cookery	Semester 1, 2012	9	100	90.48	89.63
SHCS	Hospitality Operations	Semester 1, 2012	16	100	93.2	89.64
SHCS	Disability CIII	Semester 1, 2012	13	100	87.95	65.92
SHCS	Tourism Operations	Semester 1, 2012	13	100	83.49	86.46
SHCS	Hairdressing	Semester 1, 2012	10	100	95.12	86.94
SHCS	Tourism Operations	Semester 1, 2012	9	100	94.71	86.69
SHCS	Hospitality Supervision	Semester 1, 2012	19	100	87.34	81.21
SHCS	Commercial Cookery	Semester 1, 2012	16	100	92.15	91.4
SHCS	Hospitality Lodge	Semester 1, 2012	10	100	88.98	87.03
SHCS	Hospitality Operations	Semester 1, 2012	13	100	94.56	90.38
SHCS	Children's Services Cert III	Semester 1, 2012	19	100	98.6	97.88
SHCS	Children's Services Cert III	Semester 1, 2012	18	100	94.75	90.52
SHCS	Patisserie	Semester 1, 2012	10	100	97.76	97.3
SHCS	Diploma of Management	Semester 1, 2012	17	100	90.71	83.36
<b>SHCS Total</b>			<b>228</b>	<b>1600</b>	<b>1468.16</b>	<b>1384.18</b>
<b>SHCS Average</b>			<b>14.25</b>	<b>100</b>	<b>91.76</b>	<b>86.51</b>

School of Trades and Technology						
School	Course Name	Semester/Year	No. Completed Survey	% Completed Survey	% Satisfied with Course Content and Delivery	% Satisfied with Quality of Student Support Services
STT	Mechanical Trade Diesel Fitter	2012	12	100	92.42	79.1
STT	Painting and Decorating	2012	9	100	84.59	73.75
STT	Mechanical Trade Diesel Fitter	2012	8	100	91.07	86.31
STT	Carpentry	2012	11	100	95.85	82.91
STT	Fabrication Trade	2012	8	100	96.76	84.97
STT	Systems Electrician	2012	11	100	85.01	73.19
STT	Systems Electrician	2012	10	100	80.6	72.04
STT	Automotive Mechanical Technology	2012	10	100	84.82	74.95
STT	Mechanical Trade Diesel Fitter	2012	13	100	88.74	78.84
STT	Fabrication Trade	2012	12	100	95.84	92.91
STT	Systems Electrician	2012	12	100	90.43	81.86
STT	Refrigeration / Air Conditioning	2012	10	100	88.51	78.69
STT	Carpentry	2012	10	100	85.93	74.86
STT	Carpentry	2012	16	100	87.73	80.25
STT	Carpentry	2012	11	91.67	91.83	83.74
STT	Mechanical Trade Diesel Fitter	2012	16	100	89.43	78.41
STT	Wall and Floor Tiling	2012	12	100	80.53	71.74
STT	Painting and Decorating	2012	10	100	84.01	84.52
<b>STT Total</b>			<b>201</b>	<b>1791.67</b>	<b>1594.1</b>	<b>1433.04</b>
<b>STT Average</b>			<b>11.17</b>	<b>99.54</b>	<b>88.56</b>	<b>79.61</b>
<b>OVERALL TOTAL</b>			<b>429</b>	<b>3391.67</b>	<b>3062.26</b>	<b>2817.22</b>
<b>OVERALL AVERAGE</b>			<b>12.62</b>	<b>99.76</b>	<b>90.07</b>	<b>82.86</b>

## ANNEX 7.0 – ENROLMENT AND GRADUATE TARGETS 2013 – 2014 BY COUNTRY OF ORIGIN/GENDER

**Enrolment and Graduate Targets  
2013 - 2014**

Note: Graduates may be from multiple semesters

Sem 2 = July - December; Sem 1 = January - June

Sem Enrolment & Graduate Targets - Trades & Technology

Sem Enrolment & Graduate Targets - Hospitality & Community Services

Total (Targets) By Semester - All Schools

Note: Formatted to print as A3 sheet size

Ref.	OCCUPATIONAL AREA (ANZSCO)	COURSE NAME & QUALIFICATION	Enrolment and Graduate Targets						Country of Origin																				Totals											
			Enrol		Graduate		Totals		Cook Isl		FSM		Fiji		M'hall Isl		Nauru		Niue		Palau		PNG		Kiribati		Samoa		Sol Isl		Tonga		Tuvalu		Vanuatu		Totals			
			S2/13	S1/14	S2/13	S1/14	Enrol	Grad	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
School of Trades and Technology			232	355	241	265	587	506																																
School of Hospitality and Community Services			364	344	381	273	708	654																																
Total (Targets) By Semester - All Schools			596	699	622	538	1295	1160																																
1.1	Education	Certificate IV in Training and Assessment*	FFS	FFS																																				
2.0	Technicians & Trades																																							
2.1	Automotive & engineering	Cert III in Automotive Mechanical Technology	56		26		112	51																																
		Cert III in Automotive Mechanical Technology		56		25																																		
		Cert III in Engineering - Mechanical Trade (Fitting and Machining)	0		59		28	102																																
		Cert III in Engineering - Mechanical Trade (Fitting and Machining)		28		43																																		
		Cert III in Engineering - Mechanical Trade (Refrig and Air Cond)	14		0		28	11																																
		Cert III in Engineering - Mechanical Trade (Refrig and Air Cond)		14		11																																		
		Cert III in Engineering - Mechanical Trade (Diesel Fitter)	28		50		98	75																																
		Cert III in Engineering - Mechanical Trade (Diesel Fitter)		70		25																																		
		Cert III in Engineering - Mechanical Trade (Heavy Fabrication)	14		27		42	65																																
		Cert III in Engineering - Mechanical Trade (Heavy Fabrication)		28		38																																		
2.2	Construction trades	Cert III in Carpentry	56		25		70	50																																
		Cert III in Carpentry		14		25																																		
		Cert III in Painting and Decorating	0		12		42	24																																
		Cert III in Painting and Decorating		42		12																																		
		Cert III in Wall and Floor Tiling	14		15		28	53																																
		Cert III in Wall and Floor Tiling		14		38																																		
		Cert III in Plumbing	36		0		36	0																																
		Cert III in Plumbing		0		0																																		
		Cert III in Civil Construction	0		0		0	0																																
		Cert III in Civil Construction		0		0																																		
		Cert III in Formwork / Falsework	0		0		42	0																																
		Cert III in Formwork / Falsework		42		0																																		
2.3	Electrotech &	Cert III in Electrotechnology Electrician	0		27		47	75																																
		Cert III in Electrotechnology Electrician		47		48																																		
		Cert III in Electrical Motor Repairs	0		0		0	0																																
		Cert III in Electrical Motor Repairs		0		0																																		
		Cert IV in Electronics and Communications	14		0		14	0																																
		Cert IV in Electronics and Communications		0		0																																		
School of Trades and Technology Sub-Total			232	355	241	265	587	506	0	0	1	0	122	18	7	0	4	0	2	0	1	0	111	17	48	7	46	4	100	7	19	1	8	0	58	6	471	55	80.24%	9.37%
School of Hospitality and Community Services																																								
2.4	Food trades	Cert III in Hospitality (Catering Operations)	16		14		16	14																																
		Cert III in Hospitality (Catering Operations)		0		0																																		
		Cert III in Hospitality (Commercial Cookery)	32		29		80	72																																
		Cert III in Hospitality (Commercial Cookery)		48		43																																		
		Cert III in Hospitality (Patisserie)	0		0		0	0																																
		Cert III in Hospitality (Patisserie)		0		0																																		
		Cert III in Retail Baking (Bread)	0		0		16	14																																
		Cert III in Retail Baking (Bread)		16		14																																		
3	Community & Personal Services	Cert III in Hairdressing	16		14		16	14																																
		Cert III in Hairdressing		0		0																																		
3.1	Health & welfare support	Cert III in Community Services	0		0		40	36																																
		Cert III in Community Services		40		36																																		
66		Diploma in Community Services Work	0		18		40	18																																
		Diploma in Community Services Work		40		0																																		
3.2	Carers & aides	Cert III in Children's Services	40		54		80	90																																
		Cert III in Children's Services		40		36																																		
		Diploma in Children's Services	20		36		20	36																																
		Diploma in Children's Services		0		0																																		

## ANNEX 8.0 – TRAINING PROFILE 2013 – 2014 BY SEMESTER, SCHOOL AND COURSE

APTC TRAINING PROFILE 2013 - 2014			GRADUATE TARGET NUMBERS BY SEMESTER BY SCHOOL AND COURSE							
<i>*Note - Semesters are numbered by Financial Year</i>			Enrol		Graduate		Totals			
ANZSCO Reference is linked to AQF Training Packages			<b>APTC Contracted Graduate Target = 4000</b>		Sem 2 July - Dec/13	Sem 1 Jan - Jun/14	Sem 2 July - Dec/13	Sem 1 Jan - Jun/14	Enrol July 13 - Jun 14	Grad July 13 - Jun 14
			Semester Enrolment and Graduate Targets By School - STT		232	355	241	265	587	506
			Semester Enrolment and Graduate Targets by School - SHCS		364	344	381	273	708	654
			Schools Totals By Semester		<b>596</b>	<b>699</b>	<b>622</b>	<b>538</b>	<b>1295</b>	<b>1160</b>
Ref.	OCCUPATIONAL AREA (ANZSCO)	COURSE NAME and QUALIFICATION								
1.0	Managers									
2.4	Education	Certificate IV in Training and Assessment*	FFS	FFS	FFS	FFS	FFS	FFS	FFS	
3.0	Technicians and trades									
3.2	Automotive and engineering trades	Cert III in Automotive Mechanical Technology	56	56	26	25	112	51		
		Cert III in Engineering - Mechanical Trade (Fitting and Machining)	0	28	59	43	28	102		
		Cert III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	14	14	0	11	28	11		
		Cert III in Engineering - Mechanical Trade (Diesel Fitter)	28	70	50	25	98	75		
		Cert III in Engineering - Mechanical Trade (Heavy Fabrication)	14	28	27	38	42	65		
3.3	Construction trades	Cert III in Carpentry	56	14	25	25	70	50		
		Cert III in Painting and Decorating		42	12	12	42	24		
		Cert III in Wall and Floor Tiling	14	14	15	38	28	53		
		Cert III in Plumbing	36		0	0	36	0		
		Cert III in Formwork/Falsework	0	42	0	0	42	0		
3.4	Electrotech & telecommunications trades	Cert III in Electrotechnology Electrician		47	27	48	47	75		
		Cert IV in Electronics and Communication	14	0	0	0	14	0		
3.5	Food trades	Cert III in Hospitality Patisserie	0	0	0	0	0	0		
		Cert III in Hospitality Commercial Cookery	32	48	29	43	80	72		
		Cert III in Retail Baking (Bread)	0	16	0	14	16	14		
4.0	Community and personal service									
4.1	Health and welfare support	Diploma in Community Services Work		40	18		40	18		
		Cert IV in Youth	40	20	36	18	60	54		
4.2	Carers and aides	Cert III in Children's Services	40	40	54	36	80	90		
		Diploma in Children's Services	20		36	0	20	36		
		Cert III in Community Services Work	0	40	0	36	40	36		
		Cert III in Home and Community Care/Aged Care	20		18	0	20	18		
		Cert III in Disability	20	20	18	18	40	36		
		Certificate IV in Disability	20	20	18	18	40	36		
4.3	Hospitality	Cert III in Hospitality (Operations)	40	60	36	54	100	90		
		Cert III in Tourism (Operations)	40	20	36	18	60	54		
		Cert III in Hospitality (Catering Operations)	16		14	0	16	14		
		Cert III in Hospitality (Lodge)	20		18	0	20	18		
		Cert IV in Hospitality (Supervision)	40	20	36	18	60	54		
4.5	Sports and personal service	Cert III in Hairdressing	16	0	14	0	16	14		
		<b>Total Enrolments and Graduates By Course By Semester</b>	596	699	622	538	1295	1160		
		<b>% of Financial Year Enrolment Total Achieved</b>	<b>100%</b>							

Enrolment numbers are new enrolments, not cumulative

Graduate numbers include all students who are due to graduate in this period, including those whose start dates are before the 13/14 FY

## ANNEX 9.0 - ENROLMENT AND GRADUATE TARGETS 2011 – 2015 BY SEMESTER AND SCHOOL

APTC TRAINING PROFILE 2011-2015 ENROLMENT AND GRADUATE TARGETS BY SEMESTER AND SCHOOL	Target Enrolment and Graduate Numbers																											
	2011-2012						2012-2013						2013-2014						2014-2015						2011-2015			
	Enrol		Graduate		Totals		Enrol		Graduate		Totals		Enrol		Graduate		Totals		Enrol		Graduate		Totals		Grand Totals			
Note: Sem 2/11 = July - December; Sem 1/12 = January - June	S2/11	S1/12	S2/11	S1/12	Enrol	Grad	S2/12	S1/13	S2/12	S1/13	Enrol	Grad	S2/13	S1/14	S2/13	S1/14	Enrol	Grad	S2/14	S1/15	S2/14	S1/15	Enrol	Grad	Enrols	Grads		
APTC Contracted Graduate Target = 4000	258	206	140	16	464	156	168	438	350	137	606	487	179	388	241	265	567	506	425	0	325	316	425	641	2062	1790		
Semester Enrolment and Graduate Targets By School of STT	258	206	140	16	464	156	168	438	350	137	606	487	179	388	241	265	567	506	425	0	325	316	425	641	2062	1790		
Semester Enrolment and Graduate Targets by School of SHCS	286	273	410	189	559	599	443	476	417	327	919	744	364	345	381	273	709	654	188	132	171	120	320	291	2507	2288		
Totals By Semester By School	544	479	550	205	1023	755	611	914	767	464	1525	1231	543	733	622	538	1276	1160	613	132	496	436	745	932	4569	4078		

\*Data extracted as of 17-12-12

## ANNEX 10.0 - MARKETING AND MEDIA REPORT

### Media Articles -Register Stage II

MEDIA ARTICLES REGISTER 2012								
Month	Article	Country	Characteristics	Media source	Web	Print Media	TV	AusAID website
January	Women Ambassador visits APTC	Samoa	Gender Equality	Samoa Observer		Samoa		
January	Letter to editor	Samoa	Thank you letter	Samoa Observer		Samoa		
February	Australia Day Samoa Style	Samoa	Celebration	APTC Webpage	Samoa			
February	APTC-PNG sharing 'Australia Day'	PNG	Celebration	APTC Webpage	PNG			
February	APTC trade students help the elderly in Samoa	Samoa	Community engagement	Newsline		Samoa		
February	APTC trade students help the elderly in Samoa	Samoa	Community engagement	Samoa Observer		Samoa		
February	Men invest in future through APTC	Vanuatu	Gender Equality	APTC Webpage	Vanuatu			
February	APTC helps serve the community	Fiji	Community engagement	APTC Webpage	Fiji			
February	APTC helps serve the community _ The Jet Newspaper_220212	Fiji	Community engagement	Jet Newspaper website		Fiji		
February	College reaches out to communities	Fiji	Community engagement	Fiji Sun		Fiji		
February	Australian High Commissioner's recognition of APTC staff in	Samoa	Celebration	APTC Webpage	Samoa			
February	APTC TVET Diploma Management Program	Vanuatu	Training/Partnerships	APTC Webpage	Vanuatu			
February	Pushing the boundaries	Samoa	Access and Equity	Samoa Observer		Samoa		
February	APTC Kiribati alumni/kit celebrate Cheryl Payne's visit to Tarawa	Kiribati	Alumni	APTC Webpage	Kiribati			
February	South Pacific Butchery excursion	Fiji	Excursion	APTC Webpage	Fiji			
February	Experiments in the APTC kitchen produce healthy new food	Samoa	Training/Partnerships	APTC Webpage	Samoa			
February	Rubbish stand for isolated family	Samoa	Community engagement	APTC Webpage	Samoa			
February	Friends Fiji Style Excursion	Fiji	Excursion	APTC Webpage	Fiji			
February	Pushing the boundaries	Samoa	Access and Equity	APTC Webpage	Samoa			
March	APTC: Investing in men of the future	Vanuatu	Gender Equality	Vanuatu Daily Post		Vanuatu		
March	Hospitality training changes life	Vanuatu	Students experience	APTC Webpage	Vanuatu			
March	Industry backs hospitality students	Samoa	Training/Partnerships	Samoa Observer		Samoa		
March	APTC cleaning bee Loto Taumafa	Samoa	Community engagement	Samoa Observer		Samoa		
March	Her Excellency the Governor General's and Richard Marles visit	Samoa	Celebration/Visit	Samoa Observer		Samoa		
March	2012 welcome in Namaka Nadi	Fiji	Celebration	APTC Webpage	Fiji			
March	International Women's Day	Fiji	Celebration	APTC Webpage	Fiji			
March	International Women's Day	Vanuatu	Celebration	APTC Webpage	Vanuatu			
March	Industry backs hospitality students	Samoa	Training/Partnerships	APTC Webpage	Samoa			
March	Tourism student visits cruise ship	Samoa	Excursion	APTC Webpage	Samoa			

MEDIA ARTICLES REGISTER 2012								
Month	Article	Country	Characteristics	Media source	Web	Print Media	TV	AusAID website
March	Nauru graduation	Nauru	Graduation	APTC Webpage	Nauru			
March	International Women's Day - Nauru APTC Alumni promotes APTC Pathways for Women	Nauru	Alumni	APTC Webpage	Nauru			
March	Hospitality students visit Suva	Fiji	Excursion	APTC Webpage	Fiji			
March	Flood donation trip to Ba	Fiji	Community engagement	APTC Webpage	Fiji			
March	Lodge class Suva excursion	Fiji	Excursion	APTC Webpage	Fiji			
April	Boost for Automotive training	Fiji	Training	APTC Webpage	Fiji			
April	Governor General of Australia Her Excellency Quentin Bryce - Visit to APTC Samoa	Samoa	Celebration/Visit	APTC Webpage	Samoa			
April	Fiji Sevens Rugby Player visits APTC	Fiji	Celebration/Visit	APTC Webpage	Fiji			
April	Alumni Santa members mark first anniversary	Vanuatu	Alumni	APTC Webpage	Vanuatu			
April	APTC Vanuatu Graduation celebration	Vanuatu	Graduation	APTC Webpage	Vanuatu			
April	ANZAC day in Samoa	Samoa	Celebration	APTC Webpage	Samoa			
May	Nauru graduation	Nauru	Graduation	APTC Webpage	Nauru			
May	Local Talent in Patisserie teaching	Fiji	Training	Fiji Sun		Fiji		
May	APTC donates to local preschools	Fiji	Community engagement	APTC Webpage	Fiji			
May	Future hospitality professionals honing their skill in Fiji	Fiji	Students experience	APTC Webpage	Fiji			
May	Local Talent in Patisserie teaching	Fiji	Training	APTC Webpage	Fiji			
May	Solomons graduation	Solomon Islands	Graduation	APTC Webpage	Solomon Islands			
May	Every bit helps - APTC student doing her bit for flood recovery	Fiji	Community engagement	APTC Webpage	Fiji			
May	Former student - Serah Ety	Vanuatu	Students experience	APTC Webpage	Vanuatu			
May	APTC to work tutors	Fiji	Training	APTC Webpage	Fiji			
May	Morning tea at 'The Deep End'	Fiji	Event	APTC Webpage	Fiji			
May	From Kiribati with Talent	Kiribati	Students experience	APTC Webpage	Kiribati			
May	Back to School for a perfectionist	Tonga	Students experience	APTC Webpage	Tonga			
May	Nauruan Children Services Students (Namaka, Fiji)	Fiji	Students experience	APTC Webpage	Fiji			
May	Nauruan Children Services Students (Namaka, Fiji)	Nauru	Students experience	Nauru newspaper		Nauru		
May	Lisah Akua- PNG Electrician	PNG	Gender equality	APTC Webpage	PNG			
May	Leadership Fiji and APTC	Fiji	Training/Partnerships	APTC Webpage	Fiji			
May	Training centre boosts health in region	Fiji	Opening	Fiji Sun		Fiji		
May	Care givers to get formal qualification	Fiji	Opening	FBC Webpage		Fiji		
May	Gorrie Street Opening	Fiji	Opening	Fiji One TV			Fiji	
May	Gorrie Street Opening	Fiji	Opening	FBC TV			Fiji	
June	Pacific Wide meeting of APTC Alumni	Fiji	Alumni	APTC Webpage	Fiji			
June	Alumni talk growth	Fiji	Alumni	Fiji Sun		Fiji		
June	Fiji hosts APTC alumni event	Fiji	Alumni	Fiji Times		Fiji		



MEDIA ARTICLES REGISTER 2012								
Month	Article	Country	Characteristics	Media source	Web	Print Media	TV	AusAID website
June	Castaway Island staff first aid training	Fiji	Training	APTC Webpage	Fiji			
June	RMI tap into training options from APTC	Marshall Islands	Training	Marshall Island Journal		Marshall Islands		
June	Solomon Islands to host APTC	Solomon Islands	Opening	Solomon Times Online		Solomon Islands		
June	Ginger bread houses - Edible dwellings	Fiji	Students experience	APTC Webpage	Fiji			
June	Edible flowers	Fiji	Students experience	APTC Webpage	Fiji			
June	The Art of Coffee	Vanuatu	Students experience	APTC Webpage	Vanuatu			
June	Developing Resilience in children a major responsibility for teachers says Educator	Fiji	Students experience	APTC Webpage	Fiji			
June	Celebrity Chef cooks for charity	Samoa	Community engagement	Samoa Observer		Samoa		
June	Happy 5th birthday APTC	Samoa	Celebration	Samoa Observer		Samoa		
June	Five years milestone smiles	Samoa	Celebration	Samoa Observer		Samoa		
June	PNG chef come second	PNG	Students experience	The National	PNG			
June	APTC donates float prize	Samoa	Community engagement	Samoa Observer		Samoa		
July	Theda Theo- PNG Metal Fabrication/Welder	PNG	Students experience	APTC Webpage	PNG			
July	Hair Salon owners appoint APTC Graduate Milika Verevalu as Salon Manager	Fiji	Students experience	APTC Webpage	Fiji			
July	New trainers bring wealth of experience to APTC	Fiji/Samoa /Vanuatu	Trainers	APTC Webpage	Fiji			
July	APTC donates float prize	Samoa	Community engagement	APTC Webpage	Samoa			
July	Celebrating APTC 5th anniversary	Samoa	Celebration	APTC Webpage	Samoa			
July	APTC celebrates five successful years in PNG	PNG	Celebration	APTC Webpage	PNG			
July	Nida training in PNG	PNG	Training	APTC Webpage	PNG			
July	Painting and Decorating makes a worthy career choice	Fiji	Students experience	APTC Webpage	Fiji			
July	Able painters focusing on abilities not disabilities	Fiji	Students experience	APTC Webpage	Fiji			
July	Recipe for disaster - Weightlifting dinner	Samoa	Students experience	APTC Webpage	Samoa			
July	Fighting back against adversity (Thomas)	Fiji/PNG	Students experience	APTC Webpage	PNG			
July	Study helps a successful business	Fiji/Solomon Islands	Students experience	APTC Webpage	Solomon Islands			
July	Van Serah Ety places skills into workplace	Vanuatu	Students experience	APTC Webpage	Vanuatu			
July	Vanuatu women ready to face challenges	Vanuatu	Students experience	APTC Webpage	Vanuatu			
July	New Youth work trainer for APTC in Vanuatu	Vanuatu	Trainers	APTC Webpage	Vanuatu			
July	New trainers bring wealth of experience to Fiji	Fiji	Trainers	APTC Webpage	Fiji			
July	New trainers bring wealth of experience to Samoa	Samoa	Trainers	APTC Webpage	Samoa			
July	Returning the compliment	Vanuatu	Trainers	APTC Webpage	Vanuatu			
July	First Nauru graduates in Children services program	Nauru	Students experience	APTC Webpage	Nauru			

MEDIA ARTICLES REGISTER 2012								
Month	Article	Country	Characteristics	Media source	Web	Print Media	TV	AusAID website
August	Kiribati President congratulates 9 APTC graduates	Kiribati	Graduation	APTC Webpage	Kiribati			
August	It's not the size it's the quality	Fiji	Students experience	APTC Webpage	Fiji			
August	Big graduation for APTC students in PNG	PNG	Graduation	APTC Webpage	PNG			
August	A head shave for charity	Fiji	Students	APTC Webpage	Fiji			
August	APTC graduation in Nukualofa	Tonga	Graduation	APTC Webpage	Tonga			
August	APTC graduation in Santo	Vanuatu	Graduation	APTC Webpage	Vanuatu			
August	Youth work students celebrate during National Youth Day	Fiji	Community engagement	APTC Webpage	Fiji			
August	APTC celebrates five years education training in PNG	PNG	Celebration	Weekender news		PNG		
August	APTC celebrates five years education training in PNG	PNG	Celebration	AusAID website				PNG
August	Signing of APTC PNG construction contract	PNG	Community engagement	APTC Webpage	PNG			
September	APTC Graduation in Tonga	Tonga	Graduation	Talaki Newspaper		Tonga		
September	APTC Graduation in Tonga	Tonga	Graduation	TV news			Tonga	
September	APTC award students	Tonga	Graduation	ITA Newspaper		Tonga		
September	Rockson Pitubangard, APTC graduate goes electronics	Solomon Islands	Students experience	APTC Webpage	Solomon Islands			
September	Santo graduation	Vanuatu	Graduation	Daily Post News		Vanuatu		
September	Clean up the World Day	Vanuatu	Community engagement	APTC Webpage	Vanuatu			
September	APTC students to graduate in big Namaka ceremony	Fiji	Graduation	APTC Webpage	Fiji			
September	Youth work students celebrates during National Youth Day	Fiji	Community engagement	APTC Webpage	Fiji			
September	Samoaan plumbers consider healthier sanitation option	Samoa	Students experience	APTC Webpage	Samoa			
September	From 'The Bronx' to graduation	Fiji	Students experience	Fiji Times		Fiji		
September	91 pass APTC Suva Graduation	Fiji	Graduation	Fiji Sun		Fiji		
September	Graduates acknowledged at APTC	Samoa	Graduation	Samoaan Observer		Samoa		
September	Youths boost skills further	Marshall Islands	Community engagement	The Marshall Islands Journal		Marshall Island		
October	Suva Graduation - Fiji	Fiji	Graduation	Fiji TV			Fiji	
October	APTC Graduation in Apia	Samoa	Graduation	APTC Webpage	Samoa			
October	Independence day at Port Moresby Office	PNG	Celebration	APTC Webpage	PNG			
October	Improving the lives of young people in the Pacific	Vanuatu	Students experience	APTC Webpage	Vanuatu			
October	Graduation day for APTC Students in Suva	Fiji	Graduation	APTC Webpage	Fiji			
October	Fiji celebrates in Samoa	Samoa	Students experience	Samoaan Observer		Samoa		
October	Community Services teaching areas Va'aimamao Centre	Samoa	Opening	Samoaan Observer		Samoa		
October	APTC's new CEO takes charge	Fiji	New staff	APTC Webpage	Fiji			

MEDIA ARTICLES REGISTER 2012								
Month	Article	Country	Characteristics	Media source	Web	Print Media	TV	AusAID website
November	Cakes for the elderly and the young	Samoa	Students experience	APTC Webpage				
November	"Giving something back" APTC past students meet at Rakiraki	Fiji	Students experience	APTC Webpage				
November	Fiji Desserts	Fiji	Students experience	APTC Webpage				
November	Boomerang Bure	Fiji	Students experience	APTC Webpage				
November	Port Moresby Technical College takes initiative towards improving workplace health and environmental safety in the college	PNG	Training	APTC Webpage				
November	A day in the life of the APTC Advisory Group	Samoa	Advisory group	APTC Webpage				
November	Youth work in Suva	Fiji	Students experience	APTC Webpage				
November	Delana's visit to APTC - Gorrie Street	Fiji	Students experience	APTC Webpage				
November	Web healthy nutrition for children	Fiji	Students experience	AusAID blog/APTC Webpage	Fiji			Fiji
November	Investment in Education is ongoing	PNG	Students experience	APTC Webpage	PNG			
November	Thank you so much APTC and the government of Samoa	Samoa	Students experience	Samoa Observer		Samoa		
November	Samoa PM's speech at the opening of Va'aimamao Centre	Samoa	Opening	Salavi Newspaper		Samoa		
November	APTC Hosts Samoa Chamber Meeting	Samoa	Training/Partnerships	Samoa Chamber of Commerce		Samoa		
November	Resource PNG	PNG	Training				PNG	
November	Castaway Island graduation	Fiji	Graduation	Castaway	Fiji			
November	Official opening of APTC Centre for Professional Development	Fiji	Opening		Fiji	Fiji		
November	Salon Culinaire Success in Fiji	Fiji	Student experience					
November	Samoa's longest lunch	Samoa	Community engagement	Samoa Observer		Samoa		

## ANNEX 11.0 - PICTORIAL HIGHLIGHTS



Left-Right: APTC Country Manager, Francis Howes, APTC alumni Pulono Woo Ching, Australian High Commissioner Dr Stephen Henningham, Deputy Prime Minister Fonotoe Nuafesili Pierre Lauofo celebrating APTC's 5<sup>th</sup> birthday in Samoa.



His Excellency Mr Ian Kemish AM the Australian High Commissioner PNG, was the guest of honour at the APTC's fifth anniversary campus luncheon at the APTC Campus POMTech



The staff and students at APTC POMTech with the Chief Guest during the 5 year celebrations.



A charity shaving group in action at the WOWS event at the Vodafone Arena in Suva. On the right are APTC hairdressing student Marlisha Kwanairara shaving carpentry trainer Richard Babovic



28 students graduated in Nuku'alofa at the Ma'ufanga Catholic Church Hall.



The Prime Minister, the Honourable Willy Telavi, was the keynote speaker when 17 Tuvalu citizens graduated in a ceremony at the Tuvalu Government Conference Room.



The Honourable Prime Minister of Samoa, Afioa Fatialofa Tuilaepa Sailele Lugesoliai Malielegaoi was the keynote speaker when 45 students graduated.



More than 40 successful students from APTC received their qualifications at a graduation ceremony in Port Vila, Vanuatu.



The sweet taste of success: medal-winning cakes and smiles from medal-winning APTC patisserie students at this year's Moffat Salon Culinare in Nadi, Fiji.



The Honourable Prime Minister Mr. Tuilaepa Sa'ilele Malielegaoi opened the new School of Health and Community Services training facilities in Samoa.



The Samoan hospitality and cookery students catered to 100 people attending Samoa's Longest Lunch under a marquee stretching across the NUS oval.



More than 60 successful students from APTC at a graduation ceremony for the Fiji East region in Suva. The guest speaker was Mr Setareki Macanawai, Chief Executive Officer of the Pacific Disability Forum.

## ANNEX 12.0 - ACRONYMS AND DEFINITIONS

AG	Advisory Group (APTC)
AGG	Academic Governance Group
APTC	Australia-Pacific Technical College, referred to in this document as the College or the APTC
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARF	Adviser Remuneration Framework
ARP	Annual Report and Plan
BDS	Business Development Strategy
CEO	Chief Executive Officer
CI	Continuous Improvement
Consortium	Sunshine Coast Institute of TAFE (SCI), Box Hill Institute (BHI) and GRM International.
CPD	Centre for Professional Development
CRM	Customer Relationship Management
CSS	Corporate and Student Services
DoS	Director of School
DVD	Digital Video Disc
ELLN	English Language, Literacy and Numeracy
EMIS	Education Management Information System
EoCL	End of Course Learner Survey
FCS	Fraud Control Strategy
FFS	Fee-for-Service
FMIS	Financial Management Information System
FNU	Fiji National University
FTE	Full Time Equivalent
HR	Human Resource
ICT	Information Communication Technology
KIT	Kiribati Institute of Technology

LLN	Language Literacy and Numeracy
LMA	Labour Market Analysis
LMI	Labour Market Intelligence
LMS	Learning Management System
LT	Leadership Team
LT WP	Leadership Team Work Plan
LT WPSBA	Leadership Team Work Plan Strategic Business Areas
MOU	Memorandum of Understanding
NATTB	National Apprenticeship Trade Testing Board (Papua New Guinea)
NAV	Navision (financial system software)
NCC	Non Campus Country (a country where the APTC does not have training venues)
NCD's	Non-Communicable Diseases
NIE	New Industry Entrant (Students with Certificate II level qualifications, who meet the theory requirements for entry into a course but have limited to no practical work experience)
NGO	Non-Government Organisation
NSSC	National Skills Standard Council
NTP	National Tutor Program
NTPC	National Training and Productivity Centre
NUS	National University of Samoa
NVR	National Vocational Regulator
OHS	Occupational Health and Safety
PAF	Performance Assessment Framework
PCG	Project Control Group
PD	Position Description
PIC	Pacific Island Country
PIF	Pacific Island Forum (Member countries include Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Republic of Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu)
PNG	Papua New Guinea

POMTech	Port Moresby Technical College
PSET	Post-Secondary Education Provider (Samoa)
QMS	Quality Management System
M/QP&R	Quality Performance and Research
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
School	Refers to the grouping of relevant training courses
SHCS	School of Hospitality and Community Services (incorporating School of Health and Community Services Stage I)
SICHE	Solomon Islands College of Higher Education
SINU	Solomon Islands National University
SIS	Small Island States (Countries include: Cook Islands, Federated States of Micronesia, Kiribati, Republic of the Marshall Islands, Nauru, Niue, Palau and Tuvalu)
SNR	Standard for NVR (National VET Regulator) for RTO. This replaces the AQTF standards.
SoS	Scope of Services
SQA	Samoa Qualifications Authority
STA	Short Term Advisor
STT	School of Trades and Technology (formerly ACEM )
TAE	Certificate IV in Training and Assessment
TAFE	Technical And Further Education
TF	Tuition Fee
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
USP MI	University of South Pacific Marshall Islands
VET	Vocational Education and Training
VQF	VET Quality Framework (formerly AQTF)
WES	Workforce Employment Strategy
YTD	Year To Date