

2013 – 2014 Annual Report and Plan





# Annual Report and Plan 2013 - 2014

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It is with pleasure that I submit the 2013 - 14 Annual Report and Plan (ARP) on behalf of the Contractor, Management and Staff of the Australia-Pacific Technical College (APTC).

The ARP reports against all Scope of Services (SoS) performance requirements for the period of 1 January – 31 December 2013. 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.

Delivering quality training in support of regional economic growth and productivity continues to be the key focus of the Australia-Pacific Technical College. The format of the report now reflects many of the strategic initiatives and information about the deeper value and the impact of APTC. The ARP continues to report on progress against the Performance Assessment Framework (PAF). It provides financial reports on expenditure to date and accurate estimates for the coming year as well as an updated risk management plan.

The report shows that the APTC responds to the demand for skilled and qualified workers in a range of industry sectors. APTC's priority is providing skills for work by ensuring the Training Profile responds to the specific labour requirements of participating Pacific Island Countries. The report confirms that the APTC is on track to deliver to an increased target of 4200 graduates with a range of internationally recognised Australian qualifications that equip men and women for paid employment now and into the future.

The achievements detailed in the ARP recognise the collaborative working relationship of Australian Aid, the Managing Contractor Consortium Board, Industry and TVET institutions and the APTC Leadership Team, as we work together to build skills for the paid economy, build capacity and strengthen the TVET sector across the Pacific. I commend the Annual Report and Plan 2013 - 2014 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 Australian Aid:

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

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## Executive Summary

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The Annual Report and Plan (ARP) is the major report provided to Australian Aid for the Australia-Pacific Technical College (APTC) project. The main focus of the project is the delivery of quality training in support of regional growth and productivity by supporting Pacific Island men and women to obtain skills for work in the paid economy and to support the development of the TVET sector in the Pacific.

During 2013 the APTC has continued to achieve strong outcomes against the Performance Assessment Framework and Scope of Services contractual requirements. The report shows that APTC is on track to delivery an increased target of 4200 graduates. Feedback from APTC Student Tracer surveys report that 95% of graduates were satisfied with their course and that graduates continue to have high employability with 93% in employment at the time of the survey. Eighty-seven percent of employers surveyed reported that graduates had improved the work standards of other employees or improved the productivity of their organisations.

In 2013 APTC has undertaken a longitudinal survey of graduates from Stage I of the project. The preliminary results from this research are showing similar strong graduate outcomes. Almost all the graduates surveyed (95.9%) were employed and of these 86.9% were employed in areas closely related to their training. When asked about the broader impact of studying at APTC, 97.6% of graduates surveyed believed that they had a better understanding of physical health and 94.9% had a better understanding of the importance of gender equality.

During 2013, in line with the project and sustainability objectives the APTC has delivered a number of strategic initiatives. These have included:

- ▶ expansion of existing partnerships with Pacific TVET institutions to support capacity and capability development
- ▶ signed new training partnerships agreements with Don Bosco Technical Institute and Vivekananda Technical College
- ▶ continued to implement the aims and objectives of the APTC Nationalisation Strategy
- ▶ implemented the Business Development Strategy and Commercialisation Strategy
- ▶ improved business processes and systems
- ▶ improved training and learning with the implementation of initiatives, such as the My Village learning management system
- ▶ reviewed the language, literacy and numeracy program
- ▶ developed a Communications Strategy and a number of impact statements to highlight the outcomes of the APTC project
- ▶ improved monitoring and evaluation outputs

APTC has expanded training delivery across campuses and locations. This has been achieved within the contractual requirements of the project. In addition there has been a strong investment in building the APTC workforce and to having a stronger presence of Pacific Islanders in supervisory and management as well as trainer positions.

Development of the APTC Training Profile continues to be strongly linked to the specific labour requirements of participating Pacific Island countries. Strengthening the local capacity and capability of TVET institutions and supporting the development of TVET qualification frameworks in the Pacific are strong drivers for the achievement of APTC outcomes.

## Report Summary

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### Introduction

Delivering quality training in support of regional economic growth and productivity continues to be the key focus of the Australia-Pacific Technical College (APTC). Section 16 of the APTC Contract, Scope of Services (SoS), requires the Contractor to provide Australian Aid with an Annual Report and Plan (ARP) by 15 January each year. The ARP reports against all SoS performance requirements for the period of 1 January – 31 December 2013.

The APTC project provides a number of activities to support Pacific Island men and women to obtain skilled work for the paid economy and to support the development of the TVET sector in the Pacific. APTC achieves this by:

- ▶ Linking the APTC Training Profile to the specific labour requirements of participating Pacific Island countries
- ▶ Issuing internationally recognised Australian qualifications
- ▶ Undertaking a targeted program of professional development and training to support the capability and capacity of APTC staff
- ▶ Partnering with local TVET institutes to develop the capability and capacity of their training staff
- ▶ Developing pathway programs with local TVET institutions
- ▶ Supporting the development of Pacific Island TVET qualifications frameworks and quality processes
- ▶ Working with local industries to support the development of their workforce capacity and capability

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

As we approach the Australian Aid review of the APTC project, it is timely to focus on the strategic activities that are contributing to the ongoing success of the APTC. To provide this information in a more structured way the format of the ARP has been adjusted from a linear reporting approach against each of the APTC Business Strategies and 2013 Key Initiatives to a more synthesised reporting model which brings together areas of strategic activity. The report addresses the mandatory reporting requirements such as progress against the Performance Assessment Framework (PAF), financial reports on expenditure and a revised and updated risk management plan.

This 2013-2014 ARP reporting structure reflects the APTC strategic focus areas implemented since the commencement of Stage II and the activities being undertaken to contribute to the ongoing success of the APTC, these are:

- ▶ *Sustainability* – ensuring the ongoing viability of the APTC project
- ▶ *Business systems and processes* – improving operational efficiencies and customer service
- ▶ *Teaching and learning support* – improving APTC's core business outcomes
- ▶ *Communications, public relations and reach* – implementing a targeted, multi-level communication and marketing strategy
- ▶ *Monitoring and evaluation* – improving reporting and better capturing the outcomes of activities



### ***Longer-term Sustainability of APTC***

The major component of the long term sustainability of APTC will be the ability to develop partnerships. In the main, these partnerships will be with Pacific TVET institutions and will have a major focus on the development of capacity and capability within these institutions to deliver quality TVET programs. An increased confidence in the delivery of the qualifications frameworks operating across the Pacific will enhance APTC's ability to provide recognition for the skills and knowledge attained in these programs. In turn, this will enable a shift in the training profile of APTC to provide pathway programs for the higher level skills gap training at the Certificate III and above level to be delivered by APTC.

In Stage II new training partnerships, based on the successful model developed with Kiribati Institute of Technology (KIT), have been signed with the Don Bosco Technical Institute in Solomon Islands and Vivekananda Technical College in Fiji. Negotiations are underway with the Solomon Islands National University. In addition discussions are underway with existing partners, the National University of Samoa and Vanuatu Institute of Technology to expand these agreements to include training pathways.

The APTC Nationalisation Strategy is an important element of the long term sustainability strategy for the APTC, the implementation of the strategy to employ Pacific Islanders at APTC has continued throughout 2013. At the time this report was completed APTC employed a total of 203 staff and APTC staffing breakdown was 44% international and 56% Pacific Islander.

In 2013, the focus of the Nationalisation Strategy has been to increase the number of Pacific Islanders in supervisory and management roles and to transition tutors to trainer roles. During 2013 Pacific Islanders have been appointed to the positions of Manager Student Services, and Manager Communications and Marketing. Two APTC tutors have been appointed to trainer positions. In addition, under the reclassification assessment process another five tutors have moved to classification level four (this is the highest level in the tutor classification framework). Tutors at level four have the opportunity to apply for trainer positions when available.

An independent consultant has undertaken a review of the APTC Nationalisation Strategy with a particular emphasis on national trainer compliance with ASQA. The findings of the review will serve to strengthen the Nationalisation process with a view to ensuring the highest possible standard of APTC trainers and to provide a model of best practice in the Pacific.

The APTC Business Development Strategy (BDS) is the third critical element for the long term sustainability of the APTC. The BDS outlines how the APTC will reduce costs and increase revenue during Stage II. The Commercialisation Strategy has been developed to deliver the APTC Fee for Service (FFS) targets. Under the Strategy the FFS projects are delivered under the APTC Brand supported primarily, but not exclusively, by the Consortium Board members. The recent appointment of the Enterprise Services Manager will further support improved outcomes.

APTC encourages a co-contribution to the cost of training through the application of Tuition Fees (TF). Acknowledging that the TF might only account for a percentage of actual cost of delivery, 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 the capacity of individuals, employers and industry to pay the set fees.

### ***Business systems and processes***

The identification of areas of savings within APTC has been ongoing throughout 2013. This has been supported with improvements to business systems and processes. Ongoing improvements to the NAV finance system have enabled improved monitoring of expenditure across business areas. Changes to reporting and approvals processes together with the allocation of budgets to business areas have enhanced the ability to track expenditure.

The introduction of the Education Management System and the centralisation of APTC application and scholarship processing is delivering high levels of efficiency, enhanced data integrity and consistency in communication to applicants regarding the progression of applications. The implementation of a dashboard for staff responsible for marking both LLN and vocational skills tests is streamlining the application and scholarship allocation processes. In 2014 a full review of the application and scholarship allocation process will be undertaken to assess current practices, implement areas of improvement and develop a more integrated and seamless Application to Alumni (A2A) process for students.

The current upgrade and review of the SharePoint site will provide a portal for more efficient communication of business processes and a single repository for documentation. The APTC-QMS Framework replaces the previous Policy Management Plan and will be further enhanced by its inclusion into the SharePoint framework. This will enhance information sharing and provide a single interface with staff and an improved platform for the Quality Management System (QMS).

### ***Teaching and learning support***

The implementation of a Learning Management System (LMS) has facilitated an increased engagement by trainers and tutors in the use of technology to support learning and increased flexibility in resource utilisation for APTC. The LMS supports the administration, documentation, tracking, reporting and delivery of learning outcomes. The LMS has been used to deliver online or blended courses including training resource management over the internet, with some of the online collaboration options having been successfully tested for use between student groups.

Current Language, Literacy and Numeracy (LLN) theory states that LLN skills are best developed in adult learners within a context. For learners at APTC this means that students need to develop LLN skills as part of their vocational training and this development should focus on the skills required in the workplace. In an integrated and tailored model of support the needs of the workplace are identified and the LLN skills levels of the learners determined.

APTC continues to focus on cross-cutting initiatives in planning and delivery activities. This is supported by a continuation to employ gender sensitive student recruitment practices, and modelling best-practice in marketing initiatives. Images depicting women and men in non-traditional trades are displayed 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. In particular, the allocation of scholarship places to target populations is an effective tool for ensuring equity of access to programs.

On 4 December 2013 ATPC was honoured to be the recipient of a 2013 Pacific Human Rights Award by the Secretariat of the Pacific Community, Regional Rights Team. This award was for the training program delivered by APTC in response to Cyclone Evan.

### ***Communications, public relations and reach***

Early in 2013 improvements in ATPC's ability to effectively communicate a strong message to the broader community regarding the benefits of the APTC project was identified as a high priority by the leadership team. In addition, it was identified that targeted improvements in the reach of marketing would benefit levels of applications and ensure efficiencies in marketing and promotions.

The APTC Communications Strategy has been developed to support these initiatives. The Communications Strategy will be implemented early in 2014. Another important initiative has been the development of a number of impact statements that detail individual stories highlighting the long term success of APTC graduates. Currently there are five individual "flyer" style documents ready to be published with a further fifteen to be published. When all the individual impact statements have been released they will be combined into a single compendium.

### ***Monitoring and evaluation***

During 2013 the APTC has continued to achieve strong outcomes against the Performance Assessment Framework and Scope of Services contractual requirements. The report shows that APTC is on track to deliver an increased target of 4200 graduates. Feedback from APTC Student Tracer surveys report that 95% of graduates were satisfied with their course and that graduates continue to have high employability with 93% in employment at the time of the survey. Eighty-seven percent of employers surveyed reported that graduates had improved the work standards of other employees or improved the productivity of their organisations.

In 2013 APTC has undertaken a longitudinal survey of graduates from Stage I of the project. The results from this research are showing similar strong graduate outcomes. Almost all of the graduates surveyed (95.9%) were employed and of these 86.9% were employed in areas closely related to their training. When asked about the broader impact of studying at APTC 97.6% of graduates surveyed believed that they had a better understanding of physical health and 94.9% had a better understanding of the importance of gender equality.

Development of the APTC Training Profile continues to be strongly linked the specific labour requirements of participating Pacific Island countries. Strengthening local capacity and capability of TVET institutions and support for the development of the Pacific TVET qualification frameworks are strong project drivers. The performance of the APTC in meeting the needs of the Pacific Islander people is demonstrated throughout the report.

## SECTION 1.0 – SUSTAINABILITY

(Scope of Services 2.2 (j), 7.3, 10.1- 10.5, 15.2, 5.15, 5.16, 5.17, 9.1, 9.2 8.9, 15.2 (b))

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The long term sustainability of APTC will be contingent on the strategic approach implemented to:

- ▶ Develop training partnerships with local TVET institutions
- ▶ Support the TVET sector in the Pacific
- ▶ Increase the numbers of local staff in senior positions
- ▶ Develop the capacity and capability of tutors to transition to trainers
- ▶ Increase tuition fee and fee-for-service enrolments by implementing a sound Business Development Strategy

The ongoing development and expansion of sustainability strategies will reduce the longer term reliance of the APTC on aid funding.

### 1.1 Partnerships

The major component of the long term sustainability of APTC will be the ability to develop partnerships. In the main, these partnerships will be with Pacific TVET institutions and will have a major focus on the development of capacity and capability within these institutions to deliver quality TVET programs. An increased confidence in the delivery of the qualification frameworks operating across the Pacific will enhance APTC's ability to provide recognition for the skills and knowledge attained in these programs. In turn, this will enable a shift in the training profile of APTC to provide pathway programs where only the higher level skills gap training at the Certificate III and above level will be delivered by APTC.

In Stage I APTC developed a number of strong partnerships, many of which remain in place during Stage II. These partnerships were mainly focused on the provision of infrastructure. In Stage II discussions have been initiated to extend some of these partnerships to include the development of pathway programs. The focus now is on the development of capacity and capability in local institutions and pathways for their graduates to APTC programs. Two examples of this change in focus are the APTC partnership in Samoa with the National University of Samoa and in Vanuatu with the Vanuatu Institute of Technology. APTC continues to share infrastructure with these institutions but is also working with them to develop teaching partnerships to provide stronger pathways for students.

In Stage II training partnerships based on the successful model developed with Kiribati Institute of Technology (KIT), have been signed with the Don Bosco Technical Institute in Solomon Islands and Vivekananda Technical College in Fiji. Partnership negotiations are also underway with Solomon Islands National University.

### Don Bosco Technical Institute (DBTI) Partnership Agreement

The signing of a Memorandum of Agreement for a joint delivery partnership between the APTC and DBTI, Henderson, in the Solomon Islands was formalised on 2 May 2013. The partnership will further build the capacity of staff at DBTI, and will offer a pathway for graduates from select programs into study with APTC. The partnership has commenced with the delivery of the Certificate II in Automotive Technology and the Certificate II in Construction.

### Vivekananda Technical College (VTC) Partnership Agreement

A Memorandum of Agreement was signed in August 2013 with VTC. The terms of the agreement are to: provide advice on the upgrade of VTC facilities, curriculum support and professional development for VTC trainers to complete Certificate III Australian vocational qualifications and Certificate IV TAE teaching qualifications. Commencing in 2014, the partnership will deliver the Certificate II in Automotive Technology and the Certificate II in Cookery.

An important element of all the training partner agreements is to build training capacity and capability within the Pacific TVET system, and to create pathways for students to further study. Collaboration with regional and national training providers supports APTC's long term sustainability and builds the quality and capacity of the TVET qualification frameworks in the Pacific region.

One of the areas of high demand for TVET institutions is the opportunity for local TVET trainers to access relevant teaching and learning qualifications – the Certificate IV in Training and Assessment. In 2013 the following training programs were managed by the Centre for Professional Development (CPD) for Pacific TVET institutions:

Qualification/Topic	Partner	Number of Staff
<b>Certificate IV in Training &amp; Assessment</b>	POMTech (PNG)	45
	National University of Samoa	15
	Kiribati Institute of Technology	9
	Vanuatu Institute of Technology	22
	Vanuatu Institute of Technology	20
	Don Bosco Technical Institute	10
	Solomon Islands National University	10
<b>Quality Coaching</b>	Vanuatu Institute of Technology	

The following table lists all current APTC partnerships

Country	Partnerships
<b>Fiji</b>	<ul style="list-style-type: none"><li>▶ Tanoa Hotels Group (Rakiraki)</li><li>▶ Vivekananda Technical College</li></ul>
<b>Kiribati</b>	<ul style="list-style-type: none"><li>▶ Kiribati Institute of technology</li></ul>
<b>Marshall Islands</b>	<ul style="list-style-type: none"><li>▶ University of the South Pacific</li></ul>
<b>PNG</b>	<ul style="list-style-type: none"><li>▶ Port Moresby Technical College</li></ul>
<b>Samoa</b>	<ul style="list-style-type: none"><li>▶ National University of Samoa</li></ul>
<b>Solomon Islands</b>	<ul style="list-style-type: none"><li>▶ Don Bosco Technical Institute</li></ul>
<b>Tonga</b>	<ul style="list-style-type: none"><li>▶ Tongan Chamber of Commerce</li></ul>
<b>Vanuatu</b>	<ul style="list-style-type: none"><li>▶ Ministry of Education – Vila North Public School</li><li>▶ Vanuatu Institute of Technology</li></ul>

## Supporting the TVET Sector

The APTC is registered with a number of Pacific National Training Authorities. The collaborative nature of relationships with these bodies supports a sharing of information and in the campus countries the managers are proactively involved with the various bodies.

In PNG APTC has been invited by the PNG National Apprenticeship Trade Training Body (NATTB) to register APTC trainers as Trade Assessors to promote trade recognition of APTC New Industry Entrant graduates.

APTC Academic Managers from Australia participated in the recent Fiji Higher Education Commission workshop on Programme Accreditation. This participation enabled an opportunity for cross collaboration and enabled APTC Academic Managers to gain a stronger understanding of the qualification frameworks operating across the Pacific and to share with the other participants the journey that the Australian Qualifications Framework (AQF) has taken to reach its current level of development.

APTC have been invited to provide members for the Pacific Growth and Employment Project Task Force (PGEP). This task force is working in collaboration with Australian peak industry forums to develop industry focused aid outcomes in both PNG and Vanuatu.

APTC has contributed to consultations with the Solomon Islands Qualifications Authority (SIQA) and the Solomon Islands Qualification Framework (SIQF) workshops and has completed registration paperwork to be registered with SIQA when it comes into force.

APTC was invited to present at the 5th Australia Solomon Islands Business Forum at the Brisbane Convention and Exhibition Centre in October 2013.

**FHEC Capacity Building Workshop on Program Accreditation**



APTC is an active participant in the Fiji Higher Education Commission's workshops on the implementation of a quality framework for the higher education sector.

The workshop held in October was designed to introduce participants to the concept of the FHEC Qualifications Framework, and to guide them through the process of developing applications for accreditation of their courses.

In recognition of their expertise, the APTC Academic Managers were invited to give a presentation on various aspects of training and delivery.

## 1.2 Nationalisation Strategy

The APTC Nationalisation Strategy is an important element of the long term sustainability strategy for the APTC, the implementation of the strategy has continued throughout 2013. At the time this report was completed APTC employed a total of 203 staff: The proportion of Pacific Islander to international staff is 56% to 44% respectively (including Australia-based staff). The period 2012 to 2013 has seen an increase in the percentage of Pacific Islander staff in all citizenship areas, with the exception of Samoan citizenship which has remained the same during this period. The breakdown of the total staff by citizenship is shown in the table below. A variety of roles are undertaken by Pacific Island staff, from training delivery to entry level administrative roles through to managerial level positions.

**Staffing Levels by Citizenship – December 2013**

Citizenship	Non-Academic Male	Non-Academic Female	Academic Male	Academic Female	Number	2013 Percentage
<b>Australian</b>	9	24	36	21	90	44%
<b>Fijian</b>	7	26	19	10	62	31%
<b>Samoan</b>	1	5	2	6	14	7%
<b>Ni-Vanuatu</b>	1	4	1	4	10	5%
<b>PNG</b>	2	7	5	7	21	10%
<b>Solomon Islands</b>	0	2	0	0	2	1%
<b>Other</b>	0	4	0	0	4	2%

The changes in the staffing structure have been a result of the recruitment processes at APTC which guide the nationalisation of the workforce. These processes operate across both academic and non-academic recruitment. In 2013 a major focus has been to increase the number of Pacific Islanders in supervisory and managerial positions. This has resulted in the appointment of Pacific Islanders to the positions of Manager Student Services, and Manager Communications and Marketing.

With regard to academic staff, 2013 has seen improvements in the process for supporting the development of national tutors with more clearly articulated professional development pathways. A new position description has been implemented and two APTC tutors have been appointed to trainer positions. In addition, under the reclassification assessment process another five tutors have moved to the classification level four. This is the highest level in the tutor classification framework. The tutors at level four have the opportunity to apply for trainer positions when available.

An independent consultant has undertaken a review of the APTC Nationalisation Strategy with a particular emphasis on national trainer compliance with ASQA. The findings of the review will serve to strengthen the Nationalisation process with a view to ensure the highest possible standard of APTC trainers and provide a model of best practice in the Pacific.



The professional development of academic staff is supported via programs co-ordinated through the CPD. In 2013 these programs have included:

- ▶ Advanced Facilitation – two units from the Diploma in TAE
- ▶ Getting Online – two units from the Diploma in TAE
- ▶ LLN – two units from the Diploma in TAE
- ▶ TAE programmes in Fiji, Vanuatu, Samoa and PNG
- ▶ Coaching program for trainers

To support continued industry currency the following capability development initiatives have been undertaken:

- ▶ Two diesel fitting tutors – Australian industry placement
- ▶ Plumbing tutor – Australian industry placement
- ▶ Automotive trainer and tutor – Australian industry placement
- ▶ Engineering trainer and tutor - Australian industry placement
- ▶ Senior Trainer attended Electrical Industry Skills council meetings and conference in Australia
- ▶ Two hospitality trainers attended an industry expo in New Zealand as judges

Non-academic staff development programs co-ordinated through the CPD have included:

- ▶ Customer Relationship Management (CRM) system training with all campus and CSS staff responsible for data entry and reporting
- ▶ Training for all staff responsible for the entry and maintenance of student results in the EduPoint system
- ▶ Mandatory Occupational Health and Safety training for Fiji West employees
- ▶ Code of Conduct training for new staff
- ▶ First Aid training
- ▶ Support for staff to act as judges in the NZ Culinary Fare
- ▶ Provision of Time Management training for administrative staff, providing credit towards the Certificate IV in Business
- ▶ Training in the management of meetings for administrative staff

The APTC Nationalisation Strategy is a major building block for the future sustainability of the APTC project, but equally importantly it builds the capacity and capability within the Pacific TVET system and supports the development of a high quality network of academic and non-academic TVET practitioners in the Pacific region.

Staff Induction (Scope of Services 5.15) is an important part of the APTC ongoing staff development processes. All staff are inducted and oriented to their positions upon commencement. Staff induction and orientation for expatriate trainers has been expanded to incorporate a minimum of three days of professional development at Australian institutes to ensure a full understanding of compliance requirements. In-

country inductions have been established for all staff. Expatriate staff induction includes cultural awareness and basic language training, and is conducted in all campus countries, the most recent being the Solomon Islands occurring in July 2013. Extended Fijian language classes have been conducted in the CSS, and attended by international staff wishing to improve their Fijian language skills.

Planned professional development activities were captured in the Capability Development Priority Plan 2012 – 2013. In 2013 this guided the APTC staff professional development initiatives. The Capability Development Priority Plan for 2014 – 2015 has been developed based on:

- ▶ Trends identified from individual performance plans
- ▶ Updated surveys of all staff
- ▶ Further conversations with line managers

This plan will be endorsed and implemented across the remainder of the project.

### **1.3 Business Development Strategy**

The APTC Business Development Strategy (BDS) is the third critical element for the long term sustainability of the APTC. The BDS outlines how the APTC will reduce costs and increase revenue during Stage II. The Commercialisation Strategy has been developed to deliver the APTC Fee for Service (FFS) targets. Under the Strategy FFS projects are delivered using the APTC Brand supported primarily, but not exclusively, by the Consortium Board members.

FFS activity was slow in the first year with a success ratio of less than 5%, however with the implementation of the Commercialisation Strategy there has been a streamlining of processes which better supports securing external business. The recent appointment of the Enterprise Services Manager will further support improved outcomes.

APTC encourages a co-contribution to the cost of training through the application of Tuition Fees (TF). Acknowledging that the TF might only account for a percentage of actual cost of delivery, 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 the capacity of individuals, employers and industry to pay the set fees.

Whilst there will be a continuing need for scholarships to support APTC enrolments, the intake of tuition-fee paying students from employer, bilateral donor funding or privately funded revenue streams has accelerated. Currently tuition fees paid by individual students are heavily subsidised and below cost recovery. This is likely to remain the case as there is limited capacity to meet full cost recovery pricing in the Pacific market.

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

***Fee-for-Service Activity***

APTC Country	APTC Sector	Est. Value	Program
Solomon Is	1	\$ 49,061	TAE40110
Solomon Is	1	\$ 8,844	Employability Skills
Samoa	2	\$ 7,250	Consultancy by M Moller x 5 days only
Samoa	2	\$ 150,000	Cyclone Evans Samoa - Carpentry II course
Samoa	2	\$ 410,000	Delivery of tourism training for Cyclone Evan relief.
Fiji	2	\$ 2,500	Hospitality training program
Tonga	2	\$ 11,800	Disability training program x 2
Vanuatu	3	\$ 55,200	Diploma of Management
Tuvalu	2	\$ 12,256	Assessment of Trainer & Assessors in Tuvalu
Samoa	2	\$ 9,550	Emergency plumbing
Solomon Is	2	\$ 144,000	Training and assessment - Civil construction
PNG	2	\$ 14,850	Basic Computer Training Program

An application for registration with the Fiji National Provident Fund (FNPF) has been submitted. If successful this registration will allow Fijian citizens to access funding for APTC training. It is envisaged that such an arrangement will support an increase in the capacity of Fijian citizens to access TF training.

The final determination of the appropriate fee level for APTC Stage II courses needs to recognise the demands of the market and capacity of local providers and at the same time ensure that APTC remains competitive. As shown in the table below to date, Stage II has seen 244 TF enrolments from a total of 3091 enrolments.

Tuition Fee Paying Students		
Course	2013 (Calendar Year)	Stage II
Training and Assessment	109	119
Automotive Mechanical		5
Carpentry	1	11
Children's Services	1	1
Commercial Cookery	2	40
Diesel Fitting		3
Disability	1	1
Aged Care	1	1
Hospitality Operations	1	35
Hospitality Supervision		15
Mechanical Fitting		1
Painting and Decorating		1
Patisserie		3
Systems Electrician		2
Tourism Operations	3	6
<b>Grand Total</b>	<b>119</b>	<b>244</b>

## SECTION 2.0 IMPROVED SYSTEMS AND PROCESSES

(Scope of Services 5.20 (b), (l-m), (p), (q))

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Improved efficiencies were identified as a critical element of the Business Development Strategy (BDS) and APTC Strategic Priorities for 2013. The efficiencies gained through well-defined processes and streamlined systems will allow APTC managers to focus on adding value to APTC.

The identification of areas of savings within APTC has been ongoing throughout 2013 and will be continued throughout the project period. The introduction of a number of business system improvements has supported the ability to achieve savings and improve customer service. The first of the business systems to be introduced was the NAV Financial system, and the implementation of this system is now strongly embedded in APTC business processes. As with all new business systems, there have been ongoing process and system improvements during 2013.

One of these improvements has been an improved ability to monitor the level of expenditure across business areas and this has resulted in a refinement of financial work practices to enhance reporting and approvals processes. The allocation of budgets to business units and improved coding practices has enabled improved tracking of expenditure. The improvements realised in 2013 will be expanded and will contribute to ongoing efficiencies over the life of the contract.

The implementation of the Education Management Information System (EMIS) was completed in 2013. Previous work practices for the collection and storage of student data has created some challenges in bringing the old multiple data sets into a single database structure. The appointment of an STA to manage data cleansing, develop work instructions and provide training to key staff is beginning to see some excellent results. Data reporting has improved, enhancing the ability to provide better levels of feedback to students regarding the progress of applications and results.

Centralisation of application processing is delivering high levels of efficiency and enhanced data integrity. Consistency in communication with applicants regarding the progress of their applications and the implementation of a dashboard for staff responsible for marking both LLN and vocational skills tests is streamlining the application and scholarship allocation processes. In 2014 a full review of the application and scholarship allocation process will be undertaken to assess current practices, implement areas of improvement and develop a more integrated and seamless Application to Alumni (A2A) process for students.

The interface between the APTC EMIS and Consortium RTO's enrolment and resulting systems continues to be a manual process, as the development of an electronic interface proved to be operationally and financially unfeasible. The EMIS improvements will, when fully implemented, provide shorter timelines across business processes and improved monitoring and reporting capability.

The ability to better track class lists is already providing efficiency outcomes. Closer monitoring of class sizes is ensuring that maximum numbers of students are commencing in all classes. This process ensures graduate numbers are optimised, with limited additional costs incurred.

Improvements in the implementation of the EMIS and improved reporting functionality will be ongoing with an expectation that with the planned system enhancements the EMIS will be better able to support high level monitoring and evaluation outputs.

The current upgrade and review of the SharePoint site will provide a portal for more efficient communication of business processes and a single repository for documentation. The APTC-QMS Framework replaces the previous Policy Management Plan and this will be further enhanced by its inclusion into the SharePoint framework. These changes to the SharePoint site will result in enhanced information sharing and provide a single interface with staff and an improved platform for the Quality Management System (QMS).

Continued work on the development of policies and work instructions has improved consistency across the College and provides clarity for all staff across aspects of the APTC business. The status of all current policies and work instructions are documented in Annex 10.

## SECTION 3.0 TRAINING AND LEARNING SERVICES

(Scope of Services 2.12 (e), 5.9 (a), 5.10 (b), 5.10 (c), 5.11 (a) 5.18 (g), 5.18 (h), 5.18 (i), 5.19, 5.22, 5.23, 13.0, 14.0)

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Training and learning is a core activity for APTC, the improvements and outcomes achieved in these activities have a direct impact on the quality of services provided to students and other clients. In 2013 there have been a number of innovative activities implemented. Improvements in language, literacy and numeracy support, the development of My Village learning management system, improvements to resources and record keeping, improved communications with our graduates through the appointment of an Alumni officer and the continuation of the high levels of existing customer service from all APTC staff have contributed to the outstanding achievement of our students.

### 3.1 Learning Management System (LMS) – My Village

The implementation of a Learning Management System (LMS) has facilitated an increased engagement by trainers and tutors in the use of technology to support learning and increased flexibility in resource utilisation for APTC. The LMS supports the administration, documentation, tracking, reporting and delivery of training programs. The LMS has been used to deliver online or blended courses (including training resource management) over the internet, with some of the online collaboration options having been successfully tested for use between student groups. The LMS platform is now well developed and in 2014 will be available to support wider classroom delivery and possibly to support delivery in the workplace and in remote locations. An example of how this has already been implemented is the blended delivery of the Certificate IV in TAE to Kiribati Institute of Technology staff.

Moodle is the software platform used to support the APTC LMS. This year two staff members were invited to present at the MoodleMoot Conference in Melbourne, where they shared with other participants the approach that APTC is taking to the use of technology to support training delivery in the Pacific. The Centre for Professional Development is providing professional development activities to support the introduction of My Village with participants learning how to design a course and interact with students using the platform.

### 3.2 Language, Literacy and Numeracy (LLN)

In early 2013 an LLN specialist was engaged to facilitate a review of the LLN delivery across the College. This review resulted in the adoption of a more integrated and tailored model of LLN support being implemented.

Current LLN theory states that LLN skills are best developed in adult learners within a context. For learners at APTC this means that students need to develop LLN skills as part of their vocational training and this development should focus on the skills required in the workplace. In an integrated and tailored model of support the needs of the workplace are identified and the LLN skills levels of the learners determined. Vocational delivery is then planned so the LLN skills required are developed at the same time as vocational skills with support from LLN specialists as required.

In order to implement a more integrated and tailored model of support, a number of initiatives have been undertaken:

- ▶ A new Initial LLN Assessment aligned to the Australian Core Skills Framework (ACSF) has been developed and implemented and entry level ACSF benchmarks agreed to for all courses. If applicants initial LLN assessments reach these benchmarks, they are considered for the course and then selected based on the Vocational Skills and Knowledge test (VSK). The LLN test also provides valuable diagnostic information about the students.
- ▶ A new LLN specialist position, the Learning Support Facilitator (LSF) has been created and five LSFs have been recruited to these positions. There is an induction and capacity building plan in place for the LSFs and this will be implemented during 2014.
- ▶ A language, literacy and numeracy space has been created on My Village to build the LLN capability and capacity for all delivery staff. This space houses an online professional development resource composed of 13 LLN Bytes of content and assessment for the units TAELLN401A and TAELLN501B.
- ▶ A repository of contextualised LLN resources have been sourced and collated.

In 2014, the LLN Coordinator will deliver LLN professional development to delivery staff and capacity building of the LSF team. Evaluation and moderation of the LLN test will continue and the process for extraction and reporting of diagnostic data streamlined to provide a robust diagnostic analysis for trainers at the commencement of all classes.

### 3.3 APTC to Work

The APTC to Work program provides a number of skills to support students to transition from training to work. In addition, the program provides specific skill development in the areas of: writing curriculum vitae, identifying employment opportunities, applying for work, interview skills, introducing new skills into the workplace, starting a new business and developing a business proposal. The APTC to Work program continues to provide strong support for industry work ready skills across all these areas of learning. A review of the APTC to Work program has been commenced. The review will consider the following areas:

- ▶ Current Position Description for these positions
- ▶ Course content and delivery across campus locations
- ▶ Content review to include consideration of additional areas such as migration information for APTC graduates
- ▶ Additional resources for the program delivery

The review will be completed by April 2014.



An APTC to Work industry forum in November brought together a panel of experts who discussed issues involved with the transition from learning to work for students. The panel talked about employer expectations, and how to share new skills and knowledge in the workplace.

Participants included the owner of Smarty Pants Kindergarten, Manager WSB Youth Centre, Director Employer Services Chamber of Commerce, Marketing and Sales Manager Evergreen Tours, Hospitality Industry Consultant.



### 3.4 Scholarship Activity Summary

Five successful scholarship rounds were completed in this twelve month period resulting in 1003 approved applicants for the School of Hospitality and Community Services and 784 approved applicants for the School of Trades and Technology courses. Not all approved scholarships will be offered immediately but the pre-approved list creates efficiencies, assists recruitment planning, and enables top-up offers to be made when deferrals or declines are received or course start dates are brought forward.

The Student Handbook and the Student Code of Conduct have also been revised, and now reflect changes to conditions for pregnant awardees and changes to accommodation arrangements and stipends for specific campuses. Additionally, the Pre Departure booklet was updated to include airport information at campus countries and renewed travel guidelines. The 2014 version of the Student Handbook has been published to the APTC website, and students will be provided with a hard copy at orientation sessions, along with the 2014 Student Diary.

A Student Recruitment process is being reviewed, and this together with an associated work instruction focussing on a whole-of-college approach, is due for release.

Student recruitment activities and marketing of APTC programs in Small Island States have included successful recruitment visits to the Marshall Islands, Palau, Niue, Kiribati, Tonga and Tuvalu timed to coincide with graduation ceremonies.

### 3.5 Training Resources

Throughout 2013, APTC trainers reviewed course delivery and facilities based on student feedback to undertake continuous improvement of practice and to ensure training package requirements are met.

Standardising of resources across multiple delivery sites in the trades programs is being undertaken, and will support the maintenance of the high quality of delivery in all campus locations. These resources include the redevelopment of student learning materials and moderated assessment instruments aligned to common training and assessment strategies.

The School of Hospitality and Community Services has fully implemented the use of the Futura suite of electronic hospitality industry resources which allow students to study their course in the classroom or online, promoting self-motivation in the student, and freeing the trainers up to address specific units of competency more fully. Additional resources have been purchased for the Namaka library and ebooks are available for



**Graduation September 2013**

71 students graduated from 12 qualifications on 17 September at a ceremony held in Samoa.

The keynote speaker was the Prime Minister of Samoa Tuilaepa Lupelele Aiono Sailele Malielegaoi who attends all APTC graduations when he is in the country.

all hospitality and cookery programs. APTC schedules regular reviews and updates learning resources through trainer exchanges such as the moderation conferences in Fiji in January and September 2013.

A Training Facilities Management Plan will be implemented in 2014 following the appointment of a Manager ICT and Facilities and a Facilities Coordinator.

### 3.6 Cross-Cutting Implementation

Student induction programs include an introduction to students' course of study, information on the range of services available to them and advice on how they can access assistance (eg counselling, learning support, community and local information).

While the induction program format may vary in each campus country, consistent topics are included for all APTC students in all campuses, covering cross-cutting issues such as gender equality, disability and health.

The Student Handbook 2013 is distributed at the beginning of each study program and a current electronic copy is always available on the APTC website. An updated and revised version of the Student Handbook was available for all students at the beginning of January 2014. All students, including those from Small Island States and women in non-traditional trade courses are provided with access to learning and welfare support through Pastoral Care Programs.

APTC continues to employ gender sensitive student recruitment practices and models best-practice in its marketing initiatives. Images depicting women and men in non-traditional trades are displayed 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. In particular, the allocation of scholarship places to target populations is an effective tool for ensuring equity of access to study programs.

APTC facilities include provision for people with disabilities, where appropriate according to training package rules and requirements, and APTC marketing and information brochures promote inclusion.

Following on from the successful wellness program implemented at APTC Fiji West last year, two additional programs have been conducted in this calendar year, attended by many staff members. Some staff are benefitting from the sustained changes in lifestyle, eating habits and exercise regimes introduced by this program.



#### Women in Non-Traditional Trades

When carpentry graduate Ioana Lanuola Mariota first applied to APTC she was told by a friend that the course was only for males, but she still completed the application form and was accepted.

Ioana's advice to other women is that "...any woman can have a trade...if you want to do it, then do it. If you want to come where I am in carpentry, then the door is open to you". She believes that "the responsibility of men and women is all the same" and that anything a man can do a woman can do, and vice versa.

On 4 December 2013 APTC was honoured to be the recipient of a 2013 Pacific Human Rights Award by the Secretariat of the Pacific Community, Regional Rights Team. This award was for the program provided by APTC in response to Cyclone Evan.

### **3.7 Alumni Network**

The APTC Alumni Network is firmly established and the Alumni Officer position has been filled. There are currently twelve active chapters, with over 2000 registered Alumni members.

The following Alumni activities have occurred this year:

- ▶ A fundraising event was conducted in Nauru in July 2013 to provide Schoolbag holders for each class in the five Infant Schools across Nauru.
- ▶ APTC workplace visit in November to Eigigu Enterprise (Nauru Government owned trade industry) to make presentations together with the Country Representative regarding targeted courses in trades.
- ▶ A Family Day for Solomon Islands (SI) alumni members was held on SI Independence Day in July helping to foster a collegiate network.
- ▶ APTC alumni supported the Samoa Town Clean up at the beginning of 2013.
- ▶ Alumni members joined campus staff and students to march in the Samoa Independence Celebration in June 2013.
- ▶ Lei have been donated by Samoa Alumni for invited guests and graduates in March and September 2013 graduations.
- ▶ Samoa Chapter Chair met with new students during two student orientations in January and July 2013.
- ▶ Tonga Chapter executive managed the organisation of the 2013 graduation ceremony.
- ▶ Alumni member was the guest speaker at the 2013 Vanuatu graduation ceremony.

The Alumni Officer is currently developing an Alumni Strategy and Plan which includes the creation of an Alumni Facebook Page and a closed group (forum) for Chapter Leadership Committees, enabling them to share ideas and communicate together.

### **3.8 Student Recordkeeping**

Retention of student assessment is an ASQA compliance requirement and has been a focus for continuous improvement during 2013. This has resulted in the development of a standardised process across the College for the archiving of student assessments. Both Consortium Partner RTOs and APTC academic staff have agreed on a framework for the development of a network file management system that standardises the format of, and access to teaching resources, student assessment records and academic management information across all of APTC locations. This innovation will make it easier for trainers to source and manage their training resources irrespective of their location, and will facilitate more accurate recording of results.

## SECTION 4.0 COMMUNICATIONS AND PUBLIC RELATIONS

(Scope of Services 5.2, 5.3)

Early in 2013 improvements in APTC's ability to effectively communicate a strong message to the broader community regarding the benefits of the APTC project across the Pacific was identified as a high priority by the leadership team. In addition, it was identified that targeted improvements in the reach of marketing would benefit levels of applications and ensure efficiencies in marketing and promotions.

To support these initiatives a short term specialist communications advisor was appointed in the second half of 2013. This has enabled the development of the APTC Communications Strategy. The development of the strategy was informed by feedback from a communication and marketing workshop with the Leadership Team in September 2013. The workshop recommended that the strategy have a focus on public relations protocols, impact statements and increasing the uptake of tuition fees. The Communications Strategy has also built on the foundations of the published Communications Policy and Protocols document. When finalised, the Communications Strategy will be implemented across the College.

An APTC e-newsletter has been designed, and along with all other APTC advertising material, will be redeveloped to encompass the requirements of DFAT, including the new Aid Identifier logo. Maintaining a strong media presence across all campus countries, with an emphasis on including gender achievement stories remains a high priority for APTC.

A new publication, called "All About Us", has been developed as a communication tool for external customers of APTC to assist them to better understand the courses and other outcomes that the project delivers.

APTC has also undertaken a review and refresh of the branding and is progressively updating marketing collateral to the new DFAT requirements.

During 2013 the marketing and communications unit has maintained positive media stories across all areas, but has been particularly successful in highlighting the high priority that APTC has for addressing gender equity.

There have been fifty-nine newspaper articles or radio spots on APTC activities across the Pacific Island nations including Kiribati, Nauru, Solomon Islands, Tonga, Tuvalu and Marshall Island since



**APTC Impact Statement -  
 Building a New Future**

APTC has partnered with ADRA and local villages to build 200 traditional Samoan fale homes after Cyclone Evan. Eighty fale homes were also built after the 2009 tsunami.

The 29 local people that were recruited from the devastated villages have now either qualified or are currently training with APTC to achieve an Australian qualification in construction and carpentry. Most of these people had previously no paid employment or future prospect of an income.

Earning an income means many local people can now afford to pay for the education of their relatives.

As one person put it - "It's from nothing to something".

1 January 2013. In this time, APTC has featured in two television items highlighting APTC activities or support. The revamped APTC website has continued to have minor enhancements in 2013 and the volume of traffic through the site has been tracked. Since the beginning of 2013, there have been over 29,000 visits to the website. In order of rank, the visitors came from Fiji, Australia, Samoa, PNG, Vanuatu, United States, Solomon Islands, New Zealand and Tonga. The pages most often visited were course information, employment opportunities and staff resources. Social media continues to be popular, with APTC receiving over 500 “likes” on Facebook, 179 views of APTC videos on YouTube and 170 followers on LinkedIn.

In excess of seventy media articles promoting student activities and campus events have been released on the APTC website. Annex 8 provides a full listing of all media stories published between January and December 2013

During 2013 APTC has been working to develop impact statements. The impact statements outline individual stories highlighting the long term success of APTC graduates and the impact they are having on their industry and community. Impact statements are targeted for different sectors: industry, government, both regional and international, and Australian Aid. Currently there are five individual “flyer” style documents ready to be published with a further fifteen to be developed. When all the individual impact statements have been released they will be combined into a single compendium.

## SECTION 5.0 MONITORING AND EVALUATION

(Scope of Services Section 2.12 (a), 2.12 (b), 5.20 (b), 5.25, 5.26, 5.27, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 11.1, 11.3, 16.0, 16(2) (a) ii)

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Monitoring and evaluation plays an important role in the success of any business, for APTC it is also a strong component of the project contractual obligations. During 2013 there have been a number of improvements in monitoring and evaluation processes, the major one being the change in the format for providing data to Australian Aid. As detailed in this report APTC is now providing student activity data aggregated by country of citizenship across applicable data sets.

The strategic business and risk management model developed by APTC is documented through the Scope of Services, APTC Business Strategies and Work Plan. The APTC Performance Assessment Framework (PAF) report, as required under Section 16 (2) a, ii of the Scope of Services, provides operational detail on achievements and progress to date. The development of the PAF is supported by the APTC Work Plan which is utilised as a planning and reporting tool by all Leadership Team members, with members having shared responsibility for the timeliness and accuracy of data it contains. The Work Plan links directly to each of the Business Strategies and Operational Plans used to guide the business, and to the PAF and the Scope of Services for Australian Aid reporting purposes.

The development of the PAF report ensures that emerging issues and risks, mainly at an operational level, are identified and where necessary, items are incorporated into the APTC Risk Management Plan for documentation and action.

In this period, the format of the PAF was changed from an Excel spreadsheet to a Microsoft Word document, allowing for easier manipulation of information, especially for Directors of Schools and Country Managers. As a living document, the APTC Work Plan:

- ▶ Records progress against objectives and deliverables of the Business Strategies
- ▶ Facilitates future planning through the development of agreed strategies
- ▶ Provides updated information to LT members on the progress of specific initiatives, and
- ▶ Assists in identifying risks to be addressed through the APTC Risk Management Plan

The APTC Work Plan is updated regularly and distributed to LT members for action and feedback.



During 2013, in accordance with the Scope of Services and Australian Aid contractual requirements, the following reports have been presented to Australian Aid:

- ▶ Annual Report and Plan 2012 (January)
- ▶ Quarterly Financial Report (April)
- ▶ Quarterly Activity Report (April)
- ▶ APTC Country Update (April)
- ▶ APTC Environmental Scan 2013
- ▶ Six-Monthly Progress Report
- ▶ End of Financial Year Financial Report
- ▶ Quarterly Activity Report (September)
- ▶ Quarterly Financial Reports
- ▶ 2013 Employer Survey Report
- ▶ 2013 Graduate Student Tracer Report

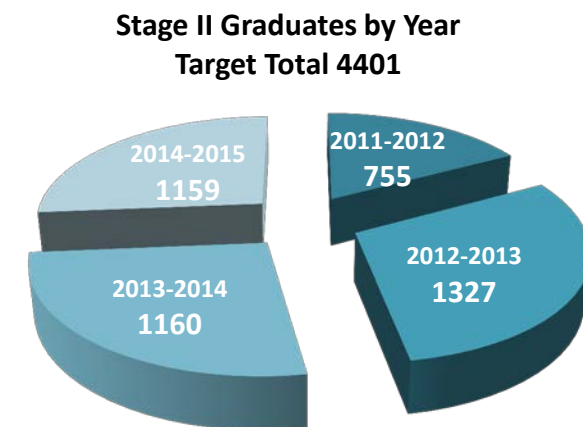
The outcomes of surveys of students, employers and graduates undertaken each year are used to guide corporate decision-making.

## 5.1 Overview of Student Activity Data

This section provides an overview of APTC student activity throughout the 2013 calendar year, focussing on student enrolment, graduation and scholarship achievements. The information presented is used to measure achievement against the requirements of the Scope of Services and is included in full as an annex to this report. Analysis of these data sets is used to inform operations throughout APTC, including future training directions, workforce impacts and improved outcomes from APTC training programs.

The implementation of the new Educational Management Information System (EMIS) in April necessitated the parallel use of two databases, the previous BLUE database, and the new CRM/EduPoint system, to generated complete reports. It is anticipated that planned system improvements will result and the EMIS will become the single repository for all APTC data.

The following analysis provides an update of student activity for this calendar year, as at 31 December 2013.



Information on student activity is presented by country in the following annexes:

- ▶ Cumulative Enrolment, Graduate and Scholarship Application Data, by Citizenship Country – Annex 1
- ▶ Cumulative Scholarships All Countries – Annex 1(a)
- ▶ Country of Destination for Graduates (disaggregated by APTC stage and country of citizenship) Annex 1(b)
- ▶ Migrant Graduates Qualifications (disaggregated by APTC stage, school and citizenship) Annex 1(c)

### **5.1.1 Cumulative Enrolment Data**

In total, 7679 students have been enrolled into APTC programs since the inception of APTC in 2007: 4599 in Stage I and 3080 in Stage II. The total enrolments for Stage II represent an increase of 1629 or 78.83% since the last annual report. Overall the gender balance of enrolments stands at 38.48% females and 61.52% males. In Stage I, females accounted for 36% of all enrolments; for Stage II females represent 42% 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 Australian Aid 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.

### **5.1.2 Graduate Outcome Data**

In total 5455 students have graduated from APTC programs to date - 3603 in Stage I and 1852 in Stage II. The overall gender balance of graduates is 42% females and 58% males. In Stage I females accounted for 40% of all graduates; for Stage II females represent 45% 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 Surveys, Employer Satisfaction Surveys, and Graduate Student Tracer Surveys continue to indicate positive outcomes with high levels of student and employer satisfaction being reported with the training provided by the APTC. These reports also indicate increased levels of productivity in the workplace as a result of training.

### **5.1.3 Country of Destination for Graduates**

Overall, 79 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 (77). Only two migrations have been reported for graduates from APTC Stage II.

### **5.1.4 Migrant Graduates Qualifications**

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 migrations 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, and a Certificate III in Hospitality (Commercial Cookery) from the School of Hospitality and Community Services.

### **5.1.5 Scholarship Applications**

To date a total of 15011 students have applied for a scholarship award to assist with the costs of studying at APTC, with 9834 in Stage I and 5177 in Stage II. Overall the gender balance of scholarship applications is 40% females and 60% males. In APTC Stage I, females accounted for 43% of all scholarship applicants, in Stage II females represent 40% of all scholarship applicants.

### **5.1.6 Scholarship Mobilisations**

A total of 5046 scholarship recipients have been mobilised to commence study, comprised of 4018 in Stage 1, and 1028 in Stage II. Overall the gender balance of scholarship mobilisations is 58% male and 42% female.

### **5.1.7 Scholarship Non-Mobilisations**

A total of 1782 scholarship award recipients have not mobilised to commence study in an APTC program, comprised of 555 in Stage I and 1227 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, females have accounted for 42% of the non-mobilisation of scholarship awards: 12% in Stage I and 30% in Stage II.

### 5.1.8 Scholarship Non-Completions

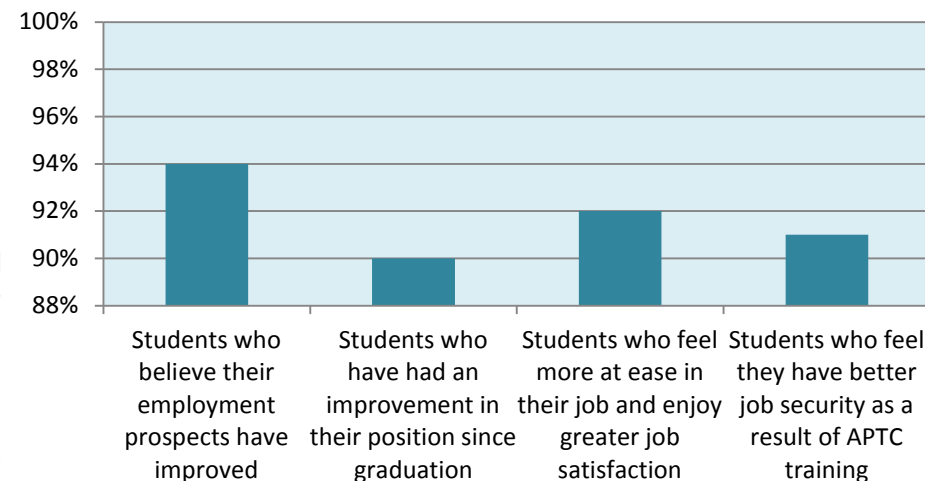
Currently a total of 776 APTC scholarship award recipients commenced their respective courses but have not completed: 762 in Stage I and 14 in Stage II. Students' studies were recorded as incomplete due to exclusion, personal reasons, ill health or non-progression in study. Females have accounted for 24% of the recorded non-completions after enrolment/mobilisation for scholarship awardees: 23% in Stage I and 1% in Stage II.

## 5.2 Student Satisfaction Surveys

### 5.2.1 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 2013 survey was administered between 4 February and 10 July, 2013. The survey population consisted of 692 students who graduated in the 2012 calendar year (continuing from the cohort encompassed by the 2012 Graduate Student Tracer Survey). A change in the survey methodology was implemented in 2013, with both the employer and graduate surveys being conducted concurrently, and for an extended period, this change resulted in an increase in the return rate for each survey.



The overall survey results indicate 95% course satisfaction among APTC graduate students. Student feedback indicates that APTC training has significantly increased their technical and professional competence in the workplace.

APTC graduates continue to have high employability, as 93% of the graduates were in some form of employment at the time of the survey. Finding new employment has also been made easier through APTC certification; with 92% of the graduates surveyed, finding new employment within a year of graduating from APTC. Furthermore, APTC has significantly improved students' employment prospects, with many respondents reporting promotions, better job security and job satisfaction after graduation.

APTC training has enhanced graduates' professional development, increasing their confidence in the ability to meet industry standards, use latest technologies and employ relevant technical vocabularies. The capacity to operate effectively under minimal supervision and take on additional responsibilities was also improved, along with communication skills in the workplace.

Positive training outcomes were also reflected in students' feedback regarding increased levels of motivation, self-initiative, punctuality, self-responsibility, reliability, appearance, hygiene and self-confidence.

### 5.2.2 Employer Survey

This report summarises the feedback obtained from surveys of employers of APTC graduates six to twelve months after the students 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 section of the ARP 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.

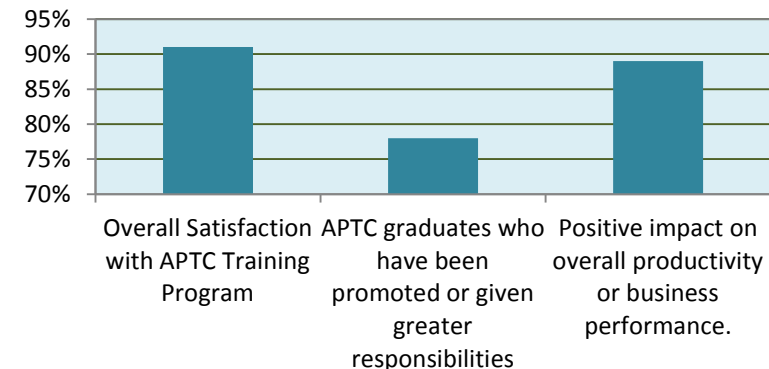
The survey was administered between 4 February and 10 July, 2013. The survey population consisted of 343 employers, based on the principle that each employer was allocated only one survey regardless of the number of the APTC graduates in their employ.

APTC training reflects in students' workplaces with regard to increased levels of motivation, attitudes and productivity. A very high percentage (87%) of the employers reported that APTC graduates had improved the work standards of other employees or improved the productivity in their organisation. This indicates that APTC graduates are making significant contributions towards improving overall business performance in their organisations.

Over 90% of the employers reported APTC graduates had undergone significant technical, personal and professional development in comparison with before training commenced. Overall, 91% of the employers were satisfied with the training APTC provided to their employees, indicating a high acceptance of APTC's training programs within industries in the various PIF countries.

### 5.2.3 End of Course Learner Survey Report

Results from the End of Course Learner Surveys conducted in the 2013 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 487 APTC students who completed thirty-six programs. The level of response achieved represents a 100% survey completion rate for these cohorts. The courses which were surveyed are listed below:



2013 Courses Surveyed on Completion		
Aged Care	Fabrication Trade	Patisserie
Automotive Mechanical Technology	Fitting & Machining	Plumbing
Carpentry	Hairdressing	Refrigeration / Air conditioning
Children's Services Cert III	Hospitality Lodge	Tourism Operations
Commercial Cookery	Hospitality Operations	Training & Assessment
Community Services Work CIII	Mechanical Trade Diesel Fitter	Youth Work
Disability CIII	Painting & Decorating	

End of Course Surveys were conducted according to the annual schedule and student feedback summaries were tabled at Leadership Team meetings for action.

#### 5.2.4 APTC Longitudinal Survey

Beyond the goals of providing Pacific Islander men and women with Australian qualifications and supporting skills development in the Pacific, the APTC also endeavours to have a sustained, long-term impact in the Pacific and through the APTC graduates upon the lives of those living in the region. Whilst the APTC tracer surveys provide a good deal of information about the outcomes of APTC graduates shortly after they finish their training, little information has been collected about longer-term impacts.

In 2013 the APTC contracted the National Centre for Vocational Education Research (NCVER) to undertake a longitudinal study of past graduates – APTC: Down the Track. The aim of the longitudinal survey was to determine the longer-term impact of APTC training programs on the work and lives of its graduates. This has been achieved by conducting an outcomes based survey some two to five years after students have completed their training. The full report will be available in early 2014 and will cover findings from graduates surveyed from the APTC's Stage I of operation who graduated from 2008 to 2011.

The specific objectives of the project were to measure the longer-term impact of APTC training on students who graduated, and included:

- ▶ employment outcomes
- ▶ job mobility
- ▶ participation in further study
- ▶ community involvement, and general health and well-being

Some preliminary findings from the survey are summarised below.

### **Employment outcomes**

- ▶ almost all APTC graduates (95.9%) are employed
- ▶ of those employed after training, most are employed in an area closely related to their training (86.9%) and nearly all are using skills learned from their training in their current job (98.2%)
- ▶ 95.1% of graduates are better able to provide for themselves and their family
- ▶ 84.4% of employed graduates are able to support themselves and their family well

### **Mobility and future employment**

Nearly all graduates (97.8%) believe their APTC training will make it easier to get a job in another country or region should they decide to move for work. This is important, given the high proportion of graduates who intend to move country or region for work in the future (86.1%).

### **Further study**

Of those graduates undertaking further study:

- ▶ 21.8% did so with APTC, with females more likely to revisit APTC for training (33.3%) than males (14.0%)
- ▶ 13.4% undertook further study for a Bachelor or higher-level qualification, with graduates from courses in Management, and at Certificate IV or Diploma level most likely to undertake training at this higher level (at 27.1% and 23.7% respectively)
- ▶ many graduates (62.9%) are also passing on what they learned at APTC to others

### **General health and well-being**

- ▶ 97.6% of graduates had a better understanding of the importance of good physical health
- ▶ 94.9% of graduates had a better understanding of the importance of gender equality

On balance, given the positive outcomes for employment, further training, and social awareness and well-being, it would appear that APTC programs are making a genuine and sustained contribution to development within the Pacific communities.

## 5.3 Training Profile Research and Planning

### 5.3.1 Demand Driven Training and TVET Delivery

APTC course offerings continue to be demand driven, and responsive to regional, industry, community and student needs. The benefits in developing a demand-driven training profile continue to be evidenced in the strong employment outcomes of graduates, and the positive feedback received in the student and employer surveys.

Progress against the 2012 - 13 Training Profile targets shows that while enrolment achievement for STT is largely in line with projections, reduced graduate numbers reflect delays in the completions from the previous year due to difficulties experienced in recruiting trainers for PNG. This situation has improved as a result of changes to recruitment practices. The achievement of SHCS shows consistent outcomes against targets (Refer Annex 3.0 Training Profile Results 2012 – 2013).

### 5.3.2 Annual Training Profile 2014 - 2015

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

The development of the Annual Training Profile is the foundation of APTC planning activities, and serves to inform financial budgeting and forecasting activities, staffing requirements, infrastructure development and adequate resourcing of training delivery. The profile prioritises skills training requirements across the Pacific, delivering training in qualifications most in need in targeted regions and industries. Demand for training exceeds places available, therefore priority course enrolments are allocated according to the project funds available.

The 2014 - 2015 Annual Training Profile has been determined by evaluating information and evidence collected from research conducted on each Pacific Island country (utilising updates to the APTC Country Profiles), consultation with local industry and APTC Advisory Group members, and continuing demand generated from ongoing delivery within APTC.

#### *Enrolment and Graduate targets*

The revised overall enrolment and graduate targets for the 2011 – 2015 have been adjusted to account for actual enrolment and graduate figures to date, and reflects current extended planning for both schools. Overall achievement of graduate target numbers remains on track, with current planning indicating a total of over 4200 graduates in Stage II (Refer Annex 7.0 Enrolment and Graduate Targets 2011 – 2015 by Semester and School).

The overall graduate target over the four years of the contract is specified at 3450, increasing to an agreed current target of 4200. Enrolment planning allows for student attrition to ensure that graduate targets are achieved, with enrolment capacity being monitored and adjusted throughout the life of the profile and in accordance with individual course requirements. With the ongoing improvements to the EMIS managing

the profile will be more efficient as the supply of data will be faster and will have improved accuracy thereby reducing the need for the current levels of cross-checking.

In alignment with the Scope of Services, the course profile incorporates specific targets relating to equitable access for potential students from Small Island States, rural and remote communities, females and students with disabilities. To further facilitate equitable access for these sectors, the 2014 – 2015 course enrolment profile presents planning information arranged by country and gender.

### ***The 2014 - 2015 Profile***

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

The following list of programs forms the proposed 2014 - 2015 delivery offerings for SHCS:

- ▶ Certificate III in Hospitality (Catering Operations)
- ▶ Certificate III in Hospitality (Commercial Cookery)
- ▶ Certificate III in Hospitality (Patisserie) (no new enrolments – completion of existing classes only)
- ▶ Certificate III in Children's Services
- ▶ Diploma in Children's Services
- ▶ Certificate III in Disability
- ▶ Certificate IV in Youth Work
- ▶ Certificate III in Hospitality (Lodge)
- ▶ Certificate III in Hospitality
- ▶ Certificate IV in Hospitality (Supervision)
- ▶ Certificate III in Tourism

#### ***New courses in the School of Hospitality and Community Services***

Certificate III in Allied Health Assistance/Health Services Assistance

This qualification covers workers who provide assistance to allied health professionals, and is a dual qualification for individuals who have current experience volunteering or working in a range of roles where they provide assistance to health professional staff in the care of clients. The applicant could be employed in the health services sector. Workers at this level operate under direct supervision and do not conduct programs or therapeutic interventions.

Occupational titles for these workers may include Assistant in nursing, Nursing assistant, Nursing support worker, Patient service attendant, Patient support assistant, Patient care assistant, Allied health assistant, Orderly, Operating theatre technician, Theatre support, Ward assistant, Wards person, Ward support.

### Certificate IV in Community Development

This qualification applies to community development work which aims to facilitate community members working together to influence and guide the future of their community. The work includes delivery of a broad range of programs which contribute to the development of capacity through public social change processes. The work may occur within and across social, environment, economic, arts and culture, recreation sectors and aims to develop skills in areas including community vision, advocacy, planning and the ability to implement local solutions to local issues and build community resilience. At the completion of this qualification graduates will be able to work within a professional team, under the guidance of others, to support development within the community.

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

The following list of programs forms the proposed 2014 - 2015 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 (no new enrolments – completion of existing classes only)
- ▶ Certificate III in Electrotechnology Electrician

### ***Programs not on offer for 2014 - 2015 delivery schedule:***

The following programs have not been included in the 2014 – 2015 delivery schedule but remain on the APTC scope of courses.

#### ***Certificate III in Community Services***

There have been significant student outcomes for this qualification across APTC campuses, and whilst still a qualification with demand, is not programmed for offer in 2014 – 2015 financial year, allowing higher prioritised courses to be delivered.

#### ***Diploma in Community Services Work***

Demand for this qualification has peaked, and whilst still on APTC scope, will not be offered in the 2014 – 2015 financial year.

#### ***Certificate IV in Disability***

Demand for this qualification has peaked, and whilst still on APTC scope, will not be offered in the 2014 – 2015 financial year.



***Certificate III in Home and Community Care/Aged Care***

Whilst delivery of this qualification is currently under consideration for Tonga in 2014 - 2015, present planning indicates that this course will not be offered in the 2014 – 2015 financial year in other locations.

***Certificate III in Hairdressing***

Demand for this qualification has peaked, and whilst still on APTC scope, will not be offered in the 2014 – 2015 financial year. Opportunities for dedicated FFS delivery are being explored.

***Certificate III in Retail Baking (Bread)***

This qualification, scheduled for delivery from the PNG campus, has been delayed due to the increased cost of equipment purchase and competing demand from other qualification offerings.

***Certificate III in Hospitality (Patisserie) (no new enrolments – completion of existing classes only)***

Demand for this qualification has peaked, and whilst still on APTC scope, will not be offered in the 2014 – 2015 financial year, resources have been re-directed to program areas with more robust employment outcomes.

***Certificate III in Plumbing (no new enrolments – completion of existing classes only)***

This course is running at capacity throughout the 2014 – 2015 financial year, and as such no new commencements are planned for this period.

## **SECTION 6.0 RISK MANAGEMENT**

(Scope of Services 5.2, 5.3, 16.2(b) (viii))

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Risk management is the continuing process to identify, analyse, evaluate, and monitor risk to mitigate adverse effects. Although many incidents are unforeseen and unplanned, the APTC Risk management Plan is designed to make the risk more predictable, and to help mitigate risks.

The 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 are in place. The APTC Risk Management Plan is subject to regular review by both the Leadership Team and the Managing Contractor Consortium Board.

### **6.1 Business Risk**

The APTC Risk Management Plan has been regularly updated throughout 2013, and reflects strategies used to manage emergent, escalating and reducing business risks. The structure of the plan continues to address the identified thirteen business strategy categories, and reflects those risks now considered to be retired and/or managed.

### **6.2 Environmental and Physical Risk**

The APTC Staff Safety Handbooks for each campus country have been reviewed and uploaded onto the APTC SharePoint site for full staff access.

The Emergency Contact Tree is updated on the first day of each month and is distributed to staff. An Emergency Contact drill was conducted on Saturday 26 October with staff in Fiji. The results of the drill were evaluated at a staff meeting and steps taken to ensure all tree procedures were fully understood and were being followed.

An OH&S Committee has been established for Fiji West including CSS, Namaka and Rakiraki campuses, and staff have been involved in mandatory training.

## ANNEX 1 - Student Activity Data

### Cumulative Enrolment, Graduate and Scholarship Application Data, by Citizenship Country

Fiji Citizens - Enrolments and Graduates																
Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants	
				Female	Male	Female	Male				Female	Male				
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	24	2	12	2		
	Certificate III in Automotive Mechanical Technology	STT			36		25				1	60		33		
	Certificate III in Carpentry	STT				92		71				1	54		44	
	Certificate III in Children's Services	SHCS		69	2	65	2				89	2	55	2		
	Certificate III in Disability	SHCS									12	2	11	2		
	Certificate III in Electrotechnology	STT										19				
	Certificate III in Hairdressing	SHCS		18	7	18	7				22	10	15	6		
	Certificate III in Hospitality	SHCS		110	23	95	18	2			44	27	31	25		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		52	109	37	80	2			11	63	10	51		
	Certificate III in Hospitality (Lodge)	SHCS									1	2				
	Certificate III in Mechanical Trade (Diesel Fitting)	STT		2	71	1	43				2	55	1	55		
	Certificate III in Mechanical Trade (Fitting & Machining)	STT			11		5				1	31	1	6		
	Certificate III in Painting & Decorating	STT		43	72	19	53				29	33	15	18		
	Certificate III in Patisserie	SHCS		20	32	18	23	2			19	27	9	20		
	Certificate III in Tourism	SHCS		11	2	10	2									
	Certificate III in Wall & Floor Tiling	STT		20	42	8	30	2			15	40	10	15		
	Certificate IV in Disability	SHCS									20	8	2	2		
	Certificate IV in Hospitality Supervision	SHCS		31	18	29	10	1			17	11	13	7		
	Certificate IV in Training & Assessment	SHCS		103	243	75	178	2			6	8	17	32	1	
	Certificate IV in Youth Work	SHCS									2	10	1	4		
Diploma of Children's Services	SHCS	29		28			16									
Diploma of Community Services Work	SHCS	10	6	9	6		4	2	1	1						
				518	766	412	553	11			336	466	204	325	1	
Certificate III in Carpentry	STT	PNG		1					PNG							
Certificate III in Electrotechnology	STT									1						
				0	1	0	0	0			0	1	0	0	0	

### Fiji Citizens - Enrolments and Graduates (cont.)

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants	
				Female	Male	Female	Male				Female	Male				
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Samoa		15		14		Stage 2	Samoa				1		
	Certificate III in Electrotechnology	STT			65		37									
	Certificate III in Engineering - Fabrication Trade	STT			36		25	1				1	30		19	
	Certificate III in Hospitality	SHCS		2	1	2	1									
	Certificate III in Hospitality (Commercial Cookery)	SHCS			1		1									
	Certificate III in Mechanical Trade (Fitting & Machining)	STT			33		30	2					8		4	
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT			13		8	2					19		13	
	Certificate III in Plumbing	STT		2	21	2	18						12		11	
	Certificate III in Tourism	SHCS		2	1	2	1						2		2	
	Certificate IV in Hospitality Supervision	SHCS		2	1	2	1									
	Certificate IV in Training & Assessment	SHCS	1		1						1	4		1		
				9	187	9	136	5				2	75	0	51	0
	Certificate IV in Training & Assessment	SHCS		Solomon Islands							Solomon Islands	9	10	1		
					0	0	0	0		0		9	10	1	0	0
	Certificate III in Carpentry	STT		Vanuatu							Vanuatu			1		
	Certificate III in Community Services	SHCS										1		1		
Certificate III in Tourism	SHCS								2	1						
Diploma of Children's Services	SHCS								1							
				0	0	0	0	0		4	2	1	0	0		
			<b>Total</b>	<b>527</b>	<b>954</b>	<b>421</b>	<b>689</b>	<b>16</b>		<b>Total</b>	<b>351</b>	<b>554</b>	<b>206</b>	<b>376</b>	<b>1</b>	
<b>Cumulative Total Enrolments Fiji 2386</b>				<b>Cumulative Total Graduates Fiji 1692</b>				<b>Cumulative Total Migrations Fiji 17</b>								

## Fiji Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated	14	20	8	19	Stage 2	3	4	4	4
	Certificate III in Aged Care						100	9	2	
	Certificate III in Automotive Mechanical Technology	3	182		31		3	122		5
	Certificate III in Carpentry		255		49		1	130		4
	Certificate III in Children's Services	196	14	45	30		163	6	9	1
	Certificate III in Community Services Work		1				24	14	1	1
	Certificate III in Disability		1				49	10	1	1
	Certificate III in Electrotechnology	3	138		7		2	54		3
	Certificate III in Engineering - Fabrication Trade	2	89		18		5	79		
	Certificate III in Hairdressing	49	17		1		45	14	2	1
	Certificate III in Hospitality	228	75	45	24		73	30	13	11
	Certificate III in Hospitality (Commercial Cookery)	78	160	29	51		21	57	5	28
	Certificate III in Hospitality (Catering)						2			
	Certificate III in Hospitality (Lodge)	1					26	1		1
	Certificate III in Mechanical Trade (Diesel Fitting)	5	158		14		1	76		4
	Certificate III in Mechanical Trade (Fitting & Machining)	1	93		10		1	50		3
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	1	29		1			45		1
	Certificate III in Painting & Decorating	63	77	20	86		53	66	3	3
	Certificate III in Patisserie	44	51	5	8		18	22	4	1
	Certificate III in Patisserie (Bridging)							1	13	13
	Certificate III in Plumbing	3	71	1	20		1	55		7
	Certificate III in Tourism	57	22	4	2		28	12	6	2
	Certificate III in Wall & Floor Tiling	47	106	1	12		23	54		1
	Certificate IV in Community Development							1		
	Certificate IV Youth Work						13	21	1	3
	Certificate IV in Disability						17	4	2	2
	Certificate IV in Hospitality Supervision	17	12	19	15		18	9	2	
	Certificate IV in Training & Assessment	19	63	108	232		1	7	18	27
Diploma of Children's Services	53		3		71	3	2	1		
Diploma of Community Services Work	32	27	1		20	13	1	2		
<b>Total</b>		<b>916</b>	<b>1661</b>	<b>289</b>	<b>630</b>	<b>Total</b>	<b>782</b>	<b>969</b>	<b>89</b>	<b>130</b>
<b>Cumulative Scholarship Applications Fiji</b>		<b>Total Female 1698</b>		<b>Total Male 2630</b>		<b>Total Combined 4328</b>				

<b>Mobilisations – Fiji Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	366	183	<b>549</b>
	STT	56	604	<b>660</b>
2	SHCS	114	35	<b>149</b>
	STT	20	94	<b>114</b>

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Fiji Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS		1	<b>1</b>	Deceased
		16	15	<b>31</b>	Declined
		4	2	<b>6</b>	Deferred
		8	10	<b>18</b>	No show
		1		<b>1</b>	Pregnancy-Deferred
			1	<b>1</b>	Reapply-Deferred
		9	9	<b>18</b>	Not stated
	STT	8	15	<b>23</b>	Declined
			16	<b>16</b>	Deferred
			1	<b>1</b>	Deceased
		1	84	<b>85</b>	Not stated
2	SHCS	7	2	<b>9</b>	Deferred
		2		<b>2</b>	No show
		67	34	<b>101</b>	Not stated
	STT		2	<b>2</b>	Declined
			6	<b>6</b>	Deferred
		23	152	<b>175</b>	Not stated

<b>Non-Completions – Fiji Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	2		<b>2</b>	Excluded
		48	56	<b>104</b>	Withdrawn
	STT		1	<b>1</b>	Excluded
2	SHCS	18	64	<b>82</b>	Withdrawn
					Excluded
	STT	1		<b>1</b>	Withdrawn
					Excluded
					Withdrawn

### Samoa Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	3		2				
	Certificate III in Automotive Mechanical Technology	STT			17		11	2				13		11			
	Certificate III in Carpentry	STT			46		31					3	16	2	19		
	Certificate III in Disability	SHCS										2		2			
	Certificate III in Electrotechnology	STT											8				
	Certificate III in Hairdressing	SHCS			4	2	4	2				2	2	2	2		
	Certificate III in Hospitality	SHCS					1					1	1				
	Certificate III in Hospitality (Commercial Cookery)	SHCS				1		1									
	Certificate III in Mechanical Trade (Diesel Fitting)	STT				7		5						5		3	
	Certificate III in Painting & Decorating	STT											1	4	1	1	
	Certificate III in Patisserie	SHCS				1		1									
	Certificate III in Wall & Floor Tiling	STT												3			
	Certificate IV in Hospitality Supervision	SHCS									1		1	1	1	1	
	Certificate IV in Youth Work	SHCS											5	6	3	4	
	Diploma of Community Services Work	SHCS			3	4	3	3									
				7	78	8	54	3		18	59	13	41	0			
	Certificate III in Automotive Mechanical Technology	STT	PNG		1					PNG							
				0	1	0	0	0			0	0	0	0	0		
	Certificate II in Construction	STT	Samoa							Stage 2	Samoa	2	13				
	Certificate III in Automotive Mechanical Technology	STT				21		21									
	Certificate III in Children's Services	SHCS											37	3	29	2	
	Certificate III in Disability	SHCS											29	13	17	10	
	Certificate III in Electrotechnology	STT				23		20									
	Certificate III in Engineering - Fabrication Trade	STT				40		33	2					11		7	
	Certificate III in Hairdressing	SHCS											12	2			
	Certificate III in Hospitality	SHCS			81	39	64	34					33	19	17	10	
	Certificate III in Hospitality (Commercial Cookery)	SHCS			26	41	22	32	2				17	20	12	15	
	Certificate III in Indigenous Housing Repairs	STT				15		14									
	Certificate III in Mechanical Trade (Fitting & Machining)	STT				20		11						5		1	
	Certificate III in Mechanical Trade (Refrigeration & Airconditioning)	STT				11		8	2					8		5	
	Certificate III in Plumbing	STT				11		4						7		8	
	Certificate III in Tourism	SHCS			25	25	22	24	1				16	9	11	6	
	Certificate IV in Hospitality Supervision	SHCS			9	8	5	6								1	
	Certificate IV in Training & Assessment	SHCS		20	30	19	28			7	6	4	1				
			161	284	132	235	7		153	116	90	66	0				
Certificate III in Community Services Work	SHCS	Vanuatu							Vanuatu		1		1				
Diploma of Community Services Work	SHCS		1		1			2		2							
			1	0	1	0	0			2	3	0	1	0			
			<b>Total</b>	<b>169</b>	<b>363</b>	<b>141</b>	<b>289</b>	<b>10</b>		<b>Total</b>	<b>173</b>	<b>178</b>	<b>103</b>	<b>108</b>	<b>0</b>		
Cumulative Total Enrolments Samoa			883					Cumulative Total Graduates Samoa			641						
								Cumulative Total Migrations Samoa			10						

### Samoa Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options				
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship		
		Female	Male	Female	Male		Female	Male	Female	Male	
Stage 1	Not Stated	3	3	3	7	Stage 2			1		
	Certificate II in Construction								2	13	
	Certificate II Indigenous Housing Repairs		14		15						
	Certificate III in Aged Care							6			
	Certificate III in Allied Health Assistance							11	6		
	Certificate III in Automotive Mechanical Technology		69		4				30		
	Certificate III in Carpentry	1	47		8			5	68		
	Certificate III in Children's Services	7	5	4	3			52	6	1	
	Certificate III in Community Services Work							6	2	1	
	Certificate III in Disability							41	16	21	
	Certificate III in Electrotechnology		22		18				18		1
	Certificate III in Engineering - Fabrication Trade		50		4				26		
	Certificate III in Hairdressing	9	4	2				1	1	14	1
	Certificate III in Hospitality	96	57	43	15			24	16	1	1
	Certificate III in Hospitality (Commercial Cookery)	32	54	23	19			18	17	1	
	Certificate III in Hospitality (Lodge)							12	11	9	8
	Certificate III in Mechanical Trade (Diesel Fitting)		14		2				9		
	Certificate III in Mechanical Trade (Fitting & Machining)		18	1	12				7		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)		17		6				9		3
	Certificate III in Painting & Decorating	5	2		2			1	5		
	Certificate III in Patisserie	1	8	5	6			3	1		
	Certificate III in Plumbing		8	1	19			1	18		2
	Certificate III in Tourism	44	34	9	7			33	9	1	
	Certificate III in Wall & Floor Tiling		3		2			1	2		
	Certificate IV in Disability										
	Certificate IV in Hospitality Supervision	4	4	11	11			2			
Certificate IV in Training & Assessment		2	36	37		2		15	10		
Certificate IV in Youth Work						9	12				
Diploma of Children's Services											
Diploma of Community Services Work											
	<b>Total</b>	<b>13</b>	<b>10</b>	<b>138</b>	<b>197</b>	<b>Total</b>	<b>3</b>	<b>3</b>	<b>67</b>	<b>39</b>	
<b>Cumulative Scholarship Applications Samoa</b>		<b>Total Female 446</b>		<b>Total Male 737</b>		<b>Total Combined 1183</b>					



<b>Mobilisations – Samoa Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	115	98	<b>213</b>
	STT	2	223	<b>225</b>
2	SHCS	89	41	<b>130</b>
	STT	2	31	<b>33</b>

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Samoa Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	7	5	<b>12</b>	Declined
		2		<b>2</b>	Deferred
		3	1	<b>4</b>	No Show
			2	<b>2</b>	Not stated
	STT		4	<b>4</b>	Declined
			1	<b>1</b>	Deferred
			3	<b>3</b>	No Show
			2	<b>2</b>	Not stated
2	SHCS	2		<b>2</b>	Declined
			1	<b>1</b>	Deferred
		21	7	<b>28</b>	Not stated
	STT		1	<b>1</b>	Declined
			24	<b>24</b>	Not stated

<b>Non-Completions – Samoa Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	9	6	<b>15</b>	Excluded
		22	13	<b>35</b>	Withdrawn
	STT		1	<b>1</b>	Excluded
			26	<b>26</b>	Withdrawn
2	SHCS	2		<b>2</b>	Withdrawn
	STT				

### PNG Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants				
				Female	Male	Female	Male				Female	Male							
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	4		2						
	Certificate III in Carpentry	STT										1							
	Certificate III in Children's Services	SHCS		7	1	7	1					14	3	11	1				
	Certificate III in Disability	SHCS										2	1	2	1				
	Certificate III in Hairdressing	SHCS		4	4	4	4					5		5					
	Certificate III in Hospitality	SHCS		21	10	21	8					7	2	8	2				
	Certificate III in Hospitality (Commercial Cookery)	SHCS		1	19	1	17	1				5	20	2	9				
	Certificate III in Hospitality (Lodge)	SHCS										1							
	Certificate III in Mechanical Trade (Fitting & Machining)	STT											7			4			
	Certificate III in Painting & Decorating	STT		4		4						3	3	3	3	1			
	Certificate III in Patisserie	SHCS		5	3	5	3					2	6	2	5				
	Certificate III in Tourism	SHCS		2	2	2	1	3											
	Certificate III in Wall & Floor Tiling	STT		2		1						5							
	Certificate IV in Disability	SHCS										1	1	1	1				
	Certificate IV in Hospitality Supervision	SHCS		5	10	5	10					18	17	15	12				
	Certificate IV in Youth Work	SHCS										1	4		3				
	Diploma of Children's Services	SHCS		1		1													
	Diploma of Community Services Work	SHCS		4	3	4	3												
						56	52	55			47	4			12	10	6	6	
															80	75	57	45	0
Stage 1	Certificate III in Automotive Mechanical Technology	STT	PNG	3	143	3	66		Stage 2	PNG	1	43		42					
	Certificate III in Carpentry	STT		2	105	1	76	1					65		18				
	Certificate III in Electrotechnology	STT		2	73	1	46	1					27	1	13				
	Certificate III in Engineering - Fabrication Trade	STT		2	94	2	63					1	35	1	30				
	Certificate III in Hospitality	SHCS										21	12	12					
	Certificate III in Mechanical Trade (Diesel Fitting)	STT			181		130	1					29		11				
	Certificate III in Mechanical Trade (Fitting & Machining)	STT		3	110	1	89	1				2	35		1				
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT		1	22		7	1											
	Certificate IV in Training & Assessment	SHCS		15	23	14	21												
						28	751	22			498	5			2	4			
											27	250	14	115	0				

### PNG Citizens - Enrolments and Graduates (cont.)

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants
				Female	Male	Female	Male				Female	Male			
Stage 1	Certificate III in Children's Services	SHCS	Samoa						Stage 2	Samoa	2				
	Certificate III in Disability	SHCS									1				
	Certificate III in Hospitality	SHCS		15	9	13	7				7	10	6	9	
	Certificate III in Hospitality (Commercial Cookery)	SHCS		5	1	4	1				2	8	1	7	
	Certificate III in Mechanical Trade (Fitting & Machining)	STT			1		1					11			
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT			2		2					4		4	
	Certificate III in Plumbing	STT			5		4					16		6	
	Certificate III in Tourism	SHCS		14	9	14	9				12	10	8	6	
	Certificate IV in Hospitality Supervision	SHCS		14	14	12	13								
	Certificate IV in Training & Assessment	SHCS			1		1								
				48	42	43	38	0			24	59	15	32	0
	Certificate IV in Training & Assessment	SHCS	Solomon Islands							Solomon Islands		1			
				0	0	0	0	0			0	1	0	0	0
	Certificate III in Children's Services	SHCS	Vanuatu	6	1	6	1			Vanuatu	13		12		
	Certificate III in Hospitality	SHCS		36	13	36	13		4		2	4	2		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		21	38	21	38					1			
	Certificate III in Mechanical Trade (Fitting & Machining)	STT													
	Certificate III in Tourism	SHCS		35	16	35	16		2		1				
	Certificate IV in Hospitality Supervision	SHCS		2	6	2	6								
	Certificate IV in Youth Work	SHCS							1		2				
Community Services Work	SHCS							3	3		2	3			
Diploma of Children's Services	SHCS							1							
Diploma of Community Services Work	SHCS							3							
			100	74	100	74	0			27	8	19	5	0	
<b>Total</b>			<b>232</b>	<b>919</b>	<b>220</b>	<b>657</b>	<b>9</b>		<b>Total</b>	<b>158</b>	<b>393</b>	<b>105</b>	<b>197</b>	<b>0</b>	
<b>Cumulative Total Enrolments PNG 1702</b>			<b>Cumulative Total Graduates PNG 1179</b>				<b>Cumulative Total Migrations PNG 9</b>								

### PNG Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated	12	24	5	27	Stage 2	1	3	2	6
	Certificate III in Aged Care						7	2	1	1
	Certificate III in Automotive Mechanical Technology	12	214	4	183		4	79		14
	Certificate III in Carpentry	3	129		80		2	87		23
	Certificate III in Children's Services	110	34	10	8		33	10	1	1
	Certificate III in Community Services Work	4	2				18	16		1
	Certificate III in Disability						7	6		
	Certificate III in Electrotechnology	3	82	2	84			67	1	35
	Certificate III in Engineering - Fabrication Trade	2	100	1	74		5	65		12
	Certificate III in Hairdressing	16	3	4			13	1	2	2
	Certificate III in Hospitality	196	101	24	8		26	17	24	15
	Certificate III in Hospitality (Catering)								7	12
	Certificate III in Hospitality (Commercial Cookery)	83	154	7	18		15	47	2	3
	Certificate III in Hospitality (Lodge)									
	Certificate III in Mechanical Trade (Diesel Fitting)		68	1	206		1	57		17
	Certificate III in Mechanical Trade (Fitting & Machining)	7	130		71			66	1	6
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	1	28	1	18		1	26		3
	Certificate III in Painting & Decorating	35	4	1	1		8	14		
	Certificate III in Patisserie	16	16		1		5	2		
	Certificate III in Patisserie (Bridging)							1		
	Certificate III in Plumbing		48		5			22		
	Certificate III in Tourism	209	104	28	25		32	19	7	2
	Certificate III in Wall & Floor Tiling	15	0	1			4	3	1	1
	Certificate IV in Disability						2			
	Certificate IV in Hospitality Supervision	77	64	7	7		16	23		2
	Certificate IV in Training & Assessment	25	29	17	23		1	1	10	43
Certificate IV in Youth Work					9	11	1	2		
Diploma of Children's Services	22		1	2	11	6	1			
Diploma of Community Services Work	45	51	1	4	20	28				
<b>Total</b>		<b>893</b>	<b>1385</b>	<b>115</b>	<b>845</b>	<b>Total</b>	<b>241</b>	<b>679</b>	<b>61</b>	<b>201</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 1134</b>			<b>Total Male 2064</b>		<b>Total Combined 3198</b>			

<b>Mobilisations – PNG Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	267	222	<b>489</b>
	STT	32	394	<b>426</b>
2	SHCS	42	26	<b>68</b>
	STT	3	103	<b>106</b>

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – PNG Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	6	2	<b>8</b>	Declined
		14	11	<b>25</b>	Deferred
		12	9	<b>21</b>	No Show
		2	3	<b>5</b>	Reapply-Deferred
		7	3	<b>10</b>	Not stated
	STT	1	7	<b>8</b>	Declined
		1	5	<b>6</b>	Deferred
			4	<b>4</b>	No Show
		2	30	<b>32</b>	Not stated
	2	SHCS	2		<b>2</b>
7			4	<b>11</b>	Deferred
2			1	<b>3</b>	No Show
62			62	<b>124</b>	Not stated
STT			3	<b>3</b>	Declined
		1	5	<b>6</b>	Deferred
		6	171	<b>177</b>	Not stated

<b>Non-Completions – PNG Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	2	1	<b>3</b>	Excluded
		5	9	<b>14</b>	Withdrawn
	STT	1		<b>1</b>	Excluded
		3	147	<b>150</b>	Withdrawn
2	SHCS				
	STT		1	<b>1</b>	Excluded
			1	<b>1</b>	Withdrawn

### Vanuatu Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Fiji		7		4		Stage 2	Fiji	1	9	1	8			
	Certificate III in Carpentry	STT			33		21					14		18			
	Certificate III in Children's Services	SHCS		4	2	4	2				1						
	Certificate III in Electrotechnology	STT										1					
	Certificate III in Hairdressing	SHCS		1		1											
	Certificate III in Hospitality	SHCS										1		1			
	Certificate III in Hospitality (Commercial Cookery)	SHCS										1	6	1	6		
	Certificate III in Mechanical Trade (Diesel Fitting)	STT			1								4		1		
	Certificate III in Painting & Decorating	STT		8	3	4	3				10	5	6				
	Certificate III in Patisserie	SHCS			1		1										
	Certificate III in Wall & Floor Tiling	STT		3	2	1	1						6	2	2		
	Certificate IV in Disability	SHCS											1		1		
	Certificate IV in Hospitality Supervision	SHCS			2							1	1		1		
	Certificate IV in Training & Assessment	SHCS		1	1												
	Certificate IV in Youth Work	SHCS										1					
	Diploma of Children's Services	SHCS	4	2	4	2											
					21	54	14	34		0			16	48	10	38	0
	Certificate III in Automotive Mechanical Technology	STT		PNG							PNG			5			
	Certificate III in Electrotechnology	STT											4		4		
	Certificate III in Engineering - Fabrication Trade	STT			1		1						6				
				0	1	0	1	0			0	15	0	4	0		
Certificate III in Automotive Mechanical Technology	STT		Samoa		6		6		Samoa								
Certificate III in Disability	SHCS										1						
Certificate III in Electrotechnology	STT	2		8	1	5											
Certificate III in Engineering - Fabrication Trade	STT			1								1					
Certificate III in Hospitality (Commercial Cookery)	SHCS																
Certificate III in Mechanical Trade (Fitting & Machining)	STT	1		1	1	1											
Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT	1		6	1	3						4		2			
Certificate III in Plumbing	STT			2		1						2					
				4	24	3	16	0			1	7	0	2	0		

### Vanuatu Citizens - Enrolments and Graduates (cont.)

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Carpentry	STT	Vanuatu		25		16		Stage 2	Vanuatu		24		13			
	Certificate III in Children's Services	SHCS		96	8	86	8				42	4	42	4			
	Certificate III in Hospitality	SHCS		119	51	103	35	4			61	19	29	12			
	Certificate III in Hospitality (Commercial Cookery)	SHCS		18	53	15	39	2			13	15	6	8			
	Certificate III in Mechanical Trade (Fitting & Machining)	STT				1							1				
	Certificate III in Tourism	SHCS		19	15	15	11	4			44	34	32	22			
	Certificate IV in Hospitality Supervision	SHCS		15	16	13	11	5			27	10	14	3			
	Certificate IV in Training & Assessment	SHCS		37	56	32	46	3			17	22	6	11			
	Certificate IV in Youth Work	SHCS									16	12	7	6			
	Community Services Work	SHCS									1	6	1	3			
	Diploma of Children's Services	SHCS		23	1	20	1				14	1					
	Diploma of Community Services Work	SHCS		8	6	7	6				5	19					
	Diploma of Management	SHCS									11	34	4	12			
	<b>Total</b>				<b>335</b>	<b>231</b>	<b>292</b>	<b>173</b>			<b>18</b>	<b>Total</b>				<b>251</b>	<b>200</b>
<b>Cumulative Total Enrolments Vanuatu 1208</b>				<b>Cumulative Total Graduates Vanuatu 823</b>				<b>Cumulative Total Migrations Vanuatu 18</b>									

## Vanuatu Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options				
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship		
		Female	Male	Female	Male		Female	Male	Female	Male	
Stage 1	Not Stated	4	5	17	31	Stage 2	2			1	
	Certificate II in Construction										
	Certificate III in Aged Care						1		1		
	Certificate III in Allied Health Assistance						2	1			
	Certificate III in Automotive Mechanical Technology	2	37		20			28			1
	Certificate III in Carpentry	1	76	1	47		2	47			31
	Certificate III in Children's Services	244	16	29	28		61	4	10		2
	Certificate III in Community Services Work	1	3				7	13	1		
	Certificate III in Disability						2				
	Certificate III in Electrotechnology	4	27		18		2	22			1
	Certificate III in Engineering - Fabrication Trade	1	14	2	5			14			
	Certificate III in Hairdressing	2					5			1	
	Certificate III in Hospitality	93	36	28	24		52	13	13		4
	Certificate III in Hospitality (Commercial Cookery)	40	47	10	18		7	20	6		7
	Certificate III in Hospitality (Lodge)						4	1			
	Certificate III in Mechanical Trade (Diesel Fitting)		7		1			8			
	Certificate III in Mechanical Trade (Fitting & Machining)	1	7	1				4		2	
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	1	11		1			10			
	Certificate III in Nutrition & Dietetic Assistance						1				
	Certificate III in Painting & Decorating	26	8	3	1		2	5	1		
	Certificate III in Patisserie		14	2	1			1			1
	Certificate III in Plumbing		11		6			5			1
	Certificate III in Tourism	64	36	18	9		37	34	11		6
	Certificate III in Wall & Floor Tiling	4	9	1	3		3	5			
	Certificate IV Community Development	2	1				8	14			
	Certificate IV in Disability										
	Certificate IV in Hospitality Supervision	26	9	19	16		10	2	11		7
	Certificate IV in Training & Assessment	9	16	28	57		1		27		30
Certificate IV in Youth Work	2				15	14	1		1		
Diploma of Children's Services	63	4	1		18	2					
Diploma of Community Services Work	23	21	2	4	3	6	1		1		
Diploma of Management								20	39		
<b>Total</b>		<b>613</b>	<b>415</b>	<b>162</b>	<b>290</b>	<b>Total</b>	<b>245</b>	<b>273</b>	<b>106</b>	<b>133</b>	
<b>Cumulative Scholarship Applications</b>		<b>Total Female 858</b>			<b>Total Male 1546</b>			<b>Total Combined 2404</b>			



<b>Mobilisations – Vanuatu Citizens</b>				
<b>Stage</b>	<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>1</b>	<b>SHCS</b>	278	96	<b>374</b>
	<b>STT</b>	25	102	<b>127</b>
<b>2</b>	<b>SHCS</b>	40	33	<b>73</b>
	<b>STT</b>	2	19	<b>21</b>

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Vanuatu Citizens</b>					
<b>Stage</b>	<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Reason Not Mobilised</b>
<b>1</b>	<b>SHCS</b>	2		<b>2</b>	Declined
		6		<b>6</b>	Deferred
		3		<b>3</b>	No Show
		18		<b>18</b>	Not stated
	<b>STT</b>		4	<b>4</b>	Declined
		2	2	<b>4</b>	Deferred
			2	<b>2</b>	No Show
	1	11	<b>12</b>	Not stated	
<b>2</b>	<b>SHCS</b>		2	<b>2</b>	Declined
		2	5	<b>7</b>	Deferred
			1	<b>1</b>	No Show
		22	11	<b>33</b>	Not stated
	<b>STT</b>		16	<b>16</b>	Not stated

<b>Non-Completions – Vanuatu Citizens</b>					
<b>Stage</b>	<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Reason Not Completed</b>
<b>1</b>	<b>SHCS</b>	3	11	<b>14</b>	Excluded
		48	47	<b>95</b>	Withdrawn
	<b>STT</b>	1	14	<b>15</b>	Withdrawn
<b>2</b>	<b>SHCS</b>	1	3	<b>4</b>	Withdrawn
	<b>STT</b>		1	<b>1</b>	Withdrawn

### Solomon Islands Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants			
				Female	Male	Female	Male				Female	Male						
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	4	2	3	2				
	Certificate III in Carpentry	STT												5				
	Certificate III in Children's Services	SHCS		4	1	4	1						19		15			
	Certificate III in Disability	SHCS											4	1	4	1		
	Certificate III in Hairdressing	SHCS		4	1	4	1	1					8		8			
	Certificate III in Hospitality	SHCS		6	1	5	1	3					5	3	15	8		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		2	4	2	4	1					8	9	8	9		
	Certificate III in Hospitality (Lodge)	SHCS											10	5				
	Certificate III in Mechanical Trade (Diesel Fitting)	STT												1				
	Certificate III in Painting & Decorating	STT		3	7		7						8	1	8			
	Certificate III in Patisserie	SHCS		4		4							7		7			
	Certificate III in Tourism	SHCS		1		1		2										
	Certificate III in Wall & Floor Tiling	STT		1		1								2		1		
	Certificate IV in Hospitality Supervision	SHCS		5	4	5	4						8	5	7	5		
	Certificate IV in Training & Assessment	SHCS		1	2	1	2											
	Certificate IV in Youth Work	SHCS												6		5		
	Diploma of Children's Services	SHCS		4	1	4	1											
	Diploma of Community Services Work	SHCS									3	7	1					
					35	21	31	21	7			84	47	76	31	0		
	Stage 1	Certificate III in Automotive Mechanical Technology	STT	PNG				23			Stage 2	PNG				7		
Certificate III in Carpentry		STT					28							7		5		
Certificate III in Electrotechnology		STT	1		23	1	17							44		14		
Certificate III in Engineering - Fabrication Trade		STT					5							3	25	2	17	
Certificate III in Mechanical Trade (Diesel Fitting)		STT					18							4		2		
Certificate III in Mechanical Trade (Fitting & Machining)		STT							1					24	1	9		
				1	97	1	61	0			3	104	3	47	0			

### Solomon Islands Citizens - Enrolments and Graduates (cont.)

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants								
				Female	Male	Female	Male				Female	Male											
Stage 1	Certificate III in Children's Services	SHCS	Samoa						Stage 2	Samoa	2												
	Certificate III in Engineering - Fabrication Trade	STT									1	1											
	Certificate III in Hospitality	SHCS		7	3	7	3				17	7	16	5									
	Certificate III in Hospitality (Commercial Cookery)	SHCS		1		1					8	2	7	1									
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT			3		3					5		2									
	Certificate III in Plumbing	STT			2		1					12		4									
	Certificate III in Tourism	SHCS		8	8	8	7				6	10	6	9									
	Certificate IV in Hospitality Supervision	SHCS		5	1	5	1																
				21	17	21	15	0			33	37	29	22	0								
	Certificate IV in Training & Assessment	SHCS	Solomon Islands								Solomon Islands	14	32	6	4								
				0	0	0	0	0				14	32	6	4	0							
	Certificate III in Children's Services	SHCS	Vanuatu	20	2	19	2				Vanuatu	44	5	44	4								
	Certificate III in Hospitality	SHCS		33	16	32	16			5		2	5	2									
	Certificate III in Hospitality (Commercial Cookery)	SHCS		6	11	4	11																
	Certificate III in Tourism	SHCS		8	4	8	4																
	Certificate IV in Hospitality Supervision	SHCS		11	7	11	7			1													
Certificate IV in Youth Work	SHCS							2	8	2		5											
Diploma of Children's Services	SHCS							3															
Diploma of Community Services Work	SHCS							4	2														
			78	40	74	40			59	17	51	11											
<b>Total</b>				<b>135</b>	<b>175</b>	<b>127</b>	<b>137</b>	<b>0</b>	<b>Total</b>	<b>193</b>	<b>237</b>	<b>165</b>	<b>115</b>	<b>0</b>									
Cumulative Total Enrolments Solomon Is				740				Cumulative Total Graduates Solomon Is				544				Cumulative Total Migrations Solomon Is				0			

## Solomon Islands Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated	5	5	6	11	Stage 2		3	1	8
	Certificate II in Construction								1	16
	Certificate II in Automotive Servicing Technology									15
	Certificate III in Aged Care						8	3		
	Certificate III in Automotive Mechanical Technology	2	72		24			35		1
	Certificate III in Carpentry		101	1	26			135		7
	Certificate III in Children's Services	165	22	14	8		90	5	2	
	Certificate III in Community Services Work		3				27	19		
	Certificate III in Disability						3	1		
	Certificate III in Electrotechnology	5	70		22		1	43		4
	Certificate III in Engineering - Fabrication Trade		13		1			13		
	Certificate III in Hairdressing	17	1	3			4			
	Certificate III in Hospitality	141	63	16	10		22	14		
	Certificate III in Hospitality (Commercial Cookery)	66	42	7	10		21	11	1	1
	Certificate III in Hospitality (Lodge)									
	Certificate III in Mechanical Trade (Diesel Fitting)		44		9			41		1
	Certificate III in Mechanical Trade (Fitting & Machining)		9	1	6			3		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)		10		6			14		
	Certificate III in Painting & Decorating	27	14	1	1		2	13		
	Certificate III in Patisserie	12	5	6			8	1		
	Certificate III in Plumbing		24		4			19		3
	Certificate III in Tourism	93	84	17	25		15	18		
	Certificate III in Wall & Floor Tiling	1	3					9		
	Certificate IV in Disability									
	Certificate IV in Hospitality Supervision	56	23	8	4		5	5		
	Certificate IV in Training & Assessment	5	6		3				7	21
	Certificate IV in Youth Work						6	25		
Diploma of Children's Services	34	4			13	1	1			
Diploma of Community Services Work	39	47		1	22	27	1			
Diploma of Management							1			
<b>Total</b>		<b>668</b>	<b>665</b>	<b>80</b>	<b>171</b>	<b>Total</b>	<b>247</b>	<b>458</b>	<b>15</b>	<b>77</b>

**Cumulative Scholarship Applications**

**Total Female 915**

**Total Male 1123**

**Total Combined 2038**

<b>Mobilisations - Solomon Islands Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	234	107	341
	STT	17	175	192
2	SHCS	81	34	115
	STT	1	58	59

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations - Solomon Islands Citizens</b>						
Stage	School	Female	Male	Total	Reason Not Mobilised	
1	SHCS	2	2	4	Declined	
		17	6	23	Deferred	
		2	6	8	No Show	
		7	5	12	Reapply-Deferred	
		5	4	9	Not stated	
	STT			2	2	Declined
				3	3	Deferred
				24	24	Not stated
2	SHCS	1	1	2	Declined	
		7	2	9	Deferred	
		5	3	8	No Show	
		15	11	26	Not stated	
	STT		96	96	Not stated	

<b>Non-Completions - Solomon Islands Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	1		1	Excluded
		4	5	9	Withdrawn
	STT		12	12	Withdrawn
2	SHCS	1	2	3	Withdrawn
	STT				

### Kiribati Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Fiji		7		6				
	Certificate III in Automotive Mechanical Technology	STT			5		4					9		2			
	Certificate III in Carpentry	STT		2	10		6					2	27	4	20		
	Certificate III in Children's Services	SHCS		5	1	4	1						6	5			
	Certificate III in Disability	SHCS											1	1			
	Certificate III in Electrotechnology	STT											1	1			
	Certificate III in Hospitality	SHCS		14		13		2					3		3		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		6	3	4	2	1					2	1	2	1	
	Certificate III in Mechanical Trade (Diesel Fitting)	STT			4		4							7		4	
	Certificate III in Mechanical Trade (Fitting & Machining)	STT												1		1	
	Certificate III in Painting & Decorating	STT											7	5	2	3	
	Certificate III in Tourism	SHCS		1		1											
	Certificate III in Wall & Floor Tiling	STT											13	1			
	Certificate IV in Hospitality Supervision	SHCS		6	1	6	1	1					2		2		
	Certificate IV in Training & Assessment	STT		1		1											
	Certificate IV in Youth Work	SHCS									5	4	5	4			
	Diploma of Community Services Work	SHCS	3	3	3	3					2	4	2	4			
					38	27	32	21	4			45	66	32	39	0	
	Certificate IV in Training & Assessment	STT	Kiribati	12	13	11	8			Kiribati							
				12	13	11	8	0									
	Diploma of Community Services Work	SHCS	Nauru							Nauru		0	0	0	0	0	
				0	0	0	0	0				8	7	8	7		
												8	7	8	7	0	
	Certificate III in Automotive Mechanical Technology	STT	Samoa		3		3			Samoa							
	Certificate III in Disability	SHCS											1				
Certificate III in Electrotechnology	STT			1		1								1			
Certificate III in Engineering - Fabrication Trade	STT																
Certificate III in Hospitality	SHCS			1		1											
Certificate III in Hospitality (Commercial Cookery)	SHCS	1		1	1	1									1		
Certificate III in Mechanical Trade (Fitting & Machining)	STT												1		1		
Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT			3		1								3		2	
			1	10	1	8	0				2	4	1	3	0		
Certificate III in Children's Services	SHCS	Vanuatu	1		1				Vanuatu								
Certificate III in Hospitality	SHCS		1		1												
Certificate III in Hospitality (Commercial Cookery)	SHCS		1	1													
Certificate III in Hospitality Supervision	SHCS		1			1											
				4	1	2	1	0					0	0	0	0	0
			<b>Total</b>	<b>55</b>	<b>51</b>	<b>46</b>	<b>38</b>	<b>4</b>		<b>Total</b>	<b>55</b>	<b>77</b>	<b>41</b>	<b>49</b>	<b>0</b>		

Cumulative Total Enrolments Kiribati 238

Cumulative Total Graduates Kiribati 174

Cumulative Total Migrations Kiribati 4

### Kiribati Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated	4		1	1	Stage 2	2			1
	Certificate III in Aged Care						28	2	4	
	Certificate III in Automotive Mechanical Technology	2	18		27		3	42		1
	Certificate III in Carpentry	5	28	2	13		9	76		2
	Certificate III in Children's Services	31	4	8	1		37		1	
	Certificate III in Community Services Work	2					13	13		
	Certificate III in Disability						8	2		
	Certificate III in Electrotechnology	1	5	4	25		4	18		1
	Certificate III in Engineering - Fabrication Trade	1	1		3			6		
	Certificate III in Hairdressing	1	2				6			
	Certificate III in Hospitality	46	6	14	4		19	2		
	Certificate III in Hospitality (Catering)						1			
	Certificate III in Hospitality (Commercial Cookery)	20	10	20	2		11	4	1	1
	Certificate III in Hospitality (Lodge)						9	3		
	Certificate III in Mechanical Trade (Diesel Fitting)		10		1			18		
	Certificate III in Mechanical Trade (Fitting & Machining)	0	5		1			4		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	1	4		7		1	14		
	Certificate III in Painting & Decorating	19	1				22	5		
	Certificate III in Patisserie	3	1	1			1	1		
	Certificate III in Plumbing				1		1			
	Certificate III in Tourism	11		8	3			1		
	Certificate III in Wall & Floor Tiling		1				29	7	1	2
	Certificate IV in Disability									
	Certificate IV in Hospitality Supervision	9	5	9	1		1			
Certificate IV in Training & Assessment	1	1	13	13			7	32		
Certificate IV in Youth Work					19	10				
Diploma of Children's Services	4	1			7					
Diploma of Community Services Work	19	10	1		16	12				
	<b>Total</b>	<b>180</b>	<b>113</b>	<b>81</b>	<b>103</b>	<b>Total</b>	<b>247</b>	<b>240</b>	<b>14</b>	<b>40</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 427</b>		<b>Total Male 353</b>		<b>Total Combined 780</b>				

<b>Mobilisations – Kiribati Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	48	17	65
	STT	5	33	38
2	SHCS	23	11	34
	STT	20	43	63

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Kiribati Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	1		1	Declined
		1		1	Deferred
		2		2	No Show
		1		1	Not stated
	STT		1	1	Deceased
			4	4	Not stated
2	SHCS	1		1	Deferred
	STT	1	1	2	Deferred
		1		1	Pregnancy-Deferred
		20	48	68	Not stated

<b>Non-Completions – Kiribati Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	6	7	13	Withdrawn
	STT		1	1	Withdrawn
2	SHCS				
	STT				



### FSM Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants
				Female	Male	Female	Male				Female	Male	Female	Male	
Stage 1	Certificate III in Children's Services	SHCS	Fiji	2	2	2	2	0	Stage 2	Fiji					
<b>Total</b>				<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Cumulative Total Enrolments FSM 4</b>				<b>Cumulative Total Graduates FSM 4</b>				<b>Cumulative Total Migrations FSM 0</b>							

### FSM Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated		3			Stage 2		2		
	Certificate III in Automotive Mechanical Technology		5		1					
	Certificate III in Children's Services	2	2	1						
	Certificate III in Electrotechnology		4					1		
	Certificate III in Tourism	4	2	1						
	Certificate III Fitting and Machining		1							
	Certificate III Diesel Fitting		1							
	Certificate IV in Youth Work							1		
	Certificate III Carpentry		1		1					
	Diploma in Children's Services	2	1							
	Certificate III Age Care							1		
Diploma of Community Services Work										
<b>Total</b>		<b>8</b>	<b>21</b>	<b>2</b>	<b>2</b>	<b>Total</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 9</b>		<b>Total Male 25</b>		<b>Total Combined 34</b>				

<b>Mobilisations – FSM Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	2	2	4
	S TT			
2	SHCS			
	S TT			

Note:  
 Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – FSM Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	1		1	Deferred
			1	1	No Show
	S TT				
2	SHCS				
	S TT				

<b>Non-Completions – FSM Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS				
	S TT				
2	SHCS				
	S TT				

### Cook Islands Citizens- Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants
				Female	Male	Female	Male				Female	Male	Female	Male	
Stage 1	Certificate III in Hospitality	SHCS	Fiji						Stage 2	Fiji	1				
	Certificate IV in Training & Assessment	STT		1		1									
<b>Total Stage 1</b>				<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>Total Stage 2</b>		<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Cumulative Total Enrolments Cook Islands 1</b>				<b>Cumulative Total Graduates Cook Islands 1</b>				<b>Cumulative Total Migrations Cook Islands 0</b>							

Cook Islands Citizens - Scholarship Applications										
Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Certificate III in Electrotechnology				1	Stage 2		1		
	Certificate IV in Training & Assessment	1								
<b>Total</b>		<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 1</b>			<b>Total Male 1</b>			<b>Total Combined 2</b>		

Mobilisations - Cook Islands Citizens				
Stage	School	Female	Male	Total
1	SHCS			
	STT	1		1
2	SHCS	1		1
	STT			

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

Non-Mobilisations - Cook Islands Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS				
	STT				
2	SHCS				
	STT				

Non-Completions - Cook Islands Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS				
	STT				
2	SHCS				
	STT				

### Marshall Islands Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants								
				Female	Male	Female	Male				Female	Male											
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Fiji						Stage 2	Fiji		3											
	Certificate III in Carpentry	STT									2												
	Certificate III in Disability	SHCS									1	1											
	Certificate III in Hospitality	SHCS		1	1	1	1																
	Certificate III in Hospitality (Commercial Cookery)	SHCS									1	1											
	Certificate III in Mechanical Trade (Diesel Fitting)	STT									1												
	Certificate IV in Training & Assessment	STT		8	5						1	7	6										
	Certificate IV in Youth Work	SHCS									2	1											
	Diploma of Community Services Work	SHCS		2	2	2	1																
				11	8	3	2	0					4	8	9	6	0						
	Certificate III in Hospitality	SHCS	Samoa										1										
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT											4										
	Certificate III in Tourism	SHCS			1		1																
				0	1	0	1	0					0	5	0	0	0						
Diploma of Community Services Work	SHCS	Vanuatu								Vanuatu	3	4											
			0	0	0	0	0				3	4	0	0	0								
			<b>Total</b>	<b>11</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>0</b>		<b>Total</b>	<b>7</b>	<b>17</b>	<b>9</b>	<b>6</b>	<b>0</b>								
<b>Cumulative Total Enrolments Marshall Is</b>				<b>44</b>				<b>Cumulative Total Graduates Marshall Is</b>				<b>21</b>				<b>Cumulative Total Migrations Marshall Is</b>				<b>0</b>			

### Marshall Islands Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options				
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship		
		Female	Male	Female	Male		Female	Male	Female	Male	
Stage 1	Certificate III in Automotive Mechanical Technology				3	Stage 2		6			
	Certificate III in Carpentry							3			
	Certificate III in Children's Services				1						
	Certificate III in Community Service Work							1	2		
	Certificate III in Disability							1			
	Certificate III in Diesel Fitting								2		
	Certificate III in Electrotechnology			1	2				2		
	Certificate III in Engineering - Fabrication Trade			2	1						
	Certificate III in Hospitality	2	2						1		
	Certificate III in Hospitality (Commercial Cookery)							1			
	Certificate III in Mechanical Trade (Fitting & Machining)										
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)								8		
	Certificate III in Tourism	1	2	1	6						
	Certificate IV in Disability										
	Certificate IV Hospitality Supervision			1							
	Certificate IV in Training & Assessment	8	8	1							
Certificate IV in Youth Work							1				
Diploma of Community Services Work	6	4				2	2				
<b>Total</b>		<b>17</b>	<b>20</b>	<b>2</b>	<b>13</b>	<b>Total</b>	<b>5</b>	<b>27</b>	<b>0</b>	<b>0</b>	
<b>Cumulative Scholarship Applications</b>		<b>Total Female 22</b>		<b>Total Male 47</b>		<b>Total Combined 69</b>					

<b>Mobilisations - Marshall Islands Citizens</b>				
<b>Stage</b>	<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>1</b>	<b>SHCS</b>	9	4	<b>13</b>
	<b>STT</b>	3	2	<b>5</b>
<b>2</b>	<b>SHCS</b>	4	3	<b>7</b>
	<b>STT</b>		5	<b>5</b>

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations - Marshall Islands Citizens</b>					
<b>Stage</b>	<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Reason Not Mobilised</b>
<b>1</b>	<b>SHCS</b>		1	<b>1</b>	Declined
	<b>STT</b>		1	<b>1</b>	Not stated
<b>2</b>	<b>SHCS</b>	1		<b>1</b>	Deferred
	<b>STT</b>		1	<b>1</b>	Not stated

<b>Non-Completions - Marshall Islands Citizens</b>					
<b>Stage</b>	<b>School</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>Reason Not Completed</b>
<b>1</b>	<b>SHCS</b>				
	<b>STT</b>				
<b>2</b>	<b>SHCS</b>				
	<b>STT</b>				

### Nauru Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	1						
	Certificate III in Automotive Mechanical Technology	STT			4		1					5		2			
	Certificate III in Carpentry	STT			3		2					1		2			
	Certificate III in Children's Services	SHCS										5		4			
	Certificate III in Disability	SHCS										2		2			
	Certificate III in Hospitality (Commercial Cookery)	SHCS				1		1									
	Certificate III in Mechanical Trade (Diesel Fitting)	STT				1		1					3		1		
	Certificate III in Painting & Decorating	STT											1				
	Certificate III in Patisserie	SHCS			2		2						1		1		
	Certificate III in Wall & Floor Tiling	STT											2				
	Certificate IV in Training & Assessment	STT			8	7	8	7									
				10	16	10	12	0			12	9	7	5	0		
	Certificate III in Engineering - Fabrication Trade	STT	Samoa			1		1		Stage 2	Samoa			1			
	Certificate III in Hospitality	SHCS			3		3										
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT				2		2									
	Certificate III in Plumbing	STT				1											
				3	4	3	3	0			0	1	0	1	0		
	Diploma of Community Services Work	SHCS	Nauru								Nauru	8		8			
				0	0			0				8	0	8	0	0	
	Certificate III in Hospitality (Commercial Cookery)	SHCS	Vanuatu			1		1		Stage 2	Vanuatu						
Certificate III in Tourism	SHCS			1		1											
Certificate IV in Hospitality Supervision	SHCS			2		2											
Diploma of Community Services Work	SHCS			1	1	1	1										
			4	2	4	2	0			0	0	0	0	0			
<b>Total</b>				<b>17</b>	<b>22</b>	<b>17</b>	<b>17</b>	<b>0</b>	<b>Total</b>				<b>20</b>	<b>10</b>	<b>15</b>	<b>6</b>	<b>0</b>
<b>Cumulative Total Enrolments Nauru 69</b>				<b>Cumulative Total Graduates Nauru 55</b>				<b>Cumulative Total Migrations Nauru 0</b>									

## Nauru Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated	1		3		Stage 2				
	Certificate III in Automotive Mechanical Technology		8		8			5		
	Certificate III in Carpentry		6		5			5		
	Certificate III in Children's Services	7	1	1	1					
	Certificate III in Electrotechnology		12		14			4		
	Certificate III in Engineering - Fabrication Trade		9		4			5		1
	Certificate III in Hairdressing	1					2			
	Certificate III in Hospitality	5		1			2			
	Certificate III in Hospitality (Commercial Cookery)		4							
	Certificate III in Mechanical Trade (Diesel Fitting)		4		5			5		
	Certificate III in Mechanical Trade (Fitting & Machining)		1		4			3		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)		3					2		
	Certificate III in Painting & Decorating	2								
	Certificate III in Patisserie	4					1			
	Certificate III in Plumbing		1							
	Certificate III in Tourism	2		1					1	
	Certificate III in Wall & Floor Tiling	4	1		1			1		
	Certificate IV in Hospitality Supervision	1		3						
	Certificate IV Youth Work						1	1		
	Certificate IV in Training & Assessment	8	6	2	1					
Diploma in Children's Services	2					3				
Diploma of Community Services Work	11	3				1				
	<b>Total</b>	<b>48</b>	<b>59</b>	<b>11</b>	<b>43</b>	<b>Total</b>	<b>10</b>	<b>31</b>	<b>1</b>	<b>1</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 58</b>		<b>Total Male 90</b>		<b>Total Combined 148</b>				



Mobilisations – Nauru Citizens				
Stage	School	Female	Male	Total
1	SHCS	24	3	27
	STT	4	14	18
2	SHCS			
	STT		7	7

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

Non-Mobilisations – Nauru Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS		1	1	Deferred
			1	1	Deceased
		2		2	Not stated
	STT	1		1	Declined
			2	2	Deferred
2	SHCS				
	STT		3		Not stated

Non-Completions – Nauru Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS				
	STT				
2	SHCS				
	STT				

### Niue Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total		Graduates		Total Migrants	
				Female	Male	Female	Male				Female	Male	Female	Male		
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Fiji		1		1		Stage 2	Fiji						
	Certificate III in Carpentry	STT			1		1					1				
	Certificate III in Children's Services	SHCS										1				
	Certificate III in Electrotechnology	STT											2			
	Certificate III in Hospitality (Commercial Cookery)	SHCS										2		2		
	Certificate III in Mechanical Trade (Diesel Fitting)	STT														
				0	4	0	4	0			3	3	2	0	0	
	Certificate III in Electrotechnology	STT	Samoa		2		1				Samoa					
	Certificate III in Engineering - Fabrication Trade	STT			2		2									
	Certificate III in Hospitality (Commercial Cookery)	SHCS		1	1	1	1									
Certificate III in Plumbing	STT									2			2			
			1	5	1	4	0		0	2	0	2	0			
<b>Total</b>			<b>1</b>	<b>9</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>Total</b>			<b>3</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>0</b>	
<b>Cumulative Total Enrolments Niue 18</b>			<b>Cumulative Total Graduates Niue 13</b>				<b>Cumulative Total Migrations Niue 0</b>									

### Niue Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Certificate III in Automotive Mechanical Technology					Stage 2		1		
	Certificate III in Carpentry		2					2		
	Certificate III in Children's Service							1		
	Certificate III in Electrotechnology		3		1					
	Certificate III in Engineering - Fabrication Trade		2							
	Certificate III in Hospitality (Commercial Cookery)	1	2					1		
	Certificate III in Hospitality Operations	1								
	Certificate IV in Hospitality Supervision							1		
	Certificate III in Fitting and Machining								1	
	Certificate III in Mechanical Trade (Diesel Fitting)		3		1				2	
	Certificate III in Plumbing		2		3					
	Diploma in Children's Services							2		
Certificate III in Tourism						1				
<b>Total</b>		<b>2</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>Total</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 8</b>		<b>Total Male 20</b>		<b>Total Combined 28</b>				

<b>Mobilisations – Niue Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	1	1	2
	STT		11	11
2	SHCS	2		2
	STT			

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Niue Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS				
	STT				
2	SHCS	1		1	Deferred
	STT		1	1	Declined
				1	1

<b>Non-Completions – Niue Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS		1	1	Withdrawn
	STT				
2	SHCS				
	STT				

### Palau Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants	
				Female	Male	Female	Male				Female	Male				
Stage 1	Diploma of Community Services Work	SHCS	Fiji	2		2			Stage 2	Fiji						
				2	0	2	0	0				0	0	0	0	0
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT	Samoa								Samoa		1			
	Certificate III in Tourism	SHCS			1		1									
	Certificate IV in Hospitality Supervision	SHCS		1		1										
				1	1	1	1	0				0	1	0	0	0
	Certificate III in Tourism	SHCS	Vanuatu	1		1					Vanuatu					
	Certificate IV in Hospitality Supervision	SHCS			1		1									
			1	1	1	1	0			0	0	0	0	0		
			<b>Total</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>		

Cumulative Total Enrolments Palau 7

Cumulative Total Graduates Palau 6

Cumulative Total Migrations Palau 0

### Palau Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options				
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship		
		Female	Male	Female	Male		Female	Male	Female	Male	
Stage 1	Not Stated			1		Stage 2			1		
	Certificate III in Electrotechnology							1			
	Certificate III in Hairdressing				1						
	Certificate III in Hospitality	1	2								
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)							2			
	Certificate III in Tourism	1	2								
	Certificate III Hospitality ( Commercial Cookery)		1								
	Certificate IV in Hospitality Supervision	2									
	Diploma of Community Services Work	2									
		<b>Total</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>

Cumulative Scholarship Applications

Total Female 7

Total Male 8

Total Combined 15

Mobilisations – Palau Citizens				
Stage	School	Female	Male	Total
1	SHCS	4	2	6
	STT			
2	SHCS			
	STT			

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

Non-Mobilisations – Palau Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	2	1	3	No Show
		1		1	Reapply-Deferred
	STT				
2	SHCS				
	STT				

Non-Completions – Palau Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS				
	STT				
2	SHCS				
	STT				

### Tonga Citizens- Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Fiji		2		1		Fiji		4		1				
	Certificate III in Carpentry	STT			3		3				10		5				
	Certificate III in Children's Services	SHCS		5		5					7		6				
	Certificate III in Disability	SHCS									1	1	1	1			
	Certificate III in Electrotechnology	STT										2					
	Certificate III in Hairdressing	SHCS		6	3	6	3				1		1				
	Certificate III in Hospitality	SHCS		1		1					1	1	1	1			
	Certificate III in Hospitality (Commercial Cookery)	SHCS									1		1				
	Certificate III in Mechanical Trade (Diesel Fitting)	STT										3					
	Certificate III in Painting & Decorating	STT										1					
	Certificate III in Patisserie	SHCS			1		1										
	Certificate III in Wall & Floor Tiling	STT										1					
	Certificate IV in Training & Assessment	STT		10	6	5	4	9					1				
	Certificate IV in Youth Work	SHCS										1	1				
	Diploma of Children's Services	SHCS		2		2											
	Diploma of Community Services Work	SHCS	1		1												
					25	15	20	12	9			12	24	11	8	0	
	Stage 2	Certificate III in Automotive Mechanical Technology	STT	Samoa		2		2		Samoa							
		Certificate III in Children's Services	SHCS									4	1	1			
		Certificate III in Disability	SHCS									4					
		Certificate III in Engineering - Fabrication Trade	STT			5		4	1				5		3		
		Certificate III in Hospitality	SHCS		16	2	16	2				1	1	1	1		
		Certificate III in Hospitality (Commercial Cookery)	SHCS		26	22	25	21				6	4	4	3		
		Certificate III in Mechanical Trade (Fitting & Machining)	STT					1					4				
		Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT			8		7					4		1		
Certificate III in Tourism		SHCS	29		5	29	5				3	2	1	1			
Certificate IV in Hospitality Supervision		SHCS	1			1											
Certificate IV in Training & Assessment		SHCS								2	3						
					72	44	71	42	1		20	24	7	9	0		
Certificate IV in Training & Assessment		STT	Tonga	17	32	14	27			Tonga							
				17	32	14	27	0			0	0	0	0	0		
Stage 3		Certificate III in Children's Services	SHCS	Vanuatu	11		11			Vanuatu							
	Certificate III in Hospitality (Commercial Cookery)	SHCS	1		1	1	1										
	Certificate III in Mechanical Trade (Fitting & Machining)	STT				1											
	Certificate III in Tourism	SHCS									2						
	Diploma of Children's Services	SHCS									3						
	Diploma of Community Services Work	SHCS	2			1											
				14	1	14	1	0		5	0	0	0	0			
<b>Total</b>				<b>128</b>	<b>92</b>	<b>119</b>	<b>82</b>	<b>10</b>	<b>Total</b>				<b>37</b>	<b>48</b>	<b>18</b>	<b>17</b>	<b>0</b>

Cumulative Total Enrolments Tonga 305

Cumulative Total Graduates Tonga 236

Cumulative Total Migrations Tonga 10

## Tonga Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options				
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship		
		Female	Male	Female	Male		Female	Male	Female	Male	
Stage 1	Not Stated		2	2	1	Stage 2	1				
	Certificate III in Aged Care							1			
	Certificate III in Automotive Mechanical Technology		18		1			13		1	
	Certificate III in Carpentry	2	19		1			15			
	Certificate III in Children's Services	38		1	2			8		1	
	Certificate III in Community Services Work							3			
	Certificate III in Disability							3	7	1	
	Certificate III in Electrotechnology		5		3			3	11		1
	Certificate III in Engineering - Fabrication Trade		9		1				9		
	Certificate III in Hairdressing	6	8					7	1		
	Certificate III in Hospitality	42	6	6	2			3		1	
	Certificate III in Hospitality (Commercial Cookery)	57	45	11	10			7	3		
	Certificate III in Hospitality (Lodge)							4	3		
	Certificate III in Mechanical Trade (Diesel Fitting)		7		3				4		
	Certificate III in Mechanical Trade (Fitting & Machining)		6		2				4		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)		11		1				2		
	Certificate III in Painting & Decorating	1	1						3		
	Certificate III in Patisserie	10	4	2	1			1			
	Certificate III in Plumbing		4		2				8		1
	Certificate III in Tourism	45	8	11	1			17	2		
Certificate III in Wall & Floor Tiling							3				
Certificate IV in Hospitality Supervision	1	1									
Certificate IV in Training & Assessment	9	6	21	35		1					
Certificate IV in Youth Work						2	2				
Diploma of Children's Services	8					6					
Diploma of Community Services Work											
	<b>Total</b>	<b>241</b>	<b>164</b>	<b>55</b>	<b>66</b>	<b>Total</b>	<b>66</b>	<b>91</b>	<b>4</b>	<b>3</b>	
<b>Cumulative Scholarship Applications</b>		<b>Total Female 307</b>		<b>Total Male 255</b>		<b>Total Combined 562</b>					

<b>Mobilisations – Tonga Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	113	39	152
	STT		42	42
2	SHCS	8	3	11
	STT		7	7

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Tonga Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	5	3	8	Declined
		9	3	12	Deferred
		6	1	7	No Show
		1		1	Pregnancy-Deferred
		7		7	Not stated
	STT	1	1	Declined	
		5	5	Not stated	
2	SHCS	1		1	Not stated
	STT		3	3	Not stated

<b>Non-Completions – Tonga Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	4	5	9	Excluded
	STT		1	1	Excluded
		1	1	2	Withdrawn
2	SHCS	1		1	Withdrawn
	STT				



### Tuvalu Citizens - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants		
				Female	Male	Female	Male				Female	Male					
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	2						
	Certificate III in Automotive Mechanical Technology	STT			4		3					1		1			
	Certificate III in Carpentry	STT										3					
	Certificate III in Children's Services	SHCS		9		9						8		8			
	Certificate III in Disability	SHCS										1		1			
	Certificate III in Electrotechnology	STT										2					
	Certificate III in Hospitality	SHCS		6		6											
	Certificate III in Hospitality (Commercial Cookery)	SHCS		1	3	1	2	1				1	4	1	3		
	Certificate III in Mechanical Trade (Diesel Fitting)	STT										1					
	Certificate III in Painting & Decorating	STT										1					
	Certificate III in Patisserie	SHCS		1	1	1	1					2		2			
	Certificate III in Wall & Floor Tiling	STT										2					
	Certificate IV in Disability	SHCS										1					
	Certificate IV in Training & Assessment	STT		9	15	9	14								1		
	Certificate IV in Youth Work	SHCS										2	2	1			
				<b>Total</b>	<b>26</b>	<b>23</b>	<b>26</b>	<b>20</b>	<b>1</b>			<b>18</b>	<b>15</b>	<b>12</b>	<b>6</b>	<b>0</b>	
		Certificate III in Children's Services	SHCS	Samoa						Samoa		4		4			
		Certificate III in Hospitality (Commercial Cookery)	SHCS									1		1			
				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			<b>4</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>0</b>		
	Certificate III in Community Services Work	SHCS	Vanuatu						Vanuatu		1		1				
				<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>		
			<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>		
				<b>Total</b>	<b>26</b>	<b>23</b>	<b>26</b>	<b>20</b>	<b>1</b>	<b>Total</b>	<b>23</b>	<b>16</b>	<b>18</b>	<b>6</b>	<b>0</b>		
<b>Cumulative Total Enrolments Tuvalu 88</b>				<b>Cumulative Total Graduates Tuvalu 70</b>				<b>Cumulative Total Migrations Tuvalu 1</b>									

## Tuvalu Citizens - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Not Stated	3	1			Stage 2				
	Certificate III in Aged Care						4			
	Certificate III in Automotive Mechanical Technology		8					14		
	Certificate III in Carpentry		4					12		1
	Certificate III in Children's Services	28						17		
	Certificate III in Community Services Work							7	1	
	Certificate III in Disability							4	2	
	Certificate III in Electrotechnology		5					1	6	
	Certificate III in Hospitality	7	1	2				3		
	Certificate III in Hospitality (Commercial Cookery)	5	6					3	3	
	Certificate III in Hospitality (Lodge)									
	Certificate III in Mechanical Trade (Diesel Fitting)								1	
	Certificate III in Mechanical Trade ( Fitting & Machining)		2							
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)		1						4	
	Certificate III in Plumbing		3						4	
	Certificate III in Painting & Decorating		1					1	6	
	Certificate III in Patisserie	2	2					3	1	1
	Certificate III in Wall & Floor Tiling		2					4		
	Certificate III Tourism	1						2	1	
	Certificate IV in Disability									
Certificate IV in Hospitality Supervision	1					2				
Certificate IV in Training & Assessment	3	3	7	12			1			
Certificate IV in Youth Work						7	3			
Diploma of Children's Services	2					1				
Diploma of Community Services Work	3					1				
<b>Total</b>		<b>55</b>	<b>39</b>	<b>9</b>	<b>12</b>	<b>Total</b>	<b>60</b>	<b>59</b>	<b>1</b>	<b>1</b>
<b>Cumulative Scholarship Applications</b>		<b>Total Female 115</b>		<b>Total Male 98</b>		<b>Total Combined 213</b>				

<b>Mobilisations – Tuvalu Citizens</b>				
Stage	School	Female	Male	Total
1	SHCS	24	6	30
	STT		8	8
2	SHCS	13	2	15
	STT	2	6	8

Note:

Students who attended more than one block of training to achieve their qualification will have multiple mobilisations, but only one enrolment

<b>Non-Mobilisations – Tuvalu Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	2		2	Declined
			1	1	Deferred
			1	1	Not stated
	STT				
2	SHCS	2	1	3	Deferred
		12	3	15	Not stated
	STT		1	1	Declined
			5	5	Not stated

<b>Non-Completions – Tuvalu Citizens</b>					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS		1	1	Withdrawn
	STT				
2	SHCS				
	STT				

### Citizens of Other Countries - Enrolments and Graduates

Stage	Course Name	School	Campus Country	Total Enrolment		Graduates		Total Migrants	Stage	Campus Country	Total Enrolment		Graduates		Total Migrants	
				Female	Male	Female	Male				Female	Male				
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	1		1			
	Certificate III in Children's Services	SHCS									1					
	Certificate IV in Disability	SHCS									1					
	Certificate IV in Training & Assessment	STT		2	1	1	1									
				2	1	1	1	0				3	0	1	0	0
	Certificate III in Disability	SHCS	Samoa								Samoa	1		1		
	Certificate III in Hairdressing	SHCS										1				
	Certificate III in Hospitality (Commercial Cookery)	SHCS										1				
	Certificate IV in Training & Assessment	SHCS										2	1			
				0	0	0	0	0				5	1	1	0	0
	Certificate IV in Training & Assessment	STT	Kiribati	1	2	1	2				Kiribati					
				1	2	1	2	0								
	Certificate IV in Training & Assessment	STT	PNG		2		2				PNG	0	0	0	0	0
			0	2	0	2	0			0		0	0	0	0	
Certificate IV in Training & Assessment	STT	Solomon Islands							Solomon Islands		2					
			0	0	0	0	0				0	2	0	0	0	
<b>Total</b>				<b>3</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>Total</b>		<b>8</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	

Cumulative Total Enrolments Other 19

Cumulative Total Graduates Other 9

Cumulative Total Migrations Other 0

### Citizens of Other Countries - Scholarship Applications

Stage	Course Name	Funding Options				Stage	Funding Options			
		Scholarship		Non - Scholarship			Scholarship		Non - Scholarship	
		Female	Male	Female	Male		Female	Male	Female	Male
Stage 1	Certificate III in Carpentry					Stage 2		1		
	Certificate III in Age Care								1	
	Certificate III in Children's Services						2			1
	Certificate III in Disability									1
	Certificate III in Fabrication Welding							1		
	Certificate III in Hairdressing			1						
	Certificate III in Hospitality Operations		1				1			
	Certificate III in Hospitality (Commercial Cookery)				1		1			
	Certificate III in Hospitality (Lodge)									
	Certificate III in Wall & Floor Tiling						1			
	Certificate III in Painting & Decorating				1					
Certificate IV in Training & Assessment			1	3	5			1	5	
<b>Total</b>		<b>0</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>Total</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>5</b>

Cumulative Scholarship Applications

Total Female 5

Total Male 4

Total Combined 9

## ANNEX 1 (a)

### Cumulative Scholarships All Countries

Cumulative Scholarship Applications			
Country	Female	Male	Combined
Fiji	1698	2630	4328
Samoa	446	737	1183
PNG	1134	2064	3198
Vanuatu	858	1546	2404
Solomon Islands	915	1123	2038
Kiribati	427	353	780
FSM	9	25	34
Cook Islands	1	1	2
Marshall Islands	22	47	69
Nauru	58	90	148
Niue	8	20	28
Palau	7	8	15
Tonga	307	255	562
Tuvalu	115	98	213
Other	5	4	9
<b>TOTAL</b>	<b>6010</b>	<b>9001</b>	<b>15011</b>

Cumulative Mobilisations				
Stage	School	Female	Male	Total
1	SHCS	1485	780	2265
	STT	145	1608	1753
2	SHCS	417	188	605
	STT	50	373	423

Cumulative Non-Mobilisations				
Stage	School	Female	Male	Total
1	SHCS	194	110	304
	STT	17	234	251
2	SHCS	242	151	393
	STT	294	540	834
<b>Total Both Stages</b>		<b>747</b>	<b>1035</b>	<b>1782</b>

Cumulative Non-Completions				
Stage	School	Female	Male	Total
1	SHCS	154	316	470
	STT	24	268	292
2	SHCS	6	5	11
	STT	0	3	3
<b>Total Both Stages</b>		<b>184</b>	<b>592</b>	<b>776</b>





## ANNEX 2 - Status of Partnership Agreements

Country	Partner	Type of Service/Facility	Status of Agreement
Fiji	Tanoa Hotels Group (Rakiraki)	Training Facilities	Renewed
	Vivekananda Technical Centre	Training Pathways	Finalised
Kiribati	Kiribati Institute of Technology	Training Pathways	Finalised
Marshall Islands	University of the South Pacific	Customer Contact	Finalised
Papua New Guinea	Port Moresby Technical College	Training Facilities	Reviewed and signed
Samoa	National University of Samoa	Training Facilities/Services	Reviewed and re-signed
Solomon Islands	Don Bosco Technical Institute	Training Pathways	Finalised
Tonga	Tongan Chamber of Commerce	Customer Contact	Finalised
Vanuatu	Ministry of Education - Vila North Public School	Training Facilities/Services	Reviewed and re-signed
	Vanuatu Institute of Technology	Training Pathways	Re-signed and ongoing



## ANNEX 3 - Training Profile Results 2012-2013

TRAINING PROFILE RESULTS 2012 – 2013													School of Trades and Technology	
Includes Graduates from Stage I and Stage II														
Note 1: Total 4 Year Contracted Graduate Target of 4,200 Graduates Note 2: Graduates may be from multiple semesters; Note 3: Semester 2 = July - December; Semester 1 = January - June	Enrolment and Graduate Targets													
	Enrol				Graduate				Totals 2012-13					
	S 2/12		S 1/13		S 2/12		S 1/13		Enrol		Graduate			
COURSE NAME and QUALIFICATION	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
Certificate IV in Training and Assessment*		22		10				38		32		38		
Cert III in Automotive Mechanical Technology	28		75	55	43	19	40	31	103	55	83	50		
Cert III in Engineering - Mechanical Trade (Fitting and Machining)	30	21	15	42	26	1	23	15	45	63	49	16		
Cert III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)			36	12	21	17	10	3	36	12	31	20		
Cert III in Engineering - Mechanical Trade (Diesel Fitter)	30	22	45	30	57	62	10	14	75	52	67	76		
Cert III in Engineering - Mechanical Trade (Heavy Fabrication)		10		37	34	34	50	12		47	84	46		
Cert III in Carpentry	45	30	60	88	66	58	45	31	105	118	111	89		
Cert II in Construction				15						15				
Cert III in Painting and Decorating			30		38	19	33	4	30		71	23		
Cert III in Wall and Floor Tiling		17	45	31	37	27	1	1	45	48	38	28		
Cert III in Plumbing					18		14	23			32	23		
Cert III in Electrotechnology Electrician	55	15	55	57	34	37			110	72	34	37		
<b>School of Trades and Technology Total</b>	<b>188</b>	<b>137</b>	<b>361</b>	<b>377</b>	<b>374</b>	<b>274</b>	<b>226</b>	<b>172</b>	<b>549</b>	<b>514</b>	<b>600</b>	<b>446</b>		

<b>TRAINING PROFILE RESULTS 2012 – 2013</b>													<b>School of Hospitality and Community Services</b>	
Includes Graduates from Stage I and Stage II														
Note 1: Total 4 Year Contracted Graduate Target of 4,200 Graduates Note 2: Graduates may be from multiple semesters; Note 3: Semester 2 = July - December; Semester 1 = January - June	<b>Enrolment and Graduate Targets</b>													
	<b>Enrol</b>				<b>Graduate</b>				<b>Totals 2012-13</b>					
	S 2/12		S 1/13		S 2/12		S 1/13		Enrol		Graduate			
<b>COURSE NAME and QUALIFICATION</b>	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
Certificate IV in Training and Assessment* (FFS)		8		9				5		17		5		
Cert III in Hospitality (Catering Operations)	16		16		14		14		32		28			
Cert III in Hospitality (Commercial Cookery)	48	31	48	58	44	38	44	49	96	89	88	87		
Cert III in Hospitality (Patisserie)	16	14		13	14	16		13	16	27	14	29		
Cert III in Retail Baking (Combined)	16		16		14		15		32		29			
Cert III in Community Services	20			16	19				20	16	19			
Diploma in Community Services Work		21	20	43			19	40	20	64	19	40		
Cert III in Children's Services	60	60	60	80	57	41	57	88	120	140	114	129		
Diploma in Children's Services			20	16			18		20	16	18			
Diploma of Management* (FFS)						16						16		
Cert III in Disability	40	33	20	17	38	14	19	30	60	50	57	44		
Cert IV in Disability				10						10				
Cert III in Home and Community Care/Aged Care	20	16	20	15	19		19	15	40	31	38	15		
Cert IV in Youth	40	39	20	15	57		38	35	60	54	95	35		
Cert III in Hospitality	40	49	20	102	38	73	19	47	60	151	57	120		
Cert III in Hospitality (Lodge)		20								20				
Cert IV in Hospitality Supervision	20	16	20	16	19	19	19	17	40	32	38	36		
Cert III in Tourism	40	30	60	27	38	21	57	29	100	57	95	50		
Cert III in Hairdressing	19	15		12	18	10		14	19	27	18	24		
<b>School of Hospitality and Community Services Total</b>	<b>395</b>	<b>352</b>	<b>340</b>	<b>449</b>	<b>389</b>	<b>248</b>	<b>338</b>	<b>382</b>	<b>735</b>	<b>801</b>	<b>727</b>	<b>630</b>		

<b>TRAINING PROFILE RESULTS 2012 – 2013</b>	<b>Enrol</b>				<b>Graduate</b>				<b>TOTALS 2012 - 2013</b>			
	<b>S 2/12</b>		<b>S 1/13</b>		<b>S 2/12</b>		<b>S 1/13</b>		<b>Enrol</b>		<b>Graduate</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>
<b>Total TARGET Enrolments and Graduates By Semester (Both Schools)</b>												
<b>Total ACTUAL Enrolments and Graduates by Semester (Both Schools)</b>	<b>583</b>	<b>489</b>	<b>701</b>	<b>826</b>	<b>763</b>	<b>522</b>	<b>564</b>	<b>554</b>	<b>1284</b>	<b>1315</b>	<b>1327</b>	<b>1076</b>

## ANNEX 4 - End of Course Learner Survey Report – 2013

School of Hospitality and Community Services (SHCS)						
School	Course	Semester/ Year	No. Completed Survey	% Completed Survey	% Satisfied with Course and Delivery	% Satisfied with Quality of Student Support Services
SHCS	Certificate III Commercial Cookery	Semester 1, 2013	14	100%	89%	86%
SHCS	Certificate III Hospitality Operations	Semester 1, 2013	14	100%	94%	91%
SHCS	Certificate IV Hospitality Supervision	Semester 1, 2013	14	100%	88%	82%
SHCS	Certificate III Children's Services	Semester 1, 2013	20	100%	96%	90%
SHCS	Certificate III Commercial Cookery	Semester 1, 2013	8	100%	92%	90%
SHCS	Certificate III Patisserie	Semester 1, 2013	13	100%	89%	84%
SHCS	Certificate III Commercial Cookery	Semester 1, 2013	17	100%	93%	89%
SHCS	Certificate IV Youth Work	Semester 1, 2013	14	100%	93%	87%
SHCS	Certificate IV Disability	Semester 1, 2013	9	100%	83%	83%
SHCS	Certificate III Home and Community Care/Age	Semester 1, 2013	15	100%	94%	87%
SHCS	Certificate III Tourism Operations	Semester 1, 2013	15	100%	85%	81%
SHCS	Certificate III Hospitality Operations (Part Time)	Semester 1, 2013	13	100%	93%	76%
SHCS	Certificate III Hospitality Operations	Semester 1, 2013	14	100%	91%	90%
SHCS	Certificate III Community Services	Semester 1, 2013	12	100%	92%	83%
SHCS	Certificate III Children's Services	Semester 1, 2013	17	100%	92%	92%
SHCS	Certificate III Hospitality Operations	Semester 1, 2013	16	100%	96%	92%
SHCS	Certificate III Tourism Operations	Semester 1, 2013	10	100%	91%	87%
SHCS	Certificate III Disability	Semester 1, 2013	14	100%	94%	91%
SHCS	Certificate III Children's Services	Semester 1, 2013	22	100%	92%	90%
SHCS	Certificate III Hospitality Lodge	Semester 1, 2013	14	100%	91%	91%
SHCS	Certificate III Commercial Cookery	Semester 1, 2013	15	100%	87%	86%
<b>SHCS Total</b>			<b>300</b>	<b>100%</b>		
<b>SHCS Average</b>					<b>91%</b>	<b>87%</b>

<b>School of Trades and Technology (STT)</b>						
<b>School</b>	<b>Course</b>	<b>Semester/ Year</b>	<b>No. Completed Survey</b>	<b>% Completed Survey</b>	<b>% Satisfied with Course and Delivery</b>	<b>% Satisfied with Quality of Student Support Services</b>
STT	Certificate III Carpentry	2013	15	100%	92%	80%
STT	Certificate III Plumbing	2013	12	100%	93%	81%
STT	Certificate III Automotive	2013	16	100%	90%	86%
STT	Certificate III Fitting and Machining	2013	7	100%	86%	83%
STT	Certificate III Carpentry	2013	11	100%	94%	87%
STT	Certificate III Air Conditioning and Refrigeration	2013	9	100%	96%	81%
STT	Certificate III Automotive	2013	14	100%	88%	70%
STT	Certificate III Automotive	2013	11	100%	89%	86%
STT	Certificate III Fabrication and Welding	2013	13	100%	91%	82%
STT	Certificate III Diesel Fitting	2013	9	100%	92%	88%
STT	Certificate III Painting and Decorating	2013	19	100%	82%	74%
STT	Certificate III Carpentry	2013	16	100%	94%	86%
<b>STT Total</b>			<b>152</b>	<b>100%</b>		
<b>STT Average</b>					<b>91%</b>	<b>82%</b>

## ANNEX 5 - Enrolment and Graduate Targets 2014 – 2015 by Country of Origin and Gender

APTC TRAINING PROFILE 2014 - 2015																																				
Enrolment and Graduate Target Numbers by Country of Origin and Gender																																				
*Note - Semesters are numbered by Financial Year	Enrol		Graduate		Totals																															
APTC Contracted Graduate Target = 4200	Sem 2 July - Dec/14	Sem 1 Jan - Jun/15	Sem 2 July - Dec/14	Sem 1 Jan - Jun/15	Enrol July 14 - Jun 15	Grad July 14 - Jun 15																														
Semester Enrolment and Graduate Targets By School - STI	372	30	340	316	402	656																														
Semester Enrolment and Graduate Targets by School - SHCS	273	232	294	209	505	503																														
Schools Totals By Semester	645	262	634	525	907	1159	Target Enrolments by Country and Gender																													
COURSE NAME and QUALIFICATION	Cook Is.		FSM		Fiji		Marshall		Nauru		Niue		Palau		PNG		Kiribati		Samoa		Solomon		Tonga		Tuvalu		Vanuatu		Totals							
	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						
Certificate IV in Training and Assessment*	FFS	FFS	FFS	FFS	FFS	FFS																														
Cert III in Automotive Mechanical Technology	56		54	13	56	67										23	1	2		6		4		1		1		3	55	1						
Cert III in Engineering - Mechanical Trade (Fitting and Machining)	57		13	27	57	40										33	1	1		5		5		1			1	56	1							
Cert III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	14	14	26		28	26									1	5		1		10	1	2		1			1	27	1							
Cert III in Engineering - Mechanical Trade (Diesel Fitter)	62		27	72	62	99										29		2		2		6		1			1	61	1							
Cert III in Engineering - Mechanical Trade (Heavy Fabrication)	28		25	26	28	51										12	1			6		2		1			1	27	1							
Cert III in Carpentry	28	16	89	60	44	149										12		3		4	1	5		1			7	43	1							
Cert III in Painting and Decorating	14		13		14	13																					1	6	8							
Cert III in Wall and Floor Tiling	13				13	0																					1	1	7	6						
Cert III in Plumbing			52			52																							0	0						
Cert III in Electrotechnology Electrician	100		41	118	100	159										29												4	1	97	3					
Cert III in Hospitality Patisserie			15			15																							0	0						
Cert III in Hospitality Commercial Cookery	46	30	43	28	76	71										16	7											8	3	48	28					
Cert III Allied Health Assistance/Health Services Assistance	18	18	16	16	36	32										2	2		1		1		1					1	2	14	22					
Cert IV in Youth	36	18	32	16	54	48										6	1		1								1	1	7	10	32	22				
Cert III in Children's Services	40	19	52	17	59	69										1	4		2		1		1					2	2	14	12	47				
Diploma in Children's Services	18	18	16	16	36	32											9												1	9	1	35				
Cert IV in Community Development		18		16	18	16										1	2	1	1		1	1	1	1			1	1	8	10						
Cert III in Disability	20		34		20	34										1	3		1		1								4	16						
Cert III in Hospitality (Operations)	40	38	36	34	78	70										4	8										1	6	15	25	53					
Cert III in Tourism (Operations)	20	20	18	18	40	36										1	1											5	8	16	24					
Cert III in Hospitality (Catering Operations)	15	15	14	14	30	28																								24	6					
Cert III in Hospitality (Lodge)	20	20	18	18	40	36										5	2		1		1								2	15	25					
Cert IV in Hospitality (Supervision)		18		16	18	16										2	3											2	1	8	10					
<b>Total Enrolments and Graduates By Course By Semester</b>	<b>645</b>	<b>262</b>	<b>634</b>	<b>525</b>	<b>907</b>	<b>1159</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>141</b>	<b>50</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>192</b>	<b>45</b>	<b>15</b>	<b>12</b>	<b>85</b>	<b>62</b>	<b>67</b>	<b>42</b>	<b>14</b>	<b>15</b>	<b>5</b>	<b>8</b>	<b>53</b>	<b>65</b>	<b>586</b>	<b>321</b>
Enrolment numbers are new enrolments, not cumulative							Cook Is.	FSM		Fiji		Marshall		Nauru		Niue		Palau		PNG		Kiribati		Samoa		Solomon		Tonga		Tuvalu		Vanuatu		907		

Graduate numbers include all students who are due to graduate in this period, including those whose start dates are before the 14/15 FY

## ANNEX 6 - Training Profile 2014 – 2015 by Semester, School and Course

APTC TRAINING PROFILE 2014 - 2015			GRADUATE TARGET NUMBERS BY SEMESTER, SCHOOL AND COURSE										
<i>*Note - Semesters are numbered by Financial Year</i>			Enrol		Graduate		Totals						
ANZSCO Reference is linked to AQF Training Packages			APTC Contracted Graduate Target = 4200					Sem 2 July - Dec/14	Sem 1 Jan - Jun/15	Sem 2 July - Dec/14	Sem 1 Jan - Jun/15	Enrol July 14 - Jun 15	Grad July 14 - Jun 15
Semester Enrolment and Graduate Targets By School - STT			372	30	340	316	402	656					
Semester Enrolment and Graduate Targets by School - SHCS			273	232	294	209	505	503					
Ref.	OCCUPATIONAL AREA (ANZSCO)	COURSE NAME and QUALIFICATION											
1	Managers												
2.4	Education	Certificate IV in Training and Assessment*	FFS	FFS	FFS	FFS	FFS	FFS					
3	Technicians and trades												
3.2	Automotive and engineering trades	Cert III in Automotive Mechanical Technology	56		54	13	56	67					
		Cert III in Engineering - Mechanical Trade (Fitting and Machining)	57		13	27	57	40					
		Cert III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	14	14	26		28	26					
		Cert III in Engineering - Mechanical Trade (Diesel Fitter)	62		27	72	62	99					
		Cert III in Engineering - Mechanical Trade (Heavy Fabrication)	28		25	26	28	51					
3.3	Construction trades	Cert III in Carpentry	28	16	89	60	44	149					
		Cert III in Painting and Decorating	14		13		14	13					
		Cert III in Wall and Floor Tiling	13				13	0					
		Cert III in Plumbing			52			52					
3.4	Electrotech & telecommunications trades	Cert III in Electrotechnology Electrician	100		41	118	100	159					
3.5	Food trades	Cert III in Hospitality Patisserie			15			15					
		Cert III in Hospitality Commercial Cookery	46	30	43	28	76	71					
4	Community and personal service												
4.1	Health and welfare support	Cert III Allied Health Assistance/Health Services Assistance	18	18	16	16	36	32					
		Cert IV in Youth	36	18	32	16	54	48					
4.2	Carers and aides	Cert III in Children's Services	40	19	52	17	59	69					
		Diploma in Children's Services	18	18	16	16	36	32					
		Cert IV in Community Development		18		16	18	16					
		Cert III in Disability	20		34		20	34					
4.3	Hospitality	Cert III in Hospitality (Operations)	40	38	36	34	78	70					
		Cert III in Tourism (Operations)	20	20	18	18	40	36					
		Cert III in Hospitality (Catering Operations)	15	15	14	14	30	28					
		Cert III in Hospitality (Lodge)	20	20	18	18	40	36					
		Cert IV in Hospitality (Supervision)		18		16	18	16					
Total Enrolments and Graduates By Course By Semester			645	262	634	525	907	1159					

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 14/15 FY

## ANNEX 7 - 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		
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	Enrol	Grad	
APTC Contracted Graduate Target = 4200																											
Enrolment and Graduate Targets By School of STT	258	206	140	16	464	156	188	361	274	171	549	445	232	355	113	405	587	518	372	30	233	280	402	513	2002	1632	
Enrolment and Graduate Targets by School of SHCS	286	273	410	189	559	599	395	340	248	383	735	631	364	344	319	459	708	778	273	232	247	209	505	456	2507	2464	
<b>Totals By Semester and School</b>	<b>544</b>	<b>479</b>	<b>550</b>	<b>205</b>	<b>1023</b>	<b>755</b>	<b>583</b>	<b>701</b>	<b>522</b>	<b>554</b>	<b>1284</b>	<b>1076</b>	<b>596</b>	<b>699</b>	<b>432</b>	<b>864</b>	<b>1295</b>	<b>1296</b>	<b>645</b>	<b>262</b>	<b>480</b>	<b>489</b>	<b>907</b>	<b>969</b>	<b>4509</b>	<b>4096</b>	



## ANNEX 8 - Marketing and Media Report

MEDIA ARTICLES REGISTER 2013							
Article	Country	Characteristics	Media source	Web	Print Media	TV	Australian Aid website
Vanuatu student tells of Evan experience	Samoa	Student experience	Samoa Observer	Samoa			
Teachers from around the Pacific confer in Fiji	Fiji	Workshop	APTC website	Fiji			
Patisserie teacher extraordinaire (Amanda)	Fiji	Staff showcase	APTC website	Fiji			
APTC responds to Cyclone Evan	Samoa	Awareness	AusAID blog/APTC Website	Samoa			Samoa
Carpentry students from Kiribati continue training at APTC	Fiji	Student experience	APTC website/Fiji Times	Fiji	Fiji		
AusAID supplement -Australia Day - Gorrie Street article	Fiji	Student experience	Fiji Times		Fiji		
AusAID supplement -Australia Day - Gorrie Street article	Fiji	Student experience	Fiji Sun		Fiji		
APTC's new CEO takes charge	Fiji	New staff	Jet Newspaper				
Centre for Professional development (CPD)	Fiji	New training facility	Jet Newspaper		Fiji		
Peddle leaves with fond memories	Fiji	Farewell	Jet Newspaper		Fiji		
APTC staff recognised for quality of work	Fiji	Staff recognition	APTC website	Fiji			
APTC supports Fiji's Hairdressers	Fiji	Industry	APTC website	Fiji			
Enterprise and commitment (Taro)	Fiji	Staff showcase	APTC website	Fiji			
Magdelan Gek challenges herself to Automotive training	PNG	Student experience	APTC website	PNG			
Help APTC rebuild after Cyclone Evan devastates community Fiji	Fiji	Awareness	TAFE Directors Australia - Newsletter		Fiji		
APTC Wall and Floor students ready to face live projects	Fiji	Student experience	APTC website	Fiji			
It's not really like work, is it?	Samoa	Student experience	APTC website	Samoa			
A content man (Phil Dixon)	PNG	Staff showcase	APTC website	PNG			
APTC support for major rubbish clean-up	Fiji	Community engagement	APTC website/Fiji Sun	Fiji	Fiji		
Vicky Vanva paints her way to success with artistic flair	Vanuatu	Student experience	APTC website	Vanuatu			
Tea and professionalism	Fiji	Student experience	APTC website	Fiji			
APTC plays host to AusAID in Fiji	Fiji	Industry	APTC website	Fiji			
Youth helping youth	Fiji	Student experience	APTC website	Fiji			

<b>Graduation at Marshall Islands and Palau</b>	Marshall/ Palau	Graduation	APTC website	Marshall I/Palau			
<b>Teachers from around the Pacific confer in Fiji</b>	Fiji	Workshop	APTC website	Fiji			
<b>Vanuatu College of Nurse Education starts training</b>	Vanuatu	Industry	APTC website	Vanuatu			
<b>Radio ambassador for the APTC</b>	Samoa	Student experience	APTC website	Samoa			
<b>APTC launches new home in Honiara</b>	Solomon	Partnership	APTC website	Solomon			
<b>APTC supports Lifeline Samoa</b>	Samoa	Industry	APTC website	Samoa			
<b>APTC Vanuatu remembrance during ANZAC Day</b>	Vanuatu	Awareness	APTC website	Vanuatu			
<b>OSD Hunt ready to take off</b>	Samoa	Student experience	Samoa Observer	Samoa			
<b>OSD Hunt ready to take off</b>	Samoa	Student experience	Newsline	Samoa			
<b>Helping youth build new lives</b>	Fiji	Student experience	APTC website	Fiji			
<b>How the APTC "Makes a Difference"</b>	Fiji	Student experience	APTC website	Fiji			
<b>APTC Graduation in Port Moresby</b>	PNG	Graduation	APTC Website	PNG			
<b>Vanuatu leads the Pacific in celebrating Earth Day 2013</b>	Vanuatu	Awareness	Daily Post		Vanuatu		
<b>"The angelic singing voice of my students" (Annie Dares)</b>	Vanuatu	Staff showcase	Staff showcase	Vanuatu			
<b>"I am never bored"</b>	Fiji	Student experience	APTC website	Fiji			
<b>Graduation celebrations for APTC Namaka students</b>	Fiji	Graduation	APTC website	Fiji			
<b>Fiji's airline welcomes its new plane - with APTC help</b>	Fiji	Student experience	APTC website	Fiji			
<b>A timely performance about Violence and its impact</b>	Vanuatu	Awareness	APTC website	Vanuatu			
<b>APTC launches new home in Honiara</b>	Vanuatu	Partnership	Vanuatu Daily Post		Vanuatu		
<b>Senator Bob Carr visits Samoa</b>	Samoa	Industry	Samoa Observer		Samoa		
<b>Australia offers \$14million more</b>	Samoa	Industry	Samoa Observer		Samoa		
<b>Australia continues to support Samoa</b>	Samoa	Industry	Samoa Observer		Samoa		
<b>APTC graduation honours 5</b>	Marshall	Graduation	Marshall Islands Journal		Marshall		
<b>Heading south for training</b>	Marshall	Student experience	Marshall Islands Journal		Marshall		
<b>Graduates advance special needs</b>	Samoa	Graduation	Newsline		Samoa		
<b>Eighty-five students celebrate sweet success</b>	Samoa	Graduation	Samoa Observer		Samoa		
<b>Refrigeration and air-conditioning in Samoa</b>	Samoa	Staff showcase	APTC website	Samoa			
<b>Pop up soup kitchen</b>	Fiji	Student experience	APTC website	Fiji			
<b>Cookery cake donations</b>	Samoa	Student experience	APTC website	Samoa			

<b>Bau District school donation</b>	Fiji	Student experience	APTC website	Fiji			
<b>Empowering communities to make a difference</b>	Vanuatu	Awareness	APTC website	Vanuatu			
<b>Tuvalu Graduation</b>	Tuvalu	Graduation	APTC Website	Tuvalu			
<b>Aussie MPs tour cyclone sites and APTC</b>	Samoa	Industry	Samoa Observer		Samoa		
<b>Tourist bypass temporary market</b>	Samoa	Student experience	Samoa Observer		Samoa		
<b>APTC tours Robert Louis Museum</b>	Samoa	Student experience	Samoa Observer		Samoa		
<b>Cookery students talk about their work experience</b>	Fiji	Student experience	APTC website	Fiji			
<b>AusAID Director examines partnership with Solomon Islands</b>	Samoa	Partnership	Samoa Observer		Samoa		
<b>I wanted to help Bougainville</b>	Fiji	Student experience	AusAID blog/APTC Website	Fiji			Fiji
<b>Australia's annual aid to Fiji to top \$100 million</b>	Fiji	Industry	PINA Website	Fiji			
<b>Advisory group meets in PNG</b>	PNG	Industry	APTC Website	PNG			
<b>APTC launches new home here</b>	Solomon	Partnership	Solomon star		Solomon		
<b>APTC launches new home in Honiara</b>	Solomon	Partnership	Island Star		Solomon		
<b>A bronze for the Bee</b>	Fiji	Competition	APTC website	Fiji			
<b>Students learn to fly at Bauerfield International Airport, Port Vila</b>	Vanuatu	Student experience	APTC website	Vanuatu			
<b>School receives treasured collection</b>	Fiji	Industry	APTC website	Fiji			
<b>Wailoaloa clean-up to make a difference</b>	Fiji	Student experience	APTC website	Fiji			
<b>Enhanced partnerships for development between Australia and Solomon Islands</b>	Solomon	Industry	AusAID Engage Website				Solomon
<b>SVSG launches collection campaign</b>	Samoa	Community engagement	Samoa Observer		Samoa		
<b>Ripple effects washes over Tanna with help by APTC</b>	Vanuatu	Student experience	APTC website	Vanuatu			
<b>The Vanuatu National Barista Competition draws competitors from across Vanuatu</b>	Vanuatu	Competition participation	APTC website	Vanuatu			
<b>APTC donates new signboard to school</b>	Fiji	Community engagement	APTC website	Fiji			
<b>Empowering Communities to make a Difference</b>	Vanuatu	Student experience					
<b>Jensem Fasin: a program making positive changes</b>	Vanuatu	Student experience	Daily Post		Vanuatu		
<b>APTC Students Sharing Tradition and Expertise to Adapt to Climate Change</b>	Vanuatu	Student experience					
<b>Millennium cave school launched</b>	Vanuatu	Student experience	Daily Post		Vanuatu		

<b>Vanuatu leads pacific celebrating earth day 2013</b>	Vanuatu	Community engagement	Daily Post		Vanuatu		
<b>Eligible voters must be registered: "Wake Up" - Vanuatu Young People's Campaign</b>	Vanuatu	Student experience	Daily Post		Vanuatu		
<b>Back to Work Forum for APTC students</b>	Samoa	Student experience	APTC website		Samoa		
<b>Women carpenters dream big for Samoa</b>	Samoa	Student experience	Samoa Observer		Samoa		
<b>A smoking time in Vanuatu</b>	Vanuatu	Student experience	Open House Magazine		Vanuatu		
<b>APTC Samoa students draw the crowds at Rotary Party</b>	Samoa	Community engagement	APTC website	Samoa			
<b>Training the Trainers in Papua New Guinea</b>	PNG	Training	APTC website	PNG			
<b>Tourism students host APTC students on Samoa Tour.</b>	Samoa	Student experience	APTC website	Samoa			
<b>APTC helps Samoa school buy new bus</b>	Samoa	Community engagement	APTC website	Samoa			
<b>Plumbers Association in Samoa</b>	Samoa	Community engagement	Master Plumbers journal – Qld Australia		Samoa		
<b>APTC function to support Fiamalamalama disability school</b>	Samoa	Community engagement	Samoa Observer		Samoa		
<b>Aitui Palaamo (Samoa Plumbing tutor)</b>	Samoa	Industry	Sunshine Coast Regional Council journal		Samoa		
<b>NZ AID Scholarship opportunity for APTC graduates</b>	Samoa	Industry	Samoa Observer		Samoa		
<b>Automotive graduate proud with skills</b>	PNG	Student experience	APTC website	PNG			
<b>Kiribati President congratulates APTC graduates</b>	Kiribati	Graduation		Kiribati			
<b>Melania Ratotodro - Story of female auto student</b>	Fiji	Student experience					
<b>Story on Abinesh Kumar - Tiling graduate</b>	Fiji	Student experience					
<b>115 graduate from APTC</b>	Solomon	Graduation	Solomon Star		Solomon		
<b>APTC helps students improve skills</b>	Solomon	Graduation	Sunday Isles Newspaper		Solomon		
<b>Vanuatu culinary team bound for New Zealand</b>	Vanuatu	Student experience	Daily Post		Vanuatu		
<b>Another bunch of Solomon Islands APTC students graduate</b>	Solomon	Graduation	Island Sun		Solomon		
<b>More Graduate from APTC (Solomon Islands)</b>	Samoa	Graduation	Article in Pacific Periscope		Solomon		
<b>More Graduate from APTC</b>	Vanuatu	Graduation	Daily Post		Vanuatu		
<b>APTC - VTC partnership launch</b>	Fiji	Partnership	Fiji TV			Fiji	

<b>Youth Networking Morning Tea</b>	Fiji	Student experience				
<b>Raj Kapoor -staff showcase</b>	Fiji	Staff showcase	APTC website	Fiji		
<b>Tonga Graduation</b>	Tonga	Graduation				
<b>APTC - VTC partnership launch</b>	Fiji	Partnership	Fiji Times		Fiji	
<b>Samoa, A.P.T.C and U.N.E.P battling climate change</b>	Samoa	Industry	Samoa Observer		Samoa	
<b>Successful Samoan Chef &amp; APTC graduate</b>	Samoa	Student experience	Samoa Observer		Samoa	
<b>Tanoa Tusitala wins</b>	Samoa	Competition	Samoa Observer		Samoa	
<b>Mareta Raion - First electrical Kiribati student</b>	Fiji	Student experience				
<b>APTC - VTC partnership launch</b>	Fiji	Partnership	Jet Newspaper		Fiji	
<b>APTC Trainers' Moderation &amp; Validation Workshop</b>	Fiji	Staff				
<b>Maika Certificate IV in Youth Work student (from Provincial to International)</b>	Fiji	Student experience		Fiji		
<b>Do everyone a favour</b>	Vanuatu	Student restaurant	Independent Newspaper		Vanuatu	
<b>Nau Dakuiliga - APTC changed my life</b>	Fiji	Student experience	APTC website	Fiji		
<b>The Samoa Innovators</b>	Samoa	Student experience	APTC website	Samoa		
<b>APTC reaches out to communities (Vagadaci Village chief)</b>	Fiji	Community engagement				
<b>Hairdressing Fun day</b>	Fiji	Student experience				
<b>APTC changed Priscilla's life</b>	Fiji	Student experience		Fiji		
<b>Graduation day for APTC students in Samoa</b>	Samoa	Graduation				
<b>Two Fijians appointed as National tutors</b>	Fiji	Staff				
<b>First female electrical student</b>	Kiribati	Student experience				
<b>Osea strives for FEA wireman's licence</b>	Fiji	Student experience		Fiji		
<b>Graduation day for APTC students in Niue</b>	Niue	Graduation				
<b>Moureen gets an Early Childhood message to Community</b>	Fiji	Student experience		Fiji		
<b>Early Childhood Education week</b>	Fiji	Community engagement				
<b>Glen Ferguson - profile</b>	Fiji	Staff				
<b>APTC training helps promote Wogasia spear festival</b>	Solomon	Student experience	AusAID internal newsletter		Solomon	
<b>Vanuatu, Cook Islands sign diplomatic relations</b>	Vanuatu	General	Vanuatu Independence		Vanuatu	
<b>Principal Suheren learns in Australia</b>	Samoa	General	Samoa Observer		Samoa	

<b>A laptop with blessings</b>	Samoa	Student experience	Samoa Observer		Samoa		
<b>Nadi graduation</b>	Fiji	Graduation	Fiji TV			Fiji	
<b>Nadi graduation</b>	Fiji	Graduation	APTC website	Fiji			
<b>Cakes donation appreciated</b>	Samoa	Community engagement	APTC website				
<b>Chefs for the famous</b>	Fiji	Student experience	APTC website				
<b>Deputy Prime Minister congratulates APTC graduates</b>	Tuvalu	Graduation	APTC website	Tuvalu			
<b>OSEP educators assessment course ends today</b>	Vanuatu	Staff	Vanuatu Daily Post		Vanuatu		
<b>ProMed Fundraising dinner a great success</b>	Vanuatu	Community engagement	Vanuatu Daily Post		Vanuatu		
<b>Trainee chefs open Origin Culinary Arts &amp; Hospitality Show</b>	Vanuatu	Student experience	Vanuatu Daily Post		Vanuatu		
<b>Vanuatu signs diplomatic relations with Cooks</b>	Vanuatu	General	Vanuatu Daily Post		Vanuatu		
<b>New mural the first of its kind on Santo</b>	Vanuatu	Student experience	Vanuatu Daily Post		Vanuatu		
<b>Children services Levuka excursion trip</b>	Fiji	Student experience	APTC website				
<b>2013 Vanuatu student chefs winners announced</b>	Vanuatu	Competition	Vanuatu Daily Post		Vanuatu		

## ANNEX 9 - APTC Longitudinal Survey – Preliminary Findings

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The Australia-Pacific Technical College (APTC) was designed as a centre of training excellence, helping students to gain Australian-standard skills and qualifications for a wide range of vocational careers throughout the Pacific. The APTC's specific purpose is to:

- ▶ provide Pacific Islander women and men with Australian qualifications that present opportunities to be able to find employment in targeted sectors nationally and internationally, and
- ▶ support skills development in the Pacific in response to labour market requirements.

Beyond these goals, the APTC also endeavours to have a sustained, long-term impact in the Pacific and upon the lives of those in the region. Whilst a good deal of information is available about the outcomes of APTC graduates shortly after they finish their training, little is known about their longer-term outcomes.

The aim of this project was to determine the longer-term impact of APTC training programs on the work and lives of its graduates by conducting an outcomes based survey some two to five years after they had completed their training. These findings will be published in the research report *APTC -Down the track*. The survey of graduates from the APTC's Stage I of operation from 2008 to 2011 has been the target cohort for the research. The specific objectives of the project were to measure the longer-term impact of APTC training on graduates':

- ▶ employment outcomes
- ▶ job mobility
- ▶ participation in further study
- ▶ community involvement, and general health and well-being.

The 2013 APTC – Down the Track survey was conducted between October and November 2013. Respondents were contacted by telephone, with 904 graduates responding to the survey.

### Key preliminary findings

APTC training appears to have a sustaining positive impact on graduates' employment and lives in general. Key findings from the surveys are summarised below.

#### *Employment outcomes*

Some two to five years after they completed their training:

- ▶ almost all APTC graduates (95.9%) are employed
- ▶ most APTC graduates (80.6%) are working for an employer for a wage or salary, 11.4% are working in their own business, and 4.0% are doing both
- ▶ of those employed after training, most are employed in an area closely related to their training (86.9%) and nearly all are using skills learned from their training in their current job (98.2%)

- ▶ most APTC graduates (90.4%) received at least one work-related benefit from their training. A higher proportion of graduates who completed courses related to occupations in Community and Personal Services received a work-related benefit (98.0%), compared with those in Management (78.2%).

APTC graduates have a high rate of employment compared with the general population in the Pacific region, which also impacts positively on their living standards. For example, since completing their training with APTC:

- ▶ 95.1% of graduates are better able to provide for themselves and their family
- ▶ 74.8% of graduates are able to send more money back to their family
- ▶ 84.4% of employed graduates are able to support themselves and their family well.

However:

- ▶ a third (32.8%) of employed APTC graduates are also looking for more work
- ▶ 25.2% APTC graduates from Vanuatu have difficulty earning enough money to support themselves and their family.

#### *Mobility and future employment*

APTC qualifications are helping graduates move between regions and countries for work, with 6.2% having moved. Of these, most (89.4%) attributed the APTC training with helping them gain work.

Nearly all graduates (97.8%) believe their APTC training will make it easier to get a job in another country or region should they decide to move for work. This is important, given the high proportion of graduates who intend to move country or region for work in the future (86.1%).

APTC graduates who completed courses related to Community and Personal Services have a higher perception of their job mobility (with 50.0% strongly agreeing that the APTC training makes it easier to get a job in another country or region) compared with those in Technicians and Trades (43.5%) or Management courses (35.7%).

#### *Further study*

Completing training with APTC also encourages graduates to increase their skills and knowledge by undertaking further study, with around a quarter (24%) of graduates going on to further study since completing their APTC course.

Of those graduates undertaking further study:

- ▶ 21.8% did so with APTC, with females more likely to revisit APTC for training (33.3%) than males (14.0%)
- ▶ 13.4% undertook further study for a Bachelor or higher-level qualification, with graduates from courses in Management, and at Certificate IV or Diploma level most likely to undertake training at this higher level (at 27.1% and 23.7% respectively).

On a further positive note, many graduates (62.9%) are also passing on what they learned at APTC to others.

#### *General health and well-being*



Beyond employment and further study, graduates also benefited from their time at APTC by gaining a better understanding of many important social issues. For example, from their time at the APTC:

- ▶ 97.6% of graduates had a better understanding of the importance of good physical health
- ▶ 94.9% of graduates had a better understanding of the importance of gender equality.

There was also increased understanding among APTC graduates of issues around social responsibility. For example, APTC training provided 79.8% of graduates with a better understanding of the risks associated with smoking, drinking kava, alcohol and taking drugs. Of particular note is that almost all graduates (98.4%) have made positive changes to their lives from their increased understanding of these social issues. Furthermore, nearly two-thirds (64.8%) of graduates are now seen as a role model in their community, highlighting the positive flow-on effects of the training.

#### *Preliminary Conclusions*

On balance, given the positive outcomes for employment, further training, and social awareness and well-being, it would appear that APTC programs are making a genuine and sustained contribution to development within the communities included in the study.

## ANNEX 10 - Annual Policy Revision and Update Status

Code	Name	Code	Status
QS	Quality Policy	QP-QS-001	Under Review
QS	Policies and Document Control Policy	QP-QS-002	Under Review
QS	Develop or Review an APTC Policy	QWI-QS-003	Current
QS	Develop or Review an APTC Work Instruction	QWI-QS-004	Current
SS	Policy Template	QF-QS-005	Current
QS	Work Instruction Template	QF-QS-006	Current
QS	Review of Policy or Work Instruction Request Form	QF-QS-007	Current
QS	Communications Policy and Protocols	QP-CS-008	Under Review
SS	Tuition Fees Policy	QP-SS-009	Current
QS	Meeting Agenda Template	QF-QS-10	Current
QS	Meeting Minutes Template	QF-QS-11	Current
DM	End of Course Learner Survey Administration	QWI-DM-012	Current
DM	Employer Survey Administration	QWI-DM-013	Under Review
SS	Graduation Policy	QP-SS-014	Under Review
QS	Briefing Note Template	QF-QS-015	Current
HR	Capability Development Application	QF-HR-016	Current
HR	Release to Industry Agreement	QF-HR-017	Current
HR	Release to Industry Letter	QF-HR-018	Current
CS	Vehicle Fleet Policy	QP-CS-019	Under Review
SS	Student Conduct Management Policy	QP-SS-020	Under Review
SS	Step 1 of 6 Scholarships Admissions	QWI-SS-021	Under Review
SS	Step 2 of 6 Scholarships Admissions	QWI-SS-022	Under Review
SS	Step 3 of 6 Scholarships Admissions	QWI-SS-023	Under Review
SS	Step 4 of 6 Scholarships Admissions	QWI-SS-024	Under Review
SS	Step 5 of 6 Scholarships Admissions	QWI-SS-025	Under Review
SS	Step 6 of 6 Scholarships Admissions	QWI-SS-026	Under Review
HR	Sexual Health and Wellness	QP-HR-027	Under Review
SS	Preparing for Graduation	QWI-SS-028	Under Review
SS	Managing Graduations	QWI-SS-029	Under Review
SS	Student Grievance & Appeals Policy	QP-SS-030	Under Review
DM	Receipting & Processing of Applications WI	QWI-DM-031	Under Review
HR	Child Protection Code of Conduct	QF-HR-032	Current
SS	Pastoral Care Plan	QP-SS-033	Under Review

HR	Nationalisation Strategy	QP-HR-034	Under Review
HR	Staff Fortnightly Attendance Record	QWI-HR-035	Under Review
HR	Staff Fortnightly Attendance Template - Individual	QF-HR-036	Current
SS	Establishment of Scholarship Mobilisation Records	QWI-SS-037	Under Review
HR	Capability Development Policy	QP-HR-038	Current
DM	Responding to Applicant Enquiries	QWI-DM-039	Under Review
DM	Admissions Documentation Filing	QWI-DM-040	Under Review
CS	Use of APTC Vehicles	QP-CS-041	Under Review
CS	Access and Equity Policy	QP-CS-042	Under Review
CS	Safety and Security	QP-CS-043	Current
HR	Housing Allowance	QWI-HR-044	Under Review
CS	Housing Allowance Advance Request Form	QF-CS-045	Current
HR	Allowances Eligibility Information and Questionnaire	QF-HR-046	Current
HR	Staff Pre-Departure and Orientation Policy	QP-HR-047	Under Review
HR	National Staff Probation Form	QF-HR-048	Current
SS	Student Admissions Policy	QP-SS-049	Under Review
SS	Student Induction Policy	QP-SS-050	Under Review
HR	Managing TOIL and Overtime - National Staff	QF-HR-051	Current
HR	APTC Disability Policy and Implementation Strategy	QP-HR-052	Current
SS	Student Conduct Management Work Instruction	QWI-SS-053	Under Review
SS	Student Behaviour Contract	QF-SS-054	Current
SS	Scholarship Termination Letter	QF-SS-055	Current
SS	Student Misconduct Warning Letter	QF-SS-056	Current
SS	Student Incident Report and Interview Form	QF-SS-057	Current
HR	Staff Annual Performance Plan Review Work Instruction	QWI-HR-058	Under Review
HR	Staff Performance Review Policy	QP-HR-059	Under Review
HR	Staff Annual Performance Plan Template	QF-HR-060	Current
QS	Letter of Agreement Template	QF-QS-061	Current
SS	Student Code of Conduct	QF-SS-062	Current
QS	Refund Policy	QP-QS-063	Current
QS	Excursions Policy	QP-QS-064	Current
SS	Student Behaviour Warning Letter Template	QF-SS-065	Current
SS	Student Extended Suspension or Termination Letter Template	QF-SS-066	Current
QS	Document Archiving and Destruction Policy	QP-QS-067	Current
SS	Student Recruitment and Admissions Strategy	QP-SS-068	Current
HR	National Staff Probation	QWI-HR-069	Under Review
HR	Obtaining Approval to Recruit and Advertising a Position	QWI-HR-070	Under Review
HR	Staff Selection	QWI-HR-071	Under Review

HR	Leave Entitlements – National Staff	QWI-HR-072	Current
HR	Leave Entitlements – International Staff	QWI-HR-073	Current
HR	Staff Employment Contract Checklist	QF-HR-074	Current
HR	Papua New Guinea WIWO Conditions	QWI-HR-075	Under Review
HR	Employment Offer and Contract	QWI-HR-076	Under Review
HR	Staff Pre-Departure Briefing and Orientation	QWI-HR-077	Current
HR	Staff Recruitment Protocols	QP-HR-078	Current
HR	Induction Checklist - International Staff	QF-HR-079	Current
HR	Induction Checklist - National Staff	QF-HR-080	Current
HR	Staff Allowance Policy	QP-HR-081	Current
HR	Mobility Allowance Work Instructions	QWI-HR-082	Under Review
HR	Approval to Recruit	QF-HR-083	Current
HR	Recruitment Checklist	QF-HR-084	Current
HR	Exit Interview – Contract Conclusion	QF-HR-085	Current
HR	Exit Interview – Resignation	QF-HR-086	Current
HR	Application for Tutor Position	QF-HR-087	Current
HR	Application for Tutor Position – APTC to Work	QF-HR-088	Current
HR	SPR Appendix C Interview Question Template - ELLN Tutor	QF-HR-089	Current
HR	SPR Appendix C Interview Question Template - Tutor	QF-HR-090	Current
HR	SPR Appendix C Interview Question Template - Admin Officer	QF-HR-091	Current
HR	Application for Tutor Position - ELLN	QF-HR-092	Current
HR	Recruitment Ad Template	QF-HR-093	Current
HR	PD Template - Administration National	QF-HR-094	Current
HR	Selection Panel Report Template	QF-HR-095	Current
HR	SPR Appendix B Shortlisting Matrix	QF-HR-096	Current
HR	Standard PD – ELLN Tutor	QF-HR-097	Current
HR	Standard PD – Tutor	QF-HR-098	Current
HR	Standard PD – APTC to Work Tutor	QF-HR-099	Current
HR	SPR Appendix G Referee Report	QF-HR-100	Current
HR	Staff Code of Conduct	QF-HR-101	Current
CS	Social Media Administration	QF-CS-102	Under Review
HR	Exit Interview – Withdrawal of Job Application	QF-HR-103	Current
HR	Pre-departure Briefing Evaluation Form	QF-HR-104	Current
HR	Pre-departure Briefing & Induction Feedback Form (in-country)	QF-HR-105	Current
HR	Equal Opportunity and Cultural Diversity	QP-HR-106	Under Review
HR	Statutory Declaration - Fiji	QF-HR-107	Current
HR	Selection Panel Chair Checklist	QF-HR-108	Current
HR	SPR Appendix D Interview Matrix	QF-HR-109	Current

HR	SPR Appendix F Final Assessment Summary	QF-HR-110	Current
HR	SPR Appendix I Salary Recommendation OTHER	QF-HR-111	Current
SS	APTC Student Orientation & Feedback form	QF-SS-112	Current
CS	Critical Incident Management Policy	QP-CS-113	Under Review
CS	Critical Incident Management Work Instruction	QWI-CS-114	Under Review
QS	Version Control Work Instruction	QWI-QS-115	Under Review
HR	Staff Fortnightly Attendance Template - Group	QF-HR-116	Current
HR	Staff Conduct Protocols	QP-HR-117	Current
HR	Managing a Complaint Work Instruction	QWI-HR-118	Current
SS	APTC Student Orientation Feedback form	QF-SS-119	Current
CS	Mobile Phone Policy	QP-CS-120	Current
HR	Employee Exit Policy	QP-HR-121	Current
HR	Employee Exit Work Instruction	QWI-HR-122	Current
HR	Contract Conclusion Checklist	QF-HR-123	Current
HR	Staff Remuneration Policy	QP-HR-124	Current
HR	Remuneration Assessment - International	QWI-HR-125	Current
HR	Remuneration Assessment - National	QWI-HR-126	Current
HR	ARF Classification Assessment Form	QF-HR-127	Current
CS	Gift Exchange Work Instruction	QWI-CS-128	Current
CS	Gift Register	QF-CS-129	Current
HR	SPR Appendix I Salary Recommendation NS	QF-HR-130	Current
HR	SPR Appendix I Salary Recommendation NT	QF-HR-131	Current
HR	Discussion Planner	QF-HR-132	Current
HR	Record of Meeting Template	QF-HR-133	Current
HR	Managing a Staff Grievance	QWI-HR-134	Current
HR	Incident Report and Investigation Form	QF-HR-135	Current
CS	Domestic Violence Policy	QP-CS-136	Under Review
CS	Social Media Policy	QP-CS-137	Current
SS	Pre-Departure Guide for International Scholarship Students 2013	QF-SS-138	Current
CS	Fraud and Corruption Management Policy	QP-CS-139	Current
HR	International Staff Repatriation	QWI-HR-140	Current
HR	Overseas Health Assessment - Repatriation	QF-HR-141	Current
CS	Instrument of Financial Delegation and Authority	QP-CS-142	Current
CS	Staff Use of Internet and Email Policy	QP-CS-143	Current
CS	Staff Use of Internet and Email Work Instruction	QWI-CS-144	Under Review
SS	APTC Student Handbook 2013	QF-SS-145	Current
HR	Staff Discipline Work Instruction	QWI-HR-147	Current
HR	Managing TOIL - International Staff	QWI-HR-148	Current

HR	TOIL Record	QF-HR-149	Current
HR	TOIL Request and Approval Form	QF-HR-150	Current
QF	Paper Based Applications Record Destruction Form	QF-QS-151	Current
CS	Board Meeting Paper Template	QF-CS-152	Current
CS	APTC Child Protection Policy	QP-CS-153	Current
CS	Child Protection Complaints Management Procedure	QF-CS-154	Current
CS	Publicity Consent Form	QF-CS-155	Current
CC	Privacy Policy	QP-CC-156	Current
HR	Unsuccessful Letter - Not Shortlisted	QF-HR-157	Current
HR	Unsuccessful Letter - Interviewed	QF-HR-158	Current
DM	EoC Feedback Report Issues Response Form	QF-DM-159	Current
CS	Business Travel Policy	QP-CS-160	Current
FI	FFS Pricing & Costing WI	QWI-FI-161	Current
CC	Occupational Health and Safety Policy	QPI-CC-162	Current
HR	PNG Tutor Housing Allowance	QWI-HR-163	Current
HR	Application Leave Form_National Staff	QF-HR-164	Current
HR	Application Leave Form_BHI	QF-HR-165	Current
HR	Application Leave Form_SCIT	QF-HR-166	Current
HR	Declaration of Status	QF-HR-167	Current
HR	PNG On-Campus Accommodation Agreement	QF-HR-168	Current
QS	Leadership Team Meeting Papers Template	QF-QS-169	Current
CS	Media Approval WI	QWI-CS-170	Under Review
HR	BHI Higher Duties Form	QF-HR-171	Current
HR	SCIT Higher Duties Form	QF-HR-172	Current
CS	APTC Commercialisation Strategy	QP-CS-173	Current
HR	Mobilisation Allowance Work Instruction	QWI-HR-174	Current
HR	Higher Duties Work Instruction	QWI-HR-175	Current
CS	Fee For Service Policy	QP-CS-176	Current
HR	National Staff TOIL & Overtime Claim Form	QF-HR-177	Current
HR	Tutor Classification Assessment Work Instruction	QWI-HR-178	Current
HR	Form 1 - Tutor Classification Assessment_Pre-Assessment Form	QF-HR-179	Current
HR	Form 2 - Tutor Classification Assessment and Capability Development Plan	QF-HR-180	Current
HR	Form 3 - VET Capability Assessment	QF-HR-181	Current
CS	Uniform Policy	QP-CS-182	Current
CS	Uniform Register	QF-CS-183	Current
HR	Calculating Salary Oncosts Work Instruction	QWI-HR-184	Current
HR	Work Permit and Visa Requirements WI	QWI-HR-185	Current
HR	Work Permit and Visa Register	QF-HR-186	Current

HR	Managing Unsatisfactory Work Performance WI	QWI-HR-187	Current
HR	Performance Improvement Plan Template	QF-HR-188	Current
CS	Business Travel WI	QWI-CS-189	Current
DM	Retention and Archiving of Educational Records	QP-DM-190	Current
CS	CSS Reception and General Office Operations WI	QWI-CS-191	Current
CS	Staff Insurance WI	QWI-CS-192	Current
CS	Service Agreement Template	QF-CS-193	Current
HR	Workers' Compensation - National Staff WI	QWI-HR-194	Current
CS	FFS Opportunity Evaluation Matrix	QWI-CS-195	Current
CS	FFS Scoping Form	QWI-CS-196	Current
CS	FFS Quote Template	QWI-CS-197	Current
CS	Developing a FFS Proposal WI	QWI-CS-198	Current
CS	Developing and Managing a FFS Contract WI	QWI-CS-199	Current
FI	Per Diem Payments WI	QWI-FI-200	Current
CS	List of Approved APTC Branded Clothing Items	QF-CS-201	Current
HR	Payroll WI	QWI-HR-202	Current
HR	Who To Contact - APTC Staff Information Resource	QR-HR-203	Current
DM	Initial LLN Benchmarks for Courses	QR-DM-204	Current
DM	LLN Test Assessor Information and Marking Guide	QR-DM-205	Current
DM	Oral communication Descriptors	QR-DM-206	Current
CS	Corporate Card Administration Work Instruction	QWI-CS-207	Current
DM	2013 LLN Entry Test V1.5	QF-DM-208	Current
HR	APTC Australian Aid Incident Briefing Template	QF-HR-209	Current

## ANNEX 11 - Acronyms and Definitions

AEI	Approved Education Institution (FNPF)
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
ASQA	Australian Skills Quality Authority
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
MOA	Memorandum of Agreement
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



APTC Corporate  
and Student Services Office

PO Box 10885, Nadi Airport, Fiji Islands  
13 Commercial Street, Namaka, Nadi

Phone: +679 672 8777

Fax: +679 672 7981

Email: [enquiries@aptc.edu.au](mailto:enquiries@aptc.edu.au)

[www.aptc.edu.au](http://www.aptc.edu.au)

