

2014 – 2015 Annual Report and Plan



CREATING SKILLS FOR LIFE

Annual Report and Plan 2014 - 2015

It is with pleasure that I submit the 2014 - 15 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 2014. 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 the Department of Foreign Affairs and Trade (DFAT), 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 2014 - 2015 to your attention, noting it is submitted by the Australia-Pacific Technical College Contractor, the Consortium of TAFE Queensland (TQ); Box Hill Institute (BHI); GRM International Pty Ltd and recommend that DFAT:

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

Contents

Annual Report and Plan 2014 - 2015.....	2
Executive Summary	6
Report Summary	7
SECTION 1.0 – SUSTAINABILITY.....	11
1.1 Partnerships	11
1.2 Nationalisation Strategy.....	17
1.3 Business Development Strategy.....	19
SECTION 2.0 IMPROVED SYSTEMS AND PROCESSES	23
SECTION 3.0 TEACHING AND LEARNING SERVICES	25
3.1 Learning Management System (LMS) – My Village	25
3.2 Language, Literacy and Numeracy (LLN)	25
3.3 APTC to Work.....	26
3.4 Scholarship Activity Summary	27
3.5 Training Resources	27
3.6 Cross-Cutting Implementation	28
3.7 Revised NVR and RTO Standards.....	28
SECTION 4.0 COMMUNICATIONS AND PUBLIC RELATIONS	29
4.1 Highlights.....	30
4.2 Communications.....	30
4.3 Media and PR Activity.....	31
4.4 Social Media	31
4.5 Alumni Network	32

SECTION 5.0 MONITORING AND EVALUATION	33
5.1 Overview of Student Activity Data.....	35
5.1.1 Cumulative Enrolment Data.....	35
5.1.2 Graduate Outcome Data	36
5.1.3 Country of Destination for Graduates	36
5.1.4 Migrant Graduates Qualifications	36
5.1.5 Scholarship Applications	36
5.1.6 Scholarship Mobilisations.....	37
5.1.7 Scholarship Non-Mobilisations	37
5.1.8 Scholarship Non-Completions	37
5.2 Student Satisfaction Surveys	37
5.2.1 Graduate Student Tracer Survey.....	37
5.2.2 Employer Survey.....	38
5.2.3 End of Course Learner Survey Report	39
5.3 Training Profile Research and Planning.....	41
5.3.1 Demand Driven Training and TVET Delivery.....	41
5.3.2 Training Profile 2015.....	41
SECTION 6.0 RISK MANAGEMENT	44
6.1 Business Risk.....	44
6.2 Environmental and Physical Risk.....	44

Annexes	45
ANNEX 1 - Student Activity Data	45
ANNEX 1 (a) Cumulative Scholarships All Countries	101
ANNEX 1 (b) Graduate Employment and Destination Data	102
ANNEX 1 (c) Migrant Graduates Qualifications (disaggregated by APTC stage, school and citizenship).....	104
ANNEX 2 - Status of Partnership Agreements.....	106
ANNEX 3 - Training Profile Results 2014	107
ANNEX 4 - End of Course Learner Survey Report – 2014.....	109
ANNEX 5 - Enrolment and Graduate Targets Semester 1 2015 by Country of Origin and Gender	111
ANNEX 6 - Training Profile Semester 1 2015 by Semester, School and Course	112
ANNEX 7 - Enrolment and Graduate Targets 2011 – 2015 by Semester and School	113
ANNEX 8 - Marketing and Media Report	114
ANNEX 9 - Annual Policy Revision and Update Status.....	116
ANNEX 10 - Acronyms and Definitions.....	118

Executive Summary

The Annual Report and Plan (ARP) is the major report provided to the Department of Foreign Affairs and Trade (DFAT) for the Australia-Pacific Technical College (APTC) project. The aims of the project are to deliver 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 2014 the APTC has continued to achieve strong outcomes against the Performance Assessment Framework (PAF) and Scope of Services (SoS) contractual requirements. Employment outcomes for graduates remain high with eighty-nine percent indicating they were in employment and ninety-seven percent of those surveyed indicating they were satisfied with their course as reported in the latest APTC Graduate Student Tracer Survey. The report shows that APTC is on track to deliver an increased target of 4200 graduates. Ninety-four percent of employers surveyed reported that graduates had improved the work standards of other employees or improved the productivity of their organisations.

During 2014, in line with the project 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 University of the South Pacific (USP) in Fiji, Palau Community College (PCC) and Ahopaniolo Technical Institute (ATI) in Tonga
- ▶ continued implementation of the aims and objectives of the APTC Nationalisation Strategy
- ▶ on track to achieve the Business Development Strategy and Commercialisation Strategy targets
- ▶ improved business processes and systems
- ▶ improved teaching and learning with the implementation of initiatives such as the Communities of Practice (CoP) and innovative approaches to the delivery of new training packages
- ▶ implementation of the APTC Communications Strategy and the completion of the compendium of impact studies: One Story – Many Lives: The Impact of the Australia-Pacific Technical College
- ▶ improved monitoring and evaluation outputs

APTC has reviewed and 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 there are now eleven Pacific Island trainers engaged.

The APTC Training Profile continues to plan training delivery to suit the requirements of participating Pacific Island countries' labour force needs. 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.

The Independent Review of APTC commenced in June 2014. The review sought to assess the contribution and impact of the APTC to skills development in the Pacific; to identify ways in which APTC's value for money could be enhanced; and to provide an evidence base that will inform future DFAT programming beyond 2015. The process was a collaborative effort with the review team working with both internal and external stakeholders.

Report Summary

Introduction

This is the final Annual Report and Plan under the current APTC contract and will be submitted to DFAT by 15 January 2015 as required under Section 16 of the APTC Contract, SoS. The key focus of the APTC as aligned with the SoS performance requirements is the delivery of quality training in support of regional economic growth and productivity. This current report is for the period of 1 January – 31 December 2014.

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 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

The 2014 - 2015 ARP reporting structure reflects the APTC strategic focus areas implemented since the commencement of Stage II. The activities being undertaken to contribute to the ongoing success of the APTC 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

The report addresses the mandatory reporting requirements such as progress against the PAF, financial reports on expenditure and a revised and updated risk management plan.

Longer-term Sustainability of APTC

A major element of the longer-term sustainability of the APTC continues to be the strength of our partnerships. The focus of these partnerships have been predominately with Pacific TVET institutions. The main aim of these partnerships has been to develop the capacity and capability of the partner institutions to deliver high quality TVET programs and to contribute to the ongoing development of the regional TVET system. Development of the qualifications frameworks operating across the Pacific increases the potential for the development of a system of mutual recognition across Pacific Island Countries and supporting pathway programs between Pacific TVET institutions, including the APTC.

In addition to the already successful partnerships with Kiribati Institute of Technology (KIT), Don Bosco Technical Institute (DBTI) in Solomon Islands, Vivekananda Technical College (VTC) in Fiji, Port Moresby Technical College (POMTech), National University of Samoa (NUS) and Vanuatu Institute of Technology (VIT) there have been additional partnerships negotiated during this reporting period. These have been with Ahopanilolo Training Institute (ATI) to deliver a dual Certificate III in Aged Care/Certificate III in Home and Community Care in Tonga, and the USP in Suva delivering the Certificate III in Hospitality and the Certificate III in Hospitality (Commercial Cookery).

APTC collaborates with industry and has a formal partnership with the Textile Clothing and Footwear Council of Fiji (TCFC) to deliver the Certificate III in Fashion Design and Technology entirely on the job through an innovative 'workbased' model. APTC has commenced planning the delivery of a number of qualifications and skill sets to support the Fiji sugar industry. This work is being funded under the European Union's "Accompanying Measures for Sugar Protocol (AMSP – 2013) – Strategic Restructuring of the Sugar Cane Industry" initiative.

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 across all areas of work undertaken by the APTC has continued throughout 2014. At the time this report was completed APTC employed a total of 188 staff and APTC staffing breakdown was thirty-six percent international and sixty-four percent Pacific Islander staff.

There has been a continued focus on the employment of Pacific Islanders in supervisory and management roles and the transition of tutors to trainer roles. Eleven APTC tutors have been appointed to trainer positions. The position of Training Assistant (TA) has been introduced into APTC. These positions are available to APTC graduates and have been created to support new national trainers and provide opportunities for succession. To date seven national TAs have been appointed.

The APTC Business Development Strategy (BDS) and the Commercialisation Strategy combine to make up the third important element of the longer-term sustainability of APTC. Targets set under the Commercialisation Strategy are on track. 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 the 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. APTC is now registered under the Fiji National Provident Fund (FNFP) in Fiji. This will enable Fijian citizens to access funding to undertake APTC training.

Business systems and processes

APTC continues to employ process improvement initiatives to improve efficiencies and customer service outcomes. In order to ensure APTC delivers high quality TVET across the Pacific, APTC has initiated a review of current processes. Commencing with research of demand for skills and TVET training, through to the employment outcomes of APTC graduates. This project will align the systems and processes that impact the student experience from 'Demand to Employment' (D2E). The development of the Application to Alumni (A2A) work instruction has been completed and forms an important part of the broader D2E project.

The Education Management Information System (EMIS) and the centralisation of APTC application and scholarship processing are continuing to be embedded and are delivering high levels of efficiency, enhanced data integrity and consistency in communication to applicants regarding the progression of applications.

The SharePoint site is now fully operational, facilitating more efficient communication of business processes and is a single repository for documentation. The APTC-QMS Framework is in place and will be further enhanced by its inclusion into the SharePoint framework. Additional functionality of the NAV finance system is planned.

Teaching and learning support

A number of teaching and learning initiatives have been undertaken during 2014. One of the most effective has been the introduction of Communities of Practice (CoP) to facilitate online communication. Sharing of resources, moderation of delivery and assessment and continuous improvement for APTC trainers working in similar vocational areas across the Pacific are some of the benefits of CoPs. MyVillage continues to be a strong platform for the delivery of professional development and provides an excellent foundation for further flexible and mixed mode delivery of APTC programs.

Language, Literacy and Numeracy (LLN) continues to be a focus in the teaching and learning area and the earlier work in this area is continuing to deliver improved outcomes both in the assessment of applicants and in the delivery of integrated classroom support.

APTC continues to focus on cross-cutting initiatives in planning and delivery activities. This is supported by the continued employment of 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.

The APTC to Work program has been reviewed with recommendations to be considered and actioned early in 2015.

The introduction of "Parents and Bubs Playgroups" has been a highly successful initiative to ensure APTC is meeting the revised training package requirements for the Early Childhood Education and Care qualification. This initiative has been introduced across all locations where this program is delivered and there has been strong support from local communities to participate in the groups.

The delivery of the Certificate III in Allied Health employs the Pacific Online Learning Health Network (POLHN), a World Health Organisation (WHO) initiative to further expand student knowledge and demonstrate the use of technology in accessing information.

Communications, public relations and reach

Implementation of the APTC Communications Strategy has been completed and has delivered improvements in APTC's ability to effectively communicate a strong message to the broader community regarding the benefits of the APTC. The newly designed e-newsletter has been produced and is providing an additional platform to communicate with a wider group of stakeholders.

The APTC Impact Statements are complete and have been combined into a compendium: One Story – Many Lives: The impact of the Australia- Pacific Technical College. Both the individual impact statements and the compendium have been published on the APTC website.

Engagement with the APTC across social media and the website has increased. In addition, there has been substantial growth in the number of postings in local media across the Pacific.

The APTC Alumni Network is firmly established with eight active chapters and over 2000 registered alumni members. The introduction of social media and the review of the website have been significant in improving communication across the network. Electronic elections were conducted in Fiji and Vanuatu at the Annual General Meeting (AGM) of these chapters. This initiative enabled members unable to attend the AGM to participate in the election process.

Monitoring and evaluation

During 2014 the APTC has continued to achieve strong outcomes against the PAF and SoS 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 97% of graduates were satisfied with their course and that graduates continue to have high employability with 89% in employment at the time of the survey. Ninety-four percent of employers surveyed reported that graduates had improved the work standards of other employees or improved the productivity of their organisations.

In 2014 a major activity was the Independent Review of the APTC. The full itinerary of meetings was conducted across all campus countries. The evaluation assessed the performance of the APTC against its three objectives: training, employment and productivity. The review sought to assess the contribution and impact of APTC to skills development in the Pacific; to identify ways in which APTC's value for money could be enhanced, and to provide an evidence base that will inform future DFAT programming beyond 2015. The process was a collaborative effort with the review team working with both internal and external stakeholders.

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))

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

- ▶ develop training partnerships with local TVET organisations
- ▶ support the TVET sector in the Pacific
- ▶ increase the numbers of local staff in management and academic positions
- ▶ increase co-contribution tuition fee and fee-for-service enrolments by implementing sound business strategies

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

1.1 Partnerships

The formation of partnerships in the Pacific is the strategic cornerstone upon which APTC sustainability development is built. To date partnerships are established with more than twelve institutions across the Pacific. The nature of the partnership ranges from those with long-term strategies and goals such as the new USP MoA, to those with shorter term aims such as the recently completed Palau partnership to deliver hospitality qualifications to meet local industry needs and support the development of similar programs locally.

Many partnerships originally based on the provision of infrastructure have matured to include capability and capacity development for staff, with others developing to include student pathways to APTC, and potential pathways from APTC qualifications to higher level university courses.

Benefits gained from developing the capacity and capability of partners are the closer alignment of Pacific courses to Australian standards, and legitimising recognition of local qualifications as pathways to APTC qualifications. If students are able to complete part of their learning with a local institution and then pathway to APTC to complete the additional skills and knowledge required to achieve a higher level qualification, the overall cost of attaining the higher qualification can be reduced. This approach reduces the requirement for development funding inputs.

EU Sugar Industry Project

The Fijian sugar industry has been in decline for some time, and in 2013 concerned stakeholders developed a strategic plan and commenced implementation of substantial systemic changes aimed at increasing industry efficiency, domestic viability and enhancing global competitiveness. Integral to the project is the need to address the vocational skill levels of the workforce as processes across the sugar industry supply chain are modernised.

APTC was awarded the accountability under the European Union's "Accompanying Measures for Sugar Protocol (AMSP – 2013) – Strategic Restructuring of the Sugar Cane Industry" initiative to deliver the targeted vocational training program "Training Support to the Fijian Sugar Industry" to affected communities residing within the Fiji sugar belt.

The deliverables for the project are:

- ▶ improved skills for workers currently within the Fiji sugar industry
- ▶ delivery of identified gap training to staff working within the sugar mills
- ▶ delivery of skills training to agricultural extension staff and leader farmers to better support farmers
- ▶ improved skills development opportunities for people affected by changes in the Fiji sugar industry
- ▶ delivery of Australian qualifications and skills sets

APTC appointed a Senior Advisor to manage the project start-up and to maximise training efficiency and management. The Senior Advisor met with key project stakeholders to gain an understanding of the industry needs. APTC also engaged a Training Needs Analysis (TNA) advisor for a three months period from June 2014 to identify the training gaps of staff working within the sugar mills. This work was collated with the TNA information gathered from the non-milling sector to design the training programs, with delivery planned to commence in early 2015.

A Project Leader has been appointed to manage all aspects of the required engagement with stakeholders, the operational management of the project and the delivery of the training program to identified cohorts. This project is due for completion in December 2017.

Aged Care Pilot Tonga

It is estimated that by 2050 there will only be 2.7 people of working age to support each Australian over sixty-five years of age, compared to five working aged people per person in 2012 and 7.5 in 1970. Given these statistics there is a strong case for increased immigration to expand the workforce of the aged care sector in Australia.

In response, APTC has implemented an aged care training pilot program delivering the dual Certificate III in Aged Care / Certificate III in Home and Community Care in Tonga. This program has been undertaken in partnership with ATI with the support of the Ministry for Health.

An initial cohort of sixteen female and four male students was selected and enrolled in the dual qualification and graduated in December 2014. Negotiations are currently underway to find supported migration opportunities to Australia.

University of the South Pacific Partnership Agreement

APTC has entered into an agreement with USP. The Minister for Foreign Affairs and Trade, Ms Julie Bishop officially launched the partnership at the end of October, with the opening of the training facility and Fusion Restaurant at the USP campus in Suva. The partnership focuses on:

- ▶ increasing and enhancing training options for students
- ▶ capacity building of USP TVET staff via the development of an integrated training delivery model
- ▶ meeting the needs of industry for work-ready graduates
- ▶ contributing to the capacity of USP to deliver high quality internationally recognised TVET training programs
- ▶ strengthening the scholarship scheme for wider regional participation
- ▶ assisting with the financial sustainability of the University
- ▶ provision of English language, literacy and numeracy (LLN) support for APTC / USP students
- ▶ structured competency based workplace training and assessment participation and practices to ensure industry credibility and recognition

With APTC delivering Australian qualifications through experienced and qualified TVET trainers it is anticipated that USP staff will gain insight, knowledge and a greater understanding of the pedagogy of competency based training, assessment and vocational delivery. USP has also sought ASQA advice and adapted and customised the Australian Training Framework to meet its needs.

The anticipated benefits of the partnership arrangement include:

- ▶ increased promotion and marketing between two training institutes already recognised across the Pacific
- ▶ potential pathways for APTC and USP TVET graduates into USP diploma and degree programs
- ▶ accommodation of APTC students on the USP campus will enable them to mix with a wider cohort of students from across the Pacific
- ▶ utilisation of joint resources such as library and other amenities across Pacific countries

The partnership commenced from the University's Laucala campus in Suva with the delivery of the Certificate III in Hospitality and Certificate III in Hospitality (Commercial Cookery) programs. The Partnership Joint Committee has overseen the extensive renovations of the USP dining hall and adjoining buildings to construct an exemplary training kitchen which has a main kitchen, secondary kitchen for desserts and pastries, bar dispensing area, dishwashing and food storage facilities. The restaurant has also had an aesthetic refurbishment including the purchase of new furniture.

Hospitality training previously undertaken at APTC Namaka and Rakiraki campuses was relocated to the USP site in Suva in July 2014.

Don Bosco Technical Institute (DBTI) Partnership Agreement

By the end of 2014, twenty-four students will have completed the Certificate II in Automotive Technology, with another group of twenty-six students due to complete their training by the end of January 2015. Twenty-three students will have obtained the Certificate II in Construction qualification by December 2014 and another twenty-two will complete by the end of January 2015.

A substantial number of certificate II graduates from semester one, 2014 have enrolled in a pathway program in related APTC certificate III programs in semester two, 2014. A labour needs analysis is planned for early 2015 to determine the most appropriate skills and qualifications to be delivered through the partnership in semester two, 2015.

Vivekananda Technical College (VTC) Partnership Agreement

VTC staff have a greater understanding of all of the elements that comprise competency based training and the rigours around quality training and assessment as a result of working with APTC’s automotive and hospitality trainers, who coached and mentored VTC trainers. VTC is currently implementing changes in delivery and assessment methodologies to respond to challenges identified during the mentoring phase of the partnership.

The VTC Partnership Committee continues to build a solid working relationship and is still an integral component of the APTC – VTC partnership.

The following table lists all current APTC partnerships:

Country	Partnerships
Fiji	<ul style="list-style-type: none"> ▶ University of the South Pacific ▶ Vivekananda Technical College ▶ Textile, Clothing and Footwear Council (Fashion)
Kiribati	<ul style="list-style-type: none"> ▶ Kiribati Institute of Technology
Marshall Islands	<ul style="list-style-type: none"> ▶ University of the South Pacific
PNG	<ul style="list-style-type: none"> ▶ Port Moresby Technical College
Samoa	<ul style="list-style-type: none"> ▶ National University of Samoa
Solomon Islands	<ul style="list-style-type: none"> ▶ Don Bosco Technical Institute
Tonga	<ul style="list-style-type: none"> ▶ Tongan Chamber of Commerce ▶ Ahopanilolo Technical Institute
Vanuatu	<ul style="list-style-type: none"> ▶ Ministry of Education – Vila North Public School ▶ Vanuatu Institute of Technology

Supporting the TVET Sector

Following the successful recognition by, and registration with the Fiji Higher Education Commission on 1 February 2013, APTC submitted an application with the Fiji National Provident Fund (FNPF) to become an Approved Education Institution (AEI). The APTC CEO was formally advised on 9 October that effective from 1 October 2014 APTC was accredited with Approved Education Provider status by FNPF. Whilst some formalities remain to be finalised, Fijian citizens who wish to enrol themselves or a qualifying family member into an APTC course can now withdraw funds from FNPF to pay their tuition fees, nominating APTC as their AEI. This accreditation will make access to APTC training easier for Fijian residents, and is a significant milestone in building the sustainability of the APTC in the Pacific.

At the end of 2013, APTC was invited by the PNG National Apprenticeship and Trade Testing Board (NATTB) to register APTC trainers as Trade Assessors to promote trade recognition of APTC New Industry Entrant graduates. APTC submitted the required details for every relevant trainer located in PNG and the NATTB has since registered the trainers as Trade Assessors. APTC staff have commenced assessing local applicants in PNG. This is significant recognition of APTC's impact in PNG, and evidence of valued support for the PNG TVET sector.

Meetings with the Textile, Clothing and Footwear industry in Fiji continue, with plans for an extension of the successful 2014 delivery of the Certificate III in Fashion Design and Technology into 2015.

PNG campus staff continue regular meetings with industry bodies, including the NATTB, PNG Assembly for Disabled People, TVET wing of the Department of Education, Port Moresby Technical College Governing Council, Port Moresby Chamber of Commerce and Industry, PNG Business Council, Pacific Growth in Employment Project (PGEP) Steering Committee and the Team Leader for Australia Awards Program.

Two APTC Samoa representatives are on the committee of the newly formed Early Childhood Education and Care (ECEC) taskforce for the Ministry of Education, Sports and Culture. One staff member is assigned to the ECEC Taskforce and Qualifications sub-committee and the other is working on the Teacher's Aide sub-committee.

An APTC Samoa trainer and a tutor represent APTC on the National Ozone Committee, whose main brief is the reduction in ozone gases by replacement of ozone depleting refrigerants. The APTC trainer was instrumental in the creation of the committee.

The Country Manager for Vanuatu has accepted a seat on the Vanuatu Tourism Awards for Excellence Steering Committee.

Lae Polytechnic Partnership Agreement

The need for international standard technical training in Lae PNG has been identified by a range of industry sectors operating in Lae and the surrounding regions. A Centre of Excellence steering committee which includes representatives from the PNG Office of Higher Education, Lae Chamber of Commerce and Industry, the National Polytechnic, University of Technology, TVET Wing of the National Department of Education, Australian Department of Foreign Affairs and Trade (DFAT), Newcrest Mining Morobe Joint Venture, Chamber of Mining and Petroleum, Mainland Holdings, Exxon Mobile, and the Chemcare Group specified the National Polytechnic Institute of Papua New Guinea (Lae Polytech) as the preferred location for the proposed Centre of Excellence.

After conducting a training needs analysis the committee recommended the implementation of the following industry areas in 2015:

- ▶ electrical
- ▶ light motor vehicle
- ▶ metal fabrication and welding

After undertaking a scoping visit to Lae, APTC submitted a proposal to deliver the MEM30305 Certificate III in Engineering - Fabrication Trade to two groups of Lae students in 2015 as a pilot program. Funding for the pilot is derived from DFAT and PNG industry.

The APTC is being contracted by DFAT through their PNG-Australia Law and Justice Partnership project to deliver the Certificate III in Pathways to Further Education to two cohorts of twenty Bougainville students selected to enter the Police Service in Bougainville. APTC will assist with screening the applicants for the ability to succeed in study and then deliver a twenty-two week program of study at the Police Academy on Buka Island in the Autonomous Region of Bougainville (ARB) in PNG. The purpose of this activity is to prepare the candidates to undertake training to become police men and women in the ARB.

DFAT is also contracting APTC to deliver the Certificate IV in Training and Assessment to a cohort of twenty TVET teachers located in the ARB in PNG. The purpose of this activity is to support the development of an effective TVET sector in the region which has serious education and skill deficits due to protracted civil conflict.

APTC delivered an enterprise trainer program to occupational health and safety trainers employed by Steamships Stevedoring. The training was delivered at the APTC campus in Port Moresby while the eleven Steamships' employees were drawn from Port Moresby, Lae and Madang. The training was funded by DFAT through the Pacific Growth and Employment project.

APTC is working closely with the Interim Skills Development Facility (ISDF) in Tonga to provide capability development for the TVET sector in Tonga. The first program for the Certificate IV in Training and Assessment will commence early in 2015 and will be followed by an Emerging Leaders program for selected staff across all TVET institutes.

The Pacific TVET Framework Review Committee has invited APTC to join their committee to review the Regional TVET framework, assessing the uptake of the framework and its relationship to the Pacific Education Development Framework (PEDF).

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 2014. At the time this report was completed APTC employed a total of 188 staff. The proportion of Pacific Islander to international staff is now sixty-four percent to thirty-six percent (including Australia-based staff), a significant change from fifty-six percent to forty-four percent reported in the 2013 - 2014 Annual Report and Plan - clear evidence that the Nationalisation Strategy is having the intended effect. The composition of the total staff by citizenship is shown in the tables below.

Staffing Levels by Citizenship – December 2014

Citizenship	Academic	Male	Female	Admin	Male	Female	% 2014
Australia	44	27	17	24	8	16	36%
Fiji	24	17	7	41	14	27	35%
Samoa	8	1	7	9	3	6	9%
Ni-Vanuatu	6	1	5	8	1	7	7%
PNG	13	8	5	7	1	6	11%
Solomon Islands	1	0	1	2	0	2	2%
Other	0	0	0	1	0	1	1%
Total	96	54	42	92	27	65	

Comparative Staffing Levels

Citizenship	June 2012	June 2013	June 2014	December 2014
Australia	64	80	80	68
Fiji	41	55	65	65
Samoa	13	12	17	17
Ni-Vanuatu	6	9	11	14
PNG	9	16	20	20
Solomon Islands	-	1	2	3
Other	4	3	1	1
Total	137	176	196	188

The tutor reclassification process which includes a workplace assessment of training delivery and an interview to assess knowledge of the TVET industry and practices was completed in February and again in August 2014. All tutors eligible for reclassification were provided with a contract variation. Seventeen tutors were reclassified in February with a further thirteen tutors reclassified as part of the August 2014 review.

The position of Training Assistant (TA) has been introduced in APTC. This position supports new national trainers and provides opportunities for succession, with the stipulation that staff placed into these positions must be APTC graduates. To date seven national TAs have been appointed with an additional position to be filled by the commencement of 2015.

The APTC Capability Development Priorities Plan 2014 – 2015 was developed following consultation at a number of levels within the organisation. The process included surveying all staff to determine individual development priorities, surveying managers to determine the development needs of their teams, and collating existing individual capability development plans to determine common or overlapping capability development requirements. Analysis of the feedback provided led to the development of a suite of competencies from recognised qualifications for staff. Most APTC trainers and tutors have completed, are enrolled in or will be enrolling in one or more of the following units:

- ▶ TAELLN401A Address adult language, literacy and numeracy skills
- ▶ TAELLN501B Support the development of adult language, literacy and numeracy skills.
- ▶ TAEDEL501A Facilitate e-learning
- ▶ TAEDES503A Design and develop e-learning resources
- ▶ TAEASS502B Design and develop assessment tools
- ▶ TAEASS501A Provide advanced assessment practice
- ▶ TAEDEL502A Provide advanced facilitation practice
- ▶ TAEPDD501A Maintain and enhance professional practice
- ▶ TAEDES502A Design and develop learning resources
- ▶ TAEDES501A Design and develop learning strategies
- ▶ TAEDES505A Evaluate a training program
- ▶ TAETAS501B Undertake organisational training needs analysis

Many administrative staff across campuses have completed, are enrolled in or will be enrolling in one or more of the following units:

- ▶ BSBWOR404B Organise work priorities
- ▶ BSBADM502B Manage meetings
- ▶ BSBADM405B Organise meetings
- ▶ BSBITU401A Design and develop complex text documents
- ▶ BSBWRT401A Write complex documents
- ▶ BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements

1.3 Business Development Strategy

Throughout the current contract the APTC Business Development Strategy (BDS) has been a significant driver in building long term sustainability. The implementation of the BDS has enabled reduced costs and increased revenue to be achieved during Stage II. The Commercialisation Strategy has delivered an increase in APTC Fee-for-Service (FFS) revenue.

Over the current reporting period there has been an increase in the level of co-contribution to the cost of training through the application of Tuition Fees (TF). The TF level is set through evaluating the fee level of local providers in each campus country 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 TF paying students from employer, bilateral donor funding or privately funded revenue streams has accelerated and over time will contribute to the overall sustainability of the APTC. TFs paid by individual students are likely to continue to be heavily subsidised and below cost recovery as there is limited capacity to meet full cost recovery pricing in the Pacific market.

FFS activity year-to-date is shown in the tables below. There has been a number of proposals submitted, with some of these accepted by clients.

FFS activity 2014

Proposals Accepted		
Location	Course Name	Estimated Revenue
Samoa	Delivery of training to tourism industry for Cyclone Evan relief	\$ 410,000
PNG	Certificate IV in Training and Assessment	\$ 57,143
Fiji	Certificate IV in Training and Assessment Upgrade	\$ 3,657
Fiji	Certificate IV in Training and Assessment	\$ 17,143
Vanuatu	Diploma of Management	\$ 55,200
Vanuatu	Certificate IV in Training and Assessment and Workplace Supervision	\$ 45,000
Fiji	Competency Based Training	\$ 1,700
Fiji	Ministry of Education	\$ 850
Fiji	Certificate IV in Training and Assessment	\$ 43,848
Samoa	Certificate III in Nutrition and Dietetic Assistance	\$ 242,000
Fiji	CHCCD404E Develop and Implement Community Programs	\$ 42,000
Vanuatu	Teacher Training	\$ 10,900
Palau	Diploma of Hospitality training	\$ 10,000
Samoa	Food Vendor Training	\$ 24,000
PNG	Enterprise Trainer Units	\$ 17,809
PNG	Certificate III in Pathways to Further Study	\$ 379,201
Vanuatu	Workplace Mentoring Program	\$ 33,845
Samoa	Certificate IV in Training and Assessment	\$ 49,142
Vanuatu	Certificate IV in Training and Assessment	\$ 55,500
Fiji	Certificate IV in Training and Assessment	\$ 3,435
Tonga	Certificate IV in Training and Assessment x 2 programs	\$ 102,303
Total		\$ 1,604,676

Proposals Submitted		
Location	Course Name	Estimated Revenue
PNG	Certificate IV in Training and Assessment	\$ 64,576
Vanuatu	Hospitality training program	\$ 310,000
Samoa	Certificate II in Carpentry	\$ 250,000
PNG	National Polytechnic Institute Pilot Program	\$ 1,828,000
Tonga	Emerging Leaders Program	\$ 54,030
Vanuatu	Sports Administration Training	\$ 30,000
PNG	Certificate IV in Training and Assessment	\$ 61,800
PNG	Certificate IV in Training and Assessment	\$ 57,745
PNG	Certificate IV in Training and Assessment	\$ 66,838
PNG	Certificate IV in Training and Assessment	\$ 42,000
Total		\$ 2,764,989

APTC’s application for registration with the FNPF has been successful. This registration allows Fijian citizens to access funding for APTC training. This arrangement will support an increase in the capacity of Fijian citizens to enrol in TF training.

As shown in the table below Stage II to date has seen 753 TF enrolments from an enrolment total of 4972. As the table shows there has been an acceleration in the number of TF places over the last year.

Course	Stage II	2014 Calendar Year
Certificate III in Applied Fashion Design and Technology	25	25
Certificate III in Automotive Mechanical Technology	2	
Certificate III in Carpentry	39	
Certificate III in Children's Services	4	2
Certificate III in Commercial Cookery	52	28
Certificate III in Disability	22	1
Certificate III in Early Childhood Education and Care	5	5
Certificate III in Electrotechnology Electrician	13	5
Certificate III in Engineering - Fabrication Trade	4	1
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	6	3
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	1	1
Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	1	
Certificate III in Formwork/Falsework	6	6
Certificate III in Hairdressing	18	
Certificate III in Home and Community Care/Certificate III in Aged Care	2	
Certificate III in Hospitality	148	66
Certificate III in Hospitality (Lodge)	16	
Certificate III in Hospitality (Patisserie)	25	
Certificate III in Light Vehicle Mechanical Technology	5	4
Certificate III in Nutrition and Dietetic Assistance	13	13
Certificate III in Painting and Decorating	1	
Certificate III in Plumbing	2	1
Certificate III in Tourism	16	8
Certificate III in Wall and Floor Tiling	1	
Certificate IV in Disability	2	2
Certificate IV in Hospitality	23	7
Certificate IV in Training and Assessment	243	126
Certificate IV in Youth Work	1	1
Diploma of Hospitality	6	6
Diploma of Management	51	34
Total	753	345

SECTION 2.0 IMPROVED SYSTEMS AND PROCESSES

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

Key Strategic Initiatives 2015

Demand to Employment (D2E)

This review project was initiated in recognition that APTC has a reputation across the Pacific for high quality delivery of TVET and that the student experience is integral to the success of the APTC. The mandate for the project was to review current processes for the student experience commencing with the research of demand for TVET training, through to the employment of APTC graduates, and to align and improve business processes for APTC.

The project outcomes will protect and enhance APTC's reputation as a provider of high quality training by ensuring a consistent, effective and efficient student experience that maximises current and future opportunities for improved training delivery services and continuous process improvement. The objectives of the D2E project are to:

- ▶ confirm the key steps and processes of the student experience from the identification of labour demand for skills and qualifications through to employment of graduates
- ▶ identify functions, efficiencies, streamlining processes and services to ensure consistency between all sites and across all programs
- ▶ develop and implement communications across all functional units to ensure the delivery of a consistent, high quality student experience
- ▶ provide recommendations to better align functions and services both centrally and locally to ensure a seamless student experience across all identified operational subsets:
 - ▶ demand
 - ▶ training profile
 - ▶ recruitment
 - ▶ application
 - ▶ selection
 - ▶ placement
 - ▶ funding
 - ▶ allocation
 - ▶ offer and acceptance
 - ▶ teaching and learning
 - ▶ graduation
 - ▶ employment

Drivers

- ▶ implementing 'One APTC' - a whole of APTC Business Model
- ▶ consistency in service levels, processes and procedures
- ▶ improved efficiencies and effectiveness to meeting business needs
- ▶ improved teaching and learning practices leading to improved student outcomes and productivity

Research and comprehensive consultation with stakeholders across the organisation has been undertaken. The outcomes and recommendations for this project will be aligned with the outcomes for the independent review of APTC and an implementation plan will be developed to improve efficiency, consistency and productivity throughout APTC.

Admission to Alumni (A2A)

Continuous improvement and the revision of policies and procedures led to the development of the A2A work instruction documentation. This work instruction forms a vital component of the D2E project.

The purpose of the work instruction is to document the administration processes from the receipt of an application for admission to student graduation and becoming a member of the APTC Alumni ensuring consistent practices. The work instruction applies to all staff responsible for administration tasks involved in managing students leading up to and including graduation. The instruction is designed to be utilised in conjunction with the user manuals provided for the Customer Relationship Management (CRM) system and EduPoint, the student enrolment and resulting system.

Approved by the APTC LT in November 2014, the Directors of Schools and Country Managers will be responsible for guiding staff in its use.

SECTION 3.0 TEACHING 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)

The core business of APTC is teaching and learning. Improvements and outcomes achieved in these activities have a direct impact on the quality of services provided to students and other clients. Improvements in teaching and learning practice and processes will be a key outcome of the D2E project. In 2014 a major initiative has been the commencement of the establishment of Communities of Practice (CoP).

3.1 Learning Management System (LMS) – My Village

The LMS platform has been utilised extensively for staff professional development activities throughout 2014. The requirement for all academic staff to hold a unit of competency in LLN practice in the TAE40110 Certificate IV in Training and Assessment was fulfilled using online delivery, mentoring and assessment through MyVillage. This mode of delivery most efficiently addressed the need to deliver training across all APTC campuses.

New Communities of Practice (CoP) have been established to facilitate online communication, sharing of resources, moderation of delivery assessment and continuous improvement for APTC trainers working in similar vocational areas across the Pacific. The increased staff utilisation of MyVillage for professional development provides an excellent foundation as MyVillage continues to be devolved to student groups, ensuring trainers have a complete grasp of the system functionality.

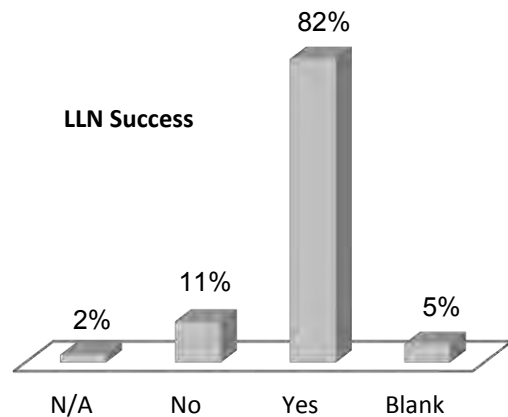
MyVillage is hosted with a service provider based in Australia, which provides nightly backup of data along with system support. A helpdesk has been implemented and issues and queries are usually addressed by the next working day.

Usage of MyVillage has increased with the support of a dedicated online trainer able to respond to enquiries, mark assessments and regularly engage online students. The e-learning administrator provides real-time help to course coordinators and students as required. New courses have been designed with a new look and engaging activities. Courses currently in the design stage will be designed with elements of edutainment, gamification (development of learning materials using games philosophies) and mobile learning projects to enhance engagement and learning outcomes.

3.2 Language, Literacy and Numeracy (LLN)

The importance of LLN ability extends beyond the capacity of an applicant to demonstrate sufficient skills to gain entry to a course of study. For people with low levels of literacy and numeracy skills the workplace is full of potential risk if they are unable to read machinery operating instructions, or understand safety precautions, equipment and repair manuals, first-aid instructions, or work instructions and policies on workplace health and safety.

Contextualising LLN to the student's vocational program enables the student to address the development of their LLN skills in a meaningful and relevant way. The APTC LLN program employs an integrated model where LLN resources and assessments are workplace relevant.



There are five Core LLN Skills – Learning, Reading, Writing, Oral Communication and Numeracy in the Australian Core Skills Framework, and five levels of performance for each of them. This approach acknowledges that individuals often have different levels of proficiency in different core skill areas. Through the assessment of individual scores in the initial APTC LLN test, the APTC Learning Support Facilitator (LSF) is able to develop a profile for each group of students, giving the trainer valuable information about the specific LLN attributes of a class, and the ability to facilitate changes in delivery methodologies to suit the group’s learning needs. APTC trainers now receive a profile whenever a new class commences.

Since the implementation of the revised LLN entry assessment, and the renewed benchmarking for each individual course, the percentage of applicants with successful LLN scores has risen, with eighty-two percent of applicants achieving the required benchmark and another two percent entering into short programs where an LLN entry test was not required.

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 completed with recommendations to be considered and actioned early in 2015. The recommendations for this report will be aligned with those of the independent review and the APTC to Work program will be enhanced.

3.4 Scholarship Activity Summary

Nine successful scholarship rounds (four major rounds and five top-up rounds) were completed in this twelve month period resulting in 944 approved applicants for the School of Hospitality and Community Services (SHCS) and 438 approved applicants for the School of Trades and Technology (STT) courses. Not all approved scholarships will be offered places immediately, but will form a pre-approved list that 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 2015 Student Handbook incorporating the Student Code of Conduct, Student Rules and the Pre-Departure Briefing Booklet have been updated and will be distributed to students in semester one 2015.

As part of APTC's commitment to providing a fair, safe and productive learning environment, students and individuals seeking to enrol have the right to lodge a grievance and appeal decisions if they believe they have been treated in a manner which is likely to have an unreasonable negative impact on them. The APTC Student Grievance and Appeals Policy provides advice to students on this issue and was reviewed and updated in November 2014. The policy clearly defines the student grievance and appeals procedure and includes information on how to lodge a grievance or appeal, and outlines how the processes are conducted. The policy includes issues that relate to academic and non-academic matters. A review of the APTC Student Conduct Management Policy has also been completed and includes an APTC Student Incident Process Flowchart and Action Timelines.

A new work instruction on managing student counselling and referrals has been developed and provides a consistent approach for managing counselling services. It also provides minimum standards for counselling services and referrals.

3.5 Training Resources

The newly introduced ECEC training package stipulates that each student must spend significant time with babies and toddlers. All campuses delivering this qualification have been conducting "Parents and Bubs Playgroups". Members of local communities and parents with small babies and toddlers have been invited to participate in student-run playgroups. Students are responsible for all planning, set-up, care, wind-down and clean-up activities. The implementation of these playgroups has proven to be an invaluable learning activity for the students as well as encouraging partnerships with the community and enhancing cultural awareness.

Trainers delivering the Certificate III in Allied Health Assistance are using Pacific Online Learning Health Network (POLHN), a WHO initiative to further expand student knowledge. This is a free online course network specifically relating to the Pacific Islands and relevant health topics with self-directed learning packages.

The fabrication and welding workshops in Samoa have been modified to include a sound-proof grinding room and an additional flexible teaching space. This has allowed the delivery of double blocks to operate more effectively.

3.6 Cross-Cutting Implementation

APTC continues to implement a strong student induction process which includes information on HIV/AIDs, counselling services, learning support provision, community and local information. The induction process is supported by the Student Handbook which is distributed at the beginning of each study program with a current electronic copy also available on the APTC website.

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 planning process is structured to ensure targets for gender, especially in non-traditional disciplines, and under-represented locations are achieved. In particular, the allocation of scholarship places to target populations is effectively managed to ensure equity of access to study programs.

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

Wellness continues to be an agenda item on APTC staff meeting agendas, with discussions benefitting staff with sustained changes in lifestyle, eating habits and exercise regimes initiated in previous programs.

3.7 Revised NVR and RTO Standards

In April 2014, the Australian Government commenced a review of the standards for RTOs and VET Regulators as part of its broader VET reform agenda, to ensure the standards are consistent with the Australian Government's current VET reform priorities including industry responsiveness, improving quality and reducing the complexity of the regulatory framework.

The key changes in the new Standards for RTOs include:

- ▶ ensuring a greater role for industry in the way training and assessment is delivered
- ▶ strengthening requirements around the marketing of training courses and the type of information to be provided to potential clients
- ▶ holding the RTO responsible for any third party arrangements where training and assessment and the recruitment of students are conducted on their behalf
- ▶ stronger qualification requirements for trainers and assessors and the delivery of training and assessment qualifications

Whilst ultimate responsibility for compliance with the new standards lies with the accrediting RTO, it is essential that APTC ensures current and future trainers and processes are compliant with the new standards.

SECTION 4.0 COMMUNICATIONS AND PUBLIC RELATIONS

(Scope of Services 5.2, 5.3)

Following the development of the APTC Communications Strategy at the end of 2013, much of the work carried out in 2014 in Marketing and Communications has focused on its implementation.

Implementation of the strategy involved workshopping with members of the LT to ensure there was a shared understanding of the three key priorities of Public Relations, Customer Service and Marketing across APTC campuses. The LT agreed to implement the strategy in accordance with its recommendations to prioritise co-contribution (tuition fee) marketing, improve customer service aspects of the application to alumni processes, improve the impact of communications channels (with a focus on electronic media), leverage support by APTC advocates and to employ a more targeted approach to recruitment and marketing activities.

Several key revisions to existing work instructions and the re-development of the Communications Policy took place, in line with the priorities of the strategy. The Communications Policy has been developed as an overarching document that relates more effectively to work instructions and guidelines created around media approvals, event management and the development and updating of marketing collateral and sponsorship.

An Internal Communications Plan that identifies the key communications platforms available for the dissemination of information (both within APTC and to external stakeholders) was also developed. The plan also makes recommendations on the effective use of these platforms to achieve the objectives set out in the strategy.

A new design for an APTC newsletter was developed and an electronic template has been produced. This template enables more effective email distribution, achieving greater reach and providing an additional platform to communicate with a wider group of stakeholders.

While marketing elements of the strategy focus mainly on increasing tuition fee places, there has also been work undertaken by the Marketing and Communications unit to support Fee-for-Service initiatives. This work has included the development of a Capability Statement for industry stakeholders and a redesign of course brochures.

Since 1 January 2014, there have been seventy-nine newspaper articles or radio spots on APTC activities across the Pacific Island nations including Palau, Marshall Islands, Kiribati and Tonga in addition to APTC's campus countries.

The APTC website has continued to benefit from minor enhancements in 2014 with the addition of the APTC photo galleries under the "About Us" section and under "Alumni". Since the beginning of 2014, there have been over 24,158 visits to the website. In order of rank, the visitors came from Fiji, Australia, Papua New Guinea, Samoa, Vanuatu, Solomon Islands, New Zealand, United States and India. The pages most often visited were course information, employment opportunities and staff resources.

The finalisation of twenty impact studies has resulted in the production of a compendium – One Story – Many Lives: The impact of the Australia-Pacific Technical College. The compendium is available on the APTC website and has been printed for public relations distribution to selected organisations

and individuals. Individual impact studies are also available to be used as a promotional tool and to complement APTC's work across Pacific Island countries.

4.1 Highlights

During this reporting period there have been a number of events highlighting APTCs achievements:

- ▶ hospitality delivery in Palau resulted in the selection of APTC hospitality students and graduates to cater at the forty-fifth Pacific Islands Forum. The forum was held in Palau in July 2014 and was attended by Heads of State from the Pacific Island Forum countries and multi-national observers from both traditional and non-traditional donors to the Pacific
- ▶ the Pacific Fusion restaurant and training kitchen was officially opened in Suva, Fiji in the first week of November 2014, by the Australian Foreign Minister Julie Bishop. The Pacific Fusion restaurant facility is being used in the delivery of hospitality and commercial cookery programs as part of APTC's partnership with USP
- ▶ hospitality and commercial cookery students in Suva benefited from the recent industry collaboration with Lance Seeto, well known chef and manager from Castaway Island. APTC students, working alongside FNU students, assisted in the food preparation and service for 1000 guests during the Fiji Holdings Ltd gala dinner held at the Vodafone Arena in Suva. The function was filmed and featured as an episode of Taste of Paradise, Chef Seeto's popular cooking show on Fiji TV One
- ▶ the hospitality training facility was officially opened in Papua New Guinea on the 25 November 2014, with the first cohort of APTC hospitality and commercial cookery students commencing training in the facility in July 2014
- ▶ the APTC CEO and Country Manager PNG and Country Manager Vanuatu presented at the 30th Australia Papua New Guinea Business Forum in May 2014 and the Australia Vanuatu Business Forum in June 2014

4.2 Communications

The impact studies compendium has been completed and addresses three key areas, which are – strengthening TVET across the region, APTC's impact on individual and community lives (with a focus on women, sustainability and disaster resilience and disability), and strengthening industry capability.

Following the finalisation of the compendium, the focus in 2015 will be on implementing the Internal Communications Plan and a revision of the Communications Strategy.

4.3 Media and PR Activity

Seventy-nine media articles, including twenty-eight web stories promoting student activities and campus events, have been released and have been uploaded onto the APTC Internet site in this period.

Country	Web	Print	Website (other than APTC)	DFAT Website
Fiji	7	11	1	
Samoa	5	33	13	2
PNG	3	7	3	
Vanuatu	5	17		1
Solomon Islands	3	8	3	
Others (Nauru, Palau, Marshall Islands, Tonga)	5	3	2	
TOTAL	28	79	22	3

Annex 9.0 provides a full listing of all media stories published in 2014.

4.4 Social Media

APTC has continued to extend its presence on social media. The following sites are being used:

LinkedIn

APTC continues to use LinkedIn as a marketing tool to expand its profile and build its professional network. It is also an avenue to post recruitment activities and advertising. APTC has 365 followers on LinkedIn and the APTC profile can be found at APTC LinkedIn.

YouTube

APTC shares videos to a large audience of users. The thirteen videos uploaded have had 598 views to date, with viewers from as far away as the Netherlands. The APTC account can be found at APTC YouTube.

Facebook

APTC has over 1420 “Likes” on Facebook, emanating from Fiji, PNG, Australia, Samoa, Solomon Islands, New Zealand, Vanuatu, Tonga, USA, Kiribati, Nauru, Marshall Islands, Singapore, Pakistan, Tuvalu, India, Ghana, Malaysia, Sweden, Tanzania, Zimbabwe, Morocco, Ethiopia, Palau, Congo, Philippines, Nepal, Indonesia and United Kingdom. The APTC account can be found at APTC Facebook.

APTC Alumni Facebook

The APTC Alumni Facebook page was launched at the APTC Nadi Graduation on 14 March 2014 and now has a total of 568 followers.

4.5 Alumni Network

The APTC Alumni Network is firmly established with eight active chapters and over 2000 registered Alumni members.

The following Alumni activities have occurred this year:

- ▶ an Alumni Strategy has been approved and a work plan created to implement the strategy goals
- ▶ the Alumni Charter has been revised to reflect the changes approved through the Alumni Strategy
- ▶ there is one Chapter per country to create a unified sense of belonging to a Country Chapter
- ▶ Alumni Chapters have been established in eight member countries to provide network support to Alumni members. Seven of the eight Chapters have held their AGM. Orientation has been conducted for new leadership committees and Chapter Work Plans are now prepared
- ▶ electronic voting was piloted for the Fiji and Vanuatu Chapter AGM election. This enables members who are unable to attend the AGM to participate in the election process
- ▶ the Alumni Officer based at the CSS in Nadi is the central network coordinator with alumni members through established country Chapters
- ▶ an Alumni Facebook Page was launched in March 2014 during the Nadi graduation
- ▶ a revamped Alumni Webpage was launched in August 2014 during the Kiribati graduation. Features of the portal include information on membership, ways to stay connected, alumni news and activities, graduate profiles, Chapter information, and a photo gallery
- ▶ the first edition of the 2014 Alumni Newsletter was published in June 2014, with the second edition published in December 2014
- ▶ alumni stories, graduate profiles, and alumni related images are regularly posted on the alumni webpage and Facebook page
- ▶ alumni messages have been included in the Student Diary and Handbook to introduce the Alumni Association to the current students
- ▶ a Chapter Guide has been developed to assist the Chapter Leadership Committees in managing their respective Chapters
- ▶ an alumni banner for the Chapters has been created and sent to Chapter countries for use at Alumni activities to enhance Alumni visibility
- ▶ alumni polo shirts are gifted to students during their graduation. A “Welcome to Alumni” brochure is included with the polo shirts to enhance awareness of the Alumni Association and to encourage the new graduates to engage with their Alumni Chapter
- ▶ the alumni in Samoa together with current fabrication/welding students used their combined skills to design and construct a shelter to house three steel bells, which belong to and are frequently used by the Vaimoso Methodist Church. The previous bell house was damaged by Cyclone Evan in December 2012. The students and Alumni completed this project voluntarily, giving their own time to make a difference in the local community. The bell house was constructed using mainly recycled metal materials
- ▶ the Samoa Alumni Chapter hosted a traditional Ava ceremony to welcome more than 200 new APTC students
- ▶ the Fiji Alumni Chapter donated learning kits to children at three child learning centres in Suva in March 2014. The kits were made from timber cuttings and transformed into colourful blocks by Carpentry students of APTC Suva
- ▶ seventeen graduation ceremonies were conducted in Fiji, Samoa, Nauru, Vanuatu, PNG, Solomon Islands, Kiribati, Marshall Islands, Palau, Tonga and Tuvalu throughout this calendar year. Industry and TVET consultations, student information and marketing of APTC programs in Small Island States have been timed to coincide with graduation ceremonies

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)

The Independent Review of the APTC commenced on 5 June 2014 in Fiji. The review team was led by Dr Richard Johanson, team members were: Richard Curtin, Virginia Simmons and Peter Moock. A full itinerary of meetings were conducted in all campus countries, visits were managed through a collaboration of the local campus and DFAT staff. The evaluation team meetings combined a number of strategies, which included: interviews, focus group discussions with stakeholders and surveys. In addition the review team undertook an extensive analysis of a large volume of data supplied by the CSS teams as well as information from external sources. The evaluation assessed the performance of the APTC against its three objectives: training, employment and productivity. The review sought to assess the contribution and impact of the APTC to skills development in the Pacific; to identify ways in which APTC's value for money could be enhanced; and to provide an evidence base that will inform future DFAT programming beyond 2015.

The review sought to answer the following primary questions:

1. *TVET Capacity:* To what extent has the APTC built capacity for market-responsive skills development in the Pacific, both at its five campuses and the other TVET institutions?
2. *Labour Mobility:* To what extent has APTC training enhanced access by graduates to regional and international labour markets, and why?
3. *Impact:* What tangible differences has the APTC made to its primary beneficiaries – graduates and industry?
4. *Value for Money:* To what extent have APTC activities and implementation been efficient?
5. *Future of the APTC:* What do the findings and evidence suggest for the future of the APTC?

The process was a collaborative effort with the review team working with both internal and external stakeholders.

Monitoring and Evaluation (M&E) activities inform the value for money dialogue which is an important element of the reporting requirements for all aid projects. Its purpose is to enable stakeholders to make informed decisions regarding the effectiveness of projects and the efficient use of resources. APTC commissioned a Value for Money (VfM) assessment which was finalised in April 2014. The purpose of the assessment was to determine APTC's impact in the Pacific. The data gathering phase of the VfM project drew upon the resources of the APTC Work Plan, PAF and EMIS records in the provision of reliable data to populate the report and develop the final analysis.

The APTC Work Plan contains all of the business strategies, objectives, and action plans used to manage the progress of all SoS deliverables and is regularly updated by members of the LT co-ordinated through the Manager, Quality Performance and Research. It documents progress to date and future plans, and identifies associated risks that can be addressed through the Risk Management Plan. Information from the Work Plan informs the PAF report.

During 2014, in accordance with the SoS and DFAT contractual requirements, the following reports have been presented to DFAT:

- ▶ Annual Report and Plan 2013 (January)
- ▶ Quarterly Financial Report (April)
- ▶ Quarterly Activity Report (April)
- ▶ APTC Environmental Scan 2014
- ▶ Six-Monthly Progress Report
- ▶ End of Financial Year Financial Report
- ▶ Quarterly Activity Report (September)
- ▶ Quarterly Financial Report (September)
- ▶ 2014 Employer Survey Report
- ▶ 2014 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 2014 calendar year, focussing on student enrolment, graduation and scholarship achievements, with a full compilation of the data sets available as annexes to this report.

Refinement of the EMIS database has seen the development of a combined single report generated weekly and downloaded onto the APTC network. The report is utilised as the main source of student activity and is employed to populate data requests received from campus countries, DFAT offices and other legitimate ad-hoc requirements.

The following analysis provides an update of student activity for this calendar year, as at 31 December 2014.

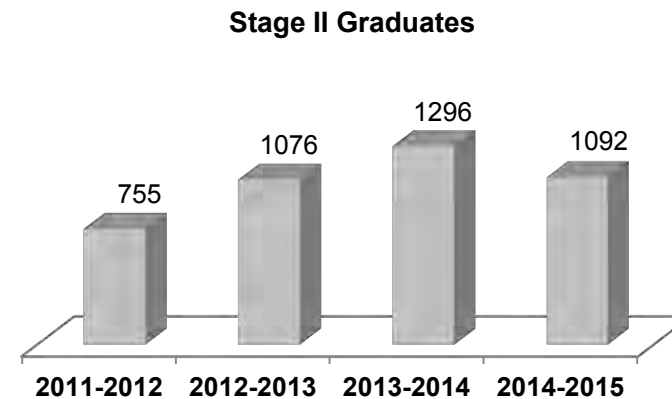
Information on student activity is presented by country in the following annexes:

- ▶ 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, 9409 students have been enrolled into APTC programs since the inception of APTC in 2007: 4437 in Stage I and 4972 in Stage II. The total number of enrolments for Stage II represents an increase of 1882 or sixty-one percent since the last annual report. Overall the gender balance of enrolments stands at thirty-nine percent females and sixty-one percent males. In Stage I, females accounted for thirty-six percent of all enrolments; for Stage II females represent forty-one percent of all enrolments to date.

Seventy-two percent (6768) of all students received an APTC scholarship in Stages I and II. In Stage I, sixty-nine percent of all enrolled students were APTC scholarship recipients whilst in Stage II, seventy-five percent 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 Four scholarships where there is no financial transaction involved. The gender balance amongst APTC scholarship students is forty-one percent female and fifty-nine percent male for both Stages I and II.



5.1.2 Graduate Outcome Data

In total 7011 students have graduated from APTC programs to date - 3530 in Stage I and 3481 in Stage II. The overall gender balance of graduates is forty-two percent females and fifty-eight percent males. In Stage I females accounted for forty percent of all graduates; for Stage II females represent forty-three percent of all graduates to date.

In terms of scholarships, seventy-five percent of all graduates were recipients of an APTC scholarship in Stages I and II. For Stage I, seventy-four percent of graduates were scholarship recipients whilst for Stage II, seventy-six percent of the graduates were scholarship recipients. Females account for forty-four percent of all scholarship graduates. In Stage I, forty-three percent of all scholarship awardees who graduated were females, and in Stage II females represent forty-five percent of all scholarship graduates to date.

5.1.3 Country of Destination for Graduates

Overall, 160 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 (twenty-nine percent) and New Zealand (thirty-three percent), with a combined total of sixty-two percent of all migrations. Stage I graduates accounted for ninety-one migrations, while sixty-nine people from Stage II have migrated to date.

Graduates from Fiji relocated most, comprising twenty-seven percent of the total migrations, with thirty-three percent of these moving to Australia. Samoans made up the next largest group of migrants at nineteen percent of the total, with most (sixty-seven percent) choosing to move to New Zealand.

5.1.4 Migrant Graduates Qualifications

The highest percentage of migrations came from graduates in the Certificate IV in Training and Assessment, accounting for sixteen percent of all qualifications held by migrants. One-third of these graduates were from Tonga and most of this cohort moved to New Zealand.

The next largest groups of migrants by qualification were graduates of the Certificate III in Hospitality (fifteen percent), the Certificate III in Tourism (ten percent) and the Certificate III in Commercial Cookery (nine percent). As an industry grouping, Tourism and Hospitality accounted for forty-five percent of all graduate migrations.

Graduates from the School of Trades and Technology comprised twenty-three percent of all migrations, with the Certificate III in Automotive Mechanical Technology, the Certificate III in Carpentry and the Certificate III in Fabrication Trade each having a four percent share of migrations by qualification.

5.1.5 Scholarship Applications

To date a total of 17014 students have applied for a scholarship award to assist with the costs of studying at APTC, with 9194 in Stage I and 7820 in Stage II. Overall the gender balance of scholarship applications is forty-three percent females and fifty-seven percent males. In APTC Stage I, females accounted for forty-three percent of all scholarship applicants, in Stage II females represent forty-two percent of all scholarship applicants.

5.1.6 Scholarship Mobilisations

A total of 7162 scholarship recipients have been mobilised to commence study, comprised of 2813 in Stage I, and 4349 in Stage II. Overall the gender balance of scholarship mobilisations is sixty-seven percent males and thirty-three percent females.

5.1.7 Scholarship Non-Mobilisations

A total of 1002 scholarship award recipients have not mobilised to commence study in an APTC program, comprised of 233 in Stage I and 769 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 forty-two percent of the non-mobilisation of scholarship awards - twelve percent in Stage I and thirty percent in Stage II.

5.1.8 Scholarship Non-Completions

A total of 730 APTC scholarship award recipients have commenced their respective courses but have not completed: 539 in Stage I and 191 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 thirty percent of the recorded non-completions after enrolment: twenty-nine percent in Stage I and thirty-six percent in Stage II.

5.2 Student Satisfaction Surveys

5.2.1 Graduate Student Tracer Survey

The APTC Graduate Student 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 Graduate Student Tracer Questionnaire.

The 2014 survey was administered between 10 March and 30 June, 2014 with an eligible survey population of 946 students who graduated in the 2013 calendar year. The survey returned a fifty percent response rate from those graduates included in the survey.

Respondents to the survey can be classed by their industry groupings:

- ▶ Community Services (thirty-five percent)
- ▶ Hospitality (thirty-six percent)
- ▶ Construction (nine percent)
- ▶ Engineering (six percent)
- ▶ Trades (other) (ten percent)
- ▶ Education (two percent)

This year’s analysis revealed a slight increase to ninety-seven percent for overall student satisfaction with APTC training, up from the ninety-five percent recorded in the 2013 survey. The continuing high satisfaction levels recorded across all graduate students tracer surveys in Stage 2 are evidence of the consistent quality of APTC training delivery across all courses and all locations.

Transfer of learning in the workplace is an important benefit of APTC training. Upon their return to the workplace, seventy-one percent of the respondents indicated that they had contributed to the formal and informal training of colleagues and co-workers. This skills transfer within the workplace is a significant value-add for industries, with the capacity to increase productivity from an individual’s achievement of an Australian qualification.

Overall, APTC training has increased graduates’ employability, earning capacity, self-confidence and their ability to influence workplace performance and productivity.

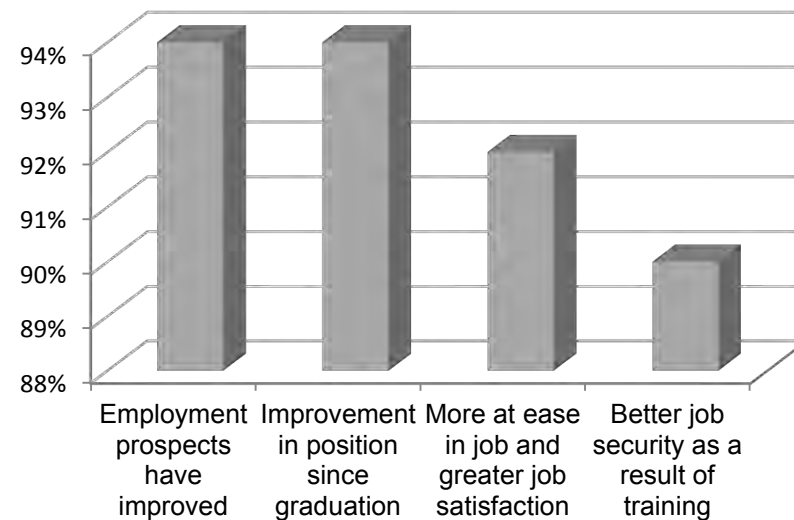
As a specific initiative, a community services trainer tracked the progress of a cohort of seventy-nine students who studied at the Vanuatu campus between 2012 and 2014, from entry to APTC to post-graduation. The tracking indicated that upon entry to this program twenty-seven percent of those students were employed, when this same cohort of students were tracked sixty-eight percent were in paid employment after the completion of their APTC training.

5.2.2 Employer Survey

Employer satisfaction surveys are conducted annually and are designed to assess the satisfaction of the employer with the training their employee received from APTC, and the graduate’s performance in the workplace since returning from study. The survey is timed so the student has spent between six and twelve months in the workplace after returning from study before being surveyed. This allows the employer time to properly assess any changes in performance and behaviour, and affords the students the opportunity to implement and practise the skills and knowledge gained in their time with APTC.

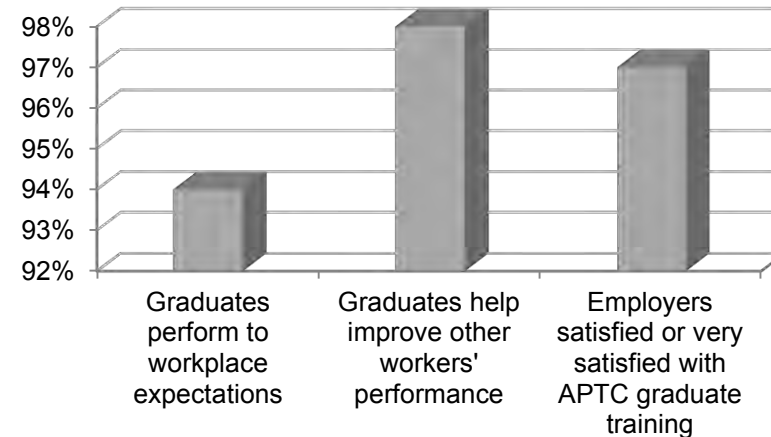
The survey questionnaire is administered by distributing the instrument across APTC campuses with local staff contacting employers. Non-campus country representatives have been helpful in ensuring the distribution of the surveys to more remote regions. Distribution methods included email, workplace visits, SurveyMonkey (web-based online survey application) and telephone interviews.

The survey was administered between 10 March and 31 October, 2014. The survey population consisted of 493 employers, based on the principle that each employer was allocated only one survey regardless of the number of the APTC graduates in their employ.



Employers report that APTC training has influenced increased levels of technical skills, individual responsibility and productivity. APTC graduates also had a positive influence over the work standards of other employees or improved the productivity in their organisation through the transfer of skills to other workers. This indicates that APTC graduates are making significant contributions towards improving overall business performance in their organisations.

Overall, ninety-seven percent 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

End of Course Learner (EoCL) Surveys are actioned by campus administration officers not later than one week prior to the completion of the final week of study for exiting students. The surveys are sealed by the administration officer and sent to the CSS office for entry into the database and compilation of reports for each separate class. Each report is analysed and results provided to the Directors of Schools to action any highlighted issues that need to be addressed. Results of their corrective actions are reported for compilation and are disseminated from the Data Team.

Results from the EoCL surveys conducted in the 2014 calendar year show an overall satisfaction rate with course and content delivery of ninety-two percent. Additionally, an average of eighty-six percent of the students was satisfied with the quality of student support services. These results were based on surveys of 805 APTC students who completed fifty-nine programs. The level of response achieved represents a one hundred percent survey completion rate for these cohorts. The courses which were surveyed are listed below:

2014 Courses Surveyed on Completion		
Aged Care	Disability	Painting & Decorating
Allied Health Assistance	Electrotechnology	Patisserie
Applied Fashion Design & Technology	Fabrication Trade	Plumbing
Automotive Mechanical Technology	Fitting & Machining	Refrigeration / Air conditioning
Carpentry	Hairdressing	Tourism
Children's Services	Hospitality	Training & Assessment
Commercial Cookery	Hospitality Supervision	Wall and Floor Tiling
Community Development	Management	Youth Work
Community Services Work	Mechanical Trade Diesel Fitter	

EoCL Surveys were conducted according to the annual schedule and student feedback summaries were tabled at LT meetings for action.

5.3 Training Profile Research and Planning

5.3.1 Demand Driven Training and TVET Delivery

The 2014 calendar year has seen incremental modification to the planned training profile as demand and priorities changed. Planned activities were adjusted to accommodate some delays in recruitment of trainers (especially in PNG) and for the redevelopment of existing facilities or relocation to new facilities, as was the case for the hospitality programs in Fiji and PNG. Emergent opportunities to partner for specific programs such as the hospitality arrangement in Palau also necessitated some realignment of the course planner to reflect the changed circumstances.

Progress against the 2013 -14 Training Profile targets shows that SHCS achieved 1177 enrolments across all courses in the financial year compared to a target enrolment figure of 708. Accordingly, the 654 graduate target set for the year saw 863 students graduate from SHCS. STT performed above the original plan, enrolling 781 people from a target of 587, and graduating 648 from a target of 506. The combined graduates from both schools totalled 1511 from a planned 1160 for the full financial year.

Enrolment and Graduate Targets

Enrolment and graduate targets for 2011 – 2015 have been adjusted to account for actual enrolment and graduate figures to date, and reflect current planning to the end of the Stage II contract for both schools. Overall achievement of graduate target numbers remains on schedule, with a total of over 4200 graduates expected by 30 June 2015 (Refer Annex 7.0 Enrolment and Graduate Targets 2011 – 2015 by Semester and School).

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 training profile and in accordance with individual course requirements. A course profile planner is available on the APTC SharePoint site to all LT staff. This is a dynamic document and is updated as enrolment plans are varied with changes in demand and as new courses are added. The planner is also used to inform budget build-ups as the data can be linked to financial modelling based on class sizes, student costs and differences in inputs for the various campus locations.

5.3.2 Training Profile 2015

The 2014 - 2015 Training Profile was originally determined in the Annual Report 2013 - 2014 and was comprised of a compilation of continuing enrolled students, and new graduates sourced utilising evidence collected from the APTC Country Profiles, information provided by local industry and APTC Advisory Group members. The profile has been adjusted as priorities dictated throughout the year, and enrolment and graduate targets through to the end of Stage II are contained in Annex 6.

The 2015 Profile

School of Hospitality and Community Services

The following list of programs form the scheduled semester one, 2015 delivery offerings for SHCS:

- ▶ Certificate III Allied Health Assistance/Health Services Assistance
- ▶ Certificate III in Home and Community Care/Aged Care
- ▶ Certificate III in Early Childhood Education and Care
- ▶ Certificate III in Community Services Work
- ▶ Certificate IV in Community Development
- ▶ Certificate IV in Disability
- ▶ Certificate III in Hospitality (Operations)
- ▶ Certificate III in Tourism (Operations)

The School of Trades and Technology

The following list of programs form the scheduled semester one, 2015 delivery offerings for STT:

- ▶ Certificate IV in Training and Assessment
- ▶ Certificate III in Light Vehicle 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 Formwork/Falsework
- ▶ Certificate III in Painting and Decorating
- ▶ Certificate III in Wall and Floor Tiling
- ▶ Certificate III in Plumbing
- ▶ Certificate III in Electrotechnology Electrician
- ▶ Certificate III in Nutrition and Dietetic Assistance
- ▶ Certificate III in Hospitality Commercial Cookery
- ▶ Certificate III in Applied Fashion Design and Technology

Programs not on offer for 2015 delivery schedule:

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

Diploma in Community Services Work

Demand for this qualification has peaked, and whilst still on APTC scope, will not be offered in semester one 2015.

Certificate III in Hairdressing

This program is still on scope for APTC and will be delivered only as a FFS offering should there be sufficient demand.

Certificate III in Retail Baking (Bread)

This qualification is not currently on offer due to the increased cost of providing the initial training infrastructure.

Certificate III in Hospitality (Patisserie)

Whilst there have been a number of bridging enrolments from this course to the commercial cookery qualification, this offering is being rested as there is higher demand for other qualifications on APTC scope.

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

Course places for semester one 2015 are fully utilised by currently enrolled students due to gain their qualification by June 30.

Diploma of Early Childhood Education and Care

This diploma will no longer be offered through APTC due to significant changes in the new version of the training package and associated regulatory environment required to meet qualification compliances.

SECTION 6.0 RISK MANAGEMENT

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

6.1 Business Risk

The Risk Management Plan for APTC is divided into strategic and operational risks. Each element of the plan is evaluated at regular periods throughout the year, and reviewed at face-to-face LT meetings in a workshop format designed to garner input and critique the plan. An updated document is provided for Managing Contractor Consortium Board (MCCB) consumption and is presented under the auspices of the APTC CEO.

The plan is developed from the individual strategies contained within the SoS Business Strategies, Workplan and PAF documents, with responsibility for specific items linking back to strategic business areas.

6.2 Environmental and Physical Risk

The nature of APTC work means that staff and students will be located in environments where relative security risks are higher than in many other contexts. Tangible risks likely to be encountered in the execution of everyday duties in APTC operations are covered in the APTC Staff Safety Handbooks. The handbooks are updated at least annually and have been made available on the APTC SharePoint site for full staff access.

OHS committees hold regular meetings and encourage staff to attend, and to report issues they feel are worthy of committee actions.

The CSS Office in Nadi has recently installed diesel powered generators to circumvent occasional power outages experienced in the area. The continuation of power supply to the office ensures staff remain safe, comfortable and productive during these times.

The APTC Safety and Security Policy is designed to ensure that organisational and operational security is maintained and is supported by the Critical Incident Management Policy and Work Instruction. This policy provides a framework for the APTC campuses to respond to a critical incident and in the period immediately following the incident, and for its management of the longer term consequences of such an incident.

The APTC HR team maintains an Emergency Contact Tree and ensures that an updated copy is distributed to all APTC staff each month.

Annexes

ANNEX 1 - Student Activity Data

Cumulative Enrolment, Graduate and 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	Female	Male	
Stage 1	Certificate III in Applied Fashion Design and Technology	STT	Fiji						Stage 2	Fiji	72	2			
	Certificate III in Automotive Mechanical Technology	STT		62	2		25				5	6	1	33	2
	Certificate III in Carpentry	STT		123	42		72				12	2		43	1
	Certificate III in Children's Services	SHCS		31	84	57	2				49	45	100	2	
	Certificate III in Disability	SHCS									14	11	11	2	
	Certificate III in Early Childhood Education and Care	SHCS									2	7			
	Certificate III in Electrotechnology Electrician	STT									10	1		15	
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT		20	32	1	44				16	11	1	69	3
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT		10	2		5				5		1	21	
	Certificate III in Hairdressing	SHCS		31	18	18	7	3			12	30	29	11	1
	Certificate III in Home and Community Care/Certificate III in Aged Care	SHCS									14	5	37	3	
	Certificate III in Hospitality	SHCS		50	71	96	22	3			8	10	32	40	2
	Certificate III in Hospitality (Commercial Cookery)	SHCS		29		29	72	3			38	72	16	64	1
	Certificate III in Hospitality (Lodge)	SHCS									5	4	14	3	
	Certificate III in Hospitality (Patisserie)	SHCS		10	6	18	23	2			26	15	17	32	5
	Certificate III in Hospitality (Patisserie) - Bridging Course	SHCS									1	30	11	7	
	Certificate III in Light Vehicle Mechanical Technology	STT										51		8	
	Certificate III in Painting and Decorating	STT			31	20	53				37		24	25	
	Certificate III in Tourism	SHCS		1	92	9	2								
	Certificate III in Wall and Floor Tiling	STT		2	72	8	30	2			19	1	16	26	
	Certificate IV in Business	SHCS										19			
	Certificate IV in Disability	SHCS									2	84	25	6	
	Certificate IV in Hospitality	SHCS			9	29	9	1			31	60	21	15	2
	Certificate IV in Hospitality (Bridging Course)	SHCS									28	1	3		
	Certificate IV in Training and Assessment	SHCS		62	78	75	17 7	2			12	64	30	48	1
	Certificate IV in Youth Work	SHCS									41	80	6	13	
Diploma of Children's Services (Early Childhood Education and Care)	SHCS	17	40	28			69	39	26	1					
Diploma of Community Services Work	SHCS	51	164	9	6		12	19	4	2					

Diploma of Vocational Education and Training	SHCS										14				
			499	743	397	54 9	16				554	669	425	489	18

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	Female	Male				
Stage 1	Certificate IV in Training and Assessment	SHCS	Kiribati						Stage 2	Kiribati	1	1		1				
											1	1		1				
	Certificate III in Electrotechnology Electrician	STT	PNG							PNG			8					
	Certificate III in Engineering - Fabrication Trade	STT												1				
													9					
	Certificate III in Allied Health Assistance/Certificate III in Health Services Assistance	SHCS	Samoa							Samoa		2						
	Certificate III in Automotive Mechanical Technology	STT			15		14	2								1	1	
	Certificate III in Early Childhood Education and Care	SHCS											8					
	Certificate III in Electrotechnology Electrician	STT				50	37											
	Certificate III in Engineering - Fabrication Trade	STT				35	27	1					1	55	1	38		
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT				1												
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT				34	30	2						4		4		
	Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	STT				14	8	2						32		16	2	
	Certificate III in Hospitality	SHCS			2	1	2	1					6	3	6	3		
	Certificate III in Hospitality (Commercial Cookery)	SHCS				1		1										
	Certificate III in Plumbing	STT			2	23	2	20						16		10		
	Certificate III in Tourism	STT			2	1	2	1			1		1	1	1	1		
	Certificate IV in Hospitality	STT			2	1	2	1										
	Certificate IV in Training and Assessment	SHCS			1		1						1	2		1		
					9	176	9	140			8		19	113	8	74	3	
Certificate IV in Training and Assessment	SHCS	Solomon Is							Solomon Is		2		2					
										2		2						
Certificate III in Hospitality	SHCS	Vanuatu		1					Vanuatu									
Certificate III in Tourism	SHCS									9	2	4	2					
Diploma of Children's Services (Early Childhood Education and Care)	SHCS									1		1						
				1						10	2	5	2					
Total				508	920	406	689	24	Total				584	796	438	568	21	
Cumulative Total Enrolments Fiji 2808				Cumulative Total Graduates Fiji 2101				Cumulative Total Migrations Fiji 45										

Fiji Citizens - 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 Allied Health Assistance / Certificate III in Health Services Assistance						5		1	
	Certificate III in Applied Fashion Design and Technology								20	5
	Certificate III in Automotive Mechanical Technology	3	184		28		3	167		9
	Certificate III in Carpentry		263		44		1	203		9
	Certificate III in Children's Services	198	15	46	30		246	6	13	1
	Certificate III in Community Services Work		5		1		26	14		
	Certificate III in Disability						60	10	1	1
	Certificate III in Children's Services (Early Childhood Education and Care)						7	1	1	
	Certificate III in Electrotechnology Electrician	3	139		7		3	79		4
	Certificate III in Engineering – Fabrication Trade	2	92		18		4	126		6
	Certificate III in Engineering – Mechanical Trade (Fitting & Machining)	1	92		11		1	64		7
	Certificate III in Engineering – Mechanical Trade (Diesel Fitting)	5	163		16		1	122		5
	Certificate III in Engineering – Mechanical Trade (Refrigeration and Air-Conditioning)	1	29		1			68		1
	Certificate III in Hairdressing	49	17		1		51	16	2	1
	Certificate III in Home and Community Care / Certificate III in Aged Care						180	19	8	1
	Certificate III in Hospitality	229	75	48	24		102	49	20	11
	Certificate III in Hospitality (Catering Operations)						3			
	Certificate III in Hospitality (Commercial Cookery)	76	159	31	52		41	95	4	33
	Certificate III in Hospitality (Patisserie)	45	51	6	9		30	34	18	13
	Certificate III in Hospitality Lodge						37	5	1	
	Certificate III in Painting and Decorating	68	96	16	62		58	83	4	10
	Certificate III in Plumbing	3	74	1	21		2	85		7
	Certificate III in Tourism	60	22	5	2		33	17	6	2
	Certificate III in Wall and Floor Tiling	47	109	1	12		25	73		3
	Certificate IV in Business								15	1
	Certificate IV in Community Development		1				4	2	22	8
	Certificate IV in Disability						88	19	5	5
	Certificate IV in Hospitality	17	12	19	15		26	14	9	2
	Certificate IV in Youth Work						34	54	1	4
	Certificate IV Training and Assessment	25	86	102	210		1	10	45	66
	Diploma in Community Services Work	35	29	1			21	16		2
	Diploma of Children's Services (Early Childhood Education and Care)	54		3			80	4	2	
	Diploma of Management									
Diploma of Vocational Education and Training								7	9	
Not an APTC course	4	5	1	1		2	3		1	
Course not Stated	12	14	7	15		2	2	5	6	
Total		937	1732	287	580	Total	1177	1460	210	233
Cumulative Scholarship Applications Fiji		Total Female 2114		Total Male 3193		Total Combined 5306				

Mobilisations – Fiji Citizens				
Stage	School	Female	Male	Total
1	SHCS	271	137	408
	STT	39	362	401
2	SHCS	234	85	319
	STT	43	679	722

Note:

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

Non-Mobilisation - Fiji Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS		2	2	No show
			1	1	Deceased
		10	13	23	Declined
		4	1	5	Deferred
		4	7	11	No show
		1		1	Pregnancy-Deferred
	STT		1	1	Deceased
		7	11	18	Declined
2	SHCS		3	3	Deferred
		15	4	19	Declined
		43	12	55	Deferred
		6	1	7	No show
		1	1	Reapply-Deferred	
	STT	7	18	25	Declined
1		45	46	Deferred	

Non-Completions - Fiji Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	47	54	101	Withdrawn
	STT	16	59	75	Withdrawn
2	SHCS	9	2	11	Withdrawn
	STT	13	28	41	Withdrawn

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	Female	Male		
Stage 1	Certificate III in Children's Services	STT	Fiji	7	1	7	1		Stage 2	Fiji	14	5	14	4		
	Certificate III in Disability	STT									2	1	2	1		
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	SHCS										3				
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	SHCS									1	23	1	19		
	Certificate III in Hairdressing	SHCS		4	4	4	4				7	1	7	1		
	Certificate III in Home and Community Care/Certificate III in Aged Care	STT									4	1	4	1		
	Certificate III in Hospitality	STT		21	12	21	8				5	2	5	2		
	Certificate III in Hospitality (Commercial Cookery)	STT		1	17	1	17				5	23	4	23		
	Certificate III in Hospitality (Lodge)	SHCS									4	2	4	2		
	Certificate III in Hospitality (Patisserie)	SHCS		5	3	5	3				3	6	3	5		
	Certificate III in Light Vehicle Mechanical Technology	SHCS										2				
	Certificate III in Painting and Decorating	SHCS		4		4					6	9	3	3		
	Certificate III in Tourism	SHCS		2	2	2	1	1								
	Certificate III in Wall and Floor Tiling	SHCS		2		1					5	1	4			
	Certificate IV in Business	SHCS									6	2				
	Certificate IV in Disability	STT									4	2	1	1		
	Certificate IV in Hospitality	STT		5	10	5	10				21	20	19	18		
	Certificate IV in Youth Work	SHCS									1	6	1	5		
	Diploma of Children's Services (Early Childhood Education and Care)	STT		1		1					3		2			
	Diploma of Community Services Work	SHCS		4	3	4	3				12	10	11	10	1	
Diploma of Vocational Education and Training	SHCS						4	4								
				56	52	55	47	1			107	123	85	95	1	
Stage 1	Certificate III in Automotive Mechanical Technology	STT	PNG	3	132	3	67		Stage 2	PNG	1	25	1	57		
	Certificate III in Carpentry	STT		1	107	1	79	1				79		54		
	Certificate III in Commercial Cookery	SHCS									3	10				
	Certificate III in Electrotechnology Electrician	STT		2	65	1	47	1			2	61	1	32		
	Certificate III in Engineering - Fabrication Trade	STT		2	82	2	63				4	65	1	41		
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT					12	9			1		42		16	
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT		1	95	1	91	1			2	63	1	37		
	Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	STT					7								2	
	Certificate III in Hospitality	SHCS		15	23						67	31	33	23		
	Certificate III in Light Vehicle Mechanical Technology	STT										41		18		
	Certificate IV in Training and Assessment	SHCS					14	21				9	38	3	10	

				24	706	22	50 4	4			88	455	40	290		
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	Female	Male		
Stage 1	Certificate III in Allied Health Assistance/Certificate III in Health Services Assistance	SHCS	Samo a						Stage 2	Samo a		1				
	Certificate III in Children's Services	SHCS									7	1	6	1		
	Certificate III in Disability	SHCS									2		2			
	Certificate III in Early Childhood Education and Care	SHCS									1					
	Certificate III in Engineering - Fabrication Trade	STT										1		1		
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT			1		1									
	Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	STT			2		2	1				1	8		4	
	Certificate III in Hospitality	SHCS		16	9	13	7				10	16	8	15		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		4	1	4	1				1	3	1	1		
	Certificate III in Plumbing	STT			5		4					23		6		
	Certificate III in Tourism	SHCS		14	9	14	9	1			12	10	12	10		
	Certificate IV in Hospitality	SHCS		14	14	12	13									
	Certificate IV in Training and Assessment	SHCS			1		1									
				48	42	43	38	2			34	63	29	38		
	Certificate III in Carpentry	STT	Vanuatu						Stage 2	Vanuatu		2		2		
	Certificate III in Children's Services	SHCS		7	1	7	1				13		13		1	
	Certificate III in Community Services Work	SHCS									3	3	2	3		
	Certificate III in Early Childhood Education and Care	SHCS									2					
	Certificate III in Hospitality	SHCS		36	13	36	13				5	2	5	2		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		21	38	21	38	1								
	Certificate III in Tourism	SHCS		35	16	35	16	2			4	2	3	2		
	Certificate IV in Hospitality	SHCS		2	6	2	6									
	Certificate IV in Youth Work	SHCS									3	3	3	2		
Diploma of Children's Services (Early Childhood Education and Care)	SHCS							1				1				
Diploma of Community Services Work	SHCS						2		1							
Diploma of Management	SHCS							1		1						
			101	74	101	74	3			33	13	28	12	1		
Total				229	874	221	66 3	10	Total	262	654	182	435	2		
Cumulative Total Enrolments PNG 2019			Cumulative Total Graduates PNG 1501					Cumulative Total Migrations PNG 12								

PNG Citizens - 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 Allied Health Assistance / Certificate III in Health Services Assistance						1			
	Certificate III in Automotive Mechanical Technology	12	235	4	167	7	124	2	26	
	Certificate III in Carpentry	3	149		69	2	113		25	
	Certificate III in Children's Services	112	34	10	9	47	15	2		
	Certificate III in Community Services Work	6	3		1	21	16		1	
	Certificate III in Disability					13	9			
	Certificate III in Children's Services (Early Childhood Education and Care)					5	2			
	Certificate III in Electrotechnology Electrician	3	99	2	72	5	122	1	45	
	Certificate III in Engineering – Fabrication Trade	3	124		54	7	96	1	14	
	Certificate III in Engineering – Mechanical Trade (Fitting & Machining)	7	130		71		92	1	12	
	Certificate III in Engineering – Mechanical Trade (Diesel Fitting)		69	1	208	3	97		26	
	Certificate III in Engineering – Mechanical Trade (Refrigeration and Air-Conditioning)	1	29	1	19	1	30		2	
	Certificate III in Hairdressing	16	3	4		14	1	2	2	
	Certificate III in Home and Community Care / Certificate III in Aged Care				1	10	3	1		
	Certificate III in Hospitality	198	103	25	10	64	26	71	28	
	Certificate III in Hospitality (Catering Operations)							7	13	
	Certificate III in Hospitality (Commercial Cookery)	85	157	7	18	22	67	9	17	
	Certificate III in Hospitality (Patisserie)	17	17		1	4	7			
	Certificate III in Hospitality Lodge					1				
	Certificate III in Painting and Decorating	36	4	1	1	7	15	1		
	Certificate III in Plumbing		50		4		22		5	
	Certificate III in Tourism	210	107	30	26	41	21	7	1	
	Certificate III in Wall and Floor Tiling	17		1		2	4	1	2	
	Certificate IV in Business							6	2	
	Certificate IV in Community Development					1				
	Certificate IV in Disability					6	5			
	Certificate IV in Hospitality	79	69	7	8	28	27	1	1	
	Certificate IV in Youth Work					9	12	1	2	
	Certificate IV Training and Assessment	25	29	17	24	1	1	11	51	
	Diploma in Community Services Work	46	57	1	4	23	29			
	Diploma of Children's Services (Early Childhood Education and Care)	22		1	2	30	7	2		
	Diploma of Management						2		1	
Diploma of Vocational Education and Training							5	4		
Not an APTC course	3	6	4	9	2	2	1	1		
Course not Stated	9	18	1	18		2	1	5		
Total		910	1492	117	796	Total I	376	970	134	286
Cumulative Scholarship Applications PNG		Total Female 1286		Total Male 2462		Total Combined 3748				

Mobilisations – PNG Citizens				
Stage	School	Female	Male	Total
1	SHCS	205	170	375
	STT	18	303	321
2	SHCS	136	95	231
	STT	35	435	470

Note:

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

Non-Mobilisation - PNG Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	5	2	7	Declined
		11	7	18	Deferred
		10	8	18	No show
		2	2	4	Reapply-Deferred
	STT	1	7	8	Declined
			1	1	Deferred
			2	2	No show
2	SHCS	4		4	Declined
		21	14	35	Deferred
		4	2	6	No show
			1	1	Reapply-Deferred
	STT		4	4	Declined
		2	20	22	Deferred
			2	2	No show

Non-Completions - PNG Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	5	7	12	Withdrawn
	STT	2	138	140	Withdrawn
2	SHCS	6	2	8	Withdrawn
	STT	1	19	20	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	Female	Male		
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Fiji		16		11		Stage 2	Fiji		12		14		
	Certificate III in Carpentry	STT		1	51		33				4	28	2	20	4	
	Certificate III in Disability	SHCS									2		2			
	Certificate III in Electrotechnology Electrician	STT										7		7		
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT			7		5					7		5		
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT										5		2		
	Certificate III in Hairdressing	SHCS		4	2	4	2				2	2	2	2	2	1
	Certificate III in Home and Community Care/Certificate III in Aged Care	SHCS									6		4			2
	Certificate III in Hospitality (Commercial Cookery)	SHCS		2	2		1					1		1		
	Certificate III in Hospitality (Lodge)	SHCS									1	1	1	1		
	Certificate III in Hospitality (Patisserie)	SHCS			1		1				3		3			
	Certificate III in Light Vehicle Mechanical Technology	STT										2		1		
	Certificate III in Painting and Decorating	STT									1	4	1	3		
	Certificate III in Wall and Floor Tiling	STT										4		2		
	Certificate IV in Business	SHCS									4	2				
	Certificate IV in Hospitality	SHCS									3	1	3	1		1
	Certificate IV in Training and Assessment	SHCS									2		1			
	Certificate IV in Youth Work	SHCS									5	9	5	9		
	Diploma of Community Services Work	SHCS		3	4	3	3									
	Diploma of Vocational Education and Training	SHCS										7	2			
				10	83	7	56			40	87	24	68	8		
	Certificate III in Automotive Mechanical Technology	STT	PNG							PNG		1				
	Certificate III in Electrotechnology Electrician	STT										2				
												3				

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 II in Construction	STT	Samoa						Stage 2	Samoa	2	13	2	12			
	Certificate II in Indigenous Housing Repairs	STT			17		16										
	Certificate III in Allied Health Assistance/Certificate III in Health Services Assistance	SHCS						21			8	11	6				
	Certificate III in Automotive Mechanical Technology	STT			21		21							2			
	Certificate III in Children's Services	SHCS						46			4	42	4				
	Certificate III in Disability	SHCS						59			17	34	16	4			
	Certificate III in Early Childhood Education and Care	SHCS						9									
	Certificate III in Electrotechnology Electrician	STT				23		21						2			
	Certificate III in Engineering - Fabrication Trade	STT				38		33						3			
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT				2											
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT				19		11									
	Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	STT				10		7									
	Certificate III in Hairdressing	SHCS															
	Certificate III in Hospitality	SHCS			83	48	63	35						1			
	Certificate III in Hospitality (Commercial Cookery)	SHCS			23	31	22	31						3			
	Certificate III in Hospitality (Lodge)	SHCS															
	Certificate III in Nutrition and Dietetic Assistance	SHCS															
	Certificate III in Plumbing	STT				12		4									
	Certificate III in Tourism	SHCS			25	25	22	24						2			
	Certificate IV in Hospitality	SHCS			9	8	5	7						1			
Certificate IV in Training and Assessment	SHCS		20	30	19	28											
Diploma of Management	SHCS																
											160	284	131	238	14		
Stage 1	Certificate III in Community Services Work	SHCS	Vanuatu							Vanuatu							
	Certificate III in Tourism	SHCS															
	Certificate IV in Youth Work	SHCS															
	Diploma of Community Services Work	SHCS			1		1										
						1		1									
Total				171	367	139	294	14	Total				329	293	203	204	21

Cumulative Total Enrolments Samoa 1160

Cumulative Total Graduates Samoa 840

Cumulative Total Migrations Samoa 35

Samoa Citizens - 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 II in Construction							2	13	
	Certificate III in Allied Health Assistance / Certificate III in Health Services Assistance					39	21	5	6	
	Certificate III in Automotive Mechanical Technology		71		4		39		1	
	Certificate III in Carpentry	1	51		8	5	71		2	
	Certificate III in Children's Services	7	5	4	3	69	6	3		
	Certificate III in Community Services Work					13	6	1		
	Certificate III in Disability					53	21	21		
	Certificate III in Children's Services (Early Childhood Education and Care)					29	3	1		
	Certificate III in Electrotechnology Electrician		29		13		29		1	
	Certificate III in Engineering – Fabrication Trade		51		4		33			
	Certificate III in Engineering – Mechanical Trade (Fitting & Machining)		18	1	12		7			
	Certificate III in Engineering – Mechanical Trade (Diesel Fitting)		14		2		10		1	
	Certificate III in Engineering – Mechanical Trade (Refrigeration and Air-Conditioning)		17		6		11		4	
	Certificate III in Hairdressing	9	4	2		2	2	14	1	
	Certificate III in Home and Community Care / Certificate III in Aged Care					6				
	Certificate III in Hospitality	98	56	41	16	44	21	1	1	
	Certificate III in Hospitality (Commercial Cookery)	33	54	23	18	35	38	1	4	
	Certificate III in Hospitality (Patisserie)	1	9	5	6	3	1			
	Certificate III in Hospitality Lodge					29	20	15	10	
	Certificate III in Indigenous Housing Repairs		14		15					
	Certificate III in Nutrition and Dietetic Assistance					5	1	14	2	
	Certificate III in Painting and Decorating	5	2		2	1	5	1		
	Certificate III in Plumbing		9	1	18	1	20		3	
	Certificate III in Tourism	43	34	10	7	46	14	2		
	Certificate III in Wall and Floor Tiling		3		2	1	3			
	Certificate IV in Business							4	2	
	Certificate IV in Community Development					1	1			
	Certificate IV in Hospitality	5	4	10	11	5	2			
	Certificate IV in Youth Work					10	13			
	Certificate IV Training and Assessment		2	36	37	6	7	21	18	
	Diploma in Community Services Work	13	10			3	4			
	Diploma of Management					3	1	17	6	
Diploma of Vocational Education and Training							7	2		
Not an APTC course	1			1		3				
Course not Stated	2	2	2	4			2	1		
	Total	218	459	135	189	Total	409	413	132	78
Cumulative Scholarship Applications Samoa		Total Female 627		Total Male 872		Total Combined 1499				

Mobilisations – Samoa Citizens				
Stage	School	Female	Male	Total
1	SHCS	99	86	185
	STT		172	172
2	SHCS	117	65	182
	STT	8	260	268

Note:

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

Non-Mobilisation - Samoa Citizens						
Stage	School	Female	Male	Total	Reason Not Mobilised	
Stage 1	SHCS	7	3	10	Declined	
		2		2	Deferred	
		2	1	3	No show	
	STT			3	3	Declined
				1	1	Deferred
				3	3	No show
Stage 2	SHCS	11	3	14	Declined	
		8	1	9	Deferred	
		1		1	No show	
	STT			2	2	Declined
				3	3	Deferred

Non-Completions - Samoa Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
Stage 1	SHCS	27	18	45	Withdrawn
	STT		20	20	Withdrawn
Stage 2	SHCS	12	3	15	Withdrawn
	STT		12	12	Withdrawn

Solomon Is. 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 Automotive Mechanical Technology	STT	Fiji		1				Stage 2	Fiji		2		3	
	Certificate III in Carpentry	STT									13				
	Certificate III in Children's Services	SHCS		4	1	4	1				19		19		
	Certificate III in Disability	SHCS									4	1	4	1	
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT										5		1	
	Certificate III in Hairdressing	SHCS		4	1	4	1	1			8		8		1
	Certificate III in Home and Community Care/Certificate III in Aged Care	SHCS									5	3	5	3	
	Certificate III in Hospitality	SHCS		6	1	5	1				13	9	13	9	
	Certificate III in Hospitality (Commercial Cookery)	SHCS		2	4	2	4				8	7	8	7	
	Certificate III in Hospitality (Lodge)	SHCS									2	1	2	1	
	Certificate III in Hospitality (Patisserie)	SHCS		4		4					8		8		
	Certificate III in Light Vehicle Mechanical Technology	STT										1			
	Certificate III in Painting and Decorating	STT		3	7		7				5	11	8	1	
	Certificate III in Tourism	SHCS		1		1									
	Certificate III in Wall and Floor Tiling	STT		1		1						8		2	
	Certificate IV in Business	SHCS									1				
	Certificate IV in Hospitality	SHCS		5	4	5	4				7	5	7	5	
	Certificate IV in Training and Assessment	SHCS		1	2	1	2								
	Certificate IV in Youth Work	SHCS									1	11		8	
	Diploma of Children's Services (Early Childhood Education and Care)	SHCS		5	2	5	2								
Diploma of Community Services Work	SHCS						3	7	3	6					
				36	23	32	22	1			84	84	85	47	1
Stage 1	Certificate III in Automotive Mechanical Technology	STT	PNG		14		7		Stage 2	PNG		7		7	
	Certificate III in Carpentry	STT			28		20				56		42		
	Certificate III in Electrotechnology Electrician	STT		1	22	1	18				3	33	3	30	1
	Certificate III in Engineering - Fabrication Trade	STT			5		5					5		3	
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT			18		12					24		16	
	Certificate III in Light Vehicle Mechanical Technology	STT										15		4	
				1	87	1	62				3	140	3	102	1

Solomon Is. 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	Samo a						Stage 2	Samo a	2		2			
	Certificate III in Engineering - Fabrication Trade	STT										1		1		
	Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	STT			3		3					9		4		
	Certificate III in Hospitality	SHCS		7	3	7	3	1				24	9	22	6	
	Certificate III in Hospitality (Commercial Cookery)	SHCS										4		3		
	Certificate III in Plumbing	STT			2		1					15		4		
	Certificate III in Tourism	SHCS		8	8	8	7	1				7	10	7	9	
	Certificate IV in Hospitality	SHCS		5	1	5	1									
				20	17	20	15	2			37	44	34	24		
	Certificate II in Automotive Servicing Technology	STT	Solomo n Is.							Solomo n Is.	1	52	1	22		
	Certificate II in Construction	STT									1	46	1	23		
	Certificate III in Early Childhood Education and Care	SHCS									15	1				
	Certificate III in Formwork/Falsework	STT										19				
	Certificate III in Light Vehicle Mechanical Technology	STT									1	15				
	Certificate IV in Training and Assessment	SHCS									19	42	15	30		
								37		175	17	75				
	Certificate III in Children's Services	SHCS	Vanuatu	20	2	19	2			Vanuatu	40	5	40	4	2	
	Certificate III in Hospitality	SHCS		35	15	32	15	2			9	2	5	2	1	
	Certificate III in Hospitality (Commercial Cookery)	SHCS		5	11	5	11	1								
	Certificate III in Tourism	SHCS		8	3	8	3	1								
Certificate IV in Hospitality	SHCS	11		7	11	7										
Certificate IV in Youth Work	SHCS							6	7		2	7				
Diploma of Children's Services (Early Childhood Education and Care)	SHCS							3			3					
Diploma of Community Services Work	SHCS							2	1		2	1				
			79	38	75	38	4		60	15	52	14	3			
			Total	136	165	128	137	7	Total	221	458	191	262	5		
Cumulative Total Enrolments Solomon Is. 980			Cumulative Total Graduates Solomon Is. 718					Cumulative Total Migrations Solomon Is. 12								

Solomon Is. Citizens - 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 II in Automotive Servicing Technology							1	51	
	Certificate II in Construction						1	1	45	
	Certificate III in Allied Health Assistance / Certificate III in Health Services Assistance					1	1			
	Certificate III in Automotive Mechanical Technology	2	77		25	1	60		3	
	Certificate III in Carpentry		103	1	28		181		4	
	Certificate III in Children's Services	168	23	14	8	117	6	4		
	Certificate III in Community Services Work		3			38	31			
	Certificate III in Disability					6	6			
	Certificate III in Electrotechnology Electrician	5	71		22	1	81		7	
	Certificate III in Engineering – Fabrication Trade		13		1		16			
	Certificate III in Engineering – Mechanical Trade (Fitting & Machining)		9	1	6		3			
	Certificate III in Engineering – Mechanical Trade (Diesel Fitting)		45		9		56		1	
	Certificate III in Engineering – Mechanical Trade (Refrigeration and Air-Conditioning)		10		6		19			
	Certificate III in Formwork/Falsework						14		7	
	Certificate III in Hairdressing	18	1	3		3	1			
	Certificate III in Home and Community Care / Certificate III in Aged Care					18	4	1		
	Certificate III in Hospitality	143	65	17	10	49	17	2		
	Certificate III in Hospitality (Catering Operations)					2	2		1	
	Certificate III in Hospitality (Commercial Cookery)	67	44	8	10	34	21	1		
	Certificate III in Hospitality (Patisserie)	12	5	6		13	1			
	Certificate III in Hospitality Lodge					2	1			
	Certificate III in Nutrition and Dietetic Assistance					2	1			
	Certificate III in Painting and Decorating	28	15	1	1	1	12			
	Certificate III in Plumbing		25		4		20		2	
	Certificate III in Tourism	93	88	17	25	27	26	1		
	Certificate III in Wall and Floor Tiling	1	3				13			
	Certificate IV in Business								1	
	Certificate IV in Community Development					3	3			
	Certificate IV in Disability						1			
	Certificate IV in Hospitality	58	26	8	4	6	4			
	Certificate IV in Youth Work		1			15	45		1	
Certificate IV Training and Assessment	5	6		3		3	14	40		
Diploma in Community Services Work	41	47		1	31	49	1			
Diploma of Children's Services (Early Childhood Education and Care)	37	5			21	1	2			
Diploma of Management							1			
Not an APTC course	1	2		4		2				
Course not Stated	3	4	4	4	1	1	3	3		
	Total	682	691	80	171	Total	392	703	33	165

Cumulative Scholarship Applications Solomon Is.

Total Female 1074

Total Male 1394

**Total Combined
2468**

Mobilisations - Solomon Islands Citizens				
Stage	School	Female	Male	Total
1	SHCS	134	65	199
	STT	7	116	123
2	SHCS	195	85	280
	STT	17	585	602

Note:

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

Non-Mobilisation - Solomon Is. Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	2	1	3	Declined
		12	6	18	Deferred
		1	5	6	No show
		1	3	4	Reapply-Deferred
	STT		1	1	Declined
2	SHCS	7	2	9	Declined
		13	2	15	Deferred
		6	4	10	No show
		6	2	8	Reapply-Deferred
	STT		7	7	Declined
			12	12	Deferred

Non-Completions - Solomon Is. Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	5	1	6	Withdrawn
	STT		8	8	Withdrawn
2	SHCS	3	5	8	Withdrawn
	STT	4	18	22	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	Female	Male		
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Fiji		7		4		Stage 2	Fiji	1	7	1	9		
	Certificate III in Carpentry	STT			34		21					16		22		
	Certificate III in Children's Services	SHCS		4	2	4	2									
	Certificate III in Electrotechnology Electrician	STT											1		1	
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT			1								6		3	
	Certificate III in Hairdressing	SHCS		1		1						2		2		
	Certificate III in Hospitality	SHCS										1	1	1	1	
	Certificate III in Hospitality (Commercial Cookery)	SHCS			1							1	6	1	5	
	Certificate III in Hospitality (Patisserie)	SHCS			1		1						1		1	
	Certificate III in Light Vehicle Mechanical Technology	STT											2		2	
	Certificate III in Painting and Decorating	STT		9	3	5	3					6	5	9	3	
	Certificate III in Wall and Floor Tiling	STT		4	2	1	1						7	3	5	
	Certificate IV in Business	SHCS										3	1			
	Certificate IV in Disability	SHCS											1		1	
	Certificate IV in Hospitality	SHCS										2	1	1	1	
	Certificate IV in Training and Assessment	SHCS										1		1		
	Certificate IV in Youth Work	SHCS										1	1	1	1	
	Diploma of Children's Services (Early Childhood Education and Care)	SHCS		4	2	4	2									
	Diploma of Vocational Education and Training	SHCS										5	1			
						22	53	15			34			23	57	20
Stage 1	Certificate III in Carpentry	STT	PNG						Stage 2	PNG		2				
	Certificate III in Electrotechnology Electrician	STT										8		5		
	Certificate III in Engineering - Fabrication Trade	STT			1		1					5		5		
	Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	STT										2				
	Certificate III in Hospitality	SHCS										1				
	Certificate III in Light Vehicle Mechanical Technology	STT											6		2	
					1		1			1	23		12			

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 Allied Health Assistance/Certificate III in Health Services Assistance	SHCS	Samo a						Samo a		1						
	Certificate III in Automotive Mechanical Technology	STT			6		6										
	Certificate III in Commercial Cookery	SHCS										2	7				
	Certificate III in Disability	SHCS										1		1			
	Certificate III in Electrotechnology Electrician	STT			1	5	1	5					2				
	Certificate III in Engineering - Fabrication Trade	STT				1							2		1		
	Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	STT			1	1	1	1									
	Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	STT			1	6	1	3					5			2	
	Certificate III in Hospitality	SHCS										1		1			
	Certificate III in Hospitality (Commercial Cookery)	SHCS											1		1		
	Certificate III in Plumbing	STT				2		1					3				
						3	21	3		16			4	21	2	4	
	Certificate III in Carpentry	STT	Vanuatu		24		1 6			Vanuatu		25		28			
	Certificate III in Children's Services	SHCS		97	8	86	8				52	4	52	4			
	Certificate III in Community Services Work	SHCS									2	6	2	3			
	Certificate III in Early Childhood Education and Care	SHCS									13	3					
	Certificate III in Hospitality	SHCS		115	64	99	3 4	4			71	31	49	27			
	Certificate III in Hospitality (Commercial Cookery)	SHCS		14	39	14	38	2			12	14	7	7			
	Certificate III in Hospitality (Lodge)	SHCS									10	3	9	3			
	Certificate III in Tourism	SHCS		19	15	15	1 1	4			59	46	44	32	2		
	Certificate IV in Community Development	SHCS									7	10	7	10			
	Certificate IV in Hospitality	SHCS		16	19	13	1 1	5			28	9	28	7			
	Certificate IV in Training and Assessment	SHCS		38	60	33	4 7	4			49	67	27	44	3		
	Certificate IV in Youth Work	SHCS									24	14	16	10			
	Diploma of Children's Services (Early Childhood Education and Care)	SHCS		26	1	22	1				15	1	14	1			
	Diploma of Community Services Work	SHCS		8	6	7	6				2	8	2	7			
Diploma of Management	SHCS	4	15					12	42	11	29	2					
				337	251	289	172	19		356	283	268	21 2	7			
Total				362	326	307	223	19	Total	384	384	290	28 3	7			

Cumulative Total Enrolments Vanuatu 1456 Cumulative Total Graduates Vanuatu 1103 Cumulative Total Migrations Vanuatu 26

Vanuatu Citizens - 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 Allied Health Assistance / Certificate III in Health Services Assistance					Stage 2	2	3			
	Certificate III in Automotive Mechanical Technology	2	37		20			42		2	
	Certificate III in Carpentry	1	79	1	43		1	78		37	
	Certificate III in Children's Services	247	16	27	29		101	6	16	2	
	Certificate III in Community Services Work	1	3				11	14	1		
	Certificate III in Disability						3	2			
	Certificate III in Children's Services (Early Childhood Education and Care)						30	6	1		
	Certificate III in Electrotechnology Electrician	4	27		18		4	34		1	
	Certificate III in Engineering – Fabrication Trade	1	16	2	5			16			
	Certificate III in Engineering – Mechanical Trade (Fitting & Machining)	1	7	1				7	2		
	Certificate III in Engineering – Mechanical Trade (Diesel Fitting)		7		1			12		1	
	Certificate III in Engineering – Mechanical Trade (Refrigeration and Air-Conditioning)	1	11		1			15			
	Certificate III in Hairdressing	2					6			1	
	Certificate III in Home and Community Care / Certificate III in Aged Care						2			1	
	Certificate III in Hospitality	94	37	28	24		92	21	23	8	
	Certificate III in Hospitality (Catering Operations)						1	1			
	Certificate III in Hospitality (Commercial Cookery)	40	50	10	17		16	26	13	17	
	Certificate III in Hospitality (Patisserie)		14	2	1		3	4		1	
	Certificate III in Hospitality Lodge	1					16	4			
	Certificate III in Nutrition and Dietetic Assistance						2				
	Certificate III in Painting and Decorating	27	9	2	1		2	7	1		
	Certificate III in Plumbing		11		6			12		1	
	Certificate III in Tourism	64	39	20	12		72	42	15	9	
	Certificate III in Wall and Floor Tiling	4	9	1	3		3	9			
	Certificate IV in Business									3	1
	Certificate IV in Community Development	3	1				24	28	1	1	
	Certificate IV in Hospitality	28	9	18	16		19	3	13	7	
	Certificate IV in Youth Work	2					45	36	2	1	
	Certificate IV Training and Assessment	8	16	32	58		1		63	81	
	Diploma in Community Services Work	22	21	2	4		3	7	1	1	
	Diploma of Children's Services (Early Childhood Education and Care)	73	5	1			23	1	5		
	Diploma of Management						1	2	32	73	
Diploma of Vocational Education and Training							5	1			
Not an APTC course	1	2	1	1	1		3				
Course not Stated	1	2	9	17	2	2	6	9			
Total		628	428	157	277	Total	486	440	208	254	
Cumulative Scholarship Applications Vanuatu		Total Female 1114		Total Male 868		Total Combined 1982					

Mobilisations – Vanuatu Citizens				
Stage	School	Female	Male	Total
1	SHCS	189	45	234
	STT	14	72	86
2	SHCS	134	94	228
	STT	15	196	211

Note:

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

Non-Mobilisation - Vanuatu Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
Stage 1	SHCS	1		1	Declined
		4		4	Deferred
		1		1	No show
	STT		3	3	Declined
		1	1	2	Deferred
			2	2	No show
Stage 2	SHCS	12	7	19	Declined
		10	11	21	Deferred
		2	1	3	No show
	STT		1	1	Declined
		1	4	5	Deferred

Non-Completions - Vanuatu Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
Stage 1	SHCS	39	46	85	Withdrawn
	STT	4	16	20	Withdrawn
Stage 2	SHCS	11	13	24	Withdrawn
	STT	3	10	13	Withdrawn

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						Stage 2	Fiji	7		6			
	Certificate III in Automotive Mechanical Technology	STT			5		5					6		6		
	Certificate III in Carpentry	STT		2	10	2	9					4	40	2	22	
	Certificate III in Children's Services	SHCS		5	1	4	1					6	1	4	1	
	Certificate III in Disability	SHCS										1		1		
	Certificate III in Electrotechnology	STT										1	1	1	1	
	Certificate III in Hospitality	SHCS		16	1	13		4				1		1		
	Certificate III in Hospitality (Lodge)	SHCS										2		2		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		5	2	4	2	1				3	1	3	1	
	Certificate III in Hospitality (Patisseries)	SHCS										1		1		
	Certificate III in Hairdressing	SHCS										2		2		
	Certificate III in Light Vehicle Mechanical Technology	STT											5		2	
	Certificate III in Mechanical Trade (Diesel Fitting)	STT			4		4						6		5	
	Certificate III in Mechanical Trade (Fitting & Machining)	STT											1		1	1
	Certificate III in Painting & Decorating	STT										7	4	5	3	
	Certificate III in Tourism	SHCS		1		1		1								
	Certificate III in Wall & Floor Tiling	STT										13	1	10	1	
	Certificate IV in Hospitality Supervision	SHCS		6	1	6	1	1				1		1		
	Certificate IV in Training & Assessment	STT		1		1										
	Certificate IV in Youth Work	SHCS							5	4	5	4				
Diploma of Children's Services (Early Childhood Education)								1		1						
Diploma of Community Services Work	SHCS	3	3	3	3			2	3	2	3					
				39	27	34	25	7			56	73	47	50	0	
Certificate IV in Training & Assessment	STT	Kiribati	1	4					Kiribati	3	7	2	5	2		

Certificate IV in Training & Assessment	SHC S								7	45	6	36	
			1	4				0	10	52	8	41	0
Diploma of Community Services Work	SHC S	Nauru							Nauru	4	7	4	6
			0	0	0	0	0	0	4	7	4	6	0

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	Female	Male		
Stage 1	Certificate III in Automotive Mechanical Technology	STT	Samo a		3		3		Stage 2	Samo a						
	Certificate III in Disability	SHCS														
	Certificate III in Electrotechnology	STT			1		1									
	Certificate III in Engineering - Fabrication Trade	STT						1			2	1	2			
	Certificate III in Hospitality	SHCS		1	1	1	1									
	Certificate III in Hospitality (Commercial Cookery)	SHCS			1		1									
	Certificate III in Mechanical Trade (Fitting & Machining)	STT			1		1									
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT			3		3									
	Certificate III in Plumbing	STT														
	Certificate III in Tourism	SHCS														
				1	10	1	10	0								
	Certificate III in Children's Services	SHCS	Vanuatu	1		1										
	Certificate III in Hospitality	SHCS		2		1										
	Certificate III in Hospitality (Commercial Cookery)	SHCS			1											
	Certificate IV in Hospitality Supervision	SHCS			1		1									
	Certificate IV in Youth Work	SHCS														
				3	2	2	1	0								
	Certificate III in Electro technology Electrician	STT	PNG													
Certificate III in Engineering – Mechanical Trade (Diesel Fitting)	STT															
Total				44	43	37	36	7	Total			81	148	60	101	3
Cumulative Total Enrolments Kiribati 316				Cumulative Total Graduates Kiribati 234				Cumulative Total Migrations Kiribati 10								

Kiribati Citizens - 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	2		1
	Certificate III in Aged Care						30	2	4	
	Certificate III in Automotive Mechanical Technology	2	18		27		3	43		1
	Certificate III in Carpentry	5	28	2	13		9	82		10
	Certificate III in Children's Services	31	4	8	1		37		1	
	Certificate III in Community Services Work	2					12	12		
	Certificate III in Disability						9	2		
	Certificate III in Electrotechnology	1	5	4	25		4	19		1
	Certificate III in Engineering - Fabrication Trade	1	1		3			8		
	Certificate III in Hairdressing	1	2				6			
	Certificate III in Hospitality	50	6	14	4		20	1	3	
	Certificate III in Hospitality (Catering)						1			
	Certificate III in Hospitality (Commercial Cookery)	20	10	21	2		13	5		1
	Certificate III in Hospitality (Lodge)						8	4		
	Certificate III in Mechanical Trade (Diesel Fitting)		10		1			21		
	Certificate III in Mechanical Trade (Fitting & Machining)		5		1			4		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	1	4		7		1	18		
	Certificate III in Painting & Decorating	18	1				22	5		
	Certificate III in Patisserie	3	1	1			1	1		
	Certificate III in Plumbing				1		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 Community Development						2	3		
	Certificate IV in Hospitality Supervision	9	5	10	1		1			
	Certificate IV in Training & Assessment	1	1	14	14				11	48
	Certificate IV in Youth Work						23	11		
	Diploma of Children's Services	4	1				8	1		
Diploma of Community Services Work	19	11	1		16	10				
	Total	183	114	84	104	Total	258	263	20	64
Cumulative Scholarship Applications 818		Total Female 441				Total Male 377				

Mobilisations – Kiribati Citizens				
Stage	School	Female	Male	Total
1	SHCS	39	12	51
	STT	2	24	26
2	SHCS	32	19	51
	STT	29	76	105

Note:

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

Non-Mobilisations – Kiribati Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	1		1	Declined
		1		1	Deferred
		2		2	No Show
	STT		1	1	Deceased
2	SHCS	3		3	Deferred
		1		1	Declined
	STT	3	3	6	Deferred
			3	3	Declined

Non-Completions – Kiribati Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS	5	2	7	Withdrawn
	STT	1	6	7	Withdrawn
2	STT	4	4	8	Withdrawn

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			
Stage 1	Certificate III in Children's Services	SHCS	Fiji	2	2	2	2	0	Stage 2	PNG Samoa		1			0
	Certificate III in Electro technology Electrician														
	Certificate III in Engineering – Mechanical Trade (Refrigeration & Air Conditioning)				1										
Total				2	2	2	2	0	Total	0	2	0	0	0	
Cumulative Total Enrolments FSM 6				Cumulative Total Graduates FSM 4				Cumulative Total Migrations FSM 0							

FSM Citizens - 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				1	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 III in Engineering – Mechanical Trade(Refrigeration & Air Conditioning)								2	
	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		1								
Total		8	21	2	2	Total	1	7	0	0
Cumulative Scholarship Applications		Total Female 9		Total Male 28		Total Combined 37				

Mobilisations – FSM Citizens				
Stage	School	Female	Male	Total
1	SHCS	2	2	4
	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 – FSM Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	1		1	Deferred
			1	1	No Show
	STT				
2	SHCS				
	STT				

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

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				
Stage 1	Certificate IV in Training & Assessment	STT	Fiji	1		1			Stage 2	Fiji						
Total Stage 1				1	0	1	0	0	Total Stage 2				0	0	0	0
Cumulative Total Enrolments Cook Islands 1 Cumulative Total Graduates Cook Islands 1 Cumulative Total Migrations Cook Islands 0																

Cook Islands Citizens - 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 IV in Training & Assessment	1				Stage 2				
Total		1	0	0	0	Total	0	0	0	0
Cumulative Scholarship Applications		Total Female 1		Total Male 0		Total Combined 1				

Mobilisations - Cook Islands Citizens

Stage	School	Female	Male	Total
1	SHCS			
	STT	1		1
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 - 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		3			
	Certificate III in Carpentry	STT										1					
	Certificate III in Disability	SHCS										1		1		1	
	Certificate III in Hospitality	SHCS		1	1	1	1					1		1			
	Certificate III in Hospitality (Commercial Cookery)	SHCS															
	Certificate III in Light Vehicle Mechanical Technology	STT											1				
	Certificate III in Mechanical Trade (Diesel Fitting)	STT											2			1	
	Certificate IV in Training & Assessment	STT		8	6	8	6	3									
	Certificate IV in Youth Work	SHCS											2	3	2	1	2
	Diploma of Community Services Work	SHCS		2	2	2	1										
				11	9	11	8	3				4	10	4	5	3	
	Certificate III in Hospitality	SHCS	Samo a								Samo a		1		1	1	
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT										3			1		
	Certificate III in Tourism	SHCS			1		1										
				0	1	0	1	0				0	4	0	2	1	
Diploma of Community Services Work	SHCS	Vanuatu							Vanuatu	2	2	2	2				
										2	2	2	2				
Certificate III in Electro technology Electrician	STT	PNG							PNG		1						
			0	0	0	0	0			0	1	0	0	0			
Total				11	10	11	9	3	Total				6	17	6	9	4
Cumulative Total Enrolments Marshall Is. 44 Cumulative Total Graduates Marshall Is. 35 Cumulative Total Migrations Marshall Is. 4																	

Marshall Islands Citizens - 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		7		
	Certificate III in Carpentry							4		
	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				3	
	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 III in Wall & Floor Tiling									1
	Certificate IV in Disability									
	Certificate IV Hospitality Supervision			1						
	Certificate IV in Training & Assessment	8	9	1						
Certificate IV in Youth Work							2			
Diploma of Community Services Work	6	4				2	2			
	Total	17	21	2	13	Total	5	31	0	1
Cumulative Scholarship Applications		Total Female 22			Total Male 52			Total Combined 74		

Mobilisations - Marshall Islands Citizens				
Stage	School	Female	Male	Total
1	SHCS	9	7	16
	STT	3	7	10
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 - Marshall Islands Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS		1	1	Declined
	STT		1	1	Deferred
2	SHCS		1	1	Deferred
	STT		1	1	Deferred
	Not Stated	1	2	3	Declined

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

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	Female	Male		
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji						
	Certificate III in Automotive Mechanical Technology	STT			1		1					5		3		
	Certificate III in Carpentry	STT			3		3					1		1		
	Certificate III in Children's Services	SHCS										4		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		3		
	Certificate III in Painting & Decorating	STT										1				
	Certificate III in Patisserie	SHCS			2		2					1		1		
	Certificate III in Wall & Floor Tiling	STT										2		2		
	Certificate IV in Training & Assessment	STT			8	7	8	7								
	Certificate IV in Youth Work	SHCS											1			
	Diploma of Children's Services (Early Childhood Education & Care)	SHCS										4		4		
					10	13	10	13			0		14	10	13	7
Stage 2	Certificate III in Engineering - Fabrication Trade	STT	Samo a		1		1				2		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		1									
	Diploma of Community Services Work	SHCS	Nauru	3	4	3	4	0		0	2		1	0		
				0	0			0		8		8		0		
				0	0			0		8	0	8	0	0		
	Certificate III in Hospitality (Commercial Cookery)	SHCS	Vanuatu		1		1									
	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			
			Total	17	19	17	19	0		Total	22	12	21	8	0	
Cumulative Total Enrolments Nauru			Cumulative Total Graduates Nauru					Cumulative Total Migrations Nauru								
70			65					0								

Nauru Citizens - 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		1		Stage 2					
	Certificate III in Automotive Mechanical Technology		8		8			5			
	Certificate III in Carpentry		6		5			6			
	Certificate III in Children's Services	7	1	1	1						
	Certificate III in Disability							1	1		
	Certificate III in Electro technology		13		14				2		
	Certificate III in Engineering - Fabrication Trade		9		4				7		
	Certificate III in Hairdressing	1						1			
	Certificate III in Hospitality	5		1				2			
	Certificate III in Hospitality (Commercial Cookery)	1	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						3		
	Certificate III in Painting & Decorating	2									
	Certificate III in Patisserie	4						1			
	Certificate III in Plumbing		1								
	Certificate III in Tourism	3		2							
	Certificate III in Wall & Floor Tiling	4	1		1			1	1		
	Certificate IV in Hospitality Supervision	1		3							
	Certificate IV Youth Work							1	1		
Certificate IV in Training & Assessment	10	6		1							
Diploma in Children's Services	2					4					
Diploma of Community Services Work	11	3				1					
Total		52	60	8	43	Total	12	34	0	0	
Cumulative Scholarship Applications		Total Female 64		Total Male 94		Total Combined 158					

Mobilisations – Nauru Citizens				
Stage	School	Female	Male	Total
1	SHCS	8	3	11
	STT	1	10	11
2	SHCS	19	3	22
	STT	5	11	16

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	Deceased
			1	1	Deferred
	STT		2	2	Deferred
		1		1	Declined
2	SHCS	1		1	Declined
			1	1	Deferred
		1		1	Declined
	STT		1	1	Deferred

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

Niue 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		1		1		Stage 2	Fiji								
	Certificate III in Carpentry	STT			1		1											
	Certificate III in Children's Services	SHCS																
	Certificate III in Electrotechnology	STT																
	Certificate III in Hospitality	SHCS						2										
	Certificate III in Hospitality (Commercial Cookery)	SHCS						1			1							
	Certificate III in Mechanical Trade (Diesel Fitting)	STT						2			1							
				0	4	0	4	0					3	2	3	0	2	
	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													4		2	
				1	5	1	4	0					0	5	0	2	0	
Total				1	9	1	8	0	Total				3	7	3	2	2	
Cumulative Total Enrolments Niue 20				Cumulative Total Graduates Niue 14				Cumulative Total Migrations Niue 2										

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		1			Stage 2					
	Certificate III in Carpentry			2					2		
	Certificate III in Children's Service							2			
	Certificate III in Electrotechnology			3			1				
	Certificate III in Engineering - Fabrication Trade			2							
	Certificate III in Hospitality (Commercial Cookery)		1	2				2			
	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				
	Certificate III in Mechanical Trade (Refrigeration and Air-conditioning)								1		
	Certificate III in Plumbing			2			3			2	
	Diploma in Children's Services							2			
Certificate III in Tourism						1					
Total		2	15	0	5	Total		8	6	0	0
Cumulative Scholarship Applications		Total Female 10			Total Male 21			Total Combined 31			

Mobilisations – Niue Citizens				
Stage	School	Female	Male	Total
1	SHCS	1	1	2
	STT		7	7
2	SHCS	2		2
	STT		13	13

Note:

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

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

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

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	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	Samo a								Samo a		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
	Certificate III in Hospitality	SHCS	Palau									Palau	12	6	7	3	
Diploma of Hospitality	SHCS									2	4	2	4				
				0	0						14	10	9	7			
			Total	4	2	4	2	0		Total	14	11	9	7	0		
Cumulative Total Enrolments Palau				Cumulative Total Graduates Palau				Cumulative Total Migrations Palau									
31				22				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					
	Certificate III in Electrotechnology										
	Certificate III in Hairdressing				1						
	Certificate III in Hospitality	1	2								
	Certificate III in Hospitality Lodge							1		14	6
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)								2		
	Certificate III in Tourism	1	2								
	Certificate III Hospitality (Commercial Cookery)										
	Certificate IV in Hospitality Supervision	2									
	Diploma of Community Services Work	2									
	Diploma of Hospitality									2	4
Not an APTC Course	1										
	Total	7	4	2	0	Total	1	2	16	6	
Cumulative Scholarship Applications		Total Female 8		Total Male 6		Total Combined 14					

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

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		1	1	Deferred

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

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		Stage 2	Fiji		2		1				
	Certificate III in Carpentry	STT			4		4					10		5				
	Certificate III in Age Care	SHCS											1		1			
	Certificate III in Children's Services	SHCS			5		5						8		8			
	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 Hospitality (Lodge)	SHCS												1		1		
	Certificate III in Light Vehicle Mechanical Technology	STT													6		2	
	Certificate III in Mechanical Trade (Diesel Fitting)	STT													3		3	
	Certificate III in Mechanical Trade (Fitting & Machining)	STT													2		1	
	Certificate III in Painting & Decorating	STT													2		1	
	Certificate III in Patisserie	SHCS				1		1										
	Certificate III in Wall & Floor Tiling	STT													3		1	
	Certificate IV in Training & Assessment	STT			7	4	6	4			9			7	13	5	11	
	Certificate IV in Disability	SHCS													1			
	Certificate IV in Youth Work	SHCS													2	2	1	2
	Diploma of Children's Services	SHCS			2		2								1		1	
Diploma of Community Services Work	SHCS		1		1													
				22	14	21	13	9			24	48	20	30	0			

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	Samo a		2		2		Stage 2	Samo a									
	Certificate III in Children's Services	SHCS												7		6			
	Certificate III in Disability	SHCS												4		4			
	Certificate III in Engineering - Fabrication Trade	STT			5		5	1							8		6		
	Certificate III in Hospitality	SHCS			19	2	18	2						2	1	1	1		
	Certificate III in Hospitality (Commercial Cookery)	SHCS			23	22	23	22						6	4	5	3		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	STT				7		7								4		4	
	Certificate III in Plumbing	STT														4			
	Certificate III in Tourism	SHCS			29	5	29	5							3	2	3	2	
	Certificate IV in Hospitality Supervision	SHCS			1		1												
	Certificate IV in Training & Assessment	SHCS													12	10	12	10	
															34	33	31	26	0
	Certificate IV in Training & Assessment	STT	Tonga		72	43	71	43	1		Tonga								
	Certificate III in Home & Community Care/Age Care	SHCS			7	10	4	5					16	4					
					7	10	4	5	0			16	4	0	0	0			
	Certificate III in Electro Technology Electrician	STT	PNG								PNG		2	2					
	Certificate III in Mechanical Trade (Fitting & Machining)	STT													1		1		
												2	3	0	1	0			
	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																		
Certificate III in Tourism	SHCS												6	2	5				
Diploma of Children's Services	SHCS												4		4				
Diploma of Community Services Work	SHCS			2		2													
				14	1	14	1	0					10	2	9	0	0		
Total				115	68	110	62	10		Total	86	90	60	57	0				
Cumulative Total Enrolments Tonga 359			Cumulative Total Graduates Tonga 289					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	1	2	2	1	Stage 2	1			
	Certificate III in Aged Care						21	9		
	Certificate III in Allied Health Assistance/Certificate III in Health Services Assistance						1			
	Certificate III in Automotive Mechanical Technology		18		1			20		1
	Certificate III in Carpentry	2	19		1			17		1
	Certificate III in Children's Services	37		1	2		13	1		
	Certificate III in Community Services Work						4			
	Certificate III in Disability						8	2		
	Certificate III in Electrotechnology		5		3		4	15		1
	Certificate III in Engineering - Fabrication Trade		9		1			14		
	Certificate III in Hairdressing	7	8				7	1		
	Certificate III in Hospitality	42	6	7	2		3			
	Certificate III in Hospitality (Catering Operations)							1		
	Certificate III in Hospitality (Commercial Cookery)	57	45	11	10		7	7		
	Certificate III in Hospitality (Lodge)						4	3		
	Certificate III in Mechanical Trade (Diesel Fitting)		7		3			9		
	Certificate III in Mechanical Trade (Fitting & Machining)		6		2			5		
	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)		11		1			2		
	Certificate III in Painting & Decorating	1	1					4		
	Certificate III in Patisserie	10	4	2	1		1			
	Certificate III in Plumbing		4		2			11		1
	Certificate III in Tourism	45	8	11	1		18	3		
	Certificate III in Wall & Floor Tiling							5		
	Certificate IV in Hospitality Supervision	1	1							
	Certificate IV in Training & Assessment	12	8	15	29		1		3	4
Certificate IV in Youth Work					2	2				
Diploma of Children's Services	8				8					
Diploma of Community Services Work	22	4	1				1			
Total		245	166	50	60	Total	103	131	4	8
Cumulative Scholarship Applications		Total Female 348			Total Male 297		Total Combined 645			

Mobilisations – Tonga Citizens				
Stage	School	Female	Male	Total
1	SHCS	103	34	137
	S TT		20	20
2	SHCS	19	9	28
	S TT		45	45

Note:

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

Non-Mobilisations – Tonga Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	4	2	6	Declined
		9	2	11	Deferred
		6	1	7	No Show
		1		1	Pregnancy-Deferred
	S TT				
2	SHCS	7	2	9	Declined
		6	3	9	Deferred
	S TT		3	3	Deferred
			4	3	Declined

Non-Completions – Tonga Citizens					
Stage	School	Female	Male	Total	Reason Not Completed
1	SHCS		1	1	Withdrawn
	S TT	4	6	10	Withdrawn
2	SHCS	1	1	2	Withdrawn
	S TT				

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	3		3				
	Certificate III in Automotive Mechanical Technology	STT			4		4					2		1			
	Certificate III in Carpentry	STT										4		1			
	Certificate III in Children's Services	SHCS		10		10						12		11			
	Certificate III in Disability	SHCS											1		1		
	Certificate III in Electrotechnology	STT											2		2		
	Certificate III in Hospitality	SHCS		6	1	6						1	1	1	1		
	Certificate III in Hospitality (Commercial Cookery)	SHCS		1	2	1	2	1				1	3	1	3		
	Certificate III in Mechanical Trade (Diesel Fitting)	STT											2				
	Certificate III in Painting & Decorating	STT											2		1	1	
	Certificate III in Patisserie	SHCS		1	1	1	1					3		3		1	
	Certificate III in Wall & Floor Tiling	STT										2		2			
	Certificate IV in Disability	SHCS										2		2			
	Certificate IV in Hospitality Supervision	SHCS										1		1			
	Certificate IV in Training & Assessment	STT				2	2	1									
	Certificate IV in Youth Work	SHCS										3	2	2	2		
	Diploma of Children's Services (Early Childhood Education and Care)											1		1			
						18	10	18			9	2			29	19	27
Certificate III in Children's Services	SHCS	Samo a							Samo a	5		5					
Certificate III in Disability	SHCS							1			1						
Certificate III in Hospitality (Commercial Cookery)	SHCS									1		1					
				0	0	0	0	0		6	1	6	1	0			
Certificate III in Community Services Work	SHCS	Vanuatu							Vanuatu	1		1					
Certificate IV in Youth Work	SHCS							1									
				0	0			0		2	0	1	0	0			
Certificate IV in Training and Assessment	STT	Tonga			1		1	1	Tonga								
					1	0	1	1									
Certificate III in Electrotechnology	STT	PNG							PNG		2						
											2	0	0				
											2	0	0				
			Total	18	11	18	10	3		Total	37	22	34	13	2		
Cumulative Total Enrolments Tuvalu				Cumulative Total Graduates Tuvalu				Cumulative Total Migrations Tuvalu									
88				75				5									

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	2				Stage 2				
	Certificate III in Aged Care						4			
	Certificate III in Automotive Mechanical Technology		8					14		
	Certificate III in Carpentry		4					13		
	Certificate III in Children's Services	30						16		
	Certificate III in Community Services Work							8	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 (Fabrication Trade)								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	7	1
	Certificate III in Patisserie	2	2					3	1	1
	Certificate III in Wall & Floor Tiling		2					4	1	
	Certificate III Tourism	1						2	1	
	Certificate IV in Disability									
	Certificate IV in Hospitality Supervision	1						2		
	Certificate IV in Training & Assessment	3	4	7	12					
Certificate IV in Youth Work						7	3			
Diploma of Children's Services	2					4		1		
Diploma of Community Services Work	3					2				
Not an APTC Course	1	1								
Total		57	40	9	12	Total	64	62	2	1
Cumulative Scholarship Applications		Total Female 121		Total Male 102		Total Combined 223				

Mobilisations – Tuvalu Citizens				
Stage	School	Female	Male	Total
1	SHCS	17	4	21
	STT		5	5
2	SHCS	20	4	24
	STT	3	9	12

Note:

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

Non-Mobilisations – Tuvalu Citizens					
Stage	School	Female	Male	Total	Reason Not Mobilised
1	SHCS	2		2	Declined
			1		Declined
			1		Declined
	STT				
	Not Defined		1		Deferred
2	SHCS	2	2	4	Deferred
		5			Deferred
	STT		1	1	Declined

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

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	Female	Male	
Stage 1	Certificate III in Aged Care	SHCS	Fiji						Stage 2	Fiji	1		1		
	Certificate III in Hospitality	SHCS									1				
	Certificate IV in Business	SHCS									1				
	Certificate IV in Training & Assessment	STT									3	7			
	Diploma of Vocational Education and Training	SHCS									16	10			
				0	0	0	0	0		22	17	1	0	0	
	Certificate III in Disability	SHCS	Samoa							1		1			
	Certificate III in Allied Health Assistance	SHCS								1					
	Certificate IV in Training & Assessment	SHCS								1	1	1			
	Diploma of Management	SHCS								1					
				0	0	0	0	0		4	1	2	0	0	
	Certificate IV in Training & Assessment	STT	Kiribati								1		1		
				0	0	0	0	0		0	1	0	1	0	
	Certificate III in Early Childhood Education & Care	SHCS	Vanuatu							1					
										1					
	Certificate IV in Training & Assessment	STT	PNG		2		2				3		3		
				2	0	2	0	0	3	0	3	0			
Certificate IV in Training & Assessment	STT	Solomon Islands							2		2				
			0	0	0	0	0	0	2	0	2	0			
			Total	0	2	0	2	0	Total	27	24	3	6	0	
Cumulative Total Enrolments Other				Cumulative Total Graduates Other					Cumulative Total Migrations Other						
53				11					0						

Citizens of Other Countries - 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 Allied Health Assistance							1		
	Certificate III in Age Care							1		
	Certificate III in Applied Fashion & Design								1	
	Certificate III in Automotive Mechanical Technology								1	
	Certificate III in Carpentry						1			
	Not Stated		1			3	2			
	Certificate III in Children's Services							2	1	
	Certificate III in Disability							1		
	Certificate III in Fabrication Welding									
	Certificate III in Hairdressing			1						
	Certificate III in Hospitality Operations									
	Certificate III in Hospitality (Commercial Cookery)								1	
	Certificate III in Hospitality (Lodge)									
	Certificate III in Painting & Decorating								1	
	Certificate III in Wall & Floor Tiling									
	Certificate IV in Business								1	
	Certificate IV in Disability								1	
	Certificate IV in Hospitality			1						
	Certificate IV in Training & Assessment	1		3	5			7	11	
	Diploma of Management							1	1	
Diploma of Vocational Education and Training							15	12		
	Total	1	2	4	7	Total	3	3	30	27
Cumulative Scholarship Applications		Total Female 4		Total Male 5		Total Combined 9				

ANNEX 1 (a) Cumulative Scholarships All Countries

Cumulative Scholarship Applications			
Country	Female	Male	Combined
Fiji	2114	3192	5306
Samoa	627	872	1499
PNG	1286	2462	3748
Vanuatu	1114	868	1982
Solomon Islands	1074	1394	2468
Kiribati	441	377	818
FSM	10	28	38
Cook Islands	1		1
Marshall Islands	22	52	74
Nauru	64	94	158
Niue	10	21	31
Palau	8	6	14
Tonga	348	297	645
Tuvalu	121	102	223
Other	4	5	9
TOTAL	7244	9770	17014

Cumulative Mobilisations				
Stage	School	Female	Male	Total
1	SHCS	1075	565	1640
	STT	82	1091	1173
2	SHCS	942	474	1416
	STT	234	2699	2933
Total Both Stages		2333	4829	7162

Cumulative Non-Mobilisations				
Stage	School	Female	Male	Total
1	SHCS	110	71	181
	STT	10	42	52
2	SHCS	326	90	416
	STT	32	321	353
Total Both Stages		478	524	1002

Cumulative Non-Completions				
Stage	School	Female	Male	Total
1	SHCS	129	129	258
	STT	27	254	281
2	SHCS	42	26	68
	STT	27	96	123
Total Both Stages		225	505	730

ANNEX 1 (b) Graduate Employment and Destination Data

Country of Destination for Graduates (disaggregated by APTC stage and country of citizenship)

These tables reflect data obtained from Campus Offices relating to students who have graduated from APTC and moved overseas for employment or further education. The table lists the country of destination for graduates, disaggregated by APTC stage and country of citizenship

Stage	Destination Country	Citizenship Country								TOTAL
		Fiji	Kiribati	PNG	Solomon Islands	Tonga	Tuvalu	Vanuatu	Samoa	
I	American Samoa								1	1
I	Australia	11		6	2	2		12	3	36
I	Austria			1						1
I	Canada	1			3					4
I	Fiji		4							4
I	Guinea			1						1
I	Not Defined	1						1		2
I	New Zealand	5	3			10	1		9	28
I	Norfolk Island							1		1
I	PNG				1					1
I	Samoa	3		1				1		5
I	Tonga								1	1
I	Vanuatu	2		1	1					4
I	USA					1	1			2
Total Stage I		23	7	10	7	13	2	15	14	91

Stage	Destination Country	Citizenship Country										TOTAL
		Fiji	Kiribati	RMI	Niue	PNG	Solomon Islands	Tonga	Tuvalu	Vanuatu	Samoa	
II	Australia	3	1			2				3	2	11
II	American Samoa										1	1
II	Canada	1										1
II	Cook Is.	1										1
II	Fiji					2	1	1	1			5
II	Marshall Is.								1	1		2
II	Nauru	1										1
II	Niue	2										2
II	New Zealand	6			1		1		1	2	13	24
II	PNG	2										2
II	Samoa	3						1				4
II	United Arab Emirates	1										1
II	Not Defined									1		1
II	FSM			1								1
II	USA			6							1	7
II	Tonga										1	1
II	Cambodia										1	1
II	Vanuatu						3					3
Total Stage II		20	1	7	1	4	5	2	3	7	19	69
Total (Stages I & II)		43	8	7	1	14	12	15	5	22	33	160

ANNEX 1 (c) Migrant Graduates Qualifications (disaggregated by APTC stage, school and citizenship)

The tables below reflects data relating to the qualifications migrant graduates possess disaggregated by APTC stage, school and citizenship

Stage	APTC Course	Citizenship										Total
		Fiji	Kiribati	RMI	Niue	PNG	Solomon Islands	Tonga	Tuvalu	Vanuatu	Samoa	
I	Certificate IV in Training & Assessment	2						9	1	4		16
I	Certificate III in Automotive Mechanical Technology	2									2	4
I	Certificate III in Carpentry					1						1
I	Certificate III in Mechanical Trade (Diesel Fitting)					1						1
I	Certificate III in Fabrication Trade	1						1			3	5
I	Certificate III in Mechanical Trade (Fitting & Machining)	2				1						3
I	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	2				1						3
I	Certificate III in Electro technology					1					2	3
I	Certificate III in Wall & Floor Tiling	2										2
I	Certificate III in Hospitality (Commercial Cookery)	3	1			1	1		1	2	3	12
I	Certificate III in Hairdressing	3					1	2				6
I	Certificate III in Hospitality	3	4				3	1		4	1	16
I	Certificate IV in Hospitality Supervision	1	1							5	1	8
I	Certificate III in Patisserie	2										2
I	Certificate III in Tourism Operations	1	1			4	2			4	2	14
Total Stage I		24	7	0	0	10	7	13	2	19	14	96

Stage	APTC Course	Citizenship										Total
		Fiji	Kiribati	RMI	Niue	PNG	Solomon Islands	Tonga	Tuvalu	Vanuatu	Samoa	
II	Certificate IV in Training & Assessment	1	2	3					1	3	1	11
II	Certificate III in Disability			1							4	5
II	Certificate III in Electro technology						1					1
II	Certificate IV in Youth Work			2								2
II	Certificate III in Carpentry	1									4	5
II	Certificate III in Automotive Mechanical Technology	3										3
II	Certificate III in Fabrication Trade										1	1
II	Certificate III in Mechanical Trade (Fitting & Machining)		1									1
II	Certificate III in Mechanical Trade (Diesel Fitting)	3										3
II	Certificate III in Mechanical Trade (Refrigeration & Air Conditioning)	2										2
II	Certificate III in Painting and Decorating								1			1
II	Certificate III in Hairdressing	1					1	1			1	4
II	Certificate III in Hospitality (Commercial Cookery)	1			1						2	4
II	Certificate III in Patisserie	5							1			6
II	Certificate III in Children's Services					1	2	1				4
II	Certificate III in Home and Community Care / Certificate III in Aged Care										2	2
II	Certificate III in Hospitality	2		1	1		1				4	9
II	Certificate IV in Hospitality Supervision	2									1	3
II	Certificate III in Tourism Operations									2	1	3
II	Diploma of Children's Services							1				1
II	Diploma in Community Services Work					1						1
II	Diploma of Management									2		2
Total Stage II		21	3	7	2	2	5	3	3	7	21	74
Total Stages I & II		45	10	7	2	12	12	16	5	26	35	170

ANNEX 2 - Status of Partnership Agreements

Country	Partner	Type of Service/Facility
Fiji	University of the South Pacific	Training Facilities
	Vivekananda Technical Centre	Training Pathways
	Textile, Clothing and Footwear Council (Fashion)	Training Pathways
Kiribati	Kiribati Institute of Technology	Training Pathways
Marshall Islands	University of the South Pacific	Customer Contact
Papua New Guinea	Port Moresby Technical College	Training Facilities
Samoa	National University of Samoa	Training Facilities/Services
Solomon Islands	Don Bosco Technical Institute	Training Pathways
Tonga	Tongan Chamber of Commerce	Customer Contact
	Ahopanilolo Technical Institute	Training Pathways
Vanuatu	Ministry of Education - Vila North Public School	Training Facilities/Services
	Vanuatu Institute of Technology	Training Pathways

ANNEX 3 - Training Profile Results 2014

TRAINING PROFILE RESULTS 2014 School of Trades and Technology Semester 1 = January - June; Semester 2 = July - December	Enrolment and Graduate Targets											
	Enrol				Graduate				Totals 2014			
	Sem 1/14		Sem 2/14		Sem 1/14		Sem 2/14		Enrol		Graduate	
COURSE NAME and QUALIFICATION	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Certificate III in Applied Fashion Design and Technology	25	26	50				18		75	26	18	0
Certificate III in Automotive Mechanical Technology	14	11			14	37			14	11	14	37
Certificate III in Carpentry	28	31	28	27	81	39	67	18	56	58	148	57
Certificate III in Electrotechnology Electrician	42	28	28	36	26	13	15		70	64	41	13
Certificate III in Engineering - Fabrication Trade	42	43	28	20	40	15	26	26	70	63	66	41
Certificate III in Engineering - Mechanical Trade (Diesel Fitting)	32	25	44	24	26		57	27	76	49	83	27
Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	40	42	16	12	64	38			56	54	64	38
Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)			28	25		11	26	13	28	25	26	24
Certificate III in Formwork/Falsework			15	18					15	18	0	0
Certificate III in Light Vehicle Mechanical Technology			57	45	29		67	39	57	45	96	39
Certificate III in Painting and Decorating	28	29	14	13	14	14	26	13	42	42	40	27
Certificate III in Plumbing	14	15							14	15	0	0
Certificate III in Wall and Floor Tiling			27	20	28	15	13		27	20	41	15
School of Trades and Technology Total	265	250	335	240	322	182	315	136	600	490	637	318

TRAINING PROFILE RESULTS 2014 School of Hospitality and Community Services Semester 1 = January - June; Semester 2 = July - December	Enrolment and Graduate Targets											
	Enrol				Graduate				Totals 2014			
	Sem 1/14		Sem 2/14		Sem 1/14		Sem 2/14		Enrol		Graduate	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Certificate III Allied Health Assistance/Health Services Assistance	20	17	20	17	18	15	18	18	40	34	36	33
Certificate III in Early Childhood Education and Care	66	64	86	74	60	57	78	67	152	138	138	124
Certificate III in Disability	18	16			16	13			18	16	16	13
Certificate III in Hairdressing					42	14			0	0	42	14
Certificate III in Home & Community Care/Aged Care	18	21	20	20	16	20	18	18	38	41	34	38
Certificate III in Hospitality	105	84	127	89	78	36	114	80	232	173	192	116
Certificate III in Hospitality (Lodge)					18	21			0	0	18	21
Certificate III in Hospitality Commercial Cookery	64	60	113	47	59	44	45	40	177	107	104	84
Certificate III in Hospitality Patisserie	16	16			15	12			16	16	15	12
Certificate III in Nutrition and Dietetic Assistance			18				16		18	0	16	0
Certificate III in Tourism Operations	25	24	25	26	22	21	22	22	50	50	44	43
Certificate IV in Community Development	25	19			22	17			25	19	22	17
Certificate IV in Disability	18	15	18	24	16	32	16	20	36	39	32	52
Certificate IV in Hospitality Supervision	20	22			18	13			20	22	18	13
Certificate IV in Youth Work	25	19	36	45	23	17	32	32	61	64	55	49
Diploma of Children's Services	18	24			16	20			18	24	16	20
Diploma of Management	45				18		23		45	0	41	0
Diploma of Hospitality	6			6			6	6	6	6	6	6
Total School of Hospitality and Community Services	489	401	463	348	457	352	388	303	952	749	845	655

TRAINING PROFILE RESULTS 2014 Total TARGET and ACTUAL Enrolments and Graduates by Semester (Both Schools)	Enrol				Graduate				TOTALS 2014			
	Sem 1/14		Sem 2/14		Sem 1/14		Sem 2/14		Enrol		Graduate	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
	754	651	798	588	779	534	703	439	1552	1239	1482	973

ANNEX 4 - End of Course Learner Survey Report – 2014

School of Hospitality and Community Services (SHCS)						
School	Course	No. Completed Surveys	% Completed Surveys	% Satisfied with Course and Delivery	% Satisfied with Quality of Student Support Services	
SHCS	Diploma in Management (FFS) - Vanuatu	17	100%	91%	N/A	
SHCS	Diploma Community Services- Menen Hotel, Nauru	18	100%	91%	87%	
SHCS	Certificate III Hairdressing- Goodenough Street Campus, Fiji	14	100%	96%	89%	
SHCS	Certificate III Commercial Cookery - Vanuatu	10	100%	90%	83%	
SHCS	Certificate III Hospitality - Gateway Hotel, PNG	15	100%	93%	89%	
SHCS	Certificate III Hairdressing - Samoa	14	100%	97%	99%	
SHCS	Certificate IV Community Development - Vanuatu	14	100%	95%	93%	
SHCS	Certificate III Tourism - Vanuatu	18	100%	94%	83%	
SHCS	Certificate III Hospitality - Vanuatu	21	100%	93%	89%	
SHCS	Certificate III Children's Services - Vanuatu	19	100%	91%	85%	
SHCS	Certificate III Commercial Cookery - Rakiraki Campus, Fiji	16	100%	87%	84%	
SHCS	Certificate IV Hospitality Supervision - Namaka Campus, Fiji	18	100%	90%	90%	
SHCS	Diploma Children's Services - Namaka Campus, Fiji	20	100%	89%	87%	
SHCS	Certificate III Patisserie - Namaka Campus, Fiji	16	100%	89%	90%	
SHCS	Certificate III Commercial Cookery - Namaka Campus, Fiji	14	100%	90%	90%	
SHCS	Certificate III Patisserie (Bridging) - Namaka Campus, Fiji	9	100%	96%	94%	
SHCS	Certificate III Age Care - Gordon Street Campus, Fiji	18	100%	89%	87%	
SHCS	Certificate IV Disability - Gordon Street Campus, Fiji	12	100%	87%	85%	
SHCS	Certificate III Children's Services - Gordon Street Campus, Fiji	20	100%	94%	87%	
SHCS	Certificate IV Youth Work - Gordon Street Campus, Fiji	17	100%	84%	79%	
SHCS	Certificate IV Disability (Part time) - Gordon Street Campus, Fiji	14	100%	96%	94%	
SHCS	Certificate III Hospitality Operations - Gateway Hotel, PNG	15	100%	95%	92%	
SHCS	Certificate III Children's Services - Samoa	16	100%	93%	93%	
SHCS	Certificate III Commercial Cookery - Samoa	15	100%	96%	89%	
SHCS	Certificate III Hospitality Lodge - Samoa	21	100%	85%	79%	
SHCS	Certificate III Allied Health Assistance - Samoa	17	100%	93%	92%	
SHCS	Certificate III Disability - Samoa Campus, Samoa	14	100%	94%	89%	
SHCS	Certificate III Disability (Part Time) - Samoa	16	100%	92%	95%	
SHCS Total		448	100%			
				SHCS Average	92%	88%

School of Trades and Technology (STT)

School	Course	No. Completed Surveys	% Completed Surveys	% Satisfied with Course and Delivery	% Satisfied with Quality of Student Support Services
STT	Certificate III Fitting and Machining - PNG	15	100%	91%	97%
STT	Certificate III Carpentry - PNG	11	100%	92%	83%
STT	Certificate III Automotive – Walu Bay Campus, Fiji	14	100%	96%	92%
STT	Certificate III Diesel Fitting – Walu Bay Campus, Fiji	11	100%	85%	75%
STT	Certificate III Wall & Floor Tiling- Vatuwaqa Campus, Fiji	9	100%	93%	92%
STT	Certificate III Electrotechnology - PNG Campus, PNG	8	100%	91%	94%
STT	Certificate III Fabrication and Welding - PNG Campus, PNG	8	100%	97%	94%
STT	Certificate III Diesel Fitting – Walu Bay Campus, Suva	13	100%	88%	84%
STT	Certificate III Carpentry - PNG Campus, PNG	14	100%	86%	82%
STT	Certificate III Fitting and Machining - Walu Bay Campus, Fiji	10	100%	96%	88%
STT	Certificate III Carpentry - Vatuwaqa Campus, Fiji	15	100%	93%	84%
STT	Certificate III Carpentry - Vatuwaqa Campus, Fiji	12	100%	92%	83%
STT	Certificate III Carpentry (Fee Paying) - Vanuatu	14	100%	86%	65%
STT	Certificate III Fabrication and Welding - Samoa	13	100%	94%	93%
STT	Certificate III Fitting and Machining - Walu Bay Campus, Fiji	6	100%	82%	72%
STT	Certificate III Automotive - Walu Bay Campus, Fiji	13	100%	91%	92%
STT	Certificate III Wall and Floor Tiling - Vatuwaqa Campus, Fiji	10	100%	90%	81%
STT	Certificate III Painting and Decorating - Narere Campus, Fiji	7	100%	92%	90%
STT	Certificate III Electrotechnology - PNG	14	100%	91%	85%
STT	Certificate III Automotive - PNG	11	100%	94%	90%
STT	Certificate III Painting and Decorating - Narere Campus, Fiji	10	100%	84%	83%
STT	Certificate III Refrigeration and Air-conditioning - Samoa	10	100%	88%	83%
STT	Certificate III Wall and Floor Tiling - Vatuwaqa Campus, Fiji	8	100%	87%	83%
STT	Certificate III Carpentry - Vatuwaqa (KIT Students), Fiji	15	100%	92%	87%
STT	Certificate III Diesel Fitting - Walu Bay Campus, Fiji	12	100%	90%	82%
STT	Certificate III Carpentry - Vatuwaqa Campus, Fiji	12	100%	92%	89%
STT	Certificate III Automotive - Walu Bay Campus, Fiji	10	100%	92%	87%
STT	Certificate III Diesel Fitting - Walu Bay Campus, Fiji	10	100%	89%	82%
STT	Certificate III Refrigeration and Air-conditioning - Samoa	9	100%	90%	75%
STT	Certificate III Carpentry - PNG	9	100%	85%	78%
STT	Certificate III Applied Fashion Design and Technology - Suva, Fiji	24	100%	97%	N/A
STT Total		357	100%		
				STT Average	91%
					84%

ANNEX 6 - Training Profile Semester 1 2015 by Semester, School and Course

APTC TRAINING PROFILE Semester 1 2015		GRADUATE TARGET NUMBERS BY SEMESTER, SCHOOL AND COURSE	
<i>*Note - Semesters are numbered by Financial Year</i>		Enrol	Graduate
<i>ANZSCO Reference is linked to AQF Training Packages</i>		APTC Contracted Graduate Target = 4200	
		Sem 1 Jan – Jun 2015	Sem 1 Jan – Jun 2015
Semester Enrolment and Graduate Targets By School - STT		100	261
Semester Enrolment and Graduate Targets by School - SHCS		418	376
Ref.	OCCUPATIONAL AREA (ANZSCO)	COURSE NAME and QUALIFICATION	
1	Managers		
2.4	Education	Certificate IV in Training and Assessment *FFS	
3	Technicians and trades		
3.2	Automotive and engineering trades	Certificate III in Light Vehicle Mechanical Technology	
		28	80
		Certificate III in Engineering - Mechanical Trade (Fitting and Machining)	
			52
		Certificate III in Engineering - Mechanical Trade (Refrigeration and Air Conditioning)	
			26
		Certificate III in Engineering - Mechanical Trade (Diesel Fitter)	
			84
		Certificate III in Engineering - Mechanical Trade (Heavy Fabrication)	
		14	65
3.3	Construction trades	Certificate III in Carpentry	
		14	69
		Certificate III in Formwork/Falsework	
			27
		Certificate III in Painting and Decorating	
		14	39
		Certificate III in Wall and Floor Tiling	
			25
		Certificate III in Plumbing	
			52
3.4	Electrotechnology & telecommunications trades	Certificate III in Electrotechnology Electrician	
			52
3.5	Food trades	Certificate III in Nutrition and Dietetic Assistance	
		20	18
		Certificate III in Hospitality Commercial Cookery	
		67	61
3.9	Textile, Clothing and Footwear Trades Workers	Certificate III in Applied Fashion Design and Technology	
		20	18
4	Community and personal services		
4.1	Health and welfare support	Certificate III Allied Health Assistance/Health Services Assistance	
		20	18
		Certificate III in Home and Community Care/Aged Care	
		40	36
4.2	Carers and aides	Certificate III in Early Childhood Education and Care	
		57	51
		Certificate III in Community Services Work	
		18	16
		Certificate IV in Community Development	
		20	18
		Certificate IV in Disability	
		40	36
4.3	Hospitality	Certificate III in Hospitality (Operations)	
		96	86
		Certificate III in Tourism (Operations)	
		20	18
Total Enrolments and Graduates By Course By Semester		488	947
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 2015			

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 = July - December; Sem 1 = 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 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	240	90	136	589	330	725	1930	1844		
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	365	398	319	358	779	691	2781	2699		
Totals By Semester and School	544	479	550	205	1023	755	583	701	522	554	1284	1076	596	699	432	864	1295	1296	605	488	455	947	1109	1416	4711	4543		

ANNEX 8 - Marketing and Media Report

Article	Country	Characteristics	School	Media
Culinary capital	Vanuatu	Competition participation	SHCS	Air Vanuatu In-flight magazine, Island Spirit
Fiji students trained by international master patisserie chef Amanda Young	Fiji	Staff	SHCS	The Australasian Baker Magazine
Students become the teachers of a new generation of patisserie chefs	Fiji	Student experience	SHCS	APTC Website
Building Hope video launched	Samoa	Awards	General	Samoa Observer, Facebook page - Australia High Commission and Samoa TV station TV3
APTC distributes Futura resources to TVET partners in the region	Samoa, Vanuatu, PNG, Fiji, Solomon Islands	Community	General	APTC Website
DBTI - APTC partnership	Solomon Islands	Partnership	General	Bosconian 2013 School magazine
Australia day supplement APTC articles	Fiji	Community	General	Fiji Times and Fiji Sun
Local trainers make history	Fiji	Staff	STT	Sunday Times - Australia Day Supplement
From Fiji to Abu Dhabi	Fiji	Student experience	SHCS	Sunday Times - Australia Day Supplement
Post School education providers meet	Samoa	Community	General	Samoa Observer
APTC wins prestigious human rights award	Fiji	Awards	General	APTC website
Reopening of Nambanga restaurant	Vanuatu	Student experience	SHCS	Vanuatu Independent newspaper
APTC and RTCs	Vanuatu	Training	General	Vanuatu Daily Post
VCCI Trainers attend training and assessment course at APTC	Vanuatu	Training	General	Vanuatu Daily Post
Ongoing outreach - APTC	Samoa	Student experience	SHCS	Samoa Cancer Society newsletter
Perina's Got Talent	Fiji	Student experience	STT	Mai life magazine
APTC Alumni welcomes new students	Samoa	Alumni	General	Samoa Observer , APTC Website
APTC TAE40110 Training & Assessment course a must for trainers	Vanuatu	Training	General	Vanuatu Daily Post
Vanuatu liberation history tour launch	Vanuatu	Student experience	SHCS	Vanuatu Daily Post
Australia impressed by local hero	Vanuatu	Student experience	SHCS	Vanuatu Daily Post
Minister for Labour congratulates APTC graduates in Nadi	Fiji	Graduation	General	APTC website

SQA report of PSET Annual Conference	Samoa	Training	General	SQA report of PSET Annual Conference
More skilled Samoans graduate	Samoa	Graduation	General	Samoa Observer
APTC distributes Futura resources to TVET partners	Solomon Islands	Community	General	Solomon Star
Potbelly stoves for final project	PNG	Student experience	STT	The National
More graduates join APTC Alumni	Fiji	Graduation	General	APTC Website
APTC Carpentry students host open afternoon for construction sector	PNG	Student experience	STT	APTC Website
More graduates join APTC Alumni from Vanuatu	Vanuatu	Graduation	General	APTC website
Fiamalamalama highlight autism spectrum	Samoa	Student experience	SHCS	Samoa Observer
Visit from Senator Mason to APTC	Samoa	Student experience	General	APTC website
SQA newsletter - APTC keynote speaker	Samoa	Training	General	SQA newsletter Samoa
NATTB workshop a success	PNG	Industry	General	Painim wok PNG
APTC responds to needs of tourism industry	Samoa	Training	SHCS	Samoa Tourism Monthly Newsletter
Seebreeze scoops top prize	Samoa	Community	General	Samoa Observer
APTC starts Early Childhood Training here	Solomon Islands	Training	SHCS	Solomon Star News
Chefs in the Making	PNG	Training	SHCS	Post-Courier - Painim wok PNG
APTC tourism classes start	PNG	Training	SHCS	Post-Courier - Painim wok PNG
Ni-Vanuatu Chef succeeds at International Culinary Fare	Vanuatu	Student experience	General	Vanuatu Daily Post and APTC website
APTC hospitality classes start	PNG	Training	SHCS	Post-Courier - Painim wok PNG
Chef in the Making	PNG	Student experience	General	Post-Courier - Painim wok PNG
Play and learn	Fiji	Community	General	Fiji Times
Palau graduation celebrates achievements of APTC graduates	Palau	Graduation	General	Press Release – 316 words
Samoa farewells 'Chef extraordinaire'	Samoa	Community	SHCS	Samoa Observer
APTC graduation at the Melele Room Friday	Marshall Islands	Graduation	General	The Marshall Is Journal
Australia Pacific Technical College Graduation Ceremony	Palau	Graduation	General	Press Release - Palau Media
St Therese Samoa Retreat "Opera under the Stars"	Samoa	Community	General	Samoa Observer

ANNEX 9 - Annual Policy Revision and Update Status

Name	Code
Student Grievances and Appeals Policy	QP-SS-030
Student Recruitment Policy	QP-SS-068
Personal Health, Safety and Wellbeing Policy	QP-CC-162
Privacy Policy	QP-CC-156
APTC Child Protection Policy	QP-CC-154
Staff Use of Internet and Email Policy	QP-IT-143
Social Media Policy	QP-MC-137
Domestic Violence Policy	QP-MC-137
Mobile Phone Policy	QP-FA-120
Equal Opportunity and Cultural Diversity Policy	QP-CC-106
APTC Refund Policy	QP-SS-063
Safety and Security Policy	QP-CS-043
Use of Vehicles Policy	QP-FA-041
Capability Development Policy	QP-CD-038
Communication Policy and Protocols	QP-MC-008
Document Archiving and Destruction Policy	QP-QS-067
Excursions Policy	QP-QS-064
Retention and Archiving of Educational Records	QP-DM-190
Fraud and Corruption Management Policy	QP-CS-139
Policies and Document Control Policy	QP-QS-002
Quality Policy	QP-QS-001
APTC Student Uniform Policy	QP-SS-211
Student Recruitment Process Work Instruction	QWI-SS-351
Capability Development Work Instruction	QWI-CD-267
Developing and Updating Course Brochures Work Instruction	QWI-MC-262
Media Approval Work Instruction	QWI-MC-171
Staff Use of Internet and Email Work Instruction	QWI-IT-144
Gift Exchange Work Instruction	QWI-FI-129
Social Media Administration Work Instruction	QWI-CS-102
Higher Duties Management Allowance Work Instruction	QWI-HR-175
Event Management Guidelines Work Instruction	QWI-MC-326
Remuneration Assessment – National Work Instruction	QWI-HR-126
Outplacement Program Work Instruction	QWI-HR-295

End of Course Learner Survey Administration Work Instruction	QWI-DM-012
Responding to Enquiries Work instruction	QWI-DM-039
Administering Employer Survey Work Instruction	QWI-DM-013
Admissions Documentation Filing Work Instruction	QWI- DM-040
Remuneration Assessment – International and Australian Based Work Instruction	QWI-HR-125
Calculating Salary On-Costs Work Instruction	QWI-HR-184
Higher Duties for Academic Staff Work Instruction	QWI-HR-333
Managing Graduations Work Instruction	QWI-SS-028
Learner Profile Development Work Instruction	QWI-QS-271
User Access CRM Work Instruction	QWI-DM-266
Version Control Guidelines Work Instruction	QWI-QS-115
Managing a Staff Grievance Work Instruction	QWI-HR-134
Developing and Updating Course Brochures Work Instruction	QWI-QS-262
OHS Incident Reporting and Response Work Instruction	QWI-CS-278
Work Permit and Visa Requirements Work Instruction	QWI-HR-185
Managing Student Counselling and Referrals Work Instruction	QWI-SS-272
Business Travel Work Instruction	QWI-CS-189
Higher Duties Allowance Work Instruction	QWI-HR-175
Managing TOIL Work Instruction	QWI-HR-148
International Staff Repatriation Work Instruction	QWI-HR-140
Employee Exit Work Instruction	QWI-HR-122
Staff Pre-departure Briefing and Induction Work Instruction	QWI-HR-077
Leave Entitlements – International Staff Work Instruction	QWI-HR-073
Leave Entitlements – National Staff Work Instruction	QWI-HR-140
Managing TOIL and Overtime – National Staff Work Instruction	QWI-HR-051
Develop or Review an APTC Policy Work Instruction	QWI-QS-003
Develop or Review an APTC Work Instruction Work Instruction	QWI-QS-004
Managing Unsatisfactory Work Performance Work Instruction	QWI-HR-187
Staff Discipline Work Instruction	QWI-HR-147
Managing a Complaint Work Instruction	QWI-HR-118

ANNEX 10 - Acronyms and Definitions

AEI	Approved Education Institution (FNPF)
AG	Advisory Group (APTC)
AGG	Academic Governance Group
AGM	Annual General Meeting
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
ARB	Autonomous Region of Bougainville
ARF	Adviser Remuneration Framework
ARP	Annual Report and Plan
ASQA	Australian Skills Quality Authority
ATI	Ahopanilolo Technical Institute
A2A	Application to Alumni
BDS	Business Development Strategy
BHI	Box Hill Institute
CEO	Chief Executive Officer
CI	Continuous Improvement
CoP	Communities of Practice
CPD	Centre for Professional Development
CRM	Customer Relationship Management
CSS	Corporate and Student Services
D2E	Demand to Employment (project)
DFAT	Department of Foreign Affairs and Trade
DoS	Director of School
DSG	Directors Strategy Group
DTBI	Don Bosco Technical Institute
ECEC	Early Childhood Education and Care
EMIS	Education Management Information System
EoCL	End of Course Learner Survey
EU	European Union

FFS	Fee-for-Service
FMIS	Financial Management Information System
FNPF	Fiji National Provident Fund
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
LMS	Learning Management System
LSF	Learning Support Facilitator
LT	Leadership Team
LT WP	Leadership Team Work Plan
MCCB	Managing Contractor Consortium Board (TAFE Queensland (TQ), Box Hill (BHI) and GRM International)
MoA	Memorandum of Agreement
MoU	Memorandum of Understanding
NATTB	National Apprenticeship and 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)
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
NTF	National Training Framework
NUS	National University of Samoa
NVR	National Vocational Education and Training Regulator
OHS	Occupational Health and Safety
PAF	Performance Assessment Framework
PCG	Project Control Group
PD	Position Description
PGEP	Pacific Growth in Employment Project
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
POLHN	Pacific Online Learning Health Network
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
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 RTOs. This replaces the AQTF standards
SoS	Scope of Services
SQA	Samoa Qualifications Authority
STA	Short Term Advisor
STT	School of Trades and Technology
TAE	Certificate IV in Training and Assessment
TAFE	Technical And Further Education
TCFC	Textile Clothing and Footwear Council of Fiji
TF	Tuition Fee
TNA	Training Needs Analysis
TQ	TAFE Queensland
TVET	Technical and Vocational Education and Training
USI	Unique Student Identifier
USP	University of the South Pacific
VET	Vocational Education and Training
VfM	Value for Money

VQF	VET Quality Framework (formerly AQTF)
VTC	Vivekananda Technical College
WES	Workforce Employment Strategy
WHO	World Health organisation
YTD	Year To Date



APT
C
AUSTRALIA-PACIFIC
T
ECHNICAL COLLEGE
C
REATING SKILLS FOR LIFE

**APT 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

www.aptc.edu.au



CREATING SKILLS FOR LIFE