

AUSTRALIA-PACIFIC TECHNICAL COLLEGE



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APTC 
AUSTRALIA-PACIFIC
TECHNICAL COLLEGE

Six Monthly Progress Report
January – June 2013

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EXECUTIVE SUMMARY

This six monthly Progress Report outlines the significant achievements and activities of the Australia-Pacific Technical College (APTC) during the period January to June 2013. The focus of the APTC continues to be to provide demand-driven, internationally recognised and portable technical and vocational skills development and qualifications. This serves to strengthen participation in the formal wage economy and facilitates regional labour mobility. Under the Scope of Services (4.1 a-c) the APTC goals remain:

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; and
Productivity	increased productivity of individuals and organisations in targeted industries and sectors.

The six monthly Progress Report responds to the requirements of the APTC-AusAID contract (#59226) and associated Scope of Services and provides an account of the strategies, operations and activities that have contributed to the achievement of these key goals.

The major achievements for this six month period are:

- ▶ Commercialisation Strategy development
- ▶ Nationalisation Strategy progress
- ▶ LLN implementation progress
- ▶ EMIS Implementation
- ▶ APTC – Quality Management System
- ▶ Solomon Islands campus implementation
- ▶ Financial Information Management System implementation

The APTC Business Strategies drive the operational outcomes of the college and the structure of this six monthly Progress Report outlines achievements against these strategies. The Business Strategies are linked to the Scope of Services and the Performance Assessment Framework (PAF) and are aligned to the APTC Work Plan. This report is structured to provide a balance of descriptive narrative around significant achievements and an analysis of student activity and satisfaction with the supporting data sets included as an Annex to the report.

This six monthly Progress Report is submitted on behalf of the APTC Managing Contractor Consortium Board.

Denise O'Brien

Chief Executive Officer

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INTRODUCTION

This report is the second six monthly Progress Report for the Australia-Pacific Technical College 2011-2015 APTC–AusAID contract. The report demonstrates APTC’s progress against its contractual obligations with AusAID as defined in the Scope of Services (SOS) and builds on the Annual Report presented in January 2013. In addition, the report provides an opportunity for the APTC Leadership Team to reflect on achievements and activities during this period.

The APTC Business Strategies drive the operational outcomes of the College and the structure of this Six Monthly Progress Report reflects achievements against these strategies and the Scope of Services. The report provides a balance of data analysis and narrative highlighting the College’s achievements.

The outcomes described in the Six Monthly Progress Report are referenced to the Scope of Services, included in the report is an updated Performance Assessment Framework (PAF) report which highlights achievement against the relevant outputs as prescribed by the PAF Indicators for the January to June 2013 period.

The focus for this six months was on consolidation of activities and processes involved in the project, and on refining business strategies including the Commercialisation Policy.

This Six Monthly Progress Report is presented in three main sections:

- Section 1.0 Student Activity Data Analysis (Enrolment, Graduate and Scholarship data tables are contained in Annex 1.0)
- Section 2.0 Activity Report against the Business Strategies - these guide functional operations (these are referenced to the relevant Scope of Services).
- Section 3.0 Updated PAF Report.

SECTION 1.0 - STUDENT ACTIVITY DATA

(Scope of Services 5.20 (q), 7.1)

The collation of Student Activity Data is used to measure the progress of APTC against the requirements outlined in the the Scope of Services and is employed to inform College decision making processes. The decommissioning of the BLUE database in March 2013 and the parallel implementation of the replacement Educational Management Information System (EMIS) will enhance the reliability and validity of future student activity reports. The EMIS rollout was accompanied by professional development for data entry operators across APTC, and continuing training in the system will further improve data accuracy and system responsiveness.

To support the ongoing implementation of EMIS a national position, EMIS Administrator has been appointed and will supervise the operation of the EMIS into the future.

The following analysis provides an update from the information provided in the Quarterly Activity Report for the period January - March 2013. A compilation of the outcomes and the supporting data tables for the period to 30 June 2013 are contained in the tables in Annex 1.0.

1.1 Cumulative Enrolment Results (Annex 1.0 – Table 1)

In total 6516 students have been enrolled into APTC programs to date; 4609 in Stage I and 1907 in Stage II. The total enrolments for Stage II represent an increase of 450 since the submission of the 2012 – 2013 Annual Report and Plan. Overall the gender balance of enrolments stands at 39% females and 61% males. In Stage I, females accounted for 36% of all enrolments; for Stage II females represent 46% of all enrolments to date.

In terms of scholarship enrolments; 85% of the students enrolled are APTC scholarship recipients. The gender balance amongst APTC scholarship students is 44% female and 56% male. In Stage I, 42% of all scholarship awardees enrolled were females; for Stage II females represent 47% of all scholarship awardees to date. This increase can be attributed to an improved accounting mechanism introduced in Stage II for scholarship numbers, in particular Level IV scholarships where there is no financial transaction involved.

Of the non-scholarship students the majority in Stage II are funded by industry or by other donors such as NZAid or other AusAID projects such as the Vanuatu TVET Strengthening Program. Industry funding has been particularly strong in Fiji with 88.24% of Stage II non-scholarship funding provided by industry. In Vanuatu donor funding has been a feature with 46% of non-scholarship funding being provided by industry and 32% by other donors.

1.2 Graduate Outcomes (Annex 1.0 – Table 2)

In total 4993 students have graduated from APTC programs to date; 3610 in Stage I and 1383 in Stage II. The overall gender balance of graduates is 41% females and 59% males. In Stage I, females accounted for 40% of all graduates; for Stage II females have represented 44% of all graduates to date. In the six month period January – June 2013, 179 students have graduated from APTC, whilst 820 have been enrolled and 551 scholarship students have been mobilised

In terms of scholarship; 67% of all graduates were recipients of an APTC scholarship in Stages I and II. For Stage I, 63% of graduates were scholarship recipients whilst for Stage II, 78% of the graduates were scholarship recipients. Females account for 46% of all scholarship graduates. In Stage I, 46% of all scholarship awardees who graduated were females; for Stage II females represent 46% of all scholarship awardees to date. This increase can be attributed to an improved accounting mechanism introduced in Stage II for scholarship numbers, in particular Level IV scholarships where there is no financial transaction involved.

1.3 Graduate Employment and Destination Outcomes (Annex 1.0 – Table 3a)

Overall, 76 graduates have reportedly migrated from their countries of residence/citizenship following completion of their study with APTC. The two countries that received the majority of graduates were Australia and New Zealand with a combined total of 76% of all migrations. The majority of migrants reported were graduates from APTC Stage I (75); with only one migration reported for a graduate from APTC Stage II, and a further one Stage II graduate scheduled to migrate from Fiji to Australia in August 2013.

1.4 Qualifications of Migrant Graduates (Annex 1.0 – Table 3b)

From Stage I the highest numbers of migrants were graduates of hospitality courses. Graduates with Certificate IV in Training and Assessment, Certificate III Commercial Cookery, Certificate III Hospitality, Certificate III Tourism and Certificate IV Hospitality recorded much greater mobility in comparison to other APTC courses accounting for 69% of all migrations. Graduates from the School of Trades and Technology were fairly evenly distributed amongst the respective courses. The only graduate migration recorded to date for Stage II is for a graduate from the Certificate IV in Training and Assessment.

1.5 Scholarship Applications (Annex 1.0 – Table 4)

In total 13786 students have applied for a scholarship award to assist with the costs of studying at APTC to date; 9834 in Stage I and 3952 in Stage II.

Overall the gender balance of scholarship applications is 42% females and 58% males.

In APTC Stage I, females accounted for 43% of all scholarship applicants; in Stage II females represent 40% of all scholarship applicants. The four campus countries generally recorded a higher percentage of scholarship applications with Fiji leading the list in both stages. Applicants who were not awarded a scholarship at the time of applying were advised why their application was unsuccessful and encouraged to reapply once they were able to meet the required conditions. Waitlists are held following AusAID approval of names and used to fill subsequent courses.

1.6 Scholarship Non-Mobilisations (Annex 1.0 – Table 6a)

In total 242 scholarship award recipients have not mobilised to commence study in an APTC program to date; 165 in Stage I and 77 in Stage II. Reasons provided for non-mobilisation include declining the scholarship offer, not presenting for mobilisation and applicants who deferred study on more than one occasion. Overall, females accounted for 48% of the non-mobilisation of scholarship awards; Stage I – 46%, Stage II – 51% to date.

1.7 Scholarship Non-Completions (Annex 1.0 – Table 6b)

In total 238 APTC scholarship award recipients started their respective courses but did not complete them; 196 in Stage I and 42 in Stage II to date. Students were recorded as non-complete due to expulsion, personal reasons, ill health or non-progression in study. Overall, females accounted for 36% of the recorded non-completions after enrolment/mobilisation for scholarship awardees; Stage I – 36%, Stage II – 36% to date.

SECTION 2.0 – APTC BUSINESS STRATEGIES

2.1 GOVERNANCE AND MANAGEMENT

2.1.1 Advisory Group

(Scope of Services 12.5)

The Advisory Group's principal responsibility is to provide advice on a range of industry and TVET issues for the Pacific region to AusAID. Membership of the Advisory Group comprises representatives of Pacific Island governments; industry, industry associations and private sector organisations, Australian industry peak associations and other key stakeholders.

The most recent AG meeting was held in Papua New Guinea, 7 - 9 May 2013, and was chaired by John Davidson, Minister Counsellor, Regional Pacific Development, AusAID.

AG meetings provide the opportunity for the members to inform the strategic directions of the APTC. Countries across the Pacific experience similar issues and the AG representatives benefit from the shared learning experiences and the discussion of common issues. The structure of the workshops placed a spotlight on PNG and provided strong insights into the current government and industry thinking across the range of programs being delivered by APTC. The opportunity to hear from graduates about how their studies have impacted their lives, career and community was very valuable.

An important message from the AG members was their belief that APTC is delivering high level impact outcomes and meeting targets. The members agreed that one of the major strengths of the program is its regional focus. In addition, the benefits of integrating with other donors and working in partnership with other TVET providers and industry regionally is ensuring that the project is delivery outstanding results for Pacific Islanders and Australian government aid.

2.1.2 Business Development Strategy

The APTC Stage II Contract provides for the development of a Business Development Strategy (BDS) to outline the sustainability strategies of the College. The first version of the BDS was provided to AusAID in February 2012 as an inclusion to the Annual Report and Plan 2011-2012 (ARP).

As business priorities and initiatives change, the BDS has been revised. The current BDS (April 2013) guides the implementation of approved strategies and progressively reports outcomes.

The overarching principle of the BDS continues to be that the APTC Managing Contractor Consortium Board ensures full utilisation of the project budget thus maximising the financial contribution to the APTC's regional aid and development agenda.

It is recognised that there is potential for many unforeseen circumstances to impact on the BDS initiatives and accordingly, the Consortium Board would seek AusAID's approval to vary the priorities, the scope of each proposal and/or budget as circumstances require. Risk identified for the BDS initiatives is included in the APTC Risk Management Plan.

The main elements of the BDS include:

- ▶ Commercialisation Strategy
- ▶ Tuition Fees generation
- ▶ Operational Efficiencies and Productivity
- ▶ Increased Graduate Target
- ▶ Nationalisation Strategy
- ▶ Institutional Partnerships
- ▶ Solomon Islands Strategy
- ▶ PNG Strategy - POMTECH Site Re-Development

2.1.3 TVET Partnerships (Scope of Service 8.9, 15.2 (b))

APTC continues to focus on the development of strong strategic partnerships across the Pacific. Collaboration with local and national training providers reinforces APTC's aim to support a sustainable, high quality TVET network in the Pacific region. Current partnerships are designed to build training capacity within the TVET system, and to create pathways to further study. Capacity building programs are currently planned for delivery at Port Moresby Technical College (POMTECH), Kiribati Institute of Technology and the Vanuatu Institute of Technology (VIT). A capacity building program has already been delivered at the National University of Samoa (NUS).

Don Bosco Technical Institute Partnership Agreement

The signing of a Memorandum of Agreement for a joint delivery partnership between the APTC and Don Bosco Technical Institute, Henderson, in the Solomon Islands was formalised on 2 May 2013. The partnership will further build the capacity of the staff of Don Bosco, and will offer a pathway for graduates from select programs into study with APTC. The first programs will be the delivery of the Certificate II in Automotive Technology and a Certificate II in Construction. These are scheduled to commence in July 2013.

Kiribati Institute of Technology (KIT) Partnership Agreement

In accordance with the APTC - KIT Agreement and Work Plan, the first of two planned dedicated carpentry programs commenced in January 2013. Students undertook a Certificate II in Construction with KIT under the TVETSSP, with trainers from TAFE South Australia. Through mutual recognition, the students articulated into the AQF Certificate III in Carpentry program with reduced time in an APTC Campus Country. All students successfully completed the program - a measure of the quality of programs and graduates from KIT.

Institutional Partnership in Tonga

Tonga has been identified as a location that would potentially benefit from the development of a partnership program. Such a partnership could complement other donor support and the current investment by the Tonga government in their public TVET institution. In semester two, 2013 a feasibility study will be conducted to investigate the potential for the development of a partnership.

Vivekananda Technical College, Fiji

APTC is finalising a Memorandum of Agreement with Vivekananda Technical Centre (VTC) in Fiji. The main characteristics of the 'pathways partnership' are a focus on increasing and enhancing training options for students, capacity of the VTC to deliver higher quality nationally (and internationally) recognised training programs that lead to higher level training options and the development of teaching staff. The development of training pathways programs from VTC courses/qualifications to APTC qualifications will commence with Automotive Mechanics, Carpentry, Cookery, Baking and Patisserie.

University of the South Pacific

Following visits to the northern states in February 2013 for graduations and recruitment activities, an MOU with the University of the South Pacific (USP) Marshall Islands was developed to provide application, testing, graduation, and other support. Similar external partnerships to broaden APTC's Pacific reach and provide local support to applicants and students are being investigated.

Partnership Agreements are continually being developed and updated. The status of each partnership agreement is outlined in the Annex 2.0 - Status of Partnership Agreements.

2.2 WORKFORCE EMPLOYMENT

2.2.1 Nationalisation Strategy

(Scope of Services 5.16)

The Nationalisation Strategy is operational, and continues to guide the recruitment of personnel at APTC locations in the Pacific region.

APTC is implementing the nationalisation strategy. The most recent activity includes:

- ▶ Implementation of a Revised Tutor Position Description
- ▶ Provision of Recognition of Prior Learning (RPL) for tutors to gain Australian vocational qualifications
- ▶ The process for tutor progression revised and the reclassification of existing tutors
- ▶ Position Descriptions for International and National Trainers revised
- ▶ Tutor Reclassification Assessment process developed and implemented
- ▶ Nationalisation Tutor-to-Trainer targets set

In support of the Nationalisation Strategy, a National Tutor Training Program with clearly defined outcomes has been implemented. The revised tutor position description provides a clear process to move tutors through the levels of this program into positions as National Trainers. All tutors have completed their initial classification assessment and have an individual development plan in place.

At the time this report was completed the APTC employed a total of 176 staff. The proportion of male and female staff was 40% male and 60% female. The mix across functional areas is 46% non-academic and 54% academic (trainers and tutors) employees.

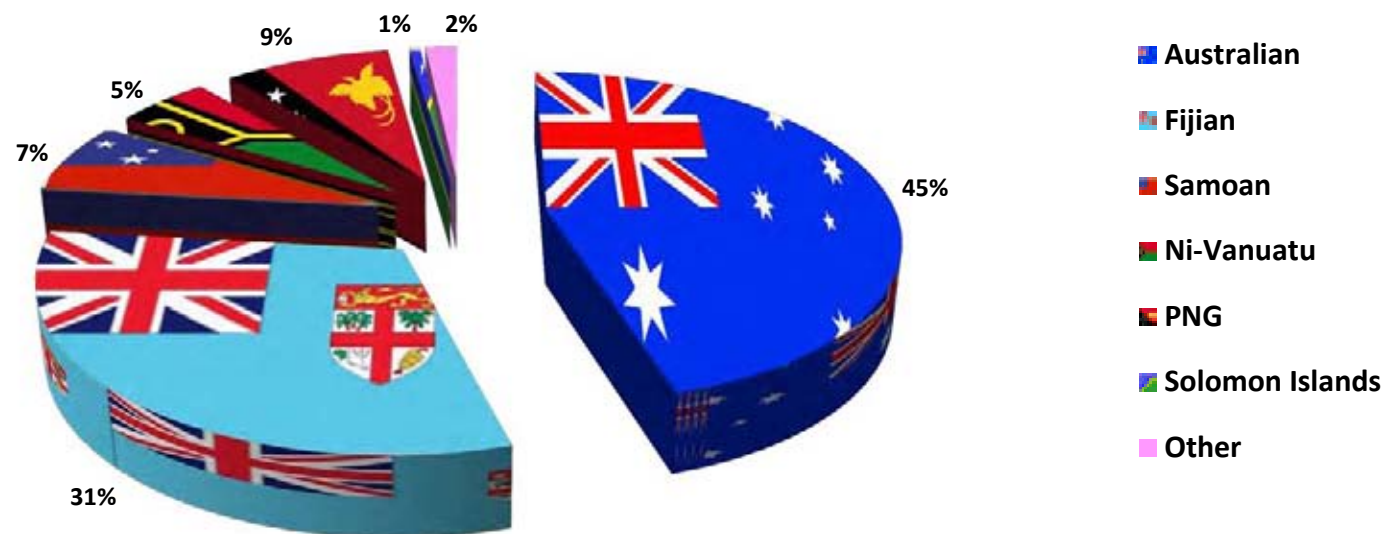
APTC staffing classification is currently 45% international and 55% Pacific Islander. An itemisation of the total staff by citizenship is shown in the table below. A variety of roles are undertaken by Pacific Islander staff at entry level through to management level.

Table 1 – Staffing Levels by Citizenship

Citizenship	June 2012	June 2013
Australia	64	80
Fiji	41	55
Samoa	13	12
Ni-Vanuatu	6	9
PNG	9	16
Solomon Islands	-	1
Other	4	3
Total	137	176

Please note: This report is part of our workforce plan and will be reviewed and updated at the end of November.

APTC Staff Composition 2013



2.2.2 Recruitment

(Scope of Services 5.14, 5.20 (c))

Staffing Changes

During this six month period, the Director, School of Hospitality and Community Services, Anthony Bailey, completed his contract on 30 June 2013. A recruitment process resulted in the appointment of Wendy Draayers who commenced on 11 June 2013. Wendy has extensive experience in the hospitality, education and community sectors and brings a wealth of knowledge in regard to the development of partnerships, community development, project management and working with diversity.

The Manager Scholarships and Student Services, Julie Thornton completed her contract on 30 June 2013. Julie worked with APTC since its inception, firstly as the Manager Corporate Services and Project Director ACEM in Stage 1 and then in her role as Manager, Scholarships and Student Services. A recruitment process to fill this position has been conducted. This process has resulted in the appointment of the first Pacific Islander to the APTC Leadership Team, Betty Jitoko.

Patsy Mitchell was appointed as the Literacy and Numeracy (LLN) Coordinator, and commenced in early January. Patsy has been busy re-writing the LLN and Skills entry assessments, in line with the Australian Core Skills Framework. These changes will make these instruments much more accurate and user-friendly. Patsy has also commenced interactions with APTC tutoring staff, helping them develop LLN tools for use in the classroom.

The Scholarships and Student Services team of four won the 2012 Box Hill Institute (BHI) Team of the Year award. In May/June 2013 they travelled to BHI Melbourne to participate in a range of professional development activities including management and communications workshops. All attended relevant student services meetings in BHI Melbourne. This opportunity has provided new skills and has broadened the team's understanding of a large Australian institute operation.

Academic Appointments (January-June 2013)

There has been substantial recruitment activity in the last six months. A range of trainers and tutors has been engaged across campus countries.

Trainer Appointments

Fiji

- ▶ Carpentry Jeff Soden
- ▶ Electrical Joel Rooskov
- ▶ Painting and Decorating Rodd Pearce

PNG

- ▶ Automotive John Blahuta and Roger West
- ▶ Carpentry Greg White

APTC management developed a PNG Trainer Recruitment strategy which was approved in March 2013 that covered the following key concepts:

1. **Ongoing advertisement and shortlisting** for Trainers in the trade areas, which leads to an “eligibility” list. Once positions are available, eligible trainers are invited to interview. This has dramatically reduced the lead time for recruitment.
2. **Release charge to TAFE Institutes** to encourage short term release of staff in areas of key demand
3. Introduction of a **PNG Health and Wellbeing Program** for staff – including review of staff accommodation on site. It has now been approved that staff housing will be provided off site at Ravuvu Estate due to wellbeing concerns with staff working and then living on site with students.
4. **Shared delivery model** whereby more than 1 trainer would share delivery of a program (2 trainers x 6 month inputs)
5. Review of **employment contract models** i.e. 6 weeks in PNG / 1 week in Australia for administration
6. **Targeted marketing campaign** for trainers. To date this has included use of TAFE Director Australia network; and Campus Review Magazine as examples.
7. Use of a **recruitment agency**.

At present, APTC has adequate staffing in place to meet the training delivery profile, and has been able to source short term trainers to backfill as required, at short notice. However, with all of these strategies in place, there continues to be few or no trainers on the eligibility list for PNG in areas such as automotive, diesel fitting and metal fabrication which continues to be a key risk.

Tutor appointments

Fiji

- ▶ Isikeli Naqaya was appointed as an LLN tutor for Namaka and Rakiraki campuses
- ▶ Imtiaz Ali was appointed in March as the Namaka campus APTC to Work tutor
- ▶ Niteshni Gounder has taken up the position of APTC to Work tutor for Suva. She replaces Tema Lutu, who has since moved to the position of tutor with SHCS hospitality.

Recruitment is currently underway for a hospitality tutor in Namaka and a disability tutor in Suva.

PNG

- | | |
|-----------------------|---------------------------|
| ▶ Diesel Fitting | Michael Seruapa |
| ▶ Fitting & Machining | Havosa Yasiva |
| ▶ Carpentry | Peter Agua and Koani Puni |
| ▶ LLN | Veira Waide |
| ▶ Catering Operations | Nanai Sinemaue |
| ▶ Food & Beverage | Vagi Daera |

Samoa

- | | |
|-----------------------|---------------------|
| ▶ Children's Services | Liaga (Keri) Lino |
| ▶ Hospitality | (Take) Mora Vaifale |
| ▶ APTC to Work | Ruta Tofaeono |
| ▶ Disability | Naomi Asi |

Vanuatu

- | | |
|----------------------|--------------|
| ▶ APTC to Work | Marie Shem |
| ▶ Tourism | Kevin Tabi |
| ▶ Community Services | Goimel Soalo |

All tutors have now been recruited for Vanuatu.

Solomon Islands

Bede O'Brien has been appointed to the Operations Manager position.

Administrative staff currently are:

- ▶ Anella Kramer Office Supervisor
- ▶ Nancy Palmer Operations and Student Support Officer

Recruitment of academic staff for Solomon Islands is expected to be finalised by the commencement of semester two, 2013.

2.2.3 Senior Trainers Induction

(Scope of Services 5.15)

Recruitment for Senior Trainers across APTC campuses has occurred, with four positions filled to date.

- ▶ Cathy Joyce Namaka, Fiji (SHCS)
- ▶ Elizabeth Gadd Apia, Samoa (Generic)
- ▶ Gareth McGrath Suva, Fiji (SHCS)
- ▶ Glen Ferguson Suva, Fiji (STT)

An induction workshop was held at the CSS Nadi to orientate Senior Trainers to their role and to workshop strategies for 2013.

2.2.4 Performance Reviews

(Scope of Services 5.17)

The performance review process, aligned to the policy, has been implemented. Staff plans are in place complete with targets and review dates at six monthly intervals.

2.2.5 Approved Additional Staffing

Additional staffing for 2013 – 2014 has been approved to ensure delivery of key strategic objectives including the business development strategies.

Key positions include:

- ▶ Manager Business Development
- ▶ Manager Human Resources (National Position)
- ▶ Manager Marketing & Communications (National Position)
- ▶ Manager Infrastructure (variation to current EMIS/IT Manager role)
- ▶ Project/Business Development Coordinator (PNG)
- ▶ Alumni/Student Recruitment Coordinator (CSS)
- ▶ Facilities & Assets Coordinator (CSS)
- ▶ Operations Supervisor (Namaka Campus)
- ▶ Senior Trainer – Vanuatu
- ▶ Academic Manager (STT PNG)

In addition to the following identified Short Term Advisers:

- ▶ Research Officer
- ▶ Fashion Specialist (TNA Fiji)
- ▶ PNG Trainer Recruitment
- ▶ Marketing & Communications Specialist
- ▶ HR Management Specialist
- ▶ Hospitality Education Specialist (for Palau if proceeding)
- ▶ Business Continuity Adviser

2.2.6 Leadership Team

The APTC Leadership Team (LT) includes all Directors and Managers. The Leadership Team meets each quarter with the AusAID APTC Program Manager for planning, information sharing and reporting purposes.

This year the LT has participated in a number of workshops aimed at developing skills in 'Leading and Communicating for High Performance'. These very practical workshops have provided an opportunity for the LT to work together to ensure that clear and effective communication supports the work of others in their teams. Several work teams have also requested to undertake the training which has provided great insights into cross cultural communication.

2.2.7 Centre for Professional Development

(Scope of Services – 9.1, 9.2)

In this six month period there has been substantial professional development undertaken, of special note has been the introduction of the Educational Management Information System (EMIS), with training on its implementation occurring in all campus countries. CSS training staff have visited Samoa, Vanuatu, PNG and the Solomon Islands for extended periods to ensure administration staff understand the nuances of the new application. User training has also been conducted in the CPD at the Namaka CSS office for Fiji-based staff.

A Training Needs Analysis (TNA) in 2012 resulted in the development and implementation of the APTC Capability Development Plan. A supplementary TNA will be conducted in the second half of 2013, the results of which will determine the capability development priorities for APTC staff for the next twelve month period.

2.3 TRAINING PROFILE RESEARCH AND PLANNING

2.3.1 Demand Driven Training and TVET Delivery

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

The ongoing revision of the Training Profile (TP) is a key activity for the APTC. The TP informs and supports other planning activities, including: financial forecasts, workforce recruitment, delivery resourcing, infrastructure planning, and budgeting provisions. The demand-driven training model is designed to ensure that APTC addresses priority training needs within the Pacific.

Profile inputs

The 2013 - 2014 training profile was determined by evaluating information and evidence collected from the following sectors:

- ▶ **Strategic level;** includes Project Design, Australian Government and AusAID directions.
- ▶ **Regional level;** research from sources relevant to Pacific Island economic and industry developments (includes issues such as employment mobility and remittances). A major labour market analysis review was undertaken in May 2011 and in 2013 an e-Scan was conducted.

This work informs the ongoing delivery design for the 2013 - 2014 course profile. Information on regional labour demand literature and economic profiles was complemented by information provided by the APTC Advisory Group representatives.

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

In addition, Country profiles and TVET strategy information was updated in 2012 to ensure the most current information was captured to inform the planning of the 2013 - 2014 course profile.

- ▶ **School level;** historical delivery, planning and training projections provided by in-country school staff, Country Managers and Directors of Schools, complemented by local industry and training demand intelligence. Current enrolments spanning the 2012 - 2013 and 2013 - 2014 financial years have been included in the updated plan.

The training profile offered by the School of Trades and Technology (STT) continues to be focused on the core demand trade areas sought in the Pacific.

The School of Hospitality and Community Services (SHCS) training profile has been amended. Ongoing industry and stakeholder consultation has led to the following adjustments to the training profile:

New Programs Planned

In response to industry demand in Samoa, an SIH30111 Certificate III in Hairdressing program will commence in July 2013.

Hairdressing Certificate III is a Fee paying program which commenced in July 2013

This is a one off course only for Samoan residents and is a workplace delivery program delivered on a part-time basis. It has sixteen students attending two nights and one full day per week for four blocks of seven weeks (a total of 28 weeks spread over twelve months). One evening and the full day session are delivered in a local salon rented to the campus for this purpose. Any other evening delivery occurs in the APTC computer lab. The students remain at their workplace throughout the block weeks and the teacher visits each workplace to do further teaching and assessments. In every case the employer has committed to supporting their employee and allowing access to the workplace.

Following consultation with a range of health and community services stakeholders, the Certificate III in Allied Health Assistance/Certificate III in Health Services Assistance qualification will commence in January 2014. The course will provide pathways to higher level qualifications, such as the nursing program at the National University of Samoa. The pathway will be beneficial for people who would not normally be eligible for entry into diploma /degree in nursing qualifications.

New Programs Commenced

The Certificate IV in Disability course commenced in Suva in January 2013 with students from Tuvalu, Fiji, and Papua New Guinea undertaking the program. There are three hearing impaired students in the class. Teacher Debbie Garron, who is also a trained signing interpreter, provides additional support to the hearing impaired students, with external signing interpreters also assisting during class.

The program was designed and developed following feedback from sector stakeholders interested in a disability services qualification that provides exposure to a range of areas aside from personal care of persons with a disability (this is the emphasis of the current Certificate III in Disability). The program provides opportunities for a broader range of people working in the disability sector including civil servants, teachers, policy developers and community advocates.

The School of Hospitality and Community Services plans to deliver three new courses in the health services area commencing later this year and in 2014. These courses were identified in a feasibility study on the expansion of APTC health and community services training and are:

- ▶ HLT31512 Certificate III in Nutrition and Dietetic Assistance
- ▶ HLT32412 Certificate III in Allied Health Assistance/ HLT32512 Certificate III in Health Services Assistance
- ▶ CHC40808 Certificate IV in Community Development

In the aftermath of cyclone Evan, AusAID has approved two cyclone recovery training programs for Samoa:

- ▶ Certificate II in Carpentry – delivered in Samoa. This will be in partnership with an NGO and negotiations are under way with ADRA Samoa.
- ▶ Certificate III in Hospitality (Lodge) – delivered in Samoa. This is in collaboration with the Samoa Tourism Association which will identify the eligible employers who suffered significant damage and need assistance to rebuild their businesses.

Diploma Community Services - Nauru

The first block of the Diploma Community Services program concluded on 15 February 2013. This program was scheduled in response to requests from a range of government stakeholders in Nauru for a program delivered on site. The course also included students from Kiribati.

Annex 4.0 – 2012-13 Training Profile progress against targets shows that the training profile for STT is currently lower than originally planned. This is largely due to the difficulty experienced in recruiting trainers for Papua New Guinea, and the associated delay in planned delivery of programs. This situation is expected to improve as a result of changes effected in Papua New Guinea. The progress against targets for SHCS shows consistent outcomes against targets.

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

2.3.2 Training Resources

(Scope of Services 5.11 (a))

Futura Resources

To improve consistency in training and assessment the Futura suite of resources was introduced for all hospitality programs in semester one 2013. The Futura suite is an electronic resource which allows students to work on their course in the classroom or online.

The assessment tasks for each unit of competence have been contextualised for the Pacific. Trainers participated in the contextualisation of assessments. Contextualisation included the development of a workplace assessment book for each course (except Tourism) to support the collection of authentic and valid workplace evidence and the inclusion of third party reports for each workplace assessment book to strengthen commitment and increase understanding of our training with our industry partners as well as to support workplace evidence.

2.3.3 Training Facilities

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

Training activities operate from the shared premises at Walu Bay, Suva, and participation in APTC courses by currently enrolled employees from the Ministry of Works Transport and Public Utilities, Public Works Department continues.

Rakiraki improvements

A new training room has been installed in part of the dining room at the Tanoa Rakiraki Hotel. This addition to the learning spaces will enable both programs to have their own theory training space. The works were funded by the Tanoa Hotel Group and the furniture was built by the hotel staff. The hotel has undergone a minor refurbishment internally and externally.

FNU NTPC Namaka Centre Patisserie Kitchen

The final refurbishment works have been completed in the patisserie training room at the FNU NTPC Namaka Centre. Work commenced on the room last year with the replacement of large equipment and installation of new ovens. Last month saw the delivery of the new stainless steel benches. These benches are fitted with wheels allowing the teachers to create different room layouts depending on training and assessment needs.

PNG Campus Upgrade

Some progress has been made to the upgrade program:

- ▶ Statutory Approvals - the Physical Planning Board has approved the plans for the:
 - ▶ construction of the hospitality facility
 - ▶ extension to the APTC workshop
 - ▶ relocation of existing staff dongas to POMTECH
 - ▶ construction of the trainer accommodation
 - ▶ construction of mezzanine classrooms in the APTC workshop.
- ▶ Building Board Approvals – the abovementioned projects have been submitted for Building Board approval, with the extension of the workshop already sanctioned and the permit due for issue on 1 July 2013. Preparation of the site at POMTECH has commenced, along with the off-site construction of the prefabricated units.

As an interim measure part of the student recreation room is being converted to a temporary classroom to accommodate the extra automotive class currently on campus.

POMTECH has allowed APTC to renovate an unused classroom in their electrical section for use by our Fabrication Welding program.

2.3.4 Expansion of Locations – Solomon Islands

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

The APTC Solomon Islands office has been established and arrangements are underway to ensure the delivery of two Certificate II programs (Automotive and Construction) commence in July 2013. Other progress to date includes:

- ▶ Office fitout has been completed
- ▶ An MOU with Don Bosco Technical Institute has been signed and the agreement deliverables are being actioned
- ▶ Communication with other VET providers is continuing
- ▶ Recruitment of a National Operations and Student Support Officer is currently underway and will be completed by July 2013
- ▶ Networks/relationships with key stakeholders, both VET and industry are being developed and maintained

2.3.5 Language Literacy and Numeracy

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

During this six monthly reporting period APTC has undertaken an extensive review of Language, Literacy and Numeracy (LLN) delivery and assessment. The main areas of focus have been:

- ▶ the adoption of the Australian Core Skills Framework (ACSF) as the framework for all LLN assessment and delivery.
- ▶ the rewriting of the initial LLN assessment in line with the ACSF and entry levels determined for each course offered. As well as allowing for selection of students with appropriate skills the ACSF aligned tool will also provide:
 - ▶ useful diagnostic information
 - ▶ targeted feedback to applicants who do not meet entry requirements
- ▶ a move towards an integrated and tailored LLN approach that reflects current theory and best practice. Using the diagnostic information obtained from the initial LLN assessment, tutors and trainers will build LLN skills development into delivery and further support individuals and small groups as required.
- ▶ review of the position description of the LLN tutors.
- ▶ the development of professional development material to assist vocational trainers and tutors to support the LLN needs of students.
- ▶ the collation of contextualised resources to support the LLN development of students.

2.3.6 Cross Cutting Implementation

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

Induction of students and staff introduces everyone to access and equity information and best practices. The Student Handbook 2013 is distributed and utilised in all locations at the beginning of each study program and is available on the APTC website. All APTC website and promotional materials reflect the principles of access and equity, and cross-cutting development priorities.

The development of LLN activities in this period supports cross cutting imperatives, especially for students from Small Island States.

Student and staff induction plans, APTC Code of Conduct requirements, the 2013 Student Handbook, and the Student Pastoral Care Program have all been reviewed and incorporate cross-cutting issues.

2.3.7 National Training Authority Registrations

(Scope of Services 15.2 (b))

APTC has all relevant registration with national training authorities for either new programs or extensions of registration.

Higher Education Commission

The Fiji Higher Education Commission (HEC) has started to process the recognition and registration of award-conferring, post-secondary education providers. The Commission requires applicants to provide assurances of good academic and corporate governance to ensure the delivery of quality education and training and to protect of the interests of students, parents, the nation and education providers.

The APTC applied for registration with the HEC in July 2012, and after a rigorous approval process received full registration in February, 2013. APTC is currently one of only fifteen institutions fully registered with the HEC in Fiji.

Fiji National Provident Fund

As a consequence of receiving HEC registration, APTC has made a formal application to the Fiji National Provident Fund (FNPF) to become an Approved Education Institute (AEI) in Fiji. Becoming an AEI will open APTC programs to students who have previously been unable to afford the required course tuition fees, as FNPF will assist students of local schools and education institutes to use their membership funds to pay for tuition fees to enrol in courses offered by an AEI in Fiji. Education assistance is available only for individual FNPF members, their spouses and children. The amount applied for must be within the member's fund education eligibility.

PNG Office of Higher Education

The PNG Country Manager has met with the Office of Higher Education with a proposal that PNG citizens be permitted to access the TVET Scholarship Fund to pay fees to enrol in APTC courses. A response is pending.

PNG National Apprenticeship and Trade Testing Board (NATTB)

APTC has previously held discussions with the NATTB regarding the registration of APTC trainers as NATTB assessors. There is now verbal approval for this arrangement to proceed, with a formal agreement pending.

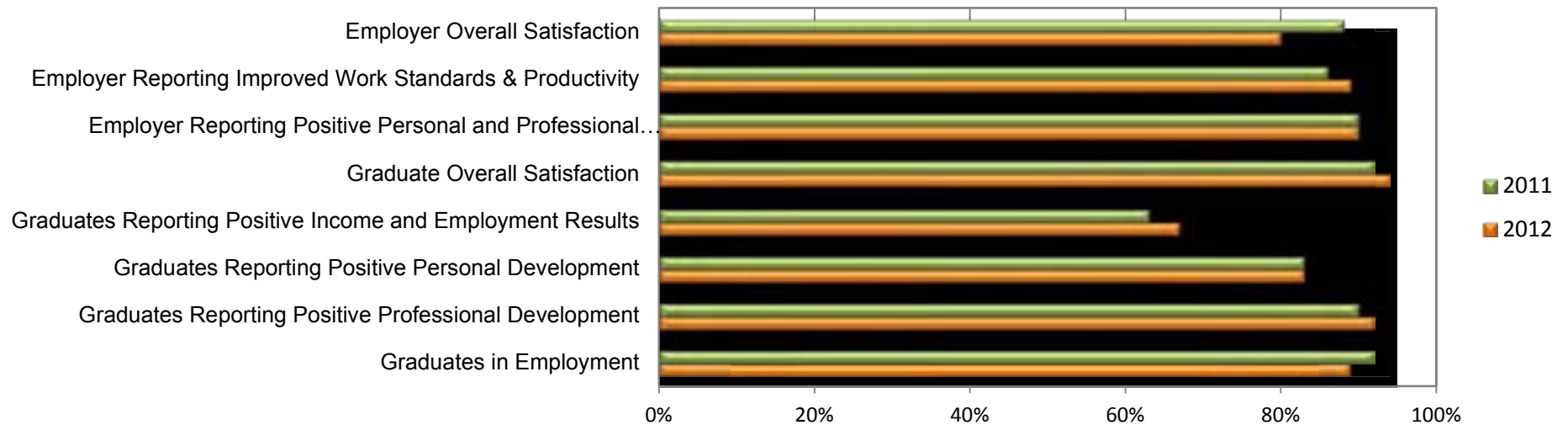
2.3.8 Student Satisfaction Surveys

(Scope of Services 7.1. 11.1)

APTC Graduate Student Tracer Survey and the Employer Survey

The APTC Graduate Student Tracer Survey and the Employer Survey reports summarise feedback received from former students of APTC, and their employers. Data for the surveys is collected annually through the administration of questionnaires to the relevant student groups. Satisfaction with APTC training has remained high across survey periods; this is reflective of the quality of training received by students, and their enhanced productivity on return to the workplace. The graph below indicates the continuing satisfaction levels across the two previous calendar years.

Graduate Student and Employer Satisfaction Survey Results



APTC End of Course Learner Surveys

Results from the End of Course Learner Surveys conducted in 2013 show an overall satisfaction rate with course and content delivery of 90.07%. Additionally, 81.40% of the students were satisfied with the quality of student support services. These results were based on surveys of 89 APTC students who completed 6 courses in this six months period. The level of response achieved represents a 100% survey completion rate. The courses which were surveyed are listed below:

School of Trades and Technology				
Course Name	No. Completed	% Completed	% Satisfied with Course Content and Delivery	% Satisfied with Quality of Student Support Services
Certificate IV in Training and Assessment	11	100	88.74	N/A
Certificate III in Carpentry (Suva 1)	16	100	94.49	85.82
Certificate III in Automotive Mechanical	16	100	89.78	85.99
Certificate III in Plumbing	12	100	93.25	80.59
Certificate III in Carpentry (Suva 2)	15	100	92.11	80.36
Certificate III in Painting and Decorating	19	100	82.05	74.26
STT Total	89	-	-	-
STT Average	-	100%	90.07%	81.40%

Note: As SHCS courses complete at the end of semester (June), the summary of their course feedback was unavailable for inclusion in this report. Those courses completing in this six months period, but not included in this report are:

STT	
Course	End Date
Carpentry	21/06/2013

SHCS	
Course	End Date
Aged care CIII	21/06/2013
Children's Services CIII	21/06/2013
Commercial Cookery	21/06/2013
Community Services CIII	21/06/2013
Diploma Children's Services	21/06/2013
Diploma Community Services Work	21/06/2013
Diploma of Management	21/06/2013
Hospitality Lodge	21/06/2013
Hospitality Operations	21/06/2013
Hospitality Supervision	21/06/2013
Patisserie	21/06/2013
Tourism Operations	21/06/2013
Youth Work CIV	21/06/2013

End of Course Learner Surveys will be conducted following the agreed schedule and student feedback summaries will be provided in the next reporting period.

2.4 ADMISSIONS AND SCHOLARSHIPS

2.4.1 Scholarship Activity Summary

(Scope of Services 5.19)

Recruitment activities were successfully conducted in a number of locations across the Pacific Island countries between January and June 2013. Regions visited in this period include: The Republic of the Marshall Islands, Federated States of Micronesia, Palau and the Kingdom of Tonga. The Northern States produced strong interest in community services, youth work, electrical, and refrigeration programs. As a consequence of these recruitment activities, APTC will for the first time have students from thirteen PIF countries attending classes together in Semester two, 2013.

Three successful scholarship rounds were completed in this six month period resulting in 584 approved applicants for the School of Hospitality and Community Services and 491 approved applicants for the School of Trades and Technology courses. Not all approved scholarships will be offered immediately but the pre-approved list creates efficiencies, assists recruitment planning, and enables top-up offers to be made when deferrals or declines are received or course start dates are brought forward.

Graduations have been planned across the year and in this six month period the following have been hosted: PNG (66 graduates), Marshall Islands (5 graduates), Suva, Fiji (145 graduates), Nadi, Fiji (66 graduates), Samoa (86 graduates), Vanuatu (98 graduates) and Palau (2 graduates).

The Pre-Departure Briefing Booklet is discussed with all mobilising students by either campus staff, Non Campus Country representatives or external agencies that support APTC. The Scholarships and Student Services team contacts scholarship awardees directly in countries where there is no APTC representative. The Pastoral Care Policy is in use across all campuses with active student representatives, student activities and pastoral care provided as relevant to the campus location.

A comprehensive review of scholarship living and establishment allowances, identifying level of support and distances from campus was undertaken and approved in December 2012. The implementation of new allowances in 2013 has seen less allowance complaints from scholarship students. To support the allowance review, the Scholarship Policy and Procedures Manual is currently being rewritten into a Scholarship Policy with EMIS supporting work instructions to be developed, both documents are planned to be in place July 2013.

A broad review of the Tuition Fee Policy and Tuition Fees Table has been undertaken and the policy includes Time to Pay options and inclusion of Large Enterprise and International tuition fees. Endorsed fees have been updated on the website. The Student Recruitment Policy has also been written, and is currently awaiting endorsement by the APTC Leadership Team.

2.4.2 Alumni

Alumni Activities

(Scope of Services 5.22, 5.23)

Charlie Vira is the current Alumni Chair and resides on Santo, and Vicky Vanva is an energetic Alumni member. Both are active members of the community promoting the value of APTC training and using their skills to contribute to the community spirit. Through Charlie, Vicki was recommended and invited to paint a large banner for the Vanuatu Luganville Food Festival in 2012, this has led to a contract to paint the Luganville Municipal Offices and further to permanent employment as the Supervisor for Assets Maintenance. Vicky is undertaking high profile work in Luganville Santo Municipal Offices which is very highly regarded.

Ravinesh Sami (Certificate IV in Hospitality, S2/2011) has been appointed front office manager at the Warwick Le Lagon, Vanuatu. He is a Fijian national and is on a three-year contract.

James Matiriki, APTC Vanuatu Alumni Chair, has been appointed as the Personal Adviser to the Minister of Justice and Social Welfare, Hon Silas Yatan with a key focus on Women's affairs, Children and Disability Services.

Migration and Further Studies

Reshad Shah (Certificate III in Hospitality Commercial Cookery 2012) has successfully completed the skills recognition process with VETASSESS in Australia. Two years ago while working at the Fiji Beach Resort and Spa Managed by Hilton on Denarau Island Reshad met a hotel guest who owned a restaurant in Melbourne and the restaurateur said he would employ Reshad if it was possible for him to migrate to Australia. Reshad's ambition to live and work in Melbourne is about to be realised and in August he and his wife will be migrating to Australia and Reshad will start working at a restaurant in Doncaster.

Eight APTC graduates have left for New Zealand for their degree study under NZAid scholarships.

2.5 COLLEGE OPERATIONS

2.5.1 APTC – Quality Management System (QMS)

(Scope of Services 5.20 (b))

The APTC - QMS quality management system provides the means to manage quality standards, monitor effectiveness of work practices, and create a continuous improvement cycle. The APTC - QMS contains the College policies, work instructions, forms and supporting documents.

This six month period has seen substantial progress in the development of additional policies and related documents, especially in the human resources domain.

All QMS approved documents have been relocated to the APTC SharePoint site to facilitate easier remote site access, and to enhance system functionality. SharePoint is web based and allows users to interactively input, download and track documents. It allows groups to set up a centralised, password protected space for document sharing. APTC documents can be stored, downloaded and edited, then uploaded for continued sharing, with version management. This system will simplify how staff find and share information across geographic boundaries.

Whilst the current site is functioning as a document sharing repository, SharePoint also has many social media capabilities, such as blogs, wikis, micro-blogging and discussion boards. A comprehensive redevelopment of the site is planned for the second half of 2013, where the additional functionalities available in the platform will be evaluated for use in APTC.

2.5.2 APTC Work Plan

(Scope of Services 5.20 (b), 11.3)

The APTC Work Plan continues to provide the framework by which the objectives and deliverables of the Business Strategies are enacted. Each item contained in the Work Plan links to the Performance Assessment Framework and the Scope of Services, providing continuously updated reports of progress against contract deliverables.

All members of the APTC Leadership Team have responsibility for regularly updating their assigned elements of the Work Plan. This includes providing progress on initiatives, as well as documenting future actions to be taken, and identifying potential risks to be managed. The Work Plan is used as the main informing document when developing action plans, and when compiling reports for AusAID.

2.5.3 Report Management

(Scope of Services 7.1, 16.0)

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

- ▶ Annual Report and Plan (January)
- ▶ Quarterly Financial Report (April)
- ▶ Quarterly Activity Report (April)
- ▶ APTC Country Update (April)
- ▶ APTC Environmental Scan 2013

In addition to these reports, surveys of students, employers and graduates are undertaken each year, and the outcomes of these are used to guide decision-making. This six month period saw the commencement of both the Graduate Student Tracer survey, and the Graduate Student Employer survey. Each of these reports will be finalised in the second half of 2013, and submitted to AusAID within stipulated timelines.

Information gleaned from the evaluation of these reports will be used to inform operations throughout APTC, including future training directions, workforce impacts and improved outcomes from APTC training programs.

The End of Course Learners' Survey has been further refined to enhance the accuracy of data available for the purposes of business planning and delivery improvement.

2.5.4 Education Management Information System (EMIS)

(Scope of Services 7.1, 16.0)

The Customer Relationship Management (CRM) system and the Student Management System (SMS) elements of the EMIS commenced a soft go-live in April 2013 with use being rolled out as training occurs in each location and per user group. User groups are Super Users, Data Entry Officers, Trainers, Tutors, and General Users.

2.5.5 Learning Management System (LMS)

(Scope of Services 7.1, 16.0)

The LMS trial is proceeding and several key courses have been developed:

- ▶ Advanced Facilitation
- ▶ Develop Work Priorities
- ▶ Language Literacy and Numeracy Resource

Advanced Facilitation and Develop Work Priorities units of competency are being implemented. Under development are two Child Studies courses and the BSBADM405B Organise Meetings and BSBADM502B Manage Meetings, originally from the Business Services training package, but also used across other disciplines.

The LMS trial has highlighted some key issues: a lack of technical skill of those chosen to be in the trial has hindered their ability to take up the use of the LMS, deliberation on what course to develop has resulted in some lost time and opportunity and the web-conferencing platform Lync proved to be ineffective for teaching and learning. Connectivity has not really been a major factor although PNG, the location most likely to experience issues with connectivity, has not been a trial participant.

As a result of the outcomes of the trial APTC has commissioned a new web-conferencing platform WiziQ and courses are being developed to give a wide range of staff exposure to the LMS (as students) while at the same time continuing to support those developing courses for delivery in semester two, 2013.

2.5.6 Social Media

APTC now has an established presence in social media:

LinkedIn

LinkedIn is the world's largest professional network with millions of existing members and growing rapidly. It is a marketing tool that affords APTC the opportunity to advertise its profile and to build its professional network with other companies. It also allows APTC to post current employment positions, an easy and cost efficient way of advertising.

APTC had 117 followers on LinkedIn as at 23 May 2013. The APTC profile can be found at [APTC LinkedIn](#)

YouTube

YouTube's primary purpose is to create and share video content. It is a channel where APTC can share videos for their training opportunities and student experiences. It gives an opportunity to share appropriate videos and showcased to a large audience of users.

APTC had eleven videos with 98 views on YouTube as at 23 May 2013. The APTC account can be found at [APTC YouTube](#).

Facebook

Facebook is a popular social networking tool. It is quick and easy to use for advertisements and public notices. APTC has an opportunity to utilise this tool for alumni, partners and staff to get connected as a team for awareness of new training, news from websites, employment opportunities and photos of recent events. APTC had 238 “Likes” on Facebook as at 23 May 2013. The APTC account can be found at APTC Facebook.

2.5.7 2013 Initiatives**Fiji Fashion Industry**

There is an opportunity to grow employment, exports and investment in the Textiles Clothing and Footwear industry in Fiji. With the appropriate skill levels in place through formal training the Fashion Industry has the potential to become a major contributor to the Fiji economy which can be replicated regionally. It is predicted employment within the formal garment manufacturing sector will double in the next five years and the growth of SME’s involved in the local Fashion Industry will rapidly expand. The Fashion Council of Fiji is seeking assistance from APTC to support skills development in the industry with the delivery of an Australian certificate award course.

Fiji National Provident Fund

The Fiji National Provident Fund (FNPF) is Fiji’s largest financial institution. They are the only superannuation fund that is mandated by law to collect compulsory contributions from employees and employers, towards the retirement savings of all workers in Fiji. Apart from retirement savings, the FNPF also provides its members with other financial services such as housing, medical and education assistance. FNPF members can draw back from the fund to finance the cost of enrolment fees with approved education providers. In recent times, the FNPF suspended all access to the scheme for education providers, except for national institutions. APTC has prepared an application to become an approved education provider with the FNPF, the first proviso being full HEC registration, which has now been obtained. Once approved, potential students will be able to access FNPF funding to finance their course enrolment fees, making enrolment in APTC courses more available, and relieving reliance on the scholarship process.

Longitudinal Survey

Demand for APTC training has been strong from Pacific Island employers and students. Industry is recognising the high quality and standard of the trainers and the training. An independent review of the APTC in 2009 concluded that in a relatively short period of time the APTC had found a unique and respected niche at the middle to top end of vocational training in the Pacific.

Skills development and vocational education are key elements of some of the important pieces of regional policy architecture including the Pacific Plan and Pacific Education Development Framework.

It is timely that APTC is undertaking a longitudinal study to provide qualitative and quantitative data to support improvements in planning processes and to better understand the impact the APTC is having on individuals, communities and industry in the Pacific region. APTC is a high-value aid input for the Australian government in the Pacific, and this research will quantify the impact this input is having on development in the region.

Commercialisation Strategy

The development of a Commercialisation Strategy was a requirement of the APTC Stage II Design Document and Contract, this strategy is a requirement to develop revenue streams to support the longer term sustainability of the APTC.

The Commercialisation Strategy has been developed and implemented. Under the strategy there are three major market sectors, each sector requiring a specific implementation plan. This segmented approach to commercialisation ensures opportunities are maximised and efficient operating protocols are employed.

European Union Scoping Document

The European Union program “Strategic Restructuring of the Sugar Cane Industry AMSP 2013” has the specific objective to improve the livelihood of the Fiji sugar cane dependent populations by promoting income generation through sugar cane farming or alternatives, and improving communities’ accessibility while reducing their exposure to natural risks. The EU is proposing, under a delegated cooperation arrangement, that approximately €4 million over four years (commencing in 2014) be applied to action this result area.

AusAID in collaboration with APTC have completed a scoping document addressing the components of the EU initiative. The scoping document details how the EU funds can most effectively and efficiently be used to provide appropriate skills training to people located in the Fiji sugar belt, and identifies the content and extent of service deliverables to meet the project objectives. Delivery of the project is over a period of four years commencing in 2014, and returns a significant value contribution to the EU, clients and stakeholders.

2.5.8 Annual Policy Review Cycle

(Scope of Services 5.20 (l-m))

In this period the following policies, work instructions and forms have been developed:

Documents developed in this period	
QWI-HR-075	Papua New Guinea FIFO Conditions
QF-CS-102	Social Media Administration
QP-HR-106	Equal Opportunity and Cultural Diversity
QP-CS-120	Mobile Phone Policy
QWI-CS-128	Gift Exchange Work Instruction
QF-CS-129	Gift Register
QP-CS-137	Social Media Policy
QF-HR-141	Overseas Health Assessment - Repatriation
QP-CS-143	Staff Use of Internet and Email Policy
QWI-CS-144	Staff Use of Internet and Email Work Instruction
QF-HR-149	TOIL Record
QF-HR-150	TOIL Request and Approval Form
QF-CS-152	Board Meeting Paper Template
QF-DM-159	EoC Feedback Report Issues Response Form
QF-HR-167	Declaration of Status
QF-HR-168	PNG On-Campus Accommodation Agreement
QF-QS-169	Leadership Team (LT) Meeting Papers Template
QWI-CS-170	Media Approval WI
QP-CS-173	APTC Commercialisation Strategy
QF-HR-177	National Staff TOIL & Overtime Claim Form
QWI-HR-178	Tutor Classification Assessment Work Instruction
QF-HR-179	Tutor Classification Assessment - Pre-Assessment Form
QF-HR-180	Tutor Classification Assessment and Capability Development Plan
QF-HR-181	VET Capability Assessment

The following policies, work instructions and forms have been reviewed as part of the annual review cycle:

Documents reviewed in this period	
QF-QS-006	Work Instruction Template
QP-SS-009	Tuition Fees Policy
QF-QS-10	Meeting Agenda Template
QWI-DM-012	End of Course Learner Survey Administration
QWI-HR-035	Staff Fortnightly Attendance Record
QP-HR-047	Staff Pre-Departure and Orientation Policy
QF-HR-060	Staff Annual Performance Plan Template
QP-HR-078	Staff Recruitment
QP-HR-081	Staff Allowance Policy
QF-HR-083	Approval to Recruit
QF-HR-087	Application for Tutor Position
QF-HR-088	Application for Tutor Position – APTC to Work
QF-HR-092	Application for Tutor Position - ELLN
QF-HR-094	PD Template - Administration National
QF-HR-097	Standard PD – ELLN Tutor
QF-HR-098	Standard PD – Tutor
QF-HR-099	Standard PD – APTC to Work Tutor
QF-HR-101	Staff Code of Conduct
QF-HR-108	Selection Panel Chair Checklist
QF-SS-112	APTC Student Orientation & Feedback form
QP-HR-117	Staff Conduct Policy
QF-HR-123	Contract Conclusion Checklist
QWI-HR-134	Managing a Staff Grievance
QF-HR-135	Incident Report and Investigation Form
QF-SS-145	APTC Student Handbook 2013
QP-CS-153	APTC Child Protection Policy
QF-CS-155	Publicity Consent Form
QPI-CC-162	Occupational Health and Safety Policy

2.6 MARKETING AND COMMUNICATIONS

2.6.1 Events

(Scope of Services 5.2, 5.3)

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

- ▶ Work placements are an integral part of the teaching and learning programs at APTC and these also often provide an opportunity for media exposure. A prime example was the opportunity for hospitality students to provide catering and service to guests at the arrival of Fiji Airways new A330 aircraft in March 2013. APTC hospitality students and staff were asked to serve the refreshments for the 1000 guests invited to celebrate the occasion, among them the President and Prime Minister of Fiji.
- ▶ Two construction students, Josua Katonibau and Kalusiani Tuivuya signed contracts to work with the Fiji National University (FNU) as carpentry trainers. They are working in the FNU National Training & Productivity Centre.
- ▶ The high standard of patisserie training at the APTC Namaka campus has gained international recognition through the talents of Kelera Malewabau, a pastry chef at the Fiji Beach Resort & Spa (managed by Hilton) who won a bronze medal at the Oceania competition for pastry chefs in Perth, Western Australia. Kelera competed against experienced chefs from Australia, New Zealand, Guam and Vanuatu.
- ▶ A partnership between the Kiribati Institute of Technology (KIT) and the APTC had brought the first group of i-Kiribati students to Fiji to continue their vocational training in carpentry. Sixteen students from the KIT have successfully completed the KIT Certificate II in Construction program have now completed their vocational education with the APTC. The Australian High Commission held a reception at the Australian High Commissioner's residence in May 2013 for the students. His Excellency, the President Honourable Anote Tong was an invited guest of honour.

2.6.2 Communications

(Scope of Services 5.2, 5.3)

The QP-CS-008 Communications Policy and Protocols is complete and has been distributed to APTC staff via the QMS. Additionally, the development and implementation of the QP-CS-143 Staff Use of Internet and Email policy, the QP-CS-137 Social Media Policy and the QWI-CS-144 Staff Use of Internet and Email Work Instructions were designed to guide staff in the protocols governing the responsible, effective and lawful use of the APTC internet and email system.

2.6.3 Media and PR Activity

(Scope of Services 5.2, 5.3)

The implementation of the APTC Marketing Strategy 2011 - 2013 is in place. The impending appointment of a Marketing and Communications Specialist will increase APTC media presence. A journalist has been engaged in Samoa and Fiji to increase activity in these areas.

APTC is active in AusAID Engage - two recent blogs featured APTC staff and students in the areas of children services and youth work.

Seventy-six media articles, including forty-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	AusAID website
Fiji	26	7	2
Samoa	8	9	1
PNG	5		
Vanuatu	8	2	
Solomon Islands	2	2	
Others	2	2	
TOTAL	51	22	3

Annex 5.0 provides a full listing of all media stories published during January to June 2013.

2.7 BUSINESS DEVELOPMENT

2.7.1 Fee-for-Service Activity

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

There have been a number of proposals submitted in this period.

Table 3 – Fee-for-Service Proposals Semester 1, 2013

APTC Country	Industry	Program	Accepted by Client	Estimated Value
Solomon Is	Mining	TAE40110		\$ 40,213.66
Solomon Is	Mining	Cert III in Engineering		\$ 243,293.00
PNG	Energy	Tuition Fees	Yes	\$ 12,500.00
Samoa	Energy	Consultancy by M Moller x 5 days only	Yes	\$ 7,250.00
Samoa	International Aid	Cyclone Evan Samoa - Carpentry II course	Yes	\$ 150,000.00
Samoa	Tourism	Delivery of training to tourism industry for Cyclone Evan relief.		\$ 410,000.00
Fiji	Hospitality	Food safety audit of CCC facilities		TBA
Fiji	Hospitality	Hospitality training program		TBA
				\$ 863,256.66

2.8 CORPORATE SERVICES

2.8.1 New Financial Management Information System

(Scope of Services 5.20 (f))

The FMIS system has been implemented, and is now fully operational across APTC. Training in the use of the system is complete and ongoing development provided as required to staff. A support plan has been developed and an APTC intranet site has been established to facilitate FMIS support. Reporting to Directors/Managers on their operations has commenced using the FMIS.

An internal control/system assurance function will be established over the next six months to ensure that the financial framework is robust, efficient and operating in accordance to policies and procedures. Assets are also currently undergoing a stocktake before being collated on a single asset register, which will be maintained within the FMIS.

2.8.2 Major Procurements

During this six month period the following procurement has been undertaken:

- ▶ National University of Samoa partnership arrangement finalised 2011 – 2015
- ▶ Vanuatu Institute of Technical partnership arrangement finalised 2011 – 2015
- ▶ POMTECH PNG partnership arrangement finalised 2011 – 2015
- ▶ Eurest PNG for student accommodation 2012 - 2013
- ▶ Tanoa Rakiraki Facilities Agreement 2012 – 2013
- ▶ Tanoa Skylodge - Waqadra, Nadi student accommodation
- ▶ Scholarship student accommodation pre payments for 2012-2013 period in Fiji and Samoa
- ▶ Expatriate medical insurance 2012 – 2013
- ▶ Microsoft Office User licence
- ▶ Don Bosco Solomon Islands - enhancement of training and general facilities

2.9 RISK MANAGEMENT

2.9.1 Business Risk

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

A revised APTC Risk Management Plan was presented in the APTC Annual Report and Plan 2012 – 2013, and was further updated at the LT meetings in March and June 2013. The revised plan more easily identifies risk levels and assigns responsibility for actions emanating from evaluation of the plan.

Risk is identified at a strategic and operational level and managed through the Leadership Team and Governance Group activities. Strategic risks form part of a monthly report to the Managing Contractor Consortium Board, as well as operational risks that may from time to time escalate to a higher level risk status due to high ratings on both consequence and likelihood of risk occurring.

2.9.2 Environmental and Physical Risk

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

A review of APTC safety handbooks occurs twice each year. The Leadership Team underwent Critical Incident Management and Business Continuity training at the LT meeting in June 2013. As a consequence, safety plans will be reviewed and updated as required in July 2013. The Emergency Contact Tree has been abandoned as it proved ineffective during cyclone Evan (as phone networks were unreliable). In its place an SMS process has been implemented and is working effectively. A cyclone warning registration with the Fiji weather warning service (Nadraki) is available for all campus managers.

The requirement to establish a Fiji West OH&S Committee has been fulfilled. Minutes of meetings are available on the common network drive. Revised staff contact lists for all locations are issued to all staff on a monthly basis.

SECTION 3.0 - PERFORMANCE ASSESSMENT FRAMEWORK (PAF) UPDATE

Key Result Area: MARKETING, REPUTATION AND IMAGE

Objective: Design and deliver a targeted, multi-level communication and marketing strategy that maximises exposure by prospective students and industry to APTC programs and builds awareness and reputation across the Pacific region.

PAF OUTPUT 1.1: APTC earns a reputation for offering valued training appropriate to Pacific Islander needs at an affordable price.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
1.1.1 Student satisfaction survey at exit indicates an overall satisfaction rate greater than 80%.	<p>End of Course Learner Surveys (EoCLS) have been conducted by both schools in accordance with survey policy since the beginning of Stage II.</p> <p>Results from the EoCLS conducted since January 2013 have been summarised and show a satisfaction rate with course content and delivery of 90% and 81% satisfaction with the quality of student support services.</p> <p>Students surveyed in January – June 2013 completed training in Carpentry, Automotive Mechanical, Painting and Decorating, and Plumbing. Completion of the EoCL Surveys represents a 100% survey completion rate for these cohorts.</p> <p>A revised EOC survey action plan template implemented in January 2013. Feedback regarding the new document was positive as it was easier to use and complete and focusses on areas of improvement rather than a long narrative on overall survey results</p>
1.1.2 Business Satisfaction Survey indicates satisfaction with APTC training greater than 80%.	<p>The 2012 Employer Survey indicated that 80% of employers were satisfied with APTC training. The Employer survey process was reviewed in January 2013, with changes in the instrument design expected to improve response rates. The 2013 Employer Survey is currently being administered and the final report will be due by the end of July 2013.</p>
1.1.3 Number and distribution of positive articles in the PIF/regional media and publications, promotional material and website usage.	<p>See Marketing and Media Report Annex 5.0</p> <p>An APTC Newsletter is under development, and due for publication in July 2013.</p> <p>An APTC Generic Brochure/Hand out has been produced and will add to promotional activities.</p>
1.1.4 Communications registry indicates positive feedback, formal complaints and actions taken.	<p>The main avenue for student feedback is via the EoCL Survey – see results in Section 2.3.8.</p> <p>Any issues raised in EOCL Surveys are summarised in the Continuous Improvement register, with responsibilities assigned to specific owners. Resulting actions are closed out, with summaries of issues reported at LT meetings.</p>

1.1.5 APTC marketing materials widely used and in user friendly formats.	Marketing plans for each campus country are pending finalisation. Course brochures have been reviewed in compliance with ASQA requirements, and updated as part of the continuous improvement process. A Marketing & Communications Specialist has been appointed and mobilised 25 June for a 3 month input.
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PAF OUTPUT 1.2: APTC recognised by PIF citizens and organisations as a value-adding vocational educational option.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
1.2.1 Demand exceeds scheduled program for annual delivery targets.	Application numbers currently indicate demand continues to exceed places available. 16,588 applications have been received since the beginning of APTC Stage I, with 3,981 applications received since the commencement of Stage II. 1,907 students have been enrolled in Stage II. These numbers are well in excess of the training profile targets.
1.2.2 APTC featured in industry, government and regional plans for TVET.	<p>APTC PNG continues to meet regularly with the Office of Higher Education, National Training Council National Apprenticeship Trade Testing Board, TVET and Chamber of Commerce and Industry with a focus on highlighting the importance of training for youth and workers, and the need for effective Training Authority systems to promote required industry standards and RTO performance.</p> <p>AusAID in partnership with APTC has submitted a proposal for training delivery for residents of the Sugar Belt in Fiji, via the European Union. APTC has submitted a proposal for funding for delivery in conjunction with the Fiji Fashion Industry.</p> <p>APTC was granted registration with the Fiji Higher Education Commission in February 2013, which is formal recognition of the quality of APTC programs. APTC students have also featured in industry events, such as catering for the function to celebrate the arrival of the Fiji Airways newest plane in the fleet.</p>

PAF OUTPUT 1.3: APTC uses gender sensitive marketing and targeted student recruitment strategies.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
1.3.1 Number of positive gender achievement stories appearing in PIF media and publications.	See Marketing and Media Report Annex 5.0

PAF OUTPUT 1.4: APTC uses targeted strategies to promote awareness of the APTC in NCCs and isolated and remote locations.

PAF INDICATOR	6-MONTHLY REPORT UPDATE																																								
1.4.1 Number of positive APTC promotion and achievement stories appearing in SIS media and publications.	<p data-bbox="842 379 1473 408">See also Marketing and Media Report Annex 5.0</p> <table border="1" data-bbox="855 443 1697 890"> <thead> <tr> <th colspan="4" data-bbox="855 443 1697 507">Media Articles by Country: Total 158</th> </tr> <tr> <th data-bbox="855 507 1131 547">Country</th> <th data-bbox="1131 507 1299 547">Web</th> <th data-bbox="1299 507 1433 547">Print</th> <th data-bbox="1433 507 1697 547">AusAID website</th> </tr> </thead> <tbody> <tr> <td data-bbox="855 547 1131 587">Fiji</td> <td data-bbox="1131 547 1299 587">26</td> <td data-bbox="1299 547 1433 587">7</td> <td data-bbox="1433 547 1697 587">2</td> </tr> <tr> <td data-bbox="855 587 1131 627">Samoa</td> <td data-bbox="1131 587 1299 627">8</td> <td data-bbox="1299 587 1433 627">9</td> <td data-bbox="1433 587 1697 627">1</td> </tr> <tr> <td data-bbox="855 627 1131 667">PNG</td> <td data-bbox="1131 627 1299 667">5</td> <td data-bbox="1299 627 1433 667"></td> <td data-bbox="1433 627 1697 667"></td> </tr> <tr> <td data-bbox="855 667 1131 707">Vanuatu</td> <td data-bbox="1131 667 1299 707">8</td> <td data-bbox="1299 667 1433 707">2</td> <td data-bbox="1433 667 1697 707"></td> </tr> <tr> <td data-bbox="855 707 1131 746">Solomon Islands</td> <td data-bbox="1131 707 1299 746">2</td> <td data-bbox="1299 707 1433 746">2</td> <td data-bbox="1433 707 1697 746"></td> </tr> <tr> <td data-bbox="855 746 1131 786">Tuvalu</td> <td data-bbox="1131 746 1299 786">1</td> <td data-bbox="1299 746 1433 786"></td> <td data-bbox="1433 746 1697 786"></td> </tr> <tr> <td data-bbox="855 786 1131 826">Marshall Islands</td> <td data-bbox="1131 786 1299 826">1</td> <td data-bbox="1299 786 1433 826">2</td> <td data-bbox="1433 786 1697 826"></td> </tr> <tr> <td data-bbox="855 826 1131 890">TOTAL</td> <td data-bbox="1131 826 1299 890">51</td> <td data-bbox="1299 826 1433 890">22</td> <td data-bbox="1433 826 1697 890">3</td> </tr> </tbody> </table> <p data-bbox="842 922 2045 1054">The implementation of the APTC Marketing Strategy 2011 - 2013 is in place. A journalist has been engaged in Samoa and Fiji, and an Australian based writer is also on contract. APTC is active with AusAID Engage – two recent blogs included were around APTC staff and students in the areas of children services and youth work.</p>	Media Articles by Country: Total 158				Country	Web	Print	AusAID website	Fiji	26	7	2	Samoa	8	9	1	PNG	5			Vanuatu	8	2		Solomon Islands	2	2		Tuvalu	1			Marshall Islands	1	2		TOTAL	51	22	3
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Key Result Area: PARTNERSHIPS

Objective: Collaborate with Australian and Pacific Island industry associations, firms, private training providers, government training institutions, and Pacific Governments to deliver sustainable, value added Australian Quality Standard vocational and technical education in prioritised staff deficient areas in the South Pacific region.

PAF OUTPUT 2.1: Agreements with partner training institutions in PIF countries in place and managed.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
2.1.1 Formal agreements include procedures for monitoring and problem-resolution.	Partnership agreement reviews are scheduled regularly, and managed through Directors of Schools, Country Managers and the Leadership Team.
2.1.2 Regular partner consultations to minimise formal dispute notices.	Relationships exist with Partners and the CEO, Directors of School and Country Managers that allow problems to be resolved as they arise.
2.1.3 Annual review of agreements to review partnership progress and consider the need for any variation.	The annual cycle of review for existing partnership agreements enables both parties to monitor, evaluate and strengthen collaboration See Annex 2.0 for status of partnership agreements.

PAF OUTPUT 2.2: Agreement/support by employers sending employees to schools.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
2.2.1 Formal instruments of agreement where applicable.	There is no new information to report in this period. Current Agreement instruments are being used.
2.2.2 Employer endorsement of application for admission for students currently enrolled.	The simplified admissions process implemented with the new Educational Management Information System incorporates a more manageable employer endorsement component. The "Employer Support Section" is clearly identified on page three of new Admission Form. Where Ministries or large employers have a number of employees recommended, liaison occurs with the employer to ensure scheduled training absences meet with business needs of the employer.

PAF OUTPUT 2.3: APTC has access to information and advice on industry trends in the Pacific region.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
2.3.1 Summary labour market information is sourced, analysed and utilised in APTC forward planning.	The most recent Labour Market Research and Analysis was undertaken at the PNG Advisory Group meeting in May, where country representatives provided a detailed analysis of country and industry sector labour requirements and impacting issues. This on-the-ground information continues to shape the delivery plans of the schools across the PIF countries.
2.3.2 Industry and partner government consultation informs planning and course delivery.	Validation forums are held regularly with trainers and industry, the most recent being conducted by SHCS in January 2013, where all trainers, tutors, academic managers and industry representatives from all training delivery sectors and localities met in Fiji over a period of one week to review delivery requirements and context. Feedback from host employers and trainers' release to industry arrangements continues to inform and shape training delivery planning.

PAF OUTPUT 2.4: APTC has support of Pacific Governments.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
2.4.1 Formal instruments of agreement signed and extended where applicable.	The signing of a Memorandum of Agreement for a joint delivery partnership between the APTC and Don Bosco Technical Institute, Henderson, in the Solomon Islands was formalised on 2 May 2013. The partnership will further build the capacity of the staff of Don Bosco, and will offer a pathway for graduates from select programs into study with APTC. Training partner agreements have now been signed to June 2015 for the National University of Samoa and the Vanuatu Institute of Technology.

PAF OUTPUT 2.5: APTC provides support to national TVET institutions

PAF INDICATOR	6-MONTHLY REPORT UPDATE
2.5.1 Records of support to national TVET institutions.	<p>A Draft Memorandum of Agreement with Vivekananda Technical College (VTC) in Fiji has been distributed to VTC representatives for discussion and endorsement. The MoA includes specific inputs on professional development for VTC teachers.</p> <p>It is expected that the following training will occur in the next 6 months:</p> <ul style="list-style-type: none"> ▶ Fifty POMTECH (PNG) staff to commence the Certificate IV in TAE ▶ Kiribati Institute of Technology (KIT) to commence the Certificate IV in TAE through a blended learning approach ▶ Delivery to NUS staff of the Certificate IV in TAE (proposed for July 2013) ▶ VIT capability development <p>The implementation of facilities and resources upgrade in the Solomon Islands campus is continuing, with delivery of the Certificate II in Automotive and the Certificate II in Construction to be fully implemented July 2013.</p> <p>The fabrication workshops in POMTECH PNG have had significant work completed and the upgrade is continuing. The POMTECH electrical classroom has also been upgraded for use by APTC. A generator-set has been repaired to allow the workshops to operate during regular mains power failures.</p> <p>In Samoa, there has been a facilities upgrade to the Visions Kitchen. Additionally, the NUS accommodation upgrade is almost complete.</p> <p>The Country Manager for Samoa continues to meet with government representatives:</p> <ul style="list-style-type: none"> ▶ MESCS Samoa re tuition fee program for all-inclusive education teachers ▶ Current consultations with the Ministry of Health regarding pathways to Certificate III in Allied Health Assistants <p>APTC is a preferred provider for Samoa Tourism Authority training under NZAid funding.</p>

Key Result Area: QUALITY LEARNING

Objective: Produce “work-ready” graduates for national, regional and international labour market through delivery of locally responsive, demand-driven technical and vocational education and training (TVET) to Australian standards.

PAF OUTPUT 3.1: Provision of quality training and assessment across all APTC operations in compliance with AQTF 2010 Standards.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
3.1.1 Collection and analysis of data for continuous improvement of training and assessment.	<p>Students provide feedback via the End of Course Learner Survey which is collated, analysed, and used for continuous improvements. A revised EoCL survey action plan template was implemented in January 2013. Feedback from teachers and tutors was that the new document was easier to use and complete, and focusses on areas of improvement rather than a narrative on overall survey results.</p> <p>EoCL surveys have been completed for six programs this semester and fourteen more will be available by 1 July 2013.</p> <p>Summary reports of surveys are reviewed by Directors of Schools, Country Managers and Academic Managers for investigation and/or resolution, with a summary of feedback presented each semester at the appropriate Leadership Team meeting.</p> <p>Audits were held by a BHI internal auditor in Samoa in Children’s Services; Disability; Hospitality and Tourism courses in May 2013. Action plan for any non-compliance to be finalised once audit report is received.</p>
3.1.2 Training and assessment strategies meet training package requirements within a Pacific context. Work placements provided to local and overseas students as per training package requirements.	<p>Industry placements are provided in every training program to ensure students experience a real work place and practice work specific skills and knowledge.</p> <p>Academic Managers ensure that training and assessment documentation meets VET Quality Framework (formerly AQTF) requirements across all contracted courses in accordance with standards. Training and Assessment (TAS) documents for semester one, 2013 have been reviewed for semester two delivery. TAS documentation for new SHCS health courses is currently being completed.</p> <p>Namaka hospitality students completed a four-week placement at Starwood Fiji resorts at Denarau Island. Commercial cookery and patisserie students also complete weekly work placement at Sheraton/Westin Hotel. All placement activity is recorded in a work placement log book and includes the acknowledgement of industry supervisors.</p> <p>Industry Placement booklets for children’s services and disability courses in Samoa have been updated through the Academic Managers, and are common across each SCHS course in APTC.</p>

<p>3.1.3 Staff, facilities, equipment and materials meets training package requirements.</p>	<p>Trainers review course delivery and facilities at the end of each program to ensure training package requirements are met.</p> <p>The APTC-QMS provides a checklist for equipment and facilities that will be available for trainers to utilise during course review.</p> <p>Futura resources are being used for training and assessment in all hospitality courses. The SHCS Academic Manager is working with teachers on customising Futura resources to suit APTC delivery requirements. An improvements register has been established to capture teacher/tutor feedback on requirements for the next iteration of delivery with Futura resources.</p> <p>Additional resources have been purchased for the Namaka library and a donation of food and food related texts was received from the Parkinson Family in Suva.</p>
<p>3.1.4 Trainers and assessors meet qualification and experience requirements of National Quality Council and AQTF.</p>	<p>Qualified and experienced trainers are engaged by RTOs according to the Standards for NVR Registered Training Organisations requirements.</p> <p>Academic Managers have participated in selection panels in semester one, 2013. Academic Managers have also developed a list of questions that have been standardised for all interviews.</p> <p>Shortlisted applicants for SHCS positions are required to complete a vocational competence map as part of the recruitment process. SHCS has created an academic quality file for all teachers and tutors. Documentation in the file includes copies of certified qualifications, vocational competence maps, staff development records and supporting information such as updated resumes.</p> <p>Industry engagement records are stored centrally with Academic Managers and maintained by teachers in campus locations</p> <p>The Trainer Profile Register is stored with the employing institute.</p>

PAF OUTPUT 3.2: APTC adheres to the principles of access and equity and maximises outcomes for students and industry clients in compliance with AQTF 2010 Standards and AusAID guidelines.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
3.2.1 All APTC information reflects the principles of access and equity.	<p>The APTC Access and Equity Policy continues to guide student admissions and participation in training.</p> <p>The new APTC application form which includes Admission and Scholarship information is easy to use and efficient for applicants.</p> <p>The new role of Alumni and Student Recruitment Coordinator will support improved recruitment processes for Small Island States and remote/regional locations. Skills Assessment Tests are currently being re-written to include LLN and skills/knowledge components that are more user-friendly and efficient to administer.</p>
3.2.2 Benchmark APTC student outcome against AQTF and NCVER data	<p>There is no new information to report in this period.</p> <p>The student outcome data comparison will be conducted after the administration of the Graduate Tracer Survey that is scheduled to be completed in semester two 2013.</p>
3.2.3 Students and employers report positive change in skills and work practices.	<p>EoCL survey conducted in this period shows that 89% of students reported that the course was helpful to their employment.</p> <p>The 2013 employer survey is currently being administered, with a report due to be finalised in semester two, 2013.</p> <p>The 2012 employer survey indicated that 89% of employers reported improved work standards and increased productivity. Analysis of feedback from student End of Course surveys evidences that students believe that APTC training has considerably improved their confidence and ability in their workplace.</p>
3.2.4 Programs initiated for prospective students unable to meet the literacy and numeracy requirements of AQTF Level III programs.	<p>A Literacy and Numeracy Coordinator based at the CSS in Namaka, Fiji commenced employment in January 2013. Work undertaken has included the revision of the LLN and Skills entry assessments, in line with the Australian Core Skills Framework. The coordinator has also guiding APTC tutoring staff in the development of LLN tools for use in the classroom.</p> <p>A range of strategies are in place, two examples are:</p> <p>An LLN tutor in Namaka provides a range of LLN support activities for students, such as drop in sessions outside of class times, one-on-one support classes, group LLN sessions and sessions for specific disciplines. He is working with the other LLN tutors to develop resources that are used across programs. The tutor conducts a learning styles inventory with each new group and presents the findings of the survey to teacher and tutors.</p>

PAF INDICATOR	6-MONTHLY REPORT UPDATE
	All students undertake a screening test on arrival. If they are assessed as requiring support, they are referred to the LLN tutor. Students can also choose to self-refer (with trainer support) or a trainer can refer the student directly.
3.2.5 All enrolled students are provided with access to literacy, numeracy and other learning support.	There are currently three full time and one part time LLN tutors based in Fiji and in PNG. Recruitment for an LLN tutor is currently in progress in Samoa. Staffing levels of one LLN tutor per campus country is in place. Additional recruitment is planned for July 2013.

PAF OUTPUT 3.3: Effective, high quality male and female instructional and support staff with good understanding of the Pacific context engaged and retained.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
3.3.1 a Student outcome data shows an 80% or higher satisfaction with staff levels. 3.3.1.b Proportion of instructional staff that are female. 3.3.1.c Proportion of support staff that are female.	The EoCL survey conducted in this period shows that 96% of students reported that their teachers/trainers were available to provide assistance when needed. Results from the End of Course Learner Surveys conducted in 2013 show an overall satisfaction rate of 81.40% with the quality of student support services. Currently 43% of instructional staff is female and 82% of support staff is female.
3.3.2 Staff orientation and in-service includes cultural issues, gender dynamics, violence, substance abuse, working with disabilities, HIV/AIDS and child protection.	Staff induction and orientation for expatriate trainers has been expanded to incorporate a minimum of three days for professional development at Australian institutes to ensure a full understanding of compliance requirements. In-country inductions have been established for all staff. Expatriate staff induction includes cultural awareness and basic language training. Cultural awareness and basic language training has been conducted in all campus countries except the Solomon Islands, which is planned for July 2013. When recruiting, APTC advertises with the following statement " <i>APTC is committed to diversity and inclusion and encourages qualified female and male candidates from Pacific Island Forum Nations, all religious and ethnic backgrounds, including persons living with disabilities, to apply.</i> "
3.3.3 Disaggregated data is analysed and reported to comply with APTC targets for gender and nationality.	Quarterly, six months and annual report data are disaggregated for student enrolment, graduate and scholarship outcomes and for reporting and business planning purposes. Data in relation to gender and nationality is analysed in the body of this report and is presented in Annex 1.0.
3.3.4 Level of interruptions to training programs is managed and minimised.	Directors of Schools manage the provision of training programs through course planning and timetabling processes well in advance of course delivery. Emergent delivery interruptions

PAF INDICATOR	6-MONTHLY REPORT UPDATE
	are minimized and in consideration of student welfare and learning needs, managed by Directors of Schools in conjunction with Country Managers.

PAF OUTPUT 3.4: Appropriate housing and learning facilities provided to all students.

PAF INDICATOR	6-MONTHLY REPORT UPDATE																				
3.4.1 Facility development according to capital works and programmed maintenance plans.	<table border="1"> <thead> <tr> <th data-bbox="842 461 1594 497">Project Element (PNG)</th> <th data-bbox="1603 461 1818 497">Planning Board</th> <th data-bbox="1827 461 2047 497">Building Board</th> </tr> </thead> <tbody> <tr> <td data-bbox="842 504 1594 541">Relocation of staff dongers to POMTECH</td> <td data-bbox="1603 504 1818 541">Approved</td> <td data-bbox="1827 504 2047 541">Submitted</td> </tr> <tr> <td data-bbox="842 547 1594 584">Construction of staff accommodation units</td> <td data-bbox="1603 547 1818 584">Approved</td> <td data-bbox="1827 547 2047 584">Submitted</td> </tr> <tr> <td data-bbox="842 590 1594 627">Extension of Workshop</td> <td data-bbox="1603 590 1818 627">Approved</td> <td data-bbox="1827 590 2047 627">Approved.</td> </tr> <tr> <td data-bbox="842 633 1594 670">Construction of Hospitality Accommodation & Classrooms</td> <td data-bbox="1603 633 1818 670">Approved</td> <td data-bbox="1827 633 2047 670">Submitted</td> </tr> <tr> <td data-bbox="842 676 1594 713">Construction of mezzanine classrooms in workshop</td> <td data-bbox="1603 676 1818 713">Approved</td> <td data-bbox="1827 676 2047 713">Submitted</td> </tr> </tbody> </table> <p data-bbox="842 719 2047 810">Work is continuing through partnership funding to repair and upgrade the existing shared facilities at POMTECH. An asset management policy has been completed. Procedures on the maintenance and disposal of assets will be completed in semester two 2013.</p>			Project Element (PNG)	Planning Board	Building Board	Relocation of staff dongers to POMTECH	Approved	Submitted	Construction of staff accommodation units	Approved	Submitted	Extension of Workshop	Approved	Approved.	Construction of Hospitality Accommodation & Classrooms	Approved	Submitted	Construction of mezzanine classrooms in workshop	Approved	Submitted
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Construction of Hospitality Accommodation & Classrooms	Approved	Submitted																			
Construction of mezzanine classrooms in workshop	Approved	Submitted																			
3.4.2 Adequate, accessible and secure accommodation for women housing arranged for overseas scholarship students.	<p data-bbox="842 828 2047 1027">Accessible and secure accommodation for all female overseas scholarship students is planned prior to the arrival of students in country. Emergent security issues are managed by Directors of Schools and/or Country Managers, in consultation with the Manager of Student Services. The Leadership Team meeting held in June discussed the minimum requirements for accommodation. Security sensor lighting has been installed to all female units in Samoa so that any movement will be highlighted to the students and security staff.</p> <p data-bbox="842 1034 2047 1098">APTC is also in the process of tendering for the provision of accommodation services in Suva to ensure acceptable standards are met.</p>																				
3.4.3 System in place for addressing student complaints.	<p data-bbox="842 1115 2047 1251">The Student Grievance and Appeals Policy will be reviewed in semester two, 2013. It remains current and is supported by the Student Conduct Management Policy, Work Instructions and templates which were approved in late 2012. These documents define clear actions and responsible officers, thereby reducing student grievances.</p> <p data-bbox="842 1257 2047 1449">Changes implemented in Samoa following student comments in EoCL surveys and in Student Representatives meetings include improvements at student accommodation, revised security arrangements, accommodation upgrades including security lighting; water tanks supplied and fitted to all units, accommodation units upgraded, wheelchair access established, timetabling improvements implemented and an on-site lunch food caterer organised.</p>																				

Key Result Area: STUDENT AND SCHOLARSHIP MANAGEMENT

Objective: Provide support to all students and administer scholarship procedures that maximise opportunity from all Pacific Forum countries to access and successfully complete APTC programs with a particular focus on redressing gender, isolation and income distribution and ensuring that student health and welfare concerns are proactively and professionally addressed.

PAF OUTPUT 4.1: Equitable access for under-represented groups including women, citizens of NCCs, rural and remote locations and students with disabilities.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
4.1.1 Update to APTC Scholarships Policy and Procedures Manual by end of June 2011, and review/revise on annual basis including targets for distribution of scholarship awards with consideration of gender, NCC access and urban/rural distribution.	The final draft of the Student Recruitment Policy was endorsed at the Leadership Team meeting in May. An Alumni and Student Recruitment Coordinator is due to be appointed in July 2013 as part of the staffing structure for APTC. Reporting to the Manager, Student Services, this position will be responsible for Alumni coordination and student recruitment activities aligned to the Training Profile planning. The Scholarships Policy is currently under review and planned to be in place in July 2013. New Work Instructions for scholarship operations are being developed by the EMIS coordinator to support this policy.
4.1.2 Scholarships scheme benefiting students who would otherwise not have attended.	Comments in the EoCL survey and unsolicited letters provide testimony of the difference APTC training is having in our students' lives; some who would otherwise not have had this opportunity except for the scholarship program. The Manager, Student Services (together with CMs and DoS) undertook a comprehensive review of scholarship living and establishment allowances, identifying levels of support and distances from campuses. This was AusAID approved in December 2012 for implementation from 1 January 2013. In support of the allowance review, a Scholarship Policy and Procedures Manual review was undertaken in the first quarter of 2013. The Manager, Student Services is currently developing a new draft policy. However, the principles of the existing Scholarship Policy and Procedures Manual remain, with the new allowances replacing the previous ones.

4.1.3 Increase in number of women applying, graduating and receiving scholarships.

Trend data for female application, participation and graduation indicates a slight rise in applications for non-traditional trades for STT in this period compared to semester two, 2012. Course applications and graduate numbers mirror the percentages recorded in the same period last year.

% Female participation (both schools)	Apr-09	Mar-11	Oct-11	Apr-12	Sep-12	Jun-13
Course applications	30%	40%	39%	40%	40%	40%
Graduates	49%	39%	39%	41%	40%	41%
Scholarships awarded or offered	35%	43%	41%	43%	47%	40%

School of Hospitality and Community Services

% Female participation	Apr-09	Mar-11	Oct-11	Apr-12	Sep-12	Jun-13
Course applications	28%	36%	35%	35%	35%	34%
Graduates	49%	35%	35%	36%	37%	37%
Scholarships awarded or offered	32%	39%	37%	37%	39%	35%

School of Trades and Technology

% Female participation	Apr-09	Mar-11	Oct-11	Apr-12	Sep-12	Jun-13
Course applications	37%	4%	4%	4%	4%	6%
Graduates	0.32%	3%	4%	4%	4%	4%
Scholarships awarded or offered	2%	2%	3%	4%	3%	4%

4.1.4 Number of students with a disability enrolled at APTC.

Cumulative enrolments for students with a disability are contained in the table below.

Name of Courses and Country of delivery	2008		2009		2010		2011		2012		Grand Total
	F	M	F	M	F	M	F	M	F	M	
Certificate III in Wall and Floor Tiling											
Fiji								1			1
Certificate III Engineering- Mechanical Trade											
Fiji								1			1
Certificate III Engineering-Fabrication Trade											
PNG				1							1
Certificate III Painting/Decorating											
Fiji								2			2
Certificate III in Carpentry											
PNG		1									1
Certificate III Children Services											
Kiribati						1					1
PNG									1		1
Vanuatu									1		1
Certificate III in Disability											
PNG									1		1
Samoa									1	3	4
Tuvalu										1	1
Certificate III in Hospitality											
Fiji						1			1		2
Vanuatu							2				2
Certificate III in Hospitality (Commercial Cookery)											
Fiji				1							1
PNG				1		1					2

Legend for table: F = Female M = Male

Name of Courses and Country of delivery	2008		2009		2010		2011		2012		Grand Total
	F	M	F	M	F	M	F	M	F	M	
Certificate III in Plumbing											
Samoa								1			1
Certificate III in Tourism											
Vanuatu							1		1		2
Certificate IV in Training and Assessment											
Vanuatu	1										1
Certificate III in Wall and Floor Tiling											
Fiji					2						2
Diploma of Community Services Work											
Kiribati								1			1
Samoa					1						1
Grand Total	1	1		3	3	3	3	6	6	4	30

PAF OUTPUT 4.2: Admissions appeals and grievances processes comply with AQTF 2010 standards.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
4.2.1 Admissions, appeals and grievance process are documented and readily available.	<p>The Student Grievance Policy and procedures guide the student complaint processes. The 2013 Student Handbook is accessible on the APTC website, and contains relevant details about the policy. A complete review of scholarship living and establishment allowances, identifying level of support and distances from campuses, was undertaken and approved in December 2012. The implementation of the policy in 2013 has seen fewer complaints about allowances.</p> <p>The Scholarship Policy and Procedures Manual is being rewritten by the Manager Scholarships and Student Services into a Scholarship Policy with EMIS supporting Work Instructions to be developed.</p>

PAF OUTPUT 4.3: Students able to make the most of their study opportunity.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
4.3.1 a Students receive access to support services to meet their individual needs and achieve training outcomes as required by AQTF 2010 Standards and APTC Welfare policies.	Pastoral care continues in all campuses with student support offered by a range of staff members: including trainers, tutors, campus managers and support staff. Formal student activity programs including social, sporting and cultural pursuits such as tourism tours of Samoa's main island; sports days; Pacific island national day cultural events; end of semester functions and barbeques.
4.3.1 b Percentage of scholarship extensions.	The 2013 Student Handbook has been completed and is utilised in all locations, and is also available on the APTC website.
4.3.1 c Percentage of scholarship terminations.	The Scholarship Offer letters, Pre-Departure Briefings, Student Handbook, Code of Conduct and Student Diary are current and are designed to support students in transitioning to their study location and to make the most of their training. These documents will be updated for use in semester one, 2014 by November 2013.
4.3.1 d Satisfaction of scholarship awardees with scholarship management (including allowance payments and travel arrangements).	<p>The Graduation Policy and Work Instructions are scheduled for review in July 2013 by the Student Services Graduation officer.</p> <p>The Pastoral Care Plan will be reviewed in semester two 2, 2013. APTC contact names are regularly updated in Scholarship Offer Letters and Pre-Departure guides to reflect APTC staff changes, so students know who to contact, and where. The Student Services team is available by mobile at all times.</p> <p>A draft MOU with the USP Marshall Islands has been developed to facilitate applications, testing and mobilisation processes. This detail will be included in the Scholarship Offer letters, Pre-Departure Briefings and Diary when finalised.</p> <p>Formal data is not collected regarding study extensions. However, every effort is made to support students to complete their studies and if additional time is required this is negotiated at a School level.</p> <p>The total cumulative number of scholarship students who commenced study (mobilised), but did not complete due to withdrawal, expulsion or death is 238 (85 females, 153 males). The total termination as a percentage of scholarships is 5.51% across both stages, with 7.27% in Stage 1, and 2.59% in Stage 2.</p> <p>EoCL Surveys since January 2013 show a 79% satisfaction rate with administration of allowance payments, and 83% with accommodation arrangements.</p>

PAF OUTPUT 4.4: Students receive support in APTC to work enhancement.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
4.4.1 Programs embed and/or include work placement components.	Industry placements are included in training programs. The administration of placements is managed by campus support staff. In addition the APTC to Work program continues to provide strong support for industry placement skills development in the areas of business planning, applying for employment, job applications and computing skills. APTC to Work tutors are in place now in each campus country except for Solomon Islands.

PAF OUTPUT 4.5: Students comply with Code of Conduct and Student Rule.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
4.5.1 Implement and review APTC Code of Conduct and Student Rules.	The QP-SS-020 Student Conduct Management Policy is complete and is available on the APTC SharePoint and QMS sites. The Student Code of Conduct, Pre-Departure Briefing Booklet 2014, and the 2014 Student Handbook will be updated and distributed by November 2013. The induction program for students addresses specific code of conduct matters; whilst students living on campus are supported by the student services officer and campus wardens.
4.5.2 Students sign to confirm that he/she will comply with Code of Conduct and Student Rules.	The Student Handbook includes the following statement which must be signed and returned to APTC: "I..... have read the information in this APTC Student Handbook, including the Student Code of Conduct and agree to abide by APTC policies, procedures and rules and the Student Code of Conduct. I understand that failure to do so will result in disciplinary action."
4.5.3 Non-compliance with Code of Conduct is recorded by the School and addressed with the student.	Training on Student Services policies and processes was conducted at SHCS Moderation Workshop in January 2013. This was also conducted at the Senior Trainer Workshop in May 2013 and is planned for the semester two STT trainer moderation workshop. All student incidents resulting in international suspension or scholarship termination are filed in confidential Student Services Incidents files.

Key Result Area: MANAGEMENT AND GOVERNANCE

Objective: Utilise exemplary human and financial resource management practices to ensure project goals are achieved on time and within budget and institutionalise good governance processes at all levels of the project compliant with APTC operating principles and AusAID guidelines for performance reporting.

PAF OUTPUT 5.1: College-wide governance and coordination arrangements are agreed, documented, reviewed and adjusted.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
5.1.1 APTC governance and management operating guidelines implemented to guide all college activities through a continuous improvement process.	<p>In this six month period the Governance Model has been the key activity to ensure adherence to continuous improvement and best practice. The Leadership Team (LT) meets monthly. Out-of-session activity occurs between these meeting times as the need arises. The Terms of References for the Governance Groups will be reviewed and any improvements will be endorsed by the LT meeting in July 2013.</p> <p>A Standing LT Meeting Agenda, Minutes and Actions have been implemented, together with a standardised reporting template for Country Managers' Reports. All these items are stored centrally.</p> <p>The APTC Work Plan continues to be the vehicle to strengthen the continuous improvement approach and best practice management of operational and strategic activities.</p> <p>The APTC-QMS incorporates a continuous improvement register, monitoring schedules, self-assessment instruments and standing items on management of meetings. These processes support the continuous improvement across all aspects of the College.</p>
5.1.2 Responsibilities of the CSS including Country Managers, Country Reps and work teams clearly defined, documented and functional across all the following areas: planning; financial management; governance; logistical support; scholarships management; fees; strategic/brand marketing; monitoring, evaluation and risk management.	<p>Recruitment for the Manager of Student Service was finalised by the end of June. The Non Campus Country Representatives positions have also been finalised.</p> <p>All members of the Leadership Team have Performance Plans in place. Position descriptions have been developed for all roles, and the deliverables of all functions within APTC are defined within these position descriptions. The development of policies, work instructions and forms continues to support the management of APTC processes. The risk management plan is regularly updated and reported at LT meetings.</p>
5.1.3 Responsibilities of the Schools, including country and campus offices, local training providers and organisational partners and work teams are clearly defined, documented	<p>Directors of Schools have a portfolio of responsibility across many functional areas that require ongoing communication with internal and external parties, operational planning, key decision-making, monitoring and reporting on outcomes.</p> <p>The Financial Management Information System (NAV) has enabled the distribution of</p>

PAF INDICATOR	6-MONTHLY REPORT UPDATE
and functional across these areas: <ul style="list-style-type: none">• Planning• Financial management• TAA• Student and scholarship management• Recruitment marketing• Monitoring and evaluation and risk management.	2013/2014 financial year working budgets, with attendant responsibilities, to Directors, Directors of Schools and portfolio managers.
5.1.4 Over-all governance and leadership accountability to the APTC program.	APTC utilises the AusAID contract and Scope of Services to develop planning and strategies to meet agreed outcomes. Ultimate responsibility for the oversight and performance of APTC is the responsibility of the Managing Contractor Consortium Board (MCCB). The MCCB has developed strategic priorities for the 2013-2014 financial year, with four key result areas focusing on Campus countries, Commercialisation, Small Island States and Whole of College initiatives. Leadership Team meetings provide the platform by which the strategic goals of APTC are enacted.
5.1.5 CSS provides logistical support and secretariat services to the Advisory Group.	There is ongoing commitment for APTC secretariat support to ensure strong AG attendance, agenda compilation, distribution of supporting documentation and accurate minutes. The most recent meeting of the Stage II Advisory Group was held in May 2013 in Port Moresby, providing the opportunity for members to present labour market information from their own countries. The information gleaned from this meeting will be used to shape APTC training delivery in the future.

PAF OUTPUT 5.2: APTC policies and procedures comply with: AusAID requirements, AQTF 2010 Standards, Australian and relevant PIF legislation, regulations and statutory obligations; and good practice principles.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
<p>5.2.1 APTC policies and procedures are developed, implemented and addressed. These include but are not limited to:</p> <ul style="list-style-type: none"> • HIV/AIDS • Gender access and equity • Disabilities • Fraud • Privacy • Environmental management • Child protection • Scholarships • Student and teacher codes of conduct • Internet and email policy • Partner affiliation policy. 	<p>Annual Policy Review Cycle</p> <p>In this period the following quality system documents have been developed:</p> <ul style="list-style-type: none"> ▶ <i>Board Meeting Paper Template</i> ▶ <i>EoC Feedback Report Issues Response Form</i> ▶ <i>Declaration of Status</i> ▶ <i>PNG On-Campus Accommodation Agreement</i> ▶ <i>Leadership Team Meeting Papers Template</i> ▶ <i>Media Approval WI</i> ▶ <i>APTC Commercialisation Strategy</i> ▶ <i>National Staff TOIL & Overtime Claim Form</i> ▶ <i>Tutor Classification Assessment Work Instruction</i> ▶ <i>Tutor Classification Assessment Pre-Assessment Form</i> ▶ <i>Tutor Classification Assessment and Capability Development Plan</i> ▶ <i>VET Capability Assessment</i> ▶ <i>Papua New Guinea FIFO Conditions</i> ▶ <i>Social Media Administration</i> ▶ <i>Equal Opportunity and Cultural Diversity</i> ▶ <i>Mobile Phone Policy</i> ▶ <i>Gift Exchange Work Instruction</i> ▶ <i>Gift Register</i> ▶ <i>Social Media Policy</i> ▶ <i>Overseas Health Assessment - Repatriation</i> ▶ <i>Staff Use of Internet and Email Policy</i> ▶ <i>Staff Use of Internet and Email Work Instruction</i> ▶ <i>TOIL Record</i> ▶ <i>TOIL Request and Approval Form</i> <p>The quality system documents below have been reviewed as part of the annual review cycle:</p> <ul style="list-style-type: none"> ▶ <i>PD Template - Administration National</i> ▶ <i>Standard PD – ELLN Tutor</i> ▶ <i>Standard PD – Tutor</i> ▶ <i>Standard PD – APTC to Work Tutor</i> ▶ <i>Staff Code of Conduct</i> ▶ <i>Selection Panel Chair Checklist</i> ▶ <i>APTC Student Orientation & Feedback form</i> ▶ <i>Work Instruction Template</i> ▶ <i>Tuition Fees Policy</i> ▶ <i>Meeting Agenda Template</i> ▶ <i>End of Course Learner Survey Administration</i> ▶ <i>Staff Fortnightly Attendance Record</i> ▶ <i>Staff Pre-Departure and Orientation Policy</i> ▶ <i>Staff Annual Performance Plan Template</i>

PAF INDICATOR	6-MONTHLY REPORT UPDATE
	<ul style="list-style-type: none"> ▶ <i>Staff Conduct Policy</i> ▶ <i>Contract Conclusion Checklist</i> ▶ <i>Managing a Staff Grievance</i> ▶ <i>Incident Report and Investigation Form</i> ▶ <i>APTC Student Handbook 2013</i> ▶ <i>APTC Child Protection Policy</i> ▶ <i>Publicity Consent Form</i> ▶ <i>Staff Recruitment</i> ▶ <i>Staff Allowance Policy</i> ▶ <i>Approval to Recruit</i> ▶ <i>Application for Tutor Position</i> ▶ <i>Application for Tutor Position – APTC to Work</i> ▶ <i>Application for Tutor Position - ELLN</i> ▶ <i>Occupational Health and Safety Policy</i>

PAF OUTPUT 5.3: APTC adheres to human resource management best practices in the Pacific region.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
5.3.1 APTC builds capacity of human resources throughout the college for improved service delivery.	<p>The Workforce Employment Strategy including a review of national staff classifications, conditions and salary packages is under review, due for completion in semester two, 2013. The APTC staffing structure has been reviewed and a revised model was approved by the APTC CEO in May 2013. The new structure incorporates greater opportunity for successful succession planning for APTC. Recruitment for the new positions is to be undertaken in semester two, 2013.</p> <p>The PNG recruitment strategy was approved in March 2013. To date, the following has been actioned: (a) Review of the PNG staff accommodation options has been completed and awaiting approval by the employing institutes. (b) Medical services for staff reviewed and proposal approved May 2013 (c) varying contract terms have been discussed with those on eligibility list to determine acceptance.</p>
5.3.2 Safe environment provided for staff and students	<p>The Fiji West OH&S Committee is active, with minutes of meetings maintained on P:\Other at present. A review of safety handbooks takes place twice annually. Safety plans will be reviewed in semester two, 2013.</p> <p>The Leadership Team underwent Critical Incident Management and Business Continuity training at the LT meeting in June 2013.</p> <p>The Samoa Staff Safety Handbook was revised in this period.</p> <p>A cyclone warning registration with the Fiji weather warning service (Nadraki) is available for all managers.</p>

PAF OUTPUT 5.4: ICT system enables efficient and reliable communication across the college.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
5.4.1 A service level agreement established for email and internet and endorsed by SMT.	<p>A Staff Email Policy has been developed and made available to all staff via the QMS. All network resources are monitored with software and issues dealt with in a timely manner. Assistance from external IT support (Detox IT) ensures coverage across the campuses and various time zones of APTC. The uptime of servers and internet connections used for network availability is measured, and the support of staff when IT issues are encountered is made available.</p> <p>An evaluation of internet speed/volume/cost for the Samoa office and student laboratory is currently in progress, managed by CSS staff and Detox IT. The review includes a review of pricing schedules. Alternate providers are being sourced in Samoa due to new products on offer.</p> <p>The installation of services to the Solomon Islands office and the Walu Bay IT upgrades has also been completed in this period.</p> <p>The PNG internet is now more stable, with the Solomon Islands office now the weakest link in the network for APTC. Lync audio and video conferencing has been installed and initial testing completed - however, trials conducted with an e-learning group have been unsuccessful in locations with poor internet service. Additional trials to refine functionality will be conducted in semester two, 2013.</p>

PAF OUTPUT 5.5: APTC establish an EMIS complete with a fully integrated set of data bases covering:

- Students (from initial application to graduation)
- Graduates (tracking employment and migration outcomes)
- Staffing/HR
- Courses (scheduling, course numbers, assessment etc.)
- Asset register
- Materials inventories
- Finances and expenditures (FMIS)

PAF INDICATOR	6-MONTHLY REPORT UPDATE
<p>5.5.1 Development and maintenance of a robust and functional consolidated database that produces accurate and rapid reports disaggregated by course, school, campus, citizenship, age and gender as appropriate.</p>	<p>The APTC SharePoint site is functional as a document repository for all areas, as well as supplying an ICT job logging and financial framework. Work to scope the requirements of broader integration of SharePoint is scheduled to be completed mid-August 2013.</p> <p>The EMIS was launched in April 2013, and the EMIS coordinator contract is almost complete. This position was responsible for the implementation of the CRM and EduPoint components of EMIS, which are now in use. Remaining documentation and training is currently being completed.</p> <p>The EMIS now has financial, applicant and student enrolment capability and can be operated stand-alone without reliance on RTO's from a system point of view. Processes and procedures are being modified to suit completion of tasks that were previously handled by RTO's. The interface between APTC and both RTO's is currently manual with the development of an electronic interface underway.</p> <p>With the student management components of the EMIS now live benefits have already been seen from having one college-wide record with electronic transfer of data from applicant to student to graduate. The financial management element of the EMIS has demonstrated similar efficiency with staff having the ability to work in all APTC financial records from any campus.</p> <p>The EMIS Project Control Group has been replaced by working party groups created for individual system rollouts, including current applicant and student management systems. These groups report direct to LT via the EMIS Manager and to the MCCB in the CEO's report.</p>

PAF OUTPUT 5.6: Financial management information system provides accurate and timely data on operations.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
<p>5.6.1 a Regular and accurate reporting as per contractual obligations.</p> <p>5.6.1 b Timely notification of pressures on budget</p>	<p>Quarterly Reports required during this six month period have been completed and submitted to AusAID. Monthly board reports have been prepared and submitted for consortium meetings.</p> <p>The FMIS system has been implemented and a support plan has been established, and is fully operational across APTC.</p> <p>Training in the FMIS system is complete and ongoing development is provided to staff as required. An intranet site has also been established to provide FMIS support to users.</p> <p>Assets are currently being stocktaken before being collated on a single asset register, which will be maintained within the FMIS.</p> <p>Financial reporting has been provided on time and in accordance with client requirements, and captures progress on project expenditure, forecast expenditure and details within the Basis of Payment.</p> <p>Reporting to Directors/Managers on their operations has also commenced using the FMIS.</p> <p>An internal control/system assurance function is being established over the next six months to ensure that the financial framework is robust, efficient and operating in accordance to APTC policies and procedures.</p> <p>The FMIS has been implemented to receipt fees, and business processes have been documented to record transactions.</p> <p>A contract register is maintained and regularly reviewed to capture all contracts, including those with financial obligations.</p>

PAF OUTPUT 5.7: APTC manages its activities within an appropriate risk management framework.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
<p>5.7.1 Integrate risk management in PAF for ongoing review and adjustment in program delivery, policy and procedures in response to changed circumstances and lessons learnt.</p>	<p>The Risk Management Plan is regularly updated, with the most recent review occurring at the LT meeting in March 2013. The revised Risk Management Plan more accurately depicts the level of risk associated with identified issues, making actions easier to track and manage. Risks are divided into high-level items reported at MCCB level, and operational risk managed by LT members.</p>

PAF OUTPUT 5.8: Reduced dependencies on AusAID funds over time.

PAF INDICATOR	6-MONTHLY REPORT UPDATE
<p>5.8 1 a Fee-for-service and tuition income as a proportion of total APTC training delivery income (including from AusAID).</p> <p>5.8.1 b Number of tuition fee enrolments as a proportion of total enrolments.</p>	<p>The Business Development Strategy has been revised and is incorporated into the APTC budget for 2013 to 2015. Budgets have been broadly included for our campus country partners.</p> <p>The PNG Country Manager has met with the PNG Office of Higher Education to propose that PNG citizens be permitted to access TVET Scholarship Funds to pay tuition fees for APTC programs. No response has been received to date.</p> <p>A Commercialisation Strategy was developed and endorsed by the MCCB in March 2013. Since then the FFS Leadership Working Group (LWG) has been established, chaired by the DCS and includes representatives from each institute. The LWG has since updated the FFS register; developed policies and work instructions for scoping projects; proposal development and contract preparation. All documents are currently in the consultation process.</p> <p>A Tuition Fee Policy has been written, approved and made available on the QMS. A Business Development Manager, along with Project Coordinators in PNG (full time) and Fiji (part time) is to be filled to resource the FFS requirements. The Business Development Manager recruitment process commenced on 22 May.</p> <p>The Manager of Student Services has undertaken a broad review of the Tuition Fee Policy and Tuition Fees Table. The Policy includes Time-to-Pay options and has provision for Large Enterprise and International fees components.</p> <p>As a percentage of Stage II enrolments: non-scholarship enrolments make up 9.7%, of these, 1.96% are privately funded enrolments. In Stage II the majority of non-scholarship enrolments are industry funded.</p>
<p>5.8.2 Degree of substitution of Australian staff resources (localisation).</p>	<p>The Nationalisation Strategy continues to guide the recruitment of personnel at APTC locations in the Pacific region. APTC will shortly be recruiting for three new management positions: Student Services, HR and Marketing. These are to be filled by national staff.</p> <p>Tutor to trainer conversions are now incorporated into the staffing plan and conversions are planned to take place by July 2014.</p> <p>The proportion of national to international staff is 57% to 43% respectively.</p>

PAF INDICATOR	6-MONTHLY REPORT UPDATE
5.8.3 Operational efficiency.	<p>The introduction of provisional budgets for the 2013-2014 financial year will see a greater immediacy of financial information and increased responsibility for APTC management staff. This improvement will lead to enhanced control over expenditures and revenues in each business centre.</p> <p>The implementation of the EMIS will facilitate improved operational efficiencies in areas such as data management and reporting, financial reporting, and student admission and enrolment practices.</p>

ANNEXES

ANNEX 1.0 STUDENT ACTIVITY DATA

TABLE 1 CUMULATIVE ENROLMENT DATA

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

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
1	Certificate IV Training & Assessment	SHCS	FJ	FJ	107	47		60	
				TV	22	9		13	
			KI	JP	2	1		1	
				KI	25	12		13	
				RS	1			1	
			ND	VU	2	1		1	
			TO	TO	49	17		32	
			VU	VU	92	35	2	53	2
			WS	FJ	1	1			
				PG	1			1	
WS	50	19			31				
1	Children's Services	SHCS	FJ	FJ	72	2	67		3
				FM	4		2		2
				KI	6		5		1
				PG	8		7		1
				SB	5		4		1
				TO	5		5		
				TV	9		9		
				VU	6		4		2
			VU	KI	1		1		
				PG	7		6		1

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				SB	22		20		2
				TO	11		11		
				VU	104	1	95		8
1	Commercial Cookery	SHCS	FJ	FJ	161	34	18	46	63
				KI	9		6		3
				NR	1				1
				PG	20		1		19
				SB	6		2		4
				TO					
				TV	4		1		3
				WS	1				1
			VU	KI	2		1		1
				NR	2			1	1
				PG	59		23		36
				SB	17		5	1	11
				TO	2		1		1
				VU	71	14	4	41	12
			WS	FJ	1			1	
				KI	2		1		1
				NR					
				NU	2		1		1
				PG	6	1	4		1
SB	1			1					
TO	48			27		21			
WS	67	7	19	12	29				
1	Diploma Children's Services	SHCS	FJ	FJ	29	1	27		1
				PG	1		1		
				SB	5		4		1
				TO	2		2		
				VU	6		4		2

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			VU	VU	24		23		1
1	Diploma Community Services Work	SHCS	FJ	FJ	16		10		6
				KI	6		3		3
				MH	4		2		2
				PG	7		4		3
				PW	2		2		
				TO	1		1		
				WS	7		3		4
			VU	NR	2		1		1
				TO	2		2		
				VU	14		8	3	3
			WS	2		2			
1	Hairdressing	SHCS	FJ	FJ	25		18		7
				PG	8		4		4
				SB	5		4		1
				TO	9		6		3
				VU	1		1		
				WS	5		3		2
1	Hospitality Operations	SHCS	FJ	FJ	133	27	83	4	19
				KI	14		14		
				MH	2		1		1
				PG	31		21		10
				SB	7		6		1
				TO	1		1		
				TV	6		6		
			VU	KI	1		1		
				PG	41		34		7
				SB	22	1	12		9
				VU	171	72	46	37	16
WS	FJ	2		1		1			

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship			
				KI	1				1			
				NR	3		3					
				PG	31		18		13			
				SB	36		26		10			
				TO	16		14		2			
				WS	116	36	43	14	23			
1	Hospitality Supervision	SHCS	FJ	FJ	49	18	13	12	6			
				KI	7		6		1			
				PG	15		5		10			
				SB	9		5		4			
				VU	2			2				
			VU	KI	1				1			
				NR	2		2					
				PG	8		2		6			
				PW	1				1			
				SB	18		11		7			
			WS	VU	31	12	3	13	3			
				FJ	4		3	1				
				PG	29	1	13		15			
				PW	1		1					
				SB	7		6		1			
				TO	3		3					
			1	Patisserie	SHCS	FJ	WS	21	6	7	5	3
							FJ	52	4	16	5	27
NR	2						2					
PG	8						5		3			
SB	4						4					
TO	1								1			
TV	2						1		1			
VU	1				1							

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship	
				WS	1				1	
1	Tourism Operations	SHCS	FJ	FJ	13	1	10		2	
				KI	1		1			
				PG	4		2		2	
				SB	1		1			
			VU	NR	1	1				
				PG	51		36		15	
				PW	1		1			
				SB	12		8		4	
			WS	VU	34	13	6	14	1	
				FJ	3		2		1	
				MH	1				1	
				PG	23	1	13		9	
				PW	1				1	
				SB	16		8		8	
WS	TO	34	1	27		6				
	WS	50	7	18	6	19				
1	Indigenous Housing Repairs	STT	WS	WS	15			15		
1	Automotive Mechanical	STT	FJ	FJ	36			3	33	
				KI	5				5	
				NR	1				1	
				NU	1				1	
				TO	2				2	
				TV	4				4	
				VU	7				7	
				WS	17				17	
			PG	PG	147		3	100	44	
				SB	23			7	16	
				WS	1				1	

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			WS	FJ	15				15
				KI	3				3
				TO	4			1	3
				VU	6				6
				WS	21				21
1	Carpentry	STT	FJ	FJ	92			48	44
				KI	12		2		10
				NR	3			3	
				NU	1			1	
				TO	3			3	
				VU	33			33	
				WS	46		2	44	
			PG	FJ	1		1		
				PG	108		2	62	44
				SB	28			28	
VU	VU	25			25				
1	Diesel Fitting	STT	FJ	FJ	74		1	29	44
				KI	4			4	
				NR	1			1	
				NU	2			2	
				VU	1			1	
				WS	7		1	6	
			PG	PG	180			166	14
				SB	18			18	
1	Fabrication Welding	STT	PG	PG	95	1	1	51	42
				SB	5			5	
				VU	1			1	
			WS	FJ	36			2	34
				NR	1			1	
				NU	2			2	

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship	
				TO	5				5	
				VU	1				1	
				WS	40			2	38	
1	Mechanical Fitting	STT	FJ	FJ	12			11	1	
			PG	PG	114		3	37	74	
			WS	FJ	FJ	34			1	33
				KI	KI	1				1
				PG	PG	1				1
				VU	VU	2		1		1
				WS	WS	20			7	13
1	Painting & Decorating	STT	FJ	FJ	116	30	13	55	18	
				PG	4		4			
				SB	10		3		7	
				VU	11		8		3	
1	Plumbing	STT	WS	FJ	23		2		21	
				Nr	1				1	
				PG	5				5	
				SB	2				2	
				VU	2				2	
				WS	11				5	6
1	Refrigeration & Air-conditioning	STT	PG	PG	22	1		15	6	
			WS	FJ	FJ	13				13
				KI	KI	3				3
				NR	NR	2				2
				PG	PG	2				2
				SB	SB	3				3
				TO	TO	7				7
				VU	VU	7			1	6
	WS	WS	11				1	10		
1	Systems Electrician	STT	PG	PG	75		2	50	23	

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				SB	24		1		23
				FJ	64			15	49
				KI	1				1
				NU	2			1	1
				VU	10		2		8
				WS	23			14	9
1	Training and Assessment	STT	FJ	CA	1	1			
				CK	1		1		
				FJ	239	54	1	183	1
				KI	1		1		
				MH	13	5	3	4	1
				NR	15	7	1	7	
				SB	3		1	1	1
				TO	16	10		6	
				TV	2			1	1
			US	1			1		
			PG	PG	38	15		23	
				PH	1			1	
SL	1				1				
1	Wall & Floor Tiling	STT	FJ	FJ	62		20	8	34
				PG	2		2		
				SB	1		1		
				VU	5	1	2		2
2	Children's Services	SHCS	FJ	FJ	75	2	70	1	2
				KI	5		5		
				NR	4		4		
				PG	13	1	10		2
				SB	15	2	13		
				TO	2		2		
				TV	8		8		

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			VU	PG	13		13		
				SB	49	1	43		5
				VU	46	4	38		4
			WS	TO	1		1		
				TV	4		4		
				WS	26		25		1
2	Commercial Cookery	SHCS	FJ	FJ	45	1	5	21	18
				KI	3		2		1
				MH	1		1		
				NU	2		2		
				PG	10	1	1	1	7
				SB	17		7		10
				TO	1		1		
				TV	3			1	2
				VU	17	2	5	3	7
			VU	1			1		
			WS	PG	8		2		6
				SB	10	1	7		2
				TO	7		5		2
				TV	1				1
				WS	28	1	12		15
2	Home and Community/Aged Care	SHCS	FJ	FJ	14	2	9	1	2
				KI	7		7		
				KR	1	1			
				PG	2		2		
				SB	5		3		2
				WS	2		2		
2	Community Services	SHCS	VU	PG	6		3		3
				TV	1		1		
				VU	8		2		6

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				WS	1				1
2	Diploma Community Services Work	SHCS	FJ	FJ	8		4		4
				KI	9		3		6
				NR	1		1		
				PG	22		12		10
			VU	SB	10		3		7
				MH	4		2		2
				PG	2		2		
				SB	3		2		1
				WS	2		1		1
VU	10	1	1	1	7				
2	Diploma in Children's Services	SHCS	FJ	FJ	17	3	14		
2	Diploma of Management	SHCS	VU	VU	18	4		14	
2	Disability Services	SHCS	FJ	FJ	15	1	12		2
				KI	1		1		
				MH	1		1		
				NR	2		2		
				PG	3		2		1
				SB	5		4		1
				TO	2		1		1
				TV	1				1
			WS	2		2			
			WS	1	1				
WS	29		19		10				
2	Disability CIV	SHCS	FJ	FJ	5	2	1	1	1
				PG	2		1		1
				TV	2		2		
				VU	1				1

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
2	Hairdressing	SHCS	FJ	FJ	32	2	20		10
				KI					
				PG	5		5		
				SB	8		8		
				TO	1		1		
				VU	2	1	1		
				WS	4		2		2
2	Hospitality Operations	SHCS	FJ	FJ	53	14	15	18	6
				KI	3	1	2		
				PG	7		5		2
				SB	23		14	1	8
				TO	2		1		1
				VU	1				1
			VU	SB	7		5		2
				PG	6		4		2
				VU	51	10	28	3	10
			WS	MH	1				1
				PG	11		3		8
				SB	18		13		5
				TO	1		1		
				WS	27	2	16		9
2	Hospitality Supervision	SHCS	FJ	FJ	21		13		8
				KI	1		1		
				PG	22		13	2	7
				SB	13		8		5
				WS	2		1		1
				VU	1				1
			VU	VU	18	13	2	2	1
			WS	PG	6	1	3		2
				SB	7		5		2

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				TO	1				1
				WS	3		2		1
2	Patisserie	SHCS	FJ	FJ	20	2	6	3	9
				NR	1		1		
				PG	8		2		6
				SB	7		7		
				TV	2		2		
			WS	FJ	2	1		1	
				WS	6	4		2	
2	Training & Assessment	SHCS	VU	VU	66	8	28	4	26
			WS	FJ	2		1		1
				PG	14		8		6
				SB	16		6		10
				TO	2				2
				WS	17		10	2	5
			FJ	FJ	4		1		3
				KI	9		5		4
				MH	2		2		
			FJ	PG	2				2
				SB	2				2
				TV	1		1		
				WS	7		3		4
			VU	SB	8		2		6
				VU	14		7		7
2	Automotive Mechanical	STT	FJ	FJ	58			10	48
				KI	3				3
				NR	3				3
				PG	4				4
				TO	1				1
				VU	8		1		7

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				WS	9				9
			PG	PG	24		1	8	15
				SB	2				2
2	Carpentry	STT	FJ	FJ	32			1	31
				KI	19		2	3	14
				NR	1				1
				TO	6				6
				VU	9				9
				WS	9		2		7
				PG	33			20	13
			SB	25				25	
			VU	VU	11			11	
2	Certificate IV Training & Assessment	STT	FJ	FJ	14	6		8	
				MH	1				1
			SB	SB	14	8		6	
			VU	VU	20	6		14	
2	Diesel Fitting	STT	FJ	FJ	38				38
				KI	5				5
				NR	1				1
				SB	1				1
				TO	2				2
				VU	2				2
				WS	3				3
					PG	PG	29		1
			SB	15		1		14	
2	Fabrication Welding	STT	PG	PG	37		1	2	34
				SB	4				4
			VU	6				6	
			WS	FJ	13				13
				KI	1		1		

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				NR	1				1
				SB	2			1	1
				TO	2				2
				WS	4				4
2	Mechanical Fitting	STT	PG	PG	1				1
			WS	FJ	7				7
				KI	1				1
				PG	10			1	9
				TO	3				3
				WS	5				5
2	Painting & Decorating	STT	FJ	FJ	34		16	2	16
				KI	9		5		4
				NR	1		1		
				PG	6		3		3
				SB	9		8		1
				TO	1				1
				TV	1				1
				VU	11		10		1
				WS	5		1		4
2	Plumbing	STT	WS	FJ	10			1	9
				NU	2				2
				PG	6				6
				SB	3				3
				WS	2			1	1
2	Refrigeration & Air-conditioning	STT	WS	FJ	8				8
				PG	3				3
				SB	2				2
				TO	1				1
				WS	2				2
2	Systems Electrician	STT	PG	PG	11			2	9

Stage	Course Name	School	Campus Country	Citizenship	Total Enrolments	Female Non-Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				SB	23		3	1	19
				VU	4				4
2	Wall & Floor Tiling	STT	FJ	FJ	26		4		22
				KI	4		3		1
				NR	2		1		1
				PG	5		5		
				SB	1				1
				TO	1				1
				TV	2		2		
				VU	1				1
				WS	2		1		1
	Change from last report				987				
	Cumulative Total Stage II All Schools				1907	110	765	177	855
	Total Stage I all Schools				4609	528	1141	1387	1553
	Cumulative Total Stage I & II All Schools				6516	638	1906	1564	2408

TABLE 2 GRADUATE DATA

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

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
1	Certificate IV Training & Assessment	SHCS	FJ	FJ	72	35		37	
			KI	JP	2	1		1	
				KI	19	11		8	
				RS	1			1	
			TO	TO	41	14		27	
			TV	TV	22	9		13	
			VU	VU	78	30	2	44	2
			WS	FJ	1	1			
PG	1				1				
WS	47	19			28				
1	Children's Services	SHCS	FJ	FJ	67	2	63		2
				FM	4		2		2
				KI	5		4		1
				PG	8		7		1
				SB	5		4		1
				TO	5		5		
				TV	9		9		
			VU	6		4		2	
			VU	KI	1		1		
				PG	7		6		1
				SB	21		19		2
				TO	11		11		
VU	94	1		85		8			
1	Commercial Cookery	SHCS	FJ	FJ	116	24	14	25	53
				KI	6		4		2
				NR	1				1
				PG	18		1		17

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				SB	6		2		4
				TV	3		1		2
				WS	1				1
			VU	NR	2			1	1
				PG	59		21		38
				SB	15		4	1	10
				TO	2		1		1
				VU	54	11	4	29	10
			WS	FJ	2			1	1
				KI	2		1		1
				NU	2		1		1
				PG	5	1	3		1
				SB	1		1		
				TO	46		25		21
						WS	54	4	18
1	Diploma Children's Services	SHCS	FJ	FJ	28	1	27		
		SHCS		PG	1		1		
		SHCS		SB	5		4		1
		SHCS		TO	2		2		
		SHCS		VU	6		4		2
		SHCS	VU	VU	21		20		1
1	Diploma Community Services Work	SHCS	FJ	FJ	15		9		6
				KI	6		3		3
				MH	3		2		1
				PG	7		4		3
				PW	2		2		
				TO	1		1		
				WS	6		3		3
			VU	NR	2		1		1

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

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				KI	7		6		1
				PG	15		5		10
				SB	9		5		4
			VU	KI	1				1
				NR	2		2		
				PG	8		2		6
				PW	1				1
				SB	18		11		7
				VU	24	12	1	8	3
			WS	FJ	3		2	1	
				PG	25	1	11		13
				PW	1		1		
				SB	6		5		1
				TO	1		1		
			WS	11	1	4	4	2	
1	Patisserie	SHCS	FJ	FJ	41	3	15		23
				NR	2		2		
				PG	8		5		3
				SB	4		4		
				TO	1				1
				TV	2		1		1
				VU	1				1
				WS	1				1
1	Tourism Operations	SHCS	FJ	FJ	12	1	9		2
				KI	1		1		
				PG	3		2		1
			VU	SB	1		1		
				NR	1	1			
				PG	51		35		16

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				PW	1		1		
				SB	12		8		4
				VU	26	9	6	10	1
			WS	FJ	3		2		1
				MH	1				1
				PG	23	1	13		9
				PW	1				1
				SB	15		8		7
				TO	35	1	29		5
				WS	45	6	15	6	18
					WS	45	6	15	6
1	Automotive Mechanical	STT	FJ	FJ	25			2	23
				KI	4				4
				NR	1				1
				NU	1				1
				TO	1				1
				TV	3				3
				VU	4				4
				WS	11				11
			PG	PG	70		3	45	22
				SB	7				7
			WS	FJ	14				14
				KI	3				3
				TO	2				2
				VU	6				6
WS	21					21			
1	Carpentry	STT	FJ	FJ	71			41	30
				KI	6				6
				NR	2				2
				NU	1				1

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				TO	3				3
				VU	21				21
				WS	31			2	29
				PG	77		1	37	39
				SB	20				20
				VU	16			16	
1	Certificate IV Training & Assessment	STT		CK	1		1		
				FJ	181	39	1	139	2
				KI	1		1		
				NR	15	7	1	7	
				SB	3		1	1	1
				TO	9	5		4	
				TV	1				1
				PG	35	14		21	
				PH	1			1	
				SL	1			1	
1	Diesel Fitting	STT		FJ	44		1	19	24
				KI	4				4
				NR	1				1
				NU	2				2
				WS	5			1	4
				PG	130			122	8
				SB	12				12
1	Fabrication Welding	STT	PG	PG	65	1	1	29	34
				SB	5				5
				VU	1				1
			WS	FJ	26			1	25
				NR	1				1
				NU	2				2

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				TO	4				4
				WS	33				33
1	Indigenous Housing Repairs	STT	WS	WS	14			14	
1	Mechanical Fitting	STT	WS	FJ	5			4	1
				PG	89		1	33	55
				FJ	29			1	28
				KI	1				1
				PG	1				1
				VU	2		1	1	
				WS	11		2		9
1	Painting & Decorating	STT		FJ	72	6	13	36	17
				FJ	4		4		
				FJ	7				7
				FJ	7		4		3
1	Plumbing	STT	WS	FJ	20		2		18
				PG	4				4
				SB	1				1
				VU	1				1
				WS	4			1	3
1	Refrigeration & Air Conditioning	STT	WS	PG	7			7	
				FJ	8				8
				KI	1				1
				NR	2				2
				PG	2				2
				SB	3				3
				TO	7			1	6
				VU	4		1		3
			WS	8			1	7	
1	Systems Electrician	STT	PG	PG	47		1	34	12

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship	
				SB	18		1		17	
			WS	FJ	37				37	
				KI	1				1	
				NU	1				1	
				VU	6		1		5	
				WS	20			13	7	
1	Wall & Floor Tiling	STT	FJ	FJ	38		8	5	25	
				PG	1		1			
				SB	1		1			
				VU	2		1		1	
2	Aged Care	SHCS	FJ	FJ	3		3			
				KI	5	1	4			
				PG	1		1			
				SB	5		3		2	
				WS	1		1			
2	Certificate IV Training & Assessment	SHCS	WS	FJ	1			1		
				WS	3	2		1		
2	Children's Services	SHCS	FJ	FJ	51	6	44		1	
					KI	4		4		
					NR	4		4		
					PG	9		8		1
					SB	11	1	10		
					TO	4		4		
					TV	7		7		
				VU	PG	9		9		
					SB	36		32		4
					VU	40	3	33		4
				WS	TV	4		4		
					WS	15		15		

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
2	Commercial Cookery	SHCS	FJ	FJ	36	4	2	17	13
				KI	3		2		1
				MH	1		1		
				NU	2		2		
				PG	5		1		4
				SB	16		7		9
				TO	1		1		
			TV	2				2	
			WS	PG	6				6
				SB	8	1	6		1
				TO	4		2		2
				TV	1				1
			WS	16	1	6		9	
			VU	VU	14	2	4	3	5
2	Diploma in Community Services	SHCS	FJ	FJ	2	1			1
				KI	5		2		3
				PG	12		6		6
				SB	1		1		
2	Diploma of Management	SHCS	VU	VU	16	4		12	
2	Disability	SHCS	FJ	FJ	14	1	11		2
				KI	1		1		
				MH	1		1		
				NR	2		2		
				PG	3		2		1
				SB	5		4		1
				TO	2		1		1
				TV	1				1
				WS	2		2		
			WS	WS	15	1	8		6

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
2	Hairdressing	SHCS	FJ	FJ	22	1	15		6
				PG	5		5		
				SB	8		8		
				TO	1		1		
				WS	4		2		2
2	Hospitality Operations	SHCS	FJ	FJ	39	15	5	17	2
				KI	1		1		
				PG	3		3		
				SB	21		13	1	7
				TO	1				1
				VU	1				1
			VU	SB	7		5		2
				VU	19	5	7	1	6
			WS	MH	1				1
				PG	13	1	4		8
				SB	21		16		5
				TO	2		1		1
				WS	12		9		3
2	Hospitality Supervision	SHCS	FJ	FJ	19		12		7
				KI	1		1		
				PG	17		10	1	6
				SB	12		7		5
				WS	2	1			1
			VU	VU	18	13	2	2	1
			WS	WS	1			1	
2	Patisserie	SHCS	FJ	FJ	21	2	3	6	10
				PG	4		1		3
				SB	7		7		
				TV	2		2		

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
2	Tourism Operations	SHCS	VU	VU	41	5	20	1	15
			WS	FJ	1				1
				PG	12		6		6
				SB	15		6		9
				TO	1		1		
				WS	10		7	1	2
2	Youth Work CIV	SHCS	FJ	KI	8		4		4
				MH	2		2		
				TV	1		1		
				WS	6		2		4
			VU	SB	7		2		5
				VU	13		7		6
2	Automotive Mechanical	STT	FJ	FJ	19			1	18
				KI	2				2
				NR	2				2
				TV	1				1
				VU	9				9
				WS	9				9
			PG	PG	34			23	11
				SB	1				1
				WS	FJ	1			1
2	Carpentry	STT	FJ	FJ	33			1	32
				KI	7		3		4
				NR	2				2
				TO	5				5
				VU	14				14
				WS	21		2		19
			PG	PG	18			10	8
				SB	14				14

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
			VU	VU	10			10	
2	Certificate IV Training & Assessment	STT	FJ	CA	1	1			
				FJ	46	16		30	
				MH	13	4	3	4	2
				TO	1	1			
				TV	1			1	
				US	1			1	
			VU	VU	17	6		11	
2	Diesel Fitting	STT	FJ	FJ	53		1	7	45
				VU	1				1
				WS	2				2
			PG	PG	11				11
				SB	10				10
2	Fabrication Welding	STT	PG	PG	19			3	16
				SB	1				1
			WS	FJ	19				19
				KI	1		1		
				NR	1				1
				SB	2			1	1
				TO	3				3
				WS	7				7
2	Mechanical Fitting	STT	WS	KI	1				1
2	Painting & Decorating	STT	FJ	FJ	33	11	4	11	7
				PG	4		3		1
				SB	5		5		
				VU	6	1	5		
				WS	1		1		
2	Plumbing	STT	WS	FJ	8				8
				NU	1				1

Stage	Course	School	Campus Country	Citizenship	Total Graduates	Female Non - Scholarship	Female Scholarship	Male Non - Scholarship	Male Scholarship
				PG	5				5
				WS	8			4	4
2	Refrigeration & Air Conditioning	STT	WS	FJ	9				9
				KI	2				2
				PG	1				1
				SB	1				1
				VU	2				2
				WS	5				5
2	Systems Electrician	STT	PG	PG	15		1	4	10
				SB	18		2	1	15
				VU	4				4
2	Wall & Floor Tiling	STT	FJ	FJ	25		10		15
				SB	1				1
				VU	4	1	1		2
	Change from Last Report				616				
	Cumulative Total Stage II All Schools				1383	112	501	188	582
	Total Stage I all Schools				3610	396	1042	938	1234
	Cumulative Total Stage I & II All Schools				4993	508	1543	1126	1816

TABLE 3 GRADUATE EMPLOYMENT AND DESTINATION DATA

Table 3a reflects 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	Country Migrated To	FJ	KI	PG	SB	TO	TV	VU	WS	TOTAL
1	American Samoa								1	1
	Australia	9		5	2			13	3	32
	Austria			1						1
	China				3					3
	Fiji		1							1
	Guinea			1						1
	ND	1						1		2
	New Zealand	5	3			10	1		6	25
	Norfolk Island							1		1
	PNG				1					1
	Samoa	1		1				1		3
Vanuatu	2		1	1					4	
2	Australia	2*								2

*A Commercial Cookery graduate is due to migrate to Melbourne, Australia from Fiji in August 2013

TABLE 4 SCHOLARSHIP APPLICATIONS

Stage	Citizenship Country	Female	Male	Total
1	Australia		2	2
	Cook Is.	1		1
	Fiji	933	1775	2708
	FSM	9	22	31
	Kiribati	223	167	390
	Marshall Is.	18	34	52
	Nauru	56	95	151
	Niue	2	19	21
	Palau	9	5	14
	PNG	967	1529	2496
	Samoa	249	474	723
	Solomon Is.	742	757	1499
	Tonga	274	185	459
	Tuvalu	57	38	95
2	Vanuatu	673	519	1192
	Fiji	540	710	1250
	FSM		2	2
	Kiribati	191	187	378
	Marshall Is.	5	19	24
	Nauru	9	31	40
	New Zealand	1	1	2
	Niue	3	3	6
	PNG	214	558	772
	Palau		2	2
	Samoa	175	208	383
	Solomon Is.	208	360	568
	Tonga	21	27	48
	Tokelau		1	1
Tuvalu	55	58	113	
Vanuatu	166	197	363	
Total Stage I		4213	5621	9834
Cumulative Total Stage II		1588	2364	3952
Cumulative Total Stage I & II		5801	7985	13786

Table 4 summarises the number of scholarship applications received disaggregated APTC Stage, citizenship and gender.

In total 13786 students have applied for a scholarship award to assist with the costs of studying at APTC to date; 9834 in Stage I and 3952 in Stage II.

Overall the gender balance of scholarship applications is 42% females and 58% males.

In APTC Stage I, females accounted for 43% of all scholarship applicants; in Stage II females represent 40% of all scholarship applicants. The four campus countries generally recorded higher numbers of scholarship applications with Fiji leading the list in both stages.

TABLE 5 SCHOLARSHIP MOBILISATIONS

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

School	Citizenship Country	Female	Male	Total
SHCS	Fiji	112	44	156
	Kiribati	10	3	13
	Marshall Is.	2	3	5
	Nauru	3		3
	PNG	50	38	88
	Samoa	69	43	112
	Solomon Is.	31	14	45
	Tonga	10	2	12
	Tuvalu	7		7
	Vanuatu	37	31	68
Total SHCS		331	178	509
STT	Fiji	23	104	127
	Kiribati	14	24	38
	Nauru	3	3	6
	Niue		1	1
	PNG	11	161	172
	Samoa		17	17
	Solomon Is.	7	60	67
	Tonga		12	12
	Tuvalu	2	1	3
	Vanuatu	10	19	29
Total STT		70	402	472
Total All Schools		401	580	981

TABLE 6 SCHOLARSHIP NON COMPLETIONS

Table 6a represents data on Scholarship Award Recipients who did not mobilise to commence study disaggregated by stage, school, citizenship, reason for non-completion and gender.

Stage	School	Citizenship Country	Reason Not Mobilised	Female	Male
1	SHCS	Fiji	Declined	10	13
			No show	4	9
		FSM	No show		1
		Kiribati	Declined	1	
			No show	2	
		Marshall Is.	Declined		1
		Nauru	Deceased		1
		Palau	No show	2	1
			Reapply-Deferred	1	
		PNG	Declined	6	3
			No show	10	8
			Reapply-Deferred	2	3
		Samoa	Declined	8	4
			No show	2	1
		Solomon Is.	Declined	2	1
			No show	1	5
			Reapply-Deferred	1	3
		Tonga	Declined	4	2
			No show	6	1
		Tuvalu	Declined	2	
	Vanuatu	No show	2		
		Declined	1		
	STT	Fiji	Declined	7	11
		Nauru	Declined	1	
		PNG	Declined	1	7
			No show		2
		Samoa	Declined		3

Stage	School	Citizenship Country	Reason Not Mobilised	Female	Male	
			No show		3	
		Solomon Is.	Declined		1	
		Vanuatu	Declined		3	
			No show		2	
2	SHCS	Fiji	Declined	6	2	
			No show	6	1	
			Reapply-Deferred		1	
		PNG	Declined	3		
			No show	4	2	
			Reapply-Deferred		1	
		Samoa	Declined	2	2	
			No show	1		
		Solomon Is.	No show	5	4	
			Declined	1	3	
			Reapply-Deferred	6	2	
		Tonga	Declined	1	1	
		Vanuatu	Declined	1	2	
			No show	2	1	
		STT	Fiji	Declined	1	6
			PNG	No show		3
				Declined		2
			Niue	Declined		1
	Samoa		Declined		2	
	Tonga		Declined		1	
Tuvalu	Declined			1		
Solomon Is.	No show			1		
Vanuatu	Declined		1			
Total Stage I All Schools				76	89	
Cumulative Total Stage II All Schools				39	38	
Cumulative Total Stage I & II All Schools				115	127	

Table 6b represents data on Scholarship Award Recipients who mobilised and commenced study but did not complete the qualification disaggregated by stage, school, citizenship, reason for non-completion and gender

Stage	School	Citizenship Country	Reason Not Completed	Female	Male
1	SHCS	Fiji	Withdrawn	24	17
		Kiribati	Expelled	1	
			Withdrawn	4	2
		PNG	Expelled	1	1
			Withdrawn	4	7
		Samoa	Withdrawn	9	11
		Solomon Is.	Expelled	1	
			Withdrawn	4	1
		Tonga	Withdrawn	1	
		Tuvalu	Withdrawn	17	31
	Vanuatu	Expelled	1	1	
		Withdrawn			
	STT	Fiji	Expelled		2
			Withdrawn	1	17
		Kiribati	Withdrawn		1
		PNG	Expelled	1	
			Withdrawn		11
		Samoa	Deceased		1
			Expelled		1
			Withdrawn		9
Solomon Is.		Withdrawn		6	
Tonga		Expelled		1	
	Withdrawn		1		
Vanuatu	Deceased		2		
	Withdrawn	1	3		

2	SHCS	Fiji	Withdrawn	1	1
		PNG	Expelled		1
			Withdrawn	2	1
		Samoa	Withdrawn	1	1
		Solomon Is.	Withdrawn	1	4
		Tonga	Withdrawn	1	
	Vanuatu	Withdrawn	5	6	
	STT	Fiji	Expelled		2
			Withdrawn	2	3
		PNG	Withdrawn	1	5
		Samoa	Withdrawn		3
		Vanuatu	Withdrawn	1	
	Total Stage I All Schools				70
Cumulative Total Stage II All Schools				15	27
Cumulative Total Stage I & II All Schools				85	153

ANNEX 2.0 - STATUS OF PARTNERSHIP AGREEMENTS

Country	Partner	Type of Service/Facility	Status of Agreement
FIJI	University of South Pacific	Training Pathways	Subject to ongoing negotiations
	Ministry of Public Works, Transport and Public Utilities	Training Facilities and Courses	Subject to ongoing negotiations
	Tanoa Hotels Group (Rakiraki)	Training Facilities	Renewed
	Pure Fiji	Training Facilities	Finalised
	National Training & Productivity Centre of Fiji Fiji National University Suva	Training Facilities Training Facilities	Finalised Subject to ongoing negotiations
Papua New Guinea	Boroko Motors	Training Facilities	Finalised
	Ela Motors Port Moresby	Training Facilities	Under Negotiation
	Hastings Deering Port Moresby	Training Facilities	Reviewed and signed
	Port Moresby Technical College	Training Facilities	Reviewed and signed
	Airways Hotel Group		In Progress
	Kumul Hotels		In Progress
	Coral Sea Hotels		In Progress
	NCS Holdings Limited	Training Services	Finalised
Samoa	National University of Samoa	Training Facilities/Services	Reviewed and re-signed
	Vila North Public School	Training Facilities/Services	Reviewed and re-signed
Vanuatu	Ministry of Education	Training Facilities/Services	Reviewed and re-signed
	Vanuatu Institute of Technology	Training Pathways	
Solomon Islands	Solomon Islands College of HE (SINU)	Training and Capacity Building	Subject to ongoing negotiations
	Don Bosco Technical Centre	Training Pathways	Finalised
Kiribati	Kiribati Institute of Technology	Training Pathways	Finalised

ANNEX 3.0 - APTC TRAINING PROFILE 2012 - 2013

Progress of enrolments and graduates against planned targets	Enrol				Graduate				Enrol Totals		Graduate Totals	
	Sem 2 2012		Sem 1 2013		Sem 2 2012		Sem 1 2013		2012 - 2013 Actual	2012 - 2013 Target	2012 - 2013 Actual	2012 - 2013 Target
	Actual	Target	Actual	Target	Actual	Target	Actual	Target				
Course Name & Qualification												
Diploma in Management	0	0	0	0	16	0	0	0	0	0	16	0
Certificate IV in Training and Assessment* FFS Only	29		14				35		43	0	35	0
Cert III in Automotive Mechanical Technology	1	28	10	75	19	43	31	40	11	103	50	83
Cert III in Engineering - Mechanical Trade (Fitting and Machining)	21	30	24	15	1	26	14	23	45	45	15	49
Cert III in Engineering - Mechanical Trade (Refrigeration and Air	0	0	0	36	17	21	3	10	0	36	20	31
Cert III in Engineering - Mechanical Trade (Diesel Fitter)	22	30	0	45	62	57	14	10	22	75	76	67
Cert III in Engineering - Mechanical Trade (Heavy Fabrication)	10	0	9	0	34	34	12	50	19	0	46	84
Cert III in Carpentry	30	45	71	60	58	66	28	45	101	105	86	111
Cert III in Painting and Decorating	0	0	14	30	19	38	2	33	14	30	21	71
Cert III in Wall and Floor Tiling	17	0	2	45	27	37	1	1	19	45	28	38
Cert III in Plumbing	0	0	0	0	0	18	23	14	0	0	23	32
Cert III in Electrotechnology Electrician	15	55	0	55	37	34	0	0	15	110	37	34
	145	188	144	361	290	374	163	226	289	549	453	600
Cert III in Hospitality Patisserie	14	16	13	0	16	14	13	0	27	16	29	14
Cert III in Hospitality (Catering Operations)	16	16	0	16	0	14	0	14	16	32	0	28
Cert III in Hospitality Commercial Cookery	31	48	48	48	37	44	49	44	79	96	86	88
Diploma in Community Services Work	21	0	19	20	0	0	20	19	40	20	20	19
Cert III in Children's Services	60	60	78	60	41	57	88	57	138	120	129	114
Diploma in Children's Services	0	0	16	20	0	0	0	18	16	20	0	18
Cert IV in Youth	39	40	14	20	0	57	37	38	53	60	37	95
Cert III in Community Services Work	0	20	16	0	0	19	0	0	16	20	0	19
Cert III in Home & Community Care/Aged Care	16	20	15	20	14	19	15	19	31	40	29	38
Cert III in Disability	33	40	17	20	0	38	31	19	50	60	31	57
Cert III in Hospitality	49	20	73	20	73	38	48	19	122	40	121	57
Cert IV in Hospitality Supervision	16	20	16	20	19	19	17	19	32	40	36	38
Cert III in Tourism Operations	30	40	26	60	21	38	29	57	56	100	50	95
Cert III in Hospitality (Lodge)	20	20	0	0	0	0	0	0	20	20	0	0
Certificate IV in Disability	0	0	10	0	0	0	0	0	10	0	0	0
Cert III in Hairdressing	15	19	11	0	10	18	14	0	26	19	24	18
	360	379	372	324	231	375	361	323	732	703	592	698
Total Enrolments and Graduates By Course By Semester	505	567	516	685	521	749	524	549	1021	1252	1045	1298

ANNEX 4.0 - CAMPUS HIGHLIGHTS

Fiji

The first of three new Fiji Airways A330 planes arrived in Nadi in preparation for the official launch of Fiji Airways.

The arrival of the first of three new A330 aircraft for Fiji's airline was an event of national importance and Australia-Pacific Technical College students and staff played a big part in it. Air Pacific, to be renamed Fiji Airways, took delivery of its first new Airbus A330 aircraft.

APTC hospitality students and staff were invited to serve refreshments for 1000 guests invited to celebrate the occasion, among them the President and Prime Minister of Fiji.

The new plane had flown out from the Airbus facility in Toulouse, France, and landed at Nadi International Airport with dignitaries on board. They were accompanied by forty invited guests and the flight and cabin crew who are assigned to the plane.

Other guests that welcomed the aircraft included leading citizens and representatives of the business community and international media. The request for APTC's participation came directly from Air Pacific. Students were assigned to serve beverages and food in the VIP area in the hangar at Nadi International Airport where the event was held. Others were responsible for serving drinks and food throughout the day. APTC trainers and tutors worked with the Air Pacific marketing department in planning and management of the event. The invitation for APTC to play a key role in an occasion of such importance indicates the high regard in which APTC is held in Fiji. It was also an opportunity for the students to put their recently acquired skills to the test in an event of national significance.



Vanuatu

Certificate III in Tourism student puts his training into practice.

APTC Graduate, Donald Kauwi lives on the Volcanic Island of Tanna. Pictured with Trainer Janine McLeod on the Ash Plains of Yasur Volcano, Donald recently completed the Certificate III in Tourism at the Vanuatu campus.



Employed by Friendly Bungalows, a small bungalow operation on Tanna, Donald has helped develop a guided tour that informs visitors about the life of women on Tanna and enables guests to sample life in the village. Guests of the Bungalows can partake in village activities and learn more about village traditions.

Solomon Islands

Australia Pacific Technical College / Don Bosco Technical Institute Memorandum of Agreement.



The celebration of the signing of the MOA was held at Don Bosco Technical Institute, with approximately 200 people in attendance including His Excellency, the Governor General of the Solomon Islands, Sir Frank Kabui, AusAID Director General, Mr Peter Baxter, APTC CEO Ms Denise O'Brien, SIG Officials, Australian High Commissioner, Mr Matt Anderson, AusAID Representatives, Industry representatives and students family and friends of DBTI.

The signing of the APTC / DBTI MoA on the 2nd May 2013 signified the beginning of Australian qualification level vocational training in Honiara, Solomon Islands.

The Automotive and Construction students at DBTI will complete a Certificate II qualification and then some may have the opportunity to complete the Certificate III qualification in their respective fields at another APTC Campus Country. In 2013 there will be twenty students enrolled in each qualification. In 2014 this number will increase to approximately sixty students per qualification.

Another outcome from the MoA will be the capability development of DBTI staff. DBTI Trainers will complete their Certificate III qualification and a number of DBTI staff will also study the Certificate IV in TAE.



Samoa

Support for cyclone-affected in Samoa



“In Samoa I saw technical colleges where youngsters in wheelchairs, for example, at the Australia-Pacific Technical College were learning, with Australian support, how to run programs for disability services. It is a scene I will never forget as long as I live.” Senator Bob Carr to Australian Senate Estimates

Six months ago, Tropical Cyclone Evan devastated Samoa. Heavy rain and strong winds wreaked havoc on the island, with thousands of people displaced by the disaster. Australia committed supplies and funding to help support affected communities. In February, Foreign Affairs Minister, Bob Carr visited Samoa and announced further assistance to enable the Australia-Pacific Technical College (APTC) to help with rebuilding efforts.

This semester saw the commencement of the Certificate II in Construction program for three cyclone devastated villages on the south west of Upolu. The teaching team is Sajendra Bali (trainer) and Fa’afetai Ta’avita (tutor) who is one of APTC’s most recent carpentry graduates. There are fifteen students in the course – thirteen males and two females. None of the students has family members who have ever attended APTC. All of the students were either village workers, fishers or plantation workers prior to starting the course. They are aged from eighteen to forty-six and are the first people from their villages to undertake an APTC course.

This course is designed to provide participants with skills for a career whilst simultaneously rebuilding their own villages. Funding from AusAID has enabled APTC to partner with the Adventist Development and Relief Agency (ADRA) Samoa and Habitat for Humanity for the project. Successful students will be eligible to apply for a scholarship to Fiji to extend their training to the Certificate III in Carpentry.



Papua New Guinea

APTC Advisory Group meets in PNG



Port Moresby Campus hosted the AG meeting in the week commencing 6 May. After an afternoon tour of Port Moresby and the Exxon Mobil LNG Project at Konebada West of Port Moresby, the group viewed the APTC facility at Port Moresby Technical College.

The AG dinner address was delivered by Mrs Maria Lovaga, Deputy Secretary Policy, Department for Labour and Industrial Relations, on behalf of the Minister Mr Mark Maipakai who was overseas on official duties.

The AG attended the APTC PNG graduation as special guests, along with the newly appointed Australian High Commissioner (AHC) to PNG, Ms Deborah Stokes. Ms Stokes delivered the keynote address while Mr John Davidson, AusAID Head of for the Pacific gave the closing remarks.

Four APTC graduates gave short presentations to the AG about how APTC training had impacted upon their careers and community. Several leaders of key stakeholder groups presented a summary of their sector and gave ideas on how they believe APTC could contribute in the future, while TVET sector representatives presented their views on the training environment in PNG and how APTC might contribute.



AG members discuss training with APTC students

ANNEX 5.0 - MARKETING AND MEDIA REPORT

Media Articles -Register (January – June 2013)

Article	Country	Characteristics	School	Media source
Improving economic wellbeing through culinary training	Fiji	Competition participation	SHCS	AusAID blog/APTC Webpage
Youth helping youth	Fiji	Students experience	SHCS	APTC website
Culinary Arts and Hospitality Show	Vanuatu	Competition participation	SHCS	APTC website
Graduation function for Solomon Islands	Solomon Islands	Graduation	General	APTC website
PNG graduation celebrations	PNG	Graduation	General	APTC website
Australian learning experience for APTC Carpentry teachers	Fiji	Workshop	STT	APTC website
Vanuatu student tells of Evan experience	Samoa	Students experience	General	Samoa Observer
Teachers from around the Pacific confer in Fiji	Fiji	Workshop	General	APTC website
Patisserie teacher extraordinaire (Amanda)	Fiji	Staff showcase	SHCS	APTC website
APTC responds to Cyclone Evan	Samoa	Awareness	General	AusAID blog/APTC Webpage
Carpentry students from Kiribati continue training at APTC	Fiji	Students experience	STT	APTC website/Fiji Times
AusAID supplement -Australia Day - Gorrie Street article	Fiji	Students experience	SHCS	Fiji Times
AusAID supplement -Australia Day - Gorrie Street article	Fiji	Students experience	SHCS	Fiji Sun
APTC's new CEO takes charge	Fiji	New staff	General	Jet Newspaper
Centre for Professional development (CPD)	Fiji	New training facility	General	Jet Newspaper
Peddle leaves with fond memories	Fiji	Farewell	General	Jet Newspaper
APTC staff recognised for quality of work	Fiji	Staff recognition	General	APTC website
APTC supports Fiji's Hairdressers	Fiji	Industry	General	APTC website
Enterprise and commitment (Taro)	Fiji	Staff showcase	STT	APTC website
Magdelan Gek challenges herself to Automotive training	PNG	Students experience	STT	APTC website
Help APTC rebuild after Cyclone Evan devastates community Fiji	Fiji	Awareness	General	TAFE Directors Australia - Newsletter
APTC Wall and Floor students ready to face live projects	Fiji	Students experience	STT	APTC website
It's not really like work, is it?	Samoa	Students experience	SHCS	APTC website

A content man (Phil Dixon)	PNG	Staff showcase	STT	APTC website
APTC support for major rubbish clean-up	Fiji	Community engagement	General	APTC website/Fiji Sun
Advisory group meets in PNG	PNG	Industry	General	APTC Website
Vicky Vanva paints her way to success with artistic flair	Vanuatu	Students experience	SHCS	APTC website
Tea and professionalism	Fiji	Students experience	SHCS	APTC website
APTC plays host to AusAID in Fiji	Fiji	Industry	General	APTC website
Youth helping youth	Fiji	Students experience	SHCS	APTC website
Graduation at Marshall Islands and Palau	Marshall Islands /Palau	Graduation	General	APTC website
Teachers from around the Pacific confer in Fiji	Fiji	Workshop	SHCS	APTC website
Vanuatu College of Nurse Education starts training	Vanuatu	Industry	General	APTC website
Radio ambassador for the APTC	Samoa	Students experience	STT	APTC website
APTC launches new home in Honiara	Solomon Islands	Partnership	General	APTC website
APTC supports Lifeline Samoa	Samoa	Industry	General	APTC website
APTC Vanuatu remembrance during ANZAC Day	Vanuatu	Awareness	General	APTC website
OSD Hunt ready to take off	Samoa	Students experience	STT	Samoa Observer
OSD Hunt ready to take off	Samoa	Students experience	STT	Newsline
Helping youth build new lives	Fiji	Students experience	SHCS	APTC website
How the APTC "Makes a Difference"	Fiji	Students experience	STT	APTC website
APTC Graduation in Port Moresby	PNG	Graduation	General	APTC Website
Vanuatu leads the Pacific in celebrating Earth Day 2013	Vanuatu	Awareness	General	Daily Post
"The angelic singing voice of my students" (Annie Dares)	Vanuatu	Staff showcase	SHCS	Staff showcase
"I am never bored"	Fiji	Students experience	SHCS	APTC website
Graduation celebrations for APTC Namaka students	Fiji	Graduation	General	APTC website
Fiji's airline welcomes its new plane - with APTC help	Fiji	Students experience	SHCS	APTC website
A timely performance about Violence and its impact	Vanuatu	Awareness	General	APTC website
A bronze for the Bee	Fiji	Competition participation	SHCS	APTC website
APTC launches new home here	Solomon Islands	Partnership	General	Solomon star
APTC launches new home in Honiara	Solomon Islands	Partnership	General	Island Star
Australia-Pacific Technical College launches new home in	Vanuatu	Partnership	General	Vanuatu Daily Post

Honiara				
Senator Bob Carr visits Samoa	Samoa	Industry	General	Samoa Observer
Australia offers \$14million more	Samoa	Industry	General	Samoa Observer
Australia continues to support Samoa	Samoa	Industry	General	Samoa Observer
APTC graduation honours 5	Marshall Islands	Graduation	General	Marshall Islands Journal
Heading south for training	Marshall Islands	Students experience	STT	Marshall Islands Journal
Graduates advance special needs	Samoa	Graduation	General	Newsline
Eighty-five students celebrate sweet success	Samoa	Graduation	General	Samoa Observer
Refrigeration and air-conditioning in Samoa (Michael Moller)	Samoa	Staff showcase	STT	APTC website
Pop up soup kitchen	Fiji	Students experience	SHCS	APTC website
Cookery cake donations	Samoa	Students experience	SHCS	APTC website
Bau District school donation	Fiji	Students experience	STT	APTC website
Empowering communities to make a difference	Vanuatu	Awareness	SHCS	APTC website
Students learn to fly at Bauerfield International Airport, Port Vila	Vanuatu	Students experience	SHCS	APTC website
School receives treasured collection	Fiji	Industry	SHCS	APTC website
Wailoaloa clean-up to make a difference	Fiji	Students experience	SHCS	APTC website
Tuvalu Graduation	Tuvalu	Graduation	General	APTC Website
Aussie MPs tour cyclone sites and APTC	Samoa	Industry	General	Samoa Observer
Tourists bypass temporary market	Samoa	Students experience	SHCS	Samoa Observer
APTC tours Robert Louis Museum	Samoa	Students experience	SHCS	Samoa Observer
Commercial cookery students talk about their work experience	Fiji	Students experience	SHCS	APTC website
AusAID Director examines partnership with Solomon Islands	Samoa	Partnership	General	Samoa Observer
I wanted to help Bougainville	Fiji	Students experience	SHCS	AusAID blog/APTC Webpage
Australia's annual aid to Fiji to top \$100 million	Fiji	Industry	General	PINA Website

ANNEX 6.0 - ACRONYMS AND DEFINITIONS

AG	Advisory Group (APTC)
APTC	Australia-Pacific Technical College, referred to in this document as the College or the APTC
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARF	Adviser Remuneration Framework
ARP	Annual Report and Plan
BDS	Business Development Strategy
CEO	Chief Executive Office
Consortium	Sunshine Coast Institute of TAFE (SCI), Box Hill Institute (BHI) and GRM International.
CSS	Corporate and Student Services (of the APTC)
EoCL	End of Course Learner Survey
ELL&N	English Language, Literacy and Numeracy
FCS	Fraud Control Strategy
FFS	Fee-for-Service
FNU	Fiji National University
LL&N	Language Literacy and Numeracy
LMA	Labour Market Analysis
LMI	Labour Market Intelligence
LT	Leadership Team (APTC)
LT WP	Leadership Team Work Plan
LT WPSBA	Leadership Team Work Plan Strategic Business Areas
MOU	Memorandum of Understanding
NCC	Non campus country (a country where the APTC does not have training venues)
New 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
PAF	Performance Assessment Framework

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
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
School	Refers to the grouping of relevant training courses,
SHCS	School of Health and Community Services (Stage I) now part of the newly named School of Hospitality and Community Services (SHCS)
SIS	Small Island States (Countries include: Cook Islands, Federated States of Micronesia, Kiribati, Republic of the Marshall Islands, Nauru, Niue, Palau and Tuvalu)
STT	School of Trades and Technology (formerly ACEM)
TAE	Certificate IV in Training and Assessment
TVET	Technical and vocational education and training
USP MI	University of South Pacific Marshall Islands
VET	Vocational Education and Training
VTC	Vivekananda Technical College
VQF	VET Quality Framework (formerly AQTF)