



UNISWA Strategic Plan: 2016-2021

UNIVERSITY OF SWAZILAND
The University of Choice in Africa

People, Relevance and Quality

MESSAGE FROM THE VICE CHANCELLOR



The University of Swaziland (UNISWA) has been evolving since inception, and the 2016-2021 Strategic Plan marks the third plan of the University. The Plan comes at a time when the demand for tertiary education is on an incline with a backdrop of changing students' expectations and needs in this digital era, coupled with dwindling financial resources. In the face of these challenges and opportunities, UNISWA

must properly position itself. The 2016-2021 Plan is the University's response to this need.

The Plan is informed by both national and global trends in higher education. The national context addressed by this Plan is articulated in the National Development Strategy, Vision 2022 as well as the Swaziland Education and Training Sector Policy, amongst others. In the global sphere, the Plan aligns itself to the Sustainable Development Goals, the Education for All Vision 2021 as well as the African Union's Agenda 63.

The plan articulates the University's vision and mission through strategic goals that underpin the research, teaching and learning, community engagement, and administrative activities of the organisation. It provides an important path and compass with measurable indicators for the University to follow and offers a clear and concise path of the University's journey to be the University of Choice in Africa.

In an effort to position the University competitively, the plan takes stock of strengths and weakness as well as opportunities and threats of the institution. It aims to recognize other "unconventional" sources of funding, diversification of programmes and the change of the mode of teaching and learning to embrace technological advancement. In the attempt to respond to the need for change, major projects like commercialization of some University assets through the establishment of a holding company, building and strengthening strategic alliances with international universities to offer twinning of programmes and the drafting and implementation of a blended learning strategy, have been identified.

It is therefore with excitement that I submit the 2016-2021 Strategic Plan to the entire University Community and stakeholders to embrace it and take our university to greater heights. We all need to fully commit to its implementation.

Professor Cisco M. Magagula
Vice Chancellor



EXECUTIVE SUMMARY

Background

The University of Swaziland is proud of its long legacy of excellence in teaching, research and community engagement since its inception 35 years ago. Its academic programmes expanded by 377% from a meagre 13 to 49 while student enrolment rose by 638% from 1,025 to 6,496 in 1982 to 2016, respectively. In order to respond to the national manpower needs, the menu of programmes has also changed from offering only certificates, diplomas and bachelor's degrees to introducing master's and doctorate degrees, with a commensurate increase in student enrolment. Furthermore, taking stock of the institution's alumni indicates that the University's graduates have a high impact on the labour market and in the corporate sector alike within the SADC region.

During the early beginnings of the University's existence, state funding gave priority to institutional advancement. As a result, new faculties and institutes were established to absorb the high and growing demand for face-to-face educational space on campus. In particular, the Institute of Distance Education was set up to cater for candidates who could not gain entry into full-time programmes and those who were already employed. In tandem with this, donor support through technical assistance and human resource development programmes also featured prominently. A capacity building agenda was pursued for all academic departments through linkage arrangements with other universities abroad leading to the acquisition of higher degrees by academic staff.

However, adverse economic changes precipitated by political and economic reforms in South Africa in the 1990s led to severe economic downturns in the Kingdom. Increased fiscal constraints and a fall in state grants, in real terms, became the norm than the exception. Nonetheless, this ushered in a new era of prudence in governance and managerial efficacy at the University that sought to restore the initial resource adequacy of the institution. Consequently, the University Council took a decision to establish the UNISWA Foundation in 2004 led by a Board of Trustees drawn from champions of business and industry. The fruits of this decision have already been realized in many areas of infrastructural development.

> The 2016/2021 Strategy

> Philanthropic sources of revenue

Although the changing global fundraising environment and its subsequent adverse effects on small institutions are known, the University still seeks to establish itself abroad through an innovative instrument that leverages on the mandate and goals of the UNISWA Foundation. It intends to tap into resources that exist in the hands of foreign philanthropists to complement internal sources of revenue. Foundations are therefore invited to partner with the UNISWA Foundation directly and/or through the University's beachhead abroad to support its advancement plans and actions to help secure a better future for the African society.



> Partnership with Society

The non-excludability and non-rivalry of tertiary education call for stronger partnerships between the University and society, in general, and also with the Government of the Kingdom of Swaziland and the private sector, in particular. The focus of this strategic intent is to create an environment for successfully pursuing revenue diversification programmes that benefit both the institution and its partners. These initiatives include, but by no means limited to, the commercialization of some of the University's fixed assets, the goals and objectives of the University's holding company, as well as public and private partnerships (PPP) for infrastructural developments. An immediate area of urgency is the establishment of a Centre of ICT Excellence and a Sustainable Green Energy Generation project, for which PPP options will be evaluated.

It is also critical for the University to pursue a strategic partnership of internationalization to foster relevance and visibility on the global arena of the knowledge economy. Building on existing strengths and accomplishments within the institution, the plan is to offer joint degree programmes, joint hosting of international conferences, collaborate on academic and commercial research, and implement student and staff exchange programmes in collaboration with international counterparts.

> Programme Diversity, Blended Learning (BL) and Open Educational Resources (OER)

In pursuit of academic and global relevance and excellence, the University plans to diversify its academic programmes, re-engineer its teaching and learning processes, and use the BL approach while providing OER for enhanced student experience. This strategy requires hardware, software and human resources, for which partnerships with relevant international organs are sought.

> Quality Assurance and Resource Realignment

The self-renewal agenda of the University aims at stretching the boundaries of knowledge creation, information sharing and programme offering in order to meet sustainable international quality standards. To achieve these ideals, resource adequacy and their alignment to the goals and objectives of the strategy are of paramount importance. As such, a Quality Assurance Unit will be established to set up systems and processes to ensure that specified quality standards are attained in the products and services supplied by the University to its consumers. Since human capital in tertiary education is a key resource that needs developing and nurturing for the achievement of goals and aspirations of the University's community of stakeholders, the acquisition of higher degrees will be institutionally facilitated through establishment of innovative funding mechanisms targeting staff development fellows in all disciplines. The cross-fertilization of ideas and innovations through linkage programmes entered into with other universities will also be pursued with renewed vigour.



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PREAMBLE



1.1 The kingdom of Swaziland regards education as the key to nation building and sustainable development. Since independence, education has been regarded as an inalienable right for Swazi children and citizens. This sector is vital in the provision of skills necessary for the development of a research-based, knowledge-driven economy.

1.2 The principles governing the provision of basic and tertiary education in the Kingdom are shaped by social demands and human resource requirements. The guiding philosophy of the Education and Training Sector of the Ministry of Education and Training, as stated in the Swaziland Education and Training Sector Policy (2011), is to “produce an enlightened and participant citizenry that has skills and knowledge to contribute positively to economic and social development.” This goal is further amplified in the National Development Strategy (NDS) which stipulates that education and training are crucial for human resource development to improve human capabilities and to raise the productive capacity of the nation.

1.3 While addressing the congregation of the 15th Graduation Ceremony of the University of Swaziland (UNISWA) in 1996, His Majesty King Mswati III, underscored the importance of investing in human capital in order to enable Swaziland to keep pace with prevailing developments. This position is in line with Government’s primary objective of providing trained personnel in accordance with its human resource development plans. The underlying principle conveyed is that there can be no sustainable development unless there is relevant and appropriate education. Indeed, the NDS and Vision 2022 of the Kingdom of Swaziland recognize that developing human capital is one of the primary measures for sustained socio-cultural and politico-economic development, and that an educated citizenry is an important dimension for enhanced social welfare in the country. In this regard, the University is positioned to play a central role in the production of high quality manpower to drive the country’s sustainable development agenda.

1.4 Since achieving University status in 1982, UNISWA has grown rapidly and developed in accordance with its stated objectives and functions. Between 1982 and 2005, for example, UNISWA has established seven Faculties: Agriculture, Commerce, Education, Health Sciences, Humanities, Science, and Social Sciences; as well as the Institutes of Distance Education and Postgraduate Studies.

1.5 Whereas student enrolment stood at 1058 in the 1982/83 academic year, it increased to 5620 in the 2005/06 academic year, an average annual increase of about 19%. Within the same period, the output of graduates increased from 425 in 1982/83 to 1287 in 2005/06, an average annual increase of about 9%. Between 1982 and 2005, UNISWA assumed the added responsibility of assisting, monitoring, and certifying academic programmes of affiliated institutions through the Board of Affiliated Institutions (BAI), which is a sub-committee of the University Senate. The Institute of Health Sciences was also incorporated into the University and became the Faculty of Health Sciences.

PREAMBLE (continued)



1.6 As a result of the ever-increasing need for human resource development in the Kingdom and beyond, UNISWA established new units between 2000 and 2015. These included the Consultancy and Training Centre, Academic Development Centre, University Planning Centre, Information and Communication Technology Centre, as well as the Centre for Community Services. The actual student enrolment between 2005/06 and 2015/16 was 5620 and 6283, respectively, an average annual increase of about 1.2%.

1.7 The University has continued to improve its academic programme offering as well as its style of course delivery over the years. In 2008, *semesterisation* of courses and examinations was implemented. In 2015, UNISWA migrated from the Subject to the Credit System for its academic programmes. The institution has also evolved from offering just first degree and diploma programmes to offering Master’s and PhD degrees.

1.8 The University pursues innovation and interdisciplinary scholarship as vital ingredients for its long-term academic and sustainable development. The fundamental goal for this strategic direction is to raise the overall quality of research that steers the institution into a place and time of academic excellence, fostering a vibrant and interactive community of internationally acclaimed scholars who generate new ideas and make fresh discoveries. The ultimate outcome of this is the creation of new fields of knowledge that promote impact-driven multidisciplinary research and provide opportunities for the internationalization of academic programmes and projects.

1.9 The affinity with the donor community enjoyed by the University of Swaziland, despite the generally accepted donor fatigue, has accelerated in the recent past through the unwavering efforts of the UNISWA Foundation. New physical facilities have been erected and modern equipment acquired to ensure the quality of teaching and learning remains uncompromised.

1.10 Linkage arrangements with internationally reputable universities have increased in number and the effectiveness of their execution has continued to leapfrog. New players include several universities in the Republic of China on Taiwan and in the United States of America.

RATIONALE AND FRAMEWORK FOR STRATEGIC PLANNING



2.1 Ever since the inaugural strategic plan in 1999, the strategic planning process has been going on in five year intervals. The University has continued to experience challenges, especially with regard to financial resources, which have made the implementation of previous plans a daunting task. This then necessitates strategies for revenue diversification and lessening of the dependence on the subvention for recurrent budgeting.

2.2 Against this backdrop, it is clear that UNISWA ought to review its planning process in order to position itself to meet the new challenges facing the country. The University strives to provide high quality education that is relevant, accessible, and equitable, notwithstanding donor fatigue and the decline of the Government subvention in real terms, which currently averages about 70% of the University's recurrent budget per year. In 1999, the University decided to embark on a strategic planning process to enable it to systematically assess its past and present, visualize the future, and provide the much needed impetus for facing the emerging challenges.

2.3 The strategic planning process for the period 2016-2021 was initiated following the appointment of a Strategic Plan Drafting Team (SPDT) by the Vice Chancellor in March 2015.

2.4 The Team comprised:

- > Mr. S.V. Mhlanga Chairperson
- > Prof. M.D. Dlamini
- > Prof. C.W.S. Sukati
- > Prof. A.M. Zamberia
- > Mr. A.F. Murye
- > Ms. N.E.L. Thabede Secretary

2.5 The Drafting Team congratulates one of its members, Professor Mgidi D. Dlamini, who was appointed Pro Vice Chancellor of the University of Swaziland on 2nd November 2015, while the work of the Team was still in progress.

2.6 The strategic planning model adopted by the SPDT to guide its activities involved the following elements:

1. Development of a vision and mission statements as well as values;
2. Scanning the external environment (opportunities and threats);
3. Scanning the internal environment (strengths and weaknesses);
4. Identification of strategic issues;
5. Formulation of strategic objectives;
6. Identification and development of enabling strategies; and
7. Formulation of implementation plans.

RATIONALE AND FRAMEWORK FOR STRATEGIC PLANNING (continued)



2.7 These elements formed the basis for grassroots' involvement in the strategic planning process. Inputs from this process were discussed at grass-root and institutional levels. Drafts of the strategic plan were circulated widely and discussed exhaustively by internal stakeholders through consultations, group discussions, and seminars. The University Strategic Plan, as presented; is a culmination of the collective wisdom of a wide range of stakeholders who view the University as theirs and consider themselves as deserving the best output from their institution.

VISION, MISSION & CORE VALUES



VISION:

The University of Choice
in Africa.

MISSION:

To be responsive to national and international needs through excellence in teaching and learning, research and innovation, entrepreneurship, and community engagement for sustainable development.

CORE VALUES:

1. Autonomy
2. Integrity
3. Professionalism
4. Transparency
5. Accountability
6. Innovation
7. Quality
8. Relevance
9. Differentiation
10. Diversity



ENVIRONMENTAL SCAN

This plan has taken into account the existing and the changing environment, circumstances and the emerging challenges that have been ushered in. Hence, an environmental scan has been conducted. While doing this, cognizance has been taken of the fact that the environment that UNISWA operates in is dynamic and complex. Firstly, to group the internal circumstances within which the University operates, an internal environmental scan was conducted. Secondly, it also operates in the global environment; hence, an external environmental scan was done accordingly.

Internal Environment

There are several internal enablers that should aid in the achievement of the strategic plan objectives. These include the:

- > Progress that the country has made in achieving Universal Primary Education (UPE) and in increasing access to all levels of education;
- > Peace and stability that Swaziland enjoys;
- > Heightened demand and need for tertiary education that exists in the country. This also goes together with the increased supply of qualified students to the tertiary education system;
- > Goodwill and quality of products attached to the national University;
- > Increased availability and usage of information and communication technologies (ICT) by UNISWA and the whole country; and
- > Existence of links with several regional and international institutions and organizations.

While there are several enablers to assist UNISWA in the achievement of its strategic plan objectives as indicated above, there are, on the other hand, many internal constraints that will work against the achievement of these objectives.

These include:

- > The high level of poverty in the country: Because of poverty, many prospective students will not afford the tuition fees (plus other expenses) charged by the University. They will, therefore, be unable to study at the University even if they qualify for admission;
- > The high rate of unemployment in the country, even for educated people: Because of this, people will not have money to pay for their studies at the University, and in addition, unemployment reduces the returns to education and thus making it less desirable;
- > The low rate of economic growth in the country, the region and globally: This is a constraint since this low rate makes the country have fewer resources to support the University and to provide students scholarships. With fewer resources allocated to the University, the budget for University operations and staffing will be adversely affected and hence the quality of education provided by the institution is likely to be compromised. With fewer scholarships provided, only a few students will afford University education and income from students' fees will go down as well;



- > Donor fatigue: Due to donor fatigue, it might not be possible for UNISWA to raise the resources that it needs to implement the strategic plan;
- > Staff retention, development and professional growth. The plan assumes that the University shall have well qualified and adequately experienced staff to do its various tasks. Shortage of funds could lead to the institution being unable to recruit quality staff, being unable to develop staff and being unable to retain quality staff; and
- > Inadequate facilities and equipment for teaching and learning. This is an internal constraint if the University is unable to get the appropriate facilities and the appropriate equipment for teaching and learning and for research.

Table 1: Forces from the Internal Environment

Strengths	Weaknesses
Qualified staff and effective staff development programmes.	Inadequate modern infrastructure.
Quality academic programmes.	Heavy staff workloads.
Existence of participatory decision-making systems.	Resource constraints restrict attraction and retention of quality staff.
Existence of well-defined organizational structures and policies.	Inadequate budget allocation for operations, conference attendance, publishing and subscriptions to professional bodies.
Availability of Government funding.	Inadequate marketing of UNISWA and its programmes.
Existence of UNISWA Foundation for capital projects.	Gender imbalances in some faculties.
Internationalization of programmes and projects	Inadequate evaluation of courses and programmes by stakeholders.
International reputation.	Inadequate recreation and wellness facilities.
Availability of infrastructure and facilities.	Occasional disruption of teaching and learning by students strikes
Availability of space for expansion at Kwaluseni Campus.	Insufficient adherence to principles of good governance by university units.
Relevant and affordable education.	Lack of land for expansion at the Mbabane Campus.
A National Guiding Policy for Swaziland to be a First World Country by 2022 i.e. Vision 2022.	Insufficient land for the Faculty of Agriculture, Consumer Sciences and Health Sciences.



External Environment

There are also many external (from the world outside Swaziland) enablers that should aid in the achievement of the strategic plan objectives. In terms of the United Nations' *Transforming our World: The 2030 Agenda for Sustainable Development*, the enablers that are relevant include:

- > The spread of ICT and global interconnectedness. This has a great potential to accelerate the provision of quality education and human progress, bridge the digital divide and develop knowledge societies;
- > Scientific and technological advances and innovations also have a great potential to improve education and accelerate human progress;
- > The progress that has been made by many countries in achieving the MDGs, specifically at increasing the number of people accessing education at all levels and at increasing the quality of education given;
- > The management of our planet's natural resources enabling countries to realise economic development and to achieve sustained, inclusive and sustainable economic growth that is essential for prosperity; and
- > A world with equitable and universal access to quality education at all levels, to health care and social protection.

There are, on the other hand, many external constraints that could affect the achievement of the university's strategic plan objectives. These include:

- > The challenge of eradicating poverty and hunger in all its forms and dimensions by 2030, including extreme poverty. This is the greatest global challenge and an indispensable requirement for sustainable development. Hence; the World envisages a world free of poverty, hunger, disease and want, where all life can thrive;
- > Seeking to realize the human rights for all and to achieve gender equality and the empowerment of all women and girls and those people with disabilities;
- > Protecting the planet from degradation, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations;
- > Commitment to achieving sustainable development in its three dimensions: economic, social and environmental. This is to be achieved by creating conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all; and
- > The adverse impact of climate change that undermines the ability of all countries to achieve sustainable development.



Table 2: Forces from the External Environment

Opportunities	Threats
Relatively peaceful country that renders UNISWA a good place for tertiary education and work	Reduced subvention and Government scholarships
Establishment of stronger links with external stakeholders	Deteriorating global economic conditions
Demand for consultancy, short courses, workshops, outreach services and post-graduate programmes	Emergence of other tertiary institutions offering similar programmes
Opportunities to become involved in emerging, cross-cutting and demand-driven areas of research, consultancy and niche areas	Global shift in priorities from tertiary to primary education
Increasing demand for tertiary education in Africa	Better terms and conditions of service offered by the private sector and other tertiary institutions in the Region.
Potential for increasing collaborative, externally funded and commercial research	Declining demand for UNISWA programmes by international students
Potential to increasing the frequency of hosting conferences as well and public lectures	Decline in grant funding due to donor fatigue and changing priorities
Demand for strengthening entrepreneurship as an option for job creation	
Potential to increasing the number of market-driven programmes	
Existence of the Royal Science and Technology Park.	
Potential for physical plant expansion	
Potential for increasing financial resources	

7.1 Government Subvention

7.1.1 As the only national University, the institution was accustomed to full financial support from the national fiscus for both recurrent and capital expenditure in its first ten years of existence. In the last decade and a half; however, the University has experienced a persistent deepening of budget constraints.

7.1.2 The advent of the renegotiated settlement in the SACU Agreement in 2002 ushered in a new revenue sharing regime that put an unintended strain on revenue receipts by the smaller member States, including Swaziland. This reduced Government's ease of financing State Owned Enterprises, including the University.

7.1.3 The recent emergence of other tertiary institutions had the effect of also reducing the level of financial support that would otherwise be directed to UNISWA. Figure 1 presents a snapshot of the divergence between the University's budget requirements and the actual receipt of subvention since 1999.



Figure 1: Budget versus Actual Subvention (1999-2015)

7.0 STRATEGIC BUSINESS REVIEW (continued)



7.1.4 The national economic situation during the 1999-2015 period also made it infeasible to commercialize tuition fees and the price of other services offered to students. If fees were raised, one of the unintended outcomes would be an increase in the budget for scholarships provided to local students and the Government Scholarship Board would then only afford to finance a limited number of students.

7.2 Supply and Demand for UNISWA Education

7.2.1 Demand for University education in Swaziland has continued to grow in the last 15 years. However, the carrying capacity of faculties has remained constant over this period.

7.2.2 Student enrolment trends have remained pro-cyclical and largely mimic the global and domestic economic growth patterns. The 2007-2009 fall in enrolment coincided with the world economic crisis, and the 2011-2012 trend was influenced negatively by global economic shocks coupled with the Swaziland Scholarship Policy promulgated in 2010.

7.2.3 Figure 2, therefore, depicts enrolment trends of Full-Time undergraduate, IDE and postgraduate students. The latter group of students appear not to have responded to either economic movements or scholarship policy changes. This is explained by the general increase in postgraduate programmes offered by the Institute of Postgraduate Studies.

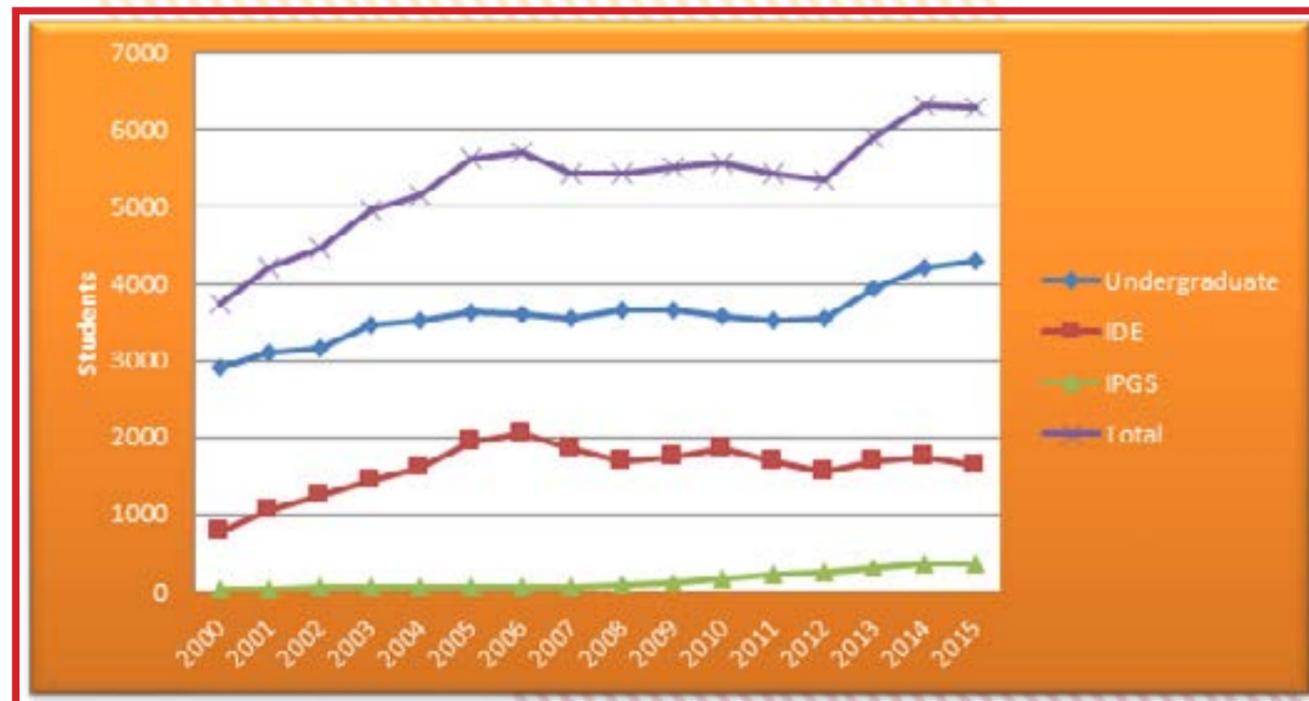


Figure 2: Historical Student Enrolment Numbers

7.2.4 It is also noted that the majority of these students are local, with limited participation from students of foreign origin. Furthermore, the mode of instruction is largely face-to-face and this places a strain on classroom and laboratory space. The exception to this pattern is the service delivery mode used by the Institute of Distance Education.

7.0 STRATEGIC BUSINESS REVIEW (continued)



7.2.5 At the level of student admission, the pro-cyclical nature of student intake is more evident in Figure 3 for reasons advanced above. In particular, the new Scholarship Policy led the University to admit above the carrying capacity of each faculty to provide for large student dropouts as a result of inability to pay the required tuition fees.

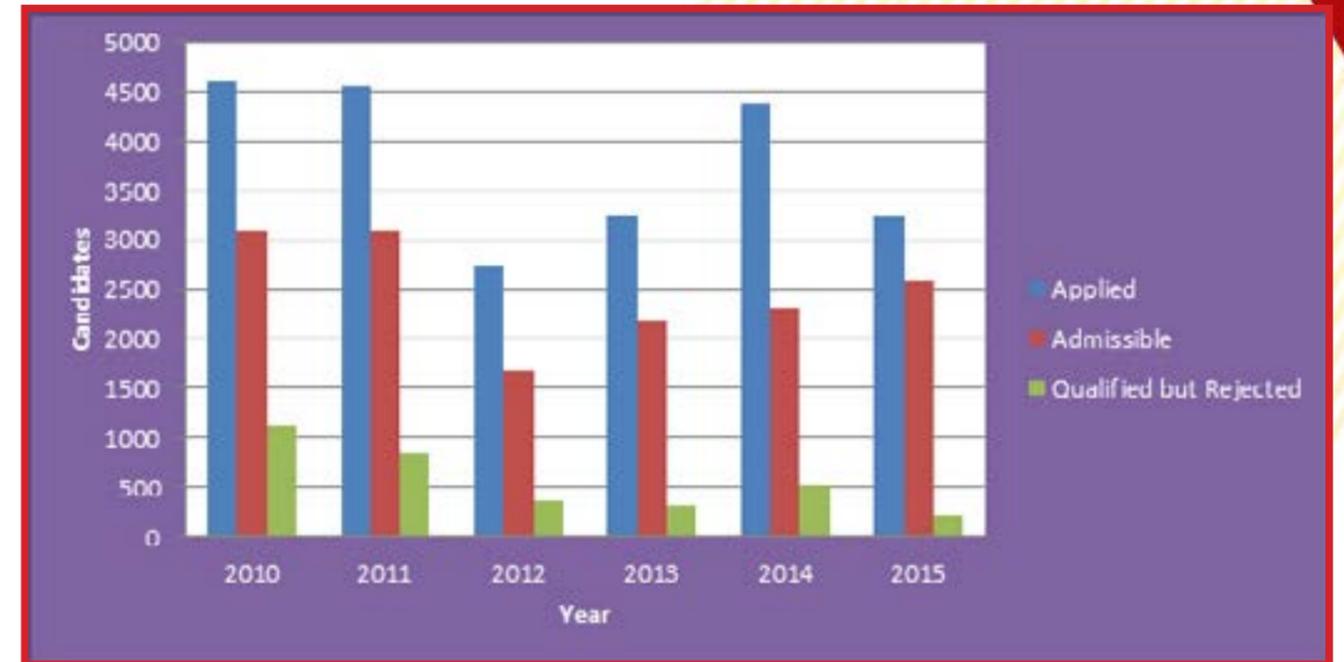


Figure 3: Excess Demand for Full-Time and Part-Time Programmes

8.0 STRATEGIC OBJECTIVES FOR VISION 2021



Objective 1: Ensure Financial Sustainability

8.1 **Subvention:** The University will intensify and strengthen its relations with Government to raise subvention from 40% of the annual budget requests, request Government to finance all local student scholarships and help the University to access foreign assistance. In turn, the institution will position itself for visibility in national initiatives that require its contributions to knowledge transfer in any sphere of influence.

8.2 **Recapitalization:** Since the advent of the global financial and economic crisis of the early 2000s, resource provision for the University to carry out its statutory mandate steadily declined in real terms. Therefore, a stimulus package will assist in financing emerging strategic programmes and projects and those that were kept in abeyance pending the improvement of the financial situation of the University. It will also assist in financing the maintenance, repair and replacement of fixed assets as well as the University's aggressive turnaround strategy. Funding at E596.666 Million spread over a five-year period is proposed.

8.3 **Establishment of a Holding Company:** A holding proprietary limited company shall be established in accordance with the Company's Act of 2009. A dividend policy shall be developed to specify the criteria for annual remittance of funds to the University.

8.4 **Establishment of an offshore fundraising facility:** Donor fatigue has been cited as a constraint to development in emerging economies. But yet again, the United States of America remains a major geographic location of philanthropic Foundations in the world, with 33% of the 300 million inhabitants donating to charitable causes. It is therefore a priority to set up a fundraising facility in the USA through the UNISWA Foundation.

8.5 **Land Acquisition through a 99-Year Lease Agreement:** The University needs land for expansion as well as for agricultural production to pursue its educational and commercial objectives. The lease agreement will create opportunities for capital inflows from financial institutions where the immovable assets are pledged as collateral.

8.6 **PPP Project Finance:** Large capital projects may be financed through public-private partnership arrangements. An expression of interest for some projects has been received from foreign direct investors in Europe.

8.7 **Income generation from own operations:** Faculties have decided to optimize utilization of time and resources in order to augment sources of revenue. The offering of winter and evening short courses, twinning of programmes, supply of agricultural and processed products as well as intensified consultancy and training services are a major focus in this five-year planning horizon

8.8 **Programme Diversity:** Introduce new undergraduate and postgraduate programmes to address any void in the labour market, including programmes aligned with Agenda 2063 and Science, Technology, Engineering and Mathematics (STEM) required in the SADC Industrialization Strategy. UNISWA will leverage on its relationship with the Royal Science and Technology Park (RSTP) and other partners to build its organizational capacity in the STEM areas of specialization. It will also establish a well-protected value chain with the UNISWA Holding Company in order to capitalize on its R&D effort.

8.0 STRATEGIC OBJECTIVES FOR VISION 2021 (continued)



8.9 **Open Educational Resources (OER) and Mass Open Online Courses (MOOCs):** A new mode of service delivery that has lower unit costs involves re-purposing academic programmes through the blended learning approach and OER that is facilitated by ICT. As a way to foster a process of institutional image enhancement, MOOCs may be initiated to run for six to 12 weeks per year. Revenue levels will be achieved mainly through doubling student enrolment numbers over the planning horizon rather than charging higher fees per student.

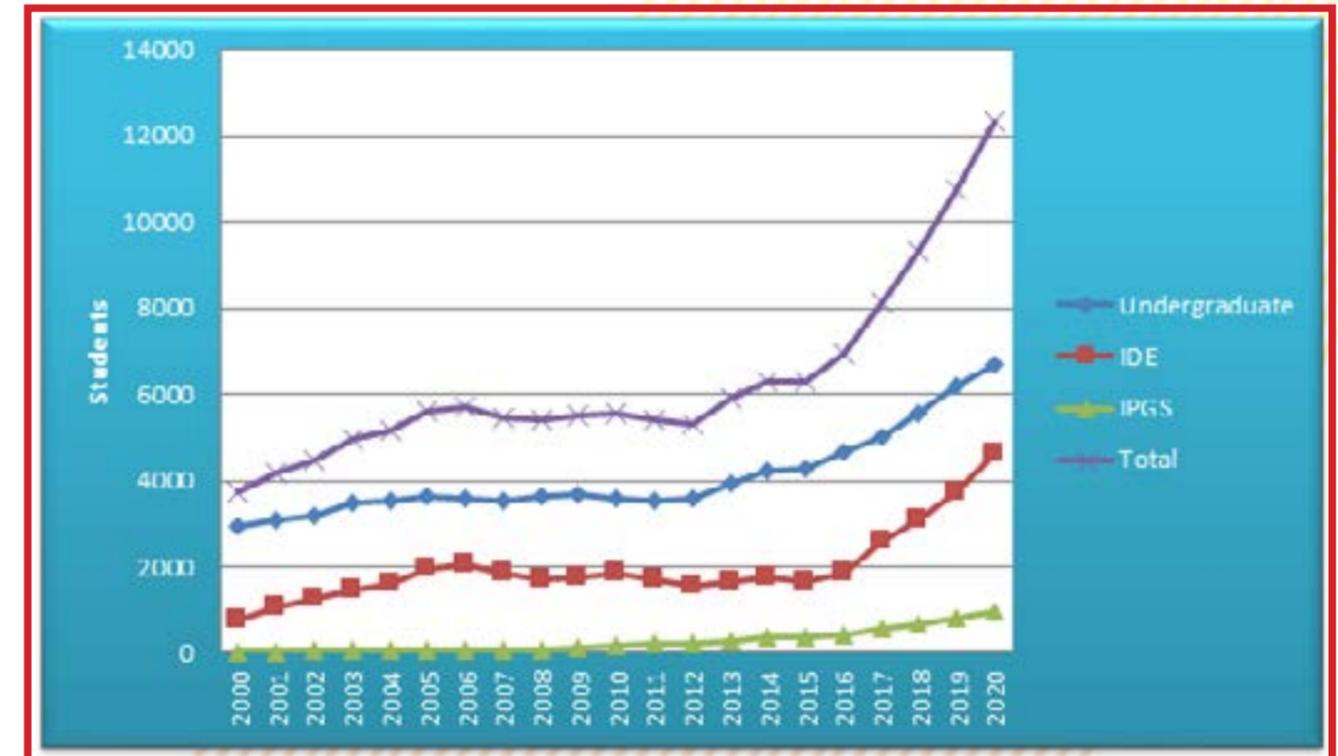


Figure 7: Actual and Projected Student Enrolment

8.10 **Collaborative and Commercial Research:** Promote a good mix of research activity. The mix will include applied, collaborative and commercial research. Commercial research, including work done under the RSTP relationship, will be coordinated under the leadership and guidance of a new Committee of both Council and Senate.

8.11 **Commercialization of Fixed Assets:** The University will continue to identify fixed assets that are amenable to commercialization. Again, the holding company may take responsibility for this mandate.

8.12 **Rationalization of Centres and Units:** Some University entities are characterized by some degree of functional overlap and/or duplication. This tends to manifest mostly in Centres and a process of enterprise re-alignment will be implemented in order to optimize on resource utilization.

8.0 STRATEGIC OBJECTIVES FOR VISION 2021 (continued)



Objective 2: Ensure Excellence in Education

8.13 *Establishment of a Centre of ICT Excellence:* The vision of excellence in education will be achieved by, inter alia, the twinning mechanism of academic programmes with reputable Universities in Africa and abroad, offering blended programmes to students aided by the use of open educational resources (OER). This Centre will be designed to meet European quality standards and therefore will be endorsed by a European accreditation body.

8.14 *Establishment of a Centre of Excellence in Engineering and Energy, including an energy generation project:* This will also be the flagship of the country with international accreditation, focusing on innovation and development in partnership with other stakeholders such as the Royal Science and Technology Park.

8.15 *Product Mix and Mode of Teaching and Learning:* The Institute of Postgraduate Studies requires infrastructure for the teaching and learning activity as well as accommodation of its students, particularly foreign students under the twinning arrangement. The planned increase in academic and professional programmes will require classroom space, laboratories, and lecture theatres. Two primary modes of service delivery that rely on technology enhanced learning and teaching have been identified. These include full-time face-to-face classroom interaction between the lecturer and the student as well as blended learning which combines face-to-face interaction with eLearning and/or online learning. In order to attain an optimum learning experience for learners and educators in both modes of education, open educational resources (OER) are a key medium that will be made available in the public domain under an open license with minimum terms and conditions.

8.16 *Promotion of collaborative and commercial research:* Intensified collaborative and commercial research through high quality linkage arrangements and direct proposals to Foundations and other consumers of research output is indispensable. The RSTP is one such partner that is positioned to assist with achieving this objective.

9.0 COMPENDIUM OF THE LOGICAL FRAMEWORK



Table 1: Sources of Financial Resources

Objectives	Key Actions	Key Performance Indicators
	Increase Government Subvention and funding of a turnaround strategy.	Increased budget allocation.
	Increase revenue from operations, i.e., Increase student enrolment, Commercial research, Short Courses, parallel programmes, and twinning of programmes.	Increased revenue from own operations.
	Establish a University Company.	Increased revenue from dividends.
	Establish a Foundation abroad.	Increased remittance of funds from abroad
	Enter into Public-Private Partnerships through agents abroad.	Increased infrastructure from PPP Finance.

Table 2: Increase Physical Facilities

Objectives	Key Actions	Key Performance Indicators
Increase land for expansion and educational physical facilities.	Acquire a 99-year lease from Government	A land lease agreement entered into between Government and the University
	Increase facilities and ICT equipment	Increased classroom space, laboratories and demonstration rooms

Table 3: Acquisition, Development and Retention of Human Capital

Objectives	Key Actions	Key Performance Indicators
Staff Recruitment and Retention	Review Policies and Procedures to attract, develop and retain high quality personnel.	High rates of staff retention and participation in Continuing Professional Development.
	Conduct change management workshops.	High scores in identified service delivery indicators.

8.0 STRATEGIC OBJECTIVES FOR VISION 2021 (continued)



Table 4: Enhance Service Delivery in Teaching and Learning

Objectives	Key Actions	Key Performance Indicators
Expansion of Market-Driven Programmes.	Introduce new undergraduate and postgraduate programmes, and offer them through different modes.	Increased number of new and/or strengthened programmes.

Table 5: Increase Research and Innovation Activities

Objectives	Key Actions	Key Performance Indicators
Increase Research Output and Publication.	Encourage staff to conduct research by reviewing business processes and the incentive structure for researchers.	Increased research output.

Table 6: Increase Internationalization of Strategic Partnerships

Objectives	Key Actions	Key Performance Indicators
Increase linkage arrangements with Tertiary Institutions.	Identify partner institutions and sign MOUs and MOAs with them.	Increased successful links with tertiary institutions
Leverage on Available Resources to Implement High Impact PPP Projects.	Identify partner domestic and foreign Investors, and enter into PPP agreements with them.	Increased high impact PPP Projects.

Table 7: Strengthen Quality Assurance Systems

Objectives	Key Actions	Key Performance Indicators
Ensure a Strong Quality Assurance Mechanism.	Enhance existing systems by benchmarking more against international quality standards.	Internationally competitive quality assurance systems.

