

2012 – 2016

Strategic plan



Creating future leaders

*Univen is a quality driven,
financially sustainable,
comprehensive university.*



University of Venda

30 Years • 1982 - 2012

The background of the entire slide is a dense, blue-tinted collage of various people, likely students and staff of the University of Venda, engaged in different activities like studying, talking, and working. The collage is layered behind the text and graphics.

Univen – globally aware, locally relevant

A solid red triangle pointing downwards, positioned below the main title and above the first paragraph of text.

“Fully cognisant of the strategic role that it is playing in the environment that it finds itself in, the University of Venda has fully accepted its role to deliver high level professional and occupational skills, research and innovation required for economic growth and development in the region.

In this regard the university does not see its locality in one of the most rural parts of South Africa as a burden but rather as an asset, being able to contribute significantly to one of the most culture-rich areas of the country.

Being in the fortunate position of applying skills acquired from wholesome community entrenched values to the advantage of national skills demands, this is also being applied to forging international linkages with institutions of choice in many countries abroad. This places Univen in the admirable position of being globally aware but remaining locally relevant – to the advantage of the communities it serves, locally, regionally and nationally.”

Prof Peter Mbatlali
Vice Chancellor and Principal

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foreword

The University of Venda is 30 years old and has made gigantic steps in the recent past to position itself as a quality driven, financially sustainable, comprehensive university. Univen has continued to place emphasis on the academic enterprise and simultaneously strengthening the administrative and support functions to ensure success in the core business of teaching, learning, research and community engagement.

The quality and profile of our graduates must be continuously monitored to be in sync with the national skills development plan and with the realities of a developmental state that has taken a conscious decision to move from a resource-based economy to a knowledge-based economy.

The future presents exciting opportunities for the University to deliver high level professional and occupational skills, research and innovation required for economic growth and development of our region and to significantly contribute to the national skills demands.

In 2010 the Minister for Higher Education and Training, Dr Blade Nzimande highlighted the need to develop a well-organised, vibrant research and development system which integrates the research and training capacity of higher education with the needs of the industry and of social reconstruction.

Research is an integral component of a quality university and in this regard we will continue to enhance our research outputs and the retention of good academics and scholars, attracting a new generation of students to the research profession and encouraging research in areas with beneficial impacts on the economy and society. The minister emphasised the need to grow a young cadre of black PhDs and to capacitate the historically disadvantaged individuals in this area.

Following a rigorous academic planning exercise, the University of Venda has an agreed size and shape, with clear enrolment targets in the various classifications of educational subject matter categories. The Department of Higher Education and Training has set itself strategic goals and objectives to be implemented by universities. At undergraduate level these targets focus on increased outputs of graduates and diplomates in: engineering, life and physical sciences, human and animal health sciences and initial teacher education.

At postgraduate level these targets focus on increased outputs of honours graduates, research masters graduates, doctoral graduates and postdoctoral fellowships. The current debate on differentiation in the higher education sector calls for Univen to be innovative in its programme offerings to ensure relevance and competitiveness. In this regard we are committed to developing new programmes in engineering and human health.

Planning, funding and quality assurance are the key pillars that steer the South African higher education system towards the goals set out in the Education White Paper 3 – A programme for the transformation of higher education. Various reviews initiated by the minister of Higher Education and Training such as the one for the National Student Financial Aid Scheme of South Africa and the funding formula for universities bodes well for the future of historically disadvantaged universities such as ours.

This strategic plan has taken into account the recommendations of the largely successful 2010 Higher Education Quality Council Audit Report. While acknowledging the tremendous challenges that lie ahead, exacerbated by an unstable global economy, the support of different stakeholders will be critical in the successful implementation of this strategic plan and, in making Univen a campus of choice for students and an employer of choice for staff.



*Prof Peter Mbat
Vice Chancellor and Principal*



introduction¹

The University of Venda's five-year strategic plan outlines in a succinct manner its commitment to be a quality driven, financially sustainable, comprehensive university.

The 2012 - 2016 strategic plan deliberately lays emphasis on securing a strong foundation in delivering on its basic mandate as an institution of higher learning, thereby laying a solid basis for the university to catapult to even greater heights in the proceeding planning cycle.

The plan takes cognisance of the hallmarks of an outstanding academic institution which include quality of the teaching and research staff, quality of governance and leadership, quality and commitment of students, prudent financial management practices and equally important and a supportive environment. A visionary and realistic strategic plan is a key driver in achieving these goals.

The strategic intent of this document is to improve the quality of the lives of both staff and students with a view to ensuring that outputs in terms of pass rates, throughput rates, graduation rates and research outputs improve in line with the national average norms.

This plan takes into account recent significant achievements at the university. Examples include the improved research output in the institution and significant infrastructural development, including new lecture halls, a new student administrative building, extension to the School of Environmental Sciences, a new building for the School of Mathematical and Natural Sciences, a new School of Education, new buildings to the School of Agriculture, a new student female residence, refurbishment to the library, and the extension of the disabled student unit.

The strategic plan takes teaching and learning, research and community engagement as the cornerstone of the university, which is supported by various structures within the Rectorate, Academic, Operations and Registrar's division.

academic² division

The academic division consists of eight schools and four directorates. The schools offer a range of undergraduate and postgraduate academic programmes in various classifications of educational subject matter. The programmes lead to qualifications of undergraduate certificates or diplomas, first or professional bachelor degrees, postgraduate diplomas, honours, masters and doctoral degrees. Schools are expected to perform in the areas of teaching and learning, research and community engagement.

The School of Agriculture

The School offers programmes in classifications of educational subject matter categories 1 and 10. These are in areas of Agricultural Economics and Extension, Family Ecology and Consumer Sciences and Food Science and Technology.



It also houses the Centre for Rural Development and Poverty Reduction. In addition, the school also has an experimental farm on campus which is used for experiential learning in both Animal Production and Plant Production programmes.

The School of Education

The School offers programmes in classifications of educational subject matter in category 7. It

trains teachers for the foundation phase and secondary schools. It also upgrades practicing teachers through the certificates programmes; develops them through the various honours and masters programmes; and also the doctoral programmes for research in various aspects of education. In addition, the school has a pre-school on campus which is used for experiential learning.

The School of Environmental Sciences

The School offers programmes in classifications of educational subject matter categories 2 and 8. These are programmes in disciplines of Environmental Sciences, Environmental Management, Earth Sciences, Hydrology, Water Resources and Mining and Environmental Geology. In addition, the school has a Geographic Information System Resource Centre, an Environmental Advisory and Assessment Unit and an Institute of Semi-arid Environmental and Disaster Management.

The School of Health Sciences

The School offers programmes in classifications of educational subject matter in categories 9 and 18. The programmes are in the disciplines of Nursing Science, Public Health, Nutrition, Psychology, Biokinetics and Recreation and Leisure Studies. The school also has a Centre for Biokinetics, Recreation and Sport Sciences on campus that is used for experiential learning.



The School of Human and Social Sciences

The school offers programmes in classifications of educational subject matter in categories 5, 11, 17 and 20. The programmes are in Communication and Applied Language Studies, Development Studies, English, International Relations, African Languages, Gender Studies, Youth Studies and Social work. The school also houses the Centre for Indigenous Studies as well as the MER Mathivha Centre for African Languages, Arts and Culture.



The School of Law

The school offers programmes in classifications of educational subject matter in category 12. The programmes are in Criminal Justice and Law. In addition, the school has a Legal Aid Clinic on campus which is used for experiential learning and practice, as well as providing legal services to the community. The school also houses the Ishmael Mahomed Centre for Human and Peoples' Rights.

The School of Management Sciences

The school offers programmes in classifications of educational subject matter in categories 4, 6 and 19 in disciplines of Accounting and Auditing, Business Information Systems, Business Management, Economics, Human Resources Management, Public Management and Tourism and Hospitality Management. The school houses the Business Career and Placement Centre and the Oliver Tambo Institute of Government and Policy Studies.

The School of Mathematical and Natural Sciences

The school offers programmes in classifications of educational subject matter in categories 6, 13, 14 and 15 in disciplines of Life Sciences, Physical Sciences, Mathematics and Statistics. The school houses the Unit for Data Management and manages the Vuwani Science Resource Centre, which is off campus.

Research and Innovation Directorate

The development of research, both basic and applied, is a priority for this directorate. It aims to build a support cadre of research leaders such as postdoctoral fellows, research professors and emeritus professors and to develop support and training programmes to assist staff and postgraduates to publish their research findings and to participate in regional, national and international conferences.

Community Engagement Directorate

Through the Directorate of Community Engagement Univen seeks to ensure that a qualitative, symbiotic and reciprocal relationship exists between itself and its community stakeholders. Community engagement entails goal oriented reciprocal interaction, collaboration and partnerships between the university and rural communities, including on sites for experiential and service learning programmes.

Library Services

The library develops and manages local and remote access to information and knowledge resources through its professional expertise. In this way it offers a range of library and information resources.

Centre for Higher Education Teaching and Learning

The Centre for Higher Education Teaching and Learning initiates, coordinates and promotes programmes and services to address the challenges facing academics and students in achieving expected outcomes of teaching and learning in higher education. Within the framework of the university's vision and mission, the centre provides quality programmes and services to staff and students to optimise their abilities to realise the full outcomes of teaching and learning.



context³ of the strategic plan

This strategic plan is guided by both internal imperatives (new vision and mission and the statute of the University of Venda) and external imperative, including the Limpopo Province Growth and Development Strategy and legislative imperatives like the Constitution of the Republic of South Africa (1996), The South African Qualifications Authority (SAQA) Act (1995), the White Paper on Science and Technology (1996), the Higher Education Act (1997), the Education White Paper 3: A Programme for the Transformation of Higher Education (1997), the National Plan for Higher Education (2001), the National Student Financial Aid Scheme Act, Act 56 (1999), the Human Resource Development Strategy (2011), the Education White paper 6 on Inclusive Education (2001), the Restructuring of the Higher Education System in South Africa (2002), the new Institutional Landscape for Higher Education in South Africa (2002), the Higher Education Qualifications Framework (2007) and the Higher Education Amendment Act (2008).

This strategic plan is committed to grow the university into a quality driven, financially sustainable comprehensive university. The objective of this strategic plan is to firmly position Univen as a catalyst that promotes the growth and development strategy of the region and the nation as a whole.

The university is one of two universities in the Limpopo province. The province has the highest population of young people in the country. This implies unique educational, recreational and developmental intervention challenges, and therefore offers immense opportunities for growth (Limpopo PGDS 2004 -2014).

Primarily, universities the world over are considered as key strategic assets for the national growth and development of modern societies. The role of a university is to advance the knowledge of the community and to encourage and develop scholarship and learning.

It is against this background - and in view of the large intellectual human resource capital that resides at the University of Venda - that we are committed to working with government, provincial leadership and other stakeholders, including the private sector, to contribute to the wellbeing of our community and to serve as an engine that drives the growth and development strategy of the region and the nation at large.

A successful university model is one in which the academic programmes and research activities are largely in harmony with the developmental needs of the community. It is therefore, incumbent on us as a rural-based university to ensure a quality symbiotic and reciprocal relationship with our community, specifically through our research and innovation and community engagement programmes.

Approximately 76% of Limpopo's economically active population is only qualified to do unskilled and semi-skilled labour with only about 3,5% being highly-skilled. The fact that the province has an extremely low skills base reduces

its ability to be innovative, to be economically productive and to implement productive ventures. Clearly this is a challenge that Univen should address through a variety of academic offerings to augment the skills level of the province. Limpopo has identified mining, tourism and agriculture as the main driving forces for economic development and prosperity, together with their associated manufacturing industries.

In response to national targets, the Limpopo PGDS 2004-2014 sets targets for poverty alleviation, infrastructure delivery, skills development and intergovernmental relations, including improved alignment of planning frameworks and structures for improved government and civil society interactions. Engagement in this context is a critical passage for Univen to be responsive and relevant to the needs of the community.

Frugal management of financial resources is paramount in securing long term sustainability of a university. We must, therefore, take cognisance of the instability of the global economy and proactively factor possible consequential effects on the cost of goods and services and our ability as a university to continue to manage a healthy balance sheet. One of the areas that we will continue to engage with the Department of Higher Education and Training is the reviewing of the current funding model. This is to ensure that it enhances access, equity, quality, efficiency and sustainability, particularly for rural-based universities with limited third stream income and a large pool of students from indigent families.

The origins of the current institutional structure of the higher education system in South Africa, embedded in the misplaced ideological vision of 'separate but equal development', can be traced back to the apartheid regime. The apartheid legacy continues to burden primarily rural-based universities which are not endowed with adequate resources to fully rise and meet the challenges of reconstruction and development and to provide excellence in the core business of teaching, learning, research and community engagement.

Converting to a comprehensive university

The University of Venda was mandated by government to become a comprehensive university as part of its restructuring of higher education in South Africa. In terms of programme offerings, Univen has, since its inception in 1982, seen itself as a traditional university offering a range of undergraduate and postgraduate programmes. It sees the process of converting itself into a comprehensive university as an exercise in academic planning that involves the re-engineering of the core business of the university.

It involves conforming to the government's size and shape mandate, putting in place a comprehensive and administrable student enrolment plan, reviewing for relevance and viability the current undergraduate programmes, introducing career focused education in the form of new diploma offerings and addressing the issue of student success rates.

The first crucial step in the conversion to a comprehensive university was the development of a new vision and mission statement in 2006. Univen's new vision and mission statement represents a fundamentally different point of departure – rural and regional development - from the previous mission and vision with its emphasis on Univen as a university of science and technology.

Within this focus area these sub-themes have been identified -

- The role or the academic nature of comprehensive universities within the institutional typology of the South African higher education sector.
- The balance between the various qualification types and qualification levels that are offered by the university in terms of –:
 - Technological/vocational, career-focused and professional, and formative qualifications.
 - Certificate/diploma and degree qualifications at the undergraduate level.
 - Undergraduate and postgraduate qualifications.
- Enrolment planning in respect of the proportion of enrolments in the broad fields of study (Humanities and Education, Business and Management and Science, Agriculture and Health Sciences), as well as in various qualification types and at various qualification levels.
- The design of approaches to academic planning, quality management, human resource management and academic development that is appropriate for the university as a comprehensive institution.

senior 4 management structure

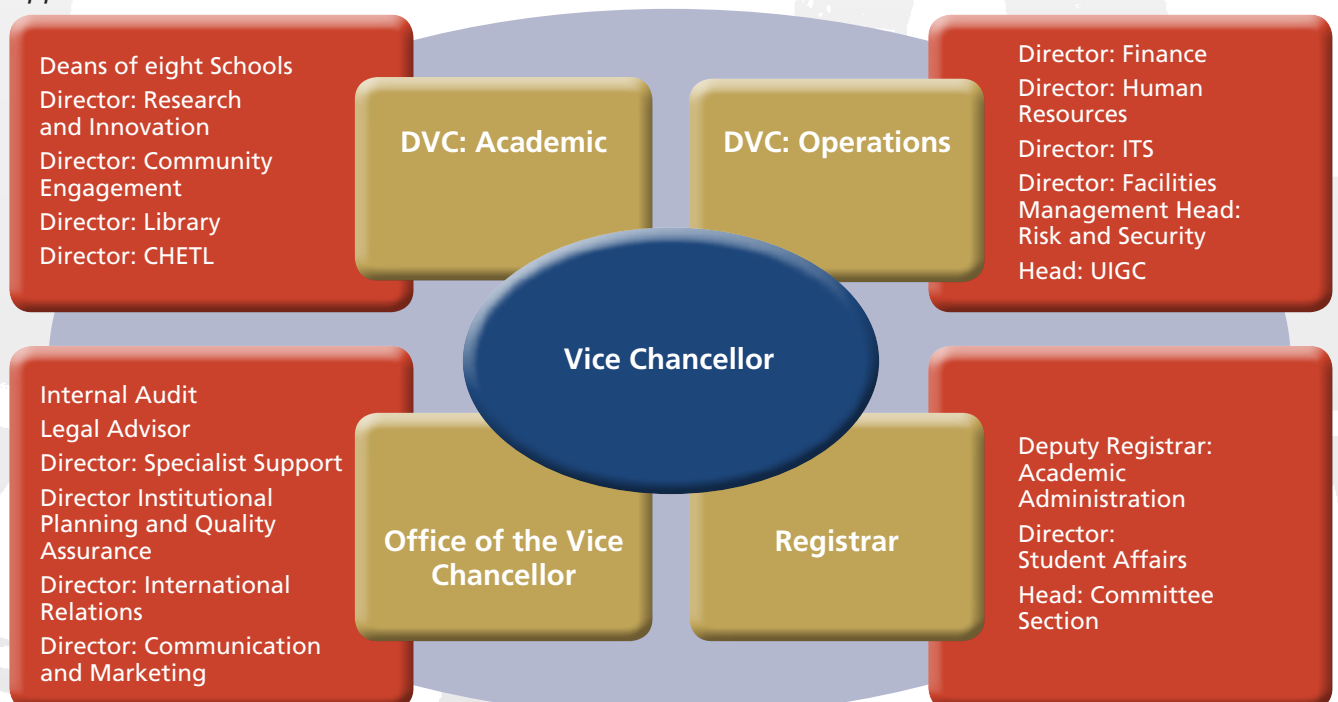
An appropriate senior management structure is necessary to support the transformation from a standard university to a comprehensive university. In addition to this transformation, Univen is faced, as are all South African universities, with the challenge of becoming a viable entity that is driven by a business model that fits the university's specific strategic objectives.

This includes not only financial viability but also academic excellence in strategic focus areas that will lead to the attraction of high quality students and staff who will increase academic throughput resulting in greater subsidy income.

As a public institution, a university is a custodian of assets that include land, buildings, equipment, tuition revenues, central and local government monies, private donations and other resources entrusted to its management. However, this custodian role goes beyond due diligence, efficiency and effectiveness in managing resources. It also includes strategic planning, redeployment and investment through the process of achieving its ideal size and shape in terms of national and institutional imperatives and goals.

Resource optimisation means making decisions with a long-term, often multi-generational, perspective. Based on this premise and the need to create an effective, cost-efficient institution, a top and senior management structure has been approved by Council. This will create savings, offer better channels of communication and it is hoped, will result in academic excellence (appendix 1).

Appendix 1





5 vision, mission statements and institutional values

Vision

To be at the centre of tertiary education for rural and regional development in Southern Africa

Mission

As a comprehensive institution, the University of Venda offers a range of undergraduate and postgraduate qualifications in fields of study that are responsive to the development needs of the Southern African region, using appropriate learning methodologies and research.

Institutional values

- **Quality and excellence:** Strive to the highest standards as benchmarked and evaluated by peers.
- **Accountability:** Commitment to good and responsible use of human, fiscal and physical resources entrusted to us and deliver on and be answerable to our mandate.
- **Transparency:** Openness to public scrutiny on our actions, processes and use of our resources.
- **Integrity:** Consistently espousing and practicing honesty, truth and freedom in all we do.
- **Respect:** Treating all stakeholders with civility and dignity.
- **Diversity:** Recognition that diversity and excellence are mutually inclusive, enhancing our teaching, scholarship and community engagement as well as our ability to interact with all people.
- **Social responsibility, community engagement and ubuntu:** Contributing to the best extent possible to the intellectual, social and economic wellbeing of the communities we serve.

SWOT 6 analysis

This table summarizes the assessment of institutional strengths, weaknesses, opportunities and threat.

Internal environmental context of Univen

Strengths Teaching and learning <ul style="list-style-type: none"> Clearly defined focus areas for academic programmes Re-curriculation of academic programmes in line with the university mandate Improved throughput rate Well managed foundation/extended degree programmes Availability of the Centre for Higher Education Teaching and Learning 	Weaknesses Teaching and learning <ul style="list-style-type: none"> Some programmes are undersubscribed Lagging behind in developing and designing career focused diploma programmes Inadequate mechanism for identifying at-risk students
Academic staff <ul style="list-style-type: none"> Adequately qualified and experienced core staff Commitment by management to improve the quality of staff Understanding and commitment to deal with underprepared students Performance management system for senior academics 	Academic staff <ul style="list-style-type: none"> Poor implementation of policies and systems High turnover of staff Difficulty in retaining staff members
Community engagement <ul style="list-style-type: none"> Availability of Community Engagement Directorate Centre for Rural Development and Poverty Alleviation is functional Service learning in a number of academic programmes Increased community-based research Support from provincial and district leadership Support from traditional and civic leadership 	Community engagement <ul style="list-style-type: none"> Inadequate integration of community engagement in academic programmes
Physical facilities and resources <ul style="list-style-type: none"> Vast land for future development Department of Higher Education and Training funding for new infrastructure and renovations New buildings erected Library and Environmental Sciences buildings extended A one-stop administration building erected A new female residence erected 	Physical facilities and resources <ul style="list-style-type: none"> Lack of recreational facilities for students and staff Inadequate health facilities Inadequate staff and student residences Poor quality maintenance of infrastructure Inadequate classes Lack of a title deed

Information and communication technology <ul style="list-style-type: none"> • Functioning modern hardware and software • Version 13 upgraded to ITS integrator • Academics have laptops • Students have access to internet • Availability of computer laboratories • Higher Education Information Management System officer appointed 	Information and communication technology <ul style="list-style-type: none"> • Data integrity and management challenges • Inadequate computer facilities for students • Inadequate internet capacity • On-line registration challenges
Financial resources <ul style="list-style-type: none"> • Unqualified financial statement • Department of Higher Education and Training support for infrastructural and ICT enhancement • Good management of the institution's expenditure • Student debt recovery strategy 	Financial resources <ul style="list-style-type: none"> • Inadequate third stream income
Governance and management <ul style="list-style-type: none"> • Support from Univen Council • Democratic governance structures and participatory processes are in place • Statutory and policy framework • Well defined processes and procedures • Streamlined governance and management committees • Integrated communication strategy 	Governance and management <ul style="list-style-type: none"> • Slow pace of making substantive appointments
Institutional identity/image <ul style="list-style-type: none"> • Wide alumni base • A new corporate logo • New and revamped website • Marketing strategy • Relationship with media houses strengthened • Communication with university stakeholders improved 	Institutional identity/image <ul style="list-style-type: none"> • Underutilisation of the institution's alumni for fund raising
Institutional Planning and Quality Assurance <ul style="list-style-type: none"> • Facilitating programme development • Working on programme qualification mix • Facilitating the development of the Higher Education Quality Council improvement plans • Facilitating accreditation of programmes 	Institutional Planning and Quality Assurance <ul style="list-style-type: none"> • Lack of planning forum • Lack of quality management system
Geographic location <ul style="list-style-type: none"> • Institution is well placed to address rural development and poverty alleviation • Reliable pool to attract students 	Geographic location <ul style="list-style-type: none"> • Far from established industries for experiential learning • Difficulty in attracting staff with rare qualifications as part-time lecturers, e.g. Chartered Accountants
Research <ul style="list-style-type: none"> • Improved postgraduate supervision and graduation rate • Improved funding from National Research Foundation and other agencies • More rated researchers • Improved research output 	Research <ul style="list-style-type: none"> • Inadequate senior research staff to mentor students and staff • Inadequate publication by students and staff

Library

- Virtual library service
- Acquired Question Point for students' queries at any time
- Hot spots for students to plug in their laptops
- Well functioning reference desk
- Acquisition of Turnitin anti-plagiarism detection tool
- Remote service for part-time students
- Advanced library management
- Refurbishment and renewal of library

Library

- Inadequate information literacy training
- Inadequate support for disabled students
- Lack of back-up issuing system
- Shortage of professional staff
- Periodicals and special collection material not catalogued

Assessment of external opportunities and threats**Opportunities**

- Collaboration with other institutions nationally and internationally
- Partnership with the public and private sector
- An environment rich in cultural and indigenous knowledge
- Improved relations with the Department of Higher Education and Training
- Local, provincial and national government departments support and collaboration
- Service as a specialist in rural and development and poverty alleviation

Threats

- Unstable global economy
- Poverty for the majority of students in the catchment area of the university
- Limited funding support for students
- HIV and AIDS

Table 1: Size and shape 2013 – 2015

	Science, education and technology including humanities	Business and management	Education	Humanities and social sciences
Doctorates	51	2	17	31
Masters	236	100	78	145
Other Postgraduate	254 <masters	109	85	157
Bachelors	3 788	1 586	1 233	2 261
Certificates and diplomas	254	109	85	157
Total head count	4 620	1 980	1 540	2 860
Department of Higher Education and Training 2013 approved	42%	18%	14%	26%
Univen 2010 actual	36%	20%	9%	37%

Strategic objective 1: Conversion to a comprehensive university

The University of Venda has been mandated to become a comprehensive university, offering a combination of academic, professional and career-focused programmes at both the degree and diploma levels. The university recognises the challenges involved in becoming a comprehensive institution.

This requires a fundamental rethinking and restructuring of the curricula, given the need to ensure articulation between diploma and degree programmes, changing the traditional academic orientation of the staff and providing the necessary infrastructure and resources. Furthermore, expanded opportunities for research and strengthening and development of applied research are required. In short, it requires a fundamental re-engineering of the academic architecture of the university, in particular its qualifications structure, programme profile and the human capital.

The Department of Higher Education and Training has given us a clear enrolment target for 2011 - 2013. Table one illustrates the 2011 - 2013 departmental mandate, compared with the university's 2010 actual size and shape. In addition, the departmental mandate is translated into an actual headcount for 2011 - 2012. The academic re-engineering exercise must be undertaken within the context of the university's approved size and shape, which requires that by 2013 the headcount should not exceed 11 000, distributed as follows –

42% enrollment in SET including health sciences	18% in business/management
14% in education	26% in humanities including law

Furthermore, 5,5% enrolment should be certificates and diplomas –

80,1% degrees	5,5% honours
5,4% masters	1,1% doctorates

Furthermore, the pass rate should be 79%, while the graduation rate should be 2 465 graduates. Our contribution to the scarce skills areas are 40 in engineering, 350 in life and physical sciences, 370 in human health and 225 in initial teacher education. In addition, graduation targets of 300 honours, 100 research masters and 20 doctorates must be achieved by 2013. The graduation targets are further illustrated in table 2.

	Total 2012	Department of Higher Education and Training approved 2013	Univen 2010 actual total
	101	1,1%	4,3% for masters & doctorates
	559	5,1%	4.5%
	605	5.5% <masters	
	8 868	80,1%	82%
	605	5,5%	8,2%
	11 000	11 000	10 733
		11 000	
		10 733	

Table 2: Graduation rates by qualification type

Category	2008	2009	2010	2011 – 2013 mandate
Under graduate degrees	18%	20%	22%	
Postgraduate to masters level	48%	34%	32%	300 headcount for honours only
Masters	16%	5%	12%	100 headcount research masters
Doctoral	4%	5 %	8%	20 doctoral
Univen total	19%	19%	21%	22,4% (2 465 graduates) (23% is the national benchmark)

Key performance areas	Key performance indicators	Targets 2012
Implementation of Department of Higher Education and Training approved size and shape	A conceptual framework on Univen as a comprehensive university is developed	Develop a conceptual framework on comprehensiveness
	Enrollment aligned to the prescribed size and shape for 2011 – 2013.	Allocation of enrollment figures according to the mandate using CESM categories for 2012
		Allocation of targets for graduation per qualification per level for 2012
		Implementation of enrollment and graduation targets
		Allocation of enrollment figures according to the mandate using classifications of educational subject matter categories for 2013
	All programmes are aligned to the higher education qualification framework policy	
		Identify all programmes that require rearticulation. 50% of the programmes are aligned to the higher education qualification framework policy
	An approved professional qualifications management system is aligned to vision and mission and research niche areas	Review school vision & mission and research niche areas
		Ensuring all 17 programmes accredited by Council on Higher Education are evaluated by a professional qualifications management system
		Align 25% programmes to school visions & missions and research niche area

The programme portfolio review process was completed for all undergraduate programmes and course work for masters by end 2010. Decisions taken after the process were implemented from 2009. The identification of relevant career focussed programmes started in areas such as catering, sports, heritage studies, music, tourism practice and fresh water technology. Other programmatic areas under consideration include media studies and interactive knowledge stack. These diploma programmes await accreditation and approval by the Council on Higher Education and the Department of Higher Education and Training respectively where after they will be introduced in our professional qualifications management -

- Diploma in Clothing Design management
- Diploma in Food Resource management
- Diploma in Travel Practice and Operations

The Council on Higher Education's higher education quality framework policy has now been published and we shall therefore accelerate the alignment of our programmes to the framework. We will continue to carefully manage our enrolment targets over the next five years to ensure that we operate within the 2011 - 2013 targets set by the Department of Higher Education and Training.

2013	2014	2015	2016
Implement the framework	Implement the framework	Implement the framework	Implement the framework
Evaluation and monitoring	Evaluation and monitoring	Benchmarking	Evaluation and monitoring
Achievement of enrollment and graduation targets	Evaluation and monitoring of adherence to prescribed size and shape	Achievement of actual enrollment and graduation targets	Achievement of actual enrollment and graduation targets
	Review of Size and Shape and submission to DHET		
Allocation of enrollment figures according to the mandate using classifications of educational subject matter categories for 2014	Allocation of enrollment figures according to the mandate using classifications of educational subject matter categories for 2015	Allocation of enrollment figures according to the mandate using classifications of educational subject matter categories for 2016	Allocation of enrollment figures according to the mandate using classifications of educational subject matter categories for 2017
Allocation of targets for graduation per qualification per level for 2014	Allocation of targets for graduation per qualification per level for 2015	Allocation of targets for graduation per qualification per level for 2016	Allocation of targets for graduation per qualification per level for 2017
Establish schedule for recurriculation of all programmes	75% of the programmes are aligned to the higher education qualification framework policy	100% of the programmes are aligned to the higher education qualification framework policy	Establish schedule for recurriculation of all programmes Review at least 10 programmes
		Identify all programmes that require recurriculation	
All programmes on offer are approved by Department of Higher Education and Training for funding			Evaluate impact of reviewed programmes and research niche areas
Align 50% programmes to school visions & missions and research niche areas	Align 75% programmes to school visions & missions and research niche areas	Align 100% programmes to school visions & missions and research niche areas	

Strategic objective 2: Quality teaching and learning

The improvement of throughput, graduation and retention rates in higher education is a national priority. A cohort study of the first-time entering undergraduates in 2000 undertaken by the Department of Education indicates that by 2004, in the case of Univen, only 29% graduated, 9% were still enrolled and 62% had dropped out, as against a national average (excluding UNISA) of 40%, 48% and 11% respectively.

The high drop-out rate is confirmed by a study undertaken by the Graduate Output Team established by Univen to investigate the reasons behind Univen's low graduation rate. The study found that in 2006 just over 1 800 undergraduate students eligible to return did not do so. The reasons for this are not clear but it is likely to be due to either lack of adequate financial support or students transferring to other universities.

The high drop-out rate also explains what at first sight seems an anomaly between the high success rates at Univen, which at 75% are just below the national benchmark of 80% and the graduation rate, which is well below the national average.

This suggests that the underlying challenge may not only be in improving student success rates, but in reducing the numbers of students who discontinue their studies. In addition, the low graduation rate reflects the fact that students are poorly prepared by the school system to pursue higher education, in particular, in terms of their literacy, numeracy and language skills.

Based on the results of this study, the University put in place strategies to improve success of students. This included the implementation of Admission scores in 2008, ensuring that only students who have a good average pass are admitted.

In addition, academic staff training was done on assessment, moderation, material development and facilitation. The rules pertaining to progression and period for completion of study were enforced. Schools also implemented the use of more tutors to help with supplemental teaching.

The performance of students in the past five years is illustrated in table 1 below. The results show a gradual improvement in success rate, thus showing the impact of the initiatives.

Table 1: Pass and graduation rates for 2006 – 2010

	2006	2007	2008	2009	2010
Pass rate	74%	75%	77%	78%	79%
Graduation rate	16%	16%	19%	19%	21%

We have established the Centre for Higher education Teaching and Learning (CHETL) at UNIVEN prompted by the Minister's letter of March 2007 in which a significant focus was given to undergraduate training. In the letter, UNIVEN is directed to ensure that 77% of its headcount be in undergraduate degrees and that Univen improves its success rate in undergraduate degrees from the current 77% to 78% and graduation rate from 1600 to 1800 by 2010. The 2013 mandate expect the success rates to improve to 79%, which the University has already reached in 2010.

According to the findings of that study (Univen, 2004); lecturers identified inadequate academic support as one of the reasons for low academic success. This includes support for personal, social and psychological problems, adaptation to a new learning environment, life and study skills, contemporary teaching and assessment methods, and career guidance.

This claim is supported by Kramer & Spencer (1989) who argue that academic support plays an important role in integrating students into the social and intellectual fabric of an institution. Although poor academic performance is a combination of complex underlying factors, the following variables have been found to be key factors in exacerbating poor performance and attrition of students:

- Academic under preparedness of staff and students.
- Transition or adjustment problems.
- Career choice uncertainties.
- Lack of or inadequate financial support.

UNIVEN has in place sections that run student and staff development programmes designed to enhance capacity for success in teaching and learning. These programmes are coordinated by CHETL in collaboration with Student Affairs and Schools.

There are currently initiatives operating within the University, with similar objectives namely to address the challenges of students' academic under-preparedness and academic support.

These include student development programmes within the Centre for Student Counseling and Academic Development; programmes that are being offered under the domain of government funded Extended Degree programmes; and a module in the English Department, English Communication Skills, a module which addresses the short falls in students' suitability for tertiary communication expectations.

There is also a work-study programme aimed at financially assisting postgraduate students who in turn offer assistantship, first within departments for which they are registered and then other departments.

Some students who participate in this programme do also serve as mentors, tutors and laboratory demonstrators, thus contributing to student academic development.

The current support system for teaching and learning at UNIVEN has major weaknesses, which should be addressed through the strategic plan:

- Institutionalized induction programmes for continued professional development for academic staff.
- A system to identify in time students at risk and areas of teaching and learning that need attention for academic improvement.
- Tracking/monitoring of students and staff once they have engaged in academic support programmes.
- A system to support students and staff throughout the duration of their academic programmes.
- Participation by all academic staff and academic support in academic support initiatives.

The HEQC report (CHE, 2011: recommendation 19) recommends that the University of Venda establish appropriate mechanisms and provide resources to ensure that the assessment policies and procedures are applied consistently across the Institution, and that sufficient examining capacity and adherence to procedures exist to guarantee that high success rates match actual student competencies. This should also include regular and timeous provision of assessment feedback to students.

The institutional success in improving the quality of teaching and learning will depend on establishing coordinated collaborations of programmes and services that are already in place so as to ensure a systematic campus-wide approach to increasing student success rates.

It is also important to ascertain that staff possesses requisite skills to teach students who come to University academically under-prepared.

The Centre for Higher Education Teaching and Learning adopts a holistic approach which also incorporates a unit that will take care of the induction of new academic staff and continued professional training and development for all academics.

CHETL is a comprehensive establishment which would offer a holistic range of programmes and services on teaching and learning to guarantee continuous improvement in throughput and graduation rates.

It is expected that the Centre will contribute significantly to this mandate by empowering academic staff on methods and strategies for more effective teaching and assessment as well as helping students to acquire effective learning skills and meet other learning requirements of a comprehensive university curriculum.

The University, according to the CHETL business plan, will make a thorough evaluation of the impact of the programmes under implementation in 2013. However, constant monitoring on yearly basis is being performed using the pass rate and throughput rate.

The log frame below tabulates the targets that are aimed at addressing the issues on quality teaching and learning. These also include improvement plan actions for addressing the HEQC Audit report, with particular reference to recommendation 17, 18 and 19.



Key performance areas	Key performance indicators	Targets 2012
Capacity development of academic staff	Number of staff with appropriate qualifications	15% academics without appropriate qualifications must be enrolled for relevant postgraduate studies
	Number of academics trained in teaching and learning	25% academics enrolled in the programme
	Number of academics evaluated by students	Workshops with academics on the evaluation of teaching and modules
		Evaluation of teaching and modules pilot with select lecturers
	Number of academic evaluated by peers	Workshops with academics on self and peer evaluation
		Piloting peer evaluation with select lecturers
	Efficient system for professional mentoring of staff	Establishment of a professional mentoring system
		Training of managers and mentors. Pilot staff peer mentoring programme
	Implementation of an academic induction programme	Develop an academic induction programme
		Implementation of an academic induction programme for all new academics
Success, throughput and graduation rates	Comprehensive evaluation programme for academics (by students, self, peer and supervisor)	Workshops with academics on the evaluation of teaching and modules
		Evaluation of teaching and modules pilot with select lecturers
	Increased student success rate	Increase to 80%
	Increased student throughput rate	Increase by 2%
	Increased graduation rates	Increase from 21% to 22%
Academic support for students and staff	Establishment of Centre for Higher Education, Teaching and Learning	Operationalisation of Centre for Higher Education, Teaching and Learning
		Implementation of Centre for Higher Education Teaching and Learning programmes
	Accessibility to e-learning	Develop an e-learning policy

	2013	2014	2015	2016
	20% academics without appropriate qualifications must be enrolled for relevant postgraduate studies	25% academics without appropriate qualifications must be enrolled for relevant postgraduate studies	35% academics without appropriate qualifications must be enrolled for relevant postgraduate studies	50% academics without appropriate qualifications must be enrolled for relevant postgraduate studies
	25% academics enrolled in the programme. 25% academics complete the programme	30% academics enrolled in the programme. 25% academics complete the programme	30% academics enrolled in the programme. 30% academics complete the programme	35% academics enrolled in the programme. 30% academics complete the programme
	All teaching staff to be assessed by students in at least one module they teach	All teaching staff to be assessed by students in at least two modules they teach	All teaching staff to be assessed by students in every module	Review of the evaluation of teaching based on evaluation result
			Evaluation of the use of feedback from students to improve teaching practice	
	Self and peer evaluation to be conducted by all teaching staff	Self and peer evaluation to be conducted by all teaching staff	Implementing recommendations of the impact evaluation	Self and peer evaluation to be conducted by all teaching staff
		Evaluating the impact of peer evaluation on teaching and learning		
	Training of managers and mentors	Implementation of the academic staff mentoring programme	Implementation of the academic staff mentoring programme	Evaluate the mentoring system and its impact on teaching and learning
	Implementation of the academic staff mentoring programme			
	Implementation of an academic induction programme for all new academics	Implementation of an academic induction programme for all new academics	Implementation of an academic induction programme for all new academics	Implementation of results of impact study to improve induction programme
	Implementation of a workshop series for all existing staff who never underwent academic induction		Evaluation of the impact of the new staff induction programme on performance	
	All teaching staff to be assessed by students in at least one module they teach	All teaching staff to be assessed by students in at least two modules they teach	All teaching staff to be assessed by students in every module	Review of the evaluation of teaching based on evaluation results
			Evaluation of the use of feedback from students to improve teaching practice	
	Increase to 81%	Increase to 82%	Increase to 83%	Increase to 84%
	Increase by 2%	Increase by 2%	Increase by 2%	Increase by 2%
	Increase from 22% to 23%	Increase from 23% to 24%	Increase from 24% to 25%	Increase from 25% to 26%
	Implementation of Centre for Higher Education Teaching and Learning programmes	Implementation and evaluation of Centre for Higher Education Teaching and Learning programmes	Implementation of recommendations and further evaluation of Centre for Higher Education Teaching and Learning programmes	Implementation of the recommendations of the evaluation of the Centre for Higher Education Teaching and Learning programmes
	Review curriculum to integrate e-learning	Implementation of e-learning methodology	Implementation of e-learning methodology	Implementation of e-learning methodology
	Develop e-learning training programmes for staff			Evaluate the use of e-learning technologies and impact on teaching and learning

Key performance areas	Key performance indicators	Targets 2012
	Use of software and hardware to support teaching and learning	Identify other learning technologies
	Implementation of a tutor training programme	Develop policy framework for use of identified technologies Develop a teaching and learning policy framework for the tutorial system for the university Design and pilot a tutor training programme

Strategic objectives 3: Advancing the research and innovation mandate

Research and innovation are critical functions of any university whose contribution to knowledge generation informs the very basis of critical thinking that defines a higher education institution.

We accept that a university should serve as a platform where, in addition to teaching and learning, innovative ideas are stimulated and research is promoted and applied for the socio economic benefit of the society.

Univen's research agenda not only promotes academic freedom and support the diversity of individual innovative inspirations, but it also invests in strategic research niche areas that address regional and global challenges.

The development of research, both basic and applied, including the training of future researchers, is a national priority. It is imperative not only to meet national development needs but also to enable South Africa to compete in the global market.

However, currently South Africa undertakes only about 0,5% of global research. This is a major national challenge, which, according to the National Research Foundation, requires South Africa to: "Strengthen our connectedness to global research networks and to ensure that we develop networks and centres of excellence in the SADC and across the continent.

In addition, we need to ensure that we properly protect our intellectual property and indigenous knowledge, and conserve South Africa's unique biodiversity" (National Research and Development Strategy Document).

Although in terms of staff with doctoral qualifications, our university with its 40% rate is above the national average of 32%, less than 50% of Univen academic staff is currently engaged in research.

Though the research output remains relatively poor, there has been a steady increase in the publication units per year over the past three years.

The current output translates into 0, 19 publications per staff member which is well below the Department of Higher Education and Training's target of 1, 25 units per staff member per year. There are a number of factors which contribute to the low output. These include:

- Inadequate alignment and integration of research programmes with national and regional needs, in particular, the identification of niche areas linked to institutional strengths.
- Lack of and/or insufficient access to research funding.
- Limited publication of research findings due to inexperience.
- Work overload in the absence of a work-load policy and model.

2013	2014	2015	2016
Provision of resources and training for use of other technologies for teaching and learning	Implementation of use of technologies for teaching and learning	Implementation of use of technologies for teaching and learning	Implementation of the recommendations of the evaluation of use of teaching and learning technologies
		Evaluation of the impact of the use of technologies for teaching and learning	
Implement a tutor training programme for all tutors	Implement a tutor training programme for all tutors	Monitor and evaluate the effectiveness of the training.	Refinement of the tutor programme based on the evaluation

The relatively low research output is not for want of opportunities, given the rural context of the university. If anything, the location of the university is an advantage as it is in an area which presents a wealth of opportunities for both basic and applied research.

Ecologically, the area is characterised by an exceptional diversity of biota, landscapes and land use patterns. Its rich cultural and historical heritage still requires substantial recording, transcription (oral to written), research and dissemination to a wider audience.

Socio-economically, the area represents a microcosm of African development challenges. It is caught up in the tensions of transition and transformation, from the traditional to the modern, from rural to urban and from source-based to a knowledge-driven economy.

Our area presents rich opportunities for innovative solutions to rural development, particularly those relating to health, water and sanitation, education, information communications technology uptake, entrepreneurship, biodiversity, conservation, food security and the transformation of the agricultural sector.

The university is committed to building its research capacity and recognises that this is a long-term project.

In the short to medium term, the university's focus will be to build and strengthen its existing research capacity in the niche areas in which it has a small but critical mass of researchers.

The university's strategy to build its research capacity will include these initiatives and activities -

- Linking postgraduate enrolments to identified niche areas.
- Building a support cadre of research leaders such as postdoctoral fellows, research professors and emeritus professors.
- Developing support and training programmes to assist staff and postgraduates to publish their research findings, leverage research funding and to participate in regional, national and international conferences.
- Successfully competing for National Research Foundation research chairs.
- Targeted fund raising to increase the current research income.
- Developing national and global partnerships to facilitate joint research projects with higher education institutions nationally and regionally.

The university is confident that its research strategy will in the medium-to-long-term contribute to enhancing the quality of its teaching and the development of a sustainable rural development strategy for the province.

Key performance areas	Key performance indicators	Targets 2012
Resource Mobilization	Increased funding for research and innovation	Increase the total amount of internal and external funding by 5%
Research capacity	Increased number of National Research Foundation rated researchers	Increase the number of National Research Foundation rated researchers by 20% from 9 to 11
	Increased number of active Researchers	Increase the number of active researchers by 5% from 138 to 145
	Establish a policy to appoint special category research professors	Appoint at least 2 special category research professors to grow from 0 to 2
	Increase centre of excellence or SA research National Research Foundation/ Department of Science and Technology research chair	Establish at least 1 centre of excellence or SA research chair
	Offer customised research and supervision training programmes	Offer at least 3 customised research and supervision training workshops
Research outputs	Increased research output	Increase the total research output by 15% from 58.37 units to 67.12
	Masters and doctoral Graduation	Increase graduation rate by 10%
Research strategy	Improved multidisciplinary internal and external research collaboration	Viable and relevant memorandum of understanding agreement. Established research partnerships with national and international partners increased by 10%
Infrastructure to support post graduate students	Availability of appropriate resources for postgraduate students	Identify and prioritise infrastructure for postgraduate students. Source funding.
Strengthen capacity to offer postgraduate studies	Approved and effective Higher Degree and Ethics Committee at school and senate level	Higher Degree and Ethics Committees established
Identification and promotion of niche areas	Design operational or business plan to promote awareness and buy in from all stakeholders (staff, students, potential funders)	Design methods (brochures/ webpage/TV/ radio) to market and promote buy in from all Univen staff, government departments and potential funders
Strengthen research management	Implement risk management system funding facility	Recruit and appoint risk management administrator?
	Optimal administrative and service support to researchers	Efficient and coordinated administrative oversight from all support divisions and directorates including Finance (procurement), HR, IT, research and innovation

	2013	2014	2015	2016
	Increase the total amount of internal and external funding by 5%	Increase the total amount of internal and external funding by 5%	Increase the total amount of internal and external funding by 5%	Increase the total amount of internal and external funding by 5%
	Increase the number of National Research Foundation rated researchers by 20% from 11 to 13	Increase the number of National Research Foundation rated researchers by 20% from 13 to 15	Increase the number of National Research Foundation rated researchers by 20% from 15 to 18	Increase the number of National Research Foundation rated researchers by 20% from 18 to 21
	Increase the number of active researchers by 5% from 145 to 152	Increase the number of active researchers by 5% from 152 to 159	Increase the number of active researchers by 5% from 159 to 166	Increase the number of active researchers by 5% from 166 to 174
	Appoint additional 2 special category research professors to grow from 2 to 4	Appoint additional 2 special category research professors to grow from 4 to 6	Appoint additional 1 special category research professor to grow from 6 to 7	Appoint additional 1 special category research professor to grow from 7 to 8
	Establish at least 1 more centre of excellence or SA research chair to grow from 1 to 2	Establish at least 1 more centre of excellence or SA research chair to grow from 2 to 3	Establish at least 1 more centre of excellence or SA research chair to grow from 3 to 4	Establish at least 1 more centre of excellence or SA research chair to grow from 4 to 5
	Offer at least 3 customised research and supervision training workshops	Offer at least 3 customised research and supervision training workshops	Offer at least 3 customised research and supervision training workshops	Offer at least 3 customised research and supervision training workshops
	Increase the total research output by 15% from 67.12 units to 77.18	Increase the total research output by 15% from 77.18 units to 88.75	Increase the total research output by 15% from 88.75 units to 102.06	Increase the total research output by 15% from 102.06 units to 117.36
	Increase graduation rate by 10%	Increase graduation rate by 10%	Increase graduation rate by 10%	Increase graduation rate by 10%
	Increase partnership by 10%	Increase partnership by 10%	Increase partnership by 10%	Increase partnership by 10%
	Provision of office space and information technology facilities	Provision of office space and information technology facilities	Provision of office space and information technology facilities	Provision of office space and information technology facilities
	Higher Degree and Ethics Committees implemented	Evaluate effectiveness of Higher Degree and Ethics Committees.	Evaluate effectiveness of Higher Degree and Ethics Committees.	Evaluate effectiveness of Higher Degree and Ethics Committees.
	Promote the implementation of a research week during 2012. Continue using brochures and web to promote visibility and celebrate output. Evaluate the current baseline of knowledge regarding niche areas in research.	Place dedicated earmarked research week on academic calendar. Continue using different marketing strategies to promote visibility and celebrate output. Ensure 10% increase in awareness of niche areas and implement a process to monitor and evaluate awareness success.	Place dedicated earmarked research week on academic calendar. Continue using different marketing strategies to promote visibility and celebrate output. Ensure 10% increase in awareness of niche areas and continue to monitor and evaluate awareness programme	Evaluate progress and output and return on investment.
	Increase the functional use of activities available on risk management system - capturing of research output	Increase the functional use of activities available on risk management system - submission of all application online	Increase the functional use of activities available on risk management system - submission of proposals on online	Evaluate efficiency
	Efficient and coordinated administrative oversight from all support divisions and directorates including Finance (procurement), HR, IT, research and innovation	Efficient and coordinated administrative oversight from all support divisions and directorates including Finance (procurement), HR, IT, research and innovation	Efficient and coordinated administrative oversight from all support divisions and directorates including Finance (procurement), HR, IT, research and innovation	Efficient and coordinated administrative oversight from all support divisions and directorates including Finance (procurement), HR, IT, research and innovation

Strategic objective 4: Integration of community engagement in the core business of the university

The university regards an integrated community engagement focus as one of the mechanisms through which greater emphasis on development, increased democratic participation and community partnerships could be addressed. Community engagement at Univen entails goal-oriented reciprocal interaction, collaboration and partnerships between the university and rural communities, including on-sites for experiential and service learning. Univen also recognises that there is a variety of distinguishable but interdependent forms of community engagement, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs. However, a good community engagement project has the potential to grow beyond its initial conception to interface with other forms in its lifetime. For example, a good volunteerism project would yield opportunities for research, teaching and learning. Community feedback and participation is central to what Univen

Key performance areas	Key performance indicators	Targets 2012
To promote various forms of community engaged teaching and learning		
Community engaged teaching and learning	Clearly delineated policy and procedures regarding work integrated learning, service learning, cooperative education and all forms of experiential learning work integrated learning quality assured programmes. Higher education quality framework work integrated learning quality programmes	Concept clarification workshop 25% work integrated learning aligned programmes
Promote various forms of community engaged research		
	Community based participatory research integrated in at least 10% of research work/output	Community based participatory research methodology workshop
Humanitarian/social responsibility/community service and volunteerism programmes	Social responsibility and framework policy. Humanitarian responsibility projects	
	Community capacity building and training centre	One short course
Facilitate the enhancement of reciprocal community partnership programmes		
Interdisciplinary partnership with communities	Engagement of community members in the development of community based projects	Community engagement and public participation programmes
	Established interdisciplinary projects with communities	
Student engagement/social entrepreneurship	Networks with other universities and government departments	One network with other universities and government institution
	Student community engagement scholarship	At least one student workshop
	Coordinated institutional student nurturing and support for responsible citizenship	At least one mentorship programme
Monitor the quality of community engagement related arrangements - impact assessment		
Quality- related arrangements for community engagement	Work integrated learning higher education quality framework alignment guide	Community engagement quality arrangements workshop
Impact assessment tools	Grid/score card for assessing quality of community engagement at school level	Grid/score card - one workshop
Resource mobilisation	Adequate resourcing for Community Engagement Directorate	Grant proposals
Grant proposals and Funding for community engagement work	Source funding for at least one manager	Community engagement donor database

seeks to acquire in delivering its core mandate. The community's expectations of the university are with respect to community development projects which will solve problems of poverty, unemployment, underdevelopment and social injustice. Increasing public participation, maintenance of social justice and technology transfer are among those community driven objectives that society appreciates. These will be constantly reviewed in the interest of responsiveness, relevance and value adds to local, national and regional communities. Univen seeks to ensure that community engagement is scholarship-based, which includes discovery, application, innovation and is embedded in the academic work of staff and students. Focus for the next five years entails strengthening experiential learning for students, work integrated learning¹ and community service learning, community partnerships and community capacity building, participatory action research and social responsive and humanitarian engagements with greater student involvement.

¹Work integrated learning is used broadly to embrace all forms of experiential learning of students. Deliberate focus is placed on engagement with workplace, industries and community.

2013	2014	2015	2016
Approved service learning/work integrated learning module development framework, Council approved policy 50% work integrated learning aligned programmes	Approved service learning/work integrated learning module development framework. At least one work integrated learning module per programme 75% work integrated learning aligned programmes	Approved service learning module development framework. Implementation and review 100 work integrated learning aligned programmes	Review approved module Review work integrated learning alignment programmes
At least one community engagement methodology workshop	At least one community based research advisory board	At least one community engagement workshop	Impact assessment, community based research projects
Audit of community engagement	Improvement plan		Impact assessment
At least one community capacity building and training workshop		Established community training centre	Review of community training short courses
Annual community consultation and feedback forums	Annual community consultation and feedback forums	Annual community consultation and feedback forums	Annual community consultation and feedback forums
At least one new inter-disciplinary project		At least one new inter-disciplinary project	
At least one student community engagement seminar Coordinated institutional support programme	One new network with other universities and government institution At least one students publication At least one student social entrepreneurship project	At least one students publication Excellence recognition awards for best students in leadership and social responsibility	One new network with other universities and government institution At least one student publication Review and update
Council approved guide/tools	Assessment reports	Council approved higher education quality framework alignment guide	
Discussions	Council approved impact assessment tools	Community-defined indicators	Assessment reports and review
Community engagement infrastructure campaign/plan	Community engagement infrastructure campaign/plan	At least one new community engagement grant	Updated community engagement donor database

Strategic objective 5: Financial sustainability

The University of Venda is financially stable. The university intends to build on this stability, which has enabled it to generate a moderate annual surplus to ensure its financial sustainability in the medium and long-term. This requires, besides prudent financial management, a concerted effort to expand all its three streams of income flow - government subsidy and grants, tuition fees and third stream income - while simultaneously managing and controlling its expenses. In this regard the university is committed to expanding its income streams.

The prudent financial management practices, including complying with generally accepted accounting principles

Key performance areas	Key performance indicators	Targets 2012
Establish a culture of financial intelligence	Approved five-year financial plan	Prepare the five-year financial plan in line with the strategic objectives of the university
	Approved annual budget	Annual budget is approved in November and uploaded in the system by December
	Develop procedure manuals and review financial management policies	Approve procedure manual. Review 10 financial management policies
Management of audit findings and risk	Implementation of internal and external audit recommendations	60% of audit findings resolved and corrective action implemented
	Reduce the number of internal and external audits	20% reduction of the audit findings reported
	University ready for the annual audit and reduce the audit time	Unqualified audit opinion
	Ensure the risks are identified regularly and managed	Manage and reduce identified risks. Identify new risks
Trustworthy and innovative management of finances	Prepare cash flow plan a year in advance	Prepare cash flow plan and ensure that there is enough cash to meet the payments obligation
	Approved treasury management strategy	Implement the treasury management strategy to increase reserves
	Regular financial reports are prepared for Senior Management Council, Executive Management Council, Council other external stakeholders	Prepare and submit monthly and quarterly report to Senior Management Council, Executive Management Council and Council
		Submit reports timely to all sponsors and Department of Higher Education and Training
Management of university resources	Efficient management of resources to reduce operating cost	Reduce operating cost by 5%
		Monitor expenditure to be in line with budget and strategic plan
		Minimise fruitless and wasteful expenditure

and adherence to the King 3 Report, will be continued and consolidated within a multi-year budget framework that will contribute to enhancing predictability and thus stability in the budgeting process. This, together with controlled student debt, will enable the continued realisation of annual surpluses. This would provide a hedge against unforeseen circumstances, but also contribute to supporting strategic objectives, in particular, the provision of seed capital for new initiatives.

The focus in the next five years would be to ensure that Univen remains on a strong financial footing, delivers unqualified annual financial statements, keeps loans to a minimum, optimises investments and attracts capital both from the public and private sectors, while focussing on third stream income generation as a matter of priority.

	2013	2014	2015	2016
	Review the annual budget achievement and prepare the the plan for the following year	Review the annual budget achievement and prepare the the plan for the following year	Review the annual budget achievement and prepare the the plan for the following year	Review the annual budget achievement and prepare the the plan for the following year
	Annual budget is approved in November and uploaded in the system by December	Annual budget is approved in November and uploaded in the system by December	Annual budget is approved in November and uploaded in the system by December	Annual budget is approved in November and uploaded in the system by December
	Review 10 financial management policies. Monitor policy compliance	Monitor policy compliance	Review procedure manual and the financial management policies	Monitor policy compliance
	70% of audit findings resolved and corrective action implemented	80% of audit findings resolved and corrective action implemented	90% of audit findings resolved and corrective action implemented	100% of audit findings resolved and corrective action implemented
	40% reduction of the audit findings reported	60% reduction of the audit findings reported	80% reduction of the audit findings reported	80% reduction of the audit findings reported
	Unqualified audit opinion	Unqualified audit opinion	Unqualified audit opinion	Unqualified audit opinion
	Manage and reduce identified risks. Identify new risks	Manage and reduce identified risks. Identify new risks	Manage and reduce identified risks. Identify new risks	Manage and reduce identified risks. Identify new risks
	Prepare cash flow plan and ensure that there is enough cash to meet the payments obligation Manage and increase the university reserves in investments by 10%	Prepare cash flow plan and ensure that there is enough cash to meet the payments obligation Manage and increase the university reserves in investments by 10%	Prepare cash flow plan and ensure that there is enough cash to meet the payments obligation Manage and increase the university reserves in investments by 10%	Prepare cash flow plan and ensure that there is enough cash to meet the payments obligation Manage and increase the university reserves in investments by 10%
	Increase long term investment by 10%		Increase long term investment by 10%	
	Prepare and submit monthly and quarterly report to Senior Management Council, Executive Management Council and Council	Prepare and submit monthly and quarterly report to Senior Management Council, Executive Management Council and Council	Prepare and submit monthly and quarterly report to Senior Management Council, Executive Management Council and Council	Prepare and submit monthly and quarterly report to Senior Management Council, Executive Management Council and Council
	Submit reports timely to all sponsors and Department of Higher Education and Training	Submit reports timely to all sponsors and Department of Higher Education and Training	Submit reports timely to all sponsors and Department of Higher Education and Training	Submit reports timely to all sponsors and Department of Higher Education and Training
	Reduce operating cost by 5%	Reduce operating cost by 5%	Reduce operating cost by 5%	Reduce operating cost by 5%
	Monitor expenditure to be in line with budget and strategic plan	Monitor expenditure to be in line with budget and strategic plan	Monitor expenditure to be in line with budget and strategic plan	Monitor expenditure to be in line with budget and strategic plan
	Minimise fruitless and wasteful expenditure	Minimise fruitless and wasteful expenditure	Minimise fruitless and wasteful expenditure	Minimise fruitless and wasteful expenditure

Key performance areas	Key performance indicators	Targets 2012
	Implemented supply chain management system in line with the Preferential Procurement Policy Framework Act	Restructure the procurement system in line with the guideline of the National Treasury
	Efficient management of assets	Develop and implement asset management strategy
Operationalisation of the University of Illinois Global Campus	Finalise memorandum of understanding between Univen and University of Illinois Global Campus	Implementation of memorandum of understanding between Univen and University of Illinois Global Campus
	Finalise University of Illinois Global Campus policy on short courses	Implementation of short courses policy
Quality assurance for short courses	Internal evaluation report on short courses at Univen. University of Illinois Global Campus/ University Consortium for Catholic Education annual report on short courses at Univen	University of Illinois Global Campus/University Consortium for Catholic Education to prepare annual report on short courses at Univen.
	University annual calendar of short courses at Univen	University of Illinois Global Campus to prepare annual calendar of short courses.
	External assessment on short courses at Univen.	Accreditation and registration in the SETA's training providers databases
	University of Illinois Global Campus/ University Consortium for Catholic Education internal evaluation report on short courses	University of Illinois Global Campus/University Consortium for Catholic Education annual report on short courses at Univen
Provision of adequate infrastructure for short courses	Univen Community Training Centre	Fund raising activities for Univen Community (University of Illinois Global Campus/ Univen Foundation)

Strategic objective 6: Integrated human resource management and development

The Human Resources Department in a higher education institution plays a vital role to co-coordinate human resource management and development functions. Other support mechanisms include the alignment of systems and procedures which contribute to the improvement of the overall organisational effectiveness.

Sustained organisational effectiveness requires the university to continually manage performance with a view to develop and maintain its competitive advantage and economies of scale, thus resulting in excellent performance.

Sustained optimum performance rests primarily on the university's ability to acquire, develop and retain a capable and committed workforce. As a key enabler of human capital, the human resources systems need to be aligned to the university's strategic objectives to create a conducive environment for the university to acquire the critical mass for it to function optimally.

For a higher education institution to effectively discharge its functions, there is a need to continuously manage and evaluate performance of individual staff to achieve the goals and objectives of the university. Through this process individual training needs are identified and addressed through capacity building.

	2013	2014	2015	2016
	Monitor and evaluate supply chain management	Monitor and evaluate supply chain management	Monitor and evaluate supply chain management	Monitor and evaluate supply chain management
	Review asset management strategy	Implement revised asset management strategy	Review asset management strategy	Implement revised asset management strategy
	Implementation of memorandum of understanding between Univen and University of Illinois Global Campus	Implementation of memorandum of understanding between Univen and University of Illinois Global Campus	Implementation of memorandum of understanding between Univen and University of Illinois Global Campus	Implementation of memorandum of understanding between Univen and University of Illinois Global Campus
	Implementation of short courses policy. Increase short course income by 10%	Implementation of short courses policy. Increase short course income by 15%	Implementation of short courses policy. Increase short course income by 20%	Implementation of short courses policy. Increase short course income by 20%
	University of Illinois Global Campus/University Consortium for Catholic Education to prepare annual report on short courses at Univen.	University of Illinois Global Campus/University Consortium for Catholic Education to prepare annual report on short courses at Univen	University of Illinois Global Campus/University Consortium for Catholic Education to prepare annual report on short courses at Univen	University of Illinois Global Campus/University Consortium for Catholic Education to prepare annual report on short courses at Univen
	University of Illinois Global Campus to prepare annual calendar of short courses.	University of Illinois Global Campus to prepare annual calendar of short courses.	University of Illinois Global Campus to prepare annual calendar of short courses.	University of Illinois Global Campus to prepare annual calendar of short courses.
	External assessment report on short courses	External assessment report on short courses	External assessment report on short courses	External assessment report on short courses
	University of Illinois Global Campus/University Consortium for Catholic Education annual report on short courses at Univen	University of Illinois Global Campus/University Consortium for Catholic Education annual report on short courses at Univen	University of Illinois Global Campus/University Consortium for Catholic Education annual report on short courses at Univen	University of Illinois Global Campus/University Consortium for Catholic Education annual report on short courses at Univen
	Tender award and construction of building for Univen Community Training Centre	Provision of Conference facilities and equipment for Univen Community Training Centre	- -	- -

The continuous analysis, redesigning and restructuring of the organisational structures are critical to link resource deployment to the value generation units in pursuit of our vision, mission and strategic objectives as well as alignment to the new mandate of a comprehensive university.

The promotion of sound labour relations within a higher education institution is crucial for harmonious relations among management, employees and their representatives.

The other responsibility of this department is to ensure and manage compliance and enforcement of discipline in line with established conflict resolution mechanisms and the various labour legislations and precepts.

The transformation initiatives taken by the Univen include the engagement of staff and internal stakeholders to critically look at the culture that it should adopt to ensure sustainability.

This is underpinned by the values and objectives agreed during the change management (Rotakuwa) workshops. Further inputs were derived from the Higher Education Quality Council report which highlighted weaknesses which compromise quality.

Key performance areas	Key performance indicators	Targets 2012
Human resources administration	Review, redesign and restructure organogram	Review and benchmark organograms for operations, academic and registrar's division
		Implement job evaluation system and evaluate all jobs
	Develop and benchmark selection methods to ensure that the best qualified applicants are hired	Benchmark and develop employee selection models, including psychometric tests
	Improve management of information system	Review and benchmark HR information management systems
	Reduce turnaround times for HR processes	Identification of bottlenecks that lead to delays in HR processes
Adequate and appropriate staff complement	Approved organisational designs	Academic, operational and registrar's organisational structures reviewed and approved
Effective recruitment and retention strategy	Benchmark and develop recruitment and retention strategies for all staff	Turnaround time of the recruitment of staff and the processing of work permits of foreign staff to be finalised within two months
	Evaluate, implement and monitor the process of obtaining work permits for expatriate staff	Appointment of chairs, emeritus professors, visiting academics and senior professors
	Effective recruitment and retention strategy	Benchmark and develop recruitment and retention strategy
	Compensation management	Develop and approve compensation management strategies to attract and retain staff
Labour relations	Promote sound labour relations and compliance with relevant labour legislations	Approve and implement benchmarked grievance procedure and dispute resolution strategy
	Implement labour relations management programmes for senior management and line managers. Compliance with labour legislations	Arrange and conduct workshops and training on labour relations for senior and line management
Performance management	Benchmark and develop performance management policy, system and assessment procedures	Develop and approve performance management policy, systems and assessment procedures
Employment equity	Devise plan and implement approved plan for 2012-2016	Follow up on approval of employment equity plan by the Department of Labour
Human resources development	Development of management development programmes	Identify training and development needs and capacity development, including engagement of post-graduate students and teaching assistants in line with the 'Grow your own timber programme'
	Approved staff development strategy	Develop and approve staff development strategy
	Conduct employee job satisfaction, organisational commitment and turnover surveys	Identify and appoint consultant with expertise and verifiable track record to conduct employee surveys
	Identify training needs based on development areas identified from performance agreements	Assess training needs from performance agreements and devise specific interventions
Transformation and change management	Benchmark and develop policy on transformation and change management	Policy approved and implemented
	Action plans incorporating suggestions/comments made during Rotakuwa workshop, Higher Education Quality Council audit and strategic review workshop	Implementation of Rotakuwa and Higher Education Quality Council actions
	Social cohesion policy	Awareness sessions, marketing material, discussion groups

	2013	2014	2015	2016
	Implement the reviewed and approved organogram of the academic and registrar's division	Implement	Implement and review	Monitor and evaluate
	Implement approved structure, job profiles, job evaluated and skills audit conducted	Implement	Implement and review	Monitor and evaluate
	Implement reviewed and approved employee selection models	Implement	Implement and review	Monitor and evaluate
	Implement improved management information systems	Implement	Implement and review	Monitor and evaluate
	Streamline and implement HR processes	Implement	Implement and review	Monitor and evaluate
	Filling vacancies through match and place, recruitment, selection and placement strategy	Implement	Implement and review	Monitor and evaluate
	Implement and monitor the process of obtaining work permits for expatriate staff as a large account holder with the Department of Home Affairs	Implement	Implement and review	Monitor and evaluate
	Recruitment, selection and appointment of chairs and visiting scholars to provide leadership in research	Implement	Implement and review	Monitor and evaluate
	Update recruitment and retention policy	Implement and review	Monitor and evaluate	Monitor and evaluate
	Implement total cost to company	Implement	Implement and review	Monitor and evaluate
	Conduct workshops for all staff members on the revised Disciplinary Code of Conduct Procedure Manual for staff	Training of new staff	Training of new staff and review	Monitor and evaluate
	Conduct training and workshops on labour relations for senior management	Monitor implementation of policies and procedures	Monitor management implementation of discipline	Monitor implementation of discipline
	Implement performance and cascade it to lower management and operational levels	Implement	Implement and review	Monitor and evaluate
	Set new targets and goals to align them with the revised strategic plan and employment equity plan	Implement	Implement and review	Monitor and evaluate
	Implement training and development needs identified by line managers	Implement	Implement and review	Monitor and evaluate
	Implement and review	Implement	Implement and review	Monitor and evaluate
	Identify key areas and action corrective measures	Implement	Implement and review	Monitor and evaluate
	Implement, review and monitor changed work productivity	Implement	Implement and review	Monitor and evaluate
	Implement transformation and change management programmes	Implement	Implement and review	Monitor and evaluate
	Implementation of Rotakuwa and Higher Education Quality Council actions	Implement	Implement and review	Monitor and evaluate
	Awareness sessions, marketing material, discussion groups	Implement	Implement and review	Monitor and evaluate

Strategic objective 7: Linkages, partnerships and internationalisation

Internationalisation of higher education has become a priority among highly ranked universities. The University of Venda recognises the importance of mutually beneficial linkages and partnerships with key stakeholders nationally, regionally and internationally, including other higher education institutions, provincial and national government, parastatals and the private sector as critical in implementing this strategic objective.

This is especially important in terms of capacity-building and resource mobilisation. New opportunities for knowledge sharing across international borders, international mobility of staff and students and access to more knowledge and resource sharing are made available.

Key performance areas	Key performance indicators	Targets 2012
Linkages and partnerships	Database of linkages, partnerships and memoranda of understanding/agreement	Complete development of an appropriate database of linkages, partnerships and memoranda of understanding and internationalisation
	Approved linkages and partnerships policies and procedures	Adopt policy and procedures as part of Univen's internationalisation policy and procedures
	Increased number of quality linkages and partnerships	Substantive increase in the number of quality linkages and partnerships
		Expansion of the activities of a substantial part of existing
		Ongoing monitoring, evaluation and review of existing linkages and partnerships
Teaching and learning	National and international benchmarked teaching and learning methods	Develop procedure for benchmarking of teaching and learning methods
	Development of joint academic activities, including conferences and programmes with other national and international institutions	Implementation of at least two joint academic programmes Ongoing monitoring, evaluation and review of joint academic programmes Hosting of at least two joint conferences or seminars
Staff and student exchange	Increased number of staff and students on development and exchange programmes	Adopt policy and procedures for staff & student exchanges as part of internationalisation policy and procedures



The mutual benefits of national and international collaborations are manifold, including an enhanced institutional profile.

The university has established a Directorate of International Relations to advance inter-nationalisation.

It understands internationalisation at the institutional level as 'the process of integrating international and intercultural dimensions into the teaching, research, community engagement and service functions of an institution of higher learning.

	2013	2014	2015	2016
	Utilise database	Utilise database	Utilise database	Utilise database
	Evaluation for impact	Evaluation for impact and effectiveness	Evaluation for impact and effectiveness	Evaluation for impact and effectiveness
	Implement policy and procedures	Implement policy and procedures	Implement policy and procedures	Review of policies and procedures
	Continued monitoring and evaluation of policies and procedures	Continued monitoring and evaluation of policies and procedures	Continued monitoring and evaluation of policies and procedures	Continued monitoring and evaluation of policies and procedures
	Substantive increase in the number of quality linkages and partnerships	Substantive increase in the number of quality linkages and partnerships	Substantive increase in the number of quality linkages and partnerships	Substantive increase in the number of quality linkages and partnerships
	Expansion of the activities of a substantial part of existing linkages and partnerships	Expansion of the activities of a substantial part of existing linkages and partnerships	Expansion of the activities of a substantial part of existing linkages and partnerships	Expansion of the activities of a substantial part of existing linkages and partnerships
	Ongoing monitoring, evaluation and review of existing linkages and partnerships	Ongoing monitoring, evaluation and review of existing linkages and partnerships	Ongoing monitoring, evaluation and review of existing linkages and partnerships	Ongoing monitoring, evaluation and review of existing linkages and partnerships
	Substantive part of teaching and learning methods benchmarked against national and international standards	Substantive part of teaching and learning methods benchmarked against national and international standards	Substantive part of teaching and learning methods benchmarked against national and international standards	Substantive part of teaching and learning methods benchmarked against national and international standards
			Implementation of at least five joint academic programmes including one diploma	Implementation of at least five joint academic programmes including one diploma
			Ongoing monitoring, evaluation and review of joint academic programmes	Ongoing monitoring, evaluation and review of joint academic programmes
			Hosting of at least three joint joint conferences or seminars	Hosting of at least three joint joint conferences or seminars
	Implementation of at least three joint academic programmes	Implementaion of at least four joint academic programmes including one diploma		
	Ongoing monitoring, evaluation and review of joint academic programmes	Ongoing monitoring, evaluation and review of joint academic programmes		
	Hosting of at least two joint conferences or seminars	Hosting of at least two joint conferences or seminars		
	Implement policy and procedures	Implement policy and procedures	Implement policy and procedures	Review policy and procedures

Key performance areas	Key performance indicators	Targets 2012
		Increase number of staff and student exchanges and international visiting scholars
		Ongoing monitoring and evaluation of staff and student exchanges
Development of the Directorate of International Relations	Well-functioning directorate that provides a principal support service for all international activities	Continued development of the directorate
Steering, monitoring and evaluation of internationalisation	Appropriate internationalisation policy and procedures	Adoption of an appropriate internationalisation policy and procedures
	Functioning internationalisation/linkages committee	Reactivate linkages committee and include internationalisation in its business
	Appropriate reporting structures for international activities	Develop effective and efficient reporting mechanisms for Internationalisation. Entrench reporting mechanisms for internationalisation policy and procedures
International full degree students	International students constitute 10% of the student body (including SADC students)	Develop appropriate policy and procedures regulating international student matters as part of internationalisation policy and procedures
		Develop appropriate services for international students (including medical aid and accommodation) which comply with best national and international practices
		Develop an appropriate prospectus of internationally marketable programmes
		Develop an appropriate marketing and recruitment strategy for international
	Ensure strict compliance of international students with immigration legislation and other relevant statutory provisions, e.g. medical insurance	Review existing mechanisms, ensuring compliance and ensure effective and efficient measures to ensure compliance
Internationalisation at Univen	Internationalisation of the curriculum	Define appropriate ways to infuse curriculum with international and intercultural skills development
		Develop appropriate policies and procedures as part of internationalisation policy
	Regular celebrations of cultural diversity to integrate international and local students	Host at least one function celebrating cultural diversity
		Monitor and evaluate impact
Financial self-sustenance of internationalisation	Create sustainable income streams for internationalisation activities	Decide on appropriate income streams and application of income
		Entrench financial self-sustenance in internationalisation policy and procedures
Research and community engagement	Increased number of scientific visits to other institutions	Develop an appropriate funding framework and align with research policy and funding framework
	Increase number of visiting academics to Univen	Develop specific policies and procedures for international research and community engagement as part of internationalisation policy and procedures where appropriate
	Increased number of collaborative projects with national and international institutions and other partners	Increase collaborative funding

	2013	2014	2015	2016
	Substantively increase number of staff and student exchanges and international visiting scholars	Substantively increase number of staff and student exchanges and international visiting scholars	Substantively increase number of staff and student exchanges and international visiting scholars	Substantively increase number of staff and student exchanges and international visiting scholars
	Ongoing monitoring and evaluation of staff and student exchanges	Ongoing monitoring and evaluation of staff and student exchanges	Ongoing monitoring and evaluation of staff and student exchanges	Ongoing monitoring and evaluation of staff and student exchanges
	Continued development of the directorate	Continued development of the directorate	Continued development of the directorate	Continued development of the directorate
	Implement policy	Implement policy	Implement policy	Implement policy
	Monitor compliance with policy and procedures	Monitor compliance with policy and procedures	Monitor compliance with policy and procedures	Review of policy and procedures
	Continue work of the committee	Continue work of the committee	Continue work of the committee	Continue work of the committee
	Implement reporting mechanisms for internationalisation. Monitor and evaluate effectiveness of reporting procedures	Continue implementing reporting mechanisms for internationalisation. Monitor and evaluate effectiveness of reporting procedures	Continue implementing reporting mechanisms for internationalisation. Monitor and evaluate effectiveness of reporting procedures	Continue implementing reporting mechanisms for internationalisation. Review reporting procedures
	Implement policy and procedures Implement marketing and recruitment strategy	Implement policy and procedures Implement marketing and recruitment strategy	Implement policy and procedures Implement marketing and recruitment strategy	Review policy and procedures Implement marketing and recruitment strategy
	Monitor and evaluate success of marketing and recruitment strategy	Monitor and evaluate success of marketing and recruitment strategy	Monitor and evaluate success of marketing and recruitment strategy	Monitor and evaluate success of marketing and recruitment strategy
	Increase international full degree student body by at least 10%	Increase international full degree student body by at least 10%	Increase international full degree student body by at least 10%	Increase international full degree student body by at least 10%
	Monitor and evaluate implementation of policy and procedures	Monitor and evaluate implementation of policy and procedures	Monitor and evaluate implementation of policy and procedures	
	Implement reviewed compliance mechanisms	Implement reviewed compliance mechanism	Implement reviewed compliance mechanisms	Review compliance mechanisms
	Implement	Implement	Implement	Evaluate steps taken
	Monitor and evaluate	Monitor and evaluate	Monitor and evaluate	Review approach
	Host at least two functions celebrating cultural diversity	Host at least three functions celebrating cultural diversity	Host at least four functions celebrating cultural diversity	Host at least four functions celebrating cultural diversity
	Monitor and evaluate impact	Monitor and evaluate impact	Monitor and evaluate impact	Monitor and evaluate impact
	Implement	Implement	Implement	Review
	Monitor and evaluate impact	Monitor and evaluate impact	Monitor and evaluate impact	
	Implement funding framework	Implement funding framework	Implement funding framework	Review funding framework
	Monitor and evaluate impact	Monitor and evaluate impact	Monitor and evaluate impact	
	Substantively increase collaborative funding	Substantively increase collaborative funding	Substantively increase collaborative funding	Evaluate impact on research outputs

Strategic objective 8: Enhancing the quality of student life

The university's role and function in relation to its core constituency – students - is not limited to the formal learning process. The quality of the students' experience outside the lecture hall and seminar room is equally important. In fact, all evidence suggests that the academic performance of students is inextricably linked to an environment outside the classroom which is conducive and speaks to the social, emotional, psychological, cultural, recreational, health and housing needs of students.

The provision of these nonacademic services is the responsibility of the Student Affairs Directorate. The university recognises that the provision of these nonacademic services were not optimal in the past – they were not well co-ordinated or of a high quality. In the light of this, the Student Affairs Directorate will ensure that its operations are professionalised and the quality of service is improved. In this regard, the university is committed to -

- Improving student governance and administration.

Key performance areas	Key performance indicators	Targets 2012
Improved and consolidated Student Governance and management	Reviewed Student Representative Assembly constitution	Changing of the name Student Representative Assembly to Student Representative Council and amendment of the constitution to align with the Higher Education Act.
		Introduction of strategic planning process to produce operational plans
		Introduction of report writing template at the end of each semester
		Refine student leadership qualification criteria
		Introduction of the Student Senate
		Introduction of consecutive days for the session of the Student Parliament sitting outside campus
	Effective budgetary system and fiscal control	Benchmarking on managing Student Representative Council budget, Council benefits and sources of budget
		Bench mark on the effective residence management system
	Coordinate campus accommodation	Identify accommodation outside campus and sign memorandum of understanding with landlords
A student engagement agenda that enables students to adjust university life	A Student affairs orientation and familiarisation programme	Design and host first-year welcoming function Design and implement general student affairs orientation and development programmes
Consolidation of Student Health Services	Primary health care	Develop and implement programme for managing primary health care for staff and students
		Establish collaboration at local and national level and rollout joint programmes
	Coordination management of HIV/AIDS activities and programmes	Popularise HIV/AIDS policy and guidelines on campus
Consolidation of student sports	A well-managed and fully developed sport programme that contributes to the physical and psychological well-being of students	Determine necessary sporting codes and develop policies and procedures for their management

- Providing well-maintained and secure residences, including creating opportunities for learning within the residences.
- Providing a comprehensive health and counseling service, including education programmes focused on HIV/AIDS, community outreach, research and continue with peer-focused programmes.
- Providing opportunities to participate in sports at different levels across a range of codes

The 2010 Higher Education Quality Council Audit recommended that Univen should 'review aspects of the functioning of the Student Representative Assembly, including the criteria for eligibility into and privileges derived from holding office in this structure, the size of the budget of the Student Representative Assembly and the system of monitoring and accountability of student expenditure, the establishment of a clear separation between the functions and roles of the Director of Student Affairs in relation to the Student Representative Assembly budget and activities'.

The improvement plan following the audit recommendation has been incorporated in this strategic objective.

	2013	2014	2015	2016
	Annual induction of Student Representative Council members and structures on the amended council constitution as aligned with the Higher Education Act.	Annual induction of Student Representative Council members and structures on the amended council constitution as aligned with the Higher Education Act.	Annual induction of Student Representative Council members and structures on the amended council constitution as aligned with the Higher Education Act.	Annual induction of Student Representative Council members and structures on the amended council constitution as aligned with the Higher Education Act.
	Conduct strategic planning to produce operational plans for new student leaders	Conduct strategic planning to produce operational plans for new student leaders	Conduct strategic planning to produce operational plans for new student leaders	Conduct strategic planning to produce operational plans for new student leaders
	Implementation of the new reporting template	Implementation of the new reporting template	Implementation of the new reporting template	Review of the new reporting template
	Implement refined student leadership qualification criteria	Implement refined student leadership qualification criteria	Implement refined student leadership qualification criteria	Implement refined student leadership qualification criteria
	Review the effectiveness of Student Senate Committees	Implementation of reviewed committees structure of Student Senate	Implementation of reviewed committees structure of Student Senate	Review and amend planning process on Student Senate
	Benchmarking on how real parliament works	Introduction of parliamentary sessions on campus	Parliamentary sessions continue to sit on campus	Parliamentary sessions continue to sit on campus
	Develop formula for equitable allocation of financial per structures	Implement formula for equitable allocation of financial per structures	Implement formula for equitable allocation of financial per structures	Review formula for equitable allocation of financial per structures
	Choose compatible residence management system	Introduce new residence management system	Continue to use residence management system	Review residence management system
	Identify accommodation outside campus and sign memorandum of understanding with landlords Monitor implementation of memorandum of understanding	Identify accommodation outside campus and sign memorandum of understanding with landlords Monitor implementation of memorandum of understanding	Identify accommodation outside campus and sign memorandum of understanding with landlords Monitor implementation of memorandum of understanding	Identify accommodation outside campus and sign memorandum of understanding with landlords Monitor implementation of memorandum of understanding
	Host first-year welcoming function Implement general student affairs orientation and development programmes	Host first-year welcoming function Implement general student affairs orientation and development programmes	Host first-year welcoming function Implement general student affairs orientation and development programmes	Host first-year welcoming function Implement general student affairs orientation and development programmes
	Implement the reviewed programme for managing primary health care for staff and students	Implement the reviewed programme for managing primary health care for staff and students	Implement the reviewed programme for managing primary health care for staff and students	Implement the reviewed programme for managing primary health care for staff and students
	Participate in local, national and international rollout joint programmes	Participate in local, national and international rollout joint programmes	Participate in local, national and international rollout joint programmes	Participate in local, national and international rollout joint programmes
	Implement HIV/AIDS policy and guidelines on campus	Implement HIV/AIDS policy and guidelines on campus	Implement HIV/AIDS policy and guidelines on campus	Review HIV/AIDS policy and guidelines on campus
	Design sport development programmes and develop strategies to increase participation in sport and recreational activities	Identify sporting codes that Univen will excel in and mobilise resources around them	Develop internal and external collaborative networks, as well as partnerships and resource mobilisation avenues	Review entire sporting arrangements, including sporting codes, policies and procedures

Critical success factor 1: Institutional planning and quality assurance

Planning and quality assurance are interrelated and represent mutually reinforcing activities which allow the institution to plan for and monitor its performance. This is crucial if the university is to achieve use of available resources in discharging its core mandate of teaching and learning, research and community engagement.

Indeed the White Paper on Higher Education identifies planning – both nationally and institutionally – and quality assurance as key mechanisms for achieving the transformation of the higher education system in line with the key national goals.

However, it is imperative that planning and quality assurance functions and their relationships are clearly defined. Specifically, this calls for a clear conceptualisation and articulation of the mandate and resources of the Directorate of Institutional Planning and Quality Assurance at Univen to ensure its effectiveness.

The planning and quality assurance processes are information intensive and require institutions to ensure the reliability of their databases, as well as the capacity to manage and analyse the data for decision-making purposes. This is especially important with regard to financial sustainability, as the nonalignment of institutional academic and enrolment plans with the planning parameters determined by the minister of Higher Education and Training would adversely impact on the annual state subsidy allocation, thus putting the institution at risk.

It is necessary that the Directorate of Institutional Planning and Quality Assurance address this matter by promoting the development of policies and procedures that support planning and quality management activities throughout the university.

In this regard the directorate will develop a policy framework and guidelines which will be underpinned by each section's (academic and non-academic) conceptualisation of its core business. In addition, the directorate will conduct several training workshops aimed at empowering staff with awareness and understanding of planning and quality related policies. With regard to academic planning, the university has initiated the development of a student enrolment plan and processes to enable it to meet its size and shape targets up to 2016.

Related to this are policies and procedures that support institutional planning and quality management for the approval and accreditation of programmes, including programme development and reviews.

In this regard, the Directorate of Institutional Planning and Quality Assurance will continue working with schools on programme portfolio reviews and programme qualification mix to verify that the university's qualifications are approved by the Department of Higher Education and Training, accredited by the Council on Higher Education and registered with South Africa's Qualification Authority.

The Directorate of Institutional Planning and Quality Assurance will also continue to audit all university programmes to ascertain that they are aligned with the higher education qualification framework. Similarly, the directorate will engage professional bodies, whenever necessary, to make sure that their inputs are reflected in the curricula of the professional qualifications.

To ensure the regular analyses of institutional data, the directorate is in the process of improving its technical and analytical capacity to interact with data. This entails the recruitment of senior staff and the provision for internal and external staff development programmes in aspects of institutional planning and quality assurance.

Data collected on students, staff, programmes and facilities should be in line with the requirements of the national higher education management information system and be interpreted correctly for decision-making purposes by the university.

In this regard the directorate's management information system specialist will work very closely with the higher education management information system office and other relevant structures to ensure the integrity of the university's data.

In facilitating strategic planning, it is anticipated that reviews of the university strategic plans will be carried out regularly to enable concrete, visible and measurable outcomes to be evaluated. In the meantime the directorate will develop monitoring tools which will allow more frequent reviews of the targets set for the various sections of the university.

The university's performance management system has initiated the process of measuring the implementation of the organisation's strategy. This process started in 2010 with senior management who underwent performance evaluation and it is cascading down with heads of departments who drew up their performance agreements for 2011.

It is anticipated that the process will be ongoing until all levels of staff (academic and nonacademic) have been evaluated. The Directorate of Institutional Planning and Quality Assurance will regularly study, benchmark and advise the university about its performance management system.

Universally, most institutions of higher learning recognise the close relationship between planning and quality assurance on the one hand and teaching and learning on the other. The point is that for a university's planning and quality assurance to be effective it has to be strongly linked to the teaching and learning structures.

At Univen this has been the case since the inception of institutional planning and quality assurance, whereby schools and departments directly work with the Directorate of Institutional Planning and Quality Assurance on programme development, review, approval and accreditation processes which impact significantly on teaching and learning.

The directorate is also a member of school boards, the Senior Executive Committee, Senate and APC where various issues related to teaching and learning form part of the agenda. Among the directorate's key performance indicators in this strategic plan is to develop a concept paper providing clarity of this linkage.

Also, with the establishment of the Centre for Higher Education Teaching and Learning on campus, it is expected that this linkage will be enhanced by the participation of the directorate and the centre's Teaching and Learning Committee.

To strengthen the promotion, coordination and monitoring of quality assurance activities on campus, the directorate will revive the quality management system and establish the Institutional Planning and Quality Assurance Committee. The directorate will develop relevant concept papers to clarify the terms of reference and modus operandi for these establishments.

Critical success factor 2: Student academic administration

Efficient and effective student academic administration is crucial for achieving the university's strategic objectives relating to its core business of teaching and learning.

The role of the Student Academic Administration Department is firstly, to manage and co-ordinate the processes of admission, enrolment, examination and certification of students. Secondly, it is charged with managing, analysing and archiving all records related to these processes.

Thirdly, it is responsible for communicating all data deriving from these processes to both internal and external stakeholders.

Six challenges which hamper the rendering of a professional student academic administration service to the university were identified in the 2009-2013 strategic plan. These challenges have been addressed with varied success, but they still represent areas of concern and are therefore retained as challenges in the revised strategic plan.

The 2010 Higher Education Quality Council audit report raised a new area of concern, which led to a subsequent recommendation regarding the rigour and consistency with which academic rules are implemented at the university (Higher Education Quality Council recommendation 9: 'The council recommends that the University of Venda give attention to consistency and transparency in the application of rules in order to safeguard the academic integrity of its qualifications').

Consistent and transparent application of its own academic rules governing student academic administration processes and strict adherence to these rules by all members of the university community are indeed crucial for maintaining not only the integrity of the processes but also of their outcome, namely the qualifications our students obtain from the university.

Student academic administration requires input from virtually all constituencies at the university, from students and academics to administrators and support staff. More than any of the other factors regarded as critical to the realisation of our strategic objectives, it requires co-ordination of effort and unanimity of purpose from all role players.

These are recognised as essential conditions for a student academic administration service which advances the university's strategic objectives -

- For an efficient application, admissions and enrolment process: close cooperation and coordination between the student academic administration, the academic division, finance and the Communications and Marketing Directorate and strict adherence to calendar rules governing the process.

- For effective management of examination processes and assessment records: close cooperation and coordination between student academic administration and academic and strict adherence to deadlines set well in advance in the academic year plan.
- For the correct higher education management information system data to be submitted to the Department of Higher Education and Training for Univen to receive full and correct student subsidies: constant checking, validation and communication of data to internal stakeholders.
- Constant refinement and improved utilisation of the information technology system for capturing and managing student records and assessment data is crucial. By implication, increasingly sophisticated and effective information communications technology support by the Information Technology Service Directorate is required.
- A full and appropriate staff complement in student academic administration is a prerequisite to achieve the required level of service.

Under these essential conditions, persistent challenges can be more effectively addressed or completely overcome:

- ***Inadequate recruitment of suitable candidates while they are still at school.*** The strengthening of the Communications and Marketing Directorate has already gone some way to address this challenge.
- ***Online application.*** Successfully piloted in 2011, online application is now the norm.
- ***Walk-in students.*** At the start of the academic year, students who had not applied to the university in time, continue to be a source of recruitment, which adversely affects the implementation of enrolment plans. Registration deadlines are not adhered to because of difficulties with meeting enrolment targets for first-entering students, which impacts negatively on the academic programme. Becoming the university of choice for the majority of first-time enrolments may be the only way to address this challenge in the long term.
- ***Unreliable capturing of admissions and enrolment data.*** There is still too much reliance on manual capturing of data. Electronic registration, with all exclusions, pre-requisites and other relevant parameters pre-set on the information technology system, can be realised within the next two years.
- ***Timely capturing of student assessment data to make timely and effective academic support interventions possible.*** Strict adherence to deadlines for the submission of assessment results by academics is essential.
- ***Delays in the finalisation of examination results and supplementary examinations negatively impact on the enrolment plan.*** In addition to the support of academics in adhering to submission deadlines, realistic and appropriate scheduling of both main and supplementary examinations is required.
- ***Lack of consistency and transparency in application of academic rules.*** An additional challenge raised by the Higher Education Quality Council audit, which requires induction of both students and academic staff in the academic rules of the university and adherence to these rules by all role players. Where possible, individual discretion with the application of rules should be avoided by their incorporation, as far as possible, in the information technology base of student academic administration.

There are clear risks associated with deficient student academic administration and such risks, if not avoided or properly managed, have the potential to hamper the achievement of the university's strategic goals.

These risks are firstly reputational (e.g. poor student experience because of a slow and inefficient registration process, questionable integrity of data, assessments and certification).

Financial risk, through penalties exacted or underfunding by the Department of Higher Education and Training, is incurred if incorrect higher education management information system data reach the department from the university.

The Department of Student Academic Administration is committed to constantly improving its service, among others, through benchmarking with other institutions to identify and establish best practice in our operations.

Higher education management information system data will be monitored on a daily basis to ensure data integrity and to alert data owners of problems identified. Student Academic Administration is a central support pillar of the academic project, which requires the goodwill and co-operation of all those who participate in its processes.

Critical success factor 3: Facilities management

The University of Venda was established in 1982 to accommodate only 5 000 students. Due to demand for access to higher education, the university was forced to double its intake which currently stands at approximately 11 000 students, the majority of whom are from poor socio economic backgrounds. This has put immense pressure on the current infrastructure to accommodate the needs of an increased student and staff population.

Univen's Facilities Management provides technical support services (capital infrastructure development, maintenance, cleaning, gardening and landscaping) in support of the core business. However, the renovation and upgrading of the existing infrastructure while essential, is not adequate to address the infrastructure needs linked to the doubling of student numbers that occurred between 2000 and 2005. To ensure that infrastructure development does not take place in an ad-hoc fashion based on the availability of resources at a particular point in time, the university has developed a comprehensive plan to improve infrastructure and facilities. The process has been categorised in two distinct phases - urgent projects and medium – long term projects.

The current Infrastructure master plan is a product of meticulous analysis of critical infrastructure that is currently lacking on campus but which is crucial to successfully implement Univen's 2012 - 2016 strategic plan. The master plan can be seen as a 'service' delivery vehicle of the university's strategic plan. The strategic plan and infrastructure master plan clearly articulate the varied but intrinsically related components of a complex puzzle necessary to successfully turn-around the university into the engine that drives the economic growth and development strategies of the region and nation through appropriate skills development. This includes innovative approaches to enhancing research and innovation and community engagement.

Urgent projects

- New residences
- 24-hour study centre
- Information technology centre
- Mining engineering building
- Science park
- Lecture halls
- School of Health Sciences
- Campus Health Clinic
- Academic Community Training Centre
- Indoor sports centre
- Sports field and improved sporting facilities

Medium – long term projects

- Lecture halls
- Exploratorium and natural history museum
- Retail centre
- Staff recreation area
- Staff housing
- New School of Law and legal clinic
- Housing for visiting professors and researchers
- House of prayer



Staff accommodation.



New School of Health Sciences building.



Proposed new residences.



Proposed new engineering building.



Proposed office complex.



Critical success factor 4: Information communications technology in support of the university's core business

The 2012-2016 information technology services strategic plan offers an expanded effort to support the university mission, vision, strategic objectives and priorities with effective and responsive information communications technology solutions. The strategic plan reflects a bold vision in which information technology is an important enabler of all university business processes.

The plan is firmly grounded in practical projects that will be implemented immediately and in the future. It is also inspiring and challenging because it requires commitment from all stakeholders. The plan has a five-year planning horizon but will be reviewed every year to keep current with the ever-changing information communications technology landscape and respond to rapidly changing demands by both staff and students.

An important theme underpinning the provision of information communications technology support services will be to empower students and staff to have the knowledge, skills, confidence and resources to be relatively self-sufficient, but supported by competent, efficient, and professional support staff, aided by effective monitoring and management systems. At Univen we have a one-tiered support model which involves central support provided by Information Technology Services staff. The existing information technology organisational structure will be reviewed to address the identified deficiencies and respond to the ever-changing and increasing demands required by the increased infrastructure, staff and students.

Public access computers in the library and computer laboratories continue to be an essential part of the higher education landscape. This is despite the fact that increasing numbers of students are using their own laptops on campus. The plan ensures that students gain equitable access to these resources by automating the reservation of computer resources. Existing student computing facilities will be maintained at current software and hardware standards on a three-year cycle. An increase in the number of general open access computer laboratories will be necessary over the next three years.

The students' print and copy environments will be improved and optimised by installing networked multi-functional devices across campus in all computer laboratories. The printing management software will be fully implemented to avoid waste and to support pay-for-print by charging printing and copying costs to the students. Postgraduate laboratories will be equipped with more advanced equipment like colour laser printers, scanners and colour copiers. To improve usage of all these resources, flexible training programmes for students will have to be introduced.

The introduction of a learning management system or an e-learning system will support innovative approaches to facilitate staff and students' achievements of their teaching and learning objectives. Teaching venues will be equipped with teaching equipment ranging from data projectors and screens to sophisticated audio-visual technology.

The plan also focuses on the deployment of technologies that would automate the physical presence of students in classes and examination venues. This intended automation will be achieved by using radio frequency identification and smart card technology. All data collected will be stored centrally for further processing, eliminating the possibility of human error in keeping track of students' physical presence.

The plan sets out ways and activities to improve the usage of our existing enterprise resource system – the information technology administrative system. Additional local software will be developed to facilitate additional administrative computing needs for different system users. Software will be installed to automate the identified manual activities in all areas. The identified learning management system will be integrated into the existing information technology system to provide a unified online teaching and learning environment.

The wireless network will be upgraded to improve its wireless effective range throughout campus. Different technologies will be deployed throughout to boost and strengthen the signal. Additional security measures will be implemented without compromising network performance.

The existing bandwidth will be upgraded from 30 Megabits per second to 50 Megabits per second to cater for the increased need for quicker Internet access by both staff and students. The 10 Gigabits per second SANReN backbone will be extended at the university before the end of 2012, providing increased capacity for our internet connectivity.

This success factor provides the university with an opportunity to deploy and leverage new technologies that would add value to its business processes.

Critical success factor 5: Academic library and information services

The university recognises that critical to the effective execution of its core business of teaching, learning, research and community engagement is the effective provision and facilitation of access to information. The library develops and manages local and remote access to information and knowledge resources through its professional expertise, offering a range of library and information services.

Much has been achieved to deliver a modern library and information services. However, there is need to continue building on current achievements. The library is a hybrid, existing as both a physical and virtual entity that offers its information resources in physical and electronic format. The virtual library will be developed further in the next five years to meet the growing demand for electronic services and resources by clients. This development will include strengthening research support by among others, providing various electronic research tools on the virtual library and an institutional Electronic Thesis and Dissertation Database.

The library has been extended and reconfigured into a modern building that caters for student centered learning approaches, providing the latest technology features. The available space does not adequately cater for a student population of 11 000. A new 24/7 reading hall with an information technology facility and group workrooms will be constructed soon, next to the main building to increase the sitting capacity of the library.

Information services will be increasingly integrated into academic activities to promote better use of information resources and foster the development of student information literacy skills, making them self-sufficient, life-long learners. Delivery of an excellent library and information service is very costly, as a result libraries all over the world take part in cooperative measures with a view to cut costs and achieve more with less.

The University of Venda's library has benefitted immensely from participating in cooperative ventures. Current cooperative relationships will be strengthened and new profitable cooperative measures that will contribute to the provision of good quality, cost-efficient and effective services will be sought.



Critical success factor 6: Communications and marketing

The University's mandate as a comprehensive institution that offers academic professional and career focused programmes requires that it undertakes strategies to effectively position itself in the local, national and international domain. The Department of Communications and Marketing is responsible for implementing an integrated communications and marketing strategy.

This strategy gives an institutional identity to all communications and marketing activities. The department will continue to provide institutional leadership for positioning the university with its various publics and to provide guidance and counsel to the executive leadership in matters pertaining to communications, marketing and advancement.

The Department will deliver comprehensive, integrated marketing and communication initiatives, programmes, activities and services. There is a need to respond proactively to change with creative solutions. The department will continue to benchmark against best practices and to ensure the integrity of data-based decision making. It will also develop and implement strategies to market the recently developed corporate identity of the university.

The university's most significant assets are its stakeholders and its reputation. The department will continue nurturing, advancing, managing and protecting the university's image. Internal stakeholders will be encouraged to speak with one voice, through various channels.



These are the focus areas -

- The university's corporate identity manual will be developed and implemented to ensure consistent application of elements contained in the recently developed corporate identity.
- The internal communication processes will be aligned to the vision and mission of the university. The internal and external activities will also be streamlined to manage perceptions and strategic relationships, captivate and galvanise public opinion in support of the mission of the university. The department will continue to play a major role in informing and educating university staff and students and its strategic stakeholders about the developments and achievements taking place. This will be done through, among others, the production of a wide range of products such as news releases, flyers, brochures, posters and banners as well as a monthly newsletter and a weekly electronic newsletter.
- To ensure effective interaction, the alumni database will be continuously updated. The relationship with the alumni will be strengthened through, among others, revival of the chapters as well as profiling of alumni in the newsletter. The Alumni and Convocation Section will implement a plan aimed at vigorously promoting constant communications with the alumni.
- The Development Section will continue to raise funds for the university in accordance with its needs, strategic objectives and plans through the Univen Foundation.

- The department will continue to organise successful events targeted at addressing different stakeholder needs. Events will be managed as planned and quality will be stressed at every opportunity.
- Univen Radio will continue to play a crucial role of informing, educating and entertaining the university's publics. The editorial pool, broadcasters and broadcast content will continue to be representative of the university community and the community interests. The station will keep the broad university community informed, educated and entertained. The reach capacity and broadcast sound quality of the station will be improved to broaden and deepen its coverage beyond the current 50km radius.
- The University website will be enhanced to create a more user friendly, informative and interactive platform with consistency in links and information. The department will efficiently and effectively elevate the university's brand and highlight the excellence of its academic programmes.
- The department will strengthen its student recruitment strategies to attract best performing and better prepared students. This will be done through career exhibitions, school visits as well as open days. The university will take bold steps to market its programmes as well as to address some of the inherent flaws that lead towards the student intellectual capital flight to other institutions. The university will continue to inform and recruit diverse undergraduate and postgraduate students regionally, nationally and internationally.

The department will continue to serve both as a strategic development lever for the university and a strong interactive link to the larger web of stakeholders. It will also proactively maintain both analytical and practical communication tools to improve stakeholder awareness of the value of all communication efforts.

No effort will be spared to be inclusive of stakeholder participation and ownership in developing, nurturing and advancing general management and protecting the image of the university.

The department will always position the university as a quality driven, financially sustainable, comprehensive university. We seek to be respected for our ability to deliver reliable, usable, accurate, newsworthy information and to provide support for media professionals and users and other stakeholders.



UNIVERSITY OF VENDA

2010 HIGHER EDUCATION
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Creating future leaders

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