

## NWU 2021 ANNUAL PERFORMANCE PLAN

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## 1 Foreword

NWU's Strategic plan 2015-2025 is the key document that underpins our annual planning and reporting cycle. In our efforts to transform and position the NWU as a unitary institution of superior academic excellence, with a commitment to social justice and through our brand promise of being dynamic, values-driven and excellent, we have identified a number of goals and objectives to realize this dream. The Annual Performance Plan serves as an important input into the budget process and determination of strategic projects. With the commencement of the second term of the vice-chancellor, the strategy was aligned with the drive towards our implementation of a Digital Business Strategy.

For teaching and learning, the alignment of academic programmes across campuses as well as the allocation of resources to ensure equity of provision are a high priority. The strengthening of research excellence, strengthening of national and international collaboration as well as increasing postgraduate completion rates has been identified as key research areas in the annual performance plan.

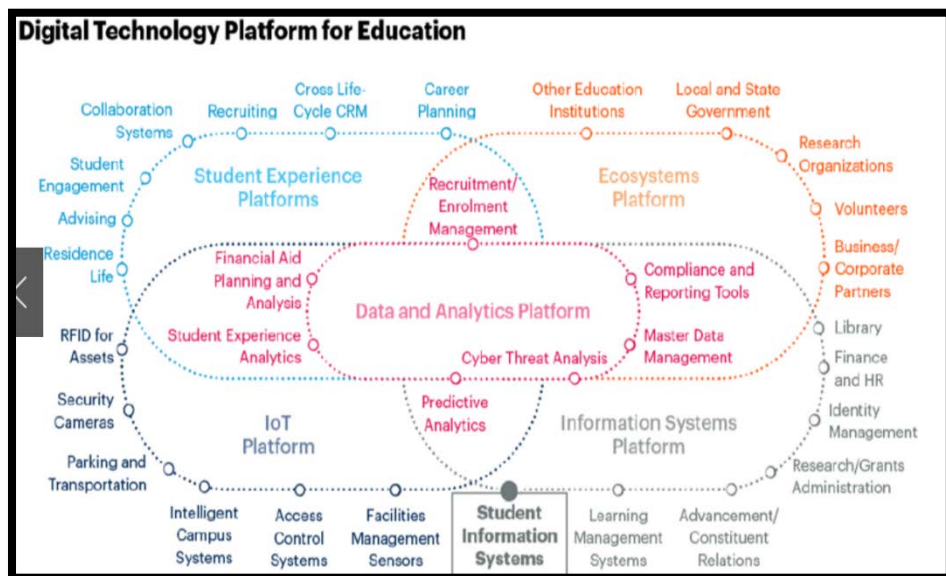
## 2 Strategic overview

The Covid-19 pandemic has forced faculties and all TL support departments to explore new ways of teaching, learning and assessment, inclusive of online and distance education for contact students, and supporting distance students without the added value of support at a remote tuition centre. The pandemic has impacted dramatically on our student value proposition with all student activities coming to a halt at the time of the hard lock-down, and only gradually commencing in an online format. The impact of the cancelling of international travel and the cancellation or postponement of scientific conferences and cross-border mobility programmes, are still to be determined. There are two assumptions that regarding Covid-19 that underpin our planning: first, that Covid-19 will not have disappeared by 2021, and that we will continue to function within a regime of (health-related) caution, and second: that vaccines even if successful will take time to develop and roll out globally.

Covid-19 has also accelerated the implementation of our digital business strategy. Our future Digital platform for the university will integrate students, partners, things and employees, in order to connect people to contextualised information and services through modern digital delivery channels and a resilient integration platform sitting on top of stable, hybrid, responsive, manageable and secure infrastructure and enabling systems, in support of business and operating models, analytics driven insights and exceptional customer experience, in order to differentiate this University from others.

Our dream is to be an internationally recognised university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care. Our purpose is to excel in innovative learning and teaching and cutting-edge research, thereby benefiting society through knowledge.

Our core activities teaching-learning and research are intertwined with community engagement and innovation on our three campuses which serves both distance



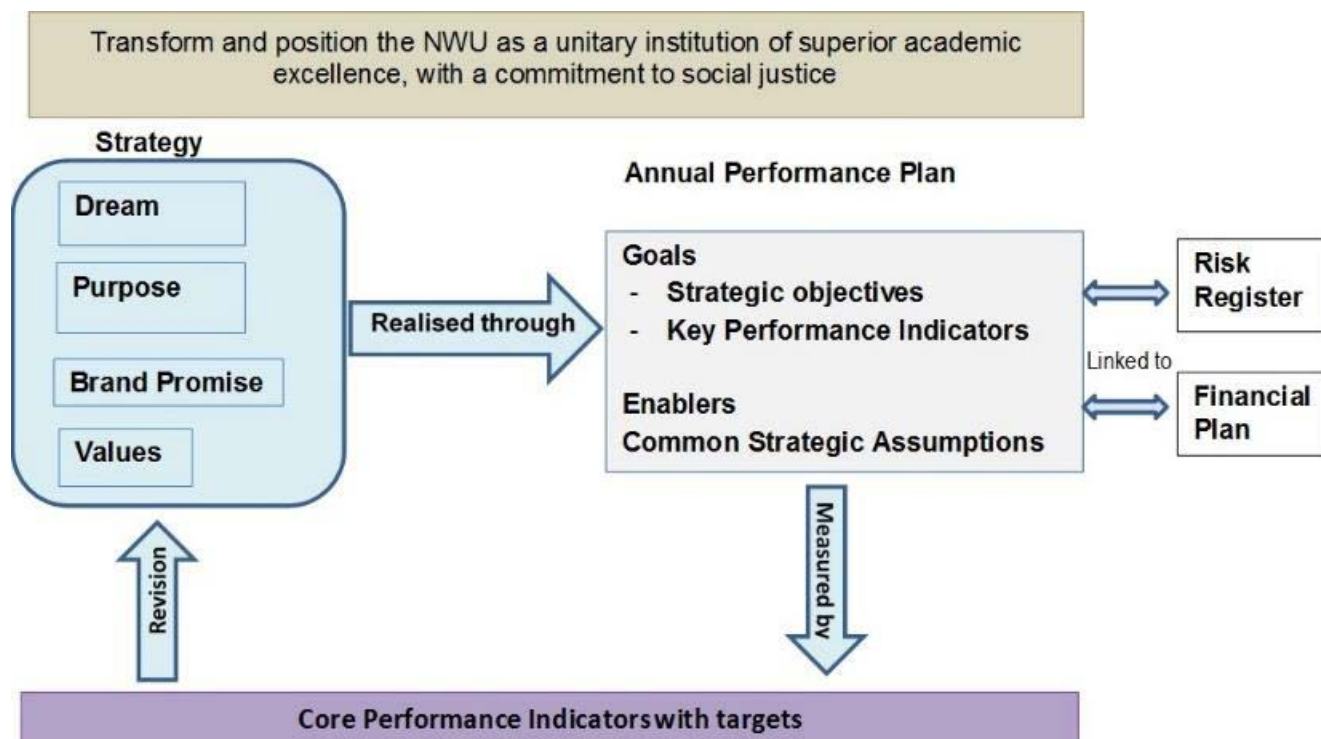
and contact students. This forms the basis for how our strategy is implemented to ultimately delivers value to all our stakeholders and align with national priorities.

Performance measurement and monitoring will occur through:

- Operational management at faculty and departmental levels.
- Progress reports to the UMC (University Management Committee).
- The data warehouse is updated on a monthly basis to monitor enrolments, research performance, graduates and staff data.

Through our interactive management Information Systems environment, reports can be customized and downloaded by managers. The following reports are produced:

- A mid-year performance review report serves and UMC and then Council.
- The final performance report is audited by the appointed external auditors and ultimately published in the integrated annual report.
- The schematic presentation below illustrates the integrated approach towards planning.



### **3 Updated situation analysis**

#### **3.1 Performance environment**

An external situation analysis offers a greater understanding of the structure and competitive nature of the higher education landscape. This scrutiny of the macro-environment equips the university management committee and council members with a broad overview of issues that will impact on the implementation of the NWU strategy and also its budget priorities.

The lessons learned from Covid-19 as well as our digital business strategy and the improvement plans resulting the National PhD review will inform our process and priorities for 2021.

We need to continually learn and update our skills in order to stay relevant. Work in the digital economy will, not surprisingly, consist increasingly of knowledge work. More jobs will require substantial interaction with technology, shaped by technological disruption, labour automation and more flexible and fluid employment. The outdated industrial-age mindset where people received an education early in life to be ready for a lifetime of work no longer reflects the individualized and unexpected trajectories of modern careers.

The idea of life-long learning is nothing new. But in a world that has become much more non-linear, the conditions for lifelong learning have changed significantly since the concept was first introduced. The need for lifelong learning to enable individuals to access learning opportunities - in different ways, for different purposes and at various career stages - has never been greater. We need to build education models that reflect this change and a culture that promotes it.

It will be important always to measure the applicability of technology against a set of explicitly determined and agreed upon criteria concerning the University's core business. Does the technology enable better operational support and offer a congenial human experience (given our focus on diversity, inclusion, and access for success)? Does technology optimize our functioning in teaching-learning that enables student feedback that is more focused, nuanced and enabling of improvement (when it comes to e-assessment, for example)? ICT innovation will play an increasingly important role in the offering of teaching and learning and support throughout the student life cycle and agile systems are required with seamless integration between the various stages of the student life cycle. A complete list of the common strategic assumptions is attached in Appendix B.

#### **3.2 Legislative mandates**

The 2021 Annual Performance plan is also aligned with our 2020-2025 enrolment plan that was approved by Council and submitted to the DHET in March 2019. The key trends in the enrolment plan are the following:

Our state subsidy to universities is divided into block and earmarked grants. Block grants are consolidated into a single transfer and the funds can be used for any legitimate university purpose as approved by council, whilst earmarked grants are funds which may only be used for specific purposes designated by the Minister. This plan ensures that our budget and is linked to national and institutional planning.

The Doctoral review commenced in July 2019 and the site-visit took place from 6-9 October 2020. The fundamental purpose of this national review is to enable an institution to evaluate itself in relation to the national standard for the qualification, and it enables the HEQC, through an evaluation of all institutional reports, to assess the general state of provision at a national level.

Our planning considers the national imperatives as outlined in the *National Development Plan (2011)*, *The White Paper for Post-school Education and Training (2013)*, and *Building an Expanded, Effective and Integrated Post-school System (2014)*.

## 4 Strategic Success Factors

Lessons from Covid-19 and the work of the Futures Task team that has been appointed at NWU, will guide us to improved blended teaching and learning approaches, which will provide students with the opportunity to benefit from the flexibility and innovation that online learning platforms provide, complemented by well-structured face-to-face sessions. This reconfiguration of service delivery methods will also have implication for our different infrastructure and student support services. Strategic success factors are: (i) to provide cutting edge and relevant resources and services to fulfil academic expectations and (ii) to create an enabling and value-based, transparent and engaged organisational culture. The plans directly aimed at meeting these strategic success factors are:

- Provide collaborative teaching and learning support and professional development opportunities towards the scholarly development of academics as university teachers to enhance student retention, success and throughput.
- UODL in collaboration with CTL, to narrow asynchronous and synchronous modes of distance education and thereby improve better access to students using low technology with high immediacy.
- Adopt and develop technology that enhances the enabling teaching and learning environment informed by the strategic drivers and indicators in the TL Strategy in lieu of blended learnin
- Establish and maintain well-functioning campus structures involved in the communities
- Develop social consciousness and responsiveness in students by encouraging participation in community work
- Develop student and staff capacity to effectively engage with technology-enhanced teaching and learning
- Improve partnerships with reputable international institutions so that MoA's, MoU's, joint degrees and co-publications can be increased
- Access new sources of funding for technology development and commercialisation

The Implementation plan (**Appendix A** of the Annual Performance Plan) describes the projects and objectives that will impact significantly on the achievement of our goals. The common strategic assumptions that informs our future planning are included in **Appendix B**. The institutional Risk Register is attached as **Appendix C**. To further improve support integrated management and reporting, the risks pertaining to the goals are clustered under each goal. The following six goals inform underpin our 2021 Annual Performance Plan:

- Goal 1:** Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions
- Goal 2:** Strengthen research and innovation with a strategic focus on impactful globalisation
- Goal 3:** Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship
- Goal 4:** Develop a clearly differentiated student value proposition with a focus on creating an inclusive environment aimed at developing students holistically through structured and unstructured co-curricular programmes which are relevant, desirable and meet students' needs
- Goal 5:** Attract, develop and retain excellent staff and create an equitable staff profile
- Goal 6:** The development and implementation of a digital business strategy to create a competitive advantage for the university and ultimately unlock alternative revenue streams

## 5 Annual Performance Goals

After finalising the strategic agenda of the NWU, common strategic assumptions, including internal as well as external factors were identified to provide a context for the development of the annual performance targets. The following five goals embody our key business areas and our commitment to social justice.

A number of Key Performance Indicators were identified to measure the progress towards the implementation of NWU strategy.

- Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions.
- Intensify research and innovation.
- Integrate and align community engagement with core activities (teaching and learning and research) and promote sustainability principles.
- Develop a clearly differentiated student value proposition.
- Develop and retain excellent staff and create an equitable staff and student profile.

Our performance towards achieving these goals are measured through key performance indicators. These measures provide visibility into the performance of the university and also enable the university management to steer resources in achieving the targets and will be audited.

**Goal 1: Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions**

KPI	Relevant performance indicator	Mid-year target	2021 Target	Definition
1	Contact student success rate	87%	87% <sup>1</sup>	Based on HEMIS data. The contact student success rate is the completed FTE's divided by the Enrolled FTE's on a module level.
2	Contact undergraduate, graduation duration factor	Reported annually	1.2 <sup>2</sup>	Based on HEMIS data. The Qualification Duration Factor is the time (in years) it takes a student to graduate divided by the minimum completion time of the qualification graduated in.
3	International student enrolment	4.84% <sup>3</sup>	4.84% <sup>4</sup>	Based on HEMIS data. Any non-RSA students.
4	Headcount Enrolments	61054	61054	Based on HEMIS data. Number of active students in reporting year
5	First-Time Entering Enrolments	12263	12263	Based on HEMIS data. Number of active first time entering students in reporting year
6	Graduates	Reported annually	15044	Based on HEMIS data. Number of graduates in reporting year
7	Graduation Rate	Reported annually	25%	Based on HEMIS data. Number of graduates in reporting year divided by Number of active students in reporting year
<p>The implementation of this goal will be achieved through:</p> <p>1.1 Enhance the quality of teaching and learning support to Faculties by the Centre for Teaching and Learning, including teaching and learning research to inform best practices.</p> <p>1.2 Advance student academic access, and improve student academic retention and success through excellent student academic development and support initiatives</p> <p>1.3: Engage in a systematic process of curriculum transformation and renewal in order to equip graduates to address the challenges of twenty-first century society</p>				

<sup>1</sup> A deviation of 2% is allowed on either side of target for achievement of the KPI

<sup>2</sup> A deviation of 0.05 is allowed on either side of target for achievement of the KPI

<sup>3</sup> A deviation of 1% is allowed on either side of target for achievement of the KPI

<sup>4</sup> A deviation of 1% is allowed on either side of target for achievement of the KPI

<p>1.4 Establish, develop and maintain an enabling Teaching and Learning (TL) environment aligned with the Centre for TL operational plan and faculty integrated TL plans</p> <p>1.5: To sustain and provide professional services to the community whilst supporting and seeking opportunities to create third stream income for the university</p> <p>1.6: Ensure a NWU Programme Qualifications Mix (PQM) that is responsive, viable and continuously relevant.</p> <p>1.7: Ensure that the NWU enhances the employability of graduates by way of well-managed and appropriate Work-Integrated Learning (WIL) and Service Learning (SL) opportunities (also inter-related to Goal 3)</p> <p><b>Link to risk register:</b> C3-R2 (school leavers), C3-R3 (technology-based learning), C3-R4 (enrolment), C3-R5 (student throughput), C3-R6 (programme offering), C3-R10 (poor infrastructure support for teaching), C3-R11 (business processes related to TL), C2-R4 (Staff – low morale)</p>
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## Goal 2: Strengthen research and innovation with a strategic focus on impactful globalisation

KPI	Relevant performance indicator	Mid-year target	Target	Definition
8	Publications (article equivalents) per permanent academic staff member	Reported annually	0.97 <sup>2</sup>	Based on staff HEMIS data and approved publications for reporting year n - 1. Number of approved publication units divided by the number of permanent Instruction/Research professionals.
9	Weighted research output	Reported annually	2828	The sum of the approved publication units, research Master graduates and (Doctoral graduates time three).
<p>The implementation of this goal will be achieved through:</p> <p>2.1 Improve research productivity</p> <p>2.2 Implementation of the improvement plan presented in the doctoral review</p> <p>2.3 Create and maintain a conducive, sustainable and supportive environment to advance research excellence</p> <p>2.4 Building a pipeline of commercialisable technologies and increasing the rate of commercialization</p> <p><b>Link to risk register:</b> C3-R7 (internationalisation), C3-R8 (research funding and quality), C3-R9 (PG programme offering), C7-R1 (non-compliant SLPs), C7-R2 (missing commercialisation opportunities), C7-R3 (failure to commercialisation), C1-R3 (poor financial support for PG students)</p>				

## Goal 3: Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship

		Mid-year target	Target	Definition
10	Database of all CE activities	75% of all CE projects captured	100% of all CE projects captured	Report of Community engagement activities kept by the NWU
<p>The implementation of this goal will be achieved through:</p> <p>3.1 Develop graduate attributes through community engagement interventions</p> <p>3.2 Support and collaborate with communities for mutual benefit</p> <p>3.3 Promote the Scholarship of Engagement: Community Engagement, Engaged TL and Engaged research</p>				

	3.4 Promote Environmental sustainability  <b>Link to risk register:</b> C2-R1 (poor implementation of unitary business model)
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**Goal 4: Develop a clearly differentiated student value proposition with a focus on creating an inclusive environment aimed at developing students holistically through structured and unstructured co-curricular programmes which are relevant, desirable and meet students' needs**

KPI	Relevant performance indicator	Mid-year target	Target	Definition
11	Student: Academic Staff FTE ratio	Progress report on workload model	26.3 : 1 <sup>5</sup>	Based on HEMIS data. Enrolled student FTE divided by the total Instruction/Research professionals FTE.
12	First time entrant dropout rate for contact degrees	Reported annually	Below 13%	First Time Entering students, in contact degree qualifications, registering in Report Year but who do not return in next year.
<p>The implementation of this goal will be achieved through:</p> <p>4.1 Digitalisation of student life programmes, offerings and decision making through the incorporation of digital mechanisms 'to enhance and increase students' participation in co-curricular programmes</p> <p>4.2 Creation and sustainment of a culture which celebrates diversity and enhances social cohesion</p> <p>4.3 Enhancement of student leaders' critical skills and competencies</p> <p>4.4 Improved provision of Student Life services and offerings which remain relevant, valuable and desirable</p> <p>4.5 Nurture and develop students through and towards an ethic of care to enhance social citizenship</p> <p>4.6 Alignment and standardisation of Student Life Governance</p> <p>4.7 Enhance student employability</p> <p>4.8 Provide access to cutting edge and relevant resources and services to fulfil academic expectations of its user communities in a professional, creative, and innovative manner</p> <p>4.9 Capitalise on functional multilingualism as market differentiator for the NWU</p> <p>4.10 Implement effective and efficient recruitment strategies to meet enrolment targets</p> <p><b>Link to risk register:</b> C3-R1 (market place expectations), C5-R1 (student protests), C5-R2 (Varied student experiences), C5-R3 (negative perception on shared valued), C5-R4 (welcoming student atmosphere), C5-R5 (inadequacies in student leadership), C5-R6 (Sexual and gender-based violence), C5-R7 (campus and student safety), C2-R4 (low staff morale)</p>				

**Goal 5: Attract, develop and retain excellent staff and create an equitable staff profile**

KPI	Relevant performance indicator	Mid-year target	Target	Definition
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<sup>5</sup> A deviation of 3 is allowed on either side of target for achievement of the KPI



13	Student mix: NWU Contact & Distance; All Campuses	Reported annually	African (%)	59%	Based on HEMIS data. Division of registered students by race and gender for the total NWU for a specific academic year.	
			Coloured (%)	5%		
			Indian (%)	2%		
			White (%)	34%		
			Female (%)	63%		
			Male	37%		
14	Staff mix	Reported annually	African (%)	40,6%	Based on HEMIS data. Division of staff by race and gender for the total NWU for a specific reporting year. (Permanent South-African staff)	
			Coloured (%)			7,0%
			Indian (%)			1,9%
			White (%)			49,4%
			Foreign nationals (%)			1,1%
15	Permanent academic staff with PhDs	Reported annually	53% <sup>1</sup>		Based on HEMIS data. Permanent Instruction/Research professionals with a Doctoral degree as highest qualification	
<p>The implementation of this goal will be achieved through:</p> <p>5.1 Improve staff equity in order to promote transformation and diversity</p> <p>5.2 Attraction and retention of excellent staff</p> <p>5.3 Cultivate and Enhance an ethical, inclusive, welcoming and values driven culture</p> <p>5.4 Create an enabling and values-driven, transparent and engaged leadership culture</p> <p>5.5 Develop and Implement the P&amp;C Digital Transformation Strategy through effective automation and digitization</p> <p>5.6 Develop and implement working from home strategies and procedures</p> <p>5.7 Optimal management of staff costs linked to the Risk Mitigation Plan</p> <p>5.8 Implement academic professional development interventions to create critical high performing individuals that embrace the full scope of diversity and enhance academic productivity</p> <p><b>Link to risk register:</b> C2-R2 (recruitment difficulties), C2-R3 (levels of diversity), C2-R4 (absenteeism and low staff morale), C4-R6 (non-compliance to OHS), C2-R6 (key person dependencies), C2-R7 (lack of competitive salaries)</p>						

## 6 Enablers

The following enablers support our goals:

Enabler 1: Govern, lead and manage in an agile, collaborative and integrated way towards an optimally digitised university environment

Enabler 2: Establish a holistic and integrated university technology platform to provide a solid foundation for a digital future

Enabler 3: Cultivate and deliver stakeholder-focused platforms to create and grow intentional experiences and brand equity.

Enabler 4: Ensure financial sustainability and optimal performance with due consideration of macro-economic conditions and a drive towards digital transformation

## 7 Ministerial agreements

### 7.1 Enrolment targets

HEAD COUNT TOTALS: CONTACT + DISTANCE					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
First-time entering undergraduates	12263	12869	13413	13789	14019
<b>Total undergraduate</b>	<b>49879</b>	<b>50136</b>	<b>50809</b>	<b>51674</b>	<b>52465</b>
Postgraduate to masters level	6061	5227	5402	5653	5808
Masters	3222	3259	3284	3332	3452
Doctors	1671	1705	1712	1716	1790
<b>Total postgraduate</b>	<b>10954</b>	<b>10191</b>	<b>10398</b>	<b>10701</b>	<b>11050</b>
Occasional students	221	221	228	230	234
<b>TOTAL ENROLMENT</b>	<b>61054</b>	<b>60548</b>	<b>61435</b>	<b>62605</b>	<b>63749</b>

CONTACT HEAD COUNT ENROLMENTS BY QUALIFICATION TYPE					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Undergraduate diplomas & certificates	1224	1180	1144	1152	1152
Advanced diploma/PGCE	0	0	0	0	0
Undergraduate degrees	35397	35402	35692	36287	37024
<b>Total undergraduate</b>	<b>36621</b>	<b>36582</b>	<b>36836</b>	<b>37439</b>	<b>38176</b>
Postgraduate to masters level	4044	3990	4120	4354	4505
Masters	3198	3241	3264	3304	3425
Doctors	1627	1666	1673	1676	1746
<b>Total postgraduate</b>	<b>8869</b>	<b>8897</b>	<b>9057</b>	<b>9334</b>	<b>9676</b>
Occasional students	221	221	228	230	234
<b>TOTAL ENROLMENT</b>	<b>45711</b>	<b>45700</b>	<b>46121</b>	<b>47003</b>	<b>48086</b>

DISTANCE HEAD COUNT ENROLMENTS BY QUALIFICATION TYPE					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Undergraduate diplomas & certificates	9481	9720	10055	10295	10326
Advanced diploma/PGCE	1200	1250	1300	1300	1300
Undergraduate degrees	2577	2584	2618	2640	2663
<b>Total undergraduate</b>	<b>13258</b>	<b>13554</b>	<b>13973</b>	<b>14235</b>	<b>14289</b>
Postgraduate to masters level	2017	1237	1282	1299	1303
Masters	24	18	20	28	27
Doctors	44	39	39	40	44
<b>Total postgraduate</b>	<b>2085</b>	<b>1294</b>	<b>1341</b>	<b>1367</b>	<b>1374</b>
Occasional students	0	0	0	0	0
<b>TOTAL ENROLMENT</b>	<b>15343</b>	<b>14848</b>	<b>15314</b>	<b>15602</b>	<b>15663</b>

CONTACT STUDENTS: HEAD COUNT ENROLMENTS BY MAJOR FIELD OF STUDY					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Science, engineering, technology	12617	12579	12672	12695	12949
Business/management	13829	14061	14227	14602	15097
Education	8283	8370	8607	8924	9063
Other humanities	10982	10690	10615	10782	10977
<b>TOTAL</b>	<b>45711</b>	<b>45700</b>	<b>46121</b>	<b>47003</b>	<b>48086</b>

DISTANCE STUDENTS: HEAD COUNT ENROLMENTS BY MAJOR FIELD OF STUDY					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Science, engineering, technology	215	220	221	236	245
Business/management	0	0	0	0	0
Education	14599	14110	14559	14815	14850
Other humanities	529	518	534	551	568
<b>TOTAL</b>	<b>15343</b>	<b>14848</b>	<b>15314</b>	<b>15602</b>	<b>15663</b>

GRADUATES BY FIELD OF STUDY					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Science, engineering, technology	3162	3154	3186	3222	3326
Business/management	3408	3464	3516	3638	3806
Education	5638	5539	5725	5915	6028
Other humanities	2836	2762	2755	2824	2910
<b>TOTAL</b>	<b>15044</b>	<b>14918</b>	<b>15183</b>	<b>15600</b>	<b>16069</b>

GRADUATES BY QUALIFICATION TYPE					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Undergraduate diplomas	3533	3597	3696	3778	3788
Advanced diploma/PGCE	489	510	530	530	529
Undergraduate degrees	7595	7692	7758	7980	8334
<b>Total undergraduate</b>	<b>11617</b>	<b>11799</b>	<b>11983</b>	<b>12288</b>	<b>12651</b>
Postgraduate to masters level	2364	2039	2107	2205	2265
Masters	806	818	828	840	873
Doctors	257	263	265	268	280
<b>TOTAL</b>	<b>15044</b>	<b>14918</b>	<b>15183</b>	<b>15600</b>	<b>16069</b>

COUNT TOTALS OF PERMANENTLY APPOINTED STAFF BY CATE					
	Planned/expected enrolment				
	Proposed target 2021	Proposed target 2022	Proposed target 2023	Proposed target 2024	Proposed target 2025
Instruction/research professional	1525	1535	1538	1547	1553
Executive/management professional	81	81	81	81	81
Support professionals	453	454	455	456	457
<b>Total professional staff</b>	<b>2059</b>	<b>2070</b>	<b>2074</b>	<b>2084</b>	<b>2091</b>
Technical staff	240	240	240	240	240
Non-professional administrative	1271	1271	1271	1271	1271
Crafts/trades staff	30	30	30	30	30
Service staff	338	338	338	338	338
<b>Total non-professional staff</b>	<b>1879</b>	<b>1879</b>	<b>1879</b>	<b>1879</b>	<b>1879</b>
<b>TOTAL PERMANENT STAFF</b>	<b>3938</b>	<b>3949</b>	<b>3953</b>	<b>3963</b>	<b>3970</b>

<b>TOTAL: FTE ENROLLED TOTALS</b>					
	<b>Planned/expected enrolment</b>				
	<b>Proposed target 2021</b>	<b>Proposed target 2022</b>	<b>Proposed target 2023</b>	<b>Proposed target 2024</b>	<b>Proposed target 2025</b>
<b>Total undergraduate (NQF levels 7-8)</b>	<b>37815</b>	<b>37952</b>	<b>38386</b>	<b>39048</b>	<b>39675</b>
Science, engineering, technology	8501	8411	8475	8603	8732
Business & management sciences	6587	6531	6565	6664	6792
Education	10683	11018	11284	11557	11703
Other humanities	12044	11992	12063	12223	12448
<b>Higher undergraduate (NQF levels 9-10)</b>	<b>1568</b>	<b>1566</b>	<b>1577</b>	<b>1602</b>	<b>1632</b>
Science, engineering, technology	697	690	693	703	714
Business & management sciences	0	0	0	0	0
Education	195	203	207	213	219
Other humanities	677	673	677	687	699
<b>Postgraduate to masters level (NQF level 9)</b>	<b>4201</b>	<b>3821</b>	<b>3946</b>	<b>4143</b>	<b>4302</b>
Science, engineering, technology	760	744	776	815	864
Business & management sciences	1265	1239	1283	1352	1400
Education	1294	1022	1052	1093	1109
Other humanities	883	816	835	883	929
<b>Masters (NQF level 9)</b>	<b>1595</b>	<b>1609</b>	<b>1621</b>	<b>1646</b>	<b>1705</b>
Science, engineering, technology	696	705	706	711	735
Business & management sciences	461	465	470	480	490
Education	60	61	63	65	68
Other humanities	378	378	381	390	412
<b>Doctors (NQF level 10)</b>	<b>872</b>	<b>889</b>	<b>895</b>	<b>898</b>	<b>934</b>
Science, engineering, technology	367	375	377	377	392
Business & management sciences	118	121	119	119	129
Education	61	67	70	70	69
Other humanities	326	326	330	331	343
<b>Total</b>	<b>46049</b>	<b>45834</b>	<b>46422</b>	<b>47333</b>	<b>48245</b>
Science, engineering, technology	11021	10925	11026	11210	11437
Business & management sciences	8431	8356	8437	8615	8811
Education	12290	12369	12673	12995	13165
Other humanities	14307	14185	14286	14514	14831

## 7.2 Funding envelopes

Attached as a separate Excel document: 2021\_NWU\_Funding\_Tables.Xlsx

## APPENDIX A: 2021 ANNUAL PERFORMANCE IMPLEMENTATION PLAN

### Goal 1: Promote excellent learning and teaching and reposition the NWU to attain the size and shape required by the market direction decisions.

1.1	<i>Goal: Enhance the quality of teaching and learning support to Faculties by the Centre for Teaching and Learning, including teaching and learning research to inform best practices.</i>			Accountable
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
1.1.1 FTLS Strategy & linked to UCDP Project 2 - Tutoring	Provide collaborative teaching and learning support and professional development opportunities towards the scholarly development of academics as university teachers to enhance student retention, success and throughput.	<ol style="list-style-type: none"> <li>1) To offer research-focused, evidence-based and scholarly-orientated workshops, seminars, and curriculum conversations in the domains of Social and Learning theories, Pedagogy, and Curriculum responsiveness in 4 Faculties in the first semester and 4 Faculties in the second semester.</li> <li>2) Providing scholarly and intellectual development spaces for transparent conversations and for critical reflection.</li> <li>3) Reflection on subject-based and disciplinary ontological and epistemological orientations using the Tutoring Programme as the point of departure. The WHY to teaching and learning in HE; responsiveness to disciplinary identities in facilitating epistemic cognition; curricula conversations; and appropriate assessment methods.</li> </ol>	<ol style="list-style-type: none"> <li>1) Develop subject-based 'grounded data' generation tools to identify field-specific, scholarly and academic professional development needs.</li> <li>2) Inform and structure support to address Faculty-specific needs and provide meaningful opportunities for academic professional development.</li> <li>3) Enhance pedagogy towards student retention, success and throughput.</li> <li>4) Qualitative feedback from academics on the effectiveness of safe spaces for academic staff and students to engage in conversations and interventions regarding the relationship between disciplinary concerns, theoretical lenses and their impact on pedagogy and student success as these manifest in the Tutoring Programme.</li> </ol>	<ol style="list-style-type: none"> <li>1) Successful development of research-led teaching development resources focusing on a responsive curriculum and pedagogies in 50% of Faculties per semester.</li> <li>2) Presentation of negotiated curriculum design, pedagogy and assessment strategies between academic staff and students based on ontological and epistemological disciplinary orientations to inform the Tutoring Programme in 50% of Faculties in semester one and 50% of Faculties in semester two at SCTL.</li> </ol>
1.1.2	Establish the Centre for Higher Education Development and Research (CHEDR) as an entity in collaboration with Faculty of Education	<ol style="list-style-type: none"> <li>1) Finalise structure of CHEDR entity</li> <li>2) Finalise status of CTL staff</li> </ol>	<ol style="list-style-type: none"> <li>1) Collaborate with Faculty of Education</li> <li>2) Co-plan and develop a PGDip for TL in Higher Education with Fac of Educ</li> <li>3) Co-plan and develop short learning programmes for TL in HE</li> </ol>	<ol style="list-style-type: none"> <li>1) Approval of CHEDR entity PGDip in HE submitted to DHET for approval</li> <li>2) Develop and present 2 short learning course that articulates to a PGDip</li> </ol>
1.1.3 UCDP Project	<p>Enhance higher education development and research and SoTL at the NWU</p> <p>Research and development in the field of:</p> <ul style="list-style-type: none"> <li>• Learning design and development</li> <li>• Student support for improved success</li> </ul>	<p>Enable 10 SoTL research projects amongst NWU academics as university teachers through the promotion of knowledge production and knowledge sharing about university teaching and learning. Submit midyear progress report</p> <p>Active research of professional support staff in the fields of Learning design and development, student support for improved success, digital transformation in teaching and</p>	<ol style="list-style-type: none"> <li>1) Enable the development of a scholarly approach to teaching amongst NWU academics as university teachers through funding discipline specific SOTL projects</li> <li>2.1) Establish a research focus in HE for the NWU context</li> </ol>	<ol style="list-style-type: none"> <li>1) 10 SoTL application approved and funded Faculties</li> <li>2) Submit progress report to DHET and UMC.</li> <li>3) Share research findings at annual NWU TL conference and contribute to CTL book publication.</li> <li>4) In total, at least 5 peer reviewed articles submitted in the field of HE Teaching and Learning</li> </ol>

<b>1.1</b>	<i>Goal: Enhance the quality of teaching and learning support to Faculties by the Centre for Teaching and Learning, including teaching and learning research to inform best practices.</i>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
	<ul style="list-style-type: none"> <li>Digital transformation in teaching and learning (e.g. multi-lingual audio-visual material as part of faculty language plans)</li> <li>Professional development of university teachers</li> </ul>	learning, and professional development of university teachers Advocacy and active positioning and agency of CTL Research at NWU on various platforms in collaboration with various NWU research entities. Create and establish CTL research agency in HE, thereby working towards credibility and academic standing at NWU through collaborative professional development research opportunities	2.1) Professional staff (CTL, Q&APP, Quality) to participate in and contribute to HE Development and research. 3.1) Build (encourage, enhance and support) professional support staff research capacity with a deliberate and focused strategy through professional development research opportunities	5) Proof of active affiliation of CTL staff with relevant research entities and participation in national and international Research activities,
1.1.4	UODL in collaboration with CTL, to narrow asynchronous and synchronous modes of distance education and thereby improve better access to students using low technology with high immediacy.	1) Task Team established to look into the matter 2) ToR of task team developed and approved by the SCTL	Task Team meetings and progress reports	Final report on task team outcomes approved by Senate for implementation

<b>1.2</b>	<i>Goal: Advance student academic access, and improve student academic retention and success through excellent student academic development and support initiatives</i>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.2.1 UCDP project Self-directed learning	Continuously improve the effectiveness of orientation programmes that familiarise students with the demands of their academic programmes, the academic environment at the university, and the range of available support services.	1) Evidence-based, coherent and collaborative scholarly and research-informed conversations (workshops, seminars, colloquiums) to be developed and offered in the domain of Pedagogy providing students with a clear orientation and understanding of what makes university learning different to schooling, first year to second year, and the demands between junior and senior undergraduate years. 2) Provide effective academic support programmes and interventions for improved student academic retention and success during undergraduate and honours years of study. 3) Provide effective academic support programmes and interventions for improved student academic retention and success during Masters and Doctoral years of study. 4) Online eFundi resource site is available and accessed by students.	1) Academic advising of groups and individual students to be strengthened and enhanced for students living in residences and off-campus accommodation 2) Campus and residence-based ongoing undergraduate students' academic orientation to improve throughput. 3) Development and support of postgraduate students to develop research proposals and write up sound academic thesis and/or dissertation chapters and draft articles of publishable standard. 4) Maintain and publish an online resource site on eFundi for all first year students, including ODL students, with information on the range of academic, psychosocial and general support services available to them.	1) Faculty orientation programmes offer evidence that staff support to students in all programmes is effective, as per annual reports 2) 5% of residence-based academic orientation workshops, seminars, colloquiums with a focus on student chosen fields of study in semester one and 5% in semester two 3) 5% of residence-based academic orientation workshops, seminars, colloquiums with a focus on student chosen fields of study in semester one and 5% in semester two. 4) Skills database system for attendees denoting skills acquisition. 5) 50% of all first year students access the online support resources on eFundi.

1.2	<i>Goal: Advance student academic access, and improve student academic retention and success through excellent student academic development and support initiatives</i>			<i>Accountable</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
1.2.2 UCDP projects  Math & Stats  Mentoring  SI  1.2.2.1 FRW GAW LAW	Provide effective academic support programmes and interventions for improved student academic retention and success during undergraduate years of study       Facing Race Week (FRW) Gender Awareness Week (GAW) Language Awareness Week (LAW)	1) Provide Supplemental Instruction (SI) in identified at-risk modules. 2) Provide academic peer mentoring to decrease the drop-out rate among undergraduate students. 3) Provide tutoring in identified at-risk modules not served by SI. 4) Provide Mathematics and Statistics support to students who visit the Mathematics & Statistics Centres (MSCs); report on user numbers and satisfaction rates. 5) Faculty interventions after every assessment cycle  FRW to have been successful hosted by the end of Semester 1	1) Deploy SI Leaders in identified at-risk modules. 2) Capacitate academic peer mentors to connect, upskill and direct undergraduate mentees to reduce drop-out rate. 3) Deploy tutors in identified at-risk modules not served by SI. 4) Maintain a Mathematics and Statistics walk-in centre on the Mahikeng Campus and Vanderbijlpark Campus as well as render a tutorial service in the centres.  GAW, LAW to have been successfully hosted by the end of Semester 2	1) Increase in module pass rate of students attending SI sessions in at-risk modules. 2) Undergraduate mentee drop-out rate is below 15%; qualitative feedback from mentee surveys indicate successful integration and academic adjustment to HE. 3) Increase in module pass rate of students attending tutorials in at-risk modules. 4) Number of students who visit the Math & Stats Centres; centre users report a 70% satisfaction rate with the tutorial services provided. 5) Faculty reports on success rates and interventions bi-annually 6) Student and staff participation in FRW, GAW and LAW
1.2.3  Part of a UCDP project	Establish and implement an integrated approach for student success supported by research in the NWU context.	1) Establish an integrated NWU Student success structure with applicable, reporting lines and mandate to coordinate student success initiatives and related T L data analytics. 2) Participate in Siyaphumelela network and Student Success Collaborative Forum (SSCF) development opportunities/ initiatives/ activities/ research according to the network facilitated plan and schedule	Promote and build a student success culture with a focus on: 1) Development and improving institutional capacity to collect, use and analyse student data impacting on student success 2) Evidence-based student success initiatives that develop and enable students, based on their real needs and abilities 3) Participate in the regional Siyaphumelela network and Student Success Collaborative Forum (SSCF) to share practice, develop a shared understanding and do research with regard to student success in the South African HE context.	<ul style="list-style-type: none"> <li>• Student success plan/ framework developed and implemented</li> <li>• Student success initiatives integrated/ established/ implemented effectively</li> <li>• Institutional capacity building and related data workshops coordinated and presented</li> <li>• Student success data plan/ framework developed and implemented</li> <li>• Data analyses tools/ processes with applicable institutional metrics identified/ established/ developed.</li> <li>• Network conferences, training opportunities and meetings attended and feedback reports provided</li> </ul>
1.2.4 Project lead Tobie v Dyk	1) Towards an integrated framework for academic literacies and academic student support: The overarching objective is to bring coherence to dimensions of student support and development, and academic literacies development, as this occurs	1.1 Completion of all activities related to this project 1.2 Final report to Senate – Jun 2021  2.1 Completion of all activities related to this project 2.2 Final report to Senate – Sept 2021	1.1 Completion of needs analyses (questionnaires to staff and students)–Oct 2020 1.2 Completion of data analyses (qualitative and quantitative) – Jan 2021 1.3 Benchmark visits (6x local universities: UP, Wits, UJ, UFS, SU, UWC) – Feb 2021 1.4 Draft reporting – March/April 2021 2.1 Internal review of existing procedures, practices and support mechanisms (document analysis; stocktaking) – Oct 2020	1.1 Final report to Senate – Jun 2021 1.2 Proposal of implementation plan to Faculties and Senate       2.1 Final report to Senate – Sept 2021

<b>1.2</b>	<b>Goal: Advance student academic access, and improve student academic retention and success through excellent student academic development and support initiatives</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
	in different structures of the NWU. 2) PG language testing and support: The overarching objective is to work towards uniform and sustainable procedures and practices with regard different kinds of support to be provided.	(i) minimum language requirements for postgraduate study at the NWU (admission and support), (ii) measurement instruments to be used for this purpose, and (iii)	2.2 Interviews with faculties (Entity directors, Deputy deans: R&I – Dec 2020 2.3 Benchmark visits (5x local universities: UP, Wits, UFS, SU, UCT; possibly 2x international universities: UAntwerpen, KULeuven, Radboud University Nijmegen) – March 2021 2.4 Completion of data analyses – Jun 2021 2.5 Draft reporting – Jul 2021	2.2 Proposal of implementation plan to Faculties and Senate 2.3 Support to faculties in terms of workshops, SLPs and online materials
1.2.5 Project lead Harm Stavast	Finalize Student Access, Selection and Placement Report for implementation	Final report with recommendations tabled at Senate	1) Clear indication of interpersonal, intrapersonal and environmental factors that may predict successful selection, placement and access; 2) Individual students are profiled and managed development plan is available.	Students at risk and risk factors are identified and active management of these factors are in place for implementation.
1.2.6 Project lead Karina Mostert	To inform and describe specific components of the Study Demands-Resources (SD-R) student well-being framework for NWU first-year students (on-campus; contact) from the following perspectives:  I. Scoping literature reviews I. Qualitative thematic analyses I. Quantitative statistical validation	1) Scoping literature reviews, qualitative analyses, statistical analyses, preparation of manuscripts in process. 2) Report to Senate on progress.  1) <b>Scoping and literature reviews</b> i) Continued, systematic development, management, and implementation of structured systems to facilitate and leverage KPIs of scoping reviews ii) Management of a comprehensive literature management system to order and classify results from literature searches (Zotero reference manager) iii) Develop, set up and management of a comprehensive literature analysis system (using ATLAS.ti computer assisted analysis software) to support the significant amount of literature on each component of the SD-R student well-being framework	<b>Scoping and literature reviews</b> Literature review to inform the First-Year Experience: conceptual literature; empirical literature; national and international programmes and practices Literature review to inform components of the SD-R student well-being framework based on national and international literature: Finalising analyses of scoping review on study demands and resources; prepare manuscript for publication 1) <b>Qualitative thematic analyses</b> i. Finalising reporting and writing up of results from thematic analysis on 1) study demands and resources; and 2) stressors and coping resources and strategies ii. Prepare manuscripts on study demands, study resources and coping for publication 2) <b>Quantitative statistical validation</b> i. Finalising reporting and writing up of results from validation study on study crafting ii. Statistical analyses (validity, invariance testing, item bias and reliability) for the following components of the SD-R student well-being framework based on quantitative NWU data:	<i>Formal report to Senate</i> <b>I. Scoping and literature reviews</b> i. Zotero reference manager: folder system in place; key word tags assigned; topics classified ii. Literature code-book and analysis system established in ATLAS.ti computer assisted analysis software iii. Presentation and strategic planning with stakeholders for the implementation of a successful First-Year Experience programme at NWU iv. Publication submitted: Theron, B., Mostert, K., Bakker, A.B. & Kahl, C. A scoping review on first-year student experiences to inform the Study Demands-Resources well-being model. <b>1) Qualitative thematic analyses</b> Accepted publications <b>Quantitative statistical validation</b> i. Publication submitted: Mostert, K., Bakker, A.B., De Beer, L.T., & Ferraira, M. Validation of a new study crafting scale for South African first-year students



<b>1.2</b>	<b>Goal: Advance student academic access, and improve student academic retention and success through excellent student academic development and support initiatives</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
			<ul style="list-style-type: none"> <li>- Subjective well-being (social, psychological and emotional)</li> <li>- Flourishing; Life satisfaction</li> <li>- Satisfaction with studies; Fit with study course; Intention to dropout</li> </ul> Depending on the Covid-19 situation: Data collection for study demands and study resources	ii. Report on results of statistical analyses (validity, invariance, item bias and reliability) for the following instruments: <ul style="list-style-type: none"> <li>- Subjective well-being (social, psychological and emotional); Flourishing; Life satisfaction; Satisfaction with studies; Fit with study course; Intention to dropout</li> </ul>

<b>1.3</b>	<b>Goal: Engage in a systematic process of curriculum transformation and renewal in order to equip graduates to address the challenges of twenty-first century society</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.3.1 UCDP project on Decolonising the curr	Provide opportunities for transparent conversations on existing curricular, academic programmes and modules with a commitment to develop decolonial and responsive curriculum towards transformation in the context of the purpose of HE.	<p>Evidence-based, coherent and collaborative scholarly and research-informed conversations (workshops, seminars, colloquiums) to be developed and offered in the domain of Curriculum Renewal providing a critical dialogue and review on HE curricular.</p> <p>Providing opportunities for transparent conversations on existing curricular, courses and modules with a commitment to develop decolonial and responsive curriculum towards transformation in the context of the purpose of HE.</p>	<ol style="list-style-type: none"> <li>1) Develop 'grounded data' generation tools to structure curriculum conversations within Faculties.</li> <li>2) Collaboratively developed workshops with Faculty Teaching and Learning leadership to support Faculties.</li> <li>3) Develop a plan to review curricula in the Faculty of Health Sciences to be responsive and focused on decolonising of HE and curricula.</li> <li>4) Analyse and evaluate modules at risk in the first year in order to identify risk indicators and propose interventions for enhanced academic performance and success in the module</li> </ol>	<p>5% of conversations in 4 Faculties in semester one to review curricula and in 4 faculties in semester one and 5% of conversations in 4 Faculties in semester two to review curricular in line with national and institutional transformation imperatives.</p> <p>Showcasing of academics in 4 faculties in semester one and 4 faculties in semester two by means of seminars including examples of curriculum responsiveness in course material.</p> <p>Developed framework to review curricula in the Faculty of Health Sciences to be responsive and Decolonial</p> <p>Identification of risk indicators per module and suggest interventions to enhance the TL experience towards enhanced student performance</p>
1.3.2 UCDP project	CTL to support Faculties with the facilitation of structured curriculum development workshops to develop new, or renew academic programmes to enhance the Teaching and Learning Experience within an academic programme	Facilitation of curriculum development workshops for new academic programmes or changes to existing academic programmes focussing on curriculum responsiveness towards the relevance of the selection of curriculum content, epistemic pedagogy and effective assessment in 4 faculties in semester one and in 4 faculties in semester two.	Structured workshops for 4 Faculties in semester one and 4 faculties in semester two to engage collaboratively with CTL and Q&APP, ensuring the design and development of an epistemic diverse and accessible curriculum, reflecting articulation of knowledge and competencies in and between academic programmes	Using the standards as set by DHET/SAQA requirements, production of responsive, coherent and aligned curriculum designs submitted for approval to SCAS.

<b>1.4</b>	<b>Goal Establish, develop and maintain an enabling Teaching and Learning (TL) environment aligned with the Centre for TL operational plan and Faculty integrated TL plans</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.4.1 UCDP project	Develop student and staff capacity to effectively engage with technology-enhanced teaching and learning	<ul style="list-style-type: none"> <li>Offering of at least 10 technology enhanced teaching and learning related continuous professional development (CPD) opportunities to NWU staff as per the training calendar</li> <li>Offering of at least 3 teaching learning technology related opportunities to NWU students on the student training calendar</li> <li>60 NWU staff, representative of Faculties and professional support staff identified and provided with access to software and digital assessment platform to participate in the first phase of the digital assessment training</li> </ul>	<p>Collaborate with internal and external stakeholders to develop and present CPD opportunities with technology enhanced T&amp;L related topics</p> <p>Collaborate with internal and external stakeholders to develop and present teaching learning technology related development opportunities on the student training calendar</p> <p>Align staff CPD opportunity calendar and student training calendar to ensure a shared focus</p> <p>Provide access to software and equip academic staff, as well as professional support staff, to become competent in using technologies for teaching and learning, with a focus on digital assessment.</p>	<p>CPD calendar and student training calendar completed and advertised. Aligned opportunities for student and staff development presented</p> <p>CPD opportunity feedback reflect 75% overall satisfaction</p> <p>Attendance registers for opportunities for the implementation of the first phase of assessment in a digital space using specific assessment software</p> <p>Qualitative perception and reflection survey results on digital assessment project attendance</p> <p>Developed training material for the first phase of the digital assessment project</p> <p>Assessment platform software system usability report and dashboard data</p>
1.4.2	Adopt and develop technology that enhances the enabling teaching and learning environment informed by the strategic drivers and indicators in the TL Strategy in lieu of blended learning	<b>1) e-Assessment</b> To support the implementation of the approved e-Assessment system.	Train Helpdesk staff (e-Assessment platform);	Trained Helpdesk staff in the technical support of e-Assessment and platform, with an operational support model in place;
<b>2) Integrated Video Strategy</b> To support the implementation of the approved integrated video platform.		Video repository established and implemented; Train Helpdesk (video platform);	Uptake by lecturers of the platform and associated video artefacts published on the system; Statistics on usage of video artefacts by students	
<b>3) Physical learning environment:</b> <ul style="list-style-type: none"> <li>Approval of concept designs as submitted by architects for inclusion into T&amp;L Venues Cookbook;</li> <li>Repurposing of 3 physical learning spaces per annum between 2020 and 2023 across three sites of delivery: substantive progress</li> <li>Establishment of informal learning spaces across campuses.</li> </ul>		<ul style="list-style-type: none"> <li>Suggested design standards for informal, formal and external learning environments across all size needs</li> <li>Shortlisting of at least three venues for three Faculties and the transformation thereof with start-up phase (R6 000 000)</li> <li>Expansion Pilot: Establish three sets of informal spaces (one set each campus within budget (R1 760 000)</li> </ul>	<p>Finalized T&amp;L Standards for use by Faculties &amp; Facilities</p> <p>Three venues across three sites of delivery</p> <p>Established three sets of informal learning spaces on each campus within budgets</p>	
<b>4) Determine and finalise TL Technology adoption plan</b>		<ul style="list-style-type: none"> <li>Implement TL Technology adoption plan</li> </ul>	Implemented TL Technology adoption plan and reports available	

<b>1.5</b>	<b>Goal: To sustain and provide professional services to the community whilst supporting and seeking opportunities to create third stream income for the university (UCE)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.5.1	Strengthen the functional and operational model of the Unit for Continuing Education (UCE) to better serve the eight faculty structure	<ol style="list-style-type: none"> <li>1) Functional operational model for the UCE implemented with a 90% satisfaction rate.</li> <li>2) Newly developed Quality Management System fully implemented.</li> <li>3) Monthly UCE management meetings to monitor progress and apply corrective measures where required.</li> </ol>	Obtain guidance and feedback from the Deans Advisory Board to enhance UCE operational model. Progress report on collaboration and excellence within the UCE to the Senate Committee of TL.	Excellence in the functionality of the UCE operational model to optimise business development and service delivery to Faculties
1.5.2	Develop market-relevant differentiated short course products that address the lifelong-learning needs of diverse target markets, delivery modes, industries and labour markets within the general communities.	<ol style="list-style-type: none"> <li>1) Online learning digital ecosystem development 70% complete.</li> <li>2) Online learning department trained and aligned to effectively support 100 registered participants.</li> <li>3) 5 existing short courses converted to online versions by the end of Semester 1.</li> <li>4) 10 existing short courses converted to blended learning (efundi).</li> <li>5) 10 unit standards-based short courses accredited.</li> </ol>	Finalise the investigation into a suite of relevant services in line with the envisaged multi-purpose mandate of the UCE. Report to the Senate Committee for TL	<ol style="list-style-type: none"> <li>1) Completed and fully functional online learning system</li> <li>2) Capacity in online learning office effective and sufficient to support online learning business and financial projections.</li> <li>3) 20 unit standards-based short courses accredited by the QCTO.</li> </ol>
1.5.3	Increase revenue generation to achieve fiscal sustainability.	Increase revenue generation and surplus by 5% - 10%	Monthly reports and surplus reports to UCE and university structures	Improved revenue generation and surplus by 10% - 15% achieved

<b>1.6</b>	<b>Goal: Ensure a NWU Programme Qualifications Mix (PQM) that is responsive, viable and continuously relevant (Sharon Paulse; Q&amp;APP)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.6.1	With guidance from the DVC TL portfolio, Faculties and Senate, use the findings of the PQM analysis to determine the re-imagined PQM and devise a plan of attaining this PQM.	Obtain the approval of SCTL for the curriculum framework and the re-imagined PQM Submit a status report to SCTL of the development of a plan towards the re-imagined PQM after Faculty approvals	Approved curriculum framework Re-magined PQM per faculty Re-imagined PQM for NWU	Senate approved conclusive report on the re-imagined PQM and plan of how to obtain this PQM
1.6.2	SAQA project: Q&APP, in collaboration with faculties, to: (i) Continue with the SAQA project that entails the correction of qualification content on SAQA, commencing with the master's doctoral and bachelor honours degrees (ii) Communicate with SAQA with the aim to resolve qualifications registered at SBGs as accredited providers instead of the NWU and multiple SAQA ID numbers for the same qualification.	<ol style="list-style-type: none"> <li>1) Ensure that all qualifications on the current PQM are registered with SAQA.</li> <li>2) Submit reports to faculties' TL committees of faulty information</li> <li>3) Engagement with SAQA and have submitted all relevant qualification information for correction regarding SGB registrations and multiple SAQA IDs</li> </ol>	<ol style="list-style-type: none"> <li>1) Reports to Faculty teaching and learning committees on SAQA-related problems</li> <li>2) Status report to the SCTL and CAF on SAQA-related matters.</li> </ol>	Senate approved report on the status of SAQA registration of all qualifications on the PQM and their content
1.6.3	External regulation: Adhere to external regulation and compliance requirements in terms of qualification accreditation and registration with the DHET, CHE and SAQA.	<ol style="list-style-type: none"> <li>1) Assist Faculties with, and provide feedback at Faculty TL committees and SCTL on applications and registration of new qualifications, deferrals and communication from external bodies</li> <li>2) Relevant Faculties finalise statutory body accreditations in collaboration with Quality Enhancement and Q&amp;APP</li> </ol>	Continuous reporting to relevant Faculty and University structures.	<ol style="list-style-type: none"> <li>1) Ongoing SCAS reports to Senate. Addition of newly registered qualifications to the PQM</li> <li>2) Accreditations obtained as necessary</li> </ol>

<b>1.6</b>	<b>Goal: Ensure a NWU Programme Qualifications Mix (PQM) that is responsive, viable and continuously relevant (Sharon Pause; Q&amp;APP)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.6.4	Continue with the systematic review of the alignment of existing academic programmes of qualification types in a cognate field of study.	Focus for 2021 will be the extended curriculum programmes in FEMS, the Tourism undergraduate programmes and programmes in the School of Governance & Political Studies	Submit status reports to Faculty teaching and learning committee and SCTL	Report submitted to Senate on these three topics
1.6.5	Internal and external programme reviews: Support, in collaboration with CTL, programme design deficiencies as indicated by the Internal Programme Evaluation and External Programme Evaluation reports.	Cooperate with the Quality Enhancement Office and relevant Faculties to develop the necessary improvement plans	Improvement plans presented by Faculties to the SCTL for approval	Reports as submitted by the Quality Enhancement Office for approval by Senate
1.6.6	Internal regulation: Conducting the yearbook audit for 2021 in order to identify possible risks and alignment with the PQM and SCAS decisions Administering the internal SCAS process facilitated by the curriculum Management System (Tsela)	Successfully administer SCAS meetings Consultations amongst faculties, SALA, SI and Facilities Management in order to effect changes to the yearbooks as requested by Faculties.	Report on decisions made and changes affected during SCAS meetings to relevant faculty TL committees, SCAS and SCTL.	SCAS and Senate approved changes for 2022 yearbooks

<b>1.7</b>	<b>Goal: Ensure that the NWU enhances the employability of graduates by way of well-managed and appropriate Work-Integrated Learning (WIL) and Service Learning (SL) opportunities (also inter-related to Goal 3) (Gerhard du Plessis; CTL)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
1.7.1 UCDP Project	Implementation of an automated integrated WIL and SL data management, administration and reporting system (WISL system)	Depending on Covid-19, system should be implemented for placements of all Education students with practice modules, and all Nursing students with WIL placements	All system functionalities tested and functional (placement, monitoring and reporting)	80% satisfaction rate with use of WISL system
	Established a centralised Work Integrated Learning and Service Learning (WISL) Office within the Centralised TL Directorate of CTL with a Help Desk order to manage the operational matters pertaining to the WISL System, as well as the extensive liaison with DHET, NWU and internal strategic partners	1) Appointment of a WIL Advisor for curriculum integration of WIL and SL into all relevant NWU academic programmes or non-formal offerings to the benefit of the NWU students and staff 2) Appointment of System Administrator to support Faculties WIL Offices with enquiries related to the WISL and the system as well as capturing of emerging needs that might require design improvements.	Establish a Centralised WISL Office and WISL Help Desk	Established Centralised WISL Office and WISL Help Desk
	Further development and support associated with an expanded implementation of the WISL placement, management and reporting system for identified Faculties or schools; the curriculum integration of WIL and SL into all relevant NWU academic programmes or non-formal offerings to the benefit of NWU students and staff	Integration of at least three new Faculties or schools in the development of phase two of the WISL placement, management and reporting system	Implementation and support of the developed phases of the Work Integrated and Service Learning (WISL) placement, data management and reporting system.	80% satisfaction rate with use of WISL system

## Goal 2: Strengthen research and innovation with a strategic focus on impactful globalisation

<b>2.1</b>	<b>Goal: Improve research productivity</b>			<i>Accountable DVC R&amp;I F B Waanders</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI (input)</b>	<b>Lag KPI (output)</b>
2.1.1	Increase publications in Scopus/ISI journals so that research visibility is enhanced	Report on a monthly base by RISC to all Faculties	Faculty review of Scopus/ISI publications – indicate number and set improvement target - <b>strive for 2 publications per professor per year</b> Set improvement target per each researcher Determine research output performance in the faculty and factors that contributed to increase or decrease of research performance and address them Faculty audit of research active and research inactive professors – performance agreement Faculty Audit of research active extraordinary professors and research inactive extraordinary professors – <b>strive for 2 publications per extraordinary professor per year</b>	Number of publications across categories/faculties
2.1.2	Improve international research and impact	Reporting on all activities on an ongoing base	Visits by international scholars Collaborations with international scholars Appointment of international scholars Report on number of International students Intercultural workshops	No of researchers with Scopus profiles Number of Publications in international Scopus/ISI journals NWU rating and ranking applications in place
2.1.3	Improve partnerships with reputable international institutions so that MoA's, MoU's, joint degrees and co-publications can be increased	Documented proof of all partnerships available throughout the year	Improve international agreements - progress reports on SOF 5 initiatives Keep MoU/MoA's agreements active and in place Improve joint-degree agreements	Amount of funding obtained  Joint degree numbers
2.1.4	Sustain NRF Rating	Monitor NRF rating preparations and applications	Conduct NRF rating application workshops and review applications - RISC Clear procedures for NRF rating preparation available	No of NRF rating applications submitted
2.1.5	Improve and sustain a culture of research integrity	Monitor research integrity activities	RISC awareness sessions (ethics, plagiarism, article writing) Faculty awareness sessions with plans available Faculty Research Integrity with plans available	Number of awareness sessions on the academic integrity policy RISC + Faculties

<b>2.2</b>	<b>Goal: Implementation of the improvement plan presented in the doctoral review</b>			<i>Accountable DVC R&amp;I F B Waanders</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
2.2.1	Implement doctoral improvement plan	Monitor progress of implementation of improvement plans per faculty	Implement improvement plans of each Faculty and NWU improvements after PhD review recommendations	Number of PG obtaining degrees improved Throughput rate of PG shortened
2.2.2	Improve the PG completion rate	Proposal of research topics within first 6 months of registration monitored Ethics screened/approved within first 6 months of registration FastTrack monitoring of medium/high risk ethics approvals	Research and Innovation support strategy available - RISC Postgraduate Manual - RISC office available to assist PG students Research mentorships available	No of postgraduate students that completed their M's and D's degrees

2.2	<i>Goal: Implementation of the improvement plan presented in the doctoral review</i>			<i>Accountable DVC R&amp;I F B Waanders</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
		Monitor the finalization of strategy for strengthening faculty postgraduate programme  Monitor completion rates for masters and doctoral students	Strategy for research and innovation equipment procurement, support and maintenance available Utilize UCDP to support young academics to be able f to complete their M/D studies Solicit UCDP support for young academics Engage and empower university in research, innovation and academic dialogues, e.g. conduct public lectures	Throughput rate of PG shortened

2.3	<i>Goal: Create and maintain a conducive, sustainable and supportive environment to advance research excellence</i>			<i>Accountable DVC F B Waanders</i>	<i>R&amp;I</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI	
2.3.1	To inculcate an environment conducive to research integrity	Monitor the review and improvement of the NWU Research and Innovation awards	RISC awareness sessions	Revised NWU R%I awards together with T&L and CE awards	
2.3.2	Increase fund applications with international co-workers	Monitor regularly - Documented proof of all international partnerships available throughout the year	Progress reports on SOF 5 initiatives	Increased funding	
2.3.3	To improve Post-Doctoral activity	Feedback reports	Faculty Audit of postdoc research outputs (no of postdocs per faculty) – <b>strive for &gt;1 publication per postdoc.</b> Postdoc conference	Number of publications	

2.4	<i>Goal: Building a pipeline of commercialisable technologies and increasing the rate of commercialisation</i>			<i>Accountable DVC F B Waanders</i>	<i>R&amp;I</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI	
2.4.1	Create a conducive environment for commercialisation vehicles / spin-outs	Monitor both internal and external activities	TTIS training and awareness sessions Simplify the commercialisation model through facilitating the ICV structure and providing supportive processes Serve as director/shareholder representative in entities	Better understanding of commercialisation and spin-outs	
2.4.2	Greater awareness and knowledge by researchers and (postgrad) students of innovation, IP, technology transfer and commercialisation	Monitor culture of innovation basis	Improved engagement by TTIS with Faculties and better understanding by staff/students on IP & TT. Increased marketing of NWU IP/technologies to industry.	Number of disclosures  List of innovators/ inventors available	
2.4.3	Increase the number and quality of IP disclosures, that can progress to market	Training & awareness interventions by TTIS within Faculties.	Improve access to market information by sourcing appropriate tools/ databases/ services for the Office	No of invention disclosures taken forward. No and frequency of marketing of technologies to the public.	

2.4	<i>Goal: Building a pipeline of commercialisable technologies and increasing the rate of commercialisation</i>			Accountable DVC F B Waanders	R&I
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI	
				No of license agreements signed	
2.4.4	Access new sources of funding for technology development and commercialisation	Active resourcing and monitoring of progresses	Engage in SOF3 and SOF 5 initiatives Seek additional funding for next round of projects Appropriate management of budgets and funding received. Implementation of quality manual and records management system.	Better funding available	

### Goal 3: Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship

3.1	<i>Goal: Develop graduate attributes through community engagement interventions</i>			Accountable
	2021 Objective	2021 Mid-year achievement target	Lead KPI (input)	Lag KPI (output)
3.1.1	Develop social consciousness and responsiveness in students by encouraging participation in community work	- Initiated Projects per campus that benefit internal and/or external communities	2 projects per campus	Report to CE
3.1.2	Create an enabling environment for students to develop soft skills	- Liaise with Student Life to identify and train champions who will train students and learners - Arrange Colloquium to share best practices	One training session per campus conducted. School identified for training. Organise a colloquium for the three campuses	Monitor and Evaluate participation. Submit a report on the best practices

3.2	<i>Goal: Support and collaborate with communities for mutual benefit</i>			Accountable
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
	Enhancing knowledge sharing which promotes social justice and the quality of life to create long term value for the NWU and the community	Staff Engage in community structures for mutual benefit.	Establish a Community Engagement Forum. Needs assessments extrapolated from the 2020 CE reports and specific knowledge shared	Develop programmes with the identified community
	Establish and maintain well-functioning campus structures involved in the communities	Deputy Deans to establish and monitor functioning of committees	Fully functional committees	Present committee reports
	Engage in commercialisation of expertise by conducting impact studies	Submit proposals to the industry to conduct impact studies	At least two impact study conducted	Report

<b>3.3</b>	<b>Goal: Promote the Scholarship of Engagement: Community Engagement, Engaged TL and Engaged research</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
	Develop and implement community engagement initiatives in Teaching-Learning and research To support the development of a Work-Integrated Learning (WIL) and Service Learning (SL) offerings in Teaching and Learning and promote engaged T-L	-Identify and prepare modules for service learning to ensure that students are able to integrate theory and practice. -Engage in community-based research -Participate fully in the Scholarship of Engagement	Support faculties In the development of service learning modules  Promote Community-based research	Progress report on: Increased number of modules Research studies

<b>3.4</b>	<b>Goal: Promote Environmental sustainability</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
	Create a culture of environment stewardship in evidence amongst students and staff	- Run environmental awareness campaigns - Promote green campuses	One campaign per campus	Report on planning and execution

**Goal 4: Develop a clearly differentiated student value proposition with a focus on creating an inclusive environment aimed at developing students holistically through structured and unstructured co-curricular programmes which are relevant, desirable and meet students' needs**

<b>4.1</b>	<b>Goal Digitalisation of student life programmes, offerings and decision making through the incorporation of digital mechanisms 'to enhance and increase students' participation in co-curricular programmes</b>			<i>Accountable: Dr. Chalufu</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI (input)</b>	<b>Lag KPI (output)</b>
4.1.1	Transformation of traditional platforms and engagements within Student Life by harnessing digital mechanisms and tools to increase students' online engagements	Phased incorporation of digital platforms extending the reach and duration of traditional platforms and engagements.	Reports on the incorporation of digital mechanism and tools to the Student Life services and offerings.	Increased student engagement in the online environment.
4.1.2	Transformation of processes related to information sharing through phased incorporation of digital platforms and mechanisms	Increased function and operation by means of digital platforms.	Reports on the development and creation of platforms and processes with respect to information sharing being transferred to the digital environment.	Transformed information sharing processes within Student Life and increased students' usage.
4.1.3	Increase focus on effective data collection on students related to all planned organised Student Life activities	Key areas of data collection identified with possible data collection tools identified, as well as envisaged data outcomes.	Project plans and proposals towards the collections of specific student data as it relates to core functions of Student Life.	Increased tangible and credible data sets informing strategic and operational decision-making in Student Life.



<b>4.2</b>	<b>Goal Creation and sustainment of a culture which celebrates diversity and enhances social cohesion</b>			<i>Accountable: Dr. Chalufu</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.2.1	Develop a positive residence culture which promotes unity, celebrates diversity and enhances social justice, in line with NWU values	Implement targeted programmes aimed at achieving the objective.	Mid-year progress report on the extent of the implementation of targeted programmes.	Residences as living and learning spaces focused on promoting personal growth, academic development, healthy lifestyle and NWU values.
4.2.2	Harness existing platforms related to sport, arts and cultural activities to promote creativity, healthy lifestyle, unity, celebration of diversity and enhancement of social cohesion	Clear programmes with clear goals, objectives and evaluation measures, implemented.	Mid-year report providing summative evaluation.	Based on the evaluation report, 70% of participating students highlighting the value of sport, arts and culture as positive levers for unity, diversity and social cohesion.
4.2.3	Embed the culture change project (The NWU way) within the student community	Phase 2 of the culture change project successfully implemented within the student community.	Mid-year progress report on the implementation of the strategy to create a new culture.	Reports indicating an adoption of a new NWU way and greater support for new ways of doing things.
4.2.4	Create forums and platforms aimed towards stimulating critical discourse on diversity and transformation	Established task teams and forums engaging on matters related to diversity and transformation.	Progress reports on student engagements on transformation and diversity management.	Increased participation of a diverse student community in Student Life activities and programmes with a clear mandate for increased campus minority groups' active engagement.
4.2.5	Implement targeted engagements and programmes for stimulating multilingualism and the successful implementation of the Language Policy and Student Life Language Plan	Successful completion of the Language Awareness Workshops presented to first-time entering students and student leaders.	Implementation of the targeted language awareness workshop engagements within the student community. Reports on measures to promote multilingualism.	Usage of different languages (practical multilingualism) by students during activities, programmes and events.
4.2.6	Creation of a valuable and impactful Registration and Orientation (R&O) programme for first-time entering students	Successful completion of the Registration and Orientation Programme.	Collection of tangible initial student experience data, following the R&O programme, and measuring the success rate towards the end of the year.	First-time entering students equipped with core skills and competencies to increase the throughput rate during the first year of academic studies.

<b>4.3</b>	<b>Goal Enhancement of student leaders' critical skills and competencies</b>			<i>Accountable: Dr Chalufu</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
	Creation of comparable student leadership experience through short-term (12 months) student leadership training interventions	Alignment of short-term leadership interventions, including leadership training, team building and diversity management.	Collection of tangible data on student leadership experience and the impact on their academic development.	Development of i. technical competencies related to project management, ii. leadership skills and philosophies, and iii. psycho-social skills.

<b>4.4</b>	<b>Goal Improved provision of Student Life services and offerings which remain relevant, valuable and desirable</b>			<i>Accountable: Dr Chalufu</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.4.1	Continuation of targeted interventions related to physical and psycho-social well-being of students	Clear programmes with clear goals, objectives and evaluation measures, successfully implemented.	Continuous reports on possible trends and risks related to physical and psycho-social student well-being.	Positive summative reports on students' physical and psycho-social well-being.
4.4.2	Creation of comparable and desirable Student Life programmes and offerings aligned across the institution	Clear programmes with clear goals, objectives and evaluation measures, successfully implemented.	Project reports compiled per functional area indicating programmes and offerings presented, and the impact thereof.	Comparable student experience created across the institution.

<b>4.5</b>	<b>Goal Nurture and develop students through and towards an ethic of care to enhance social citizenship</b>			<i>Accountable Dr Chalufu</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.5.1	Creation of opportunities and platforms for students to participate in meaningful and impactful community engagement initiatives – both internally and externally	Clear programmes with clear goals, objectives and evaluation measures, successfully implemented.	Mid-year reports on all activities indicating the internal and external successes and the sustainable positive impact.	Students understanding the implementation of strategies to promote the ethic of care to the campus community and the external community.
4.5.2	Creation of opportunities and platforms for students to participate in meaningful and impactful environmental protection initiatives and campaigns	Clear programmes with clear goals, objectives and evaluation measures, successfully implemented.	Mid-year reports on all activities indicating successes and the sustainable positive impact.	Heightened students' environmental awareness levels and activism.

<b>4.6</b>	<b>Goal Alignment and standardisation of Student Life Governance</b>			<i>Accountable: Dr Chalufu</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.6.1	Standardisation of policies, rules and guidelines within the Student Life environment	Progress reports on standardisation efforts related to the development of policies, rules and guidelines within the various functional areas of Student Life.	Ongoing consultation and creation of policies rules and guidelines guiding the functioning of Student Life services and offerings.	Standardised and aligned policies, rules and guidelines implemented and functional within the various functional areas of Student Life.
4.6.2	Alignment of structures, bodies and functionaries within the staffing and student leadership environment	Progress reports on standardisation efforts related to the alignment of structures, bodies and functionaries within the various functional areas of Student Life and student leadership.	Ongoing consultation and reimagining of aligned structures, bodies and functionaries with relevant university stakeholders including student leaders, staff and community members.	Aligned student leadership structures, functional staff forums and functionaries.

<b>4.7</b>	<b>Goal: Enhance student employability (Thoriso Maseng; CC)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.7.1	Improved Career Services Management System to attract more student users to access its functionalities	25% NWU enrolled student with active profiles on System 50% of Employer subscriptions with active profiles – sharing career opportunities.	Increased number of students (active profiles) using Career Service Management portal	50% of NWU enrolled student profiles active on system; 100% subscribed employers with active profiles on the System.
4.7.2	Build an entrepreneurial culture amongst NWU students across the three campuses	Present entrepreneurship seminars and innovation fairs on all three campuses Procure MoU's to support entrepreneurship opportunities for students.	Collaboration with Bhive to present entrepreneurship seminars, workshops and innovation fairs across the three NWU campuses	Collaboration with 10 Enterprise Development companies 10 Studentpreneur-ship to participate in the DHE Entrepreneurship intervarsity competition
4.7.3	Improve Career Advisory Interventions	Train of 20% of NWU enrolled students per each campus – to achieve 10% percent by Mid-year 2021 (June 2021). Develop online Work and Self Employed readiness Course Material (50% Completed)	Schedule workshops to cover a wider student population across NWU campuses. Collaborate with Industry stakeholders and Internal stakeholders to compile work and self-employment readiness course material	20% of NWU 2020 student enrolment trained in CV writing and/or interviewing skills. 100 % Completed Online Work and Self-Employment readiness Course Material Go Live
4.7.4	Enhance Career Fair Exhibitions	Host Two Virtual Career Fairs by end 2021 to attract NWU students across the three campuses	Collaborate with industry to attract Companies to share career opportunities and entrepreneurship network info Collaborate with Academia to attract student participation	Two Virtual fairs with 20% participation from NWU students 148 Companies sharing career opportunities
4.7.5	Improve NWU Career Centre Visibility.	1) 10% NWU Students registered on Career Centre Efundi Page 2) Implement two social media campaign to attract Employers and Students traffic 3) Visibility on Social Media – to attract 30 000 followers and Likes 4) Attract 74 Job Postings / Career Opportunities posting by end June 2021	1) Increased number of followers on social Media Platforms 2) Increased Number of student traffic on Efundi CC page 3) Increased Number of Universum and GDS participation 4) Improved number of Job Posts	1) 80% satisfaction rate on Career Centre surveys regarding employability of NWU graduates 2) 20% NWU Students following on all CC Social Media Platform 3) 20% NWU Students using Efundi 4) 20% NWU Students participating in Survey studies (Universum and GDS 5) 5.150 Jobs and Internship opportunities shared

<b>4.8</b>	<b>Goal: Provide access to cutting edge and relevant resources and services to fulfil academic expectations of its user communities in a professional, creative, and innovative manner (Mathew Moyo; LIS)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.8.1	To re-position the Library and Information Services within the university through partnerships and collaboration with faculties, IT Research offices and other key support departments Relationship building and customer care <ul style="list-style-type: none"> <li>• Collaboration with House parents of residents</li> <li>• Collaboration with Student Campus Council</li> </ul>	At least 8 visits per Faculty and other key stakeholders conducted by June 2021. Maintain effective communication with all stakeholders At least 2 Road shows to be conducted by Sept 2021 Involve the Student Campus Council in at least one LIS project in 2021 by September 2021. Attend all Faculty Board meetings scheduled or contribute to the agendas	1) 60 % key stakeholders reached to improve communication and collaboration. 2) Liaise with the House parents to give the library a slot to promote our services 3) Involvement of Student Campus Council with the LIS projects	1) Record of and reporting on visits and meetings attended 2) Enhanced student awareness of LIS services 3) Student Campus Council involvement with LIS

<b>4.8</b>	<b>Goal: Provide access to cutting edge and relevant resources and services to fulfil academic expectations of its user communities in a professional, creative, and innovative manner (Mathew Moyo; LIS)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.8.2	Champion the establishment, standardization and alignment of policies, procedures, guidelines, systems and structures in student governance	Policies, procedures, systems and structures requiring standardization identified and benchmarking exercise conducted.	Mid-year progress report to SCTL	Standardized and aligned processes and procedures in line with the unitary approach approved by Senate
4.8.3	To enhance LIS quality measures	1) Continuous review of the LIS quality manual in line with the dynamic library trends 2) Follow-up and act upon the 2019 Quality Enhancement postgraduate survey results 3) Finalise an action plan for quality enhancement based on the 2019 benchmarking report 4) Peer Review; Conduct at least 1 major benchmarking activity 5) Implement findings of the 2020 doctoral review 6) Review of LIS spaces	LIS quality manual which meets the requirements of the Quality Assurance Office and the ever-changing LIS trends approved at the SCTL  Approved LIS Improvement plan	LIS certain of needs, satisfaction of user groups per Faculty and addressing such on a continuous basis
4.8.4	Digitise pre-1980 theses and dissertation collections.	At least 40% of the Theses and Dissertations digitised by June 2021.	1) Establish a digital scholarship centre: Install new scanners, and optimise use by training dedicated staff to enhance the digitisation process. 2) Identify and prioritise theses and dissertations to digitise 3) Acquisitions of new scanners is dependent on budget approval for 2021	A digitised collection of pre-1980 theses and dissertations to enrich the collections and electronic usage of the NWU scholarly output.
4.8.5	Develop e-services for the benefit of T-L & Research <ul style="list-style-type: none"> <li>Establish a follow up project on the interactive Referencing guide in collaboration with Academic Literacy and IT</li> <li>Purposeful effort to develop knowledge of bibliometrics and almetrics tools to create awareness and skills</li> <li>Develop knowledge and skills of DaYta Ya Rona (Figshare) - focus on Research Data Management Plans</li> <li>Open Access Policy</li> </ul>	Referella project continues –development of videos with role players. Apply research tools and initiatives to enhance visibility of NWU research- Bibliometrics Program for young researchers developed Template for RDM plan for NWU in place Final draft of Open Access Policy available for inputs by stakeholders. Engage stakeholders, present workshops to increase visibility Present a Research Week for Young Researchers – September Arrange presenters and collaborate with experts to present workshops to help develop skills around coding and data analysis	1) Updating of content and survey on the efficacy of the Referella referencing guide to first year students 2) Integration of Figshare with other institutional systems 3) Collaborate with Role players to develop and finalise an Open Access Policy for NWU	1) Interactive Referencing Guide 2) Increase workshop attendance by 30% as compared to 2020 3) Improved research data skills by faculty and students demonstrated by 30% of uptake 4) RDMP template for use by graduate students 5) Open Access Policy approved by Senate and Council

<b>4.8</b>	<b>Goal: Provide access to cutting edge and relevant resources and services to fulfil academic expectations of its user communities in a professional, creative, and innovative manner (Mathew Moyo; LIS)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.8.6	Organise exhibitions for information resources currently available in the libraries at the Faculties, especially those with low usage statistics.	Organise at least 1 exhibition per Faculty by the end of third quarter.	1) Share report with the Senate Library and Information Service Committee on actual planning and logistics administration of the exhibition. 2) Access, analyse and report on the impact of those exhibitions during October.	1) Increased return on investment of information resources and a visible increased awareness 2) Increased number of visits to the physical libraries and the virtual library - resources and services.
4.8.7	Actively participate in the provision of cutting edge resources by: <ul style="list-style-type: none"> <li>Develop and expand the e-book collection</li> <li>Adding Audio books to collection in support of blended learning</li> <li>Weeding/collection development of print material in line with the relevant guidelines</li> </ul> Conducting stock-taking	1) Have an analysed, evaluated and benchmarked library collection articulate to the requirements of the curriculum. 2) A platform for Audio Books identified 3) Unwanted duplicate copies of books weeded, according the Collection Development Guidelines 4) Stocktaking to inform weeding conducted	1) Evaluate trial period outcomes and feedback from participants. 2) Buy a collection of Audio Books 3) Phase 1 - Focus on the heavily used sections of the collection on each campus 4) Phase 2 - Identify subject areas	1) Fill gaps in the collection by at least 45 % of uptake through qualitative and quantitative measures in support of T-L information needs 2) Have Audio Books available for use to patrons 3) 30 % of the collection is in order and in relation to the collection development policy/procedure 4) Identified subject areas processed
4.8.8	Information literacy (IL) training Provide both Information literacy and Advanced IL including data literacy skills	Users provided with the necessary information literacy skills Collaboration with Academic Literacy and Computer Sciences on RINL modules - CALLAS participation	Reach out to at least +/- 40% of the undergraduate students	Improved information and data handling skills by users demonstrated by +/- 50% usage statistics of resources
4.8.9	Loans Services: Intensive / Increase usage of self-check machine	Competent users on the use of the machine Dedicated days for the use of self-check machine.	Train users on how to use the machine. All returned books with wrong positioned barcodes attended to.	70 % usage on the self-check machine
4.8.10	Establish and Strengthen the role of the LIS as a publishing partner and platform provider	1) Completed Open Journal System implementation of two or more journals 2) Facilitate every step of the publishing lifecycle 3) Upload the latest theses and dissertations to Boloka as soon as they become available after graduations Implement a plan for uploading previous theses and dissertations retrospectively.	1) Relevant LIS staff training 2) Customised OJS platform Monitored progress regarding retrospective uploading.	1) At least <b>two</b> NWU OA journal self-published and supported 2) Self-reliant editors Independent of LIS support Visible and accessible university research output.
4.8.11	To position the LIS within the NWU as department which contributes to high quality teaching-learning and research	Report on progress of approved LIS projects such as the 24 hour study centre and the expansion of the Faculty of Education library	Monitor and record progress regarding the re-purposing of the library space	Inviting IT equipped library spaces, in line with users' teaching-learning and research needs Project completed by end of 2021

<b>4.9</b>	<b>Goal: Capitalise on functional multilingualism as market differentiator for the NWU (Johan Blaauw; LD)</b>			<i>Accountable UMC member: Prof RJ Balfour</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.9.1	Implement aspects of the first-year (unimplemented due to Covid-19) and the second-year phase of Language Policy in accordance with 2020 and 2021 language plans of faculties, support services and student life: 1) Provide language services required for implementation of language plans for 2020-2021, including newly added services relating to Covid-19 repurposing of LD staff for online T-L; 2) Provide training through multilingual pedagogies (MP) SLP workshops to second cohort of academic staff (in cooperation with Faculty of Education), while first cohort continues with their second year; and 3) Provide Setswana, Sesotho and Afrikaans language acquisition courses for staff (in cooperation with Faculty of Humanities)	1) Language services provided as required for contact and distance T-L and within budget. 2) First and second cohort of academic staff on all three campuses at halfway mark in their training in multilingual pedagogies via MPSLP workshops. 3) Groups of staff on all three campuses will have completed half of annually scheduled language acquisition courses. More groups will be scheduled for second semester.	1) Provide required language services at budgeted costs. 2) Present 2021 scheduled number of 1st and 2nd year cohort workshops in MPSLP. 3) Present 80-100% of scheduled language acquisition courses.	1) Actual costs of lang. services provided within budget. 2) Number of 2021 scheduled workshops in MPSLP presented. 3) Percentage of scheduled language acquisition courses presented.
4.9.2	Continue implementing activities of Language Pedagogy and Planning Unit (LPPU), largely delayed in 2021 due to delays in staffing and Covid-19: 1) Provide support in multilingual pedagogies to staff in faculties, via and in support of MPSLP; and 2) Plan and initiate action research on implementation of multilingual pedagogies in faculties.	1) Obtain feedback from academic staff in faculties via survey re support in implementing multilingual pedagogies provided by LPPU staff and MPSLP. 2) Present results of survey on implementation of multilingual pedagogies in faculties.	1) Satisfactory support provided in multilingual pedagogies by LPPU staff to academic staff in faculties (measured by first-semester survey). 2) Improved and refined multilingual pedagogy implementation based on survey findings.	1) Level of satisfaction with support in implementation of multilingual pedagogies provided by LPPU staff to academic staff in faculties. 2) Multilingual pedagogies refined, based on action research.
4.9.3	Language awareness-raising (LA) activities: 1) Present Language Awareness Workshops during R&O (in-person or virtual) in faculty context across campuses 2) Annual Language Awareness Week (LAW) (presented in cooperation with FHum, FEduc and other relevant faculties) (in-person or virtual) across campuses	1) R&O LA Workshops presented in all faculties 2) Annual LAW to be presented in second semester across campuses	1) Minimum of eight R&O LA Workshops (one per faculty) held 2) Annual LAW activities held across all three campuses	1) Actual number of R&O LA Workshops held 2) Actual LAW activities held across campuses

<b>4.10</b>	<b>Goal Implement effective and efficient recruitment strategies to meet enrolment targets</b>			<i>Accountable: N.C. Manoko</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
4.10.1	To plan and implement targeted marketing and recruitment initiatives in order to attract students to the NWU and meet the enrolment target.	70% of applications received from prospective students in accordance with enrolment targets.	• % of students who apply for admission to study at the NWU	• Number of matriculates. • Number of passes with university entrance/Admission. • % of students who know and are interested in the NWU.
4.10.2	To conduct multimedia marketing campaigns in order to enhance the NWU brand among stakeholders and the public.	The implementation of three (3) area-focused multi-media campaigns and reaching an audience of more than 100 thousand.	• % of stakeholders reached by through the multi-media campaigns • Number of campaigns implemented	• Stakeholder association and affinity to the NWU brand. • Extent of the NWU brand visibility.

<b>4.10</b>	<b>Goal Implement effective and efficient recruitment strategies to meet enrolment targets</b>			<i>Accountable: N.C. Manoko</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
4.10.3	To establish and facilitate stakeholder engagement initiatives to promote the NWU and attract and maintain donors and supporters.	More than 80% of the NWU's significant donors maintained. Implementation of multi-faceted stakeholder engagement sessions. One and half percent (1,5%) increase in donations.	<ul style="list-style-type: none"> <li>• % of significant donors maintained.</li> <li>• Number of leads generated via stakeholder engagement sessions/initiatives.</li> <li>• %increase in donations</li> </ul>	% of stakeholders who participate and support the NWU.

### Goal 5: Attract, develop and retain excellent staff and create an equitable staff profile

<b>5.1</b>	<b>Goal Improve staff equity in order to promote transformation and diversity</b>			<i>Accountable</i>																																																		
	2021 Objective	2021 Mid-year achievement target	Lead KPI (input)	Lag KPI (output)																																																		
5.1.1	<p>An employment equity plan that builds proportions of black staff, black women and staff living with disabilities Baseline 2020: Sep 2020</p> <table border="1"> <thead> <tr> <th>Race</th> <th>Academic</th> <th>Support</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>African</td> <td>12,0%</td> <td>25,4%</td> <td>37,5%</td> </tr> <tr> <td>Coloured</td> <td>1,4%</td> <td>5,1%</td> <td>6,5%</td> </tr> <tr> <td>Indian</td> <td>0,7%</td> <td>0,9%</td> <td>1,5%</td> </tr> <tr> <td>White</td> <td>24,2%</td> <td>28,8%</td> <td>53,0%</td> </tr> <tr> <td>Foreign National</td> <td>1,2%</td> <td>0,2%</td> <td>1,4%</td> </tr> <tr> <td><b>Total</b></td> <td><b>39,6%</b></td> <td><b>60,4%</b></td> <td><b>100,0%</b></td> </tr> <tr> <td colspan="4"><b>Persons living with disabilities 0,58%</b></td> </tr> </tbody> </table>	Race	Academic	Support	Total	African	12,0%	25,4%	37,5%	Coloured	1,4%	5,1%	6,5%	Indian	0,7%	0,9%	1,5%	White	24,2%	28,8%	53,0%	Foreign National	1,2%	0,2%	1,4%	<b>Total</b>	<b>39,6%</b>	<b>60,4%</b>	<b>100,0%</b>	<b>Persons living with disabilities 0,58%</b>				<p>Strategic Workforce Plan incorporating New Employment Equity Plan and for all business units approved and implementation commenced Develop tools and metrics to facilitate monitoring and tracking of progress at decentralised level (P&amp;C dashboard) Implement the internship programme for students living with disabilities</p>	<p><b>2021 Targets</b></p> <table border="1"> <thead> <tr> <th>Race</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>African</td> <td>48,1%</td> <td>36,3%</td> </tr> <tr> <td>Coloured</td> <td>7,4%</td> <td>7,4%</td> </tr> <tr> <td>Indian</td> <td>1,9%</td> <td>2,0%</td> </tr> <tr> <td>White</td> <td>40,6%</td> <td>54,0%</td> </tr> <tr> <td>Foreign National</td> <td>2,0%</td> <td>0,4%</td> </tr> </tbody> </table> <p>2021 Targets for Persons living with disabilities <b>1,17%</b> 70% of all new appointments should be from designated groups (excluding white females).</p>	Race	Male	Female	African	48,1%	36,3%	Coloured	7,4%	7,4%	Indian	1,9%	2,0%	White	40,6%	54,0%	Foreign National	2,0%	0,4%	
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5.1.2	<p>Seniority of academic staff and the number of black and female professors: Baseline 31-Aug-2020</p> <table border="1"> <tbody> <tr> <td>Professor</td> <td>13.85%</td> </tr> <tr> <td>Associate Professor</td> <td>13.97%</td> </tr> <tr> <td>Black Professor</td> <td>2.31%</td> </tr> <tr> <td>Black Professor &amp; Associate Professor</td> <td>5.58%</td> </tr> <tr> <td>Female Professor</td> <td>4.17%</td> </tr> <tr> <td>Female Professor &amp; Associate Professor</td> <td>10.06%</td> </tr> <tr> <td>Academic Staff with International Exposure</td> <td>6.35%</td> </tr> </tbody> </table>	Professor	13.85%	Associate Professor	13.97%	Black Professor	2.31%	Black Professor & Associate Professor	5.58%	Female Professor	4.17%	Female Professor & Associate Professor	10.06%	Academic Staff with International Exposure	6.35%	Improvement on the baseline	Improvement in terms of female presentation and staff members from the designated groups.																																					
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5.1.3	<p>Staff members with international experience (People that spend more than 6 months abroad) Baseline 31-Aug-2020 Academic Staff with International Exposure 6.35%</p>																																																					

<b>5.2</b>	<b>Goal Attraction and retention of excellent staff</b>			<i>Accountable: Dr. Mala Singh</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
5.2.1	Competitive academic remuneration	Progressive Differentiation in remuneration for academic staff		
5.2.2	Develop and implement a strategy for the attraction and retention of black academics	Drop in attrition rate for black staff benchmarked in 2021		
5.2.3	Employee Value proposition for attracting and retaining talent	Develop and communicate and EVP		
5.2.4	Vacancy rate	Ensure that mission critical positions are filled by Permanent /Temporary appointments..		

<b>5.3</b>	<b>Goal: Cultivate and Enhance an ethical, inclusive, welcoming and values driven culture</b>			<i>Accountable: Dr. Mala Singh</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
5.3.1	Develop and implement code of ethics	Online ethics training for 20% of staff		
5.3.2	Proactive measures to address gender based violence (including sexual harassment)	Online anti-sexual harassment training for 40% of staff before the end of October 2021. Develop and implement a Gender Based Violence Policy	Content for the online training developed and approved for presentation. Policy on Sexual Harassment and GBV developed and approved.	40% of the staff trained on Sexual Harassment and Gender Based Violence related aspects and a Policy on on Sexual Harassment and GBV implemented
5.3.3	Identify and implement culture interventions	Organisational Citizenship Behaviours defined and implementation commenced		

<b>5.4</b>	<b>Goal Create an enabling and values-driven, transparent and engaged leadership culture</b>			<i>Accountable: Dr. Mala Singh</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
5.4.1	Create an Enabling Leadership Culture that fosters a shared direction, shared values and alignment and commitment to transform the Organisational Culture.	Revise desired leadership competencies	Continuous development of management and leadership through coaching and skills programmes	Coaching programme complete for 80% of SMC and management development programme complete for 40% of managers & Supervisors
5.4.2	Develop new digital skills framework for leaders in support of the DBS	Approve digital skills framework	Delivering an initial version of the framework Develop a digital skills framework in support of the Digital transformation strategy and implementation plan.	Approved digital skills framework. Commence with implementing a digital skills framework.

<b>5.5</b>	<b>Goal Develop and Implement the P&amp;C Digital Transformation Strategy through effective automation and digitization</b>			<i>Accountable</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>



5,5,1	Automate and digitise core People and Culture processes to promote efficiency and effectiveness	Implement Robotic process automation (RPA) for Administratively Oriented P&C processes -Implement chatbots for staff queries Implement RPA process for HR admin & Payroll process. -Compile FAQ documents that will guide the programming of the chatbots with the typical staff queries -Continuous automation of administrative processes within the broader P&C responsibility area -Complete electronic filing system implementation phase 2 -Complete Temp Automation Phase 2	Implement at least one RPA by June 2021 Implement chatbot for staff queries Implement FAQ's that will guide the programming of chatbots	One RPA implemented Chatbot for staff queries Implemented FAQ's implemented
5.5.2	Enhance and integrate P&C technology platforms to optimise processes.	Scoping of platforms for Automated Performance Management Process Scoping of platforms for automated Recruitment process	Performance management automation completed end of 3rd quarter	Automated performance management system implemented

<b>5.6</b>	<b>Goal: Develop and implement working from home strategies and procedures</b>			<i>Accountable</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
	Develop and implement work from home strategies and procedures	Draft a remote working protocol and receive UMC approval	Remote working protocol implemented before end of 3rd quarter	Remote working protocol implemented

<b>5.7</b>	<b>Goal: Optimal management of staff costs linked to the Risk Mitigation Plan</b>			<i>Accountable</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
	Manage staff costs optimally linked to the Risk Mitigation Plan	Submissions to UMC to manage staff costs optimally and in line with the Risk Mitigation Plan	Implement decisions by UMC as and when approved	Decisions regarding the optimal management of staff costs implemented

<b>5.8</b>	<i>Goal: Implement academic professional development interventions to create critical high performing individuals that embrace the full scope of diversity and enhance academic productivity</i>			<i>Accountable DVC: T&amp;L</i>
	2021 Objective	2021 Mid-year achievement target	Lead KPI	Lag KPI
5.8.1 UCDP Project 10	NWU academics as university teachers and professional staff to display improved teaching through access to continuous professional development opportunities, continued learning and reflective practices.	<ol style="list-style-type: none"> <li>1) Offering three Induction Campus programmes and two Faculty programmes for new academics on all campuses during the academic year (January, July, and November).</li> <li>2) Offering of continuous professional development opportunities</li> <li>3) Provision of support to black African South Africans and female staff to enrol for and complete career-stage appropriate teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1) Present, and monitor the quality of the Induction programme offered on all campuses and by all Faculties</li> <li>2) Plan, develop, organise, monitor all formal and non-formal development opportunities to professionalise university teaching</li> </ol>	<ol style="list-style-type: none"> <li>1) Induction programme attendance registers and feedback</li> <li>2) Completed Induction programme portfolios of evidence</li> <li>3) Report to Faculties on workshop attendance</li> </ol>

<b>5.8</b>	<i>Goal: Implement academic professional development interventions to create critical high performing individuals that embrace the full scope of diversity and enhance academic productivity</i>			<i>Accountable DVC: T&amp;L</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
		<ul style="list-style-type: none"> <li>development short learning programmes and qualifications</li> <li>4) Provision of support to CTL professional staff to complete formal teaching learning qualification improvement registrations</li> </ul>	<ul style="list-style-type: none"> <li>3) Plan, source advertise, organise and monitor all short course learning development opportunities</li> <li>4) Support the registration of CTL professional staff formal teaching learning improvement qualifications</li> </ul>	<ul style="list-style-type: none"> <li>4) Qualitative perception and reflection survey results of CDP opportunities attended.</li> <li>5) Proof of completion of short learning programmes/ courses</li> <li>6) Participant report on attended short learning programme</li> <li>7) Proof of completion of the formal qualification or a portion thereof if the duration is more than one academic year.</li> </ul>
5.8.2 UCDP Project 11	To provide access for academics as university teachers to participate in teaching awards and teaching recognition opportunities that will sustain equitable representation, and participation across the academic career -stage continuum	<ul style="list-style-type: none"> <li>1) Implementation of various new types of teaching awards</li> <li>2) Implementation of Teaching Fellowship programme</li> <li>3) Provide participation opportunities for teaching mobility</li> </ul>	<ul style="list-style-type: none"> <li>1) Implement, monitor and support new types of teaching awards</li> <li>2) Develop Implement, monitor fellowship programme for 4 academics per annum</li> <li>3) Implement teaching mobility opportunities</li> </ul>	<ul style="list-style-type: none"> <li>1) Present awards in all categories</li> <li>2) Report on implementation of Fellowship programme and development of identified academics</li> <li>3) Report on teaching mobility opportunities</li> </ul>

**Goal 6: The development and implementation of a digital business strategy to create a competitive advantage for the university and ultimately unlock alternative revenue streams**

<b>6</b>	<b>Goal 6: The development and implementation of a digital business strategy to create a competitive advantage for the university and ultimately unlock alternative revenue streams.</b>			<i>Accountable UMC member Prof DM Balia</i>
	<b>2021 Objective</b>	<b>2021 Mid-year achievement target</b>	<b>Lead KPI</b>	<b>Lag KPI</b>
6.1	The development and finalization of a digital business strategic plan.	A formal document stating the digital business strategic plan, approved by council.	A council-approved document	An approved digital transformation plan informed by the digital business strategy
6.2	The development of a digital project support framework that ensures the success of projects delivered as part of the digital business strategy.	A framework approved by the IT committee.	A UMC approved framework	Established support factors outlined by the plan
6.3	The development of a digital transformation plan that results in the identification of key projects driven by the digital business strategy.	Having identified projects and developed a process with criteria for project evaluation.	An approved plan with identified projects	Initiated the projects outlined by the plan
6.4	The development of an organizational digital competency development plan to drive digital maturity in the organization.	A draft development plan for approval by the IT committee.	A draft development plan	Having started implementation of the plan

### **Enabler 1: Govern, lead and manage in an agile, collaborative and integrated way towards an optimally digitised university environment**

- Employment of strategies, practices and processes to set the agenda towards the realisation of the competitive advantage of the NWU.
- Establish measures to ensure the functioning of the NWU as a unitary, integrated, multi-campus university, and to measure the effectiveness of the measures.
- Finalisation of the drafting and review of all policies and rules that need to be formulated in accordance with the 2020 NWU Statute.
- Integrated and mature functioning of support services across sites of delivery, including the optimisation of the support-staff provisioning.
- Integrated risk- and compliance management model with a focus on business continuity and disaster recovery strategies.
- An overall business-process environment that is optimally lean, cost-effective, aligned, integrated and stakeholder centric
- A management environment that is overtly focused on ethical business processes
- A governance environment in which awareness of the fiduciary duty of all governance structures is optimised

### **Enabler 2: Establish a holistic and integrated university technology platform to provide a solid foundation for a digital future**

- Strengthen the foundation for the digital future by ensuring stable, scalable, hybrid, manageable and responsive infrastructure.
- Establish the NGDE as part of the long term integration platform to ensure business agility through rapid deployment of standardised shared services.
- Ensure a secure digital environment
- Start building the technology ecosystem that integrates students, partners, employees and things, in order to deliver exceptional customer experience.
- Establish a responsive operating model in IT, known for agility, competent people, best practices, innovative culture and well looked after staff.

### **Enabler 3: Cultivate and deliver stakeholder-focused platforms to create and grow intentional experiences and brand equity.**

- Develop and enhance the digital presence to facilitate stakeholder intentional experiences and improve turnaround time and brand equity
- Enhance and promote the NWU among stakeholders and the public through various media
- Facilitation of stakeholder engagement initiatives targeting stakeholders including business community and alumni to promote collaborations and acts of giving
- Production and distribution of communication material targeting various stakeholder groupings in accordance with their information needs and preferences.

### **Enabler 4: Ensure financial sustainability and optimal performance with due consideration of macro-economic conditions and a drive towards digital transformation**

- Optimise and align tuition fees by evaluating the current tuition fee model, governance/ processes. Propose changes to above and develop an implementation plan as part of the project.
- Optimise and expand continuing education income by giving input into developing and implementation a financial model for the Continuing Education Strategic Project.
- Review financial sustainability of academic programs/modules by means of a financial viability study.
- Implement infrastructure policy that focuses on optimal space management and link requests to strategic initiative and financial viability analysis, as well as space norms. Include identification and implementation of appropriate support system.
- Optimise support functions with the focus to reduce transaction cost per student. Appoint a NWU task team to steer the optimisation process for the next 2-5 years.

## APPENDIX B: Common Strategic Assumptions

An external situation analysis offers a greater understanding of the structure and competitive nature of the higher education landscape. This scrutiny of the macro-environment equips the university management committee and council members with a broad overview of issues that will impact on the implementation of the NWU strategy and also its budget priorities. These external evaluation process focus on social and demographic trends, future expectations of technological advancement, economic factors, environmental factors as well as political developments. Covid-19 taught us many lessons and created lots of new opportunities of which one is to accelerate digitization as a matter of survival. We therefore have to plan, invest and execute on digital initiatives as informed by the DBS (Digital Business Strategy). The following common strategic assumptions inform our planning:

### **Future learner needs**

#### **Increasing need for life-long learning in a non-linear world**

We need to continually learn and update our skills in order to stay relevant. Work in the digital economy will, not surprisingly, consist increasingly of knowledge work. More jobs will require substantial interaction with technology, shaped by technological disruption, labour automation and more flexible and fluid employment. The outdated industrial-age mindset where people received an education early in life to be ready for a lifetime of work no longer reflects the individualized and unexpected trajectories of modern careers.

The idea of life-long learning is nothing new. But in a world that has become much more non-linear, the conditions for lifelong learning have changed significantly since the concept was first introduced. The need for lifelong learning to enable individuals to access learning opportunities - in different ways, for different purposes and at various career stages - has never been greater. We need to build education models that reflect this change and a culture that promotes it.

#### **Flexible, seamless higher education and life-long learning experiences**

Like any other business sector, the changing demands of consumers (in this case, students and life-long learners) drive change in the education sector. Student demographics are changing, while learners who would previously be considered 'non-traditional' are becoming the new norm. As a result, there are new expectations for seamless higher education and life-long learning experiences that fit different lifestyles, individual circumstances and preferences.

Younger generations entering higher education have a completely different point of departure than previous generations. As digital natives, they have always had technology fully integrated into most aspects of their lives, so why would they expect anything else when it comes to their educational experience?

One-size-fits-all in education will soon be a thing of the past and individual learning paths will arguably be less defined by traditional educational structures. Consequently, students increasingly adopt a consumer's mind-set and shop for flexible, seamless and personalized educational experiences. They look at an increasingly diverse array of education providers to fulfill their demands and will exercise choice by going elsewhere if their expectations are not met - as is the case in most aspects of their lives.

### **Opportunity**

Utilise the full potential of UCE.

Capturing of sufficient information (systems adaptability and self-development) about student demographic, ability, capacity for learning and learning preferences (everything from aptitude to interest or preference) with a view to enabling the university to craft the most bespoke learning solution (experience, curriculum, pace and assessment) for the student.

### **Education landscape global trends**



### Multi-institutional study experience

Higher education increasingly becomes a multi-institutional study experience: The provision of higher education increasingly moves from a 'one-institution' model to a 'multi-institution' model in which higher education is provided through alliances of several institutions.

### Emerging technologies and business models

Even though the pace of change in the education sector is generally slower than in other more profit-driven sectors, business model innovation is becoming ever more prevalent thanks to digital transformation. As such, the education landscape is bound to change significantly in the next decades as new actors shake up conventional higher education and life-long learning models.

Fast-growing innovators in educational technologies and education industry outsiders are already challenging the status quo by structurally undermining the long-established business models of higher education. These new actors use technology and data to introduce new, alternative approaches that better deliver on the evolving expectations of learners. Imagine tech giants such as Google, Microsoft, or Amazon

offering inexpensive, personalized, AI-driven education, maybe on a flexible "Netflix for education" style scheme.

### **Towards a "skills over degrees" model**

While the degree still rules, by and large, we are slowly moving towards a reality with more focus on acquiring skills not degrees. Conventional thinking tells us that the surest route to success in professional life lies at the end of a higher education degree and, not surprisingly, that holding a degree correlates with improved chances of employment as well as higher income.

#### **Labor market**

Automation and the gig economy are radically changing how we work.

How we learn must keep pace with these new technologies.

We need learning to be cross-disciplinary, personalised and focused on human skills.

Together, government and the private sector can future-fit education.

#### **Opportunity:**

We will work with relevant employers in the design and teaching of our courses and offer integrated workplace learning where possible. We will ensure our students develop the skills required to be independent lifelong learners in the workplace.

## **Teaching and Learning**

### **Curricula:**

Focus on "human" skills, not just digital competencies. As entire new industries are created and traditional ones expand and contract significantly, the skills needed to keep up are evolving at a faster rate than ever before. Educators and higher education leaders must approach skills competency with a flexible growth mindset that will serve students well across the global, knowledge-based economy- and throughout their careers. There is an undeniable need to train the next generation in emerging digital competencies and to be fluent in designing, developing or employing technology responsibly. At the same time, 21st-century students must learn how to approach problems from many perspectives, cultivate and exploit creativity, engage in complex communication, and leverage critical thinking. With a future of work that is constantly evolving, these non-automatable "human" skills are foundational, and will only increase in value as automation becomes more mainstream.

### **Embrace the T-shaped approach to knowledge**

The broad set of skills needed by tomorrow's workforce also affects our approach to educational structure. At Carnegie Mellon University-like many other institutions-we have been making disciplinary boundaries much more porous and have launched programmes at the edges and intersections of traditional fields, such as behavioral economics, computational biology, and the nexus of design, arts, and technology.

### **Invest in personalised, technology-enhanced learning**

AI-based learning tools developed in the past decade have incredible potential to personalise education, enhance college readiness and access, and improve educational outcomes. And perhaps most importantly, technology-enhanced learning has the compelling potential to narrow socioeconomic and racial achievement gaps among students.

Credential type will be formal Multiyear degrees, Accredited institutions, Learning is episodic on the one end and informal: Shorter, cheaper, Just-in-time, stackable, portable, Microcredentials, nano-degrees, badges, certificates, licenses, Apprenticeships, bootcamps, Learning is continuous

#### **Graduate attributes**

An emerging focus on future skills radically changes the current definition of graduate attributes in higher education: The focus on a "next mode" of studying (focus on future skills: autonomous learning, self-organization, applying and reflecting knowledge, creativity and innovation, etc.) gradually replaces a reduced/ narrow focus on academic and valid knowledge acquisition as a means to provide correct answers for known questions based on a curriculum which is focused on defined skills for fixed professions.

This effectively means that the whole university, in teaching-learning terms, becomes flipped, open and accessible. In these terms the learning portfolio amassed by the student, and credentialed by an assessor, becomes portable and forms a 'learning passport'. Accreditation of assessors become as important as the accreditation offered by institutions

In this context NWU's membership of, and participation in the Open Education Resources Network (OERN) forms an opportunity in terms of adopting OERs as part of either module or programme requirements and making our own curricula available in similar ways to other institutions. Institutional membership thus carries the implication of exploring mutual recognition of curricular content towards the attainment of a qualification.

## **Finance**

Dependency on state funding: The state budget allocations to universities increased, which includes additional funds allocated to NSFAS (indirect state funding to universities). Future uncertainty about NSFAS sustainability and subsidy cuts exists.

Indirect / Direct regulation of tuition fees by the state

As long term strategy NWU needs to become less dependent on state funding via own income generation. For the short- and medium term strategy the focus needs to be on cost effectiveness and on building reserves as well (increase efficiencies; disciplined cost management; viability of academic programs and support cost reduction).

Launching of an income-optimising initiatives to identify opportunities to increase revenues. (e.g. introduce more short courses, optimise on-campus and off-campus student mix, market-related student fees, optimal use of blended learning and infrastructure)

Participate in the DHET task team to develop a possible fee regulation model

## **External stakeholders**

Consider new models of engagement for the private sector and government

The rapid pace of today's advances requires a more comprehensive workforce and education strategy across a spectrum of measures, including policy, access, programmes and outreach. The private sector, government, educators and policy-makers must work together to deliver multiple pathways to opportunity for young people looking for their first foothold in the job market, as well as to re-skill and up-skill workers striving to maintain their place in the workforce.

Community members want to play a meaningful role in the discussion, decision-making and implementation of projects affecting them.

Community projects will have to draw on multidisciplinary knowledge from the university and local knowledge from the community.

## **Technology**

To enhance the student (stakeholder) experience, using systems not just to manage administrative processes but to intentionally create a digital experience that students (stakeholders) enjoy. This can include augmented and virtual reality, holograms and artificial intelligence to bridge the divide and narrow the gap to create ONE overall "real/digital" world experience as these lines have been blurring for the customers for years.

To personalise these experiences and adapt processes to be immersive to ensure that the student (stakeholder) wants to interact with the University more while ensuring that it is visually stimulating (to adapt to new generation needs). The look and feel is as important as the function for a generation that has grown up within a technological world, with competition that is increasing and attention spans that are dwindling.

To integrate the use of existing older and new technologies to increase access by communicating to target audiences through the channels they prefer and understand, while pivoting to newer technologies to ensure the conversion of the target market while enhancing the positioning of the University.

To stay cognisant of the inequalities in SA, and ensure the correct mix of channels used when communicating and collecting data, like scanning technology, reverse billed channels etc integrating into one database.

To automate processes to reduce staff costs (into administrative work) and change staff profile to focus on more creative and analytical work like content creation, graphic design, communication, strategy creation etc.

Consistent user experience university wide through every transition from prospective student, UG student, PG student, Alumni and possibly staff / donor, while using these opportunities to encourage existing stakeholders to continue utilise the University offerings (courses, degrees etc)

Create a “system” eco system that is conducive to innovation. To enable innovation, ensure that University systems and processes are agile that systems can be easily screened and plugged into the central database / core system. This will not only ensure that data exports of personal information is minimised and data sets are better protected, but ensure one point of reference. Example if the student contact details are automatically curated by the system to ensure correct formatting to send emails and SMS's through third party systems. (Currently this is a human process that can be tedious and cause mistakes because information has to be downloaded from VSS and it doesn't mean that the information is up to date tomorrow)

Possible use of blockchain technologies to address privacy concerns and build trust and ensure transparency. Apart from protecting personal data, it could even be used to pinpoint targeting and verify online identities.

### **Responsiveness to market needs / trends**

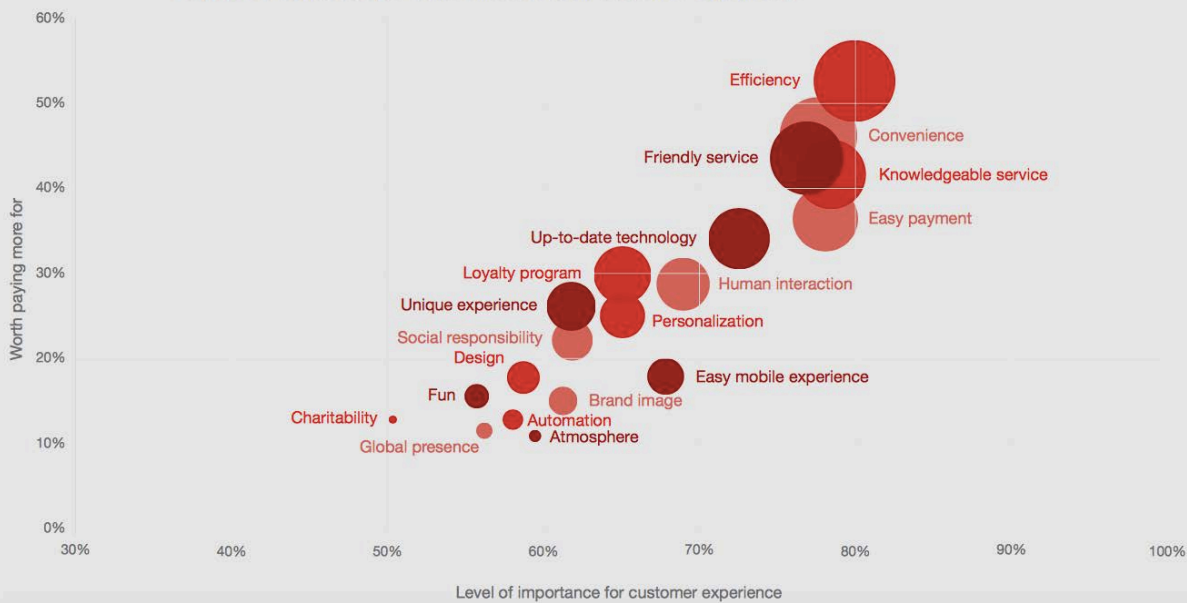
The target market needs are adapting the whole time, a few years ago Facebook was the most popular channel for communication with the target market, currently it is Instagram and a new up and coming channel is telegram. The systems should be able to accommodate new communication channels, be agile, enable teams to take risks and to fail fast to apply lessons learnt in the dynamic market environment.

### **Use of Artificial intelligence**

To utilise artificial intelligence in query handling (while still ensuring that the processes are adaptive to work on existing channels, new channels and supporting back offices) to improve customer interactions, service delivery and creating efficiencies. The figure below shows how convenience, efficiency and “correct information” have become more important than human interaction. Although human interaction will stay important it is of utmost importance to adopt new technologies like AI to improve business processes:



**Figure 2: What people value most in their customer experience**



Source: <https://www.pwc.com/us/en/advisory-services/publications/consumer-intelligence-series/pwc-consumer-intelligence-series-customer-experience.pdf>

to ensure that information is more easily accessible / easily searchable

to offer a consistent user friendly, streamlined and interactive experience (university wide)

utilise these technologies to declutter information

to improve customer support

to offer real-time feedback

to be agile and adaptive to changing circumstances

to utilise voice search to enable easier access to available information and create more immersive experiences. For example, think virtual tour where you can ask your “tour” guide questions or possible study options in your interest field.

to utilise it for information gathering and updating throughout the university at every touch point.

to create “built for purpose” chatbots that can handle administrative tasks and rudimentary/ repetitive queries (to not only reduce staff costs, but also change staff profile to do other higher profile intellectual work) Examples query handling on applications, quote generation for finance, contact detail update, course changes, academic record requests and password changes etc.

monitor drop outs of conversations and transfers to human agents to adapt messaging and processes to more effectively handle queries.

To minimise diverts of students between human “touchpoints” by effectively channelling queries first time.

To ensure seamless transition between “touchpoints” without redirects

To utilise AI to deduplicate data and ensure data quality

Utilise bots to enhance conversational marketing and career guidance

Use “live chat” on websites

Even further capitalisation with interactive and triggered communications

Increase retention

To utilise AI to better target and curate messages to target groups and audiences across channels, while doing A/B testing and personalising messaging/experiences on large scale.

To use existing processes and monitoring tools to better map the customer experience journey and create predictive messaging and advertising.

## Risks and opportunities

IT needs establish a solid foundation for a digital future which is described by the Architecture for the Digital Technology Platform. Without a solid foundation everything built on top of it will be shaky.

We have to balance agility, quick wins and functional fits with best practices, long-term sustainability and total cost of ownership.

One of the risks identified in the 2020 APP was: *The University's approach to technology is rigid and does not allow for much diversification in terms of what may be supported by IT, or what may be permitted in the teaching-learning space, that is also able to be supported by IT. The related systems (VSS) are similarly rigid, do not allow for a user-friendly interface and are administrative focussed rather than focused on supporting the student, or academics concerning in time, automatically generated reporting, monitoring and compliance with requirements as laid down in the yearbooks, for example.* The IT committee needs to take note of this as a matter of urgency in order to address this risk. It will need a team effort, from sponsors, to owners, auditors, council committees and IT, to address this problem/perception.

The University needs to prioritise its digital initiatives through a well-established "Enterprise program, project and portfolio management" / EPPM process. Take note of several planned digital initiatives as well as projects already well under way.

IT as well as all staff need to be trained and re-trained all the time to optimally utilise digital as the "normal". IT also has to change its operating model to be more flexible and lean towards holacracy rather than the traditional hierarchy.

Opportunities:

To use technology to break institutional Silos, as the customer journeys become increasingly non-linear, complex and varied. It begs Universities to become more agile and to break silos to create "relationships" that are cross-functional to ensure seamless interactions. Example: In the application process a student speaks to marketing, SALA, accounts, residences and bursaries but for the prospect it is ONE process.

### Opportunities: Digitisation of CRM

To integrate the use of existing older and new technologies to increase access by communicating to target audiences through the channels they prefer and understand, while pivoting to newer technologies to ensure the conversion of the target market while enhancing the positioning of the University.

To stay cognisant of the inequalities in SA, and ensure the correct mix of channels used when communicating and collecting data, like scanning technology, reverse billed channels etc integrating into one database.

To automate processes to reduce staff costs (ito administrative work) and change staff profile to focus on more creative and analytical work like content creation, graphic design, communication, strategy creation etc.

## Impact of Covid-19

Universities have many pressing short-term issues to deal with in the foreseeable future: large budget cuts, a growing reluctance among students to pay full tuition fees for online education, demands for reimbursement of already-paid fees, the possible disappearance of international students who pay full fees, the large-scale deferral of admissions, a sharp / spike in the need for financial assistance among students because of the impact of the pandemic and ensuing recession, and finally, the question of whether and how to reopen.

The longer-term implications for the offering of academic programmes and future financial sustainability should be considered.

### Opportunity:

The current experiment with emergency remote teaching is providing universities with real-time data about which aspects of their courses can be substituted, which can be complemented or augmented, and which can't be replaced by the digital medium. We can start determining the varying degrees of

face-to-face, real-time virtual, and asynchronous-virtual experiences required for each course. The use of learning analytics has also now been highlighted and should be enhanced further.

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## APPENDIX C Institutional Risk Register

Risk No	NWU Ref.	Risk Owner	Risk Name	Risk Description	Inherent			Inherent Rating	Residual Rating	Residual Exposure	Last Assessed	Reason for above	Current Controls
					Impact	Likelihood	Exposure						
42	C6-R4	DVC IT	Cyber Security	Cyber security is not adequately addressed at the NWU and is the number one IT issue worldwide. An attack on the NWU is likely. Digital transformation will increase the cyber security risk.	Severe	Likely	R0	20	16	R0	2020/08/16	Risk Appetite	Cyber incident and execution management system; * Cyber security strategy; * Business process: Using the best in class Firewall solution; * Audit plan executed annually by Internal Audit which covers the risk; * Institution-wide use of network access control; * Penetration testing (internal and external); * Awareness campaigns across NWU about the
43	C6-R5	DVC IT	Digital Business Strategy	Digital transformation will have a severe impact on operational models, structures, people, processes and roles.	Significant	Certain	R0	15	14	R0	2020/08/19	Risk Appetite	Enterprise-wide Digital Business Strategy for the NWU as part of the strategic positioning of the NWU
18	C4-R4	Registrar	Information governance, BCP and DRP	Inadequacies around a focused approach on information governance, disaster recovery and business continuity could hamper the NWU's operations	Critical	Likely	R0	16	13	R0	2020/08/18	Risk Appetite	BCP and Contingency planning in place at execution of key processes e.g. registration etc; * Implementation of a Digital Business Strategy
40	C4-R7	UMC	Environmental Management	The lack of focus and clarity in regard to the placement, functioning and monitoring of environmental management at the NWU poses a risk to sustainability and compliance.	Critical	Likely	R10 000 000	16	13	R6 400 000	2020/08/16	Risk Appetite	Audit plan executed annually by Internal Audit which covers the risk; * Awareness campaigns across NWU about the risk
45	C1-R5	ExDir FF	ExDir FF COVID-19 financial impact	Covid-19 was declared as a national disaster, with all the different levels of lockdown and the accompanied regulations that severely impacted the economy negatively, as well as being able to continue with business as usual.	Severe	Certain	R0	25	13	R0	2020/08/19	Risk Appetite	Financial Impact Model with all the mitigation plans included
9	C3-R8	DVC RI	Research	Decline in research funding and research, and possibility of inadequate quality of research products.	Significant	Certain	R200 000 000	15	12	R160 000 000	2020/08/07	Exposure, Single Transaction, Risk Appetite	NWU budgetary process to focus on sustaining and enhancing the research function
37	C1-R4	ExDir: Finance and Facilities	Fee regulation	Insecurities regarding the proposed fee regulation model leading to uncertainty around sustainability	Critical	Certain	R28 000 000	20	10	R14 000 000	2020/08/09	Risk Appetite	USAF fee regulation task team in which the ExDir FF is a member; * Initiatives in regard to fundraising and endowment to ensure new sustainable source of income
8	C3-R7	DVC RI. ExDir CRM	Internationalisation	Global engagement/internationalisation effort not sufficient with the effect that the NWU has little international exposure in terms of attracting international staff, students, investment and sponsoring of research.	Critical	Likely	R0	16	8	R0	2020/08/16	Risk Appetite	Internationalisation Policy; * Business process established to ensure a well-organised process in place in regard to cooperative agreements by the DVC R&I

28	C3-R11	Registrar; Ex.Dir.P&C; DVC Integr Planning; DVC R&I	Business processes	Academic project in jeopardy because of ineffectiveness and inefficiencies of support functions, possibly leading to loss of income and potential growth, loss of staff and negative impact on reputation and on ranking of the NWU.	Critical	Likely	R0	16	8	R0	2020/08/16	Risk Appetite	Participation of NWU in ratings and rankings process by means of clear focus and strategy and with bespoke data.
3	C1-R3	DVC R&I, ExDir FF	PG Students	Poor financial support to PG students resulting in loss of student income and continuity from UG to PG. Furthermore postgraduate numbers' dependency on bursaries	Significa nt	Possible	R0	9	7	R0	2020/08/19	Risk Appetite	Post-graduate funding model where merit bursaries are availed for qualifying students who received NSFAS funding during UG studies.; * Strategic funds are made available for PG bursaries for only a small number of potential candidates.
24	C6-R2	DVC IT; UMC	IT Support and Innovation	IT provisioning for certain admin and academic functions not optimal; indications exist that individual IT staff are over burdened due to inadequate human resources in IT; uncertainties evident about direction in regard to digitised business strategy leading to delays in new system design and implementation	Significa nt	Possible	R0	9	7	R0	2020/07/19	Risk Appetite	Staff: Focus on retention strategies; * Implementation of a Digital Business Strategy; * Project by IT to modernise learning spaces
30	C3-R10	ExDir FF; DVC Integr Planning; DVC TL	Infrastructur e	Loss of opportunity income, subsidy and loss of return, loss of students and staff and compromise in teaching quality due to limited and inadequate infrastructure planning for teaching	Significa nt	Possible	R0	9	7	R0	2020/08/16	Risk Appetite	Guidelines: Enrolment plan (2020-2025) developed and approved; * Strategic Intelligence committee aims at redesigning the system to ensure effective use of infrastructure; * Institutional Budget Committee makes provision for infrastructure planning in budgeting planning.; * Space management project established to optimise governance and management of space across NWU (teaching
36	C5-R7	ExDir: Student Life, DVC Campus Operations, ExDir FF	Campus and Safety	Student safety on and off-campus at risk due to escalation in criminal activities on and around campus.	Significa nt	Possible	R0	9	7	R0	2020/08/03	Risk Appetite	Well-described process to deal with any instances of crime as establishment of Joint Operating Teams including SAPS, liaison with Public Order Policing and Intelligence Services; * Protection services at all campuses operating in accordance with pre-determined SOPs; * Awareness campaigns across NWU about the risk; * All campuses are access controlled; * Cachet Park City Improvement District Non Profit Company (Cachet Park CID NPC) and rolling out of initiative to other campuses
33	C7-R3	Chief Director: TTIS, Directors of Companies, Shareholde r Representat ives	Commerciali sation	Failure of licensee or spin-out to commercialise	Minor	Likely	R0	8	6	R0	2020/08/09	Risk Appetite	Building optimal relationships with funders; facilitating start-up capital by TTIS

6	C2-R3	ExDir P&C; All line managers; ExDir CRM; ExDeans	Diversity	Insufficient levels of diversity in staff and student environment	Significant	Likely	R0	12	6	R0	2020/07/14		Well-defined recruitment and admission process in place; * Provision for a scarce-skill allowance; * Business process: EE targets built into the
11	C3-R3	DVC TL	Technology Based Learning	Apparent unpreparedness for functioning in blended-learning environment, exacerbated by the perception that technology does not support the Teaching-Learning effort in an optimal way, leading to missed opportunities for blended learning.	Critical	Possible	R0	12	6	R0	2020/08/13	Risk Appetite	Induction programme on blended teaching offered by CTL; * NWU Teaching-Learning and Assessment policy guides the implementation of a blended model aimed at enhancing access and success
16	C4-R2	Registrar; ExDir FF	Fraud	The risk that fraudulent activities could be prevalent in some business process environments and could impact negatively on the reputation of the NWU.	Critical	Possible	R0	12	6	R0	2020/08/19	Risk Appetite	KFS process to detect and prevent transactions between NWU and staff; * Reporting to and oversight of the ARCC which covers the risk; * Awareness campaigns across NWU about the risk; * Policy and Rules on conflict of interest and on declaration of Interest and gifts
20	C5-R2	ExDir SL; Campus DVCs; DVC IT	Standardising	Varied student experiences across campuses might lead to dissatisfaction because of the possible negative effect of 'standardising' student life across campuses and the management of student life in new	Significant	Likely	R0	12	6	R0	2020/08/03	Risk Appetite	Student satisfaction survey done annually. ; * IT service equally shared and aligned.
27	C5-R4	ExDir: Student Life	Student experience	Inadequate measures to create a welcoming student environment at the NWU	Significant	Likely	R0	12	6	R0	2020/08/16	Risk Appetite	Awareness campaigns across NWU about the risk; * Thoughts and complaints line. Inclusive planning process takes place with all the stakeholders. Planning includes feedback from the Thoughts and Complaints line process.; * Defined process to appoint and train house parents; * Aligned R&O programme across all 3 campuses
29	C2-R4	ExDir P&C	Staff	Absenteeism and loss of valuable staff due to low staff morale	Significant	Likely	R25 331 618	12	6	R10 132 648	2020/08/02	Risk Appetite	IRR guidelines strictly applied for the purpose of addressing disparities.; * Positions on P7 and below advertised internally first to provide growth opportunities for staff within the NWU
35	C5-R6	ExDir: Student Life, DVC: Campus Operations	Sexual and Gender based violence	Presence and escalation in sexual and gender-based violence on the campuses	Significant	Likely	R0	12	6	R0	2020/08/03	Risk Appetite	Awareness campaigns across NWU about the risk; * Protection services at all campuses operating in accordance with pre-determined SOPs; * All campuses are access controlled; * Well-described process to deal with any instances of crime as establishment of Joint Operating Teams including SAPS, liaison with Public Order Policing and Intelligence Services; * Awareness and training programmes on LGBTQ+ and other human rights issues
41	C2-R7	ExDir P&C; DVC TL; DVC R&I; ExDeans	Staff	Lack of competitive salaries in the academic environment might lead to exodus of talent	Significant	Likely	R0	12	6	R0	2020/08/16	Risk Appetite	IRR guidelines strictly applied for the purpose of addressing disparities.; * Provision for a scarce-skill allowance; * Guidelines: Clear promotion criteria for academic employees; * Private Work Policy; * Differentiated COLA for academic staff

14	C3-R6	DVC TL; ExDeans; Registrar	Programme Offering	Slow external approval process of qualifications/programmss leading to loss-of-opportunities and possible irrelevance of NWU programme offering	Significant	Possible	R0	9	5	R0	2020/07/16	External (HEQC) and internal (Q and APP) workshops
17	C4-R3	Registrar	Academic Integrity	Inconsistent application of the NWU Policy on Academic Integrity resulting in negative impact on the reputation of the University, the issuing of penalties, revoking of qualifications and loss of income from subsidised publications.	Significant	Possible	R3 000 000	9	5	R900 000	2020/08/09	Audit plan executed annually by Internal Audit which covers the risk; * Policy and Rules on Academic Integrity; * In student environment, the Writing Laboratories across campuses and the Student Judicial Office collaborate in regard of all cases related to transgressions pertaining academic integrity matters
26	C6-R3	DVC Integrated Planning; Registrar, DVC IT	Business Processes	Loss of students and student income due to the processes and systems that drive the core business being inadequate.	Significant	Possible	R100 000 000	9	5	R30 000 000	2020/07/19	BCP and Contingency planning in place at execution of key processes e.g. registration etc; * Implementation of a Digital Business Strategy
34	C5-R5	ExDir: Student Life	Student Leadership	Inadequacies in student leadership skills leading to possible human rights and other values infringements presenting a student offering no longer desired by students	Significant	Possible	R0	9	5	R0	2020/08/12	Awareness and training programmes on LGBTQ+ and other human rights issues; * Leadership coaching and mentoring programme implemented; * Continuous process of review and measurement to gage the student offering and its
38	C2-R5	DVC: TL	Business Model	Uncertainties in regard to the language plan implementation in the unitary model could lead to disruption	Significant	Possible	R0	9	5	R0	2020/08/09	Faculty language plans, CRM language plan and SL plans approved; * Leadership coaching and mentoring programme implemented; * Monitoring and evaluation of implementation in place by Senate Committee.; * SLPs on multi lingual pedagogies developed for offering to academic staff.
4	C2-R1	VC, UMC Members	Business Model	Poor implementation of the unitary business model resulting in silo functioning, ineffectiveness and inefficiencies.	Minor	Likely	R0	8	4	R0	2020/08/12	Implementation of the organisational structure. Adaption of systems to structure, Joint accountability and individual responsibility clarified and implemented.; * Individual executive performance agreements contain KPI's on the implementation of the business model that are measured; * Policies and Rules: Clear position profiles for senior management indicating roles and responsibilities; * Statute, policies and procedures in place, implemented and monitored. ; * CMC meetings established to ensure proper handshaking between Campus DVC role fulfilment and brown-line responsibilities of functional owners; * Regular
31	C4-R6	VC, ExDir FF, UMC	Compliance	Loss of lives, financial losses and closure of business due to non compliance to health and safety laws.	Critical	Unlikely	R100 000	8	4	R20 000	2020/08/16	Continuous OHS training and monitoring per schedule and budget. Departmental Health and Safety reps. Health and safety appointments such as 16(2)'s.; * NWU OHS management system implemented; * Continuous OHS training and monitoring per schedule and budget; * Awareness campaigns across NWU
13	C3-R5	DVC TL and ExeDeans	Student Throughput	Decline in student throughput and student success due to external factors such as NSFAS rules, lack of focus of student-support services and other factors	Significant	Certain	R0	15	4	R0	2020/08/13	Admission tests and placement tests are performed to guide admission into qualifications and allocation of students to second and third choices if admission requirements to preferred choice have not been met; * Measuring tools in place to trace and track student success; * Faculty plans in place to enhance and manage student throughput; * Offering of supplemental

12	C3-R4	DVC Integrated Planning	Enrollment	Over and under enrolment resulting in financial losses	Significant	Likely	R49 000 000	12	3	R9 800 000	2020/08/12	Guidelines: Enrolment plan (2020-2025) developed and approved; * Well-defined recruitment and admission process in place
19	C5-R1	ExDir Student Life; Campus DVCs; Registrar	Protests	Possibility of student protests/unrest on campuses disrupting academic activity and endangering staff and student safety.	Minor	Possible	R50 000 000	6	3	R15 000 000	2020/08/19	Well-described process to deal with any instances of crime as establishment of Joint Operating Teams including SAPS, liaison with Public Order Policing and Intelligence Services; * Protection services at all campuses operating in accordance with pre-determined SOPs; * Policy and Rules on
22	C5-R3	ExDir CRM	Market place expectations	Reputational risk if the public and stakeholders do not perceive the university as having shared values, conduct and practices. Negative perception of university offering could result in financial losses.	Significant	Likely	R0	12	3	R0	2020/08/16	The marketing strategy promoting multi lingualism; * The recruitment strategy currently focuses on quality of TL delivery; * Message to stakeholders focuses on the delivery of the promise of academic excellence and overtly moving away from any notion related to "campus niche".
25	C7-R1	Registrar; DVC TL	Commercialisation	Commercialisation risks - offering of non-compliant SLPs; income not coming to NWU	Significant	Likely	R0	12	3	R0	2020/08/09	Oversight body established since 2014 to guide the approval process.; * Establishment of UCE with a clear mandate to work proactively towards income stream 3 to add value.
32	C7-R2	DVC RI; Chief Director: TTIS	Commercialisation	Missing out on commercialisation opportunities	Minor	Possible	R0	6	3	R0	2020/08/16	Continuous engage with potential funders to understand funding criteria; * Recruit additional senior commercialisation specialists
39	C2-R6	Vice-Chancellor	Staff	Key person dependencies leading to loss of institutional knowledge and create vacuums in key functional areas	Minor	Possible	R0	6	3	R0	2020/08/09	Leadership coaching and mentoring programme implemented
44	C3-R12	DVC TL; Registrar	No SAQA ID registration	NWU qualification without SAQA IDS will lead to graduates in those qualifications not being captured on the NLRD.	Significant	Rare	R0	3	2	R0	2020/09/04	USAF fee regulation task team in which the ExDir FF is a member; * Initiatives in regard to fundraising and endowment to ensure new sustainable source of income
2	C1-R2	ExDir FF	Student Debt.	Increase in student debt as a result of non-paying culture, exacerbated by uncertainties on the sustainability of the NSFAS model	Significant	Possible	R500 000 000	9	2	R75 000 000	2020/07/10	Careful implementation of Financial Rules guidelines; * Business process: Consistent information-sharing and communication on NSFAS processes by Student Finance Department to NWU student population; * Building available reserves by ExDir FF and financial team to cover one year of operational expenses.; * Building optimal relationships with funders; facilitating start-up capital by TTIS; * Undertaking initiatives with regard to fundraising and endowment to ensure new sustainable source of income; * Process in place by Student Finance dept. to follow-up on student debt matters, such as ongoing communication with students; pre-registration finance committee structures at respective campuses,



10	C3-R2	DVC TL; Executive Deans	School leavers	Standards gap between basic and tertiary education leading to ill preparedness of school leavers for tertiary education	Significant	Possible	R120 000 000	9	2	R18 000 000	2020/08/07	Admission tests and placement tests are performed to guide admission into qualifications and allocation of students to second and third choices if admission requirements to preferred choice have not been met; * Faculty plans in place to enhance and manage student throughput.; * Offering of supplemental instruction (SI) interventions, group and individual tutorial interventions and one on one student support walk in services. Each faculty has student advisors(usually honours or master students who mentor junior students.); * Offering of Academic Literacy module that runs over the whole first year including components of reading, writing and basic computer literacy; also providing guidance in terms of learning strategies.; * Allocation of student to second and third choices if admission requirements to preferred choice have not been met.; * Offering of
15	C4-R1	Registrar	Compliance	Financial losses, possible imprisonment and penalties due to lack of compliance to legislation, statutory requirements, licenses and other legal requirements.	Significant	Possible	R0	9	2	R0	2020/08/19	Systematic annual review process implemented involving all owners of legislation with the aim to complete compliance checklists, draft improvement plans that are, in turn, monitored by management and governance structures; * Audit plan executed annually by Internal Audit which covers the risk; * Reporting to and oversight of the ARCC which covers the risk; * Reporting to and oversight of the Compliance Committee which covers the risk; * Risk and
21	C3-R9	DVC TL; DVC R&I; DVC Integrated Planning; ExDir FF; Registrar	Programme Offering	Possibility that UG and PG academic offering and services related to offering are not responsive, price appropriate and that the quality is not of the required standard.	Significant	Possible	R0	9	2	R0	2020/08/18	National Doctoral Review project to provide insight into possible deficiencies of effectiveness and efficiency.; * Executing a PQM audit over the next three years ; * Executing a situational analysis for new products before development.; * Rigorous planning process in place for new academic offerings, after the completion of the HEQSF process.
1	C1-R1	ExDir: FF, Director: Business Development; UMC	Funding	Government funding model is not sustainable, the HE sector is not sufficiently informed, also the impact is not known, exacerbated by an over-dependence on a single source of income (government subsidies and NSFAS).	Critical	Unlikely	R2 200 000 000	8	2	R220 000 000	2020/07/08	Exposure, Single Transaction Building available reserves by ExDir FF and financial team to cover one year of operational expenses.; * Building optimal relationships with funders; facilitating start-up capital by TTIS; * Undertaking initiatives with regard to fundraising and endowment to ensure new sustainable source of income
5	C2-R2	Ex. Dir. P&C	Staff	Difficulty to recruit and retain qualified and talented staff due to challenges in staff morale due to change and uncertainties and perceived non-implementation of retention strategies.	Minor	Likely	R0	8	2	R0	2020/07/14	Provision for a scarce-skill allowance; * Guidelines: Succession Planning Framework; * Establishment of a talent management programme; * Communication of a clear employee value proposition; * Well-defined recruitment and admission process in place
7	C3-R1	DVC TL	Market place expectations	Perceived inability to meet market-place expectations in that graduates do not find employment quickly enough.	Minor	Possible	R0	6	2	R0	2020/08/16	Participation of NWU in ratings and rankings process by means of clear focus and strategy and with bespoke data.
23	C6-R1	DVC IT	DRP	Possible inadequate Disaster Recovery Plan within IT could halt the operations of the NWU	Critical	Rare	R0	4	1	R0	2020/07/19	Monitoring of machine rooms; * Disaster Recovery Plan; * Replicated site on campus