TERTIARY EDUCATION COUNCIL

Transforming Tertiary Education in Botswana

STRATEGIC PLAN

2010-2012 / 2016

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ABBREVIATIONS, ACRONYMS AND DEFINITIONS

DTE	Department of Tertiary Education
BSC	Balanced Scorecard
CEO	Chief Executive Officer
HLT	High Level Target
HRDS	Human Resource Development Strategy
NCQF	National Credit & Qualification Framework
PS	Permanent Secretary
QMS	Quality Management System
SMT	Senior Management Team
SADC-CDE	Southern African Development Community – Centre for Distance Education
SRC	Student Representative Council
TBC	To Be Confirmed
TE	Tertiary Education
TEC	Tertiary Education Council

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Chairperson's Foreword

I have great pleasure in presenting this second strategic plan of the Tertiary Education Council (TEC) for the overall period 2010 to 2016 to our valued stakeholders. The current Strategic Plan is a rolling one with three-year time horizon, starting with the first period from 2010 to 2012. This change in the planning horizon comes as a result of some recent important decisions taken by Government towards the end of the National Development Plan 9 when Government adopted a new Tertiary Education Policy (TEP) in April 2008 and in January 2009; Government also approved the National Human Resource Development Strategy (HRDS) that the TEC had been assisting Government to develop. Both of these two important policy decisions have direct bearing on how the TEC will carry out its mandate in the coming years. With regard to the Tertiary Education Policy, it is directly linked to NDP10 through the Sector Strategy Plan. The latter was developed on the basis of the Tertiary Education Policy (TEP) and a detailed consultative process leading to the formulation of NDP10. The country's Vision 2016 comes to an end in 2016. Government has decided that the current National Development Plan 10 also more closely speaks to the implementation of the goals of the national Vision 2016. The TEC which is a government grant-based organization has accordingly made sure that the tertiary education sector development is consistent with and articulates with the goals and objectives of both the Vision 2016 and the NDP10.

The above notwithstanding, the present Strategic Plan is both a follow up from the point where the last Plan ended and it also shows a different stage in the implementation of the TEC mandate. The first Strategic Plan represented the establishment phase of the TEC. The phase was therefore characterised by the development of key operational policies, regulations and management tools required to set the stage for the implementation of the Council's mandate. Among these were, development of four different types of regulations for registration of newly established tertiary institutions, for registration of existing public tertiary institutions, for registration of existing private tertiary institutions and for accreditation for private tertiary institutions. The first phase also saw development of the new tertiary education policy, the formulation of the National Human Resource Development Strategy and the design of the Funding Model for public tertiary institutions. All these important policy tools were identified as Key Performance Areas (KPA) in the previous Strategic Plan. I am pleased to say that many of these were produced as planned and the present Plan shows that their implementation will form performance areas for the next three years. Also critical in the previous Strategic Plan was the organizational establishment of the TEC itself. Issues relating to staffing levels, terms and conditions of service, organizational structure and funding of the Council activities were all defined in the past six years since 2003 when TEC started operating. The overall outcome of the organizational development is the TEC Human Resource Strategy which will become an integral part of this Strategic Plan.

Finally, the present Plan has adopted a different methodology. The balance scorecard and the results based management approach have been used to define not only strategic goals but also expected activities for each key result area. This way, the Strategic Plan through the balance scorecard has linked the otherwise separated KPAs and the Performance Based Reward System in the previous Plan into one integrated system. This is a welcome development that is bound to improve productivity and enable the Council to more clearly assess the delivery of the targets set.

I am confident given the way this Plan is laid out and articulated to national strategic goals that once again TEC will be able to deliver quality service to the satisfaction of its customers in the coming three years. I must however, appeal to all our customers to recognise that the targets we set in this Plan require our collective effort. The task for developing accessible, quality, relevant and competitive tertiary education in Botswana cannot belong to TEC alone but all of us as students, lecturers, leaders and managers of institutions, the business sector, regulatory bodies and government. I therefore call upon all stakeholders to rally behind the TEC as it vigilantly seeks to better our tertiary education system.

I thank you.

Jacob Swartland, Chairperson, TEC, March 2010

Executive Secretary's Foreword

This second Strategic Plan of the TEC represents a new phase in the implementation of the Council's mandate. It also represents the end of the TEC in its present form. During the life of this Plan TEC will be merged with the Botswana Training Authority and other units of Government into a new Human Resource Development Council (HRDC). The TEC will therefore cease to exist as a legal entity but become the tertiary education function within functions of the new HRDC. The present Plan is in this context, the last of its kind. That notwithstanding, this Plan continues not only the mission of reforming our tertiary education system started in the previous Plan but it also raises the attention to the role of tertiary education in transforming the country's economy. Throughout the world tertiary/higher education is seen as an expensive undertaking but justified on account of its development of high skilled human resource required by modern economy and society. The goals of the previous Plan focused on steering the tertiary education system towards quality improvement, relevance, increased efficiency and effectiveness. The present Plan continues these themes but takes the focus to the role of tertiary education as a catalyst to national development. The issues of training in the most relevant programmes and ensuring the employability of graduates of the tertiary education system as well as developing the country's research and innovation are therefore central to the present Plan.

It is pleasing to report here that the key performance areas of the previous Strategy Plan have largely been achieved. The new tertiary education policy has been developed, approved and it is now being implemented. Several regulations focusing on quality improvement in tertiary education have been developed and are being implemented across the system. The TEC managed to design a new funding model for public tertiary institutions and it is in the process of developing the Tertiary Education Information Management System (TEMIS). With regard to organizational capacity, the Council was able during the course of the previous plan to develop a comprehensive human resource strategy, organizational structure and new policies that define what type of organization TEC seeks to be – **the employer of choice**.

As mentioned earlier, focus on the role of tertiary education to national development means that the TEC will have to work harder to bring different sectors to work together to bring synergies, resources, ideas for improvement of training, research ideas, creating employment opportunities and use the tertiary institutions to more effective contribute to national development goals. Clearly this task will be a mammoth one requiring new skills and approaches on the part of the Council and its constituent institutions.

I am optimistic that we at TEC have what it takes to achieve the new targets and deal with the new challenges. All we need is the support and co-operation of all players in the country and at different levels. Finally I wish to thank our different stakeholders, our staff and the facilitators X-Pert Group Botswana who gave of their precious time to contribute ideas to the construction of the present Plan. I hope that the Plan has responded to the concerns particularly of our external stakeholders.

Dr. Patrick Molutsi, Executive Secretary, TEC, March 2010

1. Summary of Performance History

Table: Achievements of the TEC up to March 2010

Financial Year	Achievement Item
2002/03	Tertiary Education Council (TEC) Members appointed and small office established in MoE
2003/04	1st Executive Secretary appointed and begin of rest of appointments TEC Offices established in Broadhurst Industrial Area
2004/05	TEC Logo and TEC website launched (at different times)
2005/06	1st Strategic Plan (2005 – 2009) approved Letter of Interim Authority issued for existing Public Tertiary Education Institutions Regulations for Registration of new TEIs approved Regulations for Registration of existing TEIs approved
2006/07	New offices established in Fairgrounds Office area 1st Tertiary Education Institutions registered after June 2006
2007/08	1st Unit Cost Study of 7(public) Tertiary Institutions produced (Report: May 2008)
2008/09	1st Tertiary Education Policy (TEP) of Botswana passed by Parliament 1st Accreditation Regulations gazetted 1st National Human Resource Development Strategy approved by Cabinet in January 2009 TEC HR policy and strategy approved New Funding Model for public Tertiary Education Institutions approved in June 2009 1st publication of sector statistics: "Tertiary Education at a Glance"
2009/10	The Human Resource Development Advisory Council Members appointed in July 2009 2nd Strategic Plan (2010 -2012/2016) approved in November 2009 1st TE Fair launched in March 2010 Total of 32 TE Institutions registered so far New Office Block built in Block 7

Table: TEC Organizational evolvement up to March 2010

Financial Year	# employees at TEC	# employees at ESO	# employees at DCS	# employees at DQAR	# employees at DIF	# employees at DPP	# employees at DKM	Total Funds available in BWP	Total Expense in BWP
2002/03	0	0	0	0	0	0	0	0	0
2003/04	3	1	2	0	0	0	0	0*	0*
2004/05	20	2	10	3	2	3	0	7 676 706**	5 364 686**
2005/06	26	2	13	3	3	5	0	10 024 532	8 937 734
2006/07	30	3	13	4	4	6	0	12 686 823	12 300 027
2007/08	35	5	12	6	6	6	0	13 601 754	13 537 677
2008/09	36	4	11	6	6	4	5	16 950 522	17 705 132
2009/10	43	4	14	7	6	6	6	19 331 620	20 200 811

*Total value for 6 months since 1.10.2003 included in figures of next financial year
**Total Value for 18 months, including 6 months of the previous year (1.10. 2003 – 31.3. 2004)

2. TEC Current Reality

The process of developing a new strategic plan started with a detailed analysis of the current situation of the Tertiary Education Council (TEC). Different stakeholders – internal (staff and council members) and external - involving government ministries and departments, private sector, tertiary education institutions, students and employees of institutions were all consulted and contributed ideas. The paragraphs below represent in a summary form the analysis of the current situation and expectations of the TEC as perceived by these stakeholders. These perceptions and expectations have gone a long way in forming the foundations for this new strategic plan as detailed in the next sections. In the current reality both the positive and negative aspects are noted. These covered; **distinctive competencies, internal structures that hinder/help TEC, stakeholder emerging requirements and major current concerns**.

3.1 Distinctive Competencies

When consulted on what they considered as distinctive competencies of the TEC, stakeholders variously identified a number of things they considered positive about the Council. For instance, they feel that the Council is effectively using them as a resource in its work. They valued this approach which they felt contributed to what they considered good quality products the Council has produced over the past few years of its existence. According to the stakeholders, the TEC has an identifiable niche in the policy and regulatory functions which they believed was being carried out with the necessary professionalism and leadership. The stakeholders further felt that the Council was doing its work with appreciable passion and commitment evident in its vision which they considered very clear and appropriate. Even when differentiated between internal (staff and council members) on the one hand and external stakeholders (government, institutions, students, media, parents and the general public, etc) on the other, the overall assessment of the TEC's work was positive. This is encouraging for a young and small organization which needs to be recognized for its contribution.

3.2 Competitive Advantage of the TEC

The TEC stakeholders valued the Council's role particularly in coming up with unique products and new ways of addressing challenges facing the tertiary education sector in the country. Many of them pointed to the existence of the new regulatory framework and standards, the Tertiary Education Policy, the National Human Resource Development Strategy and others as distinctive good features and products of the Council. They noted that these products are internationally benchmarked and were beginning to impact positively on the sector. They appreciated the Council's gradual and learning approach when it comes of its expectations of stakeholders particularly concerning the "developmental approach" adopted at the registration of institutions.

3.3 Major Stakeholder Concerns

The foregoing positive assessments, notwithstanding, the stakeholders had their major concerns which need to be highlighted here as well. These concerns are views and opinions of stakeholders and do not necessarily represent the position of the TEC or the correct understanding of the particular cases being referred to in this paragraph. Some of the stakeholders were concerned that the Council was working too close to Government. This they felt, was compromising its autonomy as it appeared to fail to set its own independent position on key issues affecting the sector from the perception of the government. They claimed that important decisions made by government such as cutting on the number of students sponsored to private tertiary education institutions; closing down or changing the status of some public institutions by Government before seeking TEC's advise on the matter such as in the cases of the closure of the Lobatse College of Education and changing the status of the Botswana Institute of Administration and Commerce (BIAC) from a public tertiary institution to a Public Service College showed that the TEC was being sidelined and compromised as key advisor of Government on matters pertaining to tertiary education developments in Botswana. Stakeholders further pointed to what they considered mishandling of the "Botswana International University of Science and Technology (BIUST) project" by the Government. They argued that this University was like the other public University, a

parastatal organization that should be given space to run its affairs within the framework of its legislation and that of the Tertiary Education Act. They claimed that the Ministry of Education and Skills Development was micromanaging BIUST.

Similarly, stakeholders particularly the students, institutions and their employees had major concerns revolving around the lack of clarity on the direction of the development of the tertiary education sector. They felt for instance, that whereas the new policies appear to be clear on the need to increase access to tertiary education, improving quality and relevance of programmes, promoting research and innovation, etc., Government's own actions on sponsorship and general public statements were often inconsistent with recent policies and strategies on the sector and skills development in general. The private tertiary providers were particularly worried that concerns about their fees were not consistent with demands for higher quality standards being set by the TEC. They clear demand a clear and consistent direction on issues concerning funding of the sector, autonomy of institutions, the fee and salary structures of the employees and support to research and innovation goals as articulated in the recent policies and strategies of the Government on the sector and as championed by the TEC.

3.3 Stakeholder Emerging Requirements

 At another level stakeholders were able to articulate their expectations and requirements of what the TEC should be doing as the key responsible for the development of tertiary education in Botswana. Such expectations and requirements differed according to the types of the Council's stakeholders. For instance, **government and employer** stakeholders expected the TEC to bring about more efficiency in the sector in terms of use of limited resources, deliver on its mandate decisively, including rapid implementation of high quality standards, addressing relevance of the programmes and ensuring that new and innovative measures relating to cost-sharing, good governance, student discipline, etc are introduced and effectively implemented. They expected quality training which will produce graduates with relevant skills, who are employable and high levels of productivity. The **parent and other public (e.g the working population)** stakeholders have expectations both similar and difference to those of government and employers. On similarities they expected good graduates with employable skills, appropriate citizenry values of good morality, transparency, democracy, accountability, etc. In contrast to government and employers, parents and the general public put emphasis on opportunities for access, equity, cost savings and subsidies and returns on their investment in educating their children and themselves at this level of education and training.

Student and institutional leader stakeholders expected better funding, diversified programmes and quality programmes. They called on government and employers to engage with them in finding solutions to the challenges facing the sector and employability of graduates. They were concerned that the employers in particular, do not seem to understand that they have a stake in the production of appropriate human resources for their companies. They asked that employers should come forward to participate in defining programmes, support teaching, attaching student trainees and funding training and research programmes of institutions which are likely to assist create jobs and promote productivity. Finally, both **TEC and tertiary institution employee** stakeholders had their distinctive expectation and demands. The TEC employees for instance, expected better recognition of their work and conditions of work and a reward package commensurate with their value addition to the development of the tertiary education sector and the society at large. They felt that key stakeholders such Government were not giving the TEC the recognition and support it deserved. They felt that this has over the years made the TEC fail to attract high skilled, experienced and high productivity employees that it requires to deliver on its mandate. This position, they argued compromises the TEC's goals of being the "employer of best choice" or bring human resource at the centre of its knowledge production activities. On a related concern, tertiary employees expressed worries about the working conditions and reward packages. They expected a salary structure and working conditions that reflected a clear and different labour market from that of the Public Service.

In conclusion, using the PEST (political, economic, social and technological) analytical evaluation of the current and future realities, all stakeholders expect more from the TEC. Most of them want to see the Council address not just standards and quality at institutional level, which are relevant and important but to begin to impact on issues relating to resource generation and allocation, reward systems, economic and social development and helping to bring the tertiary

education sector to the centre of Botswana's economic growth, diversification and the wider development process. They want to see a political independent or autonomous Council which is able to apply the laws objectively, generate part of its income and take advantage of new opportunities created by modern communication technologies to transform the tertiary education sector and the economy of Botswana.

3.4 Structural Factors likely to Hinder or Enhance TEC in the next Plan

However stakeholders noted a number of structural factors that could either enhance or hinder the TEC in the delivery of its mandate. Among those which could enhance the Council's work they pointed to the latter's culture of openness and transparency rooted in stakeholder participation, the small and efficient organizational structure and the continuous learning and growth culture that the TEC was using to improve the quality and productivity of its employees. These positive characteristics were however likely to be constrained by the top-down and bureaucratic culture of decision making that some internal stakeholders pick up as an issue, the lack of organizational capacity to deliver on all aspects of the mandate, poor and unclear monitoring and evaluation systems and the sheer absence of the Quality Management System (QMS) in the TEC. Stakeholders also noted with some concern poor communication within the TEC that seemed to be a perennial problem and the fact that this contributed in some employees developing some apathy towards their work.

The issue of adequate funding of the Council was constantly raised a major structural constraint that continued to affect many aspects of the Council's work and its ability to deliver at the highest productivity levels.

The issues on the current realities raised in section 3 and subsections 3.1-3.4 were helpful in informing the TEC's thinking about its next vision, mission, values and the key performance areas for the next strategic plan. Clearly, the foregoing stakeholders evaluation of what TEC needs to do in the next plan are asking for raising of the bar from the concentration on system re-organization and institutional reforms of the sector characteristic of the past six years to the focus on the role and impact of tertiary education on national development. The stakeholders want to see the tertiary education sector becoming a driver and a tool for national economic growth and diversification as well as the catalyst for transiting from a resource to a skills/knowledge based economy.

3. TEC Vision, Mission and Core Values

The TEC strategic aspirations are captured by the Vision and Mission statements. These take into consideration all the factors identified in the current reality as analysed in the preceding section.

Vision Statement

> ### VISION
> TO BE THE LEADER IN TRANSFORMING BOTSWANA TO A GLOBALLY COMPETITIVE KNOWLEDGE SOCIETY THROUGH TERTIARY EDUCATION

Mission Statement

> ### MISSION
> TO PLAN, DEVELOP AND COORDINATE A WELL RESOURCED QUALITY TERTIARY EDUCATION SYSTEM

TEC Core Values

TEAM-WORK
- Promote cooperation and collaboration

LEARNING & INNOVATION
- Continuous learning and creativity embrace

PARTNERSHIP
- Cooperate with stakeholders for efficacy and buy in

EFFECTIVE COMMUNICATION
- Effective transmission of information to align ideas and understanding

QUALITY CUSTOMER SERVICE
- Continuous process of optimising customer satisfaction

4. TEC High Level Targets

The **top strategic perspective** of the Strategy Map represents the High Level Targets (or Key Performance Areas) of the organization. Each of the High Level Targets/Key Performance Areas focuses the organization on a specific task which has a clear measurable indicator. Each indicator starts with a baseline (current status) which is followed by a target figure that translate the Vision into measurable results. The targets assist the TEC to achieve the Key Performance Areas (KPAs) and the numerical measure their attainment. The following TEC high level targets were agreed upon for the period ending 2016:

HIGH LEVEL TARGETS	KEY INDICATORS	MEASURE	BASELINE	TARGET
To Improve Stakeholder Satisfaction*	Stakeholder Satisfaction Index (SSI)	%SSI	65%	85%
To Improve Competitiveness of TE System	Graduate Unemployment Rate (GUE)	% on GUE Rate	15%	5%
To Improve Knowledge Creation	Customized Knowledge Index (CKI)	Score on CKI	3,5	> 4,5
To Improve Funding and Cost Efficiency	Unit Cost Index (UCI)	Score on UCI for TE	TBD (03/2011)	5% to peer countries

*   This refers to the broad spectrum of stakeholders including both internal and external as described in section 3 above.

5. TEC Operational Strategic Perspectives

The TEC has to undertake specific projects/activities which will allow for the attainment of the Key Performance Areas. The projects fall within the **operational strategic perspectives** in the Strategic Map. The following three operational strategic perspective relating organizational efficiency and effectiveness, people and leadership and management of finance and resources were agreed upon as focus areas for the achievement of the High Level Targets.

TEC operational strategic perspectives
Efficiency and Effectiveness
People and Leadership
Finance and Resources

6. TEC Key Performance Areas, Projects, Initiatives and Indicators

The top strategic perspective of the TEC strategy map: compliance with "stakeholder" expectations ("TEC credibility"), captures the four High Level Targets of the strategic plan as the high level impact perspective composed of the following Key Performance Areas:

Strategic Perspective 1 (High Level Targets(KPAs): 1.1. – 1.4):

KPA 1.1: **Stakeholder satisfaction**

> **1.1.1** Provide results that meet <u>external</u> stakeholder requirements to a minimum level of 85% - (2016)
> **Indicator**: Stakeholder Satisfaction Index (SSI)

> **1.1.2** Achieve 95% <u>internal</u> client satisfaction by each directorate – (2016)
> **Indicator:** directorates with quarterly Service Level Agreement reviews in %

KPA 1.2: Competitive TE System

> **1.2.1** Achieve 95% graduate employability – (2016)
> **Indicator:** Graduate un-employment rate 5%

> **1.2.2** Develop a (size [FTE] and shape [programmes]) TE sector plan (3/2012)
> **Indicator:** Gross enrolment rate (GER)

KPA 1.3: **Improved Knowledge Creation**

> **1.3.1** Achieve 30% improvement on the customized KI (CKI) – (2016)
> **Indicator:** score of customized (WB) KI index

> **1.3.3** Develop and implement a R&I strategy (3/2012)
> **Indicator:** strategy approved 3/2011 and implemented 3/2012

KPA 1.4: Improved Funding and Cost Efficiency

> **1.4.1** Develop a Unit Cost Index – (3/2011)
> **Indicator:** index developed 3/2011 and implemented 3/2012

> **1.4.2** To be globally competitive at 5% of peer comparative countries in respect of unit cost for TEIs – (2016)
> **Indicator:** Unit Cost (of teaching) Index, baseline and targets for the next years set until 3/2011

> **1.4.3** Complete costing and benchmarking studies and report on expenditure trends – (12/2010)
> **Indicator:** benchmarking studies and expenditure trend report completed(12/2010) and used

> **1.4.4** Adjust and apply the funding model for TE sector (including unit cost standards) – (3/2012)
> **Indicator:** First reports 3/2012, afterwards yearly Funding & Expenditure Reports

The strategic perspective of the TEC strategy map: "Organizational Efficiency and Effectiveness" captures the following Key Performance Areas of the Strategic Plan as the output perspective of the TEC "processes".

Strategic Perspective 2 (TEC processes: (KPAs: 2.1-2.7):

KPA 2.1: Planning and Coordinating

> **2.1.1:** Ensure Government is fully aware of and supports the TEC agenda – (all times)
> **Indicator:** Government actions consistent with TEP goals and objectives ("Gov. audit")

> **2.1.2:** Ensure all TEIs achieve a 100% compliance to TEC sector planning requirements – (3/2013)
> **Indicator:** TEIs strategic plan developments and compliance in %

KPA 2.2: Quality Assurance

> **2.2.1** Achieve a 100% accreditation of private programmes – (2016)
> **Indicator:** % of accredited programmes

> **2.2.2** Develop & implement regulations for accreditation and registration of cross border providers - (2016)
> **Indicator:** % of cross boarder providers accredited

> **2.2.3** Audit all public programmes – (2016)
> **Indicator:** % of public programmes audited

> **2.2.4** Review of (pre-) approved TEC norms and standards –(3/ 2011) and full implementation - (3/2012)
> **Indicator:** % of implementation of reviewed TEC N&S

> **2.2.5** Achieve 100% of TEIs with fully implemented QA frameworks – (3/2014)
> **Indicator:** % of institutions with fully implemented QA framework

KPA 2.3: Information Management

> **2.3.1** Develop an information management system (TEMIS) accessible to 100% of TE institutions – (3/2012)
> **Indicator:** concept approved and system developed (3/2011), System installed and accessible (3/2012)

> **2.3.2** comprehensive up to date sector data and information available at TEC that is accessible to all TE stakeholders – (3/2013)
> Indicator: % of connected TEIs accessing (uploading and using) TEMIS data reports

KPA 2.4: Monitoring and Evaluation

> **2.4.1** Develop and implement a comprehensive sector M&E system – (3/2012)
> **Indicator:** sector M&E framework developed (3/2011), system in place: 20%(3/2011) - 100%(3/2012)

> **2.4.2** Achieve 100% compliance with NDP 10 sector targets – (each year until 2016)
> **Indicator**: % compliance to NDP10 sector targets (via M&E sector system)

> **2.4.3** To develop and implement a comprehensive institutional M&E system – (3/2013)
> **Indicator:**% of completion, framework developed (3/2011), system developed (3/2012), implemented (3/2013)

> **2.4.4** To have in place a M&E system utilized by 100% TEIs that enables the measuring of institutional performance – (3/2014)
> **Indicator:** % TEIs utilizing M&E system

KPA 2.5: Stakeholder Engagement

> **2.5.1** Achieve a 90% stakeholder engagement – (2016)
> **Indicator:** % of Stakeholder Engagement Index (responsiveness)

> **2.5.2** Achieve a 90% stakeholder awareness – (2016)
> **Indicator:** % of positive stakeholder awareness
> (TE fair: benchmark, implementation of TEC communication strategy)

KPA 2.6: Funding

> **2.6.1** Achieve budget diversification of 10% for TE sector – (2016)
> **Indicator:** % non-government funding

> **2.6.2** Develop a TE fund raising strategy to be implemented in TEIs – (3/2012)
> **Indicator:** strategy developed and implemented

> **2.6.3** Establish a TE fund from non-governmental financiers – (3/2012)
> **Indicator:** % of implementation rate after establishment

> **2.6.4** Achieve a minimum of 90 % utilisation by the TEIs of their allocated budgets - (2016)
> **Indicator:** % of budget utilization

KPA 2.7: Capacity Building / Development

> **2.7.1** Complete a skill audit of the key staff of each institution – (9/2010)
> **Indicator:** competency index

> **2.7.2** Develop and fully implement a sector capacity building strategy – (3/2013)
> **Indicator:** strategy completed and implemented

> **2.7.3** Achieve 100% capacity of key TEI staff in the usage of provided TE systems and tools at institutional level – (3/2012)
> **Indicator:** % of competence levels measured on competency index

The third strategic perspective of the TEC strategy map is the input perspective: "People and Leadership" and captures the following Key Performance Areas of the Strategic Plan (HR input factor).

Strategic Perspective 3 (HR input, KPAs 3.1-3.3):

KPA 3.1: High Performance Culture

> **3.1.1** Develop and implement a TEC quality management system (QMS) – (6/2012)
> **Indicator:** ISO 9001-2008 certification until 6/2012; first Directorate pre-assessed by 3/2011

> **3.1.2** Achieve 100% staff with commitment to the TEC values and strategic goals – (3/2014)
> **Indicator:** Employee Engagement Index

KPA 3.2: Highly Skilled and motivated Workforce

> **3.2.1** Achieve 100% TEC employee skill and competence levels – (2016)
> **Indicator:** % of index based on skills audit

3.2.2 Gradually implement the TEC HR strategy – (2016)
Indicator: % implemented by Priority List

3.2.3 Achieve 80% employee satisfaction – (2012)
Indicator: employee satisfaction index

KPA 3.3: Leadership Accountability

3.3.1 Implement the leadership charter as part of the performance management system – (3/2011)
Indicator: % implemented

3.3.2 Achieve 100% level of achievement on the leadership/management charter/standards
Indicator: % achieved on leadership standards

The fourth and last strategic perspective of the TEC strategy map is the input perspective: "Manage finance and resources", which captures the Key Performance Areas of the Strategic Plan (input factor Capital).

Strategic Perspective 4 (Capital input, KPAs 4.1 – 4.3):

KPA 4.1: Fit for Purpose Technology

4.1.1 Achieve 100% provision of the technology requirements per cadre – (3/2012)
Indicator: % of cadre met technology proficiency requirements

4.1.2 Ensure 100% technology utilization – (3/2012)
Indicator: % staff fully using core technology provided by employer

KPA 4.2: Adequate and Well Managed Financial Resources

4.2.1 Achieve 10% additional non-government financing to increase autonomy – (2016)
Indicator: % of budget diversity

4.2.2 Achieve and efficiently manage TEC budget levels to +/- 5% of operational requirements of the TEC strategic plan annually
Indicator: % of budget deviation < +/- 5%

4.2.3 Provide accurate and timeous financial reports on a monthly basis
Indicator: %of late reports

4.2.4 Develop decentralised activity based budgets – (6/2010)
Indicator: % developed and implemented

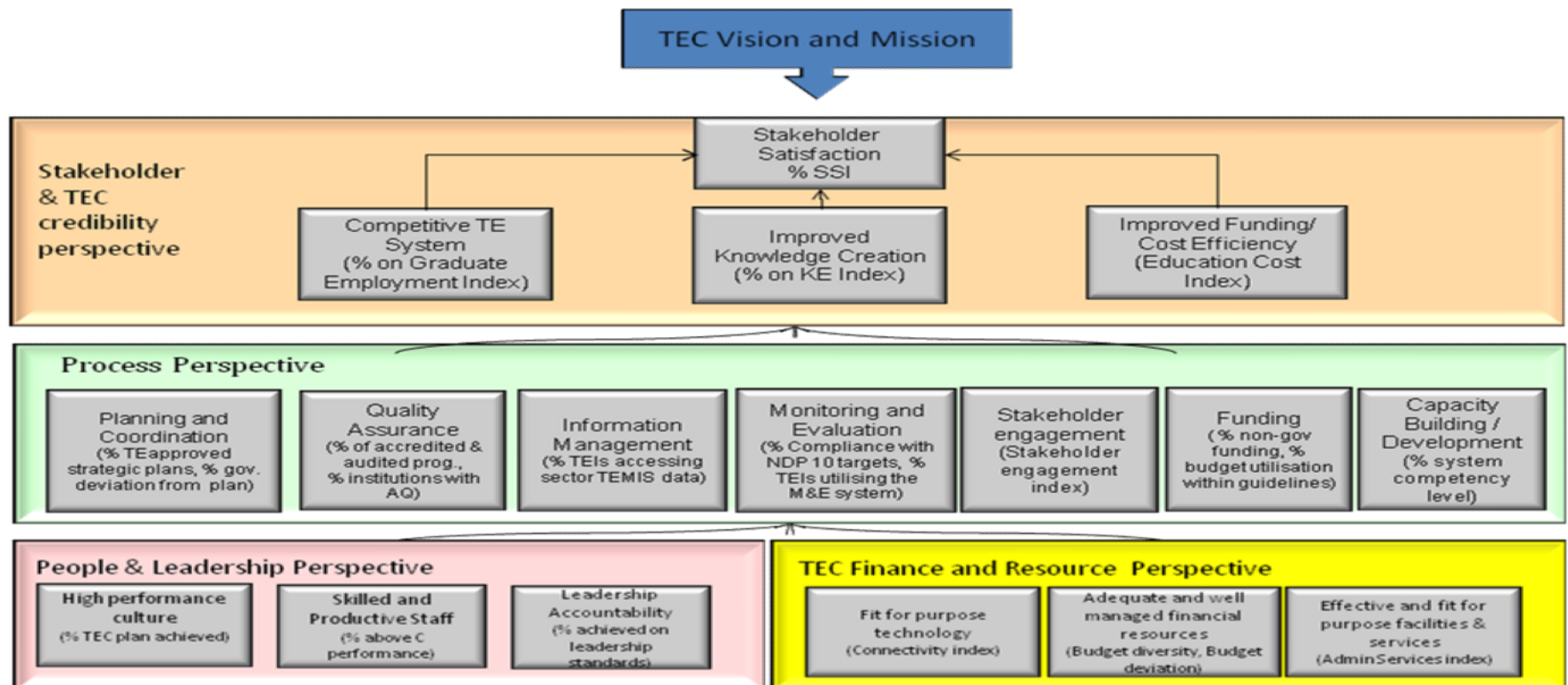**KPA 4.3:** Effective and Fit for Purpose Facilities & Services

4.3.1 Achieve 90% effective and efficient administration services – (3/2012) and maintain thereafter as minimum level – (to 2016)
Indicator: Admin Service Index

7. TEC Strategy Map

The TEC Strategy Map describes the TEC Strategy through the chosen objectives and measurable indicators. The measures link together in a chain of cause and effect from the performance drivers in the Leadership, People and Strategy perspective all the way to the Stakeholder perspective. The cause and effect linkages outline the specific path that TEC will follow to achieve the Startegy and hence clearly articulate the TEC strategy story.

TEC STRATEGY MAP

TEC Vision and Mission

Stakeholder & TEC credibility perspective

- Stakeholder Satisfaction % SSI
- Competitive TE System (% on Graduate Employment Index)
- Improved Knowledge Creation (% on KE Index)
- Improved Funding/ Cost Efficiency (Education Cost Index)

Process Perspective

- Planning and Coordination (% TE approved strategic plans, % gov. deviation from plan)
- Quality Assurance (% of accredited & audited prog., % institutions with AQ)
- Information Management (% TEIs accessing sector TEMIS data)
- Monitoring and Evaluation (% Compliance with NDP 10 targets, % TEIs utilising the M&E system)
- Stakeholder engagement (Stakeholder engagement index)
- Funding (% non-gov funding, % budget utilisation within guidelines)
- Capacity Building / Development (% system competency level)

People & Leadership Perspective

- High performance culture (% TEC plan achieved)
- Skilled and Productive Staff (% above C performance)
- Leadership Accountability (% achieved on leadership standards)

TEC Finance and Resource Perspective

- Fit for purpose technology (Connectivity index)
- Adequate and well managed financial resources (Budget diversity, Budget deviation)
- Effective and fit for purpose facilities & services (Admin Services index)

8. TEC Corporate Scorecard 2010 – 2012 / 2016

No	KPA	Strategic Goal	KPI	Base line	No	Divisional Objectives & Initiatives	KPI	Target 2010	2011	2012
1.1	Stakeholder Satisfaction	To provide results that meet stakeholder requirements to a minimum level of 85% by 2016	Stakeholder Satisfaction Index (SSI) in %	65%	1.1.1	To provide results that meet external stakeholder requirements to a minimum level of 85% by 2016	% SSI	65%	70%	75%
				50%	1.1.2	To achieve 95% internal client satisfaction by each directorate by 2016	compliance with Service Level Agreements in %	70%	75%	80%
1.2	Competitive TE system	To achieve a 95% graduate employability by 2016	Graduate Unemploy-ment Rate (GUER)	15%	1.2.1	To achieve a 95% graduate employability by 2016	Graduate Unemployment Rate	14%	12%	10%
				15%	1.2.2	To develop a sector plan [on size (FTE) and shape (programmes)] by March 2011 (TEMIS dependent)	Gross enrolment rate (GER)	16%	17%	18%
1.3	Improved Knowledge Creation	To achieve 30% improvement on the customised Knowledge Index (KI) by 2016	cKI score	3,5	1.3.1	To achieve 30% improvement on the customised Knowledge Index (cKI) by 2016	cKI score	3,7	3,9	4,1
					1.3.2	Develop and implement a R&I strategy by March 2012	Strategy Completion	Ap-proved	Imple-mented	used
1.4	Improved Funding and Cost Efficiency	To be globally competitive at 5% of peer comparative countries in respect of unit cost for TEIs by 2016	Unit Cost Index for TE	Set 03/ 2011	1.4.1	To develop a Unit Cost Index by March 2011	Unit Cost Index	Deve-loped	Imple-mented	used
					1.4.2	To be globally competitive at 5% of peer comparative	Unit Cost Index for TE	Base-line set	To be set on base-	To be set on base-

									line	line
1.4	Improved Funding and Cost Efficiency	To be globally competitive at 5% of peer comparative countries in respect of unit cost for TEIs by 2016	Unit Cost Index for TE	Set 03/ 2011	1.4.2	countries in respect of unit cost for TEIs by 2016				
					1.4.3	To complete costing and benchmarking studies and reports on expenditure trends by December 2010	Reports 12/2010	used	used	used
					1.4.4	To adjust and apply the funding model (including unit cost standards) for the TE sector by 03/ 2012	Yearly Funding & Expenditure Report	none	First reports	Yearly reports
2.1	Planning and Coordinating	To ensure Government is fully aware of and supports the TEC agenda at all times	% of Gov consistency with TEP	100%	2.1.1	To ensure Government is fully aware of and supports the TEC agenda at all times	% Gov consistency with TEP	100%	100%	100%
		To ensure all TEIs achieve a 100% compliance to TEC planning requirements by Dec 2013	% TEI strat. plans	20%	2.1.2	To ensure all TEIs achieve a 100% compliance to TEC planning requirements by Dec 2013	% TEI strat. plan developments & compliance	50%	70%	90%
2.2	Quality Assurance	To achieve a 100% accreditation of private programmes by 2016	% of accredited private programmes	0%	2.2.1	To achieve a 100% accreditation of private programmes by 2016	% of accredited private programmes	20%	35%	50%
					2.2.2	To develop & apply regulations for accreditation of cross border programmes	% of cross border programmes accredited	25%	35%	50%
					2.2.3	To audit all public programmes by 2016	% of public programmes audited	15%	30%	45%
					2.2.4	To review pre-approved TEC norms and standards by March 2011 and their full implementation by 03/2012	% of implementation of reviewed N&S	review	100%	100%
		To achieve 100% of TEIs with fully implemented QA frameworks by 3/2014	% institutions with QA framework	10%	2.2.5	To achieve 100% of TEIs with fully implemented QA frameworks by 03/2014	% institutions with QA framework implemented	30%	55%	80%

2.3	Information Management	To have comprehensive up to date data and information available at TEC, that is accessible to all TE stakeholders by 3/2013	% TEIs accessing (uploading and using) TEMIS data	Initia-ted	2.3.1	To develop an information management system (TEMIS) accessible to 100% of TE institutions by March 2012	% completion	Concept approved& system developed	System installed& accessible	System in use
					2.3.2	To have comprehensive up to date data and information available at TEC that is accessible to all TE stakeholders by 3/2013	% of connected TEIs accessing (uploading and using) TEMIS data	0%	60%	100%
2.4	Monitoring and Evaluation	To achieve 100% compliance to NDP 10 sector targets for each year until 2016	% of compliance to sector NDP 10 targets	0%	2.4.1	To develop and implement a comprehensive sector M&E system by 3/2012	sector M&E in place	20% in place	100% in place	used
					2.4.2	To achieve 100% compliance to sector NDP 10 targets for each year until 2016	% compliance to sector NDP 10 targets	In process	60%	100%
		To have in place an M&E system utilised by 100% TEIs that enables the measuring of institutional performance by 2016	% TEIs utilising M&E system	0%	2.4.3	To develop and implement a comprehensive institutional M&E system by 3/2013	% complete	frame-work	system	Imple-mented
					2.4.4	To have in place an M&E system utilised by 100% TEIs that enables the measuring of institutional performance by 3/2014	% TEIs utilising M&E system	0%	10%	60%
2.5	Stakeholder Engagement	To achieve a 90% stakeholder awareness and engagement by 2016	% Stakeholder engagement index	65%	2.5.1	To achieve a 90% stakeholder engagement by 2016	% Stakeholder engagement index - responsiveness	70%	75%	80%
				80%	2.5.2	To achieve a 90% stakeholder awareness by 2016 (TE fair benchmarks, implementation of communication strategy)	% of positive stakeholder awareness	>80%	>>80%	85%

2.6	*Funding*	To achieve budget diversification of 10% for TE sector by 2016	% non-government funding	1%	2.6.1	To achieve budget diversification of 10% for TE sector by 2016	% non-government funding	2%	3%	4%
					2.6.2	To develop a TE fund raising strategy to be implemented in TEIs by March 2012	% complete	Developed	Implemented	used
					2.6.3	To establish a TE fund from non-governmental financiers by 3/2012	% of target	No target	Established	used
		To achieve a minimum of 90 % utilisation by the TEIs of their allocated budgets by 2016	% of budget utilisation	80%	2.6.4	To ensure a minimum of 90 % utilisation by the TEIs of their allocated budgets by 2016	% of budget utilisation	82%	84%	>85%
2.7	Capacity Building / Development	To achieve 100% capacity of all key TEI staff in the usage of the TE systems and tools at institutional level by March 2012	% competence levels (measured on competency index)	none	2.7.1	To complete a skill audit of the key staff of each institution by September 2010	competency index	Developed 9/2010	Implemented since 12/2010	used
					2.7.2	To develop and fully implement a sector capacity building strategy by March 2013	% Complete	Developed 3/2011	50% implemented	100% implemented
				Set 09/2010	2.7.3	To achieve 100% capacity of all key TEI staff in the usage of the provided TE systems and tools at institutional level, 3/2012	% competence levels (measured on competency index)	No target	50% above baseline	100% capacity
3.1	High Performance Culture	To achieve 100% staff with commitment to the TEC values and strategic goals by 2014	% of engagement index	none	3.1.1	To develop and implement a TEC Quality Management System by June 2012	ISO 9001/2008 certification	One Directorate	All Directorates	Certification (6/2012)
				20%	3.1.2	To achieve 100% staff with commitment to the TEC values and strategic goals by 3/2014	% employee engagement index (incl. star performers)	40%	60%	80%

3.2	Highly Skilled and Motivated Workforce	To achieve 100% employee skill and competence levels by 2016	% of index based on skills audit	30%	3.2.1	achieve 100% TEC employee skill and competence levels	% of index based on skills audit	40%	50%	60%
				20%	3.2.2	To gradually implement the HR strategy by priority list	% implemented	40%	60%	80%
				None	3.2.3	To achieve 80% employee satisfaction by 2012	employee satisfaction index	Above base-line	Above baseline	80%
3.3.	Leadership Accountability	To achieve 100% level of achievement on the leadership/management charter/standards	% Achieved on leadership standards	none	3.3.1	To implement the charter as part of the performance management system by March 2011	% implemented	100%	used	used
				50%	3.3.2	To achieve 100% level of achievement on the leadership/management charter/standards	% Achieved on leadership standards	60%	70%	80%
4.1	Fit for Purpose Technology	To achieve 100% provision of the technology requirements per cadre by March 2012	% of technology require-ments met	none	4.1.1	To achieve 100% provision of the technology requirements per cadre by 3/2012	% of cadre met technology proficiency requirements	50% above base-line	100% 3/2012	100%
				none	4.1.2	To ensure 100% core technology utilisation by 3/2012	% staff fully utilising core technology	Gradu-ally	100%	100%
4.2	Adequate And Well Managed Financial	To achieve 10% additional non-government financing to increase autonomy by 2016	% Budget diversity	2%	4.2.1	To achieve 10% additional non-government financing to increase autonomy by 2016	% Budget diversity	3%	4%	5%

	Resources	To achieve and efficiently manage budget levels to +/- 5% of operational requirements of the TEC strategic plan annually	% Budget deviation	18%	4.2.2	To achieve and efficiently manage budget levels to +/- 5% of operational requirements of the TEC strategic plan annually	% Budget deviation	<+/-5%	<+/-5%	<+/-5%
				none	4.2.3	To provide accurate and timeous financial reports on a monthly basis	# late reports	0	0	0
				none	4.2.4	To develop decentralised activity based budgets by June 2010	% complete	Deve-loped 6/2010	Used	used
4.3	Effective and Fit for Purpose Facilities & Services	To achieve **90%** effective and efficient administration services by 2012 and maintain thereafter to 2016	Admin service index	none	4.3.1	To achieve 90% effective and efficient administration services by 2012 and maintain thereafter to 2016	Admin service index	50% above baseline	70%	90%

9. TEC Strategy Project Risk Assessment

As part of good project governance practice, a risk assessment was conducted for the strategy project which involved identification, ranking and mitigation actions to ensure success for the strategy project. The risk assessment includes identifying risks and allocating the relevant risk factors, based on probability and impact. The risks were then classified into three categories being: **High**, **Medium** and **Low**. Mitigation actions were generated for the High Risks and Medium Risks.

Risks are rated according to the following formula: Probability x Impact = Factor.
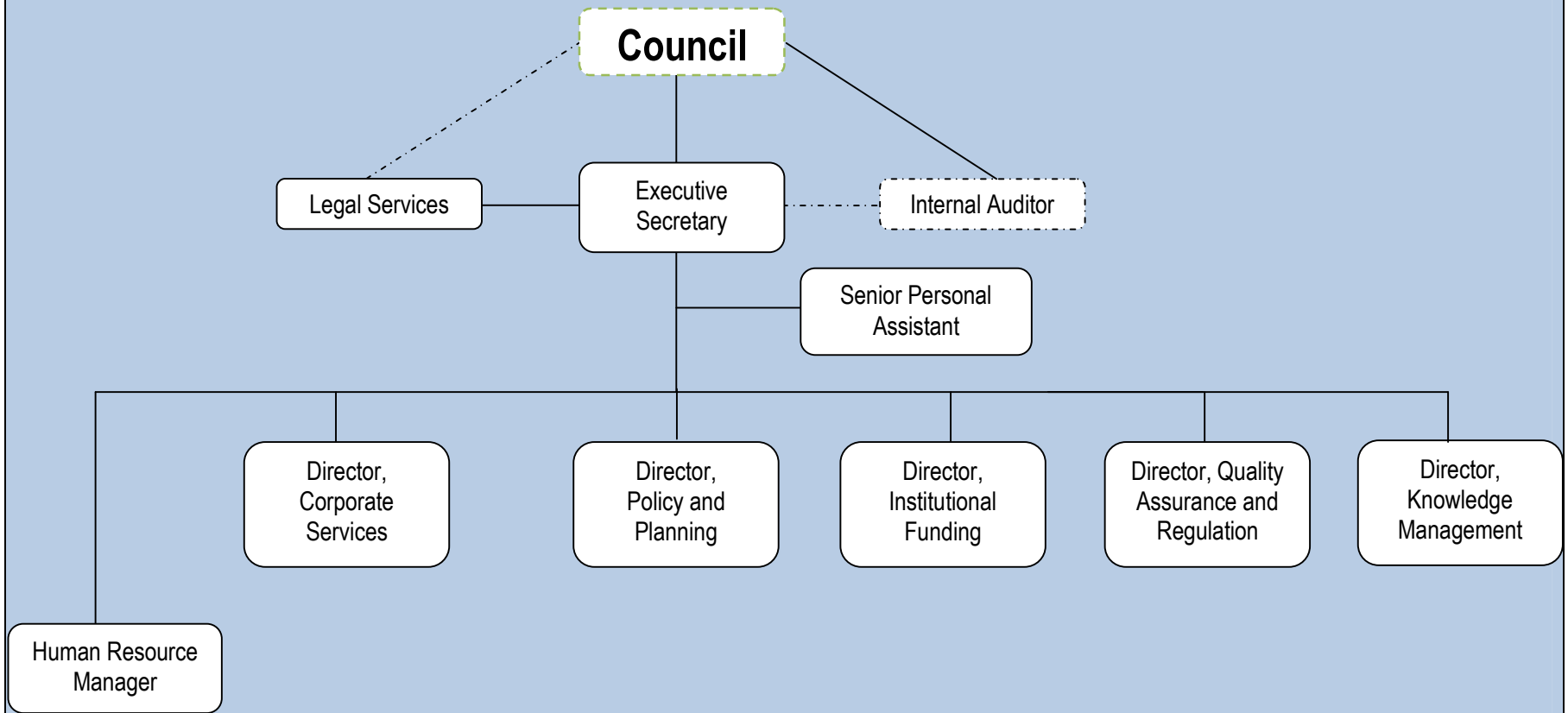**High risks ≥ 40; medium risks = 30-39; low risks < 30.**

1	High Risks		
1.1	Insufficient skills to implement the strategy	(H)	(P=6) X (I=9) = (F=54)
1.2	High Staff turnover	(H)	(P=8) X (I=6) = (F=48)
1.3	Ad hoc assignments competing for time and resources	(H)	(P=7) X (I=7) = (F=49)
2	Medium Risks		
2.1	Adverse change in the political environment (change in priorities)	(M)	(P=3) X (I=10) = (F=30)
2.2	Lack of clarity on the TEC/BOTA merger	(M)	(P=4) X (I=8) = (F=32)
2.3	Delay or failure to implement the QMS	(M)	(P=4) X (I=8) = (F=32)
3	Low Risks		
3.1	Failure to acquire sufficient funds	(L)	(P=3) X (I=8) = (F=24)
3.2	Lack of empowerment to spend strategy/project funds	(L)	(P=2) X (I=6) = (F=12)
3.3	That the scope may not be aligned to external environment	(L)	(P=2) X (I=5) = (F=10)
3.4	Loss of steam/momentum	(L)	(P=3) X (I=6) = (F=18)
3.5	External Resistance to change	(L)	(P=3) X (I=6) = (F=18)
3.6	Internal Resistance to change	(L)	(P=4) X (I=6) = (F=24)
3.7	Lack of Team work	(L)	(P=1) X (I=5) = (F=5)
3.8	Lack of proper planning	(L)	(P=3) X (I=7) = (F=21)

Risk no	Risk Description	Risk Factor
1	High Risks:	
1.1	High Staff turnover	48
	Mitigating Actions:	
	• Staff Retention Strategy	
	• Fast track training policy	
	• Strategic Alliances	
	• Aggressive recruitment (Head Hunting)	
1.2	Ad hoc assignments competing for time and resources	49

		Mitigating Actions:	
		• Clarity of roles	
		• Speed up the establishment of DTE	
		• Prioritisation and communication of workload	
1.3		Insufficient skills to implement the strategy	54
		Mitigating Actions:	
		• Staff Retention Strategy	
		• Fast track training policy	
		• Strategic Alliances	
		• Aggressive recruitment (Head Hunting)	
2		Medium Risks	
2.1		Adverse change in the political environment (change in priorities)	30
		Mitigating Actions:	
		Constantly publishing the critical role of TE for the transformation process of the country and engage with Government	
2.2		Lack of clarity on the TEC/BOTA merger	32
		Mitigating Actions:	
		• Frequently meetings of leaders of NHRDAC / BOTA / TEC and staff engagement	
		• Consultant to map the merger early enough and dissemination of report	
2.3		Delay or failure to implement the QMS	32
		Mitigating Actions:	
		Full training and understanding for appropriate commitment of ES and all Senior Management members	
3		Low Risks:	
3.1		Lack of Team work	5
3.2		That the scope may not be aligned to external environment	10
3.3		Lack of empowerment to spend strategy/project funds	12
3.4		Loss of steam/momentum	18
3.5		External Resistance to change	18
3.6		Failure to acquire sufficient funds	24
3.7		Internal Resistance to change	24
3.8		Lack of proper planning	21

10. TERTIARY EDUCATION COUNCIL ORGANISATIONAL STRUCTURE

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                              Council

      Legal Services      Executive        Internal Auditor
                          Secretary

                                     Senior Personal
                                     Assistant

   Human Resource    Director,      Director,       Director,        Director, Quality    Director,
   Manager           Corporate      Policy and      Institutional    Assurance and        Knowledge
                     Services       Planning        Funding          Regulation           Management
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