STRATEGIC PLAN 2021-2025

Forging Ahead

Define Tomorrow

UNISA | university of south africa

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1. Background

The UNISA planning cycles for the period 2016-2030 are divided into three phases, being 2016-2020, 2021-2025 and 2026-2030.

The revised UNISA 2030 Strategy (2016-2030) - Forging Ahead - marks the second phase strategy in UNISA's strategic planning process. UNISA 2030 spells out the vision, mission and values and key strategic focus areas of the University on its journey to becoming "The African university shaping futures in the service of humanity."

This Strategic Plan that covers the period 2021-2025, reflects the key outcomes that the University wants to achieve over the next five years. It also reflects the University's tiered approach to the performance monitoring, measurement and management model for the next decade. This model is reflected in the next column:

- At the highest level UNISA's contributions will have an **Impact** in relation to the country's national priorities. The University contributes to these ideals with other institutions and at this level its contributions are not measured.
- A level below are **Outcomes**, which are the high-level results of UNISA's efforts. These are the targets that the Vice Chancellor is responsible for and reports on to Council.
- **Outputs** are the results of a Portfolio's efforts to contribute to the Outcomes at Council level. These are not necessarily at a strategic level but need to be monitored at Portfolio level.
- **Activities** at the operational / execution level are overseen by Departmental Heads, Executive Directors etc. and directly contribute towards the outputs measured at Output level.
- At **Inputs** levels, resources required are allocated to facilitate and make possible the required Activities considering context and people.

This 2021-2025 strategic plan focuses on outcomes that are the basis of the contract between Council and the Vice-Chancellor and Principal. The next level the Vice-Chancellor and Principal contracts with Vice-Principals on expected outputs from their portfolios. The outputs are driven by activities that emerge from departmental plans that support the four focus areas. The outputs are clearly expressed in the following plans:

- Academic Plan
- Governance Plan
- Portfolio Plans
- Functional Plans
- College Plans

IMPACT

OUTCOMES

OUTPUTS

ACTIVITIES

INPUTS
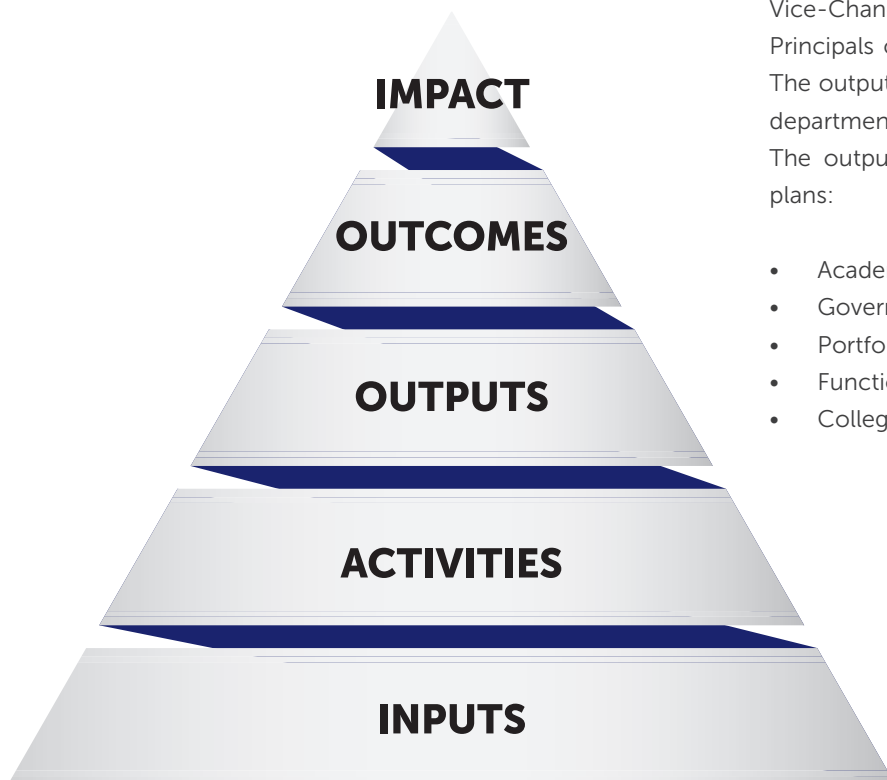
SFA 1:

Accelerating the shift towards becoming a leading African ODeL, comprehensive university in teaching and learning, research, innovation and community engagement based on scholarship.

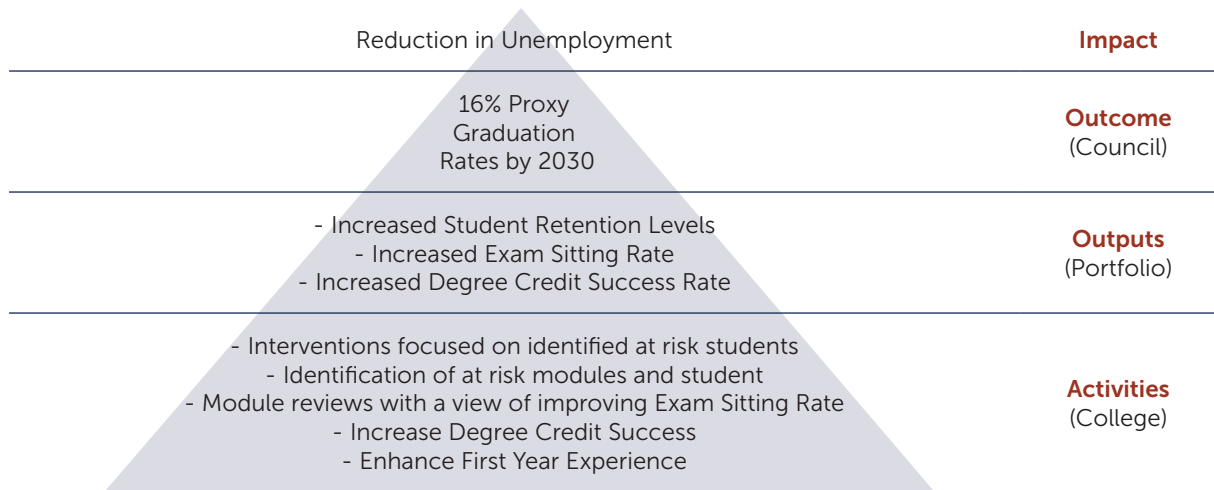| Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 1.1 Enhanced Student Success Rate by improving the Proxy Graduation Rate from 13% to maximum possible of 16% for a part-time distance education provider.			
2021: 13.5% Proxy Graduation Rate 2022: 14% Proxy Graduation Rate 2023: 14.5% Proxy Graduation Rate 2024: 15% Proxy Graduation Rate 2025: 15.5% Proxy Graduation Rate	13% (2019)	31 December 2030	R: TLCESS A: Council & VC S: All other Portfolios C: - I: Senate
KPI 1.2 Ensure that there are accredited and registered quality programmes with the regulators.			
2021: 100% of all offered programmes are registered and accredited. 2022: 100% of all offered programmes are registered and accredited. 2023: 100% of all offered programmes are registered and accredited. 2024: 100% of all offered programmes are registered and accredited. 2025: 100% of all offered programmes are registered and accredited.	All current programmes accredited and registered	x	R: TLCESS A: Council & VC S: I C: - I: -
KPI 1.3 Improve Research Output by increasing per capita research output units from 1.6 to 2.0 overall per permanent academic staff.			
2021: Research Output 1.6 2022: Research Output 1.6 2023: Research Output 1.62 2024: Research Output 1.65 2025: Research Output 1.7	Research Output and Influence per capita: 1.6	31 December 2030	R: R&I and TLCESS A: Council & VC S: ICT C: - I: Senate
KPI 1.4 Improve Research Citation Index to be one basis point above national SA Index yearly.			
2021: Aggregate Research Citation Index of all UNISA researchers of 27 2022: Aggregate Research Citation Index of all UNISA researchers of 29. 2023: Aggregate Research Citation Index of all UNISA researchers of 31. 2024: Aggregate Research Citation Index of all UNISA researchers of 33. 2025: Aggregate Research Citation Index of all UNISA researchers of 35.	25 (Times Higher Education Citation Index)	31 December 2030	R: R&I and TLCESS A: Council & VC S: ICT C: - I: Senate

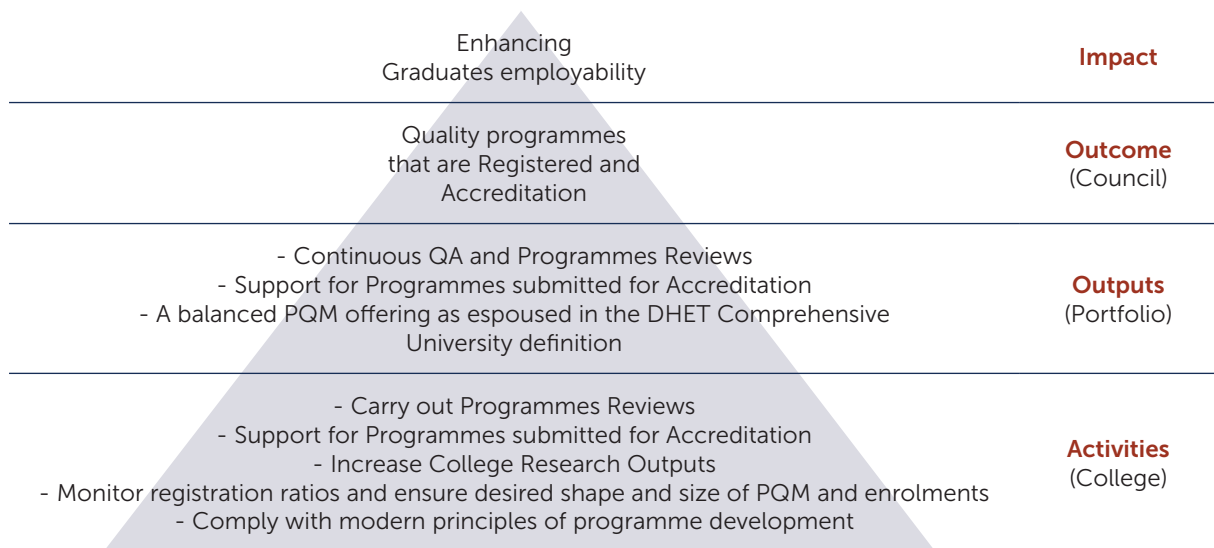| Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 1.5 Improve the Collaborations in area of Community Engagement to Increase CE related research and engaged pro bono teaching outputs, and engagements with public and private business.			
2021: 2.5% CE Research Outputs equal to baseline & 2.5% Increase income from baseline 2022: 2.5% Increase from 2021 level of CE related research and income 2023: 2.5% Increase from 2021 level of CE related research and income 2024: 2.5% Increase from 2021 level of CE related research and income 2025: 2.5% Increase from 2021 level of CE related research and income	Provide Baseline	No end date	R: R&I and TLCESS A: Council & VC S: ICT C: - I: -
KPI 1.6 Ensure an appropriate size and shape for a comprehensive University through programme and student registration as per the DHET approved plan.			
2021: 2% Deviation of set enrolment target for 2021 2022: 2% Deviation of set enrolment target for 2022 2023: 2% Deviation of set enrolment target for 2023 2024: 2% Deviation of set enrolment target for 2024 2025: 2% Deviation of set enrolment target for 2025	Annual Enrolment for year as per approved DHET plan	No end date	R: TLCESS A: Council & VC S: All other Portfolios C: - I: Senate

2. High Level Overview of SFA 1 Impacts, Outcomes, Outputs and Activities

Strategic Focus Area 1
Accelerating the shift towards becoming a leading African ODeL, comprehensive university in teaching and learning, research, innovation and community engagement based on scholarship.

Reduction in Unemployment	**Impact**
16% Proxy Graduation Rates by 2030	**Outcome** (Council)
- Increased Student Retention Levels - Increased Exam Sitting Rate - Increased Degree Credit Success Rate	**Outputs** (Portfolio)
- Interventions focused on identified at risk students - Identification of at risk modules and student - Module reviews with a view of improving Exam Sitting Rate - Increase Degree Credit Success - Enhance First Year Experience	**Activities** (College)

KPI 1.1 Enhanced Student Success Rate by improving the Proxy Graduation Rate from 13% to maximum possible of 16% for a part-time distance education provider.

Enhancing Graduates employability	**Impact**
Quality programmes that are Registered and Accreditation	**Outcome** (Council)
- Continuous QA and Programmes Reviews - Support for Programmes submitted for Accreditation - A balanced PQM offering as espoused in the DHET Comprehensive University definition	**Outputs** (Portfolio)
- Carry out Programmes Reviews - Support for Programmes submitted for Accreditation - Increase College Research Outputs - Monitor registration ratios and ensure desired shape and size of PQM and enrolments - Comply with modern principles of programme development	**Activities** (College)

KPI 1.2 Ensure that there are accredited and registered quality programmes with the regulators.

High Level Overview of Impacts, Outcomes, Outputs and Activities

Increase
Knowledge and
Innovation in Society

Impact

Increase per
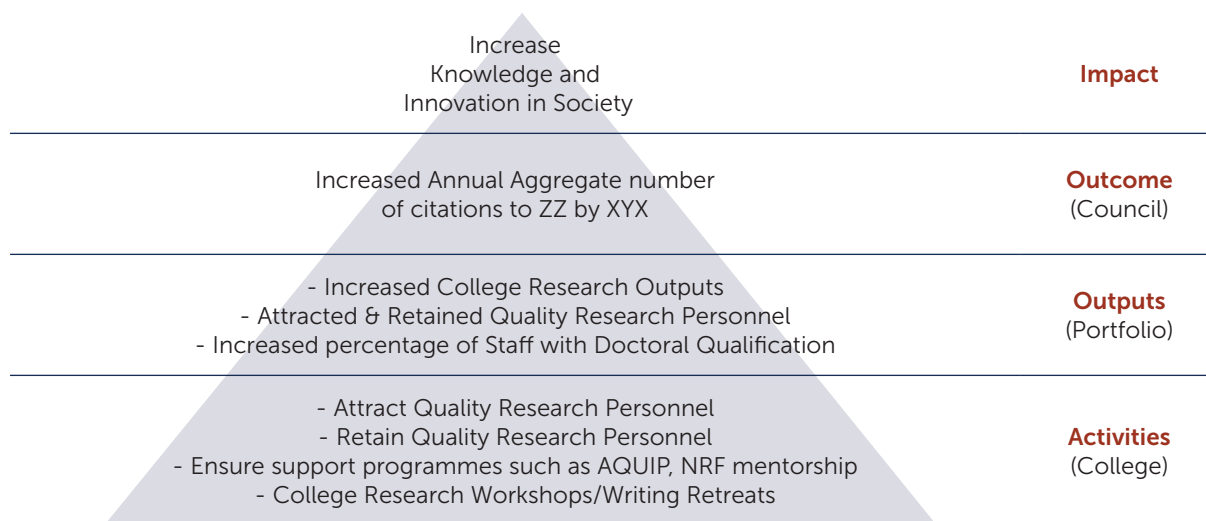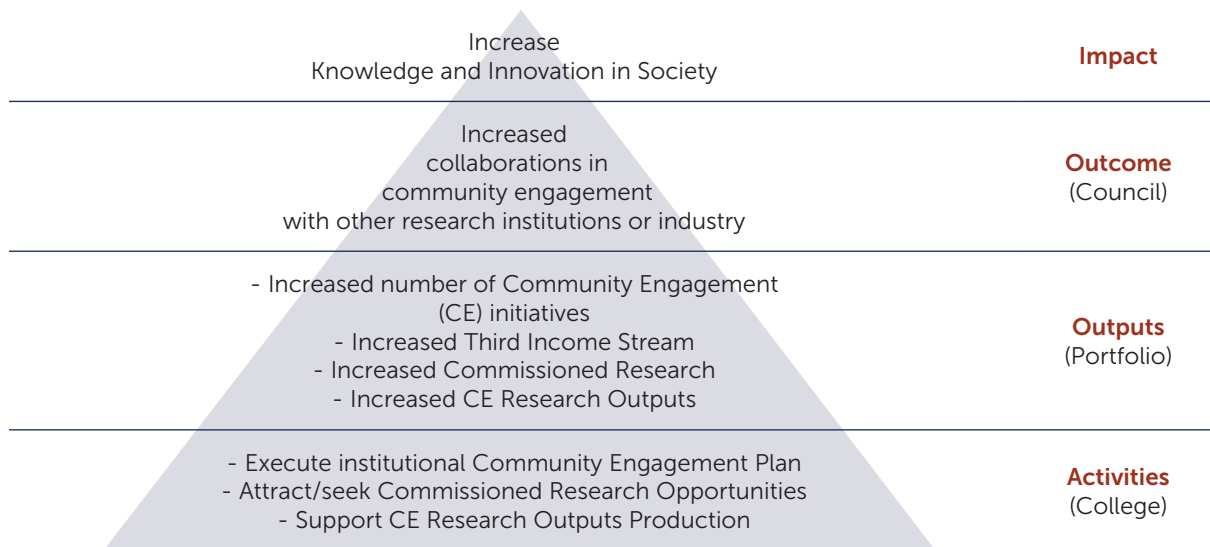Capita Research Output
Units to 2.0 by 2030

Outcome
(Council)

Increased Research Capacity
- Increased College Research Outputs
- Attracted & Retained Quality Research Personnel
- Increased percentage of Staff with Doctoral Qualification

Outputs
(Portfolio)

Attract Quality Research Personnel
- Retain Quality Research Personnel
- Ensure support programmes such as AQUIP, NRF mentorship
- College Research Workshops/Writing Retreats

Activities
(College)

KPI 1.3 Improve Research Output by increasing per capita research output units from 1.6 to 2.0 overall per permanent academic staff.

Increase
Knowledge and
Innovation in Society

Impact

Increased Annual Aggregate number
of citations to ZZ by XYX

Outcome
(Council)

- Increased College Research Outputs
- Attracted & Retained Quality Research Personnel
- Increased percentage of Staff with Doctoral Qualification

Outputs
(Portfolio)

- Attract Quality Research Personnel
- Retain Quality Research Personnel
- Ensure support programmes such as AQUIP, NRF mentorship
- College Research Workshops/Writing Retreats
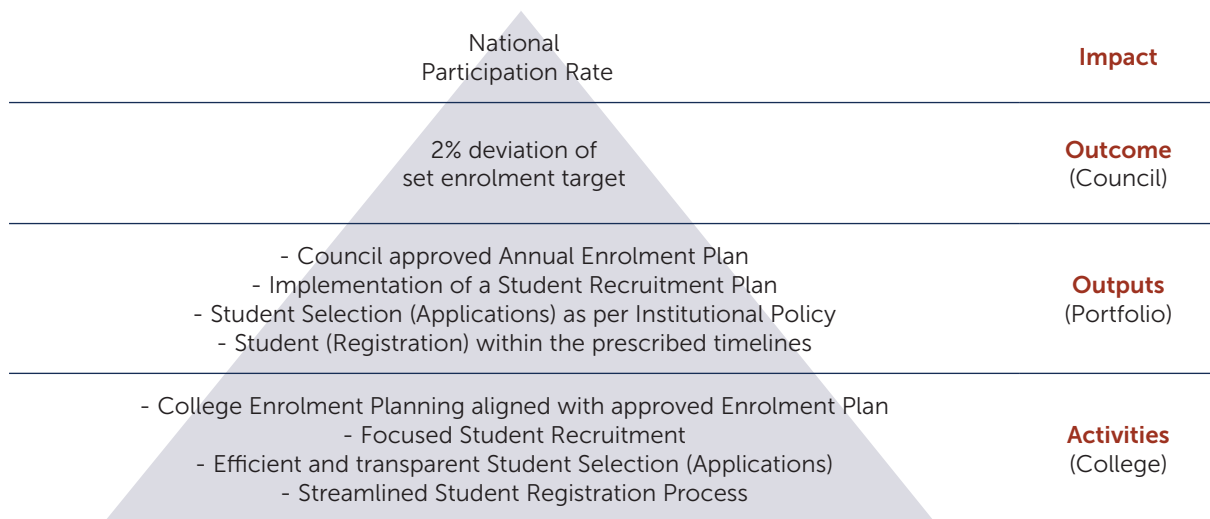
Activities
(College)

KPI 1.4 Improve Research Citation Index to be one basis point above national SA Index yearly.

High Level Overview of Impacts, Outcomes, Outputs and Activities

Increase Knowledge and Innovation in Society	**Impact**
Increased collaborations in community engagement with other research institutions or industry	**Outcome** (Council)
- Increased number of Community Engagement (CE) initiatives - Increased Third Income Stream - Increased Commissioned Research - Increased CE Research Outputs	**Outputs** (Portfolio)
- Execute institutional Community Engagement Plan - Attract/seek Commissioned Research Opportunities - Support CE Research Outputs Production	**Activities** (College)

KPI 1.5 Improve the Collaborations in area of Community Engagement to Increase CE related research and engaged pro bono teaching outputs, and engagements with public and private business.

National Participation Rate	**Impact**
2% deviation of set enrolment target	**Outcome** (Council)
- Council approved Annual Enrolment Plan - Implementation of a Student Recruitment Plan - Student Selection (Applications) as per Institutional Policy - Student (Registration) within the prescribed timelines	**Outputs** (Portfolio)
- College Enrolment Planning aligned with approved Enrolment Plan - Focused Student Recruitment - Efficient and transparent Student Selection (Applications) - Streamlined Student Registration Process	**Activities** (College)

KPI 1.6 Ensure an appropriate size and shape for a comprehensive University through programme and student registration as per the DHET approved plan.

SFA 2:

To be agile and embed an innovative, collaborative, efficient and sustainable institution

Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 2.1 Financial Sustainability			
a) Financial Integrity and Regulatory Compliance			
2021: Unqualified Annual Audit Report 2022: Unqualified Annual Audit Report 2023: Unqualified Annual Audit Report 2024: Unqualified Annual Audit Report 2025: Unqualified Annual Audit Report	Unqualified audit	No end date	R: Finance and all Portfolios A: Council & VC S: TLCESS & R&I C: - I: -
b) Surplus margin			
2021: Surplus margin equal to or better than the bottom-line budget 2022: Surplus margin equal to or better than the bottom-line budget 2023: Surplus margin equal to or better than the bottom-line budget 2024: Surplus margin equal to or better than the bottom-line budget 2025: Surplus margin equal to or better than the bottom-line budget	Not applicable	31 December 2030	R: All Portfolios A: Council & VC S: Institutional Development C: - I: -
KPI 2.2 Compliance to King IV Codes of practice and conduct and the Code of ethical behaviour and practice, as set out in King IV, insofar as it is relevant to UNISA.			
2021: UNISA Governance Framework aligned to King IV developed and approved 2022: UNISA Governance Framework rolled out/ implemented 2023: Full compliance with the Governance Framework and all instances of non-compliance are reported and addressed 2024: Full compliance with the Governance Framework and all instances of non-compliance are reported and addressed 2025: Full compliance with the Governance Framework and all instances of non-compliance are reported and addressed	No baseline available	31 December 2030	R: All Portfolios A: Council & VC S: Institutional Development C: - I: -
KPI 2.3 Being a preferred Higher Education Employer for Academic and Support Staff.			
2021: Achieving a top 15 rating amongst Universities in a national Employer of Choice Survey. 2022: Achieving a top 14 rating as described above. 2023: Achieving a top 13 rating as described above. 2024: Achieving a top 12 rating as described above. 2025: Achieving a top 11 rating as described above.	No baseline available	31 December 2030	R: All Portfolios A: Council & VC S: Institutional Development C: - I: -

Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 2.4 Achieve Brand Reputational range every time the survey is conducted that reflects UNISA as a high value and desirable HE brand by potential students, enrolled students, alumni and employers.			
2021: Brand Reputation Improvement Plan implemented and monitored 2022: Score of no less than 80.83 on Brand Reputation Index. Brand Reputation Improvement Plan developed and approved 2023: Brand Reputation Improvement Plan implemented and monitored 2024: Improvement on Brand Reputation Index of no less than 83 Brand Reputation Improvement Plan developed 2025: Brand Reputation Improvement Plan implemented and monitored	80.83	31 December 2030	R: R&I, TLCESS, Institutional Development A: Council & VC S: All other Portfolios C: - I: -
KPI 2.5 Improve Student Satisfaction Index (GUSI*) progressively to between 62.75 and 67.75 by 2030.			
2021: Satisfaction according to the GUSI measured as between 58.75 and 59.75 Student Satisfaction Improvement Plan developed and approved 2022: Student Satisfaction Improvement Plan Implemented and monitored 2023: Student Satisfaction Improvement Plan Implemented and monitored 2024: Satisfaction according to the GUSI measured as between 60.25 and 62.75. Student Satisfaction Improvement Plan developed and approved 2025: Student Satisfaction Improvement Plan developed and approved.	57.75 (2019)	31 December 2030	R: Registrar and TLCESS A: Council & VC S: Strategy, Risk & Advisory Services C: - I: -
KPA 2.6 All UNISA's campuses demonstrate comprehensive Smart Campus implementation as measured against variables such as: Being intuitive and simple to use; demonstrating design thinking; is student-centric; is modular, adaptive, flexible and intelligent and is adaptable and scalable.			
2021: - Smart Campus Plan implemented 2022: Smart Campus implementation goals for the year achieved 2023: Smart Campus implementation goals for the year achieved 2024: Smart Campus implementation goals for the year achieved 2025: Smart Campus implementation achieved at all campuses	Not applicable	2025	R: Operations & Facilities and ICT A: Council & VC S: ICT C: TLCESS, R&I, Registrar I:

3. High Level Overview of SFA 2 Impacts, Outcomes, Outputs and Activities

Strategic Focus Area 2
To be agile and embed an innovative, collaborative, efficient and sustainable institution

Sustainable and well governed Higher Education Sector able to deliver on SDG, Africa Agenda 2063, NDP 2030 Goals	**Impact**
Financial integrity and regulatory compliance	**Outcome** (Council)
'Innovations to support financial sustainability, financial integrity and customer centricity	**Outputs** (Portfolio)
Adherence to all financial prescripts	**Activities** (College)

KPI 2.1 Financial Sustainability: a) Financial Integrity and Regulatory Compliance

Sustainable and well governed Higher Education Sector able to deliver on SDG, Africa Agenda 2063, NDP 2030 Goals	**Impact**
Sufficient financial resources generated and allocated	**Outcome** (Council)
- Cost managed - no overspending beyond approved expenditure budgets - Revenue growth including third income streams - Exceeding income budgets whilst operating within approved policy frameworks	**Outputs** (Portfolio)
- Identifying and developing opportunities for third income streams - Customer centric behaviour to ensure social responsibility of students (the "nexus of financial sustainability)	**Activities** (College)

KPI 2.1 Financial Sustainability: b) Surplus margin

High Level Overview of Impacts, Outcomes, Outputs and Activities

Sustainable and well governed Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals	**Impact**
Full compliance with all King IV Codes of practice and conduct and the Code of ethical behaviour and practice, as set out in King IV, insofar as it is relevant to UNISA	**Outcome** (Council)
- Level of adherence to all Ethical and Governance Guidelines by all staff in the Portfolio -Quality Planning and Reporting at Portfolio level in terms of fitness for purpose, timeousness and accuracy	**Outputs** (Portfolio)
Accurate gathering and collation of planning and reporting information at College level	**Activities** (College)

KPI 2.2 Compliance to King IV Codes of practice and conduct and the Code of ethical behaviour and practice, as set out in King IV, insofar as it is relevant to UNISA.

Higher Education human capital able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals	**Impact**
Higher Education employer of choice	**Outcome** (Council)
- Ratio PHDs vs. Masters. vs other qualifications - % New staff members with Masters - % New staff members with PHDs - Support staff developed	**Outputs** (Portfolio)
- Develop and implement agile talent management, talent acquisition, performance management and rewards processes - Develop and implement skills development plans and programmes based on the Training Needs Analysis (University, College priorities)	**Activities** (College)

KPI 2.3 Being a preferred Higher Education Employer for Academic and Support Staff.

High Level Overview of Impacts, Outcomes, Outputs and Activities

A reputable Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals	**Impact**
UNISA is rated as a High Value and desirable HE brand by potential students, enrolled students, alumni and employers	**Outcome** (Council)
Multiple highly visible and recognised contributions by the Portfolio to thought leadership and cutting-edge innovations within its field/s	**Outputs** (Portfolio)
- Active building and expanding of innovation capability, science and technology innovations - Active management of all the variables known to determine Brand Reputation and that are within the purview of the College	**Activities** (College)

KPI 2.4 Achieve Brand Reputational range every time the survey is conducted that reflects UNISA as a high value and desirable HE brand by potential students, enrolled students, alumni and employers.

A reputable Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals	**Impact**
Improve Student Satisfaction Index progressively to between 62.75 and 67.75 by 2030.	**Outcome** (Council)
Percentage of student complaints resolved to students' satisfaction Portfolio's position relative to the UNISA overall median Student Satisfaction Index - Decreased student complaints that relate to academic issues, treatment by staff or infrastructural matters	**Outputs** (Portfolio)
Identifying and upwards leveraging of the Student Satisfaction variables that are within the College's control, including but not limited to agile and proactive responses to student issues and complaints	**Activities** (College)

KPI 2.5 Improve Student Satisfaction Index (GUSI*) progressively to between 62.75 and 67.75 by 2030.

High Level Overview of Impacts, Outcomes, Outputs and Activities

A well-resourced Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals	**Impact**
Smart Campus implementation as measured against variables	**Outcome** (Council)
Smart Campus Master Plan implemented	**Outputs** (Portfolio)
Uptake of Smart Campus functionality by staff and students within the College	**Activities** (College)

KPA 2.6 All UNISA's campuses demonstrate comprehensive Smart Campus implementation as measured against variables such as: Being intuitive and simple to use; demonstrating design thinking; is student-centric; is modular, adaptive, flexible and intelligent and is adaptable and scalable.

SFA 3:

To build an organisational ICT 4th and future IR technology capability to enable the transformation of learning and knowledge creation, to enable high performance, service and quality to all its communities

Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 3.1 Comprehensive online offerings by 2030.			
2021: Baseline of existing fully online offerings established, plan on how to achieve comprehensive offerings by 2030 developed and approved 2022: 2021 Baseline 2023: % of offerings fully online as per approved plan 2024: % of offerings fully online as per approved plan 2025: % of offerings fully online as per approved plan	No existing baseline of fully online* offerings (*Fully online = Study material, online tutorials, live online assessments (tests and assignments), online submission of assignments, online lectures, online examinations, connection to lecturers and tutors (via email or live chat), online interactive student community, digital library)	31 December 2030	R: TLCESS A: Council & VC S: ICT C: Senate I: -
KPI 3.2 Facilitate access to digital devices and networks to enable research, teaching and learning to all staff and students by 2030.			
22021: Baseline established , plan to facilitate access to digital devices and networks developed, costed and approved. 2022: % of academic staff, % of support staff and % of students have access to digital devices and networks as per approved plan 2023: % of academic staff, % of support staff and % of students have access to digital devices and networks as per approved plan 2024: All academic staff, all students and % of support staff have access to digital devices and networks as per approved plan 2025: All academic staff, all students and % of support staff have access to digital devices and networks as per approved plan	No existing baseline of current level of access to devices and networks for staff and students	31 December 2030	R: ICT A: Council & VC S: Finance C: TLCESS, R&I, Finance and Registrar I: -

Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 3.3 Source appropriate ICT business solutions including a LMS with learning analytics capabilities.			
2021: Strategic Implementation Partners for Digital Teaching & Learning, Student Information System, BI, Smart Campus, ERP, IaaS and DaaS acquired and appointed 2022: ODeL rollout milestones for the year achieved 2023: ODeL rollout milestones for the year achieved 2024: ODeL Blueprint Fully Implemented & Institutionalisation (Digital Teaching & Learning, Student Information System, BI, Smart Campus, ERP, IaaS and DAAS implemented) 2025: UNISA achieves African and global recognition as a leader in the ODeL space	Not Applicable	31 December 2030	R: ICT A: Council & VC S: Finance C: TLCESS, Registrar, Operations and Facilities I: -
KPI 3.4 Recruit and Train Staff to ensure that 70% have appropriate aptitude, skills and temperament to operate in a 4th IR technology driven environment.			
2021: Profiles for 4th IR technology environment determined, existing programmes reviewed, all development efforts towards high competence, future orientation, ODeL and the university's priorities- focus on reskilling and upskilling for the 4IR integrated into ways of thinking and doing 2022: Baseline established/current skills profile determined and Plan to achieve KPI approved 2023: All new staff meet profile, baseline + 10% of existing staff meet profile 2024: All new staff meet profile, baseline + 20% of existing staff meet profile 2025: All new staff meet profile, baseline + 30% of existing staff meet profile	No baseline exists	31 December 2030	R: Institutional Development A: Council & VC S: All Portfolios C: All Portfolios I: -

4. High Level Overview of SFA 3 Impacts, Outcomes, Outputs and Activities

Strategic Focus Area 3
To build an organisational ICT 4th and future IR technology capability to enable the transformation of learning and knowledge creation, to enable high performance, service and quality to all its communities.

A well-resourced Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals	**Impact**
All academic programmes fully online	**Outcome** (Council)
- Improved Online Academic Performance - A positive Digital Student Learning Experience	**Outputs** (Portfolio)
- Develop online content for all programmes - Enable online assignments and examinations - Establish responsive ICT Services Desk - Develop and track Student Success Analytics - Implement learning management system (LMS) - Implement virtual learning environment (VLE)	**Activities** (College)

KPI 3.1 Comprehensive online offerings by 2030.

Increase Knowledge and Innovation in Society	**Impact**
Enable Improved Research, Teaching and Learning through technology	**Outcome** (Council)
- Improved Networks and IT Infrastructure Access to Digital Devices ICT Strategic Projects (ODeL Initiatives) Visible collaboration of Portfolios in shaping activities	**Outputs** (Portfolio)
- Migrate to the Cloud - Access Research Databases & Digital Subscriptions	**Activities** (College)

KPI 3.2 Facilitate access to digital devices and networks to enable research, teaching and learning to all staff and students by 2030.

High Level Overview of Impacts, Outcomes, Outputs and Activities

A well-resourced Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals

Impact

Source appropriate
ICT business solutions
including a LMS with learning analytics capabilities

Outcome
(Council)

- Applied Data Governance Strategy
- Established Learning Management Systems
- Established Virtual Learning Environment
- Implemented Augmented Reality Learning Technology

Outputs
(Portfolio)

- Establish ODeL Teaching and Learning Requirements
- Virtual Labs Configurations
- Remote Labs Configurations
- Database Management Functions

Activities
(College)

KPI 3.3 Source appropriate ICT business solutions including a LMS with learning analytics capabilities.

A well-resourced Higher Education Sector able to deliver on SDG's, Africa Agenda 2063, NDP 2030 Goals

Impact

Recruit and Train Staff to ensure that 70% have appropriate aptitude, skills and temperament to operate in a 4th IR technology driven environment.

Outcome
(Council)

High levels of effective usage of digital technologies by staff in the Portfolio

Outputs
(Portfolio)

- Advanced Digital Skills Programmes
- Access to devices & technology
- Relevant & current technology modules
- Experiential Learning

Activities
(College)

KPI 3.4 Recruit and Train Staff to ensure that 70% have appropriate aptitude, skills and temperament to operate in a 4th IR technology driven environment.

SFA 4:

To accelerate the transformation of governance, student and workforce composition, the research agenda and the curriculum

Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 4.1 Ensure that 15% to 20% of programmes manifest indigenous knowledges' and/or are available in select indigenous languages by 2030			
2021: Process to assess all teaching material designed and initiated 2022: All teaching material assessed for African context and baseline established, plans developed for meeting future annual targets formulated and approved at Faculty and Senate levels. 2023: % of programmes/curriculum transformed to incorporate diversity to ensure an African pedagogy and epistemology & African content and/or available in select African languages 2024: % of programmes/curriculum transformed to incorporate diversity to ensure an African pedagogy and epistemology & African content and/or available in select African languages 2025: % of programmes/curriculum transformed to incorporate diversity to ensure an African pedagogy and epistemology & African content and/or available in select African languages	Baseline to be established	31 December 2030	R: TLCESS A: Council & VC S: - C: Senate I: -
KPI 4.2 Improve first time entering students' retention cumulatively by 30% by 2030.			
2021: 46% First time entering dropout rate 2022: 44% First time entering dropout rate 2023: 43% First time entering dropout rate 2024: 41% First time entering dropout rate 2025: 40% First time entering dropout rate	47% First time entering dropout rate	31 December 2030	R: TLCESS and Registrar A: Council & VC S: - C: - I: -
KPI 4.3 Grow Postgraduate component to 20% of student enrolment by 2030.			
2021: 11% of enrolments are Postgraduate 2022: 12% of enrolments are Postgraduate 2023: 13% of enrolments are Postgraduate 2024: 14% of enrolments are Postgraduate 2025: 15% of enrolments are Postgraduate	10% of enrolments are Postgraduate	31 December 2030	R: TLCESS and R&I A: Council & VC S: - C: - I: -

Annual Targets (Measurable Outcomes) (2021-2025)	Current Baseline (2020)	End Date for Achievement of Outcome	Roles
KPI 4.4 Advance African scholarship through global collaborations.			
2021: Develop a composite index for the global influence of African Scholarship and determine a baseline of UNISA's contribution to the index 2022: Raise UNISA's contribution to the Index by 5% 2023: Raise UNISA's contribution to the Index by 5% 2024: Raise UNISA's contribution to the Index by 5% 2025: Raise UNISA's contribution to the Index by 5%	No baseline exists	31 December 2030	R: TLCESS & R&I A: Council & VC S: - C: - I: -
KPI 4.5: Ensure that there is alignment among all governance structures to enhance institutional transformation along BBBEE lines.			
2021: Level 8 BB-BEE Institution 2022: Level 8 BB-BEE Institution 2023: Level 8 BB-BEE Institution 2024: Level 7 BB-BEE Institution 2025: Level 6 BB-BEE Institution	Level 8 BB-BEE	Level 3 by 31 December 2030	R: Finance, Institutional Development, All Portfolios A: Council & VC S: - C: - I: -

5. High Level Overview of SFA 4 Impacts, Outcomes, Outputs and Activities

Strategic Focus Area 4 **To accelerate the transformation of governance, student and workforce composition, the research agenda and the curriculum**	

Quality Accessible Education (SDG4)	**Impact**
Percentage of programmes offered in African Languages	**Outcome** (Council)
All learning material assessed for African context Translated study materials and exam papers into African Languages - % of programmes that integrate African Epistemologies in the curriculum	**Outputs** (Portfolio)
- Develop multilingual glossaries - Integrate indigenous knowledge systems in the curriculum - Enhance research base in Africa Epistemologies - Orientate staff and student in African thought and practice	**Activities** (College)

KP1 4.1 Ensure that 5% of Programmes manifest indigenous knowledges' and/or are available in select indigenous languages by 2030.

Quality Accessible Education (SDG4	**Impact**
Improved success rates of first time entering students	**Outcome** (Council)
Improved throughput rates and retention % of underprivileged groups	**Outputs** (Portfolio)
- Monitoring Exams sitting for vulnerable groups - Monitor dropout rates by race, gender and programme - Extend the first year experience programme into Colleges - Implement a comprehensive student support systems in colleges and regions - Create tracking systems for "At risk-students" and modules	**Activities** (College)

KPI 4.2 Improve first time entering students' retention cumulatively by 30% by 2030

High Level Overview of Impacts, Outcomes, Outputs and Activities

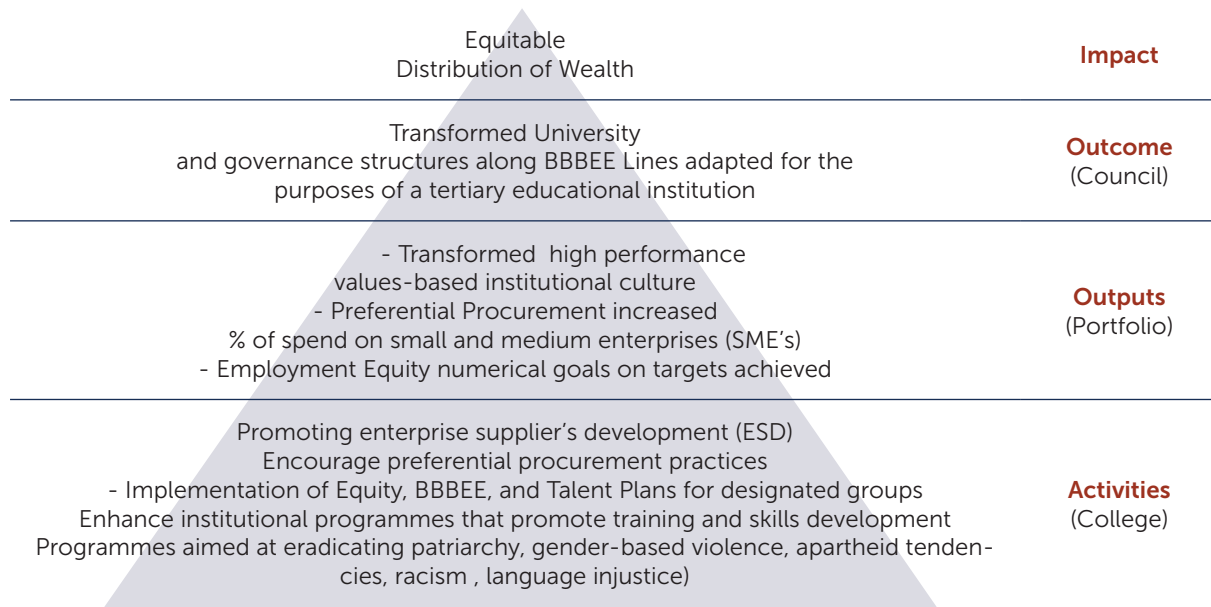|	
Quality Education (SDG4) - Equity of Access and Success	**Impact**
Grow the University to have 20% post-graduate participation rates by 2030	**Outcome** (Council)
Develop post-graduate growth and support strategy Change the supervision/academic support model	**Outputs** (Portfolio)
- Recruit, train and prepare student for post-graduate studies - Enhance honours degree participation rates and support	**Activities** (College)

KPI 4.3 Grow Postgraduate component to 20% of student enrolment by 2030.

Knowledge Generation	**Impact**
Advance African scholarship through global collaborations	**Outcome** (Council)
Intensify African centred research output, patents and innovations	**Outputs** (Portfolio)
- Publishing in higher impact peer-reviewed journals, - Enhance and nurture research collaborations on African scholarship - Incentivise joint publications with external experts on mutual projects - Provide training and emersion programs that support emerging researchers	**Activities** (College)

KPI 4.4 Advance African scholarship through global collaborations.

High Level Overview of Impacts, Outcomes, Outputs and Activities

Equitable Distribution of Wealth	**Impact**
Transformed University and governance structures along BBBEE Lines adapted for the purposes of a tertiary educational institution	**Outcome** (Council)
- Transformed high performance values-based institutional culture - Preferential Procurement increased % of spend on small and medium enterprises (SME's) - Employment Equity numerical goals on targets achieved	**Outputs** (Portfolio)
Promoting enterprise supplier's development (ESD) Encourage preferential procurement practices - Implementation of Equity, BBBEE, and Talent Plans for designated groups Enhance institutional programmes that promote training and skills development Programmes aimed at eradicating patriarchy, gender-based violence, apartheid tenden- cies, racism , language injustice)	**Activities** (College)

KPI 4.5: Ensure that there is alignment among all governance structures to enhance institutional transformation along BBBEE lines.

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