UNIVERSITY OF SEYCHELLES

Strategic Plan 2017 to 2021

Quality, Opportunity, Excellence.
Preparing today's students for tomorrow's world

Culture of excellence   Students   Growth and Sustainability   Employers and Stakeholders

In a fast-changing world, there can be no certainty of what things will be like in five years. Yet it's important to have a vision, a sense of where we'd like to be.

This is what the new Strategic Plan for the University of Seychelles aims to do. It offers a path that will fulfil many of the hopes and aspirations that underpin what is still a young university. It points to the future, envisaging a university in which all Seychellois can be proud. And it stresses the importance of providing forms of education that will prepare today's students for tomorrow's world. Indeed, students are at the very heart of the Plan, for in the words of the university's maxim, *lavenir ou dan lanmen.*

Long past are the days when a university would close itself off from the rest of the world, its scholars talking only to each other. Instead, the modern university has no boundaries, a place of inclusion rather than seclusion. Its stakeholders are to be found in all sectors of the economy; it is a part of society, not apart from it. Partnerships are essential to this new way of operating. It is all about looking outwards, with teaching and research designed to meet national priorities. The prime task of the university is to assist Seychelles in its transition to a knowledge economy and the Strategic Plan shows how this can be done.

There will be changes in the basic business of teaching, learning and assessment. There will changes, too, in the composition of students; in many subjects there is presently an under-representation of male students and this will be addressed. New opportunities, as well, will be created to attract mature students who perhaps missed out when they left school but who now want to advance their careers. And, in the context of a global society, we can expect to see more international students on our campus. Recognising the higher expectations that come with better standards of living, the Plan points to the importance of a radical upgrading of the Anse Royale campus so that it will satisfy our own students and attract others from far and wide.

But nothing is set in stone and, in the course of the next five years the Plan will be closely monitored and, where necessary, modified to meet changing conditions. Change is inevitable but this can be accommodated without losing sight of the end goals.

One way and another, the Plan will help us to move forward. Not in a haphazard way but with a common purpose. Its very success will lie in a shared vision; a vision of a university serving its country and taking its place within a global network of higher education.

Professor Dennis Hardy
Vice-Chancellor
University of Seychelles

Introduction

The University of Seychelles has a clear focus on the pursuit of excellence in three distinct areas, i. teaching and learning, ii. research and iii. operations. Since the inception of the University in 2009 we have established a position in our national community as a progressive organisation, increasingly successful and with high aspirations of staff and students. We are proud of our position in Seychelles and the region.

The University will work hard towards supporting the economic and social development of local and national communities, through developing the talents of our students, staff and stakeholders.

The overall aims of the Strategic Plan

To achieve outstanding outcomes for our students, employers and other clients with a welcoming and engaging environment that is respectful, inclusive and fosters success

To achieve excellence through our ability to challenge each other, and our processes, as we learn, teach and work together.

To achieve financial sustainability through efficient and effective use of our human and physical assets whilst confidently taking intelligent risks aligned to our strategic plan

Considering our Context

The current political, economic and societal developments will undoubtedly impact on the University of Seychelles and the education sector as a whole.

It is very important in a changing environment that we provide value for money within a strong ethical framework, in all we do.

The University will grow over the next five years. Plans for institutional growth will be based on solid business cases. It is likely we will have to make some difficult decisions about our organisational structure, curriculum portfolio and facilities.

Our Vision

By 2021, we will have transformed the University of Seychelles into an internationally renowned higher education institution, with a reputation for:

> By 2021, we will have transformed The University of Seychelles to an Internationally Renowned Higher Education Institution.

- Our students; who are ready for work, as well as academically and professionally qualified, so that they can progress to the next level of their chosen career or academic qualification
- Delivering a portfolio of courses which attracts a diverse range of students (domestic and international) and are endorsed by employers and professional institutions.
- Providing an inclusive and contemporary curriculum, delivered on campus and online.
- Providing professional consultancies to organisations in Seychelles and overseas
- Being a self-regulated and awarding institution of Higher Education
- Quality assured support and student services operations
- Our strengthened profile as the knowledge hub of the Indian Ocean

To show we have realised our vision we will have achieved the following:

- Student success rates of at least 85% in all courses and degrees
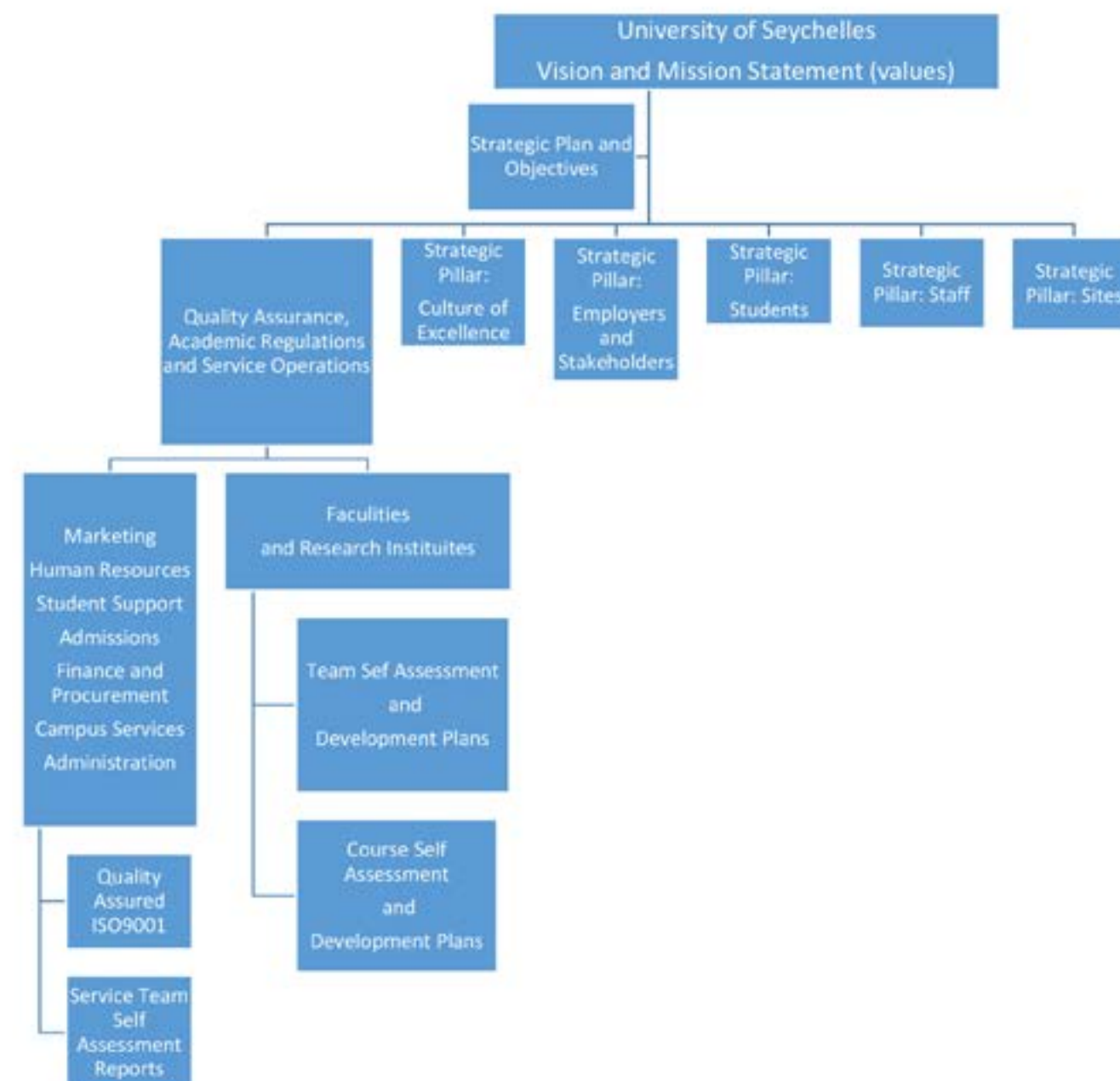- Attracted and retained talented staff

- Increased the number of non- traditional Higher Education students
- A curriculum which provides opportunity for student progression from level three to Masters level in all university faculties and departments
- Self-regulation and awarding powers
- International standard kite marks for quality assurance (ISO9001) for all support services
- A reputation for academic and industrial research
- A financial turnover exceeding 120 million SCR

We will embrace change, research, design and implement new models of learning and teaching: in our organisational structure, in our infrastructure, accommodation and facilities and in our systems, procedures and processes.

The next Five years will be exciting as we enthusiastically define and seek our future.

Figure One shows the relationship between each stage of the strategic monitoring and reporting process

University of Seychelles
Vision and Mission Statement (values)

Strategic Plan and Objectives

Quality Assurance, Academic Regulations and Service Operations

Strategic Pillar: Culture of Excellence

Strategic Pillar: Employers and Stakeholders

Strategic Pillar: Students

Strategic Pillar: Staff

Strategic Pillar: Sites

Marketing
Human Resources
Student Support
Admissions
Finance and Procurement
Campus Services
Administration

Faculities and Research Instituites

Team Sef Assessment and Development Plans

Quality Assured ISO9001

Course Self Assessment and Development Plans

Service Team Self Assessment Reports

The University Council: will be the senior authority responsible for the monitoring of this strategic plan.

Executive – Responsible for the production of an annual report and Cross-University development targets.

Senate - The main forum for staff debate on the Strategic Plan and other issues.

Quality Assurance Directorate – Responsible for the development of the UniSey regulatory framework for academic affairs and Quality Assurance/Enhancement policies and procedures.

Finance Directorate- Responsible for the control and reporting of financial statements.

Deans of Faculty – Responsible for the management and monitoring of the Faculty development plans, production of specific Faculty quality objectives, income and expenditure targets. Responsible for the co-ordination of staff appraisal.

Heads of Department/Service Heads - Responsible for the operationalisation of the Strategic Plan, through specific development plans. Production of Programme/Review and Evaluation documents and team action plans.

Current Position

2014 - 2016	Teaching and Learning	Institutional Capacity
	Culture	Research

The 2017 -2021 Strategic Plan is built on the achievements of UniSey's previous Strategic Plan, which covered the period from 2014-2016. During this time, UniSey established itself as a knowledge hub and aimed to be the higher education institution of choice for Seychellois.

Four pillars formed the foundation of the previous Strategic Plan, as UniSey prioritised

  i.   Teaching and Learning
  ii.   ii. Institutional Capacity
  iii.   iii. University Culture and
  iv.   iv. Research.

The success of that plan is evidenced by UniSey's wider ranging and more specialised programmes, both at degree and master's levels, as well as the development of deeper ties with partner institutions both locally and overseas. Formal quality assurance procedures were established for academic programmes, with a strengthened Quality Assurance (QA) Office supporting programme validation. Strategies for developing teaching and learning were also initiated but need further enhancement going forward. Access to UniSey's programmes was also broadened, although progress on increasing male student enrolment proved challenging.

Institutionally, UniSey became a recognised University of London centre and reinforced its governance and policy frameworks. While the QA Office grew, internal auditing of service and departmental quality proved a large task, making this one of the key priorities of the new Strategic Plan.

Recruitment of international students continued to be an issue during the period 2014-2016, and this remains another area in which UniSey aims to improve. UniSey strengthened its brand and re-designed its website. The Marketing Office was developed and UniSey promoted itself vigorously, both locally and overseas. Less successful, however, were attempts to retain and reward staff and develop effective modes of communication between groups of staff. Continuing professional development for staff is, therefore, another priority area going forward.

In terms of UniSey's culture, much effort was made to develop a sense of belonging, for both current and alumni students and make links with local communities. UniSey plans to continue to build on partnerships with local communities and enhance the student experience. The final pillar, research, was successfully established during the period from 2014-2016. A research policy framework was put in place and regular research forums were held. Further work still needs to done on inducting and training academic teaching staff in research methods and writing research funding proposals. Overall, UniSey has made remarkable progress and the new Strategic Plan will further enrich the achievements already made.

University Mandate, Vision, Mission and Values

The mandate of the University is to:

  a)   Advance knowledge through teaching, scholarly research and scientific investigation;
  b)   Uphold learning in its student body and in society generally;
  c)   Elevate the cultural and social life of society while fostering and respecting the diversity of the University's traditions;
  d)   Foster a capacity for independent critical thinking amongst its learners;
  e)   Endorse the official languages of the State with special regard to the preservation, promotion and use of the Creole language and the preservation and promotion of the distinctive culture of Seychelles;
  f)   Support and contribute to the realisation of national economic, social and cultural development;
  g)   Educate, train and retrain high-level professional, technical and managerial personnel;
  h)   Advocate the highest standards in, and quality of, teaching and research;
  i)   Disseminate the outcomes of its research in the general community;
  j)   Promote and facilitate lifelong learning;
  k)   Promote gender balance and equality of opportunity among learners and employees of the University.

UniSey's Vision:

To be a recognised knowledge hub in the Indian Ocean delivering solutions to the challenges of the 21st century.

UniSey wants to be a well-regarded university nationally and in the region; and the university of choice for local as well as for regional students for their higher education.

UniSey's Mission:

- To advance knowledge and foster excellence in teaching, learning and research.
- To foster an atmosphere of discovery, creativity and innovation.
- To build the human resource capacity required to help Seychelles achieve its development goals.

UniSey's Values:

- **Respect**

  UniSey fosters a culture of respect for every person in the University community as well as intellectual properties.

  Academic Freedom

  Unisey applies the rights and privileges of academic freedom to the University's primary functions, namely, teaching and the pursuit of knowledge. Unisey asserts that ethical conduct is a corollary of academic freedom.

- **Tolerance**

  UniSey nurtures a climate of tolerance of beliefs and personal point of view and culture of others.

- **Transparency**

  UniSey encourages intellectual openness, honesty, professional ethics and open communication within the University community.

- **Team Spirit**

  UniSey promotes team spirit within the University community, where the faculty, staff and students work together for a common vision. UniSey also works closely with its partner institutions to maintain the highest possible standards.

- **Quality**

  UniSey uses its resources on striving for excellence, on consistently aiming for outcomes that of high quality rather than simply satisfactory.

- **Innovation**

  UniSey promotes creativity, innovation and entrepreneurial spirit for growth and development.
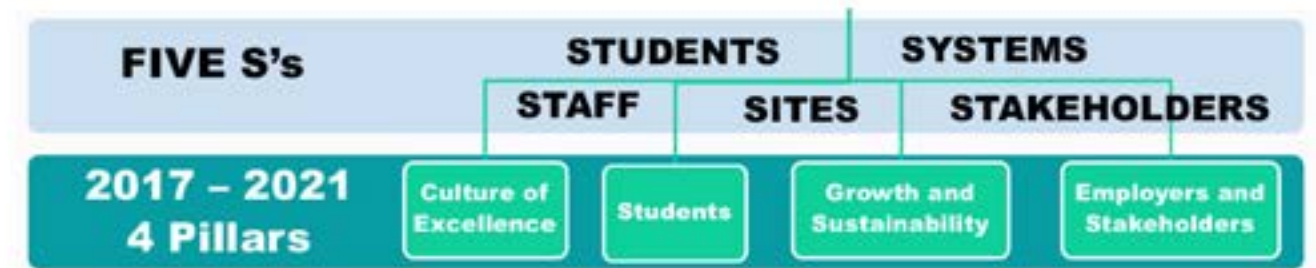
Strategic Pillars

The four strategic pillars are designed to provide strength and support for the University's' vision and mission statements. The formulation of the strategic pillars takes into account all aspects of the University's work and acts as a guide for Faculties, departments, teams and work groups to formulate specific development plans.

Growth and Sustainability Pillar

- Deliver a curriculum which serves the Seychelles economic and social development needs
- Ensure a portfolio which balances inclusion and financial indicators
- Focus on innovation in the best interests of our goals through entrepreneurship, thought and action and intelligent risk
- Identify, seek and secure grant and other funded income to deliver our objectives
- Foster a culture of research to generate higher levels of sustainable revenue streams
- Seek and pursue partnerships that enhance our capacity and/or generate more profit whilst adding value to, or complementing our existing work
- Identify gaps in the market and niche areas to grow in

Culture of Excellence Pillar

- Build a culture that values, recognises and rewards excellent performance
- Maintain a qualified and skilled workforce with outstanding impact on student success
- Continually examine and improve our Teaching, Learning and Assessment and support practices and processes
- Build a leadership culture that supports our entrepreneurial University
- Place value on every individual student's academic, vocational, professional, personal or technical success
- Invest in excellence across all areas of our work

Employers and Stakeholders Pillar

- Provide a curriculum which enables our students to become valuable members of the country
- Value the diversity of our students, staff and the community we are part of
- Meet the current and future skills needs of our employers with our curriculum offer
- Provide programmes that attract and support under-represented groups
- Take pride in being a University where learning and working have been designed with each of us in mind
- Build strong, mutually beneficial relationships with key stakeholders

Students Pillar

- Embrace student learning and success as our core purpose
- Deliver programmes which inspire, engage and challenge our students and enable them to progress
- Provide sector-specific courses leading to defined careers alongside interdisciplinary courses with cross- sector progression
- Deliver enterprise and employability skills through live work opportunities
- Support our students to learn anytime, anywhere.

The Curriculum Map

The curriculum map is designed with four main objectives in mind.

1. To extend educational opportunities for all people of the Seychelles and overseas students
2. To provide a clear progression route from level three to Master's and Doctoral level
3. To meet the skill needs of local and national employers
4. To make positive contributions to knowledge through rigorous research in each discipline

The University's concept of a 'predictive' curriculum is an attempt to foresee what employers and students will need tomorrow by delivering that promise today.

We are not so presumptive as to suggest we can predict the future: but we do believe, however, we have identified the core employability skills (working with others, communication skills, time management, selling, information analysis) that an employer will need. We will continue to work with key employers and partners to try and understand the more specific skill needs they need.
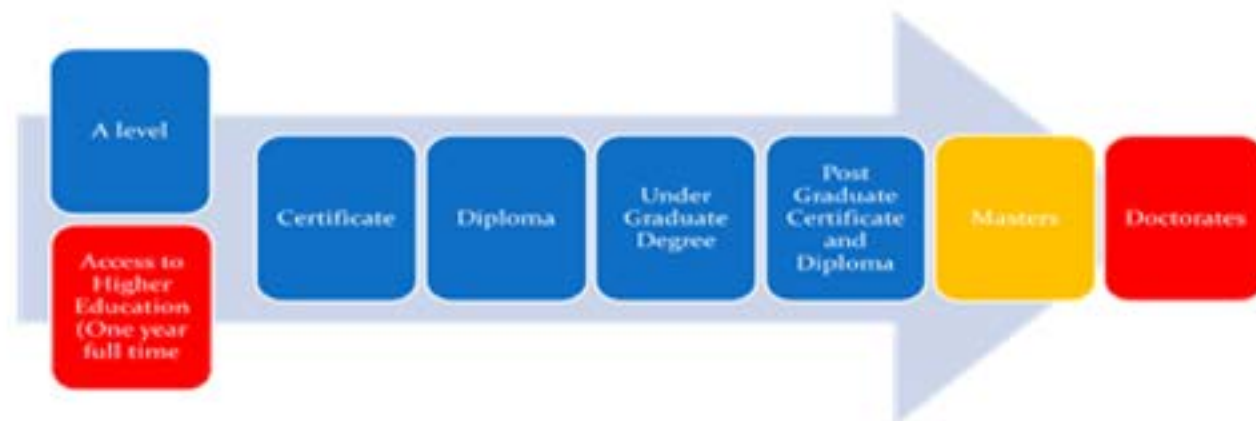
NQF Level	Qualification type	National hours (minimum)
10	Doctorate Degree	3600
9	Masters Degree	1600
8	Post-graduate Certificate / Post-graduate Diploma	1200
7	Bachelors Degree	3600
6	National Advanced Diploma	1200
5	National Diploma	3600
4	High School Certificate (A Levels) / National Advanced Certificate	2400
3	National Certificate	1200
2	Secondary certificate (IGCSE)	
1	Primary certificate	

The UniSey Five S's
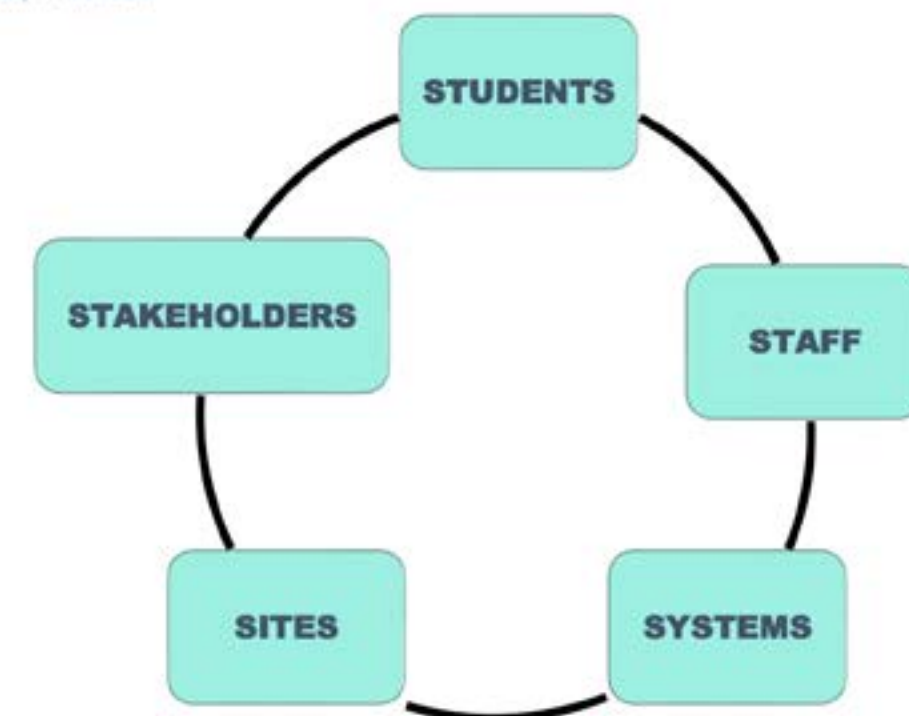
Students

The students of UniSey will graduate as

- Qualified individuals
- Confident and prepared for the next stage of their personal and professional development
- Having made a positive and constructive contribution to University life and the wider community
- Independent and challenging enquirers and effective participators.
- Creative and innovate thinkers
- Reflective learners
- Determined and informed risk takers, capable of solving problems, making decisions and taking responsibility.
- Team workers
- Self-managers, confident and able to cope
- E-capable, with transferable skills required to succeed in technical domains
- Ambassadors for the University and lifelong learning.
- Having the skills to achieve economic well-being and to become active members of society.

This will be achieved through UniSey's commitment that:

Students learn in different ways and we will equip them with a wide range of skills to enable them to choose the most suitable learning approach for them. We will place strong emphasis the concept of independent student leaning across all curriculum areas. Our students will take an active part in lectures, seminars, group work and individual assignments, shaping the way they learn. As a knowledge-based university, students will drive how they learn through the use of new technologies in various settings – in the University, at home and the workplace. They will learn in both formal and informal settings, in lectures, workshops, laboratories, field work and through social networks or Virtual Learning Environments.

Staff

Our staff are our core asset. Higher Education is a people-centred endeavour and all of our staff are critical to the process of ensuring student success.

We anticipate Higher Education in the Seychelles will change and so there is a need for our staff to engage in continuing professional development, updating skills knowledge and experience.

Looking forward, over the life span of this Strategy we expect that these attributes will further develop, so that the knowledge and skill sets of our staff, by 2020/2021will be quite different from what they are today.

Competencies of all Academic Staff

By 2020/2021we expect all UniSey Teaching/Research staff to be:

- **Experts -** Subject experts, assessment experts and competent published researchers
- **Qualified** and credible in subject area and teaching
- **E-literate** including the ability to use VLEs in learning programmes and to e-tutor
- **Creative /imaginative/entrepreneurial** - able to differentiate and create enjoyable learning opportunities
- **Aspirational/Inspirational** – have high aspirations for themselves and their students; act as inspirational role models and motivate themselves and their students to produce outstanding results
- **Motivated/motivational** – highly motivated and expertly motivational
- **Solution providers** – who are outcomes focused on who bases decision upon evidence
- **Stakeholder engaged** - connected and informed of the skills required by stakeholders.

Behaviours

- **Student/Customer** focused and empathetic through understanding the students'/customers world.
- **Expert facilitators** of learning, moving from didactic models of teaching to employ a range of differentiated learning activities which ensures students enjoy and achieve
- **Outstanding and publishable learning materials**
- **Forward thinkers** – creating change, not waiting for it
- **Supporting peer and community activities**
- **Focused on the future** - engaging with professional institutions, employers and academic communities and predicting future skills, economic and social needs.

Our service staff - the administrators, receptionists, personal assistants, security team, housekeepers, finance team, human resources team, student services, marketing and information technology team - indeed all of the non-teaching staff - are crucial in achieving the aims of this plan.

We need services staff to deliver a connected set of support mechanisms which are interdependent and integrated, making the whole service greater than the sum of the parts.

Like academic staff, services staff will see themselves, and be seen by others, as part of the University team; equal contributors and equal stakeholders, with the values of the University shared by all.

Competencies displayed by Service Staff

By 2020 we expect all UniSey services staff to be:

- **Customer focused** – understand the concept of the internal customer, providing services to the highest possible performance standards to colleagues and other stakeholders, as their particular functions dictate.
- **Expert** – perform their role to identified quality assured standards and support colleagues in their roles.
- **Qualified**
- **Student and Customer focused** – act corporately, understanding their roles in relation to supporting student and institutional success. Committed and focused upon helping the University and students succeed.
- **Smart workers** - using modern systems and technologies to carry out their functions effectively and efficiently
- **Solution providers** – analytical solution providers having the prerequisite skills needed to decide when to inform upwards or manage. They will take informed decisions, within a robust framework of delegation.

Behaviours

- Determined to exceed customer expectations
- Take personal responsibility for seeing things through
- Inspire confidence in service delivery through energy and commitment.

UniSey Leaders

We will establish a leadership culture that will lead by example, promote 'follow-ship' as well as leadership; drive as much as manage, inspire as well as direct. This applies to anyone holding a supervisory position across the university.

Competencies

- **Aspirational/Inspirational** - have high aspirations for themselves and their teams; act as inspirational role models and motivate themselves and their teams to produce outstanding results for students and customers.
- **Adaptive/Flexible** - demonstrate a high degree of professional knowledge and understanding, enabling them to be flexible and creative thinkers prepared to challenge and drive the University's vision forward.
- **High achieving** - demonstrate outstanding leadership behaviours and expect the highest standards from their teams to ensure we provide the best opportunities for all our students to be the best that they can.
- **Ambitious/Innovative** - identify and introduce new ways of thinking and working, new business processes and systems that will engage and enthuse students and contribute
- significantly to student success.

Behaviours

- Lead by example
- Never let a colleague fail
- Ask hard questions within the context of professional dialogue
- Not be afraid to take an informed risk
- Passionate about learning and research
- Curious investigators of the world around us.

Council Members

In order that we develop our university into the organisation that our country deserves, we will also need to further enhance our system of Governance.

Our Council members' of 2020/2021 will need to be exceptional people and, as they already are, committed to the University, the community and the country. In a regime of self-regulation, governance and accountability to the country will be inextricably intertwined. Council members, therefore, will have the following attributes and experience:

- A passion for student success.
- A clear vision regarding future aspirations for the University and the ability to think strategically.
- An ability to predict fundamental change and to react positively.
- A desire to develop our strategy.
- A connectedness to some aspect of our communities, to enrich our understanding of national and local issues and priorities as well as providing a representative mix of public and private sector bodies.
- Constructive challenge to university staff.
- Experiences and skill sets which complement The University's overall attributes.

Together, the Governing Body will provide appropriate representation of our communities, steering the University forwards in its drive for excellence and student success.

Systems

The University systems are a critical component of its successful development. We will develop modern effective and efficient systems, which support the delivery of our core objectives, which are smart, transparent and accessible (at the point of demand). These will provide systematic monitoring and systemic reporting on the performance of our key successes – our students, staff, sites and stakeholders. As holders of the public purse, we will ensure that we:

- Follow ethical business practices.
- Maximise value for money.
- Provide a significant return on investment to the country.

It is critical that we construct and execute systems which are fit for purpose and not simply an end in themselves. Fundamentally, our systems need to help our staff support students to succeed.

Outcomes

Our key definition of success for our systems in 2020 therefore includes:

- Ergonomically designed - with a people focus; student success orientated; straight to the desktop, simple to use, needing to be acted upon only once and predictive of necessary people action and interaction.
- Ethical and environmentally sound.
- Technologically integrated - we need to develop a set of core systems that seamlessly talk to one another and provide and utilise critical sets of data that are stored just once but used many times.
- Externally connected - outward facing so they connect with wider societal developments and communicate with them in a seamless manner – for example, integrating our Virtual Learning Environment with public networks such as Facebook, LinkedIn, You Tube, Bebo and Twitter.
- Resilient, robust and coherent - flexible enough to be adaptable to new developments and to link into partners' and other stakeholders' (including students') own resources.
- Value for money and return on investment.
- Systems which are SMART , transparent and accessible.
- Key Performance Indicators (KPIs) - across all areas of The Universities activities (HR, Finance, IT, Housekeeping, Student Services, our managed Learning Environment (IFNOS or alternative EBS, BlackBoard) In accordance with quality assurance and improvement

How will this be achieved?

We will continue to modernise our systems, building upon the innovative work already undertaken in areas such as our:

- Website and social networking interfaces, and Virtual Learning Environment
- In-house development of our Virtual Learning Environment
- Quality Management and Improvement systems (Self Auditing)
- Electronic registers Research and academic Journal reports

We will look to further develop these and other systems, so that the student journey is supported at every stage by a seamless set of co-ordinated processes and procedures, from enquiry through to exit. Our quality assurance, quality improvement and other business systems will also be modernised. We will further develop, for example:

- Our self-assessment reporting, including a course review system.
- E-course file (course planning file).
- E-assessments.
- E-CPD (professional development).
- An Electronic Individual Learning Plan (e-ILP) Plus containing a range of new developments.
- Our Energy Control and Renewable Energy systems. (Solar Power)
- Extending our Quality Management systems
- Our Project Management systems.

Campus

The University's sites will be consolidated to provide a single campus at Anse Royale to produce an environment which is stimulating, safe and secure for those learning, working or visiting the University. By 2021 the University will be open, inclusive and of high quality in each area of our work, consisting of a range of flexible spaces in which to learn, teach, research and socialise.

Providing campuses, facilities and high-quality teaching and research areas which are fit for purpose is critical in in achieving our objectives. The quality of our facilities is a cornerstone of our teaching and learning strategy. Therefore, the development of the University's campuses is fundamental to our service delivery in the future.

Outcomes

The key outcomes of our campus strategy will be:

- The creation of a master plan of redevelopment of the Anse Royale Campus
- The creation of high-quality teaching and learning facilities for all curriculum areas
- An open, safe and secure campus accessible to students, staff and the general public (Libraries, Restaurants, internet access, sports facilities, residential accommodation)
- Maintenance of the infrastructure and building to a high standard using long-term maintenance planning and maximising resources.
- Maximising recycling opportunities and sufficient and appropriate digital storage.
- Protecting and developing biodiversity through sound ecological management of the habitats on campus.

We will continually develop our facilities and campus, so that, by 2020/2021, we will have developed a capital development plan of new buildings and facilities to ensure our facilities are state of the art. This goal will be of direct benefit to Seychellois students and it will also attract students from overseas.

Our re-development plan includes the construction of:

Library and Learning Centre

New Sports facilities and Sports Science Laboratories

High Quality Student Accommodation

Conference Centre and Business Hub

Centre for Professional Development (Education, Health and Social Care)

State of the Art Teaching and Learning facilities

Lecture Theatre

Post Graduate Centre

Laboratories for Environmental Science, Sports Science and Natural Sciences

Student Leisure and Recreational areas (Restaurant, Bar and Social areas)

Administration Block

Stakeholders

The University of Seychelles recognises that to deliver this strategy we will require strong, innovative and sustainable partnerships with a diverse range of stakeholders.

In this context, we define stakeholders as those relationships with external organisations which make a difference to the success of the University. By 2020/2021 we will have identified and established the right partnerships in order to secure the University's strategic vision. These partnerships will further develop our highly personalised approach to learning and support our pursuit of excellence, student and organisational success and progression opportunities. Our active involvement in national and international partnerships will clearly demonstrate our commitment to bringing the best from the 'outside world' into the University. This will both enhance our success rates and deliver the creativity, innovation, research and enterprise required to ensure we are the best we can be for our students and other stakeholders. Working with employer partners will be crucial to the success of our students.

Outcomes

By 2020/2021, through partnership we will have delivered:

- Access to partner organisations' facilities physically and on -line

- Access to external, high-quality facilities – if resources are not available within existing University facilities, we will secure opportunities, where appropriate, for UniSey students to access and use world-class facilities and delivery expertise elsewhere (for example, partner facilities).

- Outstanding learning pathways that are crafted with our students - building upon their existing abilities, experiences aspirations and interests. These will make best use of the world-class learning environments available to us both at the University and elsewhere.

- Predictive curriculum - a fully implemented 'predictive curriculum' with 'seamless transition' between educational phases and between external organisations, and excellent progression routes.

- Major expansion of our Access to and Foundation provision - with a strong emphasis on attracting underrepresented groups
- Major expansion in the University's' research centres
- Major expansion of overseas students studying at the University
- Sustainable use of available resources - to maximise our return on investment; and provide the most significant positive impact on the life chances of our students.

We will be able to characterise our relationships with partners as:

- Making a difference, adding value to our own offer.

- Providing a wider range of learning opportunities and new learning experiences for our students.

- Providing additional and different learning facilities.

- Providing access to new markets such as through community organisations.

- Delivering enhanced reputation for the University.

- Providing access to additional resources.
- Supporting Peer Review and Development activities.

Summary

By 2020/2021, The University of Seychelles will be an outstanding higher education and research organisation, respected for our excellent:

- **Students** – our students will have the skills, abilities, knowledge and confidence to progress in employment or higher education.

- **Staff** – we will have a highly motivated team, with the passion and skills to help students to succeed. We aim to be the employer of choice and provide a great place to work.

- **Systems** – our systems will be smart, transparent and accessible and will help our staff to support students to succeed. We will seek to become a self-regulating and awarding institution of Higher Education status.

- **Site** – we will have state of the art, environmentally sustainable facilities. Including new sports facilities, student accommodation, learning resource centre, postgraduate centre and conference centre. We will have completed the preparatory work for the next stage of the campus development.

- **Stakeholders** – we will partner with employers and national and international stakeholders to meet their diverse needs for professional education and to ensure that we produce highly innovative and employable students to meet existing and future needs of the country.

We will provide a comprehensive, coherent and responsive curriculum of professional vocational, and academic courses that equip students with the skills and knowledge required for a developing knowledge economy.

We look forward to meeting this collective challenge with high expectation and determination. Our country needs us to be the best we can be.

Strategic Objectives and Goals

Vision	To become the leading provider of higher education in the region. To be a recognised knowledge hub in the Indian Ocean, delivering solutions to the challenges of the 21st century and the choice for local as well as for regional students for their higher education.
Mission	To advance knowledge and foster excellence in teaching, learning and research. To foster an atmosphere of discovery, creativity and innovation. To build the human resource capacity required to help Seychelles achieve its economic and social development goals.
We will do this by	Extending educational opportunities, enabling people to succeed and benefit the nation. Supporting national economic and social development by working with strategic partners to provide high quality, relevant and professional education to meets the present and future needs of the nation. Working collaboratively with schools, colleges and employers to ensure the curriculum provides the best and widest range of learning programmes are available to all learners across the country.
Strategic Objectives	
Strategic Objective One	To achieve outstanding outcomes for our students, employers and other clients with a welcoming and engaging environment that is respectful, inclusive and fosters success
Success Factors	Measures of student achievement and progression from Access programmes are outstanding (success rates of above 85% for all courses) Provision judged by external bodies to be of the highest possible standard Very high student, staff, employer and stakeholder satisfaction ratings
Strategic Objective Two	To achieve excellence through our ability to challenge each other, and our processes, as we learn, teach and work together.
Success Factor	Ways of working and University values embedded in staff and student life at our university Highly effective and quality assured processes and procedures which limit our impact on the environment Staff journey focussed on maximising individual potential and well-being Strong stakeholder participation in our evaluation and review processes
Strategic Objective Three	To achieve financial sustainability through efficient and effective use of our human and physical assets whilst confidently taking intelligent risks aligned to our strategic plan
Success Factors	Financial resources enable us to meet our strategic aims All staff are confident in practising entrepreneurial thought and action All Faculties have a profitable commercial income stream Qualified and experienced workforce, excellent in their field Retention of qualified and experienced staff
Strategic Goals	
Goal one	- We will exceed the university target for student recruitment, retention, achievement, success and satisfaction in all curriculum areas

Goal two	-We will develop a marketing and branding strategy to increase the number of applications we receive for access and undergraduate courses
Goal three	-We will increase student engagement within and outside the curriculum, so as to enrich students' time at UniSey and support their academic success
Goal four	- We will become more postgraduate as an academic community so that 10% of our students will be studying at postgraduate level
Goal five	- Every academic member of staff will be involved in research in their discipline, and every Faculty /academic department will host a research institute.
Goal six	- 100 of our students will be from outside of the Seychelles
Goal seven	- We will develop a university community in which our staff are well qualified and staff satisfaction and engagement levels are high
Goal eight	-We will improve efficiency so that we can maximise investment in our academic activity - ensuring that an increasing proportion of funds is spent on academic activity
Goal nine	- Our external income will increase by 100%

Appendix: Example Monitoring Course Quality

1	Award(s)	
	Award title	Awarding body
	. . . .	. . . .
	. . . .	. . . .
	. . . .	. . . .
	. . . .	. . . .

2	Author
	Name and email address of primary author of this report
	. . . .

3	Statistical Data
	Please complete and attach as **Appendix 1** the standard Statistical Analysis
	Summary of key issues emerging from statistical analysis:

Recruitment

Retention

Achievement

Success

Age profile:

Gender Profile:

Other |

4	**Academic Standards**
4	**A Aims and Intended Learning Outcomes**
	1) To what extent have the aims and intended learning outcomes been achieved for the course/programme?
	2) Do the design and content of the curriculum (including the assessment methods) continue to support student achievement of the intended learning outcomes for each pathway/course?
	3) Has the curriculum maintained its currency and validity in the light of developing knowledge in the subject area?
	B External Examiners Report
	1) Attach a copy of the external examiners
	2. Summarise any strengths and weaknesses identified in the report and ensure the future action plan responds to any areas of concern raised by the external examiner.
	C . Internal Verification.
	Can the programme team produce documentary evidence of compliance with the University's requirements for internal/moderation verification?

5	**Quality of Education**
5	**A Student Experience**
	1) How and by whom have staffing levels and learning resources been monitored during the year to ensure high quality educational support to students? Have any issues concerning curriculum delivery or educational support arisen during the year? If so, what action has been taken to address them?
	2) What mechanisms have been used during the year to obtain student feedback on the pathway/course? How and by whom has this feedback been analysed and what conclusions have been drawn about the quality of education provided to students?
	3) What action has been taken in response to any issues raised through the student feedback mechanisms and how has this been communicated to students?
5	**B Programme (Course) Committee**
	1) What have been the key issues discussed by the committee in the past year, as evidenced in the committee minutes, including issues raised by student representatives?
	2) What action has been taken in response to the issues raised?

	Quality Enhancement
	A Internal evaluation of last year's AMR and EE report
	What action was taken in response to the Internal evaluation of last year's AMR and EE report?
	B Last year's action plan
	1) Provide an update of last year's action plan for the course, including a description of specific action taken and the impact on curriculum delivery.
	2) How and by whom was the action plan monitored during the past year?
	3) Are there any actions outstanding? If so, why has it not been possible to complete them?

C	Curriculum Changes
	Were any changes to curriculum content and its delivery (including the assessment process) introduced in the past year (e.g. the addition/deletion of modules, revisions to the core curriculum, use of innovative teaching, learning or assessment methods, the mix of lecture-based and lab-based teaching)? If so, how successful was implementation of the changes?
D	**Good or innovative practice in learning, teaching and assessment**
	Are there any examples of good or innovative practice within the pathway/course which merit dissemination to a wider audience? If so, give details.
F	**Action Plan**
	Provide an action plan for the future, describing any changes or improvements planned to enhance delivery of the pathways/course.

Source: State where the need for the action has been, Course Review process	Impact: (Target/Goal) What is the action intended to achieve?	Action to be taken	Action to be taken by:	Measurement How will you know that the action has had the intended outcome?	Achieved by: (identify milestones if completed in stages) DATE(s)	Monitored by: