SIT Strategic Plan
2019~2023

Seychelles Institute of Technology

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Welcome Message from Chairman of SIT Governing Board

Dear friends

> " *This SIT Strategic Plan 2019-2023 is grounded in the SIT core values and is intended to implement the SIT vision and mission through 11 Strategic Priority Goals under which specific objectives and action plans are aligned.* "

A successful Professional Centre like Seychelles Institute of Technology (SIT) requires positive collaboration between the Governing Board members, the Management and the parent ministry, which is the Ministry of Education and Human Resource Development. As chairman of the SIT governing board, together with our other stakeholders, I look forward to all of us to work with a concerted effort as a leadership team with a shared vision and mission to making SIT realise its planned objectives.

The SIT Strategic Plan 2019 – 2023   is recognised as a working document to be followed with the aim to taking SIT to the road of success.   An institution's strategic goals may remain largely the same year after year, but its strategic plan must be continually updated to adapt to the changing environment and the challenges it brings with it.

This SIT Strategic Plan 2019-2023 is grounded in the SIT core values and is intended to implement the SIT vision and mission through 11 Strategic Priority Goals under which specific objectives and action plans are aligned.

The SIT as a Technical and Vocational Education and Training (TVET) institution has much to be proud of. But we should also be conscious of the many challenges the professional centre is bound to face along its journey to achieving success.

Last but not least, SIT is recognised internationally and to name one from several important partners none other than UNESCO-UNEVOC.

SIT has to achieve more successes and I wish to encourage all stakeholders to become familiar with the SIT Strategic Plan 2019-2023 Plan and to help us move forward in our mission to grow and improve.

Thank you for taking the time to consider the elements of this plan and for your commitment to helping SIT succeed.

Colonel Andre Ciseau,
SIT Governing Board Chairman.

Forward from Director SIT

SIT and the future

> **"** *SIT will nurture and build upon the strengths it has accumulated and the aspirations it has always focused on during the past fourteen years since its establishment.* **"**

From the year 2019 onwards, the Seychelles Institute of Technology (SIT) will approach its strategic development and operation by combining a learner-focused teaching and learning approach characteristic of employable skills, innovation, entrepreneurial and research.

To achieve such ambition, SIT will nurture and build upon the strengths it has accumulated and the aspirations it has always focused on during the past fourteen years since its establishment. The goals and objectives of SIT, which are derived from its new vision and mission statements are the sources of aspirations and together with the activities planned to achieve targets, SIT is expected to see a transformation which will take the professional centre to a high level of success. The learners coming to receive training at SIT and the top-quality employable skills they exit the professional centre with, remain the highest priority.

Products of SIT through the implementation of this strategic plan would be able to cross traditional academic boundaries to innovate, analyse and solve complex problems; their

entrepreneurial skills would be deepened through a structured entrepreneurship programme and their understanding of environmental issues would be strengthened by both their academic courses and by the "green" practices of the campus.

SIT will need to demonstrate that it is a vibrant TVET professional centre, attracting secondary school leavers and adults who are academically gifted and those who are at a disadvantage but are motivated and ready to learn a skill for work and where gender is not an issue.

As a team, the SIT management with guidance from its governing board together with the teaching and learning and support staff now have a strategic plan focused on clear actions, procedures and guidelines for institutional quality assurance standards and practices as well as quality teaching and learning.

To all of you staff members, I wish to say "Let us put all our efforts and synergy together for the realization of this dream"!

Hubert Barbé
Director SIT

1.   Chapter

1.1.   Introduction

This Strategic Plan 2019-2023 is a working document, formulated for Seychelles Institute of Technology (SIT) by the staff of SIT, with assistance from personnel from outside and a number of SIT learners. It introduces a new vision statement, a new mission statement and new motto and logo to make the professional centre more responsive to today's call for skilled graduates, entrepreneurial activities and localisation of occupational posts. SIT sees itself as in a transformation stage leading it to become a national leader in technical and vocational education and training TVET and beyond.

Technical and vocational education and training (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. TVET, as part of lifelong learning, includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET. Source: UNESCO (GC) 2015, UN

In other words, TVET refers to deliberate interventions to bring about learning which would make learners more productive (or simply adequately productive) in designated areas of economic activity (e.g., economic sectors, occupations, specific work tasks). TVET has the potential to enhance human capabilities and enlarge peoples' choices.

It is well argued for that "The success of TVET in any developing country can be considered a key indicator of the country 's advancement in development. Any country that evolved into a technological advanced one, TVET must have played an active and vital role as skilled manpower would have been required, also to enable its sustainability".

A strategic plan provides a guide for managing an organisation in an integrated and coordinated manner. The plan is a powerful tool for maintaining an organisational focus. It sets the course for the organisation in the ever - changing larger environment, promotes teamwork as goals are pursued, and invites participation that creates an investment for all stakeholders in the implementation process.

It is to note that this Strategic Plan 2019-2013 follows a first one (Strategic Plan 2013-2017) which is now obsolete. This previous document could not be fully implemented as it was superseded by the Ministry of Education Medium Term Strategic (MTS) Plan 2013-2017 and beyond. There was somehow more emphasis put to achieving the objectives highlighted in the MTS than to those found in the SIT Strategic Plan 2013-2017.

From 2015, SIT is a Professional centre under the Tertiary Education Act (TEA) of 2011 and is guided by a governing board.

SIT has also its own charter. SIT has not been spared of challenges as it journeyed through the previous strategic plan. SIT sees itself having to make many changes to the way it operates and functions.   New technologies that have been introduced to our shores need to be passed on to the learners. The teaching staff has the requirement to adapt to modern techniques in teaching and learning. SIT has to upgrade its training facilities and ensure that it can sustain its human capacity, especially the teaching staff, to the highest level for many years.

As, the professional centre executes its plan, it is important that the activities and actions are directed towards meeting the different criteria and conditions required for institutional   accreditation status without delay. Quality assurance (QA) in teaching and learning as well as in other operations will also have to be guaranteed in the process.

There is also from the other end, where our youth have demonstrated that they are more demanding. Their quest for learning comes with different conditions. Lecturers more and more need to keep abreast with new technologies which are today reaching the youth at their very young age but which can still be seen as obstacles by the older generation.

 Along its journey, since its establishment in 2005, SIT has made some significant progress. The 2013-2017 period offers a clear snapshot of the achievements and initiatives that reflect SIT's improvement and standing as a TVET professional centre. Success stories are still vibrant. Nationally, the role of SIT is debated at different levels including, economic and political as well.

This new SIT Strategic Plan 2019-2023, has been developed with great attention paid to developments which have taken place in the past years and of the new challenges which the professional centre sees itself having to face against, as well as the threat identified through its strength, weaknesses, opportunities and threat (SWOT) analysis.

While this document clearly reflects a compilation of what the SIT values in regards to educating and training our youth and others in industry, this written final draft represents a continuation to our challenging work. The strategic priorities and objectives that are outlined will be a compass for us as we work in collaborative groups to attach action plans and time lines to each of the delineated initiatives. The actions in this document will be implemented to the fullest, making it one that is living, evolving, and true to the intent of the vision and mission of SIT.

Finally, this second SIT Strategic Plan will be a "living document" subject to annual strategic planning reviews catering for external and internal changes.

1.2.   Background

The Seychelles Institute of Technology (SIT) was established in 2005 following the merging of the Ex-Industrial Training Centre (ITC) with the technical studies department of the Ex-Seychelles Polytechnic (SP). SIT moved to its new training facilities located in the Industrial Estate at Providence from Anse Royale, Mahe in January 2006. SIT is a technical and vocational education and training (TVET) institution, and a recognised UNEVOC network member. It is based in the Industrial Estate at Providence on Mahe Island. Since its establishment SIT remains under the aegis of the Ministry of Education (MOE), which presently has been renamed Ministry of Education and Human Resource Development (MEHRD).

The main mandate of SIT is to provide technical and occupational training, primarily, to secondary five (S5) school leavers in Seychelles in order to meet manpower needs. SIT also caters for tailor-made training courses for individuals and group of business company workers depending on their specific requirement.

The new legal framework, notably provisions of the Seychelles Qualifications Act (2005), the Seychelles Qualifications Framework Regulations (2008), and the Tertiary Education Act (2011) places the institution as a Tertiary Non-University Institution under the title that of "Professional Centre".

Training programmes   on offer are from level 3 to level 6, which is certificate, advanced certificate, diploma and advanced diploma as established on the National Qualification Framework (NQF). Programmes at certificate and advanced certificate levels are locally developed to meet the needs of industry. These are Carpentry and Joinery, Electrical Installation, Electrical and Electronics, Masonry, Mechanical Engineering, Motor Vehicle Mechanics, Painting and Decorating, Plumbing and Refrigeration & Air Conditioning. Internationally developed City and Guilds Technician Diploma and Advanced programmes are also still being offered. However, since 2018 new nationally developed diploma programmes incorporating the City and Guilds modules have been introduced. They are National Diploma in Construction, National Diploma in Mechanical Engineering (Plant Maintenance), National Diploma in Motor Vehicle Engineering and National Diploma in Information System Engineering. SIT will for the first time be awarding a National Diploma to its first graduate-cohort in 2020.

SIT continues to work with outside business organisations and other parties to provide other tailor-made training courses

In August 2015, SIT was officially handed with its Charter signed by the Minister for Education and was officially recognised as a Professional centre (PC).

The previous working documents of SIT included a "Plans and Targets 2004-2007", adopted following the merging of the Ex-ITC with the Technical Studies of the ex- SP in 2005, followed by a second one known as "Plans and Targets 2008-2011".

It is to be noted that from 2010, there has been an alarming trend of a number of local staff, who had been coming back with their first degree studies at Bolton University, leaving SIT for better salary packages, creating a serious under-staffing issue thus impeding the development of the institution. With a significant number of the local staff trained up to degree level, it would appear that this would have signified a remarkable success in the staff development plan over the years. By 2009, SIT was almost completely staffed by Seychellois only.

In March 2012, SIT submitted its first application to the Seychelles Qualifications Authority (SQA) for accreditation. In April 2012, a first self-evaluation exercise was conducted and an audit report compiled and submitted to SQA, this being a requirement for accreditation process. SIT received conditional accreditation status in June 2012 while being assigned with a number of recommendations to act upon.

The SIT Strategic Plan 2013-2017, was developed in the second half of 2012 for implementation in 2013, to respond to the recommendations from SQA which could see the Professional centre being awarded full accreditation status.

At that same time, the Ministry of Education (MOE) introduced its Medium Term Strategic (MTS) Plan 2013-2017 and beyond for implementation in 2013 as well and expecting the professional centres to achieve the different targets and indicators sought in the document. Suddenly the SIT journey came at a crossroad where it found its own strategic plan 2013-2017 being neglected and having to work towards the objectives found in the MOE's MTS Plan 2013-2017. At the same time, certain key players and participants on the SIT Strategic Plan 2013-2017 development committee were deciding to resign and moved on to greener pastures. The first director of SIT retired in December 2013.

In 2014, an acting director was nominated for the year and was formally appointed director of SIT from January 2015. As required from the SIT Charter, a governing board was then approved by the then Minister for Education   later in 2015, with its first meeting held at SIT on the 1st October 2015.

With the setting up of the Secretariat for Professional Centres (SPCs) based at the MOE headquarters during the same period, there was a recommendation for all Professional centres to develop their new Strategic Plans. The SIT strategic plan 2013-2017 had already lost its stance and questions were being raised as to whether the strategic plan in question had been approved for take-off and implementation. That same time, SIT continued to find itself with a problem of staff shortage. To mitigate the situation, a number expatriate staff were recruited at different stages with approval of funding from MOE to replace the local ones.

SIT remains as the only TVET institution providing training in built environment and engineering. Hundreds of learners have graduated from SIT and are gainfully employed whilst a good number of them have been able to pursue further studies overseas up to degree level in universities. Albeit with difficulties along the way, SIT has continued to pursue its mandate and produced graduates for employment in the country. While SIT can be proud of such an achievement, it still faces a number of challenges amongst which are the desire

to localise the majority of its teaching and training posts and other key positions such as a Quality Assurance (QA) Officer and a Registrar as well as replacing the outdated machineries with new ones employing up-to-date technologies.

During the course of its journey, SIT has undergone three changes in its management structure. From 2005 to 2008, the management was made up of the director, two heads of programme, a head of administration and six course leaders. There was also an advisory board which consisted of personnel from the private sector. From 2009 to 2017, the management structure comprised of a director, a coordinator of studies, an office manager and six course leaders and later programme leaders. From 2018, implementation of a third new one started, under the so called 'Phased Implementation of the Decentralised Authority Framework for Professional Centres'.

Last but not least, since its inception, SIT adopted a logo and motto; "Steps towards Success", which indicated progression through the centre, but for a while now there had been a call for a review. The vision and mission statements also received some recommendations for review. Therefore, for its Strategic Plan 2019-2023, SIT came up with, new vision and mission statements which are found to be more responsive to this new era as well as with a new motto and logo. They are expected to become the drive behind the transformation process of SIT and making SIT an institution school leavers and adults would be wanting to come to learn and be successful. This new SIT Strategic Plan 2019-2023 becomes the living document   for implementation on the day it receives approval from its governing board.

2. Chapter

2.1 Environment Scan

The tertiary education and training landscape is evolving. Seychelles Institute of Technology (SIT) is now recognised as a tertiary, non-university institution better referred to as professional centre (PC)

SIT is entering a time of significant transformation, defined by the significant demand for a more skilled workforce and a thirst for localisation of posts in some very important sectors of the economy such as construction, engineering and Information and Communication Technology (ICT).

The SIT's forward-looking approach to transforming the professional centre into a successful and quality TVET institution in Seychelles within this shifting landscape that now requires more than ever that the strategic priorities with its different objectives are carefully identified and the smart plans and targets are courageously and timely implemented. The recommendations coming from the SQA Institutional Accreditation Report of July 2018, will be very important in drawing out the action plans for the different priorities.

Realising our aspiration to becoming a leader in quality TVET in Seychelles, our approach to teaching and learning, which is our main mandate, will require choices which are bold and which reflect our strengths, our vision and mission and the SIT position within the evolving education and training context.

To become an entrepreneurial and innovative professional centre that produces graduates capable of creating jobs themselves and sustaining development in the emerging sectors, SIT now requires to put all its effort and synergy of its staff to overcome the challenges that will come in the way as we forge ahead to make the change.

Employment opportunities for the youth in Seychelles exist across a broad range of the different sectors of the economy. Labour demands are changing; businesses act fast and expect flexibility, diversity and job-ready individuals. Graduates from SIT should find no difficulty in finding decent employable jobs around the islands.

To note, the development of online and e-learning capabilities in delivery and connectivity are increasingly available. SIT needs to explore and benefit from this innovative way of learning.

Emerging job sectors include: information and communication technology (ICT), drone technology, hybrid technology, construction trades, service trades, blue economy, utilities, professional and scientific services, environmental technologies, energy efficiency, renewable energy and others.

Learner expectations are high (as they should be) for getting skills training that leads to employment and further studies.

In Seychelles there are more revenue pressures and accountability demand from government funders, partners, stakeholders and communities. SIT will realise its strategic vision which is globally engaged, experientially focused, innovative and entrepreneurial in its thinking and underpinned by resourcefulness and partnership.

Global engagement and an expanded and enhanced range of experiential opportunities will create a comprehensive learning experience that aligns with the changing learner profile and the evolving needs of the employers.

Our approach will distinguish SIT as a national TVET leader that is more competitive, marked by many more academic secondary five (S5) school leavers applying for programmes offered by the professional centre and the graduates rightly playing their roles as drivers of the key industries whilst making a name for themselves as innovators and entrepreneurs.

As we pursue our vision and mission, we will leverage our ability to stay focused, identify and anticipate emerging trends and opportunities and deliver responsive and quality programmes and services that support the future needs of learners, employers, businesses and industry.

Our strategic directions are well defined with the objectives' plans and targets (action plans) smartly determined, to allow all players to participate and make positive contributions to the realisation of a successfully transformed TVET SIT.

3.   Chapter

3.1   Philosophy

SIT believes that every individual has the ability to develop competencies in at least one occupation that will contribute to the economic growth in Seychelles.

SIT supports learning using technology in innovative ways and by fostering collaboration and providing relevance to the real world.

SIT will, therefore, be a true Professional Centre for the local, regional and international learners by:

- Striving to be the FIRST choice, the best and the trendsetter institution through innovative programmes, instruction, services, facilities and use of technology;
- Recognising all forms of learning and providing pathways for lifelong learning at all junctures.
- Enhancing workforce partnerships to provide relevant intern and apprenticeship opportunities, and increased hands-on learning for learners while meeting business and industry needs.
- Operating with social and fiscal responsibility and by giving back to the community and serving as a good corporate citizen.

3.1.   The SIT Vision and Mission

Vision

A national TVET leader in empowering learners with quality knowledge, skills and values to contribute to the national economic development.
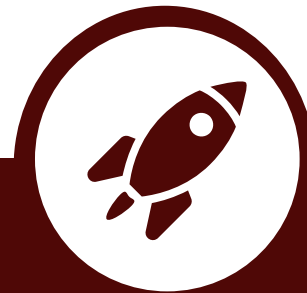
Mission

To work in partnership with industry, using quality and responsive programmes which incorporate innovation and research to enrich learners' competences for employment, entrepreneurship and lifelong learning in a globalized environment.

3.2.   The SIT Values

SIT has identified and adopted a set of values under the acronym SIT CORE. These values express what the Centre stands for and how it will operate:

7 Core Values

Self-disciplined

Demonstrate determination, strength of mind, and commitment to comply to set rules and regulations

Innovation

Pursue quality in teaching and learning through encouragement and support of creativity and ingenuity.

Team-work

Work as a team, remaining united in our endeavours, engaging in collaborative partnerships for

win-win outcome.

Care

Go the extra mile in being compassionate, showing genuine interest and consideration for others and for the environment.

Openness

Display transparency by practicing the highest ethical standards and promoting honesty and trust as keys to sincere relationships.

Responsibility

Display conscientiousness in all that we undertake and to the learning environment to support the centre's mission.

Excellence

Strive to uphold excellence and continuously seek improvement in teaching and learning as well as in all other aspects of the centre.

4.   Chapter

4.1.   Attributes of TVET graduates

Employability skills are the attributes of employees, other than technical competence, that employers see as valuable in the actual work place. These skills include reading, basic arithmetic, problem solving, decision making, and other higher-order thinking skills; dependability, a positive attitude, cooperativeness, and other affective skills and traits.

Hence, the key attributes that the SIT learners should acquire and graduate with; permitting them to effectively participate in the future of work include:

- Ability to participate effectively in the workplace.
- Ability to collect, analyse and organise information.
- Ability to communicate ideas and information.
- Ability to work with others and in teams.
- Ability to use mathematical ideas and techniques.
- Ability to do problem-solving.
- Ability to use technology.
- Ability to plan and organise activities.
- Ability to learn and perform multiple tasks.
- Ability to view change as opportunity.
- Ability to innovate.
- Entrepreneurial ability.
- Cross-cultural competence.
- Ability to demonstrate tolerance for ever-changing environments.

4.2.   Attributes of SIT lecturers

The lecturers of SIT are main facilitators in training and their performance will depend on the quality of delivery and the competences they possess, enabling them to perform to the appropriate standards and to the satisfaction of the Professional centre. Therefore, the key attributes that are associated with excellence in TVET teaching and which the SIT lecturers are expected to demonstrate include:

- An ability to communicate effectively and relate well with others.
- An ability to bridge theory and practice in teaching and learning.
- A passion for facilitating learning.
- An ability to apply on-line and digital competencies in teaching and learning.
- A commitment to reflection and improving on practice.
- An institutional commitment and loyalty.
- A commitment to professional development and their own learning.
- A commitment to maintaining professional currency.
- Positive customer service.
- Respectful and ethical behaviour.
- An ability to research.

The Strategic Priorities Goals & Objectives

5.   Chapter

5.1.   Strategic Directions

The strategic priorities have been identified to provide strategic directions and objectives but the SIT will exercise a flexible approach to allow the institution to take advantage of opportunities that arise during its evaluation and monitoring exercise as the execution of the plan is happening.

It is the aim of the SIT, that each component of this strategic plan is geared toward our overarching priority and goal which is the "learner success through quality education and training".

Inspired by our learners, grounded in training, innovation, research and our community partnerships, and cultivated by our staff, the priorities and objectives represent our commitments for the next five years. The priority initiatives will guide most of our work in calendar years 2019, 2020, 2021, 2022 and 2023.

SIT also endeavours to provide a pleasant working and learning environment for its staff and learners. Seychelles Institute of Technology will undertake its activities to meet the objectives derived from the following Strategic Priority Goals:

a) Encourage development and move for implementation of new and ongoing strategic Initiatives that serve the SIT mission and advance its vision.

b) Train, innovate, participate in research, and serve SIT in spaces that support and enhance good practices, innovation and exemplary work.

c) Fiscal Sustainability, Transparency, Accountability and Effective Management.

d) Value the SIT staff and excellence in teaching and learning.

e) Equip the SIT workshops and laboratories with up-to-date machineries and IT equipment matched with new latest technologies in application.

f) Strengthen SIT Campus Safety and Security

g) Training, innovate, participate in research focusing on a learner-centred experience, leading to employment and entrepreneurship, serving SIT in spaces that support and enhance good practices, innovation and exemplary work.

h) Ensure programme development which is responsive to new job and career opportunities.

i) Build on its partnership with industry, business, private and non-governmental organisations and educational institutions both locally and internationally to obtain support in training and employment opportunities for the learners and graduates.

j) Strengthen parental involvement.

k) Provide internet access to all staff and learners on SIT campus.

5.2.   The SIT Strategic Plan in Summary

Strategic	Priority Goal Outcomes	Key Performance Indicators	Impact / Long-Term Results	Mission
Encourage development and move for the implementation of new and ongoing strategic initiatives that serve the SIT mission and advance its vision	SIT is a recognized leader in TVET	95 % of graduates secured employment one year after graduation.	SIT is a TVET Centre for excellence and opportunities	To work in partnership with industry, using quality and responsive programmes which incorporate innovation and research to enrich learners' competences for employment, entrepreneurship and lifelong learning in a globalized environment.
Train, innovate, participate in research, and serve SIT in spaces that support and enhance good practices, innovation and exemplary work.	SIT is publishing papers on research and innovation on its website and journals.	One planned activity related to research and innovation is published on SIT website annually	SIT is an attractive Professional centre for upgrading and specialized training	
Fiscal Sustainability, Transparency, Accountability and Effective Management	SIT is fully implementing the Government's Programme Performance-Based Budgeting (PPBB).	Positive Auditor's Feedback Report	Good practices in fiscal sustainability, accountability and PPBB become the norm.	
Value the SIT staff and excellence in teaching and learning	A TVET provider with a full team of satisfied specialised staff	Local Staff Retention rate is very high (80%)	SIT staff are appreciative to their existing welfare and conditions	
Equip the SIT workshops and laboratories with up-to-date machinery and IT equipment matched with new latest technologies in application	Improved access of SIT staff and learners to the latest technological equipment	All SIT Workshops and laboratories are fully equipped with the latest machinery and equipment	Demands for refresher short courses are on the increase	

Strengthen SIT Campus Safety and Security	Improved safety environment for staff and learners no incident of break-in.	SIT Campus is fully covered with CCTV cameras and staff and learners are adhering to all health and safety procedures	SIT is a safe and secure environment for learning.	
Ensure programme development which is responsive to new job and career opportunities.	Quality nationally recognised training programmes are developed	All SIT training programmes are fully validated by SQA	SIT graduates are employed in their relevant field of training	
Build on its partnership with Industry, Business, Private and Non-governmental organisations and Educational Institutions Both locally and internationally to obtain support in training and employment opportunities for the learners and graduates	Increased collaboration with local and international partners	Three collaborative activities involving SIT with local and international partners are established and at least three foreign learners are on exchange studies at SIT and vice versa.	Increased staff and students exchange with local and international partners.	
Strengthen Parental involvement	An effective SIT-Parent Committee actively involved in the education and training process is established.	Parents on the committee are involved in three main activities on the Annual calendar.	Active participation of parents in SIT activities	
Provide internet access to all staff and learners on SIT campus	Improved Internet access to staff and leaners	Internet access is available in all workshops and classrooms	Staff and learners have access to relevant and updated information and contents in order to improve learning and communication	
Ensure that SIT continues to improve the quality in teaching and learning and in other services to all its stakeholders	SIT is established as a fully accredited Professional Centre by SQA	SIT meets all recommendations for full Accreditation including programme accreditation	Learners are graduating with a nationally recognized qualification	

6.   Chapter

THE STRATEGIC GOALS, OBJECTIVES AND ACTIONS

6.1.   STRATEGIC PRIORITY GOAL 1

Encourage development and move for implementation of new and ongoing strategic initiatives that serve the SIT mission and advance its vision.

OBJECTIVE	OUTCOME:	ACTIONS
1.1. To identify and support four initiatives that will emerge from the institution's innovative research, creative, curricular, and administrative work during the period 2019-2023.	The SIT management system and operation become more effective and responsive to modern practices trending in innovation and research.	a) Establish a Research and Innovation Committee (RIC) of twelve (12) persons with its terms of reference and provide necessary support to participate in national, regional and international exhibitions and other events. b) Identify four innovative/creative ideas and develop a plan of execution
1.2. To create, manage and evaluate a portfolio of the four identified strategic initiatives during the period 2019-2023.	An effective quality management system in monitoring and evaluating the identified strategic initiatives is operational.	a) Establish a schedule of monitoring and evaluating the activities associated with four identified strategic initiatives. b) Conduct monitoring and evaluating of the activities associated with the four identified strategic initiatives. c) Create and compile portfolio of the activities associated with strategic Initiatives.

6.2.   STRATEGIC PRIORITY GOAL 2

Fiscal Sustainability, Transparency, Accountability and Effective Management.

OBJECTIVE	OUTCOME:	ACTIONS
2.1. To ensure prudent fiscal management and annual budgeting through constant attention to finances and operations.	SIT is in compliance with the Government's Programme Performance Based Budgeting (PPBB) and implementation guidelines with a sustainable annual budget allocation.	a) Produce the annual estimated budget to cover SIT operations and ensure expenditure is in line with all government's guidelines and procedures on finances. b) Follow all governments guidelines on accountability, transparency and reporting on finances, operations and inventories
2.2. To propose an annual budget vote to support governing board members, Management and staff attendance in both local and overseas conferences, seminars, workshops, and short training.	SIT representation is remarkable both nationally and internationally.	a) Make provision in the annual budget estimation a vote to cover expenses for SIT governing board members, staff attendance on local and overseas missions including learners' exchange.

2.3.	To generate revenue using the different services the Professional centre can offer outside of the Government's support annual budget votes allocation with an annual turn- over of SCR 800,000.00.	SIT revenue benefit is increasing year after year and annual turnover is significant.	a)	Establish a section with a head to assume responsibility for in-service and short courses
			b)	Continue developing customized industry/business training courses specific to individual company needs and opportunities with strategies to market them.
			c)	Establish better procedures to collect revenue resulting from the other services and sale of products and renting of facilities.

6.3.   STRATEGIC PRIORITY GOAL 3

Value the SIT staff and excellence in teaching and learning.

OBJECTIVE	OUTCOME:	ACTIONS	
3.1. To continue to invest in staff development through establishment of a staff development plan which is reviewed annually.	SIT human resource development planning ensures that the right skills are acquired to support the attainment of its vision.	a)	Develop a comprehensive Staff Development Plan with emphasis put in development in teaching and non-teaching staff.
3.2. To develop a high performing leadership culture across all levels of the professional centre.	Teamwork among SIT Staff is remarkable	a)	Organise workshops on leadership management, team building and quality assurance.
3.3. To promote equality and respect diversity where more girls are applying for training at SIT.	SIT is a professional centre where diversity and culture are respected.	a)	Set up a social committee comprising of staff of diverse cultures with responsibility to organise staff gathering activities and events.
		b)	Encourage participation of SIT staff in gender related activities, including workshops, conferences and seminars.

6.4.   STRATEGIC PRIORITY GOAL 4:

Provide internet access to all staff and learners on campus as of 2020.

OBJECTIVE	OUTCOME:	ACTIONS	
4.1. To acquire a second internet connectivity access, more superior than the existing one from a second supplier and a new server with a high capacity than the existing one in 2020.	Internet access to staff and leaners is more reliable	a)	Meet with all internet service providers to discuss on possible internet package on offer
		b)	Conduct research on the best available server unit with a high capacity from local and make selective bidding for the acquisition of the server.
		c)	Follow financial procedures for selection of the best supplier and procurement of the supplier's service for the second internet connection as a well as the high-capacity server unit.

4.2.	To make available free internet access to all fixed computers in computer labs, offices classrooms, workshops and in the library by the end of 2020	A more reliable internet access is available for teaching and learning on SIT campus	a) Acquire all necessary components for internet service distribution to all fixed in Computer labs, offices, classrooms, workshops and in the library.
4.3.	To provide internet access through wi-fi to staff and learners with portable devices with a minimal fee payable semesterly.	Internet access is accessible through Wi-Fi on SIT Campus.	a) Provide a more reliable internet access through Wi-Fi to staff and learners' personal devices.
4.4.	Put in place a digital platform where e-learning /online learning can take place and is accessible to all sit staff and learners.	SIT is an innovative TVET institution offering blended and on-line learning	a) Organise notes, handouts, assignments and assessments based on the validated unit-standard /courses on the different programmes for uploading on the SIT on-line server. b) Explore accessible on-line digital platform offering relevant TVET e-learning to benefit staff and learners of SIT.

6.5.   STRATEGIC PRIORITY GOAL 5

Equip the SIT workshops and laboratories with up-to-date machineries and IT equipment matched with the current technologies in application.

OBJECTIVE		OUTCOME:	ACTIONS
5.1.	To conduct and complete an exercise to write off existing machinery and equipment which are obsolete and which represent a hazard to safety in the workshops by June 2019.	The large majority of obsolete machineries and IT equipment have been identified and written off following the procedures from the Ministry of Finance.	a) Mobilise the specialist lecturers and workshop technicians to identify and produce a list of machineries and equipment which are obsolete for write-off. b) Organise the logistics for the auctioning of written-off machineries and IT equipment with the Ministry of Finance officials.
5.2.	To equip the different engineering workshops with new updated machineries to cater for 16 learners at any one time by 2022.	The workshops are equipped with updated machineries and are responsive to demands for general and specialised trainings.	a) Annually include a budget estimate specifically dedicated to the acquisition of machineries in the SIT annual budget proposal. b) Acquire accompanied software for the different processes on the acquired machineries.
5.3.	To acquire a minimum of 20 new computers for each of the three computer laboratories and 9 new computers for the library by the year 2022.	SIT becomes an IT centre for the young and adults	a) Propose a sufficient budget vote in the 2020, 2021 and 2022 SIT allocations specifically for the acquisition of computers for the laboratories and library. b) Accelerate action to acquire targeted numbers of computers by identifying potential donors and seeking for their sponsorship

5.4.	To secure at least double the existing allocation of funding through annual budget vote proposal for the acquisition of resources toward the regular and ongoing maintenance of sit buildings, offices, classrooms, toilettes and workshops.	SIT facilities are well maintained and meet the quality assurance requirement for lesson delivery, training and safety.	a) Secure budget allocation for the recruitment of a Site and Facilities Manager, as approved the SIT organisational structure to oversee the SIT building facilities including their maintenance. b) Develop and implement a semesterly maintenance plan covering all SIT facilities
5.5.	To ensure availability of materials, tools and other basic resources to avoid disruption of training during every academic year.	Resources for training are adequately available throughout the academic year	a) Review existing procedure for requisition and keeping records of materials, fittings and tools purchased for training for better accountability.

6.6.   STRATEGIC PRIORITY GOAL 6

Strengthen SIT Campus safety and security.

OBJECTIVE	OUTCOME:	ACTIONS
6.1. To set up the SIT Risk and Disaster Emergency Team by December 2019.	SIT is the Professional centre which is safe to entertain learners and visitors with a disaster and risk emergency response mechanism in place.	a) Set up the SIT Risk and Disaster Emergency Team. b) Complete the requirements in the Seychelles Educational Institution Emergency Plan Guide. c) Organise training for Health and Safety Committee (HSC) members. d) Organise annual disaster and emergency drill exercises on Campus with the mobilisation of all staff and learners. e) Ensure all health and safety resources are available and in place.
6.2. Promote knowledge of the safety resources of our Institution throughout the campus.	Safety signs are installed and are visible in all critical locations on campus and staff, learners and visitors to SIT are following safety instructions.	a) Conduct a survey in consultation with the Director for Health and Safety based at the Ministry of Education to identify appropriate Health and Safety signs for the SIT premises. b) Acquire recommended health and safety signs for installation in the appropriate locations.
6.3. To acquire sufficient and install appropriate fire extinguishers and fire hoses and other fire preventive devices in all buildings and facilities of SIT.	SIT is in compliance with national fire and safety regulations and is certified	a) Conduct an audit on the fire equipment around and in the SIT buildings to determine their effectiveness and what in addition are required for installing. b) Acquire and install recommended fire preventive equipment and devices on SIT Campus.

6.4.	Update and increase effective security technologies (camera surveillance, and communication technologies) by the end of 2020.	The SIT Campus is secured with the latest security applications for surveillance and communication.	a) Secure sufficient funding to acquire the latest CCTV cameras for installing at key locations on the SIT campus
6.5.	Conduct Basic First-Aid and emergency training to all SIT staff during second semester of every year.	Outcome: SIT has a team of trained staff in First Aid is prepared for any eventual emergency disaster	a) Organise annually, a Basic First-Aid and emergency training to SIT staff including a drilling exercise to cover all learners on Campus
6.6.	To carry out corrective actions to existing physical infrastructure with consideration for inclusion	SIT can enrol disabled learners for training.	a) Identify locations in the existing buildings to put in place supporting facilities to enable full access to SIT offices, classrooms and workshops by disabled learners.

6.7.   STRATEGIC PRIORITY GOAL 7

Train, innovate, participate in research focusing on a learner-centred experience, leading to employment and entrepreneurship, serving SIT in spaces that support and enhance good practices, innovation and exemplary work.

	OBJECTIVE	OUTCOME:	ACTION
7.1.	To introduce the trade (occupation) of study to new learners, through activities which include research, investigation, on site visits, practical experience with consideration for safety.	Many more SIT graduates are entrepreneurs with innovative activities.	a) Organise one training /meeting session for lecturers on modern teaching and learning techniques and on innovation per semester. b) Establish partnership with the National Institute of Science Technology and Innovation (NISTI) to secure support to young graduates who wish to start their own business and/or develop their innovative ideas in their incubators.
7.2.	To provide relevant and practical learning to all learners in realistic and authentic working environments during and till completion of training	Learner's acquisition of skills and practices are more relevant which make them more job-ready	a) Prepare learners for mastery of skills in well-planned and relevant practical sessions in application of theory. b) Introduce a comprehensive work-based experience (WBE) manual for theory. c) Involve learners in creative activities where innovative skills can be applied. d) Organise annual certificate/prize award events to learner and/or group of learners with the best innovative/creative project produced starting with 2021 graduates

6.8.   STRATEGIC PRIORITY GOAL 8

Ensure programme development which is responsive to new job and career opportunities

	OBJECTIVE	OUTCOME:	ACTION
8.1.	To continuously improve existing programmes and develop new programmes in areas of industry demand in consultation with industry and business using Competency Based Approach (CBA).	SIT programmes on offer are more responsive to the latest development and new technology applications thus meeting expectations from the labour market.	a) Conduct an evaluating exercise to gather information and feedback on the impact of the current programmes on offer on a yearly basis and identify industrial trends and needs for new skills. b) Identify the courses requiring changes in the different programmes and make the necessary amendments by incorporating the new skills within the content. c) Investigate demands for and develop new programmes to response to industry requirement.
8.2.	To continue developing customized industry/ business training courses specific to individual company needs and opportunities.	SIT short courses are valued by reputable business organisations	a) Identify an SIT Staff with suitable qualifications with recommendation to become Head of Programme (HOP) for In-service, part time training and short courses including compilation of unit courses for marketing to organisations and individuals.
8.3.	To provide a market-led on-campus, work-based learning, e-learning and blended learning programmes and courses, from certificate to the highest level, which have seamless progression opportunities and pathways and where delivery is flexible and responsive to learners' requirement by 2022.	SIT has the capacity and is offering programmes for study and training using modern modes of learning to all categories of learners	a) Upgrade all existing Certificate level programmes to Advanced Certificate and Diploma levels. Develop new National Diploma level with exit points at Certificate and Advanced Certificate levels, as per market demands, with emphasis put on campus practical, skills acquisition through work-based experience, in relevant work places and underpinning knowledge gained through e-and blended learnings.
8.4.	Engage learners in innovative activities to do with sustainability, renewable energy, energy efficiency and greening applications which are consistent with community and entrepreneurial development.	SIT graduates are equipped with creative and innovative skills for entrepreneurship activities.	a) Make provision for "Innovation Project Activities" on all weekly timetables in every semester for all programmes offered fulltime, boosting the activities with organised visits to small businesses and inviting representatives of small business as guest speakers and motivate learners to create and produce products which have potential market values.

8.5. To ensure that all learners enrolled on their respective programmes successfully complete training where the graduation rate is 100% on the majority of the programmes by 2023.	To ensure that all learners enrolled on their respective programmes successfully complete training where the graduation [Ma1] rate is 100% on the majority of the programmes by 2023.	a) Establish a more effective learner's performance feedback mechanism based on the different units/courses of study to assess relevancy and skills acquired. b) Set up a more effective students' support system to provide efficient counselling to learners while on training.
8.6. To adopt Recognition of Prior Learning (RPL) as an alternative pathway to access learning and award of qualifications and transfer of credits mechanism and articulation agreements with other educational and training institutions to facilitate pathways, using the National Policy on RPL and SQA Guidelines on RPL as of 2019.	SIT is awarding part and full qualifications through the recognition of prior learning (RPL) process.	a) Identify an SIT Staff to coordinate the implementation of Recognition of Prior Learning (RPL) at SIT. b) Organise trainings for SIT teaching and learning staff on RPL and as RPL Coordinators and RPL Assessors on RPL for implementation of RPL at SIT. c) Select from existing partners, those organisations for renegotiation on existing partnership to also guarantee employment of SIT graduates with them and meet with other new potential organisations to agree on supportive, collaborative activities and in line with the vision and mission strategies.

6.9. STRATEGIC PRIORITY GOAL 9:

Build on its partnership with industry, Business, Private Non-governmental Organisations and educational institutions both locally and internationally to obtain support in training and employment opportunities for the learners and graduates.

OBJECTIVE	OUTCOME	ACTION
9.1. To continuously build partnership with local industry and business organisations to respond to the needs of the labour market and with regional and international educational institutions and other resource exchange organisations for support with facilities, innovative projects, training as well as with learners and staff exchange activities and staff attachment.	SIT is well recognised among local and business organisations as well as in the community and also by international TVET organisations and institutions and is supported with funding and donations for training.	a) Meet with other new potential organisations to agree on supportive, collaborative activities and projects in line with the vision and mission strategies. b) Identify similar regional and international TVET Institutions, other Technical Universities and TVET-related organisations for partnership and technical assistance in projects.

6.10.   STRATEGIC PRIORITY GOAL 10

Strengthen parental involvement

OBJECTIVE	OUTCOME:	ACTIONS
10.1. To form an SIT-Parents committee to actively participate and contribute to the holistic development of their sons and daughters whilst pursuing training at SIT September 2019.	An effective SIT-Parent Committee actively involved in the education and training process of their sons and daughters.	a) Invite parents and shortlist down to 12, to join the SIT-Parents Committee. b) Involve SIT-Parents Committee in writing the Terms of Reference (ToR) for SIT governing Board approval. c) Seek governing board approval for the Committee and its ToR. d) Produce an annual calendar of activities drawn by the SIT-Parents Committee including its implementation for the SIT Governing Board approval

6.11.   STRATEGIC PRIORITY GOAL 11

Ensure that SIT continues to improve the quality in teaching and learning and in other services to all its stakeholders.

OBJECTIVE	OUTCOME:	ACTIONS
11.1. To ensure learner experience and the professional centre performance is supported by more scientific evidences using relevant data by 2020.	SIT has a reliable and effective data management system in place.	a) Recruit a Quality Assurance (QA) Officer. b) Establish a quality assurance committee (QAC) of eight (8) persons with its terms of reference. c) Maintain a robust and effective system and mechanism to gather, process and use learner data, taking into account of all data protection requirements. d) Identify relevant data sets and information for analysis and comparison with national, sector and/or regional benchmarks. e) Make relevant data on learner and SIT performance easily accessible to staff and presenting it in a way that informs the monitoring and evaluation of quality and the SIT performance. f) Ensure that staff have the knowledge and skills to enable them to access and use data safely and effectively, in line with their role, to support evaluation, planning and improvement
11.2. To ensure all sit programmes and short courses on offer to s5 school leaders and others are fully validated by the end of 2019.	SIT programmes and short courses on offer are of quality having met all validation requirements from the Seychelles Qualifications Authority (SQA).	a) Complete all formalities including the SQA programme and short course validation templates necessary to ensure all SIT programmes achieve eventual full validation status. b) Produce and review annually the SIT Prospectus, to enhance marketing of all programmes on offer to

			secondary five school leavers while putting emphasis on strict entry criteria, the outcomes from the programmes, prospects, progression and job opportunities.
11.3. To ensure that all learners selected on all the advanced certificate and national diploma programmes full time are those accepted upon meeting the programme entry criteria only, as of 2020.	Learner applications for acceptance on the Advanced Certificate and National programmes are very competitive among secondary school leavers with high pass grades at IGCSE and TVET.	a) b)	Undertake the selection process with strict adherence to the set entry criteria to fill in the approved quota. Utilise the outcomes from internal verification and audit systematically to further enhance quality assurance processes and procedures.
11.4. To ensure sit achieves full institutional accreditation status by the end of 2020.	SIT is a fully certified accredited Professional centre.	a)	Meet all requirement recommended in the SQA Institutional Self Evaluation Report of 2018 by achieving all targets listed in the Action Plan specified by SQA.
11.5. To maintain a robust and an effective internal verification and audit process by the end of 2019.	SIT is in compliance with all SQA requirement for institutional accreditation as well as with international and government's guidelines on internal and external audit	a)	Maintain a robust and effective internal verification process that ensures: ❖ SIT and external awarding body requirements are upheld; ❖ Learning, teaching and assessment approaches are in line with PC policy and recognised best practice; ❖ Improvement actions are implemented, ❖ Assessment judgements are valid ❖ Compliance with appropriate academic skills to lead and/or to participate effectively in the internal verification process.
11.6. To maintain an approval process that assures the quality and sustainability of the SIT training programmes and short courses for the next five years.	All SIT programmes and short courses are certified with full validation status.	a) b)	Review all training programmes and short courses requiring validation status from Seychelles Qualifications Authority (SQA). Carry out a monitoring and evaluation exercise during programme and course implementation for possible adjustment and add-ons.

7.   Chapter

Conclusion

Seychelles Institute of Technology has set out a new pathway with a guiding vision, mission and values and clear purpose and strategic priorities. The process to develop this new strategic plan started in August of 2018 by a team led by the director. There were presentations and consultations at different levels, involving the Governing Board members, the Management, the teaching and learning staff, support staff and learners' council. Certain views and recommendations suggested by the Tertiary Education Commission (TEC) have been inserted in the final document.

Our vision, mission, values and priorities are an important filter for actions and activities to be undertaken at SIT. We are truly excited about the journey and SIT's position as a unique TVET model and an enabling pathway to employment or to further education. The Strategic plan will be translated into annual action plan assigned to the different departments within SIT.

During the five-year period, progress will be measured through key Performance Indicators (KPIs). The targets to support the achievement of the Strategic Plan will be monitored and evaluated semesterly to allow corrections to be made on the way so as to get positive results. The SIT Governing Board will be kept informed on the processes through feedback report on an annual basis.

The whole of SIT will have to respond to the call to work as a team to perform with synergy for positive results.   Finally, SIT will use the results from the evaluation process to make recommendations for further support to realise the objectives under the different strategic priority goals.

SIT Strategic Plan
2019~2023

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