# TABLE OF CONTENTS

Lists of Figures .................................................................................................................................................. 3  
Lists of Tables ................................................................................................................................................... 3  
Part 1  ........................................................................................................................................................ 4  
  1.1 Introduction ..................................................................................................................................... 4  
  1.2 Institutional performance: 2012 - 2016 ............................................................................................. 5  
Part 2  ........................................................................................................................................................ 7  
  2.1 Introduction and overview ............................................................................................................... 7  
  2.2 Institutional sustainability ................................................................................................................ 7  
  2.3 UP as an anchor institution ............................................................................................................... 8  
  2.4 Transformation .............................................................................................................................. 10  
  2.5 Access and student success ............................................................................................................ 11  
  2.5.1 Enrolment projections .................................................................................................................... 14  
  2.5.2 Undergraduate enrolment .............................................................................................................. 14  
  2.5.3 Postgraduate enrolment ................................................................................................................. 17  
  2.5.4 Distance education ....................................................................................................................... 17  
  2.5.5 Enrolment by major fields of study ................................................................................................. 18  
  2.5.6 Enrolment of black students ........................................................................................................... 18  
  2.6 Strengthened research and international profile ............................................................................. 19  
  2.6 Assessing the University’s performance .......................................................................................... 22  
Part 3  ...................................................................................................................................................... 23  
  3.1 Introduction ................................................................................................................................... 24  
  3.2 Budget overview ............................................................................................................................... 24  
  3.3 Assumptions and adjustments used in preparing the budget ......................................................... 24  
  3.4 Risks associated with this budget and mitigating measures ......................................................... 24  
  3.5 Terminology ................................................................................................................................... 24  
Part 4  ...................................................................................................................................................... 24  
  4.1 Introduction ................................................................................................................................... 24  
  4.2 UP risk register ............................................................................................................................... 24
Lists of Figures
Figure 2.1: Dimensions of student success .................................................................12
Figure 2.2: Black students as a percentage of total undergraduate and postgraduate students ..................19

Lists of Tables
Table 2.1: Undergraduate contact student enrolments (headcounts) ...........................................15
Table 2.2: New undergraduate enrolment by campus and faculty ..................................................16
Table 2.3: Postgraduate contact student registrations 2012 to 2016, projected and actual .....................17
Table 2.4: Comparison of actual and projected HEMIS headcount figures per major field of study ........18
Table 2.5: UP performance against core indicators ...........................................................................22
Table 3.1: Budget 2017, 2018 and 2019: Consolidated ...................................................................24
Table 3.2: Budget 2017, 2018 and 2019: Subsidised Activities .......................................................24
Table 3.3: Budget 2017, 2018 and 2019: Restricted and council designated funds ..............................24
Table 3.4: Budget 2017, 2018 and 2019: Residences .......................................................................24
Table 3.5: Budget 2017, 2018 and 2019: Capital Budget .................................................................24
Table 3.6: Cash-flow projections, 2017, 2018 and 2019 .................................................................24
Table 3.7: Budget for 2017, 2018 and 2019: Earmarked grants 2017/18 .............................................24
Table 4.1: University of Pretoria priority risk and mitigating strategies .............................................25
Part 1
Introduction and overview

1.1 Introduction

The University of Pretoria has developed a new strategic plan\(^1\) to guide the implementation of the University’s vision (UP 2025\(^2\)) from 2017 to 2021. The new strategic plan has maintained the University’s long-term vision, which is “to be a leading research-intensive university in Africa, recognised internationally for its quality, relevance and impact, and also for developing people, creating knowledge and making a difference locally and globally.” While the strategic goals identified in UP 2025 remain important focus areas for the University, the goals have been reformulated in order to align them with the significant changes that have taken place in the University’s external environment. The new strategic goals are:

I. To enhance access and successful student learning
II. To strengthen the University’s research and international profile
III. To foster and sustain a transformed, inclusive, and equitable University community
IV. To optimise resources and enhance institutional sustainability
V. To strengthen the University’s social responsiveness and impact in society

This Implementation Plan (for 2017) is therefore the first of the next five-year implementation cycle of the UP 2025 vision. The plan presents the key priorities and actions for the University in 2017 and, building on the achievements and lessons learned in the past five years of implementing UP 2025, will ensure that UP continues on its steady path towards achieving its vision.

This Implementation Plan, like the one for 2016, has been developed and will be implemented in the context of drastic developments in the country’s higher education sector. As explained in the 2017 – 2021 Strategic Plan, the higher education environment has become increasingly dynamic, complex and volatile. The issues around tuition fees, which came into sharp focus following the 2015 #Feesmustfall student protests, remain unresolved. The Commission of Inquiry into Higher Education and Training, which was appointed by President Zuma to inquire, inter alia, into making higher education fee-free in South Africa, is expected to complete its work in June 2017. Meanwhile, on 19 September 2016, the Minister of Higher Education and Training announced that it was recommended that the adjustment in tuition fees for 2017 should be capped at 8%. This announcement triggered violent student protests across the higher education sector, which have led to the disruption of academic activities and closure of many universities.

In summary, the prevailing context of South African universities is one of unprecedented instability. Academic programmes have been disrupted and many universities have been forced to close. This

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\(^2\) University of Pretoria (2011). Strategic plan: the vision, mission and plan of the University for 2025
instability has significant implications for the sustainability of UP, continuity of teaching and research, its international reputation, and ability to attract international students and top academic staff and researchers. The immediate priority for UP is to ensure the successful completion of the 2016 academic year, and, for 2017, to ensure that the University is sustainable and thrives within the envisaged context of instability and complexity. To this end, UP has to adapt successfully to the changing circumstances by matching the complexity of the prevailing environment. The key drivers that will underpin the University's effective adaptation to the obtaining complex landscape are responsiveness and agility, entrepreneurship and innovation, partnerships and networks, harnessing the power of data analytics, and a dynamic institutional culture.

1.2 Institutional performance: 2012 - 2016

The University has made significant progress in the implementation of the UP 2025 vision over the past five years. The following are the key highlights of this progress.

→ The percentage of undergraduate and postgraduate black contact students increased from 45.14% and 53.25% in 2012 to 49.95% and 56.77% in 2015, respectively.
→ The number of international PG contact students increased from 2050 in 2012 to 2275 in 2015.
→ The percentage of academic staff with doctoral-level degrees increased from 44.06% in 2012 to 62.97% in 2015.
→ The percentage of black academic staff increased from 21.33% in 2012 to 23.16% in 2015.
→ Journal publication units per academic (full time equivalent) FTE staff increased from 0.66 in 2012 to 1.05 in 2015.
→ The number of researchers rated by the National Research Foundation (NRF) has increased by 31.53% from 2012 to 2015.
→ The percentage of successful FTE students to total FTE students (contact) improved from 80.20 in 2012 to 83.58 in 2015.
→ Weighted master’s and doctoral graduate output per academic FTE improved from 0.67 in 2012 to 1.34 in 2015.
→ The number of international academic staff increased from 144 in 2012 to 174 in 2015.

While UP’s performance over the past five years has been strong, in a few areas, the University’s performance lagged. These include:
→ Staff/student ratios;
→ Proportion of black academic staff;
→ completion times and throughput of postgraduate students;
→ Publication impact (citations per paper);
→ Proportion of research articles published in internationally listed journals; and
→ Number of international academic staff and students.

Overall, during 2012 – 2016, UP made meaningful strides towards achieving its strategic objectives. The focus going forward will be to build on the progress made, address areas of weakness and seek to refocus in alignment with the changing context, the new strategic goals and the University’s
vision. The University recognises that the instability in the higher education sector might slow down the pace of implementation and pose challenges to achieving institutional goals. It is incumbent upon UP to implement appropriate adaptive strategies to weather the uncertain times ahead. The University, inter alia, must rethink its approaches to teaching and learning by, for example, optimising technologies for flexible teaching and learning, and implement strategies to ensure continuity of academic programmes and research activities.
Part 2
Strategic goals, expected outcomes and priority initiatives

2.1 Introduction and overview

In the subsequent sections, the expected outcomes and key priorities for each strategic goal, which are grounded in the new five year strategic plan (2017 – 2021), are identified. Unlike previous implementation plans, the current plan takes as its point of departure a focus on outcomes. The plan’s emphasis is on realising broader change that will drive the University toward the achievement of its strategic goals and vision. While the priorities and strategies are discussed against individual strategic goals, several of them have relevance across various goals.

2.2 Institutional sustainability

Key outcomes:

a) A safe environment for students and staff and protection of infrastructure.
b) Solvability, liquidity and sustainability of the University’s finances.
c) Carefully planned and managed (differentiated between and within faculties) student growth.
d) A diverse cohort of excellent academic and support staff employed by the University.
e) Optimal efficiency and sustainability in the use of space, energy and other resources in the design, construction, operations and maintenance of the University’s physical spaces.
f) State of the art information technology innovatively used to support staff and student excellence.

Sustainability is an overarching priority for UP, especially in the current context of declining funding support, uncertainty over tuition fees and the disruption of the academic programme. Our commitment to sustainability permeates all aspects of UP’s institutional life, inter alia, staff and students, resource utilisation, procurement, campus services, the built environment, energy and water utilisation, waste management and information and communication technology. The following are the University’s key priorities regarding sustainability.

→ Ensuring the safety of students, staff and University property.
→ Ensuring the University’s solvability, liquidity and sustainability by, inter alia, increasing all income streams, cost controls and optimising operations.
→ Achieving sustainability in terms of student numbers and ensuring optimal utilisation of capacities, affordability of offerings and demand for places.
→ Increase financial support for students with bursaries and loans (funded students) through own, controlled and administered funds.
→ Retaining and developing a diverse body of excellent academic and support staff.
→ Effective staff planning and re-engineering, where required, to ensure the optimisation of the University’s staff establishment.
→ Ensuring optimal efficiency and sustainability in the use of space, energy and other resources in the design, construction, operations and maintenance of the University’s physical spaces.
→ Positioning UP as an information technology SMART university that uses technology to enhance all its core processes, including providing new and innovative ways of engaging students and staff in academic activities.
→ Improving, developing and maintaining the UP IT infrastructure to facilitate enhanced access to information, teaching and learning, research and engagement opportunities, and the continuity of the University’s academic programme and research activities in the event of disruptions and unplanned campus closures.

2.3 UP as an anchor institution

Key outcomes:

a) A revitalised Hatfield area (a safe, clean and vibrant University precinct).
b) Strategic partnerships that have societal impact and drive up the University’s reputation as a leading African university.
c) Commercialisation of research.
d) Student employment soon after graduation or creation of entrepreneurial ventures (start-ups) soon after graduation.
e) A growing body of high interest, high influence stakeholders engaging with UP.

As part of UP’s commitment to greater engagement with our communities, we have identified the renewal of the urban environment where the University is located, especially the Hatfield area, as a priority. The University recognises that its success (student success, safety of students and staff, attracting talented staff and researchers, enhancing research productivity and impact, and housing for students and staff) is tied with that of its neighbours and the physical surroundings. Accordingly, the well-being of the University’s surroundings is critical for UP. It is in this context that UP has embraced the role of an anchor institution aimed at catalysing the revitalisation of the precincts where it has a footprint and particularly in the UP Hatfield Precinct.

As an anchor institution in the City of Tshwane, and more specifically in Hatfield, the University will take the lead in building “community wealth” as a basis for containing, stabilising and reversing the creeping urban decay, as a pilot for similar initiatives in the communities around its other campuses. In pursuit of these outcomes the University will actively strive to:

→ Direct a greater percentage of its purchasing power toward local vendors in the community;
→ Hire a greater percentage of its workforce locally;
→ Provide workforce training for people in the community needing assistance;
→ Incubate and develop new businesses;
→ Serve as an advisor and network builder to local businesses;
→ Leverage real estate development to promote Hatfield as a “mixed-use” area, including the promotion of retail and employee-assisted housing, amongst others;
→ Take the lead in developing “anchor strategies” by encouraging other anchor institutions (other universities, TVET colleges, hospitals, schools, science councils, churches, libraries, museums, etc.), in the City to adopt similar approaches, and to integrate and harmonise the emerging initiatives into a network that impacts and benefits the collective that is the City of Tshwane community.

The anchor strategy aligns with and complements the University’s prioritisation of the student experience, particularly in terms of facilitating access to higher education, a demographically representative student community, student success, work readiness and employment. This will be achieved by, amongst other strategies, recruiting talented students from non-traditional feeder schools, providing them with appropriate, affordable accommodation and food services close to campus, promoting diversity and integration in the residences, creating academic and social spaces on campus and in the precinct, and access to appropriate technologies to enhance academic success, providing opportunities for community engagement, work integrated learning and internships for students to prepare them for the world of work, and assisting them with finding employment through the careers office, or with creating employment through the incubation of their innovative ideas that can be commercialised.

The University will work closely with all three spheres of government (national, provincial and local) in fulfilling its role as an anchor institution and will use the Hatfield City Improvement District as a vehicle and intermediary for developing the Hatfield Campus Village.

Other priorities for driving the realisation of this strategic goal include:

→ Increasing the percentage of enrolments in Science, Engineering and Technology fields, and of postgraduate students in research master’s and doctoral programmes.
→ Increasing commercialisation of the University’s research by developing an environment where new ideas can be advanced, leading to translation and innovation, promoting the concept of “research that pays” and encouraging entrepreneurship among students and researchers, supporting industry-relevant research, and seeking funding to support innovation.
→ Expansion of continuing education programmes and enhancement of partnerships with various organisations to deliver customised training.
→ Strategic stakeholder management by identifying and strategically managing stakeholders with a view to ensuring a growing body of high-influence, high-interest external stakeholders/partners engaging with the University in mutually beneficial partnerships, expanding and enhancing UP’s engagement with government departments, City of Tshwane and communities, and Leveraging strategic partnerships with external stakeholders to achieve local relevance and strengthen the University’s international impact.
2.4 Transformation

Key outcomes:
   a) Achievement of the employment and enrolment targets as set in the University’s employment equity (EE) and enrolment plans.
   b) Institutional cultures and practices that are welcoming to students and staff from diverse socio-economic and cultural backgrounds.
   c) University of choice for talented students and staff, irrespective of their backgrounds.
   d) Positive image as a transformed university.

UP values diversity, inclusivity and equity as central to the realisation of its vision, and for being important drivers of excellence in research and education that prepare students for an increasingly complex and diverse global environment. The University is also committed to creating an inclusive and enabling environment in which staff and students can thrive – an environment where individual and collective identities can find expression and, at the same time, where staff and students can be outward-looking, engaged and responsive to the contexts in which they live, work and study. In order to realise the goal of transformation, the University will:

→ Ensure a diverse student body as per the approved enrolment plan.
→ Revise staff recruitment practices and policies so as to ensure a systemic and sustained search, intake and retention of staff from the designated groups, so as to achieve the employment equity (EE) targets set in the University’s approved EE Plan, especially at senior levels and in the academic domain.
→ Address all the cultures, practices, symbols and artefacts, policies and processes, overt and covert, which alienate and inhibit transformation.
→ Foster a learning environment free of prejudice and bias in which all students – from different social and economic backgrounds – feel welcome, equally valued and are able to actualise their potential and achieve academically.
→ Eliminate intergroup disparities in the enrolment, retention, and graduation rates of undergraduate and postgraduate students.
→ Procure goods and services from black, disabled persons and black female entrepreneurs and small businesses.
→ Identify and support opportunities to up-skill members of the community through various community engagement activities.

UP institutional plan and budget 2016.
2.5 Access and student success

Key outcomes:

a) Delivery of transformed curricula, using best practices in teaching, learning and assessment.
b) Delivery of programmes via online platforms.
c) Partnerships with reputable international higher education institutions to offer joint degree programmes.
d) Significantly improved minimum-time-to-qualification completion for all undergraduate and postgraduate student cohorts.
e) Increased funding for students.
f) Improved rates of employment and/or entrepreneurial venture start-ups within three months following graduation.
g) Significant reduction and ultimately the elimination of differential student success rates based on race, gender, class and other critical variables.
h) Innovative online learning for enhanced student experience, teaching quality and continuity of academic programmes during disruptions.
i) Excellent integrated services to students and prospective students over the full lifecycle.

The University recognises that the realisation of student success requires appropriate support for students as they progress through their studies and continue to employment, entrepreneurial activity or postgraduate study. The University has adopted a student lifecycle approach to manage students’ experience in an integrated and holistic manner, and ensure their success. This approach involves engaging from an early stage with prospective students to raise aspirations, and then supporting these students during their studies to stay on course, achieve an appropriate qualification, and go on to employment or further study. Thus, the main purpose of the student lifecycle approach is to improve every student’s experience from the moment of their initial contact with UP through to being part of the University’s alumni.

As explained in the new strategic plan (2017 – 2021), the successful implementation of the student lifecycle approach “will entail the integration and close coordination of the various functions related to student success, namely, student recruitment and enrolment, financial aid, student accommodation, teaching and learning support, student affairs and campus safety.” Figure 2.1 below captures the totality of students’ interaction with the University, which underpins their success.

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The administrative experience includes all the student-related administration functions pertaining to the full student lifecycle – from school visits, recruitment, through to application, selection, registration, residence placement, financial aid and graduation. Getting the best (right) students, in the right numbers, into the right programmes (shape and size) is required. Students’ experience of this process should be streamlined, integrated, efficient and effective, and aligned with their needs.

The support experience that the university offers has a direct impact on the well-being of students. This dimension focuses on ensuring that student life is supported through interventions and proactive programmes to ensure that students graduate in minimum time. Support covers aspects of health, counselling, tutoring, mentoring, support groups, societies, academic assistance and financial help.

An enabling environment entails the infrastructure and facilities that are required for student success, as well as the engendering of an inclusive, supportive and stimulating institutional culture, and the provision of opportunities through which students can develop the UP graduate attributes and employability. This dimension includes elements such as library services, digital material access, open learning and social spaces, information and technology infrastructure, residences, educational technology, lecture room infrastructure, transportation, sports, clubs and societies. Closer collaboration between support services is required to ensure the quality of the environment is conducive to students’ needs in terms of living and learning spaces.

In order for a student to graduate in minimum time, the academic experience is critical. This dimension includes the quality of teaching that students experience, monitoring and interventions for students “at risk”, and appropriate curricula. A big challenge that UP continues to face is the deterioration in the staff/student ratio – 1:18.27 in 2012 to 1:26.38 in 2015. The University is aware that the current staff/student ratios are unfavourable. Reducing these ratios coupled with innovative pedagogical models is an important part of enhancing our students’ academic experience.

Staff experience requires that staff throughout UP, both academic and support staff, have a strong student-centred orientation, mainly a commitment to all students being successful, providing nurturing and caring support needed for students to succeed, promoting learning that is rigorous and meaningful, and challenging students to aspire to the highest academic, social and career goals. A challenge for UP is to ensure that staff have the skills and knowledge to respond effectively
to the range of our students' circumstances, experience, expectations and aptitudes.

The final dimension, student responsibility, entails students taking responsibility for their academic work, social life and career development. This dimension is epitomised by the FLY@UP campaign. ‘FLY’ stands for ‘The Finish Line is Yours’. The campaign, inter alia, encourages students to take responsibility for their studies and graduate in minimum time.

Other priorities for ensuring student access and success include:

→ Development of an academic continuity strategy to ensure that the University’s academic programmes continue in the event of disruptions and unplanned campus closures. This strategy will entail, among others, optimisation of IT resources, for example, Blackboard, and ensuring connectivity to UP for students and staff using their own computing devices irrespective of time or place.

→ Delivery of programmes via online platforms.

→ Develop partnerships with reputable international higher education institutions to offer joint degree programmes.

→ Engage the DHET and CHE regarding the funding of online programmes and the regulatory frameworks related to the change of delivery modes and joint degree programmes.

→ Transforming curricula in line with the principles in the framework document, ‘Reimagining curricula for a just university in a vibrant democracy’ as well as the most context appropriate curriculum design and delivery (teaching, including signature pedagogies) principles available.

→ Implementing the FLY@UP project, so as to significantly improve the University’s student throughput rates.

→ Developing articulated curriculum pathways (in cases where curriculum pathways are not always clear) to ensure student success. All faculties will ensure that all undergraduate students are able to follow a clearly articulated curriculum pathways by the beginning of 2018. Proposed curriculum pathways should ideally be informed by available data and allow for sufficient choice at the level of postgraduate studies.

→ Rapidly up-scaling the implementation of the best and most promising and innovative practices in teaching, learning and assessment in a digitally enhanced higher education and socio-economic environment.

→ Developing and implementing a strategy to attract the ‘best students’ (resilient, ambitious and committed) from all SA communities.

→ Programmatically fast-tracking improvements in the physical infrastructure (particularly, teaching and learning spaces and IT resources) and psychosocial environment offered by the University, so that it is more conducive to the success of students from all backgrounds.

→ Significantly enhancing or adding to the systems aimed at acknowledging and rewarding sustained high performance and innovation in teaching for the purposes of the confirmation of appointments and promotions.

→ Up-scaling the extent of data-based decision making for maximising student success.

→ Enhancing creativity and access in the online space. A ‘born digital’ project will be launched by the beginning of August 2016 to encourage the development of fully online master’s courses.
→ Implementing the Work-Readiness and Entrepreneurship (WREn) project, so as to enhance students’ chances of self-actualisation and success beyond graduation.

→ Developing a learning environment conducive to the success of all students. This will entail creating an environment in the University Precinct that is safe, clean, attractive and appropriately equipped to promote student success, review of the Residence Placement Policy to promote student diversity, and provision of counselling, mentoring and tutoring services in residences.

→ Addressing the learning challenges of students from disadvantaged backgrounds, for example, by providing proactive and remedial support for English as an academic language in an equitable and fair manner, and ensuring a learning atmosphere that is sensitive to diversity and supportive to students from disadvantaged backgrounds.

→ Improving delivery of relevant services and co-curricular programmes to students to support student success and wellness.

2.5.1 Enrolment projections

The University has an approved enrolment plan for 2014 – 2019, which was revised and re-submitted to the DHET in 2016. In this plan, the projected growth rate for undergraduate and postgraduate student enrolment is estimated at 1.0% and 1.1% per annum, respectively. The enrolment plan also projects an annual growth of 9.8% for postgraduate students in distance education.

The revision of the enrolment plan was based on enrolment changes from 2013 to 2015, as well as inputs received from the DHET concerning national priorities and the existing resource environment. It should be emphasised that given the conditions of austerity confronting UP, the intake of students will have to be managed very carefully. The University must ensure that enrolments are aligned with the existing physical capacity, supervision capacity (for postgraduate students) and other resources. Equally important is the need to improve pass rates and throughputs at all levels. Throughput rates have implications for institutional resources, research output, research output subsidy and the University’s capacity to grow enrolments.

2.5.2 Undergraduate enrolment

As stated above, the overall undergraduate student enrolment growth is projected at an estimated 1.0% per annum (2014-2019). Given that UP, in terms of its weighted teaching input units, exceeded the set target by 3% in 2015, the enrolment targets for the new first year undergraduate students for 2017 is set to be 0.1% less compared to the target for 2016.

Table 2.1 below provides a comparative overview of the projected and actual enrolment figures of the last five years, as well as the difference between the projected and actual enrolments from 2012 to 2016. As the table shows, the actual enrolment growth (2.4%) in this period is higher than the projected growth rate of 1.3%. This is because actual headcount exceeded the projected targets in 2013, 2014, 2015 and 2016 registrations. The challenge therefore is to minimise future differences in the projected and actual enrolment of undergraduate contact students in order to
keep enrolments within the targets stipulated in the 2014 – 2019 Enrolment Plan and agreed upon with the DHET. It should be emphasised that enrolment growth beyond planned levels is undesirable as it will present considerable challenges in terms of space, class sizes, and the resources needed to provide outstanding education and support to students.

Table 2.1: Undergraduate contact student enrolments (headcounts)

<table>
<thead>
<tr>
<th>Student enrolments</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected*</td>
<td>32406</td>
<td>32963</td>
<td>33520</td>
<td>34067</td>
<td>34633</td>
<td>35230</td>
<td>1.3%</td>
</tr>
<tr>
<td>Actual**</td>
<td>31872</td>
<td>33817</td>
<td>33774</td>
<td>35201</td>
<td>35953</td>
<td>-</td>
<td>2.4%</td>
</tr>
<tr>
<td>Projected minus Actual</td>
<td>534</td>
<td>-854</td>
<td>-254</td>
<td>-1134</td>
<td>-1320</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


** Source: University of Pretoria Profile Statistics (June, annually).

*** 2016 Actual (31 March 2016)

Given the above context, the new undergraduate admission and registration targets for 2017 are as set out in Table 2.2 below.
Table 2.2: New undergraduate enrolment by campus and faculty

<table>
<thead>
<tr>
<th>Campus and Faculty</th>
<th>New first year student registrations (End of February)</th>
<th>Targets for 2017</th>
<th>Estimated realisation rate 2017 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>GROENKLOOF - EDUCATION</td>
<td>976</td>
<td>1275</td>
<td>707</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>0.3%</td>
<td>30.6%</td>
<td>44.5%</td>
</tr>
<tr>
<td>HATFIELD</td>
<td>6480</td>
<td>6753</td>
<td>6341</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>4.2%</td>
<td>6.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>1257</td>
<td>1372</td>
<td>1370</td>
</tr>
<tr>
<td>N Biomedical Sciences</td>
<td>1239</td>
<td>1178</td>
<td>1166</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>2.4%</td>
<td>30.6%</td>
<td>44.5%</td>
</tr>
<tr>
<td>ECONOMIC AND MANAGEMENT SC</td>
<td>1642</td>
<td>1704</td>
<td>1602</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>2.4%</td>
<td>30.6%</td>
<td>44.5%</td>
</tr>
<tr>
<td>HEALTH SCIENCES</td>
<td>0</td>
<td>133</td>
<td>92</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>2.4%</td>
<td>30.6%</td>
<td>44.5%</td>
</tr>
<tr>
<td>EBIT</td>
<td>2055</td>
<td>2074</td>
<td>1828</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>-11.5%</td>
<td>12.9%</td>
<td>9.6%</td>
</tr>
<tr>
<td>MAMELODI</td>
<td>564</td>
<td>637</td>
<td>698</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>-11.5%</td>
<td>12.9%</td>
<td>9.6%</td>
</tr>
<tr>
<td>NATURAL AND AGRICULTURAL SC</td>
<td>463</td>
<td>509</td>
<td>543</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>-2.9%</td>
<td>-3.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>ECONOMIC AND MANAGEMENT SC</td>
<td>101</td>
<td>128</td>
<td>155</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>9.5%</td>
<td>-2.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>ONDERSTEPOORT - VETERINARY SCIENCES</td>
<td>138</td>
<td>134</td>
<td>130</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>9.5%</td>
<td>-2.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>PRINSHOF - HEALTH SCIENCES</td>
<td>1193</td>
<td>903</td>
<td>1035</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>9.5%</td>
<td>-2.9%</td>
<td>14.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9351</td>
<td>9702</td>
<td>8911</td>
</tr>
<tr>
<td>% Growth (year to year)</td>
<td>2.1%</td>
<td>3.8%</td>
<td>-8.2%</td>
</tr>
</tbody>
</table>

As illustrated in Table 2.2, the approved target for new undergraduate enrolments for 2017 is 9814 students – an increase of 10.1% compared to 2016. The high enrollment growth projected for 2017 compared to 2016 (10.1%) is meant to compensate for the significant below target enrolments in 2016 where enrolments were 8.2% below those of 2015. Thus, compared to the 2015 enrolments, the 2017 enrolments are projected to increase by only 1.2%.
2.5.3 Postgraduate enrolment

As with undergraduate enrolments, the admission and registration targets for postgraduate programmes are informed mainly by the University’s Enrolment Plan (2014 – 2019), which was developed, inter alia, on the basis of national requirements for growth as agreed with the DHET. An equally important driver for postgraduate enrolments at UP is its strategic plan, which gives priority to growth of postgraduate student numbers in line with the quest for research intensity.

Table 2.3 below shows projected and actual enrolments for the University for the period 2012 to 2016, and the projected numbers for 2017, for honours, master’s and doctoral degrees.

Table 2.3: Postgraduate contact student registrations 2012 to 2016, projected and actual

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
<th>Hons</th>
<th>Master’s</th>
<th>PhD</th>
<th>Total</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Projected</td>
<td>4110</td>
<td>6053</td>
<td>1536</td>
<td>12215</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>4110</td>
<td>6679</td>
<td>1870</td>
<td>12659</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Projected</td>
<td>4730</td>
<td>6184</td>
<td>1568</td>
<td>12482</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>4730</td>
<td>6786</td>
<td>1998</td>
<td>13036</td>
<td>2.9%</td>
</tr>
<tr>
<td>2014</td>
<td>Projected</td>
<td>3851</td>
<td>7001</td>
<td>1904</td>
<td>12756</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>3851</td>
<td>6951</td>
<td>2173</td>
<td>13464</td>
<td>3.2%</td>
</tr>
<tr>
<td>2015</td>
<td>Projected</td>
<td>3988</td>
<td>7118</td>
<td>1935</td>
<td>13041</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>3988</td>
<td>6949</td>
<td>2282</td>
<td>13189</td>
<td>-2.0%</td>
</tr>
<tr>
<td>2016</td>
<td>Projected</td>
<td>4129</td>
<td>7237</td>
<td>1967</td>
<td>13333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual</td>
<td>4129</td>
<td>6038</td>
<td>2326</td>
<td>[12113]*</td>
<td>[-8.2%]</td>
</tr>
<tr>
<td>2017</td>
<td>Projected</td>
<td>3589</td>
<td>6721</td>
<td>2283</td>
<td>12393</td>
<td></td>
</tr>
</tbody>
</table>

2.5.4 Distance education

Distance education is an important pathway for realising UP’s objective of expanding access to higher education. 9500 students are currently enrolled in the University’s distance education programmes. This number is projected to decline to 7200 in 2017 mainly as a result of the changes introduced by the promulgation of the Higher Education Qualifications Sub-Framework (HEQSF) which, inter alia, occasioned the discontinuation of the Advanced Certificate in Education (ACE) programmes as a pathway to the BEd (Honours) programme. Accordingly, the University is in the process of phasing out the ACE programmes, two of which were offered through distance education.

To ensure that opportunities for access through distance education are not curtailed following the discontinuation of ACE programmes, the University has since approved the introduction of a new distance education BEd (Honours) programme in Teacher Education and Professional Development. The programme’s first intake will register in October 2016.

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6 The DHET recently announced that the implementation date for the HEQSF of June 2014 has been postponed. This postponement has created the possibility that the University can continue with the enrolment of ACE students into the B.Ed Honours programme.
2.5.5 Enrolment by major fields of study

The fields of study in which the University’s students enrol are an important indicator of its contribution to the production of a mix of high level skills in response to the country’s economic, social and labour market demands. The various fields in which students enrol are categorised into four groups, that is, Science, Engineering and Technology (SET), Business and Commerce, Education and Other Humanities (see Table 2.4).

Table 2.4: Comparison of actual and projected HEMIS headcount figures per major field of study

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, engineering, technology</td>
<td>25941</td>
<td>46.3%</td>
<td>25303</td>
<td>25821</td>
<td>26096</td>
<td>1.2%</td>
</tr>
<tr>
<td>Business/management</td>
<td>8840</td>
<td>15.8%</td>
<td>8893</td>
<td>8953</td>
<td>9069</td>
<td>1.7%</td>
</tr>
<tr>
<td>Education</td>
<td>11360</td>
<td>20.3%</td>
<td>15430</td>
<td>14296</td>
<td>11848</td>
<td>5.2%</td>
</tr>
<tr>
<td>Other humanities</td>
<td>9843</td>
<td>17.6%</td>
<td>8886</td>
<td>8932</td>
<td>9718</td>
<td>0.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55984</td>
<td>100.0%</td>
<td>58513</td>
<td>58002</td>
<td>56732</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

As shown in this table, the fastest enrolment growth is planned for in the Education field (5.2% per annum). The accelerated growth in this category was made possible by the establishment of additional facilities in the past five years through the support of the DHET’s funding for infrastructure development.

The enrolment trajectory in the Education field is expected to become more positive with the intake of students in the new study programmes that will become active in 2016 and thereafter. Regarding the category ‘Other Humanities’, a small growth (0.7%) is planned for undergraduate study programmes for 2017.

2.5.6 Enrolment of black students

Assuring access to UP by black students at both undergraduate and postgraduate levels is a critical institutional imperative. Consistent with this imperative, the proportion of black students has been growing and is projected to continue growing as shown in Figure 2.2. In 2017, it is projected that black students will constitute a minimum of 52% of all contact undergraduate enrolments and 56% of all contact postgraduate enrolments.
2.6 Strengthened research and international profile

Key Outcomes:

a) Increased output and impact of research leading to heightened national and international profile and visibility, and improvement of UP’s position in the international university rankings.

b) A more inclusive research environment with greater participation by students as well as academic staff from diverse backgrounds.

c) Enhanced postgraduate throughput and success.

d) Increased innovation support leading to successful commercialisation of research.

UP has an established reputation for excellence in research and is regarded as one of the top five research-intensive universities in the country. We aspire to advance the frontiers of knowledge and to make a positive impact on the world by focussing on areas of significant societal need and regional relevance, where creative, innovative responses to major challenges can provide new solutions, in a rapidly changing environment. The University has wide-ranging expertise and hosts a number of centres of excellence and research platforms, focussing on some of the major global questions. In an environment of rapid social, political and economic change, both internal and external to the University, our research programmes will also be developed to respond to the challenges that hinder transformation towards a prosperous, equitable and sustainable future for South Africa, Africa and the world. In addition to pursuing high impact research in our areas of strength (Agricultural Sciences, Clinical Medicine, Engineering, Environment and Ecology, Molecular
Sciences, Plant and Animal Sciences, Social Sciences, and Veterinary sciences), we will develop greater impact through a focus on areas of immediate relevance to our environment and community. These will include the development of institutional research programmes on big data science and digital technologies, linked to applied areas such as astrophysics, earth observation, epidemiology and genomics. We will address our regional urban challenges through a research focus on future cities and smart transportation, and we will continue to address health issues through research on topics such as Sports Medicine, Nutrition, Neuroendocrinology, Malaria, Nuclear and Molecular Medicine.

The volatility in the higher education sector, especially violent student protests, has occasioned the disruption of academic programmes and research activities, especially because of the resulting unplanned campus closures. Given this context, ensuring research continuity is a critical priority. To this end, the University will develop the appropriate research continuity capabilities, which will include partnerships with nearby research institutions.

The following are the key priorities for this goal.

**Ensuring research continuity and resilience**

→ Research continuity planning to ensure that research and postgraduate training programmes are sufficiently responsive to achieve continuity and productivity in uncertain, disruptive and resource-constrained conditions.
→ Develop virtual laboratories and/or secure partnerships with institutions with such laboratories, to provide access to our students and researchers.
→ Develop a web and e-learning presence and capability to support postgraduate students and supervisors.

**Doing research that has greater impact**

→ Incentivise and invest in high impact research areas as follows:
  — An institutional research focus on big data science and digital technologies, building upon strengths in computing and data science to develop crosscutting, multidisciplinary competencies, and linking data science with the University’s established and expanding expertise in a number of relevant related fields such as artificial intelligence, epidemiology, and genomics.
  — A research focus on future cities and smart transportation by establishing research in relevant areas, especially related to the African continent, including transdisciplinary approaches to sustainability.
  — Develop *Future Africa* as a leading centre with teams of researchers collaborating on the complex questions faced by Africa.
→ Prioritise internationally recognised research with an emphasis on interdisciplinary approaches needed to address complex challenges.
→ Build partnerships with key stakeholders.
→ Seek greater levels of research funding by identifying national and international funding opportunities to pursue in collaboration with strategic partners.
→ Maintain high impact research in fields where the University has established expertise and recognition.
→ Implement a revised policy on the use of research subsidy allocations to incentivise high impact research publications.

Playing a leading role in research in Africa

→ Finalise and implement the research plan for Future Africa.
→ Develop a recruitment plan for attracting African postgraduate fellows and postgraduate students.

Creating a more vibrant and transformed research community

→ Build greater research capacity to enable transformation and development of the University’s research base, and thereby contribute to improving UP’s research output, impact and visibility by:
   (a) Developing emerging fields at the threshold of attaining high impact status.
   (b) Strengthening programmes for development of emerging researchers.

→ Develop research support interventions to provide a more enabling environment including:
   (a) Support for statistical analysis.
   (b) Research Data Management systems.

→ Internationalisation activities to increase UP’s international visibility and impact, including:
   (a) Strengthening collaboration with African universities and African research centres.
   (b) Building international partnerships and research collaborations which contribute to the research profile of the University, contribute to funding, and bring international visibility.
   (c) Attracting international staff and students to the University.
   (d) Increasing international postgraduate numbers through strategic partnerships, for example, by offering relevant joint degrees.

→ Enhance research productivity of women and black academics by:
   (a) Implementing initiatives designed to support black and women researchers to conduct research and to publish.
   (b) Setting publication targets for emerging black and women researchers for mentors and heads of departments.
   (c) Setting targets for supervisors, mentors and heads of departments for doctoral completions by emerging black and black female researchers.

Enhancing student success through research at all levels

→ Build an inclusive culture of research throughout the institution by involving students at all levels in the University’s research programmes, as a mechanism for enhancing their experience as well as their academic success.
→ Seek funding to enable the establishment of a research Chair focussing on student success.
→ Develop the postgraduate learning and research environment and experience, to enhance student success through a programme including coordination of postgraduate recruitment
according to targets set for enrolment at honours, master’s and doctoral level, and for black, female and international students, aligned with the availability of supervisory capacity, and improvement in the time-to-graduation for postgraduate students.

Providing pathways for innovation

→ Develop innovation activities through establishing innovation centres (in particular, Tuksnovation) where information and training can be provided by experts, with intellectual property support through the Technology Transfer Office, and linkages built with relevant industry/business sponsors.

2.7 Assessing the University’s performance

UP has identified the metrics indicated in Table 2.5 below to monitor progress and success in the realisation of its key priorities. The metrics relate to specific outcomes, the achievement of which will lead to the realisation of the University’s strategic goals.

Table 2.5: UP performance against core indicators

<table>
<thead>
<tr>
<th>PERFORMANCE INDICATORS</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Target 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 % academic staff with doctoral degrees (excluding joint appointments)</td>
<td>54.6</td>
<td>56.2</td>
<td>62.97</td>
<td>64.03</td>
</tr>
<tr>
<td>2 % Black staff (Department of Labour EE definitions)</td>
<td>38.8</td>
<td>41.2</td>
<td>42.78</td>
<td>56.8%</td>
</tr>
<tr>
<td>3 Publication units per academic FTE staff</td>
<td>0.75</td>
<td>0.81</td>
<td>1.05</td>
<td>1.18</td>
</tr>
<tr>
<td>4 Weighted M and D graduate output per academic FTE staff</td>
<td>0.80</td>
<td>0.88</td>
<td>1.34</td>
<td>1.85</td>
</tr>
<tr>
<td>5 First-time entering undergraduate headcount enrolments*</td>
<td>8 497</td>
<td>8 648</td>
<td>8 773</td>
<td>8 937</td>
</tr>
<tr>
<td>6 Total undergraduate headcount enrolments*</td>
<td>35 777</td>
<td>34 747</td>
<td>35 551</td>
<td>35 450</td>
</tr>
<tr>
<td>7 Master’s headcount enrolments*</td>
<td>6 676</td>
<td>6 853</td>
<td>6 911</td>
<td>6 721</td>
</tr>
<tr>
<td>8 Doctoral headcount enrolments*</td>
<td>1 978</td>
<td>2 155</td>
<td>2 279</td>
<td>2 283</td>
</tr>
<tr>
<td>9 Number of graduates in scarce skills areas (excluding distance education)</td>
<td>4 365</td>
<td>4 257</td>
<td>4 684</td>
<td>4 809</td>
</tr>
<tr>
<td>10 % of black contact students to total contact students</td>
<td>49.1</td>
<td>50.3</td>
<td>51.9</td>
<td>54.5</td>
</tr>
<tr>
<td>11 % registrations in SET (contact students)*</td>
<td>52.3</td>
<td>53.3</td>
<td>52.50</td>
<td>52.70</td>
</tr>
<tr>
<td>12 % successful FTE students to total FTE enrolments*</td>
<td>81.5</td>
<td>82.7</td>
<td>83.6</td>
<td>84.00</td>
</tr>
<tr>
<td>13 FTE contact students per FTE teaching staff member</td>
<td>20.1</td>
<td>21.2</td>
<td>26.44</td>
<td>25.77</td>
</tr>
</tbody>
</table>

* HEMIS submission
Part 3

Budgets and cash flow projections

Note: Part 3 is not included in this version of the plan.
## Part 4

### Risk management

#### 4.1 Introduction

Risk management is a critical element of UP’s internal control and governance arrangements. The University has implemented an integrated risk management regime to manage risk appropriately, minimise their adverse effects and maximise potential opportunities.

#### 4.2 UP risk register

The University's Risk Register for 2016 identifies 26 risks in order of priority. The top risks (ranked 1 and 2) confronting the enterprise of the University and their key mitigation strategies are listed in the table below.

**Table 4.1: University of Pretoria priority risk and mitigating strategies**

<table>
<thead>
<tr>
<th>No</th>
<th>Risk ranking</th>
<th>Risks</th>
<th>Mitigation strategies</th>
</tr>
</thead>
</table>
| 1  | 1            | Revenue shortfalls as a result of a recurrence of the zero percent fee increase, the implementation of a regulation of tuition increases and a real decline in subsidy funding. | → Budget prioritisation 2017 – 2021.  
→ Possible freezing of vacant positions.  
→ Cutback on operational budgets.  
→ Growth of third stream income. |
| 2  | 2            | Insufficient progress to meet EE goals and targets.                  | → A succession planning framework, with requisite development initiatives, that is closely aligned to the EE targets will developed.  
→ A disability awareness programme will be rolled out during 2016.  
→ New quarterly EE progress reporting to the executive and deans and directors. Also for all EE monitoring submissions. |
| 3  | 2            | Instability in student governance.                                  | → Implement the proposed avenues for communication and engagement between students and office of the VC and Executive.  
→ Consider a review of the student constitution.  
→ Plan for upcoming student elections.  
→ Use of Votenet to facilitate electronic elections. |
| 4  | 2            | Instability within the University and the higher education sector disrupting institutional operations. | → Design planning frameworks to ensure the leadership of faculties and support service departments have to focus on transformation.  
→ Review of the Events Policy (Rt 397/15) with a view to: aligning it with the security strategy (taking into consideration the current climate); controlling costs without it negatively impacting on the academic project; eliminate fronting; and strengthening the accountability provisions. |
<table>
<thead>
<tr>
<th>5</th>
<th>2</th>
<th>Ineffective management of non-compliance with HR policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>→ 5 core policies are currently under review (Recruitment and selection, Leave, Working hours and overtime, Contract appointments and sabbatical policy).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ All recruitment campaigns are monitored by HR staff as well as union representatives. Appeal and grievance processes are available whereby any party involved in recruitment can raise concerns about lack of compliance. Training is also given on all recruitment processes to all those involved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Functionality to declare conflict of interest is available on PeopleSoft HCM. Regular audits of potential conflicts of interest are performed by Finance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Training on disciplinary processes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Sick leave audits.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ A policy review framework will be developed and managed to ensure that the review of all HR policies adheres to the Information Governance standards of the University.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>2</th>
<th>Insufficient institutional transformation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>→ Implementation of the University’s EE strategy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Close monitoring of EE targets for faculties and support service departments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>2</th>
<th>Implementation of the insourcing agreements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>→ The detail of each individual insourcing agreement with each contractor is handled separately as each has its own challenges; however, this is dealt with on a case by case basis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Systems have been adapted where necessary to accommodate new benefits, salary ranges and payment methods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ All legal contracts are monitored and signed off by EOH.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ New policies or addendums to policies will need to be drafted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ The legal risks will have to be taken into consideration on a continuous basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>2</th>
<th>Reputational risk for UP (as a result of the instability in the sector) in terms of international standing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>→ Lobbying for adequate resources (human and financial) to facilitate media queries and run media campaigns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Implementation of an integrated marketing communication strategy including a media plan with a strong focus on increasing visibility.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Regular media training and refresher courses provided to spokespersons and academics/researchers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Arranging media visits to the campus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Media policy in place to govern interaction with the media.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Stakeholder map being re-developed to ensure thorough understanding of the main stakeholders and their communication requirements in relation to the University.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Regular market research on the requirements of the target audience to ensure that UP interacts efficiently and effectively with target audiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Measurements in place to monitor the implementation</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>Inadequate safety and security in surrounding areas including the overall deterioration of the Hatfield area and a misalignment between the CoT integrated development plan and UP Campus Master Plan.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Establishment of the Office of Government Relations and Special Projects. The first “special project is focussed on the UP Hatfield Precinct with the specific objective of creating an attractive, safe and desirable environment to promote the academic enterprise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Development and implementation of the UP Hatfield Precinct Plan to counter urban decay in the area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Development and consolidation of the extended Hatfield CID.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Renewal of the MoU with the City of Tshwane with specific references to the upkeep and control (crime prevention, substance abuse, adherence to by-laws, prevention of illegal activity, traffic regulation, etc.) of the Precinct.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Restructuring and upgrading of the Hatfield CID governance and operational structures to improve its efficiency, effectiveness and economy with a view to achieving the objectives of the Precinct.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Discussions with the City of Tshwane Planning Department to align UP planning with long-term City planning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>2</th>
<th>Less than optimal throughput and success rate of postgraduate students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>→ Enhanced information management to track, monitor and support postgraduate student progress to be added to the PeopleSoft system to be implemented by ITS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Amended policy on registration dates and milestones during study programmes to ensure completion (e.g. completion of proposals and ethics clearance by specified dates).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Revision of UP bursary allocation processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>2</th>
<th>Illegitimate or unauthorised access to UP systems and data resulting in disclosure, damage or loss of confidential and/or personal information, and subsequent litigation against UP, fines and/or loss of reputation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>→ Increase awareness of data breach risks and responsible user behaviour.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>→ Increase the scope of implementation of automated security controls.</td>
</tr>
</tbody>
</table>
| | | → Investigate, deploy and stabilise appropriate centralized UP managed data storage capabilities (rather than local hard drives and removable storage devices) for the
As illustrated in the table above, UP’s most critical risks are related to our potential failure to achieve our strategic goals. The University’s risk management strategy therefore directly addresses the risks that may influence the successful realisation of our goals.