hugenote kollege

HUGENOTE KOLLEGE STRATEGIC PLAN 2025 – 2030

5-Year Strategic vision statement: ***EQUIPPING FOR PURPOSE, TRANSFORMING TO LEAD***

Corporate brand identity statement: ***GEBED, ROEPING, DIENS. – PRAYER, CALLING, SERVICE***

Executive Summary

On 18 October 2025, the Higher Education Act, 1997 (Act no 101, of 1997) promulgated a policy for the recognition of South African Higher Education institutional types determined in terms of section 3 of the Higher Education Act. This policy forms the backbone for the 5-year strategic plan consulted, developed and presented to key stakeholders of the Hugenote Kollege. The Hugenote Kollege stands at a pivotal moment in its journey—deeply rooted in a legacy of faith, compassion, and academic formation, yet fully engaged with the challenges and possibilities of a changing South African and global higher education landscape.

This Strategic Plan (2025–2030) reaffirms our commitment to being a leading Christian Higher Education Institution that equips next-generation leaders to transform society through compassion, wisdom, knowledge, skills, and purpose. Grounded in our founding vision and carried forward by a shared vocation, we seek to foster learning that is contextually relevant, academically excellent, socially responsive, and spiritually grounded.

The strategic plan was developed through a participatory process with leadership and staff, and is aligned with national policy frameworks, the Higher Education Qualifications Sub-Framework (HEQSF), CHE and DHET Policy 6741 (2025) provisions for Private Higher Education institutions to transition to *University College* and eventual *Private University* status, and the long-term developmental goals of South Africa and the African continent.

The plan is built around six strategic goals:

1. **Excellence in Teaching and Learning** – advancing student-centred pedagogy, curriculum transformation, and future-focused, values-based education in the fields of Social Work, Psychology, relational economics , and Education.
2. **Research and Innovation for Transformation** – expanding research capacity and outputs with an emphasis on applied, interdisciplinary, and community-rooted scholarship.
3. **Community Engagement as Mission and Practice** – embedding meaningful, reciprocal partnerships with communities and stakeholders, and positioning the institution as a catalyst for social justice and healing.
4. **Human Resources and Organisational Culture** – attracting, retaining, and nurturing a committed academic and professional community through a values-driven, inclusive, and ethical culture.

5. **Digital Transformation and Operational Excellence** – modernising systems, enhancing digital access, and ensuring institutional agility and efficiency.
6. **Institutional Sustainability and Growth** – securing financial sustainability, diversifying income streams, expanding programme offerings, and positioning for future transition from University College to Private University.

In addition, a seventh enabling priority has been identified which will form the backbone and driving force in each of the other strategic goals.

Institutional Type Transition Planning – preparing for phased development from a registered Higher Education Institution to a University College, and ultimately a Private University, in alignment with national policy and the needs of our stakeholders.

This plan is underpinned by robust risk management, strategic enablers, and performance measurement mechanisms. Annual Performance Plans (APPs) will be derived from this strategy, ensuring that each portfolio and faculty contributes to institutional goals in measurable and accountable ways.

Above all, this strategy is a living document. It invites us to move forward with purpose, anchored in our calling, inspired by our faith, and united by a shared hope: to educate and form leaders who will bless, serve, and transform the world they inherit.

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Vision:

To be a leading Christian Higher Education institution that equips next generation leaders to transform society through compassion, wisdom, knowledge, skills and purpose.

Mission

Producing graduates who are well-equipped to flourish and make a difference. To realise this we will:

- Equip our students to be resilient, to have integrity and wisdom and to act with compassion
- Develop integrated, innovative and relevant knowledge, attitude and skills
- Produce research to transform a sustainable society
- Expand impact through partnerships in faith-based communities, with strategic stakeholders, and purpose-driven communities

Purpose

Hugenote Kollege exists to cultivate a new generation of resilient, compassionate leaders—rooted in Christian values—who are equipped to bring healing, hope, and transformation to society.

Amidst the persistent realities of inequality, poverty, violence, and fractured communities, we envision graduates who live with wisdom, integrity, and purpose—those who serve not for power or privilege, but to restore dignity, create meaning, and deepen the human experience.

Our calling is to develop both human and social capital through a tapestry of accredited programme offerings typically within Bachelor's degrees, Honours programme offerings, Master's programme offerings and ultimately PhD degrees. We also focus on diplomas, certificates, short courses, and context-responsive training—formal and non-formal—that empower students to lead with courage where they are most needed. This includes, but is not limited to, the social sector, extending to faith-based communities and broader society.

Anchored in our unique history, Hugenote Kollege draws on its deep theological and social roots to form leaders who are not only educated, but transformed—agents of sustainable change who embody compassion and seek the common good.

Our Value Proposition

Hugenote Kollege: Rooted in Faith, Driven by Purpose, Guided by Values

At Hugenote Kollege, we believe education is more than the transfer of knowledge—it is the cultivation of people, the shaping of personal and professional character, and the equipping of leaders who will carry hope, purpose and meaning into the heart of society.

What makes us different is not only *what* we teach, but *how* and *why* we teach. As a Christian academic institution, our identity is deeply anchored in prayer, calling, and service. We are a community that values people—this includes students, staff, stakeholders and the world we are called to serve.

We offer a learning experience grounded in:

- **Faith and Purpose**: We are a faith-based institution where every programme, interaction, and decision is undergirded by our calling to serve God and humanity.
- **Integrity and Trust**: We honour the sacred trust placed in us by families and communities. We commit to being reliable, ethical, and transparent in all we do.
- **Innovation and Imagination**: We nurture creative thinkers who are able to imagine new possibilities for a just and transformed society.
- **Contextual Relevance**: We engage deeply with the South African and African context, shaping our curricula and outreach to meet real needs with real solutions.

- **Social Justice and Compassion**: We advocate for equity, inclusion, and the dignity of all people, forming graduates who stand with and for others.
- **Community and Belonging**: We are more than a campus—we are a caring, intergenerational community where students are known, nurtured, and celebrated.

Our value proposition lies in our rooted commitment to form whole leaders (The T-shaped student) —resilient in spirit, wise in judgment, and bold in compassion—who are prepared not only to invest in personal well-being, but to help heal and transform the world around them.

At Hugenote Kollege, our pedagogical approach is a reflection of our ethos, our mission, and our hope for society. As a faith-informed institution, we approach teaching and learning as formative to character, the acquisition of knowledge, and the commitment to community in a carefully negotiated balance.

Our pedagogy is underpinned by a classical rhetorical model—**Ethos, Logos, and Pathos**—which we reinterpret within a contemporary, socially responsive higher education framework, namely:

- **Ethos** – the character and formation of the *student*. We believe learning begins with *who* we are becoming. Therefore, we emphasise the development of integrity, resilience, and compassion in our students as future leaders in society.
- **Logos** – the strength and structure of the *message*. We honour academic excellence by engaging students in rigorous, contextually relevant learning, underpinned by critical thinking, faith-informed reasoning, and interdisciplinary scholarship.

- **Pathos** – the lived reality of the *community*. Our learning is responsive, not abstract. We recognise the needs, hopes, and challenges of our society, and our pedagogy equips students to respond to these with empathy, wisdom, and courage.

This triadic foundation is infused with a socially responsive model, recognising the mutual relationship between Hugenote Kollege and the communities we serve. We believe that knowledge is not only to be generated and preserved, but shared—so that the fruits of academic pursuit may contribute to healing and hope in a society marked by inequality and division.

Thus, our pedagogy is:

- **Contextual**: Rooted in the lived realities of South African and African communities.
- **Transformative**: Aimed at holistic formation—mind, heart, and spirit.
- **Integrative**: Woven into our curricula, strategic goals, and every department.
- **Reflective and Practical**: Encouraging staff and students alike to embody our values in daily teaching, learning, and engagement.

Strategic Principles

Our strategic principles form the foundation of our institutional identity and decision-making, guiding us as we navigate the complexities of higher education, societal need, and global responsibility:

1. **Faith-Informed Purpose**

   We are anchored in our Christian heritage and calling. Every strategic decision is made in alignment with our faith-based identity—honouring our founding purpose of healing, service, and the pursuit of justice through education.
2. **Student-Centred Formation**

   We prioritise the holistic development of our students—academically, spiritually, ethically, and socially. We believe in cultivating integrity, resilience, and a deep sense of responsibility in all those we teach.
3. **Contextual Relevance and Social Responsiveness**

   We are committed to understanding and responding to the unique challenges of our communities, particularly in the South African and African context. Our strategies are informed by real-world needs and aim to produce knowledge and graduates that bring meaningful change.
4. **Sustainable Community Impact**

   We do not exist in isolation. We form collaborative partnerships with faith-based communities, NGOs, industry, and public stakeholders to extend our impact beyond the classroom—fostering sustainable transformation across sectors.
5. **Academic Excellence and Innovation**

   While rooted in tradition, we embrace innovation. We commit to the continuous renewal of our curricula, research, and teaching methods to ensure relevance, academic integrity, and excellence in a rapidly changing world.

6. **Ethical and Participatory Governance**
   We uphold transparent, inclusive, and accountable leadership. Our governance practices reflect our values—ensuring that decisions are made collaboratively and in service of the common good.
7. **A Culture of Trust and Servant Leadership**
   We believe that transformation begins with trust. We foster a culture where servant leadership is lived, where staff and students are valued, and where trustworthiness underpins all our relationships and actions.

Situational Analysis: Hugenote Kollege

1. Internal Analysis: SWOT Framework

Strengths (S)

Hugenote Kollege's strength lies in its deeply rooted identity as a Christian, values-driven academic institution committed to holistic formation and social transformation. Core strengths include:

- **Mission-driven education**: Programmes are developed in response to a sense of calling, not merely regulatory compliance, with a strong emphasis on community upliftment and social justice.
- **Rich institutional heritage**: A meaningful history of service and theological training anchors the College’s identity and inspires future direction.

- **Faith-based yet inclusive ethos**: While firmly rooted in Christian values, the College welcomes students from diverse backgrounds and faiths, fostering a respectful and spiritually enriching learning environment.
- **Supportive learning community**: Hugenote Kollege provides a safe, nurturing, and relational academic space that prioritises trust and student well-being.
- **Distinctive pedagogical framework**: Teaching is grounded in the integration of ethos (character of the student), logos (academic depth), and pathos (community relevance), embodied through a socially responsive model.
- **Commitment to accessible education**: The College has a longstanding commitment to offering theological, social leadership, and contextually relevant training to students from various contexts and denominations.
- **Affordable study options**: Tuition structures make studies more accessible to a broader population.
- **Inclusive language policy**: A flexible and welcoming language environment contributes to accessibility and cultural responsiveness.

Weaknesses (W)

Hugenote Kollege faces several internal challenges that require strategic attention:

- **Financial vulnerability**: A limited funding base and over-reliance on tuition income challenge sustainability.
- **Digital limitations**: Outdated infrastructure and lack of digital training affect competitiveness and operational efficiency.

- **Insufficient academic capacity**: Some programmes require updated curricula, and there are gaps in staffing and faculty development.
- **Operational inefficiencies**: Time and resource allocation across departments need to be optimised.
- **Compliance and risk areas**: Gaps exist in regulatory compliance, including copyright (DALRO) and personal information protection (POPIA).
- **Curriculum misalignment**: A review is required to ensure programmes are aligned with institutional pedagogy and the evolving needs of society.

Opportunities (O)

Hugenote Kollege is well-positioned to respond to opportunities in the higher education and social development landscapes:

- **Development of third-stream income**: There is strong potential for growth through short courses, community training, applied research, and partnerships.
- **Expansion into non-formal and vocational learning**: The College can respond to community needs with accessible, contextually relevant offerings by creating a career progression pathway for students.
- **Strategic partnerships**: Collaboration with churches, NGOs, development agencies, and regional education providers can expand impact.
- **Rising demand for ethical leadership**: As society seeks morally grounded, community-oriented leaders, the College can offer specialised training in governance, ethics, and spiritual formation.

- **Digital transformation**: Investments in infrastructure and training can enable hybrid and online models that increase reach and resilience.

Threats (T)

External pressures require careful mitigation and strategic planning:

- **Increased competition**: Other institutions offer broader academic portfolios and alternative faith-based options that attract similar student populations.
- **Regulatory burdens**: Compliance with higher education and data protection requirements poses significant administrative demands.
- **Economic constraints**: Students and families face affordability challenges, impacting enrolments and fee recovery.
- **Reputational vulnerability**: In a saturated education market, lapses in quality or student experience could damage public trust.

2. Strategic Risks and Mitigation

Risk	Mitigation Strategy
Financial sustainability	Diversify income through third-stream offerings, donor partnerships, and better time allocation across staff portfolios
Limited digital infrastructure	Invest in IT upgrades and staff training; develop online platforms
Academic capacity	Conduct faculty needs assessment; renew curricula; invest in training and development, repurpose according to new focus on new institutional types.
Compliance requirements	Strengthen governance systems; establish dedicated compliance oversight
Operational inefficiencies	Implement strategic workload planning; streamline internal processes, repurpose operational needs according to new institutional types
Competition	Clarify and communicate distinctive value proposition; explore niche offerings aligned to mission and identity

3. Competitive Advantage: What Distinguishes Hugenote Kollege

Hugenote Kollege holds a unique and enduring position in the higher education sector due to:

- A calling-based approach to education, where formation is spiritual, ethical, and intellectual.
- A historically anchored identity of 150 years that speaks to resilience, legacy, and generational impact.
- A holistic and values-based pedagogy focused on transformation through service, wisdom, and faith.
- A community-responsive curriculum, shaped by local realities and global responsibility.
- A culture of trust and servant leadership, which underpins student support and institutional ethos.
- An inclusive theological and educational environment, where academic excellence is combined with spiritual care.

External Environmental Analysis: Hugenote Kollege

1. Evolving Higher Education Landscape: Global Trends and Local Relevance

A. Future Student Needs

The next generation of students expects learning to be relevant, flexible, personalised, and purpose-driven. For Hugenote Kollege, this presents both challenge and opportunity:

- **Lifelong Learning in a Non-Linear World**
  Students no longer follow predictable educational paths. Hugenote Kollege must expand access to short courses, online offerings, and post-qualification upskilling to serve professionals at all stages of life.
- **Flexible, Seamless Higher Education**
  Programmes must allow modular and stackable learning journeys. The integration of Credit transfer possibilities, and Recognition of Prior Learning (RPL) becomes crucial.
- **Multi-Institutional, Multi-Disciplinary Experiences**
  Partnerships with local and international institutions can enrich student exposure and enable collaborative degrees or shared modules across disciplines such as theology, social innovation, governance, relational economics and ethics.
- **Labour Market-Relevant Skills**
  Programmes must incorporate practical, work-integrated learning (WIL) components. Skills-based curriculum design in social leadership, community development, and trauma-informed care will increase employability and social impact.
- **"Skills over Degrees" Emphasis**
  Hugenote Kollege must position itself as a provider not only of full qualifications but of flexible skills-based training, especially for public sector, NPO, and faith-based employment pathways.
- **Education as a Service (EaaS) & Micro-Credentialing**
  Micro-credential offerings aligned to SDGs and AU Agenda 2063 can support Hugenote's commitment to

social transformation. These can include short programmes in areas like child protection, ethical leadership, or community resilience.

B. The "T-Shaped" Graduate

To meet future market demands, students must develop specialist depth (the vertical of the T) and broad generalist competencies (the horizontal of the T). This aligns with the College's holistic, character-based pedagogy and mission-driven purpose:

- Specialised knowledge in areas such as relational economics, social work, education, primary health care and governance
- Cross-cutting skills, such as communication, cultural sensitivity, emotional intelligence, integrity, critical thinking, and ethical reasoning, are especially important in a changing world of Artificial intelligence.

The College's pedagogical model (Ethos, Logos, Pathos) provides a natural fit for T-shaped learning.

2. Strategic People and Stakeholder Considerations

A. Workforce and Talent Trends

- **Alignment of personal and institutional values**: Staff and students are increasingly driven by purpose. Hugenote Kollege's strong value base, rooted in service and faith, offers a strategic advantage in attracting purpose-driven professionals and learners.
- **Human Experience (HX) replaces Employee Experience (EX)**: Institutional culture must increasingly respond to the physical, emotional, and spiritual well-being of both students and staff.
- **Multi-Generational Workforce**: With both older staff and Gen Z students, there's a need for intergenerational dialogue, flexible management, and digital adaptability.
- **Rise of Super Teams and New Collaboration Models**: Technology will enable more decentralised, project-based learning and staff collaboration. Hugenote Kollege will need to modernise its infrastructure to support this.

B. External Stakeholder Dynamics

- **Government and Private Sector Collaboration**
  To address unemployment and community needs, the Hugenote Kollege should position itself within broader development agendas by forming strong relationships with local authorities, donor agencies, and NGOs.
- **Community Involvement in Programme Design and Delivery**
  Hugenote Kollege is well-positioned to co-create curricula with local leaders, churches, and civil society organisations. This enhances relevance and impact.
- **Responsive Workforce Education Strategy**
  As the labour market transforms, so too must education providers. The Hugenote Kollege can play a unique

role in offering applied knowledge and human-centred skills—especially in social and faith-based sectors often overlooked by other institutions.

- **Educational Access and Engagement Diversity**
  The future student is diverse, digitally enabled, and socially aware. Hugenote Kollege must adapt communication-, programme delivery-, and support systems to remain attractive and accessible.

- **3. Implications for Hugenote Kollege's Strategic Planning**

Theme	Implication for Hugenote Kollege
Lifelong learning & micro-credentialing	Develop stackable, accredited short courses and flexible learning pathways
Digital transformation	Upgrade systems and platforms; train staff; offer blended and online learning
Purpose-driven education	Leverage mission, pedagogy, and history to attract students and staff seeking meaningful work. Focus on environmental positioning in the Western Cape Winelands as a known hub for higher education.
Labour market alignment	Embed skills-based, work-integrated learning across qualifications

Theme	Implication for Hugenote Kollege
Community-engaged scholarship	Deepen reciprocal partnerships with churches, NPOs, and social institutions
Human-centred institutional culture	Reimagine support services and work environments for well-being and belonging. Repurpose talent within the staff component
Regulatory and funding shifts	Engage strategically with government policy frameworks and seek third-stream income models, funding models and business opportunities within the framework of the act and MOI. Investigate dual model in programme offerings with diversification on QCTO as well as Higher Education levels.

Strategic Priorities: Hugenote Kollege

1 Operational Excellence: Strategy in Action (priority no 1)

To enable all strategic aspirations, Hugenote Kollege will prioritise efficient, ethical, and future-oriented operations by:

- Improving digital infrastructure and staff training for blended learning and data-driven decision-making.
- Repurposing the staff component as a driving force for success towards the new institutional maturation process, ensure alignment with national and international pay scales methodology for academia and supporting staff in academic institutions.

- Ensuring regulatory compliance and ethical governance, particularly in areas such as POPIA, DALRO, CHE, DHE and international academic standards towards quality assurance in higher education.
- Enhancing internal systems for finance, HR, and academic management to support growth and agility.
- Embedding strategic performance management aligned with institutional values and purpose.

Goal: To become a high-trust, high-performance institution where operations enable purpose, not limit it.

Consolidated Enablers for Operational Excellence and Institutional Sustainability

1. Strategic Performance Management

- Implementation of a robust performance management system aligned with the institutional strategic plan and key performance indicators (KPIs).
- Integration of individual, team, and departmental performance with institutional goals.
- Use of performance data for leadership development, accountability, and reward structures.

2. Professional Development and Talent Growth

- Creation of structured professional development pathways focused on:
    - Leadership and management capacity
    - Regulatory compliance (POPIA, CHE, DHET, DALRO)
    - Digital transformation skills and e-pedagogy
- Targeted staff upskilling across academic, administrative, and support functions to foster a culture of excellence.
- Targeted repurposing across academic, administrative, and support functions to unlock talent, skills and social capital.

3. Digital and Physical Infrastructure Modernisation

- Modernisation and scaling of digital infrastructure, including:
    - Migration to cloud-based academic, student, and administrative systems
    - Integration of platforms for online and distance learning
    - Data governance frameworks and cybersecurity protocols
    - Integration of web-based website for fully supportive digit
    - al communication
- Strategic planning for physical infrastructure upgrades to support hybrid learning and institutional growth.

4. Quality Assurance and Institutional Self-Assessment

- Establishment of continuous quality assurance cycles to support:
    - Institutional self-review and improvement planning
    - Programme evaluation and accreditation readiness
    - Alignment with national and international benchmarks
- Embedding a data-driven culture of institutional learning and evidence-based decision-making.

5. Policy and Compliance Frameworks

- Revision and alignment of institutional policies to:
    - Promote operational excellence
    - Ensure regulatory compliance (CHE, DHET, POPIA, DALRO, NQF, HEQSF)
    - Support transformation, access, and inclusivity
- Development of internal controls for finance, governance, and risk management.

6. Resource Planning and Financial Sustainability

- Strategic budgeting linked to institutional priorities and cost centres.
- Strengthening of internal audit functions and financial controls.

- Diversification of income streams and efficient resource utilisation to support long-term sustainability.

7. Institutional Culture of Excellence

- Embedding a values-driven, high-performance culture that:
    - Prioritises innovation, integrity, and accountability
    - Promotes service excellence across all functional areas
    - Recognises and rewards institutional citizenship and professional growth
    - Implement initiatives to balance work-life integration, aiming to reduce professional isolation and prevent burnout associated with the increased reliance on online and hybrid work arrangements post-COVID.

2. Institutional Maturity Pathway: From University College to Private University (priority nr 2)

Hugenote Kollege is positioning itself within a clearly defined pathway of institutional development, aligned with national policy and responsive to the future of private higher education in South Africa. This phased growth approach aims to transition from a Private Higher Education College to a Private University College, and ultimately a Private University—guided by compliance, feasibility, and strategic foresight. The new policy document on the recognition of South African Higher Education institutional types emphasises the growth in academic activity, notably on new degrees conferred, as a key factor in this progression process. There is an expectation for a good developed, sustained and quality academic activity, including the number of degrees awarded, research outputs, and research capacity.

This second priority aims to establish a structured framework to systematically facilitate the transition of Hugenote Kollege from an accredited Private Higher Education Institution (PHEIs) to a fully recognised private university, ensuring compliance with regulatory standards and fostering academic excellence. The qualification of a PHEI for

the transition process to a private university is determined based on specific criteria outlined in the regulations, including factors such as institutional capacity, quality assurance standards, compliance with legal and accreditation requirements, and demonstrated ability to offer comprehensive degree programs.This will be the point of departure.

Phase One: University College Status

As a private university college, Hugenote Kollege will:

- Expand its programme offering to include a balanced portfolio of Bachelor's degrees, postgraduate diplomas, and research-informed professional Master's degrees in applied fields such as social innovation, governance, education, relational economics, psychology and trauma-informed care.
- Establish research-based curricula and postgraduate capacity, including building a foundational research identity and postgraduate supervisory expertise.
- Consolidate academic, administrative, and quality assurance systems aligned with CHE requirements and institutional autonomy.
- Continue to foster community-based learning and knowledge co-production, which are central to its institutional mission and pedagogical ethos.

Goal: To ensure full compliance with the provisions of the Act by enhancing the College's academic and governance structures, obtaining necessary accreditations, and establishing a sustainable framework for transitioning into a fully-fledged private university within the stipulated regulatory timeframe.

Phase Two: Private University Status

In its mature phase, Hugenote Kollege envisions recognition as a Private University, with a dual emphasis on applied knowledge production and community transformation. This will be a unique value proposition.

As a private university, it will:

- Offer the full HEQSF qualification spectrum (NQF 5 to 10), including Honours, Master's, and Doctoral qualifications.
- Allocate a minimum of 50% of academic activity to applied research addressing the challenges of faith, justice, social well-being, education, primary health care, governance and ethical leadership.
- Cultivate a research culture rooted in compassion, justice, and social responsibility, producing peer-reviewed scholarship with both local and global relevance.
- Establish a Centre for Social Innovation as well as a Centre for Good Governance in Africa as international comparable research entities with other flagship initiatives that serve the dual mission of academic excellence and transformative impact.
- Develop multi-campus, multilingual, and modality-diverse offerings, allowing for regional access and hybrid learning across South Africa and the African continent.

Goal: To become a small but significant mission-driven university offering faith-informed, values-rich education, values driven transformative learning that contributes to national development, African regeneration, and global integrity.

Enablers

To achieve this strategic priority, Hugenote Kollege must invest in:

- A funded developmental plan and feasibility study, as required by DHET policy.
- Strengthening of governance structures, including the Council, a Senate, Academic Board, Faculty Management structures and institutional statutes aligned to the new institutional type.
- A clear academic niche and PQM strategy, anchored in the HEQSF and aligned with social and ethical imperatives.

- Staff development pathways for Doctoral qualifications, postgraduate supervision, and research leadership. A Clear differentiated focus on Research Integrity and ethics in research practice
- Securing multi-source funding, including third-stream income, donor support, and philanthropic partnerships.
- Compliance readiness for Regulations on Registration, Accreditation, and Reporting as a transitioning PHEI.

3. Growth: Sustainable Expansion and Academic Diversification (strategic priority 3)

Hugenote Kollege will pursue strategic growth by:

- Expanding programme offerings beyond traditional degrees into vocational, postgraduate, and skills-based pathways.
- Leveraging third-stream income through short courses, consulting, contract research and community initiatives.
- Scaling delivery models to include online, blended, and modular formats.
- Growing postgraduate research and supervision capacity, particularly in areas of community wellbeing, social sector, relational economics, theology, and applied ethics.

Goal: To grow in scope, reach, and relevance while remaining true to the Hugenote Kollege's identity and purpose.

Consolidated Enablers for Growth, Sustainability, and Academic Diversification

Academic Programme Development and Alignment

- Development and implementation of a Programme and Qualification Mix (PQM) strategy aligned with the HEQSF and national priorities (e.g. scarce skills, SDGs, AU Agenda 2063).

- A structured programme development and accreditation roadmap for new undergraduate and postgraduate qualifications, including short courses.
- Integration of RPL (Recognition of Prior Learning) with a clear differentiated Recognition of Prior Learning centre as a value proposition and established articulation pathways to support inclusive access and lifelong learning.
- Application of adaptive design principles to ensure programme offerings remain responsive to emerging educational and societal needs.

Market-Responsive Growth Strategy

- Strategic investment in market research and environmental scanning to determine demand-driven qualifications and community-based learning needs.
- Expansion of continuing education, short learning programmes (SLPs), and micro-credentials in line with identified market trends and employer priorities.
- Use of data-driven insights to support iterative review and development of the PQM and community-aligned offerings.

Innovation, Entrepreneurship, and Third-Stream Income

- Establishment of a Business Development and Innovation Unit tasked with initiating and supporting third-stream income projects (e.g. consulting, licensing, social enterprise spin-offs).
- Development of an institutional funding model that includes tuition income, donor support, contract work, and self-generated revenue.
- Facilitation of consulting and applied research through embedded community centres (e.g. Centres of Excellence, Innovation Hubs, Future Literacy Lab’s).

Community-Based Consulting and Partnership Models

- Utilisation of community centres and partnerships as platforms for:
  - Knowledge transfer and professional consulting services
  - Skills development aligned with institutional offerings
  - Collaborative programme design that enhances social responsiveness

Organisational Agility and Process Innovation

- Embedding an adaptive process culture to:
  - Enable rapid prototyping of new qualifications and initiatives
  - Enhance institutional responsiveness to funding and regulatory changes
  - Align strategic planning with evolving market, community, and student needs

3. Impact: Faith-Informed Academic and Social Transformation (strategic priority 4)

Hugenote Kollege seeks to realise its mission by strengthening its academic footprint and extending its social impact through:

- Curriculum renewal aligned with local needs and global best practices, particularly in social leadership, relational economics, social innovation, good governance, integrity and ethics.
- Community-engaged learning and scholarship, where knowledge serves healing, dignity, and justice.
- Micro-credentialling and flexible offerings that respond to the urgent needs of civil society and the labour market.
- Theological, educational, relational economics and social research that supports both faith-based communities, civil society and policy-shaping.

Goal: To serve as a centre of thought leadership and practical formation for society's most pressing moral, spiritual, and psycho-social challenges.

Consolidated Enablers for Integrated Learning, Teaching, Research & Community Engagement

1. Curriculum Transformation & Pedagogical Innovation

- Curriculum renewal processes guided by pedagogical ethos (Ethos, Logos, Pathos) and community relevance.
- Integration of Africanisation, ethics, and spirituality as thematic pillars across all curricula.
- Development of a Curriculum Committee to ensure alignment across academic programs.
- Faculty training in community-based and transformative learning methodologies.
- Encouraging integration of community-engaged scholarship in curriculum design and implementation.

2. Structural Integration & Institutional Coordination

- Establishment of a Social Impact Office for the coordination of community engagement initiatives.
- Creation of a new internal HR structure, aligned with academic and community-based strategy, reported to Senate.
- Formalisation of roles and reporting lines for community engagement officers and administrative support.
- Development of impact indicators for both academic and social outcomes to monitor transformation efforts.

3. Capacity Building & Staff Development

- Upskilling and repurpose academic and support staff in:
    - Community-based learning methodologies
    - Transformative pedagogy
    - Diversity, cultural sensitivity, and ethics

    - Adaptive process management
- Provision of structured professional development programmes tied to institutional goals.
- Grow own talent towards transformative pedadogy.

4. Strategic Partnerships & Stakeholder Engagement

- Building strategic partnerships with non-academic stakeholders (e.g., local government, NGOs, private sector).
- Development of partnership frameworks informed by local relevance and reciprocal value creation.
- Establishment of stakeholder forums to co-create impact initiatives and curricula relevance to the South African realities.

5. Monitoring, Evaluation & Adaptive Change

- Implementation of an adaptive process model to manage transformation across academic and community spheres.
- Development of a theory of change for community engagement initiatives.
- Tracking of both institutional and societal outcomes through periodic impact assessment.
- Use of data from monitoring processes to revise curricula, policies, and partnership models.

4. Partnerships: Local Roots, Global Reach (Strategic priority 5)

Strategic partnerships will be essential for Hugenote Kollege's sustainability, visibility, and influence. This includes:

- Strengthening relationships with churches, NPOs, government, and civic organisations for community impact and mutual learning.
- Forming academic partnerships with national and international universities to enrich learning and research.
- Engaging alumni and donors as partners in mission and development.

Goal: To create collaborative ecosystems that support the flourishing of students, staff, and communities.
Consolidated Enablers for Strategic Partnerships, Advancement & Community Engagement

1. Institutional Partnership Strategy & Governance

- Development and implementation of a formal Partnership Strategy, including:
  - Memoranda of Understanding (MoUs) and Agreements (MoAs) with church networks, NGOs, development agencies, and higher education institutions (HEIs).
  - Clearly defined partnership protocols and ethical engagement guidelines.
  - Integration of partnership goals into institutional strategic planning and performance indicators.

2. Partnerships and Advancement Office (Strategic collaboration and institutional development)

- Establishment of a dedicated Office responsible for:
  - Stakeholder relationship management
  - Strategic communications with partners
  - Resource mobilisation and grant acquisition
  - Managing partnership overheads and reporting mechanisms

3. Strategic and Inclusive Engagement

- Participation in national and international consortia aligned with:
  - United Nations Sustainable Development Goals (SDGs)
  - African Union Agenda 2063
  - Faith-based and academic transformation networks
- Hosting of regular Stakeholder Engagement Days to:
  - Understand partner needs and development priorities

    - Foster mutual accountability and alignment of goals
    - Build trust and deepen collaboration

4. Co-Creation of Research, Learning, and Innovation

- Development of reciprocal learning communities with local partners through:
    - Co-created case studies and context-specific research projects
    - Community-based training programmes and workshops
    - Use of adaptive change models to respond to local needs and shifts
- Asset mapping and environmental scanning to identify potential partners, local strengths, and opportunities for shared value creation

5. Work-Integrated Learning and Student Engagement

- Establishment of structured placement pipelines through strategic partner organisations in:
    - Social services
    - Pastoral care/ spiritual direction
    - Community development
- Development of supervisory and mentoring models for quality assurance and learning integration
- Embedding placements as part of curriculum-linked community-engaged learning

6. Strategic Networking and Institutional Intelligence

- Employment or designation of a "Networker" role or partnership liaison to:
    - Facilitate ongoing partner relations and opportunity scanning
    - Act as an institutional envoy in collaborative networks and events
- Institutional investment in:
    - Environmental scanning to stay aligned with socio-political trends

- Partnership impact monitoring and documentation

5. Diversity and Inclusion: Embracing the Whole Community (priority nr 6)

In a society marked by inequality and exclusion, Hugenote Kollege will continue to serve as a space of welcome, belonging, and holistic formation through:

- Inclusive access policies for students of all languages, cultures, and faith backgrounds.
- Culturally responsive curricula that integrate African perspectives, indigenous knowledge systems, and social justice values.
- Intergenerational learning environments that value experience and youth equally.
- Equitable staff development to ensure academic and administrative transformation.

Goal: To be a place where diversity is celebrated and difference is engaged with humility, courage, and compassion.

Consolidated Enablers for Diversity, Inclusion, and Social Justice

Inclusive Policy Frameworks and Institutional Alignment

- Development and implementation of a Transformation and Inclusion Framework aligned with national policy and institutional values.
- Implementation of an inclusive language policy with support tools to promote multilingualism, with a focus on empowering marginalised language identities (e.g. Afrikaans dialects such as ‘Cape Afrikaans’).

- Embedding Employment Equity (EE) policies into strategic planning, including succession planning, recruitment, and performance management.

Equity Monitoring, Reporting, and Accountability

- Regular student and staff equity audits to assess representation and inclusion across demographics (race, gender, disability, language, etc.).
- Use of disaggregated data for monitoring transformation progress and informing corrective measures.
- Establishment of accountability mechanisms for transformation outcomes through governance structures (e.g. Senate committees, HR panels).

Capacity Development and Staff Competency

- Ongoing staff training on:
  - Diversity, equity, and inclusion (DEI)
  - Cultural sensitivity and unconscious bias
  - Indigenous knowledge systems and interfaith literacy
  - Adaptive change and inclusive leadership
- Development of transformation champions or peer educators across faculties and departments.

Student Access and Holistic Support

- Development of bridging and access programmes for students from disadvantaged or underprepared backgrounds (e.g. extended curriculum programmes, academic literacy, digital skills support).
- Provision of culturally responsive and trauma-informed student support services, including:
  - Mental health and well-being programmes
  - Spiritual care and interfaith dialogue platforms
  - Peer mentoring and community-building interventions

Creating a Culture of Belonging and Dialogue

- Facilitation of open communication spaces (e.g. brave spaces) that promote voice, freedom of expression, and conflict transformation.
- Promotion of a campus culture mindset rooted in empathy, dignity, and mutual understanding.
- Structured intercultural learning platforms and events to promote cultural literacy and identity awareness (including indigenous heritage, arts, and languages).

Knowledge Production and Curriculum Transformation

- Integration of indigenous and community-based knowledge systems into teaching, research, and publications.
- Promotion of 'Cape Afrikaans' and related linguistic and cultural heritages as scholarly fields of inquiry.
- Encouragement of student and staff research contributions that advance decolonisation, social justice, and linguistic inclusion.

6. Internationalisation: Sharing Values Across Borders(strategic priority 7)

Hugenote Kollege's unique identity positions it well to offer a values-driven, African-rooted contribution to the global higher education community. The Hugenote Kollege will:

- Promote international staff and student exchanges, especially with institutions in the Global South and Global North aligned to its mission.
- Develop internationally recognised qualifications and collaborations, particularly in relational economics, social innovation, and community development.

- Host international conferences and seminars that promote dialogue on faith, ethics, social innovation and social justice.

Goal: **To be a small but significant voice in the international conversation on transformative education.**

Consolidated Enablers for Internationalisation and Global Engagement

1. Strategic Framework for Global Engagement

- Development of a Global Engagement Plan aligned with institutional values and faith-informed collaboration priorities.
- Strategic focus on partnerships with institutions in both the Global South and North, guided by solidarity, mutuality, and ethical engagement.
- Formalisation of MoUs/MoAs with international universities, research networks, and theological/faith-based institutions.
- Alignment of global engagement activities with SDGs and AU Agenda 2063.

2. Institutional Structures and Capacity

- Establishment (or strengthening) of an International Office, department, or coordinating committee to:
    - Manage partnerships, exchanges, and compliance
    - Coordinate international branding and marketing efforts
    - Track staff and student mobility, joint research initiatives, and global learning experiences
- Upskilling of staff on:
    - Internationalisation practices and intercultural communication
    - Curriculum development for globally relevant and locally rooted qualifications
- Budgeting and sustainable funding mechanisms to support international activities and staff participation.

3. Curriculum Internationalisation and Intercultural Competence

- Incorporation of:
    - Intercultural competency modules into academic programmes
    - Virtual global classrooms and online collaborations with partner institutions
- Integration of transcultural theory and African perspectives in teaching and learning practices.
- Development of internationalised programmes with articulation pathways and cross-border recognition.

4. International Research and Knowledge Production

- Facilitation of joint research projects and publications with international scholars, with emphasis on:
    - Africa-focused topics
    - Community-based research with global relevance
- Encouragement and support for staff to publish in accredited international journals.
- Participation in academic networks and consortia such as:
    - ACTEA (Accrediting Council for Theological Education in Africa)
    - NetACT (Network for African Congregational Theology)
    - SDSN (Sustainable Development Solutions Network)
      ↳ At both institutional and individual levels

5. Global Recruitment and Visibility

- Expansion of international marketing and student recruitment, especially for:
    - Short learning programmes
    - Postgraduate qualifications
    - Online and hybrid offerings
- Development of a global branding and communications strategy that reflects:

- The institution’s faith-informed identity
- Commitment to justice, integrity, and service
- Africa’s contribution to global knowledge

6. Qualification and Accreditation Readiness

- Ensuring that qualifications are:
  - Accredited through recognised local and regional bodies
  - Positioned for cross-border recognition and articulation
  - Designed with mobility and international credit transfer in mind
- Ongoing review of qualification design in light of international benchmarks and partner requirements.

Hugenote Kollege Strategic Projects Framework (2025–2030)

1. Strategic Projects Advancing Impact

These projects are designed to deepen academic and social transformation.

Project Name	Focus	Timeline	Priority Phase
Curriculum Transformation Project	Renewal of all programmes to align with values-based, Africanised, and community-responsive content	2025–2027	Phase 1: Core Business
Centre for Social Innovation and a Family Justice Centre	A multidisciplinary hub for social leadership, and innovation A platform for WIL and Service Learning with community engagement	2025–2029	Phase 1 and 2: Emerging Opportunity
Community-Engaged Learning Platform	Asset-based, co-designed fieldwork models integrated across all programmes	2025–2026	Phase 1: Core Business
Micro-Credentialling Development Project	Development of stackable short courses for church leaders, caregivers, community workers	2025–2027	Phase 1: Core Business

2. Strategic Projects Advancing Growth

Project Name	Focus	Timeline	Priority Phase
Postgraduate Studies and Research Capacity Project	Grow honours, PG diplomas, and research supervision capacity	2025–2028	Phase 2: Emerging Opportunity
Hugenote Enterprises (Third-Stream Income Unit)	Generate income through consulting, short courses, QCTO training and facilities	2026–2030	Phase 3: Future Competitive Advantage
Feasibility Study for Transition to University College	Position Hugenote for DHET application as a Private University College	2025–2026	Phase 1: Core Business
Recognition of Prior Learning (RPL) Centre	Formalisation of an RPL model for adult learners and community leaders	2025–2027	Phase 1: Core Business

3. Strategic Projects Advancing Internationalisation

Project Name	Focus	Timeline	Priority Phase
Global Footprint Initiative	Intercultural orientation toolkit and student exchange with global partners	2025–2028	Phase 2: Emerging Opportunity
Faith and Development Academic Network	Joint teaching and research with Global South/North theological institutions	2026–2029	Phase 2: Emerging Opportunity
Combined Degrees and Collaborative Modules	Shared modules with international partners in governance and social work	2026–2030	Phase 3: Future Competitive Advantage

4. Strategic Projects Advancing Diversity and Inclusion

Project Name	Focus	Timeline	Priority Phase
Inclusive Language and Pedagogy Policy Implementation	Promote multilingualism and cultural responsiveness	2025–2026	Phase 1: Core Business
Transformation and Belonging Programme	Support interfaith, multicultural and intergenerational dialogue and inclusion	2026–2029	Phase 2: Emerging Opportunity
Staff Equity and Retention Plan	Improve representativity and succession planning for key academic posts	2025–2028	Phase 1: Core Business

5. Strategic Projects Advancing Operational Excellence

Project Name	Focus	Timeline	Priority Phase
Institutional Statute and Governance Review	Align governance to phase 1 (PHE College) and phase 2 (University College) status	2025-2026	Phase 1: Core Business
Digital Migration Project	Implement SIS, LMS, and HyFlex Classroom Models	2025–2027	Phase 1: Core Business
Performance Management , Remuneration, promotions and optimising the Data Intelligence Platform	Analytics for institutional reporting, risk, and compliance (CHE, POPIA, DALRO)	2026–2028	Phase 2: Emerging Opportunity
Sustainability and Green Campus Initiative (including restoring Cummings and solar implementation)	Reduce energy costs, promote environmental responsibility	2027–2030	Phase 3: Future Competitive Advantage

Strategic Goals on core business (Three academic pillars and supportive functions) for Hugenote Kollege (2025–2030)

1. Teaching and Learning

To promote student-centred, value-driven teaching and learning that prepares graduates for purpose-filled, ethical leadership and 21st-century social transformation.

Strategic Objectives:

- Ensure good governance, ethical oversight, and continuous quality improvement in teaching and learning.
- Support programme planning and curriculum design aligned to social relevance, applied practice, and HEQSF requirements.
- Promote innovative, flexible, and inclusive teaching through digital, hybrid, and experiential modalities.
- Attract, develop, and retain academically excellent, mission-aligned educators with strong pedagogical capacity.
- Improve student success through tailored academic support, tutoring, and mentoring programmes.
- Transform the curriculum to reflect Africanisation, faith and ethics, social innovation, and problem-solving for complex societal needs.

2. Research and Innovation

To conduct applied research rooted in compassion, justice, and African knowledge systems with meaningful community and global impact.

Strategic Objectives:

- Generate new knowledge that supports community healing, development, and faith-informed inquiry.
- Nurture a new generation of postgraduate researchers and supervisors aligned with Hugenote's vision.
- Increase visibility of research outputs through collaborative publications and policy engagement.
- Establish international research partnerships with values-aligned institutions across the Global South and North.
- Develop and sustain a research culture that supports innovation, intellectual property, and social entrepreneurship.

3. Community Engagement and social impact

To cultivate reciprocal relationships that promote social justice, wellness, and transformation through teaching, learning, and research.

Strategic Objectives:

- Co-create programmes and projects with communities, faith-based organisations, and NPOs for mutual benefit.
- Integrate structured community engagement into all academic programmes to develop graduate attributes.
- Train and support staff to implement meaningful and ethical community engagement initiatives.
- Monitor and evaluate community engagement activities for long-term impact and responsiveness.
- Promote sustainability awareness, environmental stewardship, and local economic empowerment through community projects.

4. Student Life

To develop whole, resilient students through a transformative and inclusive student experience grounded in faith, wellness, and leadership.

Strategic Objectives:

- Deliver enriching co-curricular programmes that nurture student purpose, identity, and holistic development.
- Foster a student culture rooted in diversity, spirituality, service, and mutual respect.
- Enable student participation in structured peer mentorship, volunteerism, and advocacy networks.
- Build partnerships with local churches, businesses, alumni, and NGOs to enrich student life offerings.
- Enhance student leadership capabilities through intentional formation and community-based training.

5. Human Resources

To attract, form, and retain excellent staff by nurturing a values-driven, inclusive, and purpose-aligned institutional culture.

Strategic Objectives:

- Strengthen employment equity and representative staffing across all portfolios.
- Repurpose current staff to reach optimal potential and career growth.
- Manage personnel costs effectively to ensure long-term sustainability.
- Position Hugenote Kollege as an employer of choice for staff aligned to its mission.
- Foster an environment of spiritual, ethical, and professional integrity.
- Enable transparent, participatory leadership and shared governance at all levels.
- Digitise HR processes to support staff development and performance.
- Strengthen internal stakeholder engagement through open, trust-based communication.

6. Digital Transformation

To implement a digital strategy that enhances learning, governance, and access, supporting innovation and institutional sustainability.

Strategic Objectives:

- Develop a responsive digital strategy aligned to Hugenote’s strategic vision and rural/urban footprint.
- Invest in data and analytics systems for student success, strategic planning, and reporting.
- Build digital literacy and agility among staff and students through training and support.
- Implement and maintain integrated enterprise systems: SIS, LMS, HR, Finance, HyFlex classrooms.
- Establish a secure, reliable IT infrastructure that supports online learning and remote operations.
- Lead institution-wide digital culture change through awareness, support, and change management.
- Collaborate with other institutions for shared learning and mutual digital enablement.

Strategic Enablers: Hugenote Kollege (2025–2030)

- **Enabler 1: Mission-Driven Leadership and Collaborative Governance**
- Govern, lead, and manage with agility and integrity in a way that reflects our calling and values, while fostering collaboration and accountability across all institutional structures. Strengthen governance through inclusive, participatory leadership that enables strategic agility and faith-aligned responsiveness across academic, operational, and community dimensions.
- *"Governance rooted in service, leadership shaped by calling."*

- **Enabler 2: Integrated and Adaptive Digital Ecosystem**
- Develop and maintain a coherent, secure, and future-ready digital ecosystem that supports teaching, learning, research, student success, and institutional effectiveness. Invest in infrastructure and platforms that enable blended learning, real-time data insights, remote access, and seamless administrative operations.
- *"Technology as a servant of mission and learning."*

- **Enabler 3: Stakeholder-Engaged Identity and Institutional Culture**
- Intentionally cultivate platforms and practices that honour relationships with students, staff, alumni, faith-based communities, and partners. Build a compelling, values-based institutional identity and presence that reflects our story, deepens trust, and strengthens the experience of those we serve and collaborate with.
- *"We are known not only by what we teach, but by how we belong."*

- **Enabler 4: Stewardship for Financial Sustainability and Impact**
- Ensure long-term financial health through responsible stewardship, diversification of income, and efficiency in operations. Respond proactively to economic realities while aligning financial strategy with mission, transformation, and institutional growth, including third-stream income generation and strategic donor engagement.
- *"Wise stewardship today secures mission impact tomorrow."*

Hugenote Kollege Risk Management Framework

Our Philosophy of Risk

At Hugenote Kollege, risk management is regarded as a form of ethical stewardship—a means to ensure that our faith-driven mission, academic integrity, and long-term sustainability are protected and advanced. As a registered Non-Profit Company (NPC), we uphold both our fiduciary duty under the Companies Act, 71 of 2008 and our public commitment to social transformation through higher education.

Our risk management system is anchored in the COSO 2017 Enterprise Risk Management (ERM) framework and reinforced by the Companies Act requirements for audit and risk governance applicable to NPCs. Academic risk is also included.

Legal Foundation: Companies Act and Governance

In compliance with the Companies Act, Hugenote Kollege acknowledges that:

- Directors have a fiduciary responsibility to act in the best interest of the institution and its beneficiaries.
- The audit and risk management function must provide independent oversight, ensuring financial accountability, internal control integrity, and alignment with governance codes such as King IV.
- The institution maintains a Board-appointed Audit and Risk Committee responsible for:
    - Overseeing financial reporting and external audits
    - Monitoring the internal control environment

- Overseeing the institution’s risk management system and ensuring it is implemented and embedded

Risk Management Approach

Risk management is not isolated to compliance; it is embedded in the strategy, planning, and operations of the Hugenote Kollege and is guided by five interdependent stages:

1. Strategic Alignment

All risks and opportunities are strategically linked to:

- Our institutional goals (growth, academic quality, digitisation, sustainability)
- Our performance plan and strategic projects
- Our compliance obligations under the DHET, CHE, SAQA, QCTO, Companies Act, and more

2. Portfolio Ownership

Each strategic and operational portfolio (e.g., Teaching and Learning, Research, ICT, Community Engagement) assumes full ownership of its risk identification, assessment, and mitigation, coordinated through the Institutional Planning and Quality Office and reviewed quarterly by Executive Management and the Audit and Risk Committee.

3. Monitoring Tools and Mechanisms

We maintain a Strategic Risk Register, reviewed and updated at least annually in alignment with:

- The Annual Performance Plan
- Financial reporting cycles
- Council and Board oversight responsibilities

Risk appetite and tolerance levels are clearly defined, and key risks are assessed based on:

- Likelihood of occurrence
- Potential impact
- Velocity (speed of onset)

Supporting tools include a heat map, dashboard tracking, and quarterly risk control reports.

4. Proactive Risk Engagement

We move beyond passive monitoring and engage risks through defined response plans:

- Mitigation (e.g., upgrading ICT infrastructure, diversifying revenue)
- Transfer (e.g., insurance, contractual protections)
- Acceptance with monitoring (e.g., phased infrastructure investment)
- Avoidance in cases of non-aligned initiatives

Risk responses are operationalised in all strategic portfolios and supported through internal planning and budgeting.

Alignment of Strategic Priorities with strategic objectives

1. Excellence in Teaching and Learning

Strategic Priority:

Advancing student-centred pedagogy, curriculum transformation, and future-focused, values-based education in key academic fields.

Strategic Objectives:

- Promote pedagogical approaches that are contextual, transformative, integrative, and reflective/practical.
- Renew curricula to ensure academic integrity, relevance, and innovation.
- Embed inclusive language and pedagogy policies promoting multilingualism and cultural responsiveness.

2. Research and Innovation for Transformation

Strategic Priority**:** Expanding research capacity with a focus on applied, interdisciplinary, and community-rooted scholarship.

Strategic Objectives:

- Cultivate a research culture based on compassion, justice, and social responsibility producing globally and locally relevant scholarship.
- Establish flagship initiatives such as a Centre for Faith and Social Innovation.

3. Community Engagement as Mission and Practice

Strategic Priority:

Embedding meaningful, reciprocal partnerships and positioning the institution as a catalyst for social justice and healing.

Strategic Objectives:

- Develop institutional partnerships with church networks, NGOs, and HEIs supporting Sustainable Development Goals and African Union Agenda 2063 participation.
- Host stakeholder engagement activities to build trust and deepen collaboration.
- Co-create research and learning initiatives with local communities.

4. Human Resources and Organisational Culture

Strategic Priority:

Attracting, retaining, and nurturing committed academic and professional communities through inclusive and ethical culture.

Strategic Objectives:

- Implement a Staff Equity and Retention Plan to improve representativity and succession planning.
- Create structured professional development pathways for leadership, compliance, digital skills, and teaching.
- Foster a culture of trust, servant leadership, and values-driven participation.

5. Digital Transformation and Operational Excellence

Strategic Priority:

Modernising systems, enhancing digital access, and promoting institutional agility and efficiency.

Strategic Objectives:

- Upgrade digital infrastructure including cloud migration and integration of online learning platforms.

- Implement strategic performance management systems linked to institutional goals.
- Enhance compliance readiness and streamline internal systems (finance, HR, academic management).

6. Institutional Sustainability and Growth

Strategic Priority: Securing financial sustainability, diversifying income streams, expanding programmes, and planning institutional type transitions.

Strategic Objectives:

- Prepare transition plans from Higher Education Institution to University College and eventually Private University.
- Diversify funding through third-stream income, donor partnerships, and philanthropic support,.
- Expand multi-campus, multilingual, modality-diverse offerings for regional access across Africa.

7. Institutional Type Transition Planning (Enabler Priority)

Strategic Priority:

Managing phased development and compliance for institutional reclassification aligned with national policy.
Strategic Objectives:

- Strengthen governance, enhance regulatory compliance (POPIA, DALRO, CHE, etc.), and establish clear statutes aligned to new institutional types,.

Summary Table for easy reference:

This alignment demonstrates how the broad strategic priorities translate into specific, actionable strategic objectives and projects designed to achieve the institutional vision, mission, and values expressed in the Hugenote Kollege strategic framework-.

Strategic Priority	Key Strategic Objectives
Excellence in Teaching and Learning	Curriculum renewal, inclusive pedagogy, student-centred learning

Strategic Priority	Key Strategic Objectives
Research and Innovation for Transformation	Develop research culture, establish innovative centres
Community Engagement as Mission and Practice	Build partnerships, foster collaboration, co-create research
Human Resources and Organisational Culture	Staff equity, professional development, inclusive & ethical culture, repurposing,
Digital Transformation and Operational Excellence	Digital infrastructure upgrade, strategic performance management, compliance readiness
Institutional Sustainability and Growth	Financial diversification, programme expansion, institutional transition planning
Institutional Type Transition Planning (Enabler)	Governance strengthening, compliance, regulatory readiness

Hugenote Kollege
Annual Performance Plan (APP) Template for senior management

Strategic Goals and Objectives

Strategic Goal	**Objectives**	**Key Performance Indicators (KPIs)**	**Target(s)**	**Responsible Unit/Person**	**Timeframe**	**Resources Required**
1. Faith-Informed Academic and Social Transformation	- Renew curriculum aligned to local needs and global standards. - Advance community-engaged research and scholarship. - Develop micro-credential and flexible offerings.	% of curriculum reviewed and aligned with strategic priorities. Number of community-engaged projects initiated. Number of micro-credentials developed.	100% curriculum reviewed by Q4. Minimum 5 projects initiated. At least 2 micro-credentials launched.	Academic Department / Research Office	Q1–Q4	Human resources, funding for research and curriculum design
2. Institutional Growth towards University Status 27	- Complete phase one readiness tasks. - Establish partnerships with university mentors.- Develop governance and quality assurance systems.	Milestones for program expansion. Formal agreement with partner university Governance frameworks implemented.	Agreed upon New programs launched by Q3. Partnership agreement	Academic Governance / Executive Management	Q1–Q4	Legal advisors, academic development funds

Strategic Goal	Objectives	Key Performance Indicators (KPIs)	Target(s)	Responsible Unit/Person	Timeframe	Resources Required
			signed by Q2. Systems operational by Q4.			
3. Digital Transformation and Infrastructure Modernisation	- Upgrade digital platforms for hybrid learning Implement staff training on digital tools. Develop policy accessibility plans.	Number of systems upgraded. % staff trained. Policy accessibility project plan approved.	At least 1 major platform upgrade by Q3. 85% staff trained by Q4. Project plan ready by Q2.	ICT Department / Registrar/Operational management	Q1–Q4	IT infrastructure budget, training facilitators
4. Strengthening Governance, Risk, and Compliance	- Annual assessment and optimisation of committee structures. Implement risk and compliance frameworks. Roll out HighBond for risk management.	Completed self-evaluation report. Risk appetite/tolerance indicators set. Completion of HighBond transition.	Reports submitted at year-end. Indicators approved by Q2 HighBond fully operational by Q2.	Registrar / Risk & Compliance Office	Q1–Q4	Risk management consultants, software licenses/ Audit and Risk committee

Strategic Goal	Objectives	Key Performance Indicators (KPIs)	Target(s)	Responsible Unit/Person	Timeframe	Resources Required
5. Enhance Institutional Culture and Staff Development	- Foster a human-centred institutional culture. Repurpose to unlock full potential Develop staff doctoral and postgraduate supervision pathways. - Promote intergenerational dialogue and wellbeing initiatives.	Number of staff enrolled in development programs. Wellbeing initiatives implemented Feedback from culture surveys.	15 staff enrolled by Q3 2 wellbeing initiatives launched Survey completed by Q4.	HR Department / Academic Leadership	Q1–Q4	Professional development budget, counseling services

5. Implementation Plan and Reporting Schedule

Activity	Deliverable	Due Date	Reviewer/Approver	Comments
Curriculum renewal plan development	Approved plan document	End Q1	Academic Board / Senate/	-
Digital platform upgrade implementation	Updated platform live	End Q3	ICT Manager / Registrar	-
Risk framework adoption	Signed-off risk framework	Mid Q2	ARCC / Registrar	-
Partnership formalisation	Signed MOA or agreement	Mid Q2	Rector	-
Staff development program launch	Enrolment report	End Q3	HR Director	-

8. Signature and Approval Section

Name & Title	Signature	Date
Principal / Rector		
CFO		
Academic Deans		
COO		