

SICHE

Draft Strategic Plan 2011-2015

***Achieving Excellence in technical, vocational & higher education in Solomon
Islands***

December 2010

Contents

Section	Page
Foreword	3
SICHE Snapshot	5
SICHE's Vision, Mission & Values	7
SICHE Situational Analysis: Where is SICHE now?	8
The Strategic Context of the Plan: Key Strategic Issues	11
Priority 1: SICHE's Strategic Direction	17
Priority 2: Teaching & Learning: Quality & Relevancy of SICHE's Courses	18
Priority 3: Learning and Living Environment	20
Priority 4: SICHE's Human Resources	22
Priority 5: Governance & Stakeholder Relationships	23
Priority 6: Management structures, policies, systems and processes	24
Priority 7: Sustainable Finance	25
Implementing the Plan	26
Key Performance Indicators (KPIs)	27
Risk Management	29
Key Infrastructure Priorities included in the Strategic Plan	31
Abbreviations and Acronyms	33

Draft SICHE Strategic Plan 2011-2015

Foreword

The Solomon Islands College of Higher Education is now just over a quarter of a century old as an institution in its own right. However its history goes back to the protectorate period when the Solomon Islands Teachers College and the Honiara Technical Institute were established. Many of the buildings at the College on its three campuses – Kukum, Panatina and Ranadi - date back to the 1950s, 60s and early 1970s. A great number of students over the years have studied in these buildings and many of these past students now occupy important leadership positions in government, private sectors and at community level.

Although many of the buildings remain more or less unchanged, SICHE as an institution has undergone major changes over the 26 years since its establishment. The institution has had to adapt and change in response to the changing Solomon Islands environment. This draft strategic plan for the period 2011-2015 attempts to lay down a forward looking roadmap for strengthening the capacity of the institution to effectively deliver its mission as a national institute of excellence in higher education in Solomon Islands. There is a clear focus in the plan on improving quality and responsiveness of the institution. Priority is given to improving the quality of staff, courses and college infrastructure much of which is seriously run down.

In preparing this plan the College has reflected on past efforts in strategic planning and implementation. We have learned some important lessons. Previous plans have not been implemented successfully for a range of reasons. Sometimes the planning agenda has been set externally and thus there has not been strong ownership by College management, the Council and the staff. Sometimes the goals and objectives have just been too unrealistic given the resources available. As well, at SICHE as in many other agencies, attention to follow-through in implementation and holding managers accountable for implementing key priorities has been lacking.

A key lesson is that a Strategic Plan must have a high level of ownership by both internal and external stakeholders. Without this the chances of successful implementation are slim. With support from AusAID the College engaged a consultant to assist with the preparation of this consultation draft of the Strategic Plan. This assistance has been invaluable as it has focussed on the process of plan preparation. The plan itself is our plan. Its contents and directions have been developed by the Council, the senior managers and the staff of SICHE in consultation with the key Ministries closely engaged with the College.

The plan itself, in keeping with good practice in strategic plan development, addresses three key questions. First **where is SICHE now** as a tertiary institution? What has it achieved and what are its current strengths and weaknesses? Second, **where should SICHE be** headed over the next five years? And third **how will SICHE achieve its goals and objectives** over the period of the plan? We have attempted to develop a plan that is honest and realistic in terms of its answer to the first question; that is ambitious and inspiring in terms of its answer to the second question; and is practical, action oriented and strategic in terms of the response to the last question of how will SICHE achieve its goals and

objectives. The Plan has been endorsed by the SICHE College Council as a consultation draft and responses are now sought from stakeholders external to the college before the plan is finalised.

Dr Alice Aruhe'eta Pollard

Chairlady, SICHE Council

Mr Donald Malasa

Director

Solomon Islands College of Higher Education (SICHE): SICHE Snapshot

As a multi sector, multi campus institution operating across seven schools, SICHE commands a key role in the development of higher education and skills development in the Solomon Islands. Since its establishment in 1984 through the amalgamation of a number of training colleges and institutes, over 12,000 students have graduated through SICHE's Certificate and Diploma courses. These graduates in nursing, education, industrial development, marine and fisheries, finance and administration and natural resources have contributed in many ways to the socio-economic development of Solomon Islands. Over the years SICHE has also provided important opportunities for students from Solomon Islands' neighbouring countries to advance their education and training in fields not catered for in their own countries.

As SICHE approaches 30 years of operation, the needs and challenges involved in being the national provider of tertiary education and training are growing. SICHE needs to respond to the challenges and this new Strategic Plan lays out a path for further growth and development. The expectations of the Solomon Islands people regarding SICHE as its national tertiary institution are understandably high. As has been the case in the past SICHE will be expected to play a key role in coming years in advancing the socio-economic development of the nation and improving the quality of life of Solomon Islanders. This new Strategic Plan for the period 2011-2015 commits the College to major improvements in the quality and relevance of its teaching and learning programs, to the care and maintenance of its infrastructure and to strengthened governance so that stakeholders have renewed confidence in the direction for the college's growth and development as laid out in the plan.

SICHE Snapshot

Students by level of study

	2010	%
Pre Certificate level	144	7
Certificate level	742	36.5
Diploma Level	1150	56.5
Total Number of Students	2036	100

Students by gender

Gender	2010	%
Male	1179	58
Female	857	42
Total	2036	100

Students by School

School of Education	674	33%
School of Marine & Fisheries Studies	123	6%
School of Industrial Development	219	11%
School of Natural Resources	271	13%
School of Nursing & Health Studies	182	9%
School of Finance & Administration	550	27%
School of Humanities, Science and Media	17	1%
Total	2036	100%

SICHE Staffing Establishment (2010)

School of Education	55	17%
School of Marine & Fisheries Studies	9	3%
School of Industrial Development	31	9%
School of Natural Resources	23	7%
School of Nursing and Health Studies	24	7%
School of Finance and Administration	23	7%
School of Humanities, Science and Media	16	5%
Administrative and Support Divisions	149	45%
Total	330	100%

SICHE Budget Recurrent Income SBD\$M (2010)

Government Grants	20.9	41%
Fees & Charges	28.7	56%
Other income	1.4	3%
Total income	51.0	100%

SICHE Infrastructure

Classrooms, workshops & office buildings	54
Student dormitory accommodation (places)	800
Staff houses	145

SICHE's vision, mission and values

Vision:

The vision of Solomon Islands College of Higher Education is to be an excellent national institute:

- That delivers quality teaching and learning in technical, vocational and higher education fields of study relevant to Solomon Islands national needs;
- That advances the body of knowledge through engaging its staff and students in applied research;
- And is actively engaged with stakeholders and the Solomon Islands community in outreach programs.

Mission:

The mission of SICHE is to:

- Assist the Solomon Islands Government, private sector and community to meet to meet their pre-service and in-service training needs through provision of high quality and relevant technical, vocational and higher education courses at certificate, diploma and degree levels
- Assist in meeting identified needs through community education programs where SICHE has appropriate expertise
- Conduct applied research and consultancy services and contribute to knowledge development and sharing
- Assist other countries in the Pacific in meeting key training needs

Values

The following core values and guiding principles are critical to the way SICHE goes about achieving its vision and mission:

Quality and Excellence: SICHE is committed to providing its students and staff with the best teaching and learning environment possible within available resources. An ethic of continuous improvement is fostered in all aspects of College life and work.

Students first: First and foremost the College exists for its students. SICHE will at all times try to be responsive to student needs and at the same time encourage students to aim high and achieve the highest levels of success in their studies.

Diversity, culture and environment: The diverse background of our staff and students is recognised as a key strength of the College. As a national institution, SICHE is committed to strengthening and valuing Solomon Islands culture while at the same time preparing our students for the challenges of the broader regional and global environment.

Accountability and Transparency: All teachers, students, managers and service providers are encouraged to be responsible and answerable for decisions made and consistent ethical standards and processes will be adopted at all levels of College management.

SICHE Situational Analysis: Where is SICHE now?

SICHE has experienced a range of challenges and achievements over the last 26 years since its inception. SICHE has progressed through three phases of development and the Strategic Plan for 2011-2015 lays out a path for the very important fourth phase.

The first fifteen years from 1984 to 1999 witnessed the formal establishment of the various Schools, the recruitment of a wide range of staff and the upgrading of the qualifications of many staff. This could be referred to as the **establishment** and **consolidation** phase. With donor assistance the School of Natural Resources was established with new buildings at the Kukum campus. A Forestry training centre was established at Poitete, Kolombangara. Nurse training was transferred from the Ministry of Health to the newly formed School of Nursing and Health Studies. A Distance Education Centre (DEC) was established to provide outreach and bridging courses for those who did not complete secondary education. New courses in banking were commenced within the School of Finance and Administration. In addition to providing Certificate level training for primary teachers, teacher education courses at Diploma level for secondary education were introduced in the School of Education at the Panatina campus with additional classrooms and increased student dormitory accommodation and staff housing. A new library building was constructed on the Kukum campus. A Research Committee was established and some applied research papers published. The donors provided significant staffing and project assistance to the various Schools during this foundation and consolidation phase which was very beneficial in terms of strengthening SICHE's management and teaching and learning capacity.

Despite the achievements of the period some evidence of lack of sustainability of a number of initiatives was starting to become apparent towards the end of this phase. Government cash flow problems impacted on the finances of the College and evidence of deterioration to infrastructure was becoming apparent.

During the period of the ethnic tensions from 1999 to 2003 SICHE suffered significant setbacks. The decline in government revenues during this second phase impacted on the college in a major way. Staff were not paid for several months and a number of staff left to pursue other opportunities. Some Government Ministries and donors discontinued sponsoring students and a number of courses were temporarily shut down. Staff became alienated and lost motivation and confidence. Buildings went in to a period of decline and decay. A number of reviews were conducted in to the College and it was felt

by some observers and stakeholders that the college was on the brink of collapse. Clearly the credibility of the College with many stakeholders including employers had fallen significantly.

The last six years - the third phase from 2004 to 2010 - has seen a **partial recovery** of the overall health of the college. The European Union and NZAID provided important budgetary support for the college and along with JICA assisted with some rehabilitation of infrastructure and equipment. Through a partnership with Waikato University and sponsored by NZAID the teacher education programs were reviewed and upgraded to Diploma level at an equivalent standard to courses offered at Waikato. A Curriculum and Standards Unit was established to provide a catalyst and support to schools with the process of course review and redevelopment. The re-emergence of a research culture became evident within SOE under the capacity building component of the Waikato partnership.

A decision was taken by Council to establish a new School of Humanities, Science and Media and in response to a request from the Ministry of Tourism, courses in tourism and hospitality studies were initiated as the first step towards establishing a new School in this area. Some corporate restructuring was also undertaken. With Development Budget funds from SIG, a new Student Services building was completed at the Kukum Campus and additional classroom space was provided for the SFA and SNR.

Throughout this recovery period from 2004-10 student demand for college courses continued to grow primarily as a result of the growth in secondary school leavers and also people in the workforce seeking to upgrade their qualifications. As a result there has been **a surge in enrolments at the College across the board** and this has placed pressure on teaching facilities and student accommodation. In each of the years 2009 and 2010 for the first time over 1000 students have been awarded their Certificates and Diplomas at the end of year graduation. Classrooms, workshops and dormitories have now become overcrowded. Towards the end of this recovery phase – late 2008 and through 2009 Solomon Islands was hit with the Global Financial Crisis and this impacted on the cash flow of the College disrupting operations and delaying some planned educational improvements. At the same time many students and their families continue to experience difficulty in meeting fee obligations and the College has become increasingly conscious of the need to ensure that the best possible education is provided within available resources.

The College Council early in 2010 in reviewing what had been achieved in recent years and looking at the current and future challenges, saw the need for the development of a new strategic plan which would chart a pathway for SICHE's full recovery and at the same time establish the necessary systems, processes and infrastructure to take the institution through its next stage of growth and development. Technical assistance was sought from AusAID in the preparation of the plan.

This Strategic Plan has been informed and guided by a SWOT analysis undertaken in partnership by the SICHE College Council and the senior management team of the college. Schools and Divisions have consulted with their main stakeholders in terms of their own expectations of the College and in terms of identifying the key strengths, weaknesses, opportunities and threats (SWOT) in the environment in which SICHE operates. The SWOT has provided in summary form an answer to the question of where is

SICHE now as an institution. The key messages emerging from the SWOT analysis for the College as a whole are set out in the following table.

Strengths	Weaknesses	Opportunities	Threats
<p>Diverse range of courses</p> <p>High student demand with major increase in number of graduates</p> <p>Qualifications of staff</p> <p>Proactive Council working in partnership with management</p> <p>New leadership team in Directorate with vision for major improvement in SICHE</p> <p>Significant room for further expansion on existing campuses</p> <p>Institutional responsiveness & adaptive to change</p> <p>Donor support</p>	<p>Employers in the formal private sector having low regard for the quality of SICHE graduates</p> <p>Much of SICHE infrastructure in poor state and in need of urgent repairs</p> <p>Ad hoc campus planning with minimal student amenities</p> <p>Many courses outdated and in urgent need of review</p> <p>No proper Management information systems (MIS)</p> <p>IT infrastructure not in line with modern requirements</p> <p>Loss of many key staff and institutional memory</p> <p>Minimal involvement of industry on Council and course advisory committees</p> <p>Narrow revenue base</p> <p>Limited research capacity and output</p> <p>Lack of institutional cohesion</p>	<p>Supportive Government policy environment in higher education and TVET</p> <p>Government policy to convert SICHE to university can be springboard for further growth and development</p> <p>Donors committed in supporting SICHE on basis of a sound strategic plan</p> <p>Continued high level of student demand</p>	<p>Highly competitive environment in higher education</p> <p>Other employers competing with SICHE for qualified staff</p> <p>Stringent financial environment of Government</p> <p>The growth of urban population in Honiara and encroachment of college boundaries</p>

The Strategic Context of the Plan: Key Strategic Issues

A strategic plan cannot address every issue and concern confronting stakeholders whether they be students, staff, Government Ministries, private employers or the community generally. Many legitimate concerns identified by stakeholders in the environmental analysis are operational in nature or specific to one part of the college. These will continue to be addressed where appropriate in the day to day management of the college. Through review of the results of the SWOT analysis and the meetings with stakeholders a number of key strategic issues were identified and the priorities and scope of the Strategic Plan for the period 2011-2015 has been developed in response to these issues. The first key issue is focussed on the strategic direction for SICHE. This is the second of the key questions that the strategic plan must address: where should SICHE be headed over the next five years?

➤ Strategic Direction for SICHE

The functions of SICHE are laid out in the College Act which led to its establishment. In broad terms these functions are teaching and learning (in response to the in-service and pre-service training needs of the various sectors), community research and applied research. As the Solomon Islands population has grown and the economy diversified the range of courses offered by SICHE has also been extended. In addition, as the secondary school system has grown the intake of school leavers in to SICHE courses has also changed. Currently most of the new students have a Form 6 entry level whereas when the College was first established most students were Form 5 and Form 3 school leavers.

How to respond to the changing student demand and the diverse and sometimes conflicting community, industry and government expectations is the major strategic issue facing the College at present. The calls from key stakeholders for SICHE to be upgraded to a university have been getting louder in recent years as other countries in the region have established their own universities and also as other organisations have announced plans to establish universities within Solomon Islands. The recently elected National Coalition for Reform and Advancement (NCRA) Government in its Policy Statement has committed the Government to converting SICHE to a National University within its Term in Office.

The strategic challenge for SICHE is how to respond to this Government policy commitment with the attendant upgrading of courses, staff qualifications, infrastructure and equipment while at the same time strengthening the quality and relevance of its current offerings. The MEHRD has developed draft higher education (HE) and technical and vocational education and training (TVET) policies and action plans. A national qualifications framework (NQF) is also under development and SICHE has also developed its own QF aligned to the draft national framework. Presently SICHE's courses straddle both TVET and HE and as such it is one of a number of 'dual-sector' tertiary institutions within the Pacific region.

During the course of this Strategic Plan the College will strengthen the quality and relevance of its TVET offerings particularly in trade training through much greater industry involvement, while at the same time the College will introduce degree level programs in education and health where the diploma programs are already well established and where SICHE has appropriately qualified staff to teach at

degree level. The introduction of these new degrees for which accreditation will be sought with other appropriate institutions, along with a renewed focus on building the institution's applied research capacity will be the first tangible initiatives within this plan reflective of the institution's new university status in line with the Government policy commitment.

The Strategic Plan includes the development of a University Transition and Implementation Action Plan. The College will work in partnership with MEHRD and the Government to ensure that an orderly implementation process is followed which is focussed on quality at all levels and which draws on the lessons learned from other institutions in the region which have also undertaken restructuring or conversion to university status. The conversion of SICHE to a university is a major decision for Solomon Islands and accordingly the transition plan will include widespread consultation at community level in terms of the type of university that will be needed for long term nation building.

➤ **Quality and Relevancy of SICHE Courses**

Many of SICHE's courses and training programs have not been reviewed for over 10 to 15 years. The need for course review in the Schools of Finance and Administration and Industrial Development is now at a critical stage. In these schools the involvement of industry on advisory committees has been minimal over the last decade. Many courses lack basic teaching and learning resources. SICHE will work in partnership with the relevant Government authorities and industry to revive trade training in Solomon Islands. SICHE through SID needs to once again be seen as a centre of excellence in technical trade training. Links to the Apprenticeship Board which has recently been reactivated will be strengthened. Although the Ministry of Agriculture and Livestock (MAL) works closely with the School of Natural Resources, the courses in this area have not been reviewed for over a decade.

The course in teacher education have been reviewed and upgraded to Diploma level and the marine courses are set at an international standard and monitored within the Pacific region by SPC. There has also been some course review and redevelopment within the nursing programs assisted by WHO through the Ministry of Health.

The process for the review of courses undertaken in the School of Education under the partnership with Waikato University has been a valuable learning experience for the college in terms of the level of support needed and the time needed for curriculum review given commitments that staff have to teaching of existing courses.

In 2009 a Curriculum and Standards Unit (CSU) was established within SICHE to accelerate the process of course review. However the need for systematic review and, where needed, upgrading of courses is going to be a major undertaking for the college. Ultimately the credibility and respect that any tertiary institution enjoys with students, employers and other institutions rests on the quality and relevancy of the courses provided. Currently SICHE is a self-accrediting institution as there is as yet no national accreditation authority for tertiary qualifications in Solomon Islands.

By the end of the period of this Strategic Plan all existing courses offered at SICHE will have been reviewed and where necessary upgraded, so that they are on a par with quality standards in the region.

Key stakeholders in the private and public sectors will be actively invited to be a part of the course review process. The issue of accreditation of qualifications will be a key issue to be worked through in the Transition Plan for University Status. The college will work with other credible tertiary institutions in the region such as USP, UPNG, the Australia Pacific Technical College (APTC) and Fiji National University (FNU) in the course review process. The best possible accreditation (including cross-credits), articulation and recognition of prior learning arrangements will be negotiated so that SICHE graduates and staff have a range of pathways to further develop their skills and knowledge. Technical assistance through twinning arrangements will be needed to strengthen SICHE's internal quality assurance systems and to ensure the course review process is undertaken to acceptable standards.

➤ **SICHE's human resources**

The goals and objectives of the Strategic Plan cannot be achieved without quality staff at SICHE. Having quality staff means staff with appropriate academic qualifications and where appropriate recent industry experience. It means having staff who are committed to teaching and learning and have some formal training in teaching appropriate to an appropriate tertiary environment where many of the students are adults. Quality of human resources also means creating a culture of innovation and commitment to continuous improvement in everything that is important. While SICHE has many staff with the qualifications and experienced needed, the planning process has revealed significant gaps in the overall staffing profile and in SICHE's human resource policies, systems, procedures and plans. Staff morale and motivation remains a key issue which must be addressed within the Plan. We know as a College that there is much that needs to be done before we can confidently say that we have quality of human resources.

During the period of the plan a comprehensive review of SICHE's human resources policies and systems will be undertaken. The need for this is urgent given the Government decision to upgrade SICHE to university status within the current term of government. SICHE is already struggling to recruit and retain qualified staff in areas where competition with the private sector and other government agencies is strong. Approximately 15% of established positions are vacant. Some vacant positions have had to be advertised several times before a suitable appointment has been made. The current staff attrition rate is 7 to 8 % per annum. As a number of the SICHE courses are progressively upgraded to a higher level within the Solomon Islands National Qualification Framework (SINQF), the need for existing SICHE staff to upgrade their qualifications will increase and the need for SICHE to widen the pool from which it recruits its staff will become paramount. The salary structure and conditions need to be sufficiently attractive for SICHE to compete for staff from within the Pacific region as a whole. Current anomalies in the compensation and conditions of service must be addressed if SICHE is to properly tackle issues concerning morale and motivation. Most importantly, staff of SICHE need to be strongly encouraged and empowered to take ownership of the strategic directions outlined in the Strategic Plan. This will be a key factor in successful implementation of the Plan.

➤ **The Learning and Living Environment**

Much of SICHE's infrastructure is in a very poor state and in need of urgent repair and rehabilitation. This is not just a funding issue and the age of the facilities themselves. To a certain extent the condition of the facilities is symptomatic of the state of organisational health of the institution and the attitude of the people (staff and students) utilising the buildings and facilities. Student satisfaction ratings in surveys conducted by the College in 2008 and 2009 were very low on measures relating to quality of infrastructure, equipment, learning resources and library resources and access.

The needs in terms of improving the living and learning environment are extensive and all cannot be adequately addressed within a period of five years. Action needs to focus on key priorities about which the College is very clear. The College cannot provide a quality education if students do not have access to up to date tools, equipment, textbooks and other learning resources.

The College library requires a major restocking and modernisation of library systems. Shortage of textbooks and other learning resources are critical issues affecting all Schools. Teaching equipment in the Schools of Marine and Fisheries, Natural Resources and Industrial Development is in most instances out of date and not in line with the needs of the areas of the workforce that these Schools serve.

A new simulator is required in the SMFS and without it the School is at risk of losing its accreditation to run courses to regional standards endorsed by the SPC. The extent of on-campus support for staff and students – after hours library usage, banking and internet, bookshop, physical and passive recreation is most inadequate and what does exist is of poor quality. SICHE is still a residential institution for just under half the students and also many of the staff. As such the total learning and living environment impacts on attitude, commitment and morale. All these impact directly on the quality of teaching and learning and the quality of SICHE's graduates.

The sustained and systematic improvement of infrastructure is a key priority of the Strategic Plan. At both Kukum and Panatina Campuses there is no lecture theatre to accommodate the large numbers of students in the first and second year of courses. Security has become an increasing problem and the College needs to find solutions to these security and physical planning issues which recognise the residential nature of the campuses. The management of planning of the three SICHE campuses has been conducted on an ad hoc basis for some time. It is now time for the institution to develop a proper Physical Master Plan to guide both the rehabilitation of existing facilities and to guide in an orderly way the further growth and diversification of the college. The preparation of a new Physical Master Plan will be one of the first initiatives of the Strategic Plan addressing infrastructure and the College's physical assets.

➤ **Governance and relationships with stakeholders**

This Plan has been informed by productive and open dialogue with many of SICHE's stakeholders in particular staff and the Government Ministries that sponsor many of SICHE's students. Listening to and continuously responding to the needs of its various stakeholders will be a key element of planning for the future of the college. The college management and Council recognises that SICHE needs to deepen

and broaden the extent and quality of its engagement with stakeholders particularly with Ministries, employers, local industries, business communities and the provincial governments. Without active engagement with employers SICHE cannot be confident that its graduates are work-ready and employable. Course and School Advisory Committees will be reactivated with employers invited to take a meaningful role in these forums. SICHE will scale up its internal and external communications through the development of a proper Marketing and Communications strategy.

During the course of the Plan the College will foster and develop closer relationships with the Honiara City Council, key NGOs and business and industry organisations. In order for SICHE to position and maintain itself as the national tertiary institution a phased scaling up of the institution's presence and involvement in each of the provinces will be initiated during the plan. The reopening of training in forestry, agriculture and natural resources management at Poitete, Kolumbangara will be the first step in an expanded outreach program.

Memorandums of Understanding (MOUs) will be developed with each of the Ministries and other organisations with which SICHE has a strategic relationship that will clearly spell out mutual responsibilities and accountabilities. As an interim measure prior to the upgrading to university status, discussions will be held with Government to extend industry and private sector representation on the College Council.

➤ **Management structures, policies, systems and processes**

Many of SICHE's management systems and processes have not kept pace with the needs and requirements of the operating environment. Effective and efficient management of an institution with in excess of 270 staff and over 2000 students with an annual budget of over \$SBD50m across three campuses requires the serious application of modern business management systems and practices.

A critical area needing attention and major upgrading and improvement is the College's IT systems. Although there have been some improvements over the last three years, the majority of staff have limited or no access to email or internet. The three campuses are not linked through IT and there is no intranet for the institution which limits the ability of staff and management to access the needed data and information that is essential for quality management.

Senior managers of the College need appropriate training in leadership, management and supervision. The current leadership team of SICHE is committed within this plan to implement a range of initiatives to strengthen the management systems and the corporate management culture within the institution. Key areas of attention within the plan will include the human resources information system (HRIS), the student selection system, the IT network and associated systems, the security and property management systems and the financial management and reporting systems.

It is imperative that the organisational structure of the institution is aligned with and supports the strategic direction outlined in this plan. Some fine-tuning of the top management structure will take place in 2011 prior to a systematic review and amendment of the structure that will be required as part of the Transition Plan for the upgrading of the institution to university status. The college will draw on

through dialogue and discussion the experience of other tertiary institutions and universities within the region in terms of designing appropriate academic and administrative structures for universities which provide both technical and vocational programs and courses.

➤ **Sustainability of funding**

SICHE currently operates with an annual budget of over \$SBD50m of which approximately 40% of the revenue is sourced from SIG grants, the level of which are determined on an annual rather than a medium term (e.g. three or five year) basis. With a further 58% of revenue coming from student fees and charges only 2% of revenue is sourced from other areas. With so much of the College revenue coming from annually set government grants the ability of the college to make medium term plans has been constrained. The college appreciates the tough economic environment that has faced the Solomon Islands Government in recent years. Equally, the College is conscious of the burden that student fees and boarding levies represent for many families and small businesses. At the same time SICHE needs adequate funding if it is to become a credible and quality tertiary institution.

A number of the key initiatives of this Strategic Plan can only be implemented with an injection of additional recurrent and capital funds. SICHE does not have cash reserves or endowments and investments from which needed small scale infrastructure projects or education improvement initiatives such as a staff development scheme can be funded. The SIG has provided Development Budget funds for infrastructure over the last two years. The reality is that for the foreseeable future the College will need to work in partnership with the SIG and donors to develop and fund a long term plan for the recapitalisation and improvement of the College infrastructure.

The Council and management recognise that over time the institution needs to become less dependent on SIG recurrent grants for its survival. During the course of the Strategic Plan a range of strategies will be investigated and implemented to source new forms of revenue and to create a more commercial and entrepreneurial management culture within the institution. The College now recognises that it will need to progressively move away from a balanced budget approach towards budgeting for a small surplus each year that can be used over time to fund development improvement projects.

The Strategic Plan is in effect a prospectus for the future. It represents an invitation to Government, to development partners and to the public and private sectors to work in partnership with the College in investing in the priorities that have been identified and the strategic initiatives that are necessary to achieve the Vision of an excellent Solomon Islands national tertiary institute that delivers quality teaching and learning in technical and vocational fields of study relevant to national needs.

Our Key Priorities

Priority 1: SICHE's strategic direction

Goal 1: As the national tertiary institution in Solomon Islands, SICHE is to be an institution of choice by students, staff and other stakeholders; to be an innovative and responsive institution offering high quality courses from certificate to degree levels in areas vital to the economic, social and personal development of Solomon Islands and its citizens.

Objective 1: SICHE will work in partnership with Government and relevant Ministries in implementing sectoral policies and frameworks in technical, vocational and higher education

Strategies and Initiatives

- A Transition and Implementation Action Plan will be prepared early in 2011 for the conversion of SICHE to a university. The College will work in close consultation with the Government on the timeline for implementation of the plan.
- The School of Tourism and Hospitality Studies will be fully established by 2012
- The School of Humanities, Science and Media will be fully established by 2012
- The College's outreach and community education programs will be reviewed and expanded with a targeted focus on the needs of the provinces and the rural areas.
- A new strategy and action plan will be developed for the College in Distance and Flexible Learning (DFL) to enable SICHE's courses to be more accessible to Solomon Islanders living outside of Honiara. Technical assistance will be sought in the development of the plan.
- A Research Office and fund will be established within the Directorate to reinvigorate applied research. A Research Committee with representatives from each School will identify priority areas for research and develop mechanisms to encourage staff with research skills to become research active. Leadership will be provided from the SOE which built its research capacity and culture under the Waikato partnership. Links will be established with USP and other regional universities to provide opportunities for staff to undertake collaborative research in areas linked to the vision and mission of the Pacific Plan which has been endorsed by all Pacific leaders.
- The strategic planning, monitoring and evaluation and risk management functions of the institution will be progressively strengthened with the Directorate to coordinate and lead improvements in these areas.

Priority 2: Teaching and Learning: Quality and Relevancy of SICHE's courses

Goal 2: SICHE will lift the quality and relevancy of its courses contributing to improved student satisfaction and success and with the skills and attributes of SICHE graduates and the SICHE qualifications being held in high regard by employers and the community.

Objective 2: SICHE will improve the quality and relevancy of its courses and programs through a comprehensive process of course review and redevelopment to be completed by 2013

Strategies and Initiatives

- Appropriate institutional links or 'twinning' arrangements will be established for the Schools of Industrial Development, Nursing and Health Studies, Marine & Fisheries, Finance and Administration and Natural Resources. The twinning arrangements will be the key implementation modality to reinvigorate and refresh the courses in these schools so that they are of high quality and reflect excellent practice in teaching and learning. Assistance from development partners will be sought in establishing and funding these twinning arrangements. A phased implementation of the twinning arrangements will be followed to be coordinated by the Directorate. Links will be established for two schools in 2011 and three further schools in 2012.
- The Curriculum and Standards Unit and the College internal quality assurance systems will be strengthened and the internal process of course review will be accelerated so that all of SICHE's courses will have been reviewed and redeveloped within the planning period.
- The course review process will involve a standardised approach utilising the college qualifications framework – linked to the Solomon Islands NQF. A process of benchmarking of College qualifications with regional standards will be commenced.
- Update and implement a new Quality Strategy by 2012

Objective 3: SICHE will implement new courses and programs in response to identified stakeholder needs where a business case has been established and sustainable finance assured.

Strategies and Initiatives

- Implementation of new Bachelor of Teaching program to commence 2012
- Implementation of new Bachelor of Nursing Program to commence in 2011
- Implementation of Diplomas in Community Based Rehabilitation and Public Health to commence by 2012
- Implementation of new Diploma courses in Journalism and Media Studies, Mathematics, Science, Sociology and Cultural Studies to commence in 2012

- Implementation of Certificate/Diploma courses in Electrical, Mechanical and Civil/Architectural engineering within School of Industrial Development by 2012 following a detailed needs assessment conducted in 2011
- SICHE will investigate the need for common generic courses in areas such as information literacy, and computer and communication skills as a way of better preparing students for tertiary study and also for transition to workforce/community roles.
- Rigorous academic and business planning processes will be developed and followed for the introduction of any new courses. Demonstrated viability and sustainability will be the key elements of the course approval process.

Objective 4: SICHE will take concrete steps to improve the quality of teaching across all of its Schools and promote a college-wide culture of excellence in teaching.

Strategies and initiatives

- As part of the review and overhaul of human resource systems, teacher performance appraisal and incentive systems will place a high priority on excellence in teaching.
- A teaching excellence award system will be introduced in 2012 following consultation with staff during 2011.
- Staff access to computers will be improved by 100% with all teaching staff provided with training in the use of ICT for effective teaching and learning.
- A comprehensive review of the equipment needs of each school will be undertaken and based on the findings of the review school budgets for teaching and learning resources will be increased and maintained in real terms.
- All newly appointed staff without teaching qualifications will be required to complete the internal Certificate in Education for Adult Learners – Adult Learners Training Program (ALTP).

Priority 3: Learning and Living Environment

Goal 3: The learning and living environment (physical and academic) within SICHE to be safe for students and staff and with facilities and infrastructure that are conducive to quality teaching and learning.

Objective 5: SICHE will commit to a major refurbishment and improvement of the condition of the physical infrastructure supporting student learning and other aspects of campus life.

Strategies and Initiatives

- A comprehensive audit and stock take of SICHE's physical facilities at all campuses in terms condition and appropriateness to current and projected requirements will be undertaken early in 2011
- Preparation of a new Physical Master Plan for the three Honiara campuses (Kukum, Ranadi, and Panatina) will be undertaken in 2011
- Construction of a lecture theatre at Kukum campus to accommodate up to 300 students will be completed by 2012
- The main classroom block at Kukum will be refurbished and upgraded with appropriate ICT and other teaching aids – targeted to be completed by end of 2012.
- An extension and upgrade of the Panatina campus library will be completed by 2013
- Construction of a lecture theatre at Panatina campus to accommodate 200 students will be completed by 2014
- A new workshop will be built for Marine Engineering at Ranadi campus and the facilities and equipment for Marine engineering will be relocated from Kukum to Ranadi campus.
- A feasibility study will be undertaken in 2011 on the viability of reopening by 2012 of the Poitete campus on Kolombangara Island for practical training in forestry and agriculture and short community education courses.
- A new simulator will be acquired for the School of Marine and Fisheries Studies as condition for regional reaccreditation of courses by 2012.
- A rebuilding of the practical seamanship room for the School of Marine and Fisheries Studies will be completed by 2012
- The refurbishment of the workshop block in School of Industrial Development commenced in 2007 will be completed by 2012.
- Through refurbishment of relevant office and classroom accommodation the Survey drafting department will be relocated back into the School of Industrial Development precinct.

- A farm development plan will be developed for the Kukum farm incorporating required farm machinery, livestock and irrigations systems. Training in farm management will be provided with the farm to perform a teaching function but to be run on proper commercial systems and practices.
- Additional classrooms at Kukum and Panatina will be constructed based on identified need in terms of additional enrolment in existing courses and the needs of new courses.
- Installation of security fencing for the Kukum and Panatina campuses

Objective 6: SICHE will improve the quality and expand the range of support services provided to students and staff thereby enriching the quality of their campus life.

Strategies and Initiatives

- A sports and recreation centre for students and staff will be developed and run on a commercial basis
- As part of the implementation of the new physical master plan, student amenities for passive recreation will be progressively improved
- A review of SICHE's student catering services will be undertaken in 2011 to improve the quality and cost effectiveness of service delivery
- Refurbishment of one student dormitory will be undertaken in each year of the strategic plan. Standards of accommodation to be reviewed as part of the refurbishment process.
- Improved electronic security and surveillance systems will be installed in the SICHE libraries to protect and secure SICHE's library resources
- The audio-visual unit in the SICHE library will be reequipped by 2012
- A major restocking and replenishment of reference books, text books and *e-learning* resources of each of SICHE's three libraries will take place from 2011 to 2013
- The number of computers for student use in the SICHE libraries will be increased by 50% by 2013
- As part of the implementation of SICHE's new physical master plan appropriate fencing will be installed to strengthen security of SICHE's physical assets and personal security and safety of students, staff and their families
- Five senior and five junior staff houses will be refurbished each year
- Six new staff houses will be constructed each year

Priority 4: SICHE's Human Resources

Goal 4: To recruit and retain the best available staff from Solomon Islands and the region; to nurture a caring and responsible working environment for staff which encourages commitment, creativity, innovation and a caring attitude towards students and the human and physical resources and assets of the college.

Objective 7: SICHE is committed to a range of measures to ensure that it continually recruits and retains the best available staff

Strategies and Initiatives

- As part of the transition to university status, for key management positions and certain academic positions, where the pool of appropriately qualified personnel is thin in Solomon Islands, SICHE will broaden its recruitment to include applicants from other Pacific Forum countries.
- The College will develop partnerships with donor funded volunteer schemes to fill staffing gaps in areas of critical need.
- A SICHE Staff Development and Scholarship scheme will be implemented commencing 2011 involving training by DFL, upgrading of qualifications through study at regional institutions and targeted in-country training. SICHE will allocate funds from its recurrent budget towards this scheme. Assistance from donors will also be sought with funding of the scheme.
- Staff attachments will commence in 2012 under the twinning arrangements (refer Objective 2) as a key measure to improve staff performance and incentives.

Objective 8: SICHE will review and overhaul its human resource management processes, policies and systems to encourage a stronger performance oriented culture

Strategies and Initiatives

- An independent review of the conditions of service for SICHE staff will be undertaken to ensure that the conditions enable SICHE to be competitive in the recruitment market place.
- A College Human Resource Information System (HRIS) will be fully installed with relevant staff provided with appropriate training.
- A new Performance Management System will be developed to drive improvements in productivity of SICHE staff, to reward outstanding performance and to attract and retain qualified and skilled personnel. It is important that the SICHE performance management system is aligned with the SICHE compensation (pay structure) and incentive system.

Priority 5: Governance & Stakeholder Relationships

Goal 5: To respect institutional stakeholders through a renewed program of engagement and to work in partnership with a wider group of stakeholders in developing the strategic direction of the institution and its fields of study.

Objective 9: SICHE is committed to further strengthening of College governance and improving its relationship with key stakeholders

Strategies and Initiatives

- School and Course Advisory Committees will be reactivated with stronger Ministry and industry involvement. Each committee will meet two times each year. A College secretariat will support the work of these advisory committees.
- MOUs and Service Level Agreements will be negotiated with each of the key Ministries setting out mutual accountabilities and responsibilities. As a priority early in 2011 an agreement with MEHRD will be finalised in respect of the services to be delivered under the SIG Recurrent Grant and the sector budget support provided to the School of Education.
- The SICHE Council will be restructured to provide wider community and private sector involvement
- The Finance and Campus Planning and Development Committees of Council will be strengthened by including outside technical expertise
- An induction program will be developed for all Council and committee members and training will be provided in corporate governance to all Councillors, committee members and SICHE senior managers.

Priority 6: Management structures, policies, systems and processes

Goal 6: To improve institutional productivity through an overhaul and modernisation of management systems and processes.

Objective 10: Strengthen and upgrade the College's management information systems, policies, processes and planning systems through cost-effective use of IT where appropriate

Strategies and Initiatives

- A systematic updating and streamlining of all College academic and administrative policies, regulations, and delegations to be completed by 2012
- A policy register will be developed of all SICHE college-wide policies and updated and maintained by the Directorate
- SICHE's IT systems will be upgraded and strengthened through establishing a college wide intranet and IT network linking each of SICHE's three Honiara campuses
- Software licensing arrangements will be reviewed and where appropriate open source software installed
- The reprographics service will be upgraded to improve the cost-effectiveness of service delivery to staff and students
- A review of SICHE's student selection systems and processes including student selection criteria will be undertaken to ensure transparency in selection and appropriate involvement of Schools in the student selection process – to be completed in 2011.
- A student management information system (SMIS) will be developed and appropriate staff training in the system provided - to be implemented in 2011.
- A Review of SICHE's management structure will be undertaken and appropriate amendments made to support the requirements of transition to university status
- The Property Management office within SICHE will be strengthened with training provided in asset management and maintenance planning and implementation.
- A new administrative building will be built on the Kukum campus bringing staff together from many existing different locations leading to improved efficiencies in communication and increases in productivity.

Objective 11: Strengthen management capability and skill in key areas of leadership, supervision, planning, budget management, IT, communication skills and risk management

Strategies and Initiatives

- A Leadership and Management program will be developed and implemented involving all SICHE senior and middle managers incorporating best practice in education institution management.
- Institutional research and planning will be strengthened within the Directorate to provide managers with timely and strategic management information, forecasts and projections.

Priority 7: Sustainable Finance

Goal 7: To convince stakeholders of the value of investing in the future development of the institution; to be an effective steward of institutional funds through adoption of modern budget management practices.

Objective 12: Diversify the College revenue base to provide a sustainable footing for the College's further growth and development

Strategies and Initiatives

- A Review of internal costing of SICHE services including student tuition, meals, boarding and hire of facilities to calculate actual expenditure cost per student. Such review will enable SICHE to better understand internal cost drivers and assist in aligning costs and budgets with strategic plan priorities. Technical assistance will be sought in 2011.
- A working party with representation from each School will be established in 2011 to develop a policy framework for income generating activities that provides clear incentives for staff to be involved in income generation and at the same time allows for income generated to be reinvested in needed educational improvements within the college. Under this framework income generation targets will be set for each School and relevant Divisions.
- The College financial policies, procedures and instructions will be overhauled and staff and managers will be provided with appropriate training.
- Finance Division staff will be provided with intensive training in the Attaché Accounting software so that the quality and timeliness of management reports provided be improved.
- An Internal Audit Office will be established in 2011 as required by Ministry of Finance and Treasury to encourage and promote compliance and accountability.

Implementing the Plan

Another lesson that the college has learned is that once a plan has been developed and endorsed, rigorous processes and systems need to be developed to support plan implementation. Even very good plans with a high degree of stakeholder commitment often end up not being implemented properly. The reason for this is that often annual budgets are not properly aligned with the priorities of the plan. Also performance plan of managers in organisations do not reflect the plan priorities. Proper implementation also requires a detailed translation of the strategic priorities and initiatives in to cross-cutting functional action plans in areas such as IT, Human Resources, Property Management, Student Services, and Academic Development.

Monitoring & Evaluation Framework: The Directorate of SICHE will take responsibility for ensuring that a proper implementation process is in place and that a monitoring and evaluation (M&E) framework supports the implementation. The implementation and M&E framework will have the following components:

- An annual business plan for SICHE as a whole based on the approved annual budget and the key strategies and initiatives targeted for implementation in each year of the plan.
- Three year functional plans in the key areas of Information Technology, Property & Infrastructure, Human Resources, Student Services to be developed by the responsible manager in the first half of 2011.
- Three year Academic Plans developed by each School in the first half of 2011 setting out enrolment projections for each course and initiatives planned for course review and development and other strategic initiatives of the Strategic Plan
- Each senior manager report six-monthly to the Director on the implementation of their respective plans identifying any new and emerging risks that may impede implementation.
- The Director to prepare a summary report to Council on implementation of the plan each six months. Once endorsed by Council the Progress report to be distributed to Ministries and other key stakeholders including development partners.
- A Mid Term Evaluation (MTE) of the Plan to be conducted during 2013 and based on the results of the evaluation an updated plan developed for the last two years of the planning period 2014-2015. The MTE to be conducted by a sub-committee of Council with some independent external expertise.

The College recognises that its capacity to move forward with the implementation strategy needs to be strengthened. A capacity building program covering strategic planning, project and program management, monitoring and evaluation and risk management will need to be designed and implemented for SICHE's senior managers.

Key Performance Indicators (KPIs)

The Plan contains a range of targets linked to implementation of specific initiatives. A manageable number of KPIs need to be developed that as a whole will provide the senior management, the Council and other stakeholders with a picture of progress with overall plan implementation. The following indicators will be used as a starting point for tracking progress with institutional performance. During 2011 as part of the capacity development program involving senior managers, the list of KPIs will be refined and added to where appropriate:

SICHE Priority	Key Performance Indicators (KPIs)
SICHE Strategic Direction	<p>Transition plan to university status developed and implemented</p> <p>Staff participation in research – number of publications and staff receiving research grants</p> <p>Strategic Partnerships and alliances with other tertiary institutions</p>
Teaching and Learning: quality and relevancy of SICHE's courses	<p>Student retention from Year 1 to Year 2</p> <p>Course pass rates</p> <p>Number of graduates</p> <p>Results of student satisfaction surveys with teaching and learning services</p> <p>Number of courses reviewed and upgraded</p>
Learning and Living Environment	<p>Physical Master Plan in place</p> <p>Number of new acquisitions to new library stocks</p> <p>Computer to student ratio</p> <p>Number of dormitory places upgraded each year</p> <p>Number of staff houses renovated each year</p> <p>Percentage of budget allocated to maintenance of buildings, plant and equipment</p> <p>Student satisfaction measures with student support services</p>
SICHE's human resources	<p>Number of staff exchanges</p> <p>Staff vacancies as % of establishment</p> <p>Number of staff undertaking further studies each year</p>

	<p>Percentage of academic staff holding Masters degrees or PhDs</p> <p>Staff development budget</p>
Governance and stakeholder relationships	<p>MOUs with Government Ministries and other organisations</p> <p>Attendance of Council members at council and sub-committee meetings</p> <p>Quality of management reporting to Council</p> <p>Course Advisory Committees established with industry representation and attendance.</p>
Management structures, systems and processes	<p>Number of staff with access to email</p> <p>Number of policies reviewed and updated</p> <p>Reports from the new Student Management Information System (SMIS)</p> <p>Risk management plan and framework in place</p> <p>Revised organisation in place</p>
Sustainable finance	<p>Income generated by commercial activity</p> <p>Financial surplus as percentage of budget</p> <p>SIG share of Total Recurrent Income</p>

Risk Management

The plan is ambitious in scope and an initial risk assessment undertaken by the senior managers of the College has identified the following key medium to high level risks.

#	Risk	Impact	Mitigation Strategy
1.	The Solomon Islands Government does not give clear guidance and direction regarding the future status of SICHE	The College is not a fully independent institution. If the SIG does not provide clear direction to SICHE on its plans and timelines to establish a university, a climate of uncertainty within the institution will continue. Staff in particular will remain unsure of the direction in which the College is heading.	The College has commenced a dialogue with MEHRD and the Minister regarding the details of the Policy announced by the NCRA Government to convert SICHE to a university within the term of office. The Plan includes provision of a Transition and Implementation Action Plan for the establishment of a university to be developed in partnership with MEHRD.
2.	Tough economic environment prevents SIG from providing appropriate funding to support the plan	Impact would be significant as 40% of College recurrent budget is directly sourced from Government Grant. Significant part of Student Fees and Charges is also sourced from Ministry recurrent budgets. Development Budget also heavily reliant on SIG funds.	Council has already approved an increase in student fees and charges. The plan also includes initiatives for income generation. If SIG grant is cut back, the targets in the plan will have to be reviewed and where necessary, internal budget adjustments made.
3.	Development partners not willing to support SICHE's future development	Impact will be significant. Key initiatives to improve quality are unlikely to make significant progress without development partner support.	NZAID already providing targeted budget support to School of Education to support teacher education. SICHE through MEHRD in dialogue with other donors under sector wide approach.
4.	Staff at SICHE provide resistance to implementation of key initiatives	Impact would be significant in a number of areas of the plan affecting human resources.	Staff have been heavily involved through workshops in developing directions of the Plan. This provides a strong degree of ownership from which specific plans for implementation can be developed. Leadership team of SICHE will take responsibility for ongoing dialogue

			with staff regarding implementation particularly initiatives concerning housing and conditions of service.
5.	Industry does not respond positively to proposals to become more engaged with SICHE	Impact would be significant in that the plan is based on much more 'industry led' technical training in the SID and SFA in particular. SICHE has become removed from employers and negative perceptions have developed amongst a number of employers regarding the quality of SICHE's courses and training.	Apprenticeship Board has been reactivated and Head of SID is Deputy Chair. Directorate and Heads of Schools will need to become much more proactive in engaging with industry. New university council to include strong representation from industry.
6.	SICHE is not able to recruit and retain the staff needed to implement the plan.	Already SICHE has been operating at only 85% of its establishment level.	Hard to staff positions need to be identified and proactive recruitment strategies developed including regional recruitment where appropriate. Plan includes a review of SICHE's conditions of service.
7.	SICHE annual budgets are not linked to the priorities of the plan and SICHE managers pursue differing priorities to those in the plan	Plan will not be implemented if there is not appropriate alignment between strategic plan priorities, annual operating budgets and management accountabilities	An Implementation and M&E framework is included as part of the Plan. Director to report six-monthly on implementation. Strategic Plan to drive budget development and manager performance assessment.

Key Infrastructure Priorities included in the Strategic Plan

Project	Need/justification
Physical Master Plan	There has been no physical master plan to guide the planning, location and management of the college's buildings, roads access points and boundaries. As a result decisions taken with regard to infrastructure have been made on an ad hoc basis and this is not conducive to developing a quality living and learning environment. The Strategic Plan includes several key infrastructure proposals both rehabilitation of existing facilities and a number of new facilities. A Physical Master Plan encompassing the three Honiara campuses is now needed to be developed, the plan needs to have a long term view but also reflect the educational priorities and needs of this Strategic Plan.
Campuses Security Fence	The need for proper fencing around the Kukum and Panatina campuses is long standing. Personal security is an issue for the College and also the need to protect the college physical assets and equipment.
Kukum Campus Lecture Theatre:	This is the most critical infrastructure need on the Kukum campus where the Schools of Finance and Administration, Nursing and Health Studies, Natural Resources and Industrial Development are located. The new Schools of Tourism and Hospitality and Humanities, Science and media are also located at Kukum. There is currently no lecture theatre on the campus. This means that the teaching of courses with large numbers of students is done in school classrooms and lessons often have to be repeated leading to inefficiencies in resource allocation. A lecture theatre with modern IT equipment and infrastructure catering for up to 300 students is needed. Such a facility will be used for revenue generation through hiring to outside organisations.
Relocation of the Marine Engineering Workshop for Kukum Campus (School of Industrial Development) to Ranadi (School of Marine and Fisheries Studies)	The Marine Engineering workshop is currently located within SID at Kukum. This is dysfunctional from an education and training point of view. If the machinery and equipment is relocated to the School of Marine and Fisheries at Ranadi in a newly built workshop, the vacated space at Kukum can then be needed for urgently needed additional workshops in mechanical trades.
School of Marine & Fisheries simulator	The School requires either a training ship or a simulator if it is to be accredited as a training institution meeting the International Maritime standards. The current simulator which is over 20 years old has fallen into disrepair and does not meet the requirements of training for ships that now work in Solomon Islands waters. If a new simulator is not procured

	SICHE is at risk of not having its marine courses accredited when new standards come in to force by 2012.
Campuses Computer Service Centre	The current IT centre which is only three years old is located in a former staff house and system security and security of IT equipment is a problem for the college. A purpose built facility is needed to be built in a secure location.
Panatina Campus Lecture Theatre	This is the most critical infrastructure need on the Panatina campus where the School of Education is located. There is currently no lecture theatre on the campus. The pavilion has been used for large meetings and lectures. However its open-air nature renders it unsuitable as a teaching space requiring modern IT technology. A lecture theatre with modern IT equipment and infrastructure catering for up to 200 students is needed.
Kukum Campus Administration Building	Presently the various administrative staff are scattered in various buildings and this is not conducive to creating good teamwork. A purpose-built building is now needed. The vacated buildings can be converted to classrooms and also a staff club/amenities centre.
Upgrading of classrooms in School of Industrial Development and Marine & Fisheries Studies	Some classrooms have deteriorated and need to be upgraded to bring to an acceptable standard for teaching and learning and to address enrolment growth.
Additional classrooms for, SFA, SNHS, & SHSM	Five additional classrooms are needed because of enrolment growth in existing courses and to meet the requirements of new courses to be introduced within the Strategic Plan.
Access roads, car parks and walkway rehabilitation - Kukum and Panatina campuses	These have all deteriorated and are having significant impact on wear and tear of College and other vehicles. A rehabilitation program including provision of footpaths, shelter and seating needs to be implemented as part of the Physical Master Plan Implementation.
Construction of 15 2BR and 15 3BR staff houses	Staff housing is a major factor in the College's ability to recruit appropriate staff. The College has ample land for the construction of additional housing.

Abbreviations & Acronyms

ALTP	Adult Learners Training Program
APTC	Australia Pacific Technical College
CSU	Curriculum & Standards Unit
DEC	Distance Education Centre
DFL	Distance & Flexible Learning
HRIS	Human Resource Information System
KPI	Key Performance Indicator
MAL	Ministry of Agriculture & Livestock
MEHRD	Ministry of Education & Human Resource Development
MOU	Memorandum of Understanding
MTE	Mid Term Evaluation
NQF	National Qualifications Framework
SFA	School of Finance & Administration
SHSM	School of Humanities, Science & Media
SICHE	Solomon Islands College of Higher Education
SID	School of Industrial Development
SMFS	School of Marine & Fisheries Studies
SMIS	Student Management Information System
SNHS	School of Nursing & Health Studies
SNR	School of Natural Resources
SOE	School of Education
SPC	Secretariat of the Pacific Community
TVET	Technical Vocational Education & Training