



**National Institute of Health  
and Social Studies**

**Strategic Plan 2023-2028**



**October 2023**

## Table of Contents

Table of Contents.....	1
Tables and Figures .....	4
Abbreviations.....	5
Acknowledgements.....	6
Foreword (1) .....	7
Foreword (2) .....	8
1.0 Background .....	9
1.1 Mandate and Functions .....	9
1.2 Development Process .....	9
1.3 Steps and Timelines .....	10
2.0 Situation Analysis .....	11
2.1 Key achievements and challenges .....	11
2.2 Organisational Structure .....	11
2.3 Finance .....	13
2.4 Staffing .....	13
2.5 Programmes.....	13
2.6 Teaching and Learning Methods.....	14
2.7 Student Intakes and Population.....	15
2.8 Infrastructure .....	15
2.9 Pandemic Resilience .....	15
2.10 Reporting/Accountability.....	16
2.11 Review of implementation of NIHSS Strategic Plan (2015-2020).....	16
2.12 Review of recommendations of SQA report (2019).....	18
2.13 Summary of SWOT Analysis .....	18
2.14 Overall Recommendations/Priorities for Institutional Planning.....	20
3.0 Strategic Framework.....	22
3.1 Vision.....	22
3.2 Mission .....	22
3.3 Goals .....	22
3.4 Core Values .....	22
3.5 Strategic Pillars and Objectives.....	23
3.6 NIHSS Strategic Framework Concept.....	24
3.7 Pillars and Objectives .....	25
4.0 Risks and Mitigation Strategies.....	29

5.0 Monitoring and Evaluation ..... 30  
6.0 Dissemination ..... 31  
Annex: Monitoring and Evaluation Framework..... 32

## Tables and Figures

Table 1 Timelines in NIHSS strategy development.	8
Table 2 NIHSS Courses offered and graduates, 2017-2021.	12
Table 3 Pillars and Objectives, with key actions.	24
Table 4 Risks and assumptions and possible mitigation strategies.	28
Table 5 Objectives, key actions, and monitoring plan.	30
Figure 1 Provisional Organisational Structure of the NIHSS.	11

## **Abbreviations**

CBA – Competency-Based Approach.  
CPD – Continuous Professional Development.  
DRMD – Division for Risk and Disaster Management  
M&E – Monitoring and Evaluation  
MNA – Member of the National Assembly.  
MOE – Ministry of Education  
MOH – Ministry of Health  
MoU – Memorandum of Understanding  
NHSP – National Health-sector Strategic Plan  
NIHSS – National Institute of Health and Social Studies  
PPBB – Programme Performance-Based Budgeting  
PMS – Performance Management System  
PSB – Public Services Bureau  
QA – Quality Assurance  
RBM – Results-Based Management  
RPL – Recognition of Prior Learning  
SFRSA – Seychelles Fire Rescue Services Agency  
SQA – Seychelles Qualifications Authority  
TEA – Tertiary Education Act  
UniSey – University of Seychelles  
WBE – Work Based Experience

## **Acknowledgements**

The NIHSS Strategic Plan development was initiated under the directive of the Principal Secretary for Health, Dr Bernard Valentin.

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## **Foreword (1)**

First, I would like to thank the Strategic Planning Committee members for their commitment to this planning process, for their patience and good humour, and for their fortitude in seeing it through to the end. Thanks also to the previous NIHSS Board members who participated in this crucial task.

Strategic planning keeps an organization on track over time, and allows the organization to respond to change while remaining faithful to their mission and vision. The process itself may have as much value to the Institution as the final plan, since so much can be learned from surveying both the position of the organization and the state of the environment in which the institution operates.

Therefore, staff, learners and other stakeholders will play a vital role in this new strategic plan as it provides foresight into our Institution's future and affords countless opportunities to imagine and realize amazing new ways to deliver health and social education and training. Hence, by creating a culture of excellence and diversity, and by providing unmatched facilities and support, our future discoveries will translate into transformational care and service delivery and improved wellness for the communities we serve.

Six strategic pillars, each with unique goals and strategies, power our strategic plan and propel us to be a pioneering tertiary education institution in health and social studies. This I believe will create a strong and distinctive institutional identity. It will also allow NIHSS to set clear and realistic priorities for the future and facilitate ownership of projects so its team of staff, learners and partners can embrace a commitment of shared success.

In conclusion, this newly devised strategic plan confidently sets forth a clear vision through a set of strategic goals and objectives that effectively guides its implementation and promotes collaboration and nimbly responds to the constantly evolving demands of the health and social sectors in Seychelles.

**Dr Gylia Mein**

**Chairperson – Governing Board**

## **Foreword (2)**

The complex nature of the health and social well-being of humans, will continue to present emerging challenges in the coming years. As an institute focused on health and social studies, it is the mandate of the National Institute of Health and Social Studies (NIHSS) to unravel the big issues and propose resolutions through education, enquiry, experience and co-operation.

Our 2023-2028 Strategic Plan is a five-year roadmap that aims to address the needs of the country by giving added value to the offerings of the Institution, through new programmes and short courses for continuous professional development of the health and social work workforce.

Despite the fact that work on the strategic plan was started during a pandemic, the priorities, goals and visions we developed in consultation with staff, learners, board members and many key stakeholders, are as relevant as ever. That is because fundamentally, our vision and mission reflect a longstanding commitment to a healthier and more socially competent Seychelles. Our focus remains on improving and protecting the health and social well-being for all, by providing quality education and training in the health and social sector. Through our increased marketing plan, coupled with the re-opening of the renovated building in Mont-Fleuri, we envision to attract more learners to the Institute in the coming years. The strategic plan reflects our aspirations to be a modern and vibrant institution that addresses the emerging concerns of our society by adopting a sustainable and environmentally friendly approach.

The 2023-2028 strategic plan has been carefully crafted to align with the National Health Strategic Plan (NHSP) and is truly an embodiment of our motto “Learning to care”, where care is at the centre of all our aspirations and activities.

**Ebrahim M.Ali**

**Director**



## 1.0 Background

The National Institute of Health and Social Studies (NIHSS) is a professional training centre operating under the Ministry of Health since 2014. Its operations are governed by the Tertiary Education Act (TEA, 2011, amended in 2022), and the NIHSS charter (2015).

### 1.1 Mandate and Functions

**The core mandate of the NIHSS is to support human resource production and development in the health and social sectors.**

NIHSS contributes towards this mandate by training and continuous professional development in health and social sectors from level 3 (certificate) to level 6 (advanced diploma) on the National Qualifications Framework of the Seychelles Qualifications Authority (SQA).

It works in close collaboration with the Ministry of Health and Ministries responsible for Social Work, Family Affairs and Education for the training and development of programmes for the health and social sectors. It also collaborates with external institutions, including international institutions, to deliver courses at degree and higher levels to meet specific local demands.

#### Key Functions

The functions of the National Institute of Health and Social Studies are to:

- a) Carry out needs analysis and develop health and social studies programmes, which are in conformity with the guidelines provided by the recognised authorities for those programme areas;
- b) Carry out appropriate research for evidence-based decision-making such as in operational processes, and programme design and implementation (with relevant service area and/or stakeholders where relevant).
- c) Deliver programmes referred to in list of courses, to learners enrolled at the National Institute of Health and Social Studies, in accordance with procedures it has established;
- d) Identify needs and offer professional development programmes for health and social service personnel in employment, in collaboration with partners;
- e) Facilitate continuing professional development (CPD) of all the staff of the National Institute of Health and Social Studies;
- f) Implement evidence-based measures to support student learning and retention in the institution.
- g) Collaborate with professional bodies and institutions concerned with human resource development and employment to ensure that training meets professional standards and is fit for purpose;
- h) Publish academic and other literature;
- i) Award qualifications and academic titles.

### 1.2 Development Process

In line with its responsibilities to develop the NIHSS strategic plan for 2023-2028, the governing board mandated a technical working group in 2020 to undertake a review of the last NIHSS strategic plan (2015-2020), and a situational analysis of the current state of affairs.

This consisted of reviews of existing legislation and policies in the health and social sectors. The team also examined internal and external reports such as the SQA's Accreditation reports (2016,2019) and the Annual reports (2016-22) submitted to the Tertiary Education Commission (TEC). Finally, there were consultative sessions with students, staff and partners, including parents of students enrolled in the institution.

A review of implementation of the last strategic plan (2015-2021) was conducted, followed by a SWOT analysis. The group set about prioritising the issues/statements using the following options:

- High Need; High Feasibility
- High Need; Low Feasibility
- Low Need; High Feasibility
- Low Need; Low Feasibility

The issues/statements categorised as 'High Need; High Feasibility' were selected by the group as being priority areas to be addressed in the strategic plan for 2023-2028.

These were categorised into six main pillars that were then further described into a few main objectives under each pillar.

### 1.3 Steps and Timelines

The table below outlines the steps and timelines where steps were completed. For steps yet to be completed, the dates proposed are tentative.

*Table 1 Timelines in NIHSS strategy development.*

<b>Step</b>	<b>Timeline</b>
Set-up of Technical Working Group with Terms of Reference	Oct 2020
Conduct of Situation Analysis of NIHSS activities	Oct 2020-Oct 2021
Review of relevant policies, strategies and reports in health, education, employment and social sectors, at National and International levels.	Oct 2020
Review of NIHSS Strategic Plan 2015-2020 and NIHSS annual reports.	Oct 2020
Undertake SWOT analysis.	Dec 2020
Internal stakeholder consultation with staff, students and parents.	Dec 2020
Prepare a Situation Analysis Report	Oct 2021
NIHSS Board term expired.	Apr 2022
Prepare the first draft of the NIHSS Strategic Plan for 2023-2028.	July 2022
Review of first draft by NIHSS staff	12 Aug 2022
Key external Stakeholder engagement: Education and Health, including NIHSS student council representative.	25 Aug 2022
Key external Stakeholder engagement: Department responsible for social affairs	17 Oct 2022
Final draft of NIHSS Strategic Plan 2023-2028 ready	Jan 2023
Endorsement by Governing Board	Sep 2023
Submission to Ministers for Health and Education for approval	Oct 2023

It is noteworthy that work on the NIHSS Strategy was started during the COVID-19 pandemic, and due to involvement in the emergency response of many working group members, as well as the parent institute, the development process was stalled for most of the year 2021. It was resumed early 2022 and seen to completion.

## 2.0 Situation Analysis

### 2.1 Key achievements and challenges

In the past decade, the NIHSS as an institute has made significant progress towards its mandate to offer training and professional development for the health and social sectors. Guided from 2015 to 2021 under the last NIHSS Strategic plan, the institution realised the following:

- Full accreditation as a training institute by the SQA for the first time; with the addition of a new quality assurance officer.
- Steady production of a range of graduates at certificate, diploma, advanced diploma and degree levels, in the health and social fields – numbering in the range of 60 to 90 graduates annually – serving as the main source of professionals in the respective sectors.
- A revised organisational structure with expanded staff, to better deliver on mandate.
- Progress towards increased autonomy of the institute (e.g. increased responsibility for finances and administrative matters), and addition of an accountant to the team.
- Expanded access to courses, including degree level courses in collaboration with international partner universities, and in-service training opportunities.
- Introduction of new courses based on reported health and social sector-level needs and training requests.

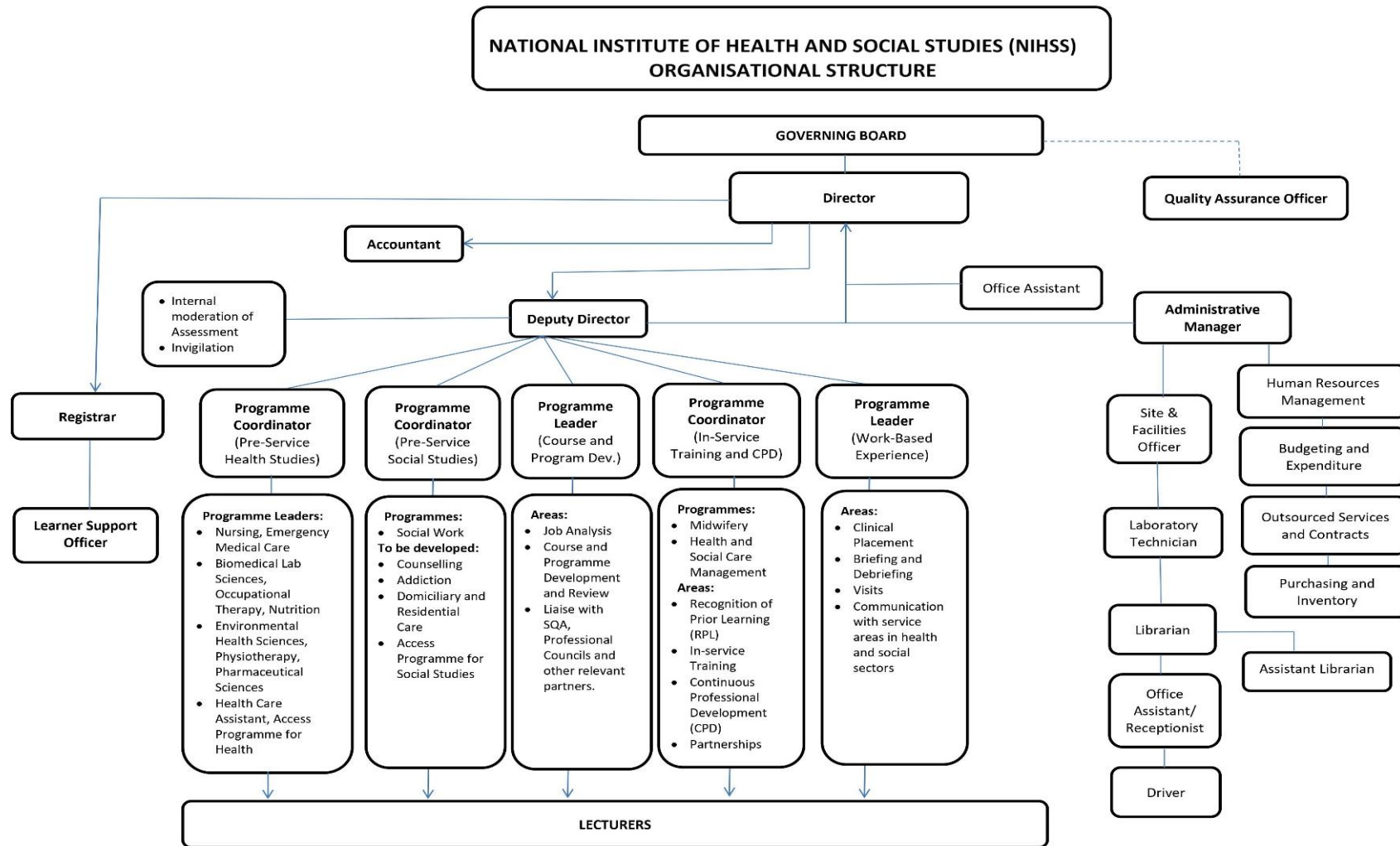
Despite the achievements, certain challenges were also notable:

- Stagnant access to finance.
- Inadequate assessment on performance of graduates in the world of work.
- Acute shortage of enrolment in the advanced diploma in nursing course – a field in very high demand at National level.
- Concerns with academic level of new secondary school graduates – often inadequate for enrolment in key NIHSS courses on offer.
- Many drop-outs during training period.
- Certain chronic staff shortages remain in specific areas.

### 2.2 Organisational Structure

The Organisation structure was finalised in February 2023. It takes into account the provisions of Tertiary Education Act (2011, amended in 2022) , NIHSS Charter (2015) and the needs of the strategic plan.

Figure 1 Organisational Structure of the NIHSS.



Source: Director NIHSS, 2023.

## 2.3 Finance

The NIHSS is a Government-dependent entity for finance. Almost the entirety of the budget is from annual Government allocations. In 2023, NIHSS received an annual budget of SCR 25.4 million, an increase of around SCR 1 million from 2021-22. The budget for the period 2016-2020 increased from SCR 14 million to SCR 19 million. The increase for the period 2021-22 is attributed to two main factors. The first being the transfer of responsibility for the payment of student allowances from the Agency of Social Protection (ASP) to the NIHSS. The second being the contract with the Omnibus Association for the transfer of students to and from the institute.

## 2.4 Staffing

The institutional structure was finalised in February 2023, with new posts created to allow full autonomy for the running of the institution. New posts created include an Accountant and a Quality assurance officer – both posts are currently occupied.

In 2022 the NIHSS had 32 staff. This includes the Deputy Director and, Director, 21 academic staff, including two staff on secondment; 7 support staff, and 2 staff from student support services (i.e. Registrar and Student Support Officer). The NIHSS also had five part-timers to address gaps in capacity, and occasional guest speakers. Due to unavailability of staff for the information technology department, the institute has outsourced the department to a private contractor.

## 2.5 Programmes

The table below illustrates courses on offer, their intake capacities and statistics completing each course by year.

\*Note: Not all courses are offered on an annual basis.

*Table 2 NIHSS Courses offered and graduates, 2017-2022*

Programme	Intake Capacity	2017	2018	2019	2020	2021	2022
Bachelor of Dental therapy		0	0	19	0	0	0
Bachelor of Science in Nursing		0	21	0	0	0	0
Master of Science in Nursing		0	12	0	0	0	0
International Postgraduate Certificate in Paediatric Nursing		10	2	0	0	0	0
Advanced Diploma in Midwifery	15	7	0	0	11	0	0
Diploma in Nursing	30	12	14	5	23	14	22
Diploma in Biomedical Laboratory Sciences	15	11	1	0	2	19	16
Diploma in Pharmaceutical Sciences	15	0	6	0	9	0	10
Diploma in Emergency Medical Care	15	0	3	0	12	4	0
Diploma in Dental Hygiene	15	8	0	0	0	0	0
Diploma in Physiotherapy	15	0	0	5	3	0	0
Diploma in Social Work	30	0	0	20	0	23	23

Diploma in Environmental Health Sciences	15	0	0	6	0	13	0
Advanced Certificate in Oral Health Care	15	14	0	0	0	0	0
Certificate in Health Care	25	0	24	16	0	0	0
Diploma in Nutrition	15	0	0	0	0	8	0
Access Programme for Health	50	14	28	39	38	53	25
<b>Total Completing Training</b>		<b>76</b>	<b>111</b>	<b>110</b>	<b>98</b>	<b>134</b>	<b>96</b>
<b>Total excluding Access (# Graduates)</b>		<b>62</b>	<b>83</b>	<b>71</b>	<b>60</b>	<b>81</b>	<b>71</b>

Relevant courses are developed in collaboration with relevant professionals, professional councils such as (Seychelles Nurses and Midwives Council, Social Workers Council, and Health Professionals Council), and other key stakeholders that may contribute.

New programmes to be developed include:

- Advanced Diploma in Health and Safety.
- Advanced Diploma in Nursing (Emergency, Critical Care and Anaesthesia)
- Diploma/Advanced Diploma in Counselling.
- Diploma/Advanced Diploma in Care of at-risk children.
- Diploma/Advanced Diploma Dialysis Technicians
- Certificate/Advanced Certificate in Domiciliary/Residential Care.
- Access Programme for Social Studies

Other programmes in the planning stages for delivery in partnership with, or through, external partners include:

- BSc Nursing
- MSc Nursing
- MSc Nurse Practitioner
- MSc Social Work
- BSc Oral Health
- MSc Health and Social Care Management
- Access programme for Social Studies

## 2.6 Teaching and Learning Methods

Teaching and learning is carried out through a combination of different methods, including contact teaching, online classes (use of virtual tools such as Zoom, Google Classroom, skype and WhatsApp), practical sessions, simulations, site visits, and through work-based experience.

Periodic formative and summative assessments are carried out for the students, with participation of external invigilators and assessors whenever feasible. A programme leader or programme coordinator is available for each course. These leaders and coordinators work together with the lecturers as a team within the institution, to ensure that courses and programmes are developed and reviewed in line with regulations and guidance from SQA and professional councils.

## 2.7 Student Intakes and Population

Student intake is carried out by an internal selection committee chaired by the Registrar and three other members appointed by the Director. There are 3 categories of candidates from which selection is made, they are as follows (1) S5 School Leavers, (2) Mature Candidates and (3) Students completing the NIHSS Access Programme.

The available programmes/courses with their entry criteria and intake capacity is forwarded to the Ministry of education. The Ministry of education is responsible for advertising the courses throughout government and private secondary schools in the country.

The maximum intake capacity for Diploma in Nursing is 30 candidates, however this varies for Allied Health programmes ranging to a maximum capacity of 15 candidates per course/programme. The range also varies for Diploma in Social work ranging from 25 to 30 candidates. The Access Programme can cater for up to 50 candidates.

Total enrolled candidates to the institution, for the years 2018 to 2022, ranged between 250 to 300.

## 2.8 Infrastructure

In January 2023, following extensive renovations and modernisation for comfort teaching and learning NIHSS moved to its original campus (also known as Princess Elizabeth Nurses home) at Mont Fleuri.

The completely restored building has 10 modern classrooms. Dividing up to 2 classrooms that can accommodate over 30 students, which can also be customized into 4 individual classrooms that can accommodate up to 15 persons at any given time.

Other classrooms on the campus can accommodate a total of 15 to 20 persons.

Other facilities include: 1 laboratory, 1 practical room, 1 computer room, 1 library, 2 pantries (1 for staff, 1 for students), 1 reception area, 1 meeting room, 1 staffroom and offices for staff such as Director, Administrative manager, Accounts, Quality assurance officer.

## 2.9 Pandemic Resilience

The institute has set-up mechanisms to minimise the transmission of COVID-19 and maintained its operation throughout the pandemic. Many staff and students tested positive for COVID 19 in 2021, which resulted in isolation or quarantine. This resulted to certain service interruptions e.g. library services and postponement of other important learning activities e.g. assessments.

In relation to the pandemic, some staff and students were deployed to assist with COVID-19 response activities in 2021 such as vaccination campaign and surveillance procedures.

The institute implemented measures such as:

- Additional health and safety duties allocated to members of staff.
- Monitoring and reporting of COVID-19 cases amongst the campus population to relevant authorities i.e. Ministry of health and Ministry of education.
- Adoption of National public health measures as advised, including use of universal mask, hand hygiene and enhanced cleaning and disinfection.
- Enhanced site inspection for compliance to health and safety standards.
- Building capacity amongst students and staff for remote teaching and learning.
- Reducing campus occupancy through hybrid learning (online and on-site), with prioritisation of cohorts of students at increased need for in-person learning.
- Accommodation of testing, isolation and quarantine requirements for staff and students.

## 2.10 Reporting/Accountability

The NIHSS meets its reporting, transparency and accountability requirements through preparation and submission of a series of reports:

- NIHSS Annual Reports submitted to the Ministry of Education.
- Progress reports submitted to Seychelles Qualifications Authority (SQA) for institutional accreditation.
- Contributions to annual reports prepared by the Ministry of Health.

## 2.11 Review of implementation of NIHSS Strategic Plan (2015-2020)

The NIHSS has operated under the guidance of the 2015-2020 NIHSS strategic plan. The plan was subsequently extended from 2015 to 2022 due to the covid-19 pandemic and has seen many successes in terms of implementation of the strategic priorities. However, certain weaknesses and challenges remain (see section 2.1 Key achievements and challenges).

Some other key findings of the review of implementation of the 2015-2020 strategic plan are outlined next by each priority under this strategic plan.

Priority	Successes	Challenges
Establish effective structures for governance of NIHSS under its charter	<ul style="list-style-type: none"> <li>● Improved professionalism and teamwork.</li> <li>● Better coordination between board, staff and administration.</li> <li>● New Quality Assurance (QA) officer recruited.</li> <li>● New QA manual developed.</li> <li>● Competent administration and oversight from majority of board members.</li> <li>● Good gender equity (i.e. respect for staff and learners without discrimination regardless of their gender).</li> </ul>	<ul style="list-style-type: none"> <li>● Partners still unclear about the role of board and that of the NIHSS management.</li> <li>● Inadequate commitment by certain board members; board not engaged in institutional policy development.</li> <li>● No M&amp;E framework.</li> <li>● Inadequate control over certain institutional procedures and protocols, which prevent their modification to improve function.</li> <li>● Limitations in scheme of service for staff – lack of progression opportunities in teaching.</li> </ul>
Reinforce consultation and collaboration with services and professional bodies	<ul style="list-style-type: none"> <li>● Good rapport with health service providers.</li> <li>● NIHSS represented in relevant health professional councils.</li> <li>● Course development done in conjunction with relevant professional councils.</li> <li>● Clear guidance and structure for work-based experience (WBE) programme for all courses.</li> </ul>	<ul style="list-style-type: none"> <li>● Room for better collaboration with civil society and community engagement.</li> <li>● Weak human-resource (HR) intelligence to ascertain appropriate HR for the health needs of the country.</li> <li>● Need for stronger supervision during WBE.</li> <li>● Need for a mechanism to link with professionals and professional bodies to support course development and delivery.</li> </ul>
<ul style="list-style-type: none"> <li>● Review and expand</li> </ul>	<ul style="list-style-type: none"> <li>● Access programme has successfully increased enrolment.</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of HR capacity.</li> <li>● Limited space and capacity of infrastructure.</li> </ul>



<ul style="list-style-type: none"> <li>professional training programmes</li> </ul>	<ul style="list-style-type: none"> <li>SQA<sup>1</sup> accreditation of training programmes.</li> <li>Degree and Masters level training conducted on-site in collaboration with external partners.</li> </ul>	<ul style="list-style-type: none"> <li>Low enrolment in some programmes such as Nutrition, Occupational Therapy and Physiotherapy.</li> <li>Social ills and behavioural issues increasingly affecting school-age population – often affecting performance of enrolled students.</li> </ul>
<ul style="list-style-type: none"> <li>Improve physical environment and material resources for teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of work-based experience on Praslin and La Digue.</li> </ul>	<ul style="list-style-type: none"> <li>Weak IT support.</li> <li>Internet is expensive and unreliable.</li> <li>Inadequate training resources (e.g. simulators, specialised training rooms)</li> <li>Ageing infrastructure – not conducive for teaching/learning; increasing health and safety risks.</li> </ul>
<ul style="list-style-type: none"> <li>Embedding QA in all NIHSS operations</li> </ul>	<ul style="list-style-type: none"> <li>QA officer employed.</li> <li>QA manual developed and implemented.</li> <li>Electronic data management system in-use.</li> <li>Most staff have pedagogic training.</li> <li>Established Staff appraisal systems.</li> <li>Research training.</li> </ul>	<ul style="list-style-type: none"> <li>QA Manual lacks M&amp;E</li> <li>Need for update of procedures manual.</li> <li>No forum for sharing research; no local health and social research journals; no research archiving mechanism.</li> </ul>
<ul style="list-style-type: none"> <li>Increase NIHSS visibility and appeal to prospective candidates</li> </ul>	<ul style="list-style-type: none"> <li>Registrar with marketing responsibilities.</li> <li>Increased awareness of NIHSS programmes on offer amongst stakeholders.</li> <li>Participation in Annual careers fair.</li> <li>Adoption of Anse Etoile primary school.</li> </ul>	<ul style="list-style-type: none"> <li>Need stronger online presence and marketing.</li> <li>No prospectus.</li> <li>Limited options for Stand-alone modules.</li> <li>Few publications of ongoing activities of the institution.</li> <li>Certain programmes not offered every year – loss of potential candidates.</li> </ul>
<ul style="list-style-type: none"> <li>Enhancing HR capacities of NIHSS</li> </ul>	<ul style="list-style-type: none"> <li>Good staff retention rate.</li> <li>All teaching staff have at least Masters level training.</li> </ul>	<ul style="list-style-type: none"> <li>Limited staff in any specialised field.</li> <li>Certain expertise is missing.</li> <li>Poor flexibility with creation of new posts.</li> </ul>

<sup>1</sup> Seychelles Qualifications Authority

## 2.12 Review of recommendations of SQA report (2019)

A review of the Seychelles Qualifications Authority assessment for accreditation of courses was conducted as part of the NIHSS Strategy development process. The key Strengths in SQA assessment were:

- Inclusive and supportive organisational culture.
- Good administrative functions – clear procedural definitions and understanding.
- Good documentation.
- Successful access programme.
- Clean school environment despite infrastructure challenges.

Key SQA recommendations for improvement are:

- Improve Health, safety, and disability access.
- Strengthen HR to fully staff programmes.
- Strengthen Performance Management System for PM&E, with relevant tools and set evaluation cycles.
- Preceptorship person for WBE programme.
- Mechanism for post-moderation of assessment of all courses.
- Capacity building for management and relevant academic staff on quality assurance.
- Need for a data analyst to improve data analysis and its use in decision-making.
- Develop a bank of QA instruments for review of key institutional operations.

## 2.13 Summary of SWOT Analysis

Based on group-consultative sessions conducted with students, parents, teaching and support staff, and administrative staff, the following strengths and weaknesses were identified.

Area	Strengths	Weaknesses
Leadership, Management and Finance	<ul style="list-style-type: none"> <li>● Effective platforms for sharing information.</li> <li>● Management is easily approachable.</li> <li>● Biannual Parents-teachers' meetings.</li> <li>● School policies and rules readily available and enforced.</li> <li>● Increasing autonomy of NIHSS.</li> <li>● Staff schemes of service, appraisals and CPD opportunities.</li> <li>● Availability of work-from-home options.</li> <li>● NIHSS is represented in relevant health professionals' councils.</li> </ul>	<ul style="list-style-type: none"> <li>● Poor staff awareness of NIHSS expenditures.</li> <li>● No SOPs for priority setting and resource allocation.</li> <li>● Inadequate staff engagement in institute's policy development.</li> <li>● Inadequate support staff.</li> </ul>

Communication	<ul style="list-style-type: none"> <li>• Regular communication between management, staff, students, parents and external stakeholders.</li> <li>• Engagement of stakeholders in programme development.</li> <li>• Engagement with workplaces for the WBE programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for improved communication between management, staff and students.</li> <li>• Perception of need for increased freedom of expression of divergent ideas/opinions to management.</li> <li>• Weaknesses with internal communication processes – communication roles and responsibilities not clearly defined; process often inadequately planned; information often does not trickle down to all students/parents.</li> </ul>
Perception of Teaching, Learning and Research	<ul style="list-style-type: none"> <li>• All programmes validated by SQA and relevant professional councils.</li> <li>• Qualified and experienced teaching staff.</li> <li>• International partnerships for certain programmes.</li> <li>• Clear performance indicators for students.</li> <li>• Availability of resources for research: internet, computers, library.</li> <li>• Curricula cover course needs holistically.</li> <li>• WBE provides good learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Over reliance on part-time lecturers.</li> <li>• Inadequate emphasis on holistic teaching/learning.</li> <li>• Inadequate promotion of research.</li> <li>• No guidelines for working/teaching-from-home and/or learning from home.</li> <li>• Performance indicators/criteria not monitored regularly.</li> <li>• Access programme not validated yet.</li> <li>• Internet access not always available at speeds which can adequately support teaching and learning.</li> <li>• Last minute changes to scheduled activities.</li> </ul>
Student support services	<ul style="list-style-type: none"> <li>• Student support officers (and other cadres of staff) available to provide support for students in-need.</li> <li>• Access to food outlets on-campus. Access to pantry for staff and students.</li> <li>• Extra-curricular activities for staff and students.</li> <li>• Institution provides transport to and from the institution for staff and students.</li> <li>• Induction system for new enrolled learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate avenues for exercise/sports on campus.</li> <li>• No standards for student-to-support officer ratios.</li> <li>• Inadequate understanding of cultural differences between groups of learners.</li> <li>• Students perceive support services as being inadequate.</li> <li>• Campus at North East Point is relatively isolated.</li> </ul>
Infrastructure supports for teaching and learning	<ul style="list-style-type: none"> <li>• Adequate resources for teaching.</li> <li>• On-site library.</li> <li>• Adequate minimum infrastructures for teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for better classrooms which are better equipped.</li> <li>• Need for better access to IT infrastructure and internet connectivity.</li> </ul>

		<ul style="list-style-type: none"> <li>• Delayed repairs of plumbing, electrical and sewage.</li> <li>• Need improved simulation/training rooms and equipment.</li> </ul>
External partnership, community engagement and marketing	<ul style="list-style-type: none"> <li>• Almost all new graduates are absorbed into employment by Government entities (e.g. Ministry of Health).</li> <li>• Outreach activities conducted by the institute.</li> <li>• Good relationships with workplaces.</li> <li>• Participation in annual careers fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and social careers are considered unattractive (low salaries, non-ideal work environment, and difficult target population to work with – sick and/or with social problems).</li> <li>• Marketing strategy of the institution is weak.</li> </ul>

## 2.14 Overall Recommendations/Priorities for Institutional Planning

### Leadership, Management and Finance

- Improve collaboration with relevant partners in health and social sectors to better ascertain sector staffing needs, to inform priorities for course development and delivery.
- Advance planning of activities, meetings, assemblies.
- Address policy gaps – work-from-home policy for staff, guidance for learning-from-home for students, review and update of procedures manual.
- Provide leadership training for staff.
- Explore new revenue generation opportunities (paid tailored courses to meet external demands).
- Review of student allowances in light of changes in cost of living.
- Develop and implement an M&E framework

### Communication

- Improved communication across stakeholders.
- Improved documentation and dissemination of institutional policies/procedures (through tailored information products).
- Regular consultative meetings with staff and students (e.g. regular assemblies)
- Protect freedom of expression as defined by the National legislative framework.

### Teaching and Learning

- Improve standardisation of entry requirements and student selection process.
- Promote research and evidence-based practice amongst students.
  - ✓ Initiate institutional research projects that result in publications.
  - ✓ Collaborate with research units of the MOH, MOE, UniSey, Ministry responsible for Employment, Ministry responsible for Social Affairs and international stakeholders such as universities.

- Leverage more on technology to facilitate teaching and learning – need for adequate IT support and infrastructure noted.
- Strengthen partnerships with local and international institutions to deliver programmes better and at more advanced levels.
- [Strengthen partnerships within the health sector (e.g. with research).
- Review and improve performance monitoring criteria for students and staff.
- Improve training on professionalism, good communication and ethics.
- Leverage on available local expertise, including amongst parents of students, to help improve the performance of the institution.
- Follow-up on status and involvement of graduates periodically after graduation.

### **Student Support**

- Need for facilities for exercise, leisure activities and counselling.
- Wider variety of food/drinks on-campus which promote healthy living/lifestyles.
- Foster respect and tolerance for cultural, ethnic, religious and political differences.
- Involve parents or caregivers in school activities.

### **Infrastructure**

- Preventive maintenance and timely repairs of facilities and equipment.
- Adequate cleaning routines.
- More IT equipment, particularly in library services.
- Develop an emergency preparedness and response plan.
- Take disability-friendly considerations (universal access) in new campus planning, construction and operations.

### **External partnerships, community engagement and marketing**

- Develop a marketing strategy to attract more students.
  - ✓ Include students in enrolment drives.
  - ✓ Careers talks in secondary schools.
  - ✓ Promotion on mass and social media.
  - ✓ Through community engagement activities.
- Review uniform for comfort and aesthetics.

## 3.0 Strategic Framework

### 3.1 Vision

The vision of the NIHSS is to ensure well-trained health and social sector professionals, of high quality and adequate numbers, to support the sectors to achieve their goals and visions.

### 3.2 Mission

To provide quality education and training in health and social studies at the tertiary level, to produce reflective, empathetic, self-motivated, highly resourceful professionals, who contribute effectively and positively in their respective work fields.

### 3.3 Goals

1. Provide quality professional training at tertiary education level to pre-service and in-service candidates interested in health and social sector careers.
2. Continuously evolve with the evolving needs and specifics of the health and social sectors, and the wider society.
3. Support the overall development of the health and social sectors in Seychelles.

### 3.4 Core Values

- **Accountability:** Professionals share responsibility for the outcomes of the services they offer. Within the teams, they operate, striving to give the best of themselves. Accountability mirrored in the expectations NIHSS has of its staff members.
- **Integrity:** Strict application of rules and procedures, high standards of practice, code of ethics, moral principles, honesty, fairness and confidentiality.
- **Pursuit of Excellence:** Quality of service in the professions, upgrading of knowledge and skills, critically examine their practices, maintenance of academic and professional standards, 'au fait' with developments in the professions and service areas. Lifelong learning.
- **Respect:** Respect for individuals, tolerance of differences, service delivery within the caring professions, building trainees confidence, self-worth and respect for others.
- **Empowerment:** Empowering individuals to take the initiative, pro-active approach to problem-solving, development of life skills that graduates can model for their clients and community.
- **Scientific Rigour:** Assessment of situations, planning an intervention, collection of evidence, analysis and application, internal quality assurance, promotion of research.
- **Engagement:** Reinforcement of links with the services in the planning and delivery of training, building alliances with professional councils, engagement with the community.
- **Teamwork:** Working together as a team, Different perspectives to bear on problems vital for the success of interventions, consistency in the application of rules and procedures, the pursuit of common goals.

### 3.5 Strategic Pillars and Objectives

The key strategic pillars and objectives are as follows:

#### **1. Leadership, Management and Quality Improvement**

- 1.1. Strengthen organisational structures and management practices in line with legislation, regulations and mandate of NIHSS outlined in its Charter.
- 1.2. Develop and implement policies and monitoring mechanisms to improve the quality of education and services.

#### **2. Education, Innovation and Technology**

- 2.1. Promote innovative practices in curriculum development and delivery, and leverage the use of modern technologies in health and social work education.
- 2.2. Promote the use of research and evidence-based practices in health and social work education.

#### **3. Community Engagement and Partnerships**

- 3.1. Collaborate with the community to advance health and social wellbeing.
- 3.2. Foster, maintain and invest in local and international partnerships for training and continuous professional development.

#### **4. Infrastructure, Sustainability and Health and Safety**

- 4.1. Develop and implement policies and procedures that allow for optimal use of the infrastructure, through effective and sustainable management of resources.
- 4.2. Promote and implement health and safety practices on the NIHSS campus so that the infrastructure and overall physical environment are safe, attractive and conducive to work and study.
- 4.3. Strengthen emergency preparedness, response and resilience mechanisms and capacities in cases of disasters and emergencies.

#### **5. Inclusivity, Diversity and Support Services**

- 5.1. Cultivate an environment that promotes diversity, equity and inclusion as essential components of health and social work education.
- 5.2. Strengthen student support services to improve relationships, partnerships and outcomes.

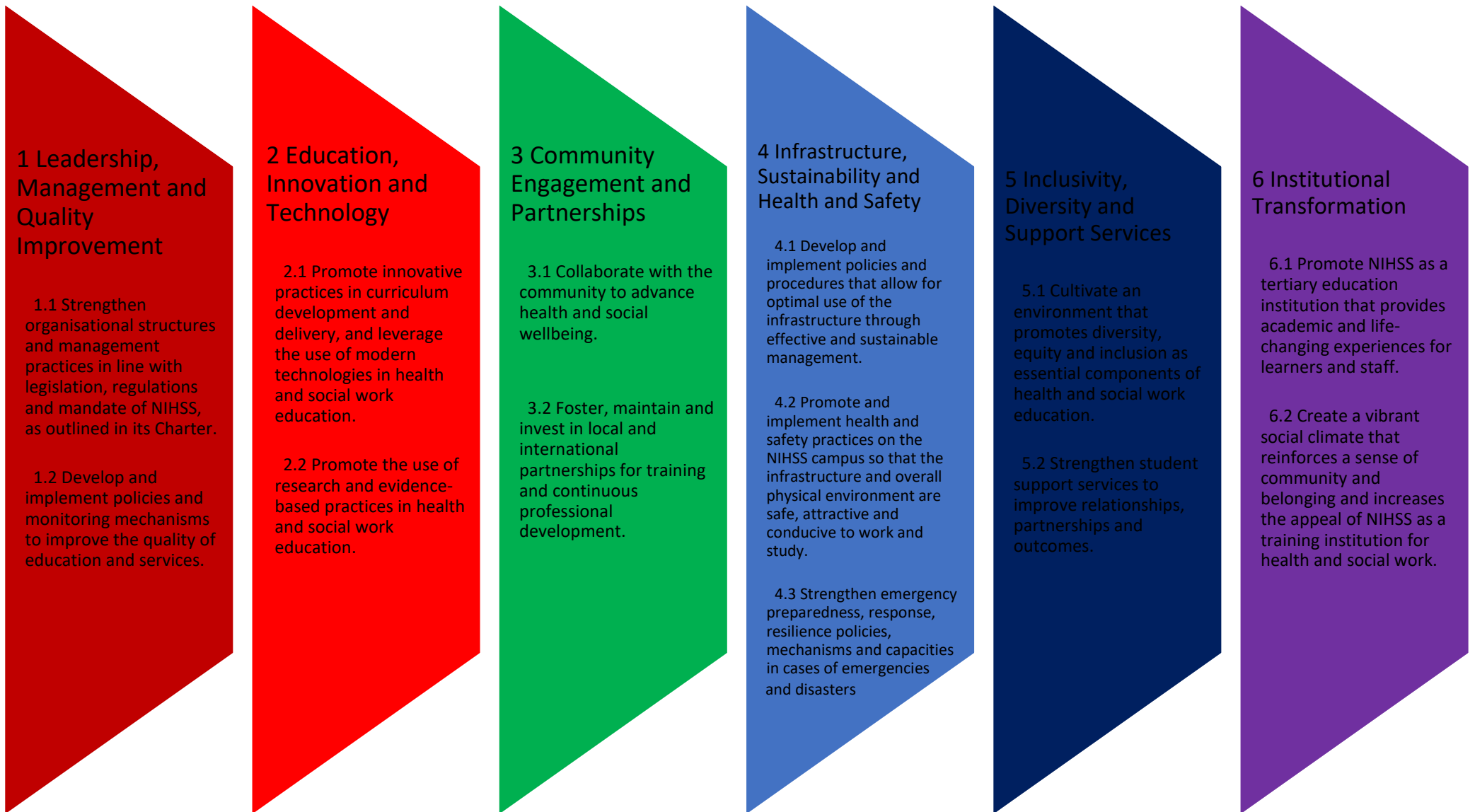
#### **6. Institutional Transformation**

- 6.1. Promote NIHSS as a tertiary education institution that provides academic and life-changing experiences for learners and staff.
- 6.2. Create a vibrant social climate that reinforces a sense of community and belonging and increases the appeal of NIHSS as a training institution for health and social work.

For further expansion of the strategic objectives, detailing key activities under each, see section 3.7 Pillars and Objectives.

A post-development activity was undertaken to align the NIHSS strategy with the newly developed National Health-sector Strategic Plan (NHSP) for 2022-2026, and the key linkages to NHSP strategic directions (SDs) are included in the same section.

### 3.6 NIHSS Strategic Framework Concept





### 3.7 Pillars and Objectives

Table 3 Pillars and Objectives, with key actions.

	Description	Objectives
<b>1</b>	<b>Leadership, Management and Quality Improvement</b>	
1.1	<p>Strengthen organisational structures, leadership capacity and management practices in line with legislation, regulations and mandate of NIHSS outlined in its Charter.</p> <p><i>Theme: Leadership and Management</i></p> <p><i>Aligns with NHSP SD 1 on Leadership and Governance.</i></p>	<ul style="list-style-type: none"> <li>a) Review and strengthen the NIHSS organisational structure in line with legislative and regulatory requirements.</li> <li>b) Make committees work effectively.</li> <li>c) Ensure organisational memory.</li> <li>d) Develop and implement a training and professional development plan for staff.</li> <li>e) Build the capacity of NIHSS staff in leadership and management.</li> <li>f) Promote staff professionalism, teamwork and adherence to legal and regulatory requirements as essential components of institutional operations.</li> <li>g) Review and update NIHSS Procedures Manual to align with legal and operational frameworks, and reflect updated practices at the institution.</li> <li>h) Work with PSB to align staff salary packages with schemes of service and circulars.</li> </ul>
1.2	<p>Develop and implement policies and monitoring mechanisms to improve the quality of education and services.</p> <p><i>Theme: Quality Improvement</i></p> <p><i>Aligns with NHSP SD1 on Leadership and Governance</i></p>	<ul style="list-style-type: none"> <li>a) Review the induction and orientation of new learners enrolled with the institution.</li> <li>b) Domesticate and implement policies as per the new Tertiary Education Act (2022).</li> <li>c) Review the NIHSS staff handbook.</li> <li>d) Review the Learner Handbook and WBE handbook.</li> <li>e) Strengthen the structures for monitoring and evaluation of the implementation of policies and procedures in line with the requirements outlined in the Quality Assurance manual.</li> <li>f) Build the capacity of NIHSS staff in quality assurance matters.</li> <li>g) Develop strategies and mechanisms to tap into the pool of locally available relevant expertise, to support programme/course development, delivery and other functions.</li> <li>h) Explore strategies for revenue generation and remuneration through the introduction of tailored courses to meet external demands.</li> <li>i) Develop a performance appraisal and monitoring system for staff (as part of RBM/PMS encompassing personal objectives), with linkage to schemes of service.</li> <li>j) Develop structures and strategies that allow staff to plan and make more effective use of their time.</li> <li>k) Review and strengthen the mechanisms to monitor and evaluate courses/programmes.</li> </ul>

<b>2</b>	<b>Education, Innovation and Technology</b>	
2.1	<p>Promote innovative practices in course/programme development, delivery and review and leverage the use of modern technologies in health and social work education.</p> <p><i>Theme: Innovative Practices in Programme Development, Delivery and Review.</i></p> <p><i>Aligns with NHSP SD4 Invest for Results;</i></p>	<ul style="list-style-type: none"> <li>a) Deliver programmes and courses (including part-time) that address current and future needs of the health and social sectors in Seychelles.</li> <li>b) Promote innovation in teaching, learning and assessment practices, including flexible course delivery for in-service learning.</li> <li>c) Strengthen Work-Based Experience (WBE) as an integral component across all programme areas.</li> <li>d) Develop and implement an internal policy, procedures and tools that guide the implementation of RPL at NIHSS.</li> <li>e) Undertake an external review of the Access Programme for Health from 2018-21.</li> </ul>
2.2	<p>Promote the use of research and evidence-based practices in health and social work education.</p> <p><i>Theme: Research and Evidence-Based Practice</i></p> <p><i>Aligns with NHSP SD4 Invest for Results and SD 6 Data for Impact</i></p>	<ul style="list-style-type: none"> <li>a) Strengthen the use of research and evidence-based practice to improve the quality of teaching, learning, programme development, delivery and review.</li> <li>b) Develop a database that for staff and students to improve the quality of education, services and decision making.</li> </ul>
<b>3</b>	<b>Community Engagement and Partnerships</b>	
3.1	<p>Collaborate with the community to advance health and social wellbeing.</p> <p><i>Theme: Community Engagement</i></p> <p><i>Aligns with NHSP SD1 Leadership and Governance</i></p>	<ul style="list-style-type: none"> <li>a) Engage with the community to plan and carry out voluntary work and support community projects.</li> <li>b) Support the Ministry of Health and other partners as indicated in the event of a national emergency.</li> <li>c) Explore (additional) opportunities in the health and social sector for staff to contribute and share their expertise and benefit in terms of knowledge and experience.</li> <li>d) Develop strategies to enhance parents'/guardians' engagement with the NIHSS community.</li> </ul>
3.2	<p>Foster, maintain and invest in local and international partnerships for training and continuous professional development.</p> <p><i>Theme: Partnerships</i></p> <p><i>Aligns with NHSP SD1 Leadership and Governance</i></p>	<ul style="list-style-type: none"> <li>a) Work with partners to determine training needs in health and social sectors for the next 5-10 years.</li> <li>b) Work with partners to develop and deliver courses and CPD for the health and social sectors.</li> <li>c) Collaborate with the University of Seychelles (UniSey) for the development and review of the social work and other social studies programmes.</li> <li>d) Collaborate with universities for the delivery of relevant degree-level programmes.</li> <li>e) Collaborate with other professional centres in areas of academic and administrative operations.</li> <li>f) Collaborate with the MOH to introduce the Nurse Practitioner cadre as part of the health care delivery system.</li> <li>g) Facilitate access to, and coordinate, training in Health and Social Care Management.</li> </ul>

		h) Provide opportunities for interested NIHSS staff to undertake clinical or work experience to keep abreast with their area of practice/ specialisation.
<b>4</b>	<b>Infrastructure, Sustainability and Health and Safety</b>	
4.1	<p>Develop and implement strategies that allow for optimal use of the infrastructure and effective and sustainable management of resources.</p> <p><i>Theme: Infrastructure and Sustainability</i></p> <p><i>Aligns with NHSP SD4 Invest for Results.</i></p>	<p>a) Develop and implement strategies, which allow for optimal use of current infrastructure.</p> <p>b) Engage with the MOH and other relevant partners to ensure a smooth transition to the new NIHSS building.</p> <p>c) Develop and implement strategies, which allow NIHSS to transition gradually towards the use of renewable energy and environmentally friendly practices to reduce cost and waste.</p> <p>d) Work with partners to improve the IT infrastructure and access to the internet by staff and learners.</p> <p>e) Modernise library services.</p>
4.2	<p>Promote and implement health and safety practices on the NIHSS campus so that the infrastructure and overall physical environment are safe, attractive and conducive to work and study.</p> <p><i>Theme: Health and Safety</i></p> <p><i>Aligns with NHSP SD4 Invest for Results.</i></p>	<p>a) Review, promote, implement and monitor Health and safety practices on campus.</p> <p>b) Promote and improve Disability access/universal design in the institution.</p> <p>c) Ensure adequate Campus security.</p>
4.3	<p>Strengthen emergency preparedness, response and resilience mechanisms and capacities in cases of disasters and emergencies.</p> <p><i>Theme: Health and Safety</i></p> <p><i>Aligns with NHSP SD4 Invest for Results.</i></p>	<p>a) Develop and implement mechanisms to improve emergency preparedness in the institution</p> <p>b) Engage with relevant partners to conduct drills and other preparedness activities in cases of disasters and emergencies.</p>

<b>5</b>	<b>Inclusivity, Diversity and Support Services</b>	
5.1	<p>Cultivate an environment that promotes diversity, equity and inclusion as essential components of health and social work education.</p> <p><i>Theme: Inclusivity and Diversity</i></p> <p><i>Aligns with NHSP SD4 Invest for Results.</i></p>	<p>a) Foster an environment that promotes tolerance and respect for staff and learners from diverse backgrounds.</p> <p>b) Strengthen the inclusion of inclusivity, diversity and equity as integral components of course and programme delivery.</p>
5.2	<p>Strengthen learner support services to improve relationships, partnerships and outcomes.</p> <p><i>Theme: Support Services</i></p> <p><i>Aligns with NHSP SD1 Leadership and Governance</i></p>	<p>a) Reinforce the roles and responsibilities of the Registrar and the Learner Support Officer and their working relationship with the other members of staff.</p> <p>b) Strengthen the NIHSS Learner Council as the main body promoting the interests of learners and support activities planned for and on behalf of all learners.</p>
<b>6</b>	<b>Institutional Transformation</b>	
6.1	<p>Promote NIHSS as a tertiary education institution that provides academic and life-changing experiences for learners and staff.</p> <p><i>Theme: Marketing and Promotion</i></p> <p><i>Aligns with NHSP SD1 Leadership and Governance.</i></p>	<p>a) Promote NIHSS as the training institution of choice for health and social work.</p> <p>b) Expand marketing and promotion of stand-alone modules to relevant stakeholders.</p>
6.2	<p>Create a vibrant social climate that reinforces a sense of community and belonging and increases the appeal of NIHSS as a training institution for health and social work.</p> <p><i>Theme: Social Climate and Sense of Community</i></p> <p><i>Aligns with NHSP SD1 Leadership and Governance.</i></p>	<p>a) Improve the social climate of the institution</p> <p>b) Recognise achievements of staff and learners</p> <p>c) Improve the aesthetic experience and comfort of campus.</p>

## 4.0 Risks and Mitigation Strategies

Table 4 Risks and assumptions and possible mitigation strategies.

Risks/Assumptions	Impact on NIHSS	How to mitigate?
Finance/Economic crisis	Access to adequate finance. Unstable finance. PPBB is restrictive on operations.	Advocacy for sustainable finance. Revenue generation options. Multi-year budgeting.
Health emergencies	Interruptions to teaching and learning.	Emergency preparedness plan. Work/Learn-from-home
Change in government	Abrupt leadership changes. Changes to priorities.	Advocacy for priorities of the institution. Incorporating new Government priorities.
Staff turnover; unclear remuneration;	Retirement; movement; shortages of staffing.	Improve staff retention and support mechanisms. Remuneration; performance pay; Retirement planning. Recruitment of new staff.
Changing policies and laws	Transfer to other sector oversight; change in autonomy status; Impact on institution's function.	Advocacy for priorities of the institution. Clear demarcation of responsibilities in the strategic plan. Keeping up-to-date with changes.
Climate/environmental risks	Damage to infrastructure.	Ensure risk-proofed infrastructure. Environmental considerations in the development of new infrastructure.
Social ills and quality of education	Recruitment; courses and programmes on offer; daily operations; the need for student support.	Expand use of access courses. Adequate student support services.
Rapid change in cultural norms; rapid diversification of population.	Slow adaptation of practices in institutions.	Training of staff on inclusivity and diversity; working with people with special needs;
New technologies	Advantages and disadvantages of modern technologies. Impact of social media use on communication skills.	Safe use of IT. New software packages for teaching/learning. Training on their use.

## 5.0 Monitoring and Evaluation

The strategy will be operationalised through annual institutional plans. The table next outlines the M&E framework; the specific objectives under each strategic pillar and objective are detailed, with indicators and targets for each. The annual institutional reports will outline progress on implementation of this strategic plan.

Relevant inputs will also be provided to the development of the annual health-sector performance report, on new graduates from both pre-service and in-service training programmes at the institute.

The following indicators will be reported on annually to track institutional performance:

### *Governance, Management and Quality Improvement*

- Governing Board meetings; issues discussed and decisions taken.
- Management Committee, Academic Committee and other committee meetings; issues discussed and decisions taken
- New initiatives: new guidelines, manuals, policies, programmes, accreditation, infrastructure, etc...
- Staff statistics and movement including part-timers
- Student statistics and movement
- Courses and programmes offered for the year
- Selection and induction of new learners
- Quality of service delivery

### *Human Resources and Administration*

- Staff qualifications, training and continuous professional development
- Staffing needs
- Staff turnover
  - ✓ No. of new staff recruited.
  - ✓ No. of staff leaving (quitting or transferring to another part of the health sector).
  - ✓ No. of staff retiring.
- Recruitment and induction
- Performance Management
- Outsourced services and contracts

### *Finance*

- Total budget allocation for NIHSS.
- Total Budget spending, with breakdowns.
- Budget spending for student supports (transport, allowances, etc...).
- Budget spending for outsourced services (e.g. cleaning, IT, internet).

### *Teaching and Learning*

- Pre-service; Course and programme delivery, development and review including WBE
- In-service; Course and programme delivery, development and review including WBE, Implementation of Recognition of Prior Learning (RPL), local and international partnerships for training and CPD.
- Graduate statistics and attrition

### *Supports*

- Learner Council; meetings and activities
- Quality of Services (library, wifi, pantry, meeting room)
- Marketing
- Extra-Curricular Activities
- Engagement with community and partners
- Use of facilities
- Purchasing of Equipment
- Recognising staff and learner achievement

## **6.0 Dissemination**

The final NIHSS strategy will be followed by a short dissemination plan, which will utilise multiple channels, to share the contents to all stakeholders – staff, students, parents, and relevant stakeholders in the health, social and education sectors.

An end-term review is suggested prior to an update of this plan.

## Annex: Monitoring and Evaluation Framework

Table 5 Objectives, key actions, and monitoring plan.

Objective: 1.1 Strengthen organisational structures, leadership capacity and management practices in line with legislation, regulations and mandate of NIHSS outlined in its Charter.						
Specific objectives	Activities	Output/ Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Review and strengthen the NIHSS organisational structure (roles and responsibilities of staff) in line with legislative and regulatory requirements.	Review job descriptions and responsibilities.	New Job descriptions ready.	Director  Administrative manager	PSB	May 2022- to May 2024	Staff time.
	Allocate additional responsibilities of programme coordinators and programme leaders in line with institutional needs and priorities.	New organogram ready.  Terms of Reference for organisational structure	Director	PSB	May2022- Mar 2023	
Make committees work effectively	Review TORs of committees. Set up necessary key committees to support leadership, management and quality improvement.	Roles and responsibilities of committees defined.	Chairpersons of the various Committees. Management Committee. Academic Committee.	- -	2023-2024	Staff time
Ensure organisational memory	Ensure back-up of electronic data. Develop handover checklists for documentation and responsibilities.	Annual back-up in institutional hard drive. Handover procedure defined, and checklists ready.	Quality Assurance Officer Director	DICT  IT service provider	2023-2024	150,000



Develop and implement a training and professional development plan for staff.	Conduct needs assessment of staff. Set-up CPD system and training plan for staff. Integrate CPD system into performance indicators.	CPD system introduced and in-use. Staff going for degree studies.	Programme coordinator for in-service training and CPD	Multiple	Continuous	Staff time
Build the capacity of NIHSS staff in leadership and management.	In-service leadership training for leaders.	Leadership positions filled and confirmed. NIHSS Leaders trained in leadership and management.	Director	MOH MOE Ministry responsible for Social Affairs	Continuous	Training costs
Promote staff professionalism, teamwork and adherence to legal and regulatory requirements as essential components of institutional operations.	Staff education on ethics, communication and standards of service delivery.  Plan Team-building activities.	Education sessions conducted.  Team building activities conducted.	QA officer Director  Social Committee	MOH MOE Ministry responsible for Social Affairs	Continuous  Annual	Training costs.  100,000 /year
Review and update NIHSS Procedures Manual to align with legal and operational frameworks, and reflect updated practices at the institution.	Review and update NIHSS Procedures Manual	Procedures Manual revised.  Updated manual disseminated to stakeholders.	Administrative manager	External consultancy	2024	80,000

<i>Objective 1.2 Develop and implement policies and monitoring mechanisms to improve the quality of education and services.</i>						
Specific objectives	Activities	Output/Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Review the induction and orientation of new learners enrolled on full-time and part-time programmes and courses.	Review existing procedures for induction of learners and update.	Updated procedures for learner induction.	Registrar Learners' Support Officer	-	2023	Staff time.
	Conduct learner survey/feedback on new induction procedures.	Learner survey feedback available.		-	2023	Staff time.
Domesticate and implement policies issued by MOE (as per TEA 2022).	Ensure relevant policy considerations during development of various internal documents.	Policy-informed operational plans and guidance.	Director QA Officer	MOE	2023-2024	Staff time.
	Review and implement the Induction policy and process for new full-time and part-time staff.	Staff and Student Induction SOPs by function developed and implemented.	Administrative manager	-	2023	Staff time.
Review the NIHSS staff handbook.	Review existing handbook and update as required.	Staff Handbook Reviewed.	Administrative manager	External Consultancy	2023	50,000
Review the Learner Handbook and WBE handbook.	Review existing handbook and update as required.	Learner and WBE handbooks updated.	Deputy Director Registrar	Relevant WBE practice areas	Jan 2024	Staff time
	Set minimum standards for WBE supervisors in practice areas.	Minimum standards set (qualifications, experience).				
Strengthen the structures for M&E of the implementation of policies and procedures in line	Develop M&E framework for QA manual – integrate into routine M&E systems as possible.	QA M&E indicators and targets defined.	QA Officer Administrative manager	External Consultancy	2024	50,000

with the requirements outlined in the Quality Assurance manual.			Director			
Build the capacity of NIHSS staff in quality assurance matters.	Conduct staff training to ensure QA considerations in work plans.	Staff training conducted.	QA Officer Programme coordinator in-service training and CPD	Multiple.	Continuous	Training costs
Develop strategies and mechanisms to tap into the pool of locally available relevant expertise, to support programme/course development, delivery and other functions.	Mapping of relevant local expertise.  Networking with identified experts.  Involvement of experts in institutional activities/capacity development.  Building local expert capacity.	List of local experts with their fields of expertise and current contact.  External expert roles integrated into planning of curricula.	Deputy Director Administrative Manager	MOE  MOH MOE  Ministry responsible for Social Affairs	Continuous	Staff time.  Remuneration for experts' assistance
Explore strategies for revenue generation and remuneration through the introduction of tailored courses to meet external demands.	Develop and deliver tailored in-service courses to address health and social needs.  Develop mechanisms for administration of course fees and staff remuneration.  Review fees structure by course.	New curricula developed.  Fees structure and its administration clearly documented.	Deputy Director Administrative Manager Registrar Accountant	Ministry responsible for finance.	2022-2024	Staff time.
Develop a performance appraisal and monitoring	Review policy and forms in-use for performance appraisal.	PM&E/RBM focal person appointed and trained.	Director Deputy Director	Ministry responsible for Finance.	2023	Staff time.

system for staff (as part of RBM).	Appoint and train PM&E/RBM focal person.		Administrative Manager Accountant	PSB.		Funding for new post(s).
Develop structures and strategies that allow staff to plan and make more effective use of their time.	Ensure correct documentation of workload for all staff.  Review workloads of staff.	Full use of available staff-time.	QA Officer Deputy Director	-	2022-2023	Staff time.
Review and strengthen the mechanisms for M&E of courses/programmes.	Sensitize staff and learners on the procedure for, and benefits of, undertaking end-of-course evaluations.  End of course/ programme evaluation; periodic re-accreditation of programmes (as per NIHSS QA Manual)  Analyse end of course/ programme evaluation (by QA Officer) and give feedback to the lecturer and share in meetings to improve course delivery.	Online End-of-course evaluation form developed, and evaluation conducted regularly.  Feedback shared with respective lecturer.  All NIHSS programmes maintain accreditation.	Academic committee. Programme coordinators/ leaders. QA Officer.	-	Continuous	
	Review and strengthen the policy and procedures for internal moderation of assessments.	Policy and procedures for internal and external	Academic committee. Programme coordinators/ leaders.		2022-2023	Staff time.

	Develop policy and implement procedures for external moderation of assessments.	moderation updated.	QA Officer.			
	Monitor and assess use of updated procedures for assessment.	Inclusion of assessment moderation procedures in the annual report of NIHSS.			2022-2023	Staff time.

Objective: 2.1 Promote innovative practices in course/programme development, delivery and review, and leverage the use of modern technologies in health and social work education

Specific objectives	Activities	Output/Target	Lead person(s)	External partners	Time-frame	Cost Estimate
Deliver programmes that address current and future needs of the health and social sectors	Review programmes and courses as per the Competency-Based Approach (CBA) in line with the requirements set by the Seychelles Qualifications Authority (SQA).	All programmes achieve and maintain SQA accreditation.	Programme coordinator responsible for curriculum development.	Professional Councils  Partner Ministries (Health, Education Social work).  External Consultancy	2023-2026	Staff time.  Consultancy – 200,000
	Develop new programmes based on evolving needs of the health sector.	New programmes introduced based on sector needs.			2023-2026	Staff time.
	Develop new programmes based on evolving needs of the social sector.					
	Work with partners, including professional councils, to explore	Agreed structure for exit/re-entry points for diploma-level	Programme coordinator responsible			

	pathways of exit/exit point on Diploma and higher programmes.	and higher programmes.  Define conditions for internal transfer of credits/hours.	for curriculum development.			
Promote innovation in teaching, learning and assessment practices.	Encourage and build capacity in lecturers, to use a variety of teaching and learning approaches in the delivery of courses to cater for differences in learners' abilities/interests and improve understanding and attainment of competencies.	Use of modern technologies in teaching and learning (e.g. online classrooms).	Academic committee	-	Continuous	Staff time.  New IT equipment and services.
	Explore and use different methods of assessment, complementing current methods being used to improve learner performance.	Healthy mix of teaching methods in use.	Programme leader(s) responsible for teaching assessment Academic validation committee	-	Continuous	
	Acquire modern technologies to facilitate the delivery of programmes and courses.	Use of modern technologies to facilitate monitoring of student progress and performance.	Deputy Director	DICT Private IT service provider.	2023-2024	200,000
	Strengthen the mechanisms and practice of monitoring of teaching	Tools for M&E of teaching and	QA Officer	-	Continuous	Staff time

	<p>and learning across all programme areas.</p> <p>Improve monitoring of student performance and providing academic support for students in need.</p>	<p>learning available and in use.</p> <p>Annual report on teaching and learning integrated into annual NIHSS report.</p>	<p>Programme Coordinators</p> <p>Academic committee</p> <p>Programme Coordinators</p> <p>Lecturers</p>	-	Continuous	Staff time
Strengthen Work-Based Experience (WBE) as an integral component across all programme areas.	<p>Review WBE stages and assessment criteria.</p> <p>Review WBE procedures handbook for each programme and address any gaps.</p> <p>Implement M&amp;E/reporting system to ensure accountability by staff, learners and partners.</p> <p>Explore additional venue-options for WBE across all programmes.</p>	<p>WBE Procedures handbook available and in use.</p> <p>Improved M&amp;E system for WBE.</p>	Programme coordinator for WBE	Partners supporting WBE.	<p>Implementation in progress.</p> <p>Continuous</p>	Staff time.
Implement recognition of prior learning (RPL)	Develop and implement an internal policy, procedures and tools that guide the implementation of RPL at NIHSS.	RPL policy developed, SOPs and tools in use.	Programme coordinator for in-service training and CPD.	Partner Ministries (health and social) SQA	Continuous	Staff time.
Undertake an external review of the Access Programme for Health from 2018-21.	Seek local consultancy to undertake an external review of the Access Programme for Health from 2018-21.	Consultancy report on access programme. Review report with recommendations.	Director Programme coordinator responsible	External Consultancy	2022	Consultancy budget.

			for Access programme			
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Objective: 2.2 Promote the use of research and evidence-based practices in health and social work education.						
Specific objectives	Activities	Output/Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Strengthen the use of research and evidence-based practice to improve the quality of teaching, learning and programme development, delivery and review.	<p>Improve access to research platforms.</p> <p>Ensure evidence-informed service delivery training.</p> <p>Promote research by staff, including collaboration with partners.</p>	<p>Establish research committee.</p> <p>Collaboration with service providers for research.</p> <p>Collaboration with research unit of MOH.</p>	<p>NIHSS representative on Research and ethics committee for MOE</p> <p>Deputy Director</p>	<p>MOH</p> <p>MOE</p> <p>MOFA</p> <p>UniSey</p>	2023-2028	Staff time.
Develop a database that for staff and students to improve the quality of education, services and decision making.	Seek the services of a local consultant to develop the database	Database developed	<p>Director</p> <p>Registrar</p> <p>Admin Manager</p>	UniSey	2023-2028	Consultancy budget

Objective: 3.1 Collaborate with the community to advance health and social wellbeing.						
Specific objectives	Activities	Output/ Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Engage with the community to plan and carry out voluntary work and support community projects.	<p>Activities with community stakeholders, focusing on health promotion and social education and support, conducted at least once a year.</p> <p>Develop a strategy to enhance engagement with the relevant</p>	<p>Log of activities.</p> <p>Community Engagement Strategy developed.</p>	<p>Registrar</p> <p>Learners' Support Officer</p>	<p>Local Communities</p> <p>District Administration</p>	2023-2026	50,000 (12,000/y)



	institutions in the community (Adoption of health/social and educational institutions).			MNAs		
Support the MOH and other partners in the event of a national health-related emergency or recommendation.	Human resource (Staff and student) redeployment based on feasibility.	Support provided as per emergency response plan.	Director	MOH	Ad-hoc	Variable.
Contribute towards improving operations of health and social sectors through sharing of knowledge and expertise.	Representation/ participation in relevant committees and fora in health and social sectors.	Relevant committees/ fora where NIHSS is (or should be represented) are mapped.	Director	Relevant Ministries	Continuous	Staff time.
Develop strategies to enhance parents'/ guardian's engagement with the NIHSS community.	Parents visits. Open days. Additional engagement for students with special needs.	Relevant interactions occurred.	Registrar Deputy Director		Annually	Covered in Recurring budget

Objective: 3.2 Foster, maintain and invest in local and international partnerships for training and continuous professional development.						
Specific objectives	Activities	Output/Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Work with partners to determine training needs in health and social sectors for the next 5-10 years.	<p>Participate in development of the National Health Workforce Accounts to define health sector HR needs (including WISN tool).</p> <p>Participate in Social sector assessment of HR needs.</p> <p>Support the entity responsible for National HR development to identify health and social training needs outside the health and social sectors, and assist with addressing the gap.</p>	<p>NHWA report defining health sector HR needs (produced by MOH).</p> <p>Social sector report on HR needs of the sector (produced by Social Affairs).</p> <p>Training needs identified. Respective training modules developed and delivered.</p>	Director Deputy Director Programme coordinator for in-service training and CPD.	MOH MOE Ministry Responsible for Social Affairs  Entity responsible for National HR development	2022-2024	Staff time.
Work with partners to develop and deliver courses and CPD for the health and social sectors.	Identify and engage key experts and partners.	Courses developed and delivered.	Programme coordinator for in-service training and CPD.	Partner Ministries	Continuous	Staff time.
Collaborate with the University of Seychelles (UniSey) for the development and review of the social work and other social studies programmes.	<p>Committee established to guide collaboration and course development/ delivery.</p> <p>Review of existing curricula.</p>	<p>MOU signed.</p> <p>Course contents and tutors defined.</p>	Programme coordinator responsible for social work.	UniSey	2022-2024	Staff time.

		Courses delivered.				
Collaborate with universities for the delivery of relevant degree-level programmes.	Establish partnerships. Develop capacity and materials. Roll-out of additional courses.	Relevant cabinet paper(s) and project proposal(s) submitted to the Minister for Health.  Course structure and delivery defined.	In-service and CPD coordinator  Director NIHSS	MOH Ministry responsible for Social Affairs MOE	2023-2026	Staff time.  Course-specific costs.  Online training infrastructure
Collaborate with other tertiary education institutions, both locally and internationally, in areas of academic and administrative relevance.	Collaboration with SITE, STA, SBSA, SIAH, SIAD etc. in relevant fields, including for work-based experience.  Explore collaboration as indicated with other academic institutions.	Inter-institute collaborative activities conducted.	Programme coordinators	Partner professional centres	Continuous	Staff and student time.
Work with the MOH to introduce the Nurse Practitioner cadre as part of the health care delivery system.	Support MOH in process of introduction of NP cadre.	NP cadre scope of work defined.	Programme coordinator for in-service training and CPD.  Deputy Director	MOH SNMC NARS	2023-2028	Staff time.
Facilitate access to, and coordinate, training in Health and Social Care Management.	Advocacy for relevant supports, including finance.  Identification of University.	Candidates enrolled in the course.	Deputy Director  Programme coordinator for in-service training and CPD.	MOH Ministry responsible for Social Affairs	2022-2024	Costs covered under training budget (recurring)

	Marketing and enrolment for course.  Mentorship and support for enrollees.					
Provide opportunities for interested staff to undertake clinical or work experience to keep abreast with their area of practice/ specialisation.	Networking and coordination with service areas, to improve access to clinical and work experience for staff.  Introduce advance planning of work placements for staff for each semester.	Agreed timetable of work experience for staff on monthly basis.	Director Deputy Director	MOH Ministry responsible for Social Affairs	Continuous	Staff time.

Objective: 4.1 Develop and implement strategies that allow for optimal use of the infrastructure and effective and sustainable management of resources.						
Specific objectives	Activities	Output/Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Develop and implement strategies, which allow for optimal use of current infrastructure	Review and optimise use of classrooms, offices, labs etc...	Electronic Scheduling system for utilisation of classrooms and shared facilities.	Administrative Manager	DICT. IT Support team.	2023	Staff time.
	Improve the quality of outsourced services.	Monthly monitoring checklist filled for each outsourced service.	Administrative Manager	POU Outsourced service providers.	2023 onwards.	Staff time.
Engage with the MOH and other relevant partners to ensure a smooth transition to the new NIHSS building.	Engage with the Ministry of Health and other relevant partners.	Meetings with MOH leadership. Agree on terms of access to MOH grounds and security arrangements.	Director	MOH	2022-2023	Staff time
			Director	SIA	2022-2023	Staff time

	<p>Ensure required facilities are available in new infrastructure.</p> <p>Plan for and shift to new infrastructure once ready.</p>	<p>Site visits conducted. Infrastructure tailored to needs.</p> <p>Transition plan.</p>	Director	MOH	2022	Staff time
<p>Develop and implement strategies, which allow NIHSS to transition gradually towards the use of renewable energy and environmentally friendly practices to reduce cost and waste.</p>	<p>Approach relevant experts and NGOs for advice on steps NIHSS can take to reduce negative environmental impacts.</p> <p>Seek external funding support to install solar panels (and energy storage) on new infrastructure.</p> <p>Rain-water harvesting system.</p> <p>Introduce Classification of waste.</p> <p>Reduce, reuse and recycle campaign.</p>	<p>Project proposal for introduction of environmentally sustainable infrastructure.</p> <p>Grant/funding applications completed and submitted to relevant potential funding sources.</p> <p>Relevant new infrastructure introduced (subject to access to adequate resources).</p>	Administrative Manager and Site and Facilities Officer	SIA	2023-2026	External Consultancy Support.

	Include environmental considerations in planning and maintenance of infrastructure.					
Work with partners to improve the IT infrastructure and access to the internet by staff and learners.	Provide free Wi-Fi access to all staff and students.	Free access to the internet for staff and students.	Administrative Manager	IT service provider	Continuous	Outsourced services.
Modernise library services.	<p>Review current services offered by the library, identify and address gaps.</p> <p>Build staff capacity on provision of library services and supporting teaching, learning and research.</p> <p>Expand remote access to reference materials and search platforms.</p>	<p>Recruit librarian.</p> <p>Explore online training options for librarians.</p> <p>Maintain access with digital research libraries (CINHAL and Research 4 Life)</p>	<p>Director NIHSS Administrative Manager.</p> <p>Librarian</p>	<p>Ministry of Education – Documentation Centre.</p>	<p>2023</p> <p>2023-2026</p> <p>Continuous</p>	<p>Staff time</p> <p>Cost of subscriptions</p>

Objective: 4.2 Promote and implement health and safety practices on the NIHSS campus so that the infrastructure and overall physical environment are safe, attractive and conducive to work and study.						
Specific objectives	Activities	Output/Target	Responsible person/entity	External partners	Time-frame	Cost Estimate
Review, promote, implement and monitor Health and safety practices on campus.	Strengthen the Health and safety committee.		Health and Safety team.		2023	Staff time.
	Review, promote, implement and monitor Health and safety practices on campus. Expand role beyond COVID-19 related health and safety.	SOPs up-to-date for key health and safety practices.			2023-2024	
	Reinforce and supervise health and safety measures.	Supervisory visits conducted.			2023 onwards	
	Promote health and wellbeing amongst staff and learners.	Health promotion activities included as part of programme delivery/ECA.			Continuous	
Promote and improve Disability access/universal design in the institution.	Advocate for disability-friendly infrastructure.  Modify operations (as far as possible) to cater for needs of students and staff with disabilities.	Recommend conduct of assessment of new infrastructure for ease of access.	Director NIHSS	MOH; SIA	2023-2026	Based on assessment recommendations

Ensure adequate security on campus.	Assess security-needs of new campus.  Review security service contracts.	Upgrading of boundary wall in new location.	Administrative Manager	Security service provider.	2024-2025	Based on a security contract.
	Install camera surveillance systems for new campus.  Ensure rational deployment of available security personnel.	Installation of camera surveillance system.	Administrative Manager			
	Adopt secure archiving and storage practices, including electronic information.	Install agreed cyber-security measures and back-up systems. On-site security personnel.	Administrative Manager	DICT IT Support provider MOH	2023-2026	Cost of new systems and services.

Objective: 4.3 Strengthen emergency preparedness, response and resilience mechanisms and capacities in cases of disasters and emergencies						
Specific objectives	Activities	Output/Target	Responsible person/entity	External partners	Time-frame	Cost Estimate
Develop and implement mechanisms to improve emergency preparedness in the institution	Develop an Emergency Preparedness Plan.	Emergency preparedness and response plan.	Health and Safety team.	Health and Safety consultant	2024-2025	Staff time.
	Define emergency evacuation routes and assembly points.	Assembly points defined.		SFRSA	2024-2025	
					2024 onwards.	



Engage with relevant partners to conduct drills and other preparedness activities in cases of disasters and emergencies.	Work with relevant agencies to conduct fire and other disaster drills.	Emergency Drills conducted once a year.	Health and Safety team.	SFRSA DRMD	2024-2025	
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Objective: 5.1 Cultivate an environment that promotes diversity, equity and inclusion as essential components of health and social work education.						
Specific objectives	Activities	Output/ Target	Responsible person(s)	External partners	Time-frame	Cost Estimate
Foster an environment that promotes tolerance and respect for staff and learners from diverse backgrounds and/or with special needs.	Peer-to-peer cultural exchanges.	Participation of staff and learners at institutional and National level sporting and cultural events.	Registrar Student Support Officer		Continuous	
	Facilitate and encourage access to a diversity of prospective candidates in health, social and other related fields on NIHSS courses.	Increased enrolment of male students in institute.	Registrar		2023-2026	
	Review the NIHSS dress code in the context of occupational needs and respect for diversity.	Updated dress code and uniform.	Director NIHSS Deputy Director Administrative Manager		2023-2024	Uniform budget
	Develop and implement strategies that support staff and learners with special needs.	Linkage with relevant support services and	Student Support Officer Relevant Academic Staff		2023-2026	Staff time

		organisations to review operations. Staff and co-learners sensitisation on supporting individuals with special needs.				
Strengthen the inclusion of inclusivity, diversity and equity as integral components of course and programme delivery.	Carry out an audit to determine the extent to which elements of inclusivity, diversity and equity are integrated in the different courses and programmes	Report with recommendations  Elements of inclusivity, diversity and equity are included in courses and programmes.	Deputy Director  Programme Coordinators  Programme Leaders		2024-2026	Staff time

**Objective: 5.2 Strengthen learner support services to improve relationships, partnerships and outcomes.**

Specific objectives	Activities	Output/ Target	Responsible person/entity	External partners	Time-frame	Cost Estimate
Reinforce the roles and responsibilities of the Registrar and the Learner Support Officer and their working relationship with the other members of staff.	Networking with other tertiary education institutions.	Updated Job description of Registrar and student support officer, with clear delineation of roles	Director NIHSS Administrative Manager Registrar Student Support Officer	PSB; Other Professional Centres;	2023-2024	
Strengthen the NIHSS Learner Council as the main body promoting the interests of	Prepare a calendar of activities.	Calendar of activities.	Student Support Officer Director NIHSS		2023 onwards	Staff time

learners and support activities planned for and on behalf of all learners.	Meeting with Director NIHSS once per semester.	Engagement with Director NIHSS	Learner Council			
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Objective: 6.1 Promote NIHSS as a tertiary education institution that provides academic and life-changing experiences for learners and staff.						
Specific objectives	Activities	Output/Target	Responsible person/entity	External partners	Time-frame	Cost Estimate
Promote NIHSS as the training institution of choice for health and social work.	Develop a marketing strategy.  Develop a prospectus for NIHSS.  Engage with past graduates to support NIHSS in various activities.	Marketing Strategy  Prospectus	Registrar	Website service provider.	Continuous	Recurring budget.
Expand marketing and promotion of stand-alone modules to relevant stakeholders.	Engagement with partners to raise awareness and improve access to training modules on-offer.	Wider awareness of available stand-alone modules	Registrar Programme coordinators/leaders	External partners	Continuous	Recurring budget

Objective: 6.2 Create a vibrant social climate that reinforces a sense of community and belonging and increases the appeal of NIHSS as a training institution for health and social work.						
Specific objectives	Activities	Output/Target	Responsible person/entity	External partners	Time-frame	Cost Estimate
Improve the social climate of the institution	Highlight projects/work completed by learners and staff.	Annual Newsletter for NIHSS	Deputy Director Registrar		2023-2026	
	Provide staff with training and opportunities for further engagement on NIHSS social media platforms.	Relevant staff trained in management of social media platforms.	Director NIHSS Registrar		2023-2024	
	Develop a plan and implement extra-curricular activities for staff and learners.	Calendar of activities.	Registrar Student Support Officer		Continuous	
	Reinforce the roles and responsibilities of the Social Committee as the main body responsible for staff welfare and boosting morale in the institution through various activities.	Roles of the Social committee reviewed and updated.	Registrar Student Support Officer Social Committee		2023-2024	
Recognise achievements of staff and learners	Recognise NIHSS staff and learners for their commitment and achievements.	Graduation ceremony with awards to recognise achievements.	Director NIHSS Deputy Director Administrative Manager	Sponsors	Annual Continuous	Recurring budget

Improve the aesthetic experience and comfort of campus.	Ensure adequate green spaces on-campus.	Enlist landscaping support.	Administrative Manager	Landscaping service provider	2023-2026	Recurring budget
	Campus beautification and maintenance.	Enlist support of SIAD.	Site and Facilities Officer	SIAD	2023-2026	
	Ergonomic design of furniture and classrooms.	Cost estimate for upgrade of furniture.	Site and Facilities Officer	Occupational therapy unit.	2025-2026	

End.