



THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY  
DEPARTMENT OF OPEN AND DISTANCE LEARNING

## STRATEGIC PLAN

2015 – 2019

**Empowering and Transforming the Educational Dreams of Willing Learners**



**DEPARTMENT OF OPEN AND DISTANCE LEARNING**

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### FOREWORD

The Department of Open and Distance Learning Strategic Plan 2015 – 2019 is the department's modest contribution to benchmark, as a way forward, three of the University's institutional pillars – Externalization, Open and Flexible Learning and Entrepreneurialism.

The Strategic Plan lays the groundwork for the establishment and development of a bi-modal learning system beyond archetypes and conventions with the wisdom of exploring endless possibilities of quality education through wireless, seamless approaches and modalities transcending conventional methods and traditional print medium. The Plan also encompasses the need to work synergistically with domestic and international partners and institutions pioneering in flexible, open and distance education and adopt their cohort of educational networks and systems used in ODL, applicable to the local setting but global in context and perspective.

Young people are dreamers and DODL aims to fulfil their educational ambitions. As thousands of school leavers remain without selected spaces in the courses and institutions of their choice, the potentialities of ODL are a profound force to overcome society's challenges and thresholds of illiteracy, poverty and ignorance. Thus, the contribution of DODL to break through the barriers of "selective" tertiary education due to the State's limited capacity to meet demand vis-a-vis the increasing numbers of school leavers becomes an unwavering commitment to develop an informed and empowered citizenry in a knowledge society engendered by valued traditions and moulded by 21<sup>st</sup> century state-of-the-art technology. This will build the human resource capital of the nation over time.

Articulated through non-formal system of learning, the DODL Strategic Plan is not a mere slogan or an empty rhetoric. It is doable and its goals realizable as envisioned and enshrined in the University's Vision 2030 and Papua New Guinea's Vision 2050 of achieving "*a smart, wise, fair, healthy and happy society by 2050*" and beyond.

## DODL FIVE-YEAR STRATEGIC PLAN 2015 - 2019

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As DODL uses open and distance learning as an intervention measure to mediate and mitigate the serious concerns of limitations to educational opportunities in PNG, it will “take the first little step to reach the leap of a milestone”.

I would like to thank Prof. Abdul Halim, HOD – Agriculture, Mr. Eduardo S. Banzon, a/Director – TLMU, Mr. Roberto Soto, Senior Lecturer – Applied Physics and Dr. Enrico Mina, Senior Lecturer – Business Studies for their invaluable contribution and assistance in the preparation and completion of the DODL Five-Year Strategic Plan 2015 – 2019.

### **MR. PAUL NONGUR**

A/Director

30 September 2014



**DODL Strategic Plan 2015 – 2019 Committee**

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### INTRODUCTION

The PNG University of Technology (PNGUOT) becomes a dual mode university as it embarks its academic programmes to be offered through Open and Distance Learning using a blended mode of study and delivery as well as traditional on-campus mode since its inception in 1993. PNGUOT will ensure, within the limits of resource constraints, that parity is maintained between students studying on-campus and through external mode.

The broad policy of the DODL Strategic Plan aspires to

- raise the quality of teaching and learning and facilitate the convergence of on-campus and off-campus teaching and learning modes by promoting and facilitating the use of relevant interactive technologies and methodologies
- maintain an active program of research into alternative modes of teaching and learning in higher education
- publish and disseminate research results and ideas about external studies and ODL in general

With support from the central administration, respective academic departments will ensure that all study materials and support services for all course programmes in both modes of study are of the highest pedagogical quality and effectiveness.

DODL currently offers the following course programmes:

- Master of Science in Remote Sensing and GIS
- Bachelor of Agriculture and Rural Development (BARD)
- Diploma in Science (Physics, Biology and Chemistry) and Mathematics for Secondary School Teachers
- Matriculation

Based on registration figures in the last two academic school years (2012 and 2013), the potentials of ODL in the University's two course programs, BARD and Matriculation, will increase in demand in the coming years based on a conservative estimate of 10% annual growth in student registration.

DODL started to offer Master of Science in Remote Sensing and GIS in 2013 with an initial intake of 16 students. This enrolment figure is expected to increase with the popularity of the programme.

Diploma in Science and Mathematics for Secondary School Teachers is a twinning program between the University and the National Department of Education but this could possibly be opened to self-sponsored teachers after due consultations with the institutional signatories.

### **VISION**

"CONTINUE TRANSFORMING THE EDUCATIONAL DREAMS OF WILLING LEARNERS"

### **MISSION**

To become a leading provider of quality programs of open and distance-based learning that are prestigious, affordable, accessible and appropriate in Papua New Guinea and overseas

### **CORE VALUES**

#### **Commitment to Service**

DODL shall extend learning opportunities to those who may otherwise not have had access to secondary and/or tertiary education. Distance education enables learning to be a lifelong process, critical for developing productive citizens of the nation.

#### **Excellence**

Excellence in distance learning must be supported by commitment to instructional quality and effectiveness

#### **Ethical Behaviour**

Creating and delivering distance learning programmes involve teaching and management commitment of the highest professional standards. Knowing that learning is a social function and obligation and inherently tied to context, distance learning experiences must support interaction by recognizing the contributions of all staff and students/learners.

Commitment to human resource development through behavioural standards which are transparent and socially, morally and legally acceptable



### **Partnership**

Maintain and advance a partnership role with Study Centres, Academic Departments, National Departments, State and its Agencies and Industry through collaborative work and efforts on academic and administrative issues for the benefit of all concerned

### **Transparency**

Engage and undertake activities and perform functions in an open and visible manner for all clients and stakeholders

## **GOALS**

1. To provide quality secondary and tertiary education to the masses, mostly, those who may have been pushed out of the conventional educational system, adults and those that have not gained or accessed higher school certificates
2. To instil pride among its clients both learners/students and course owners (PNGUOT Academic Departments) in ensuring that certification and accreditation requirements are met
3. To be the best operational and logistical centre that is self-sustaining with qualified human resource capacity with quality staff support and network

## **OBJECTIVES**

1. To provide quality secondary and tertiary education to the masses at an affordable cost through the distance mode
2. To design appropriate tertiary level courses that meet the real needs of current and future market place and the nation's development goals and aspirations
3. To maintain and harness a vibrant course/curriculum development and research unit in collaboration with academic departments

4. To increase accessibility to courses and programmes to reach a wider section of the country's population and its immediate neighbouring countries by providing an effective mode of delivery mechanism
5. To provide quality and effective teaching and learning to achieve needed knowledge and skills by continuously upgrading the curriculum

### DEVELOPMENTAL IMPERATIVES

The Department of Open and Distance Learning will be guided by the following principles:

- 1 Improvement and Implementation of Academic Quality Assurance Policy Framework
- 2 Leadership and Governance
- 3 Improvement in Resource Management
- 4 Creation of Regional Centres and Additional Affiliate and Franchise Study Centres

#### 1. Improvement and Implementation of Academic Quality Assurance

Interrelated factors to this imperative:

##### 1.1 Quality Assurance Policy Framework

Review of academic policy framework to improve processes and mechanisms aimed at implementing a more responsive policy framework



Display of Study Centre locations and courses on offer

### 1.2 Appropriate Curriculum

Review of all existing course programmes (Adult Matriculation, Undergraduate and Post graduate) to improve and update contents aimed at producing quality materials and quality graduates

### 1.3 Development of Post Graduate Programmes

Develop post graduate level courses with the assistance of Academic Departments to meet the in-country and overseas demand

### 1.4 Appropriate and functional infrastructure such as lecture rooms, IT equipment and affordable communication network

Development and adoption of a recapitalization programme of all replaceable equipment and instruments with state-of-the-art infrastructure and facilities to support ODL teaching and learning

### 1.5 Effective and sustainable engagement/interaction with regional/study centres and stakeholders

Formalize all international and local linkages and networking with existing and new institutions and continuous collaborative interaction of this agenda

## **2. Leadership and Governance**

Institutional development needs effective and qualified leaders for good governance. This leadership is to be provided by the Head of DODL, Head Quarter staff, Study Centre Coordinators and Tutors and supported by the University Administration, including Academic Departments.

## **3. Improvement in Resource Management**

DODL, like any academic institution, needs effective resource centres with libraries, specialist laboratories, ICT Labs and fully functional infrastructure.

The resource requirements of this development will be defined and reflected in the resource structure of the department/study centres.

### 4. Creation of Regional Centres and Additional Affiliate and Franchise Study Centres

Regional Centres and additional Affiliate or Franchise Study Centres need to be established to accommodate the growing demand for the programmes/courses and the expansion of the institution's (PNG UOT) presence in the country and the Pacific.

### ENABLING FACTORS

#### 1. Human Resource

- Recruitment
- Training
- Retention

#### 2. Infrastructure

- Academic and functional building

#### 3. Programmes: Centre-based and On-line

- Matriculation
- Undergraduate
- Post graduate

#### 4. Curriculum Development, Review and Improvement

- Formation of Curriculum Development Committee for each Program



DODL 2013 Coordinators' Workshop



DODL during Unitech Open Day 2013



DODL Kainantu Study Centre Coordinator

### 5. Development of Study Centres

- Regional Centres
- Study Centres
  - Affiliate
  - Franchise

### 6. Teaching Methods and Materials

- Diverse delivery methods to reach more learners

### 7. Partnerships and Linkages

- MOUs/MOAs with relevant institutions, national and overseas

### 8. Student Support Services

- Enhancement of guidance and counselling

### 9. Entrepreneurialism

- Identification and development of students' business attitudes and skills to enhance their earning potentials

### 10. Research and Development

- Creation of DODL Research Centre



DODL Study Centre – Kainantu Technical Secondary School

## ENABLING FACTOR 1 Human Resource

**Strategic Goal:** Increase the number of highly qualified and skilled staff who can carry out the departmental activities and respond responsibly and creatively to the challenges and opportunities

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Identify level of staff engagement per University policy</li> <li>Job description/ duty statements</li> <li>Identify needed disciplines and programs and ensure recruitment of qualified staff</li> <li>Ensure staff retention and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Approval of proposed organizational structure</li> <li>Prepare and write job descriptions per organizational structure</li> <li>Upgrade/update job description for existing positions</li> <li>Advertisement of job positions</li> <li>Recruitment to fill positions in 8 weeks for qualified appointees</li> <li>Provision for comprehensive, supportive, safe,</li> </ul>	<ul style="list-style-type: none"> <li>Recruit additional staff based on the new organizational structure</li> <li>Template of current and new job descriptions available</li> <li>Increased number of qualified staff</li> <li>Reduced staff turnover</li> </ul>	<p>2014 – 2016</p> <p>Registrar/Human Resource Department</p> <p>Appointment Office</p> <p>Planning Office</p> <p>Career Development Office</p> <p>TLMU</p> <p>Staff</p> <p>DODL HOD Appointment Office</p> <p>ODLC</p>	<p>Delay on recruitment of staff</p> <p>Non-availability of qualified staff</p> <p>Limited on-campus facilities and support services</p>



<ul style="list-style-type: none"> <li>Develop team work and network</li> </ul>	<p>equitable and inclusive staff work environment</p> <ul style="list-style-type: none"> <li>Develop linkages among DODL staff, academic faculties, and other equivalent institutions, national and overseas</li> </ul>	<ul style="list-style-type: none"> <li>Number of collaborative programs, regular staff meeting and team teaching</li> <li>MOUs/MOAs with similar institutions, national and overseas</li> </ul>	<p>HOD Department staff Different Staff Committees</p>	
<ul style="list-style-type: none"> <li>Provide staff orientation training</li> </ul>	<ul style="list-style-type: none"> <li>Induction program</li> <li>Special course training</li> </ul>	<ul style="list-style-type: none"> <li>Number of people trained according to disciplines/subjects</li> </ul>	<p>HOD/Staff members TLMU</p>	
<ul style="list-style-type: none"> <li>Provision for higher education, training and continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>HOD plans for higher education and training for staff with timeline</li> </ul>	<ul style="list-style-type: none"> <li>Donor and department funded scholarships available for staff over time</li> </ul>	<p>PVC Academic Human Resource Department</p>	
<ul style="list-style-type: none"> <li>Performance appraisal for promotion, contract renewals and letters of appointment</li> </ul>	<ul style="list-style-type: none"> <li>Regular appraisal of staff performance</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of staff attending professional staff development courses and training</li> <li>Staff promotion and other incentives</li> </ul>	<p>HOD Human Resource Department Registry TLMU</p>	

## ENABLING FACTOR 2                      Infrastructure

**Strategic Goal:**        Deliver course programs with an academic and functional building

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<ul style="list-style-type: none"> <li>Provision for an academic and functional Department building</li> <li>Improvement of teaching/tutorial support services</li> <li>Establishment and development of departmental library and laboratory</li> </ul>	<ul style="list-style-type: none"> <li>Preparation and submission of building plan for approval</li> <li>Building to be constructed</li> <li>Maintain appropriate resources, technological equipment and other infrastructure to support teaching and learning</li> <li>Continuous dialogue with stakeholders</li> <li>Accessibility to on-line courses, information services and computer labs</li> </ul>	<ul style="list-style-type: none"> <li>Department building constructed</li> <li>Liaise with the future PNG Open University and other similar institutions, national and overseas</li> <li>DODL Library set up</li> <li>Access to Matheson Library</li> </ul>	<p>2016 – 2019</p> <p>HOD</p> <p>Project Office</p> <p>Bursary</p> <p>Planning Office</p>	<p>Lack of funding support for building infrastructure development</p>



### ENABLING FACTOR 3 PROGRAMMES – Centre-based and On-line

**Strategic Goal:** Diversify delivery and integrate ICTS applications in course programs

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<b>Centre-based</b> <ul style="list-style-type: none"> <li>• Matriculation</li> <li>• BARD</li> <li>• Diploma in Mathematics and Science for Secondary school teachers</li> <li>• Master of Science in Remote Sensing and GIS</li> <li>• Future Programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum review</li> <li>• Revised edition of Course books every three years</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of quality graduates</li> </ul>	2016 – 2019 HOD Academic Departments PVC Academic ODLC	Limited university bandwidth to implement e-Learning and on-line course programmes  Limited internet connectivity or accessibility (LAN and wireless)  Non-availability of softwares for e-Learning and on-line courses
<b>On-line</b> <ul style="list-style-type: none"> <li>• Matriculation</li> <li>• BARD</li> <li>• Diploma in Maths and Science for Secondary school teachers</li> <li>• Ms. Science in Remote Sensing and GIS</li> </ul>	<ul style="list-style-type: none"> <li>• Source licensed softwares, e.g. Moodle, ProProfs, etc.</li> <li>• Increased bandwidth</li> <li>• Tutor training for course writing on-line</li> </ul>	<ul style="list-style-type: none"> <li>• On-line courses are set up synchronously and asynchronously</li> <li>• 95% or better of app time</li> </ul>	HOD ICTS Department IT Regional Centre Coordinators Bursary	

- Future Programmes

- Convert courses on-line
- Provide preventive maintenance
- Lease facilities from Telikom



The MSc in Remote Sensing and GIS Team


PVC Academic  
University Council



BARD Graduates - Batches 1 and 2

## ENABLING FACTOR 4 Curriculum development, review and improvement

**Strategic Goal:** Make curriculum relevant to the changes on Open and Distance Learning modalities over time

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<p>Review and update the curriculum and course programs</p>  <p>DODL 2013 Coordinators' Workshop</p>	<ul style="list-style-type: none"> <li>• Introduction of new courses like <ul style="list-style-type: none"> <li>▪ Diploma in Surveying and Land Studies</li> <li>▪ Diploma in Business Studies in Accountancy, Management and Economics</li> <li>▪ Diploma in Applied Sciences and Applied Physics</li> </ul> </li> <li>• Prepare and write on-line and e-Learning course module</li> <li>• Appoint tutors from academic faculties for the new courses</li> <li>• Upgrade existing facilities like library volumes and laboratories to meet the needs of new courses and revised curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of quality graduates in various disciplines</li> <li>• Increase research output because of academic tutors with diverse specializations</li> <li>• Incremental changes to courses and programs</li> <li>• Better teaching and learning facilities</li> <li>• Positive feedback from stakeholders</li> <li>• Increased involvement of industries</li> <li>• Diploma in Surveying and Land Studies commences</li> </ul>	<p>2016 - 2019</p> <p>Planning Office</p> <p>SEM/HOD</p> <p>Academic Departments</p> <p>Donor agencies, in-country and overseas</p>	<p>Awareness and advocacy for Academic Departments to embrace Open and Distance Learning</p>

## ENABLING FACTOR 5      Development of Study Centres

**Strategic Goal:**      Create Regional Centres as hubs of decentralized DODL Programmes and Operations and additional study centres

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
Create, establish, develop and operate regional centres and additional study centres through MOUs/MOAs	<ul style="list-style-type: none"> <li>Regional Centres to be based in:                             <ul style="list-style-type: none"> <li>Headquarters (Taraka Campus) for Momase</li> <li>Rabaul for New Guinea Islands</li> <li>Port Moresby for Southern Region</li> <li>Mt. Hagen for the Highlands Region</li> </ul> </li> <li>Study Centres in Hela, Jiwaka and mineral and gas mining areas</li> </ul>	<ul style="list-style-type: none"> <li>Faster dispatch of course books through regional centres</li> <li>Decentralized or devolved functions in monitoring submission of Headquarters documents and requirements through regional centres</li> </ul>	2016 – 2019  HOD  Planning Office  Bursary  SEM  Donor agencies, in-country and overseas partners	Lack of funding support for building and infrastructure development  Availability of land and lack of provincial government support



## DODL FIVE-YEAR STRATEGIC PLAN 2015 - 2019

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Enaa Province Career Expo – Wabaa Secondary School



Kubarata, Mul/Baiyer Study Centre



DODL Coordinators Workshop: Alexisshafen, Madang



Henganofi High School Study Centre, Goroka, EHP





MSc in Remote Sensing and GIS Course Coordinator

## ENABLING FACTOR 6 Teaching methodologies and materials

**Strategic Goal:** Adopt the latest synchronous and asynchronous teaching and learning modalities in Open and Distance Learning

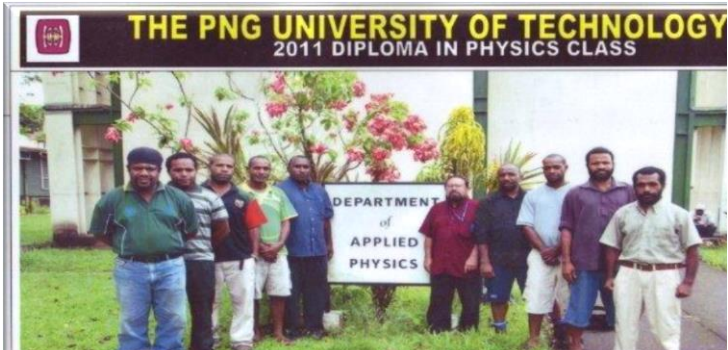

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<b>Teaching Methodologies</b>  Review, modify and improve course modules  Use distance-mode approach in course module writing   Update Teaching and Learning techniques and approaches in ODL	<ul style="list-style-type: none"> <li>Write course modules using the ODL Handbook on Writing Distance Modules</li> <li>Attend workshops on Writing Distance Course modules</li> <li>Attend courses, workshops and conferences on approaches to ODL teaching organized by PNGADE, COL, Association of Asian Open Universities, ODLAA, SEAMEO, etc.</li> <li>On-site visits to</li> </ul>	<ul style="list-style-type: none"> <li>Developed Teaching and Learning course books and ODL materials, in print and electronic copies via e-Learning</li> <li>Diverse delivery methods to reach more learners</li> </ul>	2015 – 2019  HOD  CDI Program Managers  Program Coordinators  PVC Academic  Academic Faculties  Study Centres  TLMU	Compulsory and Comprehensive Teaching and Learning training workshops for tutors  Limited printing capacity need upgrading of printing equipment  Availability of qualified and trained module writers  University incentives on attending ODL activities, in-country and overseas

<p><b>Teaching Materials</b></p> <p>Best use of available materials, including indigenous resources</p>	<p>neighbouring countries with advanced ODL programmes</p> <ul style="list-style-type: none"> <li>• Training workshops on Group Assignments, Field visits/trips, Presentations and Peer Teaching</li> </ul> <ul style="list-style-type: none"> <li>• Print medium</li> <li>• e-Learning softwares/apps</li> <li>• Mobile phones</li> <li>• Mobile training kits</li> </ul>	 <p>DODL Printery Staff</p>	 <p>DODL Printery</p>
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## ENABLING FACTOR 7 Partnerships and Linkages

**Strategic Goal:** Establish synergistic relations with stakeholders and promote external support for departmental programs and activities

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<p>Develop dialogues with stakeholders and partners</p> <p>Promote departmental programs</p>	<p>Promote joint/ twinning agreements through MOUs/ MOAs, exchange visitors' programs of staff</p> <p>Develop curriculum and training programs with partners and stakeholders</p> <p>Career expos, open days, road shows and awareness campaigns</p>	<ul style="list-style-type: none"> <li>Number of agreements</li> <li>Number of programs</li> <li>Number of road shows, field and open days and career expos</li> <li>Number of staff on exchange visitors' programs with other institutions</li> </ul>	<p>2015 – 2019</p> <p>HOD</p> <p>University Administration</p> <p>Stakeholders</p>	<p>Absence of exchange visitors' programs for staff</p> <p>Non compliance by signatory parties to the MOUs/MOAs</p>
				
<p>Diploma in Science and Maths – Joint Program of Unitech &amp; NDoE</p>		<p>Commonwealth of Learning - VUSSC Delegation, Samoa</p>		




## ENABLING FACTOR 8      Student Support Services

**Strategic Goal:**      Promote the holistic development of the academic, social and personal attributes of students

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<p>Maximize students' potentials and abilities to develop their learning capabilities</p> <p>Improve student-staff relations and interaction within and beyond the class</p> <p>Provide tracer study on success rate of students for selection to tertiary institutions and employability</p> <p>Provide student participation to curricular and extra-curricular activities</p>	<ul style="list-style-type: none"> <li>Improved/enhanced learning skills in the various domains</li> <li>Student guidance and counselling</li> <li>Staff representation in students' social activities</li> <li>Department support of students' social activities – sports, academic and cultural programs, annual functions like Christmas</li> <li>Student database</li> </ul>	<ul style="list-style-type: none"> <li>Appointment of staff coordinator/ Guidance counsellor</li> <li>DODL SRC</li> <li>Alumni database</li> <li>On-the-job training and apprenticeship</li> <li>Alumni activities like fundraising</li> </ul>	<p>2015 and onwards</p> <p>Staff Coordinator</p> <p>CDO</p> <p>HOD</p> <p>Academic Faculties</p> <p>SRC</p>	<p>Absence of tracer study on completion and success rates</p> <p>Absence of Alumni database</p>

## ENABLING FACTOR 9 Entrepreneurialism

**Strategic Goal**      **Generate increased earning capacity of the department**  
**Harness students' potentials and skills through entrepreneurialism**

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<p>Generate income through textbook and course module publication as relevant learning materials and references</p> <p>Identify and develop students' business attitudes and skills to enhance earning potentials</p>	<ul style="list-style-type: none"> <li>• Matriculation. Diploma and degree course modules to be marketed as learning materials in secondary and tertiary institutions</li> <li>• Develop sustainable student self-help and income generating programs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased income</li> <li>• Increased publications due to increased earnings</li> <li>• Reduced dependency on external funding</li> <li>• Fundraising activities</li> </ul>	<p>2015 – 2019</p> <p>HOD</p> <p>Academic Departments</p>	<p>Lukewarm support from business houses to provide earning opportunities to students</p>
 <p>DODL students doing their practicals</p>				

## ENABLING FACTOR 10      Research and Development

**Strategic Goal**      Advance the cause of open and distance learning to cater for wider and broader participation of all willing school-age leavers and adult learners with a variety of course program choices

Strategies	Action	Performance Indicator	Responsibility and Timeline	Weaknesses/Threats
<p>Create a DODL Research wing</p> <p>Strengthen collaborative course writing with academic faculties</p> <p>Increase diploma and degree programs</p> <p>Plan and undertake processes on quality assurance, accountability and review</p> <p>Research on the market needs of the graduates under different programmes</p>	<ul style="list-style-type: none"> <li>Encourage collaborative activities with academic faculties like course writing</li> <li>Concentrate internal resources on areas of strength for capacity building and opportunities for external funding</li> <li>Increase competitiveness of academic and research programs</li> <li>Conduct research</li> </ul>	<ul style="list-style-type: none"> <li>DODL Research Centre</li> <li>Increased number of student registrations</li> <li>Increased number of diploma and degree completions</li> <li>Growth in grant received both internally and externally</li> </ul>	<p>2015 – 2019</p> <p>Project Office</p> <p>Academic Departments</p> <p>Institutional and industry partners in PNG and overseas</p> <p>Donor agencies</p>	<p>Inability to meet counter funding requirements of donor agencies</p>

### CONCLUSION AND RECOMMENDATIONS

The DODL Five-Year Strategic Plan is a comprehensive guideline of what to achieve during the period of its implementation until its completion. It is an action plan that incorporates aspects of financial independence to veer away from the cycle of fiduciary dependency. The implementation and management of the plan depends on the unequivocal support of the University hierarchy from the Vice Chancellor to Registry and Human Resource Department to the Planning and Project Offices and staff who will provide the academic and technical expertise to DODL.

The following priorities and timelines are highlighted for implementation:

- |   |             |
|---|-------------|
| • Approval of the Organizational Chart                        | 2014        |
| • Approval of Quality Assurance and Assessment Policies       | 2014        |
| • DODL Website operational                                    | 2014        |
| • Implementation of Quality Assurance and Assessment Policies | 2015        |
| • Recruitment of staff  | 2015 – 2016 |
| • Additional Study Centres                                    | 2015 – 2019 |
| • DODL Building   | 2015 – 2016 |
| ➤ Department Library  | 2016        |
| ➤ Research Centre   | 2016        |
| • Centre-based Diploma Course Programs                        | 2016        |
| • Establishment of DODL Regional Centres                      | 2016        |
| • On-line Diploma Course Programs                             | 2017        |
| • e-Library established and operational                       | 2017        |
| • Centre-based and On-line course offerings                   | 2018        |



From this to something like this

❖ PHOTOS courtesy of Mr. Paul Nongur

## **ATTACHMENTS**

**Attachment 1 DODL ORGANIZATIONAL STRUCTURE**

**Attachment 2 DODL FIVE-YEAR STRATEGIC TIMELINES**